

LINKED LEARNING CONVENTION | ANAHEIM, CA | FEB. 12-14

Building Social Capital: An experimental approach to increasing upward mobility



Nancy Hoffman
Senior Advisor

Charlotte Cahill
Associate Director

Sheila Jackson
Senior Program Manager



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NOW MORE THAN EVER...

Young people “are entering a working world that is pitched as never before in favor of the well-connected, the socially knowledgeable and the rich.” (Russell, 2017, NYT)

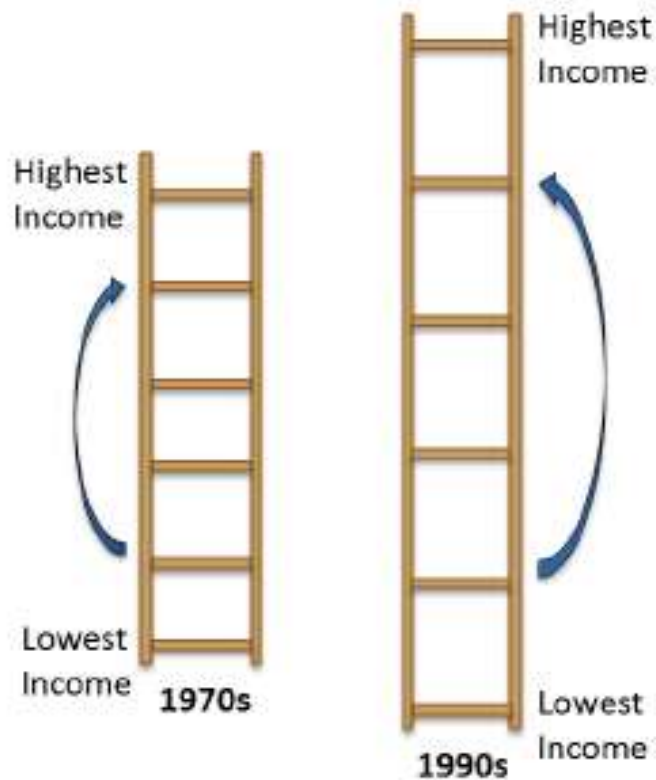
WHAT IS SOCIAL CAPITAL?

- “Networks together with shared norms, values and understandings that facilitate cooperation within or among groups” (OECD, 2007)
- “Resources embedded in one’s social networks, resources that can be accessed or mobilized through ties in the networks” (Lin, 2005)
- “The goodwill available to individuals or groups. Its source lies in the structure and content of the actor’s social relations. Its effects flow from the information, influence, and solidarity it makes available to the actor” (Adler and Kwon, 2002)



