

APPLICATION FOR APPROVAL TO USE HUMAN PARTICIPANTS (TCNJ) (Version 1.0)

1.0 General Information

***Please enter the full title of your research project:**

Developmental Outcomes of Latino Youth in a Peer Mentoring Program

***Please enter the Study Alias you would like to use to reference the study:**

Peer Mentoring Program

* This field allows you to enter an abbreviated version of the Study Title to quickly identify this study.

2.0 Add Department(s)

2.1 List all of the departments associated with this study:

Primary Dept?	Department Name
<input type="radio"/>	TCNJ - TCNJ Department
<input type="radio"/>	TCNJ - - Psychology

3.0 Assign key study personnel (KSP) access to the study. Please ensure that all training is active for all KSP that are added to this study.

3.1 *Please add a Principal Investigator for the study:

Chung, He L

3.2 If applicable, please select the Research Staff personnel:

A) Additional Investigators

B) Research Support Staff

Bennett, Allijah
Research Assistant
Leddy, Daria
Research Assistant
Rubio, Genesis
Research Assistant

3.3 *Please add a Study Contact:

Chung, He L

The Study Contact(s) will receive all important system notifications along with the Principal Investigator. (e.g. The study contact(s) are typically either the Study Coordinator or the Principal Investigator themselves).

3.4 Please select the Designated Department Notification(s) (e.g. Department Chair, Dean or Supervisor):

Vivona, Jeanine M
Department Chair

Add the name of the individual to be informed of protocol from your Department (e.g. the Department Chair or Dean).

4.0

Research Determination

Do I need to seek IRB approval for my project?

4.1 Does the project involve data relating to human subjects (as opposed to plants, animals or inanimate objects)?

Yes No

4.2 Is the project solely for educational purposes (as opposed to research purposes*)? Note: Answer "No" if the project is for research purposes* or if the purpose is both educational and research.

Yes No

4.3 Is this a project for which you are seeking Inter-institutional IRB Authorization Agreement for which TCNJ will be the institution relying on an external designated IRB?

Yes No

4.4 Are you using archival data only?

Yes No

5.0

Research Description

5.1

**Abstract. Provide an abstract of the proposed research or teaching in language that can be understood by a non-scientist. The abstract should summarize the objectives of this project and the procedures to be used, with an emphasis on what will happen to the subjects.
(Maximum 250 words)**

This research aims to understand the impact of a year-long formal peer mentoring program on Latino youth. The Trenton community program, *El Centro de Recursos para Familias*, recently started the program with 18 Latino youth from Mercer County (9-14 years old) summer/fall 2017. There is limited research exploring developmental outcomes of Latino youth who participate in formal mentoring programs, including factors that mediate program effects (Oberoi, 2016; Keating et al., 2002). Research indicates that this research is especially important among Latino youth because they are vulnerable to experience negative outcomes (Dubois et al., 2011; Roffman et al., 2003; Schmidt et al., 2009). To address this gap in the research literature, the current project will complete interviews with mentees involved in El Centro's peer mentoring program. They will be asked to complete three interviews: (1) pre-

assessment within the first few months of starting the program, (2) post-assessment within one to two months after the program ends, and (3) follow-up interview about six months after the program ends. Interview questions will examine the mentor-mentee relationship, as well as assess the program's impact on mentees' school outcomes, social relationships, and psychological development. Interviews will be confidential, last 45-60 minutes, and take place within the community. Researchers will also request to view certain El Centro program files, including mentees' school report cards and summaries of the activities the mentor-mentee pairs completed together. Mentees will be compensated via gift cards: \$10 for first interview, \$15 for the second interview, and \$25 for the third interview.

5.2

Objectives: List your research objectives. (Maximum 250 words)

The first objective is to understand factors that affect developmental outcomes of 18 Latino youth participating in a year-long formal peer mentoring program. Based on previous research, we hypothesize that participation in a formal peer mentoring program will be linked to the following developmental outcomes: academic functioning (e.g., academic self-efficacy, school grades), behavioral outcomes (e.g., networking skills, prosocial behaviors), social outcomes (e.g., sense of connectedness and bonding at school). We also plan to examine how mentee characteristics (e.g., motivation to be involved in the program) and mentor characteristics (e.g., age) are related to youth outcomes. The second objective is to examine factors that mediate program effects on mentee's developmental outcomes. Based on previous literature, we will examine the following factors as potential mediating variables: parental factors (e.g., parental warmth, parental engagement in child's academic life), relationships with other caring adults in mentee's life (e.g., contact with other supportive adults), and the quality of the mentoring relationship (e.g., perceived closeness with mentor, frequency of contact with mentor). The proposed project will use a longitudinal mixed-methods approach to examine these research questions. Specifically, we will use quantitative and qualitative data collection methods and ask mentees questions about their experiences during the mentoring program, as well as six months after the program ends (to examine whether program effects are maintained and if mentee's perceptions of the mentoring program changes after they are able to reflect on the experience).

5.3

Research Procedures

Describe the research procedures that will be followed.

Prior to participation, the researcher will obtain Parental Consent and Child Assent (see Consent/Assent Form attachments).

How often will the participants be involved?

- Mentees will be asked to complete three face-to-face interviews. Pending IRB approval, the first will take place around December 2017 - January 2018 (within the first few months of the mentee beginning their relationship with their mentor). The second will be scheduled within two months after the formal mentoring program (which lasts about one year) ends. The third and final interview will be scheduled six months after the formal mentoring program ends.

For what period of time will they be involved?

- Youth will participate in the formal peer mentoring program for about one full year. This program is coordinated by *El Centro de Recursos para Familias* (see attached Letter of Support from the Coordinator of the mentoring program at El Centro). Youth are being asked to participate in the current research study for about 18 months to complete an interview at three different times points: near the start of the year-long formal peer mentoring program, near the end of the program, and about six months after the program ends. The PI of this IRB proposal (He Len Chung) will oversee the research interviews, and three student researchers will help to conduct these interviews (see below). The first interview will take about 45 minutes and will be scheduled around December 2017 - January 2018. The second interview will take about an hour and will be scheduled after the year-long program ends. The third and final interview will take about an hour and will be scheduled about six months after the program ends.

Where will the study take place?

- Interviews will be scheduled at *El Centro De Recursos para Familias* of Catholic Charities' main offices in Trenton, NJ (327 South Broad St, Trenton, NJ 08608). The interviews will be scheduled for a time that is convenient for participants (most likely during the hours of 1 pm - 5 pm on Friday afternoons and 8 am - 11 am on Saturday mornings). Maria Duarte, Coordinator of the mentoring program, will always be present in the building during scheduled interviews but will not be present in actual interview sessions with mentees.
- To ensure confidentiality, interviews will be carried out in private offices on the first floor of the El Centro building. Only the research interviewer and participant will occupy the office during the interview. In addition, noise canceling or white noise machines will be used in interview rooms to help maintain confidentiality.

Who will assist the investigator?

- The PI and lead student researcher (Genesis Rubio) will be responsible for obtaining consent from parents and assent from youth. Two other student research assistants will assist with (a) conducting youth interviews, and (b) collecting, coding, and analyzing the interview and *El Centro* program data through end of spring 2018 semester. All student research assistants have completed the online NIH ethics course, "Protecting Human Research Participants," uploaded their certificates to the iMedris system, and will receive adequate training to carry out these research tasks. New student research assistants are expected to join the research team after spring 2018. For the duration of the proposed project, student research assistants will complete the online NIH ethics course, upload their certificates to the iMedris system, and will receive adequate training from the project Principal Investigator to carry out the research tasks.

Following each interview, participants will be debriefed about the nature of the research project and given a business card of the project PI. The back of the card will list contact information for the following behavioral and emotional health resources in the community that are also recommended by the community partner site for this study, *El Centro*. Participants will be encouraged to call the PI or the resources listed on the back of the card if they are upset after participating in the interview and want to talk to a professional in the community.

1. Maria Duarte / *El Centro de Recursos para Familias of Catholic Charities* / 327 S. Broad St / Trenton, NJ 08608 / 609-394-2056 ext 3301
2. Confidential Phone Crisis Intervention for CONTACT of Mercer County, NJ / 609-896-2120 / 609-896-4434 (Teen line)
3. Millhill Child & Family Development Center / 101 Oakland Street / Trenton, NJ 08618 / 609-989-7333

5.4

What data will be recorded and how?

What data will be recorded and how?

- Data from program records will be reviewed at *El Centro* and entered into password-protected SPSS computer data files. This way, no program files need to leave the El Centro program site. Student researchers will take laptops to El Centro, review relevant program data, and use the laptops to enter data on-site. Specifically, student researchers will review "Monthly Progress Report" documents submitted by the program mentors (see *El Centro Mentor Log* in the "Instruments" attachment) and school report cards of participants to obtain information about the frequency and content of mentor-mentee activities completed and school outcomes (grades, absences, suspensions).
- Data for each of the three interviews will be collected using paper questionnaires (see "Instruments" attachment). All questions will be read aloud to youth to make sure they understand the questions and to maximize participants' engagement in the interview. Interviews will also be recorded using a digital voice recorder. Some of the questions have open-ended responses, and recording the responses will allow us to accurately transcribe and analyze the responses after the interview. It is critical that each word be recorded accurately so that a content analysis of participant responses can be conducted; content analysis is the recommended data analysis strategy for qualitative interview data and requires verbal responses to be documented and coded verbatim. To conduct this type of analysis, it is recommended that participant responses are audio recorded and later transcribed. No names will be included on the recordings. In addition, if the participant gives the names of specific people, places, or events, this information will be replaced with generic identifiers (e.g., Friend 1, Place 2) in the written transcription to help keep information confidential.
- During the first interview, youth will be asked to complete a survey that asks about (see "Instruments" attachment):

- Demographic information
- Developmental outcomes
- Motivation to be involved in the mentoring program.
- Contact information so the participant can be contacted for the next interview.
- *Note*: some portions of the interview will involve forced choice quantitative survey questions, while some portions of the interview will involve open-ended qualitative questions.
- During the second interview, youth will be asked to complete a survey that asks about (see “Instruments” attachment):
 - Same questions from Interview 1.
 - Questions about the mentoring program (e.g., frequency and quality of contact with mentors, mentoring program activities).
 - *Note*: some portions of the interview will involve forced choice quantitative questions, while some portions of the interview will involve open-ended qualitative questions.
- During the third interview, youth will be asked to complete a survey that asks about (see “Instruments” attachment):
 - Same questions from Interview 1 except for contact information.
 - Questions about the mentoring program (e.g., frequency and quality of contact with mentors, mentoring program activities).
 - *Note*: some portions of the interview will involve forced choice quantitative questions, while some portions of the interview will involve open-ended qualitative questions.

5.5 Will devices, machines, equipment, instruments and/or questionnaires/surveys/interviews be used?

Yes No

5.6 Devices

Please add the devices, machines and/or equipment that will be used on this study.

View Details	Device Name	
No devices have been added to this Study		

5.7 Questionnaires

Please be sure to add all questionnaires, surveys, interview questions, etc. If the research involves interviews that could evolve as the research progresses, include a list of discussion topics and any “starter” questions for each topic that can reasonably be expected to be covered. This will be attached to the study via the Initial Review Submission Packet.

5.8 Does this research involve physiological processes?

Yes No

5.12 Will international research or research that includes languages other than English be involved?

Yes No

Please note that translations of ALL materials, including consents, instructions, recruitment posting, questionnaires, etc. require prior IRB approval.

5.13

Expertise and Consultation

What are the investigator's qualifications to conduct research in this setting?

