



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Southwest Institute for Research on Women



Intergenerational Healthy Masculinity Initiative
Community Readiness Assessment

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PIMA COUNTY
INTERGENERATIONAL
HEALTHY MASCULINITY
INITIATIVE

COMMUNITY READINESS
ASSESSMENT



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INTRODUCTION

The socialization of boys and young men through rigid, stereotypical gender roles has long been seen as detrimental to the girls and women in their lives. Over the past two decades, male socialization has increasingly been understood as also detrimental to boys and men themselves. In particular, the disavowal of emotional vulnerability and stigmatization of mental health contribute to increased risks of violence, self-harm, and unmet potential. Locally, adolescent boys' struggles with mental health and emotional well-being are slowly becoming less stigmatized through the persistent advocacy work of educators, community activists, service providers, and other stakeholders throughout Southern Arizona. However, despite these encouraging advances, the vast majority of advocacy efforts remain siloed and limited in scope.

Boys to Men Tucson was awarded a Planning Grant from the Lovell Foundation to assess community readiness for an Intergenerational Healthy Masculinity Initiative in Pima County. The goal of this effort is to develop a strategic, coordinated initiative that can fill persistent gaps in services, accessibility, scope, and scale within local efforts to promote health masculinity among boys and men. The University of Arizona's Southwest Institute for Research on Women conducted a community readiness assessment to determine the feasibility and capacity for such an initiative.

METHODS

The dimensions of community readiness (see Figure 1) that were assessed included: climate, knowledge of issues, awareness of efforts, leadership, and resources.¹ In order, interviews, focus groups, and a survey were used to collect data from increasingly more community members about readiness for the potential initiative.



Figure 1. Dimensions of Community Readiness



Figure 2. Levels of Data Collection

Interviews and Focus Groups

Prior to the survey, 9 interviews (see Appendix A: Interview Script) were conducted with community leaders. In addition, 3 focus groups (see Appendix B: Focus Group Script) were conducted with local families familiar with Boys to Men Tucson (BTMT). Interviewees were asked questions about their current work with men and adolescent boys, their organizational goals, as well as the landscape of challenges and opportunities that inform their work and their ideas for improving the ecosystem of existing support for the emotional well-being of adolescent boys in Pima County. Focus group participants were asked about their experience parenting adolescent boys as well as the opportunities and challenges they observe with respect to supporting boys in the transition to manhood.

The interviews were thematically coded (see Appendix C: Qualitative Codes) then analyzed. The following key themes emerged:

1. Youth need to be engaged as leaders, but just as clients.
2. Youth need consistent, reliable mentors with whom they can identify (similar backgrounds or life experiences).
3. Certain youth groups have specific needs not met by existing efforts (i.e.: refugees, LGBTQ identified, Black, Indigenous and other students of color, incarcerated youth).
4. The juvenile justice system, law enforcement, and even schools have a punitive approach to engaging young men and this exacerbates harm.
5. Training to combat toxic masculinity needs to be institutionalized across different systems (education, service agencies, police, courts).
6. Community and familial insecurity (lack of resources, funding, investment) influences youth feeling unsafe/not able to be vulnerable.
7. Some interviewees see the merit of using a public health approach to understanding masculinity.

These insights from key stakeholders informed the development of the survey instrument that was used to solicit feedback from a wider base of local people working on issues related to adolescent emotional well-being and gender throughout Pima County.

Survey

The “Addressing the Emotional Well-being of Adolescent Boys in Pima County” survey instrument was developed to assess community capacity and readiness for an Intergenerational Healthy Masculinity Initiative in Pima County.

The 70-question survey included multiple choice, Likert scale and open-ended format questions (Appendix E: Survey Script). Participants were specifically solicited on the following aspects of the emotional well-being of adolescent boys in Pima County:

- Primary challenges to emotional well-being faced by adolescent boys
- Existing efforts, programs, and resources that serve adolescent boys
- Community awareness of these primary challenges and existing efforts
- Opportunities to grow efforts and improve support

Recruitment and Distribution

Purposeful sampling was used to identify community members well-suited to take the survey. An invitation list was developed from existing BTMT contact lists, which pre-selected for individuals already somewhat involved in local efforts related to public health, gender equity, intergenerational mentorship, community resilience and adolescent education or service provision. After reviewing this list, about 500 individuals received a first invitation to complete the survey on September 14th, 2020. A general reminder to complete the survey was sent on September 22nd, 2020. In addition, personalized reminders were sent to 23 key individuals on September 24th, 2020. The survey remained open until September 27th, 2020.

In total, 80 individuals took the survey but only respondents who completed at least 45% of the survey (n=65) are included in this analysis.

Respondent Demographics

- About the same number of men (48.3%) and women (50%) responded to the survey.

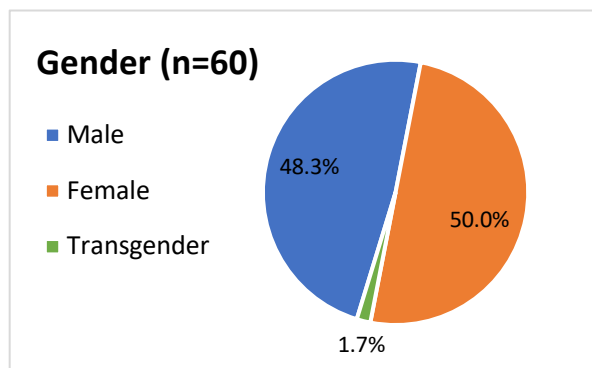


Figure 3. Gender

- The vast majority of respondents identified as heterosexual (83.9%).

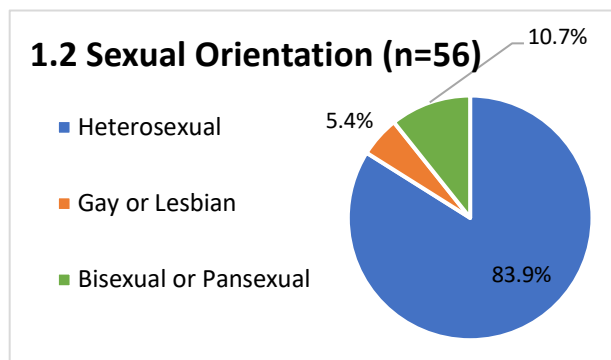


Figure 4. Sexual Orientation

- The majority of respondents identified as white (57.6%) followed by Black or African American (16.9%) and Latino/a or Hispanic (15.3%).

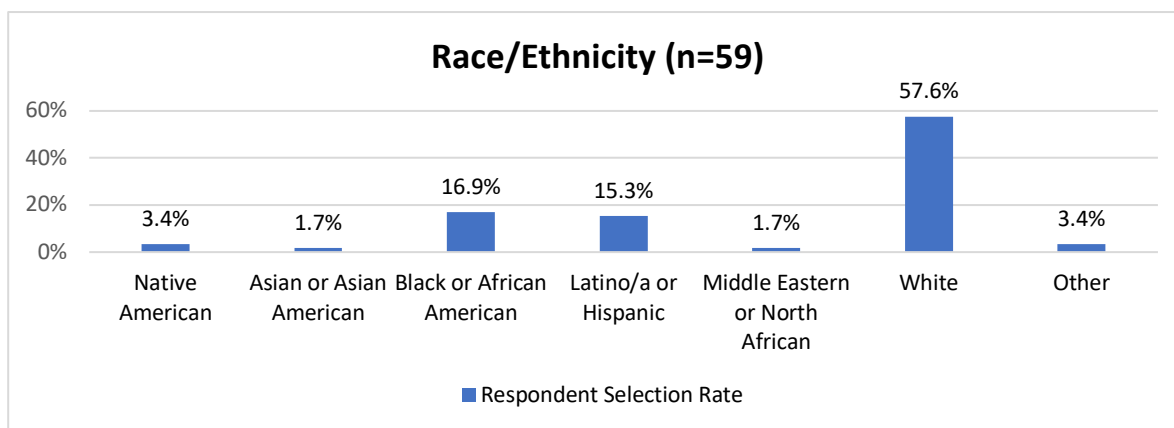


Figure 5. Race/Ethnicity

- Two age groups, 35-44 years (28.3%) and 65 years or over (23.3%), accounted for about half of all survey respondents.

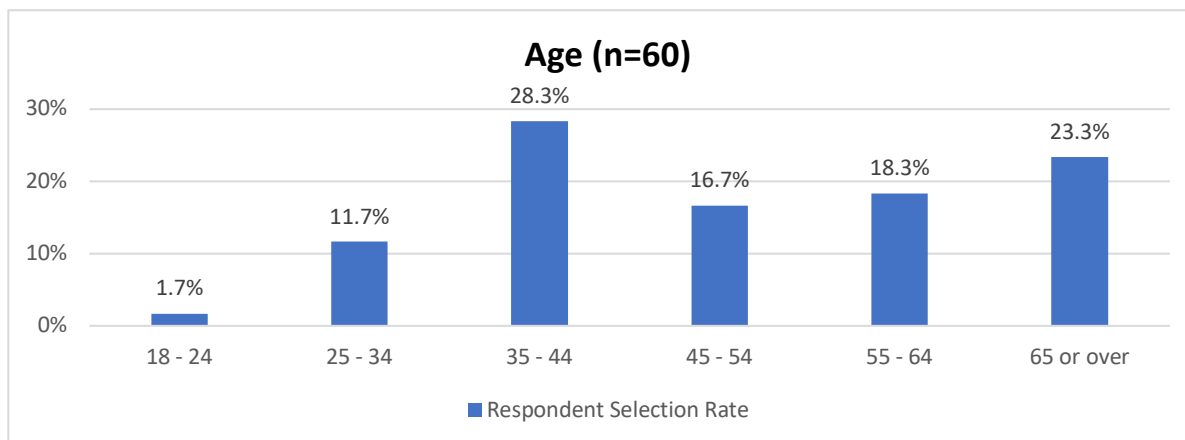


Figure 6. Age



- Over half of respondents (54.1%, n=33) reported living three Pima County zip code: 85715, 85719, 85745(shown here). The rest spread out among six other zip codes.

