

A latent profile analysis of psychological sense of community and ethnic identity among racial–ethnic minority young adults from the southwestern United States

David T. Lardier Jr.¹  | Ijeoma Opara² | Emily Roach³

¹Department of Psychiatry and Behavioral Sciences, University of New Mexico, Albuquerque, New Mexico, USA

²Yale University, New Haven, Connecticut, USA

³Department of Individual, Family, and Community Education, University of New Mexico, Albuquerque, New Mexico, USA

Correspondence

David T. Lardier Jr., Department of Psychiatry and Behavioral Sciences, University of New Mexico School of Medicine, Albuquerque, NM 87131.

Email: dlardier@unm.edu and

dlardier@salud.unm.edu

Funding information

National Institutes of Health, Office of the Director, Grant/Award Numbers: 1DP5OD029636, R25-MH087217; National Institute of Mental Health education, Grant/Award Number: R25-MH087217

Abstract

Among young adults of color, both sense of community and ethnic identity, as developmental processes, have been associated with wellness, empowerment, and civic action. Additional research is needed that provides empirical support for the connection between psychological sense of community and ethnic identity on outcomes that relate to human development such as intrapersonal psychological empowerment, civic engagement, and depression symptoms. The current study of young adults of color ($N = 243$; 70% Hispanic/Chicano (a)/Spanish and 10% American Indian/Native American; 70% female) investigates heterogeneity according to dimensions of psychological sense of community and the ethnic identity construct. Latent profile analyses (LPA) were conducted. Using LPA, five profile groups emerged. Profile group differences were present on reported levels of intrapersonal psychological empowerment, civic engagement, and depression symptoms. Majority of sample participants were classified with moderate to high psychological sense of community and ethnic identity. Findings provide insights for efforts on developing community belongingness based on ethnic group identity and engaging young adults in civic life.

KEYWORDS

civic engagement, ethnic identity, mental health, psychological empowerment, psychological sense of community

1 | INTRODUCTION

The community context shapes individuals' lives and their identities. Community connection (defined as complex and subtle social process that lead to cohesive and supportive communities; Cantillon et al., 2003) and group identity are associated with empowerment (or the ability to engage in sociopolitical change; Zimmerman, 2000), civic action, and mental wellness (Manzo & Perkins, 2006). There is value in further understanding the connection between psychological sense of community (i.e., one's sense of belongingness to their community environment; McMillan & Chavis, 1986) and ethnic group identity (i.e., connection to and participation in the cultural practices, norms, values and beliefs of one's racial-ethnic group; Phinney & Ong, 2007) in Black, Indigenous, People of Color (BIPOC) communities (Lardier, 2018; Rivas-Drake, 2012; Umaña-Taylor et al., 2014).

Psychological sense of community and ethnic identity are associated with psychological (e.g., reductions in depression) and physical wellness (Lardier Jr., 2019; Lardier, Opera, et al., 2019; Rivas-Drake, 2012; Terry et al., 2019). These constructs have been independently associated with both civic engagement and empowerment among young adults (Lardier, 2018). And while there is a robust scholarship examining ethnic identity among BIPOC, less research has examined psychological sense of community among these groups (Lardier et al., 2020a, 2020b; Lardier Jr. et al., 2021; Ramos-Vidal et al., 2020). Not knowing the extent to which psychological sense of community manifests among BIPOC, when considered alongside ethnic identity, is problematic for the existing research, as well as programmatic and community work with these groups. There is agreement that a complex relationship exists between psychological sense of community and ethnic identity, and how homogenous subgroups based on dimensions of that constructs may relate with outcomes important to human development.

Using person-centered analyses, the present study addresses this limitation and examines participant subgroups based on dimensions of psychological sense of community and ethnic identity. We examine heterogeneity in subgroups formed by these constructs on conceptually related variables (e.g., intrapersonal psychological empowerment, civic engagement, and depression symptoms). We hypothesized that participants in profile groups with greater psychological sense of community and ethnic identity would display greater intrapersonal psychological empowerment and civic engagement, and lower scores on depression.

2 | PSYCHOLOGICAL SENSE OF COMMUNITY

Psychological sense of community is an important framework for understanding belongingness within both a community and organizational context. Psychological sense of community is theorized to capture those social processes that lead to more cohesive, supportive (Cantillon et al., 2003), and collectively engaged communities (Bermea et al., 2018; Lardier, 2018; McMillan, 2011; Rivas-Drake, 2012). Over the past three decades, psychological sense of community has been examined among various groups. These groups include, for example, youth and young adults (e.g., Garcia-Reid et al., 2013; Kenyon & Carter, 2011; Lardier Jr., Barrios, Forenza, et al., 2019; Lardier et al., 2020a, 2020b; Lardier Jr. et al., 2021) and community coalitions (e.g., Bermea et al., 2018; Treitler et al., 2018). Yet, more research is needed that examines psychological sense of community among BIPOC young adults.

Psychological sense of community is based on feelings of collective efficacy and neighboring (i.e., sharing neighbors and mutual assistance) (Perkins & Long, 2002). Broader definitions of psychological sense of community are positioned within feelings of belongingness and a shared belief that community members will meet one another's needs through these relationships (McMillan & Chavis, 1986). McMillan and Chavis (1986) specifically indicated that psychological sense of community is divided into four dimensions: (1) *Membership*: Being a part of the community; (2) *Influence*: Feeling of making a difference in the community as a member and that contributing and strengthening awareness that individual choices are affected by the community; (3) *Needs fulfillment*: Perception that members in the community will meet the personal and collective needs of one another and community; (4) *Emotional connection*: Shared emotional connection or experience. There are some scholars who specified that

psychological sense of community predominantly operates through needs fulfillment (i.e., both individual and collective needs fulfillment; Prati et al., 2020). This refers to not only one's drive to engage in their community, but more importantly that such action will improve both individual and collective needs (Prati et al., 2020). Nonetheless, psychological sense of community is valuable to community life.

There is a consensus that psychological sense of community refers to a collective experience, which is psychologically imbedded in one's thoughts, feelings, and beliefs about their community (Manzo & Perkins, 2006). And while culturally diverse BIPOC may conceptualize psychological sense of community differently, a central theme that cuts across much of this literature related to psychological sense of community is the focus on collectivism, which is described by communal sharing and living, as well as shared group identity and membership (Jason et al., 2015; Kushitor et al., 2018; Ohbuchi et al., 1999). Within this context, collective characteristics related to group connection, group solidarity, and group harmony are shared in BIPOC communities. These characteristics not only resemble dimensions of psychological sense of community such as group membership and emotional connection, but also aspects of ethnic group identity (Rivas-Drake et al.). However, little research on psychological sense of community and ethnic identity has been conducted among BIPOC groups in diverse geographic communities in the United States.

The measurement and examination of psychological sense of community has not generally accounted for BIPOC group identities or examined this construct alongside conceptually related variables including ethnic identity (Lardier, 2018; Lardier Jr. et al., 2021; Townley et al., 2011). Yet, there are several studies that have linked psychological sense of community with constructs including ethnic identity, which are important to human development. For instance, among BIPOC youth and young adults, psychological sense of community has been identified as a protective mechanism against discrimination (García-Cid et al., 2020), linked with collective action and empowerment (Chan et al., 2017; Chavis & Wandersman, 2002; Chavis et al., 1986; Lardier, 2018; Ramos-Vidal et al., 2020; Speer et al., 2013) and ethnic group attachment and identity (Kenyon & Carter, 2011; Lardier, Garcia-Reid, et al., 2018; Rivas-Drake, 2012).

In a recent grouping of studies, Lardier and colleagues found that psychological sense of community was associated with intrapersonal psychological empowerment and ethnic group attachment (Lardier, 2018; Lardier, Garcia-Reid, et al., 2018; Lardier Jr., Reid, et al., 2018), as well as cognitive psychological empowerment or the perceived ability to critically assess social injustice (Lardier, Garcia-Reid, et al., 2019; Lardier et al., 2020a, 2020b). Psychological sense of community has also been associated with increased mental health and wellness (Prati et al., 2018; Terry et al., 2019) and lower rates of drug and alcohol use among BIPOC youth and young adults (Lardier Jr., 2019; Lardier Jr. et al., 2017; Lardier, Opara, et al., 2019). Studies elsewhere have further tied psychological sense of community with community safety (Leviten-Reid et al., 2020) and perceived community trust (Miranti & Evans, 2019).

These prior studies no doubt contribute to the extant research on psychological sense of community. However, additional empirical work is needed that begins to understand similarities and differences among BIPOC based on perceptions of psychological sense of community and ethnic identity. This is particularly important given the limited research bridging psychological sense of community with aspects of collectivism and ethnic group identity among BIPOC.

