

Introductions Via Chat Box

1. Name
2. Organization
3. Location/City
4. What brought you here today?

Please mute your audio when you are not speaking.



HOW TO TALK ABOUT SOCIAL CAPITAL: LESSONS FROM THE FIELD

Webinar
April 5, 2022



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A PROJECT OF THE
BILL & MELINDA GATES FOUNDATION

TODAY'S AGENDA

1. Welcome
2. Messaging Guide Overview
3. Chapter 1: Audience Insights
4. Chapter 2: Connection Messages
5. Chapter 3: Show, Don't Tell



Credit: Annabelle Armstrong – Temple

Today's Speakers



Jacklyn Altuna Willard
Bill & Melinda Gates Foundation



Tay Cabuloy
Climb Hire



Brittany Cannady
Advance CTE



Carolyn Laub
Wonder



Nitzan Pelman
Climb Hire



Emelene Peralta
Climb Hire



Robert Pérez
Wonder

Voices from the Field

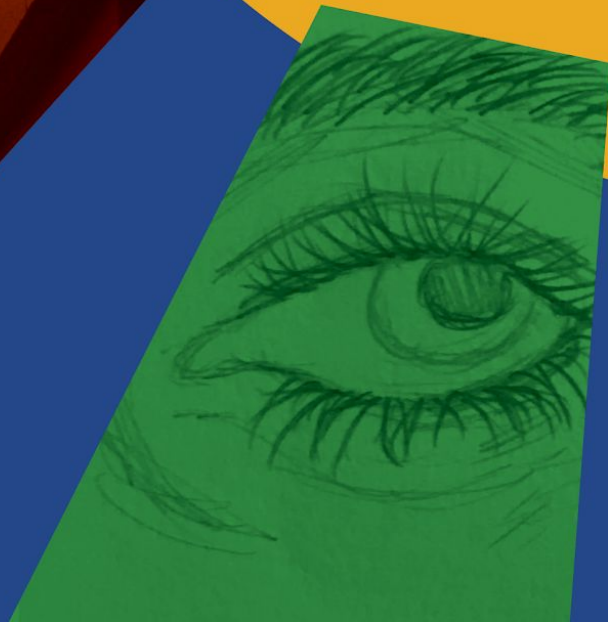
Advance CTE: State Leaders Connecting Learning to Work, first established in 1920, is the longest-standing national non-profit that represents State CTE Directors and state leaders responsible for secondary, postsecondary and adult Career Technical Education (CTE) across all 50 states, the District of Columbia and U.S. territories.

Voices from the Field

Climb Hire

- Our goal is to create **economic opportunity and mobility**. Social capital is the essence of our model.
- We **train diverse and determined working adults** for entry-level jobs in corporate America with 250+ hours of rigorous preparation.
- **85% of Climbers have secured jobs** increasing their income 2-3x within 6 months of graduation
- Average salary coming into Climb Hire is \$27k vs **average salary in new middle class job is \$66k.**
- **Climb Hire is a community** not a class. We don't look like your average boot camp training program.

Messaging Guide Overview



Fostering Connections and Professional Networks

How to Talk about Social Capital: Messaging Insights and Recommendations

Version 2.0

March 2022



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Overview

Why a messaging guide?

- To share messaging best practices to increase support for social capital

Who is the guide for?

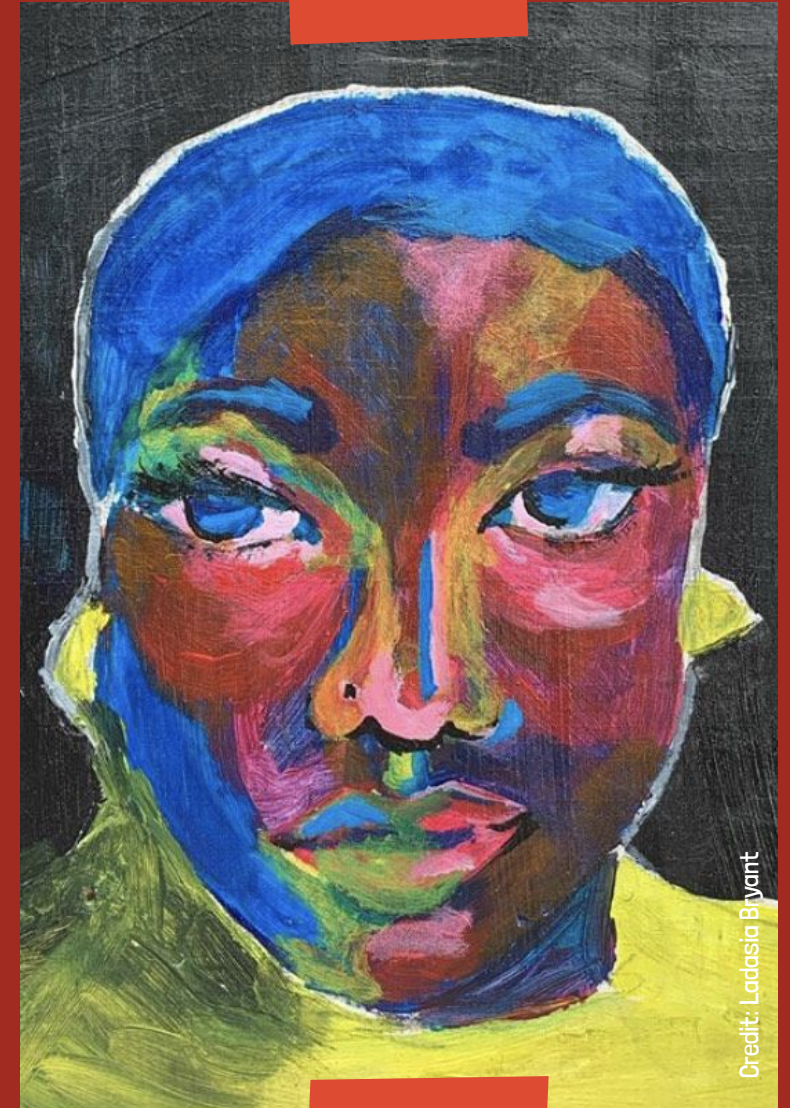
- Youth-serving professionals who seek to persuade their peers to embed social capital in existing programs and interventions

