



College & Career Readiness Middle School Playlist

Created by



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Welcome to the College & Career Readiness Middle School Playlist! This **Playlist** is designed for middle school audiences focused on the [College & Career Readiness Toolkit](#) developed by [Maryland Out of School Time \(MOST\) Network](#). This Playlist distills the CCR Toolkit information into an actionable sequence for out-of-school time practitioners to implement with youth in their programs. The Playlist consists of eight (8) 60-90 minute sessions aimed at middle school youth and one (1) session of pre-work for practitioners and organizational leads only.

Total Sessions: 8 (+1 for Practitioners Only)

Estimated Hours: 9-11 hours

Session Topic	Estimated Time
0 - (Practitioner's Pre-Work) All About CCR Culture	1.5 - 2 hours
1 - Establishing CCR Culture & Expectations - Unit 1	1 hour
2 - The Present and Future Me - Unit 2; JFF Possible Futures	1 hour
3 - Know Your Spark - JFF Possible Futures	1 hour
4 - Connecting Careers to Personal Interests - JFF Possible Futures	1 hour
5 - Career Imaginings - Unit 4	1 hour
6 - What Are My Options? (Alternative Post-secondary Options) - Unit 5	1 hour
7 - College Research - Unit 6	1 hour
8 - Identifying Next Steps & Reflection - Unit 1, Unit 2	1 - 1.5 hours

There is an accompanying, youth-facing, workbook for this Playlist that will need to be downloaded and printed for youth to use throughout the sessions. You can access that here:

- [CCR Middle School Playlist - Youth Workbook](#)

Session Zero | All About CCR Culture | 1.5 - 2 hrs

This session is intended for program staff and practitioners to complete before youth participation begins. In this session, practitioners will start by becoming familiar with the concept of college and career readiness culture and identifying the desired and existing components of the CCR culture that will become the foundation of this program and work with youth.

Outcomes

- Define “college and career readiness culture”
- Identify components of our program’s college & career readiness culture, from the practitioner’s perspective

Preparation

- Be sure to invite any organization members who will be part of the CCR program in any way to participate in this session
- Identify a way to collect responses and notes from the session
 - Be sure to think about how you will share the output from this session with youth in S1
- Familiarize yourself with the concept of “college and career readiness culture (aka CCR culture)” by reading [pages 2-5 in Unit 1](#) of the CCR Toolkit
- Read [Unit 1, Section 2: Raising the Bar on Expectations](#) (pp. 6-8) to learn more about setting and maintaining high expectations throughout your program in support of your CCR culture

Tasks

1. Describe college and career readiness culture to participating practitioners. Reference: [Unit 1](#)
2. Complete **Part One** of the **Identifying Your Culture Components** activity by following these instructions:
 - a. Respond to the following prompts to begin the process of identifying the core components of, not only your CCR culture, but your overall program culture:
 1. *All youth who participate in our program are expected to _____?*
 2. *All practitioners who work at this organization or program are expected to _____?*
 3. *A person cannot walk through our program space without seeing _____?*
 - If you don’t have established responses to these prompts, use this activity as an opportunity to begin shaping what your CCR culture will look like. If you do already have some established focus or core components of your overall program or organization, you should definitely aim to incorporate those values and beliefs into your CCR culture.
 - b. Work together with your program staff and practitioners who will lead this program to complete Part One of this activity.
 - c. You may also want to consider including prompts from Unit 1, Section 2: Raising the Bar on Expectations, in addition to those found in the activity instructions:

i. See more [Guiding Questions for Raising the Bar](#) (Unit 1, pp. 7-8)

3. Determine how you will distill this information and share it with youth during Session One, where you will open it up for their input.
4. Decide how this information will be used to shape the program and support youth generally as they work toward college and career readiness in your organization, while leaving room for their input.

Session One | Establishing CCR Culture & Expectations | 1 hr

In this session, youth will be led through an activity designed to help them envision what a successful future looks like for them. Then, practitioners and youth will collaborate to establish the CCR culture, shared values, and shared expectations that will guide their work together throughout the course of this program (and maybe beyond).

