

APPENDIX

Contextualizing the Experiences of Latinx Family-Undocumented Youth

Although all family-undocumented immigrants deserve attention, we concentrate on family-undocumented experiences of Latinx immigrant high school students for several reasons. First, over half of the undocumented immigrant population in the United States is from Latin America with most having emigrated from Mexico (5.6 million; Passel & Cohn, 2017). Second, high school students experience many changes in their lives as they transition from adolescence to young adulthood. For example, students might be concerned about their future employment and higher educational opportunities that may lead family-undocumented youth to seek support outside their family (Gonzales, 2011). Thus, understanding Latinx immigrant high school students' disclosure patterns in relation to receiving support and experiencing depressive symptoms has implications for their transition to adulthood and social mobility.

This study's longitudinal survey data were collected prior to the November 8th, 2016 U.S. presidential election. Since November 8th, 2016, President Donald Trump's ongoing promise to build a wall along the United States-Mexico border, the rescission of the Deferred Action for Childhood Arrivals (DACA) program on September 5th, 2017, and the separation of undocumented immigrant children from their families beginning in May, 2018 all have likely led to increases in fear of deportation. Nevertheless, disclosure, received emotional support, and depressive symptoms were likely still salient to the current participants during the 2015-2016 academic year because undocumented immigrants were being deported during Barack Obama's eight-year presidency, as well as prior presidencies (Chishti, Pierce, & Bolter, 2017).

With respect to the community in which the participating family-undocumented youth resided, there was an Immigration and Customs Enforcement (ICE) facility located in the community. The state law, however, entitles all school-age children to attend public school

regardless of citizenship status. Consequently, teachers were not encouraged or obligated to report students or their families for being undocumented. Teachers also were not responsible for enforcing immigration policies within the public school setting, which allowed for the possibility that some immigrant youth might disclose their family-undocumented experience to a teacher(s).

References

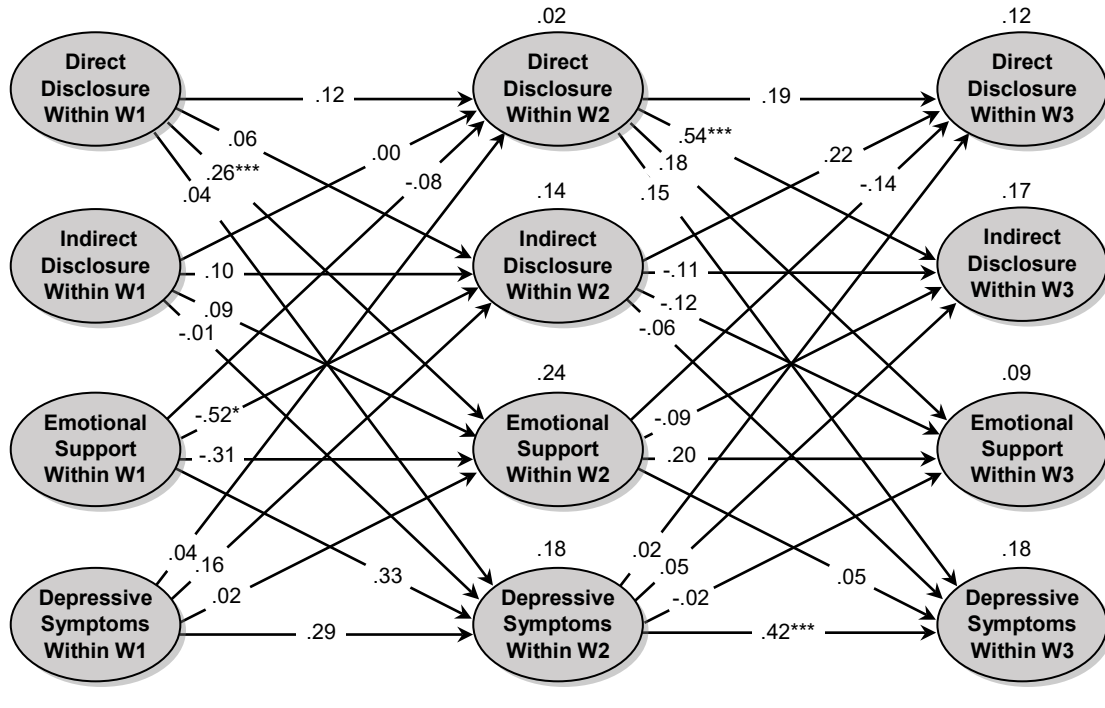
- Chishti, M., Pierce, S., & Bolter, J. (January 26, 2017). The Obama Record on Deportations: Deported in Chief or Not? *Migration Policy Institute*. Retrieved from <https://www.migrationpolicy.org/article/obama-record-deportations-deporter-chief-or-not>
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Table 1A*Descriptive Statistics and Reliabilities*

