

Pre-Intervention Individual Interview

Part 1. Structured Interview

Interviewer reads to participant: I would like to spend the next 15 to 20 minutes talking with you about the people who are important to you in a number of different ways. To begin with, I am going to ask about the adults other than your parents and guardians that you turn to for different kinds of help and support. You can give me just their first names or their initials if you wish. These people might be family friends, extended family members, teachers, counselors, doctors, ministers, coaches or anyone else you know. If you're not sure you understand the question, please tell me and I will try to make it clearer.

Section One: Social Support

1. Emotional Support: If you wanted to talk to an adult about something personal or private, who would you talk to – for instance, if you had something on your mind that was worrying you or making you feel down? (Participant generates a list of people.)

- a. How did you feel about the way things went the times you talked about personal concerns this past month? (Get rating for each person nominated; 1 = Bad; 2 = Not too good; 3 = Okay; 4 = Good; 5 = Very Good.)
- b. How much did you want to talk to an adult about personal concerns in the past month? (Scale: 1 = Not at all; 2 = A little; 3 = Somewhat; 4 = Pretty much; 5 = Very much)

2. Tangible Assistance: Who of the adults you know would lend or give you something you needed or pitch in to help you with something you needed to do? These would be people who would run an errand for you, lend you money, food, clothing, or drive you somewhere you needed to go. You can name the same people that you mentioned before, or you can name new people.

- a. Overall, during this past month, how good was the practical help you got from the people you listed — how well did it meet your needs? (Get rating for each person nominated; 1 = Bad; 2 = Not too good; 3 = Okay; 4 = Good; 5 = Very Good.)
- b. How much did you want to get practical help from adults in the past month? (Scale: 1 = Not at all; 2 = A little; 3 = Somewhat; 4 = Pretty much; 5 = Very much)

3. Cognitive guidance: Who of the adults you know would you go to if you needed advice or information— for example, if you didn't know where to get something or how to do something you needed to do?

- a. This past month, how did you feel about the advice and information you did get? (Get rating for each person nominated; 1 = Bad; 2 = Not too good; 3 = Okay; 4 = Good; 5 = Very Good.)
- b. How much did you want to get advice or information from adults in the past month? (Scale: 1 = Not at all; 2 = A little; 3 = Somewhat; 4 = Pretty much; 5 = Very much)

3A. Cognitive guidance: Who would you go to if you needed help or information related to school or college? Remember, you can name the same people that you mentioned before, or you can name new people.

- a. This past month, how did you feel about the help related to school or college that you did get? (Get rating for each person nominated; 1 = Bad; 2 = Not too good; 3 = Okay; 4 = Good; 5 = Very Good.)
- b. How much did you want to get help related to school or college in the past month? (Scale: 1 = Not at all; 2 = A little; 3 = Somewhat; 4 = Pretty much; 5 = Very much)

3B. Cognitive guidance: Who would you go to if you needed help or information related to finding a job?

- a. This past year, how did you feel about the help related to finding a job that you did get? (Get rating for each person nominated; 1 = Bad; 2 = Not too good; 3 = Okay; 4 = Good; 5 = Very Good.)
- b. How much did you want to get help related to finding a job in the past year? (Scale: 1 = Not at all; 2 = A little; 3 = Somewhat; 4 = Pretty much; 5 = Very much)

3C. Cognitive guidance: Who would you go to if you needed a recommendation or job reference? Remember, you can name the same people that you mentioned before, or you can name new people.

- a. This past year, how did you feel about the way things went the times you asked for a recommendation or reference? (Get rating for each person nominated; 1 = Bad; 2 = Not too good; 3 = Okay; 4 = Good; 5 = Very Good.)
- b. How much did you want to get a recommendation or reference this year? (Scale: 1 = Not at all; 2 = A little; 3 = Somewhat; 4 = Pretty much; 5 = Very much)

4. Positive feedback: Who are the adults that you can expect to let you know that they like your ideas or the things that you do?

