

Building Connections for Success: A Developmental Evaluation of Social Capital

Learning Agenda

Rachel Chamberlain, PhD; Jingtong Pan, PhD; Tori Cirks; Oshin Khachikian, PhD;
Eve Arif; Sara Mitchell

AUGUST 2023



Advancing Evidence.
Improving Lives.

Contents

- Executive Summary..... 3
- Introduction 5
 - Introduction to the Social Capital Evaluation 6
- Methodology..... 9
 - Evaluation Questions 10
 - Site Selection..... 10
 - Data Collection..... 12
 - Data Sources 12
 - Analysis Methodology..... 13
 - Limitations 14
- Learning Agenda 15
 - Takeaways From the Evaluation 15
 - Why It Matters to Explore the Implementation of Social Capital Strategies 15
 - Theory of Change..... 16
 - Organizational Context 17
 - Intermediary Support 18
 - Program Context..... 19
 - Students’ Social Environments Are Key to Understanding Their Networks..... 20
 - Staff and Students Should Demonstrate a Common Understanding of Social Capital Goals 22
 - Programs Should Introduce and Sustain Quality Relationships Over Time 24
 - Program Activities Should Be Aligned With Student Interests..... 26
 - Considerations for Future Work 26
 - Organization and Program-Level Considerations 27
 - Student-Level Considerations..... 28
- References 29
- Appendix A. Data Collection Instruments..... 30

Exhibits

Exhibit 1. Timeline and Structure of Site Implementation 7

Exhibit 2. Evaluation Sites and Social Capital Programs 11

Exhibit 3. Theory of Change of Implementation of Social Capital Strategies 17

Executive Summary

The American Institutes for Research® (AIR®) conducted a developmental evaluation funded by the Clayton Christensen Institute (CCI) to explore the extent to which different sites use CCI's [*The Social Capital Playbook*](#) (Freeland Fisher & Charania, 2021) to implement strategies that may grow students' social networks and to measure students' experiences in social capital activities. The evaluation questions focused on the strategies and supports used to implement social capital building activities and students' access to, and ability to, mobilize their networks as a result of these activities; these questions evolved throughout the study as programming shifted between data collection periods. The research team conducted qualitative and quantitative analyses of data from interviews with site and intermediary staff, student focus groups, student surveys, and extant program data.

Data collected from intermediaries and site staff provided the following insight into the implementation of [*The Social Capital Playbook*](#) strategies:

- Intermediaries reported that sites had strong community partnerships, although staff buy-in to social capital work was mixed across sites.
- Site staff reported that the social capital strategies integrated well with their existing work helping students build their networks and knowledge about college and careers. Respondents across sites mentioned that the relationship mapping tool was particularly useful in helping students realize their existing networks.
- Site staff reported a need for more support and training from CCI and intermediaries would be helpful regarding the implementation of activities and translating the language of the playbook for younger audiences.

During focus groups, students across sites noted the following ways in which participation in social capital activities supported their career-connected growth:

- Students reported that they had multiple opportunities to meet industry professionals. Although not all students initially felt confident networking with new adults, their confidence grew as they participated in more social capital activities.
- Students felt supported by adults in their network and noted that these adults challenged them to meet new people and try new skills, such as public speaking.
- Student responses varied regarding whether they would stay in touch with professionals they met through social capital activities, with some mentioning that they tend to rely on their existing connections for career advice (i.e., family members and teachers).

Based on these findings, future research on social capital building activities could explore the impact of using dedicated coaches and mentors to increase student access and engagement in social capital building activities, as opposed to staff who may have other professional responsibilities. Additional research could also look at the impact of long-term participation in school-based programming as it relates to facilitating social capital development, as most students did not participate in programming for an extended period of time. Findings from student surveys and focus groups indicated that further research could explore the impact of social capital activities that center students' self-reported career interests or the effectiveness of mobilizing social capital when college and career conversations are initiated by adults rather than by youth.

This report summarizes high-level findings of the developmental evaluation on six sites across three intermediaries with a focus on key takeaways, including a theory of change about social capital implementation and considerations for future work.

Introduction

In efforts to create more equitable access to upward, intergenerational economic mobility for underserved youth, policymakers and researchers are increasingly turning attention to the social environments that youth inherit (Calarco, 2018; National Academies of Sciences, Engineering, and Medicine, 2019). A growing body of evidence suggests that expanding educational and economic opportunity for youth born into low-income families depends, in part, on the quantity and quality of their social networks, what researchers call “social capital” (Gamoran et al., 2021; National Research Council, 2014).

Historically, research and policy has focused on investments in youth human capital, such as the educational and occupational training that individuals receive through formal courses of study like a high school diploma or college degree; however, awareness is growing that the attributes of a person’s social network are equally important determinants of how people can convert their knowledge, interests, and training into labor market rewards (Cook, 2014; Lin, 1999).

Whereas human capital can be summarized as what people know, social capital can be summarized as *who* they know. Although both are required to support intergenerational socioeconomic mobility, research and interventions have historically focused on the former and are increasingly interested in the latter. Recognizing the opportunity to influence the policy and practitioner landscape by focusing on social capital, the Clayton Christensen Institute (CCI) has committed to innovating in this space, particularly through guidance for K–12 decision makers.

To this end, CCI released the [Missing Metrics report](#) in June 2020 (Charania & Freeland Fisher, 2020), followed by a practitioner-oriented guide in May 2021 called *5 Steps for Building & Strengthening Students’ Networks*, also known as [The Social Capital Playbook](#), in which it defines social capital as “students’ access and ability to mobilize relationships that help them further their potential and goals, both as those goals emerge and as they inevitably shift over time” (Freeland Fisher & Charania, 2021, p. 5). Guided by this definition of social capital, CCI also distilled social capital into four additional dimensions, including the quantity and quality of ties, network structure, and the ability to mobilize ties. By providing partnering organizations and intermediaries with these four dimensions, CCI provided program leaders with the conceptual tools needed to design program components and, thus, to sensitize participating youth to the topic of social capital.

Based on these efforts, CCI contracted with the American Institutes for Research® (AIR®) to conduct a developmental evaluation¹ to explore the implementation of career-connected social capital building strategies at six sites and to capture insights into students' access to and ability to mobilize networks. Sites were supported by three intermediary organizations (Education Strategy Group [ESG], Generation Schools Network [GSN], and Hawai'i P-20) that work across K–12 education and out-of-school time systems to align their social capital activities with the components from [*The Social Capital Playbook*](#).

This report² presents a learning agenda that leverages cross-site insights to inform future directions for the field of social capital programming in K–12 settings. In addition, intermediary and site-specific data and findings from the evaluation are described. Lastly, the report provides considerations for future work in the measurement of social capital in the lives of young people.

Introduction to the Social Capital Evaluation

In 2022, CCI partnered with three intermediaries to integrate social capital more explicitly into their career-connected learning curricula for K–12 students. As part of this effort, CCI introduced [*The Social Capital Playbook*](#) to sites and encouraged its use during the design and implementation of strategies that sought to increase social capital for students. AIR was contracted to provide an evaluation of this implementation.

Although all three intermediaries shared a common goal of implementing strategies and measures for building students' social capital, each intermediary took a distinct approach, as follows:

- ESG is an education consulting firm leading a 2-year initiative to support five regions already engaged in career pathways work to systematically embed social capital development into its current programming using social capital instruments. Young people that participate in ESG's programming have opportunities to build connections with industry professionals, obtain the tools they need to understand their existing networks, and have work-based learning opportunities that allow them to enhance their future career and postsecondary options.
- GSN is a nonprofit that supports teachers and counselors in building students' networks of relationships that will allow them to thrive in higher education and workforce settings. Their Real World Problem Scenario (RWPS) approach guides students in defining and exploring a real-world problem, understanding the barriers present, brainstorming solutions,

¹ Developmental evaluation focuses on adaptive learning; provides real-time feedback to generate learnings to inform program development; captures system dynamics; and surfaces innovative strategies and ideas.

² Quotes used in this report have been lightly edited for clarity and readability.

strengthening the solution through research, and presenting the solution to the audience impacted by the issue. GSN also used the Alternative Roadmap Curriculum, a set of activities for teachers to use with students to strengthen their communication skills.

- Hawai'i P-20, a partnership led by the Hawai'i State Department of Education, is completing a 2-year initiative focusing on supporting educational partnerships for work-based learning at the K–12 level. It facilitates partnerships between industry and education and supports those roles by identifying funding, best practices, and connections between schools and external organizations seeking to improve socioeconomic outcomes for students in Hawai'i.

Although the CCI and intermediaries guided sites in embedding social capital work into existing programs or developing new ideas, sites were autonomous in their ability to make decisions in their local contexts (Exhibit 1).

Exhibit 1. Timeline and Structure of Site Implementation

Intermediary	Site	Social capital building strategy	Who designed the strategy	Timing and duration	Number of students participating	Grade level of students participating
GSN	Las Animas School District, Los Animas, Colorado	Alternative Roadmap Curriculum	GSN	Two weeks, fall or spring semester	30	6, 8, and 12
	Wiley School District, Wiley, Colorado	Alternative Roadmap Curriculum	GSN	Two weeks, fall or spring semester	18	8
ESG	EmployIndy, Indianapolis, Indiana	Expand Connections Challenge	Site leaders	One month, spring semester	66	11-12
	Pearl-Cohn High School and college and career readiness coach, Nashville Chamber of Commerce, Nashville, Tennessee	Social capital club, relationship mapping	Nashville Chamber of Commerce, college and career readiness coach, CCI	Social capital club met weekly during spring semester; relationship mapping completed once	15	11

Intermediary	Site	Social capital building strategy	Who designed the strategy	Timing and duration	Number of students participating	Grade level of students participating
Hawai'i P-20	Hawai'i Workforce Pipeline (HWP)	Relationship mapping	CCI	Twice per academic school year, toward end of semester for a duration of 2–3 days each semester	40	11–12
	Kupu (Hawai'i Youth Sustainability Challenge [HYSC] and Kako'o)	Name generator, relationship mapping career chats with natural resources professionals	CCI, site leaders	Ongoing as per student's project demanded. Kako'o program was one week in duration	27	11–12

Social capital building strategies were designed by the intermediary, site, or CCI. One intermediary, GSN, utilized a resource called the “Alternative Roadmap Curriculum” for schools in Colorado participating in the RWPS. Curriculum activities focused on communication and active listening. At EmployIndy in Indiana, site staff designed the Social Capital Challenge for apprentices to use within their workplaces. This challenge asked apprentices to reach out and talk to new people in their workplaces. Prizes were then offered to students who completed the challenge. The college and career readiness coach in Nashville designed a social capital club for students where they engaged in various activities, such as the Relationship Mapping Tool. The Relationship Mapping Tool was provided by CCI and distributed to sites. This activity was the most used across sites as a social capital strategy. Hawai'i P-20 social capital activities varied across sites. At Kupu, in the Hawai'i Youth Sustainability Challenge (HYSC) program, activities were self-initiated in which students who opted for particular extracurricular projects were sponsored by their teachers and were then connected to Kupu. At the Hawai'i Workforce Pipeline (HWP), student exposure to social capital was broader and a whole-class model.