Outcomes

- Identify components of our program's college & career readiness culture, from the youth's perspective
- Establish our shared values, expectations, and support structures for CCR work

Preparation

- Print / digitally prepare a copy of the accompanying [College and Career Readiness Middle School Youth Workbook](#) for each youth
- Organize your output from Session Zero in a format ready to share & discuss with youth
- Collect materials for a few options for publishing / posting Group Norms (output from this session) such as poster board or chart paper, markers, or digital options such as PowerPoint

Tasks

What Does Future Success Look Like?

1. Begin by asking youth to consider the following prompt and to write or draw their response that will be shared, at least in part.
 - a. Prompt: *What does a successful future look like for you?*
 - i. Think about what success means to you. Now, think about your own future and consider how you might envision a successful future for yourself. What would that look like? How will you know you've been successful?
 - ii. Student-facing worksheets from the lesson have been included in the [accompanying workbook](#). See Workbook p. 2.
2. Allow at least 10 minutes for response time. Circulate among the group and help as needed.
 - a. Some youth may require additional prompting to envision their future success. Questions about their educational goals, career, family life, lifestyle, where they want to live, travel, etc. could be helpful talking points for supporting them in this task.
3. Invite youth to share their responses in a way they are most comfortable.
4. After hearing responses, inform youth that the next 8 weeks will be used to build a foundation for the future success that they aspire to. They will be participating in activities and exercises designed to give them ideas for what potential careers they may be interested in and the education and experience they will need to get there. Let them know that you are going to start with establishing a culture and identifying expectations around what college and career readiness looks like in this program.

Establishing Our CCR Culture & Expectations

1. Introduce the concept of “college and career readiness culture (aka CCR culture)” to youth, making sure to highlight the three main elements (found on p. 3).
2. Introduce and complete **Part Two** of the **Identifying Your Culture Components** activity by following these steps:
 - a. Lead youth through completion of Part Two of this activity in continuation of the work you completed in Session Zero, soliciting their input and feedback to help shape the college and career readiness culture of the program. Use these guiding questions with families and student participants:
 - i. What is our program’s culture?
 1. What do we **believe**? What do we **say**? What do we **see**? What do we **do**?
 - ii. What are the expectations for all youth and staff?
 - iii. What are the conversations taking place in *all areas* of our environment / space?
 - iv. What do you see when you walk through rooms or hallways?
 - v. What are the traditions of our program?
 - vi. What is celebrated?
 - b. Student-facing worksheets from the lesson have been included in the [accompanying workbook](#). See Workbook p. 3.
 - c. This can be done as a discussion with a notetaker or done on paper, the accompanying workbook, or digital document first and then discussed as a group.
 - d. For additional questions for middle school youth, you may choose to include any of the following prompts about expectations from Unit 1, Section 2: Raising the Bar on Expectations:
 - i. What are the hopes and dreams of the youth in our program? How do they plan to achieve them?
 - ii. What do our youth expect of themselves? What do their families expect of them?
 - iii. Are we clear about the expectations we have for our youth? Have we clearly and consistently communicated to youth, families, and other stakeholders about our expectations?
 - iv. Do we have a specific plan for what support looks like in our program? How will staff know what to do when a youth is frustrated or fails to meet expectations? How should staff respond?
 - v. See more [Guiding Questions for Raising the Bar](#) (Unit 1, pp. 7-8)
3. After collecting responses from youth, share with the group the distilled information that came from Session Zero summarizing the practitioners’ perspective on the intended CCR culture.
4. Use all of this information from youth and practitioners to create Group Norms that support and encourage the desired CCR culture as identified by youth and staff.
 - a. Publish / post these group norms in a place they will be visible during each session.
 - b. Revisit these norms at the start of each session and invite critique and conversation around any adjustments or suggestions for improvement throughout the course of the program.

Session Two | The Present and Future Me | 1 hr

In this session, practitioners will guide youth through a series of activities designed to help them get to know themselves better and begin thinking about how the person they are today might influence their college and career decisions later down the road. This session features a lesson from [JFF's Possible Futures-Career and Exploration Curriculum](#). You can learn more about the specific mini-unit that features this lesson called Career Foundations by [following this link](#).