- a. During the past month, how did you feel about the way things went the times the adults you mentioned told you that they liked your ideas or something that you did? (Get rating for each person nominated; 1 = Bad; 2 = Not too good; 3 = Okay; 4 = Good; 5 = Very Good.)
- b. How much did want adults to let you know that they liked your ideas or things you did this month? (Scale: 1 = Not at all; 2 = A little; 3 = Somewhat; 4 = Pretty much; 5 = Very much)

- **Socializing: Who are the adults you get together with to have fun and relax? These could be new names or the ones you listed before.**
- **During the past month, how good did you feel about your experiences the times that you got together with adults to have fun and relax? (Get rating for each person nominated; 1 = Bad; 2 = Not too good; 3 = Okay; 4 = Good; 5 = Very Good.)**
- **How much did want to get together with adults to have fun and relax this month? (Scale: 1 = Not at all; 2 = A little; 3 = Somewhat; 4 = Pretty much; 5 = Very much)**

Section Two: General Network Information

- What is _____'s relationship to you? [Record relationship for each person on the participant's network list]
- How old is _____? If you don't know his/her exact age, just tell me how old you think they are. [Get age for each person nominated]
- How often are you in contact with _____ either on the phone, by text, or in person? Which is the most frequent type of communication (phone, text, in person, other)? [Get rating for each person nominated]

1 = Less than once a month; 2 = More than once a month; 3 = About once a week; 4 = A few times every week; 5 = Almost Every day

- How far from you does ____ live? [Get rating for each person nominated]

1 = Lives With; 2 = Same Neighborhood (but not in the same household); 3 = Within an hour's ride (but not in the same neighborhood); 4 = Within the United States ; 5 = Outside the United States

Part 2: Semi-Structured Interview

1. Would you say you have a mentor? [Provide definition of mentor, i.e., older, caring adult in your life other than your parent/guardian to whom you sometimes go to for support and guidance] If yes: What is this person's relationship to you? How long have you known this person? How frequently are you in contact? Who usually reaches out/initiates contact? What types of support do you get from this person? How close do you feel to this person?
2. Do you see value in connecting with adults in school or afterschool programs? How might it be helpful/not helpful? Are there specific types of support or help you would be interested in?
2. Do you see value in connecting with adults in your neighborhood or community? How might it be helpful/not helpful? Are there specific types of support or help you would be interested in?
3. Are there adults at school or in your community that you would like to be more connected to more than you currently are? Who? Why? What would you like to do/talk about with these people? How could the relationships be helpful? What gets in the way of connecting with them? What do you think would make it easier to connect with adults?
4. How comfortable do you feel approaching adults for support or advice? Are there settings you feel more or less comfortable with? Can you describe a time you approached an adult for support or advice and it went well? How about a time it didn't go so well?
5. If there was someone you wanted to be your mentor, how would you go about developing a mentoring relationship? How would you reach out to them? What might get in the way of developing a mentoring relationship? How would you maintain a mentoring relationship?

6. If you needed information or help, how comfortable would you feel asking for help? Can you give a specific example? What might get in the way of you asking for help? What might make it easier to ask for help?

Post-Intervention Individual Interview

Part 1. Structured Interview

Interviewer reads to participant: I would like to spend the next 15 to 20 minutes talking with you about the people who are important to you in a number of different ways. To begin with, I am going to ask about the adults other than your parents or guardians you turn to for different kinds of help and support. You can give me just their first names or their initials if you wish. These people might be family friends, extended family members, teachers, counselors, doctors, ministers or anyone else you know. If you're not sure you understand the question, please tell me and I will try to make it clearer.

Section One: Social Support

1. Emotional Support: If you wanted to talk to an adult about something personal or private, who would you talk to – for instance, if you had something on your mind that was worrying you or making you feel down? (Participant generates a list of people.)

- How did you feel about the way things went the times you talked about personal concerns this past month? (Get rating for each person nominated; 1 = Bad; 2 = Not too good; 3 = Okay; 4 = Good; 5 = Very Good.)
- How much did you want to talk to an adult about personal concerns in the past month? (Scale: 1 = Not at all; 2 = A little; 3 = Somewhat; 4 = Pretty much; 5 = Very much)

2. Tangible Assistance: Who of the adults you know would lend or give you something you needed or pitch in to help you with something you needed to do? These would be people who would run an errand for you, lend you money, food, clothing, or drive you somewhere you needed to go. You can name the same people that you mentioned before, or you can name new people.

- Overall, during this past month, how good was the practical help you got from the people you listed — how well did it meet your needs? (Get rating for each person nominated; 1 = Bad; 2 = Not too good; 3 = Okay; 4 = Good; 5 = Very Good.)
- How much did you want to get practical help from adults in the past month? (Scale: 1 = Not at all; 2 = A little; 3 = Somewhat; 4 = Pretty much; 5 = Very much)

3. Cognitive guidance: Who of the adults you know would you go to if you needed advice or information—for example, if you didn't know where to get something or how to do something you needed to do?