Sites also varied in the following components:

- **Context and program type.** Although some intermediaries and sites implemented the social capital activities as part of the school day, others did so during out-of-school time programs.
- **Scope of implementation.** At some sites, social capital activities were implemented at the prerogative of individual classroom instructors, whereas at others, they were implemented as part of schoolwide or out-of-school time programming initiatives.

- **Primary program focus.** Social capital was not always the focus of program implementation, and in some cases, it was integrated into preexisting youth development activities that lent themselves to social capital.
- **Understanding of social capital goals.** Some sites were better able to connect their preexisting activities to goals related to social capital both because of their understanding of social capital and the activities' relevance to career and connected learning programming made possible through their partnerships with employers. Site staff also varied in their access to existing career connections when helping students build their networks.
- **Timing of strategy.** The length of time used for social capital strategies was also different at each site. Some sites employed activities that were shared with students once, whereas others employed strategies that spanned several months in duration.

AIR collected data from intermediary and site staff, as well as from students, in investigation of sites' implementation strategies and supports, as well as student experiences with social capital and site-level strategies.

The variation of sites' context and implementation approaches provide key insights into the overarching experience with the implementation of social capital building strategies and the use of [*The Social Capital Playbook*](#). Although many nuances can be found across sites and direct comparison between them is not always possible, some common themes emerged about young people's perceptions of social capital and learnings about implementing social capital activities within multiple contexts that can inform future implementation efforts.

Methodology

This study used a developmental evaluation design that supports innovation and development to guide adaptation in complex environments (Patton, 2010). A complex system can include several interdependent elements in which control is decentralized. Developmental evaluation can track and attempt to make sense of activities that occur under conditions of complexity by using real-time feedback to inform data collection. This process can be used to detect new insights and generate hypotheses, but on its own, it cannot be used to evaluate impact.

This evaluation design was selected because of the complex nature of the development and implementation of social capital activities among the three intermediaries and six sites. The CCI and intermediaries guided sites in embedding social capital work into existing programs or developing new ideas. However, they were autonomous in making decisions in their local contexts, so the design and implementation among sites varied greatly. The developmental

evaluation outlined in this report uses interpretive frameworks to examine the data and capture these nuances to address the evaluation questions.

Evaluation Questions

The evaluation questions guiding the developmental evaluation included a dual focus on what could be learned about the strategies and supports used to implement social capital building activities and the student experience with these activities. Evaluation questions evolved during the course of the study due to real-time shifts in the programming and learnings from the first cycle of data collection.

- **Implementation strategies and supports**
 - What unique social capital strategies were employed given site-level context and student groups? How much variability occurs between sites in the selected strategies and measures?
 - What conditions, resources, and supports are put in place to support implementation of the social capital building strategies and measures?
 - What factors (e.g., structures, context, staff readiness/training) enabled, accelerated, or hindered implementation of the social capital strategies and measures?
 - How do sites monitor progress and adapt programming?
 - How did intermediaries and sites use [*The Social Capital Playbook*](#) to inform implementation of social capital building strategies and measures?
- **Student experience**
 - To what extent did students participate in social capital building activities?
 - How did students perceive the quality of activities related to social capital building?
 - To what extent did students perceive that their participation in social capital building activities increased their (a) quantity of relationships, (b) quality of relationships, (c) network structure, and (d) ability to mobilize relationships?
 - In addition to building students' social capital, in what additional ways did students feel participation in social capital building activities positively benefited them?

Site Selection

CCI worked with the ESG, GSN, and Hawai'i P-20 intermediary organizations to support site-level social capital building activities. Each intermediary selected two sites to participate in the developmental evaluation. Exhibit 2 provides information about the social capital building activities provided at each site.

Exhibit 2. Evaluation Sites and Social Capital Programs

Intermediary	Site	Site implementation of social capital building program
Generation Schools Network (GSN)	Las Animas School District Wiley School District	Teachers from each site attended or were provided access to a recorded training that presented the Real World Problem Scenario approach and accompanying activities. Students were scheduled to participate for 30 to 100 minutes each week with the broader goal of increasing work-based learning opportunities and increasing network connections with employers, postsecondary institutions, and community-based organizations.
Education Strategy Group (ESG)	EmployIndy	The Modern Apprenticeship program is designed to help students understand and leverage their networks, identify existing networks and how to engage with professionals, and become exposed to events that will enable them to form new network connections. Students work directly with youth apprenticeship managers to develop their social capital skills and create a portfolio demonstrating their skillset to present to peers for feedback.
	Nashville Chamber of Commerce	The Nashville Chamber’s New Skills Ready program aims to strengthen transitions from high school to postsecondary institutions by creating work-based learning experiences. Work-based learning is embedded within the local technical colleges’ curriculum, as well as within the experiential learning that students are exposed to in 4-year institutions around the state. Nashville Chamber staff support students in connecting with peer mentors and future careers of interest. Pearl-Cohn High School in Metro Nashville Public Schools was selected for the evaluation.
Hawai’i P-20	Hawai’i Workforce Pipeline (HWP)	HWP provides public K–12 schools in Hawai’i with postsecondary and extracurricular college and career opportunities. HWP leaders cultivate a network of employment partners and connect them to the career and technical education instructors in Hawai’i public schools and thus lower the barriers to participation in internships and similar work-based learning opportunities.
	Kupu	Kupu is a Hawai’i nonprofit that seeks to provide meaningful opportunities for Hawai’i youth to participate in environmental conservation efforts. By partnering with the Clayton Christensen Institute for the implementation of The Social Capital Playbook , Kupu allowed students to participate in the Hawai’i Youth Sustainability Challenge (HYSC), ³ which provided students the opportunity to design their own conservation-related extracurricular projects and explore how they might transition these projects into their future college and career plans.

³ Due to the variable nature of student enrollment in various programs at Kupu, the focus group data presented in this report come from students enrolled in HYSC and not from Kako’o connections.

Data Collection

This study was designed with the assumption that all sites would be implementing programs beginning in fall 2022 with initial plans to collect data at two points in time: before students were introduced to social capital activities and after they had participated in social capital activities. However, due to the variety of the structure and content of the social capital building activities implemented by the sites participating in the study, data collection occurred during implementation for some sites. As much as was feasible,⁴ data were collected at one time point in fall 2022 and spring 2023 when staff and students were available. For one site, Nashville Chamber of Commerce, AIR could only collect data from one time point (spring 2023).

Data Sources

This evaluation included a variety of data sources, including extant program data, intermediary and site staff interviews, student surveys, and student focus groups, to address evaluation questions focused on implementation and experiences of social capital building activities. Separate protocols were developed for the fall 2022 and spring 2023 data collection time periods to capture participants' experiences before and after implementation of social capital activities. However, as described, real-time conditions related to program implementation resulted in the adaptation of the following protocols based on the extent to which implementation had occurred at each site:

- **Extant program data.** Evaluation sites and CCI provided descriptive information about their programs, including schedules, participation data, and overviews of their programs and activities.
- **Intermediary and site staff interviews.** AIR conducted semi-structured interviews with intermediary and site staff (one to two staff members at each intermediary and each site). All interviews were conducted virtually for 45–60 minutes and recorded for transcription and analysis. During the interviews, researchers asked participants a series of questions to explore their experiences and perceptions of social capital, [*The Social Capital Playbook*](#), and the design and implementation of social capital activities at their sites. When possible, the same participants were interviewed during two time points: fall 2022 and spring 2023. A change in EmployIndy's program focus led to different staff interviewed in the fall and the spring. See Appendix A for the intermediary and site interview protocols.
- **Student survey.** AIR administered a 15-question survey twice (fall 2022 and spring 2023) to students participating in social capital building activities at each site. The survey asked students to share their perceptions related to the four dimensions of social capital outlined

⁴ Some sites experienced implementation challenges (e.g., staff turnover, delays in program development) that impacted the time period in which data were collected.

in [The Social Capital Playbook](#): quantity of relationships, quality of relationships, structure of networks, and the ability to mobilize relationships. Sites were directed to send the survey to the same students for both administrations of the survey. We cannot confirm if the same students were surveyed as we did not collect identifiable information about the students. See Appendix A for the student survey.

- **Student focus groups.** To capture additional information about student experiences in the social capital building activities at each site, AIR conducted focus groups at each site—one in fall 2022 and one in spring 2023. All focus groups were conducted virtually for 45–60 minutes and recorded for transcription and analysis. Similar to the site and intermediary interviews, we attempted to interview the same students, when possible, in the fall and spring. However, not all students were available during both time points. See Appendix A for the student focus group protocols.

Analysis Methodology

The evaluation used both qualitative and quantitative analysis methods.

Qualitative analyses. Qualitative data for the evaluation were generated using semi-structured interview and focus group protocols used in virtual, web-based interviews and focus groups. AIR conducted a thematic coding of these data using the following procedure: Interviews and focus groups were digitally recorded, transcribed, and analyzed textually by two trained qualitative researchers using NVivo and MaxQDA qualitative data analysis software. Both researchers employed separate coding schemes for students and adults, which were developed to reflect the five broad topics found in the semi-structured data collection protocols. In the student coding scheme, these topics included (a) the social capital activities that respondents participated in, as well as four substantive categories outlined in [The Social Capital Playbook](#); (b) the quantity of relationships; (c) the quality of relationships; (d) the structure of respondents’ networks; and finally, (e) the ability to mobilize relationships. The coding scheme for adults focused on questions related to implementation.

Quantitative analyses. We performed descriptive analysis of student demographic characteristics with the full data, including the highest parental education, gender, and race. Some other demographic information, such as students’ socioeconomic status and grade level, was not collected universally across all the sites and therefore was reported only in the site-level findings. In addition, we reported common themes from the survey responses that emerged across sites.

