

YOUTH, ART, AND LIFE ON THE BORDER: AN EXAMINATION OF COPING
AND SUPPORT AMONG PARTICIPANTS IN A MIGRANT ART PROGRAM

A Thesis

by

LAURA M. RAMIREZ-MANN

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

May 2012

Major Subject: Recreation, Park and Tourism Sciences

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Approved by:

Chair of Committee,	Corliss Outley
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ABSTRACT

Youth, Art, and Life on the Border: An Examination of Coping and Support among
Participants in a Migrant Art Program. (May 2012)

Laura M. Ramirez-Mann, B.A., State University of New York at Potsdam

Chair of Advisory Committee: Dr. Corliss Outley

This case study examined coping strategies and support systems utilized by 33 children of Hispanic migrant farmworkers from Fabens, Texas. The youth participated in the summer 2011 Creative Kids Incorporated Migrant Program in El Paso, Texas. The study examined how socio-ecological factors, specifically within Creative Kids Inc., help youth to cope with risk factors and aid in the resilience process. This study applied both qualitative and quantitative approaches. The qualitative portion consisted of 12 in-depth program participant interviews, ages 9-15, and observations at Creative Kids Inc. The quantitative portion consisted of a survey that utilized the Brief Adolescent Life Event Scale, the Children Coping Strategies Checklist, and the Multi-Dimensional Support Scale. Thirty-four surveys were distributed, and 33 surveys were analyzed from program participants ages 10-15.

The study found the youth were affected by various risk factors within their environment, such as poverty, separation from family, and school. When adapting to stress, most youth utilized behavioral-based distraction strategies (i.e., listening to music and playing outside) and cognitive-based avoidance strategies (i.e., not thinking about

their problem) to cope. The youth did not use active coping strategies as often as avoidance strategies. However, some support seeking strategies were mentioned. Most often, youth sought support from parents and older siblings. While the youth sought support from their teachers, it was mainly in regard to school work. Similarly, youth sought support from Creative Kids Inc. staff concerning their art projects.

Families were beneficial to youth in the coping process, because they provided youth with opportunities for distracting activities as well as some support. Although the youth strongly enjoyed participating in the Migrant Program, they rarely sought support for personal stressors or problems from the staff. Yet, the program provided youth with opportunities to participate in distracting activities, express their feelings, and seek out support.

Despite the lack of literature on children of Hispanic migrant farmworkers and the factors that influence their resilience, this study provided an in-depth description of how they cope with daily life events, what support systems are available to assist in overcoming risks, and provided a basis for understanding the role of support systems in facilitating resiliency among this adolescent group.

DEDICATION

To my husband, and my parents for their love and support.
Thank you.

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First, I would like to acknowledge my husband, Timothy A. Mann for his love, support, encouragement, and patience. I am extremely thankful for him helping me with my statistics homework, proof reading my papers, challenging my ideas, and always pushing me to be better. Thank you so much.

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Graduate school is a challenging time in an academic's life and it's also one of the most rewarding. My fellow Youth Development graduate students helped me to

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CHAPTER I

INTRODUCTION

Hispanics are a rapidly growing population in the United States (U.S.) (Crockett, Iturbide, Torres Stone, McGinley, Raffaelli, & Carlo, 2007). According to the U.S. Census Bureau, the Hispanic population grew 43% between 2000 and 2010 with Hispanics making up a total of 16% of the U.S. population in 2010 (Humes, Jones, & Ramirez, 2011). Similarly, Hispanic youth are a fast growing population. They now make up 22% of all children under the age of 18 in the United States (Fry & Passel, 2009). Hispanic youth face high rates of poverty (Copeland & Hess, 1995) and high school dropout (Fry, 2003), which create stressors and risk factors. These factors affect Hispanic youths' development, especially children of Hispanic migrant farmworkers.

Despite these risks, researchers have found “there are Latinos¹ who succeed and thrive” (Rodriguez, Morrobel, & Villarruel, 2003, p. 49). Rodriguez and colleagues (2003) emphasize that current literature on Hispanic youth often focus on poor outcomes, which perpetuates negative stereotypes about this population. As such, the literature does not help further our understanding of Hispanic youth development overall and in particular children of Hispanic migrant farmworkers. This research aims to fill in the gap in the literature regarding the daily life events of children of Hispanic migrant farmworkers, how they cope with stressors, what support systems are available to assist

This thesis follows the style of *Youth and Society*.

¹Hispanic and Latino will be used interchangeably in this paper.

them, and how coping strategies as well as support systems facilitate the resiliency process.

Literature Overview

Migrant farmworkers. The migrant farmworker population in the United States is a diverse group of workers whose cultures vary depending on the region in which they work. Young Hispanic men, who are often foreign-born, represent the largest sub-population among migrant farmworkers (Carroll, Samardick, Bernard, Gabbard, & Hernandez, 2005). Although the majority of migrant farmworkers are single men, it is not unusual for men to migrate with several members of their families, including their children (McCurdy, Samuels, Carroll, Beaumont, & Morrin, 2002).

Migrant farmworkers and their families experience several challenges while working and living in the U.S. For instance, immigration status is often a concern because of labor and immigration laws. U.S immigration policies greatly affect foreign workers, especially migrant workers ability to work legally. While some workers are able to obtain temporary work permits for themselves, they are not always able to acquire these documents for their family members (Martin, 2002).

The migrant farmworkers' lifestyles are based on finding work away from their primary residence. Migrant workers often work long hours, at least six 12-hour days a week during the picking season (Connor, Rainer, Simcox, & Thomisee, 2007). Work is never guaranteed on a farm, nor is the amount of pay. According to the National Agricultural Worker Survey (NAWS), 30% of all farmworkers earn below the poverty line. This group's average individual income range from all sources, including farm

work, was \$10,000-\$12,499 and the combined family income range was \$15,000-\$17,499 (Carroll et al., 2005).

With constant migration and low income, finding affordable housing is a challenge. The U.S. Department of Housing and Urban Development (HUD) (2008) states “about 33% of farm workers pay more than 1/3 of their income for housing” and that “33% of farm workers live in moderate to severely substandard housing.” Although some farmers provide housing for workers onsite, these living quarters are frequently crowded and are not always in the best condition (Connor et al., 2007; Holmes, 2006).

Children of Hispanic migrant farmworkers. Health is a concern among researchers studying migrant farmworkers. Migrant farmworkers health has been described as “a Third World health status” (Bechtel, Davidhizar, Spurlock, 2000, p. 300). The list of health risks, incidence, and prevalence among migrant workers and their families is long. Migrant workers face a number of barriers in regards to access to health care such as affordability, accessibility, citizenship, eligibility, education, housing isolation, language, limited resources, lack of transportation, time and also trust (Berman, 2003; Connor et al., 2007; Kilanowski & Ryan-Wenger, 2007). All of these factors affect migrant workers and their children.

Children of migrant workers face a variety of health care issues and concerns. Migrant children face high childhood and infant mortality rates (Weathers, Minkovitz, O’Campo, & Diener-West, 2003). Prenatal care is often inadequate or received late in pregnancy among migrant families (Bechtel et al., 2000). Children face high rates of malnutrition and low immunizations rates as well as health maintenance visits (Bechtel

et al., 2000; Berman, 2003; Holmes, 2006; Weathers et al., 2003). Exposure to harmful pesticides is common as well, even for children who do not work in the fields (Bechtel et al., 2000; Connor et al., 2007). Stress is another concern for migrant farm workers and their families. Issues frequently mentioned in the literature and often associated with stress are legal status (Gonzalez, 2008), poverty (Green, 2003), substance abuse (Holmes, 2006), domestic violence (Bechtel, Shepherd & Rogers, 1995), and maltreatment of children (Green, 2003).

To a higher degree than other ethnic groups, Hispanic youth have responsibilities to and expectations from their family, which can affect their education (e.g., taking care of sick family members or helping the family financially) (Sue & Sue, 2008). These cultural responsibilities, coupled with migration, can greatly affect a child's education. Green (2003) found "education is a luxury many parents feel they can ill afford for their children. School attendance for most migrant children is dictated by the needs of the family"(p. 63). High mobility has been linked with low school achievement and repeating a grade (Cranston-Gingras, 2003). The constant traveling from harvest to harvest pulls children in and out of different schools and often creates gaps in their education. Migrant children are often behind in their education due to lengthy periods of absences due to migrating as well as helping with harvests (Garza, Reyes, & Trueba, 2004).

In general, the education system has not filled this gap in children of migrant farmworkers education. The marginalization of children of migrant farmworkers is due to a lack of well-prepared bilingual teachers, resources, materials, as well as hostility

towards bilingual education in the United States and the push for English only laws (Lopez, 1999; Green, 2003). The obstacles and challenges faced by these youth in their pursuit of an education have resulted in an 11% chance of entering the 12th Grade (Green, 2003). While educators are aware of the issues migrant children face, changes need to be made to “raise the expectations of educators about the talents, capabilities, and competence of migrant students” (Garza et al., 2004, p. x). These expectations can also be applied to youth practitioners working with children of Hispanic migrant farmworkers in out-of-school time programs.

Theoretical Framework

Youth and resilience. Youth face various daily life events at home, at school, in their communities, and during out-of-school time programs. Resilience focuses on youths’ positive adaptation to negative experiences. Resilience requires two critical conditions: first youth must experience risk and second they must positively overcome the risk (Luthar, Cicchetti, & Becker, 2000; Masten, 2001; Rutter, 1987; Small & Memmo, 2004). Three common ways to conceptualize resilience are as an *outcome*, *process*, or *multi-process* (Olsson, Bond, Burns, Vella-Brodrick & Sawyer, 2003).

Resilience as an outcome evaluates poor outcomes and positive outcomes (McCubbin, 2001). Often when examining resilience as an outcome, researchers will clarify the specific domain of successful resilience in which they are researching, such as emotional, behavioral or educational resilience (Luthar et al., 2000).

Resilience as a process examines how one reduces the effects of risk factors, or effectively utilizes protective factors to assist with the adaptation process of overcoming

adversity (Olsson et al., 2003; McCubbin, 2001). By conceptualizing resilience as a process, risk factors can lead to outcomes, or a moderating process can affect an outcome (McCubbin, 2001). Viewing resilience as a process is beneficial because it allows the researcher to examine a range of promoting processes that help youth to positively adapt. When examining specific youth populations, it is useful to operationalize resilience as a process because it allows the researcher to “synthesize all of the factors into a single factor representing a common source of adversity” (Hines, Merdinger, & Wyatt, 2005, p. 383).

Resilience as a multi-process examines multiple risk factors acting together in a youths’ life. It allows “causal elements in negative chain of events lead to compromised social or academic or relations competence,” (Olsson et al., 2003, p. 4) meaning that when youth are experiencing risk factors, they are experiencing them in the context of their lives. There is typically not just one single risk factor; there are multiple risk factors that may be experienced.

The literature suggests that migrant youth display both critical conditions for resilience. Children of Hispanic migrant farmworkers contend with several developmental adversities such as poverty, health disparities, and educational disadvantages on a daily basis, yet researchers have also shown that children of Hispanic migrant farmworkers are capable of overcoming these adversities to become successful adults (Garza et al., 2004; Cranston-Gingras, 2003). For the purpose of this paper, resilience will be conceptualized as a process. The reason for this is because children of Hispanic migrant farmworkers, like all youth, face various risks factors and protective

factors. The purpose of this study is to gain a better understanding of how children of Hispanic migrant farmworkers cope with daily life events, and what social support is available during out-of-school time programs that help facilitate the resilience process.

Coping strategies and youth. Youth experience physical, cognitive, social, and environmental change that are not only challenging and stressful, but can affect their development. Coping is the regulatory process people go through in order to reduce negative feelings or deal with stressful life events (Crockett et al., 2007; Skinner & Zimmer-Gember, 2007). The way in which youth cope with stress effects lifelong outcomes well into adulthood (Kobus & Reyes, 2000). While it is known that how one copes can have lifelong outcomes, “little research exists on the types of coping strategies that young adolescent Hispanics use to manage the difficulties in their lives” (Copeland & Hess, 1995, p. 206).

Coping strategies can be broken down into groups or families based on how individuals respond to risk factors. Skinner and Zimmer-Gembeck (2008) use three categories of coping strategies when analyzing youth ability to cope: *support seeking*, *problem solving*, and *distraction*. This can be further broken down into a proactive approach called *active coping* and *avoidance coping* strategies, in which youth remove themselves or ignore stress (Crockett et al., 2007; Skinner & Zimmer-Gembeck, 2007).

Youth utilize *support seeking* within their socio-ecological environment to obtain information, emotional support or when they need help (Zimmer-Gembeck & Skinner, 2008). *Support seeking*, a form of *active coping* in which social networks, both formal and informal are beneficial too youth as they seek help and information (Pinkerton &

Dolan, 2007). These social networks are comprised of interpersonal relationships such as family, friends, and peers, as well as institutional or community factors such as community members, teachers, youth practitioners, and other caring adults (Crockett et al., 2007; Pinkerton & Dolan, 2007). Out-of-school time programs also provide youth with relationships. In out-of-school time programs youth may seek support from mentors, who have a positive effect on youth schooling. Jekilek, Moore, Hair, and Scarupa (2002) found youth with mentors had better attendance in school, pursued higher education, as well as help prevent substance abuse and delinquency.

Another form of *active coping*, is *problem solving*. *Problem solving* includes being able to compromise and negotiate to overcome conflicts and stress. Through the problem-solving process, youth learn how to not only solve problems but also how to avoid problems in the future (Vashchenko, Lambidoni, & Brody, 2007).

Avoidance coping often comes in the form of *distraction* coping strategies. *Distraction* coping strategies are behavioral or cognitive such as diversionary thinking and physical recreation (Frydenberg & Lewis, 2000; Skinner & Zimmer-Gembeck, 2007). This form of coping allows youth to either physically or mentally remove themselves from a problem to help overcome stress or the problem.

Currently, there is a wide range of literature on coping strategies among youth. Yet there is little research available about how minority youth cope with stress. Past research has shown there are differences in coping between racial and ethnic minority groups and majority groups (Kobus & Reyes, 2000). In the case of Hispanic youth, research shows they are more likely to seek social activities and religion in the coping

process, as compared to white youth (Copeland & Hess, 1995). While some research has been done on racial and ethnic minority groups in regards to how they cope, more research is needed. This is important because different populations and different environments may impact how one copes, which could be beneficial to youth practitioners working with youth to overcome adversity and become resilient.

Out-of-school time programs. Out-of-school time (OST) programs provide youth with valuable resources to assist in their development. One such resource is the opportunity to engage with non-parental caring adults, who provide youth a chance to build a supportive social network (Scales, Benson, Leffert, & Blyth, 2000). OST programs are also beneficial to youth because it provides them with support. Support is crucial to populations who deal with a lot of stress, such as children of migrant farm workers, because youth who have less support experience greater stress and would “benefit from programs designed to strengthen their relationship-building and problem-solving skills” (Weigel, Devereuz, Leigh, & Ballard-Reisch, 1998, p. 174) to help them cope with this stress.

Out-of-school time may vary drastically from one youth to another. The critical issue during the OST period is the identification of the assets that contribute to the resilience of youth in order to assist them in overcoming risk factors and coping with various situations. Youth experience constraints to leisure and involvement in OST programs due to a number of intrapersonal, interpersonal, and structural constraints. Caldwell and Baldwin (2005) found constraints often “intervene and modify interest development, choice, participation and experiences,” and “the perceptions of constraint

and the ability to adapt and negotiate constraints is a reciprocal and interactive process that involves personal and environmental factors” (p. 76). Caldwell and Baldwin (2005) suggest “future research needs to specify the exact mechanisms that constrain and support leisure engagement of adolescents” and to “examine the specific linkages across the various personal, social and environmental, and cultural factors that influence behavior, as well as to understand how these factors intersect with development process” (p. 85).

Study Design

For this study a case study was chosen to explain the “how” or “why” of the research questions being examined (Yin, 2003). This research approach focuses on the meaningful context of out-of-school programs and contributes to our understanding of their role in this study (Yin, 1994). The case study was conducted at Creative Kids Incorporated in El Paso, Texas (Appendix A). Creative Kids Inc. offers summer program for migrant youth in the El Paso area. The program is called the Migrant Program and has approximately 60 youth participating in the program from Fabens Independent School District. Of the 60 youth, 34 were between the ages of 10-18 years of age. All of the youth participating in the study were eligible for the Migrant Education Program (Appendix B) and were of Hispanic origin.

Both qualitative and quantitative data were used for this study in a mixed methods approach. The qualitative portion consisted of twelve in-depth interviews, which were later transcribed and coded for analysis. The quantitative portion of the study utilized a survey (Appendix C), in which 34 youth participated in, and 33 surveys

were able to be analyzed. Once both qualitative and quantitative data were analyzed, the data were triangulated to better understand the research questions.

Purpose of Study

The purpose of this study was to gain a better understanding of coping strategies and social support as factors that foster resiliency among children of Hispanic migrant farmworkers participating in a six week summer art program for migrant youth at Creative Kids Inc. in El Paso, Texas. The study examines how youth cope with stress, and how socio-ecological factors help support youth and facilitate the resilience process.

Research questions that will be explored are:

- 1. What are the main life events facing the Migrant Program participants on a daily basis?*
- 2. What coping strategies do the participants use to respond to stressors or problems?*
- 3. What support systems are available at Creative Kids Inc., at home and in the community to aid the participants?*
- 4. How do support systems, specifically family and Creative Kids Inc., help foster resilience among the participants?*

Study Model

The Explanatory model of how youth cope with life events and the resilience process (Figure 1) is an illustration of the process youth go through while coping with life events to help facilitate resilience. The model highlights the socio-ecological environment in which children of Hispanic migrant farm workers live. The study

examines intrapersonal factors, interpersonal among family, friends and peers, as well as community factors, specifically the Migrant Program at Creative Kids Incorporated.

The model then examines daily life events. Daily life events are made up of buffering factors, which provide the youth with protective factors and risk factors within the youths' daily life. When youth experience risk factors, youth utilize coping strategies to cope with these experiences. The coping strategies examined are active coping strategies and avoidant coping strategies. One form of coping strategies examined in the model is *active coping*, which consists of *support seeking* and *problem solving*. Special attention was given to *support seeking* because the literature on Hispanic families stresses strong family cohesion, and for the purpose of this study, participation in Creative Kids Inc. Migrant Program is examined as an out-of-school time setting as well. Another form of coping strategies examined in the model is *avoidant coping*, which consists of behavioral and cognitive *distractions*.

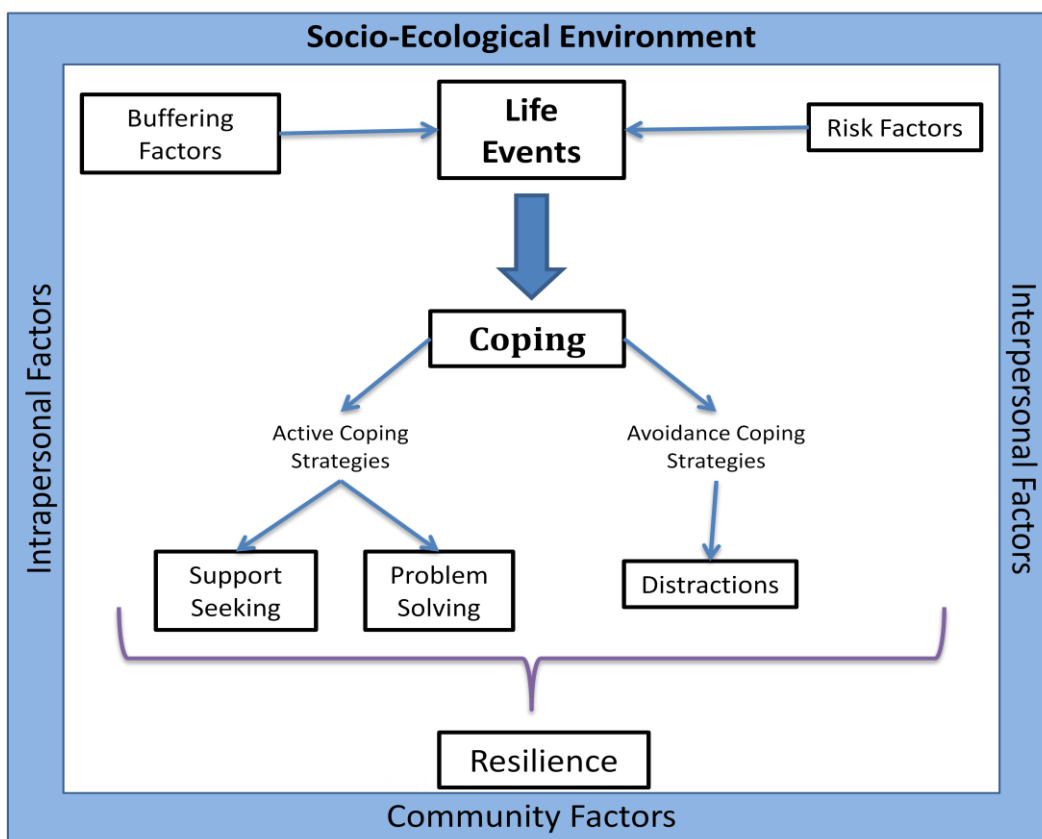


Figure 1. Explanatory model of how youth cope with life events and the resilience process.

Researcher's Bias

Research topics are often generated from interests that are of a personal nature. The topic of children of Hispanic migrant farmworkers is of interest to me, because as a youth, my family experienced frequent mobility due to the military. My family moved from state to state, and even overseas, every couple of years. While my experience with mobility was mild compared to children of Hispanic migrant farmworkers, who often move seasonally, it was still difficult socially, emotionally and academically. After

hearing part of a piece on National Public Radio (2009), entitled “Central Valley Disconnect: Rich Land, Poor Nutrition” focusing on the lack of proper nutrition despite the rich and diverse agricultural fields in Central California, I became interested in the lives of migrant youth. A quote in particular regarding farmworkers caught my attention. Mark Arax, a former Los Angeles Times Reporter, stated in the broadcast “We’re living in a region that produces the finest fruits and vegetables in the world, and yet the children of this valley rarely taste those fruits and vegetables.” This statement bothered me. I began thinking about farmworkers and their families and how despite working in these fields day in, day out, poverty and other barriers prevented them from accessing healthy nutrition. This then snowballed into curiosity about children of migrant youth and their development. I decided to research this topic further becoming interested in how children of Hispanic migrant farmworkers from agricultural backgrounds dealt with constant migration and stressors that come along with being a child growing up in this environment and how it effects their development.

Delimitations and Limitations

Within the scope of this study, a case study design was employed to interpret and explain the coping strategies found, if any, that children of migrant farmworkers experienced while residing in Fabens, Texas. The participants of this study were delimited to those children between the ages of 9 and 18 years of age and enrolled in the two-week Creative Kids, Incorporated Migrant Program during the summer of 2011. Though this study has the potential to be significant, there are several limitations of this study. First, the researcher in this study is not of Mexican descent or of a migrant

agricultural background, therefore is unfamiliar with traditions and customs within this population. As an outsider to this community, biases may be brought into the research. Second, the researcher does not speak Spanish; as a result only bilingual children of Hispanic migrant farmworkers could be interviewed. Third, the very selection of interviewees could have potentially affected the outcomes of this study. As the study focuses only on children of Hispanic migrant farmworkers within the Creative Kids Inc. Migrant Program who live on the border of the United States and Mexico, the findings cannot be generalized to other children of migrant farmworker populations. Lastly, time was a limitation. Due to the Creative Kids Inc. Migrant Program only being two weeks long and only being in El Paso a week to collect data, my access was limited. Also due to time constraints the researcher was unable to conduct follow up interviews with the youth.

Definitions

1. **Youth-** Adolescents between 10-18 years of age.
2. **Hispanic-** Hispanics or Latinos are a diverse population made up of people from Spanish speaking countries in North America, Central America, South America and the Caribbean, who have their own unique histories (Zuniga, 1997).
3. **Migrant Farm Worker-** A persons who travel at least 75 miles during a 12-month period to obtain farm jobs (Carroll et al., 2005)
4. **Children of migrant farmworker-** a child whose parent or guardian is classified as migrant farmworker

5. **Migrant students-** A migrant student is one who is a migratory agricultural worker or whose parent, spouse, or guardian is a migratory agricultural worker and who, in the preceding 36 months, in order to obtain temporary employment in agriculture or fishing, or to accompany a parent, spouse, or guardian to obtain such employment, has moved from one school district to another, or resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence in order to engage in a fishing activity. (Fabens ISD School District Summary, 2011)
6. **Resilience-** Is defined as a process which examines how one reduces the effects of risk factors or effectively utilizes protective factors to assist with the adaptation process of overcoming adversity (McCubbin, 2001; Olsson et al., 2003)
7. **Social Support-** People who serve as a resource to assist youth in overcoming adversity
8. **Coping-** Regulatory process people go through in order to reduce negative feelings or deal with stressful life events (Crockett et al., 2007; Skinner & Zimmer-Gember, 2007)

Organization of Thesis

This thesis is organized using a traditional format. Chapter I will introduce background information on Hispanic migrant farm workers and their families living in United States and the statement of the problem. Chapter II includes a critical literature review of Hispanic migrant farmworkers, their families, and children of Hispanic

migrant farmworkers, as well as a theoretical background for this study. Chapter III outlines the methodologies used, the analysis of the data, and limitations of the study. Chapter IV contains the findings from the data analysis of main life events facing Migrant Program participants. Chapter V contains the findings from the data analysis of coping strategies utilized by Migrant Program participants. Chapter VI contains the findings from the data analysis regarding social support and how social support facilitates the resilience process. The final chapter, Chapter VII examines the implications and discussion of the study.