Zip Code	Count (n=61)
85715	14
85719	10
85745	9
85008	5
85711	5
85716	5
85757	5
85713	4
85750	4

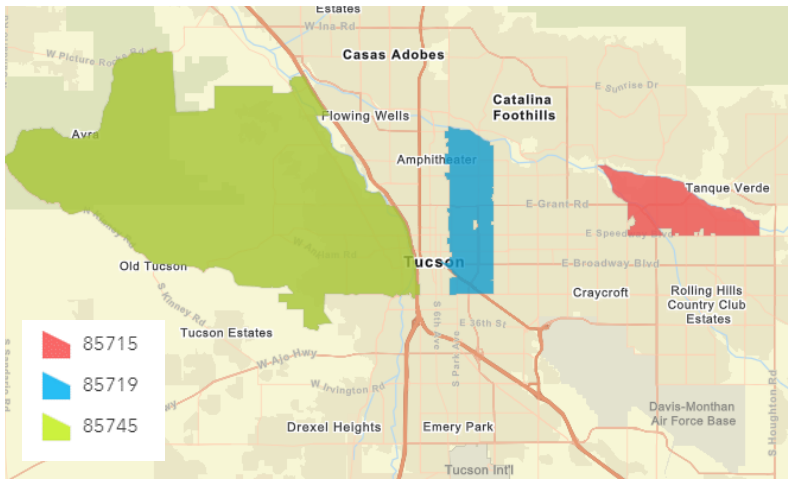
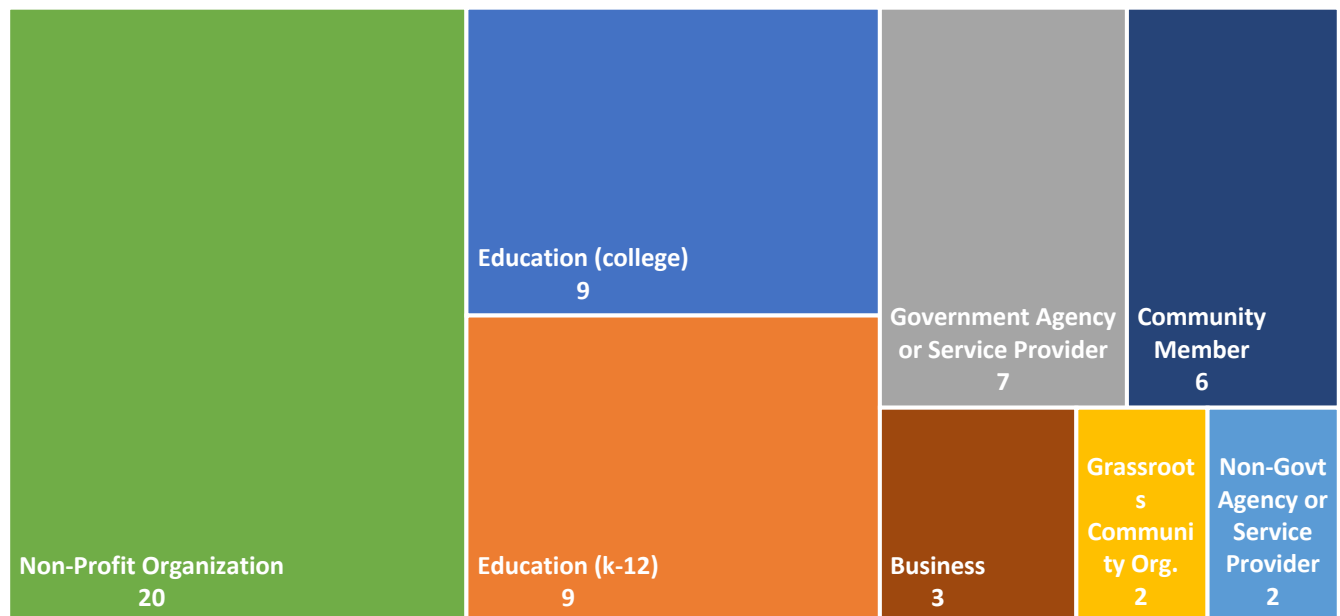


Figure 7. Zip Code

- Respondents (n=65) came from a number of different occupational or advocacy backgrounds with 30.7% hailing from non-profit organizations and 27.6% from the education sector.

Survey Respondents Grouped by Advocacy Areas



- Education (college)
- Education (k-12)
- Government Agency or Service Provider
- Grassroots Community Org.
- Non-Govt Agency or Service Provider
- Non-Profit Organization
- Community Member
- Business

Figure 8. Advocacy Areas

- Only 31.1% of survey respondents (n=61) reported that they are currently a parent or caretaker for an adolescent boy indicating that many most likely responded given their professional, organizational, or volunteer roles.

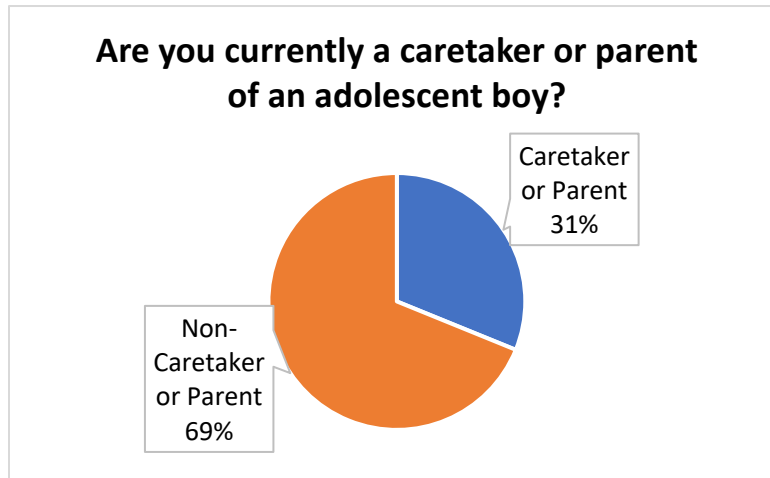


Figure 9. Caretaker Status

FINDINGS

Climate and Knowledge of Issues

The community is relatively aware of the emotional well-being challenges faced by adolescent boys in Pima County. Survey respondents were aware of the common challenges that adolescent boys experience. They had knowledge about how these existing challenges were exacerbated by toxic masculinity. **45.3% of respondents reported that their community was moderately aware of these issues but 42.2% also reported that many members of the community do not yet see these issues as a problem to be solved through community interventions related to masculinity.**

The [boys] I've had contact with at [the high school] and in our other programs are, for the most part, strong, courageous, creative, and extremely resilient. This is especially true for those who have very difficult home situations. Most of the boys have little emotional vocabulary to express the feelings associated with their complicated emotional lives, and as a result are often pressurized, restless, and a little lost. They cope, for better and worse.

What Comes to Mind First?

The survey opened by asking respondents, “What is the first thing that comes to your mind when you think about the mental health and emotional well-being of adolescent boys in your community?” Expectedly, a variety of sentiments emerged but many focused on the hardships, stresses, and pressures they face. The 60 most popular words or phrases respondents used in their descriptions were assembled into a word cloud with the most popular phrases in larger font (see Figure 10). Unsurprisingly, respondents most frequently mentioned the theme of “community support”.



Figure 20. Respondent First Impression Word Cloud



Challenges to Emotional Well-being Faced by Adolescent Boys

Respondents were given a list of common challenges faced by adolescent boys and asked to identify the most pressing challenges experienced by the adolescent boys in their lives (see Table 1). The top three most frequently selected challenges were 1) difficulty expressive feelings (73.8%), 2) stereotypes about masculinity in the media/social media (72.3%), and 3) lack of positive adult role models (70.8%).

Challenge	% of people selecting	% of total selections
Difficulty expressing feelings	73.8%	9.9%
Stereotypes about masculinity in media/social media	72.3%	9.7%
Lack of positive adult role models	70.8%	9.5%
Fear of emotional vulnerability	67.7%	9.1%
Depression or anxiety	66.2%	8.9%
Racism	61.5%	8.2%
Interpersonal relationship conflicts	56.9%	7.6%
Bullying or peer pressure	55.4%	7.4%
Anger management	46.2%	6.2%
System involvement (i.e.: juvenile justice or child welfare)	41.5%	5.6%
Substance use	41.5%	5.6%
Unemployment or financial insecurity	38.5%	5.2%
Body image issues	29.2%	3.9%
Other*	24.6%	3.3%
*Answers included settler colonialism, peer support, child abuse, unstable homes, sexual health, misrecognition from authority figures		

Table 3. Most Pressing Challenges

While those three challenges were most frequently selected, respondents selected most of the options at a similar rate (3.9%-9.9%) when compared to overall selections. This indicates that respondents likely viewed many of these challenges as co-occurring and interrelated.

Community Awareness of Challenges Faced by Adolescent Boys

Respondents were asked to gauge how aware most other adults in their community were about the challenges mentioned above (see Figure 11). About 82.8% of respondents reported that most other adults were either moderately aware (45.3%) or slightly aware (37.5%). Only 9.4% reported that adults in their community were extremely aware or very aware of these challenges, but only 7.8% reported that other adults were not at all aware.



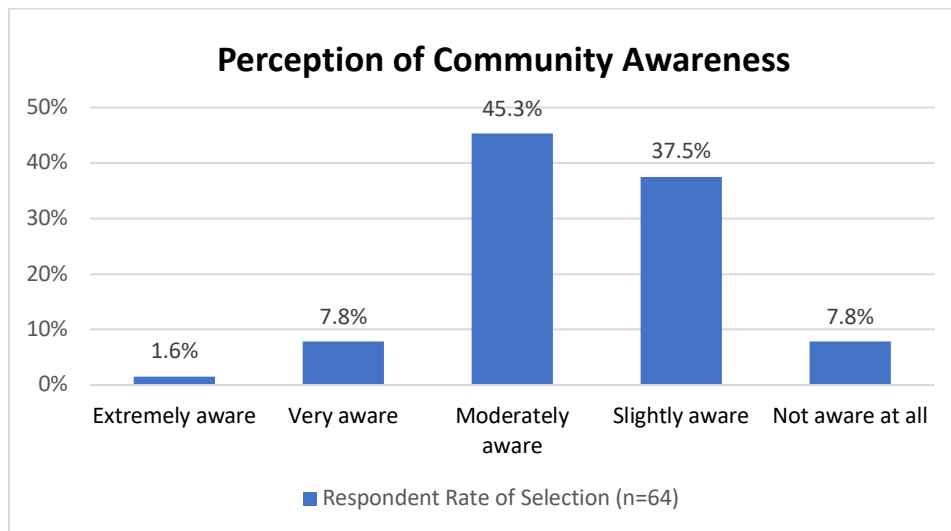


Figure 11. Respondent Perception of Community Awareness

Community Ignorance about Challenges' Negative Impact on Adolescent Boys

Relatedly, respondents were asked how many adults in their community did not think the identified challenges were a problem (see Figure 12). This ignorance was typified for respondents with the following example sentiments representing toxic masculinity ideology: “boys will be boys”, “that’s just the way it is”, and “man up”.² More than half (54.7%) of respondents reported that many (42.2%) or most (12.5%) members of their community were ignorant about the negative impacts of toxic masculinity on adolescent boys’ emotional well-being.

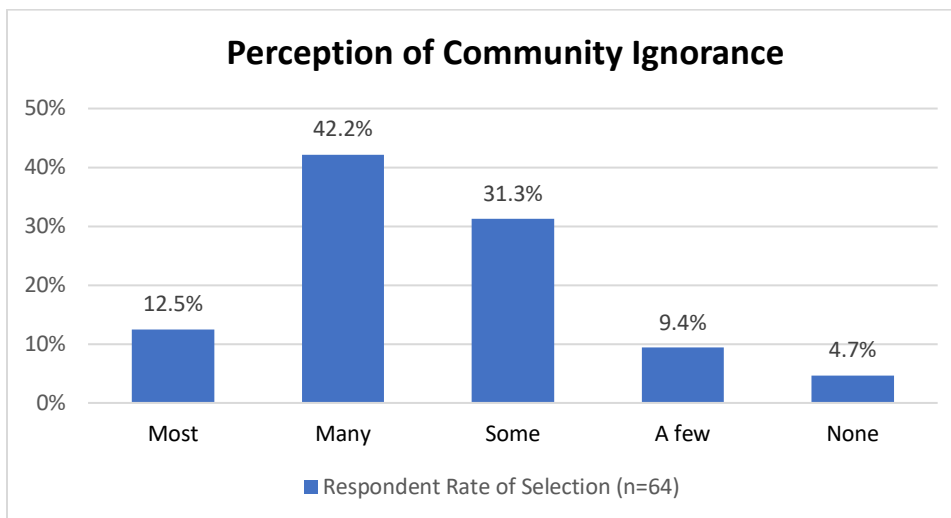


Figure 13. Respondent Perception of Community Ignorance

The 55 respondents who selected most, many, or some, were then asked to describe who these detractors were within the community. They identified a range of characteristics that were thematically coded. The five most prominent themes were the following: traditional or conservative ideas about gender (25.9%), generational differences (20.4%),

specific ethnic or cultural norms (16.7%), individualized pathologizing and ignorance about systemic issues (13%), and unhealed adults perpetuating stigma (13%).

