



2024 Older Youth Retreat Focus Group Results

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Youth who attended the 2024 Older Youth Retreat were invited to participate in a focus group to share their experiences related to education. The questions focused on challenges faced while working towards their high school diploma, supports received and needed while in high school, awareness of options for postsecondary education or trade school, how prepared they felt to begin postsecondary education or trade school, what encouraged pursuit of postsecondary education or trade school, and how prepared they felt for the workforce if continued education was not part of their plan (see Appendix for focus group questions). Questions were framed depending on the youths' current educational status (e.g. "If you are still in high school...", or, "If you are no longer in high school..."). These focus groups were held in person during the retreat, which occurred in August 2024.

All youth were randomly placed into eight color groups upon registration for the retreat. The youth stayed in these groups when participating in the focus groups. Due to the number of facilitators available, one of the focus groups included two colored groups, so there was a total of seven focus groups held. Table 1 provides details about the focus group make-up. Each group contained youth from a variety of educational levels and work statuses, such as youth who were currently in high school, college, or trade school; youth who were working; or youth who were taking time off from school and work. The notes taken during each focus group were coded and organized into themes that emerged from the data.

Table 1. Focus Group Details			
Number of Focus Groups	7		
Total Number of Participants	58		
Number of Participants per Focus Group	7-11		
Ages of Participants	16-20		
Number of Counties Represented	21		
Counties Represented	Allegheny Bucks Cambria Carbon Clearfield Crawford Erie	Fayette Indiana Lehigh Luzerne Northampton Perry Philadelphia	Sullivan Susquehanna Warren Washington Westmoreland Wyoming York

Considerations for Interpreting the Results

Each focus group was conducted by a unique facilitator and notetaker, resulting in a total of seven facilitators and seven notetakers. Facilitators utilized a semi-structured format when conducting the focus groups.

The results are based on the notes gathered from the focus group conversation and not from transcripts of the entire discussion. Some notetakers provided more detailed notes and demographic information than others. Often it was unclear whether the response/note was mentioned by one individual or multiple participants. However, there were some notes that did specify when one or more youth provided a particular response.

Additionally, the educational status of the youth providing a particular response was unclear in some notes (e.g., still in high school, graduated already, etc.).

The results may not represent all older youth served by the Independent Living (IL) Program in Pennsylvania due to the small sample size of participants and the focus groups were not conducted until saturation was reached (i.e., no more new themes emerged). However, the information gathered from the focus groups provides valuable insight into the youths' experiences related to education.

Results

Table 2 includes the overall themes that emerged from the focus group data. The themes are organized according to the questions asked. The notes for some questions were rich in details, which allowed for stronger themes to be determined. However, the notes for other questions were broader and less specific, which permitted looser themes to be generated. Supporting details for all themes are provided after Table 2.

During the focus groups, youth shared a variety of experiences related to educational challenges and supports and their preparation for further education or entering the workforce. Their experiences differed from county to county and school to school, given that the opportunities available to youth in these varied locations are different. Youth desire a standardization of services and supports provided across the state of Pennsylvania to ensure equitable opportunities available to youth in care.

Across all focus groups, the most common topic discussed was social support, either received or not received and needed. This topic came up throughout the focus group and not just in response to the question that specifically asked for their experiences with supports. The sources of support varied from youth to youth. For example, some youth received it from their family or placement caregiver, while others acquired it from school staff. Various forms of social support were provided by the sources, including emotional support (e.g., showing care or providing encouragement), informational support (e.g., sharing guidance, advice, or helpful information), and tangible support (e.g., providing concrete assistance or services). These results reinforce the importance of social connections among youth in care and how interpersonal relationships can assist youth with their transition to adulthood.

Another common topic mentioned throughout the focus group in response to multiple questions was financial support. Youth discussed financial support in various ways, including challenges they have faced related to receiving such support (e.g., struggles with securing financial support, lack of awareness of financial resources, inconsistent availability of financial resources), types of financial support they have received, how assistance in securing financial support was helpful in preparing them for postsecondary education/trade school, and how having financial support motivated them to do well in school and pursue further education. This recurring focus on financial support throughout the discussion suggests that youth value this type of support during their educational endeavors, and it is important for them as they transition to becoming productive adults.