CHAPTER II

REVIEW OF LITERATURE

Children of Hispanic migrant farmworkers face multidimensional challenges. As researchers, it is important to gain not only background information regarding children of Hispanic migrant farmworkers, but also the world they live in order to better comprehend these challenges. This literature review examines the literature on children of Hispanic migrant farmworkers and the world in which they live. First, an overview of migrant farmworkers in the United States (U.S.) is presented, including U.S. immigration policies that affect Mexican migrant workers, demographics of the agricultural migrant populations working in the U.S., and their economic conditions. Then, the literature review examines the culture and dynamics of migrant farmworkers' families as well as the health and educational disparities children of Hispanic migrant farmworkers face. Lastly, the theoretical framework is examined. This section examines the field of youth development, while paying close attention to resilience, as well as coping strategies of youth, and out-of-school time programs.

Migrant Farmworkers in the United States

Background of U.S. immigration policies. Since declaring independence from Britain, immigration has played a vital role in the United States (Congressional Budget Office [CBO], 2006). According to Bodvarsson and Berg (2009), “shifts in U.S. immigration policy were driven by complex relationships between economic conditions and political development” (p. 350). The first immigration legislation, while not strictly enforced, was passed in 1790. The Alien and Sedition Acts allowed “free white

persons” to immigrate into the U.S. (Bodvarsson & Berg, 2009, p. 353). During this time Congress also created a formal process for foreign born immigrants to become U.S. citizens (CBO, 2006). In 1808, Congress banned the importation of new slaves into the U.S., yet after the law was passed, evidence shows that more than 50,000 African slaves were illegally brought to the U.S. (Bodvarsson & Berg, 2009).

The 1790 Immigration Act was later modified after the Civil War and the Emancipation Declaration, which opened the door for other immigrants, who were not white, to immigrate into the United States (Bodvarsson & Berg, 2009). While immigration was no longer limited to free white persons, in 1875 Congress prohibited “the admission of criminals and prostitutes” (CBO, 2006, p. 1). This would not be the end of the U.S. government restricting certain groups from immigrating into the United States. One such example is the Chinese Exclusion Act of 1882, which was the result of strong anti-Chinese sentiment in the U.S. This law banned Chinese immigration into the U.S., except for immediate family members (Bodvarsson & Berg, 2009).

In 1891, the Office of Immigration, now known as Immigration and Naturalization Services, was created (CBO, 2006). This helped to enforce laws and also deport non-residents. Immigration continued to increase rapidly due to the industrial revolution until 1910 (Bodvarsson & Berg, 2009). After World War I, opposition to open immigration grew and immigrants were often scapegoats for “all kinds of problems that people did not understand” (Bodvarsson & Berg, 2009, p. 360). In 1917, literacy tests were required for immigrants in their native language in order to immigrate (Bodvarsson & Berg, 2009). Quota laws were created in 1921 and revised in 1924,

which restrict immigration based on nationality (CBO, 2006). The Immigration Act of 1924, a permeate law, restricted immigration and included restrictions on immigration from Mexico and Canada (Bodvarsson & Berg, 2009).

In 1965 Congress eliminated the national origins quota system, as it was perceived to be racially discriminatory. The new immigration laws, which were revised in 1976 and 1976, focused on family reunification and skilled workers (CBO, 2006; Hero, 2010). The Immigration Act of 1990 increased the number of immigrants allowed in to the U.S. each year (CBO, 2006). While this act increased the number of immigrants allowed in to the U.S. each year, it restricted the number of unskilled labors and promoted skilled workers and professionals (Bodvarsson & Berg, 2009).

Mexico, migrant workers and U.S. immigration policy. The first immigration policies between the U.S. and Mexico began with the Immigration Act of 1924. The United States Border Patrol was established on both Mexican and Canadian boarders to help enforce the strict quotas. In the 1920s and 1930s an old 1882 immigration law was enforced to restricted entry in to the U.S. for those who were deemed “likely to become a public charge” (Bodvarsson & Berg, 2009, p. 365). This law loosely defined public charge as someone who is unable to support themselves economically and relies on the government for assistance, was increasingly used to restrict prospective Mexican immigrants from immigrating to the U.S. (Bodvarsson & Berg).

While there was resistance to Mexican immigrants, the U.S. did encourage temporary residence through the Bracero program. The Bracero program began in the 1930s as a guest worker program and it allowed Mexican farm workers to be temporarily

admitted into the U.S. The program was strongly supported by farmers during World War II and ended in 1964 (Martin, 2002). Bodvarsson and Berg (2009) stated that, “the U.S. has often treated Mexican immigrants as it found convenient, changing policy as conditions changed” (p. 364).

From the mid-1960s until the early 1980s, unions like Caesar Chavez’ United Farm Workers, were formed. Unions fought to increase wages and improve the work environment. This time of improvement was short lived, as farmers began hiring more illegal immigrants, and moreover, hiring through intermediaries to avoid problems with unions (Martin, 2002).

U.S. policies like the 1986 Immigration Reform and Control Act (IRCA) and the North American Free Trade Agreement were aimed at limiting the amount of unauthorized Mexican farm workers. In an effort to stop illegal immigration, Congress made changes to guest worker programs to help ease legalization for currently illegal workers. The programs enacted were the Special Agricultural Workers (SAW) program and the Replenishment Agricultural Work (RAW) program. The SAW led to approximately 1 million unauthorized workers to become immigrants if they submitted evidence of working at least 90 days of farm work. However, the intent to admit additional foreign farm workers due to labor shortages caused by the hypothesized SAWs leaving the farm work force did not materialize and the program was allowed to expire. These programs however did not stop illegal immigration (Boucher, Smith, Taylor and Yunez-Naude, 2005).

In 1999, AgJOBS was created as an “earned legalization program” for unauthorized workers (Martin, 2002, p. 1136). While these programs were implemented to reduce Mexico-to-US migration, the data suggests that there was an increase in farm labor (Boucher et al., 2005). Economic ties between the U.S. and Mexico have encouraged Mexicans to come to the United States for work. Economic problems in Mexico, such as the devaluation of the pesos in late 1994, contributed to the increased rate of undocumented people in the U.S. from Mexico (Zuniga, 1997). In January 2010, the number of unauthorized immigrants in the U.S. was estimated at 10.8 million people (Hoefler, Rytina, & Baker, 2011).

Migrant farmworkers. According to the National Agricultural Workers Survey (NAWS) (Carroll, Samardick, Bernard, Gabbard, & Hernandez, 2005), various definitions are used among federal government agencies to define *migrant*. The definition used by NAWS classified migrants as “persons who travel at least 75 miles during a 12-month period to obtain farm jobs” (Carroll, et al., 2005, p. 7). They found that 42% of farm workers in the U.S. were migrant workers. They observed two different types of migrant patterns. The first category is *shuttle migrants* who do not do “U.S. farm work at their home base, but travel 75 miles or more to do farm work in a single U.S. location” (Carroll, et al., p. 7). The second category is *follow-the-crop migrants* who travel 75 miles or more to multiple U.S. farm locations. Both *shuttle migrants* and *follow-the-crop migrants* can additionally be distinguished by those who migrant internationally and domestically (Carroll, et al.).

Migrant workers and their families follow three distinct streams of migration in the United States for migrant workers. The east coast route consists of the eastern seaboard and southern states. The mid-continent route starts in Texas and moves up through the mid-west and western states such as Oregon and Washington. The west coast route begins in California and moves up north to Oregon and Washington (Garza, Reyes, & Trueba, 2004). As families migrate from farm to farm, state to state, families must find new living arrangements, schools for their children and other resources. Later, this paper will discuss some of the barriers and constraints migrant workers face as they migrate.

Migrant populations in the United States vary depending on the region in which they work. Yet, in the United States young men of Hispanic origin and/or foreign born are predominately farm and crop workers. The NAWS showed the average age of both female and male workers was 33 years of age. They found that 79% were men and 83% self-identified as Hispanic. The majority of workers are foreign born, making up 78% of the population, with 75% born in Mexico. Other populations consist of whites, blacks, American Indians and Asians (Carroll et al., 2005).

Although the majority of migrant farm workers are single men, it is not unusual for men with families to have their families migrate with them. Frequently children move with their families out of economic necessity (McCurdy, Samuels, Carroll, Beaumont, & Morrin, 2002). It is common for children to contribute to the financial welfare of the family either by taking care of younger siblings or by helping in the fields (Bechtel, Davidhizar, & Spurlock, 2000). The NAWS found that 11% of agricultural

workers were between the ages of 14-19 and 20% were between the ages of 20-24 years (Carroll et al., 2005).

Immigration status is also a concern for many migrant workers and their families. Some workers are able to obtain temporary work permits for themselves while in the United States, but they are not always able to obtain these documents for their family members (Martin, 2002). The National Agricultural Worker Survey found that 53% of hired crop workers were unauthorized to work in the U.S. Being undocumented in the U.S. affects every facet of life for workers and their families (Carroll et al., 2005).

Economics. Low wages increase the chance of poverty for families with children. Kandel (2008) found that crop farm workers “earn less than workers in similar low-skill occupations” (p. 21) and that “wages remain low in spite of the fact that labor analysts consider farm work among the most arduous and hazardous occupations” (pp. 21-22). According to the NAWS, 30% of all farm workers earn below the poverty line. The average individual income range from all sources, including farm work was \$10,000-\$12,499 and combined family income range was \$15,000-\$17,499 (Carroll et al., 2005).

The migrant lifestyle is based on crop workers finding work away from their home base. Work is never guaranteed on a farm, nor is the amount of pay. The findings from the NAWS report crop workers average 34.5 weeks of farm work and about 5 weeks of non-farm work activities (Carroll et al., 2005). They also state that 79% of farm workers are paid by the hour, while 16% are paid by the piece. Holmes (2006) describes strawberry pickers having to “bring in 50 pounds of de-leafed berries every

hour. Otherwise, they would be fired and kicked out of the camp” (p. 1782). Many farmworkers rarely take breaks and have limited access even to restrooms (Bechtel et al., 2000; Holmes, 2006). Migrant workers often work long hours, at least 12-hours, six days a week during the picking season (Connor, Rainer, Simcox, & Thomisee, 2007). According to Holmes (2006), strawberry pickers “worked seven days a week, rain or shine, until the last strawberry was processed” (p. 1783).

Employee benefits are often unavailable or unknown to migrant workers. The NAWS found 48% of workers were “covered by workers’ compensation for work-related illness or injury,” while 20% were not and 31% did not know (Carroll et al., 2005, p. 41). They also found that lack of health insurance was common among farm workers. Only 23% of workers reported having insurance and of those insured, 19% received insurance through the government (Carroll, et al.). In contrast, studies on migrant farm workers and their families’ report a larger disparity in health care. One study found that 73% of migrant workers in their sample were uninsured (Weathers, Minkovitz, O’Campo, & Diener-West, 2003).

The constant migration and low income makes finding affordable housing a challenge. The U.S. Department of Housing and Urban Development (2008) states “about 33% of farm workers pay more than 1/3 of their income for housing” and that “33% of farm workers live in moderate to severely substandard housing.” Some farmers provide housing for workers onsite. These living quarters are frequently crowded and not always in the best condition (Connor et al., 2007; Holmes, 2006). Connor and colleagues (2007) describes their living conditions as “barracks or trailer parks that are

often overcrowded and have numerous structural, sanitation and electrical problems” (p. 357).

Migration affects the political power of migrant workers. Workers who are undocumented or have working permits are not able to vote on issues that may affect them and their jobs. Frequent migration causes many migrant workers who are legal residents of the United States to have little political power in decision making and having their voices heard. This is due to families typically resided in their state of residence for fewer than four months of the year (Bechtel, Shepherd, and Rogers, 1995). This lack of power greatly affects their ability to make changes to agricultural policies, policies regarding wages, educational polices, and many more.

Migrant Farmworkers and Their Families

Culture. Hispanics or Latinos are a diverse population made up of people from Spanish speaking countries in North America, Central America, South America and the Caribbean, who have their own unique histories (Zuniga, 1997). The Hispanic or Latino population has been on the increasingly on the rise in the past few decades. In Texas, Hispanics are the “single determinant of population growth for each of the last two decades” (Murdock, 2003, p 18). According to the U.S. Census Bureau, in 2010 Hispanics made up a total of 16% of the U.S. population, with a population growth of 43% between 2000 and 2010 (Humes, Jones, & Ramirez, 2011). As the Hispanic population continues to grow, understanding Hispanic culture and migrant workers is vital to serving and meeting their needs.

Hispanic culture has strong beliefs regarding religion, family, and gender.

Hispanics are the largest population of Roman Catholics in the world as a result of their Spanish heritage, yet other denominations, such as Protestants, are growing. Religious beliefs are influenced by unique aspects of their country of origin and influenced by the indigenous cultures (Zuniga, 1997).

Many migrant workers believe in external controls, hence God is control of their lives (Bechtel et al., 2000). Garza and colleagues (2004) describe religion for Hispanics as “the very core of who they are and help them understand, survive in, and thrive in the worlds around them” (p. 14). They describe church, particularly the Catholic Church, as a familiar and welcoming place for immigrants to the United States. The church provides Hispanics with comfort and a support group (Garza et al.).

Hispanic culture is patriarchal, stemming from the Spanish influence that views man as the provider of the family, while the woman’s primary role is of caretaker to her children (Zuniga, 1997). Men are the primary decision maker in families. Their decisions affect their families, and include decisions on discretionary expenses (i.e. food and clothes), health care treatment, and income disbursement (Bechtel et al., 1995; Bechtel et al., 2000). This male dominance or absolute patriarchy of the father is referred to as *machismo* (Bechtel et al., 2000; Zuniga, 1997). Religion has strong influences of the view of women and femininity. There is a heavy emphasis on female virginity before marriage (Zuniga, 1997) and sexual behaviors are “severely restricted” (Sue & Sue, 2008, p. 378). However, males are given greater freedom in regards to sexual behavior (Sue & Sue, 2008).

Family dynamics. The primary purpose of marriage for many Hispanic families is to have children (Zungia, 1997). Women often marry and have children at a young age. Girls as young as 13-15 years old are married and /or have children (Bechtel et al., 1995). Interdependence within the family is important to Hispanics. There is a strong sense of family loyalty and collectivism that results in extended family and offers valuable support and acts as a resource. Extended family often includes non-blood relatives who play a role in the family such as godparents (Sue & Sue, 2008).

Parenting styles among Hispanic families are very different from Anglo families, mainly due to cultural differences. Anglo parents tend to be more achievement and goal oriented, and encourages independence. This is not the case for Hispanic families. As mentioned before, interdependence within the family is important. Hispanic parents are often very lax and indulgent with their children, creating a supportive and interdependent environment (Zuniga, 1997).

Many migrant parents leave their children at home in their country of origin (i.e., Mexico), to find work in the United States. Families can be separated for long periods of time, even years. This is difficult for all family members and creates changes in the family dynamic and culture. Dreby (2009) observed mothers frequently felt guilty for leaving their children behind and children often felt abandoned. Parents found that children had stronger relationships with the grandparents or other family members who took care of them while they were away than with them. When reunited with children, parents were frustrated by children obeying and looking to their previous guardians as

authority figures and not them. This was especially difficult for fathers, because their children did not trust or respect their advice (Dreby, 2009).

Children of Migrant Farmworkers

The literature on children of Hispanic migrant farmworkers does not clearly define what constitutes as a migrant child. The Migrant Education Program has eligibility requirements for migrant students:

A migrant student is one who is a migratory agricultural worker or whose parent, spouse, or guardian is a migratory agricultural worker and who, in the preceding 36 months, in order to obtain temporary employment in agriculture or fishing, or to accompany a parent, spouse, or guardian to obtain such employment, has moved from one school district to another, or resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence in order to engage in a fishing activity (Fabens ISD School District Summary, 2011).

Since, most of the studies conducted research on farms or at the housing provided for migrant workers and their families (i.e. Connor et al., 2007; Holmes, 2006); this description is consistent with the literature.

The literature primarily focuses on their physical health and educational attainment. Children of Hispanic migrant farmworkers face a plethora of health concerns that start even before they are born. A lack of available, accessible, and affordable health care makes it difficult for migrant mothers to seek the prenatal care they need. Once children are born, health problems continue to persist. Children of Hispanic migrant farmworkers also face an abundance of educational challenges due to their migratory lifestyle. Due to low economic conditions, migrant families move with the harvest, which causes lengthy absences from school and gaps in learning. In this

portion of the literature review, I will examine the literature on children of Hispanic migrant farmworkers' health and education in greater detail.

Health status of children of Hispanic migrant farmworkers. Research regarding migrant families and their children has focused on the health status of this population, which has been described as “a Third World health status” (Bechtel, et al., 2000, p. 300). Migrant workers and their families are at a higher risk than other groups for numerous health issues (e.g., malnutrition, pesticide exposure, and dental caries). Migrant families also face challenges in accessing and affording health care.

Children of migrant workers face a variety of health care issues and concerns. A lack of health maintenance visits is a problem for migrant children and their families (Weathers et al., 2003). This problem starts for many children before they are born. Mothers often have inadequate prenatal care or receive prenatal care late (Bechtel et al., 2000). Migrant children suffer from poor dental health as well as vision (Holmes, 2006; Weathers et al.). Migrant children also have low immunizations rates (Weathers et al., 2003). Migrant workers are at risk for food insecurity, and even more so when they have children (Hill, Moloney, Mize, Himelick, & Guest, 2011). As a result, children of migrant farmworkers face high rates of malnutrition, which leads to iron deficiency anemia and other vitamin and trace mineral deficiencies (Bechtel et al., 2000; Berman, 2003; Holmes, 2006). Migrant children also face high childhood and infant mortality rates (Weathers et al.).

Due to the nature of farm work, exposure to harmful pesticides is common place. Exposure to pesticide is even a problem for children who do not work in the fields yet

come in contact with people who do (Bechtel et al., 2000). Exposure to pesticides can lead to skin disorders, dermatological irritations, and infection (Connor et al., 2007).

Communities have a strong influence on youths' safety and health. Migrant families often lack safe, play-friendly physical environments for their children (Kilanowski & Ryan-Wegner, 2007). McCurdy and colleagues (2002) found common injuries among migrant children are lacerations, fractures, sprains, and strains, related to playground and other non-work activities. They also found that one third of injuries were due to falls, followed by bicycle accidents (McCurdy et al.).

Stress is another concern for migrant farmworkers and their families. While limited research regarding mental health of migrant farmworkers and their families is available, this population "is much more susceptible to stress and certain mental health problems" (Appelgren & Spratt, 2012, p. 79). Issues that attribute to stress are poverty (Green, 2003), exploitation (Garza et al., 2004), substance abuse (Holmes, 2006), domestic violence (Bechtel et al., 1995; Appelgren & Spratt, 2012), and maltreatment of children (Green, 2003).

Hispanic youth experience stressors such as "loss of coping and financial resources, language inadequacies, unemployment and cultural conflict" (Sue & Sue, 2008, p 385) as a result of leaving friends and family when moving to the U.S. Fear of discovery for undocumented families is another stress factor that families face. For undocumented students, this adds to the number of stressors and challenges children already face academically (Garza et al., 2004; Gonzalez, 2008; Perez, Espinoza, Ramos, Coronado, & Cortes, 2009).

Migrant workers face a number of barriers in regards to access to care such as affordability, accessibility, citizenship, eligibility, education, housing isolation, language, limited resources, lack of transportation, time, and also trust (Berman, 2003; Connor et al., 2007; Kilanowski & Ryan-Wenger, 2007). All of these factors affect migrant families and especially their children. Health services use for migrant children is illness-driven due to a focus on survival goals, such as finding food and shelter as a priority (Weathers et al., 2003). Families often use alternative healing therapies (Bechtel et al., 2000) or *Curandero*- local traditional healers (McCurdy et al., 2002) to treat children before seeking modern medical attention.

As mentioned previously, another concern for migrant farmworkers and their families' is affordability of health care. Research has shown "uninsured Children have the worst health and the poorest access to care, their parents lack knowledge of and experience with the health programs that are available to them" (Kilanowski & Ryan-Wenger, 2007, p. 101). Knowledge regarding availability and accessibility to health care is challenging for migrant parents, as they are regularly moving to new locations. When following regular patterns and longer lengths of stay, parents are more knowledgeable about available community resources (Kilanowski & Ryan-Wenger, 2007).

Education in the U.S. The state of children of migrant farmworkers within the educational system appears negative. The obstacles and challenges faced by migrant children in their pursuit of an education have resulted in an 11% chance that these students will enter the 12th grade (Green, 2003). Many factors including mobility, work

and family responsibilities, language and cultural barriers, and socio-economic status can influence the educational experience of immigrants.

High mobility has been linked with low achievement and the repeating of grade levels (Cranston-Gingras, 2003). The constant moving from harvest to harvest pulls children in and out of new schools and often creates gaps in their education. Migrant children are often behind in their education due to lengthy periods of absences due to migrating as well as helping with harvests (Garza et al., 2004; Romanowski, 2003). In addition, to the academic stress from migrating, families deal with the stress of finding a place to live, and resources available to them in the area.

Mobility is just one of the challenges that migrant children face. To a higher degree than other ethnic groups, Hispanic youth have responsibilities to and expectations from their family, which can affect their education, (e.g., taking care of sick family members or helping the family financially) (Sue & Sue, 2008). These cultural responsibilities, coupled with migration, can greatly affect a child's education. Green (2003) found "education is a luxury many parents feel they can ill afford for their children. School attendance for most migrant children is dictated by the needs of the family, and those needs may change from day to day" (p. 63). Harvests determine a family's survival and in turn, the priorities within a family (Green, 2003). The migratory lifestyle causes children to face many obstacles and challenges academically (Cranston-Gingras, 2003; Green, 2003; Perry, 1997; Romanowski, 2003).

For many Hispanic children, Spanish is the primary language in their home. While some children are bilingual, often both Spanish and English are limited (Sue &

Sue, 2008). Language and cultural barriers create significant challenges for migrant families in U.S. schools (Lopez, 1999), as well as stress factors mentioned previously (e.g., Immigration status, gaps in education, etc.). In general, the educational system has not filled this gap. A lack of well-prepared bilingual teachers, resources and materials, as well as hostility towards bilingual education in the United States such as the push for English only laws continue to keep Hispanic and migrant children marginalized (Green, 2003; Lopez, 1999). The negative perspective of migrant children and the resultant negative support has stopped many from seeking support within the educational system.

Garza and colleagues (2004) found “the subliminal messages about the alleged inability of Hispanic children to succeed in schools are abundant and frequent” (p. ix). Consequently, many migrant children are more likely to reduce any type of help seeking support from peers, parents, teachers, and community members (Suarez-Orozco & Todorova, 2003). Garza and colleagues (2006) also found while educators are aware of the issues migrant children face, changes need to be made in the educational system to “raise the expectations of educators about the talents, capabilities, and competence of migrant students” (Garza et al., p. x).

While research has shown that children of migrant farmworkers struggle in their efforts to achieve academically, there are educational programs in schools to help aid these youth. The Office of Migrant Education facilitates the Migrant Education Program (MEP). MEP’s goal is to “ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment” (Migrant

Education Program, 2009). Migratory children, age 3 through 21 are eligible for MEP, which offers migrant students with supportive services and opportunities to meet academic achievement standards. Services available to eligible students vary by state and individual. These services include: “academic instruction; remedial and compensatory instruction; bilingual and multicultural instruction; vocational instruction; career education services; special guidance; counseling and testing services; health services; and preschool services” (Migrant Education Program).

Other programs also exist for migrant youth who were unable to complete their high school degree; support and opportunities have been made available through High School Equivalency Program (HEP). These programs target specific needs of migrant children, such as academics, career exploration, employability skill development, and community living skills through social and cultural development and community services (Cranston-Gingras, 2003). Cranston-Gingras (2003) found approximately 70% of students participating in University of South Florida HEP received their high school diplomas and all successfully transitioning either into higher education or into the work force.

Theoretical Framework

Children of Hispanic migrant farmworkers are affected by multiple factors that exist within themselves, as well as social and environmental factors as they develop. The experiences of children of Hispanic migrant farmworkers in the context of out-of-school time are not well researched. This study will attempt to gain a better understanding of the multiple factors that exist within these youth, their families and their communities, as well as out-of-school time activities. In order to gain a better

understanding of these environments, this section will explore the theoretical background of youth development with special emphasis on resilience, as well as research regarding coping strategies among youth and out-of-school time activities.

Youth development. Youth is operationalized and examined by various fields of study such as psychology, sociology, education, and youth development. Youth have been defined using various age ranges as well as a social construct. Youth is not easily defined, yet for the purpose of this study youth will be defined as adolescents between the ages of 13 and 18 years of age. Given that youth has multiple definitions, defining Youth Development is a difficult challenge. Both academics and practitioners have their own lens of viewing what youth are which shapes their concept of youth development.

One way to examine youth development is to attempt to better understand the developmental process, youth needs and wants, and how we as researchers and practitioners can use that information to assist youth in the process of becoming fully functioning adults. Small and Memmo (2004) grouped youth development and problem prevention into three categories: prevention, resiliency, and positive youth development. These are not the only approaches to youth development, yet these three in particular are useful for better understanding how youth may be able to overcome adversity and how to assist youth in their path to becoming fully functional adults.

The Prevention approach focuses on youth problems with the goal of preventing or reducing problems before they occur (Pittman, Irby, Tolman, Yohalem, & Ferber, 2003). Prevention work has been used to tackle social issues such as teen pregnancy, drug use, and gangs. A limitation to this approach is that it looks at youth development

from a deficit-oriented perspective, focusing on the negative aspects of youth instead of the positive aspects (Small and Memmo, 2004). Pittman and colleagues (2003) argue “Prevention is an important but inadequate goal... problem free is not fully prepared” (p. 6).

