

ADAPTING AND IMPLEMENTING A SOCIAL CAPITAL SURVEY FOR
URBAN YOUTH IN AN AFTER-SCHOOL SCIENCE 4-H CLUB

A Thesis

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Master's of Science

by

Jamila Walida Simon

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ABSTRACT

The purpose of this study was to adapt and implement a pilot study of a social capital survey in an after-school youth development program focusing on environmental science in urban youth. This study is a good first step at addressing a lack of social capital studies on youth and seeks to measure this important construct. Two multi-week series (8- and 14-weeks) of lessons for urban youth were implemented, which integrated activities focusing on the students' local environment (e.g., a unit in which students explored fecal coliform populations in a local wastewater treatment plant) and activities drawing on the author's experiences as an environmental educator in South Africa (e.g., an introduction to cholera in Africa and how South African youth test for cholera using simple test kits). A mixed methods approach was used, including written surveys and focus group interviews, to determine the adaptability of a social capital survey developed for adults, and to assess the outcomes of the club activities on social capital in youth. Results suggest that most of the survey questions were readily understood by youth and thus needed little adaptation for use with this audience. Results also demonstrated that the youth involved in the study increased their levels of civic participation, social trust, diversity of friendships, and organized group interaction.

BIOGRAPHICAL SKETCH

Jamila Walida Simon attended public schools in New York City and graduated from Benjamin N. Cardozo High School in Bayside, NY in 1996. Throughout her middle and high school careers she was involved in the Eureka! Teen Achievement Program (E.T.A.P.!). As an E.T.A.P.! participant she was one of many young girls, to be tracked throughout high school, as this single-sex program kept girls motivated to partake in sports, math, science, and computers. Their summer and after-school component offered many urban minority females an opportunity to explore the Brooklyn College campus, science laboratories, and science internships. Finally, her enthusiasm for working in this context landed her some consulting work for Girls Inc. and the Women's Sports Foundation at the age of sixteen. Additionally, she came back to teach science in the summer program and to fundraise for a trip to the Universidad de Puerto Rico in Mayaguez where teenagers would study turtles, the intricate root systems of mangroves, and the degradation of the Bioluminescent Bay.

In 2001, Ms. Simon graduated from Wells College with her Bachelor's of Science degree in Environmental, Policy and Science Values. At the commencement ceremonies the faculty and her peers honored her as she obtained the Presidential Leadership Award and the first-ever Anne J. Russ Prize for Social Responsibility.

Upon her graduation, she was elected to the Board of Trustees and to the Wells Friends and Recent Graduates Organization (F.A.R.G.O.) where she actively interacts with the college. Additionally, she continues to mentor current students who are members of the organization Praising Our Work Ethnicity and Race (P.O.W.E.R.).

During Ms. Simon's academic career at Cornell University she was involved in designing a curriculum entitled "A Smorgasbord of Science and Stories" when she participated in the Graduate School Student Outreach Program (G.S.S.O.P.). During

the fall of 2004, and the spring of 2005, G.S.S.O.P. took her to the Groton Middle School where she worked alongside Mr. Ott, the sixth grade life science teacher. This experience opened her eyes to parallel problems faced by urban and rural youth.

Due to her fellowship requirements (mandated to focus on studying rather than working) she volunteered with the preteens at the Greater Ithaca Activities Center downtown and commit over eight hours each week for her entire academic career. Her time was spent tutoring in Spanish and French, working on culturally relevant science projects, and being a role model to the preteens.

She was involved in the Cornell Chapter of Minorities in Agriculture, Natural Resources, and Related Sciences (M.A.N.R.R.S.) as the sole graduate member. On weekends, she volunteered with undergraduate members at the Lansing Residential Center for Girls, giving back to a forgotten segment of the community.

At the M.A.N.R.R.S. national conference, Ms. Simon presented her summer research project entitled “Garden Mosaics: An Adaptation of a U.S. Youth Outreach Program in Two Township Schools in Durban, South Africa” and was honored with a third place plaque for her presentation.

Finally, as a 2006 Cornell Urban Scholar Ms. Simon worked on the increasingly complex issue of gentrification, in her home community of Far Rockaway. This intense, eight-week program assisted her in tackling issues with youth as the participatory action research project focused on how local land use impacts NYC’s youngest residents. Ms. Simon interned with a community-based organization called the Action Center, which is run out of many Rockaway schools and tackles improving academic achievement for minority youth.

Finally, Ms. Simon took a position at Cornell University Cooperative Extension in NYC as the Project Coordinator for the NYC Community Improvement Through Youth Project. It was in this role that she uncovered the value of social

capital and served as a resource-bearing adult to 26 amazing teens. This was the motivation for exploring the research questions that follow.

This Master's of Science thesis is dedicated to the two matriarchs in my life, my mother, Valerie D. Simon, and my maternal Grandmother, Dorothy L. Collins. I am one of five very successful children, but I could not have gotten this far without the wisdom, insights, and enormous hearts of my mother and my Grandmother. I always knew that mothers and grandmothers have a special role to play, but over the years that role has unfolded before my eyes. My mother is a substance abuse prevention counselor, and daily she challenges her students to beat the odds, to use school as a vehicle to transport them beyond addiction. The classroom is the only battleground that matters, and, if they can win in the classroom, then being victorious in life becomes that much easier. My mom's teaching inside and outside of the classroom has inspired me. She is bold, takes risks, and challenges mediocrity. Throughout all of life's great moments, some of them painful, she has and continues to support and believe in me. The fighting spirit that my mom has instilled in me makes this work possible. I love you, MOM!

And, there is a saying that "The apple doesn't fall too far from the tree," so it should not surprise you that my Grandmother is a fighter. She has survived ovarian cancer, and, as I complete my degree requirements, she fought a long battle with colon cancer. The dignity and grace with which she fought this new battle are a testament to her valiant nature and her trust in God. So, as you read this, please know that I have inherited that powerful fighting spirit. I love you, GRANDMA, may you rest in peace!

ACKNOWLEDGMENTS

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TABLE OF CONTENTS

BIOGRAPHICAL SKETCH	iii
DEDICATION	vi
ACKNOWLEDGMENTS	vii
LIST OF FIGURES	ix
LIST OF TABLES	x
LIST OF ABBREVIATIONS	xi
INTRODUCTION	1
METHODS	25
RESULTS	31
DISCUSSION	64
APPENDIX	70
REFERENCES	149

LIST OF FIGURES

Fig 1. 4-H Youth Development Targeting Life Skills Model (Hendricks, 1998)

Fig. 2. Lifecycle for Youth Community Action

LIST OF TABLES

Table 1. Social Capital Definitions

Table 2. Search Institute's (1995) Forty Developmental Assets

Table 3. Social Capital Dimensions and Youth Developmental Skills and Asset
Overlap

Table 4. Hypotheses of Social Capital Factors

Table 5. Activities and YCA Components

Table 6. Pilot Group Survey Changes

Table 7. Pre and Post Results for Social Capital Dimensions
(N=34)

Table 8. Table of Hypothesis Tests

Table 9. Summary Levels of Social Capital Dimensions in the Pre and Post-tests

Table 10. Results of Questions Not Related to Social Capital

LIST OF ABBREVIATIONS

YCA: Youth Community Action

CCC: Collaboration for Community Change

ACT for Youth: Assets Coming Together for Youth

DR: Dominican Republic

CSREES: Cooperative State Research, Education, and Extension Service

SPSS: Statistical Product and Service Solutions

INTRODUCTION

While research in the field of youth development presents positive outcomes for young people in regard to their skills and competencies, studies of social capital in youth development programming may further enhance these positive outcomes. Social capital can contribute to the field of youth development through a community-level perspective that complements the youth development focus on individuals. Social capital is central and can build on the existing work in the field of youth development. Social capital's major contribution is in a community-level perspective and so it complements the field of youth development's focus on the individual. Separately, each area of study meets its defined goals and when combined they further enhance the competencies and skills of young people. Existing studies of social capital among youth audiences use qualitative methods (Eccles et al., 2002; Ferguson, 2006; Jarrett et al., 2005); whereas several more quantitative survey instruments have been developed for use with adults (Chaskin et al., 2006; Frank et al., 1998; Stolle et al., 2002). Further, social capital is important for building sustainable communities. Youth development is a process that engenders the building up of adolescents who will move into adulthood. Social capital makes the most of this growth and encourages people to socialize in order to continue their development. In an effort to further our understanding of social capital among youth, I drew on my experience in the field of youth development to adapt an existing social capital survey for youth audiences, and to pilot the survey with two urban, after-school programs. Then I examined the outcomes in a pre and post-tests using this newly adapted instrument.

SOCIAL CAPITAL DEFINITIONS

Social capital has been defined in many different ways, and each definition highlights a unique way of examining the term. The major differences among theories (after the term was coined) are summarized in Table 1. The table shows the

differences among the theories where several researchers indicate there are individual-level and collective outcomes. Bourdieu offers that there are only individual-level outcomes and alternatively, three of the major contributors to social capital agree that there are individual and community level outcomes. Finally, each of these contributors to social capital has a distinctive, definition.

Social capital was initially introduced in the field of sociology. In that context, Alejandro Portes (1998) defines social capital as the ability of actors to secure benefits by virtue of memberships in social networks and other social structures. Similar to many other definitions, Portes' definition highlights the positive value associated with developing relationships with others and being a member in a network. His emphasis is on the benefit of relationships as well as the additional advantages these relationships foster. Portes provides very few details about the relationships but does stipulate that they take place in specific kinds of groups such as garden clubs. Portes asserts that social capital is only harnessed within formal social networks and not in informal social structures. For example, if we use the Portes definition we would expect to find social capital being built in a conservation club and not in after-school programming. This may be a shortcoming of the definition since it seems to be exclusive to particular groups of people who are engaged in formal networking.

Pierre Bourdieu (1986) defines social capital as a quality produced by the totality of the relationships between actors rather than merely a common "quality" of the group. Membership is then used to improve one's social class or status. As a result, his focus is on the individual and on action so social capital can be seen as one way to achieve a better life. Bourdieu's definition of social capital as an attribute that leads individuals to the private goal of moving to another social class is similar to Portes' emphasis on the benefits of social networks. However, Bourdieu's definition focuses on the advantages afforded to individuals and their trajectory instead of the group's

path.

In contrast, James Coleman (1988) defines social capital as a means by which trust and cooperation can be achieved in order to take collective action. This definition is different from the first, partially because Coleman's focus has always been to highlight inequities in society. The Coleman definition unlike the Portes definition does not define any group in particular as being the locus of generating social capital. Coleman's definition does, however, speak to how social capital is achieved and its purpose. He alludes to the need for a common belief within a group. Once the group members hold a shared repertoire of goals, they can move forward and tackle their problems. This definition is more inclusive than that of Portes, and again speaks to the way in which social capital emerges within communities.

The most recent contributor to the social capital discussion is Robert Putnam. According to Putnam (2000), social capital is the value inherent in friendship networks and other associations that individuals and groups can draw upon to achieve private and collective goals. Putnam's definition asserts that there is a positive value associated with relationships like friendships, which is what the Portes definition also confirms. Putnam also states that there is value in networks and other associations and, similar to Coleman, does not restrict who possesses social capital. Further, like Coleman, Putnam also alleges that social capital comes from a common understanding and can be drawn upon in order to take action. Finally, Putnam directly references individual advantages and personal goals. Putnam does not present a definition that limits the kinds of groups that can achieve social capital.

I chose to use the Putnam (2000) definition because it is a positive value that (1) includes individuals and groups and (2) comprises personal and collective goals. Additionally, Putnam (2000) described the different dimensions that individuals and groups can benefit from and how the means by which they benefit can be different for

each person. For example, one person could gain trust as a member of a group while another might gain a group of diverse friends. The Coleman definition points out that the social structure aspect of social capital facilitates action, but the definition does not explore how individuals and groups gain the capital. The Portes definition only acknowledges membership in the social structure and misses that individuals can influence the nature of the social capital in the group. Thus, Putnam’s definition is the most inclusive.

Table 1. Social Capital Definitions

Author	Outcome	Benefits from Receipt of Social Capital
Portes	Individual-level and collective outcomes	Benefits gained through membership in a network
Bourdieu	Individual-level outcomes	Change in social status through membership in a network
Coleman	Individual and collective outcomes	Stimulus to collective action through trust and cooperation
Putnam	Individual and collective outcomes	Stimulus to individual and collective action to achieve desired goals

YOUTH DEVELOPMENT ATTRIBUTES

Dimensions of social capital identified by Putnam overlap with positive youth development outcomes identified by the Search Institute (2005) and 4-H Youth Development, which offer two perspectives on how organizations should work with young people (see Table 2). The Search Institute (1995), a leading institute on youth development resources, developed 40 positive experiences and qualities that they deemed developmental assets that young people need in order to make positive decisions that will help them to become productive adults. The Institute also divided these assets into internal and external assets (see Table 2). Organizations in the field of youth development utilize the terminology of these developmental assets in order to evaluate their programming and to develop new initiatives. The Institute posits that the more assets incorporated into the programming, the better chance a youth member has of being successful in life.

Table 2. Search Institute’s (1995) Forty Developmental Assets

External Assets	Internal Assets
Support: family support, positive family communication, other adult relationships, caring neighborhood, caring school climate	Commitment to Learning: achievement motivation, school engagement, homework, bonding to school, reading for pleasure
Empowerment: community values youth, youth as resources, service to others, safety	Positive Values: caring equality and social justice, integrity, honesty, responsibility, restrain

Table 2. (Continued).

External Assets	Internal Assets
Boundaries and Expectations: family boundaries, school boundaries, neighborhood boundaries, adult role models, positive peer influences, high expectations	Social Competencies: planning and decision making, interpersonal competence, cultural competence, resistance skills, peaceful conflict resolution
Constructive Use of Time: creative activities, youth programs, religious community, time at home	Positive Identity: personal power, self esteem, sense of purpose, positive view of personal future

Another perspective, offering a different terminology, has been developed by 4-H, a community for young people across America that focuses on leadership, citizenship, and life skills through club activities (4-H Youth Development, 1930). The organization identifies 36 life skills graphically represented (located in the outer circle) that are broken up into four (inner circle) dimensions that include independence (head), mastery (health), generosity (hands), and belonging (heart) (Figure 1, Hendricks, 1998) The activities the young people focus on address these four dimensions and also incorporate youth/adult partnerships, increased youth voice, and activities built around common goals. The organization acknowledges the same qualities as the Search Institute but utilizes a slightly different framework.

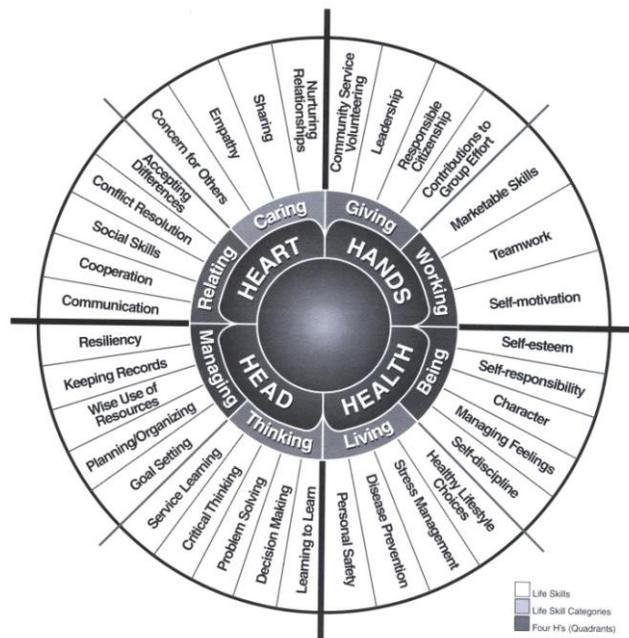


Figure 1. 4-H Youth Development Targeting Life Skills Model (Hendricks, 1998)

Another view on positive youth development presents the 5C's or confidence, connection, competence, contribution, and character (Pittman et al., 2001). Pittman et al. (2001) characterizes confidence as self-worth, addresses mastery and a projection into the future. Character includes responsibility, autonomy, and spirituality. Connection includes safety, structure, membership, and belonging. Competence incorporates knowledge, skills, and behavior. Finally, contribution includes participation and influence.

While these three perspectives use different language and models to describe positive youth development, they each describe the same concepts.

The academic research in the field of youth development has explored many pathways for young people to become productive members of their community. Some pathways for positive youth development that are vital to the success of young people include: (1) fostering youth / adult partnerships, (2) developing trust between adults

and adolescents through meaningful activities, (3) building youth voice into the structure of activities, and (4) building activities around common goals between youth and adults (Camino, 2000; Jarrett et al., 2005; Larson, 2000). According to Hendricks (1998), these strategies for working with young people are important so that young people develop life skills.

**OVERLAP OF YOUTH DEVELOPMENT ATTRIBUTES AND PUTNAM'S
DEFINITION OF SOCIAL CAPITAL**

Table 3. Social Capital Dimensions and Youth Development Skills & Asset

Overlap

Social Capital Dimension Definition	4-H Positive Youth Development (Life Skills)	Positive Youth Development Dimension (Search Institute)
Social Trust: trust of people in the neighborhood, cops, elected officials.	Mastery: personal safety, disease prevention, stress management, healthy lifestyle choices, self discipline, managing feelings, character, self-responsibility, self-esteem	Support (External asset): family support, positive family communication, other adult relationship, caring neighborhood, caring school climate
Civic Leadership: participation in structured activities where decision making and voting is involved.	Independence: resiliency, keeping records, wise use of resources, planning and organizing, goal setting, service learning, critical thinking, problem solving, decision making, learning	Empowerment (External asset): community values youth, youth as resources, service to others, safety

Table 3. (Continued).

Social Capital Dimension Definition	4-H Positive Youth Development (Life Skills)	Positive Youth Development Dimension (Search Institute)
<p>Associational Involvement: number of memberships, is money given, frequency of participation, and composition of group.</p>	<p>Belonging: nurturing relationships, sharing, empathy, concern for others, accepting differences, conflict resolution, social skills, cooperation, communication</p>	<p>Boundaries and Expectations (External asset): family boundaries, school boundaries, neighborhood boundaries, adult role models, positive peer influences, high expectations</p>
<p>Informal Socializing: everyday sociability.</p>	<p>Generosity: community service volunteering, leadership, responsible citizenship, contributions to group effort, marketable skills, teamwork, self-motivation</p>	<p>Constructive Use of Time (External asset): creative activities, youth programs, religious community, time at home</p>

Table 3. (Continued).