Adequate Time to Conduct and Complete the Research

For the duration of the project, I plan to teach a course called "PSY 390/492 Collaborative Research" each semester during the academic year. The purpose of the course is to engage in psychological research with students. All research assistants for this project are students enrolled in the course. To satisfy course requirements, students will receive training to conduct interviews and analyze program data. In addition, I plan to have at least one student each semester who is enrolled in a senior-level independent study or senior honors thesis course (PSY 492, PSY 493, or PSY 496) who will take a leadership, co-investigator role in the project to help carry out the research study. During the summer months, student researchers will continue to work on the project through my PSY 390/492 Collaborative Research course (if enough students enroll to run the course), TCNJ's MUSE (Mentored Undergraduate Summer Experience) Program (if my MUSE proposal gets accepted), or through enrollment in an independent research course. During the summer months, I will have sufficient time to advance the research, as I will not be teaching any other courses during that time.

Adequate Qualifications to Conduct and Complete the Research

I have had over 15 years of experience obtaining consent and conducting surveys and interviews with children and youth in urban settings. Specifically, I have completed projects with Trenton youth and adults that involved community-based data collection, as well as involved TCNJ undergraduate students in these projects. Similar to the proposed project, my previous projects in Trenton involved establishing community partnerships and conducting interviews with minors and adults. In addition, the current lead student researcher (Genesis Rubio) is completing her senior honors thesis AY 2017-18 with my research lab and has played a lead role in the development of the proposed project. This student already has a strong working relationship with the proposed community partner site, El Centro, as she has been a Bonner Community Scholar at the site for the past four years. She will continue to play a lead role in carrying out the project AY 2017-18 as she completes her honors thesis project. Specifically, she is fluent in Spanish and will complete the consent process with parents whose primary language is Spanish. Finally, all student research assistants who will assist with the proposed project (Allijah Bennett, Daria Leddy) have completed the NIH Human Subjects training and uploaded their certificates to the iMedris system. These student research assistants will participate in weekly trainings and meetings through my research lab to ensure they are adequately qualified (have adequate experience, training, and familiarity with the protocol) to carry out the proposed research project. Future research students who join this project will be required to complete the same trainings and participate in weekly meetings for the duration of their work on the project.

5.14 Does this research involve FDA-regulated drugs, devices or biologics?

Yes No

5.15

Adequacy of Resources to Protect Subjects

Investigator (including co-investigators) has sufficient time to conduct and complete the research.

Yes No

Adequate and qualified (including experience, training and familiarity with the protocol) staff are available for this research.

Yes No

5.16

Describe other resources needed for the protection of subjects in conducting this research (e.g. participant communication needs, language translation services).

It may be required to have research assistants who can obtain parental consent in Spanish. We have confirmed that all 18 youth participants are fluent in English. The lead student investigator, Genesis Rubio, is fluent in Spanish and will be responsible for obtaining parental consent in these circumstances during AY 2017-18. (Note: Spanish versions of the parental consent forms are included with this IRB application, and Genesis Rubio's contact information is provided on the English and Spanish-translated parental consent forms.) My research lab will recruit Spanish-speaking lab members for the duration of the project to address this unique need of the proposed project.

5.17
Will this research involve deception?

Yes No

5.21
Will the research involve stored data for future use?

Yes No

5.22
Data Use
Who will use the data? Check all that apply.

Note: Future use of this data by the Principle Investigator and/or students will require a separate application to the IRB for approval unless that use is included in this application.

- Principal Investigator
- The PI's students
- Other researchers at TCNJ
- Researchers at other institutions
- Future use is unknown at this time

5.24
Will the internet be involved in this research?

Yes No

6.0

Subject Population

6.1
Describe the subject population to be included in this research.

18 Latino children (ages 9-14) participating in the *El Centro* peer mentoring program will be recruited for this study. 9 children are female, 9 children are male. *El Centro de Recursos para Familias of Catholic Charities* is an existing community partner of my research Lab. The lead student investigator, Genesis

Rubio, has worked with El Centro through the TCNJ Bonner Scholars program for the past four years. The Coordinator of El Centro's Peer Mentoring program, Maria Duarte, has agreed to collaborate with us on this project, including allowing us to recruit current mentees from the program. Please see attached letter of support from El Centro/Maria Duarte.

6.2 What is the total number of participants requested for this study?

18

6.3 Will prisoners be involved in this research?

Yes No

6.6 Will children be involved in this research?

Yes No

6.7 Children as Subjects

What is the age range of the children in this research?

9-14

6.8 Are any of the children wards of the State or any other agency, institution, or entity?

Yes No

6.9 Will pregnant women, fetuses or neonates be involved in this research?

Yes No

6.12 Will this research involve cognitively impaired subjects?

Yes No

6.15 Will all of the subjects be fluent in English?

Yes No

6.16 Include any special characteristics targeted for inclusion.

Order Number	Criteria
1	18 Latino children (ages 9-14) participating in the El Centro peer mentoring program will be recruited for this study. 9 children are female, 9 children are male. I have confirmed with the program Coordinator that all children being recruited are fluent in English. Mentees are Latino children participating in the El Centro peer mentoring program. Being Latino, however, is not required to participate in the mentoring program or the current study.

6.17 Include any special characteristics targeted for exclusion.

Order Number	Criteria
1	There are no exclusion criteria for this study, but the system would not let me proceed without entering something in this field.

7.0 Research Setting

7.1 Choose the settings in which research procedures will be carried out.

- Home of Participants
- International Location
- Multiple Locations
- Prison
- School
- TCNJ
- Other Institution e.g. Hospital, In Patient Facility
- Other

Specify Other:

El Centro de Recursos para Familias of Catholic Charities
 327 South Broad Street
 Trenton, NJ 08608
 Primary contact: Maria Duarte (Coordinator, Peer Mentoring Program)
 Phone: 609-394-2056 ext. 3301
 Email: mduarte@cctrenton.org

7.3 List all non-TCNJ sites where the procedures will be carried out.

For each site, describe the IRB communication with the external site and indicate: whether the site has an IRB, whether the site has granted permission for the research to be conducted, and the contact information for the site.

Please be sure to include the location of the subjects (schools, hospitals, clinics, prisons, unions, etc.) as well.

Please note that a signed permission letter on institutional letterhead is required for most research that is conducted at institutional locations (e.g., schools, hospitals, prisons, etc.) outside of TCNJ. This will be attached to the study via the Initial Review Submission Packet.

Community non-profit program: El Centro de Recursos para Familias of Catholic Charities
327 South Broad Street
Trenton, NJ 08608
Primary contact: Maria Duarte (Coordinator, Peer Mentoring Program)
Phone: 609-394-2056 ext. 3301
Email: mduarte@cctrenton.org

Site does not have an IRB.
Site has granted permission for the research to be conducted. See attached letter of support from the site.

7.7

International Setting

Where is the research to be conducted?

Not applicable

7.8

Describe the cultural norms in this setting with respect to research, individual autonomy, consent, age of majority, etc. in this setting.

Not applicable

7.9

Will the investigator be collaborating with local persons (e.g., researchers, universities, community leaders, etc.)?

Yes No

Describe:

El Centro de Recursos para Familias of Catholic Charities is an existing community partner of my research Lab. The lead student investigator, Genesis Rubio, has worked with El Centro through the TCNJ Bonner Scholars program for the past four years. The Coordinator of El Centro's Peer Mentoring program, Maria Duarte, has agreed to collaborate with us on this project, including allowing us to: (1) review select program data (see Research Description section); (2) recruit mentees from the program, and (3) use El Centro offices to conduct interviews. Please see attached letter of support from El Centro/Maria Duarte.

7.10

Will this research be reviewed by a local IRB or ethics committee?

Yes No

8.0

Subject Recruitment

8.1 Describe how subjects will be recruited for participation in this study.

Mail: After obtaining IRB approval, the Coordinator of the peer mentoring program will send out a letter (English and Spanish versions) to the homes of all participants in the peer mentoring program. See "Recruitment Letter" attachment for both versions of the letter. The letter will be accompanied by all three consent forms: Child Assent, Parent Consent (English version); and Parent Consent (Spanish version). The envelope will also include the "Information Session Flyer" attachment (see below). The Coordinator will send these letters to the home address of mentees so the researchers do not know participants' contact information prior to them providing consent to participate in the current study.

Information Session: After obtaining IRB approval, the project PI and lead student researcher will hold two information sessions for mentees and parents/guardians. The two information sessions are tentatively scheduled for November 20 and November 27 and will provide dinner for families (6:30-7:30). At the sessions, the researchers will make a brief presentation in English and Spanish describing the proposed project. The presentation will be based on the information in the Parent Consent and Child/Youth Assent forms. We will hand out the consent and assent forms and address any questions from mentees and parents/guardians.

8.2 Attach copies of any proposed flyers, posters, pamphlets, print advertisements, web postings, letters, etc. and any scripts for on air advertisements or phone calls. All recruitment material must be approved by the IRB prior to use. If potential participants are not fluent in English, please upload translations of materials. All items will be attached to the study via the Initial Review Submission Packet.

8.3 Will subjects be recruited by searching records (e.g., school records, medical records)?

Yes No

8.4 Will databases be utilized?

Yes No

8.5 Will an advertising company be employed for recruitment purposes?

Yes No

8.6 Will physician to researcher referral be utilized for recruitment?

If yes, please be aware that HIPAA regulations prohibit physician-to-physician referral; patients must first be informed of a trial and agree to be contacted before any physician referral can be initiated.

Yes No

8.7 Are there any other methods not covered in relation to subject recruitment?

Yes No

8.8 Will subjects be offered compensation for participating in the research?

Yes No

Describe the nature of the compensation. (Indicate here amounts and schedule of payments as well as conditions for subject receiving compensation for participating in the research)

Interview 1: Participants will receive a \$10 gift card (Amazon or Regal Cinema) if they complete the entire interview; they will receive a \$5 gift card if they start the interview and do not finish.

Interview 2: Participants will receive a \$15 gift card (Amazon or Regal Cinema) if they complete the entire interview; they will receive a \$5 gift card if they start the interview and do not finish.

Interview 3: Participants will receive a \$25 gift card (Amazon or Regal Cinema) if they complete the entire interview; they will receive a \$10 gift card if they start the interview and do not finish.

Substantiate that:

- Proposed payments are reasonable and commensurate with the expected contributions of the participant.
- Participant payments are fair and appropriate.
- They do not constitute (or appear to constitute) undue pressure or influence on the prospective research participants to volunteer for, or to continue to participate in, the research study, and
- That the payments do not constitute (or appear to constitute) coercion to participate in, or continue to participate in, the research study.

\$10 seems to be a reasonable amount to compensate youth for about 45 minutes of their time for the first interview, and this amount is similar to what other research studies have offered to compensate youth. If youth have a job that pays minimum wage, they would earn \$8.44/hour (NJstate minimum wage). The average interview time is expected to be about 45 minutes, but some youth will take longer than this. Given that some youth may take closer to 60 minutes to complete the interview, \$10 compensation seems commensurate with the expected contributions of the participant and does not seem to place undue pressure or influence on the participant to volunteer.

Participants are being compensated more money for the second interview (\$15) because it is expected to take longer (given the open-ended, qualitative interview portion of the interview) and because it is critical that participants complete the second interview (to examine changes in behaviors and attitudes from the start of the program). While it is estimated that the interview will take 60 minutes, some youth will take longer than this, and \$15 seems commensurate with the expected contributions of the participant.

Participants are being compensated \$25 for the third interview because it is expected to take at least 60 minutes (given the open-ended, qualitative interview portion of the interview), and it is likely that youth will have to make a specific trip to *El Centro* to complete the interview. The third interview will be scheduled about 6 months after youth complete the program, and this appointment could require about 2.5 hours of the participant's time: 60 or more minutes for the interview and up to 90 minutes round-trip to get to and from the interview if using public transportation. In addition, youth may have to pay roundtrip bus fare to get to the interview. Given the potential of these additional expenses (time and bus fare) for our participants, \$25 compensation seems commensurate with their expected contributions (based on a wage of \$8.44/hour) and does not seem to place undue pressure or influence on participants to volunteer. The compensation amount for the present study is also similar to the amounts used in previous longitudinal studies examining community program effects among urban youth.