3 | ETHNIC IDENTITY

Ethnic Identity intersects with history, culture, and context (Gutiérrez, 1989, 1995; Gutiérrez et al., 1995; Watts & Hipolito-Delgado, 2015) and serves as an important developmental mechanism and process for persons of color (Phinney & Ong, 2007; Phinney, 1992; Rivas-Drake, 2012; Umaña-Taylor et al., 2004, 2014). As a social-group-based identity that is part and parcel to one's self-concept, ethnic identity is focused on connection and identification with a group's cultural practices, norms, values, and beliefs (Umaña-Taylor et al., 2014). Ethnic identity

emerges during adolescence as youth begin to explore and commit to new social identities (Marcia, 1966; Umaña-Taylor, 2010; Umaña-Taylor et al., 2014). Phinney and Ong (2007) specifically identified in their measurement of ethnic identity, through the Multigroup Ethnic Identity Measure Revised (MEIM-R), that ethnic identity was navigated through *exploration*, or the process of understanding one's ethnic background, and *commitment*, or identifying with an ethnic group based on shared cultural experiences, values, and norms. Similarly, Umaña-Taylor et al. (2004) through ethnic-racial identity (ERI) identified that ERI includes *exploration*, or seeking information about one's ethnic-racial group, and *resolution*, or having a sense of clarity regarding the meaning that one attributes to his or her ethnic-racial group. Overall, there is a concurrence that ethnic identity may be based on a process of exploration and resolution or commitment (Phinney & Ong, 2007; Phinney, 1992; Umaña-Taylor et al., 2004) and tied to one's cultural background and practices (Rivas-Drake et al., 2019).

As a critical milestone in human development, and through processes of identity development, higher levels of ethnic identity that yield positive cultural values enhance positive developmental outcomes (Gutiérrez et al., 1995; Lardier Jr., Barrios, Garcia-Reid, et al., 2019; Lardier et al., 2020a, 2020b). For instance, studies have found not only an association between ethnic identity and empowerment among BIPOC youth and young adults (Lardier, 2018; Lardier, Garcia-Reid, et al., 2018; Lardier Jr., Reid, et al., 2018), but also with conceptually related ideas such as having social justice orientation (Lardier et al., 2020a, 2020b). Elsewhere, ethnic identity has been positioned as a protective mechanism and a catalyst to promote positive psychosocial outcomes (e.g., confidence and self-esteem) (Brittian et al., 2015; Stevens-Watkins et al., 2012; Umaña-Taylor et al., 2012). Furthermore, ethnic identity has been tied to reductions in drug and alcohol use (Lardier Jr., 2019), depression, and other mental health symptoms (Neblett et al., 2013; Rivas-Drake, 2012), as well as positive health outcomes such as increased HIV and viral hepatitis knowledge (Opara et al., 2021). Investigations elsewhere have also connected ethnic identity with reductions in participation in violent behavior (Williams et al., 2014) and positive school outcomes (Rivas-Drake et al., 2012). Yet, more research is needed that specifically connects ethnic identity with psychological sense of community, as well as conceptually related constructs that may be important to BIPOC groups and can aid in fighting social oppression, as well as meeting the collective needs of the community (Gutierrez, 1988; Hipolito-Delgado & Lee, 2007).

4 | CONNECTING PSYCHOLOGICAL SENSE OF COMMUNITY AND ETHNIC IDENTITY: ASSOCIATION WITH INTRAPERSONAL PSYCHOLOGICAL EMPOWERMENT, CIVIC ENGAGEMENT, AND DEPRESSION

Conceptually, ethnic identity and multicultural theories maintain that those who have moved toward greater ethnic group security (e.g., Cross, 1991; Negy et al., 2003), commitment (e.g., Phinney & Ong, 2007), or resolution (e.g., Umaña-Taylor et al., 2004, 2014) have positive attitudes toward their group and other groups and greater community belongingness (Kiang et al., 2006). When examined together, both ethnic identity and psychological sense of community have been associated with mental wellness (McClain et al., 2016), higher self-esteem, (Swenson & Prelow, 2005) and as a protective mechanism against discrimination and family stress (Williams et al., 2014). These constructs have also been associated with empowerment and civic engagement (Hipolito-Delgado & Zion, 2015; Lardier, 2018; Lardier et al., 2020a, 2020b), as well as better mental health (i.e., lower depression) and physical wellness (Brook & Pahl, 2005; Corneille & Belgrave, 2007; Ferrari et al., 2015; Garcia-Reid et al., 2013; Lardier, Garcia-Reid, et al., 2018; Lardier Jr., Reid, et al., 2018; Neblett et al., 2013; Phinney et al., 2001; Rivas-Drake, 2012).

For instance, Kenyon and Carter (2011) displayed among American Indian adolescents that ethnic identity and psychological sense of community were positively associated, and that a stronger psychological sense of community within tribal communities was connected with values of collectivism and community, as well as emotional safety and mental wellness. Rivas-Drake (2012) also illustrated that Latino young adult students who reported a

positive private and public regard (two facets of ethnic identity) described greater sense of community with others on campus, which in turn predicted higher self-esteem and less depression symptoms. More recently, studies have indirectly associated psychological sense of community through ethnic identity among BIPOC with both empowerment (Lardier, 2018), and reductions in drug and alcohol use (Lardier Jr., 2019).

These findings together provide evidence for both the association between ethnic identity and psychological of community, as well as connection with human developmental constructs such as empowerment, civic engagement, and indicators of mental health (e.g., depression, anxiety substance misuse). Yet, a central task remains to further examine the construct of psychological sense of community among diverse ethnic and racial groups and alongside ethnic identity. Moreover, additional research is needed that evaluates both ethnic identity and psychological sense of community with developmental processes and outcomes critical to human development such as empowerment, civic engagement, and depression.

The association between homogenous subgroups based on psychological sense of community and ethnic identity with conceptually related variables such as intrapersonal psychological empowerment, civic engagement, and depression symptoms, may operate in various ways among different groups by race, ethnicity, or age. As an example, Smith and Silva (2011) found in their study that ethnic identity was a stronger protective factor for mental health among younger adults than older adults. In addition, some individuals may feel less connected to their ethnic-racial identity, but still feel emotionally connected to their community and respond to injustices. On the other hand, individuals both highly connected to their ethnic group and having a strong sense of community may be more aware of social inequalities but not as interested in engaging in collective action. Still, it is important to consider that identity processes for people of color in the United States are both ethnic and racial. Consequently, it is likely that ethnic identity is an important process for various BIPOC groups in the United States, including African Americans, Hispanic/Latinx people, and Native Americans/American Indians (Hughes et al., 2009). Overall, the extant research raises questions regarding the manifestation of homogenous subgroups based on perceptions psychological sense of community and ethnic identity among BIPOC.

Latent profile analysis (LPA) as a person-centered, theoretically informed approach (Howard & Hoffman, 2017) helps uncover similarities and differences and complex subgroup patterns among multidimensional constructs (Bogat et al., 2012). LPA categorizes and allows for the examination of how groups of individuals function relative to others within the sample population (Howard & Hoffman, 2017). And specifically, the association these groups have with conceptually related variables (Magidson & Vermunt, 2004; Vermunt & Magidson, 2002). This method is suited for understanding subgroups based on dimensions of psychological sense of community and the construct ethnic identity.

As a conceptually related literature, studies in empowerment have started to utilize LPA and person-centered analysis techniques (e.g., Christens et al., 2013, 2018; Lardier Jr., Barrios, Garcia-Reid, et al., 2019; Opara et al., 2019). There is limited scholarly work that has done so with psychological sense of community and ethnic identity. The complexity of the relationship between psychological sense of community and ethnic identity makes it likely that there are distinct subgroups among these constructs.

5 | THE CURRENT STUDY

The study sample is BIPOC young adults (e.g., Hispanic, and Native American/American Indian). We hypothesized that: (H1): A larger number of participants might exhibit greater psychological sense of community and ethnic identity; (H2) Those in profile sub-groups with greater psychological sense of community and ethnic identity would display higher mean composite scores on intrapersonal psychological empowerment and civic engagement. We also hypothesized that (H3): Those in profile sub-groups with lower psychological sense of community and ethnic identity would experience more depression symptoms.

6 | METHOD

6.1 | Participants and procedures

In the parent study, 270 participants were recruited with 10% identifying as White non-Hispanic and 90% identifying as a BIPOC: Hispanic/Chicano(a)/Spanish (70%), American Indian/Native American (10%), African American (10%). For the current study, the sample was delimited to 243 BIPOC participants. In this sample, participants included young adults between the ages of 18 and 24 years of age (95% between 18 and 24 years of age), with 70% identifying as female. Participants were recruited through convenience sampling techniques from a southwestern urban community (60% of participants) and city campus community (40% of participants). The majority of participants were born in the United States (77.3%). Participants reported an annual income between \$30,000 and \$40,000 per year (56.78%). All participants were compensated \$10 for their participation per University of New Mexico institutional review board (IRB) approval.

6.2 | Measures

Psychological Sense of Community (8-items) was measured using the eight-item *Brief Sense of Community Scale* (BSCS; Lardier, Garcia-Reid, et al., 2018; Lardier Jr., Reid, et al., 2018; Peterson et al., 2008). The BSCS measures dimensions specific to McMillan and Chavis's (1986) *Sense of Community Theory: Needs Fulfillment, Membership, Influence, and Emotional Connection*. This measure has been validated among both youth (Lardier Jr., Reid, et al., 2018; Lardier Jr. et al., 2021) and adult samples (Peterson et al., 2008). Recent studies have assessed the dimensionality and measurement invariance between Hispanic male and female adolescents (Lardier Jr. et al., 2021), as well as Black girls and continued to show strong reliability and validity (Opara et al., 2021). Participants responded to items on a five-point Likert scale from *strongly disagree* (1) to *strongly agree* (5). Sample items include the following: "I feel like a member of this neighborhood" and "I have a say about what goes on in my neighborhood." For the current study, needs fulfillment ($M = 4.17$, $SD = 0.86$; Cronbach's $\alpha = 0.86$), membership ($M = 3.75$, $SD = 0.98$; Cronbach's $\alpha = 0.86$), influence ($M = 3.35$, $SD = 0.86$; Cronbach's $\alpha = 0.86$), and emotional connection ($M = 3.55$, $SD = 0.85$; Cronbach's $\alpha = 0.86$) sub-dimensions were averaged and combined ($M = 3.17$, $SD = 0.69$; Cronbach's $\alpha = 0.86$).