<p>Volunteerism: expectations and have you ever helped someone? How did that make you feel?</p>		<p>Commitment to Learning (Internal asset): achievement motivation, school engagement, homework, bonding to school, reading for pleasure</p>
<p>Diversity of Friendships: membership heterogeneity or homogeneity</p>		<p>Positive Values (Internal asset): caring equality and social justice, integrity, honesty, responsibility, restraint</p>
		<p>Social Competencies (Internal asset): planning and decision making, interpersonal competence, cultural competence, resistance skills, peaceful conflict resolution</p>

In the spirit of acknowledging different frameworks, I would like to briefly examine the merit of combining youth development and social capital as a lens for understanding how to work with young people. Historically, the field of youth development’s strength has been in focusing on the development of human capital and the individual-level outcomes that lead to successful citizens (Rogoff, 1995). Human capital is defined as knowledge, personal abilities, and talents housed in a particular

person (Coleman, 1987). The strong suit of social capital, a newer framework for looking at communities as an aggregate of individual choices, is in being able to explain the success or failure of a community (Durlauf, 2001). If we combine the benefits of these areas of study we may have the potential to explain individual- and community-level gains. We can also argue that combining youth development and social capital may result in the marriage of new and old frameworks with lessons learned from both. Measuring social capital in youth adds value to social capital studies because while the field of youth development focuses on the transition between adolescence and adulthood, the hope is that social capital can be passed on between adolescence and adulthood. The recent decline in social capital reported in adults has broad potential negative consequences, both for these individuals and for society as a whole (Guterbock et al., 2004; Putnam, 2000). It seems plausible that this problem might be addressed by intervening to improve social capital during youth development and this research is conducted with that eventual goal at least partially in mind.

STUDIES OF SOCIAL CAPITAL IN YOUTH

Previous studies refer to many manifestations of social capital that include social networks (Barnes, 1954). Barnes defined social networks as patterns of ties that encompass groups and social constructions that include race, class, and gender (Ibid, 1954). The precursors to social networks can be found in the work of Durkheim and Tonnies. Durkheim found that a lack of social integration can result in suicide (Lester, 1994). Consequently, social networks help to build community. Tonnies offers a distinction between community and society. There are relationships based on common traits or activities and others based on ascribed status (Tonnies, 1925). Finally, Hanifan (1916) discussed the role of rural community centers and the role of “tangible substances” that matter in people’s lives.

Few studies have examined social capital in young people. This reflects a lack of emphasis in the field of youth development about building social capital in young people. Acquiring social capital by young people needs to be carefully explored in a context that the youth development field has defined as important and then measured. Most youth development research looks to the out-of-school time arena, as a worthy place of study and therefore after-school programs may be suitable laboratories for this new research. In fact, an after-school science club might provide the necessary environment for examining social capital because such a program has as its goal the empowerment of critically thinking, caring young people. Measuring social capital in this arena requires a new instrument since social capital has yet to be measured in youth and it is not clear whether instruments designed for adults would be appropriate for this age group.

In one of the few studies that analyzed social capital in youth, Jarrett et al. (2005) examined three different programs and shared their qualitative findings. Overall, the study found that youth programs can serve as a mechanism for social capital to be transferred from resource-bearing adults to youth (Jarrett et al., 2005). Another study reviewed civic engagement programs and called for youth-serving agencies to examine social capital in their programs by building civic skills (Winter, 2003). Finally, Stolle et al. (2002) conducted a study that set out to answer whether social participation in adolescence leads to prosocial participation in adulthood. Their results reveal that there are long-lasting positive impacts of such participation from adolescence to adulthood and thus the need for social capital researchers to generate new studies of this previously ignored population.

MEASURES OF SOCIAL CAPITAL

The most common instrument to measure social capital in adults is a social capital index that encompasses eight factors that include: participation in the local

community, proactivity in a social context, feelings of trust and safety, neighborhood connections, friends and family connections, tolerance of diversity, value of life, and work connections (Onyx et al., 2000). Due to the complex nature of social capital, many researchers have chosen their own predicting factors and measures (Rupasingha et al., 2005). While there is debate about the definition of social capital, there is also discussion about social capital as an aggregate measure and what that means for an individual. Additionally, there is concern about how social capital can be cultivated with regard to inclusiveness and different manifestations of community namely, with regard to this new digital age.

In this youth social capital study, I adapted the social capital dimensions and measures in the Roper Center's 2000 Benchmark Study, because it is the leading set of dimensions (Social Capital Community Benchmark, 2000), which uses dimensions and measures that incorporate several aspects that are commonly discussed in the social capital literature. The social capital measures in adult populations are largely quantitative and the predicting factors are measured in order to examine individuals that make up that particular community (Ferguson, 2006).

RESEARCH OBJECTIVES

This study attempts to address the paucity of studies on youth in the existing social capital literature by developing an instrument to measure social capital in youth that is adapted from the leading existing instrument used for adults. By administering the survey questions to two small science clubs, I evaluate the relationships between social capital outcomes and administration of an after-school science program.

RESEARCH QUESTION AND HYPOTHESES

Research Question 1. What are the implications of adapting a social capital survey instrument for urban youth within an after-school 4-H science club?

Research Question 2. How do the social capital dimensions reflect on the process of adapting this social capital survey instrument?

Hypothesis 2a: Urban teens involved in an after-school 4-H science club will experience increases in social trust, informal socializing, diversity of friendships, and associational involvement.

Hypothesis 2b: Urban teens involved in an after-school 4-H science club will experience no changes in civic participation, giving, and volunteering.

RATIONALE FOR HYPOTHESES

I will explore the rationale for each of the factors listed in the hypotheses (summarized in Table 4). My understanding and hypotheses are based on personal experience in the setting and work on Youth Community Action projects with other youth groups.

Based on my experience working in a youth community action programming for two years and my indigenous knowledge as a member of the Far Rockaway community, I hypothesize that the level of social trust of these youth will increase. The activities are structured for them to see their community and members of their community in a new light, and I hypothesized this experience as well as their work on a team will help to build and create a real sense of trust.

Race and class divide this community and that has manifested itself in the school system for many years. Immersing them in a situation where they are forced to work together in a compressed period of time and share their different experiences in the community will potentially create trust. Throughout the project, the young people will informally socialize with other youth and adults and the socializing process will become more intensive as the power shifts from adults to the youth. Additionally,

there is hope that the young people's interest in attending meetings and local events will be increased because they have coordinated them. As a result, the basic process of Youth Community Action (YCA) will be achieved and the participants will be encouraged to socialize in public spaces with friends and family, all of which are measured by this factor.

PROFILE OF THE ROCKAWAYS

The Rockaways are a peninsula located in Queens, NY. This peninsula is located to the southeast of Brooklyn and serves a mix of people and income levels. In the 1830's this was primarily a seaside community (Isham, 1924). Currently, it hosts several housing developments that were remnants of the hotel scene that were linked to vacationing and Playland (a small amusement park located at Beach 98th Street owned by Wainwright) (Ibid, 1924). Now the Rockaways are undergoing a rapid amount of growth and this growth is due to an influx of housing that started in 2002. The gentrification in the area has led to debates over zoning laws and resulted in a shift between the long-time residents and new community members (New York City Department of City Planning, 2008).

The schools in the Rockaways are a part of District 27, where schools are failing and the inequalities in the community are duplicated in the school system (New York State Department of Education Statistics, 2008). The community is divided by economics and race, observed in the

Again, the community in which this project takes place is segregated by race and class. The classes are tracked and so from the beginning of a student's experience in the school system he/she is ushered into particular classes based on socioeconomic status. Many of the advanced classes have less diversity and so the students socialize with a small circle of friends. The intervention designed in this study is intentionally structured with open enrollment so that the youth are exposed to a number of different

cultures. Additionally, the adults involved are also from various backgrounds scattered culturally, religiously, and spatially within the community. Lastly, activities, such as the food security activity, will expose the young people to different experiences where they will be forced to work together and to learn about each other in the process. As with social trust, their diversity of friendships should also be increased.

The young people involved in this program will become members of a 4-H club. There are many benefits to this status. By becoming members of this 4-H club, the youth will increase their associational involvement (Lerner et al., 2005). Further, their level of exposure to 4-H alumni and other adults in the community will provide them with additional resources. In my work with community groups, I have learned that exposure to new organizations and opportunities helps to promote participation in other groups.

The dimension of giving and volunteering may be very hard to develop in such a short period of time. I would be very surprised to see that two months of working with a group would result in the spirit of giving and volunteering with another group they belong to. In my 10-year experience of working in communities around New York State, I have seen very few students transfer their experiences in one group to another in such a short amount of time. I think that the participants would have to be part of a longer program in order to capture that kind of transference. In fact, in working on a two-year civic engagement project, it has taken close to a year to get the transference of volunteering.

Table 4. Hypotheses of Social Capital Factors

SC Dimension	Hypothesis of Gains/Losses/No Change
Social Trust	Gains
Civic Leadership	No Change
Informal Socializing	Gains
Diversity of Friendships	Gains
Associational Involvement	Gains
Giving and Volunteering	No Change

INTERVENTION

I administered the written social capital survey with a pilot group first and then with groups A and B. Then groups A and B began working on a series of activities that were designed to address the four different levels of YCA (Table 5). After the activities were complete, the teens took a post-test and then participated in a focus group.

Table 5. Activities and Youth Community Action Components

Activity	Youth Community Action component
Pre-test	None
Community Mapping	Education
Water Testing	Community Service
Team Developed Science Act.	Community Development
Joint Community Action Plan	Community Development
Post-tests	None
Focus group	None

YCA is an intentional process designed to increase youth leadership (Figure 2). The term was coined by youth and is one way of approaching the work of youth development. A description of the activities and how they relate to YCA will follow.

Lifecycle of Youth Community Action...an integral component of Positive Youth Development

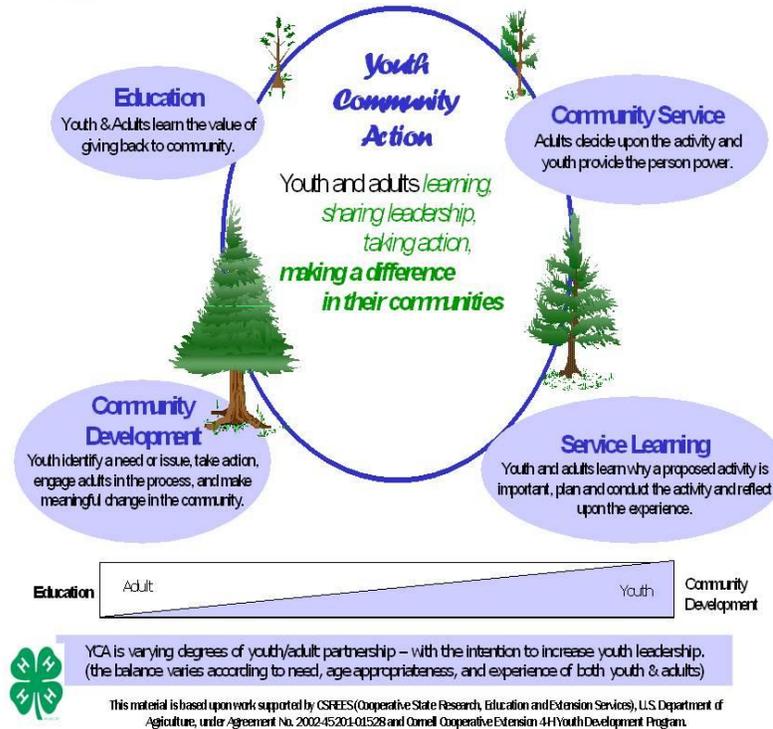


Figure 2. Lifecycle for Youth Community Action (This material is based upon work supported by Cooperative State Research, Education and Extension Services, U.S. Department of Agriculture, under Agreement No. 2002-45201-01528 and Cornell Cooperative Extension 4-H Youth Development Program)

Community Mapping. The youth worked with a Google Earth representative and examined aerial photographs and topographic maps of their community. They also explored the book *Material World* (Menzel, 1995) and conducted a global mapping and photo exercise. They learned how to update the aerial photos for the Rockaways and completed the educational component of the YCA process where youth and adults learn how to give back.

Water Testing. The youth worked with two local wastewater treatment plant engineers. After discussion, the engineers decided to let the youth do some water testing at the plant. The young people performed the water testing and provided the

results to the local engineers. In this series of activities the youth assisted the adults. The youth carried out the water testing therefore completing the community service component of the YCA process.

Food Security. The young people met with local farmer's market educators and participated in an activity where they could examine waste. This activity allowed the youth to purchase produce in order to prepare a meal. During the activity, the teens were asked by the farmer's market educators to hold on to their waste products. When their meal was complete, the teens were able to examine their waste. Their meals were evaluated and rated on the amount of waste generated. Finally, the educators gave the teens tips on how to decrease the amount of waste generated and invited the teens to serve their meals to seven local, homeless families. As a result, this series of activities fulfills the service-learning component of the YCA process where the youth and adults learn why an activity is important and reflect on the experience.

Team-developed Science Activities. In teams of three or four, the young people developed science activities that addressed a community concern, and these projects were entered into the 2008 Christopher Columbus Awards. The Christopher Columbus Awards are funded by the Christopher Columbus Fellowship Foundation in order to acknowledge youth driven action projects. This is the beginning of the community development component of the YCA process where the young people identify an issue and take action.

Joint Community Action Plan. The teams came together and developed a single plan with local community members that tied together all of the science activities the teams developed. In the previous activity, the teens and adults worked separately to develop science activities that addressed a community need. Now the youth and adults came back together and the adults provided guidance in exploring the potential for their ideas. Ultimately, a community-recycling project was undertaken.

Since, one of the groups was interested in recycling and another was interested in working with local businesses, the youth decided to see if it was possible to recycle deodorant bottles and to sell deodorant refills. The young people put together a petition and then went to local pharmacies to see if there were local businesses willing to give this a try. One pharmacy which is located next door to the program site was able to repackage the deodorant with the young people's help. The young people collected the deodorant, repackaged the refills and boxed the plastic for shipment back to the vendor. Then the owner of the pharmacy was able to sell the deodorant at a reduced price and the young people advertised this green option to their friends, families, and other businesses. The proceeds from the sale of the discounted deodorant went to the youth group. As a result, this was the last part of the YCA process where community development is realized.

STUDY SUBJECTS

PILOT GROUP

In 2008, I volunteered for a youth/adult partnership within the Queens Collaboration for Community Change (CCC), which is coordinated by ACT (Assets Coming Together) for Youth. The Queens ACT for Youth Board invited me to give a presentation on how to create and administer surveys. During the year, the group had been working on re-designing a survey and needed some additional assistance. In exchange for some advice on their survey, I asked the group to serve as a pilot group for the social capital survey for teens. For additional information on the organization, please visit <http://www.actforyouth.net/>. I provided a half-hour overview of why surveys are important, advantages, disadvantages, and the importance of survey design, evaluation, and data collection. Then I worked with the board members to adapt the social capital survey for teens in sections.

The pilot group consisted of 10 young people who all reside in Queens, NY. There were three males and seven female students between 14 and 16 years of age. There were five African Americans, three Caucasians, and two Hispanic teens. Each of the young people is a member of the board and works on monthly community service projects. Queens Borough President Helen Marshall pays them a maximum of \$120.00 a month for their participation and for some this serves as their after-school job.

The pilot group examined the written survey in its entirety. The first comments I obtained were that the survey was too long in its original 13-page form and would be overwhelming for teens. I divided the survey into five sections so that a pair of teens could work individually and collectively to make changes to the survey. The 10 young people were divided into five groups, and their changes were made to the survey that was administered to research groups A and B. The pilot group did not examine, nor did they participate in, any of the science activities.

RESEARCH GROUP

I was a club leader in a 4-H science club at the Queens Library for Teens in Far Rockaway, NY from April to August 2008. I worked with a total of 34 young people in the club who were high school students and who elected to attend an after-school science club. I worked with 14 students who were a part of group A from April to mid-June of 2008. Then I worked with group B from mid-June to mid-August and the group consisted of 20 participants. The library serves African-American, Hispanic, White, Asian, and Indian children. The group consisted of 23 females and 11 males; 14 were identified as Black and 10 as Hispanic, seven as Caribbean, and three as mixed heritage. The teens were 14-18 years of age.

This group was typical of high school students in the area in that they were active on sports teams, they liked to hang out in a space that was exclusively for teens,

and they participated in programming geared to their interests.

At the same time, this group was not typical in that they attended the entire program, filled out a very long survey on two occasions, and were not paid to participate in the project. Because they were not paid to participate, and they behaved in ways that not all teens do (for example, they took the time to answer questions on a long survey), it may be that the outcomes generated for this group are not typical.

METHODS

PUTNAM SURVEY

The social capital survey for teens was adapted from a national social capital survey for adults that were developed by Dr. Putnam at Harvard University (Social Capital Community Benchmark, 2000). I adapted the survey in order to measure changes in social capital for urban teens. The Putnam survey addressed eight dimensions of social capital, was conducted as a random phone survey, and lasted approximately 30 minutes. After bringing together a group of experts, Putnam designed the survey for his national study.

ADAPTED YOUTH SOCIAL CAPITAL SURVEY

The social capital survey for youth I developed addresses six of Putnam's eight dimensions of social capital, is written, and takes approximately 45 minutes to complete. I did not calculate the levels of religiosity and work connections for the group because the science activities I developed as an intervention were designed to address the remaining six dimensions of social capital. The original Putnam survey was piloted and adapted by the pilot youth group as described above. After that, I made minor changes and then Francoise Vermeulen; Director of Cornell Statistical Consulting Unit reviewed the survey. In a process similar to that undertaken at Harvard University, I will share this survey with members of a national social capital workgroup so that they can benefit from the baseline data and analyses garnered in this study. The difference is that due to time constraints I was unable to have this workgroup convene and provide feedback on the survey questions and dimensions prior to administering the survey. Group A completed their pre-test, and 14 weeks later they received their post-tests. Group B received their pre-test and completed their post-tests eight weeks later.

SURVEY DATA ANALYSIS

The Roper Center, archived Putnam's survey results, and the center provided me with an index of formulas in order to calculate the results of each dimension since they preserved the data from the survey (Social Capital Community Benchmark, 2000). The Roper Center for Public Opinion Research started in 1947, and serves as a top archive on survey data related to the social sciences. Most of the data represents the United States and 50 other countries. The center is located in Storrs, CT at the University of Connecticut.

The survey results generated could then be compared to a range of scores that indicated low, medium, and high levels of social capital for each dimension. The social trust index was calculated as the mean of the standardized responses to the questions about trust of neighbors, cops, and general interpersonal trust with the polarity reversed so that higher values on social trust indicate higher social trust. The civic participation index was calculated as a simple count of the number of activities engaged in, which include voting in a club, signing petitions, attending political meetings, working on a community project, and participating in a protest. The informal social interaction index was calculated as the mean of the standardized responses to questions concerning having friends visit home, visiting with relatives, hanging out with friends in public spaces, and playing cards and board games. The diversity of friendships index was a count of how many different kinds of personal friends the respondent has from the possible types. The formal group involvement index was a count of "yes" answers in a series of questions about hobbies, self-help groups, religious groups, sports groups, and youth programming. The organized group interaction index was calculated as a mean of the standardized scores of the questions about attending public meetings, club meetings, and local events. The changes I made did not impact the scoring as I worked closely with Mary Milliken to make sure the

questions that were needed for scoring were included in my adapted survey.