8.9

The terms of the participant participation agreement and the amount of payment are specified in the informed consent form.

Yes No

8.10

Explain how the Investigator has access to a population that would allow recruitment of the required number of subjects.

Please upload any relevant documentation providing consent for recruitment (such as letters from the external institution, unless letter was already uploaded under Research Setting). All additional documents that need to be submitted to the IRB will be attached to the study via the Initial Review Submission Packet.

El Centro de Recursos para Familias of Catholic Charities is an existing community partner of my research Lab. The lead student investigator, Genesis Rubio, has worked with El Centro through the TCNJ Bonner Scholars program for the past four years. The Coordinator of El Centro's Peer Mentoring program, Maria Duarte, has agreed to collaborate with us on this project, including allowing us to recruit current mentees from the program. Maria Duarte has confirmed that there are 18 mentees currently enrolled in the program who are fluent in English. Please see attached letter of support from El Centro/Maria Duarte.

9.0

Risks & Benefits

The purpose of this section is to determine if subjects will be placed "at risk" -- i.e., exposed to the possibility of physical, psychological, sociological, or other harm as a consequence of any activity proposed in the research project.

9.1

Risk Classification: What is the overall risk classification of the research?

NOTE - According to HHS Regulations minimal risk means "The probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests."

- Minimal
- Greater than minimal
- Significant
- Unknown

9.2

If the classification is minimal risk, please justify why that category is appropriate.

Questions asked in the survey and open-ended interview address issues that are likely to be discussed in everyday activities as youth participate in the mentoring program (e.g., development of relationship with mentor, school functioning). Youth will not be asked to provide information or their opinions about sensitive topics (e.g., mental disorders, drug use). Youth will be asked to provide contact information so the researcher can contact the individual to set up follow-up interviews. This information will only be viewed by the principal investigator of the project and will be stored in a locked cabinet inside my office.

9.4

What precautions have been taken to minimize these risks and what is their likely effectiveness?

To obtain parental consent and set up youth interviews in the community, it is possible that we will have to write down names and phone numbers to contact individuals. If this occurs, any written notes will be

stored in a locked cabinet in my office. Notes that include contact information will be shredded as soon as the interview is complete. Youth will also be asked to provide contact information so the researcher can contact the individual to set up interviews. This information will only be viewed by the principal investigator of the project and will be stored in a locked cabinet inside my office. In addition, each participant will be assigned a code number, and this number only (no identifying information) will be included on project documents and audio files. The information that links participant contact information with the code number will be stored separately from data collected.

In addition, each participant will be assigned an arbitrary ID/code number, and this number only (no identifying information) will be included on project documents and audio files. The information that links participant information with the code number will be stored separately from data collected.

Finally, for the transcribed audio files, specific names of people (e.g., friends, teachers, mentor), places (e.g., school, El Centro program), and events will be replaced with general identifiers (e.g., Friend 1, Place 2, Event 3) to help maintain confidentiality.

We believe that these precautions are likely to minimize the risk of loss of confidentiality, as they are recommended procedures in other research studies involving interview and program data collected from children in other community-based research studies.

9.5 Describe other alternative and accepted procedures, if any, that were considered and why they will not be used.

Not applicable

9.6 Describe how the research will be monitored to ensure subject safety.

All research assistants (Genesis Rubio, Allijah Bennett, Daria Leddy) will participate in weekly trainings and meetings through my research lab to ensure they are adequately qualified (have adequate experience, training, and familiarity with the protocol) to carry out the proposed research project. Future research students who join this project will be required to complete the same trainings and participate in weekly meetings for the duration of their work on the project.

9.7 Assess the potential benefits to science and/or society which may accrue as a result of this research.

Research exploring the developmental outcomes of Latino youth who participate in formal mentoring programs is limited (Oberoi, 2016; Keating, Tomishima, Foster, & Alessandri, 2002). Researchers agree, however, that these programs may be especially important for promoting positive outcomes for this group of children and adolescents. Results from the current project can address this empirical gap, particularly with respect to understanding processes that contribute to changes for youth living in disadvantaged urban neighborhoods. Research findings may also help program staff of formal peer mentoring programs identify programmatic components that are most likely to foster positive developmental outcomes among mentees. Finally, mentees may enjoy discussing the topics of this research study and contributing to scientific knowledge that may help improve mentoring programs like the one offered at *El Centro de Recursos para Familias*.

9.8 Are there any benefits which may accrue to the individual subjects in this research?

Yes No

Please explain.

Mentees may enjoy discussing the topics of this research study and contributing to scientific knowledge that may help improve mentoring programs like the one offered at *El Centro de Recursos para Familias*. Also, mentees will receive monetary compensation for their participation.

9.10

Allowable Categories For Using Children as Participants in Research

Check the category below that best represents the degree of risk and benefit to which the children in this study will be exposed. Note: More than one category may be indicated, such as when a protocol involves both a study group and a control group; in these cases, please specify.

- Category 1: The proposed research poses risks no greater than that ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests (i.e., minimal risk).
- Category 2: The proposed research poses greater than minimal risk with the potential for direct benefit to subjects.
- Category 3: The proposed research poses a greater than minimal risk with no potential for direct benefit to individuals, but is likely to yield generalizable knowledge about the subjects' conditions.
- Category 4: The proposed research does not meet the criteria in the above categories but presents an opportunity to understand, prevent, or alleviate serious problems affecting the health or welfare of children.

10.0

Privacy & Confidentiality

10.1

Explain provisions to protect privacy interests of subjects. This refers to how investigators will contact subjects and/or access private information from or about subjects during and after their involvement in the research (e.g. time, place, etc. of research procedures).

To set up youth interviews in the community, we will have to write down names and phone numbers to contact individuals (see page 1 of the attached Interview Protocol). As noted in the Interview Protocol, this sheet will be stored separately from the data and place in a locked cabinet in my office. I am the only person who has access to this cabinet. When the information is needed (to schedule an interview), I will provide the contact information to student research assistants who will be instructed to record contact information only (not the participant's name). Notes that include contact information will be shredded as soon as the interview is scheduled.

In addition, each participant will be assigned an ID/code number, and this number only (no identifying information) will be included on interview documents, audio files, and transcriptions of the audio files. These project files will be stored in my research lab (Social Sciences Building, 3G). My research lab is locked at all times, and only student research assistants who have completed the NIH Online Training for the Protection of Human Subjects have access to this space. Inside the lab space, all paper documents are stored in a locked cabinet, and consent forms are stored separately from data collected. In addition, all electronic files (databases, transcribed audio files) are stored in password-protected files on computer drives that are also password-protected. Finally, the information that links the code number to the participant's name will be stored separately from data collected in my faculty office space (which is locked at all times). Only I have access to the information that links code numbers to participant names.

Finally, for the transcribed audio files, specific names of people (e.g., friends, teachers, mentor), places (e.g., school, El Centro program), and events will be replaced with general identifiers (e.g., Friend 1, Place 2, Event 3) to help maintain confidentiality.

10.2

Will the data collected in the course of the study be considered sensitive data (e.g. mental health, HIV status, SS#, etc.)?

Yes No

10.3 Could any of this data, if disclosed, have adverse consequences for subjects or damage their financial standing, employability, insurability, or reputation?

Yes No

Explain:

10.4 What specific safeguards will be employed to protect confidentiality of data (e.g., coding or removal of identifiers as soon as possible, limitation of access to data, use of locked file cabinets, protection of computer-based data systems, etc.)?

Each participant will be assigned an ID/code number, and this number only (no identifying information) will be included on interview documents, audio files, and transcriptions of the audio files. All project files will be stored in my research lab. My research lab is locked at all times, and only student research assistants who have completed the NIH Online Training for the Protection of Human Subjects have access to this space. Inside the lab space, all paper documents are stored in a locked cabinet, and consent forms are stored separately from data collected. In addition, all electronic files (databases, transcribed audio files) are stored in password-protected files on computer drives that are also password-protected. (Note: I use different passwords for each of these files/locations: access to log onto the lab computers, access to the drive where electronic files are located, and access to open electronic files). Finally, the information that links the code number to the participant's name will be stored separately from data collected in my faculty office space (which is locked at all times). Only I have access to the information that links code numbers to participant names.

Finally, for the transcribed audio files, specific names of people (e.g., friends, teachers, mentor), places (e.g., school, El Centro program), and events will be replaced with general identifiers (e.g., Friend 1, Place 2, Event 3) to help maintain confidentiality.

10.5 Will data that identifies individual subjects be published or in any way be disclosed to third parties other than project personnel?

Yes No

10.6 Data Storage

Describe how the data is to be stored, including location.

Most project files will be stored in my research lab (Social Sciences Building, 3G). My research lab is locked at all times, and only student research assistants who have completed the NIH Online Training for the Protection of Human Subjects have access to this space. Inside the lab space, all paper documents are stored in a locked cabinet, and consent forms are stored separately from data collected. In addition, all electronic files (databases, transcribed audio files) are stored in password-protected files on computer drives that are also password-protected. (Note: I use different passwords for each of these files /locations: access to log onto the lab computers, access to the drive where electronic files are located, and access to open electronic files). Finally, the information that links the code number to the participant's name will be stored separately from data collected in my faculty office space (which is locked at all times). Only I have access to the information that links code numbers to participant names.

Finally, for the transcribed audio files, specific names of people (e.g., friends, teachers, mentor), places (e.g., school, El Centro program), and events will be replaced with general identifiers (e.g., Friend 1, Place 2, Event 3) to help maintain confidentiality.

10.7 Who will have access to the data?

My student research assistants, all of whom have completed the NIH Online Training for the Protection of Human Subjects and are enrolled in a research course with me for which we have regular meetings. As noted in section 10.4, each participant will be assigned an ID/code number, and this number only (no identifying information) will be included on interview documents, audio files, and transcriptions of the audio files.

10.8 Describe protections in place to restrict access to authorized persons.

As noted in previous sections, all project files are located behind locked doors (my faculty office or research lab space) and in locked cabinets or password-protected computers and files. I use different passwords for each of the electronic files/locations: access to log onto the lab computers, access to the drive where electronic files are located, and access to open electronic files. In addition, I change passwords each semester so only current research assistants have access to the data.

10.9 Will the stored data be identifiable?

Yes No

If yes, explain why this is necessary. If no, explain how the data will be de-identified.

Yes. This is necessary because the project needs to link data across the three interviews, as well as data obtained from the mentor program data. As noted in section 10.4, each participant will be assigned an ID /code number, and this number only (no identifying information) will be included on interview documents, audio files, and transcriptions of the audio files. Information that links the code number to the participant's name will be stored separately from data collected in my faculty office space (which is locked at all times). Only I have access to the information that links code numbers to participant names.

10.10 Will the data be coded?

Yes No

Explain how the data will be coded and how the key will be secured.

Each participant will be assigned an ID/code number, and this number only (no identifying information) will be included on interview documents, audio files, and transcriptions of the audio files. All project files will be stored in my research lab. My research lab is locked at all times, and only student research assistants who have completed the NIH Online Training for the Protection of Human Subjects have access to this space. Inside the lab space, all paper documents are stored in a locked cabinet, and consent forms are stored separately from data collected. In addition, all electronic files (databases, transcribed audio files) are stored in password-protected files on computer drives that are also password-protected. (Note: I use different passwords for each of these files/locations: access to log onto the lab computers, access to the drive where electronic files are located, and access to open electronic files). Finally, the information that links the code number to the participant's name will be stored separately from data collected in my faculty office space (which is locked at all times). Only I have access to the information that links code numbers to participant names.

Finally, for the transcribed audio files, specific names of people (e.g., friends, teachers, mentor), places (e.g., school, El Centro program), and events will be replaced with general identifiers (e.g., Friend 1, Place 2, Event 3) to help maintain confidentiality.