We work with male high school athletes in schools who are primarily Latinx and indigenous. Approximately half of the coaches for the adolescent boys are white men, and the vast majority of the coaches resort to toxic models of masculinity in their interactions with the boys. Many of the coaches believe that having feelings is detrimental to their athlete's performance on the team, and view displays of sadness/crying/depression as weakness.

Based on these community perceptions, there appears to be growing awareness that adolescent boys face specific challenges related to masculinity which negatively impact their emotional well-being. Only a small portion of the community is not aware of these challenges at all. However, there are adults in the community who may be aware of the challenges faced by adolescent boys, are also even impacted by them as adults, but do not see underlying ideologies of toxic masculinity as exacerbating the existing problems.

Awareness of Need and Efforts

After their assessment of community awareness around challenges, respondents were asked about community awareness of both formal and informal emotional support outlets to help with these challenges. **Only 17.9% reported that they knew adolescent boys in their community have adult men they can turn to specifically for emotional support. Respondents were also asked about their awareness of and participation in ongoing efforts to offer support, including mentorship programs, trainings, and other activities. Respondents felt positively towards most of the programs they mentioned but still identified areas for growth and improvement.**

Adolescent and Adult Awareness of Emotional Support Outlets

32.8% of respondents reported that adolescent boys in their community do not have adult men they can turn to specifically for emotional support. This respondent group was then asked why they thought this was the case (see Figure 13).

The majority (76.2%) thought it was the most likely that “adult men are not available.” 61.9% of respondents identified that “adult men know there is a need for support but have not made themselves available,” while only 38.1% thought that it was because “adult men don’t know there are adolescent boys who need support.”

With respect to adolescent boys, respondents identified lack of awareness, the idea that they don’t know there are people available (61.9%) more frequently than lack of motivation, the idea that they don’t reach out to those who are available (52.4%). Taken together this signals that adult awareness of the issue is moderate and trending upward yet many boys’ intergenerational support needs remain unfulfilled.



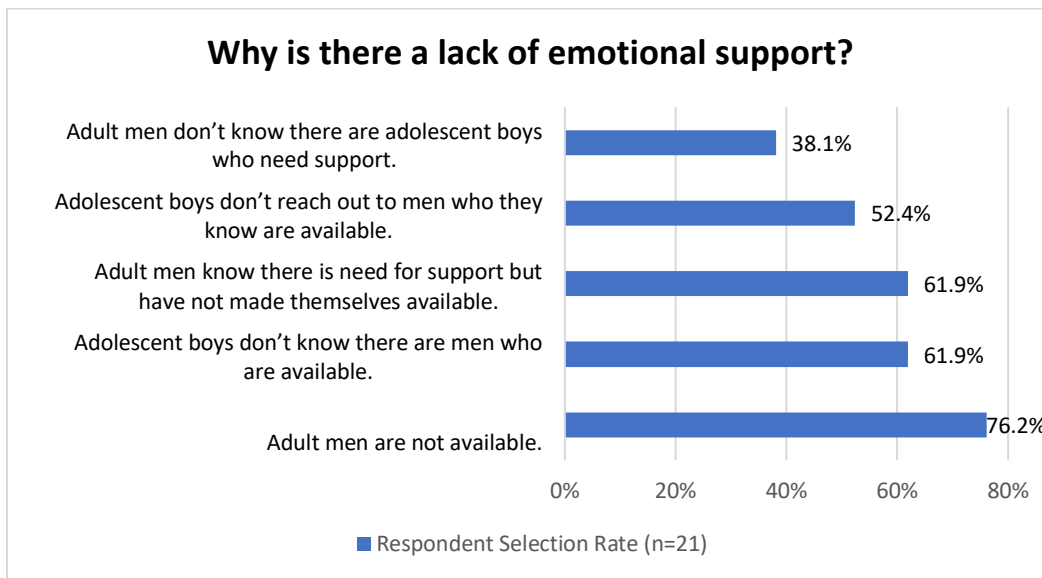


Figure 13. Causes of Lack of Support

The 13 respondents who selected “adult men know there is a need for support but have not made themselves available to adolescent boys” were asked why they thought so (see Figure 14). They most frequently cited lack of awareness of existing opportunities (84.6%) or lack of confidence or knowledge about how they could help (84.6%). Respondents cited a lack of opportunities (53.8%) and a lack of concern (53.8%) the least. This demonstrates both a familiarity with existing opportunities in Pima County and a belief that there is a base of concerned men who could be recruited to join these efforts. However, resources to support participation are needed given the perceived capacity issues (76.9%).

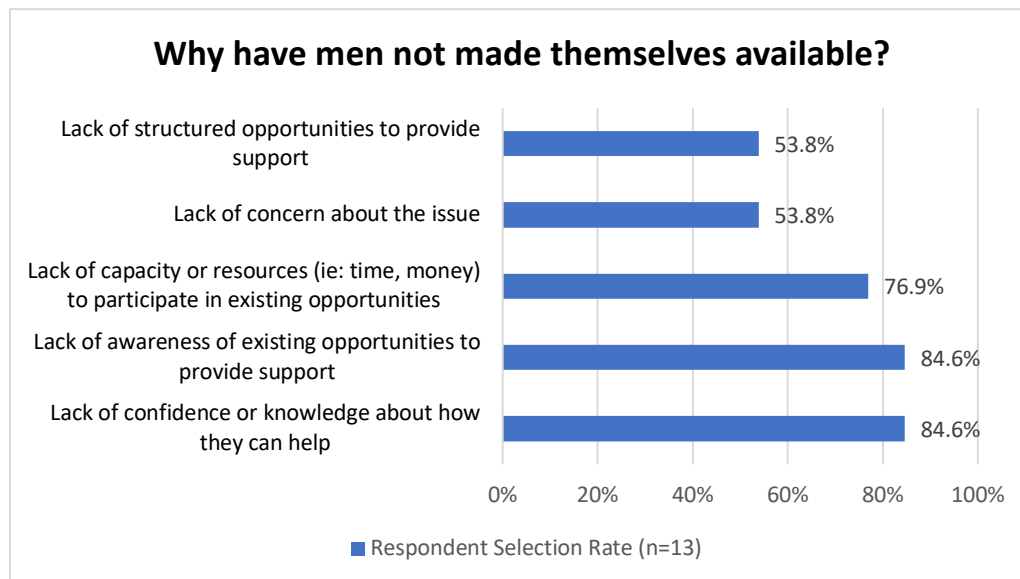


Figure 14. Reasons Men Do Not Offer Support

The 11 respondents who thought that “adolescent boys don’t reach out to men who they know are available to support them” were asked why they thought so (see Figure 15). All of them (100%) selected lack of confidence or fear and 63.6% thought it could be attributed to lack of awareness about existing opportunities for support.

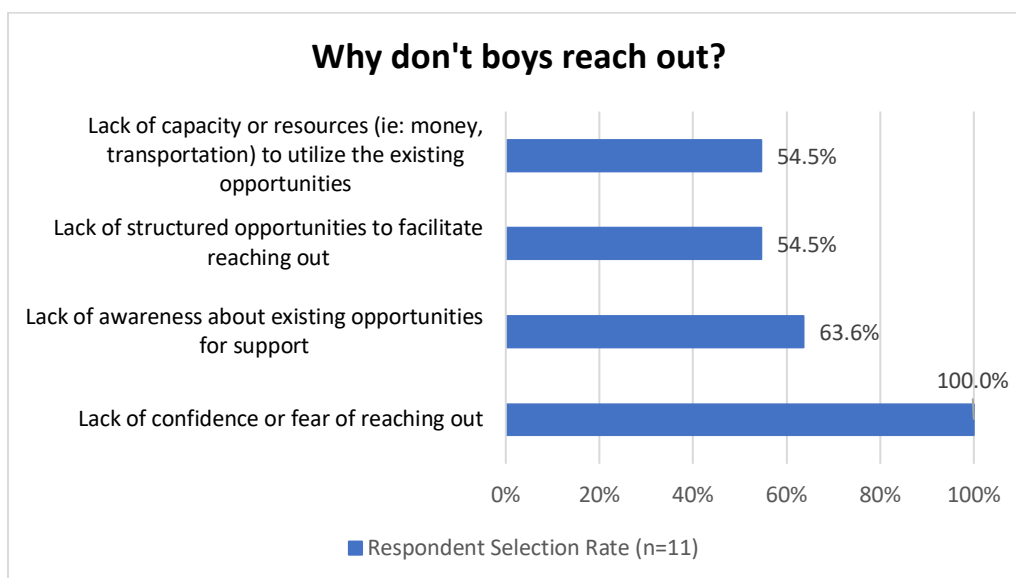


Figure 15. Reasons Boys Do Not Seek Support

Taken together, these multiple selection response rates (almost all options received over 50%) demonstrate that the respondent group saw this as a multifaceted issue with respect to diagnosing barriers to support. Many attributed the interrelated influencing factors of awareness, access, infrastructure, capacity, and confidence that create obstacles to connecting boys and men.

Awareness and Effectiveness of Existing Efforts

Respondents were asked about their awareness of and participation in existing mentoring programs as well as in trainings for adolescents and adults on issues related to emotional well-being. They were also asked to evaluate the effectiveness the programs and trainings they mentioned (see Table 2).

64.1% of respondents were aware of existing **intergenerational mentoring programs** specifically targeted to adolescent boys in Pima County. Among of this group, 70.7% had participated in one. The great majority thought the program they mentioned was either definitely effective (60%) or probably effective (32.5%). 54.7% of respondents were aware of existing **trainings or curriculum targeted to adolescent boys**. Among this group, 45.7% had participated in one. Most (82.9%) thought the training or curriculum they mentioned was either probably effective (42.9%) or definitely effective (40%). 45.3% of respondents were aware of existing **trainings or curriculum targeted to adults**. Among this group, 59.3% had participated in one. Most (92.4%) thought the training or curriculum they mentioned was either definitely effective (53.9%) or probably effective (38.5%).