Table 5 shows the changes that were made by the pilot group so that the participants would be able to understand the questions presented in the written survey. Minor changes were made to phrases throughout the survey; however, the phrases that were changed did not impact the questions that were vital to calculating the dimensions of social capital for the two groups. Additional response choices were added to the survey with the intent of soliciting the most accurate information, and these options did not get factored into the social capital calculations. Lastly, while the full survey was administered and a smaller subset of the survey was used to calculate the social capital for the group, I conducted the survey in the same way that the original, leading survey was conducted.

Table 6. Pilot Group Survey Changes

Putnam Survey Question	Adapted Question
Directions: Think of five different neighbors and answer the questions below with them in mind.	Directions: Think of five different neighbors who live closest to you in your apartment complex or on your block and answer the questions below with them in mind.

Table 6. (Continued).

Putnam Survey Question	Adapted Question
Group Names: A sports club, league, or team, a musical group, any other hobby, if so please name, a women's group or a men's group, garden clubs/associations, PTAs, veteran's groups, lodges, labor unions, senior citizen's groups, and professional or business associations, etc.	Group Names: A sports club, league, or team, a musical, dancing, or theatre group, any other hobby, a youth organization, a women's or a men's group, a charity, a church group, a writing poetry, art or study group, a charity, a self-help or support group for people with specific illnesses, handicaps, or addictions for your family, another other club or association.

Table 6. (Continued).

Putnam Survey Question	Adapted Question
In the last twelve months, have you done volunteer work that you haven't already told me about?	In the last year, have you done any volunteer work that you haven't already told me about?
Does this group ever do anything to try and solve local community problems? Yes No	Does this group ever do anything to try and solve local community problems? Yes No Not sure
How many close friends (these are people that you feel at ease with, can talk about private matters, and can call on for help) do you have? 1, 2, 3, 4, 5, 6, 7,8, 9, 10	How many close friends (these are people that you feel at ease with, can talk about private matters, and can call on for help) do you have? _____
	This group applied the same changes as the previous groups.

I calculated the results of each dimension by using the codebook provided by the Roper Center and I determined whether the results indicated low, medium, or high levels of each dimension examined. Lastly, I calculated the chi-square statistics for each social capital dimension, where the exact p-value was calculated because the data was sparse and unbalanced. Data sets that follow a normal distribution can be examined using chi-square statistics and since my data does not follow that distribution I calculated the exact p-value. Last, the exact p-values were tabulated using SPSS software.

FOCUS GROUP METHODS

After I calculated the results of each dimension, I was able to summarize the

results of the pre and the post-tests. I conducted two focus groups, and each time I sat down with the group and shared the group's results of their pre and post-tests. I did not aggregate across groups, I shared the results of group A to its members and the same is true for group B. I started by explaining what social capital is and described the six dimensions that I examined in the survey. I then went through each dimension and asked each group whether they felt the survey answers were accurate in order to provide another level of precision. This is not standard procedure but I used it as a way to enhance the interpretation of the results. I don't assume that the group's responses to the survey questions are the ultimate test of whether the answers are valid. I did speculate that when the young people were presented the results of their pre and post-tests that they would be able to think about the meaning of their survey responses. The young people were also able to think about the strengths and limitations of the survey questions in order for me to continue to adapt the survey instrument.

I conducted two focus groups one with fourteen youth which was two weeks after the end of their programming and the remaining twenty participants were interviewed three months later. Finally, each discussion was recorded and transcribed.

FOCUS GROUP ANALYSIS

I compared each group's survey results to the answers I found in the focus group transcripts. When the youth were asked to think through how the survey questions and responses were in alignment with their perceived responses, I was able to examine more closely the instances when this was not the case. I was also able to look closely at the instances when my hypotheses could be confirmed and or rejected and probe further.

RESULTS

RESEARCH QUESTION 1

What are the implications of adapting a social capital survey instrument for urban youth within an after-school 4-H science club?

SUMMARY OF FOCUS GROUP

The main purpose of the focus group was to provide another measure of the survey constructs. It appears that the giving and volunteering, associational involvement, and informal socializing questions yielded accurate answers. However, when the participants were asked about the associational involvement dimension, they suggested that I find out what the teens' interests are rather than asking the youth to circle all of the clubs they participate in, in a survey. In regard to the diversity of friendships dimension, youth said that it is important to distinguish in the survey questions between close friends and acquaintances. Further, the group agreed that the questions about social trust were very hard to understand and that the better way to measure the participants' levels of social trust might be by asking specific questions about their friends and family. For example, please explain ways in which you exhibit trust when interacting with friends or family members. As mentioned in the Methods section, civic leadership could be measured in various ways and so it may be necessary for each group to define its notion of civic leadership. Last, it may be necessary to help students develop a vocabulary to talk about civic leadership that is separate from their parents' thoughts on civic leadership.

FOCUS GROUP A AND SOCIAL TRUST

Most of the participants agreed that they have low levels of social trust. The teens agreed that the social trust questions accurately expressed their views, i.e., that they have low levels of social trust with comments like “yeah,” “yeah sometimes,”

“yeah,” and “not everybody,” “no,” and “you can’t really answer.” The main sentiment was that trust was not something developed over a short period of time. One participant responded about how long it takes to build trust: “...years.” So, it is necessary to qualify the responses of the teens that have lived in a neighborhood for a short period of time. It was clear in the focus group that a few of the participants identified their community as being in another country and that if they were able to answer the questions based on their home country, their answers would be different. Three students identified their community as the Dominican Republic, and one stated “Yeah, well I will say that like in DR [Dominican Republic] I trust almost everybody but here not really because I don’t really know everybody.”

Additionally, there was a discussion about trusting family but not trusting family members to not share information revealed to them in confidence. For example, one comment was “...there are certain things that I would tell my parent that I would not tell my friend and there are certain things that I would tell my friend that I would not tell my parents. It’s just that - I asked you to be more specific because you can’t compare them to each other.” Another comment was: “Not really, because I really trust my family but I have been telling something to my grandfather and my mom already knows about it... (Laugh)...and I don’t know how. I think he told my grandmother and my grandmother told my mom and I’m like, okay, it was a secret.” As a result, I think it is necessary to re-think how to question urban teens about social trust. Perhaps something like rating levels of trust/confidence in friends, neighbors, or any other group the teen has identified as important in his/her life would more accurately reveal social trust. Finally, one participant said, “It depends...but I think the question was too broad in general. I think you need to pinpoint on something like oh, there are people I trust with different things. I don’t trust everyone with things that

happen with me in my life....” Specific questions about the teens’ trust in people they identify as important have to be asked in order to ascertain their level of social trust.

FOCUS GROUP A AND CIVIC LEADERSHIP

Most of the participants agreed that they have mixed feelings about civic leadership. In a lull in the focus group interview one student shared that “I don’t even have a clue over here....” Another said, “I don’t know anybody working in my community.” So I took the discussion in a different direction and asked, “So, how many people are not really sure about what the political process is and how you hold officials accountable? Is anybody aware of how you hold officials accountable to [actually what] their job [is...]?” Then the participants shared that their parents’ beliefs might be important in understanding their feelings about civic leadership. Someone said, “It also depends on how you were raised because if you were raised in a household with political awareness and your parents always speak their mind then....” In summary, many of the participants were unclear about what political positions were held in their community. In addition, the participants were unaware that they could contact their legislators.

Finally, participants suggested that asking questions about their parents’ political involvement will help us to better understand their own views.

FOCUS GROUP A AND INFORMAL SOCIALIZING

All of the teens agreed that, “yes,” they informally meet with friends and family more than once a week and have a high level of socialization. One participant commented that their results were “Perfect!” As a result, their responses in the survey can be considered representative and accurate.

FOCUS GROUP A AND DIVERSITY OF FRIENDSHIPS

The survey results revealed that most of the participants' friends were from the same racial background but that was not true for all members of the group. Some comments included: "Kind of," "not really," "no," "it depends," "close," "close friends." Then a participant said "But like first, I have friends from all different places." So I asked if a better question would be, "are your close friends from diverse backgrounds and are your regular friends from diverse backgrounds?" So, it makes a difference to the teens that we ask about specific friends. Friends that are close to them are different than acquaintances, and, as a result, the results from the survey were not accurate because the phrasing of the questions was not specific enough.

FOCUS GROUP A AND ASSOCIATIONAL INVOLVEMENT

The survey results revealed that the participants attend two different types of programming: sports and youth programming. Sports were as highly regarded as youth programming and the teens were interested in sports. The participants agreed and they all answered, "yes," that tackling issues is important to them and is central to the youth programming they were involved in. One comment was, "I think it, I think, it is all about the person's interests if they are drawn to sports, or all about working with youth. You know, I think that in my own opinion that, however, I have not been in sports youth groups and it's to keep them busy and I have seen how other groups try to tackle issues and I could be wrong but there are groups that tackle issues and they saw that by sports." More direct questions in regard to what types of programming are important and the reasons why might reveal more accurate responses.

FOCUS GROUP A AND GIVING AND VOLUNTEERING

The survey results uncovered that in the beginning the teens were not involved

in giving and volunteering and at the end of the program they were. But in the focus group, they sang in unison, “That’s not true!” when asked if they give back by volunteering. This discrepancy between the written post-tests answers and their focus group comments is interesting. This clear discrepancy may have been related to the wording because it was clear that the participants had a new emphasis on giving back to their community. For example, the participants were asked does this group ever do charitable work? However, in order to follow-up the participants were asked to cite examples of ways in which they gave back to their community and volunteered.

SUMMARY OF FOCUS GROUP B

The focus group revealed that the survey elicited answers that were in alignment with the participants’ responses to the survey.

FOCUS GROUP B AND SOCIAL TRUST

All of the participants agreed that, “yes,” they did have low levels of social trust but that changed after participating in the project, albeit only by a small amount. The teens attributed to one clear factor- mere exposure to different things. The overriding sentiment was that trust was not something developed over a short period of time, so it may be necessary not to include teens that have lived in a neighborhood for a short period of time.

FOCUS GROUP B AND CIVIC LEADERSHIP

Most of the participants agreed that, “yes,” they had mixed feelings about civic leadership before being in the project, but at the end of the project they felt good about civic leadership. The teens understood and clearly articulated the ways in which they practiced civic leadership.

FOCUS GROUP B AND INFORMAL SOCIALIZING

All of the teens agreed that, “yes,” they informally meet with friends and family more than once a week and have a high level of socialization. Therefore, their answers in the survey were representative of their experiences.

FOCUS GROUP B AND DIVERSITY OF FRIENDSHIPS

The survey results revealed that most of the participants’ friends were initially from the same racial background and after the project their friendships grew. Therefore, the survey was effective in being able to examine the impact of participation in the group on the diversity of friendships.

FOCUS GROUP B AND ASSOCIATIONAL INVOLVEMENT

The survey results revealed that the participants attended two different types of programming: sports and youth programming. The focus group discussion confirmed this, demonstrating that the survey was useful in determining the types of organizations the youth participate in.

FOCUS GROUP B AND GIVING AND VOLUNTEERING

Last, the survey results uncovered that in the beginning the teens were not involved in giving and volunteering, and at the end of the program they were. During the focus group the participants indicated that giving and volunteering is important, and so I was able to determine that their notions of giving and volunteering changed as a result of the afterschool science program.

RESEARCH QUESTION 2

How do the social capital dimensions reflect on the process of adapting this social capital survey instrument?

Hypothesis 2a: Urban teens involved in an after-school 4-H science club will experience increases in social trust, informal socializing, diversity of friendships, and associational involvement.

Hypothesis 2b: Urban teens involved in an after-school 4-H science club will experience no changes in civic participation, giving, and volunteering.

SURVEY RESULTS AND HYPOTHESIS TESTS

I was able to observe gains in social trust, civic participation, organized group interactions, and diversity of friendships (Tables 7). The first trend, social trust increased, was evidenced in the group of participants. All of the participants strongly disagreed and disagreed, respectively, in the pre-test that people can be trusted. Both groups strongly agreed that people could be trusted in the post-tests. Each member of each group strongly disagreed that most people living in their neighborhood are honest in the pre-test and strongly agreed with the statement in the post-tests. Finally, 100% of participants answered in the pre and post-tests that local police can never be trusted (Tables 7).

The second trend of increased civic participation was established. The participants reported that an opportunity to vote is somewhat important in the pre-test; in the post-tests they reported that it is very important or important (Tables 7). When asked if they ever support petitions, members of each group responded “no” in the pre-test and “yes” in the post-tests. When asked if they ever do anything to solve problems, 91% answered “no” in the pre-test and 100% answered, “yes” in the post-

tests. Finally, when asked if the group has ever been asked to take political stands, group A's responses remained "no" in the pre and the post-tests, while group B's post-tests changed to "yes."

The third trend was an increase in the diversity of friendships reported by the groups after the activities were completed. The diversity of these relationships was high and remained high with slight increases in the number of friends reported as community leaders (Table 7).

The fourth trend is that formal and informal networks the youth participated in remained the same instead of experiencing increases. The teens were involved in the same number of programs from the beginning to the end of the activities and the frequency at which they spent time playing cards, visiting with family, and having friends over, remained the same as evidenced in the pre and post-tests (Tables 7).

The fifth hypothesis that participants would experience no changes in their civic participation and giving and volunteering did not occur. As previously, mentioned the civic participation was increased and there were increases in the levels of giving and volunteering.

In order to remain consistent with the reporting done by the Roper Center for the Putnam study I will report the results of the pre and post-tests in three different ways. I will report increases and dimensions that remained the same. I will present the findings of the impact of the social capital dimensions in a low, medium, or high range. I will also present post-tests that are lower, higher, or unchanged.

Table 7. Pre and Post Results for Social Capital Dimensions (N=34)

Social capital dimension and survey question	Pre-test (# Reported of Possible Answers)	Post-tests (# Reported of Possible Answers)	# of People Changed / Type of Change	Chi-Square Test / 2 df	Exact P-Value
Social trust					
People in this community can be trusted.	14 – Strongly Disagree 15- Disagree 5- Agree 0- Strongly Agree	0 – Strongly Disagree 0- Disagree 0- Agree 34- Strongly Agree	34 Positive change	28.333	1.0

Table 7. (Continued).

Social capital dimension and survey question	Pre-test (# Reported of Possible Answers)	Post-tests (# Reported of Possible Answers)	# of People Changed / Type of Change	Chi-Square Test/ 2df	Exact P-Value
Most people living here are honest.	23 – Strongly Disagree 0- Disagree 10- Agree 1- Strongly Agree	23 – Strongly Disagree 0- Disagree 0- Agree 11 – Strongly Agree	0 No change	18.333	0.0001
How much of the time do you think that you can trust the local police to do what is right?	0 - Just about always 0- Most of the time 0 - Hardly ever 34 - Never	0 - Just about always 0- Most of the time 0 - Hardly ever 34 - Never	0 No change	153	1.0

Table 7. (Continued).

Social capital dimension and survey question	Pre-test (# Reported of Possible Answers)	Post-tests (# Reported of Possible Answers)	# of People Changed / Type of Change	Chi-Square Test/ 2df	Exact P-Value
Civic Participation					
How important is the opportunity to vote?	12- Very Important 22- Somewhat Important 0- Important 0- Not Important	32 – Very Important 0 - Somewhat Important 2 – Important 0 – Not Important	10 Positive change	33.091	0.043
Does this group ever support petitions?	1– Yes 33 – No 0 – Not Sure	32 – Yes 2 – No 0 – Not Sure	33 Positive Change	56.578	<0.001
Does this group ever do anything to try and solve local community problems?	3 – Yes 31 - No	34 – Yes 0 - No	31 Positive Change	56.973	<0.001

Table 7. (Continued).

Social capital dimension and survey question	Pre-test (# Reported of Possible Answers)	Post-tests (# Reported of Possible Answers)	# of People Changed / Type of Change	Chi-Square Test/ 2df	Exact P-Value
Has this group ever taken political stands or engaged in political organizing or campaigning? Political meeting?	0 – Yes 34 - No	15 – Yes 19 - No	15 Positive Change	19.245	1.0

Table 7. (Continued).

Social capital dimension and survey question	Pre-test (# Reported of Possible Answers)	Post-tests (# Reported of Possible Answers)	# of People Changed /Type of Change	Chi-Square Test/ 2 df	Exact P-Value
Diversity of friendships					
Of the people you count as good friends, how many do you get together with that are a different race or ethnicity than you?	13 – 1 friend 2 – 2 friends 2 – 3 or more friends 17 – 0 friends	21 – 1 friend 13– 2 friends 0 – 3 or more friends 0 - friends	19 Positive Change	28.949	<0.001
How many personal friends would you describe as community leaders?	2 – 1 friend 0 – 2 friends 0 – 3 or more friends 32 – 0 friends	2 – 1 friend 6 –2 friends 26 – 3 or more friends 0 – 0 friends	26 Positive Change	64	<0.001

Table 7. (Continued).

Social capital dimension and survey question	Pre-test (# Reported of Possible Answers)	Post-tests (# Reported of Possible Answers)	# of People Changed / Type of Change	Chi-Square Test / 2df	Exact P-Value
Formal Networks					
Sport club or league	21 – Yes 13 - No	21 – Yes 13 - No	0 No change	0	1.0
Musical or dance group	21 – Yes 13 - No	21 – Yes 13 - No	0 No change	0	1.0
Hobby	20 - Yes 14 - No	22 - Yes 12 - No	2 Positive Change	0.249	1.0
Youth organization	34 – Yes 0 - No	34 – Yes 0 - No	0 No change	0	1.0

Table 7. (Continued).

Social capital dimension and survey question	Pre-test (# Reported of Possible Answers)	Post-tests (# Reported of Possible Answers)	# of People Changed / Type of Change	Chi-Square Test / 2df	Exact P-Value
Single-sex group	6 – Yes 28 - No	6 – Yes 28- No	0 No change	0	1.0
Charity	0 – Yes 34 - No	0 – Yes 34 - No	0 No change	0	1.0
Church group	9 – Yes 25 - No	9 – Yes 25 - No	0 No change	0	1.0
Writing, poetry, or art	15 - Yes 19 - No	15 - Yes 19 - No	0 No change	0	1.0
Self-help or support group	4 -Yes 30 - No	4 – Yes 30 - No	0 No change	0	1.0

Table 7. (Continued).