11.0

Informed Consent

Unless waived by the IRB, informed consent is necessary for all research involving human subjects and must be documented in some manner. The investigator may determine which method would best serve the interest of the subject population, but the IRB reserves the right to require alternative or more stringent means of securing consent.

11.1

Which of the following apply to this research?

- Informed consent will be obtained from all subjects and documented with a signed, written consent form.
- Informed consent will be obtained from subjects, but no signed consent form will be used.
- Fully informed consent will not be obtained from all subjects. This includes deception, withholding information, etc.

11.2

Informed Consent

Describe how the required information is being presented to subjects (consent form, orally, information sheet, etc.).

The lead student researcher assistant (RA) and I will schedule 2 program information sessions at *El Centro* where youth and parents/guardians will be invited to learn about the project. We will coordinate with *El Centro* staff to use a meeting space at the facility, but *El Centro* staff will not participate in the information sessions (to help participants and parents understand that participating in this research project is voluntary and not a requirement of the peer mentoring program). During these information sessions, the RA and I will review the project and consent forms with youth and families. We have confirmed that all youth recruited for the project speak English fluently. Some parents, however, are primarily Spanish-speaking. The RA is fluent in Spanish and will attend all information sessions to obtain written consent from parents who prefer to speak Spanish (using the Spanish version of the consent form). We will address questions that youth and parents have and will leave my business card and copies of the Parental Consent and Youth Assent forms. If youth are interested in participating, but their parent/guardian did not attend the program orientation session, they will be instructed to give their parent/legal guardian the Parental Consent form and have their parent/legal guardian call me or the RA. When a parent contacts us, we will review the Parental Consent form and any questions the parent has. We will then set up a time and location to meet the parent and youth and obtain consent in person from both individuals. During this meeting, we will verbally present the consent forms to youth and parents and answer any questions before asking them to sign the forms.

11.3

Describe the circumstances under which consent will be obtained, including where the process will take place.

As noted above, the lead student RA and I plan to first review the consent forms at a program information session (at *El Centro*). If we do not obtain consent during one of these sessions, we will set up a time and location to meet with both the parent and youth to do a final review of each form and obtain signatures. During this meeting, we will verbally review the consent form with each individual to check for comprehension. The parent and youth will sign two copies of the respective forms. They will keep one copy, and we will keep the other copy for our records.

11.4**Who will obtain consent? Describe their experience in obtaining consent from subjects.**

I will be primarily responsible for obtaining consent from youth and parents. I have had over 15 years of experience obtaining consent and conducting surveys and interviews with youth/parents and young adults in urban settings, including Trenton and Philadelphia. Most of my research takes place in the community, so I frequently obtain consent at community locations, such as the library and community programs.

If parents/guardians are primarily Spanish-speaking, the lead student RA (Genesis Rubio) will obtain consent using the Spanish version of the Parent Consent Form. Genesis has three semesters of experience obtaining consent from research participants while conducting survey research in her Psychology 299 Research Seminar course (spring 2016) and in my PSY 390 Collaborative Research course (fall 2016, spring 2017). I directly supervised her work in all of these courses and ensured that she obtained consent in line with ethical human subjects research guidelines. During the time we will obtain consent from participants and parents/guardians (fall 2017 and maybe spring 2018), Genesis will be completing her senior honors thesis with my research lab. We will meet two times per week to ensure that we adhere to research protocols and procedures.

11.6**If potential participants are not fluent in English how will translation be provided?**

The lead student RA is fluent in Spanish and translated the Parent Consent Form to Spanish. This Consent Form was also back-translated to English (see attachment). As noted earlier, the RA will obtain consent face-to-face with parents who are primarily Spanish-speaking. In addition, her contact information is provided (in addition to the project PI) on both the English and Spanish Parent Consent Forms if parents want to ask questions in Spanish.

11.7**Parental Permission****What permission will be obtained from the parents?**

In general, permission from both parents is required for research involving children unless one parent is deceased, unknown, incompetent, or not reasonably available, or when only one parent has legal responsibility for the care and custody of the child. For Categories 1& 2, however, the IRB may find that the permission of one parent is sufficient.

Because you have checked Category 1 or 2 it may be sufficient to request permission from 1 parent.

- Permission will be obtained from both parents where possible.
- Permission from only one parent is being requested.
- A waiver of parental permission is being requested.

If the research is being conducted in a group setting (e.g., a classroom), explain what provisions have been made for children whose parents have not given permission for them to participate:

Not applicable

11.8**Assent from Children**

Adequate provisions must be made for soliciting the assent of children when, in the judgment of the IRB, the children are capable of providing assent and for soliciting the permission of their parents or guardians.

Please indicate whether the children you will study are generally capable of providing assent; evaluate age, maturity and psychological state of the children involved. Please be specific:

- All are capable
 Some are capable
 None are capable

Explain:

The lead student RA and I plan to present the assent form (see attachment) verbally to children and ask if they have questions after each section of the consent form. To assist with comprehension, the child assent form is written at the 5th grade level (confirmed with a Microsoft Word readability analysis). Because we will obtain consent with each participant individually, we can assess comprehension with each child separately and address questions or concerns during the process.

Describe how assent will be obtained, including what information will be provided to the subjects:

As noted above, the lead student RA and I plan to first review the assent forms (see attachment) at a program information session (at *El Centro*). If we do not obtain assent during one of these sessions, we will set up a time and location to meet with both the parent and youth to do a final review of each form and obtain signatures. During this meeting, we will verbally review the consent form with each individual to check for comprehension. The parent and youth will sign two copies of the respective forms. They will keep one copy, and we will keep the other copy for our records.

Describe how assent will be documented.

Signed, written assent on the Child Assent Form.

11.18

Consent

Will the subjects give their consent to have their data stored for future use?

Yes No

If yes, explain how this will be done. If no, explain why this is necessary.

11.19

Are consent forms being used with non-English-speaking subjects? If yes, provide how the translations will be obtained.

Yes No

Explain:

Genesis Rubio (lead student research assistant) translated the Parent Consent Form to Spanish (see attachment) and had it back-translated to English (see attachment). Maria Duarte, Coordinator of the mentor program, confirmed that a spanish versino of the Child Assent Form is not needed, as all mentees are fluent in English.

12.0**Conflict of Interest****12.1**

Do any members of the research team or any of their immediate family members have any financial interest in the sponsor of this research and/or in the results of this research?

Yes No

13.0**Application Complete**

13.1 The application for approval to use human participants is completed. **NEXT**, you will need to hit Save and Continue in the top right corner so you can complete the Initial Review Submission Packet. This is a short form where you complete your lay summary as well as attach all necessary study documents to the initial submission.

**THE COLLEGE OF NEW JERSEY
CHILD ASSENT FOR PARTICIPATION IN A RESEARCH PROJECT**

Principle Investigator: He Len Chung, Ph.D., Department of Psychology

Study Title: Developmental Outcomes of Latino Youth in a Peer Mentoring Program

I understand I am being asked to be in a study about peer mentoring programs for Latino children. A researcher from The College of New Jersey will run this study. 18 boys and girls will be asked to join the study.

If I agree, I know that the researcher will look at the mentoring program's records. These records have my school report cards and the activities I do with my mentor. I understand that I am being asked to do three face-to-face interviews at *El Centro* during a time when I am free. I understand that the researcher cannot share my answers with anyone else unless they think someone is hurting me or if they think I might hurt myself or someone else. If the researchers thinks these things, the researcher will tell *El Centro* and other professionals to help keep me and other people safe.

The first interview will take about 45 minutes and happen near the time I start the program (December 2017 or January 2018). The second interview will take about an hour and will happen when I finish the program. The last interview will take about an hour and will happen about six months after I finish the program. When I am interviewed, I will be asked to tell the truth. I will be asked questions about my time with my mentor, and other questions about my life including family and school. I know that I do not have to answer any question I do not want to answer. I know that the interviews will be recorded, and I understand that my name will not be used in the recording. I know that I will get a gift card for being in the study. I will get a \$10 gift card when I finish the first interview (\$5 if I start the first interview but do not finish), \$15 when I finish the 2nd interview (\$5 if I start the 2nd interview but do not finish), and \$25 when I finish the 3rd interview (\$10 if I start the 3rd interview but do not finish).

I know that it is up to me if I want to be in this study, and I can stop at any time. I know that the researcher has to get permission from my parent/guardian for me to join the study. I know that my choices will not affect how *El Centro* staff treat me. I know that if I feel uncomfortable answering questions and want to talk to someone who can help, the researcher will tell me who I can talk to.

If I have any questions, I know that I can contact He Len Chung (Principal Investigator of this study) using the information below or Chu Kim-Prieto (Chair of the Institutional Review Board at The College of New Jersey) by phone (609-771-2695) or email (IRBChair@tcnj.edu).

I HAVE READ THIS FORM. THE RESEARCHER ANSWERED MY QUESTIONS. I AGREE TO TAKE PART IN THIS RESEARCH STUDY.

Signature of participant

Date

Printed name of child

Date

Signature of researcher

Date

Printed name of researcher

Date

He Len Chung, PhD | Associate Professor | Email: chung@tcnj.edu | Phone: 609-771-2646



IRB NUMBER: IRB-2017-0056
IRB APPROVAL DATE: 11/11/2017
IRB EXPIRATION DATE: 11/10/2018

**THE COLLEGE OF NEW JERSEY
CHILD ASSENT FOR PARTICIPATION IN A RESEARCH PROJECT**

Principle Investigator: He Len Chung, Ph.D., Department of Psychology

Study Title: Developmental Outcomes of Latino Youth in a Peer Mentoring Program

I understand I am being asked to be in a study about peer mentoring programs for Latino children. A researcher from The College of New Jersey will run this study. 18 boys and girls will be asked to join the study.

If I agree, I know that the researcher will look at the mentoring program's records. These records have my school report cards and the activities I do with my mentor. I understand that I am being asked to do three face-to-face interviews at *El Centro* during a time when I am free. I understand that the researcher cannot share my answers with anyone else unless they think someone is hurting me or if they think I might hurt myself or someone else. If the researchers thinks these things, the researcher will tell *El Centro* and other professionals to help keep me and other people safe.

The first interview will take about 45 minutes and happen near the time I start the program (December 2017 or January 2018). The second interview will take about an hour and will happen when I finish the program. The last interview will take about an hour and will happen about six months after I finish the program. When I am interviewed, I will be asked to tell the truth. I will be asked questions about my time with my mentor, and other questions about my life including family and school. I know that I do not have to answer any question I do not want to answer. I know that the interviews will be recorded, and I understand that my name will not be used in the recording. I know that I will get a gift card for being in the study. I will get a \$10 gift card when I finish the first interview (\$5 if I start the first interview but do not finish), \$15 when I finish the 2nd interview (\$5 if I start the 2nd interview but do not finish), and \$25 when I finish the 3rd interview (\$10 if I start the 3rd interview but do not finish).

I know that it is up to me if I want to be in this study, and I can stop at any time. I know that the researcher has to get permission from my parent/guardian for me to join the study. I know that my choices will not affect how *El Centro* staff treat me. I know that if I feel uncomfortable answering questions and want to talk to someone who can help, the researcher will tell me who I can talk to.

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I HAVE READ THIS FORM. THE RESEARCHER ANSWERED MY QUESTIONS. I AGREE TO TAKE PART IN THIS RESEARCH STUDY.