Resilience research focuses on youth who demonstrate positive adaptation to negative situations or experiences. For youth to be considered resilient, two critical conditions need to be met. First, a child (or youth) must experience risk, threats or severe adversity, and secondly have positive adaptations despite such adversity (Luthar, Cicchetti, & Becker, 2000; Masten, 2001; Masten, 2006; Rutter, 1987; Small & Memmo, 2004). Resiliency research examines how youth are able to adapt to risk and what protective process assist. The aim is to provide youth with resources to successfully adapt to their evolving physical, psychological, and social environment. Exposure to risk can help ‘steel’ or strengthen youth for adversity they may face in the future (Olsson, Bond, Burns, Vella-Brodrick, & Sawyer, 2003).

Resilience among migrant youth has been defined as “the ability to confront and to resolve problems and the capacity to utilize personal or social resources to enhance limited possibilities” (Garza et al., 2004, p. 11). It is important to note that resilient youth are not invulnerable. Youth may be resilient in one situation, but they may not be resilient in others (Garza et al., 2004; Masten, 2001; Rutter, 1987). Resilience will be the framework used in this study and will be discussed in greater detail later.

Positive Youth Development focuses on behavior and development of youth to better understand the importance of flexibility in human development and the effects of

different ecological factors between youth and their environment in their development (Silbereisen and Lerner, 2007). Positive youth development is based on “the ideas that every young person has the potential for successful, healthy development and that all youth possess the capacity for positive development” (Lerner, Dowling, & Anderson, 2003, p. 172). Positive youth development focuses on the promotion of positive development, and the strengths youth people possess (Silbereisen and Lerner, 2007; Small and Memmo, 2004). The philosophy of Positive Youth Development has contributed to the development of other youth development initiatives such as Developmental Assets and the six Cs (Lerner, Fisher and Weinberg, 2000).

Benson (1997, as cited in Small & Memmo, 2004) identifies the Search Institute’s Developmental Assets model as an example of positive youth development. The Search Institute (2008) identifies 40 Developmental Assets, which broken down into external and internal categories, are described as building blocks for healthy development and civil society (Lerner et al., 2000; Roth & Brooks-Gunn, 2003). The external assets are resources available to youth such as support from others, the need to feel empowered, the need for boundaries and high expectations, and having time for creative activities, youth programs, faith based programs, and time at home (Search Institute, 2008). Internal assets are outputs individual youth develop as a result of their external assets. Internal assets consist of a sense of commitment to learning, positive values, and self-restraint from risky behaviors, social competencies including interpersonal and cultural competencies, as well as a positive identity (Search Institute, 2008). Scales, Benson, Leffert, and Blyth (2000) found “youth with higher levels of

developmental assets were considerably more likely than other youth to report being successful in school, overcoming adversity, and maintain physical health and delaying gratification” (p. 41).

The five Cs are positive developmental outcomes of effective youth programs (Lerner et al., 2000). The five C’s originally started out as four C’s originated by R. Little (1993 as cited by Lerner et al., 2005), which comprise of competence, confidence, connections, and characters. The fifth C, caring, was later added by several researchers. Later, a sixth C’s was added by Lerner and colleagues, who suggest that when all five C’s are present a six “C” emerges- contribution (Lerner et al., 2005). The five, now six C’s are reflected in youth in several aspects of their development. The outcomes that are reflected by the six C’s contribute to academic and social competence of youth through positive self-identity or self-efficacy, confidence, connections with people, character that reflects positive values and morals, and caring or empathy for others (Lerner et al., 2000; Ruth and Brooks-Gunn, 2003).

There are various frameworks that are used in the field of youth development that allow the researcher to view youth through different lenses. These frameworks, such as the ones mentioned above are beneficial to researchers and youth practitioners’ ability to understand and assist youth in their development. The prevention approach focuses on prevention problems among youth, while positive youth development practices focuses on a holistic approach that promotes positive youth development. While each of these approaches has their own unique strengths, resilience was found to

be the best fit for this study due to its focus on risk factors youth face and their successful adaptation.

Resilience and youth development. In daily interactions at home, school, or in the community youth face both risk factors as well as protective factors. Risk factors are negative experiences such as stress, adversity, or life events that can affect behavior and development (Luthar et al., 2000; Olsson et al., 2003, Rutter, 1987). Though risk is viewed by many as a negative and detrimental experience, some exposure to risk can help ‘steel’ or strengthen youth for future adversity they may face (Olsson et al.). An example of risk not being a detrimental experience was Brown and Harris (1986, as cited in Rutter, 1987) who found “loss of a mother before the child is age of 11 years had no associated with adult depression in absences of a provoking agent” (p. 324).

In addition, youth also experience protective factors which help them to adequately cope or handle risk factors. Protective mechanisms create positive adaptive outcomes from the effects of risk or adversity (Rutter, 1987; Masten & Obradovic, 2006). Protective mechanisms can be both internal and external to individuals (McCubbin, 2001). In Crockett, Iturbide, Torres Stone, McGinley, Raffaelli, and Carlo (2007) study of Mexican American college students, they found social support from parents and active coping strategies were protective factors that helped buffer against acculturative stress. They suggest that interventions need to promote these protective factors in order to help reduce the stress Mexican American students face in college. Both risk factors and protective factors play a vital role in youths’ ability to become resilient.

Resilience focuses on youths' positive adaptation to negative experiences.

Resilience requires two critical conditions: first youth must experience risk and second they must positively overcome the risk (Luthar et al., 2000; Masten, 2001; Rutter, 1987; Small & Memmo, 2004). It is important to note that resilience is not the same as invulnerability (incapable of being harmed). One may be resilient in some aspects of life (i.e. school), while not in others (i.e., family) (Luthar et al., 2000; McCubbin, 2001; Olsson et al., 2003). Kaplan (1999 as cited in McCubbin, 2001) found that researchers often lack conceptualizing resiliency and the relationship between risk and protective factors in research. There is also much debate about what constitutes as "resilient" due to different conceptualization and operationalization of risk and protective factors (Luthar et al., 2000). The three most common ways to conceptualize resilience are as an *outcome, process, or multi-process* (Olsson et al., 2003).

Resilience as an outcome evaluates poor outcomes and positive outcomes (McCubbin, 2001). The poor outcomes cause youth to become vulnerable or at-risk, whereas positive outcomes help 'steel' or strengthen youth (Olsson et al., 2003). As in the case of Pinkerton and Dolan (2007) study of troubled youth in Ireland, they examined how social support and coping skills can help facilitate resilient outcomes of youth successfully transitioning into adulthood. Research conceptualizing resilience as outcomes emphasizes young people's ability to maintain "competent behaviors or effective functioning" when exposed to risk factors (Olsson et al., 2003, p. 2). Often when examining resilience as an outcome, researchers will clarify the specific domain of successful resilience in which they are researching such as emotional, behavioral or

educational resilience (Luthar et al., 2000). An example of specifying resilience as an outcome is in Garza and colleagues (2004) ethnography in which they defined resilience based on academic achievement. In their study they selected children of Hispanic migrant farmworkers who were successful in school in order to gain a better perspective on resilience among migrant youth in the U.S. education system.

A concern with viewing resilience as an outcome, as noted by McCubbin (2001), is that it neglects the fact that there are varying degrees of resilience. Resilience as a clear outcome is deceptive, as in the case of a study conducted among former foster youth. In Hines and colleagues (2005) study on former foster youth, they used academic achievement to measure resilience. While the participants were resilient in the fact that they were attending a 4-year university, the researchers noted that some of the participants suffered from psychological and emotional problems “that led to difficult in achieving balance in their lives” (p. 392). Yet studying resilience as an outcome and understanding how youth adapt has been an “important and useful way of operationalizing the construct of resilience” (Olsson et al., 2003, p. 3).

Resilience as a process examines how one reduces the effects of risk factors or effectively utilizes protective factors to assist with the adaptation process of overcoming adversity (Olsson et al., 2003; McCubbin, 2001). By conceptualizing resilience as a process, risk factors can lead to outcomes or a moderating process can affect an outcome. Moderators enable individual to reflect or think about a risk factor and the negative effects, which can facilitate the development of coping strategies for that risk

factor. McCubbin (2001) describes this process as “thriving in the face of adversity” (p. 9).

Viewing resilience as a process is beneficial in that it allows the researcher to examine a range of promoting processes that help youth to positively adapt, yet it still implies that resilience is one-dimensional. Olsson and colleagues (2003) claim “it is simplistic to believe that a clear single factor, such as divorce, is the causal element in a negative chain of events” (p. 4). They further their argument by stating that multiple risk factors act together and that it is not a single event does not occur in a vacuum.

However, in Hines, Merdinger, and Wyatt (2005) study of resilience among former foster youth, they concluded that while foster youth experience multiple exposures to threats and adversity growing up as foster children, they “synthesized all of the factors into a single factor representing a common source of adversity” (p. 383). In their study they found that an internal locus of control, relationship with non-abusive adults, and system that provided educational opportunities were important factors in the resilience process for the foster youth they interviewed.

When multiple risk factors are viewed as acting together, they are conceptualized as a multi-process. Olsson and associates (2003) state “causal elements in negative chain of events lead to compromised social or academic or relations competence,” (p. 4) meaning that when youth are experiencing risk factors, they are experiencing them in the context of their lives. There is typically not just one single risk factor; there are multiple risk factors that may be experienced. In Perez and colleagues (2009) study of resilient undocumented students, they examine undocumented students ability to be resilient both

psychologically and academically. In their investigation they examined how personal and environmental protective factors act as moderators in the resiliency process. They found that resilient undocumented Latino youth not only “had greater levels of environmental and personal resources than high risk students,” (Perez et al., 2009, p. 172) they also actively used these resources. The benefit of examining resilience as a multi-process is that it enables the researcher to have a better understanding of how different types of process that effect risk factors as well as how protective factors can intervene (Olsson et al).

Children of Hispanic migrant farmworkers display both critical conditions of experiencing risk factors and have shown their ability to positively overcome risk – the two critical conditions needed to study the role of resilience in youth development. The literature clearly illustrates that children of Hispanic migrant farmworkers contend with several developmental adversities such as poverty, health disparities, and educational disadvantages on a daily basis, yet researchers have also shown that children of Hispanic migrant farmworkers are capable of overcoming these adversities to become successful adults (Cranston-Gingras, 2003; Garza et al., 2004). While the reasoning for conceptualizing resilience as a multi-process seems the most optimal approach, because it enables researchers to examine the various factors that affect youth in their development, for the propose of this paper, resilience will be conceptualized as a process. The reason for this is because while children of Hispanic migrant farmworkers, like all youth, face various risks and protective factors, the purpose of this study is to gain a better understanding of children of Hispanic migrant farmworkers and the

challenges they specifically face. This study is specifically interested in how children of Hispanic migrant farmworkers cope, use social support and become resilient.

Coping and youth. Youth experience physical, cognitive, social and environmental change that are not only challenging and stressful, but can affect their development. Coping is the regulatory process people go through in order to reduce negative feelings or deal with stressful life events (Crockett et al., 2007). Coping includes “a range of emotional regulations strategies, thought processes and behaviors” (Zimmer-Gembeck & Skinner, 2008, p. 4). The way in which youth cope with stress effects lifelong outcomes well into adulthood (Kobus & Reyes, 2000). While it is known that coping can have lifelong outcomes, “little research exists on the types of coping strategies that young adolescent Hispanics use to manage the difficulties in their lives” (Copeland & Hess, 1995, p. 206).

Coping strategies utilized by youth are either active coping strategies or avoidant coping strategies. Active coping enables individuals to take a proactive approach in confronting stress. Whereas avoidance coping strategies involve individuals remove themselves from or ignore stress (Crockett et al., 2007; Skinner & Zimmer-Gembeck, 2007). These can be broken down into groups or families based on how individuals respond to risk factors. Skinner and Zimmer-Gembeck (2008) use three categories of coping strategies when analyzing youth ability to cope: *support seeking*, *problem solving*, and *distraction*.

One form of coping is *support seeking*. This active coping strategy utilizes seeking support to obtain information, emotional support or general help when needed

by the youth (Zimmer-Gembeck & Skinner, 2008). Youth actively seek support from families, peers and caring adults. The family is the primary source of social support for most youth (Olsson et al., 2003). The family provides youth with a support system that serves as a resource to assist youth in overcoming adversity. A supportive family environment was found to have a positive impact on the well-being and reduction of psychological stress for children of Hispanic migrant farmworkers (Garza et al., 2004).

Another form of coping is *problem solving*. Problem-solving is a form of active coping. It requires a cognitive approach to coping with stressors, through decision making and mastering skills to help deal with problems (Skinner & Zimmer-Gembeck, 2007). Problem solving also includes being able to compromise and negotiate conflicts. Through the problem-solving process, youth learn how to not only solve problems but also how to avoid problems in the future (Vashchenko, Lambidoni, & Brody, 2007).

Finally, a third form of coping is *distraction*, which is a form of avoidance coping. Distractions that are behavioral or cognitive are commonly used among children and adolescences. While younger children typically keep themselves busy in order to distract from stress, older youth typically use diversionary thinking (Skinner & Zimmer-Gembeck, 2007). Boys in particular seek relaxing diversions or physical recreation to help distract from problems they may face (Frydenberg & Lewis, 2000).

While coping strategies vary among youth, research has found that gender, as well as race and ethnicity, can play a role in the types of coping strategies in which youth use. Research has found that there are “some gender differences as well as similarities in adolescents’ coping” (Piko, 2001, p. 233). Through socialization,

traditional gender roles have created unique differences between how males and females typically cope. Females in general use active coping skills that involve seeking support and expressing their emotions, while males are more likely to use avoidance and distractions, preferring to keep to problems to themselves (Copeland & Hess, 1995; Frydenberg & Lewis, 2000; Zimmer-Gembeck & Skinner, 2008). Research has shown differences in coping between racial and ethnic minority groups and majority groups (Kobus & Reyes, 2000). In the case of Hispanic youth, they are more likely to seek social activities and religion in the coping process, as compared to white youth (Copeland & Hess, 1995).

Out-of-school time. Out-of-school time (OST) participation for youth may vary drastically from one youth to another. While some youth may be supervised by a parent or another adult after school, others may be home alone or involved in programs and activities (Belle, 1999; Mahoney, Lord, & Carryl, 2005). OST programs and activities vary. Programs can offer constructive or structured activities, or relaxed leisure activities.

Caldwell and Baldwin (2005) found constraints often “intervene and modify interest development, choice, participation and experiences,” and “the perceptions of constraint and the ability to adapt and negotiate constraints is a reciprocal and interactive process that involves personal and environmental factors” (p. 76). Youth experience constraints or barriers to participation in OST programs due to a number of intrapersonal, interpersonal, and structural constraints. Intrapersonal constraints can be contributed to gender, age, and race or ethnicity (Huebner & Mancini, 2003).

Interpersonal constraints that influence youth are their family, their community (Morrissey & Werner-Wilson, 2005) as well as peers (Huebner & Mancini, 2003). For migrant youth, responsibilities such as taking care of family members or having to work may constrain their ability to participate (Sue & Sue, 2008). Structural constraints are often affected by socioeconomic conditions that influence location, types of programs available, quality (such as staffing and participation), as well as engagement (Mahoney et al., 2005). As mentioned previously, accessibility is often difficult for migrant families due to economics and transportation. Fear of legal status may also hinder some youth from participating.

OST programs provide youth with valuable resources to assist in their development. OST provide youth with opportunities to practice leadership skills through youth voice and youth engagement. Research has shown that youth who participate in OST programs have increased self-esteem, increased school performance, more likely to graduate from high school and attend college, increased empathy, and increased political and social involvement (Scales et al., 2000).

Social support. Researchers have defined social support in multiple ways. Procidano and Heller (1983) define support as the perceived availability of people within one's social network to properly assist when coping with stress. Cohen and Wills (1985) state "support 'buffers' (protects) persons from the potentially pathogenic influence of stressful events" (p. 310). As previously discussed in this chapter, social support provides youth with resources to help them overcome stressful life events and helps foster resilience. Social support has also been shown to have implications for not only

psychological health, but physical health as well (Cohen & Wills, 1985; Reblin & Uchino, 2008). Health researchers have found that “high quality or quality of social networks have decreased risk of mortality” and promotes positive health behaviors (Reblin & Uchino, 2008, p. 201).

Social networks provide different types of support such as informative, emotional and instrumental support, as well as structural and functional support (Dumont & Provost, 1998; Reblin & Uchino, 2008; Tardy, 1985). Social support can come from both formal and informal networks in one’s environment (Tardy, 1985). These social networks are comprised of peers and community members such as teachers, youth practitioners, and other caring adults, who are sources for support and are beneficial to youth as they seek support (Crockett et al., 2007; Pinkerton & Dolan, 2007).

In youth development, social support is often a key component in theories and practice. For example, in positive youth development, social support is a critical element of the 40 Developmental Assets, where external assets target social support from family, other adults, neighborhoods, and schools. This is also evident in the emphasis of “connections with others” in the six C’s regarding youths’ development. In resilience research, social support is linked with both protective factors and risk factors. Dumont and Provost (1999) found that family and neighbors can help youth to avoid or make stressful situations less and help with social adjustment. However, they also found that “involvement in negative social or even illegal activities” (p. 356) can create stress and depression.

In out-of-school time programs, social support is often a critical component. One such resource is the opportunities to engage with non-parental caring adults. This provides youth an opportunity to build a supportive network (Scales et al., 2000). These adults “provide companionship, direction, practical help and emotional support that make a real difference to children” (Belle, 1999, p. 114) as they develop. In out-of-school time programs, youth may seek support from mentors. Jekilek, Moore, Hair, and Scarupa (2002) found mentors to have positive effects on youth schooling, such as better attendance in school and pursuing higher education, prevention of substance abuse and delinquency.

The critical issue during the OST period is the identification of the assets that contribute to the resilience of youth in order to assist them in overcoming various risk factors and coping with various situations. Caldwell and Baldwin (2005) suggests “future research need to specify the exact mechanisms that constrain and support leisure engagement of adolescents” and to “examine the specific linkages across the various personal, social and environmental, and cultural factors that influence behavior, as well as to understand how these factors intersect with development process” (p. 85).

Summary

Youth development often lacks literature regarding racial and ethnic minorities. Currently there is little literature on how Hispanic youth develop, especially subpopulations such as children of Hispanic migrant farmworkers, and literature that does exist often perpetuates negative stereotypes about Hispanic youth. While migrant farmworkers and their families face many challenges, researchers have shown that

children of Hispanic migrant farmworkers are able to overcome adversity and become resilient. This study attempts to better understand how children of Hispanic migrant farmworkers cope with stressors and how support systems, particularly in OST settings, are able to assist with youths' ability to overcome risks and achieve resiliency.

CHAPTER III

METHODOLOGY

This chapter explores the methodologies used for this study as well as the rationale. This chapter includes the following: (a) study design; (b) setting and selection of sample; (c) data collection methods; (d) data analysis, and (e) limitations. The purpose of this study was to gain a better understanding of coping strategies utilized by children of migrant farmworkers, and the social supports available for the youth. The specific research questions addressed are:

- 1. What are the main life events facing the Migrant Program participants on a daily basis?*
- 2. What coping strategies do the participants use to respond to stressors or problems?*
- 3. What support systems are available at Creative Kids Inc., at home, and in the community to aid the participants?*
- 4. How do support systems, specifically family and Creative Kids Inc., help foster resilience among the participants?*

The study's first question was chosen to determine the risk factors and buffers in order to address the other proposed research questions. The data collection utilized a mixed methods approach, consisting of both qualitative and quantitative data collection, including in-depth interviews and surveys.

Study Design

A case-study approach was chosen because it utilizes both qualitative and quantitative data to address the research questions. Yin (2003) found the case-study approach better enables the researcher to explain the “how” or “why” questions that are being examined. This approach provides the researcher the opportunity to gain in-depth and rich information from the qualitative data collected (Yin, 2003). The qualitative data supported by the quantitative data helped to provide detailed descriptions of the youth participants. The data also provided real life context and a holistic approach to understanding the characteristics of the events and experiences of these youth (Yin, 2003). This study consisted of quantitative and qualitative data collection that included a survey, as well as in-depth interviews.

Creative Kids Incorporated

Creative Kids Incorporated (Appendix A) is a non-profit community-based arts education organization founded in 1999 by Stephen Ingle and Andrea Gates-Ingle (Creative Kids Art, 2011). Creative Kids Inc. offers six different programs throughout the year that reaches over 600 youth. These programs range from a program for pediatric oncology patients called AIM to an at risk youth program called ABLE that works with youth living in public housing in the El Paso area (Creative Kids Art, 2011). There are ten paid staff members, five full time and five part time, as well as two interns from the University of Texas El Paso. Of their employees, four were former youth participants in the program.

The idea for the Migrant Program at Creative Kids Inc. started after Creative Kids Inc. staff was asked to give a presentation and conduct a hands-on project with youth at an annual Migrant Student Leadership Conference. After the conference the Migrant Education Program (Appendix B) asked Creative Kids Inc. to design a summer curriculum for the youth. The program first started with Creative Kids Inc. working with Region 19 – Migrant Education Program in El Paso, Texas, but then grew to include other smaller school districts in the El Paso area.

The youth who participate in this program come from Fabens Independent School District (ISD) in El Paso County. Fabens ISD had 12.3% (306 students) enrolled as migrant students in the 2009-10 school year (Texas Educational Agency, 2011). The town of Fabens (Appendix D), is an unincorporated area and has been for some time (Fabens ISD- Fabens History, n.d), however, the town is a Census designated place. The US Census Bureau found the population of Fabens in 2010 was 8,257 people, with 96.8% identified as of Hispanic or Latino origin. In Fabens 34.7% of the people were under the age of 18 and only 42.9% of residents age 25 or older were high school graduates. It is also interesting to find that 43.3% of people live in poverty (Fabens CDP Quickfacts from the US Census Bureau, 2010).

Migrant program. The purpose of the Migrant Program is “to provide a comprehensive youth services program that integrates new information technology, social entrepreneurial business skills, leadership training, mentoring as well as integrating "work shadowing" internship assignments for migrant youth” (Creative Kids Art, 2011). The summer program serviced about 60 children of migrant farmworkers

from the Fabens ISD, who are bused in to work at the Creative Kids Inc. oLo Gallery in downtown El Paso for two weeks. The youth were able to choose two mediums to work on. Their choices were graphic design, photography, drawing, painting, and culinary arts.

The Creative Kids Inc. oLo gallery is located in downtown El Paso. When walking into the main doors of the gallery, one walks into a large open space. To the right is the gallery store and to the left is working space for the youth to work on their projects. Past the gallery store, raised off the ground is Stephen and Andrea's office. In the back is more space for working on projects and a kitchen in the back right corner. The open space where the youth are working on their projects will be subsequently cleaned up, and converted into a gallery where their art will be displayed professionally for the community to view the artwork of the youth. Downstairs, in the basement area there are several classrooms, offices, a dark room, and a computer lab where the youth learn how to do graphic design.

Sample selection. The sample for this study was selected based on the number of participants from Fabens ISD enrolled in the Creative Kids Art Inc. program during the summer of 2011. To be eligible for the overall study participants had to have the following qualifications:

- 1) 10-18 years of age;
- 2) Identified as migrant students enrolled in the Migrant Education Program;
- 3) Self-identify as Hispanic or of Hispanic Origin (i.e., Mexican).

For the qualitative portion of the data collection a subsample of the total population that included twelve youth was selected by Julie, the Migrant Coordinator, for the in-depth interviews. For the quantitative portion of the data collection, all eligible participants enrolled in the Summer Program were asked to participate in a survey.

Data Collection Methods

Qualitative in-depth interviews. The qualitative portion of the study consisted of in-depth interviews. A qualitative approach allows the researcher to understand the perspectives of the participants by viewing the phenomenon being studied through the personal narratives of the participants. Since studies regarding migrant youth are sensitive in nature, qualitative in-depth interviews were used. When working with sensitive populations or topics, Livengood and Stolska (2004) found face-to-face in-depth interviews helped to create a “better rapport and more truthful responses” (p. 189). This method also allowed the researchers to “obtain an understanding of the reality from the perspective of the interviewees” (p. 189). In-depth interviews were chosen due to the flexible nature, which enables the researcher, as concluded by Hines, Merdinger, and Wyatt (2005), to “include and pursue issues related to culture and other contextual variations among respondents that [arise] during individual interviews” (p. 383). The in-depth interviews were conducted with 12 of the youth who were participating in the program.

The Migrant Coordinator, Julie, prearranged for ten youth to be interviewed in their homes in Fabens during two afternoons after the Migrant Program during the 3rd

week of July 2011. Julie chose eight girls ranging from 10-15 years old, and two boys' ages 9 and 13. There were four pairs of siblings interviewed together. Because the first couple of interviews finished quickly, Julie felt that all ten youth could be interviewed in one afternoon. This did not leave a lot of time to interview the remaining youth that were pre-arranged for the researcher to interview. The next day, due to the lack of boys interviewed, the researcher asked for two additional boy volunteers at the Migrant Program to be interviewed. Two friends, ages 11 and 13, were also interviewed together. A more detailed description of the participants is provided in Chapter IV.

When interviewing the youth, an interview guide (Appendix E) was used. It included open and personalized questions to more fully assess the youths' ability to manage stress, as well as understanding how the programs they are involved in facilitate the coping process. The questions focus on the youths' perceptions of "home", their migration patterns, their relationships with their family and friends, what they see as stressors in their life and how they cope. The interview asked questions about the level of support they receive from family, friends and other adults. Each of these questions was developed based on the literature review.

Supplemental information about the youth, the Fabens area, and the Creative Kids Inc. Migrant Program was obtained through informal interviews with Creative Kids Inc. co-founders: Stephen Ingle and Andrea Gates-Ingle, other Creative Kids Inc. staff, as well as the Migrant Coordinator: Julie, Migrant Recruiter: Elvia, and another Migrant Office employee. While these interviews were informal, they provided a wealth of

knowledge that helped to gain a more holistic understanding of the youth as well as the program.