Due to the heterogeneous nature of the sites and students’ experiences in them, all survey data could not be combined to examine the relationship between student participation in social

capital building activities and the outcomes. However, site-level analysis was performed with sites that met the following two conditions:

- Sufficient sample size (more than 10 individuals in each time point)
- Implementation of the same program during the two data collection periods

One intermediary and one site met the criteria for subsequent analyses of variance (ANOVAs): GSN (with Las Animas and Wiley data combined) and EmployIndy at ESG. For this set of analyses,⁵ we first tested whether student responses to the four components of social capital differed between Time 1 and Time 2. In addition, we employed a two-way ANOVA to explore the main effects of parental education and program implementation on social capital outcomes. These descriptive analyses and ANOVA tests provided valuable insights into the sample characteristics, as well as into the relationships between student participation in social capital activities and the outcomes at particular sites.

Limitations

Due to the early developmental stage of the social capital building activities across intermediaries, this developmental evaluation was observational in nature and its findings should therefore not be interpreted as program impacts. The findings should be read with the lens of understanding how staff and students in varied student programs, contexts, and regions interpreted social capital and designed experiences and activities in support of social capital. More investigation is needed to measure the impact of social capital on students within these sites.

In addition, students' participation in the program did not supply them with the experience to adequately respond to inquiries on specific social capital strategies used by sites. We posit that this component of the evaluation may have been premature and more research is needed when sites are more established in implementation to understand how [*The Social Capital Playbook*](#) can increase student understanding of social capital.

Data collection did not always occur before and after a social capital strategy was implemented. Due to challenges with recruitment and establishing data-sharing agreements, data collection instead occurred when participants were available. Therefore, findings cannot be interpreted with any evidence of change between the two time points of data collection.

⁵ Because the Las Animas School District and the Wiley School District implemented the same program with GSN, we combined the data from the two sites to increase the statistical power.

Learning Agenda

Takeaways From the Evaluation

This learning agenda focuses on the following key takeaways, which lead into our theory of change about social capital implementation:

- **Three elements may be influential in successful implementation of social capital strategies:** (a) a common understanding of social capital goals among sites and students; (b) programs that introduce and sustain quality relationships over time; and (c) program activities aligned with student interests.
- **Sites were more successful in implementing social capital strategies** when they had intermediary support, access to practical resources, and organizational buy-in.
- **Social capital strategies should be responsive to program and cultural contexts**, as well as to students' current social environments and connections.
- **Students who participated in the evaluation most often cited family members** as people they go to for career advice or to have conversations about careers. Many students also have these conversations with teachers, coaches, or other program staff.
- **Programs should consider providing opportunities for students to practice** networking skills and conversations about future careers to build their confidence in these skills.

Why It Matters to Explore the Implementation of Social Capital Strategies

Although the importance of social capital is widely understood, what remains less clear is what it takes for programs to strategically foster students' relationships and networks.

CCI developed [*The Social Capital Playbook*](#) in 2021 to help education practitioners implement and adapt strategies, tools, and metrics to strengthen students' networks. Five core themes from the playbook shed light on what is needed for strong relationship models in K–12 contexts: (a) taking stock of what students know; (b) shoring up support networks; (c) expanding networks to expand opportunities; (d) leveraging edtech; and (e) building networks that last.

The missing link between these themes and successful networks for students is programmatic implementation. Without a clear understanding of implementation, sites and intermediaries are left with knowing networks matter but without deliberate strategies and measurement that can cultivate these networks. The following learning agenda outlines key findings from an evaluation conducted in partnership with AIR. These findings shed light on potential levers to

successful implementation of social capital strategies and recommendations for future investigations of innovative strategies.

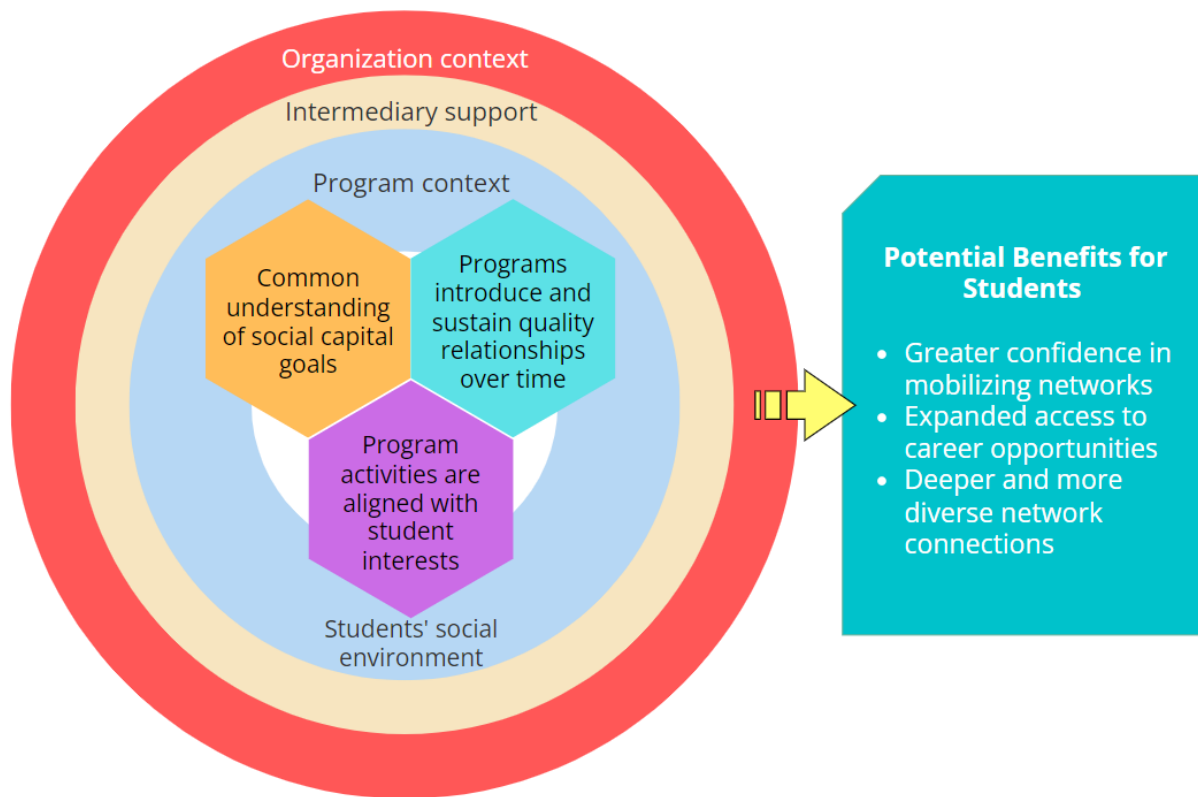
Theory of Change

Findings from the evaluation suggest that the following three elements may be influential in successful implementation of social capital strategies: (a) a common understanding of social capital goals among sites and students; (b) programs that introduce and sustain quality relationships over time; and (c) program activities aligned with student interests. These elements do not exist in a vacuum; rather, it is important to recognize how the context of a site or program, as well as students' social environments, form the ecosystem in which these elements can make a difference.

Our theory of change (Exhibit 3) illustrates the connection of these elements in the work of building social capital. As evidenced by the experiences and examples shared by sites in the evaluation, programs must be cognizant of the shared understanding of social capital among staff, as well as of how programming can open doors for students to explore their interests and sustain the pursuit of quality relationships with adults. Furthermore, an examination of the context of a program and students' existing social environments is crucial to ensure that programs are responsive to students' lived experiences and not one size fits all.

The section of the theory of change titled "Potential Benefits for Students" describes the potential benefits of social capital activities for students after implementation. Due to a lack of data for these items in the evaluation, they will not be described in detail in this learning agenda. Additional research is needed to determine whether these elements in the theory of change lead to benefits such as greater confidence in mobilizing networks, expanded access to career opportunities, and deeper and more diverse network connections.

Exhibit 3. Theory of Change of Implementation of Social Capital Strategies



Organizational Context

The sites that participated in this evaluation were located within a school or regularly partnered with schools for their programming. GSN's sites were classrooms, and the activities were led by teachers, but all other programs were led by youth development professionals. Although these individuals were not educators, many did operate within a K–12 school context. As noted, social capital is a topic of increasing interest to schools, but few models of successful implementation of strategies exist. This lack of available strategies hindered implementation for some evaluation sites.

Programs within schools did have the benefit of reaching students easily for programming. Students could filter in and out of programs or meet with a program leader throughout the school day. Teachers working with GSN used RWPS as a supplement to other learning objectives.

However, the downsides of operating within a school were scheduling and engagement. Programs that had already been established within a school had the buy-in of the school and district but still had to work around school schedules, testing, and other educational priorities.

Contact and engagement of students was not a guarantee. Program staff could not always rely on consistency in timing of activities or attendance of students as well. One staff member at Hawai'i Workforce Pipeline, for example, shared that teachers who implemented their activities did not always have the same amount of time available. Some students participated in activities for as little as 10–30 minutes, while others would receive closer to two hours' worth of time.

Lastly, if a program was not already established within a school, buy-in from the school took time. The Nashville Chamber of Commerce spent several months working with school principals to advocate for taking time during school to execute social capital building strategies. Although many principals were supportive, it was not a priority for schools to incorporate social capital strategies on their own. The Nashville Chamber of Commerce did the heavy lifting in coordinating with principals to establish buy-in and hand it off to college and career readiness coaches to launch the strategies.

Intermediaries and sites drove implementation in this case, but future investigations could explore how schools themselves would design and implement social capital building strategies. The level of importance of an outside site or intermediary in establishing a common understanding and implementation plan of social capital within an organizational context is still unclear.

In contrast, Kupu is a nonprofit organization that regularly partnered with schools for out-of-school-time programming but did not operate within school buildings. Kupu's programming often occurred at community-based environmental or agricultural centers. Their organizational context was unique, as social capital strategies coincided with field-based activities. Future research could explore the unique benefits and challenges of strategies implemented within an out-of-school time program.

Intermediary Support

Sites most successful in implementing social capital strategies were provided resources and technical assistance from their intermediaries and had frequent touchpoints with them. ESG, for example, provided planning documents and organizers to help sites design a social capital strategy and conceptualize how it could fit within their programs. Site-level participants shared that ESG was instrumental in making sense of the work and guiding them through implementation.