Signature of participant

Date

Printed name of child

Date

Signature of researcher

Date

Printed name of researcher

Date

He Len Chung, PhD | Associate Professor | Email: chung@tcnj.edu | Phone: 609-771-2646



IRB NUMBER: IRB-2017-0056
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THE COLLEGE OF NEW JERSEY
CONSENTIMIENTO PATERNO PARA LA PARTICIPACIÓN EN UN PROYECTO DE
INVESTIGACIÓN

Investigadora principal: He Len Chung, Ph.D., Departamento de Psicología

Investigadora estudiantil principal: Genesis Rubio, Último Año Universitario Mayor
Psicología

Título del estudio: Resultados del Desarrollo de Jóvenes Latinos participando en un Programa de Mentoría entre compañeros

Invitación a participar: Investigadores de la Universidad de Nueva Jersey (The College of New Jersey) desean invitar a su hijo/hija a participar en un estudio acerca de la mentoría entre compañeros

¿Cuál es el propósito de este estudio? Muchos niños y adolescentes están en programas de mentoría, pero no tenemos mucho conocimiento acerca de cómo estos programas afectan a esta juventud latina. Este proyecto estudiará cómo el programa de mentoría que ofrece El Centro de Recursos para Familias de Caridades Católicas afecta a esta juventud.

¿Cómo será conducido el estudio? Todos los niños en el programa están invitados a participar. Le pediremos a su hijo/hija que lea y firme un formulario de consentimiento para que entienda el estudio. Si usted está de acuerdo, el investigador tendrá acceso a los archivos del programa (calificaciones escolares y que han hecho con su mentor). Además, su hijo/hija participará en tres entrevistas. La primera será al principio del programa y durará aproximadamente 45 minutos (diciembre 2017 o enero 2018). La segunda será al finalizar el programa y durará aproximadamente una hora. La última entrevista será después de seis meses de la finalización del programa y durará aproximadamente una hora. Durante cada entrevista, le haremos preguntas a su hijo/hija acerca del programa de mentoría, la escuela y sus relaciones con otras personas. Las entrevistas serán realizadas en El Centro durante el tiempo libre de su hijo/hija. Grabaremos dichas entrevistas para ayudarnos a poder comprender las contestaciones de su hijo/hija; el nombre de su hijo/hija no estarán en las grabaciones.

¿Existe algún riesgo al participar en este estudio? Es posible que su hijo/hija no le guste contestar preguntas acerca de ellos mismos. Ellos no están obligados a contestar preguntas que no desean contestar. Del mismo modo, si su hijo/hija no se siente comfortable y desee hablar con un consejero, el investigador podrá ayudar con esto.

¿Cuáles serán los beneficios de este estudio? La información que su hijo/hija proveerá nos ayudará a mejorar programas de mentoría para la juventud latina.

¿Será compensado mi niño? Si. Su hijo/hija recibirá una tarjeta de regalo en la cantidad de \$10 después de su primera entrevista (\$5 si por algún motivo no logra finalizar la entrevista); recibirá una tarjeta de \$15 después de su segunda entrevista (\$5 si por algún motivo no logra finalizar la



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entrevista) y recibirá \$25 después de su tercera entrevista (\$10 si por algún motivo no logra finalizar la entrevista).

¿Serán confidenciales los resultados? Si. Mantendremos toda la información que su hijo/hija nos provee y los archivos del programa confidenciales. El nombre de su hijo/hija no aparece en ningún documento y guardaremos estos datos en un sitio aparte de los formularios de consentimiento. Toda información será guardada en un gabinete cerrado en la oficina del investigador. La información dejará de ser confidencial, si por algún motivo el investigador sospecha: que alguien está maltratando a su hijo/hija, que su hijo/hija está maltratándose, o que su hijo/hija está maltratando o planea maltratar a otra persona. Si esto sucede, el investigador involucrará la ayuda del personal de *El Centro de Recursos para Familias* y otros profesionales para mantener la seguridad de su hijo/hija y otras personas.

¿Es completamente voluntaria la participación de mi niño? Sí, la participación es voluntaria y completamente la decisión de usted y su hijo/hija. Su hijo/hija no está obligado a participar y podrá retirarse del estudio incluso después de haber empezado una entrevista. El tratamiento que el personal de El Centro le da a su hijo/hija será igual así participe o no, y su hijo/hija podrá participar en todos los otros programas que El Centro ofrece.

¿Qué pasa si tengo más preguntas acerca de este estudio? Contestaremos cualquier preguntas que usted tenga acerca de este estudio. Usted puede contactar He Len Chung (Investigadora Principal) por teléfono (609-771-2646) o via correo electronico (chung@tcnj.edu). También puede contactar Chu Kim-Prieto (presidente de la junta de revisión institucional de La Universidad de Nueva Jersey) por teléfono (609-771-2695) o vía correo electrónico (IRBChair@tcnj.edu).

- ***Si usted necesita hablar con alguien en español acerca del estudio, por favor contactar a Génesis Rubio (la investigadora estudiante principal) por teléfono (609-495-4405) o vía correo electrónico (rubio1@tcnj.edu).***

La autorización: He leído este formulario. Permitiré que mi hijo participe en este estudio. El investigador ha explicado el propósito del estudio, lo que sucederá durante el estudio, y sus riesgos y beneficios. He recibido una copia de este formulario de consentimiento.

Firma del padre o guardián, fecha impresa

Nombre del padre o guardián

Nombre del niño

Firma del investigador principal, fecha impresa

Nombre y dirección del investigador principal:

He Len Chung, PhD | Associate Professor of Psychology | PO Box 7718 | Ewing, NJ 08628



IRB NUMBER: IRB-2017-0056
IRB APPROVAL DATE: 11/11/2017
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THE COLLEGE OF NEW JERSEY
CONSENTIMIENTO PATERNO PARA LA PARTICIPACIÓN EN UN PROYECTO DE
INVESTIGACIÓN

Investigadora principal: He Len Chung, Ph.D., Departamento de Psicología

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¿Existe algún riesgo al participar en este estudio? Es posible que su hijo/hija no le guste contestar preguntas acerca de ellos mismos. Ellos no están obligados a contestar preguntas que no desean contestar. Del mismo modo, si su hijo/hija no se siente comfortable y desee hablar con un consejero, el investigador podrá ayudar con esto.

¿Cuáles serán los beneficios de este estudio? La información que su hijo/hija proveerá nos ayudará a mejorar programas de mentoría para la juventud latina.

¿Será compensado mi niño? Si. Su hijo/hija recibirá una tarjeta de regalo en la cantidad de \$10 después de su primera entrevista (\$5 si por algún motivo no logra finalizar la entrevista); recibirá una tarjeta de \$15 después de su segunda entrevista (\$5 si por algún motivo no logra finalizar la



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entrevista) y recibirá \$25 después de su tercera entrevista (\$10 si por algún motivo no logra finalizar la entrevista).

¿Serán confidenciales los resultados? Si. Mantendremos toda la información que su hijo/hija nos provee y los archivos del programa confidenciales. El nombre de su hijo/hija no aparece en ningún documento y guardaremos estos datos en un sitio aparte de los formularios de consentimiento. Toda información será guardada en un gabinete cerrado en la oficina del investigador. La información dejará de ser confidencial, si por algún motivo el investigador sospecha: que alguien está maltratando a su hijo/hija, que su hijo/hija está maltratándose, o que su hijo/hija está maltratando o planea maltratar a otra persona. Si esto sucede, el investigador involucrará la ayuda del personal de *El Centro de Recursos para Familias* y otros profesionales para mantener la seguridad de su hijo/hija y otras personas.

¿Es completamente voluntaria la participación de mi niño? Sí, la participación es voluntaria y completamente la decisión de usted y su hijo/hija. Su hijo/hija no está obligado a participar y podrá retirarse del estudio incluso después de haber empezado una entrevista. El tratamiento que el personal de El Centro le da a su hijo/hija será igual así participe o no, y su hijo/hija podrá participar en todos los otros programas que El Centro ofrece.

¿Qué pasa si tengo más preguntas acerca de este estudio? Contestaremos cualquier preguntas que usted tenga acerca de este estudio. Usted puede contactar He Len Chung (Investigadora Principal) por teléfono (609-771-2646) o via correo electronico (chung@tcnj.edu). También puede contactar Chu Kim-Prieto (presidente de la junta de revisión institucional de La Universidad de Nueva Jersey) por teléfono (609-771-2695) o vía correo electrónico (IRBChair@tcnj.edu).

- ***Si usted necesita hablar con alguien en español acerca del estudio, por favor contactar a Génesis Rubio (la investigadora estudiante principal) por teléfono (609-495-4405) o vía correo electrónico (rubio1@tcnj.edu).***

La autorización: He leído este formulario. Permitiré que mi hijo participe en este estudio. El investigador ha explicado el propósito del estudio, lo que sucederá durante el estudio, y sus riesgos y beneficios. He recibido una copia de este formulario de consentimiento.

Firma del padre o guardián, fecha impresa

Nombre del padre o guardián

Nombre del niño

Firma del investigador principal, fecha impresa

Nombre y dirección del investigador principal:

He Len Chung, PhD | Associate Professor of Psychology | PO Box 7718 | Ewing, NJ 08628



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THE COLLEGE OF NEW JERSEY
PARENTAL PERMISSION FOR PARTICIPATION IN A RESEARCH PROJECT

Principle Investigator: He Len Chung, Ph.D., Department of Psychology

Study Title: Developmental Outcomes of Latino Youth in a Peer Mentoring Program

Invitation to Participate: Researchers from The College of New Jersey want your child to participate in a study about peer mentoring for Latino youth.

What is the purpose of this study? Many children and teenagers are in mentoring programs, but we do not know much about how these programs affect Latino children and teenagers. This project will study how the *El Centro de Recursos para Familias of Catholic Charities'* Peer Mentoring Program affects Latino youth.

How will the study be conducted? All children in the program are invited to participate. We will ask your child to read and sign a separate consent form so they understand the study. If you agree, the researcher will look at program records (your child's school report cards and what they did with their mentor). Also, your child will be invited to do three interviews. The first is about 45 minutes and will be when your child starts the program (December 2017 or January 2018). The second is about an hour and will be when your child finishes the program. The last interview is about an hour and will be six months after your child finishes the program. During each interview, we will ask your child questions about the mentoring program, school, and relationships with other people. The interviews will take place at *El Centro* when your child is free to do them. We will record the interviews because this will help us understand your child's answers; your child's name will not be on any audio files.

Are there any risks to participating in this study? It is possible that your child may not like answering questions about themselves. Your child does not have to answer any question they do not want to answer. Also, if your child is uncomfortable for any reason and wants to talk to a counselor, the researcher will help with this.

What will be the benefits of this study? The information your child gives us may help to improve mentoring programs for Latino youth.

Will my child be compensated? Yes. Your child will get a \$10 gift card after the first interview; they will get \$5 if they start the interview but do not finish. Your child will get \$15 after the second interview (\$5 if they start the interview but do not finish). Your child will get \$25 after the third interview (\$10 if they start the interview but do not finish).

Will the results be confidential? Yes. We will keep the information your child gives us and the information from the program records confidential. We will not put your child's name on any of this information and will store this information separate from the consent forms you and your child sign. We will keep all information in a locked cabinet in the researcher's office. The only time information is not confidential is when we think your child is being hurt, may hurt



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themselves, or may hurt someone else. If we believe this, the researcher will tell *El Centro de Recursos para Familias* staff and other professionals to help keep your child and others safe.

Is my child's participation voluntary? Yes, being in this study is up to you and your child. Your child does not have to participate. Also, they can stop at any time, even after they start an interview. *El Centro* staff will treat your child the same way if they participate or not, and your child can be involved in other *El Centro* programs even if they do not participate in this study.

What if I have any more questions about this study? We will answer any questions you have about this study. You may contact He Len Chung (Principal Investigator) by phone (609-771-2646) or email (chung@tcnj.edu). You may also contact Chu Kim-Prieto (Chair of the Institutional Review Board at The College of New Jersey) by phone (609-771-2695) or email (IRBChair@tcnj.edu).

Si usted necesita hablar con alguien en español acerca del estudio, por favor avise a Génesis Rubio (la investigadora estudiante principal) por teléfono (609-495-4405) o por correo electrónico (rubioG1@tcnj.edu).

Authorization: I have read this form. I allow my child to participate in this study. The researcher has explained the study's purpose, what will happen during the study, and the study's risks and benefits. I have received a copy of this consent form.