Researcher's field notes. For this study four types of field notes were used: cryptic jotting, detailed descriptions, analytic notes and subjective reflections (Berg, 2009). Field notes were kept regarding observations, interactions, and general feelings during the data collection process. The information recorded helped to identify any unacknowledged biases of the research as well as detailed information to assist in the qualitative portion of the study. Detailed descriptions of Creative Kids Inc. as well as the youths' homes were taken as well as other general observations. Analytical notes included any issues or thoughts I had during the data collection process, as well as self-reflections. Field notes were typed and given to colleagues for review to prevent researcher's bias from skewing the general findings and to gain a better understanding of the limitations.

Quantitative survey. The quantitative portion of the data collection consisted of a survey. All eligible participants in the Summer Migrant Education Program were surveyed. There were 34 youth who met the eligibility requirements, and 33 of those surveys were able to be analyzed. Survey questions were developed based on the literature to obtain basic demographic information regarding the participants, types of buffers or risk factors faced on a daily basis, types of coping strategies utilized, as well as types of social support utilized when coping. The questionnaire items included the following measures: *Demographics*, *Brief Adolescent Life Event Scale* (Shahar, Henrich, Reiner, & Little, 2003), *Childhood Coping Strategies Checklist* (Program for Prevention

Research, 2000), and a *Multi-Dimensional Support Scale* (Winefield, Winefield, & Tiggemann, 1992). Surveys were offered in both English and Spanish (Appendix C).

Demographics. A basic demographic questionnaire was included in the survey given to participants. The items included participant's age, school grade, gender, and race/ethnicity as well as are they enrolled in the Migrant Education program, and the primary language spoken at home.

The Brief Adolescent Life Event Scale (BALES) (Shahar et al., 2003) was used to gain a better understanding of risk factors and challenges facing children of Hispanic migrant farmworkers on a daily basis. The scale was created to provide a brief, yet valid scale for measuring adolescent stress. The measures focus on both positive and negative events within six facets: family life, close friendship, peer relations and extracurricular activities, school, work, and general performance, and health and physical appearance. The instrument has a total of 36 items that use a four point Likert scale ranging from 0 (Never) to 3 (A lot). Example items include "I got help from a family member when I needed it," "A classmate defended me from others" and "I did something I felt proud of." The BALES was conducted on 895 adolescents in grades 7, 8, and 9 in an urban school district that served both lower to upper-middle class families. Shahar and colleagues (2003) found that the BALES scale's reliabilities ranged from .60 to .87.

The Children's Coping Strategies Checklist (CCSC) (Program for Prevention Research, 2000) was used to gain a better understanding of how children of Hispanic migrant farmworkers respond to stressors or problems they experiences in their daily lives. This checklist was created by the Program for Prevention Research at Arizona

State University. The scale focuses on the types of coping strategies youth use to deal with problems. The measure has a total of 52 items that can be broken down into 11 coping dimensions that use a four point Likert scale. Example items include: When I have a problem I...”listen to music”, “play sports”, “read a book or magazine”, and “let off steam by hitting my pillow or bed”. The CCSC was first adapted for a project called New Beginnings, which worked with mothers and children of divorce. This study found that the reliability of the CCSC scale had the following levels of significance with alphas of: Cognitive Decision Making (.72), Direct Problem Solving (.68), Seeking Understanding (.72), Positive Cognitive Restructuring (.68), Expressing Feelings (.34), Physical Release of Emotions (.64), Distracting Actions (.60), Avoidant Actions (.64), Cognitive Avoidance (.72), Problem Focused Support (.46) and Emotional Support (.50).

The Multi-Dimensional Support Scale (MDSS) (Winefield et al., 1992) was used to gain a better understanding of which support systems children of Hispanic migrant farmworkers utilize during their out of school time programs. This scale was originally created for studying social support among cancer patients. The scale focuses on who supports youth and how. The scale has a total of sixteen items that measure three different social support groups: family and friends, other people their age, and adult authority figures using a four point Likert scale. Examples include: “*How often did they really listen to you when you talked about your concerns or problems?*” “*How often could you use them as examples of how to deal with your problems?*” The MDSS was first used among a large sample of community-living young adults. Winefield and colleagues (1992) found that the reliability of the MDSS had the following levels of

significances with alphas of: Confident Availability (.86), Supervisor Adequacy (.87), Supervisor Availability (.90), Peer Adequacy (.81), and Peer Availability (.85). The authors concluded that MDSS is a flexible instrument that can be adapted for different populations.

Proposed Human Subjects Guidelines

Permission to conduct this study was obtained from the Institutional Review Board at Texas A&M University in order to protect the rights and confidentiality of the participants. Research ethics were carefully observed and participants were informed of the purpose of the study, data collection methods, any possible risks and assured of their right to voluntarily withdraw at any time during the study process. Due to the age of the participants, parental consent as well as youth assent were given to the parents and youth by Julie, the Migrant Coordinator. IRB declared the subjects as a sensitive population and consequently, did not want the consent and assent forms to be collected, but they were distributed to youth and their parents. The survey was available in both Spanish and English.

Data Analysis

Qualitative analysis of the in-depth interviews. The qualitative portion of this study utilized a constant comparison method (Marshall & Rossman, 1995) to analyze the transcribed in-depth interviews. The in-depth interviews were first transcribed into Microsoft Word documents. Then the participants' names were changed to help protect their identity. The transcriptions were assigned line numbers as part of the data management. Once transcriptions were reviewed, the coding process began. The codes

naturally formed into main categories due to the nature of the interview guide, such as basic demographics, family life, stress, out-of-school time, coping, support, and Creative Kids Inc. Other categories also emerged as the transcriptions were reviewed, such as life in Mexico and school. The codes were reviewed to make sure that they were consistent and any differences found were further examined. Once the codes were reviewed, they were then organized into categories, based the themes that emerged during the review. Lastly, the quotes from each transcription were extracted and organized into another document based on the themes that emerged for further analyzed to be included in the findings. Throughout the analysis of qualitative data, consultants were used to review and provide critical feedback on coding, examine coding for flaws, and to verify emerging themes in the data.

Quantitative analysis of surveys. The quantitative portion of this study utilized descriptive statistics to explore the basic feature of the data. Simple summaries of the data, such as distributions, central tendencies (mean, median, and mode), and variability through standard deviations, were examined. SPSS statistical software was used to analyze descriptive statistics (mean and standard deviation) and to ascertain the mean differences between youths' different coping strategies and support networks. For this study, an alpha of .05 was used as a level of significance, which is commonly used in the social sciences (McMillian & Schimacher, 2001). Also a confirmatory factor analysis and reliability was run on the Children's Coping Strategies Checklist (CCSC) data to compare the original scales to the authors' original constructs.

Trustworthiness. Several steps were taken in order to establish credibility and validity of the data. First, in addition to utilizing consultants throughout the analysis of the qualitative data and the confirmatory factor analysis of the CCSC data, triangulation of the multiple data sources was used to provide corroborating evidence to the research questions being asked (Cresswell, 1998; Marshall & Rossman, 1995). As part of the case-study approach the qualitative and quantitative data were compared. Through the examination of both the in-depth interviews and the surveys, a deeper understanding of the youth experiences, social support, and how out-of-school time programs, specifically Creative Kids Inc., helps in the coping process was gained to help answer the research questions. Second,, peer review and debriefing sessions between myself my advisor, and my thesis committee was used to challenge interpretations and conclusions of findings, which helped to not only reduce biases but improve credibility of the findings. Finally, critical self-reflection as a form of reflexivity was employed throughout the study. I utilized a study journal to record impressions, key points from my interviews, important occurrences, and other information for not only future consideration but to provide a decision trail of my insights and decisions. I also provide an overview of my relationship to the study that lays out for the reader my potential biases and predispositions and final reflection. Each of these steps helps ensure the trustworthiness of the data and the study findings.

Presentation of findings. The qualitative and quantitative findings are presented in three chapters. The chapters address life on the border, coping on the border, and support on the border. For each chapter, a vignette was created from the researcher's

interpretation of the emergent themes to support and to provide insight into the participants' lives. It is important to note, all youth participants were given pseudonyms to ensure their anonymity. In addition, tables of the quantitative findings are provided (Appendix F).

CHAPTER IV

LIFE ON THE BORDER

Hi, I'm Ricky and I'm 11. I've lived in Fabens since I was little. My family is from Mexico. Since we live so close, we go over on the weekends to visit family or to go to church.

I live in a small two bedroom adobe house with my parents and my brothers and sisters. I'm the oldest. I share a room with two of my brothers and my two little sisters sleep on a bed we have in the living room. While my house is old, my mom does a good job of keeping it nice and clean for us. She stays at home and takes care of us, while my dad works. My dad has different jobs; he works a lot at the local pecan factory, but sometimes on the weekends he travels to work on onion or chili farms. I went with him once. It is hard work and we need the money.

School starts soon. I don't mind school. I do okay, but I don't like the tests they give us. We have to study for them a lot and they make me nervous.

For fun, my friends and I go to the swimming pool or play sports at the park or in the streets. Every once in a while, the Baptist Church has movie nights with popcorn. I like that. I also like hang out at home a lot. I like to watch TV, play video games or board games with my brothers and sisters.

This is my second year coming to Creative Kids. I like learning how to paint and to cook. We make some really good food. I want to try to cook dinner for my family. Plus the cool part about learning to cook is sometimes I get to bring home leftovers and share with my family. I want to come back next year.

Ricky's story provides some insight on the daily life events migrant youth face on the border. His story shows us what his home life is like, his experiences at school, and what he does in his leisure time. This chapter explores the main life events of 33 youth participating in the Migrant Program at Creative Kids Incorporation, in order to examine the research question "*What are the main life events facing the Migrant*

Program participants on a daily basis?” This chapter begins with summaries of participant descriptions from both in-depth interviews and the survey, followed by the analysis of in-depth interviews and Brief Adolescent Life Events Scale (BALES) (Shahar, Henrich, Reiner, & Little, 2003).

The Migrant Program

The summer of 2011 was the fourth year of the Migrant Program at Creative Kids Inc. While the Migrant program is a six week program, there are three different migrant programs from the area that participate, each area's program last two weeks and the program is held in the downtown gallery. Julie, the Migrant Coordinator, indicated the Migrant Office received funding for the summer program from federal funds. This allows Julie to work with Creative Kids Inc. directly and for Creative Kids Inc. to bypass the school districts, which are not always cooperative. Andrea said while it varies from school to school, schools can be difficult to work with because of all the bureaucracy. When asked what she meant by bureaucracy, she said there are more channels to go through in order to get something approved. However, Fabens Independent School District (ISD) did provide the program with transportation.

The program ran Monday through Thursday, for two weeks. The youth participating from Fabens ISD were well behaved and focused on their work during the second week in which observations and data collection were completed. The youth arrived in the bus from Fabens around 9am. Upon arrival, the youth immediately went to their respective workstations and started working right away. The younger children (6-8 years) learned art history in the downstairs classrooms, and applied what they

learned with their current projects. The older youth were able to choose from five mediums: painting, photography, cooking, graphic design, and drawing. The youth working on drawing, painting and cooking worked upstairs, while the youth working on graphic design worked in the computer lab downstairs and the youth working on photography worked in downstairs, as well as outside. The first week they choose one medium, and then the second week they switch to a different medium. They needed little guidance regarding staying on task. At approximately 1pm, the youth would clean up their work areas and head back to their bus to return home for the evening.

When asked to describe the youth, Stephen, the Creative Kids Inc. co-founder, said these youth are viewed as immigrants and experience the stigma that goes with being an immigrant. He believes that for many of the youth in the Migrant Program, these stigmas are not true. He mentioned that some of these youth are second or third generation Americans. He explained the stigmas regarding Hispanic immigrants are transferred to these youth. Ideas such as, “*you are Mexican*”, “*you are poor*”, “*stupid*”, “*in the field*”, and “*can’t speak English*”. He also mentioned some of the youth are even treated this way by their parents and other family members. Thus, he states that by the age of 13 years old many youth believe that “they are not good.”

Participant Descriptions

Interview participant descriptions. The interview process was different than expected. Originally the interviews were going to be held at the Creative Kids Inc. downtown art gallery with teenagers. However Julie, the Migrant Coordinator, had arranged for the interviews with younger youth to be conducted at their homes. While

this was not a concern at first, in some homes privacy and space was an issue. This, along with the interviewer being a stranger, may have prevented the youth from being as open and honest. The researcher thought that they did not understand what was being asked or knew how to answer. Stephen mentioned that these youth aren't typically asked what they think or feel, so they didn't know how to answer those types of questions.

Overall, the poor living conditions of the youth were not surprising. In December of the previous year, the researcher visited the *colonias* in Progresso, Texas where many migrant families live. In Progresso, youth lived in small piecemeal homes. Some homes had out houses or plywood for walls. In Fabens, the conditions were not as bad, but many of the youth lived in trailers or adobe homes made from various natural materials such as sand or clay. Many of the homes were small for the number of people living in them. Some homes only had two or three bedrooms, but had more than five children and even 3-5 adults living in the small space. Overall, the youths' homes were clean and picked up. Julie described the families as humble and loving people. She said they struggle but there is a lot of love and communication, describing the families as having a sense of "cohesiveness."

All of the participants interviewed, with the exception of Joel and Gary, were arranged by Julie beforehand, and interviews were conducted in their homes. Joel and Gary volunteered to be interviewed and were interviewed at the Downtown Gallery. All of the participants were enrolled in the Migrant Program and were from Fabens, Texas. While all the participants were in the Migrant Program, none of the youth indicated that

they moved or migrated with their families for agricultural work. Julie said very few students miss school because of migrate work, except for around school breaks.

Families often migrate for a few days, such as the weekend, which make youth eligible for the migrant program.

Bella and Camilla. Bella and Camilla are sisters from Juarez, Mexico and moved to Fabens eight years ago. Bella is a 15 year old, who will be a sophomore in the fall. This is her second summer participating in the summer program, and enjoys drawing and painting. Julie, the migrant coordinator, told me that she told Bella about an art contest. She got excited, but needs encouragement to do things. At Creative Kids Inc., Bella is quiet, shy, and works alone.

Bella has five siblings and was interviewed with her younger sister Camilla, who is 11 years old and will be in the 6th grade. This is Camilla's first summer in the program and she enjoys drawing. Both girls were extremely timid and it was difficult to get them to talk. Camilla often looked to Bella when answering questions or agreed with her. The girls live with their siblings and parents in a small 2 bedroom trailer. Julie also mentioned that their father often does not have a job.

Renee and David. Renee is 10 years old and will be in the 5th grade in the fall. She was interviewed along with her brother, David who is 9 years old and will be in the 4th grade this fall. Their family moved from a trailer into a new house last year. Their new house is large, spacious and well kept. Their mother and older sister both are volunteers with the Summer Program and their father recently received his truck driver's license from a community college. Their father's "works at a lot of places," and

“sometimes he goes to another state” (Renee, 10 & David, 9), but they stay in Fabens. Their family also has ties with Julie, the Migrant Coordinator, who provides them with support.

Renee was very outgoing. She is very proud of her academic achievements. She showed us her trophies and awards. She also enjoys spending time with her pets. David is outgoing, but more reserved than his sister. He has several awards as well, but many were lost when they moved to their new house.

Sara. Sara is 10 years old and will be in the 5th grade this fall. This is her second year participating in the program and her grandmother is a volunteer with the Creative Kids Inc. Migrant Program. She lives in a large trailer with her mom. While I was visiting with Sara, her grandmother, aunt, and uncle were also at her home. In 2004 her father passed away. She told us that her grandfather works in agriculture working on irrigation systems and showed us pictures of her and her grandfather at the ranch where he works. Her uncle also works in agriculture, specifically, in a factory packing pecans. According to Julie, it is common for most people in Fabens work in the pecan plant sorting and packing.

Mary and Ann. Mary is 13 years old and will be in the 8th grade this fall. Her sister Ann, is 12 years old and will be in the 7th grade. Mary is more outgoing than Ann. Throughout the interview Ann, held a small child (her niece or cousin who was about 3 or 4 years old) and was very quiet. This is the second year of participating in the summer program for both girls.

Mary and Ann are being raised by their aunt because their parents live in Mexico and do not have a passport, yet the girls are Americans. Mary mentioned that she has four brothers and four sisters. They both consider Fabens home and they do not move often. They live in a very small house with two bedrooms and the living room also had a bed. The roof was in bad repair, which a tarp over it to help block the rain. There were a total of eight children living in the house. Yet Julie believed that only 6 children actually lived in the house and that 2 were visiting. The girls wish they lived with their parents

I felt really uncomfortable in this home. It was an actual house as compared to the trailers I had been in before. It was small and in need of repair. There was a tarp over the roof to block the rain and in the kitchen/dining area where I was interviewing the girls were “buckets” (one was a cooler) to catch the rain. The rain water looked either rusty or mixed with red clay. This interview was also uncomfortable because there were several adults in the adjacent room. They were having a conversation and we could easily hear them and see them. Also, one of the girls was holding a younger cousin who was a toddler.

Hector. Hector is 13 years and will be in the 8th grade this fall. This is his first year participating in Creative Kids Inc. He said he has lived in Fabens “almost all my life” (Hector, 40). He is very shy, and enjoys playing sports and video games. He lives with his mother, father, older sister who has a 4 month old son. He is very close to his sister. His sister is a student at New Mexico State and studies government. She has is taking time off to raise her son, but plans to finish her last semester in the spring. His

dad works at a day care, and while his mom stays home and takes care of the family. He lives next to Maria and Ana. His house was very small and felt crowded. His mom and sister sat in on the interview. I do not think the mother knew English, but the sister was proficient. Throughout the interview Hector looked to his older sister often when he was answering questions. She encouraged him to talk.

Dora and Mendi. Dora is 12 years old and will be in the 7th grade this fall. Dora was interviewed along with her sister, Mendi, who is 11 years old and will be in the 6th grade this fall. This is their first time participating in the program. They are from Fabens, and when asked if they move a lot, Dora replied “no”. They live with their aunt and uncle in Fabens, along with their younger sister, who is very outgoing. Julie, the Migrant coordinator informed me that they are adopted by their Aunt and Uncle, who are very loving. The uncle, who they also refer to as their father, loves them very much and picked them up from the bus after the Migrant Program. Their aunt also loves them, but is more of the disciplinarian in the family. Their aunt and uncle have four grown children. In the entrance way of their house they had senior cap and gown picture of all their children hanging on their wall, as well as one son’s college cap and gown graduation picture. Their house was large and spacious. Dora is more outgoing and talkative than her sister Mendi.

Gary and Joel. Gary is 11 years old and will be in the 6th grade in the fall. This is his second year participating in the program. Gary is from Fabens and lives with his family. He is the oldest child and has three sisters and one brother. Gary’s father is

unable to work because he is disabled, and his mother takes care of the family. Gary was soft spoken, but did not seem shy.

Gary was interviewed along with Joel, another summer program participant volunteered to be interviewed together. Joel is 13 years old and will be in the 7th grade this fall. This is Joel's first time in the program. He and his family are from Fabens. He lives with his mother, stepfather, and older brother in Fabens. His father and another brother lives across the border in Mexico, which he visits on the weekend. His mother works at the pecan factory and his father is an agricultural worker, who works in cotton fields. He is outgoing and enjoys playing sports.

Survey participant description. The survey was distributed to youth from the Faben's School District participating in the Creative Kids Inc. Summer Migrant Program. Due to time constraints, the surveys and pencils were given to the youth on the bus during their ride from Creative Kids Inc. to Fabens. The ride was approximately 45 minutes long and all youth were able to complete the survey during this time. The youth eligible to participate in the survey were between the ages of 10 and 16 years of age. Youth were given a basic description of the survey over the speaker system on the bus, and were told that participation was voluntary. Youth were also given the option between taking the survey in either English or Spanish.

All of the participants were enrolled in the Migrant Education Program and were all of Hispanic Origin. Of the youth who participated in the survey, 39.4% (n=13) of participants completed the English version of the questionnaire. The average age of participating youth was 12.04 years (SD=1.67), with ages ranging from 10 to 16 years of

age. Five participants did not provide their age. While two participants did not provide their school grade level, among the remaining participants (N=31), most (25.8%) were in the 7th grade, followed by 5th (19.4%). Females represented a larger proportion of the sample (66.7%; n=22) than males (33.3%, n=11). The majority of participants were born in the United States, there were two participants' country of origin could not be determined. Of the remaining participants (n=31), 80.6% were US born, and 19.4% were born in Mexico. The participants came from homes in which Spanish is the primary language for 90% (n=30). While nine participants lived in a household of four and one participant lived in a household of three, the majority or 69.7 % (n=23) of participants lived in a household of 5 people or more, including themselves. 18.2 % (n=6) indicated they had worked in the fields or as an agricultural worker in the past 12 months. 66.7% (n=22) indicated they did not, while five participants did not answer.

This is the 4th summer for the Creative Kids Inc. Migrant Program. For 45.5% (n=15) of participants, this was their first time participating in the summer program. Of the 54.5% (n=18) of participants who had previously participated in the summer program, 11 participants are participating for their second year. Creative Kids Inc. offer several programs for youth in the El Paso area. Only four of the participant indicated that they have participated in other Creative Kids Inc. programs.

Daily Life Events

To gain a better understand what coping strategies and support systems youth utilize, it is important to first understand the main life events in which children of Hispanic migrant farmworkers face on a daily basis. The in-depth interviews with the

youth covered a wide range of topics. Several questions were asked to gain a better understanding of daily life events, such questions about their families, stress or challenges they faces, out-of-school programs, and free time. When first interviewing the youth about overcoming challenging or difficult situations in their lives or about stress, many said that they did not experience any stress or problems. For example, when first asked if they experienced stress or problems, Bella, Sara and Hector adamantly stated “no”. Yet through further probing the youth revealed that there were problems or stresses in their lives. Among the youth most commonly cited stressor or problems were family situations and school. The Brief Adolescent Life Event Scale (BALES) (Shahar, et al., 2003) was also used to examine both buffers and risk factors youth experience by asking youth questions about interactions with family, friends, and peers, at school, out of school time activities, as well as health and body perceptions. Daily life events were also examined in the in-depth interviews conducted with a subsample of the participants.

Life events with family. Fabens is only a few miles from the Mexican border. Julie, the Migrant Coordinator, revealed that a lot of youth in Fabens have come over very recently due to violence in México. Since 2008, over 9,300 people have been killed due to the cartel in Ciudad Juarez (Giovine, 2011). Giovine (2011) found “a growing number of Mexicans fleeing raging drug cartel violence in and around Ciudad Juarez” seeking political asylum in the United States. While the youth did not speak specifically about the violence across the border, the news of the violence in Mexico, where most of the youth had family or visited regularly, was ever present in the El Paso area. While the youth did not mention this as a source of stress, the violence in Mexico was ever present

in the El Paso area. It is often dangerous to go into Mexico, which most of these children do on a regular basis to visit family.

Several questions were asked specifically about the family, due to its importance to the Hispanic community (Sue & Sue, 2008). Youth were asked about their parent's work, time spent with family and their extended family. As with many children of migrant farmworkers, immigration and immigration status are often an issue. Often migrant youth or their family members are illegally in the country, have been deported or are unable to gain entry into the United States. The Migrant Recruiter, Elvia, said the Migrant Education Program does not ask for documentation or legal status when students apply. However, they often are able to tell who is undocumented due to state identification number assigned to youth without social security numbers.

Several of the youth mentioned that they had family members who were unable to cross the border because they did not have a passport. Renee, Mary and Ann talked about their family not being able to come visit them in the United States because they do not have a passport. When Sara was asked what challenges or problems she faced she said, "Well, the problems are that my Grandpa, he doesn't have a passport and that affects me because I want him to have a passport" (Sara, 10). This is a problem for Sara and her family, because her grandfather is unable to go to Mexico to visit their family without risk of not being able to get back into the country.

When talking about their families, all of the youth indicated that they had family in Mexico, and many of the youth are able to visit their family in Mexico on a regular basis. These visitations varied from one day during the week, to every weekend, or once

a month. Mary and Ann visit often, with Mary saying they visit their mom and dad “like every month and sometimes, or every weekend” (Mary, 13 & Ann, 12). Joel also visits his family, particularly one of his older brothers, on the weekends. This was also the case for Renee who sometimes sees her family on Saturdays and Dora and Mendi who visit once a week. However, not all of the youth go to Mexico regularly to visit family. Gary only visits about once a year and Wendy and Camilla have not visited their family in Mexico in at least eight years.

While most of the youth are able to visit their family regularly, this can cause stress in their lives. Mary and Ann live in Fabens with their aunt, while their parents live in Mexico. When Mary was asked if it was difficult being away from her parents she said, “Sometimes because well I umm like since like I was a little kid I have been with my grandmamma and aunt but anyways like I’m uncomfortable being without my mom,” (Mary, 13 & Ann, 12) and her sister, Ann, finds it difficult being apart. Bella has not been able to visit her family in Juarez for at least eight years. She is only able to communicate with her family by phone and the computer. She said that she sometimes feels stressed out when she doesn’t get to see her family. Yet, Joel and Renee do not feel affected by the separation. This find was interesting because the literature mentions that migrant parents and youths’ relationship can be strained due to separation, with youth not viewing their parents as authority figures or having stronger relationships with their guardians (Dreby, 2009). This did not seem the case for some of the youth who were separated from their parents because they were able to visit on a regular basis.

However, Dora and Mendi had a very close relationship with their aunt and uncle, who they referred to as mom and dad.