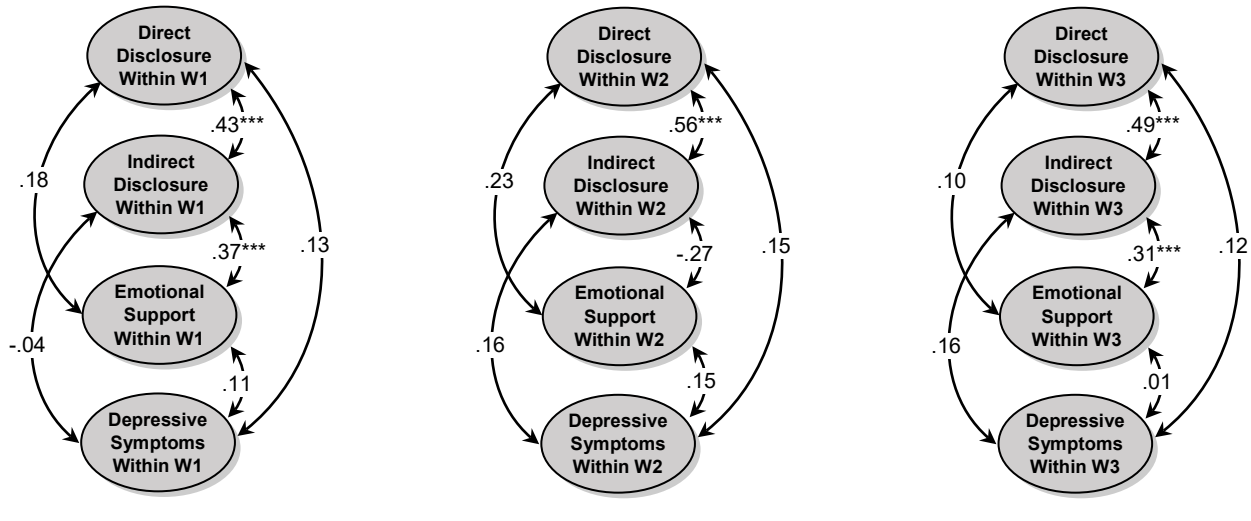
	<i>M</i>	<i>SD</i>	α
Direct Disclosure to Teacher(s) W1	2.20	1.00	.78
Direct Disclosure to Teacher(s) W2	1.99	.90	.72
Direct Disclosure to Teacher(s) W3	2.11	1.00	.81
Direct Disclosure to Friend(s) W1	2.71	1.21	.79
Direct Disclosure to Friend(s)W2	2.39	1.13	.80
Direct Disclosure to Friend(s)W3	2.45	1.15	.77
Indirect Disclosure to Teacher(s) W1	2.56	1.08	.76
Indirect Disclosure to Teacher(s) W2	2.25	1.05	.76
Indirect Disclosure to Teacher(s) W3	2.40	1.08	.81
Indirect Disclosure to Friend(s)W1	2.93	1.13	.71
Indirect Disclosure to Friend(s)W2	2.62	1.13	.75
Indirect Disclosure to Friend(s)W3	2.69	1.17	.83
Emotional Support from Teacher(s) W1	2.41	1.03	.77
Emotional Support from Teacher(s) W2	2.22	1.01	.81
Emotional Support from Teacher(s) W3	2.32	1.03	.80
Emotional Support from Friend(s)W1	3.19	1.05	.80
Emotional Support from Friend(s)W2	3.04	1.06	.82
Emotional Support from Friend(s)W3	3.03	1.08	.80
Depressive Symptoms W1	2.45	1.16	.90
Depressive Symptoms W2	2.31	1.14	.91
Depressive Symptoms W3	2.36	1.18	.92

Note. Coefficients in α column for the disclosure variables are zero-order correlations as a result of those measures being composed of two items.