Social capital dimension and survey question	Pre-test (# Reported of Possible Answers)	Post-tests (# Reported of Possible Answers)	# of People Changed / Type of Change	Chi-Square Test / 2df	Exact P-Value
Environmental group	0 – Yes 34 - No	10 – Yes 24 - No	10 Positive Change	11.724	1.0
Any other club or assoc.	34 – Yes 0 - No	34 – Yes 0 - No	0 No change	0	1.0

Table 7. (Continued).

Social capital dimension and survey question	Pre-test (# Reported of Possible Answers)	Post-tests (# Reported of Possible Answers)	# of People Changed / Type of Change	Chi-Square Test / 2 df	Exact P-Value
Organized group interactions - norms					
How many times in the past year have you attended any public meeting at which a local issue was discussed?	0 - Once a Week 0 - Once a Month 0 - Every 2 - 3 Months 34 - Never	34 - Once a Week 0 - Once a Month 0 - Every 2 - 3 Months 0 - Never	34 Positive Change	68	1.0

Table 7. (Continued).

Social capital dimension and survey question	Pre-test (# Reported of Possible Answers)	Post-tests (# Reported of Possible Answers)	# of People Changed / Type of Change	Chi-Square Test / 2 df	Exact P-Value
How many times in the past year have you gone to a local community meeting?	8 – Once a Week 0 – Once a Month 0 – Every 2 –3 Months 26 - Never	34 –Once a Week 0 - Once a Month 0 – Every 2 – 3 Months 0 - Never	26 Positive Change	42.095	0.0003

Table 7. (Continued).

Social capital dimension and survey question	Pre-test (# Reported of Possible Answers)	Post-tests (# Reported of Possible Answers)	# of People Changed / Type of Change	Chi-Square Test / 2 df	Exact P-Value
Networks – informal					
How many times in the past year have you played cards with others?	29– Greater Than Once a Week 2 - Once a Month 0 - Twice a Month 0 – Every 2 – 3 Months 3 - Never	29 – Greater Than Once a Week 2 - Once a Month 0 – Twice a Month 0 – Every 2 – 3 Months 3- Never	0 No change	0	1.0

Table 7. (Continued).

Social capital dimension and survey question	Pre-test (# Reported of Possible Answers)	Post-tests (# Reported of Possible Answers)	# of People Changed / Type of Change	Chi-Square Test / 2 df	Exact P-Value
How many times in the past year have you gone to visit relatives in person or had them visit you?	34 – Greater Than Once a Week 0 - Once a Month 0 – Every 2 – 3 Months	34 – Greater Than Once a Week 0 - Once a Month 0 – Every 2 – 3 Months	0 No change	0	1.0
How many times in the past year have you hung out with friends at a park, shopping mall, or other public place?	34 – Greater Than Once a Week 0 - Once a Month 0 – Every 2 – 3 Months 0 - Never	34 – Greater Than Once a Week 0 - Once a Month 0 – Every 2 – 3 Months 0 - Never	0 No change	0	1.0

CHI-SQUARE STATISTICS

I performed the chi-square test for independence or the goodness of fit frequency where the test compares observed data with expected data, according to a specific hypothesis. The chi-square statistic is found by adding up the sum of the squares of the deviations between these observed and expected counts divided by the expected counts. I calculated the chi-square statistic for two degrees of freedom, where the number of degrees of freedom for chi-square models is $n-1$. Finally, I looked up the P-value in order to be able to reject ($p < 0.05$) or fail to reject my hypothesis ($p > 0.05$) based on $\alpha=0.05$. Due to the small sample size, and the distribution of the population, the exact p-values have been obtained and reported. Therefore, the variance of the population did not have a predetermined value. Instead, we calculated an exact p-value. SPSS was used in order to obtain these statistical analyses.

My null hypothesis is that there is no relationship or significant difference between the expected and observed results in the pre and the post-tests. My alternative hypothesis is that there is a relationship between the two variables.

Table 8. Table of Hypothesis Tests

Social capital dimension and survey question	P-Value	Accept or Reject Hypothesis
Social trust		
People in this community can be trusted.	$P > 0.05$	Accept
Most people living here are honest.	$P < 0.05$	Reject

Table 8. (Continued).

Social capital dimension and survey question	P-Value	Accept or Reject Hypothesis
How much of the time do you think that you can trust the local police to do what is right?	P>0.05	Accept
Civic Participation		
How important is the opportunity to vote?	P<0.05	Reject
Does this group ever support petitions?	P<0.05	Reject
Does this group ever do anything to try and solve local community problems?	P<0.05	Reject
Has this group ever taken political stands or engaged in political organizing or campaigning? Political meeting? Protest? March?	P>0.05	Accept

Table 8. (Continued).

Social capital dimension and survey question	P-Value	Accept or Reject Hypothesis
Diversity of friendships		
Of the people you count as good friends, how many do you get together with that are a different race or ethnicity than you?	P<0.05	Reject
How many personal friends would you describe as community leaders?	P<0.05	Reject

Table 8. (Continued).

Social capital dimension and survey question	P-Value	Accept or Reject Hypothesis
Formal Networks		
Sport club or league	P>0.05	Accept
Musical or dance group	P>0.05	Accept
Hobby	P>0.05	Accept
Youth organization	P>0.05	Accept
Single-sex group	P>0.05	Accept
Charity	P>0.05	Accept
Church group	P>0.05	Accept
Writing, poetry, or art	P>0.05	Accept
Self-help or support group	P>0.05	Accept
Environmental group	P>0.05	Accept
Any other club or assoc.	P>0.05	Accept

Table 8. (Continued).

Organized group interactions - norms		
How many times in the past year have you attended any public meeting at which a local issue was discussed?	P>0.05	Accept
How many times in the past year have you gone to a club meeting?	P>0.05	Accept
How many times in the past year have you gone to a local community meeting?	P<0.05	Reject
Networks – informal		
How many times in the past year have you played cards with others?	P>0.05	Accept
How many times in the past year have you gone to visit relatives in person or had them visit you?	P>0.05	Accept
How many times in the past year have you hung out with friends at a park, shopping mall, or other public place?	P>0.05	Accept

There was change in the group’s general social trust and no changes in their trust of their neighbors and police officers. There were positive changes reported in the civic participation dimension. The group’s diversity of friendships resulted in positive changes. There were two networks that reported positive changes and they include hobbies and environmental groups. The remaining networks reported no changes. There were positive changes in the participants organized group interactions. I found no change in the informal networks that the teens were a part of before and after this programming

SOCIAL CAPITAL CALCULATIONS

In order to calculate the levels of the social capital dimensions for the pre and post-tests, I utilized the Roper Center formulas. Overall, the pre and post-tests indicated changes in the social trust, diversity of friendships, civic participation, and organized group interaction, while the informal networks and formal group involvements remained the same. The Roper Center provided the index to determine whether the dimension was low, medium, or high.

Table 9. Summary Levels of Social Capital Dimensions in the Pre and Post-Tests

Social Capital Dimension	Mean Social Capital Score	Level of Social Capital in the Pre-test	Mean Social Capital Score	Level of Social Capital in the Post-tests
Social Trust	1.6	Low	2.6	Medium
Civic Participation	1.0	Low	4.0	High

Table 9. (Continued).

Social Capital Dimension	Mean Social Capital Score	Level of Social Capital in the Pre-test	Mean Social Capital Score	Level of Social Capital in the Post-tests
Diversity of Friendships	8.0	Medium	12.5	High
Formal Group Involvement	92.0	High	88.5	High
Organized Group Interaction	0.70	Low	2.7	High
Informal Networks	1.89	High	1.89	High

According to the results reported in Table 9, the group's social trust was low in the pre-test and medium in the post-tests, where 1.625 indicates low/medium levels of trust and three indicates a lot of trust. The civic participation increased from low to high in the pre and post-tests, where scores between three and five yielded high levels of civic participation. The diversity of friendships index calculated resulted in high levels of diversity indicated in the (9-11) range. The pre and post-tests indicated a high level of formal involvement. The organized group interactions calculated in the pre and post-tests increased from low to high. Last, the level of informal networking calculated remained the same at high levels.

**RESULTS OF QUESTIONS NOT RELATED TO SOCIAL CAPITAL
(EXCLUDING RESULTS ALREADY REPORTED)**

The first section of survey questions elicits answers about the group's general

social trust. When asked to rate how is Far Rockaway as a place to live all of the participants responded “poor” and “only fair”, in their pre and post-tests, respectively. All of the participants come from families who rent and 24 of the 34 participants have lived in the community all of their lives. The group remained unchanged before and after the intervention in their interests in living in the community five years from now. In fact, all 24 of the participants who are lifelong residents saw themselves living in the community while the other 10 responded “no”. When asked to name where they lived, they all recited “slang names” that included: “the Rock”, “Rockaways”, or the formal city name “Far Rockaway”. However, when asked what the boundaries of their community include they chose the “beach”, “boardwalk”, “projects (as in housing projects)”, they named streets and other community developments again using “slang names”.

Table 10. Results of the Questions Not Related to Social Capital

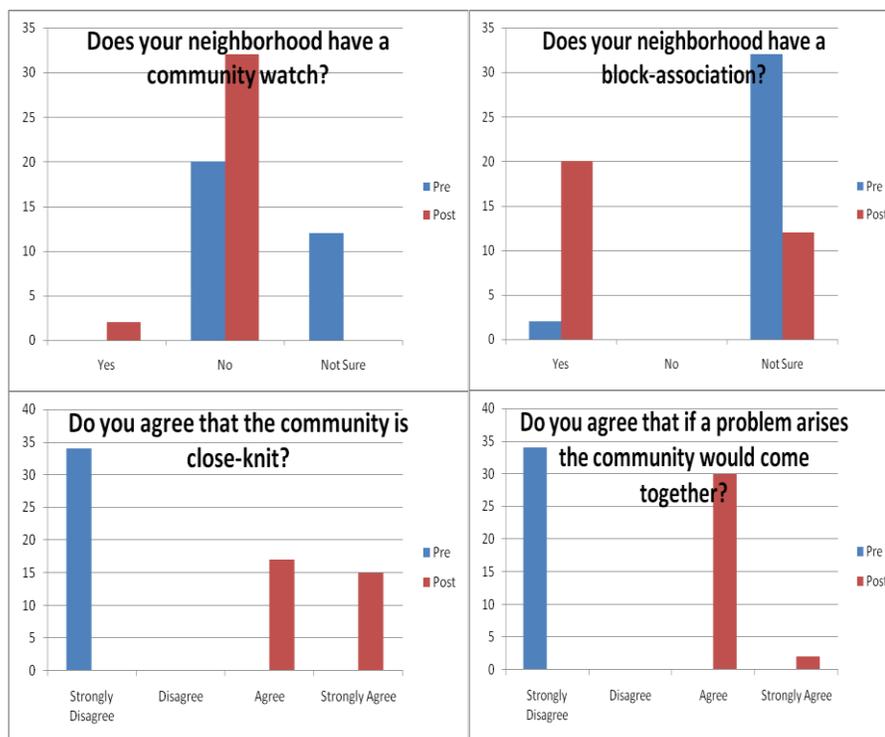


Table 10. (Continued).

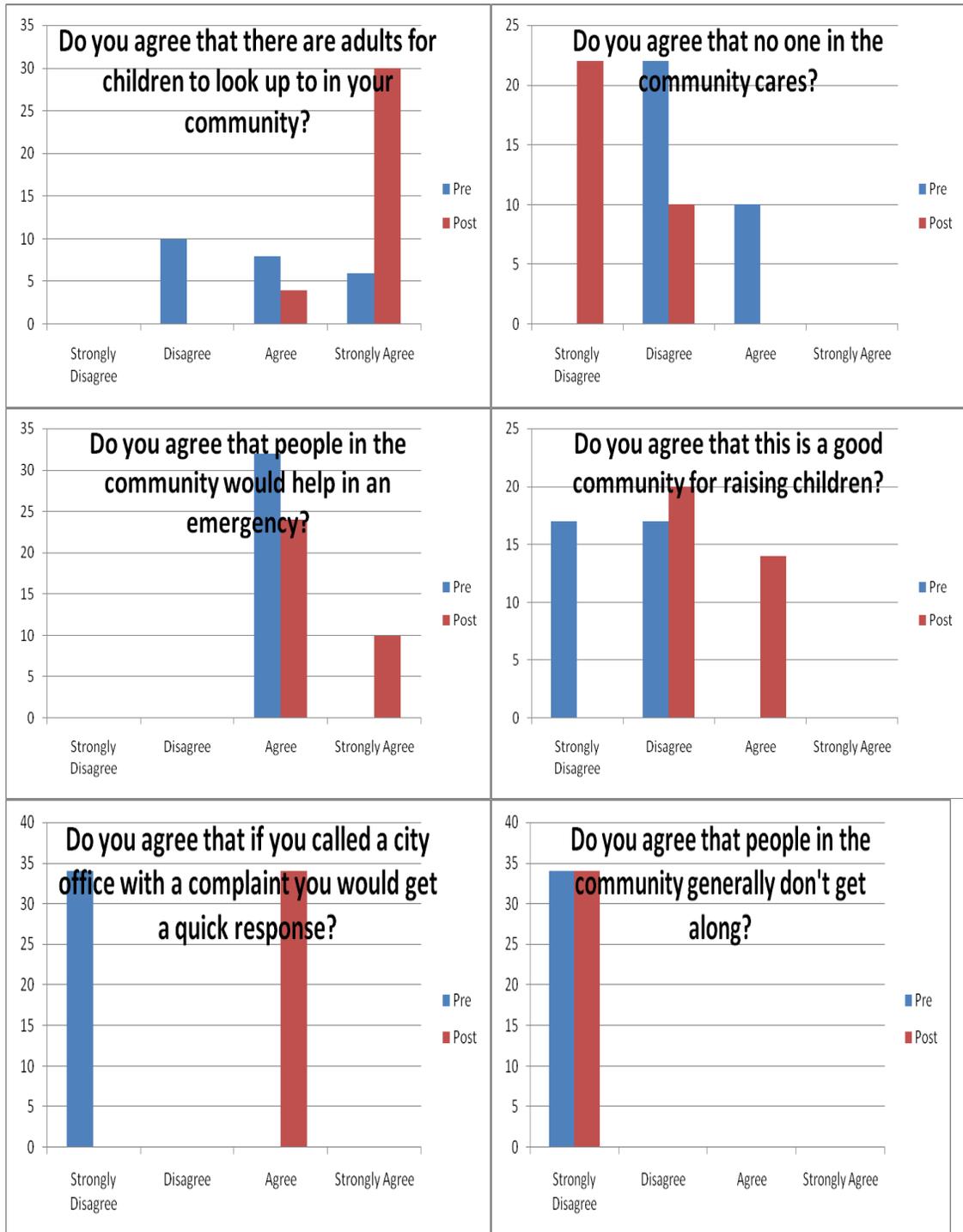
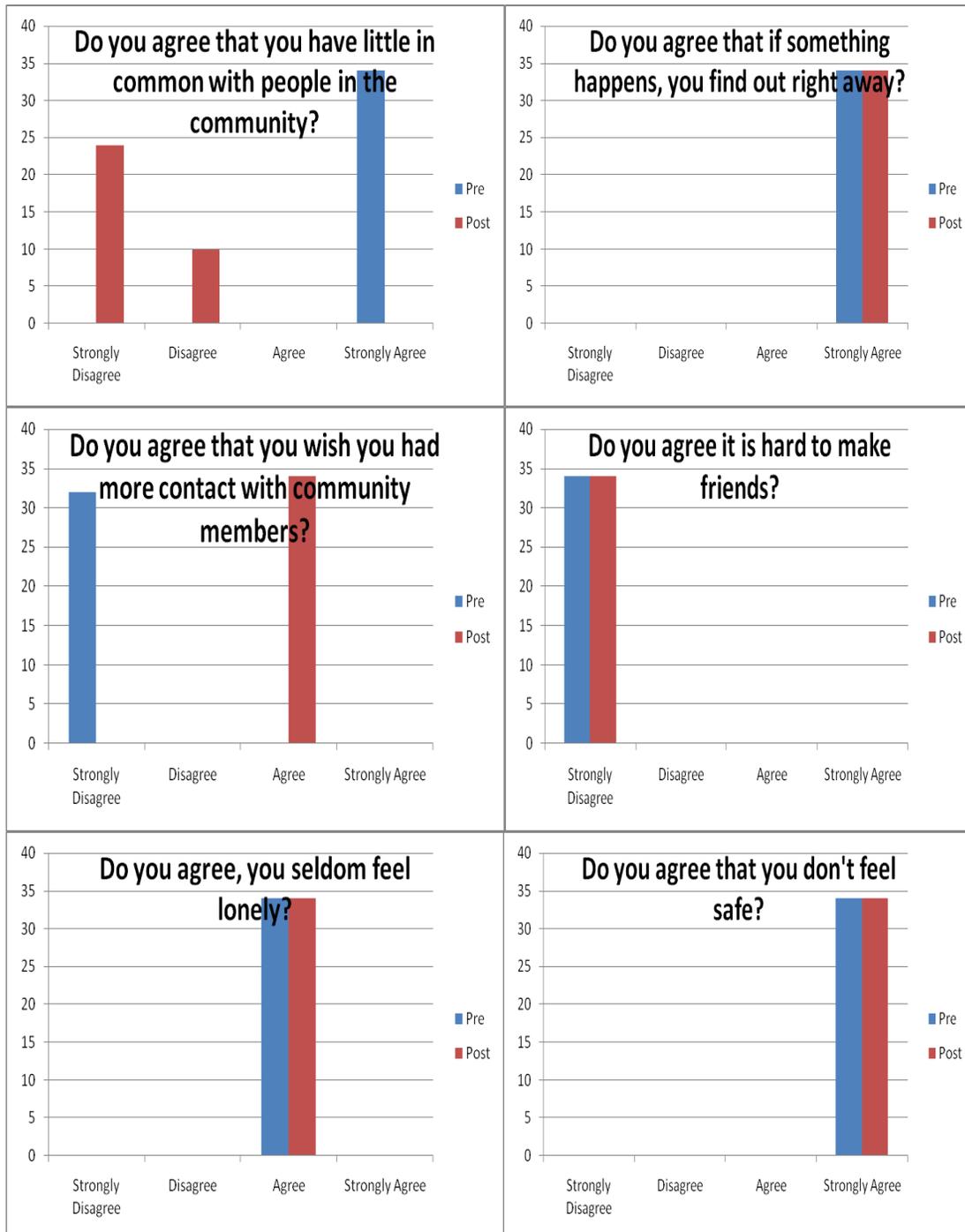


Table 10. (Continued).



