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## Incentives and Existing Stratification: Social Capital, College Planning, and a Promise Scholarship Program: Appendices A and B

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**Incentives and Existing Stratification: Social Capital, College Planning, and a Promise**

**Scholarship Program**

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Appendices A and B

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## APPENDIX A

### Year Four - Student Interview Protocol

[Select questions around social capital and The Degree Project]

1. Are you involved in any extracurricular activities [e.g., music, art, sports, clubs]? Have you tried any new activities this year?
2. Who are your close friends? What classes do they take? What do they think about school?
3. Is there an adult at this school that you can talk to? What do you talk to this person about?
4. What has it been like to be a senior? What kind of messages are you getting about what you should be doing senior year? Who are you getting those messages from?
5. How did you decide on your class schedule this year? Did you discuss with counselor, parents, or friends? Any honors/AP/IB classes this year?
6. Do you think your senior year courses are preparing you for college?
7. Does anyone in your household check to see if you have done your homework? Can you give me an example of conversation you have had like that?
8. If you wanted to improve your grades, what would you need to do?
9. When you think about yourself now, as compared to when you were a freshman, how have you changed? What about you as a student? In other words, what did you believe about yourself as a freshman and what do you believe about yourself now?
10. Have you made any decisions about what you will do after high school?
11. Which colleges and universities did you apply to? How did you learn about these schools?
12. Have there been college preparation activities at your school? What activities?
13. How often do you talk to [parents, siblings, neighbors, "mentors", etc.] about your plans after high school? What advice are you getting? In what specific ways are they helping you?
14. Have you spoken with an adult [principal, counselors, favorite teacher, teachers, etc.] about your plans after high school? What kind of guidance are you hearing from them?
15. How many times have you met with a counselor about your college plans?
16. In what ways do you feel that [your school] is/has been preparing you for college?
17. Are there things at your school that advertise college? Do you ever hear any announcements about ACT test dates or colleges recruiters coming to your school? Are there any college access programs at this school? Did you participate in these? Were they helpful?
18. Do you think people at school or at home have influenced your thinking about college more?
19. Do you currently qualify for the TDP scholarship? About how much is the scholarship worth? How much do you think \$12,000 will cover?
20. What did you have to do to receive the scholarship? [Probes: GPA, attendance, FAFSA]
21. Do the requirements feel harder to meet as a senior, than freshman and sophomore year?
22. If you do not have the scholarship, do you think your plans to attend college would be any different? Tell me how? Has it changed your decision to attend college or not? Tell me how.
23. Does the scholarship amount make you feel differently about the cost of attending college?
24. Did anyone else at your school get the TDP scholarship? Have they talked with you about the scholarship? What have they said?
25. Does anyone in your life talk to you about this scholarship? [Probes: parents, principal, friends, teachers] What do they say? Does anyone explain the flyers you receive in the mail?
26. Have you ever talked about the scholarship with your friends? What did you say? What did they say?

## APPENDIX B

### Data Analysis

As a larger team, we coded for college aspirations, college knowledge, high school courses/curriculum, TDP knowledge and more. As an example, “college aspirations” were defined as dreams of college or a college major and “college knowledge” was defined as what it takes financially and academically to go to college. While we relied upon NVivo data queries to corroborate our findings, our primary analytical tool included matrices that we created for each student after reading and re-reading transcripts, creating memos, having dialogues about each student and their assigned schools, and generating additional codes to frame the matrix. In thinking of social capital, particularly Lin’s (2001) and Granovetter’s (1985) ideas on social capital and embeddedness, we wanted to get an idea of how college aspirations and college knowledge, for instance, emerged (and the extent to which they emerged with the support of others). By populating the matrices with student quotes, we were able to pinpoint the extent to which college aspirations or college knowledge, for example, was self/self-directed (defined as reinforcing one’s own college aspirations or developing one’s on college knowledge) or developed from intimate network memberships (defined as parents, siblings, peers, close teachers/staff who fed college aspirations or college knowledge) as well as which students had many information sources. The process continued for the other topics and the other information sources (see below): organizational memberships or jobs (defined as relationships developed from these experiences that fed college aspirations or college knowledge), nonspecific courses (defined as general school supports, trips, announcements that fed college aspirations or college knowledge), TDP (defined as communications from the scholarship funder that fed college aspirations or college knowledge), and TDP peers (defined as conversations with peers in a TDP school that fed college aspirations or college knowledge).

Note that we interviewed most students for four years and we worked with qualitative data for this project for close to 10 years. We intended for prolonged engagement and extended field work with the same participants over the years of high school. Author one led the team on protocol development, analyses, and report writing; author two led the team on student interviews, analyses, and report writing including a separate study on longitudinal profiles for a dissertation study. We also corroborated with the larger team project on quantitative analyses of student survey and TDP data, counselor interviews and analyses; and other studies that analyzed TDP scholarship materials and MPS college for all history and policies.

#### Rows of the Matrix



#### Columns of the Matrix

Topic	Information Source
College aspirations	Self-directed (without support)
College knowledge	Network member (peer, teacher, etc.)
Hands-on help, college planning tasks	Organization (high school, job, etc.)
Information, paying for college	Non-specific
Hands-on help, paying for college	TDP (directly from scholarship)
Information, academic preparation	TDP, network member (peer, counselor, etc.)
Navigating high school	
Completing Honors/ AP/ IB Courses	
General advice for adulthood	

General TDP knowledge Information, TDP requirements Hands-on help, TDP requirements	
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Select Examples:

College aspirations [Topic] → Network member [Information source]

“Definitely. Before I was kind of iffy. I was like, eh, I want to go to college, but I don't. But now that I hear teachers talking about it and other students talking about it, I feel like they kind of influenced me more to make me want to go to college more and strive to go.” -Victory

College knowledge [Topic] → Organization [Information source]

“They don't have nothing here to prepare you for college except for senior year to help you with FAFSA but besides that, they don't really got nothing for people that's not in [name of supplemental program].” -Mahogany

Information, TDP requirements [Topic] → TDP (directly from scholarship) [Information source]

“It was my freshman year when they sent [the scholarship information] to me. And I was like- yeah, I still have time, so I wasn't really worried about it or anything. But as I began to grow up and get closer to graduating, I have to take it serious.” -Harold