As discussed in the literature review, interdependence, loyalty, and collectivism within the family are important to Hispanic families. When asked about their relationship with their family 42.4% of the youth sometimes argued with a family member, while 24.2% selected that they never argue with a family member. In relation, 30.4% of the youth sometimes made up with a family member, yet 27.3% marked they never make up. An interesting finding from the survey showed 39.4% of youth felt they got help from a family member a lot when they needed it, and 54.5% never had a family member not help them when they needed it.

The in-depth interviews also revealed several of the youth spent their free time with their family members. Bella and Mary both mentioned that they enjoy playing outside with their siblings, while Ann often goes on walks with her siblings. Both Hector and Joel have close relationships with their older siblings and often would go to them for advice. While Sara is the only child, she has fun visiting her cousins, but feels lonely when she is home by herself.

Life events with friends and peers. In the interviews, the youth talked very little about their friends, yet the survey showed youth overall had positive experience with their friends. None of the youth argued with their friends a lot, and 30.3% indicated a friend joined them for a special event a lot when they asked. When asked in the in-depth interviews how they spent their free time, the youth mainly spoke about school activities, playing sports, playing with family members or doing activities on their own.

While friends were mentioned, the youth did not provide many details. The younger youth mentioned playing with their friends outside during their free time. David talked about playing tag, hide-and-go seek, and riding bikes with friends during his free time and his sister Renee, also enjoyed playing outside with friends. However, friends were also a source of stress. Renee mentioned that sometimes her friends tell her bad things, which makes her feel bad. Also, some of the youth preferred to spend their free time without friends. The Migrant Coordinator, Julie, mentioned that Bella does not have a lot of friends. And Hector said, “I don’t really hang out with people” (Hector, 13).

The survey provided more insight into the youths’ experiences with friends. Overall the youth felt they were able to get help from their friends, with only 6.1% never getting help from a friend when they needed it, and 30.3% getting help from a friend a lot. The survey also showed overall positive experiences with peers. Almost half of the participants indicated a classmate never teased or threaten them (48.5%) and 42.4% indicated that sometimes a classmate defended them from others. The survey showed their peers often included them in activities with 63.6% of youth were never being excluded from a group event and only 12.1% never being invited to join in with a group event.

Life events at school. As discussed in the literature review, education is a primary concern for researchers and practitioners working with migrant youth due to high mobility and the missing of school. Hispanic youth have responsibilities and expectations to their family, such as taking care of sick family members or helping the family financially which may interfere with their education (Sue & Sue, 2008). For

migrant children, their education can be affected by lengthy periods of absences due to migrating as well as helping with harvests (Garza, Reyes, & Trueba, 2004). Also, language and cultural barriers create significant challenges for migrant families in U.S. schools (Lopez, 1999).

The youth in this study however are different from other children of migrant farmworkers. Julie said very few migrant students miss school because of migration for agricultural work. When they do, students usually miss school around school breaks. Families typically leave only for a few days on the weekend, just to make “enough money for necessities”, which makes them eligible for the Migrant Education Program (MEP). Some families, who have to move for work, don’t come back. While all of the youth interviewed were enrolled in the Migrant Education Program, when asked if they moved often, they all indicated that they did not.

The survey suggests that very few youth have notable negative experiences in school. None of the youth felt they received a lot of bad grades in school, or they never received a good grade in school. Only two survey participants selected that a teacher never told them they did well on an assignment and only one participant marked that a teacher told them a lot that they did poorly on an assignment. These findings were interesting because school is often a challenge for children of migrant farmworkers. As previously mentioned, education is a “luxury” for many children of migrant farmworkers (Green, 2003). Youth are often behind or have low achievement due to migration (Cranston-Gingras, 2003), yet it seems that due to the infrequent migration of these

families, it may not effect these youth education as much as other populations of children of migrant farmworkers.

While the youth overall indicated they did well in school, school was still often a source of stress for the participants. The youth in this study pointed out school was stressful due to required standardized test. Renee and Mary both found the standardized tests to be stressful. When asked about testing being stressful, Hector said “Yeah, because I really get nervous” (Hector, 13). Joel mentioned that school was hard, but that he felt good about the required standardized tests. Similarly, Mendi mentioned that she likes the test a little, “cause like you know if you get good grades or bad” (Dora, 12 & Mendi, 11).

When asked about activities they participated in, several of the youth were involved with activities provided through the school. Renee, who proudly showed off several of her awards from school, participated in the science fair and “UIL,” (University Interscholastic League, also known as A+ Academics) an academic competition in Texas schools, in which Rene had to read in front of judges (University Interscholastic League, 2011). She mentioned she won fourth place in UIL and second place in science. Gary also mentioned a similar program he participates in. Hector was involved in band and enjoyed playing the trumpet, which he said was “cool”. Mendi said she was in art and fitness club at school. On the other hand, Bella, Camilla, Mary, and Ann said they do not participate in any extracurricular activities at school.

Life events during out-of-school time. Out-of-school time refers to how youth spend their free time after school, such as at home, participating in sports, clubs, or other

program or leisurely activities. OST programs provide youth with valuable resources, such as social support, to assist in their development. Out-of-school time (OST) programs and activities vary among youth. Youth in OST programs reap from many benefits such as increased self-esteem, and social involvement (Scales, Benson, Leffert, & Blyth, 2000). It provides youth with an opportunity to engage with non-parental caring adults and opportunities to build a supportive network (Scales et al.).

The youths' involvement in OST programs and activities can be constrained due to a number of factors. According to Julie, Fabens does not have a YMCA or a Boys and Girls Club. There are also few community resources for the youth and their families to utilize. Fabens has one pool and three parks for recreation. The El Paso County Park and Recreation's official website indicated "For years, students at O'Donnell Elementary, Fabens Primary and Fabens High School had asked for a park near their schools. They wanted a park with a playground, skating area, basketball courts and T-ball diamond, with picnic tables and more. Now they have one." (El Paso County Parks and Recreation, n.d.). Fabens has two other parks that are managed by the Road and Bridge Department through El Paso County. Risinger Park offers community members "seven picnic tables with shades, lights, basketball court, and children's playground" and San Felipe Park has seven shaded areas with picnic tables (N. Rivera Palacios, personal communication, December 12, 2011). A lack of community recreation resources and youth programs in the community was reflected in the youth responses, except in the case for sports. Similarly to school activities, Bella, Camilla,

and Ann, as well as Sara and Hector, mentioned that they did not participate in community organizations or program outside of Creative Kids Inc.

The youth interviewed were not involved in community based programs, except for Creative Kids Inc. The youth commonly mentioned spending time outdoors. The youth all lived in small neighborhoods that provided little open space and often consisted of dirt or gravel areas. Some of the youth had yards, but they were small. The youth, especially the younger youth often played at a park during their free time, or rode their bikes. Youth also spent a lot of time indoors watching TV or playing video games.

Both organized and unorganized sports were popular ways for the youth to spend their out-of-school time and free time. Joel talked about how he is preparing for the upcoming football season at school. While Joel was playing for the school, Hector enjoyed playing football in the streets with kids in his neighborhood. Both David and Gary enjoy playing soccer. Several of the girls also played sports in their free time. Dora and Sara often play baseball during their free time, while Mendi participated in Fitness club at school. She described it as “a club like where you do exercise or have games. People play games” (Dora, 12 & Mendi, 11).

As mentioned previously, outside play was a popular way for the youth to spend their free time. Several of the youth also mentioned playing with animals; this was particularly the case with the younger girls. Camilla enjoyed playing with her dogs and her bird. Renee likes playing with her dogs, and is also raising rabbits. Sara also stated “I like to play with my dog a lot” (Sara, 10).

Indoor activities that the youth talked about were various forms of entertainment, such as music, TV, and video games. The girls, especially the older girls in particular, enjoyed listening to music in their free time. Bella listened to all kinds, while Dora likes to listen to the radio. Several of the youth indicated that they watch TV in their free time. In particular, both Sara and Ann enjoy watching Spanish television shows called telenovela. Video games were also popular among both the girls and boys. Several of the youth indicated that they played handheld consoles such as Gameboy or PSP.

Religion plays a critical role in Hispanic culture and has been cited as a coping strategy for Hispanic youth, this was not the case for many of the youth I interviewed. While some attended church, few participated in activities in church. Gary said he was an altar boy and Joel attended several of the local Baptist church's youth activities. The day of the interview Joel was planning on attending a movie at the Baptist church with his friends. He said "We're going to get popcorn and everything like that. All my friends are going" (Joel, 11 and Gary, 13). Mary mentioned that she wanted to participate in choir but was unable to. The church she attends is in Mexico and isn't able to travel back and forth.

While the youth interviewed did not comment much on organized or structure out-of-school time activities, the survey found the youth seemed to have an overall positive experience in out-of-school time situation. The survey found 39.4% of youth discovered they could sometimes do something better than someone else, and 36.4% marked often. Only 33.3% of youth felt they never discovered they cannot do something better than someone else. The majority of the participants felt proud of something they

did outside of school; with only two participants selected they never did something they felt proud of.

Conclusion

The youth participating in the Migrant Program provided a glimpse into the lives of children of migrant farmworkers that is not often shown. They differ from the migrant youth in the health or education literature, who move from place to place with their parents to find agricultural work. Surprisingly, these youth mainly stay in Fabens, their home area. When their family needs income, a parent or the family will go to farms in the El Paso area to find temporary work for the weekend or school breaks.

These youth face unique challenges and stress in their lives due to their life on the border. Poverty, separation from family, and stress at school were stressors these youth experienced on a daily basis. The youths' community did not have any community based programs for youth outside of school, sports, and church. Most of the youths' leisure time was spent participating in indoor and outdoor self-organized activities with siblings and friends.

CHAPTER V

COPING ON THE BORDER

I'm Christina and I'm 15. My family lives in a small trailer in Fabens. While we don't have a lot, we do have a computer. I like spending time on the computer talking to my cousins in Mexico. We can't go to Mexico to visit and I have not seen my cousins since I was little. I miss them.

When I am stressed there are lots of things I do to help me deal. I like to draw, which is why I'm happy to be a part of the Migrant Program at Creative Kids. I also listen to music. I really like Shakira and Rihanna songs on the radio. Rihanna's song with Eminem speaks to me. I write a lot too. I don't keep a diary, but I do write how I feel on paper.

Other times I play outside with my dogs. We have three dogs. My sisters and I like playing with them. It helps to keep my mind off my problems. My older sister also has good advice for me when I have problems, but she is not often here. I wish she was here more so I could talk to her.

Christina provides examples of how the youth use various forms of coping strategies in their daily lives. The literature on coping strategies among youth focuses on active coping, such as problem solving and support seeking, as well as avoidant coping such as distraction. While much research has been done on coping strategies among youth, “little research exists on the types of coping strategies that young adolescent Hispanics use to manage the difficulties in their lives” (Copeland & Hess, 1995, p 206) and currently there is no literature on coping strategies of children of migrant farmworkers.

This chapter explores how youth cope with daily life events in order to examine the research question “*What coping strategies do the participants use to respond to stressors or problems?*” This chapter provides an analysis of the findings from the in-

depth interviews and the Children's Coping Strategies Checklist (Program for Prevention Research, 1999) used in the survey to explore this question.

Survey Reliability

The confirmatory factor analysis and reliability of the data from this case study was run against the original scale. The data from this study did not match the authors' original constructs. The overall reliability analysis of the 52 item scale had an alpha of .91, which suggests very high reliability. However, the high alpha score may be due to the small sample size or an anomaly due to the survey population rather than the actual connections between variables. When the scale reliability was run on each subscale identified by the authors, the Cronbach's alphas were too low within each of the subscales. Of the eleven subscales, 9 of the subscales as well as an "other" category had low alphas which ranged from .284 to .656. However, Direct Problem Solving subscale had an alpha of .724 and Problem Focused Support Scale had an alpha of .704. This would suggest that there is a need to reexamine the items and the constructs that were originally formed. There may be different constructs that emerge when using the confirmatory factor analysis of constructs based on items across categories rather than within the original suggested categories. Due to the small sample size of the population used in this study it is not appropriate to suggest new constructs, but the analysis reveals some potential patterns.

While the data from this case study did not match the original constructs, the findings from the Children Coping Strategies Checklist (Program for Prevention Research, 2000) are organized and discussed based on the eleven original constructs

developed by the Program for Prevention Research at Arizona State University. These constructs include cognitive decision making, direct problem solving, seeking understanding, positive cognitive restructuring, expressing feelings, physical release of emotions, distracting actions, avoidant actions, cognitive avoidance, problem focused support, and emotional focused support.

Coping Strategies

Coping through problem solving.

Hi! I'm Carmen. I'm 11 years old. I'll be in the 6th grade this fall. My mom and I live with my grandparents. My grandpa works on a farm. He sometimes drives a tractor. I also have 3 dogs. I like taking care of my dogs and playing with them. I don't have a lot of stress, but when I do, I like to play with my dogs or go for a bike ride.

When I have problems I just try to do better. Like at school, when I don't do well on a test, I try to do better. There are times when I feel like I can't make things better. I just don't know what to do. Sometimes I don't do anything, but sometimes I will ask for help. My mom and grandma help me a lot, especially when I don't understand the directions on my homework.

I like this program. It is my second summer. At first, I came because my friends did, but now I come because I like it. When I started, I wasn't good at painting or cooking, but now I am learning to do better.

Youths' use of cognitive decision making, direct problem solving, and seeking understanding. Carmen provides an example of how youth rarely used problem solving, preferring to use other coping strategies instead to deal or to cope with stressor or problems. Similarly, during the interviews, the participants did not discuss or provide examples of *cognitive decision making* (planning and thinking about how to solve a problem, such as choices, consequences, and planning how to solve a problem, not actually solving the problem), *direct problem solving* (when one tries to change the

situation by either changing oneself or ones environment), or *seeking understanding* (when one uses cognitive efforts to find meaning in a situation or trying to understand a situation better) (Program for Prevention Research, 2000). These coping strategies involve thinking about how to solve or change problem situation, as well as finding understanding or meaning from problem situations. The youth interviewed may not utilize these coping strategies due to the young age of the majority of the participants, Hispanic cultural influence on their belief systems and behaviors, or due to their socioeconomic status. However, the survey did indicate that these coping strategies were used by some of the youth participating in the Creative Kids Inc. Migrant Programs.

The *cognitive decision making* portion of the survey found 51.5% of youth sometimes thought about what they could do before they did something, yet 6.1% did often and 12.1% did a lot. *Direct problem solving* was sometimes used by the youth with 54.4% of the youth sometimes trying to make things better by changing what they did, and 39.4% sometimes did something to make things better. 57.6% of the youth sometimes did something in order to get the most they could out of the situation, but none indicated they did something in order to get the most they could out of a situation a lot.

While the youth utilized *seeking understanding* coping strategies, an interesting finding is that 36.4% never tried to understand a problem better by thinking more about it, yet 57.6% did sometimes think about what they could learn from a problem. Another interesting finding, as mentioned in the literatures is Hispanic youth are more likely to

seek religion in the coping process, as compared to white youth (Copeland & Hess, 1995). Religion for Hispanics has been described as “the very core of who they are and help them understand, survive in, and thrive in the worlds around them.” (Garza, Reyes, & Trueba, 2004, p. 14). While 21.1% of the youth never asked God to help them understand a problem, the majority of the youth did seek God for understanding, with 42.4% sometimes and 27.3% a lot.

Youths’ use of positive cognitive restructuring. *Positive cognitive restructuring* is when one thinks about a situation more positively, by minimizing the problem or consequences or acceptance the situation (Program for Prevention Research, 2000). *Positive cognitive restructuring* was used by two of the girls when discussing stress or problems at school, whereby the girls accepted the situation and used optimistic thinking to cope with their schooling. When Renee was asked if there was anything special she did when preparing for a test that helped her to not be stressed, she replied “I think I’m going to pass, then I pass” (Renee, 10 & David, 9). Mendi had a similar response when asked what she does when she doesn’t do well in school. She said “I try to, I try to make better” (Dora, 12 & Mendi, 11).

The survey provided more insight into youths’ use of positive cognitive restructuring. When having a problem 48.5% of the youth sometimes try to notice or think about only the good things in life. 39.4% of the youth sometimes tell themselves it will be over in a short time, however, 30.3% never do. Also, 48.5% sometimes remind themselves that things could be worse and 54.5% tell themselves it not worth getting upset about. An interesting finding, found many of the youth tell themselves to accept

the situation the way it is when they have a problem with 36.4% sometimes accepting the situation and 24.2% accepting the situation a lot.

Youths' use of expressing feelings. *Expressing feelings*, which consist of solitary activities where one expresses feelings and emotions as a way to cope, were cited by three of the female participants (Program for Prevention Research, 2000). Three of the older girls, Bella, Dora, and Mary mentioned writing as a form of dealing with their stress. Bella wrote in her diary almost every day, while Mary would write about what happened to her and then throw away what she had written. Dora also wrote when she is feeling stressed, but she did not have a diary, stating "I just write it down on paper" (Dora, 12 & Mendi, 11). However, Sara used a different form of expressing her feeling by talking to her stuffed toy bear when she is having problems. Overall, the survey indicated youth do not utilize expressing feelings as much as other coping strategies. When having a problem, 48.5% never write their feelings down. However, 21.2% often cry by themselves when they have a problem and 18.2% cry a lot.

Youths' use of physical release of emotions. *Physical releases of emotions*, in which youth utilize physical activities to work out their feelings or relax (Program for Prevention Research, 2000), were most commonly cited among the youngest participants. David, Renee and Gary each played outside with their friends when feeling stressed out or having a problem. Renee and David, who are siblings, would play with their friends when they were stressed, while Gary would jump on a trampoline. Overall, the survey found most of youth utilize physical release of emotions as a coping strategy. Many of the youth play sports when they have a problem, with 33.3% sometimes

playing and 20.3% playing a lot. Exercise was also common, with 51.5% sometimes exercising when they have problems. The youth also went on bike rides, with 57.6% of the youth sometimes riding their bikes when they have problems.

Coping through avoidance and distractions.

My name is Lucinda. I am 12 years old. I live in Fabens with my Tia and Tio. My parents live in Mexico. They are not able to come here, so on the weekends I visit my parents. I miss my parents a lot.

We like to play outside. We go to the park to play baseball or tag. While I like hanging out with my cousins, I like to spend time alone. I like to listen to music or write. When I miss my parents I write a lot. It helps me when I am sad.

At school I like to spend time with my friends. Sometimes we get to play sports after school. I'm also in A+ academics. We get to be judged on our reading and science. I am good at it. I have gotten first place in reading and third place in science. I don't really participate in any other activities. I just like to play outside or be by myself. Plus there aren't a lot of activities for kids my age around here.

I really don't have any stress. If I do have problems, I sometimes talk to my parents, but most of the time I just try not to think about it. Other times I write, listen to music, or sometimes I play with my cousins. Those help me.

I'm really excited to be participating in the Migrant Program. It is a lot of fun. I really like painting and making art.

Lucinda's story depicts the youths' preference for cognitive and behavioral distractions and avoidance as a preferred method of coping. These methods were used more often among the youth interviewed than problem solving or support seeking.

Youths' use of distracting actions. *Distracting actions* were the most commonly cited coping strategy among the youth interviewed. This form of coping entails youth avoiding circumstances that are stressful or problematic by distracting

themselves through entertainment or other distracting activity that do not involve physical exertion (Program for Prevention Research, 2000). The in-depth interviews found a common form of distraction was through the use of entertainment such as music and television. Bella, Camilla, and Dora listened to music as a form of coping. Renee indicated that she used music as a form of coping, because “Well when I sing I do not have to think of that that problem and I feel good” (Renee, 10 & David, 9). This was consistent with the surveys which found youth preferred activities that involve electronic devices such as music, TV, and video games, over other activities, such as going on walks or reading a book or magazine. When having a problem, 39.4% listen to music a lot, while 12.1% went on walks a lot. Also, 27.3% watched T.V. a lot, while 39.4% never read a book or a magazine, when they had a problem.

There we also other forms of distracting actions used by the youth. Renee enjoyed playing with her dogs or rabbits when she is stressed because “Well I do not think of anything and play with them” (Renee,10 & David, 9). Bella also would draw to help her cope, when she doesn’t get to see her family. When feeling lonely, Sara would go to her room and watch TV, while Joel said that playing video games “takes the stress away” (Joel, 13 & Gary, 11). In each case the youth tried to avoid thinking about the problem situations by using entertainment or other distracting activities to deal with their problems.

Youths’ use of avoidant actions. *Avoidant actions* are behavioral actions used to avoid stressful situations by either staying away from or leaving the situation (Program for Prevention Research, 2000). While *distracting actions* were commonly

used among the youth, only Hector utilized avoidant actions, in which one stays away from a problem. In Hector's case, he would go to his room. When asked what he would do when he went to his room he said he did "nothing" (Hector, 13). This finding was interesting because overall the survey indicated the youth preferred *avoidant actions* as a way to coping with their problems. When having a problem, 36.4% of the youth often tried to stay away from things that made them feel upset, while 6.1% said they never tried to stay away from things that made them feel upset. The youth also avoided situations. 30.3% sometimes avoided the people that made them feel bad, while 27.3% avoided people often. Another way youth avoided problems was by going to their room, with 39.4% going to their room sometimes and 24.2% going to their room a lot.

Youths' use of cognitive avoidance. *Cognitive avoidance* was another commonly mentioned coping strategy among the youth interviewed. This form of coping entails avoiding thinking about problems and often involves imagining a better situation (Program for Prevention Research, 2000). Several of the youth indicated that they would just avoid thing about their problems as a way to cope. When asked how she would deal with a problem, Renee said "Well if I had a problem, I would deal, not thinking of that, thinking of other things" (Renee, 10 & David, 9).

Similarly, Hector said that if he had a problem at school he would "Just like normal. Be normal. Don't pay attention," or "Like just ignore them" (Hector, 13). When talking about specific situations such as Mary dealing with her grandmother's cancer, she said "thinking that my Tia was home and was going to take care of her" (Mary, 13 &

Ann, 12) helped her. When asked about how he dealt with standardized test, Joel said “I just... because it’s hard. And I just forget and I started working” (Joel, 13 & Gary, 11).

Overall *cognitive avoidance* was a common coping strategy for the youth. Only 9.1% never imagined how they’d like things to be or never waiting or hoping things will get better. When having a problem, 33.3% of youth sometimes tried to put problems out of their mind and 24.3% did often. An interesting finding, found 45.5% of the youth wished that things were better a lot, whereas only 12.1% never did.

Youths’ use of problem focused support. The youth *utilized problem focused support*, more than they did emotional focused support. Problem focused support utilizes other people who can help them form solutions to their problems through providing advice, information or assistance (Program for Prevention Research, 2000). The youth indicated that they went to their mothers for help solving problems or their teachers. When Sara was asked how she deals with problems with her homework, she replied “I ask my mom for help” (Sara, 116). Similarly, Renee said her teacher helps her, saying “well they say to me what to do,” and also mentioned that “or they help like when we have a problem, like a kid fell and they help the kid and all that” (Renee, 10 & David, 9). In a more serious situation, Joel’s mother had to hire a lawyer, when he was accused of breaking the law. He also informed me, that with the help of his lawyer, he did not get in trouble.

As mentioned in the literature review, Hispanic culture emphasizes a supportive and interdependent environment among families (Zuniga, 1997). The findings from the survey do not support this claim. When having a problem, 45.5% of the youth said they

never tried to solve problems by talking with their mother or father, and never talking with their brother and sister to solve problems. Also, 66.7% of the youth never tried solving problems with other adults who were not in their family. However, the youth were more like to talk to their friends or someone who could help make the situation better.

Youths' use of emotional focused support. A couple of the youth used *emotional focused support* as a form of coping, in which other people listen or provide understand when one has a problem (Program for Prevention Research, 2000). In the interviews, the youth sought emotional support from their family members. Sara indicated that she would get advice from her grandmother and mother regarding problems at school. She said "They give me like, to do my best and not to give up and my mom she tells me to do whatever the coaches tell me so I could run faster." (Sara, 10). Similarly, when asked from whom he sought support, Gary said that his "daddy" and mom helped him. When asked how they supported him, Gary said "Like when I'm sad. They say to me good things" (Joel, 13 & Gary, 11).

The survey findings from the *emotional focused support* coping strategies were similar to the problem focused support findings previously discussed. When having a problem, 42.4% said they never talked about how they feel with their mother or father, as well as never talking with their brother and sister. The youth were less likely to talk to other adults who were not in their family about their feelings, with 66.7% never talking to other adults. However the youth were more like to talk to their friends or someone who might understand how they feel.

Conclusion

The qualitative and quantitative findings regarding coping strategies utilized by the Migrant Program participants were of interest because they show a different picture of how Hispanic youth cope with stress. The literature suggests that Hispanic youth utilize social activities and religion in the coping process (Copland & Hess, 1995). While the youth utilized social activities to help them distract or avoid stress; religion was not used often by the youth interviewed. Yet, in the survey youth indicated they sought God for understanding when they had a problem.

The youth from this study mainly utilized avoidance or distracting coping strategies more than support seeking, and they did very little problem solving. While the youth interviewed did not discuss direct problem solving, they did however seek support from others to help solve their problems. This is interesting because the literature on Hispanic families suggest strong family cohesion and interdependence, which provides youth with support. Strong family cohesion and interdependence may suffer among these youths' families because of separation and other unique family situations.

CHAPTER VI

SUPPORT ON THE BORDER

My name is Miguel, and I'm 13 years old. I live with my mom, step-dad and older sister. My real dad lives in Mexico with my older brother. I go over there on the weekends to visit.

Usually when I feel stressed, I like to play sports or video games. My favorite sport is soccer. My friends and I play at the park. I'm good because I'm really fast. When I have problems or I don't know what to do my sister or brother give me advice. Sometimes, if I don't do well in school my sister takes away my PSP.