Developed by:

wonder
strategies for good

With support from:

BILL & MELINDA
GATES foundation



Credit: Ladasia Bryant

What's Inside

Insights from audience research with youth-serving professionals in:

- K-12
- Post-secondary
- Career navigation
- Youth development

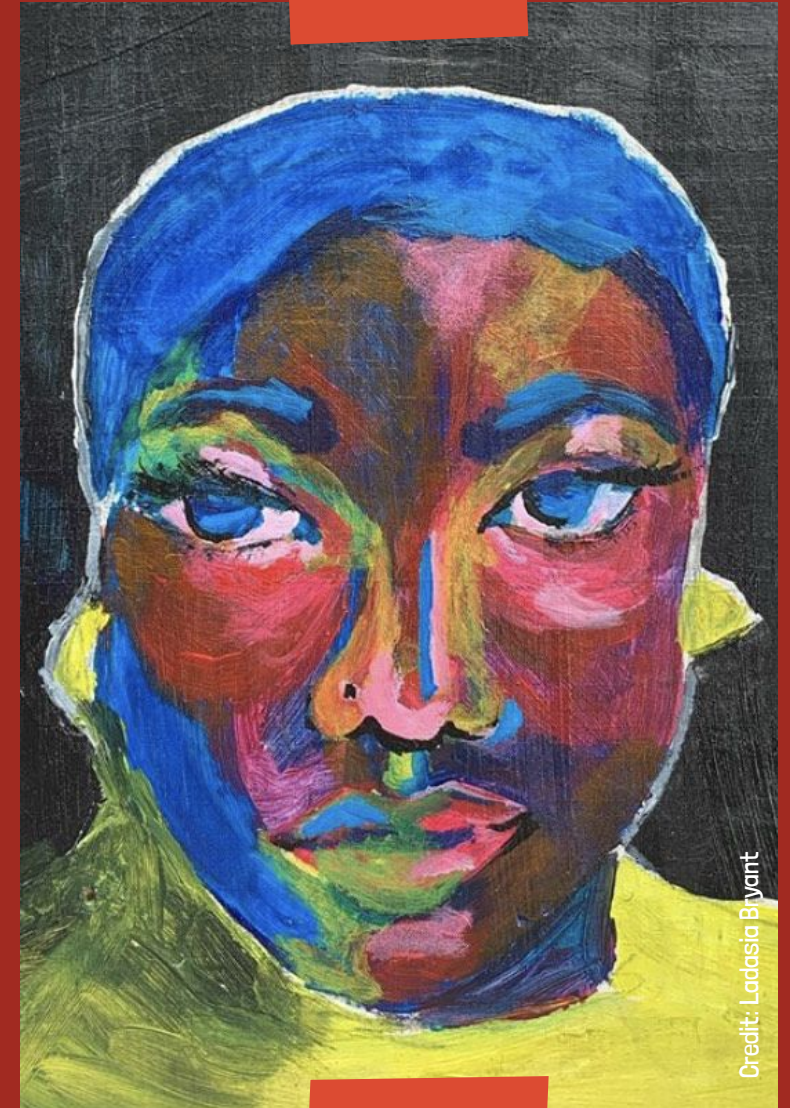
Messaging recommendations that were:

- tested during audience research
- validated during field testing



Credit: Ladasia Bryant

Field Testing Partners

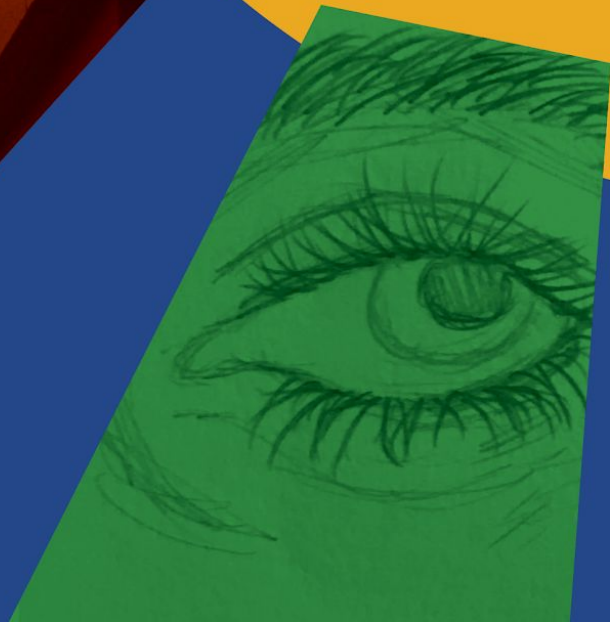


Credit: Ladasia Bryant

Audiences & Research Methods

Audiences	Methodologies				
	Media Audit of Industry/Trade Publications	Messaging Audit of Organizations	In-Depth Interviews	Online Focus Group	Field Testing
Youth-serving Nonprofits	✓	✓	✓	✓	✓
K-12 School Districts	✓	✓	✓	✓	✓
Post-secondary Schools	✓	✓	✓	✓	
Career advising / navigation platforms	✓	✓	✓	✓	
Career Technical Education (CTE) programs	✓		✓	✓	✓
Influencers (e.g. funders, education consultants)	✓		✓		
Young People					✓
Employers					✓

Chapter 1: Audience Insights



Audience Insights

Are youth-serving professionals familiar with and supportive of social capital?

- Familiar with *social capital*; may use the phrase but point out its shortcomings as a term
- There is already some support *and* the right messages and engagement can grow and deepen enthusiasm

Audience Insights

Youth-serving professionals are familiar with *social capital* as an idea and may use the phrase, though some point to its shortcomings as a term.

"I use the term a lot. I love the idea and the concept of it...It is one of those **jargony** terms that is used in philanthropy...I would be surprised if a lay person who doesn't work in the social sector or social science would be that familiar with 'social capital', the term; as a concept, sure, but the term."