Signature of parent or guardian, Date

Printed name of parent or guardian

Printed name of child

Signature of researcher, Date

Printed name of researcher

Principal Investigator:

He Len Chung, PhD | Associate Professor of Psychology | PO Box 7718 | Ewing, NJ 08628



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Is my child's participation voluntary? Yes, being in this study is up to you and your child. Your child does not have to participate. Also, they can stop at any time, even after they start an interview. *El Centro* staff will treat your child the same way if they participate or not, and your child can be involved in other *El Centro* programs even if they do not participate in this study.

What if I have any more questions about this study? We will answer any questions you have about this study. You may contact He Len Chung (Principal Investigator) by phone (609-771-2646) or email (chung@tcnj.edu). You may also contact Chu Kim-Prieto (Chair of the Institutional Review Board at The College of New Jersey) by phone (609-771-2695) or email (IRBChair@tcnj.edu).

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Authorization: I have read this form. I allow my child to participate in this study. The researcher has explained the study's purpose, what will happen during the study, and the study's risks and benefits. I have received a copy of this consent form.

Signature of parent or guardian, Date

Printed name of parent or guardian

Printed name of child

Signature of researcher, Date

Printed name of researcher

Principal Investigator:

He Len Chung, PhD | Associate Professor of Psychology | PO Box 7718 | Ewing, NJ 08628



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Instruments/Surveys

The first part of this document lists the research objectives, research variables/constructs, and the measure(s) used to investigate the research questions. The second part of this document includes the actual survey instruments we plan to use in the research project.

1. The first research objective is to understand factors that affect developmental outcomes of 18 Latino youth participating in a year-long formal peer mentoring program. Based on previous research, we hypothesize that participation in a formal peer mentoring program will be linked to the following developmental outcomes:

- **Academic Outcomes**

- Increased school retention (i.e., staying in school) (Moreno-Candil, 2017)
 - Assessed via: school report cards obtained from the mentoring program.
- Reduced absenteeism in school (Rhodes, Grossman, Resch, 2003)
 - Assessed via: school report cards (obtained from the mentoring program).
- Improved academic self-efficacy (Rhodes, Grossman, Resch, 2003; Oberoi, 2016)
 - Assessed via: 6 items from the Self-Perception Profile for Children - Scholastic Competence (Harter, 2012).
- Improved school attachment and desire to attend school (Steinman, 2006)
 - Assessed via: 6 items from the School Orientation scale (Cernkovich & Giordano, 1992).
- Improved academic performance (DuBois et al., 2011)
 - Assessed via: school report cards (obtained from the mentoring program).

- **Behavioral Outcomes**

- Reduced internalizing and externalizing behaviors at school (Keating, Tomishima, Foster, & Alessandri, 2002).
 - Assessed via: 10 items from the Youth Empowerment Solutions (YES) Evaluation (The Regents of the University of Michigan, 2013).
- Development of youth networking skills for future career and undergraduate opportunities (Schwartz, Kanchewa, Rhodes, Cutler, & Cunningham, 2016)

- **Social Outcomes**

- Increased sense of connectedness and bonding at school (Karcher, 2008)
 - Assessed via: 5 items from the School Bonding scale (Cernkovich & Giordano, 1992).
- Improved ability to make friends at school (Steinman, 2006)
 - Assessed via Self-Perception Profile for Children - Social Competence (Harter, 2012)
- Improved peer relationships
 - Assessed via: peer questions on the Inventory of Peer and Parent Attachment (IPPA) (Kercher, 2009)
- Improved acculturation at school
 - Assessed via: 12 items from the Short Acculturation Scale for Hispanic Youth (SASH-Y) (Miller, 1997)

Based on previous research, we hypothesize that the following *mentee-related* variables will be related to the developmental outcomes identified above:

- Age/school grade
 - Assessed via: school report cards (obtained from the mentoring program).
- Socioeconomic status (DuBois, Holloway, Valentine, & Cooper, 2002)
 - Assessed via: MacArthur Scale of Subjective Social Status (Goodman et al., 2001).
- Motivation to be involved in the mentoring program (DuBois, Holloway, Valentine, & Cooper, 2002)
 - Assessed via: open-ended qualitative interview questions.
- High English language fluency (Education Development Center, 2011)
 - Assessed via: quantitative interview questions.
- Mentee's duration length residing in US and ethnic identity development (Oberoi, 2016)
 - Assessed via: Multigroup Measure of Ethnic Identity (Phinney, 1992)

Based on previous research, we hypothesize that the following mentor-related variables will be related to developmental outcomes:

- Age
- Amount of training and program support available for mentors (Lakind, Atkins, & Eddy, 2016)

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2. The second objective is to examine factors that mediate program effects on mentee's developmental outcomes. Based on previous literature, we will examine the following factors as potential mediating variables:

- Parental factors
 - Parental monitoring and warmth (Rhodes et al., 2003)
 - Assessed via: Parental Monitoring Inventory (Steinberg et al., 1992) and The Quality of Parental Relationships Inventory (Conger et al., 1994).
 - Parental academic engagement, including attitudes towards involvement in

- Assessed via: open-ended qualitative interview questions.
 - Barriers that prevent parental engagement in program (Education Development Center, 2011)
 - Assessed via: open-ended qualitative interview questions.
- Caring adults in mentee's life
 - Access to caring adults
 - Assessed via: open-ended qualitative interview questions.
 - Also assessed via: 10 items: Youth Empowerment Solutions (YES) Evaluation - Items 7 - 16 (The Regents of the University of Michigan, 2013)
- Quality of mentor-mentee relationship
 - Perceived closeness to mentor (Bayer, Grossman & DuBois, 2015)
 - Assessed via: open-ended qualitative interview questions.
 - Frequency of contact between mentor and mentee (Keating, Tomishima, Foster, & Alessandri, 2002)
 - Assessed via: Mentor Activity Logs (obtained from the mentoring program).
 - Types of activities mentor-mentee completed when together
 - Assessed via: Mentor Activity Logs (obtained from the mentoring program).
 - Assessed via: open-ended qualitative interview questions.
 - Mentors acting as cultural translators/interpreters for behavioral and institutional norms (Oberoi, 2016)
 - Assessed via: open-ended qualitative interview questions.

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El Centro Mentor Log (submitted by program mentors)



EL CENTRO DE RECURSOS PARA FAMILIAS
Apoyando la Familia Latina

Monthly Progress Report

Mentor: _____ Mentee: _____ Month: _____

Activities Mentor/Mentee	Week 1	Week 2	Week 3	Week 4	Week 5
DAY OF THE WEEK					
School Work: homework, reviewed, projects, exams, finals, etc.					
Library visit: free movie night, study time, library events					
Recreation: movies, bowling, picnic, ice skating, roller skating, park, concert, beach, zoo, amusement park, sport event, etc.					
Mentor's home visit					
Restaurant visit					
Church activities					
Volunteer activities: animal shelter, TASK, city clean up, food drive/pantry, etc.					
Museum visit					
Craft Day: scrapbook, paint, pottery, draw, coloring					
Game Day: playing sport, board games, arcade game, etc.					
Painting Party					
Cultural Luncheons					
College visit or college activities					
Out of the county/state trip					
Other activities:					
I couldn't see my mentee because:					
TOTAL HOURS					

Any additional comments:

Mentor Signature: _____

Received by: _____



Interview #1

*****MAKE SURE YOU HAVE THE SIGNED PARENT CONSENT FORM. IF YOU DON'T, YOU CANNOT DO THE INTERVIEW.*****

Hi. My name is _____. Thank you for participating in this interview. I'm going to review the consent form you signed before to make sure everything makes sense to you. If you have any questions, please make sure to stop me.

- Walk the participant through the major points in the consent form and address questions/concerns.*

If at any point you need a break or want to stop the interview, just let me know. I will first ask you different questions and it's important for you to answer as honestly as possible – whatever YOU think and feel – and not answer questions the way you THINK that I want you or anyone else wants you to answer. Does this make sense?

- If yes, read the next paragraph.*
- If not, review the previous paragraph and any questions or concerns the participant has about what they just heard.*

Thank you. Before we begin the interview, I want to make sure we can reach you to let you know when it's time to do the second interview at the end of this program. I'll make sure to keep this information separate from the survey so your answers are confidential.

(Please print clearly)

E-mail: _____

Phone: _____

Thank you. Do you have any questions for me before we begin?

- Respond to any questions or concerns.*

Researcher: Tear off this cover page so it can be stored separately from the survey data.

Survey Part 1

Researcher instructions: Sit next to the participant so you can easily show him/her the question responses when there are many response choices.

Turn on the recorder.

We're going to start with background questions so I can learn a little more about you and your family.

How old are you? _____ (years)?

What grade are you in? _____

Are you a boy or girl? (**Ask only if the response is unclear.*)

1. Boy
2. Girl

Where is your family from? (*Write down listed Latin American Country/Countries*)

How long have you and your family been living here in the US? (*This is to determine how long they've been navigating US culture/duration in the US.*)

Do you consider yourself a (*This is to determine their generational status*):

- First-generation immigrant (born outside of US)
- Second generation immigrant (your parents were born outside of the US but you were born in the US)
- Third generation immigrant (your grandparents were born outside of the US but your parents were born in the US)?

Think of the ladder below as representing where people stand in our country.

At the **TOP** of the ladder are people who are the best off – those who have the most money, the most education and the most respected jobs. At the **BOTTOM** are people who are the worst off – who have the least money, least education, and the least respected jobs or no job. The higher up you are on this ladder, the closer you are to the people at the top; the lower you are, the closer you are to the people at the bottom.

Where would you place your family on this ladder? Mark a large "X" on the rung where you think your family stands right now, relative to other people in the United States.



OK. Now, let's talk a little about school.

What grade are you in right now?

What school are you currently attending? _____

How is school going for you? *(This is an open-ended question to get the conversation started. Note anything specific below.)*

Is there anything you're nervous about this school year?

Is there anything you're looking forward to this school year?

Thinking about last year, how would you answer the following questions about school?
(Try to make this conversational and confirm any information the participant reported in the previous response.)

On average, what were your grades like last year?

- | | |
|--------------------------------|--------------------------------|
| 1. Mostly A's | 6. About half C's and half D's |
| 2. About half A's and half B's | 7. Mostly D's |
| 3. Mostly B's | 8. Mostly below D's |
| 4. About half B's and half C's | 98. Chose not to answer |
| 5. Mostly C's | 99. Don't know |

Did you miss any school days last year?

1. Yes
2. No

If yes, how many days? (*Help youth figure this out by breaking the days into weeks – 5 school days per week – or months – 20 school days per month.*)

If yes, why did you miss school?

Were you ever suspended from school last year?

1. Yes
2. No

If yes, how many total days were you suspended? (*Help youth figure this out by breaking the days into weeks – 5 school days per week – or months – 20 school days per month.*)

Thanks for sharing all this information with me. Now, I'm going to ask some questions about your family.

Who lives with you at home? (Circle all that apply)

Biological mother Stepmother Adoptive mother

Biological father Stepfather Adoptive father

Brother (write number of brothers if more than one _____)

Sister (write number of sisters if more than one _____)

Other people _____

Survey Part 2

Researcher instructions

- *Thank mentee for sharing information with you.*
- *Re-emphasize to mentee that it is important to answer honestly and ask questions to help them understand.*
- *Walk mentee through the survey questions and responses.*

I am going to ask you some questions about the adults in your life.

For the first set of questions, think about your **parent(s)** and please tell me how often the following are true for you.