Outcomes

- Identify components of your personal identities
- Reflect on individual traits, choices, and options within your control
- Explore, in writing, your personal character traits
- Create an inventory of your personal interests

Preparation

- Have the Group Norms published / posted for easy visibility during the session
- Youth will need their printed workbooks for each session
- Read [Unit 2, Section 1: Guiding Youth Through College & Career Decisions, Middle School](#) (pp. 22-25) to learn more about middle school - specific activities for college and career decision making
- Review the overview of [JFF's Possible Futures: Career Foundations unit](#), with particular focus on lessons 1, 2, 4
- Find a way for youth to access the [Identity Word Bank](#) and [Alphabiography sample](#) resources from JFF Lesson 1

Tasks

Review Group Norms

1. Begin each session of the remainder of the program by reviewing the Group Norms, which should be aligned with the intended CCR culture and share values and expectations identified collaboratively with youth in Session One.
 - a. Read the Group Norms. You may want to invite youth to lead this task.
 - b. Invite youth and program staff to share any recommendations for changes or suggestions for improvements to ensure alignment with the CCR culture of the group.

The Me I Choose–My Identity A-Z (JFF Possible Futures)

1. Implement [Lesson 1: The Me I Choose–My Identity A-Z](#) from the [JFF's Possible Futures: Career Foundations unit](#) as instructed in the lesson plan.
 - a. Student-facing worksheets from the lesson have been included in the [accompanying workbook](#). See Workbook pp. 4-5.

- i. Be sure youth have access to the [Identity Word Bank](#) and [Alphabiography sample](#) from JFF Lesson 1.
- b. You should have time at the end to allow youth to share their alphabiographies rather than carrying over into the next session.

This is Me Web

1. If time permits, do this together during the session. If time does not permit, have youth complete this as an extension or home assignment prior to Session Five.
2. Introduce the [This is Me Web](#) activity to youth.
 - a. In this activity, youth take an inventory of their interests and what they know about high school and themselves.
 - b. Youth can complete the This is Me Web page in their [workbook](#). See Workbook p. 6.
 - c. If there is an opportunity, discuss their responses with youth and how this self-knowledge can help them make decisions about the next steps in their education.

Session Three | Know Your Spark | 1 hr

Building on Session Two, this session encourages youth to consider what their “sparks” might be - the things that light them up and get them feeling interested and excited. Youth will work independently to identify some of their sparks and then conduct peer interviews to share about their sparks with others. This session features a lesson from [JFF's Possible Futures-Career and Exploration Curriculum](#). You can learn more about the specific mini-unit that features this lesson called Career Foundations by [following this link](#).

Outcomes

- Understand the importance of sparks
- Begin to describe your personal sparks

Preparation

- Have the Group Norms published / posted for easy visibility during the session
- Youth will need their printed workbooks for each session
- Review the overview of [JFF's Possible Futures: Career Foundations unit](#), with particular focus on lessons 1, 2, 4

Tasks

Review Group Norms

1. Begin each session of the remainder of the program by reviewing the Group Norms, which should be aligned with the intended CCR culture and share values and expectations identified collaboratively with youth in Session One.
 - a. Read the Group Norms. You may want to invite youth to lead this task.
 - b. Invite youth and program staff to share any recommendations for changes or suggestions for improvements to ensure alignment with the CCR culture of the group.

Know Your Spark (JFF Possible Futures)

1. Implement [Lesson 2: Know Your Spark](#) from the [JFF's Possible Futures: Career Foundations unit](#) as instructed in the lesson plan.
 - a. Student-facing worksheets from the lesson have been included in the [accompanying workbook](#). See workbook pp. 7-9

Session Four | Connecting Careers to Personal Interests | 1 hr

Bringing together all of the work from Sessions Two and Three, this session will have youth connecting their personality, identity, interests, and sparks with possible careers. Youth will begin to explore career clusters and categorize jobs within career clusters. This session features a lesson from [JFF's Possible Futures-Career and Exploration Curriculum](#). You can learn more about the specific mini-unit that features this lesson called Career Foundations by [following this link](#).

Outcomes

- Identify possible connections between personal interests and careers
- Categorize jobs within career clusters
- Explore career clusters based on your personal interests, talents, and skills

Preparation

- Have the Group Norms published / posted for easy visibility during the session
- Youth will need their printed workbooks for each session
- Review the overview of [JFF's Possible Futures: Career Foundations unit](#), with particular focus on lessons 1, 2, 4
- Find a way for youth to access the [Connection, Connection model](#) resource from JFF Lesson 4
- Familiarize yourself with [Unit 4: Career Readiness](#)

Tasks

Review Group Norms

1. Begin each session of the remainder of the program by reviewing the Group Norms, which should be aligned with the intended CCR culture and share values and expectations identified collaboratively with youth in Session One.
 - a. Read the Group Norms. You may want to invite youth to lead this task.
 - b. Invite youth and program staff to share any recommendations for changes or suggestions for improvements to ensure alignment with the CCR culture of the group.