- Influencer, Black man

"There is a **problematic** nature of the use of the term 'social capital.' It still **frames it in a capitalist sense** and it looks at it as sort of like an investment with a return on investment."

- Nonprofit, White woman

"I don't think students would know what 'social capital' is."

- Youth-Serving Professional, Education

Audience Insights

Are youth-serving professionals familiar with and supportive of social capital?

- Familiar with *social capital*; may use the phrase but point out its shortcomings as a term
- There is already some support *and* the right messages and engagement can grow and deepen enthusiasm

What helps to build support?

- Anchoring messages in the belief that while college is key to economic mobility, education — alone — is not enough
- Being reminded of one's own lived experiences, identities, and aspirations to help young people succeed
- Addressing practical concerns about implementing programs and interventions that build social capital for young people

Audience Insights

Youth-serving professionals' support for social capital can be amplified by reminding them of their own lived experiences, identities, and aspirations to help young people succeed.

"I believe the first line in her statement is the truest — 'Looking back many of us can think of one close professional relationship...' Without the relationships that I built through high school and college I would most definitely not be on the career path that I am today."

- K-12, Black woman

"My mom is an immigrant from Mexico; my dad is a first generation college graduate. He was a teacher. I went to a public school in one of the poorest regions of the country and then went to Harvard for undergrad and really kind of lived very personally, understood what the educational inequities were in this country as a result of that and always have had a passion for bringing educational opportunity to more people."

- CTE, Hispanic woman

Audience Insights

Youth-serving professionals have practical concerns about how programs and interventions that build social capital for young people can be implemented more widely.

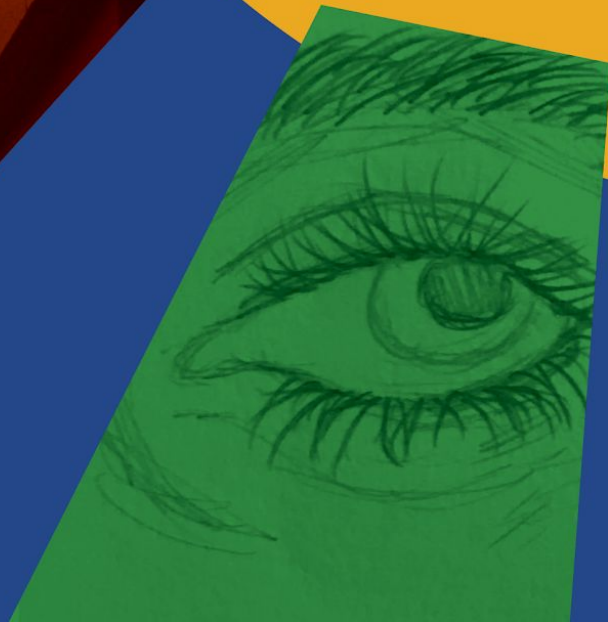
“We don't think about success as getting a job. Success is instead measured by the number of kids who pass some state assessment then I feel like it is really hard to say we are going to allocate school time toward these things that don't immediately link us to data test assessment.”

- K-12, White woman

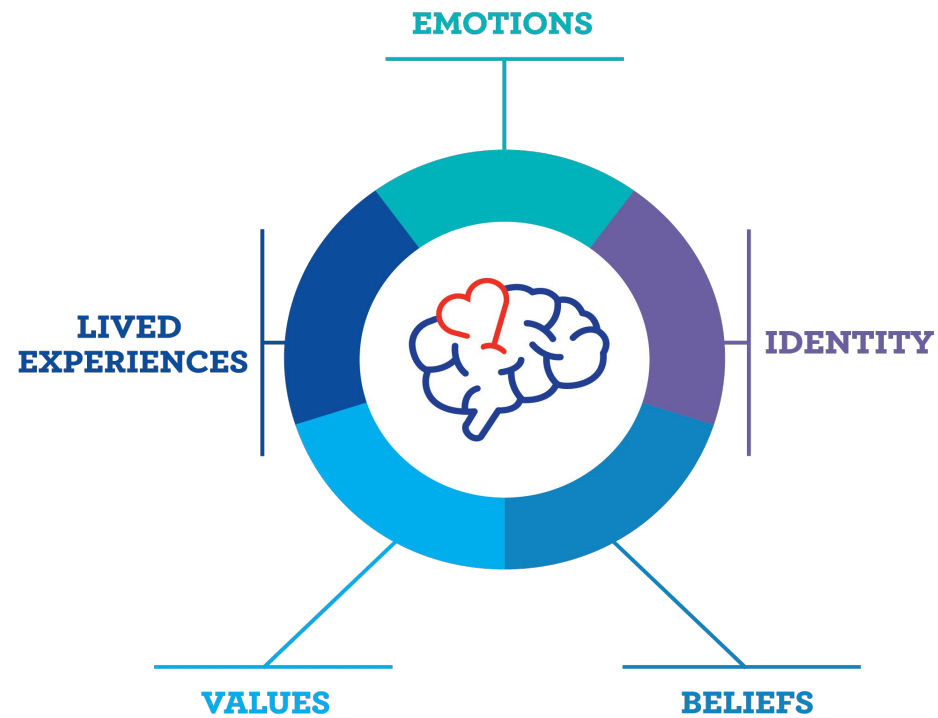
“Social capital relies on interpersonal skills, and this is often difficult to formalize in curriculum. Leaders will need definitions, objectives and accountability measurements to understand the definition of “social capital.”