1. My parent(s) know where I am after school.
 1. Never
 2. Rarely
 3. Sometimes
 4. Often
 5. Always
2. If I am going to be home late, I am supposed to call my parent(s) to let them know.
 1. Never
 2. Rarely
 3. Sometimes
 4. Often
 5. Always
3. My parent(s) know how I spend my money.
 1. Never
 2. Rarely
 3. Sometimes
 4. Often
 5. Always
4. My parent(s) know the parent(s) of my friends.
 1. Never
 2. Rarely
 3. Sometimes
 4. Often
 5. Always
5. My parent(s) know who my friends are.
 1. Never
 2. Rarely
 3. Sometimes



4. Often
 5. Always
6. I talk to my parent(s) about the plans I have with my friends.
1. Never
 2. Rarely
 3. Sometimes
 4. Often
 5. Always

For these next set of questions, please think about how your parent(s) thinks about school or schoolwork.

7. Is you parent(s) involved at your school or with your schoolwork (like helps you do your homework)?

8. Do you think that your parent(s) want to be involved at school or with your schoolwork?

9. Are there barriers or things that keep your parent(s) from being involved in your school activities.

One last set of questions about your parents. For these, please think about your **mother/female guardian** and your relationship with her.

10. How often does your mother let you know she really cares about you?
6. Never
 7. Sometimes
 8. Often
 9. Always
11. How often does your mother spend time doing things with you that matter to you?
1. Never
 2. Sometimes
 3. Often
 4. Always

12. How often does your mother help you do things to reach your goals?

1. Never
2. Sometimes
3. Often
4. Always

For the next set of questions, I want you to think about other adults in your life.

13. Do you have an adult mentor in your life that is over 25 years old and NOT your parent or mentor in this program? This is someone you go to for support. Or someone you go to for advice. Or someone who wants you to do your best.

1. Yes
2. No

****If NO, skip to question #20.**

14. How do you know this adult (these adults)?

1. Aunt or uncle
 2. Teacher
 3. Grandparent
 4. Coach
 5. Cousin
 6. Minister or religious figure
 7. Family friend
 8. Adult from your church
 9. Older sibling
 10. Guidance counselor
 11. Neighbor
 12. Your friend's parent
 13. Other
-

How often does this adult help you in these ways?

15. Encourages you and reassures you when you need it.

- a. Once a year
- b. Several times a year
- c. Every month
- d. Every week
- e. Every day

16. Shows that he/she cares about you as a person.
- f. Once a year
 - g. Several times a year
 - h. Every month
 - i. Every week
 - j. Every day
17. Gives you useful information or advice when you need it.
- k. Once a year
 - l. Several times a year
 - m. Every month
 - n. Every week
 - o. Every day
18. Listens to you when you need to talk about things that are important.
- a. Once a year
 - b. Several times a year
 - c. Every month
 - d. Every week
 - e. Every day
19. Does things for you when you need help.
- a. Once a year
 - b. Several times a year
 - c. Every month
 - d. Every week
 - e. Every day
20. Now we are going to talk more about your experiences at school.
While at school, how often did the following things happen? I worried a lot.
- 1. Not at all
 - 2. Some
 - 3. A lot
21. I worried about things that might happen.
- 1. Not at all
 - 2. Some
 - 3. A lot
22. I worried about making mistakes.
- 1. Not at all
 - 2. Some
 - 3. A lot

23. I worried about someone in my family.

- 1. Not at all
- 2. Some
- 3. A lot

24. I noticed my heart beating fast.

- 1. Not at all
- 2. Some
- 3. A lot

25. I felt scared.

- 1. Not at all
- 2. Some
- 3. A lot

26. I felt nervous.

- 1. Not at all
- 2. Some
- 3. A lot

How much do you agree or disagree with these statements?

(Choose one answer.)

	Strongly disagree	Disagree	Neither Agree or Disagree	Agree	Strongly agree
. I think it is important to try to do a good job in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
. I will get a better job if I do well in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
. I will graduate from high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
. I will graduate from college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
. I like my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
. I enjoy learning new things at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
. I do interesting things at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
. I feel like I am part of my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In the PAST MONTH, how often did the following things happen?

(Choose one answer.)

In the past month...	0 times	1 time	2 times	3 times	4 or more times
I broke rules at home or school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I hung around with kids who get in trouble.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I lied or cheated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I stole things from a store or from other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I cut classes or skip school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I destroyed things belonging to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I disobeyed my parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I disobeyed at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INSTRUCTIONS TO THE CHILD:

We have some sentences here and, as you can see from the top of your sheet where it says "What I am like", we are interested in what each of you is like, what kind of a person you are like. This is a survey, *not* a test. There are no right or wrong answers. Since kids are very different from one another, each of you will be putting down something different.

First, let me explain how these questions work. There is a sample question at the top, marked (a). I'll read it out loud and you follow along with me. (*Examiner reads the sample question.*) This question talks about two kinds of kids, and we want to know which kids are most like *you*.

- (1) So, what I want you to decide first is whether *you* are more like the kids on the left side who would rather play outdoors, or whether you are more like the kids on the right side who would rather watch T.V. Don't mark anything yet, but first decide which kinds of kids are *most like you*, and go to that side of the sentence.
- (2) Now the *second* thing I want you to think about, now that you have decided which kinds of kids are most like you, is to decide whether that is *only sort of true for you*, or *really true for you*. If it's only sort of true, then put an X in the box under Sort of True for me; if it's really true for you, then put an X in that box, under Really True for me.
- (3) For each sentence, you only check **one** box. Sometimes it will be on one side of the page, another time it will be on the other side of the page, but you can only check *one* box for each sentence. **YOU DON'T CHECK BOTH SIDES, JUST THE ONE SIDE MOST LIKE YOU.**
- (4) OK, that one was just for practice. Now we have some more sentences that I will read out loud. For each one, just check one box—the one that goes with what is true for you, what you are most like.

	Really True for me	Sort of True for me			Sort of True for me	Really True for me
--	--------------------	---------------------	--	--	---------------------	--------------------

1			Some kids feel that they are very good at their school work	BUT	Other kids worry about whether they can do the school work assigned to them		
2			Some kids feel like they are just as smart as other kids their age	BUT	Other kids aren't so sure and wonder if they are as smart		
3			Some kids are pretty slow in finishing their school work	BUT	Other kids can do their school work quickly		
4			Some kids often forget what they learn	BUT	Other kids can remember things easily		
5			Some kids do very well at their classwork	BUT	Other kids don't do very well at their classwork		
6			Some kids have trouble figuring out the answers in school	BUT	Other kids almost always can figure out the answers		

	Really True for me	Sort of True for me				Sort of True for me	Really True for me
--	--------------------	---------------------	--	--	--	---------------------	--------------------

7			Some kids find it hard to make friends	BUT	Other kids find it pretty easy to make friends		
8			Some kids know how to make classmates like them	BUT	Other kids don't know how to make classmates like them		
9			Some kids don't have the social skills to make friends	BUT	Other kids do have the social skills to make friends		
10			Some kids understand how to get peers to accept them	BUT	Other kids don't understand how to get peers to accept them		
11			Some kids wish they knew how to make more friends	BUT	Other kids know how to make as many friends as they want		
12			Some kids know how to become popular	BUT	Other kids do not know how to become popular		

For these next questions, please think about your experiences at home as well as in school. Let me know if you have any questions.

Instructions: Circle the letter below each question that best answers the question for you. For the last three questions, non-Hispanic means African American, White, American Indian, Asian American, or any other person who is not Hispanic. Please answer every question!

1. What language(s) do you read and speak?

only Spanish A	Spanish better than English B	both Equally C	English better than Spanish D	only English E
-----------------------------	--	-----------------------------	--	-----------------------------

2. What language(s) do your parents speak to you in?

only Spanish A	more Spanish than English B	both Equally C	more English than Spanish D	only English E
-----------------------------	--	-----------------------------	--	-----------------------------

3. What language(s) do you usually speak at home?

only Spanish A	more Spanish than English B	both Equally C	more English than Spanish D	only English E
-----------------------------	--	-----------------------------	--	-----------------------------

4. In which language(s) do you usually think?

only Spanish A	more Spanish than English B	both Equally C	more English than Spanish D	only English E
-----------------------------	--	-----------------------------	--	-----------------------------

5. What language(s) do you usually speak with your friends?

only Spanish A	more Spanish than English B	both Equally C	more English than Spanish D	only English E
-----------------------------	--	-----------------------------	--	-----------------------------

6. In what language(s) are the TV Programs you usually watch?

only Spanish A	more Spanish than English B	both Equally C	more English than Spanish D	only English E
-----------------------------	--	-----------------------------	--	-----------------------------

7. In what language(s) are the radio programs you usually listen to?
- | | | | | |
|--------------|---------------------------|--------------|---------------------------|--------------|
| only Spanish | more Spanish than English | both Equally | more English than Spanish | only English |
| A | B | C | D | E |
8. In what language(s) are the movies, TV, and radio programs you want to watch or listen to?
- | | | | | |
|--------------|---------------------------|--------------|---------------------------|--------------|
| only Spanish | more Spanish than English | both Equally | more English than Spanish | only English |
| A | B | C | D | E |
9. In what language(s) do your parents speak with their parents?
- | | | | | |
|--------------|---------------------------|--------------|---------------------------|--------------|
| only Spanish | more Spanish than English | both Equally | more English than Spanish | only English |
| A | B | C | D | E |
10. Your close friends are:
- | | | | | |
|--------------|---------------------------------|--------------|---------------------------------|------------------|
| all Hispanic | more Hispanic than non-Hispanic | both Equally | more non-Hispanic than Hispanic | all non-Hispanic |
| A | B | C | D | E |
11. You like going to parties at which the people are:
- | | | | | |
|--------------|---------------------------------|--------------|---------------------------------|------------------|
| all Hispanic | more Hispanic than non-Hispanic | both Equally | more non-Hispanic than Hispanic | all non-Hispanic |
| A | B | C | D | E |
12. The people you visit or who visit you are:
- | | | | | |
|--------------|---------------------------------|--------------|---------------------------------|------------------|
| all Hispanic | more Hispanic than non-Hispanic | both Equally | more non-Hispanic than Hispanic | all non-Hispanic |
| A | B | C | D | E |

Thank you for sharing. For these next questions, please think about your friends **AT SCHOOL**. Let me know if you have any questions.

1. My friends can tell when I'm upset about something.
 1. Almost Never or Never True
 2. Not Very Often True
 3. Sometimes True
 4. Often True
 5. Almost Always or Always True

2. When we discuss things, my friends care about my point of view.
 1. Almost Never or Never True
 2. Not Very Often True
 3. Sometimes True
 4. Often True
 5. Almost Always or Always True

3. I wish I had different friends.
 1. Almost Never or Never True
 2. Not Very Often True
 3. Sometimes True
 4. Often True
 5. Almost Always or Always True

4. My friends understand me.
 1. Almost Never or Never True
 2. Not Very Often True
 3. Sometimes True
 4. Often True
 5. Almost Always or Always True

5. My friends accept me as I am.
 1. Almost Never or Never True
 2. Not Very Often True
 3. Sometimes True
 4. Often True
 5. Almost Always or Always True

6. My friends listen to what I have to say.

1. Almost Never or Never True
2. Not Very Often True
3. Sometimes True
4. Often True
5. Almost Always or Always True

7. I feel my friends are good friends.

1. Almost Never or Never True
2. Not Very Often True
3. Sometimes True
4. Often True
5. Almost Always or Always True

Thank you for your answers. The next set of questions are about ethnic background. In this country, people come from many different countries and cultures, and there are many different words to describe the different back-grounds or ethnic groups that people come from. Some examples of the names of ethnic groups are Hispanic or Latino, Black or African American, Asian American, Chinese, Filipino, American Indian, Mexican American, Caucasian or White, Italian American, and many others. These questions are about your ethnicity or your ethnic group and how you feel about it or react to it.

Use the numbers below to indicate how much you agree or disagree with each statement.

(4) Strongly agree (3) Agree (2) Disagree (1) Strongly disagree

1. I have spent time trying to find out more about my ethnic group, such as its history, traditions, and customs.
2. I am active in organizations or social groups that include mostly members of my own ethnic groups.
3. I have a clear sense of my ethnic background and what it means for me.
4. I think a lot about how my life will be affected by my ethnic group membership.
5. I am happy that I am a member of the group I belong to.
6. I have a strong sense of belonging to my own ethnic group.