Programming	Awareness	Participation	Effectiveness
Intergenerational Mentoring Programs	64.1%	70.7%	92.5%
Training or Curriculum Focused on Youth	54.7%	45.7%	82.9%
Training or Curriculum Focused on Adults	45.3%	59.3%	92.4%

Table 4. Respondent Perceptions of Existing Efforts

Mentorship Programs

Expectedly, Boys to Men Tucson was by far the most frequently cited mentorship program. Almost 70% of respondents mentioned it. Respondents also mentioned the following groups or programs at least once: Big Brothers Big Sisters, Boys and Girls Club, Goodwill, NEED Committee, Chantlalah OG (Homies Original Gente), Indigenous Intellectual Warriors, Programs at Toltecalli High School, Mighty Mentors at Pantano Christian Church, Trinity Missionary Baptist Rights to Passage Program, and Seeds of the Heart Mentoring Program.

Respondents were also asked about what could be improved about the programs they mentioned. Their responses were grouped into the following themes: growth/scale, community collaboration, inclusivity, funding, evaluation/best practices, mentor recruitment, and logistical program aspects (see Figure 16).

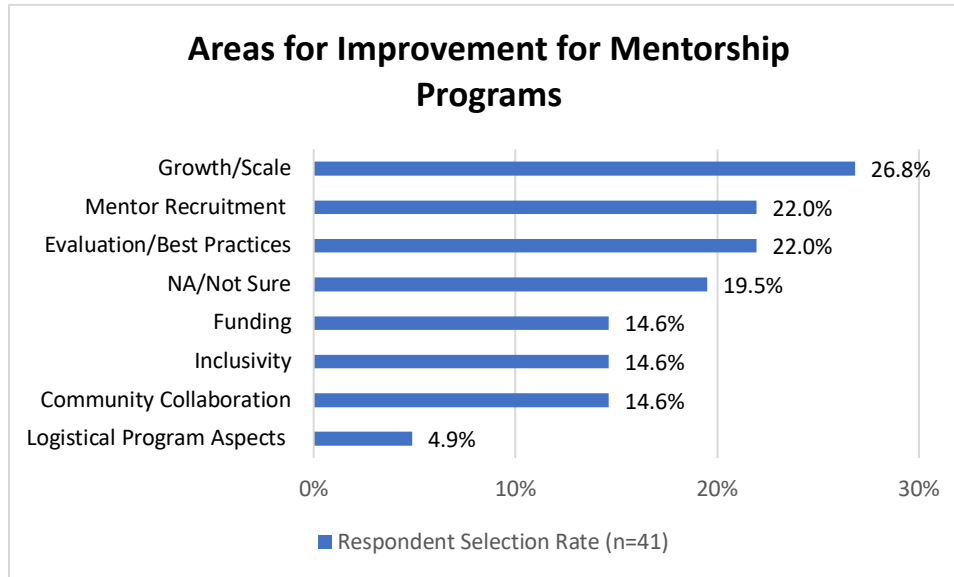


Figure 16. Mentorship Program Improvement Areas

The most popular area of improvement was growth and scalability (26.8%). Respondents also noted that programs could improve by recruiting mentors (22%) and by incorporating greater evaluation and evidence-based best practices (22%) including those related to cultural competence. Respondents mentioned improvements related to increased funding (14.6%), greater community collaboration (14.6%), and greater inclusion of underrepresented groups (14.6%). Logistical program aspects (4.9%) such as time and place of offerings were mentioned the least.

Existing mentorship programs have a good reputation in the community and respondents felt they should be expanded. Some respondents felt organizations could do a better job recruiting and matching mentors for youth most in need. Existing programs with specific missions to support youth most in need are limited in scope so while they do good work, their impact is limited too.

All boys' first choice for mentoring is "their" men. That means men who are culturally, economically, and geographically close to where the boys come from. Where ever boys in need can be found, the men around them are the best mentors, if they can be accessed. BIG challenge.



Curriculum and Training for Adolescents

Unsurprisingly, Boys to Men Tucson's Communication Circles were the most frequently mentioned type of curriculum or training. Almost 50% of respondents mentioned it. When asked to identify the strengths of BTMT programming, one respondent stated, "while not a 'class' or curriculum approach, supporting young men in outdoor adventures, in school support circles, and in rites of passage experiences, where the theme throughout is inviting them to look at and make choices about their emerging manhood."

The next most frequently listed offering was A Call to Men's Live Respect: Coaching Healthy Manhood Curriculum (11.4%). When asked to describe specific program strengths, one respondent noted that the Live Respect curriculum is "accessible to introduce young men to concepts of healthy manhood, identifying toxic gender norms, dating violence and sexual assault, in a way that holds the emotional safety of the boys."

Other organizations offering trainings or curriculum mentioned at least once included: Intermountain, Southern Arizona Aids Foundation (SAAF), Text Talk Act, Strengthening Families, Youth in Transition, Help and Hope for Youth, Child and Family Services Guy Talk, El Joven Noble, and National Alliance on Mental Illness Southern Arizona's Ending the Silence presentation.

Respondents were asked what could be improved about the existing trainings and curriculum. Their responses were grouped into the following categories: Growth/Scale, Community Collaboration, Funding, Not Applicable/Not Sure, Recruitment, and Logistical Program Aspects (see Figure 17).

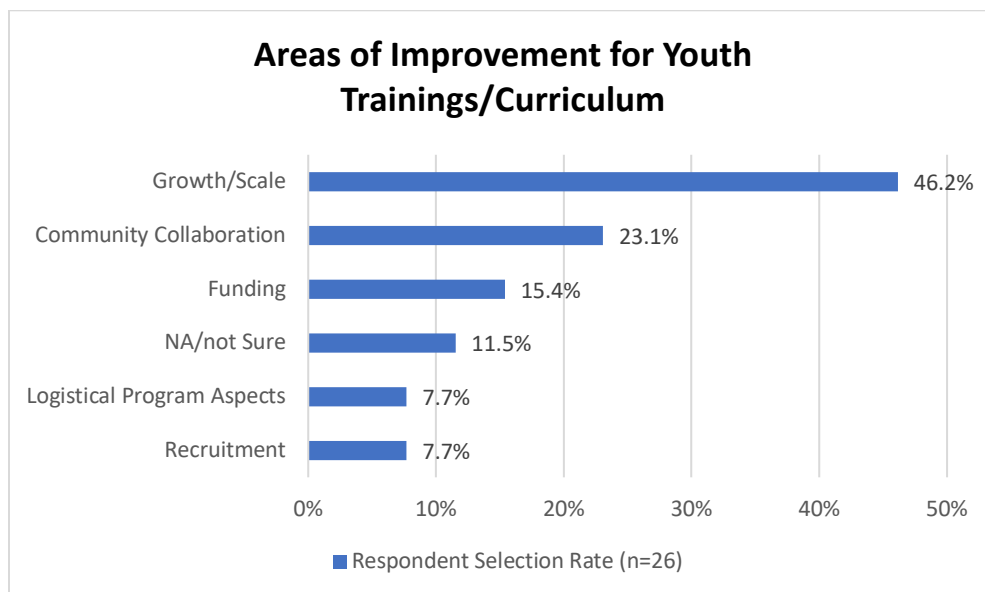


Figure 17. Youth Training Improvement Areas

Similar to youth mentorship programs, the trainings were mostly seen in a positive light. Growth was the most frequently identified area of improvement (46.2%), followed by greater community collaboration (23.1%), then by increased funding (15.4%). Logistical program aspects (7.7%) and recruitment (7.7%) were mentioned the least.

[The youth training could be] more accessible throughout the community. Not enough trainers or resources for all districts.

Curriculum and Training for Adults

Respondents most frequently reported Boys to Men Tucson mentor trainings (50%) when asked to name trainings or curriculum they knew about for adults. One respondent summarized Boys to Men Tucson mentor training strengths, “it encourages men to revisit their own teen years and recognize teen challenges. It provides simple guidelines for mentoring groups.” Other curriculum or trainings that were mentioned included Mankind Project, A Call to Men’s Live Respect, Youth Mental Health First Aid and QPR, Pima County Juvenile Court Center’s Positive Youth Development Training, the Heat Program, Strengthening Families, 4Tucson, BruvLuv, Emerge, and Community of Practicing Transition.

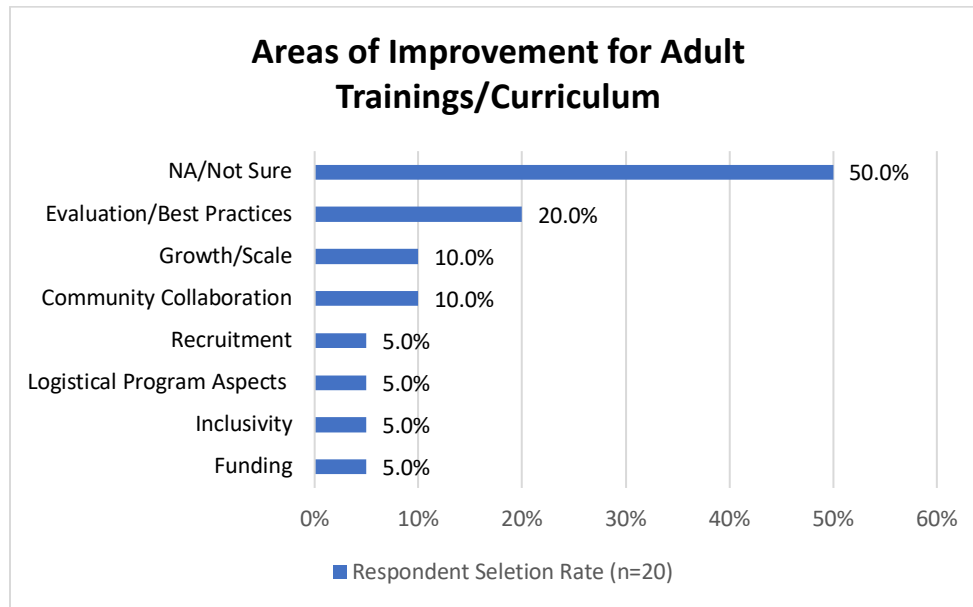


Figure 18. Adult Training Improvement Areas

Half of respondents reported that they were not sure or could not think of anything to be improved (see Figure 18). Among suggestions offered for improvement, feedback related to evaluation and best practices was most common (20%) and included calls for more cultural relevant information, more assessment of systems of oppression, and more input from students. Issues related to growth and scalability (10%) and community collaboration (10%) were also noted. The rest of the topics were mentioned by only 5% of respondents.

What I can imagine is that this program can ensure it is offering opportunities for adult mentors to grow personally and do deeply interrogative work on themselves to deconstruct patriarchal masculinity and do work toward being better in their interpersonal, professional, community, and romantic relationships. Power and control must be looked at with patriarchy being understood as connected to white supremacy and other systems of oppression and mentors must be challenged to identify and see their role in upholding and maintaining these systems. If this is not addressed than it is likely that dynamics of power will happen within the mentor and mentee relations.

Unmet Need

When asked if there were boys who were underserved or who might find the existing efforts inaccessible, respondent sentiments ranged from the idea that all boys are underserved and efforts need to be expanded in general to the idea that specific demographic groups who experience systemic marginalization or oppression require more targeted, responsive programming. Socio-economic or poverty related issues were seen as the most prominent factor contributing to inaccessibility.