Ethnic identity (6-items) was measured using the Multigroup Ethnic Identity Measure (MEIM)-Revised (MEIM-R) (Phinney & Ong, 2007). Previous studies have identified support for the utility of the MEIM-R among Hispanic samples (e.g., Schwartz et al., 2014). The MEIM-R is defined by two dimensions: *Ethnic Identity Exploration* (sample items: "I have spent time trying to figure out more about my ethnic group" and "Participating in cultural practices of group") and *Ethnic Identity Commitment* (sample items: "A strong sense of belonging to group" and "A strong attachment towards group"). Participants responded on a 4-point Likert scale ranging from *strongly disagree* (1) to *strongly agree* (4). For the current study, the three-item exploration dimension (Cronbach's $\alpha = 0.82$) and commitment dimension (Cronbach's $\alpha = 0.80$) were averaged and combined (Cronbach's $\alpha = 0.85$).

Intrapersonal Psychological Empowerment (17-items) was measured using the Sociopolitical Control Scale (SPCS), which was developed to examine the intrapersonal component of psychological empowerment (Peterson et al., 2006; Zimmerman & Zahniser, 1991). Peterson et al. (2006) through CFA identified that the SPCS-Y was a two-factor measure that examined leadership competency (sample items: "I am a leader in groups" and "I can usually organize people to get things done"; Cronbach's $\alpha = 0.81$) and policy control (sample items: "I have attended a public meeting to push for a policy change" and "I have participated in a protest march or rally"; Cronbach's $\alpha = 0.76$). For the current study, the eight-item measure of leadership competence ($M = 3.24$, $SD = 0.63$; Cronbach's $\alpha = 0.83$) and nine-item measure of policy control ($M = 2.85$, $SD = 0.74$; Cronbach's $\alpha = 0.87$) were averaged and combined ($M = 3.39$, $SD = 0.64$; Cronbach's $\alpha = 0.85$). Participants responded using a 5-point Likert scale ranging from *strongly disagree* (1) to *strongly agree* (5).

Civic Participation (8-items) was measured using a frequently examined scale in previous studies of psychological empowerment (e.g., Peterson et al., 2011; Speer & Peterson, 2000). Sample items include: "I have attended a public meeting to push for a policy change," "I have signed a petition," "I have participated in a protest march or rally" and "I have worked to change a rule or policy at school." Items were measured on a six-point Likert scale for frequency over a previous year's time, ranging from *Not at all* (0) to *About weekly* (6). For the current study, items were averaged and combined ($M = 4.25$, $SD = 0.77$; Cronbach's $\alpha = 0.75$).

Depression symptoms was assessed using the 13-item *Mood and Feelings Questionnaire* (MFQ). The MFQ is a self-administered questionnaire on depression symptoms. Participants responded on a 3-point scale (0 = *not true*; 1 = *somewhat true*; 2 = *true*) with total scores ranging from zero to 26, and higher scores indicating more depression symptoms. Sample items include the following: "I cried a lot" and "I did everything wrong." Prior studies have supported the use of this scale among adolescent and young adult samples (e.g., Jeffreys et al., 2016; St Clair et al., 2017). For the current study, items were combined ($M = 15.31$, $SD = 4.91$; Cronbach's $\alpha = 0.90$).

6.2.1 | Covariates

Several covariates were tests as statistical controls. Covariates were included in final model based on statistical performance in the model following group differences (see Aneshensel, 2012). These controls related to participants' socio-demographic characteristics including *gender identity*, *household income*, and *age*. Sample *geographic recruitment location* was also assessed between the general community and city campus community. *Gender identity* was categorized using three items (0 = Male, 1 = Female, 2 = Gender non-conforming; $M = 0.80$, $SD = 0.63$). *Household income* was measured using six items (1 = Under \$5000; 2 = \$5000–\$9999; 3 = \$10,000–\$19,999; 4 = \$20,000–\$29,999; 5 = \$30,000–\$39,999; 6 = More than \$40,000). *Age* was measured in years ($M = 23.51$; $SD = 10.53$). *Geographic recruitment location* was categorized dichotomously (0 = general community, 1 = city campus community).

7 | RESULTS

7.1 | Preliminary analyses, descriptive statistics, and bivariate correlations

Before the main analyses, missing data were examined. Little's missing completely at random (MCAR) test was used to assess the level and type of missingness (Little & Rubin, 2014). Based on Little's MCAR test, data were unlikely to be MCAR: $\chi^2 = (30) 65.64$, $p = 0.001$. Further inspection of missing data also revealed there was little evidence for covariate-dependent missingness (CDM) $\chi^2 = (120) 75.11$, $p = 0.01$. The largest proportion of missing data were <10% and related to Depression symptoms. To preserve observations, we used multiple imputation based on multivariate imputation by chained equations (White et al., 2011). Based on both Little's MCAR and CDM test, we adjusted our main effects by including covariates into our modeling strategy (Li, 2013) and made decision on the retention of covariates based on statistical differences on main analytic variables and in the performance of statistical models (see Aneshensel, 2012).

Following handling of missing data, normality, descriptive statistics, α -level reliabilities (Cronbach's α), and a bivariate correlation matrix were examined on main analytic variables and covariates (see Table 1). Bivariate correlation results demonstrated intercorrelations among all variables as expected. Dimensions of psychological sense of community were positively correlated. All main analysis variables were correlated, outside of depression symptoms with civic participation.

One-way analysis of variance was used to determine whether there were differences in any of the measured variables based on *gender identity* (e.g., male, female, and gender non-conforming), *household income*, and *age*. Mean level differences were noted between *gender identity* and dimensions of psychological sense of community

TABLE 1 Descriptive statistics and bivariate correlations of main study variables (N = 243)

	1	2	3	4	5	6	7	8	9	10	11
1. Emotional connection	-	0.61**	0.41**	0.33**	0.73**	0.18**	0.35**	0.13**	-0.09*	-0.17**	0.04
2. Influence		-	0.40**	0.32**	0.65**	0.15**	0.35**	0.14*	-0.03	0.02	-0.24**
3. Membership			-	0.55**	0.68**	0.16**	0.28**	0.17*	-0.13**	-0.14**	-0.10*
4. Needs fulfillment				-	0.71**	0.17**	0.12**	0.19*	-0.19**	-0.03	0.04
5. Psychological sense of community					-	0.26**	0.29**	0.13*	-0.14**	-0.10*	-0.03
6. Ethnic identity						-	0.26**	0.10*	-0.14**	0.15**	0.02
7. Intrapersonal psychological empowerment							-	0.37**	-0.07	0.06	-0.03
8. Civic participation								-	-0.10*	-0.18**	-0.13
9. Gender identity ^a									-	-0.04	-0.18**
10. Household income										-	0.26**
11. Age (years)											-
Mean (SD)	3.55	3.35	3.75	4.17	3.71	2.93	3.39	4.25	0.80	4.29	23.51
SD	0.85	0.86	0.98	0.86	0.69	0.33	0.64	0.77	0.63	1.77	10.53
Cronbach's α	0.86	0.86	0.86	0.86	0.86	0.85	0.85	0.75	-	-	-

^aGender identity (0 = Male, 1 = Female, 2 = Gender non-conforming).

* $p < 0.05$; ** $p < 0.001$.

including emotional control ($F[3] = 2.76, p < 0.05$), influence ($F[3] = 6.07, p < 0.000$), membership ($F[3] = 6.54, p < 0.000$), and needs fulfillment ($F[3] = 12.33, p < 0.000$); *gender identity* and ethnic identity ($F[3] = 4.64, p < 0.000$), civic participation ($F[3] = 6.26, p < 0.000$) and depression symptoms ($F[3] = 4.92, p < 0.000$). Mean level differences were also identified between *household income* and dimensions of psychological sense of community including emotional control ($F[5] = 8.84, p < 0.000$), influence ($F[5] = 7.06, p < 0.000$), membership ($F[5] = 4.91, p < 0.000$), and needs fulfillment ($F[5] = 6.13, p < 0.000$); *household income* and ethnic identity ($F[5] = 10.74, p = 0.000$), intrapersonal psychological empowerment ($F[5] = 6.32, p < 0.000$), civic participation ($F[5] = 12.39, p < 0.000$) and depression symptoms ($F[3] = 9.23, p < 0.000$). No differences were noted among *age* and participant *geographic recruitment location* (e.g., general community and city campus community) in relation to psychological sense of community, ethnic identity, civic participation, and depression symptoms. Based on these analyses, *gender identity* and *household income* were retained as covariates in subsequent analyses.