GSN translated [*The Social Capital Playbook*](#) into practice by creating a ready-made curriculum for teachers participating in the RWPS. This curriculum had activities on communication skills for classrooms that could be used right away. Teachers wove these activities into the work with RWPS by emphasizing the importance of communication to students when they interacted with community members.

Intermediaries recognized that a common understanding of social capital and clear, easy-to-implement activities would be necessary for the sustainability of social capital activities at sites. During the course of this evaluation, intermediaries played a much larger role in bridging the gap between [The Social Capital Playbook](#) and its practical implications for sites. To what extent an intermediary's involvement is necessary for successful implementation of social capital strategies after the design phase of implementation is unclear.

Program Context

The variability among site implementation demonstrated that the context of a site or program may determine the strategy and the way it is implemented. Sites were encouraged to use strategies that complemented existing work with students. Therefore, a program's purpose drove the design of the strategies. As an example, schools working with GSN emphasized communication skills for students as an important addition to the process of students reaching out to community members as partners for their RWPS. At EmployIndy, the Social Capital Challenge built on existing practice that students were engaging in to network with co-workers and to build confidence while embedded at work sites.

Intermediaries and site leaders noted that it took additional effort to translate how [The Social Capital Playbook](#) or even how the concept of social capital fit within their contexts. Shoring up support networks, for instance, looks much different with middle school students in rural Colorado than it does with high school students in metropolitan Nashville. Understanding the difference of students' networks in their contexts was important as well. In Hawai'i, a student's extended family might have much greater significance in helping students think about their futures than in other contexts.

It Takes Social Capital to Build Social Capital

Data suggested that the inputs required to produce social capital activities were the available stock of social capital held by program directors and those implementing the program. In other words, data across intermediaries showed that it *takes* social capital to *build* social capital. At HWP, for example, program organizers who had long-standing relationships with employers and their organizations were more effectively able to integrate social capital activities that sought to make students aware of various career pathways, as well as of how to leverage personal relationships to pursue them. This site intentionally centered those employers and organizations into its programming in contrast to some programs operated by Kupu, such as the HYSC, where social capital was a less explicit feature of programming. Similarly, at GSN, teachers had existing community-based, extracurricular partnerships with local businesses or nonprofits. This setup allowed them to integrate these contacts into their students' social capital experiences and their site's social capital programming to facilitate student awareness

of relationship building and strategies for doing so. However, as some teachers at the Las Animas and Wiley school districts shared, they may have less time to facilitate these connections due to their other responsibilities and may be less confident or need more direction in connecting students with new people in the community.

Students' Social Environments Are Key to Understanding Their Networks

In focus groups and a survey, students shared information on the makeup of their networks. Protocol questions and survey items were designed to explore students' relationships with adults in their lives according to the following four dimensions in CCI's social capital framework: (a) quantity of relationships; (b) quality of relationships; (c) structure of networks; and (d) ability to mobilize relationships. Social environments for students include not only their networks but also the quality of these relationships and the way the environment shapes students' confidence in mobilizing their networks.

Students provided descriptions of their social environments when describing their relationships with adults. At all sites, families were often cited as the people they talk to or seek advice from the most. At GSN, students may turn to family members because they share similar career interests in rural Colorado. At ESG and Hawai'i P-20, family members encouraged students' interests and connected them with opportunities. Outside of the family, students shared differing examples of other adults whom they would turn to for advice. Many students described adults at school. Students at EmployIndy also had apprenticeship workplaces as part of their social environments and, therefore, had stronger connections with supervisors or co-workers.

The following sections describe high-level findings from each dimension and their implications for implementation or future research.

Insights Into Quantity of Relationships

The *Quantity of Relationships* dimension of CCI's social capital framework focuses on the number of people students reported as being important ties they could reach out to about college and career advice. On average across sites, findings on this topic were limited. When asked about this topic, students typically only reported three to five people, usually strong, family ties, with whom they spoke about college and career pathways, including what they would like to pursue after high school. Data revealed that students struggled to provide deeper answers here because they had not reflected on the number of people they would contact.

Insights Into Quality of Relationships

The *Quality of Relationships* dimension of CCI's social capital framework focuses on how students experience relationships, as well as on the affective content of those relationships. Survey findings indicated that parents or guardians were identified by young people at all sites

as the people they talk to or seek advice from the most about career possibilities. Students in focus groups across the sites also shared several examples of the ways their parents connected them with new opportunities or people and encouraged them to be their best. For younger students, parents were some of the only adults they talked to often about careers. Older students may have had more access to networking opportunities with career professionals, but the trend was the same.

Students at EmployIndy and Nashville discussed how supervisors, coaches, and mentors challenge them to try new skills and then support them when they try. For example, apprentices at EmployIndy were encouraged by their supervisors to speak up in meetings and grow as a member of a working team. Students at the Nashville Chamber of Commerce were challenged to practice speaking in front of groups and to attend conferences and events where they could network with professionals.

The cultural relevance of the activities to students' lived experiences was another key component of how students experience relationships. At the Wiley School District, their rural area provided a stronger connection between the school and community. Teachers and students often knew many people in the community and were comfortable speaking with them about careers. The opportunities provided by teachers in the district also had a strong local component where students learned about the environment and history of their community. This place-based element provides a different vehicle for social capital than does a work-based opportunity in a metropolitan area, such as Indianapolis or Nashville. At both Hawai'i sites, the importance of family was mentioned often by students and was an integral part of their cultures. Family members were often the first they would turn to for advice on their future careers.

Insights Into Structure of Networks

The *Structure of Networks* dimension of CCI's social capital framework focuses on the different people students know and how they are connected. Data showed that trusted adults such as school staff, including teachers and guidance counselors, as well as extended family members and adult friends of students' parents or guardians, are three categories of people who students reported turning to for either advice or guidance on career pathways. Other relationships students identified across sites included siblings, grandparents, and friends.

Insights Into Ability to Mobilize Relationships

The *Ability to Mobilize Relationships* dimension of CCI's social capital framework focuses on the mindsets and skills students need to activate relationships. Students shared that they lacked the confidence or skills necessary to initiate conversations with adults about careers. It was easier when adults approached them first. By developing experience with the content of those

conversations, students can then grow their stock of weak ties by practicing the skill in future settings and transitioning to initiating these conversations with new contacts.

Staff and Students Should Demonstrate a Common Understanding of Social Capital Goals

Students should be sensitized to the frequency and diversity of their ties or to how many different people they can access and how different they are from one another.

Not all students were able to respond to focus group protocol questions that probed about components of the Social Capital Playbook or social capital activities, either because they had not been implemented yet or because those components were not explicitly introduced to students as social capital activities. In some cases, the timing of the social capital strategies did not coincide with the timing of the focus groups and did not yield information relevant to the evaluation questions. Students could provide a greater number of examples of their participation in other aspects of a site's program.

The challenge was not an understanding of the concepts being probed in focus groups but a lack of opportunities to meaningfully apply and observe advanced social science concepts like network structure and quantity of ties into programming and activities. Even though students understood what was being asked of them, their participation in the program did not supply them with the experience to adequately respond to inquiries on specific social capital strategies used by sites. We recommend that in future studies on students' networks, students should be sensitized ahead of time to the frequency and diversity of their ties.

Intermediaries that use [The Social Capital Playbook](#) to support sites in developing programming should provide technical assistance in its application and the measurement of outcomes.

Most intermediaries and sites saw the benefit of [The Social Capital Playbook](#) in providing concepts and frameworks for social capital. However, sites had a disconnect when translating the playbook into practice. One staff member shared, "I don't think there was a strong knowledge of what [playbook concepts] actually looked like." Intermediaries had the greatest knowledge of the playbook and attempted to create new materials or guidance to help bridge the research-to-practice gap. Materials designed by intermediaries included curricular activities and scope and sequence documents to help sites embed social capital into existing programming. Some site staff made the connections on their own without much guidance: "I kind of bridged it myself. . . . I feel like if I knew what we were going to be doing, it would have been a different thought process."

In addition, other sites, particularly those in Hawai'i, learned about how to improve their implementation of [The Social Capital Playbook](#) through trial and error. Specifically, data showed that this intermediary's first attempt with implementation revealed its own expectations, namely, that the playbook would be "plug and play" or readily usable by practitioners. However, the intermediary discovered that language in the playbook and its concepts needed to be contextualized for both the practitioners and the students who would stand to benefit from the programming.

Most sites did not have a plan for measuring social capital outcomes. Intermediary and site staff provided anecdotal examples of what they had observed and their thoughts on measuring social capital in the future. Most staff were not sure how to get started in measuring social capital or implementing progress monitoring in their work with social capital. Additional training and guidance for sites may be needed to fully use the information contained in the playbook and begin designing measures and progress monitoring tools for social capital activities.

Scaffolding the concept of social capital meaningfully with sites and students into preexisting activities with guidance is important for implementation.

Just as students ranged in their understanding of what social capital is and how it develops, a similar variation in understanding occurred by the adults across sites of what it means to cultivate social capital building skills. This lack of a shared, specific understanding across sites presented challenges to implementation.

Overall, the common theme that emerged from data analysis was that intermediaries were growing more aware of the value of embedding social capital into their programs and of sensitizing students to it. Although sites and intermediaries may have first come to learn about the value of social capital activities when they first learned about [The Social Capital Playbook](#) from CCI, the data show that their learning has deepened since first learning about it and that they used the playbook to inform their sites' understandings of how to implement social capital activities into the course of their operations. Intermediaries and sites reflected that although they helped to implement the playbook and adapt it at their sites, that they themselves were still learning about social capital, it made sense to them on an intuitive level, and its appeal and relevance was obvious. Across all sites and intermediaries, the data consistently showed that social capital should continue to be incorporated into curricula for students because of how central relationships and networks are to career mobility and advancement.

Clear guidelines on implementing social capital initiatives in schools or other programs are needed.

We learned from HWP and GSN that deploying social capital activities in the classroom was not intuitive—instructors wanted more guidance and instruction, including lesson plans, curricula, handouts, and other materials, which would facilitate their use. Relatedly, evidence on implementation also showed that a lack of time to develop these materials and an unfamiliarity with social capital as a concept were barriers to more effective implementation that staff expressed.

Programs Should Introduce and Sustain Quality Relationships Over Time

Long-term school-based programming may have a greater role than episodic engagement has in facilitating social capital awareness and development.