When asked who might find the **mentorship programs** inaccessible, respondents noted that lower-income Black, Indigenous, and Latino adolescents need more mentors. A dearth of mentors from similar racial or ethnic backgrounds to boys from these communities was most frequently mentioned as creating inaccessibility in mentorship programs. Respondents also noted program factors like limited school-based access, few opportunities for youth who are system involved or not in school, poor program advertising, and English only programming.

I believe youth who are not in currently in school, some incarcerated youth, and also I feel that... more youth from the Black community need to be reached and also more youth from Indigenous communities (especially in rural areas). Also, youth who are employed and or maybe focusing on lack of economic opportunities due to poverty. In addition, these programs can be more intentional to be more inclusive of trans youth and queer youth.

When asked if there were **boys or adults** who were underserved or who might find the **trainings or curriculum** inaccessible, poverty related issues, like limited resources or no transportation, were the most frequently mentioned factors creating uneven access along socio-economic status. In some instances, respondents mentioned that trainings did not adequately speak to the experience of LGBTQ identified boys.

Queer, gender-nonconforming masculine boys, and trans boys. The curriculum focuses specifically on the experience of cis-gendered men and boys.

Future Opportunities

Respondents were asked if they had any ideas about other future opportunities that could be developed to support adolescent boys in their emotional well-being. Their responses were thematically coded. The three most frequently identified areas included: school-based efforts, community collaboration, and sports or physical activities. Of those who offered ideas, 23.5% mentioned ideas related to the school setting, such as health education or peer groups. 20.6% mentioned ideas related to community collaboration, including outreach campaigns or cross county collaboration. 14.7% mentioned ideas related to physical activities, such as sports and yoga.

Resources

Respondents did not feel that adolescent boys who most need support or the existing efforts in place to support them were adequately resourced. While the community has limited resources, there is a perception that these existing resources could and should be utilized for the initiative. Respondents were keenly aware of the negative impact of poverty and racism on community well-being as well as the limited scope of good programs that are already in place to bolster community well-being. Despite a dearth of financial resources, respondents noted a committed base of volunteers and leaders working in their community on this issue.

Community Strengths

Respondents were asked to describe the biggest strengths or resources that exist within their communities that may help adolescent boys navigate challenges to their emotional well-being (Figure 19). They described a number of different resources, that were coded into the following categories: mentorship programs (54.8%), school counselling or behavioral health services (43.5%), pro-social youth sports teams and activity groups (27.4%), adult advocacy groups (14.5%), engaged families (12.9%) cultural or community specific activities (6.5%). In addition, even though they were specifically asked to report strengths, 16.4% of respondents also mentioned insufficiencies such as lack of adequate resources and limited scope.

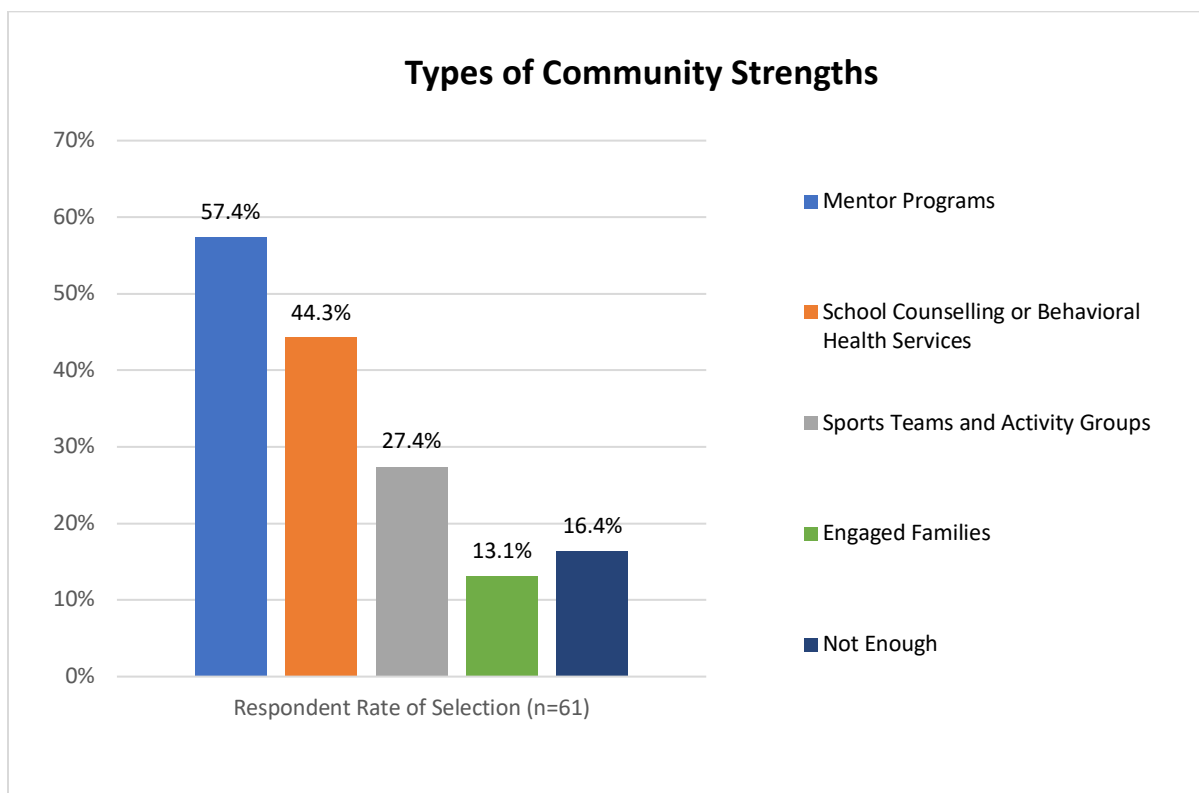


Figure 19. Types of Community Strengths

Programs like Boys to Men are great, but unless I am mistaken these programs are not very widespread and are limited in their reach. Boys may be involved in sports teams or things they are involved in as these things are helpful by being a positive space for connection in the best-case scenario, but intentional spaces where the focus is for boys to connect emotionally and vulnerably are few and far in between...

Many respondents conveyed the sentiment that despite obvious limitations, there were many enthusiastic, committed, and passionate individuals either working professionally (teachers or counsellors) or volunteering (coaches, mentors, or organizers) in the community. Over years, these leaders have fostered awareness and action on this issue and due to these efforts, a community network has already been substantially developed.

The biggest strengths in these organizations is that they operate from a place of love. They have people working within them that believe in the work and the urgency of the work. People that have knowledge and understanding of the changes that need to take place and some methods in doing that work. A community network that continues to develop and grow and in turn provide opportunities for young men and boys to be their full authentic selves.

Available Resources

Respondents were asked to gauge the general availability of various resources in their community (see Figure 20). Respondents reported that meeting or activity space was the most widely available resource; 26.3% felt there was a lot of that available. Volunteers and technology were seen as the second and third most widely available resources. Respondents indicated that financial resources were the scarcest. 49.1% of respondents perceived there to be some (38.6%) or a lot (10.5%) of community experts or trainers available. Financial resources were seen as the scarcest. 8.6% of respondents felt there were no fundraising resources and another 29.8% felt there were only a little. Government or grant funding was the least available resource with 10.3% reporting there was none available and another 27.6% reporting there was only a little available. Importantly, government or grant funding resources (29.3%) received the most “I don’t know” selections, signaling that community members could stand to gain more knowledge about potential grant-based opportunities to support their work.

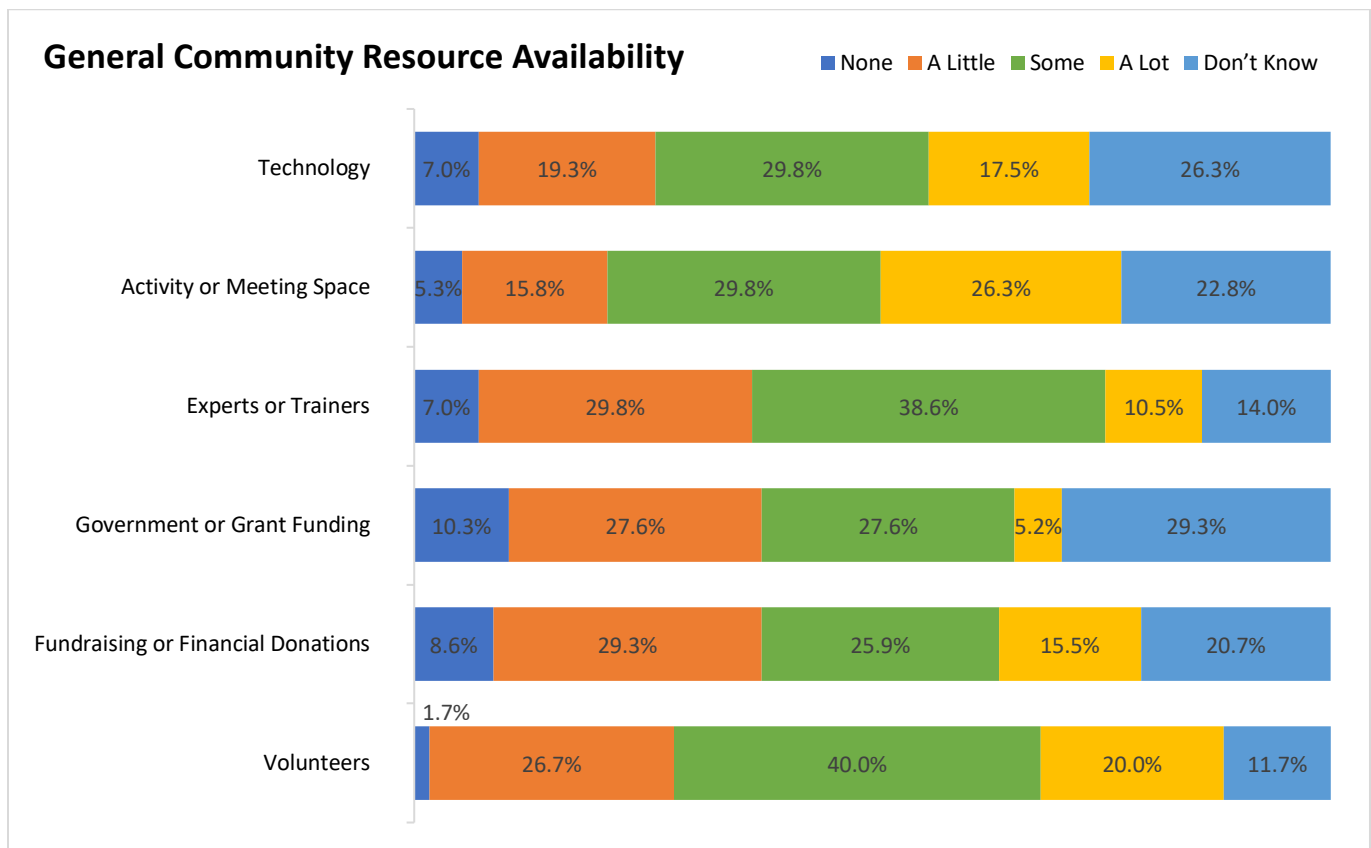


Figure 20. General Community Resource Availability

In addition to general community resource availability, respondents were asked about how much of the more generally available resources could be used specifically to further support adolescent boys' emotional well-being (see Figure 21). Respondents felt strongly that available resources could be used in the service of the initiative. In all resource categories, the majority of respondents (42.9%-56.1%) selected "a lot" when asked how much of that generally each resource could be used for this issue specifically. While the community has limited resources, there is a perception that these existing resources could and should be utilized for the initiative. This perhaps signals an abundance of an important, intangible community resource: enthusiasm.