Within-Person Unstandardized Parameters (Cross-Time Unconstrained)



Within-Person Intra-Wave Correlations



Random Intercept Correlations

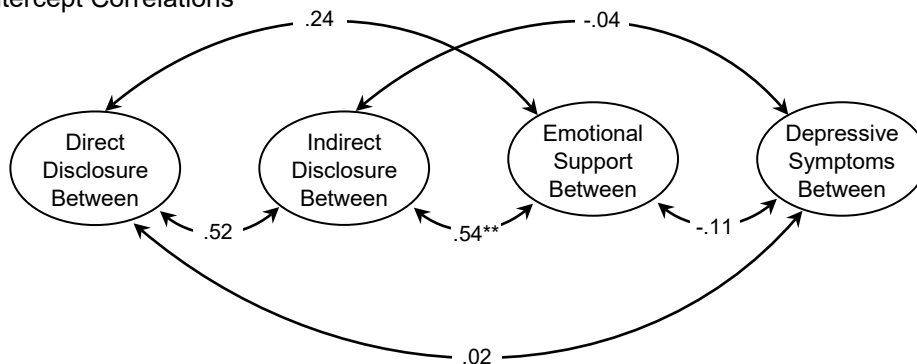
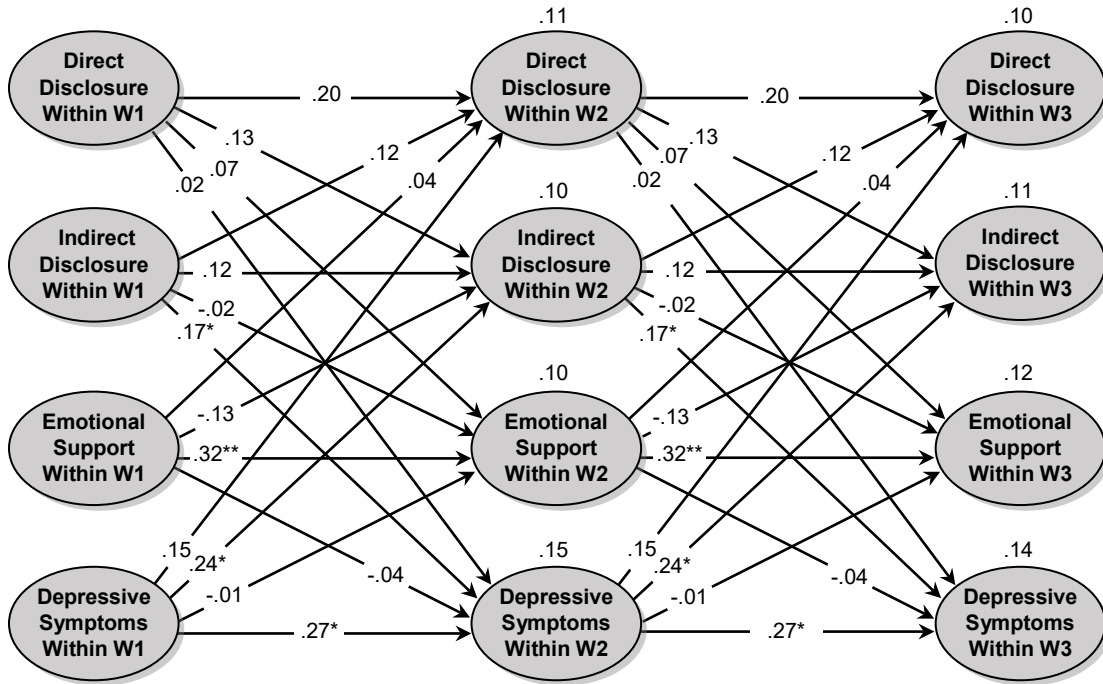