Connecting Careers to Personal Interests (JFF Possible Futures)

1. Implement [Lesson 4: Connecting Careers to Personal Interests](#) from the [JFF's Possible Futures: Career Foundations unit](#) as instructed in the lesson plan.
 - a. Student-facing worksheets from the lesson have been included in the [accompanying workbook](#). See workbook pp. 10-11.
 - i. Be sure youth have access to the [Connection, Connection model](#) from JFF Lesson 4.

Session Five | Career Imaginings | 1 hr

In this session, youth will be prompted to further explore careers by watching videos from a career speakers series and imagining what it would be like if they were to pursue that career themselves. This session dives deeper into the career clusters work that was done in Session Four.

Outcomes

- Learn more about a career of interest to you via speaker videos & online research
- Imagine yourself in a chosen occupation and write about what that will be like

Preparation

- Have the Group Norms published / posted for easy visibility during the session
- Youth will need their printed workbooks for each session
- Familiarize yourself with [Unit 4: Career Readiness](#)
- Be sure to test the video links from the [Junior Achievement Speakers Videos](#) archive to ensure they are accessible by youth
- Review the [JA Career Speaker Series Middle School activity guide](#)

Tasks

Review Group Norms

1. Begin each session of the remainder of the program by reviewing the Group Norms, which should be aligned with the intended CCR culture and share values and expectations identified collaboratively with youth in Session One.
 - a. Read the Group Norms. You may want to invite youth to lead this task.
 - b. Invite youth and program staff to share any recommendations for changes or suggestions for improvements to ensure alignment with the CCR culture of the group.

Career Imaginings

1. Introduce the [Junior Achievement Career Speakers Videos](#) archive to youth.
2. Ask youth to identify one of the career clusters that aligned with their personal interests, as identified in Session Four.
3. Youth should watch at least one video from the Junior Achievement Career Speakers Videos archive from their selected career cluster then complete the following activities from their [Middle School Assignment Guide](#):
 - a. *Think About It*
 - i. Reflect on the speaker's occupation & respond to questions
 - b. *Research the Speaker's Occupation*
 - i. Using the [My Next Move](#) site from the US Dept of Labor
 - c. *Imagine This Job*
 - i. Imagine yourself in the speaker's occupation or similar career

- d. There are pages to help guide youth through these activities in the [accompanying workbook](#). See workbook pp. 12-14.
4. Once youth have had time to work through the activities and create their imagined experience in the speaker's career, have them work with peers in small groups or pairs to share their imaginings with each other.
 - a. You may certainly do this as a whole group if you prefer.

Session Six | What Are My Options? | 1 hr

In this session, youth will explore alternative post-secondary options that might be available or of interest to them. It is important to not only expose youth to the possibility and goal of attending college, but to look at options other than college for post-secondary education opportunities. Youth will select an alternative post-secondary pathway to research and create a mini presentation on their findings.

Outcomes

- Research an alternative post-secondary pathway
- Create and deliver a brief presentation on the pathway you research

Preparation

- Have the Group Norms published / posted for easy visibility during the session
- Youth will need their printed workbooks for each session
- Familiarize yourself with [Unit 5: Alternative Post-Secondary Options](#), specifically pp. 94-96
 - Determine how to present the highlights of this information to youth (PowerPoint, discussion, etc.)
- Decide on the format(s) you will allow for youth presentations of their research

Tasks

Review Group Norms

1. Begin each session of the remainder of the program by reviewing the Group Norms, which should be aligned with the intended CCR culture and share values and expectations identified collaboratively with youth in Session One.
 - a. Read the Group Norms. You may want to invite youth to lead this task.
 - b. Invite youth and program staff to share any recommendations for changes or suggestions for improvements to ensure alignment with the CCR culture of the group.