Remember, you can name the same people that you mentioned before, or you can name new people.

- This past month, how did you feel about the advice and information you did get? (Get rating for each person nominated; 1 = Bad; 2 = Not too good; 3 = Okay; 4 = Good; 5 = Very Good.)
- How much did you want to get advice or information from adults in the past month? (Scale: 1 = Not at all; 2 = A little; 3 = Somewhat; 4 = Pretty much; 5 = Very much)

3A. Cognitive guidance: Who would you go to if you needed help or information related to school or college?

- This past month, how did you feel about the help related to school or college that you did get? (Get rating for each person nominated; 1 = Bad; 2 = Not too good; 3 = Okay; 4 = Good; 5 = Very Good.)
- How much did you want to get help related to school or college in the past month? (Scale: 1 = Not at all; 2 = A little; 3 = Somewhat; 4 = Pretty much; 5 = Very much)

3B. Cognitive guidance: Who would you go to if you needed help or information related to finding a job?

- This past year, how did you feel about the help related to finding a job that you did get? (Get rating for each person nominated; 1 = Bad; 2 = Not too good; 3 = Okay; 4 = Good; 5 = Very Good.)
- How much did you want to get help related to finding a job in the past year? (Scale: 1 = Not at all; 2 = A little; 3 = Somewhat; 4 = Pretty much; 5 = Very much)

3C. Cognitive guidance: Who would you go to if you needed a recommendation or job reference? Remember, you can name the same people that you mentioned before, or you can name new people.

- This past year, how did you feel about the way things went the times you asked for a recommendation or reference? (Get rating for each person nominated; 1 = Bad; 2 = Not too good; 3 = Okay; 4 = Good; 5 = Very Good.)
- How much did you want to get a recommendation or reference this year? (Scale: 1 = Not at all; 2 = A little; 3 = Somewhat; 4 = Pretty much; 5 = Very much)

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4. Positive feedback: Who are the adults that you can expect to let you know that they like your ideas or the things that you do?

a. During the past month, how did you feel about the way things went the times the adults you mentioned told you that they liked your ideas or something that you did? (Get rating for each person nominated; 1 = Bad; 2 = Not too good; 3 = Okay; 4 = Good; 5 = Very Good.)

- **Socializing: Who are the adults you get together with to have fun and relax? These could be new names or the ones you listed before.**
- **During the past month, how good did you feel about your experiences the times that you got together with adults to have fun and relax? (Get rating for each person nominated; 1 = Bad; 2 = Not too good; 3 = Okay; 4 = Good; 5 = Very Good.)**

Section Two: General Network Information

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2. Do you see value in connecting with adults in school or afterschool programs or in your neighborhood or community? How might it be helpful/not helpful? Are there specific types of support or help you would be interested in?

3. Are there adults at school or in your community that you would like to be more connected to more than you currently are? Who? Why? What would you like to do/talk about with these people? How could the relationships be helpful? What gets in the way of connecting with them? What do you think would make it easier to connect with adults?

4. How comfortable do you feel approaching adults for support or advice? Are there settings you feel more or less comfortable with? Can you describe a time you approached an adult for support or advice?

5. If there was someone you wanted to be your mentor, how would you go about developing a mentoring relationship? How would you reach out to them? What might get in the way of developing a mentoring relationship?

6. If you needed information or help, how comfortable would you feel asking for help? Can you give a specific example? What might get in the way of you asking for help?

7. How do you think your experiences in the workshop have affected you?

Follow up questions might include:

How do you think the training influenced your relationships? If possible, get specific examples.

How do you think the training influenced how you feel about going to college?

Do you think you have learned any specific skills from your participation in the training?

What kinds of things can you do, that you might not have been able to do before the training?

Was the training similar or different to the ways that adults help youth in your culture?

Do you see yourself being a mentor to someone else in the future?

8. What about your experiences in the training contributed to these changes?

Follow up questions might include:

What kinds of activities did you like and dislike? Can you describe what these experiences have taught you?

What was the most influential or powerful thing you did in the training that contributed to your learning? Why?

What was the least useful or interesting thing you did in the training? Why?