SOCIAL ACTIVITIES

Next their social activities and decision-making were explored in various

questions. When asked if they agree that television is their primary forms of entertainment 20 participants disagreed and 14 participants agreed in the pre-test. On the other hand, 21 participants disagreed and 13 participants agreed in the post-tests. Then when asked if they agreed that they turn on their television out of habit, but don't really watch it; 11 participants disagreed and 23 agreed in the pre and post-tests.

COMMUNITY DECISION MAKING

When asked questions about the likelihood that people in the community would react to disrespect, conservation of water, and making the community a better place to live, the teens were skeptical (see Appendix) and more optimistic after the intervention. Last, all things considered the ten teens reported being "quite happy" in the pre-test and 33 reported being "quite happy" in the post-tests.

TRUST

In summary, overall, the participants consistently report trusting their neighbors more, after the intervention and there is a high level of socialization in the community before and after the intervention. However, there is a level of mistrust of informal and formal organizing. Additionally, the teens do not go into their neighbor's homes and only communicate in public for safety reasons.

GIVING AND VOLUNTEERING

The group's giving and volunteering was reported earlier but there was one interesting thing that emerged. The teens were asked to select which groups they were a part of and then answer if they are involved in other activities with that group, if they perform the activity in the community, if they donate money, volunteer and have friends in the group. All of the participants answered "no" to three questions (is this activity performed in the community, do you donate money, and volunteer) above, except for those involved in church activities. The nine participants who were involved in church answered "yes" to all of the questions that would discern they were

engaged in community-level processes. This may speak to why the religiosity dimension is included in Putnam's social capital index; however, this intervention was not designed to examine religiosity.

CIVIC PARTICIPATION

The next series of questions would get at the participant's civic participation. Many of these questions were previously reported. However, the participants did report that on average they spend two to eight hours each month participating in the group's activities. During their pre-tests, they reported they spend a very small extent participating in decision making and a very large extent in their post-tests. Most of their friends that they associate with (in these groups) are not from the same race, gender, or educational background (see Appendix). Finally, in a typical month they started out reporting one to three hours a month of unpaid, volunteer work (22 participants reported this in the pre-test) and that increased to four to six hours a month in the post-tests.

POLITICS

There were several politically charged questions to better understand how the teens see inequities and when asked what do you consider to be the most important reason there are people in this country that live in poverty, the participants responded laziness (10/34), unluckiness (6/34) and injustice (18/34). In their post-tests, the teens answered laziness and lack of power (12/34) and because there is injustice (22/34). When asked when they get together with friends, what frequency they discuss political matters they responded rarely (22/34), and almost never (12/34) in their pre-tests. Their post-tests revealed something different, and they collectively reported a shift to frequently talking about political matters with their friends.

In summary, it looks like their definition of "political matters" and understanding of the layers of inequities changed during the program. Additionally,

their civic participation and giving and volunteering increased between the time they took the pre and post-tests.

FAMILY COMPOSITION

The remaining questions are in reference to the teens' families and friends as well as their support systems. Eighty-eight percent of the teens live with their mother or father, in the community, and see them at least once a week. Overall, they report having a close relationship with their parents and that they assist their family when someone is ill and/or by performing daily chores.

SUPPORT NETWORKS

The teens are optimistic that if they needed a job lead, their friends would be willing to extend a lead and it would be a helpful one. They are also optimistic that they could count on anyone for emotional support and that someone would be around to provide them with emotional support. Friends ranked number one in providing support, then teachers, parent, and church members.

SOCIAL ACTIVITIES

Fifteen of the participants have never been bowling and the rest bowl every two to three months. Throughout the past year, the participants exercise weekly and use the Internet daily, but do not go to art /science/ or history museums. The teens report attending church once a week (9/34) or once a month (10/34) and reported an initial mistrust of teachers despite the (24/34) who found out about their current school from a teacher.

In summary, the participants are socializing on a high level, they feel supported, and are optimistic but show skepticism of some authorities (like police, teachers, and government officials) in their pre-tests. After the intervention, it appears that many of the participants have changed their opinions of these authorities, except in the case of the police where their opinion remains, unchanged.

DISCUSSION

The adaptation of Putnam's social capital survey for adults for use with youth proved to be productive. Changes in the social capital dimensions were reported and supported by the focus group results and social capital calculations. While other researchers (Jarrett et al., 2005) have conducted more qualitative studies, a mixed-methods approach can yield results about this understudied population. Finally, while all of the social capital dimensions studied did not produce changes through the intervention, additional work can be done to examine if these changes correspond to what would be expected given the intervention.

I initially hypothesized that the group's levels of civic participation and giving and volunteering would remain the same. However, my rationale was based on transference from this group to the other groups in which the teens participated. Furthermore, one reason why the groups' levels of civic participation, and giving and volunteering would not remain the same, as I hypothesized, could be that dramatic shifts in behavior are very difficult to bring about unless a transformative experience acts as a catalyst for change (Delay, 1996). Changes in youth's behavior as a result of participating in youth programming and / or a shift in their beliefs would not typically happen over the course of a few weeks.

There were a few important findings from the survey and focus groups for future research. The responses of the teens need to be qualified and teens who have a longer history of residing within a community need to be examined in a separate sphere from those who have lived in a community for a shorter period of time. The respondents who answered that they lived in the community for a longer period of time knew more about the community. Additionally, some respondents were from other countries and so they considered their "community" to be a familiar one like that of their "country". Therefore, in the future, studies will have to tease out participants

who are lifelong residents of a community because their feelings towards the community will shape their identity and their responses are likely to be different than others. (Theobald et al, 2000)

Another significant finding is that the participants had a limited understanding of the definition of “trust”. In future research, researchers may need to investigate the participants’ definition of each dimension and or provide their own definition so that a participant’s working knowledge of a subject does not impede them from answering the survey questions. For example, it did appear that many of the participants associated trust solely with confidentiality. This is contrary to the working definition of social trust “faith in people or belief in honesty, integrity and reliability”. In a longer study, conversations about these definitions and mapping of the definitions through discussion can be encouraged.

How the participants understand the questions in the survey and later their survey results will be vital for the next iteration of this survey instrument. Because there were different levels of understanding of the survey, the nuances of administering a survey to teens have to be more fully explored. There were challenges with the key terms used in the survey, and the use of a focus group helped to clarify some of these issues but not all. Therefore, a mixed-methods approach was necessary in order to tell the full story of how difficult it was to adapt a survey, designed for adults.

There was a discrepancy between what the participants reported as their level of giving and volunteering and what they shared in the focus group. I found that the groups had slightly higher levels of giving and volunteering in the post-tests compared to the pre-test. However, the participants disagreed with their survey results, during their focus group indicating that there was some sort of confusion about their level of volunteerism.

This study is novel because of its ability to measure the impact of an environmental science after-school club using a YCA approach. Other studies have only examined social capital dimensions within existing programming and have not implemented interventions that draw on changes in programming. As a result, the approach taken for this intervention had clear ties to a broader world, and this helped to show the potential for civic engagement and social capital in successful youth development programs (Bronfenbrenner, 1994).

This study affirms that there is potential for science-based youth programs to influence social capital. In addition to promoting science and an appreciation for the environment, social capital was created, which builds civic skills, social trust, diversity of friendships, and giving and volunteering (Winter, 2003). These are skills that will have long-lasting impacts in adulthood. Additionally, the teens were able to expand their vocabulary, arsenal of skills, and developmental assets in order to move into adulthood with a respect for maintaining relationships for personal and collective goals. This is evidenced by the youth implementing their action plan in order to reduce waste products from purchasing deodorant. The group continued after this study and was granted a formal charter as a 4-H club. This speaks to their safeguarding of their social network. It also is a profound treatment effect that would not have been captured in the pre-post-tests design. In fact, this information was captured during the focus group interviews that occurred after the post-tests.

The study also confirms that youth development programming has to be relevant. By addressing the concerns of the participants, the primary researcher was able to influence their beliefs and values. The shifts in their social capital were results of the participants being able to trust the primary researcher (Oja & Smulyan, 1989).

The intervention itself is a good model for exploring a pathway for social capital. As the shift from adults being in charge to the participants making decisions

for themselves occurs, there is a shift from distrust to trust, a small homogenous group of friends to a more diverse set of friends, and little community involvement to addressing community concerns.

There were factors that limited the extent to which I could apply these results to other contexts and one of them is in the design. I tried to rule out these factors primarily by being a participant-observer. I was able to make observations to rule out other sources of the change in this group. In one instance, I think that I had little to do with the change and that involves the civic participation dimension. This work was conducted in a voting year with unprecedented youth interest and so I think this larger event contributed to the participants responses and can be considered a history threat.

Another threat to validity was in the statistical analysis; the group was too small to make any assertions about how these trends might play out in other urban populations. Therefore, additional research would need to be conducted and the survey would need to be adapted and implemented again.

Finally, the last threat to the validity of this work is that these participants were not typical. These young people were not paid to take the survey. Perhaps, an incentive would have compelled them to take the survey. While they grew restless, they took taking the survey seriously and there were no patterns of marking their answers in order to say they were finished. There were also lots of questions about the meaning of the survey questions and so the young people were thinking about how to best represent their ideas. There were times when the teens laughed at some of the questions, especially the ones about the police. The group reconvened months later to provide feedback in the focus group interview and it is more likely that they would not have attended. Lastly, some of the original members continue to meet.

CONCLUSION

Many researchers (Jarrett et al., 2005, Rogoff et al., 1995, Onyx et al., 2000) have discussed the impact of developing social capital but few studies have attempted to draw upon an intervention where data is reported from youth. This pilot study was a valuable, first attempt to begin to understand how programs can be more successful in promoting social capital.

This pilot study has opened up new possibilities for the future of social capital and youth development research. These young people were asked to think about social capital and when asked the right questions, students will answer. The youth who participated in the intervention are more aware of the merits of social capital as a result. Some may assert that the added knowledge about social capital can act as a catalyst for the youth to participate even more as they develop a better sense of self (Erickson, 1968).

More importantly, how the participants understand and interpret the questions on the survey before this intervention and after have a lot to do with how educators design their programming. The product of life skills and social capital may result in different pathways, but they end in the same outcome of increased engagement. The field of youth development puts forth that programs have to be intentional about their anticipated outcomes.

The relationships explored in this pilot study continue to be examined in the field of youth development so when this instrument is adapted again additional work needs to be done with educators who will carry out this research. The participants should be asked how they thought they performed on the social capital dimensions prior to revealing their results in the focus group interviews. Lastly, the type of educator and skills they possess needs to be closely examined if this work is to be duplicated. In order to carry out youth community action programming, an educator

must be willing to guide the young people and ultimately relinquish power to them. Future research on social capital will help to determine whether we can address a decline in social capital with adult populations by building social capital within younger populations.

APPENDIX

Full Social Capital Survey With all Respondent Answers



Race/Ethnicity: 14 Black, 10 Hispanic, 7 Caribbean, and 3 Mixed Heritage participants

I. General Social Capital of Rockaway Teens

Directions: Please circle or write in your answer (where asked) to the questions below.

1. Overall, how would you rate Far Rockaway as a place to live?

Pre-test – 34 Poor Post-tests – 34 Only Fair

2. Does your family own or rent the place where you are living now?

Pre and Post-tests – 34 Rent

3. How many years have you lived in this community?

All my life – 24, 10 years - 3, 1 year-7 (Pre and post-tests)

4. Would you live in this community five years from now?

24 - Yes 10 – No (Pre and post-tests)

5. When people in this area are asked where they live, they often use names like the Rock, Rockaways, and Far Rockaway. If someone asked you where you live, what would you say?

The Rock – 20, Far Rockaway – 14 (Pre and post-tests)

6. When you think about this community, do you think of it as your own block, a few blocks around you, a section of Queens, all of the above, or something else?

Own block – 34 (Pre-test) Something else – 34 (Post-tests)

7. What landmarks would you choose to define the boundaries of this community? “beach”, “boardwalk”, “projects”, “52nd Street”, “32nd Street”, “Redfern”, “30’s”, “Wavecrest”.

Directions: Think of five different neighbors who live closest to you in your apartment complex or on your block and answer the questions below with them in mind.

1. How many of the five neighbors have you spoken to in person in the past year?

5 in the Pre and post-tests - 34

2. How many of the five neighbors have you spoken to on the phone in the past year?

0 in the Pre and post-tests - 34

3. How many of these neighbors (first or last names) do you know?

0 in the Pre and 5 in the post-tests - 34

4. In the past year, how many of your neighbors' homes have you been in?

0 in the Pre and post-tests – 34

5. Would you recognize a police officer who patrols your community?

Yes in the Pre and post-tests – 34

If yes, do you know his or her first name?

No in the Pre and the post-tests – 34

6. Does your neighborhood have a community watch group?

2- Yes, 20 – No, 12 – Not Sure in the Pre-test, 2- Yes, 32 – No in the Post-tests

If yes, do you participate in this group?

0- No in the Pre and post-tests

7. Does this community have any other sort of community-run association (block association, homeowner or tenant association)?

2 – Yes, 32 – Not sure (Pre-test), 22 – Yes, 12 – Not sure (Post-tests)

Directions: Please circle your answer to the question or statement.

1. If there is a problem around here, does the community get together to deal with it?

Strongly Disagree – 34 (Pre-test), Agree – 30, Strongly Agree – 2 (Post-tests)

2. This is a close-knit community.

Strongly Disagree – 34 (Pre-test), Agree – 17, Strongly Agree – 15 (Post-tests)

3. When you get right down to it, no one in this community cares much about what happens to me.

22 – Disagree, 10 – Agree (Pre-test), Disagree – 10, Strongly Disagree - 22 (Post-tests)

4. If I had an emergency, even people I don't know will help me.

Agree – 34 (Pre-test), Strongly Agree – 10, Agree – 24 (Post-tests)

5. There are adults in this community who children can look up to. Agree – 8, 10-

Disagree, 6 – Strongly Agree (Pre-test), Strongly Agree – 30, Agree – 4 (Post-tests)

6. People living here are willing to accept people from different racial and ethnic groups as neighbors.

Strongly Agree – 34 (Pre and post-tests)

7. This is a good community for raising children.

17 – Disagree and Strongly Disagree – 17 (Pre-test), Disagree – 20, Agree – 14 (Post-tests)

8. People in this community generally don't get along with each other.

Strongly Disagree – 34 (Pre and post-tests)

9. People around here are generally willing to help their neighbors.

Agree – 11 and Strongly Agree – 23 (Pre-test), Agree – 33 and Strongly Agree -1 (Post-tests)

10. If I called a city/town office with a complaint, I would likely get a quick response.

Disagree – 34 (Pre-test), and Agree -34 (Post-tests)

11. If something happens that affects my community, I usually find out about it right away.

Strongly Agree – 34 (Pre and post-tests)

12. People in this community can be trusted.

14 – Strongly Disagree, 15- Disagree, 5- Agree (Pre-test), 34 – Strongly Agree (Post-tests)

13. I wish I had more contact with people in my community.

Strongly Disagree – 32, Agree – 2 (Pre-test), Strongly Agree – 34 (Post-tests)

14. I feel I have little or nothing in common with people in my community.

Strongly Agree - 34 (Pre-test), and Strongly Disagree – 24 (Post-tests)

15. It is hard to make good friends here.

Disagree – 34 (Pre and post-tests)

16. Most people living here are honest.

23- Strongly Disagree, 10 – Agree, 1 – Strongly Agree (Pre and post-tests)

17. I seldom feel lonely here.

Agree – 34 (Pre and post-tests)

18. I do not feel safe in this community.

Strongly Agree – 34 (Pre and post-tests)

19. Television is my primary form of entertainment.

Disagree – 20, Agree – 14 (Pre-test), Disagree – 21, Agree -13 (Post-tests)

20. I often put on my TV out of habit and don't really watch it.

Disagree – 11, Agree – 23 (Pre and post-tests)

21. The people in this community do not have very much in common.

Disagree – 22, Agree – 12 (Pre-test), Disagree – 34 (Post-tests)

22. I spend a lot of time visiting with friends.

Strongly Agree – 34 (Pre and post-tests)

23. We have community leaders you can trust.

Disagree – 34 (Pre-test), Agree – 20, Disagree 14 (Post-tests)

24. If a group of community children were skipping school or hanging out on a street corner, how likely is it that your neighbors would do anything about it?

Very Unlikely – 34 (Pre-test), Likely – 21, Unlikely – 13 (Post-tests)

25. If a child was showing disrespect for an adult, how likely is it that people in your community would scold the child?

Unlikely – 22, Very Unlikely – 12 (Pre-test), Likely – 34 (Post-tests)

26. Suppose that because of budget cuts the fire house that is closest to your home was going to be closed down. How likely is it that people would organize to try to do something to keep the fire house open?

Very Unlikely – 34 (Pre-test), Very Likely – 34 (Post-tests)

27. If public officials asked everyone to use less water because of a water shortage, how likely is it that people in your community would use less water?

Very Unlikely – 34 (Pre-test), Likely – 26, Very Likely- 8 (Post-tests)

28. Overall, how much impact do you think people like you can have in making your community a better place to live? No impact at all – 20, A small impact – 14 (Pre test),

A big impact – 34 (Post-tests)

29. All things considered would you say that you are...

Quite happy – 10, Not happy at all – 24 (Pre-test), Quite happy – 33,

Not happy at all – 1 (Post-tests)

Group Names	Attend mtgs.?	Other activities?	Community service?	Donations	Volunteered?	Friends?
___ A sports club, league, or team	21- Y 13- N	21-Y	21 - N	21-N	21-N	21-Y
___ A musical, dancing, or theatre group.	21-Y 13-N	21-Y	21- N	21-N	21-N	21-Y
___ Any other hobby, if so, please name:	20-Y 14- N	13-N	13- N	13-N	13-N	13-Y

___ A youth organization	34-Y 34-N	34-Y	0- Y 34- N	34-N	34-N	34-Y
___ A single-sex group	6-Y 28 - N	6-Y	6-N	6-N	6-N	6-Y
___ A charity	0-Y 34-N					
___ A church group	9-Y 25-N	9-Y	9-Y	9-Y	9-Y	9-Y
___ A writing/poetry, art, or study group	15-Y 19-N	15-Y	15-N	15-N	15-N	15-Y
___ A self-help group	4-Y 30-N	4-Y	4-N	4-N	4-N	4-Y
___ Other clubs?	34-Y 0-N	34-Y	34-N	34-N	34-N	34-Y

II. Volunteer

Groups of Rockaway Teens

Directions: Please look at the table on the opposite page. First, read over the list of groups. For each group, put a check on the line if you are a member of the group. Then think about the past year and circle Yes “Y” or No “N” for the seven questions for that group (Have you gone to a meeting, have you been in other activities, have you done activities in the community, donated money to the

group, volunteered with the group, and do you have friends in the group?)