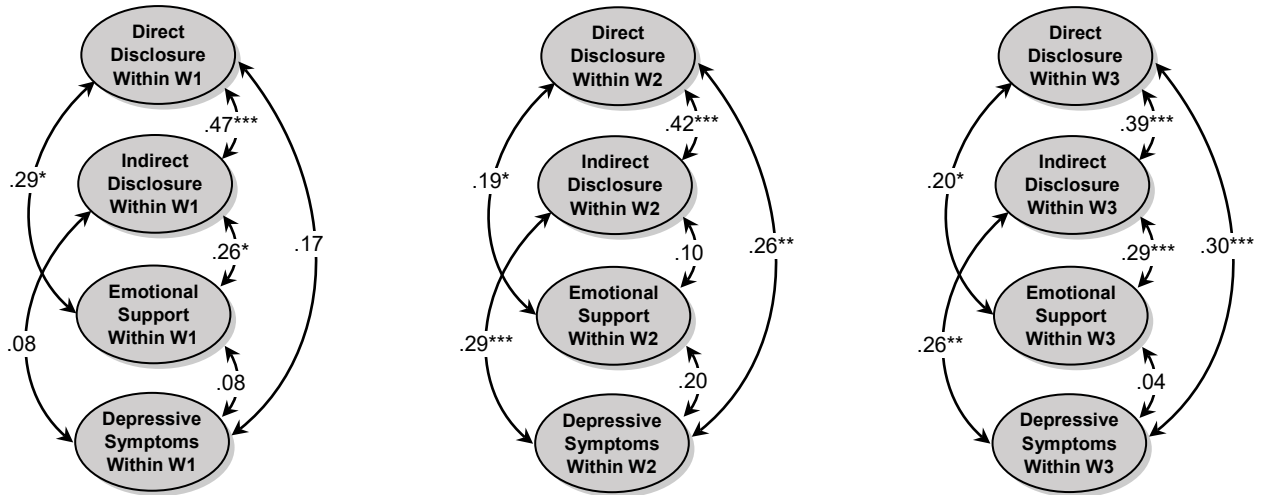
Figure 1A Within and Between Person Parameters and Correlations for the Teacher(s) Model

Note. * $p < .05$. ** $p < .01$. *** $p < .001$. Final model: $\chi^2(53) = 72.889, p < .05$, CFI = .988, TLI = .960, RMSEA = .030. R^2 values are listed above the W2 and W3 variables under Within-Person Unstandardized Parameters.

Within-Person Unstandardized Parameters (Cross-Time Constrained)



Within-Person Intra-Wave Correlations



Random Intercept Correlations

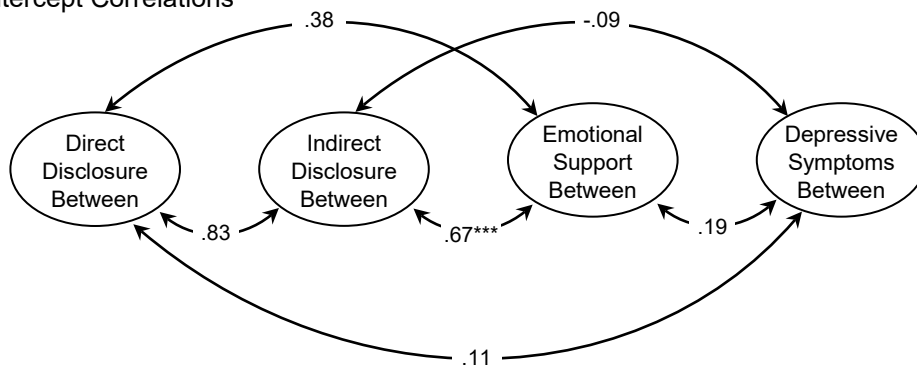


Figure 2A Within and Between Person Parameters and Correlations for the Friend(s) Model

Note. * $p < .05$. ** $p < .01$. *** $p < .001$. Final model: $\chi^2(68) = 59.860, p = .749, CFI = 1.00, TLI = 1.01, RMSEA = .00$. R^2 values are listed above W2 and W3 variables under Within-Person Unstandardized Parameters.