- State leader, Career Technical Education

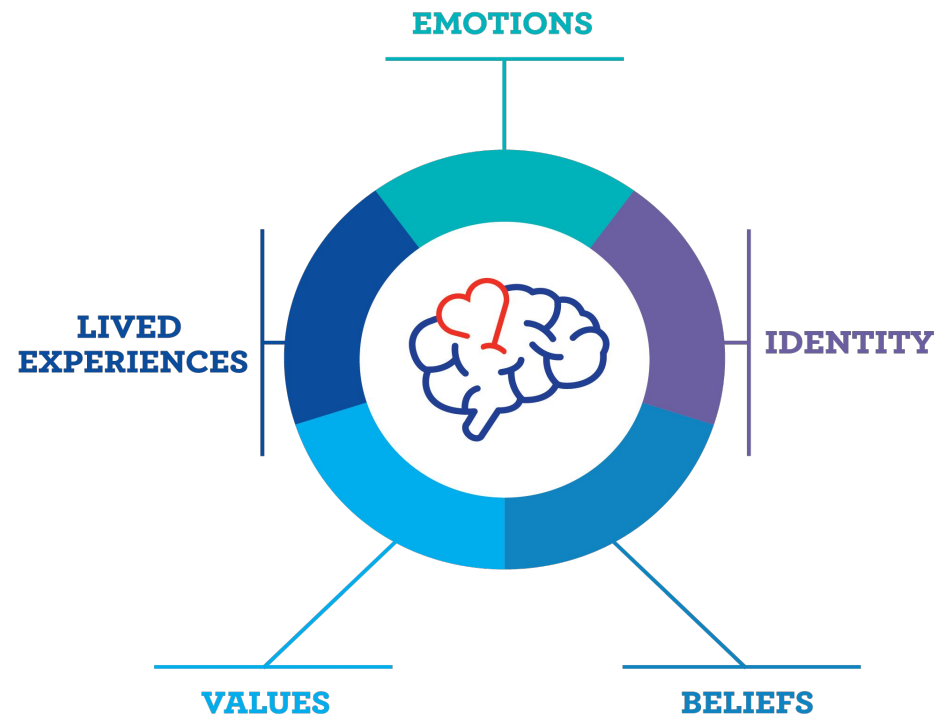
Chapter 2: Connection Messages



Core Concept: Humans Are Heartwired



Core Concept: Humans Are Heartwired



Emotions: Feelings in response to stimuli

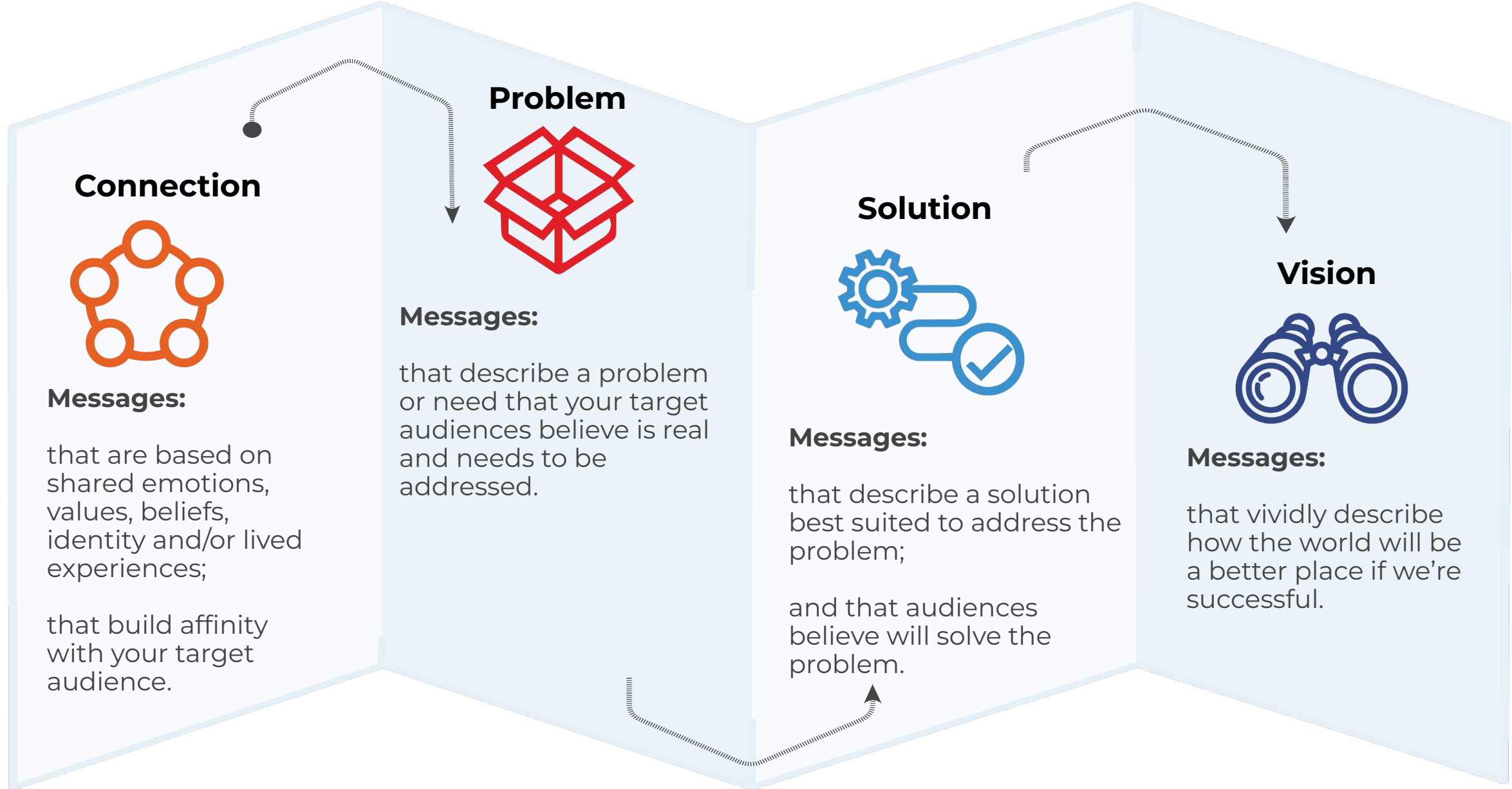
Identity: How one sees oneself

Lived Experiences: Meaning made from events/relationships

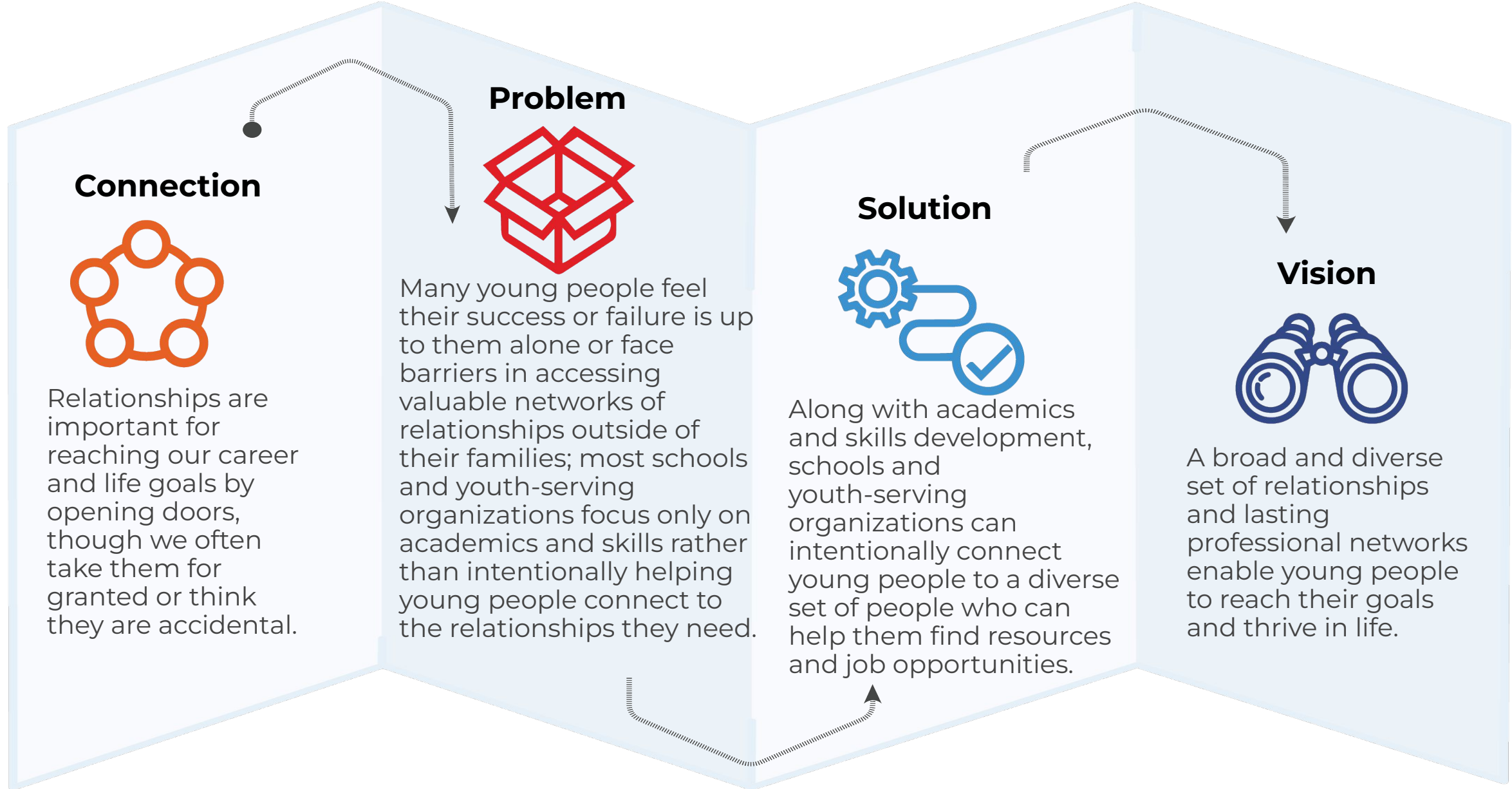
Values: Ideals about good and bad, right and wrong

Beliefs: Ideas held to be true

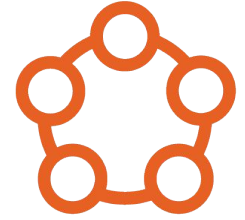
Heartwired Messages on Relationships



Heartwired Messages on Relationships

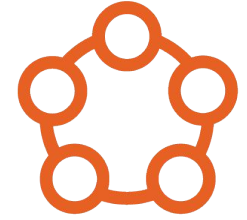


Messaging Recommendations: Connection Messages



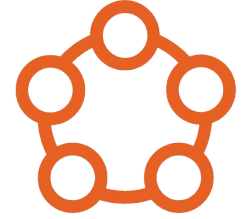
1. Use plainspoken alternatives to social capital such as *professional networks* and *career connections*.
2. Utilize behavioral cues to summon audiences' memories about professional relationships.
3. Help audiences to widen the lens in order to see how professional relationships come to be.
4. Anchor social capital with audiences' beliefs about what young people need to succeed and thrive.
5. Tap into audience values of *hard work* and *personal responsibility* combined with *community support*.

Messaging Recommendations: Connection Messages



1. **Use plainspoken alternatives to social capital such as *professional networks* and *career connections*.**
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5. Tap into audience values of *hard work* and *personal responsibility* combined with *community support*.

Messaging Recommendations: Connection Messages



1. Use plainspoken alternatives to social capital such as *professional networks* and *career connections*.



Plainspoken alternatives such as **professional networks** and **work-based learning opportunities and internships** worked well with state CTE leaders

“Putting work-based learning into the context of social capital rather than simply career awareness really hit home for me.”

– **State leader, Career Technical Education**

Climb Hire

Plainspoken alternatives such as **connections** were tested alongside “skills” and “confidence”

Climb Hire

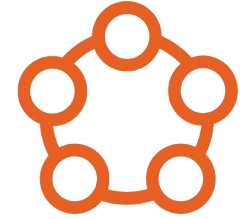
Break into Tech

\$0 upfront. 100% virtual learning.
No college degree required.