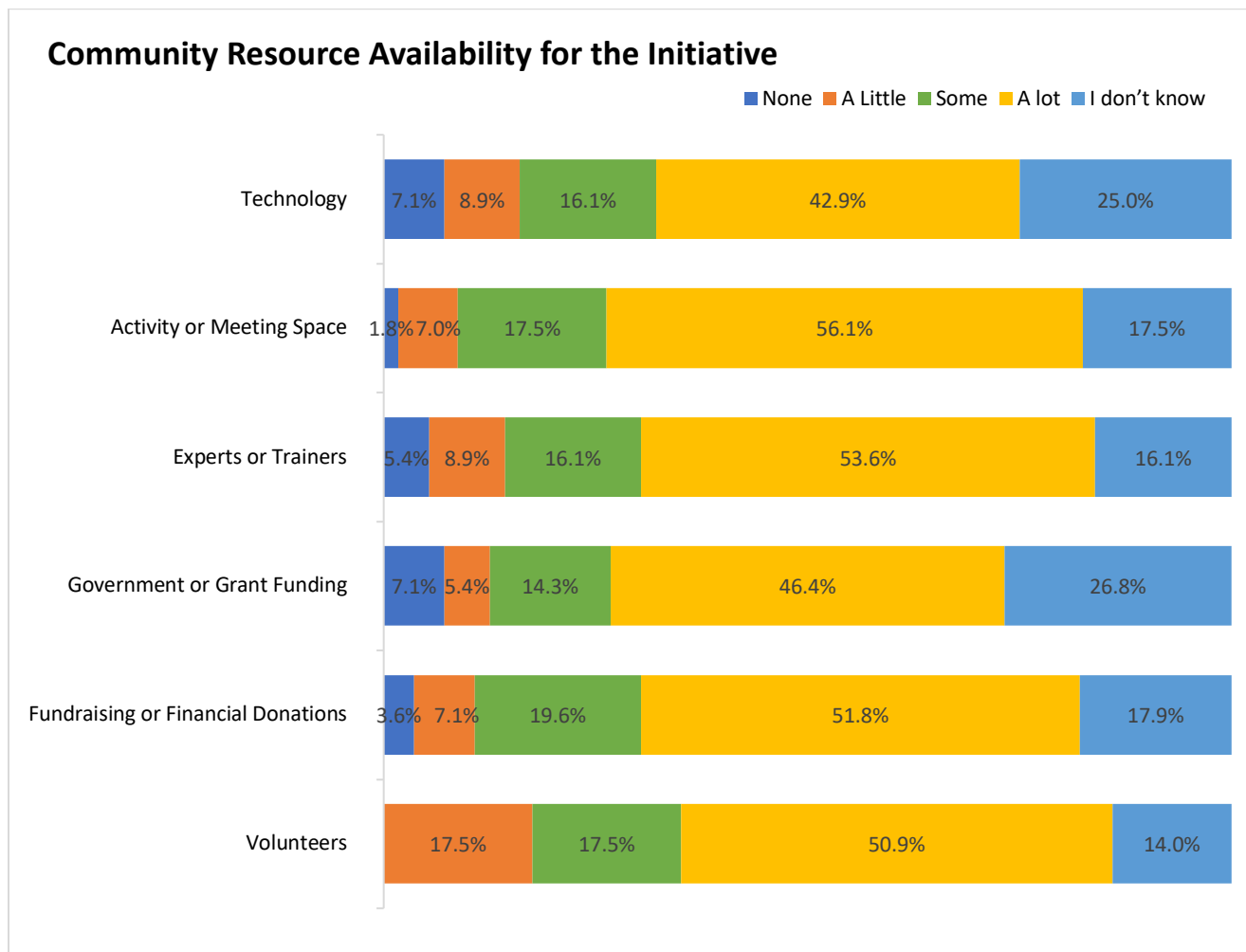


Figure 21. Community Resource Availability for the Initiative

Leadership

Respondents were asked who they saw as local leaders in this ongoing work to support adolescent boys and to support gender equality more generally. **Respondents were able to name specific individuals and organizations within the**

The leaders in the community have put in a lot of work, for multiple years and have built strong relationships either professionally or more informally with intent to create a network (formal and informal) to create a culture of consent challenging rape culture and other intersecting systems that uphold white supremacist patriarchal violence.

community, were familiar with their work, and held those people and organizations in high regard. Youth leadership was one area where respondents felt more developmental effort could be made.

Advocacy Network

Respondents were familiar with these leaders' projects related to adolescent boys and adult men, their other work on gender equality more generally and their larger spheres of influence. When asked to name leaders, a number of key organizations were mentioned by respondents (see Figure 22). These organizations were loosely grouped into the following focus areas: Schools, Youth-Serving (non-school based), Health, Violence Prevention, Community Development, and Community Services. In some cases, specific programs were mentioned but here, the parent organization of these programs are listed instead. As can be seen by the intersectional focus areas of these organizations, the community is connected to this issue from a number of vantage points and many of these organizations already work in partnership. Thus, a cross-sector approach appears not only possible, but ideal.

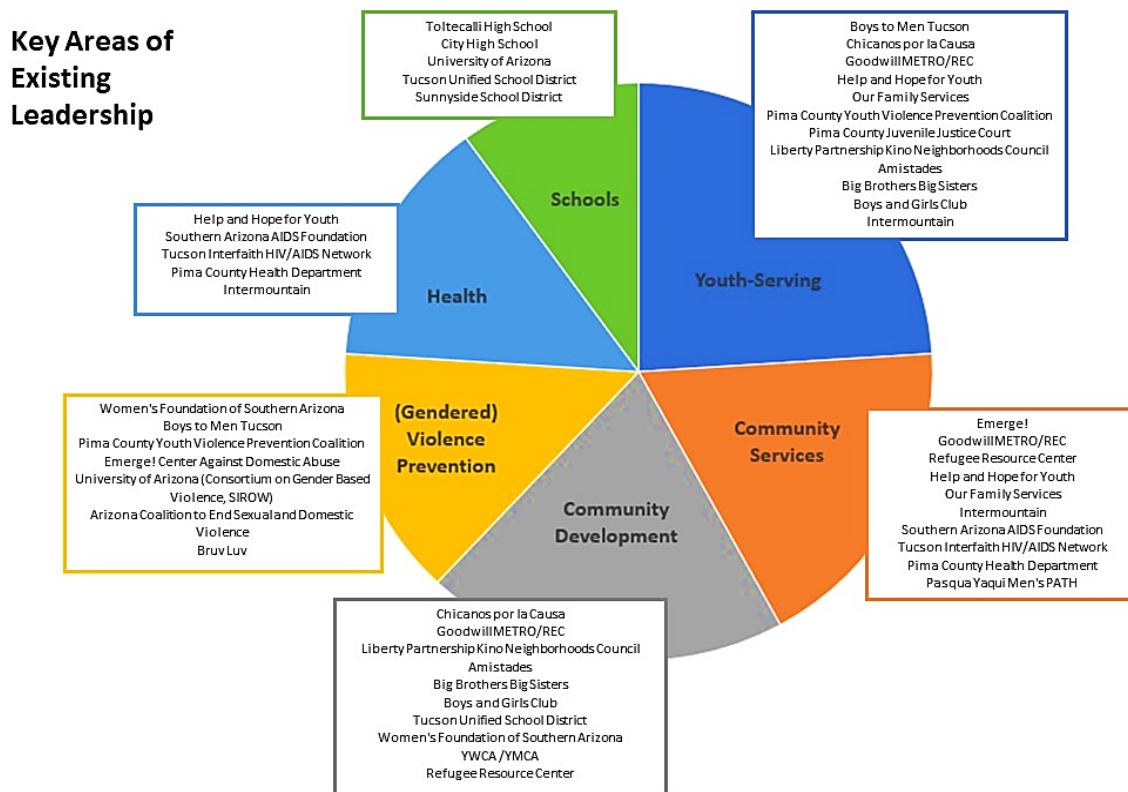


Figure 22. Key Areas of Existing Leadership

Youth Leadership

Throughout the survey, various respondents mentioned the appeal of peer support groups or youth-led efforts that may create greater empowerment on the part of adolescent boys. Often peer relationships were seen in a negative light (i.e.; peer pressure or bullying), but youth leadership development programs were also mentioned as one possible way “to assist youth in becoming leaders in their own lives [and teach] them how to make decisions around day to day choices.”

READINESS AND RECOMMENDATIONS

Based on the assessment, the aspects of community climate, community knowledge of issues, community awareness of efforts, community resources, and community leadership all appear to be sufficiently ready to embrace an Intergenerational Healthy Masculinity Initiative in Pima County.

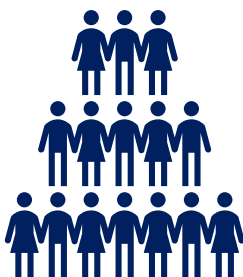
The following recommendations based out of the assessment are offered to help guide strategic planning for the initiative:



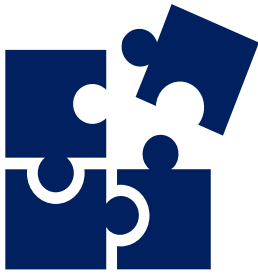
Programming Scope: Most of the existing offerings are viewed positively by the community. School-based programming has helped efforts grow and expansion should continue to scale up within the school systems in Pima County. System-involved adolescents who are out of school or have been removed from their families, are often the most pathologized but the most in need of support. In addition to expanding existing school-based offerings, programming should continue to be diversified and expanded into other underserved areas, such as juvenile detention centers, group homes, and residential treatment facilities.



Best Practices: Ongoing community education focused on how to engage adolescent boys and adults around issues related to emotional well-being should be prioritized. Important issues include evidence-based practices, social and emotional learning, cultural competence, and LGBTQ issues. A number of positively viewed curricular models already exist in the community. Targeted trainings for teachers, advisors, case managers, coaches, and mentors could increase synergy and shared analysis across sectors and help broaden the leadership base by increasing the number of “experts” in the community.



Participant Recruitment: The existing mentorship programs, especially Boys to Men, are viewed positively by the community. However, there is a shortage of mentors and role models in many boys’ lives. There are some existing efforts that already prioritize Tucson’s BIPOC and low-income youth and yet, unmet need for mentorship is still high. Coordinated community-based recruitment should focus on securing adult mentors who share backgrounds and life experiences with the adolescent boys who are most in need of support. Given the widely reported economic barriers, recruitment of both boys and men through participation incentives, such as small stipends, transit passes, or gift cards, could be helpful.