7.2 | Latent profile analysis

Latent profile analysis (LPA) was conducted using maximum likelihood (ML) estimations to identify unobserved subgroupings based on specific indicators (in this case dimensions of psychological sense of community and the construct ethnic identity) using Latent Gold 5.1 (Magidson et al., 2020). Nine profile groups were modeled, and indices transformed into quintiles to standardize data and maintain ordinal response scales (Vermunt & Magidson, 2002). Model fit was assessed for each of the latent class profile models. To determine the best model-to-data fit,

several comparative indicators were examined including likelihood ratio χ^2 statistics (L^2), Bayesian information criterion (BIC), Akaike information criterion (AIC), number of parameters, and classification error (Magidson et al., 2020). Model entropy value was examined, with values closer to one indicating greater clarity in classification (Nylund et al., 2007). No profile had less than 10% of the total participants (Nylund et al., 2007). Therefore, the most parsimonious and best-fitting model to the sample data, as well as the model that captured the largest proportion of the variance in data based on observed indicators was chosen. Covariates of *gender identity* and *household income* were retained during LPA analyses to make decisions concerning class specification and model fit (Lubke & Luningham, 2017).

Based on interpreter indicators of model fit, and additional criterion employed, the five-profile model had good fit to the sample data (see Table 2). Bootstrapping was then conducted to obtain model fit estimates (Langeheine et al., 1996). Fit statistics for the best-fitting five-cluster profile model were as follows: $L^2 = 564.81$, BIC = 2568.63, AIC = 2441.44 and the bootstrap L^2 p value = 0.50. The five-profile model provided an entropy R^2 value of 0.80. This indicates that the five-cluster profile model accounted for 80% of the variance in psychological sense of community and ethnic identity.

Latent class profiles were created using standard-modal classification (Magidson et al., 2020). Figure 1 displays the means for each scale for the participants classified in each profile. A total of 112 participants (40%) were in Profile one labeled "Moderate sense of community and ethnic identity" reflecting both moderate means for dimensions of psychological sense of community that include emotional connection ($M = 3.65$, $SD = 1.13$), influence ($M = 3.25$, $SD = 1.31$), membership ($M = 3.56$, $SD = 1.38$), and needs fulfillment ($M = 3.97$, $SD = 1.22$) and ethnic identity ($M = 2.72$, $SD = 1.01$). A total of 52 (21.8%) were in Profile two labeled "High sense of community and ethnic identity" reflecting higher means for dimensions of psychological sense of community that include emotional connection ($M = 4.38$, $SD = 1.12$), influence ($M = 4.33$, $SD = 0.78$), membership ($M = 4.72$, $SD = 0.69$), and needs fulfillment ($M = 4.94$, $SD = 0.72$) and ethnic identity ($M = 3.01$, $SD = 2.70$). These means were higher overall when compared to profiles one and four ("Low sense of community and ethnic identity"). A total of 34 (12.5%) were in Profile three labeled "High membership and needs fulfillment and moderate ethnic identity" reflecting higher means for membership ($M = 4.43$, $SD = 0.72$), and needs fulfillment ($M = 4.98$, $SD = 0.69$), lower overall means for emotional connection ($M = 3.11$, $SD = 0.66$), influence ($M = 3.08$, $SD = 1.11$), and a moderate mean for ethnic identity ($M = 2.71$, $SD = 0.57$). Means for membership and needs fulfillment were higher than identified in profile one and similar to profile two. Means for ethnic identity were similar to profile one and lower than profile two. A total of 31 (11.60%)

TABLE 2 Latent class analysis model fit statistics for the intersection between Sense of community and ethnic identity ($N = 243$)

	BIC(LL)	AIC(LL)	Number of parameters	L^2	df	p value (bootstrap L^2)	Class. error
Model 1	2747.07	2700.21	14	871.582	268	0.010	0.001
Model 2	2569.46	2502.52	20	661.898	260	0.030	0.02
Model 3	2563.93	2476.90	26	624.281	254	0.15	0.06
Model 4	2568.63	2453.77	32	589.150	255	0.52	0.08
Model 5	2560.88	2441.44	38	564.813	252	0.50	0.07
Model 6	2584.89	2437.62	44	548.994	246	0.48	0.08
Model 7	2598.90	2431.54	50	530.921	240	0.32	0.10
Model 8	2611.93	2424.50	56	511.872	250	0.08	0.05
Model 9	2627.58	2420.06	62	495.438	249	0.10	0.11

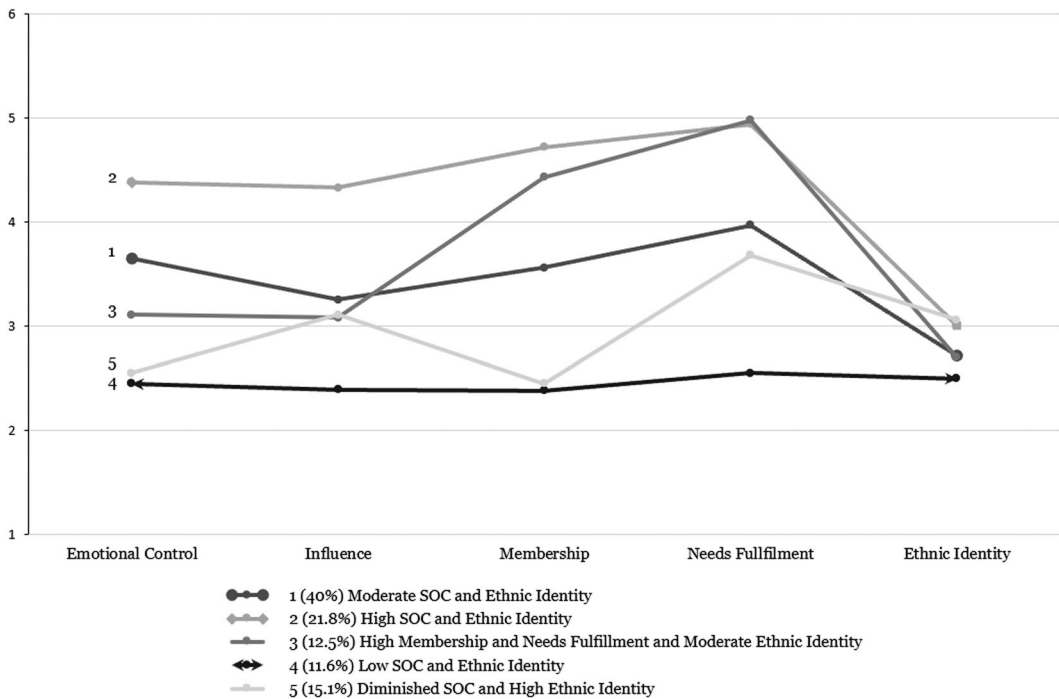


FIGURE 1 Psychological sense of community and ethnic identity response probabilities by latent cluster

were in Profile four “Low sense of community and ethnic identity” reflection lower overall means for dimensions of psychological sense of community that include emotional connection ($M = 1.20$, $SD = .1.17$), influence ($M = 2.39$, $SD = 0.63$), membership ($M = 2.38$, $SD = 1.14$), and needs fulfillment ($M = 2.55$, $SD = 1.00$) and ethnic identity ($M = 2.50$, $SD = 0.83$); this is when compared to profiles one (“Moderate Sense of Community and Ethnic Identity”) and two (“High sense of community and ethnic identity”). Last, a total of 41 (15.1%) were in Profile five “Diminished sense of community and high ethnic identity” reflecting means for dimension of psychological sense of community that were greater than profile four “Low sense of community and ethnic identity” but less than those in identified in profile one “Moderate sense of community and ethnic identity”: emotional connection ($M = 2.55$, $SD = 1.34$), influence ($M = 3.11$, $SD = 1.24$), membership ($M = 2.45$, $SD = 1.63$), and needs fulfillment ($M = 3.68$, $SD = 1.32$). Ethnic identity for this profile ($M = 3.06$, $SD = 0.51$) had a higher mean response like profile two.

Next, we examined for differences between profile groups on a set of conceptually related variables: intrapersonal psychological empowerment, civic engagement, and depression symptoms. Multivariate analysis of covariance (MANCOVA) was conducted with psychological sense of community and ethnic identity profiles as the grouping factor, and intrapersonal psychological empowerment, civic engagement, and depression symptoms as dependent variables (Table 3). *Gender identity* and *household income* were retained as covariates. Results of the MANCOVA indicated that after controlling for demographic characteristics, significant differences existed between psychological sense of community and ethnic identity latent profile on intrapersonal psychological empowerment, civic participation, and depression symptoms, as conceptually related variables.

Using pairwise univariate comparisons, we further examined and identified statistically significant differences on these variables between psychological sense of community and ethnic identity latent profiles. Those classified in Profile two “High sense of community and ethnic identity” reported significantly higher levels of intrapersonal psychological empowerment and civic participation, when compared to those in Profiles one “Moderate sense of community and ethnic identity,” three “High membership and needs fulfillment and moderate ethnic identity,” four

TABLE 3 MANCOVA results between psychological SOC-ethnic identity profile group (N = 243)

	Intrapersonal psychological empowerment		Civic participation		Depression	
	Mean (95% CI)	SE	Mean (95% CI)	SE	Mean (95% CI)	SE
1. Moderate SOC and Ethnic Identity (40%)	3.31 (3.24–3.38)	0.62	10.20 (9.36–11.04)	0.62	3.01 (2.58–3.43)	0.21
2. High SOC and Ethnic Identity (21.8%)	3.80 (3.71–3.87)	0.69	9.96 (9.12–10.80)	0.69	3.69 (3.23–4.14)	0.23
3. High Membership and Needs Fulfillment and Moderate Ethnic Identity (12.5%)	3.12 (2.97–3.37)	1.31	9.76 (8.71–10.81)	1.31	3.11 (2.58–3.63)	0.30
4. Low SOC and Ethnic Identity (11.6%)	2.91 (2.80–3.37)	1.91	11.84 (10.25–13.42)	1.91	1.81 (1.20–2.43)	0.26
5. Diminished SOC and High Ethnic Identity (15.1%)	3.30 (3.21–3.40)	.84	10.88 (9.25–11.01)	.84	3.05 (2.27–3.83)	0.39
Univariate $F(3, 826)$	26.99***		9.87*		2.05*	
Mean different, $p < 0.05$	1 > 3, 4		1 > 4		4 > 1,2,3	
	2 > 1, 3, 4, 5		2 > 1, 3, 4, 5		5 > 1,2,3	
	5 > 3		3 > 4			
		5 > 3				

Note: Overall MANOVA: Wilks' Lambda = 0.75, $F(12, 990.54) = 13.01, p < 0.001$.