Introduction to Post-Secondary Alternatives

1. Introduce the concept of alternative post-secondary education options to youth.
 - a. There is good information included in [Unit 5 of the CCR Toolkit](#) that you could present to youth in an appealing way through use of PowerPoint, discussion, etc.
 - b. You want to be sure to just cover the basics in your introduction, as youth are going to dive into some of the specifics themselves as they conduct their research.
2. Engage youth in a discussion on the possible advantages and disadvantages of pursuing post-secondary education alternatives.
 - a. Some of these points can be found on [page 95 of the CCR Toolkit](#).
 - b. Document the highlights of the conversation on a whiteboard, digital document, or chart paper for visual reference.

Post-Secondary Alternatives Presentation

In this activity, youth will research an alternative post-secondary education option and give a brief presentation summarizing their findings.

1. Lead the activity as directed on [page 97 in Unit 5 of the CCR Toolkit](#).
 - a. As noted in the activity instructions, you may encourage youth to work independently or in pairs or small groups for this activity. This may share the workload and make the activity move a little faster.
 - b. Multiple individuals or groupings may research the same pathway.
 - i. Possible pathways include:
 1. Certificates
 2. Licenses
 3. Two-Year Degrees
 4. Military
 - ii. You may include other alternative pathways if you have resources to which you can point youth for their research.
 - c. A copy of the research worksheet has been provided to youth in their [accompanying workbook](#). See workbook pp. 15-16.
 - d. Direct youth to the CCR Toolkit as their first stop in their research. There is a section for each of the alternative pathways discussed in the Toolkit (and mentioned above).
 - i. [Certificates, pp. 98-99](#)
 - ii. [Licenses, pp. 100-101](#)
 - iii. [Two-Year Colleges, pp. 102-103](#)
 - iv. [Military, pp. 104-106](#)
 1. *Although it is recommended that youth start their research within the Toolkit itself, they will likely need additional resources. Many of these can be found within the Toolkit itself, but you may want to collect other external resources for research on these topics.*
 - e. Youth may complete their presentations in whatever format you'd prefer: PowerPoint, digital document, traditional poster, or something else.
2. Invite youth to share their research presentations to the whole group.

Session Seven | College Research | 1 hr

In this session, youth will conduct some basic, initial research on colleges and universities by visiting their websites and taking a virtual campus tour. The overall goal of this session is to create enthusiasm around college-going and start youth on the path of researching and weighing their options early on.

Outcomes

- Conduct basic research on colleges
- Take a virtual tour of a college campus

Preparation

- Have the Group Norms published / posted for easy visibility during the session
- Youth will need their printed workbooks for each session
- Familiarize yourself with [Unit 6: College Readiness](#)
- Visit the [College Search](#) site from [College Board](#) and become familiar with the navigation and information available on the site

Tasks

Review Group Norms

1. Begin each session of the remainder of the program by reviewing the Group Norms, which should be aligned with the intended CCR culture and share values and expectations identified collaboratively with youth in Session One.
 - a. Read the Group Norms. You may want to invite youth to lead this task.
 - b. Invite youth and program staff to share any recommendations for changes or suggestions for improvements to ensure alignment with the CCR culture of the group.

Starting Your College Search

1. Begin by engaging youth in a discussion about college by asking them to respond to the following questions:
 - a. *What do you already know about college?*
 - b. *What questions do you have about college?*
 - c. *Do you plan to go to college? Why or why not?*
 - d. *Who do you know (in real life) who has attended college? What do you know about their experience?*
2. Take notes on their responses as you move through the conversation together.
 - a. There is also an optional workbook page for youth to be able to document their responses or take notes on the discussion. See [workbook](#) p. 17.
3. Let youth know that today they are going to be learning more about the college search process by getting to try it themselves!

4. Introduce the [College Search](#) site from [College Board](#). Support youth in navigating to the site to begin their college search.
 - a. Show youth how to use the filters on the site to narrow their search.
5. Instruct youth to make a list of 3 colleges or universities that offer programs for careers or career clusters they are interested in based on information they've gathered over the previous sessions.
6. Circulate as youth work and help as needed.

Let's Go On Tour

1. As youth identify their 3 schools, set them up for their next task - finding and completing a virtual tour of one of the schools on their list.
2. Direct youth to one of the following sites to try and find a virtual campus tour of one of the colleges on their list:
 - a. [Virtual Tours](#), Princeton Review
 - b. [CampusTours](#)
 - c. [Virtual College Tours](#), Appily
 - d. [The College Tour](#)
 - i. *It's possible that their initial selection may not have a virtual tour. If that is the case, youth should check the website of their selected school to see if they can find a virtual tour, or they should make a new selection.*
3. Youth should then complete the [Virtual Campus Tour Summary](#), which can be found in their [accompanying workbook](#). See workbook pp. 18-20.
 - a. Explore the school's website to fill in information gaps.
4. To close out the session, you may choose to have youth share their tour summary with a peer or with the whole group. Or you may choose to close out in some other way.