Get the **skills, connections** and **confidence** to land a job in tech

JOIN TODAY

Messaging Recommendations: Connection Messages

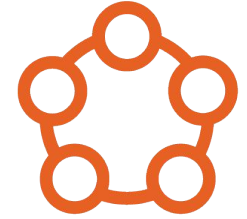


4. **Anchor social capital with audiences' beliefs about what young people need to succeed and thrive.**

“Higher education needs to evolve to the changing needs of the workforce. It's not just about learning concepts and theories, **it's about hands-on experiences and connections that will lead to well paying jobs post graduation.**”

- Post-secondary, Hispanic woman

Messaging Recommendations: Connection Messages



4. Anchor social capital with audiences' beliefs about what young people need to succeed and thrive.

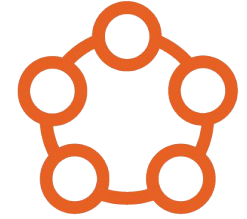
*"For many years, Washington Valley Public Schools has been focused on increasing high school graduation rates and preparing our students to be college and career ready...What we've come to realize is that **academics, skills development and relationships are all core** to helping young people achieve their educational and career goals."*



Enrique Ortiz, Superintendent of Washington Valley Public Schools

test content

Messaging Recommendations: Connection Messages



4. Anchor social capital with audiences' beliefs about what young people need to succeed and thrive.

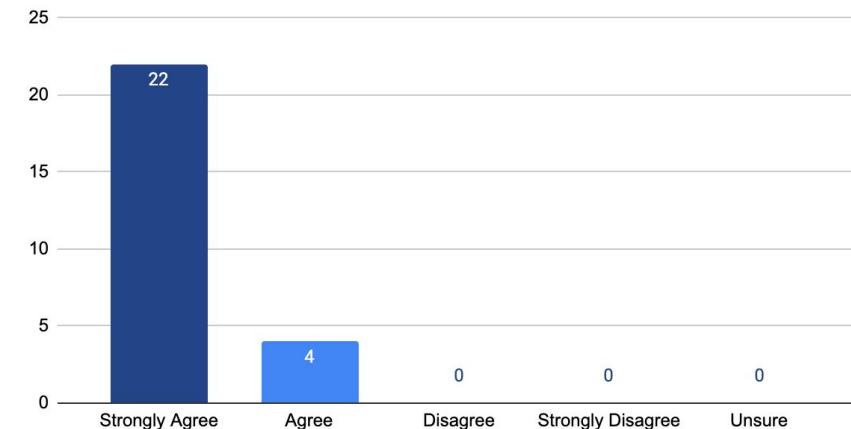
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Enrique Ortiz, Superintendent of Washington Valley Public Schools

test content

Do you generally agree or disagree with Superintendent Ortiz' statement?



Lessons from the Field


Climb Hire

When to introduce messages about “social capital” in communications with young people?

A 85% of jobs are filled through networks. Let's build yours. 


Email opens: 23% (83)


Read rate: 41%

B What would you do with a 2-3x salary increase? 

Email opens: 27% (97)

Read rate: 41%

A Hi, **my name is Emelene** and I'm an alumni of Climb Hire. I saw you submitted a form online and would love to tell you more about our program! 
Our learning community is designed to teach you the skills to land great jobs that pay **\$55-65k**.
Please reply "YES" to receive a call from a Climber to learn more about our program.

B Thank you for your interest in Climb Hire! Looking to build the **skills, connections, and confidence** to land a career in tech? Please reply "YES" to receive a call from an Alumni and learn more about our exciting program. 

Results:

Text Message A (top) **2.5%** response rate

Text Message B (bottom) 1% response rate



Credit: Daniel Patrick, age group 15-17

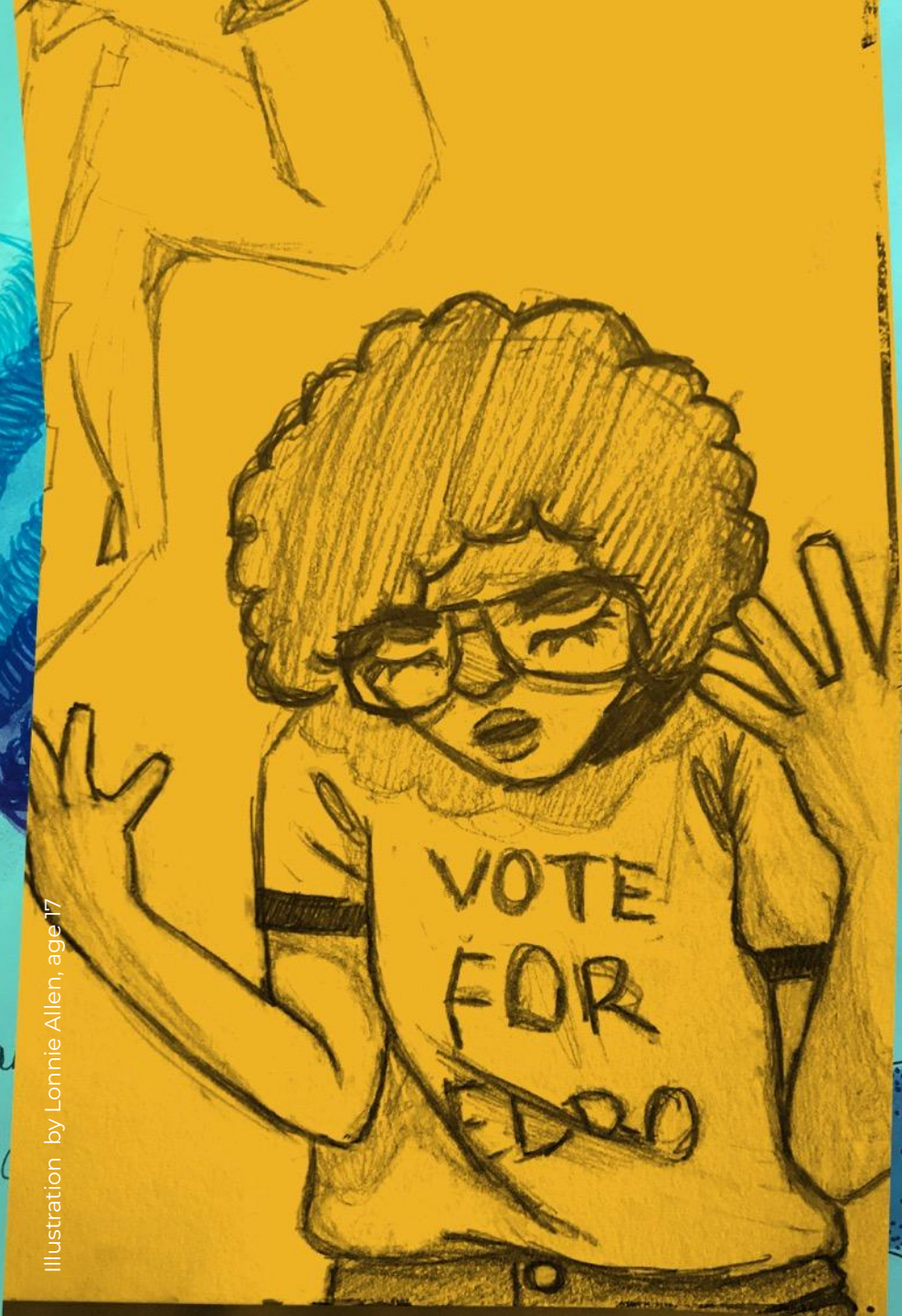
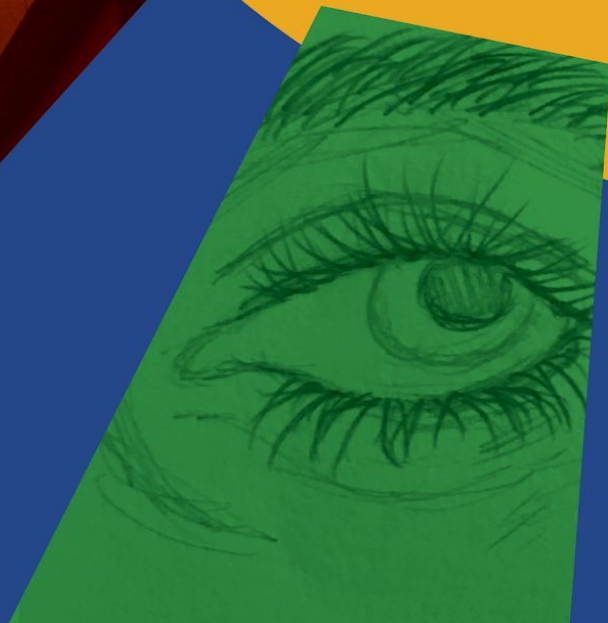