Table 2. Themes				
Question Topic	Themes			
Challenges Experienced in Completing High School/Obtaining a Diploma	• Lack of social support • Changing schools while in care	• Intrapersonal struggles • Difficulties establishing social connections	• Challenges with transportation to school • Financial challenges	• Inconsistent services, resources, and supports
Supports Received and Needed for Completing High School	<u>Support Received:</u> • From child welfare professionals • From school/school staff • From placement caregivers and family members	<u>Support Received:</u> • From peers • From self • Financial support	<u>Support Needed:</u> • Better social support from caseworkers • Better social support from school staff • Consistent services and resources across the state	<u>Support Needed:</u> • Better social support from family • More resources • Awareness of services and resources • Relationship building between schools and counties & from county to county
Preparation for Postsecondary Education/Trade School	• Variability in knowledge of options for postsecondary education or trade school	• Variability in preparation • Sources of support for preparation	• Concerns regarding entering postsecondary education or trade school	• Youth's suggestions to help them prepare for postsecondary education or trade school
Encouraging Postsecondary Education/Trade School	• Prioritize financial support • Nurture youth's motivation	• Center outcomes from postsecondary education/trade school	• Offer career guidance	• Meet needs related to pursuing postsecondary education/trade-school
Preparation to Enter the Workforce	• Many youth feel prepared to enter the workforce	• Other youth do not feel prepared to enter the workforce	• Youth's needs when preparing to enter the workforce	

Challenges Experienced in Completing High School/Obtaining a Diploma

If you are still in high school, what challenges are you facing as you work towards getting your diploma? Or, if you are no longer in high school, what challenges did you have with completing high school and getting your diploma?

Youth expressed a variety of challenges as they work(ed) towards their high school diploma. Many of these challenges stem from their moves/placement changes while in care, such as school transfers, difficulties with social connections, certain intrapersonal struggles (e.g., mental health consequences), and challenges with transportation to school. The most common challenges that were shared were a lack of social support, changing schools while in care, and intrapersonal struggles.

- **Lack of social support**
 - Several youth indicated a lack of social support from various sources, including family, friends, placement caregivers, and schools/school staff (e.g., teachers, guidance counselors).
 - Youth who mentioned a lack of support from schools/school staff specified the following:
 - Lack of **emotional support** from schools/teachers/school staff – Youth felt that schools aren't concerned about addressing underlying issues related to getting good grades. Youth also shared that teachers may not be a positive influence. Some youth mentioned that school staff treated them differently and had a negative perception of them if they were aware that they were in care.
 - Lack of **informational support** from guidance offices – Youth shared that these offices aren't always knowledgeable and helpful.
 - Lack of **tangible support** from teachers – Other youth mentioned that when teachers weren't aware of their home situation, it impacted the completion of their schoolwork (e.g., not getting extra time to complete assignments when needed).
 - Youth highlighted having to navigate the school process without the same support that their peers who aren't in the system have, causing stress.
 - Some youth did not get the support they needed from their caregivers (biological, foster, or adoptive parents), so they looked for it elsewhere, such as in school.
- **Changing schools while in care**
 - Several youth mentioned they changed schools while in care. Youth mentioned they had to transfer schools due to moves/placement changes, and some had to change schools more than once. New schools/school districts have different requirements and grading systems, and credits from a previous school may not transfer to their new school, delaying their graduation.
- **Intrapersonal struggles**
 - Several youth mentioned intrapersonal struggles that they faced in high school, including the following:
 - Staying motivated and focused
 - Prioritizing education
 - Procrastination
 - Lack of interest in particular school subjects
 - Balancing and managing their personal life and work while keeping their grades up
 - Balancing their college preparation with completing their high school requirements
 - Learning to advocate for themselves
 - Language barriers among youth for whom English is not their first language
 - Navigating school with an Individualized Education Program (IEP)
 - Experiencing mental health challenges from being in care
- **Difficulties establishing social connections**

- Some youth commented about the difficulty of establishing social connections with peers. A youth commented that making friends in high school is a challenge in general, and making friendships is further complicated by moves/placement changes.
- Youth commented about challenges with social acceptance and establishing friendships with peers who are a positive influence.
- **Challenges with transportation to school**
 - Some youth shared challenges they've experienced with transportation to school due to moves/placement changes. After moving, youth commented that their school became far away from their placement, and they would have to travel long distances to stay in the same school.
 - Other youth commented about the difficulty of getting reliable, punctual transportation to school. Youth commented about issues with coordinating transportation, and the process for arranging transportation can vary among schools and counties.
- **Financial challenges**
 - A few youth commented about challenges with securing financial aid for college, which can be stressful.
 - Other youth were not aware of financial resources available to them until later in high school, or they were not aware of stipend policies, such as incentives for graduating, getting a job, or going to college (i.e., the word or concept was unfamiliar to them).
- **Inconsistent services, resources, and supports**
 - Some youth commented about the services, resources, and supports that are available in some counties and not in others. For example, one youth mentioned they have a youth coach who assists with financial aid, but other counties don't have that support.
 - Some youth shared financial stipends they received for education, but other youth from other counties did not have access to a stipend until they graduated, or they didn't have access to a stipend at all.
 - Youth commented about some schools having better resources than others, and the accessibility to resources varies (e.g., some youth mentioned a lack of classes available to prepare them for college).
 - A youth commented about inconsistencies in IL services regarding teaching life skills such as banking or money management.