Abbreviations: CI, confidence interval; MANCOVA, multivariate analysis of covariance; SOC, sense of community.

** $p < 0.01$; * $p < 0.05$; *** $p < 0.001$.

“Low sense of community and ethnic identity” and five “Diminished sense of community and high ethnic identity.” Those in Profile one “Moderate sense of community and ethnic identity” also showed higher mean scores on intrapersonal psychological empowerment when compared to those in Profiles three “High membership and needs fulfillment and moderate ethnic identity” and four “Low sense of community and ethnic identity.” However, Profile one “Moderate sense of community and ethnic identity” only showed a higher mean value on civic participation, when compared to Profile four “Low sense of community and ethnic identity.” Interestingly, Profile three “High membership and needs fulfillment and moderate ethnic identity” had a higher mean value when compared to Profile four “Low sense of community and ethnic identity” on civic participation. Profile five “Diminished sense of community and high ethnic identity” had a significantly higher mean score on intrapersonal psychological empowerment and civic participation, when compared to Profile three “High Membership and Needs fulfillment and moderate ethnic identity.” Last, both Profiles four “Low sense of community and ethnic identity” and five “Diminished sense of community and high ethnic identity” displayed high mean scores on depression symptoms, compared to those in remaining profile groups.

8 | DISCUSSION

The connection between psychological sense of community and ethnic identity among racial-ethnic minority young adults has been under-examined (Lardier, 2018; Rivas-Drake, 2012; Umaña-Taylor et al., 2014). However, investigation of heterogeneity among homogenous subgroups through LPA based on perceptions of psychological sense of community and ethnic identity on developmental outcomes warrants further investigation. The current study investigated the dynamics between psychological sense of community and ethnic identity among predominantly young adults of color. Latent profile groups were tested with conceptually related indicators—for example, intrapersonal psychological empowerment, civic engagement, and depression symptoms. Results provide some insight into the connection between psychological sense of community and ethnic identity, as well as the heterogeneity of these constructs.

As an extension of the existing research, the current study hypothesized that young adults who exhibited greater psychological sense of community and ethnic identity would have increased mean scores on intrapersonal psychological empowerment and civic engagement. In support of this hypothesis, results indicated that the largest proportion of participants (69.8%) were between Profiles one “Moderate sense of community and ethnic identity” and two “High sense of community and ethnic identity.” MANCOVA results indicated that nearly 70% of the sample had moderate to high psychological sense of community and ethnic identity. More specifically, those in Profile two “High sense of community and ethnic identity” had mean scores that were higher on intrapersonal psychological empowerment and civic engagement. Similarly, those in Profile one “Moderate sense of community and ethnic identity” showed higher mean composite scores on intrapersonal psychological empowerment, when compared to Profiles three “High membership and needs fulfillment and moderate ethnic identity” and four “Low sense of community and ethnic identity.” Further, Profile one “Moderate sense of community and ethnic identity” had mean composite scores that were higher on civic participation when compared to Profile four “Low sense of community and ethnic identity.” This may suggest that there is a relationship between psychological sense of community and experiencing greater ethnic identity, and that these dimensions are also associated with empowerment-based outcomes related to civic action (e.g., intrapersonal psychological empowerment and civic engagement). Prior studies support this assertion, given the independent association between psychological sense of community and ethnic identity with empowerment outcomes such as action and social change (Chavis & Wandersman, 2002; Lardier, 2018; Peterson et al., 2011; Speer et al., 2013).

Interestingly, Profile three “High membership and needs fulfillment and moderate ethnic identity” yielded some interesting findings. In the MANCOVA model, Profile three showed a significant difference in civic participation when compared to Profile four “Low sense of community and ethnic identity.” These findings presented some

indication that membership and needs fulfillment may be important components, in tandem with ethnic group identity, when connected with civic participation. This somewhat supports the claim from prior scholars (e.g., Prati et al., 2020) that psychological sense of community may be driven predominantly by needs fulfillment. It also points toward the idea that membership and needs fulfillment, as dimensions of the larger psychological sense of community construct, may have a more prominent conceptual and empirical connection to ethnic identity than the other dimensions of psychological sense of community—*influence and emotional connection*. Such findings are supported conceptually by prior writings drawing the connection between community belongingness and ethnic identity—wherein those who identify more closely with their ethnic group tend to perceive greater membership to their community and have a stronger perception that their needs and needs of community can be fulfilled (e.g., Cross, 1991; Umaña-Taylor et al., 2004, 2014).

Furthermore, we hypothesized that young adults exhibiting lower psychological sense of community and ethnic identity would have higher depression symptoms scores. These findings align with prior work that supports that lower psychological sense of community and ethnic identity are often positively associated emotional distress, depression symptoms, and alienation (e.g., Garcia-Reid et al., 2013; Hombrados-Mendieta et al., 2013; Lardier Jr., Barrios, Foreza, et al., 2019; Piña-Watson et al., 2017; Terry et al., 2019; Umaña-Taylor et al., 2014). Unlike prior studies, using person-centered analyses helps to elucidate the role that both lower levels of psychological sense of community and ethnic identity have together with depression symptoms, supporting the importance of these dimensions in mental health.

Beyond the noted outcomes, study results also provide some support for person-centered approaches in analyzing and connecting theoretically-related constructs such as psychological sense of community and ethnic identity. Additional analyses would further support that both psychological sense of community and ethnic identity may have a theoretically stronger relationship than previously purported. Furthermore, it situates these constructs as part of a larger body of literature that has examined the association between psychological sense of community and ethnic identity, but not as profile constructs. Therefore, we may be able to build on both psychological sense of community theory and theories surrounding ethnic identity by expanding our understanding of how both these constructs mutually support and reinforce one another. Moreover, connecting profile constructs of psychological sense of community and ethnic identity with conceptually related variables (e.g., intrapersonal psychological empowerment, civic engagement, and depression symptoms) adds to how we understand the connection between these variables, providing implications for community programming.

8.1 | Limitations

There are several notable limitations to consider when interpreting the results from this study. First, data are cross-sectional from a U.S. southwestern urban community. Given that the U.S. southwest has a predominant Hispanic/Chicano(a)/Spanish and Native American/American Indian population, outcomes may not be generalizable to other locations in the United States and to other Hispanic/Latinx groups. Future research should be conducted to examine and replicate findings for consistency. A related area for future thinking is the COVID-19 pandemic and socio-political activism in the United States (i.e., Black Lives Matter Movements). While this study did not take place during the COVID-19 pandemic and the socio-political activism in the United States (i.e., Black Lives Matter Movements), it is likely that these social realities may shift our understanding of such constructs and may even influence the outcomes of future studies. Given these historical realities, it is important that future studies account for these shifts in sociopolitical perceptions and realities. Second, within group differences were unexamined. For instance, although demographically labeled “Hispanic” or “Chicano/a,” and “Spanish,” there are likely within group variations specific to these identities, given the historical context of the United States southwest and the ways in which individuals make meaning of their identity based on immigration status, whether they are also indigenous, or predominantly identify as Spanish (Gallegos, 2017). These contexts are despairingly underexplored and deserve

deeper attention in relation to these constructs but also others relevant to human development. Third, we were unable to engage in between-group analyses that would have provided greater nuance to understanding heterogeneity in subgroups based on constructs of psychological sense of community and ethnic identity. Future research should focus on examining such between-group differences to fully elucidate variations between manifestations of subgroups based on concepts of psychological sense of community and ethnic identity. Last, subdimensions of the MEIM-R were not included in the LPA due to issues with power—related to the sample size. However, future research is encouraged to build on this study to explore both subdimensions of psychological sense of community and ethnic identity through the MEIM in LPA and on conceptually related variables.

9 | CONCLUSION

Findings from this study have implications for the field of community psychology and human development, as well as more specifically settings that support community and group belongingness, such as community-based organizations. Results, for example, suggest that profiles of psychological sense of community and ethnic identity are heterogeneous. Supporting and encouraging cultural community activities and activist-based organizing events can possibly help achieve stronger sense of community and ethnic identity among young adults, which can therefore result in positive developmental outcomes among this group. The Black Lives Matter Movements provides a concrete example of young activists of colors coming together to challenge systemic racial oppression and discrimination. The solidarity in this movement begins to support tacitly the importance of community and identity to improve the lives of those affected by social and systemic oppression.