School is okay. I am good at math and science, but I don't like tests. They are hard and they make me nervous. When I have problems with school, I ask my teacher for help and my teacher helps me. Like, I ask her questions and she helps me do better. I do what she says and then I do better.

I like Creative Kids a lot. Cesar and Adrian help me to learn new ways to paint. I want to come back. I wish I didn't live so far.

Miguel's story depicts the different ways in which the youth sought support from other people. He asks for help when needed, but he does not seek support from people outside of his family regarding personal stressors or challenges. He only seeks support at school regarding school work or at Creative Kids Inc. regarding his art project. Social support is one of the key concepts being examined in this study. Social support within the socio-ecological environment provides youth with resources to help them, and is essential in their development. Youth utilize social support from both formal and informal networks in their environment (Tardy, 1985), such as peers and teachers at school, youth practitioners and other caring adults in out-of-school time programs, as well as other community members. Individuals at the interpersonal level,

such as family, friends, neighbors, and youth practitioners, provide youth with “important social resources, including emotional support, information and access to new social contacts and social roles, and tangible aid and assistance in fulfilling social and personal obligations and responsibilities” (McLeroy, Bibeau, Steckler, & Glanz, 1988, p 357). While the community provides mediating structures and services, such as youth programs, that “serve as connections between individual and the larger social environment” (McLeroy et al., p 363).

This chapter explores youths perceptions of social support in order to examine the research question “*What support systems are available at Creative Kids Inc., at home, and in the community to aid the participants?*” and “*How do support systems, specifically family and Creative Kids Inc., help foster resilience among the participants?*” This chapter provides an analysis of the in-depth interviews and Multi-Dimensional Support Scale (Winefield, Winefield, & Tiggemann, 1992) used in the survey to explore these questions.

Support Systems Available to Youth

Youths’ views on social support received from family. At the interpersonal level, family and close friends are of key interests when examining social support. Family is an important aspect of Hispanic culture. As mentioned in literature review, Hispanic families are typically close. The youth interviewed often cited spending their free time with family members, yet did not often seek support from family members. Many of the youth spoke to their parents about problems or stress, but also said they didn’t talk to their parents a lot. This seemed consistent with the survey. The survey

indicated 30.3% of youth never felt that their family and close friends really listen to them when they talked about their concerns or problems and 36.4% felt they did sometimes. 48.5% of youth felt their family and close friends sometimes tried to really understand their problems. 48.5% of youth also felt their family and close friends sometimes helped them in practical ways, while 30.3% marked never. In contrast, the youth indicated 45.5% could sometimes use their family and close friends as examples of how to deal with their problems and 30.3% marked often. Another interesting finding is that 24.2% of youth indicated their family and close friends never or sometimes make them feel loved, while 21.2% marked often and 24.2% marked a lot.

While the youth did not receive or seek as much support from family as the literature would suggest, the youth interviewed did occasionally seek support from family. When asked who she talks to Dora said “Sometimes, well not all the time, but to my mom” and “my dad.” Yet, when asked how often she replied, “Not a lot... cause sometimes I don’t talk to them, I just write” (Dora, 12 & Mendi, 11). While Dora did not talk to her parents a lot, her sister Mendi provided some interesting insight into how she views her parents. When being interviewed, she was asked what her parents do. The question was meant in regards to employment, but instead she answered regarding their relationship together.

Laura: And what do your parents do, Mendi?

Mendi: They talk to us a lot.

Laura: What are their jobs? Your parents’ jobs?

Mendi: They take care of us (Dora, 12 & Mendi, 11).

While she later indicated that her father works in construction, her response shows that she views her parents as a source of support and as people who care for her.

Several of the youth discussed spending free time with their siblings and three sibling pairs were interviewed together. The youth with older siblings would go to them with their problems. Joel goes to his older brother that lives in Fabens for advice, but “not that much” (Joel, 13 & Gary, 11). When asked what type of advice he asks his brother for he said, “like whenever I need help, he helps me and everything like that” (Joel, 13 & Gary, 11). Similarly, Hector said he got advice from his sister “a lot” and about “everything” (Hector, 13). However, many stated that they did not talk to their siblings about their problems or go to them for advice. Ann indicated that she did not go to Mary for help. Mary was asked why they did not talk to each other about their problems and she said, “I don’t know... We just like, she is always in her room and I’m like outside” (Mary, 13 & Ann, 12).

Support from friends was also mentioned by two of the youth. Renee said, “My friends help me, saying you know it’s all going to be good. And they say to me let’s go play or all is going to be fine and they give me like candy or something like that to help me better” (Renee, 10 & David, 9). Her brother David also mentioned getting support from friends in a similar fashion. David said, “my friends help me, to, they say to me to not think more of that thing and my friends tell me to come and play” (Renee, 10 & David, 9).

Youths’ views on social support received from peers. Peers are also at the interpersonal level. As previously mentioned, the youth did not provide many details regarding their interactions with friends. When asked about support, youth mainly mentioned family members and a teacher. Hector indicated that he did not hang out with

other youth, while Bella and Camilla said that they do not talk to their friends about their problems. Mary was asked if she talked to her friends, and she said, “No just one,” her best friend (Mary, 13 & Ann, 12).

The survey provided more insight into youths’ view of social support from peers. The survey found youth views on peer social support were very similar to their family and close friends. The survey shows that 42.4% sometimes felt their peers really listened about their concerns or problems and 54.5% felt their peers sometimes really tried to understand their problems. The survey also showed that 36.4% sometimes and 24.2% never felt their peers answered their questions or gave advice about how to solve a problem. However, 48.5% sometimes felt they could use their peers as example of how to deal with their problems.

Youths’ view of social support within their community. At the community level, three areas were examined: school, their community and church. School was often cited as a source of stress or problems for the youth, yet teachers or other school staff were only mentioned by some of the youth in the interviews as people the youth perceived as providing them with support. For example, Mendi indicated that she seeks help from her teacher, saying “like if they can help me with homework or something” (Dora, 12 & Mendi, 11). Renee also mentioned seeking help from her teacher, saying “Well they say to me what to do,” and “or they help like when we have a problem, like a kid fell and they help the kid and all that” (Renee, 10 & David, 9). Both of these are examples of coping utilizing problem focused support.

While the youth do not perceive the school officials or the Migrant Education Program staff as providing much support or help, Stephen, co-founder of Creative Kids Inc., mentioned that the school takes about three weeks in the beginning of each school year to assist in getting the youth ready for the school year. This includes screening and getting rid of hair lice, assisting with clothing, and getting them set up with the free/reduced lunch program. He also mentioned that the school has a medical clinic that has showers that the students can use. One reason the youth may not have perceived these services as support is because when asked about support they received, the youth cited direct, individual help from adults, whereas the acts from the school were offered to all students who needed or qualified for services. Another reason, the youth may not perceive the school as providing them with support, is because these services act as buffers, which protect the youth from potential stressful events (Cohen & Wills, 1985), in which the youth were able to avoid the stress.

The youth interviewed mainly participated in school related activities and sport. However, it is not clear if the sports were school related or community related. The lack of involvement in out-of-school time programs may be due to lack of programs in the area or because involvement may require money, or transportation, which create barriers for the youth. When asking youth if they sought support in their community or from community programs the youth said no. The youth did not provide examples of seeking support from community members. One barrier to seeking support in the community may be due to lack of trust of other people.

A surprising finding from the interviews was that the youth had little involvement in church, as well as community activities or out-of-school time programs. While several youth indicated that they go to church, only Joel and Gary specifically mentioned participating in church activities. However, Mary mentioned she wanted to join the choir, but was unable to because the church was located in Mexico and was unable to attend the practices. When asked if there was anyone at church they went to for help or for support, they said no. They also indicated that church did not help them with their problems or when they felt stressed. This was surprising because the literature on Hispanic culture stresses the importance of church on the Hispanic community (Garza, Reyes, & Trueba, 2004).

Youths' view of social support at Creative Kids Incorporated. As discussed in the literature review, social support from adults in out-of-school time programs aid in the development process of youth by providing a meaningful relationship in which the adult can provide guidance, help, and emotional support (Belle, 1999). While Creative Kids Inc. and other adults of authority provide youth with social support, there were more youth who did not feel as though they received support, in comparison to those who did. Based on the survey and interviews, the social interactions between Creative Kids Inc. staff and the participants were mainly focused around art production. During the interviews, the youth mentioned that they talked to the staff regarding their art projects and other Creative Kids Inc. related topics, such as technique and how to do certain skills. Yet the youth did not talk to the staff about any problems or issues they had in their lives.

The surveys provided more insight in to the youths' perceptions of social support regarding Creative Kids Inc. The survey showed 21.2% of the youth never felt authority figures really listened to them when they talked about their concerns or problems; however less than the 30.3% of youth never felt family listened. An interesting finding was 27.3% never felt authority figures were really trying to understand their problems, despite the fact that 18.2% indicated family never tried to understand. On the other hand, 42.4% sometimes felt staff tried to understand, which was similar to family.

This may be due to the youth being treated like real artists. Stephen, of Creative Kids Inc., said the youth are real artists using real materials. For example, Creative Kids Inc. only uses high quality materials such as real canvas, brushes, and acrylic. When the students arrive, they immediately got to work and were focused. The staff's main jobs were to guiding the youth regarding their projects and helping them with techniques to help them finish their projects before the end of the program. The staff worked one on one with students, helping the youth to pick out projects, learn new techniques, choose colors, and other design elements. Staff also worked with the youth on large group projects in which they collaborated together to create and finish large projects.

Resilience through Support on the Border

This section examines how support systems within the Socio-ecological model identified by the youth aid in their resiliency. For the purpose of this study, resilience was defined as a process. Resilience as a process examines how one reduces the effects of risk factors or effectively utilizes protective factors to assist with the adaptation process of overcoming adversity (Olsson Olsson, Bond, Burns, Vella-Brodrick &

Sawyer, 2003; McCubbin, 2001). While the youth did not talk about poverty as an issue, it is definitely a risk factor. Stephen mentioned that many of the youth come to the program hungry and often wear donated clothes. It was also evident when visiting the youth in their homes. The homes and trailers were often overcrowded and in need of repair. Also as mentioned previously, many of the youth live apart from their parents for various reasons. Separation from parents and other family members can often be difficult.

Socio-ecological factors affect youths' choices and ability to utilize resources. While these youth experience risk, there are different support systems within the socio-ecological model that are able to assist these youth in positively overcoming these adversities. Youths' families, friends, as well as community programs such as the Migrant Education Program and Creative Kids Inc. are working towards helping these youth in overcome challenges they may face by providing them with support, as well as helping them to cope with any problems or issues they face in their daily lives.

Resilience and family. The findings show the youth do not utilize support from family or others at the interpersonal level, as much as they utilize intrapersonal coping strategies. When youth sought support from family, they mainly went to parents and older siblings, but not often. This is contradictory to the literature on Hispanic families and culture, in which family units work as a collective. However, leisure activities with family members, such as playing with siblings or board games as a family, provided youth with buffers against stress. It also provides youth with distracting activities when feeling stressed or dealing with problems. This time with family may also provide youth

with opportunities to seek support from family members about problems or stress in their lives.

While it is uncertain why the youth do not seek support from family members, it could be due to several reasons. One reason may be due to the unique living situations of these youth. Several of the youth do not live with their parents and may not feel comfortable talking to other family members about their problems. A second reason may be due to limited time with parents due to work schedules. Thirdly, it may also be a cultural disconnect between less acculturated parents and their children who are more assimilated to American culture. When visiting the youth, many of the parents and guardians did not speak English. Also living close to the Mexican border may enable parents to be less acculturated. A final reason may be due to domestic violence. While the youth did not indicate domestic violence, Julie did mention this is a problem in the community. This has also been cited in other literature on migrant families (Bechtel, Shepherd & Rogers, 1995).

Resilience and Creative Kids Incorporated or other out-of-school time programs. Overall the youth did not seek support from out-of-school time programs regarding their problems. In the survey majority of youth never sought problem focused support (60.6%) or emotional focused support (66.7%) from adults who were not in their family as a coping strategy. When examining Creative Kids Inc. specifically, the findings show the youth did not utilize support from staff regarding personal problems as much as their family or peers. While the youth interviewed did not seek support from staff, the youth did indicate that they talked to the staff, and said they liked the staff.

This finding was shocking, especially because several of the staff were young college students who were previously participants in Creative Kids Inc. programs. However, due to the program only being two weeks, the youth may not have had the opportunity to building a relationship with the staff or may not have felt comfortable starting a relationship with staff. Another reason could be the staff may not have enough time to gain the youths' trust. Stephen said most kids do not speak up about things because there are repercussions.

While the youth did not seek support from staff often, Creative Kids Inc. did provide youth with opportunities for coping with stress or problems by providing distracting actions and expressing feelings, as well as support seeking with in a safe environment. Andres, a staff member and former Creative Kids Inc. participant, says Creative Kids Inc. gets the youth out of their element and out of their town, to see what else is out there and to provide them with new opportunities. Creative Kids Inc. also provides the youth with other opportunities as well. Stephen described many benefits creating art can provide to youth and their development. He said going through the process of making art teaches work ethic, failure and success, and how to overcome obstacles by follow through and being able to finish a task. He went on to describe how art also helps build self-esteem, connections with people, and provide youth with options and decision making.

This study also provided Creative Kids Inc. an opportunity to learn more about these youths' lives. While this is the fourth year of the program and Creative Kids Inc. would be starting collaboration with Fabens ISD in the fall 2011, this was the first time

Andrea and Stephen, the co-founders of Creative Kids Inc., had been to the participants neighborhoods or homes. While they did not attend all the interviews, Stephen mentioned that he was not comfortable when at the youths' homes and he felt out of place. He could also tell they were not proud and did not want us to see their living conditions.

Conclusion

Social support was not widely used by the youth from Fabens participating in the Migrant Program. When seeking support, youth mainly sought support from parents and older siblings. Youth also sought support from teachers when needing help with their school work or Creative Kids Inc. staff regarding their projects. While the youth did not seek support often this study found that family, as well as Creative Kids Inc. staff provided youth with opportunities to cope with stress positively. Families helped provide youth with distracting activities as well as support seeking, and Creative Kids Inc. provided youth with opportunities to express feelings, distraction and support seeking with in a safe environment. While the Migrant Education Program was not cited as a source of support by the youth, it was clear through the interactions at Creative Kids Inc. and in the youths' homes that they provide support to the youth as well as their families as well. The Migrant Education Program acted as an invisible hand that guided families to resources and opportunities, such as Creative Kids Inc., to help in family and youth development.

Support systems were available to the youth to help reduce the effects of risk factors such as separation from family or stress from school. Support systems also

provided protective factors such as distracting activities through leisure activities or through support seeking to help youth positively overcome the adversities in their lives.

While the youth did not utilize support systems often, there were support systems available to the youth to help in the process of overcoming adversity. However, the study found that families, schools, and especially out-of-school time programs, such as Creative Kids Inc., need to do more to aid in the process of resiliency to help reduce the effects of risk factors and to effectively utilize protective factors as youth overcoming adversity.

CHAPTER VII

DISCUSSION AND CONCLUSION

The current literature provides little understanding of what youth development is like for children of migrant farmworkers, as well as the factors that influence their resilience. Research regarding children of Hispanic farmworkers primarily focuses on their physical health and education. The purpose of this research was to utilize a case study approach to examine coping strategies and social support among children of Hispanic migrant farmworkers. The current study examines how intrapersonal, interpersonal and out-of-school activities, in particular Creative Kids Incorporated Migrant Program, help enable youth to cope with stress in their daily lives. This concluding chapter highlights key findings from the results, and provides a comparison of the findings to the literature, along with recommendations for the field of youth development, Creative Kids Inc. and future research.

Results Summary

For this study, a case study approach was used. The sample size was smaller than would be required for in-depth quantitative analysis, but not qualitative. While a small sample size limits one's ability to generalize the data into theory, this study does help to further our understanding of how children of migrant farmworkers are affected by their socio-ecological environment, and how they cope or utilize support, with the understanding that more research is needed. This study found the main life events facing the Migrant Program participants on a daily basis are stressors regarding school and separation from family. Separations from family, or family members' inability to cross

the border, were seen as problems or sources of stress by several of the youth interviewed. Another common form of stress was due to school, especially standardized tests. School and testing caused stress and nervousness among the youth interviewed and was commonly cited as such by the Migrant Education Program staff and Creative Kids Inc. staff.

The youth mainly spent their free time and time after school participating in self-organized leisure. Youth commonly engaged both indoor and outdoor activities, either by themselves, with friends, or family members. It was found that there was a lack of community-based programs in which the youth could participate. According to the in-depth interviews, there was little involvement in community-based programs. A lack of community-based programs in the area may be due to the small size of the town of Fabens or because funding is not available. However, several of the youth did play sports, or were involved with academic programs at school.

While the youth experienced stress due to intrapersonal, interpersonal and community problems, they were able to utilize intrapersonal coping strategies as well as support from interpersonal support, and community support. There were several coping strategies utilized by the Creative Kids Inc. Migrant Program participants. The most common forms of coping strategies were behavioral and cognitive distracting or avoidance. Youth often played, listen to music, or watched TV to avoid stressful situations. The youth utilized support systems and active coping strategies less often. Support seeking among the youth was mainly sought from parents and older siblings, but reportedly not often. The youth did not seek as much support from family as one would

suspect based on literature on Hispanic families. However, families did provide opportunities for distracting activities and support seeking which could help youth in the coping process.

Based on survey results, youth rarely sought support from Creative Kids staff and the youth interviewed supported this result further by indicating they did not seek support at all from the staff, other than to get help specifically related to their art projects. The youth strongly enjoyed participating in the Migrant Program, yet did not have close relationships with staff. This may be due to the short length of the Migrant Program. However, Creative Kids Inc. provides youth with opportunities for distracting activities, expressing feelings, and support seeking.

Study Model

The Explanatory model of how youth cope with life on the border and the resilience process (Figure 2) is an illustration of the process youth went through while coping with life events to become resilient. The model highlights the socio-ecological factors and interactions within the life of a child of Hispanic migrant farmworkers. Their socio-ecological environment includes: intrapersonal factors such as behavioral and cognitive, interpersonal factors, such as family, friends, and peers, and community factors such as, school, Migrant Education Program, and Creative Kids Inc.

Within the youths' environment, they experienced various daily life events. These experiences can be positive buffering factors, such as spending time with family and leisure time, or risk factors, such as separation from family or participation in school and mandatory testing. These daily life event experiences provide the foundation for a regulatory process - *resilience* - that assists in reducing negative feelings or dealing with life stresses (Crockett, Iturbide, Torres Stone, McGinley, Raffaelli, & Carlo, 2007; Skinner & Zimmer-Gember, 2007). The coping strategies examined were *avoidant coping* strategies, such as distractions, and *active coping* strategies, such as problem solving and support seeking.

Originally, it was expected that support seeking through family members would be the primary source of coping. However, the study found that the youth utilized avoidant coping strategies more often than active coping strategies to deal with stressors or problems they experience. While youth utilized active coping strategies less often, they did seek support from others, such as their family, yet there was a lack of problem solving coping strategies used by the youth.

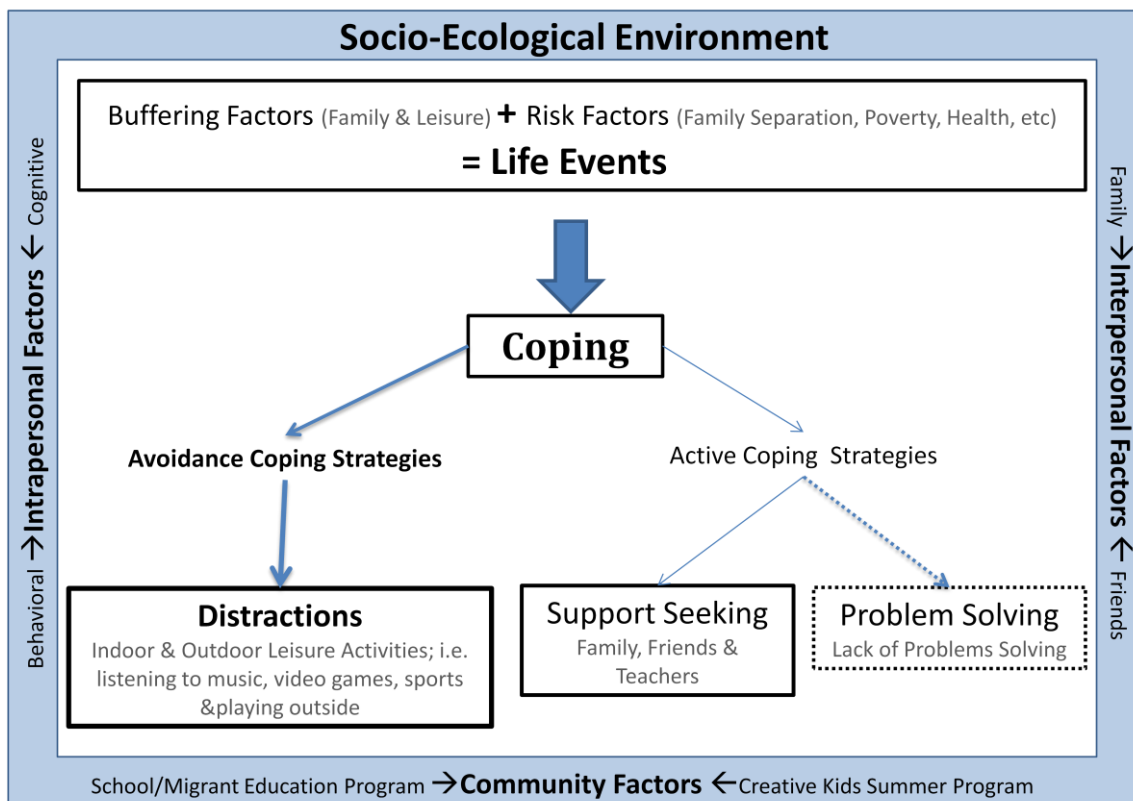


Figure 2. Explanatory model of how youth cope with life on the border and the resilience process.

Comparison of Results to Literature

The results from this case study revealed that more research is needed on children of migrant workers. This study revealed that the definition of children of migrant farmworkers is unclear and that different definitions need to be examined. While these youth all self-identify as Hispanic, the literature on coping strategies and social support did not match the responses from the participants of this study.

Children of migrant farmworkers: who are they? Defining children of migrant farmworkers is not an easy task. How they are defined may be dependent upon the region they live in or funding sources that provide resources to migrant families, which leads to inconsistency and confusion. Several descriptions arose through the literature search. The most common description was of children with migrant families that followed distinct migrant patterns during harvest season. This was not the case for the youth participating in the Creative Kids Inc. Migrant program.

The youth, from the Migrant Program at Creative Kids Inc., were chosen for this study, because they were enrolled in the Migrant Education Program. Fabens ISD defines migrant students as either “a migratory agricultural worker or whose parent, spouse, or guardian is a migratory agricultural worker and who, in the preceding 36 months, in order to obtain temporary employment in agriculture or fishing” (Texas Educational Agency, 2011). This definition is vague, and allows a wide range of youth to qualify for the Migrant Program. For example, the youth interviewed for this case study did not indicate that they moved with their family for work purposes, meaning they did not follow distinct migrant patterns during harvest season. However the migrant coordinator, Julie, said families typically leave only for a few days on the weekend to farms in the region in order to make enough money for necessities. While a small portion of students miss school, it is usually around school breaks.

In the literature, children of migrant farmworkers are often undefined or assumed to be a child who travels with their family on distinct streams of migration traveling from farm to farm, state to state. Studies conducted on migrant farmworkers and their

families are often conducted on farms that have housing available for workers and their families (i.e., Connor, Rainer, Simcox, & Thomisee, 2007; Holmes, 2006). This type of environment is not representative of all migrant families, especially those who use migrant work as supplemental income and only migrate a few times of year to nearby farms. For example, the youth in Fabens home life is less mobile than those emphasized in the literature. While the youth from this study are affected by some of the same issues cited in studies regarding children of migrant workers, such as poverty, substandard housing, health issues and separation from family, their experiences are different enough to question their relevance to non-stereotypical children of migrant farmworkers.

Coping among children of Hispanic migrant farmworkers. Research has shown differences in coping between minority groups and majority groups, and socio-cultural differences (Kobus & Reyes, 2000). In the case of Hispanic youth, the literature says they are more likely to seek social activities and religion in the coping process, as compared to white youth (Copeland & Hess, 1995). While the youth from this study sought social activities as a form of distraction, they did not utilize religion as a primary coping strategy. According to the survey findings from this study, the youth did utilize religion sometimes as a coping strategy. This was not consistent with the youth interviewed for this study, which found religion played a minor role. Interestingly, Korbus and Reyes (2000) also found low-income urban Mexican-American youth utilized religion as a coping strategy less often than other forms of coping.

The youth from this study indicated that they use more behavioral and cognitive distracting or avoidance, when coping with stressors. This study, as well as other studies

on coping strategies of minority youth, concluded that more research is needed.

Research regarding different ethnic and socioeconomic backgrounds is needed to better understand the types of stress different youth experience and how they cope with these stressors (Kobus & Reyes, 2000) and environmental influences (Gaylord-Harden, Gipson, Mance, & Grant, 2008).

These findings generate several questions regarding why these youth prefer avoidant coping strategies over active coping strategies. One hypothesis is that culture may play a role. Hispanic culture may prohibit the youth from utilizing problem solving or seeking support as an effective means of coping with risk factors. This may be due to cultural factors such as patriarchal family structure (Zungia, 1997) or belief in God (Bechtel, Davidhizar, & Spurlock, 2000), which prohibit youth from seeking support. Problem solving may not be used as often due to belief that God or other supernatural beings will provide or help deal with a problem. Yet, the data from this study suggests that this may not be the case because since there were many youth that did not utilize the church for support when coping with problems. Another hypothesis is that Hispanic culture or a life in poverty enforces the belief that their life cannot be changed, causing the youth to give up on solving problems without trying.