7. I understand pretty well what my ethnic group membership means to me.
8. In order to learn more about my ethnic background, I have often talked to other people about my ethnic group.
9. I have a lot of pride in my ethnic group.
10. I participate in cultural practices of my own group, such as special food, music, or customs.
11. I feel a strong attachment towards my own ethnic group.
12. I feel good about my cultural or ethnic background.
13. My ethnicity is:
 - (1) Asian or Asian American, including Chinese, Japanese, and others
 - (2) Black or African American
 - (3) Hispanic or Latino, including Mexican American, Central American, and others
 - (4) White, Caucasian, Anglo, European American; not Hispanic
 - (5) American Indian/Native American
 - (6) Mixed; Parents are from two different groups
 - (7) Other (write in): _____
14. My father's ethnicity is (use numbers above)
15. My mother's ethnicity is (use numbers above)

The last set of questions today is about the mentoring program here at El Centro.

Why did you join? _____

Why kinds of things have you done with your mentor? _____

What do you like about this program? _____

Is there anything you want to change about this program? _____

Researcher instructions:

Thank the participant for their participation.

Debrief the participant and let them know that you will contact them near the end of the program to set up another interview.

Give participant the gift card and complete the Research Participant Payment Form.

RESEARCH PARTICIPANT PAYMENT FORM

Receipt of Compensation and Business Office Notification of Information Provided

Principal Investigator: Dr. He Len Chung

Project: Developmental Outcomes of Latino Youth Participating in a Peer Mentoring Program

I, the undersigned, acknowledge receipt of payment of compensation in the amount of \$ _____ for my time as a participant in the above research study. I also acknowledge that the information provided below will be shared with the business office of The College of New Jersey.

Participant's Signature

Date

Participant's Name (Print)

Researcher's Signature

Date

Researcher's Name (Print)

Interview #2

NOTE: This interview will follow the same format and ask the same questions from Interview #1. Additional questions for Interview #2 are noted below.

Researcher instructions: If possible, sit next to the participant so you can easily show him/her the question responses when there are many response choices.

Below are the types of prompt that will be used to start the open-ended qualitative part of the interview.

I am going to ask you some questions about your experiences with the *El Centro* Mentoring program. To make sure I can pay attention during this interview, I will be recording what you say. Sometimes, I might write something down, but remember that I won't put your name or the names of other people or places on our forms.

- Let's get started.
 - How did you find out about the mentoring program?
 - When did you join?
 - How long have you been involved with the program?
- Great. Thank you for sharing this information with me. We're going to put these events (like when you joined) on this timeline so we can remember when things happened. *(Draw a month/year timeline that includes the date that the participant started the program all the way up until the present month.)* So, you started the program here *(Note the month and year verbally for the participant – for example, October 2017.)* Can you think of what was going on in your life around this time, like a birthday or a special trip you took? Let's list a few things here to help you remember what was happening then. *(As the participant responds, write down the events on the timeline. Try to do this for every 3 months represented on the timeline. Ask about salient activities they did with their mentor and try to add these to the timeline.)*
- Thanks. People have different kinds of experiences with mentor programs. Please think back to the time when you first started this program. *(Point to the timeline and remind the participant about the life events he/she noted at the beginning of the timeline.)* How would you describe yourself at that time – what three adjectives describe the person you were?
- Now, think about the type of person you are now. *(Point to the timeline and remind the participant about the life events he/she noted for the present timeframe.)* How would you describe yourself now – what three adjectives describe the person you are now?
- How do you think having a mentor has influenced who you are today?
 - How often did you see your mentor?
 - What kinds of activities did you do together? What activities were your favorite/least favorite?
 - Did you enjoy what you did with your mentor? Why or why not? Did you feel comfortable with your mentor?

- Did your mentor help you feel more comfortable at school or in your community? Why or why not?
- How was your parent(s) involved during the mentor program?
 - Did your parent(s) have contact with Maria?
 - Was your parent(s) involved at school or with your schoolwork?
 - Do you think that your parent(s) wanted to be involved at school or with your schoolwork?
 - Were there barriers or things that kept your parent(s) from being involved in your school activities.
- Did the program or your mentor help you learn skills that helped you in school or made you think about what you want to do after you finish school, like graduate from high school?
 - Do you know what you want you want to do after high school?
 - Did this program or your mentor affect this decision? How?
- The last thing we'll talk about today is motivation. Why did you stick with the program? What about the program or your mentor made you want to keep stay in the program?

Researcher instructions:

Thank the participant for their participation.

Debrief the participant and let them know that you will contact them in about six months to set up another interview.

Give participant the gift card and complete the Research Participant Payment Form.

Interview #3

NOTE: This interview will follow the same format and ask the same questions from Interview #1. Additional questions for Interview #3 are noted below.

Researcher instructions: If possible, sit next to the participant so you can easily show him/her the question responses when there are many response choices.

Below are the types of prompt that will be used to start the open-ended qualitative part of the interview.

Thank you for sitting down with me again to talk about I am going to talk about your experiences with the *El Centro* Mentoring program. To make sure I can pay attention during this interview, I will be recording what you say. Sometimes, I might write something down, but remember that I won't put your name or the names of other people or places on our forms.

- I know that you finished the mentoring program _____ (add date), and you did an interview for our project _____ (add date). I'm going to put these events on this timeline so we can remember when things happened. *(Draw a month/year timeline that includes the date that the participant ended the program/completed Interview #2 all the way up until the present month.)* Can you think of what was going on in your life around this time, like a birthday or a special trip you took? Let's list a few things here to help you remember what was happening then. *(As the participant responds, write down the events on the timeline. Try to do this for every 1-2 months represented on the timeline up to the present.)*
- The last time we did this interview, you described yourself as _____ (add adjectives the participant gave during Interview #2).
- Now, think about the type of person you are now. *(Point to the timeline and remind the participant about the life events he/she noted for the present timeframe.)* How would you describe yourself now – would you use the same three adjectives to describe the person you are now?
- How do you think having a mentor has influenced who you are today?
 - How often have you had contact with your mentor since the program ended?
 - What kinds of activities have you done together since the program ended? What activities were your favorite/least favorite?
 - Did you enjoy what you did with your mentor? Why or why not? Did you feel comfortable with your mentor?
 - Did your mentor help you feel more comfortable at school or in your community? Why or why not?
- How was your parent(s) involved after the mentor program?
 - Did your parent(s) have contact with Maria?
 - Was your parent(s) involved at school or with your schoolwork?
 - Do you think that your parent(s) wanted to be involved at school or with your schoolwork?

- Were there barriers or things that kept your parent(s) from being involved in your school activities.
- Since the program ended, has your mentor helped you think about what you want to do after you finish school, like graduate from high school?
 - Do you know what you want you want to do after high school?
 - Did this program or your mentor affect this decision? How?
- The last thing we'll talk about today is motivation. What about the program or your mentor made you want to keep stay in the program?

Researcher instructions:

Thank the participant for their participation.

Debrief the participant.

Give participant the gift card and complete the Research Participant Payment Form.

My name is Dr. He Len Chung. I am a psychology professor at The College of New Jersey. I am also in charge of a research project that is in a partnership with *El Centro de Recursos para Familias of Catholic Charities*. Maria Duarte, the Coordinator of the Peer Mentoring program, is our community partner.

Your family is receiving this letter because your child is invited to participate in a research study about their experiences in the Peer Mentoring Program through *El Centro de Recursos para Familias*. Enclosed are consent forms for your child and for parents/guardians. The consent forms explain the study in more detail. Your child may earn up to \$50 in gift cards for participating.

Also enclosed is a flier for a dinner at *La Parroquia Nuestra Señora de los Ángeles* church where you can meet us and find out more information. The church is located next door to *El Centro de Recursos para Familias*. If you have questions or want to sign up for the study, please contact me using the information below.

Si necesita Ud. hablar en español, por favor contacta a Genesis Rubio usando la información del contacto incluida al final de esta carta.

Please note that requesting more information does not mean that you must participate in this study.

Thank you for considering this project.

Sincerely,

He Len Chung, PhD
Associate Professor of Psychology
Email: chung@tcnj.edu
Phone: 609-771-2646

Genesis Rubio
Student Research Assistant
Email: rubiog1@tcnj.edu
Phone: 609-495-4405

Mi nombre es Dr. He Len Chung y soy una profesora de psicología para el colegio universitario de Nueva Jersey en Ewing (The College of new Jersey). También estoy a cargo de un proyecto de investigación que está asociado con *El Centro de Recursos para Familias de Catholic Charities*. María Duarte es nuestra asociada de la comunidad.

Su familia está recibiendo esta carta porque su hijo/hija está invitado a participar en un estudio de investigación sobre sus experiencias en el Peer Mentoring Programa de *El Centro de Recursos para Familias*. Adjuntado son dos formularios de consentimiento para su hijo/hija y padres/tutores legales. Los formularios de consentimiento explican el estudio en más detalle. Su hijo/hija puede ganar hasta \$50.00 in cartas de regalo por su participación.

También está adjuntado un folleto para una cena informativa sobre el estudio que será en *La Parroquia Nuestra Señora de los Ángeles* a lado de las oficinas centrales de *El Centro de Recursos para Familias*. Si usted tiene cualquier pregunta sobre el estudio o si usted quiere inscribirse en el estudio, por favor me contacta usando la información del contacto incluida al final de esta carta.

Si Ud. necesita hablar en español, por favor contacta a Genesis Rubio usando la información del contacto incluida al final de esta carta.

Por favor tenga en cuenta que la solicitud de más información no le obliga a participar en este estudio.

Gracias por leer,

He Len Chung, PhD
Email: chung@tcnj.edu
Phone: 609-771-2646

Genesis Rubio
Email: rubiog1@tcnj.edu
Phone: 609-495-4405



20 NOV. & 27 NOV. INFORMATIONAL DINNER

Join us for food and ask us
questions!

Two informational dinners will be offered at the church next door to the main offices of *El Centro de Recursos para Familias* in Trenton.

If you cannot attend and want to ask questions, please contact Dr. He Len Chung (609-771-2646 | chung@tcnj.edu). ***Si Ud. necesita hablar en español, por favor contacta:*** Genesis Rubio (609-495-4405 | rubiog1@tcnj.edu)



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NEW JERSEY

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NUESTRA SEÑORA DE LOS
ÁNGELES***

1 Centre Street
Trenton, NJ 08611

**Next to Catedral Corazón
Sagrado**

MONDAY NOVEMBER 20

6:30pm – 7:30 pm

+

MONDAY NOVEMBER 27

6:30pm – 7:30 pm



20 NOV. Y 27 NOV.

CENA INFORMATIVA

**¡Acompáñenos para la comida y
háganos preguntas!**

Dos cenas informativas serán ofrecidas en la iglesia a lado de las oficinas centrales de *El Centro de Recursos para Familias* en South Broad Street en Trenton. Si Ud. no puede asistir y le gustaría hacer preguntas, por favor contacta Dr. He Len Chung (609-771-2646 | chung@tcnj.edu). **Si Ud. necesita hablar en español, por favor contacta:** Genesis Rubio (609-495-4405 | rubiog1@tcnj.edu)



**¡ ALIMENTOS Y
BEBIDAS GRATIS
PARA SU FAMILIA !**

**¿Tiene Ud. alguna
pregunta sobre
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Dear Researcher:

The TCNJ IRB has completed review of your proposal, IRB-2017-0056. Please log onto the system to read the feedback posted by the IRB chair, or please see below:

Feedback provided by the IRB:

Application Information:

ID: *IRB-2017-0056*

Title: *Developmental Outcomes of Latino Youth in a Peer Mentoring Program*

PI: *Chung, He L*

Status: *Approved*

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