Within the context of mental health concerns such as depression, it becomes clear that there are complexities, wherein those who feel disconnected from both their community and cultural group are likely to feel depressed, hopeless, and isolated (Lardier Jr., Barrios, Forenza, et al., 2019; Lardier Jr., Barrios, Garcia-Reid, et al., 2019; Lardier, Garcia-Reid, et al., 2019; Lardier, Opera, et al., 2019). It is critical to identify ways to encourage community belongingness and mechanisms to build ethnic group identity—not only to diminish feelings of depression and hopelessness, but more importantly to encourage belongingness and wellness. In line with this idea, there is also an association between positive feelings of community and ethnic group connection and civic engagement and empowerment, which have also been tied to hopefulness (Christens et al., 2018) and healing (Ginwright, 2015).

Based upon these recommendations, findings position the role of community belongingness or psychological sense of community and ethnic identity as important programmatic mechanisms to achieve not only empowerment but relieve mental health burdens. One way to realize this is through the development of community programs to support BIPOC young adults. This may be achieved through the creation of a programmatic space that imbeds the cultural values of BIPOC young adults into program principles and activities. Moreover, these programs can focus on developing a robust mentorship network of BIPOC community leaders and stakeholders to support BIPOC young adults in socially connecting with one another—that is, building community and ethnic-racial group attachment—as well as bridging and bonding these young adults with other important community networks focused on solidarity and empowerment. This is not to say that such programmatic access points can fully address disconnections resulting from inequality and oppression among BIPOC (Lardier Jr., Barrios, Forenza, et al., 2019; Lardier Jr., Barrios, Garcia-Reid, et al., 2019; Lardier, Garcia-Reid, et al., 2019; Lardier, Opera, et al., 2019), but it may provide one of a small number of outlets to promote community building, connection, and solidarity. Because BIPOC young adults often lack access to such programmatic locations due to most available programs (though still woefully limited) being focused on youth below the age of 18 years, community leaders and program coordinators need to identify funding to develop and maintain such programs for BIPOC young adults. Doing so may help support community building, and racial-ethnic cultural solidarity focused on empowering and framing ways to resist the increasing rise in racism, oppression, and division.

ACKNOWLEDGMENTS

Dr. Opara is supported with funding from the National Institutes of Health, Office of the Director (1DP5OD029636) and partial support from a National Institute of Mental Health education grant (R25-MH087217). This study was supported by the UNM College of Education & Human Sciences (COEHS) through start-up funds.

PEER REVIEW

The peer review history for this article is available at <https://publons.com/publon/10.1002/jcop.22686>

DATA AVAILABILITY STATEMENT

The data that support the findings of this study are available from the corresponding author upon reasonable request.

ORCID

David T. Lardier  <https://orcid.org/0000-0002-7236-2049>

REFERENCES

- Aneshensel, C. S. (2012). *Theory-based data analysis for the social sciences*. Sage Publications.
- Bermea, A. M., Lardier, D. T., Jr., Forenza, B., Garcia-Reid, P., & Reid, R. J. (2018). Communitarianism and youth empowerment: Motivation for participation in a community-based substance abuse prevention coalition. *Journal of Community Psychology*, 47, 49–62.
- Bogat, G. A., Zarrett, N., Peck, S. C., & von Eye, A. (2012). The person-oriented approach and community research. In L. Jason, & D. Glenwick (Eds.), *Methodological approaches to community-based research* (pp. 89–109). American Psychological Association.
- Brittian, A. S., Kim, S. Y., Armenta, B. E., Lee, R. M., Umaña-Taylor, A. J., Schwartz, S. J., Villalta, I. K., Zamboanga, B. L., Weisskirch, R. S., Juang, L. P., Castillo, L. G., & Hudson, M. L. (2015). Do dimensions of ethnic identity mediate the association between perceived ethnic group discrimination and depressive symptoms? *Cultural Diversity and Ethnic Minority Psychology*, 21(1), 41–53. <https://doi.org/10.1037/a0037531>
- Brook, J. S., & Pahl, K. (2005). The protective role of ethnic and racial identity and aspects of an Africentric orientation against drug use among African American young adults. *The Journal of Genetic Psychology*, 166(3), 329–345.
- Cantillon, D., Davidson, W. S., & Schweitzer, J. H. (2003). Measuring community social organization: Sense of community as a mediator in social disorganization theory. *Journal of Criminal Justice*, 31(4), 321–339. [https://doi.org/10.1016/s0047-2352\(03\)00026-6](https://doi.org/10.1016/s0047-2352(03)00026-6)
- Chan, W. Y., Cattaneo, L. B., Mak, W. W. S., & Lin, W. Y. (2017). From moment to movement: Empowerment and resilience as a framework for collective action in Hong Kong. *American Journal of Community Psychology*, 59(1-2), 120–132.
- Chavis, D. M., Hogge, J. H., McMillan, D. W., & Wandersman, A. (1986). Sense of community through Brunswik's lens: A first look. *Journal of Community Psychology*, 14(1), 24–40. [https://doi.org/10.1002/1520-6629\(198601\)14:1%3C24::aid-jcop2290140104%3E3.0.co;2-p](https://doi.org/10.1002/1520-6629(198601)14:1%3C24::aid-jcop2290140104%3E3.0.co;2-p)
- Chavis, D. M., & Wandersman, A. (2002). Sense of community in the urban environment: A catalyst for participation and community development. *A Quarter Century of Community Psychology* (pp. 265–292). Springer.
- Christens, B. D., Byrd, K., Peterson, N. A., & Lardier, D. T. (2018). Critical hopefulness among urban high school students. *Journal of Youth and Adolescence*, 47, 1–14.
- Christens, B. D., Collura, J. J., & Tahir, F. (2013). Critical hopefulness: A person-centered analysis of the intersection of cognitive and emotional empowerment. *American Journal of Community Psychology*, 52(1-2), 170–184. <https://doi.org/10.1007/s10464-013-9586-2>
- Corneille, M. A., & Belgrave, F. Z. (2007). Ethnic identity, neighborhood risk, and adolescent drug and sex attitudes and refusal efficacy: The urban African American girls' experience. *Journal of Drug Education*, 37, 177–190. <https://doi.org/10.2190/UJ17-34J7-U306-2822>
- Cross, W. E., Jr. (1991). *Shades of black: Diversity in African-American identity*. Temple University Press.
- Ferrari, L., Rosnati, R., Manzi, C., & Benet-Martínez, V. (2015). Ethnic identity, bicultural identity integration, and psychological well-being among transracial adoptees: A longitudinal study. *New Directions for Child and Adolescent Development*, 2015(150), 63–76.

- Gallegos, B. (2017). Postcolonial indigenous performances: Coyote musings on Genizaros, hybridity, education, and slavery. *Postcolonial indigenous performances* (pp. 1–20). Springer.
- García-Cid, A., Gómez-Jacinto, L., Hombrados-Mendieta, I., Franco, M. M., & Moscato, G. (2020). Discrimination and psychosocial well-being of migrants in Spain: The moderating role of sense of community. *Frontiers in Psychology, 11*, 2235.
- García-Reid, P., Hamme Peterson, C., Reid, R. J., & Peterson, N. A. (2013). The protective effects of sense of community, multigroup ethnic identity, and self-esteem against internalizing problems among Dominican youth: Implications for social workers. *Social Work in Mental Health, 11*(3), 199–222. <https://doi.org/10.1080/15332985.2013.774923>
- Ginwright, S. (2015). *Hope and healing in urban education: How urban activists and teachers are reclaiming matters of the heart*. Routledge.
- Gutiérrez, L. (1988). *Culture and consciousness in the Chicano community: An empowerment perspective*. Paper presented at the American Psychological Association 96th Annual Conference, Atlanta, GA.
- Gutiérrez, L. (1989). Critical consciousness and Chicano identity: An exploratory analysis. In G. Romero (Ed.), *Estudios chicanos and the politics of community* (pp. 35–53). Berkeley, CA: NACS (National Association for Chicano Studies) Press.
- Gutiérrez, L., GlenMaye, L., & DeLois, K. (1995). The organizational context of empowerment practice: Implications for social work administration. *Social Work, 40*(2), 249–258.
- Gutiérrez, L. M. (1995). Understanding the empowerment process: Does consciousness make a difference? *Social Work Research, 19*(4), 229–237.
- Hipolito-Delgado, C., & Lee, C. (2007). Empowerment theory for the professional school counselor: A manifesto for what really matters. *Professional School Counseling, 10*(4), 327–332.
- Hipolito-Delgado, C. P., & Zion, S. (2015). Igniting the fire within marginalized youth: The role of critical civic inquiry in fostering ethnic identity and civic self-efficacy. *Urban Education, 5*, 371. <https://doi.org/10.1177/0042085915574524>
- Hombrados-Mendieta, M. I., Gomez-Jacinto, L., Dominguez-Fuentes, J. M., & Garcia-Leiva, P. (2013). Sense of community and satisfaction with life among immigrants and the native population. *Journal of Community Psychology, 41*(5), 601–614.
- Howard, M. C., & Hoffman, M. E. (2017). Variable-centered, person-centered, and person-specific approaches: Where theory meets the method. *Organizational Research Methods* 1094428117744 021
- Hughes, D., Witherspoon, D., Rivas-Drake, D., & West-Bey, N. (2009). Received ethnic-racial socialization messages and youths' academic and behavioral outcomes: Examining the mediating role of ethnic identity and self-esteem. *Cultural Diversity and Ethnic Minority Psychology, 15*(2), 112–124. <https://doi.org/10.1037/a0015509>
- Jason, L. A., Stevens, E., & Ram, D. (2015). Development of a three-factor psychological sense of community scale. *Journal of Community Psychology, 43*(8), 973–985.
- Jeffreys, M., Rozenman, M., Gonzalez, A., Warnick, E. M., Dauser, C., Scahill, L., Woolston, J., & Robin Weersing, V. (2016). Factor structure of the parent-report Mood and Feelings Questionnaire (MFQ) in an outpatient mental health sample. *Journal of Abnormal Child Psychology, 44*(6), 1111–1120.
- Kenyon, D. B., & Carter, J. S. (2011). Ethnic identity, sense of community, and psychological well-being among northern plains American Indian Youth. *Journal of Community Psychology, 39*(1), 1–9.
- Kiang, L., Yip, T., Gonzales-Backen, M., Witkow, M., & Fuligni, A. J. (2006). Ethnic identity and the daily psychological well-being of adolescents from Mexican and Chinese backgrounds. *Child Development, 77*(5), 1338–1350.
- Kushitor, M. K., Peterson, M. B., Asante, P. Y., Doodoo, N. D., Boatemaa, S., Awuah, R. B., Agyei, F., Sakyi, L., Doodoo, F. N., & de-Graft Aikins, A. (2018). Community and individual sense of trust and psychological distress among the urban poor in Accra, Ghana. *PLoS One, 13*(9), e0202818.
- Langeheine, R., Pannekoek, J., & Van de Pol, F. (1996). Bootstrapping goodness-of-fit measures in categorical data analysis. *Sociological Methods & Research, 24*(4), 492–516.
- Lardier, D. T. (2018). An examination of ethnic identity as a mediator of the effects of community participation and neighborhood sense of community on psychological empowerment among urban youth of color. *Journal of Community Psychology, 46*, 551–566. <https://doi.org/10.1002/jcop.21958>
- Lardier, D. T. Jr. (2019). Substance use among urban youth of color: Exploring the role of community-based predictors, ethnic identity, and intrapersonal psychological empowerment. *Cultural Diversity and Ethnic Minority Psychology, 25*(1), 91–103.
- Lardier, D. T., Jr., Barrios, V. R., Forenza, B., Herr, K. G., Bergeson, C., Suazo, C. M., & Reid, R. J. (2019). Contextualizing negative sense of community and disconnection among urban youth of color: "Community... We ain't got that". *Journal of Community Psychology, 48*(3), 834–848.
- Lardier, D. T., Jr., Barrios, V. R., Garcia-Reid, P., & Reid, R. J. (2019). A latent class analysis of cognitive empowerment and ethnic identity: An examination of heterogeneity between profile groups on dimensions of emotional psychological