Supports Received and Needed for Completing High School

If you are still in high school, what supports are you receiving to help you complete high school? What supports do you need to complete high school but aren't receiving? Or, if you are no longer in high school, what supports did you receive to help you complete high school? What supports did you need to complete high school but didn't receive?

Youth primarily focused on other people who help(ed) them complete high school (i.e., social support), and they shared a variety of ways these people provided support to them, including emotional, informational, and tangible support. They also mentioned organizations, groups, and programs (e.g., school, Youth Advisory Board, IL program) that provided support to them, and financial support they received. The most common sources of support were child welfare professionals and their school/school staff.

Youth highlighted various supports they need(ed) to complete high school, which included better social support and other forms of support. Although some youth received appropriate support from child welfare professionals and school staff, other youth were not satisfied with the support they received from these sources and indicated needing better support from them. The most common needs reported include better support from caseworkers,

better support from school staff, and consistent services and resources across the state. These common needs are tied to challenges that were expressed by youth (i.e., lack of social support and inconsistent services, resources, and supports).

- Support Received:

- **From child welfare professionals**

- Several youth mentioned receiving **emotional, informational, and tangible support** from their IL worker or IL services. Youth highlighted the following:
 - **Emotional support** – These sources encouraged the youth.
 - **Informational support** – These sources informed them of the Youth Advisory Board, provided guidance to help them stay on track with their schoolwork, and informed them of essential reminders.
 - **Tangible support** – These sources assisted the youth with completing necessary paperwork, studying, providing transportation, and updating their guidance counselors for them.
 - Other youth mentioned receiving **tangible support** from their caseworker, such as providing transportation to school, helping them set up a Septa pass, and assisting them with job interviews.
 - Youth also mentioned receiving **informational and tangible support** from a youth coach, an educational liaison from their program (not from their school), or their county in general. Youth highlighted the following:
 - **Informational support** – These sources provided guidance for life planning after college and informed them of the Older Youth Retreat.
 - **Tangible support** – These sources helped the youth with obtaining financial aid, receiving additional help that they did not obtain from their caseworker, and making connections to friends.

- **From school/school staff**

- Several youth mentioned receiving **emotional, informational, and tangible support** from their school or specific school staff. Youth shared the following:
 - **Emotional support** – Youth mentioned that teachers who knew about their home situation encouraged healthy coping strategies to support their mental health (e.g., using poetry as an outlet). Some schools offered emotional support classrooms. Guidance counselors and IEP staff supported their mental health needs as well (e.g., provided a space to retreat to if they were overstimulated, or they needed to calm down when they were upset).
 - **Informational support** – Guidance counselors provided guidance to help the youth to stay on track with their schoolwork and informed them of essential reminders.
 - **Tangible support** – Youth highlighted that teachers who were aware of their home situation provided them with necessities (e.g., clothes) when they did not have any, were flexible with their assignments, and worked with them as individuals. Guidance counselors advocated for them and supported their physical health needs (e.g., provided a space to retreat to if they weren't feeling well due to a medical condition). Some schools provided language training when English wasn't their first language, tutoring, a school credit recovery program, and designated school staff to support youth who are in placement.

- **From placement caregivers and family members**

- Some youth mentioned receiving **emotional, informational, and tangible support** from their foster or adoptive parents, biological parents, or relatives.