Social support and families. While the youth spent time with family members and affirmed that family and extended family was an important part of their lives, family however, did not offer as much support as the literature suggests. In the literature, family interdependence creates a strong sense of family loyalty and collectivism. Family and extended family provide valuable support and act as a resource to one another. In

Hispanic families, extended family members often include non-blood relatives who play a role in childrearing, such as godparents (Sue & Sue, 2008). These cultural attributions may not be accurate due to the context in which these youth live. Many of the youth have unique lifestyles, in which they do not live with their biological parents, or there may be cultural differences between Mexican parents and Mexican-American children. It is important to note that the border seems to throw out everything researchers currently know about this population. While the youth are Hispanic, their culture is different because their life experiences are tangled between life in Mexico, life in Fabens and the realities that come with both. This is cause for concern because research has shown “social support influences achievement through the adolescents’ beliefs and affective” (Ahmed, Minnaert, Werf, & Kuyper, 2010, p. 44), especially from parents. More research is needed regarding support seeking among families with unique life styles or family arrangements.

Recommendations for the Field of Youth Development

In the field of Youth Development, it is vital to have a holistic understanding of youth. In regards to children of migrant farmworkers, it is important to understand how family and community can help in the development of these youth. Youth practitioners need to examine how to incorporate families and community members into programs, how to build relationships with these youth, how to explore of coping strategies as programmatic outcomes, how to remove barriers, and how to incorporate cultural competency into youth development practices.

Children of migrant farmworkers. First, more research is needed on children of migrant farmworkers, especially Hispanic youth. Currently, research on children of migrant farmworkers has focused on education and health. Most of this research has been conducted on younger children and has neglected adolescent children of migrant farmworkers. Educational programs such as the Migrant Education Program have been beneficial to youth, but little is known about how out-of-school time programs are beneficial. There is a clear need for youth practitioners to better understand how to help children of migrant farmworkers' development, as well as their daily lives, risk factors, buffers, coping strategies and support systems. By having a better understanding in these areas, youth practitioner will be more equipped to create programs and other services to assist them in their development.

Incorporating families into out-of-school time programs. Second, youth development programs may need to incorporate the whole family. For migrant families, especially Hispanic families, it is important to keep in mind that the whole family may consist of extended family members or non-blood relatives who play a role in the youths' lives (Sue & Sue, 2008). Migrant families experience various challenges in their life. This study found that family did not provide youth with as much social support as the literature suggests. While this may be due to a number of factors youth development programs can help to bridge gaps in relationships between youth and their families due to their migratory lifestyle. As previously mentioned, support from family is beneficial to youths' achievement (Ahmed et al., 2010). Another study showed youths'

interactions with family members and neighbors help youth to avoid stress or lessen the stress of an event (Dumont and Provost, 1999).

Relationship building. Third, out-of-school time programs working with migrant youth need to incorporate relationship building. The youth did not indicate that the youth utilize non-parental caring adults during out-of-school time programs for support. While the youth enjoyed Creative Kids Inc. and other out-of-school time programs, they did not see the adults in these programs as a resource in which they could use to help cope with their stress or to help solve their problems. This may be due to the youth not trusting the adult or not feeling that they can talk to these adults about their problems.

Relationship building during out-of-school time programs is important because it provides youth with opportunities to engage with nonparental caring adults, who can provide them with direction and help, as well as build a supportive network that is beneficial to youth (Belle, 1999; Scales, Benson, Leffert, & Blyth, 2000). Research has also shown that youth who have less support experience greater stress and would “benefit from programs designed to strengthen their relationship building problem solving skills” (Weigel, Devereuz, Leigh, & Ballard-Reisch, 1998). This may be especially important to children of migrant farmworkers, due to their unique lifestyle and the separation from family they experience. Incorporating relationship building between youth practitioners and youth may help youth to be more open to staff and feel more comfortable in seeking help from staff members.

Coping strategies as programmatic outcomes. The fourth recommendation is that youth development practitioners need to explore how programs can aid in the coping process. Out-of-school time programs provide youth with various opportunities to use active or avoidant cope strategies to help overcome risk factors, yet coping is often not a programmatic outcome for youth programs. From the study, it is recommended that youth programs for populations similar to the Migrant Program youth from Fabens incorporate support seeking and problem solving coping strategies as programmatic outcomes. Further researcher is needed to better understand how programs can effectively address risk factors youth face and how the program can help the youth cope with stressors.

Removing the border as a barrier. Another recommendation is that youth programs remove the border as a barrier. An issue in youth development is that programs are restricted by barriers, both institutional and physical. In El Paso, the border between the United States and Mexico was prominent as well as the economic disparity between the two. There was the human presence of border patrol, as well as structural differences such as paved roads in the United States and dirt roads across the border, or well-kept buildings in the United States and buildings in shambles across the street in Mexico. Youth who lived in the United States were at a clear advantage, while youth in Mexico were at a disadvantage. As such, youth programs need to overcome not only institutional barriers, but physical barriers as well. The youth interviewed spent a considerable amount of time in Mexico, yet the programs they were involved with were in the United States. Programs may be more affective at reaching youth and building

relationships, if these barriers could be overcome and youth development practitioners worked with youth on both sides of the border. There are examples of programs overcoming the barrier often caused by the border. One example is the University of California's Cooperative Extension 4-H program, which created a program involving Mexican migrant youth from California and Veracruz, Mexico for a "binational photo documentary project" (University of California: Agriculture and Natural Resources, n.d.). Another example is the San Diego-based grassroots program, Excellence and Justice in Education, who partnered with a neighboring Tijuana-based organization called Escuela para Las Familias, to help Latino parents on both sides of the border help their youth succeed in school (International Community Foundation, 2004).

Incorporating cultural competency into youth development theories and models. The last recommendation to the field of Youth Development is to incorporate cultural competency into Youth Development models. Youth development theories and models (e.g., 40 Developmental Assets or the 6 C's) are conceptualized utilizing a western perspective. The theories and models used in youth development emphasize values and norms of western cultures, particularly of the United States and Western European countries. However, these values and norms may not be appropriate for all children, including children of Hispanic migrant farm workers.

Recommendations for Creative Kids Incorporated

Findings from this study are specific to the Migrant Program at Creative Kids Inc. and the participants. The following recommendations are made for Creative Kids Inc.:

Relationship building with youth. Out-of-school time programs provide youth with a chance to engage with non-parental caring adults. These adults, such as the Staff at Creative Kids Inc., provide youth with opportunities to build a supportive network (Scales et al., 2000). Alex, Marta, Caeser, and Adrian are staff members who went through the program as youth. They are great examples of youth who had strong relationships with caring adults who provided them with a supportive network and helped shape their futures. This study shows that the youth in the Migrant Program do not utilize adults who are not in their family when coping with stress. It is recommended that Creative Kids Inc. incorporate relationship building exercises into their curriculum to help build trust between staff and youth. It may also be beneficial for staff to be trained on the signs of domestic abuse, suicide, as well other areas of concern and how to talk to youth about these issues.

Relationship building with the community. Similarly to relationship building with youth, out-of-school time programs working with migrant youth need to incorporate relationship building within the community through community capacity building. Community capacity building utilizes diverse stakeholders in the community who can assist communities, individually and collectively, to help create change (Outley, Bocarro, & Boleman, 2011). Creative Kids Inc. is currently working with Fabens Independent School District (ISD) and the Migrant Education Program, yet the youth indicated they have little community involvement. Communities, even small rural towns like Fabens, have different assets that youth programs can draw from to help youth. It is vital for programs to draw on community members and other community resources to

provide additional resources or opportunities and to build a stronger support network for youth.

Art as a coping tool. While art is a form of expressing feelings or can be used to distract oneself from stressful situations, youth may not recognize how art can help them cope. It may be beneficial for staff to make explicit how art can be used as a coping strategy. One example is staff can assign youth a project in which they have to express their feelings through a medium about a problem they are having at home, school, or with a friend. The youth can then either write what their art means to them or tell it to the group, depending on the youth's comfort level. Art has been used as a coping tool by many programs. One example is the Center for Substance Abuse Prevention (CSAP), who partnered with the National Endowment for the Arts to create art programs targeting youth who are at risk for using drugs or to help youth turn away from drug use. They found art to be a coping tool, by helping youth make sense of the world around them by creating a "constructive outlet for dealing with confusion, frustrations, and anger in a chaotic and unpredictable environment" and also providing a "nonthreatening way out of painful isolation" (Randall, 1997, pp. 12-13).

Filling the gap. A concern pointed out by Andrea at Creative Kids Inc. is that there is a nine month gap between summer programs. Therefore, it is more difficult for Creative Kids Inc. to build relationships with youth. Because of this gap, there was a disconnect between Creative Kids Inc. and the youth from the Migrant program. In August 2011, Creative Kids Inc. began partnering with Fabens ISD college program, in which they will be working with college bound kids who will be earning college credit

in fine art. Stephen mentioned that he is worried about the kids in the summer program who are not tagged as college bound. He wants a program that closes the long gap between summers. As such, it is recommended that an after-school component be added to the Migrant Program at Fabens ISD in which the youth from the Summer program can continue projects from the summer or start new projects at least once a week. This will help youth build relationships with staff and continue to build their art skills and techniques. A great example is when Stephan and Andrea said they noticed attitude changes in the youth who come on a regular basis, such as the Saturday Program. Some of these youth were once getting in trouble and now are not. Another important reason for Creative Kids Inc. to offer more programming for migrant youth is so they can gain more benefits from the programs.

Establishment of transportation plan. Another recommendation is to provide transportation to other Creative Kids Inc. programs, such as the Saturday Program. Julie mentioned that several of the kids want to participate in the Saturday Program. The kids wanted to know if there is a bus, but Julie, Stephen and Andrea did not know if a bus goes from Fabens to El Paso and back. While this requires a vehicle and other expenses, Fabens ISD or Migrant Education Program could help fund such a venture.

Significance of the Study

Migrant workers and their families are often called an invisible population (Green, 2003; Holmes, 2006; Kilanowski & Ryan-Wenger, 2007). Children of Hispanic migrant farmworkers experience unique challenges due to migration and are often at risk for health issues and low academic achievement, which negatively affects their

development. The significance of this study is that it provides youth development researchers with a better understand of children of Hispanic migrant farmworkers and out-of-school time programs. This provides insight into their daily life events, the utilization of coping strategies, and the support systems used, as well as how they help facilitate their resiliency. This study also provided insight into the importance of intentionality in regards to the incorporation of coping strategies as programmatic outcomes in youth programs. While more research is needed, this thesis provides researchers with a spring board for future research by pointing out questions that require further investigation.

Future Research

There is much more to learn about children of migrant farmworkers, especially Hispanic children. This is a growing population who face many physical, emotional and educational challenges. As such, youth development practitioners should become more aware of the needs of these children and how to better serve them through youth programs and services. The following are recommendations for future studies:

1. In future studies, a larger sample is needed. This will help with being able to run more statistical analysis, as well as being able to compare various variables such as gender, age, or grade.
2. An older sample of youth ages 13-18 may be more appropriate for the questions regarding life events, coping strategies and social support.

3. A more diverse sample could also be beneficial, such as youth who migrate with their family, youth who do not migrate, as well as other racial or ethnic migrant groups.
4. Future studies should examine other scales that are more culturally appropriate. This study suggests that the Children's Coping Strategies Checklist may not be appropriate for this population based on the inconsistency ratings of the confirmatory factor analysis. A more culturally appropriate scale may need to be developed to gain a better understanding of how children of Hispanic farmworkers and other unique populations may conceptually understand "coping" and "social support".
5. This study was originally intended for youth ages 13-18 years of age, however due to extenuating circumstances, youth ages 10-16 years of age were used. For a younger age group, a shorter survey may also be more beneficial.
6. The in-depth interviews needed more open ended questions. The youth in this study were shy and needed additional probing; additional question and more open questions would have been beneficial.

Based on this study, future research topics should explore concerns regarding trust between children of Hispanic migrant farmworkers and youth practitioners. The youth in this study were fond of the Creative Kids Inc. staff and enjoyed working with them; however the youth did not talk to the staff about their problems or seek help from staff. This may be due to the youth not trusting adults they do not know well or not

trusting adults at all. If there is a lack of trust, this may affect youths' ability to seek support from youth practitioners, who are able to help them. Future research can help youth practitioners better understand why youth are not as trusting of adults and how youth practitioners can help break barriers to trust.

Another area of interests would be how to design youth development programs for children of migrant farmworkers, or other underrepresented populations that better serve their needs. Children of migrant farmworkers are often separated from family members, have difficulty in school, and experience other issues such as poverty and poor health. When designing programs for specific populations, it is important to have these circumstances in mind. Youth programs can be designed to either help elevate these issues, or youth practitioners can be made aware of the issues and trained on how to handle them.

Reflections

Special populations, such as children of migrant farmworkers are difficult to study. To conduct research, it requires gatekeepers who are trusted in the community and flexibility on the part of the researcher. Thankfully I was able to find Creative Kids Inc., who offered a youth program that worked with children of migrant farmworkers. However, the program was not what I expected. Based on the information provided by Creative Kids Inc., I thought that the youth from Fabens would be participating in the program all six weeks. This was not the case, which affected my ability to test how the youth view social support at Creative Kids Inc. and how out-school-time programs assist in the resilience process. While the program was not what I initially expected, I gained

valuable research experience. My experience helped me grow as a researcher and a youth practitioner. As a researcher, I learned that ideas have to be flexible and that one has to be able to adapt to the environment one is working in.

As a youth practitioner, I learned that a youth program is not a cure-all. While this may seem obvious, it is important for youth practitioners to understand and take into account the variables outside of the program at play in a youth's life. However, a short two week program can be beneficial in the developmental process of youth. Programs, such as the Migrant Program at Creative Kids Inc., allow youth to have new experiences and experiment with new ideas or interests, or be a nice respite from everyday life.

Conclusion

Little is known about the lives of children of migrant farmworkers. While the findings from this case study are not generalizable to other populations, this study does shed some light on this unique population. This study explored the daily life events, coping strategies and social support of children of migrant farmworkers. The findings from this study show that the youth experienced stress due to school and separation from family. Children of migrant farmworkers, such as the youth participating in this study, experience high levels of stress and youth who have less support experience greater stress (Weigel et al., 1998). Their leisure time was spent participating in self-organized activities and there was little community involvement, except for sports. Stress at home and school, along with lack of participation in out-of-school time programs could affect youths' ability become resilient.

Researchers have stressed the need for understanding how different minority groups cope with stress or how sociocultural cultural difference or environment influences how youth cope. While research has been conducted on how Hispanic youth cope, to the researchers knowledge there is currently no literature available on how children of Hispanic migrant farmworkers cope with stress. The findings from this study show youth most often utilized cognitive and behavioral distractions or avoidance, and support seeking less often. This finding is important for youth practitioners working with this population to know, because social support is beneficial to youth and their development, and these youth do not perceive people in their life as supportive. This is something youth practitioners may need to investigate and creative initiatives to help support these youth better. Future research is needed to better understand how to provide these youth with social support in out-of-school time programs, as well as at home to help them positively overcome adversity and be resilient.

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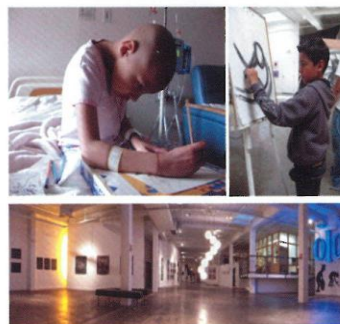
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APPENDIX A

CREATIVE KIDS



Creative Kids Inc. is a non-profit community-based arts organization in El Paso, Texas, along the US/Mexico border. The mission of Creative Kids is to extend the reach of art and digital media resources to various student population groups through the promotion and demonstration of the power of the arts as an important communication tool for success in our modern world.

Who we serve:

Through a varied array of "hands-on" working assignments in the arts, Creative Kids is able to reach over 700 youth throughout the year. Our programs target children battling cancer through Project AIM (Arts in Motion), disadvantaged youth through Project ABLE (Art Brokers' Learning Experiences), and children with disabilities through Project MAP (Making the Arts Possible). Creative Kids also offers programs to the general public through both Project SAC (Saturday Art Classes) and Little Picassos.

Thank You

Creative Kids would like to extend a special thank you to all our sponsors

City of El Paso Community Development Block Grant | The Wolslager Foundation | Price's Creameries | Seymour Foundation | El Paso Community Foundation | The Dues Foundation | Stern Foundation | Sierra Providence Health Network | Providence Hospital Volunteer Auxiliary | Hightower Foundation | Morgan Stanley Foundation | The State of Texas: Office of the Governor | Rio Grande Cancer Foundation | Robert E. and Evelyn McKee Foundation | The Moor Foundation | Hunt Family Foundation | Edith S. Zanker Fund | Best Buy Children's Foundation | with the support of El Paso Museum and Cultural Affairs Department and the Texas Commission on the Arts.

For information about our programs contact

504 San Francisco St. • El Paso, TX 79901 • 915.533.9575 • www.creativekidsart.org

APPENDIX B

MIGRANT EDUCATION PROGRAM (MEP)

ESC-REGION 19 MIGRANT EDUCATION6611 Boeing Dr. | El Paso, TX 79925 | 915.780.1919 | www.esc19.net

The Migrant Education Program works collaboratively with school districts, as well as regional, state and interstate agencies in an effort to provide high-quality academic and social opportunities for migrant students.

Migrant staff serve as advocates for migrant students and design programs to help migratory students overcome educational disruption, cultural and language barriers, social isolation, various health-related problems and other factors that inhibit the ability of migrant students to do well in school. The Migrant Program prepares students to meet the challenging state academic standards, graduate from high schools and make a successful transition to post secondary education or employment in order to become contributing members of our society.

During the summer of 2010, Creative Kids collaborated with ESC-Region 19 Migrant Education Program to host a special summer program for the children of migrant-farm workers. The result are the images featured in this calendar.



APPENDIX C

SURVEY

**Coping Strategies, Social Support and Resilience among Children of
Migrant Farmworkers**

Laura Ramirez-Mann (lramirezmann@tamu.edu)
Department of Recreation, Park and Tourism Sciences
Texas A&M University

Directions: Please do not put your name on this survey. This survey is completely confidential.

You can ask questions about this study at any time. If you decide at any time not to finish, you can ask us to stop. Also, if any questions are uncomfortable, you do not have to answer those questions.

The questions we will ask are only about what you think. There are no right or wrong answers because this is not a test.

Basic Demographic Information				
<i>Select One Answer for each of the Following that best answers the category</i>				
Age (Please write below)				
School Grade (For Fall 2011)				
5 th grade	6 th grade	7 th grade	8 th grade	
9 th grade	10 th grade	11 th grade	12 th grade	
Gender				
Male	Female			
Race/Ethnicity				
White/Non-Hispanic	Black/Non-Hispanic	Hispanic/Latino	Other:	
Where were you born? (Please write below)				
If you were not born in the U.S., how long have you lived in the U.S.?				
0-1 years	1-2 years	2-3 years	3-4 years	More than 4 years
What is the primary language spoken at home?				
English	Spanish	Other:		
How many people live in your household (including yourself)?				
2 people	3 people	4 people	5 people	Other:
Are you Enrolled in the Migrant Education Program?				
Yes	No			
Is this your first time participating in the summer program?				
Yes	No			
If No, How many summers have you participated?				
1	2	3	4	5 or more
Do you participate in other Creative Kids Program?				
Yes	No			
If Yes, which of the following programs?				
AIM	ABLE	MAP	Little Picassos	SAC
In the past 12 months have you worked in the fields or as an agricultural worker?				
Yes	No			
If yes, how many month (Best estimate)				

Daily Stress				
<i>Think about when you spend time with your family in past 4 weeks.</i>				
Family Events	Never	Sometimes	Often	A Lot
I argued with a family member				
I made up with a family member				
I got help from a family member when I needed it				
I did NOT get help from a family member when I needed it				
I was allowed to do something I wanted to do				
I was NOT allowed to do something I wanted to do				
<i>Think about when you spend time with close friend in the past 4 weeks</i>				
Close Friends Events	Never	Sometimes	Often	A Lot
I argued with a friend				
I made up with a friend				
I got help from a friend when I needed it				
I did NOT get help from a friend when I needed it.				
A friend joined me for a special event when I asked				
A friend did NOT join me for a special event when I asked				
<i>Think about when you spend time with your peers at school or outside of school in the past 4 weeks</i>				
Peer Events	Never	Sometimes	Often	A Lot
A classmate teased or threaten me				
A classmate defended me from others				
I was invited to join in with a group event				
I was excluded from a group event				
I had an enjoyable romantic date				
<i>Think about the last month of this past school year</i>				
School Events	Never	Sometimes	Often	A Lot
I got a bad grade in school				
I got a good grade in school				
I completed an important assignment on time				
I did NOT complete an important assignment on time				
A teacher told me I did well on an assignment				
A teacher told me I did poorly on an assignment				
<i>Think about your time outside of school, whether it be at work or non school events in the past 4 weeks</i>				
Work and Non-School Events	Never	Sometimes	Often	A Lot
I discovered I can do something better than someone I else				
I discovered I can NOT do something better than someone else				
I did something I felt embarrassed by				
I did something I felt proud of				
I did something outside of school that I was praised for				
I did something outside of school that I was criticized for				
<i>The following questions are about how you feel in the past 4 weeks</i>				
Health and Body Events	Never	Sometimes	Often	A Lot
My body changed in a way I wanted				
My body changed in a way I did NOT want				
I became sick or got injured				
I got well after a sickness or recovered from an injury				
Someone insulted me because of the way I look				
Someone complemented me because of the way I look				

Youth Coping				
<i>For the following questions, choose the best description that fits the situation.</i>				
WHEN I HAVE A PROBLEM, I . . .	Never	Sometimes	Often	A Lot
Think about what I could do before I do something.				
Try to notice or think about only the good things in life.				
Talk about how I am feeling with my mother or father.				
Go bicycle riding.				
Try to stay away from the problem.				
WHEN I HAVE A PROBLEM I . . .	Never	Sometimes	Often	A Lot
Blame or say bad things about other people.				
Do something to make things better.				
Think about why it has happened.				
Write down my feelings.				
Tell myself to accept this situation the way it is.				
WHEN I HAVE A PROBLEM, I . . .	Never	Sometimes	Often	A Lot
Listen to music.				
Try to put it out of my mind.				
Figure out what I can do by talking with one of my friends.				
Think about what would happen before I decide what to do.				
Tell myself it will be over in a short time.				
WHEN I HAVE A PROBLEM, I . . .	Never	Sometimes	Often	A Lot
Talk about how I am feeling with some adult who is not in my family.				
Play sports.				
Try to stay away from things that make me feel upset.				
Do something bad or cause trouble.				
Try to make things better by changing what I do.				
WHEN I HAVE A PROBLEM, I . . .	Never	Sometimes	Often	A Lot
Ask God to help me understand it.				
Cry by myself.				
Go for a walk.				
Imagine how I=d like things to be.				
Talk to my brother or sister about how to make things better.				
WHEN I HAVE A PROBLEM, I . . .	Never	Sometimes	Often	A Lot
Think about which things are best to do to handle the problem.				
Remind myself that things could be worse.				
Talk with my brother or sister about my feelings.				
Go skateboard riding or roller skating.				
Avoid the people that make me feel bad.				
WHEN I HAVE A PROBLEM, I . . .	Never	Sometimes	Often	A Lot
Get angry and threaten the people who caused the problem.				
Talk to someone who might understand how I feel.				
Do something to solve the problem.				
Try to understand it better by thinking more about it.				
Let out feelings to my pet or stuffed animal.				
WHEN I HAVE A PROBLEM, I . . .	Never	Sometimes	Often	A Lot
Read a book or magazine.				
Wait and hope that things will get better.				
Try to solve the problem by talking with my mother or father.				
Think about what I need to know so I can solve the problem.				
Tell myself it is not worth getting upset about				
WHEN I HAVE A PROBLEM, I . . .	Never	Sometimes	Often	A Lot
Talk with one of my friends about my feelings.				
Do some exercise.				
Avoid it by going to my room.				

Do something like video games or a hobby.				
Talk to someone who could help me make the situation better.				
WHEN I HAVE A PROBLEM, I . . .	Never	Sometimes	Often	A Lot
Do something in order to get the most I can out of the situation.				
Think about what I can learn from the problem.				
Let off steam by hitting my pillow or bed.				
Watch TV.				
Wish that things were better.				
WHEN I HAVE A PROBLEM, I . . .	Never	Sometimes	Often	A Lot
Try to figure out what I can do by talking to an adult who is not in my family.				
Try to figure out why things like this happen.				

Youth Support Systems				
<i>Firstly, think of your family and close friends, especially the 2-3 who are most important to you.</i>				
How often....	Never	Sometimes	Often	A Lot
Did they really listen to you when you talked about your concerns or problems				
Did you feel that they were really trying to understand your problems				
Did they really make you feel loved?				
Did they help you in practical ways, like doing things for you or lending you money?				
Did they answer your questions or give you advice about how to solve your problems?				
Could you use them as examples of how to deal with your problems?				
<i>Now, think of other people about your age that you know, who are employed, unemployed or studying.</i>				
How often...	Never	Sometimes	Often	A Lot
Did they really listen to you when you talked about your concerns or problems?				
Did you feel that they were really trying to understand your problems?				
Did they help you in practical ways, like doing things for you or lending you money?				
Did they answer your questions or give you advice about how to solve your problems?				
Could you use them as examples of how to deal with your problems?				
<i>Lastly, think about the people in some sort of authority over you. This means Creative Kids Summer Program Staff. Depending on which ones are relevant for you, answer for the 2-3 you see most.</i>				
How often...	Never	Sometimes	Often	A Lot
Did they really listen to you when you talked about your concerns or problems?				
Did you feel that they were really trying to understand your problems?				
Did they fulfill their responsibilities towards you in helpful practical ways?				
Did they answer your questions or give you advice about how to solve your problems?				
Could you use them as examples of how to deal with your problems?				