Directions: If you are a “member” and checked one group, write in your most important group and answer the questions below.

1. On average, how many hours a month do you participate in this group’s activities?

2, 4, 5, 8 hours

2. To what extent would you say you participate in this group’s decision making?

A very small extent – 34 (Pre-test), A very large extent – 34 (Post-tests)

3. Does this group ever do anything to try and solve local community problems?

No – 34 (Pre-test), Yes – 34 (Post-tests)

4. Does this group ever do any other charitable work?

No – 28, Yes – 6 (Pre-test), Yes – 34 (Post-tests)

5. Has this group ever taken political stands or engaged in political organizing or campaigning?

No – 34 (Pre-test), Yes – 20 , No – 14 (Post-tests)

Directions: Think about the members of this group and answer these questions:

1. Would you say that most of them are from the same neighborhood?

No – 34 (Pre and post-tests)

2. Are they mostly the same race or ethnicity?

No – 34 (Pre and post-tests)

3. Do they mostly have the same educational background?

No- 34 (Pre and post-tests)

4. Are they mostly one gender?

No – 34 (Pre and post-tests)

5. Are you a member of, or have you donated any money to, a local or a national organization that represents your opinion or interests?

No – 34 (Pre and post-tests)

Directions: Please circle the answers to these two questions.

1. In the last year have you done any volunteer work that you haven't already told me about? No – 34 (Pre-test), Yes- 34 (Post-tests)

2. In a typical month, how many hours of unpaid volunteer work would you say you do?

1-3 hours – 22 (Pre-test), 4-6 hours - 34 (Post-tests)

III. Politics and Rockaway Teens

Directions: Please circle your answer to the questions below.

1. When you get together with friends, would you say you discuss political matters?

Rarely- 22, Almost Never – 12 (Pre-test), Frequently – 34 (Post-tests)

2. Will you vote when you become of age?

Yes – 22, No – 12 (Pre-test), Yes-34 (Post-tests)

3. How important is the opportunity to vote?

12- Very Important, 22- Somewhat Important (Pre-test), Very Important – 32, Important – 4 (Post-tests)

4. How much of the time do you think you can trust the national government to do what is right?

Hardly ever – 34 (Pre and post-tests)

5. How about your local police; how much of the time do you think you can trust the local police to do what is right?

Never – 34 (Pre and post-tests)

6. Would you say that most of the time people try to be helpful or do you think that they are mostly looking out for themselves?

Mostly looking out for themselves – 34 (Pre-test), Try to be helpful – 30, Mostly looking out for themselves – 2 (Post-tests)

7. Do you think that people would try to take advantage of you if they got the chance or would they try to be fair?

I agree, people would try to take advantage of me

I agree, people would try and be fair

8. What do you consider to be the most important reason there are people in this country that live in poverty:

Because of laziness and lack of power – 10

Because they are unlucky – 6

Because there is injustice – 18 (Pre-test)

Because of laziness and lack of power - 12

Because there is injustice – 22 (Post-tests)

IV. Family and Rockaway Teens

Directions: Please circle your answer to the questions below.

1. Is one or both of your parents still living?

30- Yes, 4 – Not sure (Pre and post-tests)

2. Does your (mother, father, mother or father) live in the Rockaways?

30- Yes, 4 – Not sure (Pre and post-tests)

3. Do you see (mother, father, mother or father) at least once a week?

30- Yes, 4 – No (Pre and post-tests)

4. Do you talk on the phone, text, or write to your (mother, father, mother or father) at least once a week?

30- Yes, 4 – No (Pre and post-tests)

5. Think about your overall relationship with your (mother, father, mother or father). Would you say you are?

Close – 30 , Distant – 4 (Pre and post-tests)

Directions: Place an 'X' on the line if you help your parents in the following ways.

...X... Help out when someone is ill. – 34 (Pre and post-tests)

...X... Do errands, shop, cook, or do other everyday household chores. - 34 (Pre and post-tests)

...X... Help out with money. – 0 (Pre-tests), 8 (Post-tests)

Directions: Place an 'X' on the line if your parents help you out in the following ways.

...X... Help out when someone is ill. – 34 (Pre and post-tests)

...X... Do errands, shop, cook, or do other everyday household chores. – 34 (Pre and post-tests)

...X... Help out with money. – 34 (Pre and post-tests)

Directions: Fill in the answer to the following questions.

6. How many living brothers and sisters do you have?

1-5 brothers, 0-10 sisters (Pre and post-tests)

7. Do they live in the neighborhood?

30- Yes, 2- Not sure, 2 – No (Pre and post-tests)

8. How many of them do you feel close to? All – 34 (Pre and post-tests)

9. Besides your parents, siblings, and children, how many other relatives do you have that you feel close to? 1 – 3 relatives – 34 (Pre and post-tests)

10. Of these close relatives, how many live in your community? 1 – answered by 1 respondent (Pre and post-tests)

11. How many of these relatives do you see at least once a month? 1- answered by 1 respondent (Pre and post-tests)

12. How many of these relatives do you correspond with, either by letter, telephone, a few times a year? All – 34 (Pre and post-tests)

13. How many close friends (these are people that you feel at ease with, can talk to about private matters, and can call on for help) do you have? 1- 4 close friends – 34 (Pre and post-tests)

14. How many of these friends live in the Rockaways? 1 and 2 – 34 (Pre-test), various answers between 6- 33 – 34 (Post-tests)

15. How many of your close friends do you [text message, IM, hit up on Myspace, or call on the phone] a few times a year? None - 34 (Pre and post-tests)

16. Would you say that all of your friends...

That some of them know each other – 7

Few of them do – 27 (Pre-test)

That some of them know each other – 14

Few of them do – 20 (Post-tests)

17. Do you have any personal friends that you would describe as community leaders?

2- 1 friend, 32 – 0 friends (Pre-test), 2- 1 friend, 6-2 friends, 26-3 or more friends

(Post-tests)

18. If you were looking for work, how willing do you think your friends would be to give you job leads?

Very willing – 34 (Pre and post-tests)

19. How helpful do you think these leads from friends would be?

Very helpful – 34 (Pre and post-tests)

20. How willing are your friends to give you advice on finances or business?

Very willing – 34 (Pre and post-tests)

21. How helpful is their advice?

Very helpful – 34 (Pre and post-tests)

22. Of the people you count as good friends, how many do you get together with that are a different race or ethnicity than you? 13 – 1 friend, 2 -2 friends, 2-3 or more friends, 17-0 friends (Pre-test), 21-1 friend, 13-2 friends (Post-tests)

23. Thinking now of the closest friends you have of a different race or ethnicity, how do you know this person?

Through mutual friends – 34 (Pre and post-tests)

V. Personal Support, Civic Activities, and Trust of Rockaway Teens

Directions: Please fill in or circle the answer to the following questions.

1. Can you count on anyone to provide you with emotional support?

Yes – 34 (Pre and post-tests)

2. Is there someone you could talk problems over with when you have a difficult decision? Yes – 34 (Pre and post-tests)

3. In the past year, who has been most helpful in providing you with emotional support?

Friend – 22, Parent – 11, Church – 1 (Pre-test)

Friend – 20, Teacher – 12 (Post-tests)

4. When you need extra money, can you count on anyone to help you?

Yes – 34 (Pre and post-tests)

5. In the past year, who has been most helpful in offering you financial assistance?

Parents – 34 (Pre and post-tests)

6. How many times in the past year have you gone to the movies?

Once a month – 34 (Pre and post-tests)

7. How many times in the past year have you attended any public meeting at which a local issue was discussed?

34- never (Pre-test), 34- Once a week (Post-tests)

8. How many times in the past year have you gone bowling?

Every 2 – 3 months – 19, Never – 15 (Pre and post-tests)

9. How many times in the past year have you played cards with others?

Greater than once a week – 29, Once a month – 2, Never – 3 (Pre and post-tests)

10. How many times in the past year have you gone to a club meeting?

34- never (Pre-test), 34- Once a week (Post-tests)

11. How many times in the past year have you gone to a health club or exercise class?

Weekly – 34 (Pre and post-tests)

12. How many times in the past year have you entertained people in your home?

Other - Greater than once a week (Daily) – 34 (Pre and post-tests)

13. How many times in the past year have you used the Internet?

Daily – 34 (Pre and post-tests)

14. How many times in the past year have you gone to an art museum or place that displays artwork?

Once a month – 10, Never – 24 (Pre and post-tests)

15. How many times in the past year have you gone to a science, natural history, or history museum?

Once a month – 1, Never – 33 (Pre and post-tests)

16. How many times in the past year have you heard live music at a concert, club, or theatre?

Never – 33, Monthly – 1 (Pre and post-tests)

17. How many times in the past year have you played a team sport?

Once a week – 21, Once a month – 13 (Pre and post-tests)

18. How many times in the past year have you gone to the library?

Monthly- 33, Daily – 1 (Pre-test), Daily – 34 (Post-tests)

19. How many times in the past year have you gone to visit relatives in person or had them visit you?

Greater than once a week – 34 (Pre and post-tests)

20. How many times in the past year have you hung out with friends at a park, shopping mall, or other public place?

Greater than once a week – 34 (Pre and post-tests)

21. How many times in the past year have you been to church?

Once a week –9 Once a month-10 (Pre and post-tests)

22. How many times in the past year have you socialized with friends outside of school? Everyday – 34 (Pre and post-tests)

23. Do you go to school full time? Yes- 34 (Pre and post-tests)

24. On a typical day, how long does it take to get to school? Between 35 minutes to 45 minutes – 34 (Pre and post-tests)

25. How many people at your school do you know by name? Range between 20-100 people -34 (Pre and post-tests)

26. How many of these people are close friends of yours? Range between 1 and 5 – 34 (Pre and post-tests)

27. There are a number of ways people hear about schools such as from other people, from family members, and from teachers. Can you tell me how you found out about your current school? Teacher - 24, family members- 9, zoned school-1 (Pre and post-

tests)

28. How many teachers have you had regular dealings with/met regularly? Range between 5 and 10 – 34 (Pre and post-tests)

29. The teachers are good at their job.

Disagree – 30, Agree -4 (Pre-test), Agree – 14, Strongly Agree – 20 (Post-tests)

30. They know what they are doing.

Disagree – 29, Agree – 5 (Pre-test), Strongly Agree – 20, Agree – 14 (Post-tests)

31. They treat me with respect.

Disagree – 30, Agree – 4 (Pre-test), Agree – 10, Disagree – 24 (Post-tests)

32. They treat other students with respect.

Agree – 30, Disagree – 4 (Pre-test), Agree – 33, Disagree – 1 (Post-tests)

Social Capital Survey

for Rockaway

4-H Science Club



Race/Ethnicity: _____

I. General Social Capital of Rockaway Teens

Directions: Please circle or write in your answer (where asked) to the questions below.

1- Overall, how would you rate Far Rockaway as a place to live?

Excellent Very Good Good Only Fair Poor

2. Does your family own or rent the place where you are living now?

Rent Own

3. How many years have you lived in this community? _____

4. Would you live in this community five years from now?

Yes No Not sure

5. When people in this area are asked where they live, they often use names like the Rock, Rockaways, and Far Rockaway. If someone asked you where you live, what would you say?_____

6. When you think about this community, do you think of it as your own block, a few blocks around you, a section of Queens, all of the above, or something else?

Own block A few blocks Queens All of the above

Something else (Please describe below)

7. What landmarks would you choose to define the boundaries of this community?_____

Directions: Think of five different neighbors who live closest to you in your apartment complex or on your block and answer the questions below with them in mind.

1. How many of the five neighbors have you spoken to in person in the past year?

0 1 2 3 4 5

2. How many of the five neighbors have you spoken to on the phone in the past year?

0 1 2 3 4 5

3. How many of these neighbors (first or last names) do you know?

0 1 2 3 4 5

4. In the past year, how many of your neighbors' homes have you been in?

0 1 2 3 4 5

5. Would you recognize a police officer who patrols your community?

Yes No

If yes, do you know his or her first name?

Yes No

6. Does your neighborhood have a community watch group?

Yes No Not sure

If yes, do you participate in this group?

Yes No

7. Does this community have any other sort of community-run association (block association, homeowner or tenant association)?

Yes No Not sure

Directions: Please circle your answer to the question or statement.

1. If there is a problem around here, does the community get together to deal with it?

Strongly Agree Agree Disagree Strongly Disagree

2. This is a close-knit community.

Strongly Agree Agree Disagree Strongly Disagree

3. When you get right down to it, no one in this community cares much about what happens to me.

Strongly Agree Agree Disagree Strongly Disagree

4. If I had an emergency, even people I don't know will help me.

Strongly Agree Agree Disagree Strongly Disagree

5. There are adults in this community who children can look up to.

Strongly Agree Agree Disagree Strongly Disagree

6. People living here are willing to accept people from different racial and ethnic groups as neighbors.

Strongly Agree Agree Disagree Strongly Disagree

7. This is a good community for raising children.

Strongly Agree Agree Disagree Strongly Disagree

8. People in this community generally don't get along with each other.

Strongly Agree Agree Disagree Strongly Disagree

9. People around here are generally willing to help their neighbors.

Strongly Agree Agree Disagree Strongly Disagree

10. If I called a city/town office with a complaint, I would likely get a quick response.

Strongly Agree Agree Disagree Strongly Disagree

11. If something happens that affects my community, I usually find out about it right away.

Strongly Agree Agree Disagree Strongly Disagree

12. People in this community can be trusted.

Strongly Agree Agree Disagree Strongly Disagree

13. I wish I had more contact with people in my community.

Strongly Agree Agree Disagree Strongly Disagree

14. I feel I have little or nothing in common with people in my community.

Strongly Agree Agree Disagree Strongly Disagree

15. It is hard to make good friends here.

Strongly Agree Agree Disagree Strongly Disagree

16. Most people living here are honest.

Strongly Agree Agree Disagree Strongly Disagree

17. I seldom feel lonely here.

Strongly Agree Agree Disagree Strongly Disagree

18. I do not feel safe in this community.

Strongly Agree Agree Disagree Strongly Disagree

19. Television is my primary form of entertainment.

Strongly Agree Agree Disagree Strongly Disagree

20. I often put on my TV out of habit and don't really watch it.

Strongly Agree Agree Disagree Strongly Disagree

21. The people in this community do not have very much in common.

Strongly Agree Agree Disagree Strongly Disagree

22. I spend a lot of time visiting with friends.

Strongly Agree Agree Disagree Strongly Disagree

23. We have community leaders you can trust.

Strongly Agree Agree Disagree Strongly Disagree

24. If a group of community children were skipping school or hanging out on a street corner, how likely is it that your neighbors would do anything about it?

Very Likely Likely Unlikely Very Unlikely

25. If a child was showing disrespect for an adult, how likely is it that people in your community would scold the child?

Very Likely Likely Unlikely Very Unlikely

26. Suppose that because of budget cuts the fire house that is closest to your home was going to be closed down. How likely is it that people would organize to try to do something to keep the fire house open?

Very Likely Likely Unlikely Very Unlikely

27. If public officials asked everyone to use less water because of a water shortage, how likely is it that people in your community would use less water?

Very Likely Likely Unlikely Very Unlikely

28. Overall, how much impact do you think people like you can have in making your community a better place to live?

No impact at all A small impact

A moderate impact A big impact

29. All things considered would you say that you are...

Very happy Quite happy

Not very happy Not happy at all

II. Volunteer

Groups of Rockaway Teens

Directions: Please look at the table on the opposite page. First, read over the list of groups. For each group, put a check on the line if you are a member of the group. Then think about the past year and circle Yes “Y” or No “N” for the seven questions for that group (Have you gone to a meeting, have you been in other activities, have you done activities in the community, donated money to the group, volunteered with the group, and do you have friends in the group?)

Group Names	Gone	Been in other	Done active-ties in	Donated	Volunt-	Do you have friends
___ A sports club, league, or team	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
___ A musical, dancing, or theatre group.	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
___ Any other hobby, if so, please name:	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
___ A youth organization (like the scouts or Boys and Girl’s Clubs	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
___ A women’s (all female) or a men’s (male only) group.	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N

___ A charity.	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
___ A church group.	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
___ A writing/poetry, art, or study group.	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
___ A self-help or support group for people with specific illnesses, handicaps, or addictions for your family.	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
___ Any other club or assoc.? please name:	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N

Directions: If you are a “member” and checked one group, write in your most important group and answer the questions below.

1. On average, how many hours a month do you participate in this group's activities? _____ hours

2. To what extent would you say you participate in this group's decision making?

Very large extent A large extent

A small extent A very small extent

3. Does this group ever do anything to try and solve local community problems?

Yes No Not sure

4. Does this group ever do any other charitable work?

Yes No Not sure

5. Has this group ever taken political stands or engaged in political organizing or campaigning?

Yes No Not sure

Directions: Think about the members of this group and answer these questions:

1. Would you say that most of them are from the same neighborhood?

Yes No Not sure

2. Are they mostly the same race or ethnicity?

Yes No Not sure

3. Do they mostly have the same educational background?

Yes No Not sure

4. Are they mostly one gender?

Yes No Not sure

5. Are you a member of, or have you donated any money to, a local or a national organization that represents your opinion or interests?

Yes No Not sure

Directions: Please circle the answers to these two questions.

1. In the last year have you done any volunteer work that you haven't already told me about? Yes No Not sure

2. In a typical month, how many hours of unpaid volunteer work would you say you do?

1-3 hours 4-6 hours 7-10 hours 10+ hours

III. Politics and Rockaway Teens

Directions: Please circle your answer to the questions below.

1. When you get together with friends, would you say you discuss political matters?

Frequently Occasionally Rarely Almost never

2. Will you vote when you become of age?

Yes

No

Not sure

3. How important is the opportunity to vote?

Very Important

Somewhat Important

Important

Not Important

4. How much of the time do you think you can trust the national government to do what is right?

Just about always

Most of the time

Hardly ever

Never

5. How about your local police; how much of the time do you think you can trust the local police to do what is right?

Just about always

Most of the time

Hardly ever

Never

6. Would you say that most of the time people try to be helpful or do you think that they are mostly looking out for themselves?

I agree, people would try to be helpful

I agree, people are mostly looking out for themselves

7. Do you think that people would try to take advantage of you if they got the chance or would they try to be fair?

I agree, people would try to take advantage of me

I agree, people would try and be fair

8. What do you consider to be the most important reason there are people in this country that live in poverty:

Because they are unlucky

Because of laziness and lack of power

Because there is injustice

Because poverty is inevitable

IV. Family and Rockaway Teens

Directions: Please circle your answer to the questions below.