THE PROBLEM: INCREASED INCOME IMMOBILITY

Changes in the Income Ladder in the United States

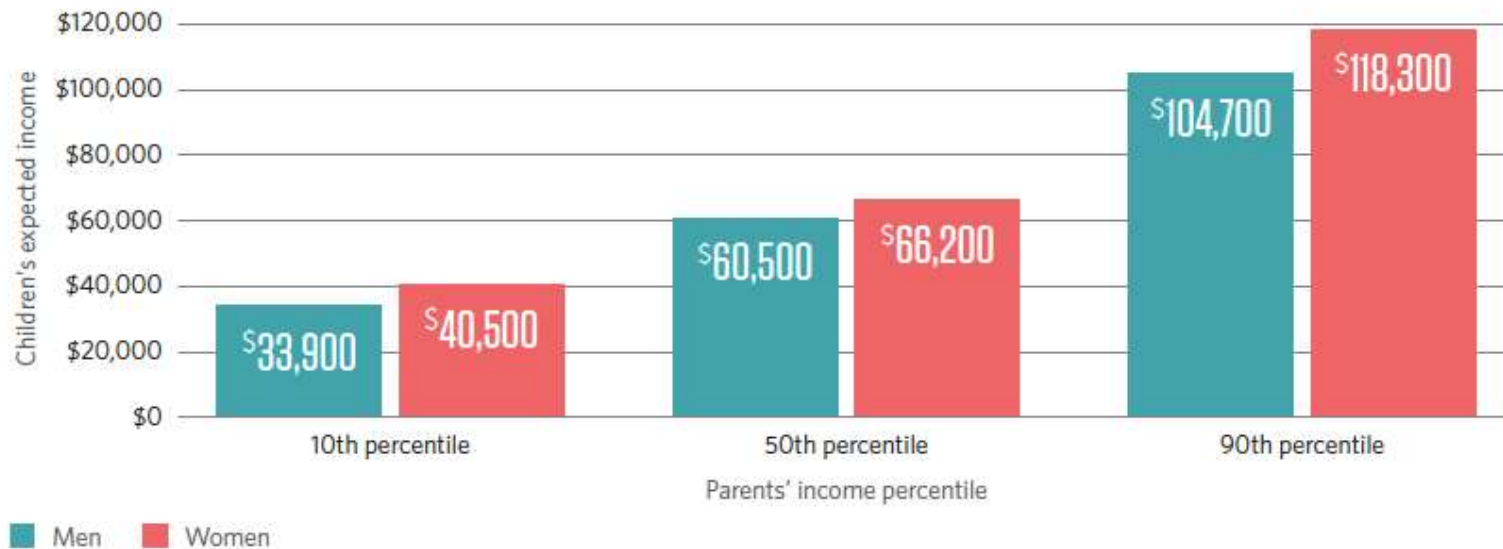


The rungs of the income ladder have grown further apart (income inequality has increased)

...but children's chances of climbing from lower to higher rungs have not changed.

CHILDREN FROM LOWER-INCOME FAMILIES ARE STUCK IN PLACE AS ADULTS

Children Raised at the Bottom, Middle, and Top of the Income Distribution Are Likely to Have Very Different Incomes as Adults
Expected total income, by gender and parents' income percentile



Note: The expected incomes of men and women (as functions of their parental income) are estimated nonparametrically. Income variables are expressed in 2010 dollars using the Current Price Index for All Urban Consumers—Research Series.

Source: Pablo A. Mitnik, Victoria Bryant, Michael Weber, and David B. Grusky, "New Estimates of Intergenerational Mobility Using Administrative Data," Statistics of Income Division working paper, Internal Revenue Service (2015)

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MAJORS MATTER

- College major has significance
 - Many students of color choose low-paying majors
 - Even if they choose higher-paying majors, students of color have lower likelihood of success in labor market than white middle-class graduates w/ same major unless in selective school and/or in STEM fields at the BA+ level
 - Only a small % of students of color in BA+ STEM

DEGREES DON'T HOLD THE SAME VALUE FOR EVERYONE

- Proportional increase in lifetime earnings for obtaining a bachelor's degree for those who grew up poor is much less than for those who did not
 - College graduates from families with an income below 185% of the federal poverty level earn 71% more over their careers than high school graduates from the same income group.
 - College graduates from families with incomes above 185 percent of the FPL earned 136% more over their careers (between the ages of 25 and 62) than those with just a high school diploma



CAREER INFORMATION & ADVISING IS NEEDED BUT LACKING IN SCHOOLS

- Career “choices” or aspirations formed way before college
- Schools don’t teach about careers; counselors don’t have expertise to address aspirations vs expectations



CAREER ADVISING & SOCIAL EMOTIONAL LEARNING

- Middle-class parents have career knowledge, trust the system, and helpful networks, but working-class families lack these resources
- Students of color present a particular challenge for counselors in that their primary need is not to be assisted in making a career choice, but rather in being need to be fully integrated and included in systems designed to explore a full gamut of opportunities
- Exposure and awareness of the opportunity structure for realistically achieving one's aspirations seems to be missing for many low-income students of color, relative to their white peers



SOCIAL CAPITAL IS A POWERFUL LEVER

- **Existing research**
 - Employers & educators evidence
 - Moving to Opportunity Study
 - Ethnographies of Work
- > All youth have social capital, but not all social capital is equally useful in the labor market



EMPLOYERS & EDUCATORS EVIDENCE

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SOURCE: Bartik and Hershbein, 2016



EMPLOYERS & EDUCATORS EVIDENCE

- Earnings disparity attributed to factors such as:
 - Mentors, advisors, and role models
 - **Social and professional networks**
 - Differences in risk tolerance
 - Self-promotion

SOURCE: Bartik and Hershbein, n.d.