Across sites, data collected from students revealed that the most salient examples of students' access to networks and confidence in building and mobilizing relationships with adults came from programs in which students were engaged long term. In the schools served by EmployIndy and the Nashville Chamber of Commerce, students were already involved in work-based learning or career-connected learning when new social capital activities were introduced to them. Students spoke at length about the benefits of work-based opportunities, such as apprenticeships, because it allowed an opportunity to build relationships with adults and networking skills over time. Students could make connections between these experiences and the benefits for networking and career exploration. In contrast, students in Las Animas and Wiley, who were mostly new to career-connected learning initiatives like the RWPS, had difficulty providing examples of networking experiences or opportunities to develop relationships outside of school.

Programs that build in authentic, ongoing opportunities for adults to engage with students may increase a student's ability to mobilize relationships.

Adults in students' networks who offer career advice are typically those who have ongoing relationships with students, including family members, teachers, or mentors. Students were confident reaching out to these adults and expressed plans to keep in touch with them about their careers after high school. Students were less confident when reaching out to adults they did not know as well. With EmployIndy, students participate in an apprenticeship for several years and form stronger connections with co-workers or an apprenticeship supervisor during this time. Students discussed how they would often go to these adults to talk about future careers and would continue to do so after the apprenticeship. The apprenticeships allowed an opportunity for students to develop relationships outside of their families that they were comfortable mobilizing.

Note that programs should not expect students to initiate career-focused conversations. Students may be hesitant to reach out to adults; students in this evaluation shared that they lack the confidence to do so or they find it awkward to have a career-focused conversation with an adult when this topic has not come up previously. Therefore, adults should be primed and trained to initiate these important conversations with students and build the foundation of trust necessary for students to be comfortable reaching out on their own.

The use of dedicated coaches or mentors within programing may increase student access and engagement in social capital building strategies.

Dedicated coaches or mentors were also a key component of students' access to social capital. These staff members could facilitate opportunities for students to explore careers and colleges and meet new professionals. Coaches and mentors were often based in schools and had frequent contact with students to build strong relationships with them. In EmployIndy's apprenticeship program, students were paired with a staff member and workplace supervisor for the duration of the apprenticeship. Students in Nashville spent time with college and career readiness coaches in activities during and outside of school hours. Students in both sites overwhelmingly cited that coaches or apprenticeship mentors acted as brokers for students to networking and other career-connected opportunities. Similarly, HWP was an embedded resource inside school career and technical education programs that enriched existing programming, which sought to broker professional development opportunities for students. In these programs, information, opportunities about internships, college and career events, and presentations were readily made available to students. Students were likely to explore new possibilities when they were suggested or offered by a trusted coach or mentor.

Students reported that coaches and mentors would challenge them to grow, an often-difficult aspect of an adult-child relationship that requires trust built over time. They shared that coaches or mentors were influential in providing opportunities for them to try something new, even if it was challenging. They trusted coaches and mentors to support them through this experience and were more engaged when these opportunities were offered to them from a coach or mentor.

Incorporate opportunities for students to practice relational skills with a variety of relationship types, including with people who the students are more and less familiar with in order to develop comfort in establishing greater weak ties.

Most students across sites reported some level of discomfort in reaching out to new adults to build their networks or in asking their networks to introduce them to new people. Some students shared that they were not always sure how to start an organic conversation about

careers or colleges with an adult. Adults should facilitate an environment for students to feel comfortable to engage.

Students also shared that even though it can be difficult to build a new relationship, it is sometimes easier to remain in touch with an existing network. Time was necessary for students to feel comfortable and trust that adults had their best interests in mind. It was also easier to connect with adults outside of the family or their school if they shared common career interests. Programs can address this challenge by incorporating opportunities for students to practice relational skills with people they may not be as familiar with. Networking events or instruction on interpersonal communication could provide more practice and increase students' confidence.

Program Activities Should Be Aligned With Student Interests

Social capital activities that center students' self-reported career interests may be more effective in growing their social capital than those that do not.

Data, particularly from Hawai'i P-20, suggested that when sites incorporated students' personal hobbies and career interests into their social capital activities, this was more effective in sensitizing students to the various dimensions of social capital than simply talking about social capital in the abstract sense. For example, by using students' career interests as potential topics of conversations that students might have with new contacts, sites used students' interests to fuel the conversations and help them see how to begin taking steps to grow the quantity of their ties. By taking the concept and applying it to something that students could see themselves doing, sites like HWP provided a useful example of best practices for implementing social capital activities with youth.

Considerations for Future Work

Although the research design employed in this developmental evaluation does not permit hypothesis testing, it does carry implications for the directions that both researchers and practitioners can take in the future to improve social capital programming for youth. These implications fall into two categories. The first is aimed at improving implementation of social capital activities by suggesting changes for adults working with youth in these activities. The second is aimed at youth who participate in social capital activities and provides insight into effective strategies for the purpose of increasing students' awareness of social capital as a developmental and social concept and for strategies to effectively increase an individual's stock of social capital.

Specifically, using a confirmatory impact evaluation with a randomized controlled trial, future research may consider testing the following hypotheses, which suggest changes for the roles of adults in social capital programs:

Organization and Program-Level Considerations

- **Long-term participation in school-based programming may have a greater role in facilitating social capital awareness and development than participation that is shorter in duration or episodic.** Adults designing programs or social capital activities for youth should consider the treatment duration and seek to develop programming that lasts at least as long as the academic term in which the program is being offered. For example, if a social capital activity will be offered for a few weeks in the spring semester, this hypothesis suggests that not only should said activity be extended to at least the duration of that spring semester, but it should also be continued in the following semester. Alternatively, if it is infeasible to implement social capital activities beyond a given school year as described in this example, adults should consider starting them as early as possible in a given academic year and to continue offering the activity until the end of the academic year. While long-term participation appeared to be significant for the sites in this evaluation, future research should also investigate what components of social capital can be effective in lower dosages or durations of time. This can be helpful information for programs attempting to implement social capital strategies in limited time frames.
- **The use of dedicated coaches and mentors, along with a clear understanding of social capital goals, may increase student access to and engagement in social capital building activities.** Data suggested that sites that struggled to articulate a clear understanding of social capital, or how it was distinct from potentially similar youth development activities already underway, were led or implemented by staff who experienced role strain. Data also suggested that site leads were still learning about the nuances of social capital, and because the concept was new to them, they often struggled to master the concept and implement it in addition to the preexisting obligations they faced in their occupational settings. Students were also largely unable to define social capital or how the activities they participated in furthered their social capital, suggesting that student engagement with social capital activities and their retention of the knowledge it produced carried significant room for improvement. Therefore, the use of dedicated coaches, or secondary-level professionals such as dedicated teacher assistants or instructional aides, with the training in social capital, as well as a clear implementation strategy, may be more influential in increasing student access and engagement in social capital building activities.

Student-Level Considerations

- **Social capital activities that center students' self-reported career interests may be more effective in growing their social capital than those that do not.** Data showed that early attempts to implement social capital activities posed significant challenges to program staff because they were attempting to use [*The Social Capital Playbook*](#) directly with the students instead of contextualizing it with students' interests. Students were more engaged when strategies allowed them to explore the careers they were interested in and meet professionals in these careers. Further investigation can explore how students' self-reported career interests can be more explicitly embedded in social capital programming.
- **It may be easier for adults to initiate conversations with students about their needs for college and career mentorship or readiness than for youth to initiate such conversations about their needs with adults.** Data on mobilization of social capital showed that opportunities to discuss career and college readiness can be more effective when initiated by adults than when initiated by students. Students may not be ready to initiate these conversations and need further support and practice. However, these important conversations should still move forward with the direction of adults. Research can examine the roles of adults in these conversations and ways to activate college and career mentorship most effectively.

References

- Calarco, J. M. (2018). *Negotiating opportunities: How the middle class secures advantages in school*. Oxford University Press. <https://doi.org/10.1093/oso/9780190634438.001.0001>
- Charania, M., & Freeland Fisher, J. (2020). *The missing metrics: Emerging practices for measuring students' relationships and networks*. Clayton Christensen Institute. https://whoyouknow.org/wp-content/uploads/2023/04/THE-MISSING-METRICS_update_2023.pdf
- Cook, K. S. (2014). Social capital and inequality: The significance of social connections. In J. D. McLeod, E. J. Lawler, & M. Schwalbe (Eds.), *Handbook of the social psychology of inequality* (pp. 207–227). Springer Netherlands. https://doi.org/10.1007/978-94-017-9002-4_9
- Freeland Fisher, J., & Charania, M. (2021). *5 steps for building & strengthening students' networks*. Clayton Christensen Institute. <https://whoyouknow.org/wp-content/uploads/2021/05/playbook.pdf>
- Gamoran, A., Miller, H. K., Fiel, J. E., & Valentine, J. L. (2021). Social capital and student achievement: An intervention-based test of theory. *Sociology of Education*, 94(4), 294–315. <https://doi.org/10.1177/00380407211040261>
- Lin, N. (1999). Social networks and status attainment. *Annual Review of Sociology*, 25(1), 467–487. <https://doi.org/10.1146/annurev.soc.25.1.467>
- National Academies of Sciences, Engineering, and Medicine. (2019). *The promise of adolescence: Realizing opportunity for all youth*. The National Academies Press. <https://doi.org/10.17226/25388>
- National Research Council. (2014). *Civic engagement and social cohesion: Measuring dimensions of social capital to inform policy*. The National Academies Press. <https://doi.org/10.17226/18831>
- Patton, M. Q. (2010). *Developmental evaluation: Applying complexity concepts to enhance innovation and use*. Guilford.

Appendix A. Data Collection Instruments

Interview Protocol—Intermediary Staff (Fall)

Welcome and Introduction

Hi, my name is _____ and I am with the American Institutes for Research, or AIR. Thank you for taking the time to participate in this interview today. This interview is part of a study we are conducting in partnership with the Clayton Christensen Institute. The goal is to understand the unique context and conditions within the sites you are supporting that surround their implementation of social capital strategies and measures. We are also interested in understanding the extent to which these implementation efforts are leading to early shifts in student-level social capital. Your participation in this interview is an important part in this process.

The interview will run for approximately 45–60 minutes, and you'll be asked to share your experiences and perceptions regarding a variety of things, including use of the social capital playbook, supports needed/received by the sites, and their implementation of social capital strategies and measures. Your participation is voluntary. If you decide not to participate in this interview, it will not negatively affect you in any way. If you decide to participate and then change your mind, you may leave at any time. Also, you can decide not to answer a particular question and still participate in the rest of the interview.