Cross-sector Collaboration: Tucson has a rich ecology of organizations from across sectors that are working at the intersections of violence prevention, feminist advocacy, public health, education, youth empowerment, and community development. There is demonstrable respect for leaders as well as a history of collaboration and coalitional work. At the same time, many of the organizations that already serve youth who are most in-need have limited budgets and existing resources have not been sufficient enough to create sustainable collective impact. A future initiative requires substantial infrastructural support to facilitate consistent communication and coordinate multipronged efforts among collaborators. Financial resources allocated for coordinating staff or a coordinating committee could provide the administrative backbone necessary to sustain the initiative over a multiyear period.



Evaluation: Few existing efforts have had the capacity to conduct ongoing process, implementation, or outcome evaluation on their work. Such evaluations would prove vital in assessing the impact of any future intervention. Evaluation would help build the evidence base for the determining the effectiveness of the initiative and its longer-term impacts.



NOTES

1. The Community Readiness Model was developed at the Tri-Ethnic Center for Prevention Research at Colorado State University to help communities assess their community's level of readiness to address an issue and to develop and implement actions to increase these readiness levels.
2. Toxic masculinity is a term used to describe a repressive understanding of masculinity rooted in traditional and stereotypical gender roles. According to the Good Men Project, toxic masculinity defines manhood by violence, sex, status, domination and aggression and includes the central tenet that emotional vulnerability is feminine and weak. (<https://goodmenproject.com/featured-content/the-difference-between-toxic-masculinity-and-being-a-man-dg/>).

APPENDICES



Appendix A: Stakeholder Interview Script

1:1 Stakeholder Interview Questions

Role:

1. What is your role/organization?
2. How do you work/interact with young men?
3. What is the transformational change for young men that your organization is seeking?
4. What needs/barriers are not being addressed by your organization/community? Physical, spiritual, mental? Basic needs? How does gender/gender roles show up in needs/barriers?
5. What opportunities do you seek to improve your organization for young men?

Person:

1. What has informed your understanding of young men and masculine-identified youth? Personal or professional?
2. What do you believe the issues young men and masculine-identified youth are facing? In community, in family, in school? How does gender/gender roles show up in community, family, school?

System:

1. Community- where do you live? Where do you work?
2. What systems do you work in/with?
3. How does the system you work in support/challenge/put up barriers to young men and masculine- identified youth?
4. Do you recognize any inequities in these systems that hinder young-men and masculine-identified youth? From a gender perspective?
5. What opportunities do you see to improve systems and communities for young men?
6. Do you have any recommendations on who else we should be interviewing?



Appendix B: Family Focus Groups Script

Focus Group (8/4/20 and 8/6/20) Questions

1. Tell me what challenges young men face at home, school, and community? What are the most important concerns you have about young men as they become independent and grow into adults?
2. What's working/supporting young men to prepare for adulthood?
3. What opportunities do you see to improve communities for young men?
4. What support do young men need? What support do parents/caregivers need?



Appendix C: Qualitative Interview Codes

Theme	Sub-Themes
CONNECTION	Personal Connection
	Professional Expertise
PROBLEM	Unhealthy/Toxic Masculinity
GOALS	Youth Goal
	System Goal
	Community Goal
RESOURCES	Mentoring
	Challenges and Needs
INSTITUTIONS	Service Agencies
	Education System
	Justice System
IDEOLOGY	Patriarchy/trans/homophobia
	Racism/Colonialism
	Knowledge Gaps
INTERVENTIONS	Past/Existing Efforts
	Future Opportunities

Appendix D: Focus Group Qualitative Codes

Theme
Existing Challenges
Current Needs
Current Efforts
Additional Opportunities



Appendix E: Survey Script

Addressing the Emotional Well-Being of Adolescent Boys in Pima County

Start of Block: Introduction and Consent

Addressing the Emotional Well-being of Adolescent Boys in Pima County Introduction You have been identified as a person with really valuable insight about the challenges facing adolescent boys in Tucson. Boys to Men Tucson and their collaborators are interested to hear your thoughts on how we as a community can better support the emotional well-being of adolescent boys in Pima County. We invite you to complete the following survey! This survey includes multiple choice and open-ended questions. You will be asked to provide your name and email but your answers will remain confidential. Your answers will be made anonymous by the research team and no identifying information will be shared. While we hope you will complete the entire survey, you are allowed to skip any questions you do not feel comfortable answering and you may exit at any time. It should take 15-20 minutes to take the survey. We are most interested to hear your thoughts on the:

- Primary challenges to emotional well-being faced by adolescent boys ·
- Existing efforts, programs, and resources that serve adolescent boys ·
- Community awareness of these primary challenges and existing efforts ·
- Opportunities to improve support for adolescent boys

Your feedback will help this coalition and their collaborators gauge how to best leverage existing community resources and develop new initiatives to better support the mental health and emotional well-being of young people in Pima County. Your insights will be used to guide a strategic planning forum to advance these goals as part of a Healthy Intergenerational Masculinity Initiative. This strategic planning forum will be held remotely on **October 26th and October 28th from 9am-12pm**. At the end of this survey you will receive more information about how to register for this event should you want to participate. If you have any questions or concerns about this survey, please contact Dr. Stephanie Murphy by email (sumurphy@email.arizona.edu) or by phone (520-621-9541).

After clicking the box below, the survey will begin.

☐ I voluntarily agree to participate in this survey (1)

End of Block: Introduction and Consent

Start of Block: Climate

We want to start by asking you a few questions about how you see adolescent boys* and adults in your community approach issues related to emotional well-being.**

*By “**adolescent boy**” we mean any masculine-identified youth between 13-18 years old, including youth who may identify as cisgender, transgender, or non-binary.

By “emotional well-being**” we mean an overall positive state of one’s mental health, including emotions, life satisfaction, sense of meaning and purpose, and ability to pursue self-defined goals. Elements of emotional well-being include a sense of balance and fulfillment in emotion, thoughts, social relationships, and pursuits. Emotional well-being includes the ability to manage stress, be resilient, and generate the emotions that lead to



good feelings.

Q1 What is the first thing that comes to your mind when you think about the mental health and emotional well-being of adolescent boys in your community?

Q2 What do you see as the most pressing challenges to emotional well-being faced by adolescent boys in your life (select all that apply)?

- ☐ Anger management (1)
- ☐ Body image issues (2)
- ☐ Bullying or peer pressure (3)
- ☐ Depression or anxiety (4)
- ☐ Difficulty expressing feelings (15)
- ☐ Fear of emotional vulnerability (5)
- ☐ Lack of positive adult role models (6)
- ☐ Racism (7)
- ☐ Interpersonal relationship conflicts (8)
- ☐ Stereotypes about masculinity in media/social media (9)
- ☐ Substance use (10)
- ☐ System involvement (juvenile justice or child welfare) (11)
- ☐ Unemployment or financial insecurity (12)
- ☐ Other: (13) _____



Q3 How aware are most other adults in your community about the challenges that you just mentioned and the threats they pose to mental health?

- ☐ Extremely aware (1)
 - ☐ Very aware (2)
 - ☐ Moderately aware (3)
 - ☐ Slightly aware (4)
 - ☐ Not aware at all (5)
-

Q4 About how many members of your community **do not think** the challenges you mentioned are a problem? This may include sentiments like “boys will be boys”, “that’s just the way it is”, or “man up”.

- ☐ Most (1)
- ☐ Many (2)
- ☐ Some (3)
- ☐ A few (4)
- ☐ None (5)

Q5 You noted that there are members of your community that do not see these challenges as a problem. Please describe this portion of the community in more detail.

Q6 If an adolescent boy was experiencing an issue related to emotional well-being who would they turn to first for help in your community? Why?

Q7 What do you think are the **biggest obstacles** to supporting adolescent boys as they navigate challenges to their emotional well-being?



Q8 What **strengths or resources** exist in your community that may help adolescent boys' overcome these obstacles?

End of Block: Climate

Start of Block: Mentorship

Q11 Now we are going to ask you to share what you know about informal networks and mentorship programs that exist to support adolescent boys in Pima County.

Q9 Do adolescent boys in your community have adult men in their lives they consistently turn to specifically for emotional support?

- ☐ Yes (1)
- ☐ No (2)
- ☐ I'm not sure (3)
-

Q10 Who are the men that these adolescent boys turn to for emotional support? (select all that apply)

- ☐ Relatives (father, uncle, grandfather, etc.) (1)
- ☐ Non-relatives (neighbors, family friends, friends' parents) (2)
- ☐ Teachers (current or former teachers, tutors) (3)
- ☐ Professional counselors (social workers, case managers, probation officers, or therapists) (4)
- ☐ Community leaders (non-relative leaders of community groups) (5)
- ☐ Religious leaders (youth pastors, priests, etc.) (6)
- ☐ Activity leaders (coaches, camp counselors, etc.) (7)
- ☐ Other: (8)



Display This Question:

If Do adolescent boys in your community have adult men in their lives they consistently turn to spec... = No

Q13 You chose "No." Why do you think this is (select all that apply)?

☐

Adult men are not available. (1)

☐

Adolescent boys don't know there are men who are available. (2)

☐

Adolescent boys don't reach out to men who they know are available.. (3)

☐

Adult men don't know there are adolescent boys who need support. (4)

☐

Adult men know there is need for support but have not made themselves available. (5)

Display This Question:

If You chose "No." Why do you think this is (select all that apply)? = Adult men know there is need for support but have not made themselves available.

Q14 You chose "Adult men know there is a need for support but have not made themselves available to adolescent boys." Why do you think adult men have not made themselves available yet (select all that apply)?

☐

Lack of concern about the issue (1)

☐

Lack of confidence or knowledge about how they can help (2)

☐

Lack of awareness of existing opportunities to provide support (3)

☐

Lack of capacity or resources (ie: time, money, transportation) to participate in existing opportunities (4)

☐

Lack of structured opportunities to provide support (5)

Display This Question:

If You chose "No." Why do you think this is (select all that apply)? = Adolescent boys don't reach out to men who they know are available..



Q15 You chose “Adolescent boys don’t reach out to men who they know are available to support them”. Why do you think adolescent boys don’t reach out (select all that apply)?

☐

Lack of confidence or fear of reaching out (1)

☐

Lack of structured opportunities to facilitate reaching out (2)

☐

Lack of awareness about existing opportunities for support (3)

☐

Lack of capacity or resources(ie: time, money, transportation) to utilize the existing opportunities (4)

Q16 Are you aware of any existing **intergenerational mentoring programs** that are specifically targeted to adolescent boys in Pima County?

☐ Yes (1)

☐ No (2)

Skip To: Q32 If Are you aware of any existing intergenerational mentoring programs that are specifically targeted... = No

Display This Question:

If Are you aware of any existing intergenerational mentoring programs that are specifically targeted... = Yes

Q17 Please give the **name or a description** of the programming and **how you heard about it**. If you know about multiple examples, please describe these details for each one.

Display This Question:

If Are you aware of any existing intergenerational mentoring programs that are specifically targeted... = Yes

Q31 Have you participated in this programming?

☐ Yes (1)

☐ No (2)

Display This Question:

If Are you aware of any existing intergenerational mentoring programs that are specifically targeted... = Yes



Q18 Do you think this programming is effective?

- ☐ Definitely yes (1)
- ☐ Probably yes (2)
- ☐ Might or might not (3)
- ☐ Probably not (4)
- ☐ Definitely not (5)

Display This Question:

If Are you aware of any existing intergenerational mentoring programs that are specifically targeted... = Yes

Q19 What are the strengths of this programming?