Illustration by Lonnie Allen, age 17

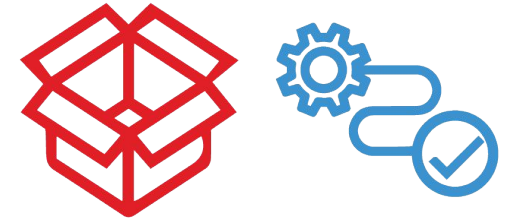


Credit: Daniel Patrick, age group 15-17

Chapter 3: Show, Don't Tell

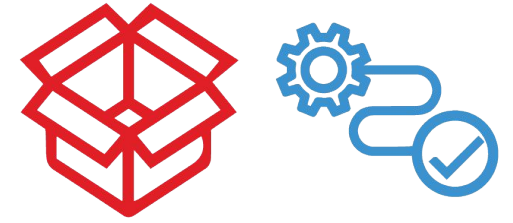


Messaging Recommendations: Show, Don't Tell



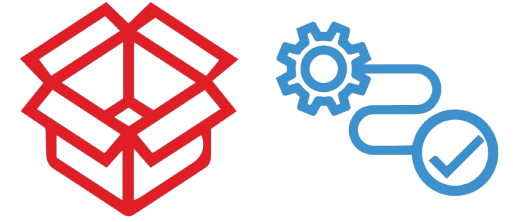
6. Explain the role that systemic barriers play in limiting some young people's access to professional networks.
7. Show how social capital can be embedded in existing programs.
8. Spotlight diverse youth and adult messengers (race, gender, occupation, etc.) to add credibility and emotional power.
9. Connect with audiences emotionally by prioritizing story-based content.

Messaging Recommendations: Show, Don't Tell



6. Explain the role that systemic barriers play in limiting some young people's access to professional networks.
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8. Spotlight diverse youth and adult messengers (race, gender, occupation, etc.) to add credibility and emotional power.
9. Connect with audiences emotionally by prioritizing story-based content.

Messaging Recommendations: Show, Don't Tell



7. Show how social capital can be embedded in existing programs.

Address practical considerations such as:

- how to get students to take social capital seriously
- how institutions can cover associated costs
- how to be more flexible with schedules

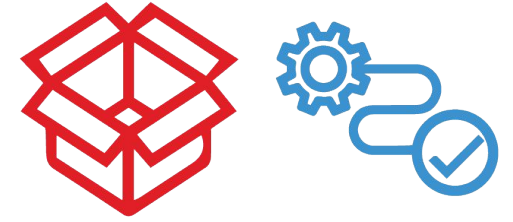
“I don't think I got enough of a sense of the realities of what it takes to build something like this [K-12 career connections program] out, particularly when employer access is so scarce.”

- Influencer, White man

“What is the best way to create and implement networking programming for middle-high school students? Once the programs have been established what is the best way to get students to participate and to remain active with the program?”

- K-12, Black woman

Messaging Recommendations: Show, Don't Tell



7. Show how social capital can be embedded in existing programs.

Lessons from the Field

In field-testing, **longer-form opportunities were more successful** in building support and deepening enthusiasm for social capital programs and interventions, such as:

- MENTOR: Two 1-hour listening sessions with education professionals
- Advance CTE: 4-session Workgroup over four months with CTE leaders

By contrast, Climb Hire and HERE to HERE tested social capital messaging in short-form contexts such as email subject lines, text messages, and ads on social media platforms, LinkedIn and Facebook.