We will not share your individual responses with anyone outside of the AIR evaluation team. Your responses are completely confidential, and no one will hear the recordings except for researchers at my organization. Any findings that use the information you share with us will be reported in the aggregate and by subject and not include your name.

We would like to audio-record the interview session so that we are able to accurately capture everything you tell us. Do I have your permission to audio record? [Pause for response.] Do you have any questions before we start? [Pause for response.] Okay, let's begin.

Background and Context

- What is your role within your organization? [Prompt for their job responsibilities if they don't provide these, as titles can be misleading.]
- What do you believe are the most important things that need to happen to strengthen social capital for young people at your sites?
 - What are the ages of young people participating in social capital activities at your sites?
 - In your opinion, what do young people in this age range or grade need most to help build social capital?

Implementation of Social Capital Strategies

- What are some existing strategies, programs, or activities across your sites that are being used to build social capital for young people?
 - Will students be participating in these activities this year?
 - How many students do you anticipate will be participating?
 - How many minutes/hours per week do you anticipate for student engagement in these activities?
- What are your goals for implementing social capital activities this school year?
- How do you plan to monitor progress toward your goals?
- Are there any existing ways that the sites are tracking progress on these strategies?
 - Are there social capital outcomes that you already are observing from these strategies?

Implementation of the Social Capital Playbook

- Let's talk a bit about social capital activities, including those within the social capital playbook. The playbook was developed by the Clayton Christensen Institute with five steps for building and strengthening students' networks.
- What tools and resources did you find helpful from the playbook in implementing social capital activities?
 - Are you familiar with the playbook worksheet? If so, in what ways have you used it?
 - What are your thoughts on the design of the playbook? Is it easy to understand and implement? Why or why not?
 - Can you describe if and how the social capital playbook fits with the social capital work that your sites are already accomplishing?

- How can the playbook be improved to strengthen or support the social capital work that your sites already are accomplishing?
- From a scale of 1–10, with 1 being the lowest amount of confidence and 10 being the highest amount of confidence, how confident are you that you can implement the social capital building strategies with staff? How confident are you that you can implement measures to help sites track their progress?
 - [Prompt if answer is less than 10:] What would it take to improve your confidence?
- Describe the ways you have interacted with the sites so far in introducing and using the social capital playbook or social capital strategies.
 - What types of training (and from whom) have sites received to guide their implementation of social capital strategies and measures?
 - Do you feel sites have received sufficient training on the use of the social capital playbook and/or strategies to effectively pilot this fall? What additional support do you think they would benefit from?
 - What is the buy-in right now among site partners for social capital building? (Speak to those that apply.) Please identify additional key stakeholders not listed below.
 - » Nonprofit/government/higher education partners
 - » Community partners/families
 - » Afterschool programs
 - » District leadership
 - » Teachers
 - » Students
- What strategies are you planning for implementing each of the steps in the social capital playbook this school year?
- Do you plan to make any adaptations to the way you implement the social capital playbook or its steps?
 - If so, what adaptations are needed?
 - How does your site context influence these adaptations?
 - How did you make the decision to include these adaptations?

- What contextual factors influenced your choice of strategies from the playbook? These could include resources available, time needed for the strategies, staffing, or fit within the sites or social capital activities.
- What might get in the way of implementation of these strategies?
- What resources or supports would be helpful to overcome these barriers?

Wrap-Up

Is there anything else we haven't talked about yet that you feel is important for us to know about the implementation of social capital building strategies or measures or the social capital playbook?

Thank you for your time today!

Interview Protocol—Site Staff (Fall)

Welcome and Introduction

Hi, my name is _____ and I am with the American Institutes for Research, or AIR. Thank you for taking the time to participate in this interview today. This interview is part of a study we are conducting in partnership with the Clayton Christensen Institute. The goal is to understand the unique context and conditions within your site’s implementation of social capital strategies and measures. We also are interested in understanding the extent to which these implementation efforts are leading to early shifts in student-level social capital. Your participation in this interview is an important part in this process.

The interview will run for approximately 45–60 minutes, and you’ll be asked to share your experiences and perceptions regarding a variety of things, including the implementation of social capital strategies and measures. Your participation is voluntary. If you decide not to participate in this interview, it will not negatively affect you in any way. If you decide to participate and then change your mind, you may leave at any time. Also, you can decide not to answer a particular question and still participate in the rest of the interview.

We will not share your individual responses with anyone outside of the AIR evaluation team. Your responses are completely confidential, and no one will hear the recordings except for researchers at my organization. Any findings that use the information you share with us will be reported in the aggregate and by subject and not include your name.

We would like to audio-record the interview session so that we are able to accurately capture everything you tell us. Do I have your permission to audio-record? [Pause for response.] Do you have any questions before we start? [Pause for response.] Okay, let’s begin.

Background and Context

- What is your role within your [site name]?
 - What are your job responsibilities at [site name]?
- What do you believe are the most important things that need to happen to strengthen social capital for young people at your site?
 - What are the ages of young people participating in social capital activities at your sites?
 - In your opinion, what do young people in this age range or grade need most to help build social capital?

- Social capital refers to an individual’s relationships and networks, and the benefits that potentially can accrue by virtue of those relationships. For students, this means their access to and ability to mobilize connections that can help them further their potential and goals. What are some ways that you or [site name] currently help young people build social capital?
 - Are there ways that you track progress on these strategies?
 - Are there social capital outcomes that you are already observing from these strategies?
- What do you know so far about the playbook and its implementation at your site?
 - Describe the ways you have been introduced to the social capital playbook.

Implementation of the Social Capital Playbook

- Now, I will ask some questions about the training or coaching you received from [intermediary] on the social capital playbook.
 - has the training been helpful for you in preparing to use the social capital playbook? If yes, can you describe how the training has been helpful?
 - How can the training be improved for youth-serving organizations in the future?
- From a scale of 1–10, with 1 being the lowest amount of confidence and 10 being the highest amount of confidence, how confident are you that you can implement the social capital building strategies with students?
 - [Prompt if answer is less than 10:] What would it take to improve your confidence?
- Let’s talk a bit about the social capital playbook itself.
 - What tools and resources did you find helpful from the playbook?
 - Are you familiar with the playbook worksheet? If so, in what ways have you used it?
 - What are your thoughts on the design of the playbook? Is it accessible and actionable? Why or why not?
 - How does the playbook strengthen or support the social capital work that you are already doing with students?
 - How can the playbook be improved to strengthen or support the social capital work you are already doing?
- What strategies from the social capital playbook did you choose to implement?
- What contextual factors (e.g., time, resources, or staffing) influenced your choice of strategies from the playbook?

- What might get in the way of implementation of these strategies? What resources or supports would be helpful to overcome these barriers?
- What activities are students intended to participate in that are related to the building of social capital?
 - How many students do you anticipate will be participating?
 - How many minutes/hours per week do you anticipate student engagement in these activities?
- What are your goals this year to help increase students' social capital?
- How do you plan to monitor progress toward your goals?
- Do you plan to make any adaptations to the way you implement the social capital playbook or its strategies?
 - If so, what adaptations are needed?
 - How does your site context influence these adaptations?

Wrap-Up

Is there anything else we haven't talked about yet that you feel is important for us to know about the implementation of **social capital building strategies or measures** or the social capital playbook?

Thank you for your time today!

Focus Group Protocol—Students (Fall)

Note to facilitator: Try to ask all questions in the protocol if possible. However, if you are short on time, please prioritize the questions in blue text.

Welcome and Introduction

Thank you for taking time to speak with me! My name is _____. Before we start, I would like to give you a little background about who I am and why I am here. I also would be glad to answer any questions you might have for me. I work for an organization called the American Institutes for Research. We are working with [site name] to learn more about the types of people you have talked to about your future career possibilities and goals. We would like to know more about your experiences to improve supports for students in the future. There are no right or wrong answers to any of my questions.

Your participation is completely voluntary. If you decide not to participate in this focus group, it will not negatively affect you in any way. If you decide to participate and then change your mind, you may leave at any time. Also, you can decide not to answer a question and still participate in the rest of the focus group. I want to assure you that all information obtained today will be kept confidential. We will not use your name and will not attribute any quotes to individuals. We also will not share what you and I discuss with other people in the school. The reports will identify the schools but will not disclose the names of individuals. The focus group today will last about 45–60 minutes. We ask that you don't talk about what people say in the focus group today with anyone else outside this room.

We would like to audio-record and videotape the focus group session so that we are able to accurately capture everything you tell us. No one will hear the recordings except for researchers at my organization. Any findings that use the information you share with us will be combined and reported together and by subject and will not include your name.

In order to keep our conversation today as confidential as possible, please choose a fun name that others in the group can use if they refer to you. Using a fake name is one way we can ensure confidentiality over Zoom. Some ideas for a fun name are an animal type, favorite character in a show or video game, or maybe just a name you think sounds cool. If you can, please change your Zoom name to your new name.

Do I have the group's permission to audio-record? [Pause for response.] Does anyone have any questions before we start? [Pause for response.] Okay, let's begin.

Background and Context

- Let's start by introducing ourselves. This will be the only question where we will go in order. Otherwise, feel free to jump in anytime on any of my questions if you have something to share. [Name], can you start by introducing yourself with your new name and what grade you are in school?
- Today, we're going to talk about **social capital and the importance of networks**. Social capital is all about your access to people that can help you grow and achieve your goals and your ability to build more relationships with people who can help you. In your [program/school/classroom], teacher/program staff] might have talked about social capital.
 - What activities have you been a part of that talked about building professional networks? Describe these activities and your participation in them.
 - Did the activities increase your knowledge about how to access and build relationships with people who can help you? Why or why not?
 - How can the activities be improved for the future?

Quantity of Relationships

- Now, let's talk about the people you have met through [program name] that have helped you with your career possibilities or goals or who you think could help you with these goals. These can be adults or peers around your age. I will open a space for us to make a list of the names you provide. [If this is a virtual focus group, open a Microsoft Word document, Jamboard, or other method for capturing these thoughts. Share your screen. If this is an in-person focus group, write on flip-chart paper or a whiteboard.]
- Think for a bit about all of the people you met through [program name] who have helped you with your career possibilities and goals. [Give students about a minute to think.] I will start writing down a list of them now. **Who are the people in your life who have helped you the most in thinking about your future career possibilities?**
- **Prompt if the list is missing peers: Have peers helped you explore career possibilities or preparing for a future career?**

Quality of Relationships

- This list we created is an example of a **network**. A network is a group of people with whom you have connections. They may be helpful to you in several ways. I'm going to ask a few questions about how people on this list, or those in your network, are helpful to you.