- empowerment and social justice orientation among urban youth of color. *Journal of Community Psychology*, 47, 1530–1547.
- Lardier, D. T., Garcia-Reid, P., & Reid, R. J. (2018). The interacting effects of psychological empowerment and ethnic identity on indicators of well-being among youth of color. *Journal of Community Psychology*, 46, 489–501.
- Lardier, D. T., Garcia-Reid, P., & Reid, R. J. (2019). The examination of cognitive empowerment dimensions on intrapersonal psychological empowerment, psychological sense of community, and ethnic identity among urban youth of color. *The Urban Review*, 51, 1–21.
- Lardier, D. T., Jr., MacDonnell, M., Barrios, V. R., Garcia-Reid, P., & Reid, R. J. (2017). The moderating impact of neighborhood sense of community on predictors of substance use among Hispanic urban youth. *Journal of Ethnicity in Substance Abuse*, 15(4), 1–26. <https://doi.org/10.1080/15332640.2016.1273810>
- Lardier, D. T., Jr., Opara, I., Cantu, I., Garcia-Reid, P., & Reid, R. J. (2021). The brief sense of community scale: Testing dimensionality and measurement invariance by gender among Hispanic/Latinx youth. *Journal of Community Psychology*, 1–17.
- Lardier, D. T., Opara, I., Bergeson, C., Herrera, A., Garcia-Reid, P., & Reid, R. J. (2019). A study of psychological sense of community as a mediator between supportive social systems, school belongingness, and outcome behaviors among urban high school students of color. *Journal of Community Psychology*, 47, 1–20. <https://doi.org/10.1002/jcop.22182>
- Lardier, D. T., Opara, I., Garcia-Reid, P., & Reid, R. J. (2020a). The cognitive empowerment scale: Multigroup confirmatory factor analysis among youth of color. *Child and Adolescent Social Work Journal*, 37, 179–193. <https://doi.org/10.1007/s10560-019-00647-2>
- Lardier, D. T., Opara, I., Garcia-Reid, P., & Reid, R. J. (2020b). The mediating role of ethnic identity and social justice orientation between community civic participation, psychological sense of community, and dimensions of psychological empowerment among adolescents of color. *The Urban Review*, 53, 1–21.
- Lardier, D. T., Jr., Reid, R. J., & Garcia-Reid, P. (2018). Validation of the brief sense of community scale among youth of color from an underserved urban community. *Journal of Community Psychology*, 46, 1062–1074.
- Leviten-Reid, C., Matthew, R., & Wardley, L. (2020). Sense of community belonging: Exploring the impact of housing quality, affordability, and safety among renter households. *Journal of Community Practice*, 28(1), 18–35.
- Li, C. (2013). Little's test of missing completely at random. *The Stata Journal*, 13(4), 795–809.
- Lubke, G. H., & Luningham, J. (2017). Fitting latent variable mixture models. *Behaviour Research and Therapy*, 98, 91–102.
- Magidson, J., & Vermunt, J. K. (2004). Latent class models. *The Sage handbook of quantitative methodology for the social sciences* (pp. 175–198). Sage.
- Magidson, J., Vermunt, J. K., & Madura, J. P. (2020). *Latent class analysis*. Sage.
- Manzo, L. C., & Perkins, D. D. (2006). Finding common ground: The importance of place attachment to community participation and planning. *Journal of Planning Literature*, 20(4), 335–350.
- Marcia, J. E. (1966). Development and validation of ego-identity status. *Journal of Personality and Social Psychology*, 3(5), 551–558.
- McClain, S., Beasley, S. T., Jones, B., Awosogba, O., Jackson, S., & Cokley, K. (2016). An examination of the impact of racial and ethnic identity, impostor feelings, and minority status stress on the mental health of Black college students. *Journal of Multicultural Counseling and Development*, 44(2), 101–117.
- McMillan, D. W. (2011). Sense of community, a theory not a value: A response to Nowell and Boyd. *Journal of Community Psychology*, 39(5), 507–519.
- McMillan, D. W., & Chavis, D. M. (1986). Sense of community: A definition and theory. *Journal of Community Psychology*, 14, 6–23. <https://doi.org/10.1002/1520-6629>
- Miranti, R., & Evans, M. (2019). Trust, sense of community, and civic engagement: Lessons from Australia. *Journal of Community Psychology*, 47(2), 254–271.
- Neblett, E. W., Jr., Hudson Banks, K., Cooper, S. M., & Smalls-Glover, C. (2013). Racial identity mediates the association between ethnic-racial socialization and depressive symptoms. *Cultural Diversity & Ethnic Minority Psychology*, 19(2), 200–207. <https://doi.org/10.1037/a0032205>
- Negy, C., Shreve, T. L., Jensen, B. J., & Uddin, N. (2003). Ethnic identity, self-esteem, and ethnocentrism: A study of social identity versus multicultural theory of development. *Cultural Diversity and Ethnic Minority Psychology*, 9(4), 333–344.
- Nylund, K. L., Asparouhov, T., & Muthén, B. O. (2007). Deciding on the number of classes in latent class analysis and growth mixture modeling: A Monte Carlo simulation study. *Structural Equation Modeling: A Multidisciplinary Journal*, 14(4), 535–569.
- Ohbuchi, K.-I., Fukushima, O., & Tedeschi, J. T. (1999). Cultural values in conflict management: Goal orientation, goal attainment, and tactical decision. *Journal of Cross-Cultural Psychology*, 30(1), 51–71.
- Opara, I., Lardier, D. T., Durkee, M. I., Garcia-Reid, P., & Reid, R. J. (2021). Ethnic identity as a moderator between HIV knowledge, viral hepatitis knowledge, and psychological antecedents among racial-ethnic minority youth living in an urban community. *Journal of Racial and Ethnic Health Disparities*, 1–10.