1. Is one or both of your parents still living?

Yes

No

Not sure

2. Does your (mother, father, mother or father) live in the Rockaways?

Yes

No

Not sure

3. Do you see (mother, father, mother or father) at least once a week?

Yes

No

Not sure

4. Do you talk on the phone, text, or write to your (mother, father, mother or father) at least once a week?

Yes

No

Not sure

5. Think about your overall relationship with your (mother, father, mother or father).

Would you say you are?

Very close

Close

Less than close

Distant

Directions: Place an 'X' on the line if you help your parents in the following ways.

..... Help out when someone is ill.

..... Do errands, shop, cook, or do other everyday household chores.

..... Help out with money.

Directions: Place an 'X' on the line if your parents help you out in the following ways.

..... Help out when someone is ill.

..... Do errands, shop, cook, or do other everyday household chores.

..... Help out with money.

Directions: Fill in the answer to the following questions.

6. How many living brothers and sisters do you have?

_____ brothers_____ sisters

7. Do they live in the neighborhood?

Yes

No

Not sure

8. How many of them do you feel close to?_____

9. Besides your parents, siblings, and children, how many other relatives do you have that you feel close to?_____

10. Of these close relatives, how many live in your community?_____

11. How many of these relatives do you see at least once a month?_____

12. How many of these relatives do you correspond with, either by letter, telephone, a few times a year?_____

13. How many close friends (these are people that you feel at ease with, can talk to about private matters, and can call on for help) do you have?_____

14. How many of these friends live in the Rockaways?_____

15. How many of your close friends do you [text message, IM, hit up on Myspace, or call on the phone] a few times a year?_____

16. Would you say that all of your friends...

Know each other

That most of them know each other

That some of them know each other

Few of them do

17. Do you have any personal friends that you would describe as community leaders?

Yes

No

Not sure

18. If you were looking for work, how willing do you think your friends would be to give you job leads?

Very willing

Somewhat willing

Only a little willing

Not willing at all

19. How helpful do you think these leads from friends would be?

Very helpful

Somewhat helpful

Only a little helpful

Not helpful at all

20. How willing are your friends to give you advice on finances or business?

Very willing

Somewhat willing

Only a little willing

Not willing at all

21. How helpful is their advice?

Very helpful

Somewhat helpful

Only a little helpful

Not helpful at all

22. Of the people you count as good friends, how many do you get together with that are a different race or ethnicity than you? _____

23. Thinking now of the closest friends you have of a different race or ethnicity, how do you know this person?

Through work

Through mutual friends

Family members

Community members

V. Personal Support, Civic Activities, and Trust of Rockaway Teens

Directions: Please fill in or circle the answer to the following questions.

1. Can you count on anyone to provide you with emotional support?

Yes

No

2. Is there someone you could talk problems over with when you have a difficult decision?

Yes

No

3. In the past year, who has been most helpful in providing you with emotional support?

Parents

Siblings

Friend

Church

Teacher

Other_____

4. When you need extra money, can you count on anyone to help you?

Yes

No

5. In the past year, who has been most helpful in offering you financial assistance?

Parents

Siblings

Friend

Church

Teacher

Other_____

6. How many times in the past year have you gone to the movies?

Once a week Once a month Twice a month
Every 2- 3 months Never

7. How many times in the past year have you attended any public meeting at which a local issue was discussed?

Once Twice Three Times Other _____

8. How many times in the past year have you gone bowling?

Once a week Once a month Twice a month
Every 2- 3 months Never

9. How many times in the past year have you played cards with others?

Once a week Once a month Twice a month
Every 2- 3 months Never

10. How many times in the past year have you gone to a club meeting?

Once a week Once a month Twice a month
Every 2- 3 months Never

11. How many times in the past year have you gone to a health club or exercise class?

Daily Weekly Monthly Never

12. How many times in the past year have you entertained people in your home?

Once Twice Three Times Other _____

13. How many times in the past year have you used the Internet?

Daily Weekly Monthly Never

14. How many times in the past year have you gone to an art museum or place that displays artwork?

Once a week Once a month Twice a month

Every 2- 3 months Never

15. How many times in the past year have you gone to a science, natural history, or history museum?

Once a week Once a month Twice a month

Every 2- 3 months Never

16. How many times in the past year have you heard live music at a concert, club, or theatre?

Daily Weekly Monthly Never

17. How many times in the past year have you played a team sport?

Once a week Once a month Twice a month

Every 2- 3 months Never

18. How many times in the past year have you gone to the library?

Daily Weekly Monthly Never

19. How many times in the past year have you gone to visit relatives in person or had them visit you?

Once a week Once a month Twice a month
Every 2- 3 months Never

20. How many times in the past year have you hung out with friends at a park, shopping mall, or other public place?

Once a week Once a month Twice a month
Every 2- 3 month Never

21. How many times in the past year have you been to church?

Once a week Once a month Twice a month
Every 2- 3 month Never

22. How many times in the past year have you socialized with friends outside of school?_____

23. Do you go to school full time? Yes No

24. On a typical day, how long does it take to get to school? ____ minutes ____hours

25. How many people at your school do you know by name?_____

26. How many of these people are close friends of yours?_____

27. There are a number of ways people hear about schools such as from other people, from family members, and from teachers. Can you tell me how you found out about your current school?_____

28. How many teachers have you had regular dealings with/met regularly?_____

29. The teachers are good at their job.

Strongly Agree Agree Disagree Strongly Disagree

30. They know what they are doing.

Strongly Agree Agree Disagree Strongly Disagree

31. They treat me with respect.

Strongly Agree Agree Disagree Strongly Disagree

32. They treat other students with respect.

Strongly Agree Agree Disagree Strongly Disagree

You made it to the end!

Thank you so much for completing this survey.

Jamila Walida Simon,

Cornell University,

Department of Natural Resources

Queens Library for Teens 4-H Science Club Group A

Focus Group Transcript #1

Thursday, July 17, 2008

Time: 12:30 pm

Duration: 33 minutes

3 females (referred to as I, J, K) and 3 males (referred to as T,U,V)

Red italicized text denotes a student talking (which is referenced above) and black italicized text denotes my commentary as the moderator.

[T: Why it got to be turned this way?]

I am only recording; I am only recording the voices, the voices that is why the lens is on the camera. Ummm...so that just so that you guys know; today, is July 17th it's a Thursday, it's a little bit after 12:30 pm and I am working with a group of six young people from the ages of 17 - 18 years. So let's start with ummm, the definition for social capital and let's break each word up and define it. Social refers or relates to humans or people; so any interaction between people would be defined as social. And these interactions can either be formal or informal. So, a formal interaction would include an interview or it could be informal so just sitting down and talking with people. Or people at school, sitting down and talking with people in SYEP, afterschool, or any other youth program. So when we think of capital we tend to think of money, funds, or financial capital. In this case, capital refers to some sort of value and capital can also be invested. So, together the words social capital or the phrase/term means the value found in friendships and networks the results can be

individual; so benefits for yourself or collective so for a particular group. If I interact with my neighbors then in return they look out for my car so that my car does not get towed. If I was to just leave my car downstairs in my apartment complex I might get towed. But because I have what I consider to be good neighbors, I look out for them and they look out for me. They look out to make sure that my car does not get towed when it's parked in a zone that says, "Please do not park here". The same way that if I invest in a friendship; I benefit from having friends, I benefit from having those friends so social capital can be thought of as the glue that really binds a particular community. Because it's made up of trust, it's made up of socializing, friendships, and giving back. So you might have seen social capital in action when a group of neighbors keeps an eye on each other's homes when they go on vacation. When they baby-sit and look after each other's children. Or when someone in your neighborhood looks out for your bike when you go in the store. So, if you have ever seen someone place their bike on the sidewalk and not really have too much regard for someone else riding off with their bike they probably have some level of social capital. Or they just have the belief that nothing is going to happen to their property. Another example is when someone on your sports team comes by to check on you after you've missed a game or after you have missed practice. So, that person trusts enough in you that you would have made it but for whatever reason you didn't make it so they have enough of a relationship with you so that they would call you and say "what's going on" or "hey you're late". You know we are starting this meeting or we are going here and there...so that's social capital; another form of social capital. Capital again can be found in friendship networks, in neighborhoods, churches, schools, youth groups, and so today in order for me to do my job better I need to ask you some questions and I need you guys to honestly answer. Don't worry about finding an answer that sounds good. I want you to let me know what you think and help me to understand what social

capital means to you. The questions you answered in the survey are designed to get at what social scientists mean by social capital. Your experience is very valuable and I am going to ask you a series of questions that will require you to dig pretty deep. So, if you are interested you are officially my junior researchers and we are going to get started.

There are a few different pieces that make up social capital. I am going to give you a definition for each piece and explain the results from the survey and I'd like you to think about your responses and let me know if there were things that were omitted from the question. Or if the question were asked differently if you would have responded differently.

Social trust:

So, social trust the questions that you guys answered included questions like: how much do you trust others: so people within your neighborhood; the police, teachers, elected officials, store owners, neighbors, friends, or family. So, how willing are people to help you when you are in need that is one of the questions you guys answered. Or when you appear to be doing something wrong; how willing are people to intercede on your behalf? How willing are people to share what they have learned; in a given situation when you need help?

So, I'll tell you what your results were: your results revealed really low levels of social trust. You guys don't really trust (laughter by all) people in your community a whole lot. And you answered that you strongly disagree that people in this community can be trusted. Ummm, you disagreed that most people living in your neighborhood are honest. And for the most part, everybody answered that you strongly agree that the police cannot be trusted under any circumstances.

T: Were these answers all combined?

Mmmhum, the answers were combined; it was combined for everybody. So I want to know if these results were accurate. Is it true that you guys have low levels of social trust?

U: Yeah,

Y: sometimes yeah.

T: Not really, because I grew up in my neighborhood so I trust most people living there but not everyone of course. I do trust some people in my neighborhood.

So, some of you guys feel like yeah...you don't really trust everybody and maybe there are a few people that you do trust.

I: Yea....

K: Yeah.... some not everybody.

K: Yeah, well I will say that like in DR (Dominican Republic) I trust almost everybody but here not really because I don't really know everybody.

J: And I agree, I hardly know people around the neighborhood.

Okay, do you agree that you have low levels of trust?

T: No, I don't.

I: Sometimes...

J: No.

V: You are naive.

T: You can't really answer.

So, if not please explain. So if you don't have a low level of trust please explain. One example was that this isn't your country and so you don't necessarily trust everybody and so what's another reason for why you might have low levels of trust?

J: Like you have been knowing them from like little say two years, a year, months, and I think that depends but I think that makes a difference.

T: I think that ummm, people have to prove that you can be trusting of them. You can't just give anyone your trust because they could do whatever they want in order to bring you down. with your trust but once you trust them fully now they can now do whatever they want in order to bring you down. I think that trust is a valuable thing.

How do you I mean how long does it take to build trust?

T: Years

U: I mean it takes a while depending on the person.

J and K: Yeah.

U: If they are both people who you can trust then it won't take that long. If it takes a while, it takes a while.

So, if they are the police, or your family or your neighbors you don't automatically trust them?

T: No, it not that

J: I trust my family...

V: I don't really trust my family.

K: I trust my family; I think, I mean I trust my family to an extent.

V: I have a lot of family I don't trust.

U: If like I was to tell something to my mom at the end the whole house knows. I trust that things are going to stay in the house, not outside of the house. So, I mean do I trust my family to keep stuff inside the house, yes, do I trust the things that I tell my brother; no.

K: Well, I think it depends on like the relationship between those two people and if you have a good relationship with your family you are going to trust that person.

I: Not really, because I really trust my family but I have been telling something to my grandfather and my mom already knows about it...(laugh)...and I don't know how. I think he told my grandmother and my grandmother told my mom and I'm like okay it was a secret.

U: My whole thing with like trust is like that everyone trusts somebody; so I don't trust anyone. Everybody has a best friend that they tell some things and everyone has a friend that they tell something and so I think that since everyone trusts someone you can't trust anybody.

T: Plus trust takes years to build. Like I said, it takes years to build trust, its not a monthly thing like; you can't just time it and say I'm gonna trust you. Because you really don't know, you really can't tell until you have been through things with that person and you actually know, witnessed things, and actually seen them in action...saying oh I can tell I can trust you by just looking at them is not true because looks can be deceiving.

So, does everyone trust at least two other people in this group?

I: At least two?

K: At least two?

M: Yeah.

T: At least two with what?

J: Three

I: Yeah!

K: Of course!

T: It depends on what?

Just overall...

T: No, I don't think so.

At least two people you trust?

K: Yea...

What about you? No?

Are there other questions that should have been asked that could have measured your level of trust more accurately? (Pregnant pause) So should I just ask specifically about family? Were there things that should have been omitted? Do you think your level of trust would have been accurately measured?

U: I think like trust is trust like no matter if you can trust someone with a secret or with your life to me that's like - no matter how many times you break it down like it boils down to trust. So like no matter what I can say I can trust someone to hold my

pen and at the same time can I say that I can trust someone with my life - it's the same thing. Your life is in their hands...

T: It depends...but I think the question was too broad in general. I think you need to pinpoint on something like oh, there are people I trust with different things. I don't trust everyone with things that happen with me in my life...

J: Yeah

T: Like one thing I might tell someone about my life and the other thing I might trust them more and tell them more. So, it should be more specific.

J: Aaaaahhhhhh, that's true

U: Is that really trust because if you like trust a person differently that's not really trust that's just one aspect of it. That's not do you fully trust someone and do you tell them every last thing and if not then that's not completely trust.

J: In a relationship well it depends on...

U: Nah, I'm just saying...that

T: Wow!

So, are you saying that we should be talking about different levels of trust?

U: I think that I mean trust is kind of like one big thing and you kind of like break it down. So it will never be fully trust that's just one intimate aspect of it because there is a person who you could say; oh I could tell this person something but I could tell this person something more - that's still trust. You can't tell that person more things that's fully and

T: Yeah but do you fully trust anyone? Cuz, you can tell ; say your parents you tell them a lot about your life but you are not going to tell them every single aspect that happens in your life because you don't feel that you can trust them and you feel like they are not ready to hear that...

I: ...And they judge you

K: It's true

J: That is true, all the time

T: And so you can't trust in anybody fully...

I: And it does happen all the time.

U: So...can you trust anybody fully?

T: And parents are the most judgmental!

J: You cannot trust in anybody

T: And, if I - there are certain things that I would tell my parent that I would not tell my friend and there are certain things that I would tell my friend that I would not tell my parents. It's just that - I asked you to be more specific because you can't compare them to each other.

Pregnant pause and laughter - so what people in the community do you trust (more laughter)?

J: In the community?

K: What you mean?

So, what / who do you trust?

K: Family, right?

I: Friends...

Family and close friends?

J: Some of my teachers

I: Yeah some teachers

T: I don't really have like close friends that live in my community so...

What did you say?

T: I said I don't really hang out with people from my community so...

J: My cousins

Okay, so who do you trust

T: Family.

So if I ask you particular questions about your family do you think that would get at your true level of trust?

J: Yeah

U: What do you mean?

So, questions about the relationships you have with your family and the trust you have in your family - do you think that would more accurately represent your level of trust vs. asking you about specific people in your community?

Pregnant pause, okay so let's move on to civic leadership.

Civic leadership:

Some of the questions I asked about civic leadership include: would you be considered a leader? Are there adults in your neighborhood who are good role models? Do you take time to get involved in pressing issues in your neighborhood? Is it likely that you would contact local officials when there are problems? Do you gather with other residents and create petitions when necessary or write to elected officials?

And your results revealed that you have mixed feelings about decision making, mixed feelings about signing petitions, voting, taking a stand on an issue, working on a community project, and that your local or elected officials may not actually do their job.

I: I don't really know who they are...

So, are these results accurate?

I: Yeah.

J: Yeah.

K: Yea.

V: Yes.

T: No.

U: Sort of kind of because I think I mean I don't think because I think rather than being hesitant to do these things I think I need to be more knowledgeable about like I don't think, I don't think, well me I am really not like interested in contacting my

elected official I am like more interested in how can I? If I don't know how to then why would I? I think that's mainly it.

So again do you guys have mixed feelings about civic leadership? So, do you have mixed feelings about elected officials and those who hold positions.

U: Kind of...

T: Like, like, police officers

Legislators

J: I don't even have a clue over here...

Everyone talking at once

K: I don't know anybody working in my community.

T: But with police officers I think that I could trust the police because like there is a station and every community has their own station and like police / police department whatever I think like I could put trust in them that they are doing their job and that they try and maintain order.

U: I think that anyone that is in a position of power only because it goes to their head sometimes and they tend to overact and to kind of act unprofessionally sometimes and since that person is in power they try and get away with things and that's why I have mixed feelings with legislators or those hired because if you take your job too seriously they tend to hurt themselves and others. They take their job too seriously.

So, do you think that if you knew who your elected officials were and spoke to them or ummm you wrote to them and put together a petition that ummm that would help to balance out their power if you asked them to specifically do things?

U: Ummm, I think so if it is enough people...

I: Yeah

U: If there are enough people saying that this is what it needs to happen I think that at the same time they try and run it and so you can get 10,000 signatures and they could be like no - I am still not going to change BUT if there is enough pressure put on him or her it may change.

So you said maybe?

Pause- I: Yeah (laughing)

So how many people are not really sure about what the process is and how you hold officials accountable? Is anybody aware of how you hold officials accountable to actually what their job is...?

U: No.

K: Oh, no.

I: But no.

Also are there other questions that I could have asked that would help me to better understand what it is that civic leadership mean to you?

K: I want to know how we let those people in?

I: We do, we vote and every two years we let people in.

K: Like in every city?

I: Yeah, in like every district... because the land, the land is like divided into...

Garbled talk

So do you guys think you would have a different perspective after you were able to vote or do you think it makes a difference what your age is and what you know?

U: Oh no. I think it's all about yourself and your awareness and so, if you are knowledgeable about the issue.

I: It depends who you are. It depends who you are.

J: It depends on my age because at my age I am not worried about those issues.

U: I know kids who are 14 and they are very aware...about who they are

I: That's exactly right, so it depends who you are.

J: Okay, so who you are.

U: Okay I don't think it has to do with age.

T: There is no barrier with age; because when I was young I was worried about elections and I was very political.

I: Exactly it depends on who you are.

U: It also depends on how you were raised because if you were raised in a household with political awareness and your parents always speak their mind then

V: Yea.

Ummm so let me just back track a little bit and ask you guys do you think I should have asked more information about your family and their sort of take on civic leadership and then your take and then that would have been more accurate to find

out your thoughts about civic leadership?

I: Yes

U: Yes

T: That would have been controversial because my mom and I don't share the same beliefs so it would have been controversial.

U: I think that it would have been accurate because everyone's family is like a stepping-stone to who they are or who they want to be...