- How do the people you know through [X program] help you explore career possibilities or help you with your career goals?
- How do these people show that they care?
- How do these people help you feel as though you belong?
- Describe some ways that these people connect you with opportunities or help you meet new people to support your education or career goals.
 - Tell me an example of one time that someone in your network helped you meet new people. How did it go? Do you feel that they understood what you needed when they introduced you to someone new?
- In what ways have these people helped you think about or plan for college or a career?
- Of the people you listed, who do you go to for
 - academic help?
 - career help?
 - personal help?
- Tell me what it's like when these people help you explore career possibilities or help you with your career goals. [Prompt for examples.]

Structure of Networks

- Do the people you meet through [name of program] have similar types of jobs or careers?
- How are they similar or different?
- Do you know people who have the type of job or career you would like to have someday?
 - If so, do you feel as though you are able to come to them with any questions or if you need help?
 - If not, would you like to be connected with someone in that career or industry? Would any of the people you know be able to connect you with them?

Ability to Mobilize Relationships

- What are some ways you currently build relationships with others who help you with your education or career goals? Some examples could include spending time with them or showing interest in them.
- Is there anything that makes it hard to build these relationships? If so, what are some examples?

- How comfortable do you feel interacting with people you do not know to pursue your education or career goals? Why?
- Are there things that make it difficult to have conversations with adults about your education or career goals? If so, what are those things?
- Are there things you have learned about how you're supposed to interact with adults that make it difficult to have conversations about your career goals? If so, what are those things?
- Do you intend to stay in touch with people you met through [program name]? Why or why not?
 - If so, how do you plan to stay in touch?
- Since starting this program, have you talked to anyone outside of the program—like a family member, friend, or neighbor—about your future career possibilities and goals? If so, what did you talk about?

Wrap-Up

Is there anything else we haven't talked about yet that you feel is important for us to know about the people you have talked to about your future career possibilities and goals?

Thank you for your time today!

Interview Protocol—Intermediary Staff (Spring)

Welcome and Introduction

Hi, my name is _____ and I am with the American Institutes for Research, or AIR. Thank you for taking the time to participate in this interview today. This interview is part of a study we are conducting in partnership with the Clayton Christensen Institute. The goal is to understand the unique context and conditions within the sites you are supporting that surround their implementation of social capital strategies and measures. We also are interested in understanding the extent to which these implementation efforts are leading to early shifts in student-level social capital. Your participation in this interview is an important part in this process.

The interview will run for approximately 45–60 minutes, and you'll be asked to share your experiences and perceptions regarding a variety of things, including use of the social capital playbook, supports needed/received by the sites, and their implementation of social capital strategies and measures. Your participation is voluntary. If you decide not to participate in this interview, it will not negatively affect you in any way. If you decide to participate and then change your mind, you may leave at any time. Also, you can decide not to answer a particular question and still participate in the rest of the interview.

We will not share your individual responses with anyone outside of the AIR evaluation team. Your responses are completely confidential, and no one will hear the recordings except for researchers at my organization. Any findings that use the information you share with us will be reported in the aggregate and by subject and not include your name.

We would like to audio-record the interview session so that we are able to accurately capture everything you tell us. Do I have your permission to audio-record? [Pause for response.] Do you have any questions before we start? [Pause for response.] Okay, let's begin.

Background and Context

- What is your role within your organization?
 - [If participant has been interviewed already and job title has not changed:] Have your responsibilities changed since the fall?

Implementation of Social Capital Strategies

- What activities did students participate in that were related to the building of social capital?
 - How many students participated?

- How many minutes/hours per week were they engaged in these activities?
- What were your goals in implementing social capital activities this school year?
- How did your monitor sites progress toward your goals?
- Did sites collect any other data as part of the implementation of social capital strategies?
- Can you describe a time when the implementation of social capital strategies went well?
 - What conditions needed to be met for this to happen?
 - How did you know that the implementation went well?
- Now, can you describe a time when implementation of social capital strategies was a challenge?
 - What would have needed to be different or change in order to avoid this challenge?
 - How were the challenges addressed?
 - What impacts to implementation did the challenges have?

Implementation of the Social Capital Playbook

- Let's transition to talk a bit about social capital activities, including those within the social capital playbook. The playbook was developed by the Clayton Christensen Institute with five steps for building and strengthening students' networks.
- Describe the ways you have observed the sites using the social capital playbook.
 - When did the sites start implementation of social capital activities?
 - What are some of the steps/strategies from the playbook that sites chose to use? [Write these down for prompting in site-level interviews.]
 - Do you know why sites choose these steps? Did sites communicate with you about why they chose these steps?
- To what extent do you feel that the playbook has been implemented as designed?
- What resources or supports were necessary to ensure the implementation of the playbook as designed?
- Let's talk a bit about the design of the social capital playbook itself.
 - What tools and resources did you find helpful from the playbook?
 - Are you familiar with the playbook worksheet? If so, in what ways have you used it?

- What are your thoughts on the design of the playbook? Is it easy to understand and implement? Why or why not?
- Can you describe if and how the social capital playbook fits with the social capital work that your sites already are accomplishing?
- How can the playbook be improved to strengthen or support the social capital work that your sites are already accomplishing?
- How did the playbook inform the social capital strategies implemented at each site this year?
- How does the playbook, if at all, inform the way sites will implement social capital strategies in the future?
- Did any of your sites need to make adaptations to the implementation steps as outlined in the playbook and planning worksheet?
 - [If yes:] What adaptations did sites need to make to the way they implemented the steps?
- What contextual site factors (such as resources available, time needed for the strategies, staffing, or fit within the sites or social capital activities) influenced adaptations to the playbook?
- From a scale of 1–10, with 1 being the lowest amount of confidence and 10 being the highest amount of confidence, how confident are you now that you can implement the social capital building strategies with staff? How confident are you that you can implement measures to help sites track their progress?
 - [Prompt if answer is less than 10:] What would it take to improve your confidence?
- What additional training or support would be helpful in the future?

Wrap-Up

Is there anything else we haven't talked about yet that you feel is important for us to know about the implementation of social capital strategies or measures or the social capital playbook?

Thank you for your time today!

Interview Protocol—Site Staff (Spring)

Welcome and Introduction

Hi, my name is _____ and I am with the American Institutes for Research, or AIR. Thank you for taking the time to participate in this interview today. This interview is part of a study we are conducting in partnership with the Clayton Christensen Institute. The goal is to understand the unique context and conditions surrounding your site’s implementation of social capital strategies and measures. We also are interested in understanding the extent to which these implementation efforts are leading to early shifts in student-level social capital. Your participation in this interview is an important part in this process.

The interview will run for approximately 45–60 minutes, and you’ll be asked to share your experiences and perceptions regarding a variety of things, including the implementation of social capital strategies and measures. Your participation is voluntary. If you decide not to participate in this interview, it will not negatively affect you in any way. If you decide to participate and then change your mind, you may leave at any time. Also, you can decide not to answer a particular question and still participate in the rest of the interview.

We will not share your individual responses with anyone outside of the AIR evaluation team. Your responses are completely confidential, and no one will hear the recordings except for researchers at my organization. Any findings that use the information you share with us will be reported in the aggregate and by subject and not include your name.

We would like to audio-record the interview session so that we are able to accurately capture everything you tell us. Do I have your permission to audio record? [Pause for response.] Do you have any questions before we start? [Pause for response.] Okay, let’s begin.

Background and Context

- What is your role within [site name]?
 - What are your job responsibilities at [site name]?
- What has changed or remained the same since the beginning of the school year about the ways that [site name] currently helps young people build social capital?
 - Are there ways that you have tracked progress on these strategies this year?
 - Have you observed any social capital outcomes from these strategies? If yes, can you describe those?

Implementation of the Social Capital Playbook

- Describe the ways you have used the social capital playbook in your work with students.
 - When did you begin using the playbook? How often have you used it?
 - We have heard from [intermediary] that you have implemented [steps and strategies from playbook]. Tell me more about how these strategies worked for you in practice.
 - Why did you choose these steps and strategies?
 - Have you used any others that were not mentioned?
- To what extent do you feel that the playbook has been implemented as designed?
- What resources or supports were necessary to ensure the implementation of the playbook as designed?
- Let's talk a bit about the design of the social capital playbook itself.
 - What tools and resources did you find helpful from the playbook?
 - What are your thoughts on the design of the playbook? Was it clear, easy to understand, and actionable? Why or why not?
- Can you describe if and how the social capital playbook fits with the social capital work that your sites are already accomplishing?
- How can the playbook be improved to strengthen or support the social capital work that you or your school/program already are accomplishing?
- Can you describe a time when a social capital strategy or step from the playbook went well?
 - What conditions needed to be met for this to happen?
 - How did you know that the implementation went well?
- Now, can you describe a time when a social capital strategy or step from the playbook was a challenge?
 - What would have needed to be different or change in order to avoid this challenge?
- Did any of your sites need to make adaptations to the implementation steps?
- If so, what adaptations did you need to make to the way you implemented the steps with students?
- What contextual site factors (e.g., time, resources, or staffing) influenced adaptations to the playbook?

- From a scale of 1–10, with 1 being the lowest amount of confidence and 10 being the highest amount of confidence, how confident are you now that you can implement the social capital building strategies from the playbook with students?
 - [Prompt if answer is less than 10:] What would it take to improve your confidence?
- What additional training or support would be helpful in the future?
- What were your goals this year to help increase students’ social capital?
- How did you monitor your progress toward your goals?
- Did you collect any other data as part of the implementation of the social capital playbook?
- What activities are students participating in that are related to the building of social capital?
- How many students are participating?
- How many minutes/hours per week are they engaged in these activities?

Wrap-Up

What other outcomes have you observed from students’ participation in these activities?

Is there anything else we haven’t talked about yet that you feel is important for us to know about the implementation of the social capital playbook?

Thank you for your time today!

Focus Group Protocol—Students (Spring)

Note to facilitator: Try to ask all questions in the protocol if possible. However, if you are short on time, please prioritize the questions in blue text.

Welcome and Introduction

Thank you for taking time to speak with me! My name is _____. Before we start, I would like to give you a little background about who I am and why I am here. I also would be glad to answer any questions you might have for me. I work for an organization called the American Institutes for Research. We are working with [site name] to learn more about the types of people you have talked to about your future career possibilities and goals. We would like to know more about your experiences to improve supports for students in the future. There are no right or wrong answers to any of my questions.