- Opara, I., Lardier, D. T., Garcia-Reid, P., & Reid, R. J. (2021). Testing the Factor Structure of the Brief Sense of Community Scale among Black girls and the relationship with ethnic identity, empowerment and social support. *Children and Youth Services Review*, 127, 106095.
- Opara, I., Rivera Rodas, E. I., Lardier, D. T., Garcia-Reid, P., & Reid, R. J. (2019). Validation of the Abbreviated Socio-Political Control Scale for Youth (SPCS-Y) among urban girls of color. *Child and Adolescent Social Work Journal*, 37, 83–95. <https://doi.org/10.1007/s10560-019-00624-9>
- Perkins, D. D., & Long, D. A. (2002). Neighborhood sense of community and social capital: A multilevel analysis. In A. Fisher, C. Sonn, & B. Bishop (Eds.), *Psychological sense of community: Research, applications, and implications* (pp. 291–318). Plenum.
- Peterson, N. A., Lowe, J. B., Hughey, J., Reid, R. J., Zimmerman, M. A., & Speer, P. W. (2006). Measuring the intrapersonal component of psychological empowerment: Confirmatory factor analysis of the sociopolitical control scale. *American Journal of Community Psychology*, 38(3–4), 287–297. <https://doi.org/10.1007/s10464-006-9070-3>
- Peterson, N. A., Speer, P. W., & McMillan, D. W. (2008). Validation of a brief sense of community scale: Confirmation of the principal theory of sense of community. *Journal of Community Psychology*, 36(1), 61–73. <https://doi.org/10.1002/jcop.20217>
- Peterson, N. A., Speer, P. W., & Peterson, C. H. (2011). Pathways to empowerment in substance abuse prevention: Citizen participation, sense of community, and police responsiveness in an urban U.S. setting. *Global Journal of Community Psychology Practice*, 1(3), 23–31. <http://www.gjcpp.org/>
- Phinney, J. S. (1992). The multigroup ethnic identity measure a new scale for use with diverse groups. *Journal of Adolescent Research*, 7(2), 156–176. <https://doi.org/10.1177/074355489272003>
- Phinney, J. S., Horenczyk, G., Liebkind, K., & Vedder, P. (2001). Ethnic identity, immigration, and well-being: An interactional perspective. *Journal of Social Issues*, 57(3), 493–510. <https://doi.org/10.1111/0022-4537.00225>
- Phinney, J. S., & Ong, A. D. (2007). Conceptualization and measurement of ethnic identity: Current status and future directions. *Journal of Counseling Psychology*, 54(3), 271–281. <https://doi.org/10.1037/0022-0167.54.3.271>
- Piña-Watson, B., Das, M., Molleda, L., & Camacho, C. (2017). Ethnic identity, life satisfaction, and depressive symptoms of Mexican descent adolescents: Self-esteem as a mediating mechanism. *Hispanic Journal of Behavioral Sciences*, 39(3), 283–296.
- Prati, G., Cicognani, E., & Albanesi, C. (2018). The influence of school sense of community on students' well-being: A multilevel analysis. *Journal of Community Psychology*, 46(7), 917–924.
- Prati, G., Procentese, F., Albanesi, C., Cicognani, E., Fedi, A., Gatti, F., Mannarini, T., Rochira, A., Tartaglia, S., Boyd, N., Nowell, B., & Gattino, S. (2020). Psychometric properties of the Italian version of the sense of community responsibility scale. *Journal of Community Psychology*, 48, 1770–1790.
- Ramos-Vidal, I., Palacio, J., Uribe, A., Villamil, I., & Castro, B. (2020). Sense of community, psychological empowerment, and relational structure at the individual and organizational levels: Evidence from a multicase study. *Journal of Community Psychology*, 48(2), 398–413.
- Rivas-Drake, D. (2012). Ethnic identity and adjustment: The mediating role of sense of community. *Cultural Diversity and Ethnic Minority Psychology*, 18(2), 210–215. <https://doi.org/10.1037/a0027011>
- Rivas-Drake, D., Jagers, R. J., & Martinez, K. J. (2019). Race, ethnicity, and socio-emotional health, *Keeping students safe and helping them thrive: A collaborative handbook on school safety, mental health, and wellness* (pp. 113–141). Praeger/ABC-CLIO.
- Rivas-Drake, D., Syed, M., Umaña-Taylor, A., Markstrom, C., French, S., & Schwartz, S. J., Ethnic and Racial Identity in the 21st Century Study Group. (2014). Feeling good, happy, and proud: A meta-analysis of positive ethnic-racial affect and adjustment. *Child Development*, 85(1), 77–102.
- Schwartz, S. J., Syed, M., Yip, T., Knight, G. P., Umaña-Taylor, A. J., Rivas-Drake, D., & Lee, R. M. (2014). Methodological issues in ethnic and racial identity research with ethnic minority populations: Theoretical precision, measurement issues, and research designs. *Child Development*, 85(1), 58–76. <https://doi.org/10.1111/cdev.12201>
- Smith, T. B., & Silva, L. (2011). Ethnic identity and personal well-being of people of color: A meta-analysis. *Journal of Counseling Psychology*, 58(1), 42–60. <https://doi.org/10.1037/a0021528>
- Speer, P. W., & Peterson, N. A. (2000). Psychometric properties of an empowerment scale: Testing cognitive, emotional, and behavioral domains. *Social Work Research*, 24(2), 109–118. <https://doi.org/10.1093/swr/24.2.109>
- Speer, P. W., Peterson, N. A., Armstead, T. L., & Allen, C. T. (2013). The influence of participation, gender, and organizational sense of community on psychological empowerment: The moderating effects of income. *American Journal of Community Psychology*, 51(1–2), 103–113. <https://doi.org/10.1007/s10464-012-9547-1>
- St Clair, M. C., Neufeld, S., Jones, P. B., Fonagy, P., Bullmore, E. T., Dolan, R. J., Moutoussis, M., Toseeb, U., & Goodyer, I. M. (2017). Characterising the latent structure and organisation of self-reported thoughts, feelings and behaviours in adolescents and young adults. *PLoS One*, 12(4), 0175381.

- Stevens-Watkins, D., Perry, B., Harp, K. L., & Oser, C. B. (2012). Racism and illicit drug use among African American women: The protective effects of ethnic identity, affirmation, and behavior. *Journal of Black Psychology, 38*(4), 471–496. <https://doi.org/10.1177/0095798412438395>
- Swenson, R. R., & Prelow, H. M. (2005). Ethnic identity, self-esteem, and perceived efficacy as mediators of the relation of supportive parenting to psychosocial outcomes among urban adolescents. *Journal of Adolescence, 28*(4), 465–477. <https://doi.org/10.1016/j.adolescence.2004.09.005>
- Terry, R., Townley, G., Brusilovskiy, E., & Salzer, M. S. (2019). The influence of sense of community on the relationship between community participation and mental health for individuals with serious mental illnesses. *Journal of Community Psychology, 47*(1), 163–175.
- Townley, G., Kloos, B., Green, E. P., & Franco, M. M. (2011). Reconcilable differences? Human diversity, cultural relativity, and sense of community. *American Journal of Community Psychology, 47*(1-2), 69–85. <https://doi.org/10.1007/s10464-010-9379-9>
- Treitler, P. C., Andrew Peterson, N., Howell, T. H., & Powell, K. G. (2018). Measuring sense of community responsibility in community-based prevention coalitions: An item response theory analysis. *American Journal of Community Psychology, 62*(1-2), 110–120.
- Umaña-Taylor, A. J. (2010). Ethnic identity. In S. J. Schwartz, K. Luyckx, & V. L. Vignoles (Eds.), *Handbook of identity theory and research* (pp. 791–809). Springer.
- Umaña-Taylor, A. J., Quintana, S. M., Lee, R. M., Cross, W. E., Jr., Rivas-Drake, D., Schwartz, S. J., Syed, M., Yip, T., Seaton, E., Ethnic, & Racial Identity in the 21st Century Study, G. (2014). Ethnic and racial identity during adolescence and into young adulthood: An integrated conceptualization. *Child Development, 85*(1), 21–39. <https://doi.org/10.1111/cdev.12196>
- Umaña-Taylor, A. J., Wong, J. J., Gonzales, N. A., & Dumka, L. E. (2012). Ethnic identity and gender as moderators of the association between discrimination and academic adjustment among Mexican-origin adolescents. *Journal of Adolescence, 35*(4), 773–786.
- Umaña-Taylor, A. J., Yazedjian, A., & Bamaca-Gomez, M. Y. (2004). Developing the ethnic identity scale using Eriksonian and social identity perspectives. *Identity: An International Journal of Theory and Research, 4*, 9–38. <https://doi.org/10.1177/0265407506064214>
- Vermunt, J. K., & Magidson, J. (2002). Latent class cluster analysis. *Applied Latent Class Analysis, 11*, 89–106.
- Watts, R. J., & Hipolito-Delgado, C. P. (2015). Thinking ourselves to liberation?: Advancing sociopolitical action in critical consciousness. *The Urban Review, 47*(5), 847–867.
- White, I. R., Royston, P., & Wood, A. M. (2011). Multiple imputation using chained equations: Issues and guidance for practice. *Statistics in Medicine, 30*(4), 377–399. <https://doi.org/10.1002/sim.4067>
- Williams, J. L., Aiyer, S. M., Durkee, M. I., & Tolan, P. H. (2014). The protective role of ethnic identity for urban adolescent males facing multiple stressors. *Journal of Youth and Adolescence, 43*(10), 1728–1741.
- Zimmerman, M. A. (2000). Empowerment theory: Psychological, organizational, and community levels of analysis. In J. Rappaport & E. Seidman (Eds.), *Handbook of community psychology* (pp. 44–59). Plenum Publishers.
- Zimmerman, M. A., & Zahniser, J. H. (1991). Refinements of sphere-specific measures of perceived control: Development of a sociopolitical control scale. *Journal of Community Psychology, 19*, 189–204. <https://doi.org/10.1002/1520-662>

How to cite this article: Lardier, D. T., Opara, I., & Roach, E. (2021). A latent profile analysis of psychological sense of community and ethnic identity among racial–ethnic minority young adults from the southwestern United States. *Journal of Community Psychology, 1*–19. <https://doi.org/10.1002/jcop.22686>