Supplemental Materials

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| Table S1 Items for Main Study Variables |
| **Neighborhood Social and Cultural Cohesion**  **5th grade; 6 items; mother and father report** |
| People around here are willing to help their neighbors. |
| People in this neighborhood appreciate Mexican culture and people. |
| This is a close knit neighborhood. |
| People in this neighborhood talk about or share Mexican customs like Mexican food or Mexican holidays. |
| People in this neighborhood can be trusted. |
| People in this neighborhood get involved in activities to support the Mexican/Mexican American community. |
| **Parents’ Cultural Socialization**  **5th & 7th grade; 10 items; mother and father report** |
| How often do you tell child about successful Mexican American people who live in your community? |
| Tell child about the discrimination s/he may face because of his/her Mexican background? |
| How often do you tell child to be proud of his/her Mexican background? |
| Tell child Mexican stories such as la Virgin de Guadalupe or La Llorona? |
| How often do you talk to child about how important it is to respect one’s elders? |
| Encourage child to speak Spanish? |
| Tell child about important and famous Mexican or Mexican American people in history like Cesar Chavez, Frida Kahlo, Pancho Villa, or Benito Juárez. |
| Take child to Mexican celebrations like Quincieneras, Mexican weddings, or baptisms? |
| Tell child that his/her behavior reflects on the family? |
| Tell child that he/she always has an obligation to help members of the family. |
| **Ethnic-Racial Identity Exploration**  **7th & 10th grade; 7 items; adolescent report** |
| You have experienced things that reflect your ethnic-racial background, such as eating food, listening to music, and watching movies. |
| You have not participated in any activities that would teach you about your ethnic-racial background. |
| You have attended events that have helped you learn more about your ethnic-racial background. |
| You have read books/magazines/newspapers or other materials that have taught you about your ethnic-racial background. |
| You have participated in activities that have exposed you to your ethnic-racial background. |
| You have learned about your ethnic-racial background by doing things such as reading (books, magazines, newspapers), searching the internet, or keeping up with current events. |
| You have participated in activities that have taught you about your ethnic-racial background. |
| **Ethnic-Racial Identity Resolution**  **7th & 10th grade; 4 items; adolescent report** |
| You are clear about what your ethnic-racial background means to you. |
| You understand how you feel about your ethnic-racial background. |
| You know what your ethnic-racial background means to you. |
| You have a clear sense of what your ethnic-racial background means to you. |
| **Ethnic-Racial Identity Affirmation**  **7th & 10th grade; 4 items; adolescent report** |
| You have a lot of pride in your Mexican roots. |
| You feel good about you cultural or ethnic background. |
| You like people to know that you family is Mexican or Mexican American. |
| You feel proud to see Latino actors, musicians and artists being successful. |

Table S2 Preliminary Multi-group Structural Equation Models

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| Model | χ2Difference Test | Statistical Conclusion | Conceptual Conclusion |
|  | H0: The model constraints do not lead to misfit  H1: The model constraints lead to misfit |  |  |
| **Mother-Adolescent Dyad** |  |  |  |
| Adolescent Gender | Δ χ2(7) = 6.595, *p* = .433 | Constraints do not lead to misfit | No adolescent gender differences in the model |
| Adolescent Nativity | Δ χ2(7) = 5.872, *p* = .555 | Constraints do not lead to misfit | No adolescent nativity differences in the model |
| Mother Nativity | Δ χ2(7) = 17.777, *p* = .013 | Constraints lead to misfit | Mother nativity differences somewhere in the model |
| a path free, remaining constrained | Δ χ2(6) = 16.551, *p* = .011 | Constraints lead to misfit | Allowing a path to be estimated freely did not address misfit |
| b path for exploration free, remaining paths constrained | Δ χ2(6) = 15.155, *p* = .019 | Constraints lead to misfit | Allowing b path for exploration to be estimated freely did not address misfit |
| b path for resolution free, remaining paths constrained | Δ χ2(6) = 6.533, *p* = .366 | Constraints do not lead to misfit | Allowing b path for resolution to be estimated freely did addressed misfit |
| b path for affirmation free, remaining paths constrained | Δ χ2(6) = 17.438, *p* = .007 | Constraints lead to misfit | Allowing b path for affirmation to be estimated freely did not address misfit |
| c path for exploration free, remaining paths constrained | Δ χ2(6) = 17.795, *p* = .007 | Constraints lead to misfit | Allowing c path for exploration to be estimated freely did not address misfit |
| c path for resolution free, remaining paths constrained | Δ χ2(6) = 17.563 *p* = .007 | Constraints lead to misfit | Allowing c path for resolution to be estimated freely did not address misfit |
| c path for affirmation free, remaining paths constrained | Δ χ2(6) = 16.415, *p* = .012 | Constraints lead to misfit | Allowing c path for affirmation to be estimated freely did not address misfit |
| Household Structure (one-parent vs. two-parent families) | Δ χ2(7) = 6.084, *p* = .530 | Constraints do not lead to misfit | No household structure differences in the model |
| **Father-Adolescent Dyad** |  |  |  |
| Adolescent Gender | Δ χ2(7) = 12.343, *p* = .090 | Constraints do not lead to misfit | No adolescent gender differences in the model |
| Adolescent Nativity | Δ χ2(7) = 5.772, *p* = .567 | Constraints do not lead to misfit | No adolescent nativity differences in the model |
| Father Nativity | Δ χ2(7) = 8.618, *p* = .281 | Constraints do not lead to misfit | No father adolescent nativity differences in the model |