Your participation is completely voluntary. If you decide not to participate in this focus group, it will not negatively affect you in any way. If you decide to participate and then change your mind, you may leave at any time. Also, you can decide not to answer a question and still participate in the rest of the focus group. I want to assure you that all information obtained today will be kept confidential. We will not use your name and will not attribute any quotes to individuals. We also will not share what you and I discuss with other people in the school. The reports will identify the schools but will not disclose the names of individuals. The focus group today will last about 45–60 minutes. We ask that you don't talk about what people say in the focus group today with anyone else outside this room.

We would like to audio-record and videotape the focus group session so that we are able to accurately capture everything you tell us. No one will hear the recordings except for researchers at my organization. Any findings that use the information you share with us will be combined and reported together and by subject and will not include your name.

In order to keep our conversation today as confidential as possible, please choose a fun name that others in the group can use if they refer to you. Using a fake name is one way we can ensure confidentiality over Zoom. Some ideas for a fun name are an animal type, favorite character in a show or video game, or maybe just a name you think sounds cool. If you can, please change your Zoom name to your new name.

Do I have the group's permission to audio-record? [Pause for response.] Does anyone have any questions before we start? [Pause for response.] Okay, let's begin.

Background and Context

- Let's start by introducing ourselves. This will be the only question where we will go in order. Otherwise, feel free to jump in anytime on any of my questions if you have something to share. [Name], can you start by introducing yourself with your new name, what grade you are in school, and something you're looking forward to this summer?

Implementation of the Social Capital Playbook

- Today, we're going to talk about **social capital**. Social capital is all about your access to people who can help you grow and achieve your goals and your ability to build more relationships with people who can help you. This is also called a network. In your [program/school/classroom], your teacher/program staff might have talked about social capital or having a network.
- What activities have you been a part of that talked about social capital or building networks? Describe these activities and your participation in them.
- What activities have you participated in that were from the social capital playbook? [Include specifics about strategies or steps from the playbook if you know that staff has used these with students.]
- How often have you participated in these activities?
- Was it easy or difficult to participate in these activities? Why?

Outcomes of the Social Capital Playbook

- Earlier, you mentioned participating in [social capital playbook activity]. Tell me more about your experience with this activity. [Note to facilitators: If students mention several activities, choose one or two to focus on, and prompt about others if time remains.]
 - Did you enjoy the activity? Why or why not?
 - [If they did not enjoy the activity, prompt:] Did a program staff member talk to you about your experience after the activity?
 - Did the activity increase your knowledge about how to access and build relationships with people who can help you?
 - **How can the activity be improved for the future? [Repeat questions for each activity if more than one was mentioned.]**
- Have the social capital or network activities helped you grow closer to someone you met in the program? Why or why not?

- In what ways have the social capital or network activities increased the number of people you know in school/the program?
 - Tell me what it’s like when these people help you explore career possibilities or help you with your career goals. [Prompt for examples.]
 - If peers were not mentioned: Have the activities increased the number of other students or people your age that you know? Why or why not?
 - Do you feel as though you can ask these people to help you or provide advice?
 - Did these people introduce you to new people who can help you with your career goals?
- In what ways have the social capital or network activities increased the number of people you know outside of school/the program?
 - Tell me what it’s like when those people help you explore career possibilities or help you with your career goals. [Prompt for examples.]
 - Do you feel as though you can ask these people to help you or provide advice?
 - Are these new connections personal or professional in nature?
 - Have you reached back out to any of these people to talk about your future career possibilities and goals?
 - Did these people introduce you to new people who can help you with your career goals?
- Do you feel more or less confident finding new people and building relationships with them after participating in these activities? Why or why not?
 - Is there anything that makes it hard to build these relationships? If so, what are some examples?
 - Do you intend to stay in touch with people you met through [program name]? Why or why not?
 - » If so, how do you plan to stay in touch?
- How have the connections you’ve made with others influenced
 - your knowledge of college and career options?
 - what you want to do for your career?
 - your confidence that you can succeed in your career?

Wrap-Up

Is there anything else we haven’t talked about yet that you feel is important for us to know about the people you have talked to about your future career possibilities and goals?

Thank you for your time today!

Student Survey (Fall and Spring)

Welcome to the Social Capital Survey!

We want your opinion about the people you talk to about your experiences with certain programs at school. The only right answers to these questions are your honest opinions. It will take about 15-20 minutes to complete this survey.

This survey is voluntary. If you do not want to answer a question, you may skip it, but we hope you will answer as many questions as you can. Your responses to survey questions will be anonymous and used to improve programs and supports for students in the future.

Your opinions are very important to us. We appreciate your participation in this survey!

Question 1. If you agree to participate in the study, please click the “Yes” button below to continue on to the survey and click the “Done” button when you are finished taking the survey. By doing so, you give us your permission to use your responses in our study.

Yes

No

Question 2. What is your grade level in school?

- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12
- Other (please specify)

Question 3. Choose the response that best fits your family’s situation.

- We have enough money for what we need (such as food, shelter, and clothing) and more
- We have enough money for what we need (such as food, shelter, and clothing)
- We sometimes can’t buy the things we need (such as food, shelter, and clothing)
- We often can’t buy the things we need (such as food, shelter, and clothing)

Question 4. Where do you attend school?

Question 5. What is the highest level of education a parent or guardian in your life has achieved?

- Graduate degree or professional degree
- 2 or 4-year college degree
- Some college
- Technical education
- High school
- Less than high school

Question 6. What is your gender?

- Female
- Male
- Non-binary
- Other
- I would prefer not to say

Question 7. What is your race/ethnicity? Asian/Asian-American?

- Black/African-American
- Hispanic/Latinx
- Native American/American Indian/Alaska Native
- Native Hawaiian or Other Pacific Islander
- White
- Multi-Race or Multi-Ethnic
- I would prefer not to say

People You Interact With

To what extent do you agree or disagree with the following statements about you?	Strongly disagree	Disagree	Agree	Strongly agree
I know people with many different careers or career interests.	■	■	■	■
I know people from many different cultures or racial/ethnic backgrounds.	■	■	■	■
I know people from many different economic backgrounds.	■	■	■	■

Question 8. From time-to-time people inside and outside of [Insert program name or state “your program”] may talk to you about jobs and careers.

Please think about the different people you have interacted with in and out of school.

Question 9. Please select any of the types of people who you have talked to about your future career possibilities and goals during this school year (starting summer or fall 2022). Select all that apply.

- Parent or Guardian
- Grandparent, Aunt, or Uncle
- Sibling or cousin
- Teacher
- Principal

- Guidance Counselor
- Other School Staff
- Athletic Coach
- Adult in an After-School Activity
- Faith Leader, Religious School Teacher, or someone older than me from my religious community
- Neighbor or other adult near where I live
- Alumni/Someone who graduated from your school
- Guest lecturer speaker from a talk or other community event
- Supervisor or Co-Worker at Your Job
- Friend or a peer
- Friend of a friend

Question 10. In the past few months, have you proactively reached out to any of these individuals to ask for help or advice related to your career possibilities and goals? Select all that apply.

- Parent or Guardian
- Grandparent, Aunt, or Uncle
- Sibling or cousin
- Teacher
- Principal
- Guidance Counselor
- Other School Staff
- Athletic Coach

- Adult in an After-School Activity
- Faith Leader, Religious School Teacher, or someone older than me from my religious community
- Neighbor or other adult near where I live
- Alumni/Someone who graduated from your school
- Guest lecturer speaker from a talk or other community event
- Supervisor or Co-Worker at Your Job
- Friend or a peer
- Friend of a friend

How Connected You Feel

- Please think about the different people you have interacted with throughout this program (for example: teachers, coaches, other students, guest speakers).
- We want to better understand how connected and comfortable you feel with them. It is okay if you think of different people for each question.
- To what extent do you agree or disagree with the following statements about you?

Question 11. I have met people through this program who...

	Strongly disagree	Disagree	Agree	Strongly agree
...show me that I matter to them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...challenge me to be my best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...listen to my ideas and take them seriously.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...help me accomplish tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 12. I have met people through this program who...

	Strongly disagree	Disagree	Agree	Strongly agree
...introduce me to new experiences or opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...help me with the skills I need for college or a future career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...introduce me to new people who can help me go to college or start in a career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...provide me with financial support or supplies/resources I need (i.e., money, supplies) to pursue my career goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 13. I have met people through this program who...

	Strongly disagree	Disagree	Agree	Strongly agree
...provide me with useful information for pursuing my career goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...help me imagine new possibilities for my future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...make me feel confident that I can reach my career goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...help me understand my own strengths and weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...show me how to build and maintain strong relationships with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 14. How frequently do you get to meet professionals outside of school??

- Never
- Sometimes
- Often

Question 15. Please share how often the following question is true for you.

To what extent do you agree or disagree with the following statements about your experience in the program?	Strongly disagree	Disagree	Agree	Strongly agree
I have met with an adult or older peer who does the type of work I may be interested in for my future.	■	■	■	■
I have a better understanding of the importance of relationships and making connections with professionals in life.	■	■	■	■
I feel confident reaching back out on my own to at least one of the professionals I have met through this program.	■	■	■	■
I feel confident asking peers or students around my age for help with discussing future career possibilities and goals.	■	■	■	■
I feel confident asking adults in my life to help me meet new people.	■	■	■	■

About the American Institutes for Research®

Established in 1946, the American Institutes for Research® (AIR®) is a nonpartisan, not-for-profit organization that conducts behavioral and social science research and delivers technical assistance both domestically and internationally in the areas of education, health, and the workforce. AIR's work is driven by its mission to generate and use rigorous evidence that contributes to a better, more equitable world. With headquarters in Arlington, Virginia, AIR has offices across the U.S. and abroad. For more information, visit [AIR.ORG](https://www.air.org).



AIR® Headquarters

1400 Crystal Drive, 10th Floor
Arlington, VA 22202-3289
+1.202.403.5000 | [AIR.ORG](https://www.air.org)

Notice of Trademark: "American Institutes for Research" and "AIR" are registered trademarks. All other brand, product, or company names are trademarks or registered trademarks of their respective owners.

Copyright © 2023 American Institutes for Research®. All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, website display, or other electronic or mechanical methods, without the prior written permission of the American Institutes for Research. For permission requests, please use the Contact Us form on [AIR.ORG](https://www.air.org).