Display This Question:

If Are you aware of any existing intergenerational mentoring programs that are specifically targeted... = Yes

Q20 Do you see any ways the programming could be improved? If so, how?

Display This Question:

If Are you aware of any existing intergenerational mentoring programs that are specifically targeted... = Yes

Q21 Are there any groups of adolescent boys (ie: certain demographic groups, socio-economic backgrounds, geographic areas) who are underserved by this programming or who might find it inaccessible? If so, who are they?

Q32 Are you aware of any current **planning for future mentorship programs** for adolescent boys to be offered in Pima County?

- ☐ Yes (1)
- ☐ No (2)



Display This Question:

If Are you aware of any current planning for future mentorship programs for adolescent boys to be of... = Yes

Q41 Please give the name or a description of the future mentorship program, the **stage of planning** it is in, and any other details you want to share about it. If you know about multiple examples, please describe each one.

End of Block: Mentorship

Start of Block: Curriculum and Training

Q133 Now we are going to ask you to share what you know about trainings, curriculum, and other ongoing efforts to help support adolescent boys in Pima County.

Q87 Are you aware of any existing **trainings or curriculum targeted to adolescent boys** that focus on issues related to emotional well-being?

☐ Yes (1)

☐ No (2)

Skip To: Q94 If Are you aware of any existing trainings or curriculum targeted to adolescent boys that focus on i... = No

Display This Question:

If Are you aware of any existing trainings or curriculum targeted to adolescent boys that focus on i... = Yes

Q88 Please give the **name or a description** of the training or curriculum and **how you heard about it**. If you know about multiple examples, please describe these details for each one.

Display This Question:

If Are you aware of any existing trainings or curriculum targeted to adolescent boys that focus on i... = Yes

Q89 Have you participated in this training or curriculum for adolescent boys?

☐ Yes (1)

☐ No (2)

Display This Question:

If Are you aware of any existing trainings or curriculum targeted to adolescent boys that focus on i... = Yes



Q90 Do you think this training or curriculum for adolescent boys is effective?

- ☐ Definitely yes (1)
- ☐ Probably yes (2)
- ☐ Might or might not (3)
- ☐ Probably not (4)
- ☐ Definitely not (5)

Display This Question:

If Are you aware of any existing trainings or curriculum targeted to adolescent boys that focus on i... = Yes

Q91 What are the strengths of this training or curriculum?

Display This Question:

If Are you aware of any existing trainings or curriculum targeted to adolescent boys that focus on i... = Yes

Q92 Do you see any ways this training or curriculum could be improved? If so, how?

If Are you aware of any existing trainings or curriculum targeted to adolescent boys that focus on i... = Yes

Q93 Are there any groups of adolescent boys (ie: certain demographic groups, socio-economic backgrounds, geographic areas) who are underserved by this training or curriculum or who might find it inaccessible? If so, who and why?

Q94 Are you aware of any existing **trainings or curriculum targeted to adults** that focus on how to support the emotional well-being of adolescent boys?

- ☐ Yes (1)
- ☐ No (2)

Skip To: Q103 If Are you aware of any existing trainings or curriculum targeted to adults that focus on how to sup... = No

Display This Question:

If Are you aware of any existing trainings or curriculum targeted to adults that focus on how to sup... = Yes

Q95 Please give the **name or a description** of the training or curriculum, **how you heard about it**, and any other details you want to share about it. If you know about multiple examples, please describe each one.



Display This Question:

If Are you aware of any existing trainings or curriculum targeted to adults that focus on how to sup... = Yes

Q96 Have you participated in this training or curriculum for adults?

☐ Yes (1)

☐ No (2)

Display This Question:

If Have you participated in this training or curriculum for adults? = No

Q97 Are there any specific reasons why you did not participate in the training or curriculum?

Display This Question:

If Have you participated in this training or curriculum for adults? = Yes

Q98 Why did you participate in this training or curriculum for adults?

Display This Question:

If Are you aware of any existing trainings or curriculum targeted to adults that focus on how to sup... = Yes

Q99 Do you think this training or curriculum for adults is effective?

☐ Definitely yes (1)

☐ Probably yes (2)

☐ Might or might not (3)

☐ Probably not (4)

☐ Definitely not (5)

Display This Question:

If Are you aware of any existing trainings or curriculum targeted to adults that focus on how to sup... = Yes

Q100 What are the strengths of this training or curriculum?



Display This Question:

If Are you aware of any existing trainings or curriculum targeted to adults that focus on how to sup... = Yes

Q101 Do you see any ways this training or curriculum could be improved? If so, how?

Display This Question:

If Are you aware of any existing trainings or curriculum targeted to adolescent boys that focus on i... = Yes

Q102 Are there any groups of adults (ie: certain demographic groups, socio-economic backgrounds, geographic areas) who are underserved by this training or curriculum or who might find it inaccessible? If so, who and why?

Q103 Are you aware of any current **planning for future trainings or curriculum** to be offered either to adolescent boys or to adults who want to better support adolescent boys?

☐ Yes (1)

☐ No (2)

Display This Question:

If Are you aware of any current planning for future trainings or curriculum to be offered either to... = Yes

Q104 Please give the name or a description of the plans for future trainings or curriculum, the **stage of planning** it is in, and any other details you want to share about it. If you know about multiple examples, please describe these details for each one.

End of Block: Curriculum and Training

Start of Block: Other Efforts and Opportunities

Q132 Now we are going to ask you to share what you know about any other current efforts to support the emotional well-being of adolescent boys in Pima County.



Q105 Are you aware of any other efforts in Pima County that **specifically try to meet the emotional needs of adolescent boys**?

☐ Yes (1)

☐ No (2)

Display This Question:

If Are you aware of any other efforts in Pima County that specifically try to meet the emotional nee... = Yes

Q106 Please give the name or a description of the specific effort, how you heard about it, and **how popular it is** with adolescent boys. If you know about multiple examples, please describe each one separately.

☐ Effort 1 (4) _____

☐ Effort 2 (5) _____

☐ Effort 3 (6) _____

☐ Effort 4 (7) _____

Display This Question:

If Are you aware of any other efforts in Pima County that specifically try to meet the emotional nee... = Yes

Q107 Have you participated in any of the efforts you just mentioned?

☐ Yes (1)

☐ No (2)

Display This Question:

If Have you participated in any of the efforts you just mentioned? = Yes

Q108 Why did you participate in these efforts?

Display This Question:

If Are you aware of any other efforts in Pima County that specifically try to meet the emotional nee... = No

Q111 Are there any specific reasons why you did not participate in these efforts?



Display This Question:
If Are you aware of any other efforts in Pima County that specifically try to meet the emotional nee... = Yes

Q109 What are the strengths of these efforts?

Display This Question:
If Are you aware of any other efforts in Pima County that specifically try to meet the emotional nee... = Yes

Q110 Do you see any ways these efforts could be improved?

Q137 Do you have any ideas about additional efforts or other opportunities that could be developed to better support the emotional well-being of adolescent boys in Pima County?

End of Block: Other Efforts and Opportunities

Start of Block: Resources

Q134 Now we are going to ask you about the resources available in your community and how they may be used to support adolescent boys' emotional well-being.

Q130 Please share what you know about how much of the following resources are available in or for your community.

How much of this resource is available in my community in general:					How much of this available community resource could be used to support programming for adolescent boys:				
None (1)	A little (2)	Some (3)	A lot (4)	I don't know (5)	None (1)	A little (2)	Some (3)	A lot (4)	I don't know (5)



Volunteers (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fundraising or Financial Donations (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Government or Grant Funding (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experts or Trainers (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activity or Meeting Space (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Resources

Start of Block: Leaders

Q135 Lastly, we would like to ask you about the leaders in your community and your perspective on them.

Q113 Who are the leaders in your community that work to promote gender equality and what do they do?

Q115 Do any of these leaders specifically work with adolescent boys? If so, how?

Q116 Do any of these leaders specifically work with adult men? If so, how?

Q114 Do these leaders see adolescent boys’ well being as being related to gender equality? If so, how? If not, why not?



End of Block: Leaders

Start of Block: Demographics

Q140 Please provide your name and email. Your survey responses will be made anonymous and no identifying information will be shared with Boys to Men Tucson or their partners.

☐ Name: (1) _____

☐ Email: (2) _____

Q117 Age:

☐ Under 18 (1)

☐ 18 - 24 (2)

☐ 25 - 34 (3)

☐ 35 - 44 (4)

☐ 45 - 54 (5)

☐ 55 - 64 (6)

☐ 65 or over (7)



Q118 Race/Ethnicity (select all that apply):

- ☐ Native American (1)
 - ☐ Asian or Asian American (2)
 - ☐ Black or African American (3)
 - ☐ Latino/a or Hispanic (4)
 - ☐ Middle Eastern or North African (5)
 - ☐ White (6)
 - ☐ Other: (7) _____
-

Q119 Gender:

- ☐ Man (1)
 - ☐ Woman (2)
 - ☐ Transgender Man (3)
 - ☐ Transgender Woman (4)
 - ☐ Non-binary (5)
-

Q120 Sexual Orientation:

- ☐ Heterosexual or Straight (1)
 - ☐ Gay or Lesbian (2)
 - ☐ Bisexual or Pansexual (3)
 - ☐ Queer (4)
-



Q121 Occupation/Advocacy Area:

- ☐ Education (grades k-8) (1)
- ☐ Education (grades 9-12) (2)
- ☐ Education (college level) (3)
- ☐ Non-Profit or Not-for-Profit Organization (4)
- ☐ Grassroots Community Organization (5)
- ☐ Government Agency (6)
- ☐ Non-Governmental Agency or Service Provider (7)
- ☐ Church or Religious Organization (8)
- ☐ Other: (9) _____

Q122 Role or Job Title:

Display This Question:

If Occupation/Advocacy Area: = Education (grades k-8)

Or Occupation/Advocacy Area: = Education (grades 9-12)

Q123 School District:

Display This Question:

If Occupation/Advocacy Area: = Government Agency

Or Occupation/Advocacy Area: = Non-Governmental Agency or Service Provider

Or Occupation/Advocacy Area: = Non-Profit or Not-for-Profit Organization

Or Occupation/Advocacy Area: = Government Agency

Q124 Agency, Provider, or Organization Name:



Q125 Are you currently a parent or caretaker of an adolescent boy?

☐ Yes (1)

☐ No (2)

Q126 6 Digit Home Zip Code:

End of Block: Demographics

Start of Block: End of Survey

Q136

Thank you for completing the survey!

There will be a strategic planning forum on **October 26th and 28th, 2020 from 9am-12pm** each day.

At this forum, results of this survey will be shared and stakeholders will come together to brainstorm ways to deepen and expand ongoing efforts to support the mental health and emotional well-being of adolescent boys in Pima County.

If you would like to learn more about the event, you can email: registration@btmtucson.com or you can visit:
<https://www.btmtucson.com/masculinityforum2020>

If you would like to register to attend this event, please indicate this below and you will receive more details about the event.

☐ Yes, I want to attend the forum. (1)

☐ No, I cannot attend the forum. (5)

End of Block: End of Survey