**Estrategias de Afrontamiento, Soporte Social, y Capacidad de
Recuperación
entre los Hijos de Trabajadores Agrícolas Inmigrantes**

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Instrucciones: Por favor no ponga su nombre en la encuesta. Esta encuesta es completamente confidencial.

Siéntase en libertad de hacer preguntas sobre este estudio en cualquier momento. Si usted decide concluir su participación en la encuesta en cualquier momento, infórmenos que quiere detenerse. A su vez si algunas preguntas lo hacen sentirse incómodo, no tiene que responder dichas preguntas.

Las preguntas que le haremos son sobre sus opiniones. No hay respuestas correctas o erróneas ya que esto no es un examen.

Información Demográfica Básica				
<i>Seleccione una respuesta para cada una de las siguientes preguntas que mejor describa su categoría</i>				
Edad (Por favor escriba abajo)				
Grado Escolar (Para el Otoño del 2011)				
5 ^o grado	6 ^o grado	7 ^{mo} grado	8 ^{vo} grado	
9 ^{no} grado	10 ^{mo} grado	11 ^{vo} grado	12 ^{vo} grado	
Género				
Masculino	Femenino			
Raza/Etnicidad				
Blanco/No-Hispano	Negro/No-Hispano	Hispano/Latino	Otro:	
¿Dónde nació usted? (Por favor escriba abajo)				
Si usted no nació en los Estados Unidos, ¿Hace cuánto vive en los Estados Unidos?				
0-1 años	1-2 años	2-3 años	3-4 años	Más de 4 años
¿Cuál es el principal idioma que se habla en su casa?				
Inglés	Español	Otro:		
¿Cuántas personas viven en su casa (incluyéndose a usted mismo)?				
2 personas	3 personas	4 personas	5 personas	Otro:
¿Está usted inscrito en el Programa de Educación del Imigrante?				
Sí	No			
¿Es esta su primera ocasión participando en dicho programa de verano?				
Sí	No			
Si respondió No, ¿Durante cuántos veranos ha participado?				
1	2	3	4	5 o más
¿Participa usted en otros Programas de Niños Creativos?				
Sí	No			
Si respondió Sí, ¿En cuál de los siguientes programas?				
AIM	ABLE	MAP	Little Picassos	SAC
En los últimos 12 meses, ¿ha trabajado en el campo o como trabajador agrícola?				
Sí	No			
Si respondió Sí, ¿Por cuántos meses (Su mejor estimado)?				

Estrés Diario				
<i>Piense acerca del tiempo que pasó en familia durante las últimas 4 semanas</i>				
Eventos Familiares	Nunca	A veces	A Menudo	Mucho
Discutí con un miembro familiar				
Me reconcilié con un miembro familiar				
Recibí ayuda de un miembro familiar cuando lo necesité				
NO recibí ayuda de un miembro familiar cuando lo necesité				
Se me permitió hacer algo que yo quería hacer				
NO se me permitió hacer algo que yo quería hacer				
<i>Piense acerca del tiempo que pasó con un amigo cercano durante las últimas 4 semanas</i>				
Eventos con Amigos Cercanos	Nunca	A veces	A Menudo	Mucho
Discutí con un amigo				
Me reconcilié con un amigo				
Recibí ayuda de un amigo cuando lo necesité				
NO recibí ayuda de un amigo cuando lo necesité				
Un amigo me acompañó a un evento especial cuando se lo pedí				
Un amigo NO me acompañó a un evento especial cuando se lo pedí				
<i>Piense acerca del tiempo que pasó con sus compañeros de la escuela o fuera de la escuela en las últimas 4 semanas</i>				
Eventos con Compañeros	Nunca	A veces	A Menudo	Mucho
Un compañero de clase me molestó o me amenazó				
Un compañero de clase me defendió de otros				
Se me invitó a unirse a un evento en grupo				
Se me excluyó de un evento en grupo				
Tuve un cita romántica agradable				
<i>Piense sobre el último mes de este año escolar pasado</i>				
Eventos Escolares	Nunca	A veces	A Menudo	Mucho
Obtuve una mala calificación en la escuela				
Obtuve una buena calificación en la escuela				
Terminé una asignación importante a tiempo				
NO terminé una asignación importante a tiempo				
Un(a) profesor(a) me dijo que me fue bien en una tarea				
Un(a) profesor(a) me dijo que me fue mal en una tarea				
<i>Piense acerca del tiempo que pasa fuera de la escuela, sea en el trabajo o en eventos no relacionados a la escuela durante las últimas 4 semanas</i>				
Eventos en el Trabajo y No Relacionados a la Escuela	Nunca	A veces	A Menudo	Mucho
Descubrí que puedo hacer algo mejor que otra persona				
Descubrí que NO puedo hacer algo mejor que otra persona				
Hice algo por lo cual me sentí avergonzado				
Hice algo por lo cual me sentí orgulloso				
Hice algo fuera de la escuela por lo cual fui elogiado				
Hice algo fuera de la escuela por lo cual fui criticado				
<i>Las siguientes preguntas son sobre cómo se ha sentido durante las últimas 4 semanas</i>				
Eventos Relacionados a su Cuerpo y Salud	Nunca	A veces	A Menudo	Mucho
Mi cuerpo cambió en una forma que yo quería				
Mi cuerpo cambió en una forma que yo NO quería				
Me enfermé o me lesioné				
Me recuperé de una enfermedad o de una lesión				
Alguien me insultó por la manera en que me veo				
Alguien me felicitó por la manera en que me veo				

Afrontamiento Juvenil				
<i>Para las siguientes preguntas, escoja la descripción que mejor se ajuste a la situación</i>				
CUANDO TENGO UN PROBLEMA, YO . . .	Nunca	A veces	A Menudo	Mucho
Pienso sobre qué puedo hacer antes de hacer algo				
Trato de notar o pensar solamente acerca de las cosas buenas en la vida				
Hablo sobre cómo me siento con mi padre o madre				
Me voy a andar en bicicleta				
Trato de mantenerme alejado del problema				
CUANDO TENGO UN PROBLEMA, YO . . .	Nunca	A veces	A Menudo	Mucho
Culpo o digo cosas malas de otras personas				
Hago algo para mejorar la situación				
Pienso porque ha sucedido				
Escribo mis emociones				
Me digo a mi mismo que tengo que aceptar la situación tal y como es				
CUANDO TENGO UN PROBLEMA, YO . . .	Nunca	A veces	A Menudo	Mucho
Escucho música				
Trato de sacarlo de mi mente				
Trato de averiguar qué puedo hacer hablando con uno de mis amigos				
Pienso que va a suceder antes de decidir qué hacer				
Me digo a mi mismo que se acabará en poco tiempo				
CUANDO TENGO UN PROBLEMA, YO . . .	Nunca	A veces	A Menudo	Mucho
Hablo sobre como me estoy sintiendo con algún adulto el cual no es miembro de mi familia				
Hago deporte				
Trato de alejarme de las cosas que me estan haciendo sentir molesto				
Hago algo malo o causo problemas				
Trato de mejorar las cosas mejor cambiando lo que hago				
CUANDO TENGO UN PROBLEMA, YO . . .	Nunca	A veces	A Menudo	Mucho
Le pido a Dios que me ayude a entenderlo				
Lloro solo(a)				
Me voy a caminar				
Me imagino como me gustaría que las cosas fueran				
Hablo con mi hermano o hermana sobre cómo mejorar las cosas				
CUANDO TENGO UN PROBLEMA, YO . . .	Nunca	A veces	A Menudo	Mucho
Pienso sobre cuáles son las mejores cosas que puedo hacer para manejar el problema				
Me recuerdo a mí mismo que las cosas podrían ser peor				
Hablo con mi hermano o hermano sobre mis sentimientos				
Salgo a andar en patineta o patines				
Evito las personas que me hacen sentir mal				
CUANDO TENGO UN PROBLEMA, YO . . .	Nunca	A veces	A Menudo	Mucho
Me enojo y amenazo a las personas que causaron el problema				
Hablo con alguien quien pueda entender como me siento				
Hago algo para solucionar el problema				
Trato de entenderlo mejor al pensar más acerca de él				
Le comunico mis sentimientos a mi mascota o animal de peluche				
CUANDO TENGO UN PROBLEMA, YO . . .	Nunca	A veces	A Menudo	Mucho
Leo un libro o revista				

Espero y deseo que las cosas se mejoren				
Trato de solucionarlo al hablarlo con mi padre o madre				
Pienso sobre lo que necesito saber para solucionar el problema				
Me digo a mi mismo que no vale la pena molestarse				
CUANDO TENGO UN PROBLEMA, YO . . .	Nunca	A veces	A Menudo	Mucho
Hablo con algun amigo sobre mis sentimientos				
Hago ejercicio				
Lo evito retirandome a mi habitación				
Hago algo como jugar video juegos o practicar un pasatiempo				
Hablo con alguien quien me pueda ayudar a mejorar la situación				
CUANDO TENGO UN PROBLEMA, YO . . .	Nunca	A veces	A Menudo	Mucho
Hago algo para obtener lo mejor que pueda de la situación				
Pienso sobre que puedo aprender del problema				
Me desahogo golpeando la almohada o la cama				
Veó televisión				
Deseo que las cosas estuviesen mejor				
CUANDO TENGO UN PROBLEMA, YO . . .	Nunca	A veces	A Menudo	Mucho
Trato de averiguar qué puedo hacer al hablar con un adulto el cual no es parte de mi familia				
Trato de entender porque cosas como estas pasan				

Sistemas de Soporte Juvenil

Primero, piense acerca de su familia y amigos cercanos, especialmente 2 o 3 que sean de mayor importancia para usted

Qué tan a menudo...	Nunca	A veces	A Menudo	Mucho
¿Realmente le escuchan cuando usted habló de sus preocupaciones o problemas?				
¿Sintió que ellos estaban realmente tratando de entender sus problemas?				
¿Realmente le hacen sentir amado?				
¿Le ayudaron en maneras prácticas, como hacer cosas por usted o prestándole dinero?				
¿Le respondieron a sus preguntas o le dieron consejos sobre cómo solucionar sus problemas?				
¿Podría usted utilizarlos como ejemplos de cómo lidiar con sus problemas?				

Ahora, piense acerca de otras personas de su edad que usted conozca, que trabajan, no trabajan, o estudian

Qué tan a menudo...	Nunca	A veces	A Menudo	Mucho
¿Realmente le escuchan cuando usted habló de sus preocupaciones o problemas?				
¿Sintió que ellos estaban realmente tratando de entender sus problemas?				
¿Le ayudaron en maneras prácticas, como haciendo cosas para usted o prestándole dinero?				
¿Le respondieron a sus preguntas o le dieron consejos sobre como solucionar sus problemas?				
¿Podría usted utilizarlos como ejemplos de cómo lidiar con sus problemas?				

Finalmente, al responder las siguientes preguntas, piense sobre 2-3 personas que sean figuras de autoridad en su vida, como personal, profesores o mentores del Programa de Verano Niños Creativos

Qué tan a menudo...	Nunca	A veces	A Menudo	Mucho
¿Realmente le escuchan cuando usted habló de sus preocupaciones o problemas?				

¿Sintió que ellos estaban realmente tratando de entender sus problemas?				
¿Cumplieron sus responsabilidades hacia usted en maneras prácticas y útiles?				
¿Le respondieron a sus preguntas o le dieron consejos sobre cómo solucionar sus problemas?				
¿Podría usted utilizarlos como ejemplos de cómo lidiar con sus problemas?				

APPENDIX D

MAP OF CREATIVE KIDS INC. EL PASO (A), TEXAS

AND FABENS, TEXAS (B).



SOURCE: <http://maps.google.com/maps?hl=en&tab=wl>

APPENDIX E

INTERVIEW GUIDE

Basic Information

- Name
- Age
- School Grade in the Fall
- Race/Ethnicity
- Where are you from?

Questions regarding Migration

- Where do you consider home? (in Mexico or U.S.)
- How often do you move?
- Where do you move to?
- What is it like when you move to a new place?
 - What do you like?
 - What do you dislike?
- What is it like to come home?
 - What do you like?
 - What do you dislike?
- How does moving affect your relationship with friends or family?

Questions regarding Stress, Coping, and Out-of-School Time

- What is a significant challenge that you have faced?
- How do you deal or cope with this challenge?
- What are common stressors do you deal with in your daily life?
- How do you deal or cope in general?
- When you have problems do you seek support from others?
 - If yes, than from who?
 - How do they help?
- What do you do in your free time?
- What activities do you enjoy participating in?
- Why did you decided to participate in this summer program?
- Are there certain adults in programs you participate in that you talk to about your problems?
 - If so, how often do you seek their advice?
 - How do they help?

APPENDIX F

TABLES FROM SURVEY FINDINGS

Table 1

Family Life Events, Brief Adolescent Life Event Scale

Survey Question	Never	Sometimes	Often	A Lot	Mean	St. Dev
I did NOT get help from a family member when I needed it.	54.5	30.3	3	6.1	.58	.848
I was NOT allowed to do something I wanted to do.	27.3	51.5	12.1	6.1	.97	.822
I made up with a family member.	27.3	39.4	24.2	3	1.03	.836
I was allowed to do something I wanted to do.	15.2	63.6	15.2	6.1	1.12	.74
I argued with a family member.	24.2	42.4	15.2	18.2	1.27	1.039
I got help from a family member when I needed it.	3	33.3	21.2	39.4	2	.95

Table 2

Friend Life Events, Brief Adolescent Life Event Scale

Survey Question	Never	Sometimes	Often	A Lot	Mean	St. Dev
A friend did NOT join me for a special event when I asked.	48.5	42.4	9.1	0	.61	.659
I argued with a friend.	30.3	60.6	9.1	0	.79	.6
I did NOT get help from a friend when I needed it.	39.4	24.2	12.1	9.1	.89	1.031
I made up with a friend.	18.2	45.5	24.2	12.1	1.3	.918
A friend joined me for a special event when I asked.	24.2	24.2	15.2	30.3	1.55	1.207
I got help from a friend when I needed it.	6.1	39.4	15.2	30.3	1.77	1.006

Table 3

Peer Life Events, Brief Adolescent Life Event Scale

Survey Question	Never	Sometimes	Often	A Lot	Mean	St. Dev
I was excluded from a group event.	63.6	27.3	6.1	0	.41	.615
A classmate teased or threaten me.	48.5	33.3	9.1	6.1	.72	.888
I had an enjoyable romantic date.	54.5	9.1	12.1	18.2	.94	1.237
I was invited to join in with a group event.	12.1	48.5	18.2	12.1	1.33	.884
A classmate defended me from others.	18.2	42.4	15.2	24.2	1.45	1.063

Table 4

School Life Events, Brief Adolescent Life Event Scale

Survey Question	Never	Sometimes	Often	A Lot	Mean	St. Dev
I got a bad grade in school.	24.2	66.7	9.1	0	.85	.566
A teacher told me I did poorly on an assignment.	27.3	60.6	9.1	3	.88	.696
I did NOT complete an important assignment on time.	21.2	45.5	24.2	3	1.1	.790
I completed an important assignment on time.	6.1	45.5	21.2	27.3	1.7	.951
I got a good grade in school.	0	33.3	36.4	27.3	1.94	.801
A teacher told me I did well on an assignment.	6.1	21.2	21.2	36.4	2.04	.999

Table 5

Out-of-School Time Life Events, Brief Adolescent Life Event Scale

Survey Question	Never	Sometimes	Often	A Lot	Mean	St. Dev
I did something outside of school that I was criticized for.	51.5	27.3	12.1	3	.65	.839
I discovered I can NOT do something better than someone else.	33.3	42.4	12.1	12.1	1.03	.984
I did something I felt embarrassed by	21.2	48.5	24.2	3	1.09	.777
I did something outside of school that I was praised for.	24.2	21.2	30.3	9.1	1.29	1.013
I discovered I can do something better than someone else.	15.2	39.4	36.4	9.1	1.39	.864
I did something I felt proud of.	6.1	33.3	30.3	30.3	1.85	.939

Table 6

Health and Body Life Events, Brief Adolescent Life Event Scale

Survey Question	Never	Sometimes	Often	A Lot	Mean	St. Dev
My body changed in a way I did NOT want	54.5	24.2	6.1	12.1	.75	1.047
I became sick or got injured.	33.3	30.3	24.2	9.1	1.09	.995
My body changed in a way I wanted.	27.3	36.4	15.2	15.2	1.19	1.046
Someone insulted me because of the way I look.	27.3	39.4	12.1	21.2	1.27	1.098
Someone complemented me because of the way I look.	18.2	54.5	9.1	18.2	1.27	.977
I got well after a sickness or recovered from an injury.	21.2	30.3	15.2	27.3	1.52	1.151

Table 7

Cognitive Decision Making (CDM), Children's Coping Strategy Checklist

Survey Question	Never	Sometimes	Often	A Lot	Mean	St. Dev
Think about which things are best to do to handle the problem.	27.3	51.5	18.2	3	.97	.770
Think about what I could do before I do something.	27.3	51.5	6.1	12.1	1.03	.933
Think about what I need to know so I can solve the problem.	21.2	54.5	21.2	3	1.06	.747
Think about what would happen before I decide what to do.	18.2	42.4	21.2	12.1	1.29	.938

Table 8

Direct Problem Solving (DPS), Children's Coping Strategy Checklist

Survey Question	Never	Sometimes	Often	A Lot	Mean	St. Dev
Do something in order to get the most I can out of the situation.	24.2	57.6	18.2	0	.94	.659
Try to make things better by changing what I do.	18.2	54.5	12.1	15.2	1.24	.936
Do something to solve the problem.	18.2	42.4	15.2	18.2	1.35	1.018
Do something to make things better.	12.1	39.4	36.4	12.1	1.48	.87

Table 9

Seeking Understanding (SU), Children's Coping Strategy Checklist

Survey Question	Never	Sometimes	Often	A Lot	Mean	St. Dev
Think about what I can learn from the problem.	18.2	57.6	24.2	0	1.06	.659
Try to understand it better by thinking more about it.	36.4	18.2	30.3	12.1	1.19	1.091
Try to figure out why things like this happen.	18.2	54.5	6.1	15.2	1.19	.946
Think about why it has happened.	15.2	36.4	21.2	27.3	1.61	1.059
Ask God to help me understand it.	21.1	42.4	18.2	27.3	1.61	1.029

Table 10

Positive Cognitive Restructuring (POS), Children's Coping Strategy Checklist

Survey Question	Never	Sometimes	Often	A Lot	Mean	St. Dev
Tell myself it is not worth getting upset about.	27.31	54.5	12.1	3	.91	.734
Tell myself it will be over in a short time.	30.3	39.4	24.2	6.1	1.06	.899
Remind myself that things could be worse.	21.2	48.5	15.2	15.2	1.24	.969
Try to notice or think about only the good things in life.	15.2	48.5	18.2	18.2	1.39	.966
Tell myself to accept this situation the way it is.	15.2	36.4	21.2	24.2	1.56	1.045

Table 11

Expressing Feelings (EF), Children's Coping Strategy Checklist

Survey Question	Never	Sometimes	Often	A Lot	Mean	St. Dev
Let out feelings to my pet or stuffed animal.	39.4	36.4	21.2	0	.81	.780
Write down my feelings.	48.5	21.2	12.1	15.2	.94	1.134
Let off steam by hitting my pillow or bed.	33.3	30.3	15.2	21.2	1.24	1.146
Cry by myself.	24.2	33.3	21.2	18.2	1.34	1.066

Table 12

Physical Release of Emotions (PRE), Children's Coping Strategy Checklist

Survey Question	Never	Sometimes	Often	A Lot	Mean	St. Dev
Go skateboard riding or roller skating.	66.7	18.2	3	6.1	.45	.850
Go bicycle riding.	21.2	57.6	6.1	12.1	1.09	.893
Do some exercise.	15.2	51.5	15.2	18.2	1.36	.962
Play sports.	18.2	33.3	15.2	30.3	1.59	1.132

Table 13

Distracting Actions (DA), Children's Coping Strategy Checklist

Survey Question	Never	Sometimes	Often	A Lot	Mean	St. Dev
Read a book or magazine.	39.4	45.5	6.1	6.1	.78	.832
Go for a walk.	30.3	33.3	24.2	12.1	1.18	1.014
Do something like video games or a hobby.	12.1	33.3	33.3	21.2	1.64	.962
Watch TV.	15.2	30.3	27.3	27.3	1.67	1.051
Listen to music.	9.1	33.3	18.2	39.4	1.88	1.053

Table 14

Avoidant Actions (AvA), Children's Coping Strategy Checklist

Survey Question	Never	Sometimes	Often	A Lot	Mean	St. Dev
Try to stay away from the problem.	24.2	30.3	21.2	24.2	1.45	1.121
Try to stay away from things that make me feel upset.	6.1	27.3	36.4	24.2	1.48	.898
Avoid the people that make me feel bad.	18.2	30.3	27.3	18.2	1.48	1.029
Avoid it by going to my room.	18.2	39.4	18.2	24.2	1.48	1.064

Table 15

Cognitive Avoidance (CA), Children's Coping Strategy Checklist

Survey Question	Never	Sometimes	Often	A Lot	Mean	St. Dev
Wait and hope that things will get better.	9.1	54.5	27.3	9.1	1.36	.783
Try to put it out of my mind.	21.2	33.3	24.2	18.2	1.41	1.043
Imagine how I'd like things to be.	9.1	42.4	15.2	30.3	1.69	1.030
Wish that things were better.	12.1	24.2	18.2	45.5	1.97	1.104

Table 16

Problem Focused Support (PFS), Children's Coping Strategy Checklist

Survey Question	Never	Sometimes	Often	A Lot	Mean	St. Dev
Try to figure out what I can do by talking to an adult who is not in my family.	60.6	21.2	12.1	6.1	.64	.929
Talk to my brother or sister about how to make things better.	51.5	24.2	15.2	9.1	.84	1.014
Try to solve the problem by talking with my mother or father.	45.5	30.3	12.1	9.1	.84	.987
Talk to someone who could help me make the situation better.	27.3	30.3	33.3	9.1	1.24	.969
Figure out what I can do by talking with one of my friends.	15.2	42.4	18.2	24.2	1.52	1.034

Table 17

Emotional Focused Support (EFS), Children's Coping Strategy Checklist

Survey Question	Never	Sometimes	Often	A Lot	Mean	St. Dev
Talk about how I am feeling with some adult who is not in my family.	66.7	21.2	3	9.1	.55	.938
Talk about how I am feeling with my mother or father.	42.4	33.3	3	15.2	.9	1.076
Talk with one of my friends about my feelings.	39.4	36.4	6.1	12.1	.9	1.012
Talk with my brother or sister about my feelings.	42.4	33.3	6.1	15.2	.94	1.076
Talk to someone who might understand how I feel.	24.2	33.3	18.2	18.2	1.32	1.077

Table 18

Other CSCC Items, Children's Coping Strategy Checklist

Survey Question	Never	Sometimes	Often	A Lot	Mean	St. Dev
Get angry and threaten the people who caused the problem.	48.5	33.3	15.2	0	.66	.745
Blame or say bad things about other people.	27.3	60.6	6.1	6.1	.91	.765
Do something bad or cause trouble.	27.3	36.4	24.2	6.1	1.1	.908

Table 19

Family Social Support, Multi-Dimensional Support Scale

Survey Question	Never	Sometimes	Often	A Lot	Mean	St. Dev
Did they help you in practical ways, like doing things for you or lending you money?	30.3	48.5	15.2	6.1	.97	.847
Did they really listen to you when you talked about your concerns or problems?	30.3	36.4	21.2	12.1	1.15	1.004
Did you feel that they were really trying to understand your problems?	18.2	48.5	24.2	9.1	1.24	.867
Could you use them as examples of how to deal with your problems?	18.2	45.5	30.3	6.1	1.24	.830
Did they answer your questions or give you advice about how to solve your problems?	24.2	39.4	18.2	15.2	1.25	1.016
Did they really make you feel loved?	24.2	24.2	21.2	24.2	1.48	1.151

Table 20

Peer Social Support, Multi-Dimensional Support Scale

Survey Question	Never	Sometimes	Often	A Lot	Mean	St. Dev
Could you use them as examples of how to deal with your problems?	24.2	48.5	18.2	9.1	1.12	.893
Did they help you in practical ways, like doing things for you or lending you money?	24.2	39.4	30.3	3	1.13	.833
Did they really listen to you when you talked about your concerns or problems?	27.3	42.4	18.2	12.1	1.15	.972
Did they answer your questions or give you advice about how to solve your problems?	24.2	36.4	21.2	15.2	1.28	1.023
Did you feel that they were really trying to understand your problems?	12.1	54.5	18.2	12.1	1.31	.859

Table 21

People of Authority and Creative Kids, Multi-Dimensional Support Scale

Survey Question	Never	Sometimes	Often	A Lot	Mean	St. Dev
Did you feel that they were really trying to understand your problems?	27.3	42.4	27.3	3	1.06	.827
Did they really listen to you when you talked about your concerns or problems?	21.2	39.4	30.3	9.1	1.27	.911
Did they answer your questions or give you advice about how to solve your problems?	12.1	51.5	18.2	15.2	1.38	.907
Did they fulfill their responsibilities towards you in helpful practical ways?	18.2	36.4	33.3	12.1	1.39	.933
Could you use them as examples of how to deal with your problems?	24.2	27.3	24.2	24.2	1.48	1.121

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