Clarifying Goals & Project Understand- ing Limited Partner Engagement Sense of Responsibility & Purpose Comfort & Psychological Safety Mentor Support Broblem-Solving Assistance Rindness & Approachability Beyond-the-Classroom Support Mentors or peers were Mentors offered sup Beyond-the-Classroom Support Mentors offered sup Beyond-the-Classroom Support Mentors offered sup Mentors offered sup Beyond-the-Classroom Support Mentors offered sup Mentors offered sup Beyond-the-Classroom Support Medium Peer Engagement Student was able to of the support Medium Peer Engagement Botton of the support Botton of th	Community partner helped students better understand the direction and scope of their final project. Community partner was unavailable or minimally involved due to external constraints. Students felt a stronger sense of commitment or ownership toward the project due to community partner involvement. Students describe feeling emotionally safe, validated, or supported in the learning environment. Community partner provided intermittent input on project direction or design elements. Mentors provided consistent encouragement, academic support, or emotional guidance. Mentors helped students overcome technical or project-related challenges. Mentors or peers were described as warm, friendly, and easy to talk to, creating
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an Support and and and and and and and an	an inviting learning environment.
on nent with Peers	Mentors offered support that extended into students' personal growth, wellbeing, or future aspirations.
	Mentoring dynamic felt equal, non-hierarchical, and approachable.
	Student was able to quickly bond with other students in the program.
	Student experienced moderate social interaction—connected with some peers but not broadly.
	Student found it challenging to form relationships with other students.
	Student identified cultural, racial, or personal similarities as facilitating connection.
Icebreakers Structured activ	Structured activities that helped students initiate social bonds.
Trust and Comfort in Conversation Open, honest, a	Open, honest, and safe dialogues helped foster connection.
Unstructured Social Time Informal, unsch	Informal, unscheduled time contributed to student bonding.
Same Race Connection Shared racial ide	Shared racial identity played a role in forming peer connections.
Similar Age Age proximity h	Age proximity helped students feel more comfortable with peers.
Casual Conversations Light, informal	Light, informal discussions helped students connect.
Uneven Work Distribution Student noted g peers.	Student noted group work was unbalanced, making it harder to connect with peers.
Virtual Interaction Challenges Remote learning	Remote learning environments hindered social connection and collaboration.