Lessons from the Field



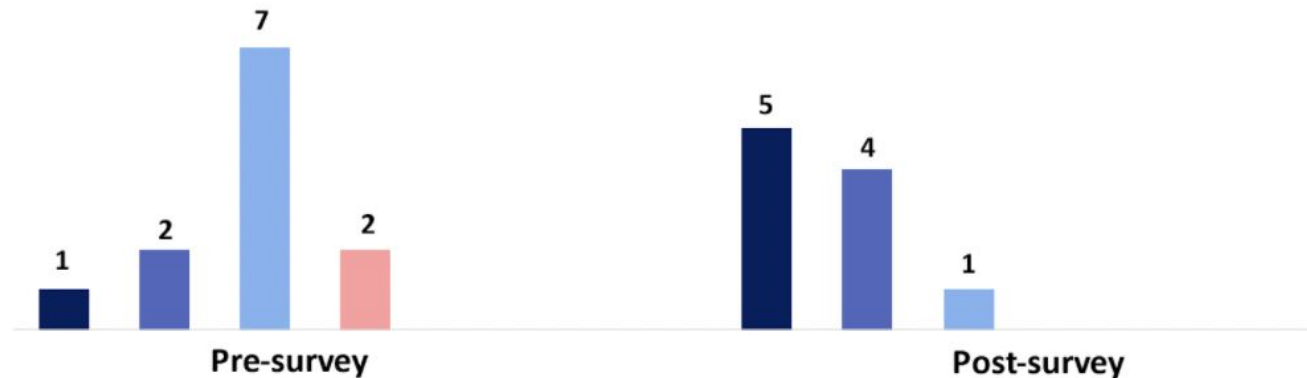
Overall, the Workgroup approach successfully showed state CTE leaders how social capital is connected to CTE and built enthusiasm for embedding social capital into existing policies and programs.

After participating in the Workgroup, **9 state CTE leaders reported understanding the connections between social capital and CTE extremely or very well**, compared to just 3 before the Workgroup.

Understanding Connections Between Social Capital and CTE

How well do you feel you understand the connections between social capital and CTE?

■ Extremely well ■ Very well ■ Somewhat well ■ A little well ■ Not well at all ■ Unsure



Lessons from the Field



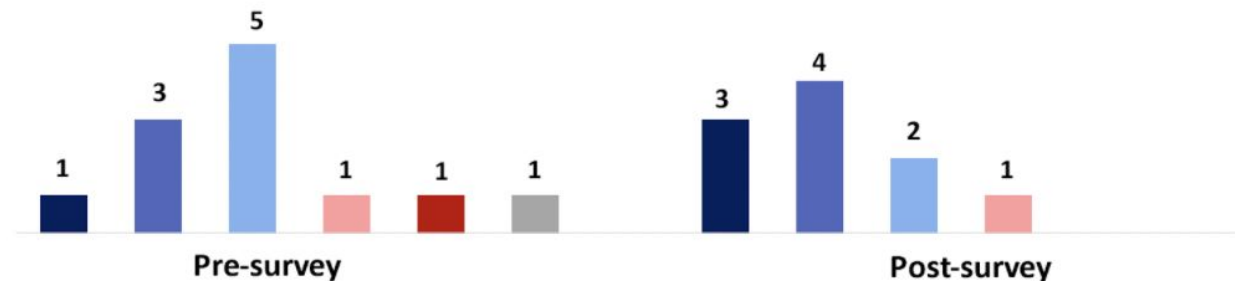
Overall, the Workgroup approach successfully showed state CTE leaders how social capital is connected to CTE and built enthusiasm for embedding social capital into existing policies and programs.

After participating in the Workgroup, state CTE leaders reported **increased confidence in their ability to define and communicate the benefits of social capital** to local CTE leaders.

Ability to Define and Communicate the Benefits of Social Capital to Local CTE leaders

How confident are you in your ability to define and communicate the benefits of social capital to local CTE leaders?

■ Extremely confident ■ Very confident ■ Somewhat confident ■ A little confident ■ Not confident at all ■ Unsure



Lessons from the Field



Overall, the Workgroup approach successfully showed state CTE leaders how social capital is connected to CTE and built enthusiasm for embedding social capital into existing policies and programs.

[Post-Survey Response]

“Start talking about social capital early with schools counselors and career specialists. They’re building these relationships. Our communications and marketing campaigns need to make sure student stories about career success and peer relationships are being told in the secondary space.”

– State leader, Career Technical Education

[Post-Survey Response]

“We plan to make a concerted effort to embed it in career development, continuing with the messaging around what social capital is and the benefit. We will pull in stakeholders from business and industry. With work-based learning coordinators, we can be talking to adults about building mentorships that build social networks.”

– State leader, Career Technical Education



Credit: Daniel Patrick, age group 15-17



Illustration by Lonnie Allen, age 17

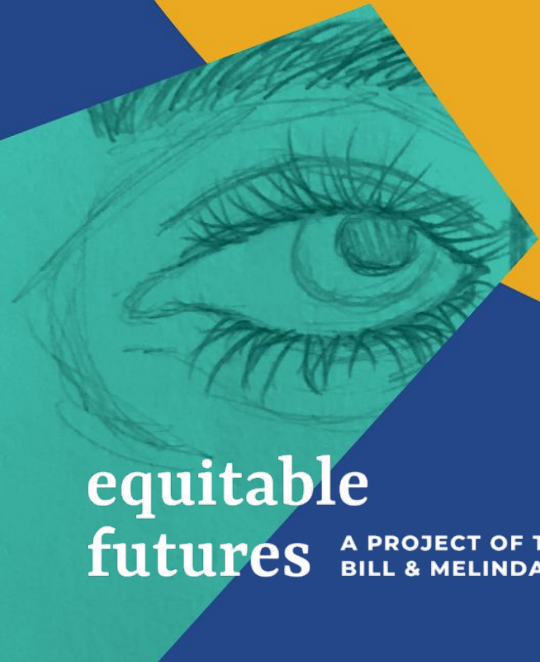


Credit: Daniel Patrick, age group 15-17

Thank you!

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