MOVING TO OPPORTUNITY

- Moving to a less poor neighborhood in childhood (i.e., before the age of 13) improved school achievement in a mixed-income environment
- Increased future annual income by the mid-twenties by roughly \$3,500 (31%)
- Boosted marriage rates (by 2 percentage points)
- Raised both college attendance rates (by 2.5 percentage points) and quality of college attended

SOURCE: Chetty and Hendren



FACTORS CORRELATED WITH MORE/LESS MOBILITY

- > Residential segregation (whether by income or race)
- > Quality of schooling
- > Family structure (e.g., how many children live with only one parent)
- > **“Social capital”** (such as taking part in community groups)
- > Inequality (particularly income gaps among those outside the top 1%)

SOURCE: The Inequality Project



STRATEGIES TO BUILD STUDENTS' SOCIAL CAPITAL

- Improve students' access to high-quality career information and advising
 - Provide training for teachers and counselors about the future and health of different industries
 - Apply social and emotional learning (SEL) research and best practices to college and career advising
 - **Sequenced:** connected and coordinated activities to foster skills development
 - **Active:** active forms of learning to help students master new skills
 - **Focused:** containing a component that emphasizes developing social and emotional skills
 - **Explicit:** targeting specific social and emotional skills



STRATEGIES TO BUILD STUDENTS' SOCIAL CAPITAL

- Connect students to meaningful work-based learning experiences, which:
 - Help students make informed choices about their future
 - Positively affect college enrollment
 - Nurture positive outlooks
 - Help develop lifelong employability and psycho-social skills

SOURCE: Rogers-Chapman and Darling-Hammond, 2013; CART, 2011; Lippman, et. al, 2015; Rothwell, 2015



ETHNOGRAPHIES OF WORK

- Freshman Seminar at Guttman Community College
 - Ethnographies of Work (EOW), a liberal arts course, is intended to build students' social capital and knowledge about careers through the study of sociological and anthropological perspectives on work

“I had two internships in high school— one in a defense attorney’s office and a DA office. I worked with data. I sat in on cases. I got to assist in hand picking a jury – it was really cool. I have recommendation letters so when I’m ready to go to law school, I can use them.”

-Guttman Community College Student



POSSIBLE FUTURES, POSSIBLE SELVES

ELT STEM Career Awareness



10 Lessons

- Health Sciences
- Engineering
- Information Technology

In-School STEM Career Awareness



20 Lessons

- Health Sciences
- Engineering
- Information Technology

Skills for Success



3-Year Arc

- Growth Mindset
- Self Regulation
- Identity
- Communication & Collaboration

Lenses on the Future



13 Lessons

- Self
- Society
- Security

Young Professional Portfolio

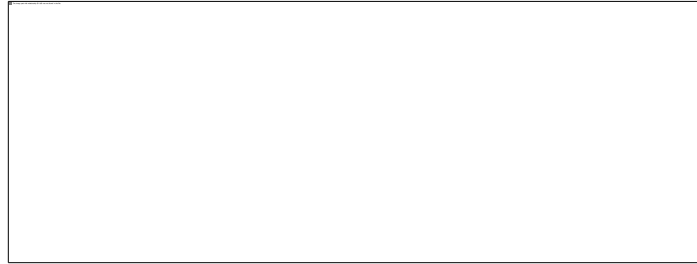


- Resume Writing
- Presentation Skills
- Using Feedback
- Career and College Exploration Visits

JP MORGAN CHASE'S FELLOWSHIP INITIATIVE

- An academic and leadership development program for male high school students of color in Chicago, Los Angeles, New York City, and soon in Dallas, helps students **“build their social capital and professional networks through peer learning and mentorship while also fostering social and emotional growth.”**





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Thank you!

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