Session Eight | Identifying Next Steps & Reflection | 1 - 1.5 hrs

In this final session, youth will be asked to consider a few immediate next steps that they can take on their college and career readiness journey - identifying possible mentors and researching high school options. The final activity will allow youth an opportunity to reflect on their experiences and new learning over the previous seven weeks.

Outcomes

- Understand the importance of mentors & name potential mentors
- Research high school options that align with your personal interests
- Reflect on the last 7 weeks of CCR experiences
- Participate in a discussion and share out about your self-reflection

Preparation

- Have the Group Norms published / posted for easy visibility during the session
- Youth will need their printed workbooks for each session
- Review the information in [Unit 1, Section 3: Mentorship](#) (pp. 9-10)
 - Determine how to present the highlights of this information to youth (PowerPoint, discussion, etc.)
- Read [Unit 2, Section 1: Guiding Youth Through College & Career Decisions, Middle School](#) (pp. 22-25) to learn more about middle school - specific activities for college and career decision making
- Assemble a list of websites where youth will be able to conduct research on high schools in their area
- *Special Note:* If the youth in your program do not have much choice in the school they will attend for high school, you may choose to alter or skip the School Alignment Research activity included in this session.

Tasks

Review Group Norms

1. Begin each session of the remainder of the program by reviewing the Group Norms, which should be aligned with the intended CCR culture and share values and expectations identified collaboratively with youth in Session One.
 - a. Read the Group Norms. You may want to invite youth to lead this task.
 - b. Invite youth and program staff to share any recommendations for changes or suggestions for improvements to ensure alignment with the CCR culture of the group.

*** As this is the final session, you may decide NOT to review the Group Norms this time and skip it in the interest of having more time for the remaining activities.*

Identify Possible Mentors

1. Present the information from this section in an appealing way to youth through use of PowerPoint, discussion, etc.
2. Lead youth in a discussion on the value of mentorship and invite youth to share about their personal experiences working with mentors.
 - a. If youth don't have any of their own experiences to share about, invite program staff to share their experiences.
3. Introduce and complete the [Five Possible Mentors](#) activity (p. 10) with youth.
 - a. This activity has an [accompanying workbook](#) page to guide youth through the prompts and provide a place for them to record their responses. See workbook p. 21.
 - b. Throughout the activity, be sure to circulate and help youth as needed.
4. When youth have successfully identified at least two possible mentors each, prompt them to identify their next steps for reaching out and connecting with their identified persons.
 - a. Be prepared to offer support and suggestions!

School Alignment Research

Note: You may choose to alter or skip this activity if the youth you are working with don't have much choice in their high school. For example if youth typically attend the designated high school for their district, you may have them focus their research only on the opportunities available to them at the local school.

1. Introduce the [School Alignment Research](#) activity to youth.
 - a. In this activity, youth will be using the information they collected in their This is Me Web to guide their research of high school options available to them.
 - b. This activity is the second activity in the middle school activities sequence found in Unit 2 of the CCR Toolkit. This activity follows the *This Is Me Web* activity from Session Two.
2. Share the list of websites you assembled for conducting high school research with youth and instruct them to search these sites to find information to complete their School Alignment Research Worksheet in their [workbook](#). See workbook p. 22.
 - a. Circulate as youth work to support them in their research and answer any questions they may have.
3. Discuss their responses with youth and how this self-knowledge can help them make decisions about the next steps in their education.

Final Reflection

1. Ask youth to complete the Guided Reflection in their [workbook](#) (p. 23) that focuses on these questions:
 - a. What new things have you learned about career and college readiness?
 - b. What are you curious about or what unanswered questions do you have?
 - c. What activity or resource was the most helpful?
 - d. What are some next steps you'd like to take?
 - e. What support do you need to take those next steps?

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2. Engage youth in a discussion about their answers, particularly those focused on specific feedback for you about the program, next steps for them, and how you can support them going forward.