J: Yeah but, the Dominican process of elections...are like blah blah blah

K: But my family they don't really care about the community here because they was born here

I: There

K: Yeah there and so they are like they wanna go back there and so they don't really care

So if I asked you particular questions about your family and how they think about civic leadership I would have got to a better understanding of what you think about civic leadership?

Maybe, okay.

I: Okay

U: I think it also shows the relationship with your family. You would probably tend to agree more with what they say. If you tend to argue more with your family then you might argue with even that- with the household.

T: I disagree I think you can have a really strong bond with your family and not agree with every single thing.

U: I'm just saying that you can have a strong bond but you can tend to agree but if you tend to argue, argue, argue, and head butt then it might be that way for everything else.

J: Anyway you share the same beliefs.

T: I disagree. I have a very strong bond with my mother and there is a lot of things that I don't agree with and then there is going to be an argument and I will tell her that I don't agree.

I: Yeah, but you still have to respect, you know you are not always right.

U: you may agree on some situations I am not saying that everything you will agree on but I think that if she says the sky is green okay the sky is green I am talking about issues that may affect you and I think that depends on the relationship you have with one another.

T: I still disagree.

I: You always disagree with everybody.

Laughter

I: You are a debater and you should be in politics

U: Oh lord.

Informal socializing:

Okay, the next dimension is informal socializing and that chronicles how often do you

informally meet with others (that includes family, friends, co-workers, the time you spend in and out of school, and in afterschool programs).

You responded that people are really important to you. You guys had medium high levels of social interaction especially outside of school. You interact with friends and family more than once a week,

J: All the time.

You entertain people in your home, and are entertained at your friend's home and or the mall. Are these results accurate?

I: Yes

J: Yes

K: Yes!

T: Yeah

U: Yes

J: Perfect!

Okay, so let's move on...

Diversity of friendships:

So I asked you guys a few questions that all lead to the same thing - are your friends from different racial or ethnic backgrounds than yourself?

Your results revealed that your friends are mostly from the same racial or ethnic background as yourself. Is that true? Do you surround only yourself with people who

are like you? If so, why?

J: Kind of

U: Not really

T: No

U: It depends...

J: Yes,

I: Close, close friends...

J: Close friends

K: Yeah

J: But like first, I have friends from all different places

So I should have asked you guys about your close friends and then your regular friends

I and J: Yeah

K: Or people you know...

What's the difference between a friend and somebody you know?

I: You can trust a friend but you can't trust someone you know.

V: Yeah, someone you know you can't trust them.

U: I know a lot of people but that doesn't mean I trust a lot of people.

I: Exactly!

So, your close friends are definitely people who you can trust?

U: Mmmmmhumm

T: No, not for me because my close friends are not the same racial background as me. My close friends are Asian and White; like it depends.

I: I think it depends on your neighborhood and your school.

J: Maybe who you hang out with...

K: Yeah who you hang out with...

J: It depends on your perspective and point of view.

T: I agree it depends on your neighborhood.

Okay.

T: Like the neighborhood and school you go to because for me like my close friends are out of school and they were [involved in] programs that I went to way back when and we just kept in touch and stuff.

Okay.

Alright so there are two more dimensions left and the next dimension is associational involvement and that talks about what groups you actually belong to like...

Associational involvement:

What major groups do you belong to? How often do these groups meet? What are the goals of these groups?

Your results revealed that there are two major groups that you belong to; sport teams

and youth organizations or some sort of youth organization. Is that true?

I: J:K:V:U: Yes, in unison

Do you mostly participate in sports and youth programs?

U: So, sports and what?

So either sports only, sports and youth, or youth by themselves?

T: What do you mean by youth?

I: So like what we are doing now. Like this project.

Okay, okay, it depends

You like my pen?

If so, why do you participate? If so, so why do you participate in only those two types of programs - sports only or youth only programs?

U: I think it, I think, it is all about the person's interests if they are drawn to sports, or all about working with youth. You know I think that in my own opinion that however I have not been in sports youth groups and it's to keep them busy and I have seen how other groups try to tackle issues and I could be wrong but there are groups that tackle issues and they saw that by sports.

So, is it important to tackle different issues?

I: Yes.

V: Yes.

J: Yes.

T: Yes.

U: Yeah

And why so?

U: Because there are issues that affect you, and because there are issues that affect the community and in the end they affect you so that's why it is important to tackle issues.

T: I was going to say if you have a voice use it, if you have opinions address it, and you can't wait for someone else to say it because they might not say it. In your community or in anything that you do, it will benefit.

So do you guys attend programs based on how much you can give back to the community or?

U: What do you mean, why so?

So do you guys only sign up for programs where you can tackle different issues, how do you decide on a program?

U: I would say by - this may sound a little selfish but what can this program do for me?

T: It's based on interests.

J: It's based on interests. If you want to give back to your community or help.

T: I would most likely join a debate team or a political party or something

I: You should you are really good at that...

T: The topic

Giving and volunteering

So, that last dimension of social capital that we looked at is giving and volunteering.

So, you guys answered questions that included -

Do these groups provide opportunities to help others? Do you raise funds to help others who are less fortunate? Do you complete projects that will impact the lives of others?

You responded that the groups you belong to do not provide opportunities to help and/or you don't work on projects that impact the lives of others.

J: That's wrong.

K: That's wrong.

I: That's not true.

T: That's definitely not true.

U: I help out and volunteer with the youth and that's helping out and I don't get paid for it and the other group I work with I get paid for.

T: Wait are you talking about being paid for a specific project? or in general?

No, in general... so everybody agreed that that's not true.

I: J: K: T: U: V: Yes in unison.

So what sort of opportunities do you have to help other people?

J: We reach out to the homeless and try to provide them with things they need like toiletries and things like that. All the problems that communities face.

V: I actually saw a honest homeless guy and his sign said he needed money for beer and I ...

U: I think ummm that its like we use our creativity to help out young people and do it like that another way.

Okay do you guys work on other projects that impact the lives of others?

I: J: K: T: U: V: Yes in unison.

J: This project is a perfect example.

Thank you that concludes our focus group, thank you for your open and honest opinions even when you agreed and disagreed I appreciate your openness and honesty and I will get back to you guys with a transcript so that everything is written out about what you said.

J: Okay!

Queens Library for Teens 4-H Science Club Group B

Focus Group Transcript #2

November 3, 2008

Time: 2:00 pm

Duration: 28minutes

3 females (referred to as A, B, C) and 2 males (referred to as D, E)

Red italicized text denotes a student talking (which are referenced above) and black italicized text denotes my commentary as the moderator.

Today, is November 3, 2008, it's a Monday; the day before the historic election actually and it's a little bit after 2:05 pm and I am working with a group of five young people. So let's start with ummm, the definition for social capital and let's break each word up and define it. Social refers or relates to humans or people; so any interaction between people would be defined as social. And these interactions can either be formal or informal. So, a formal interaction would include an interview or it could be informal so just sitting down and talking with people. Or people at school, sitting down and talking with people in SYEP, afterschool, or any other youth program. So when we think of capital we tend to think of money, funds, or financial capital. In this case, capital refers to some sort of value and capital can also be invested. So, together the words social capital or the phrase/term means the value found in friendships and networks the results can be individual; so benefits for yourself or collective so for a particular group. If I interact with my neighbors then in return they look out for my car so that my car does not get towed. If I was to just leave my car downstairs in my apartment complex I might get towed. But because I use my

social capital I have developed relationships with my neighbors and so I look out for them and they look out for me. They look out to make sure that my car does not get towed when it's parked in a zone that says, "Please do not park here". The same way that if I invest in a friendship; I benefit from having friends, I benefit from having those friends so social capital can be thought of as the glue that really binds a particular community. Because it's made up of trust, it's made up of socializing, friendships, and giving back. So you might have seen social capital in action when a group of neighbors keeps an eye on each other's homes or apartments when they go on vacation. When they baby-sit and look after each other's children. Or when someone in your neighborhood looks out for your bike when you go in the store. Or if in theory no one is actually watching your bike but the people in the neighborhood look out for each other. So, if you have ever seen someone place their bike on the sidewalk and not really have too much regard for someone else riding off with their bike they probably have some level of social capital. Or they just have the belief that nothing is going to happen to their property. Another example is when someone on your sports team comes by to check on you after you've missed a game or after you have missed practice. So, that person trusts enough in you that you would have made it but for whatever reason you didn't make it so they have enough of a relationship with you so that they would call you and say "what's going on" or "hey you're late". You know we are starting this meeting or we are going here and there...so that's social capital; another form of social capital. Capital again can be found in friendship networks, in neighborhoods, churches, schools, youth groups, and so today in order for me to do my job better I need to ask you some questions about what we did this past summer and I need you to be brutally honest. Don't worry about finding an answer that sounds good or that you think I want to hear. I want you to let me know what you think and help me to understand what social capital means to you. The

questions you answered in the survey I gave you at the beginning and the end of the project are designed to get at what social scientists mean by social capital. Your experience is very valuable and I am going to ask you a series of questions that will require you to dig pretty deep. So, if you are interested you are officially my junior researchers and we are going to get started.

There are a few different pieces that make up social capital. I am going to give you a definition for each piece and explain the results from the survey and I'd like you to think about your responses and let me know if there were things that were omitted from the question. Or if the question were asked differently if you would have responded differently.

Social trust:

So, social trust the questions that you guys answered included questions like: how much do you trust others: so people within your neighborhood; the police, teachers, elected officials, store owners, neighbors, friends, or family. So, how willing are people to help you when you are in need that is one of the questions you guys answered. Or when you appear to be doing something wrong; how willing are people to intercede on your behalf? How willing are people to share what they have learned; in a given situation when you need help?

So, I'll tell you what your results were: your results revealed low levels of social trust in the beginning and higher levels after we worked on the project. You guys didn't really trust people in your community a whole lot. And you answered that you strongly disagree that people in this community can be trusted. Ummm, you disagreed that most people living in your neighborhood are honest initially. And for the most part, everybody answered that you strongly agree that the police cannot be trusted under any circumstances. After the project you changed your minds and your

lack of trust in cops remained the same.

A: Well you know that our trust in cops is accurate.

B: Yeah, that's right, I don't trust popo (cops).

A: Yeah I guess that I don't really trust anyone except my friends and some of my family.

D: Me too, I only trust my people.

E: It depends I have lived here for a long time and people do stuff that makes you not want to trust them. I mean someone stole my bike from outside my apartment and I know it had to be one of my neighbors.

So, how do you two feel...was what I said true?

C: Yea....

F: Yeah...it's really hard to say. I mean I trust people as long as I can test them. So, I will tell them something and see if someone else repeats it. I guess...you can say that I don't really trust nobody. But in the program I learned that people like politicians can be tested in other ways and then you can trust them to get work done.

A: Yeah, well if you have to test someone then you aint got no trust.

Okay, do you agree that you had low levels of trust in the beginning of the project and then you had higher levels after?

All: Yeah.

Just a quick question how long does it take to build trust?

A: Your whole entire life, I mean it takes so long. But this summer it took less time than I thought because I trusted you would not come back and you did.

C: I think she means that it takes a while to build trust. Even your 'people' you don't just trust and like F said you have to trust people with little things and build up.

F: Yeah, that's what I said earlier.

E: I just think it takes too long to try and trust people so I don't do it.

So, if they are the police, or your family or your neighbors you don't automatically trust them?

A: No, and if it's the police I definitely don't trust them.

C: If it's my mom's I trust her but my pops – no.

E: I don't really trust my family.

F: I trust my family.

Are there other questions that should have been asked that could have measured your level of trust more accurately? Should I have asked specifically about your family or your friends? Were there things that should have been omitted? Do you think your level of trust would have been accurately measured?

A: I think that if you asked about my family you would have gotten different answers. You know I think of my family in a different light than I do with my neighbors. I think of my neighbors and the police in the same category.

F: I think my answer would depend on how good I felt about where I live. Right?

E: Yeah, cuz in his neighborhood everyone is new and mostly White so he doesn't

really have anything to worry about.

F: Yes, I do, White people steal too. Anyway, the point is that if I lived somewhere and knew my neighbors I might answer differently. And besides if you raise someone's awareness they can have a different opinion about things. I never thought about my neighbors or community leaders.

A: That's true

So you would prefer for me to ask people who have lived in their community for how long?

A: I don't think the time matters what does matter is that you know the people who live there.

F: Thanks she was talking to me. I think it does matter and if you live somewhere for at least a year you could know.

B: Well, maybe you might ask him a different question. But for me it took a few weeks for me to think of people as being trustworthy.

So what people in the community do you trust?

A: In the community? Well, some of my teachers, you, people who work at this library, some politicians we met, some business people we met.

C&E: Yeah and my family (unison)

B: I trust very few people it's hard to answer.

So if I ask you particular questions about your family do you think that would get at your true level of trust?

A: Maybe

F: Like we said we think it would depend but asking us like double-checking is good.

Civic leadership:

Some of the questions I asked about civic leadership include: would you be considered a leader? Are there adults in your neighborhood who are good role models? Do you take time to get involved in pressing issues in your neighborhood? Is it likely that you would contact local officials when there are problems? Do you gather with other residents and create petitions when necessary or write to elected officials?

And your results revealed that you have mixed feelings about decision making, mixed feelings about signing petitions, voting, taking a stand on an issue, working on a community project, and that your local or elected officials may not actually do their job and after the project you had a complete change of heart.

A: What matter is exposure. I think we didn't even think about voting because we are not old enough yet. I think that we didn't even think about speaking up until we had an opportunity to do so.

So, are these results accurate?

C: Yeah. I'm proud that I will be able to vote some day. I think that if I could I would vote for Obama but I can vote in the local board meeting and that means something important too.

E: Yeah, that feels good to know you can make a difference. My family look at me differently because I did something that people liked.

B: Yeah, me too I think putting together petitions when things are not right is the way

to go and that attending meetings helps you to know what's going on.

C: Yep, after the project I just looked at things differently.

A: You know it.

So again do you guys feel good about civic leadership? So, do you feel good about elected officials and those who hold positions in your community that your voice is heard?

A: Yeah, did you forget about our project Miss?

No.

D: Yeah I feel like I learned to give people the benefit of sharing my ideas.

Are there other questions that I could have asked that would help me to better understand what it is that civic leadership means to you?

E: Yeah ask me what we accomplished and that would answer your question. Better yet ask us what we are doing now?

What are you doing now?

A: We are helping on our day off to get people to vote.

B: We also run our own meetings and attend community board meetings.

E: Yeah, we doing big things.

So do you guys think you would have a different perspective after you were able to vote or do you think it makes a difference what your age is and what you know?

A: NO! I think that any of us could vote and make a case for why we should vote at

our age.

E: Yeah age is just a number Miss.

So, let me make sure I heard you I should ask what you guys are doing to put civic leadership into practice?

C: Yep

Informal socializing:

Okay, the next dimension is informal socializing and that chronicles how often do you informally meet with others (that includes family, friends, co-workers, the time you spend in and out of school, and in afterschool programs).

You responded that people are really important to you. You guys had medium high levels of social interaction especially outside of school. You interact with friends and family more than once a week, you entertain people in your home, and are entertained at your friend's home and or the mall. Are these results accurate?

A: Yes

C: Yes

B: Yes!

A: Yes, like today we are going home to entertain because we are off tomorrow. I mean out of school but we are going to volunteer.

Okay, so let's move on...

Diversity of friendships:

So I asked you guys a few questions that all lead to the same thing - are your friends

from different racial or ethnic backgrounds than yourself?

Your results revealed that your friends are mostly from the same racial or ethnic background as yourself and after the program you reported they are not. Is that true? Do you surround only yourself with people who are like you or lots of different people? If so, why?

A: Well, I think that by joining the program I got to meet lots of people. Some were like me and some were not.

E: Not really, I never really thought are my friends like me or not. You really made me think and then I got friends who were different and like things like techno (music) which I don't like.

C: Yes, that true our friendship circles expanded.

D: True...but some of you I knew before the program.

So I should have asked you guys about your close friends or your regular friends

D: Close friends cuz my regular friends don't really count they are just for show.

A: Yeah my close friends because I have associates and they are not my close friends.

What's the difference between a friend and somebody you know?

A: A close friend could be considered your family and somebody you know won't be invited to your house.

D: True dat. Hahahahahaha

C: I know people but it does not mean we are close or friends.

Alright so there are two more dimensions left and the next dimension is associational

involvement and that talks about what groups you actually belong to.

Associational involvement:

What major groups do you belong to? How often do these groups meet? What are the goals of these groups?

Your results revealed that there are two major groups that you belong to; sport teams and youth organizations Is that true?

A: C:D:E:F: Yes, in unison

Do you mostly participate in sports and youth programs?

Why do you participate? If so, so why do you participate in only those two types of programs - sports only or youth only programs?

A: I think because my Mom says so and it keeps me off the streets.

C: Yeah, because of my Moms too and that it helps me to relieve stress and meet boys.

D: Good looking, yeah, to meet girls like C.

So, is it important to tackle different issues?

A: Yes.

C: Yes.

E: Yes.

B: Yes.

Why?

A: Like our project we did it because it really did help our lives and the lives of others. Like my Mom says education should help you to improve and the project helped to improve our lives.

E: Yeah like my cousin told me to think about how many other things you can recycle and reduce waste.

C: And it is important for other people too, like people who are ignorant and don't know how much waste we produce.

So do you guys attend programs based on how much you can give back to the community?

A: Now I do.

C: No but it does help and if it is fun, that helps.

E: Yea.

So do you guys only sign up for programs where you can tackle different issues, how do you decide on a program?

E: Cute girls?

A: He's stupid, no I decide by how much I can learn.

C: Yeah, partly boys and the other part learning when you don't even know it.

Giving and volunteering

So, the last dimension of social capital that we looked at is giving and volunteering.

So, you guys answered questions that included -

Do these groups provide opportunities to help others? Do you raise funds to help others who are less fortunate? Do you complete projects that will impact the lives of others?

You responded that the groups you belong to do provide opportunities to help and/or you do work on projects that impact the lives of others.

A: Yes, we do and we still do.

E: That's right and I think I decide on what I am going to do by how I help others

A: That's not true because he said he might not make it to our community service tomorrow.

E: That's not true.

C: Yeah, we stayed with the project because we got to help others.

So what sort of opportunities do you have to help other people?

A: We said that we are going to help senior citizens to get to the polls by telling them where their local polling place is and by giving our Metrocards for them to get there.

C: Actually we are also giving up our day off to help others every chance we get.

E: Does our summer project count?

Yes.

E: So, we did a project that helped a business and a community and now they give money to our program so we helped ourselves twice.

Okay do you guys work on other projects that impact the lives of others?

Thank you that concludes our focus group, thank you for your open and honest opinions even when you agreed, disagreed, laughed and joked and I appreciate your openness and honesty and I will get back to you guys with a transcript so that everything is written out about what you said.

A: Okay, so now are we done so we can really talk?

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