- **Emotional support** – These supports motivated the youth and expressed how proud they were of the youth.
 - **Informational support** – These supports introduced the youth to resources, provided guidance to help them stay on track with their schoolwork, and informed them of essential reminders.
 - **Tangible support** - These supports advocated for them to help them graduate on time.
- **From peers**
 - Some youth mentioned receiving **informational support** from friends and the Youth Advisory Board. These supports provided guidance to help the youth to stay on track with their schoolwork and informed them of essential reminders.
- **From self**
 - Some youth mentioned themselves as their source of support. They highlighted their internal motivation, drive, self-encouragement, and self-efficacy to graduate from high school.
- **Financial support**
 - Some youth mentioned receiving financial support, but the source for this funding was unclear. Youth referenced types of financial support, including an educational stipend, voucher, scholarship, and waiver.
 - A youth reported receiving Department of Human Services (DHS) checks.
 - Financial support was reported as the most helpful support and motivation to do well in school.
 - Youth mentioned items that they purchased with the funding (e.g., necessities, tuition payments, computer for college, volleyball shoes, prom tickets, clothing rentals, SAT testing, AP testing).
- Support Needed:
 - **Better social support from caseworkers**
 - Youth mentioned needing better **informational and tangible support** from their caseworker. Youth highlighted the following
 - **Informational support** – Youth need caseworkers who are better at educating them about the IL services to which they are entitled.
 - **Tangible support** – Youth need better support from their caseworker when they have unfortunate experiences with their teachers (e.g., step in early when their teacher pre-judges them). Youth also need caseworkers who are better at offering IL services and who are more consistent in their care (i.e., having more consistent knowledge and providing consistent resources by addressing caseworker turnover).
 - **Better social support from school staff**
 - Youth mentioned needing better **emotional and tangible support** from school staff. Youth highlighted the following
 - **Emotional support** – Youth need better emotional support in school during certain life circumstances (e.g., when a youth is pregnant).
 - **Tangible support** – Youth need more guidance counselors in general, and they would like these counselors and other school staff to maintain student confidentiality with other teachers regarding their grades and their life circumstances. Youth also mentioned individualized support, such as helping the youth to read tests, teaching English as a Second Language if English isn't their first language, and providing necessities (e.g., a teacher provided a bag of toiletries to a youth). Youth need flexibility with assignments, such as getting extra time to

complete school assignments when they interfere with child welfare requirements. Youth need school officials/guidance counselors who notice and help youth to address subjects they are struggling with.

- **Consistent services and resources across the state**
 - Youth commented about the inconsistent resources and services available to them from county to county and suggested having more consistency across the state to serve all youth. For example, what youth receive when they graduate varies from program to program and county to county (i.e., stipends like car match, laptops, etc.), but some level of consistent standard would be beneficial.
- **Better social support from family**
 - A few youth mentioned needing more **emotional support** from their family during struggles (e.g., a youth mentioned her family stopped communicating with her when she was pregnant).
- **More resources**
 - Youth shared that they wished more resources were available to them, including more resources in high school to prepare them for postsecondary education or bring back a high achievement program.
- **Awareness of services and resources**
 - Youth need more awareness of services and resources available to them as IL youth. Some youth were not aware of IL services and the Youth Advisory Board (youth from certain areas, such as Philly). Youth received IL services, but they were under different names depending on the program offered in their county.
 - Youth also need to be aware of scholarships and other financial resources.
- **Relationship building between schools and counties & from county to county**
 - A few youth mentioned needing better communication between schools and the county agencies, which may increase the school's understanding of the youth's home situation.
 - Youth also shared needing openness from other counties to share resources to meet their needs, especially neighboring counties.

Preparation for Postsecondary Education/Trade School

What options are you aware of for postsecondary education or trade school? If you are still in high school, how prepared do you feel for postsecondary education or trade school? If you already entered postsecondary education or trade school, how prepared did you feel to begin postsecondary education or trade school?

Some older youth felt knowledgeable about and prepared for postsecondary education or trade school while others did not. Youth discussed sources of support, concerns, and suggestions related to preparation to enter postsecondary education/trade school.

- **Variability in knowledge of options for postsecondary education or trade school**
 - Youth discussed knowledge gained from job fairs as well as knowledge of financial support options and help with application fees.
 - Other youth shared that they did not know what financial support options were available to them.
- **Variability in preparation**
 - Some youth felt prepared for postsecondary education or trade school while others did not. Other youth described initially feeling prepared for postsecondary education but then struggled during the first year.
 - Youth who did not feel prepared shared that they lacked the following:

- Study skills
- Necessities for further education (e.g., one youth indicated that even though their foster mom tried to help, she didn't have the money)
- Encouragement from their support system, including family
- **Sources of support for preparation**
 - Youth shared the following were helpful in preparing for and navigating postsecondary education/trade school:
 - Support with funding, including others sharing knowledge of FAFSA and financial support options as well as assistance securing financial support
 - Career guidance, including school programs where people come in to talk about their profession and school counselors discussing career options
 - Engaging with others, including becoming comfortable asking questions of professors, learning from others, and working with study buddies
 - Support from family and relatives, IL workers, and foster parents who went to college
 - Experiences such as doing their own research to look up colleges, prices, etc. and participating in concurrent enrollment in college classes while still in high school
- **Concerns regarding entering postsecondary education or trade school**
 - Youth shared concerns regarding preparing to enter postsecondary education or trade school related to:
 - Being unsure of what to expect when starting college, including feeling nervous and scared, concerns about stress and how it will impact their ability to focus, navigating difficult college courses, and their ability to get up and be on time to classes
 - Worries about the challenges of finding housing
 - Gaps during placement in education and participation in extracurricular activities to bolster their resume
 - Being unsure of a career path to pursue, feeling that it is hard to be inspired after being in placement for so long
- **Youth's suggestions to help them prepare for postsecondary education or trade school**
 - Youth suggested the following to help prepare them for postsecondary education/trade school:
 - Build motivation through encouragement and support from those who genuinely care
 - Designating a week early in the summer after Junior year or after graduation to focus on preparing for postsecondary education (e.g., completing forms, IL tasks, etc.)
 - More incentives to allow time to take care of postsecondary education preparation tasks
 - More information and resources from a variety of people, including knowledgeable social workers and people with first-hand college experience (often not available in their families)
 - Build consistency in the resources available across counties, including sharing of resources among counties and ensuring all counties have and promote programs that help youth apply for college, find housing, get laptops, cover tuition, etc.

Encouraging Postsecondary Education/Trade School

If you are still in high school, what would encourage you to pursue postsecondary education or trade school? If you pursued postsecondary education or trade school, what made you choose to pursue this path? If you did not pursue postsecondary education or trade school, what would have encouraged you to do so?

Financial support was a key theme in encouraging youth to pursue postsecondary education/trade school. Youth shared about what motivates them to pursue postsecondary education/trade school and the outcomes they sought from doing so. Youth also discussed the importance of career guidance and meeting various needs to empower them to pursue further education.

- **Prioritize financial support**
 - Financial support for postsecondary education or trade school was an important factor in promoting youths' decision to pursue further education.
 - Financial support needs to include support for other living expenses (e.g., housing, food, general living, transportation), not just tuition.
- **Nurture youth's motivation**
 - Youth discussed a variety of motivations for pursuing postsecondary education/trade school:
 - Several youth mentioned that they were motivated to pursue further education by a desire to give back and help others the way that they have been helped. Other youth mentioned their desire to improve the world and break intergenerational cycles/trauma.
 - Other youth mentioned adversity as something that encourages them to pursue further education: animosity and envy can motivate, as well as a desire to prove everyone wrong and show the people who didn't believe in/support them.
 - Other youth cited internal motivation, including a desire to be proud of themselves and be an example for siblings.
 - Several youth indicated that expectations from parents and other family members provided encouragement to pursue further education.
 - One youth credited sports for his interest in pursuing postsecondary education.
- **Center outcomes from postsecondary education/trade school**
 - Many youth viewed postsecondary education or trade school as means to an end goal: pursuing what they want, path to opportunities, accessing the power of a degree, possibility of financial stability, and ability to network. Other outcomes mentioned include the ability to have a fresh start and to get out of an undesirable current situation.
 - One youth suggested that tangible incentives for completing postsecondary education would be helpful, such as the promise of an apprenticeship or job opportunity upon completion.
- **Offer career guidance**
 - Career guidance that helps youth achieve a balance between a career path that will help them earn enough while also being aligned with their interests is important in encouraging youth to pursue further education. Youth mentioned exposure to career options as helpful, including meetings with people in various areas to get multiple perspectives, diverse high school class options, job shadowing, and internships. Without this knowledge, some youth feel that there is nothing out there for them.
 - Several youth mentioned guidance counselors and educational liaisons as sources of encouragement to pursue postsecondary education. Other youth mentioned teachers, siblings whose career paths inspire them, coaches, and their foster/adoptive family as sources of encouragement.
- **Meet needs related to pursuing postsecondary education/trade school**

- Some youth shared that they wanted to take a break between the demands of completing high school and pursuing further education to protect their mental health.
- Other comments about encouraging postsecondary education/trade school referenced the importance of trade school options and more consistency in IL workers (i.e., less turnover) to build better relationships.
- Youth identified areas where they need support in pursuing postsecondary education, including finding a job while in college, getting college books, and assistance managing the rest of life while in college (e.g., life skills, obtaining medical insurance).

Preparation to Enter the Workforce

If higher education is not in your future plans, do you feel prepared to successfully enter the workforce? Why or why not? If you have already entered the workforce and did not pursue higher education, did you feel prepared to successfully enter the workforce? Why or why not?

While many older youth not pursuing higher education or trade school indicated that they felt prepared to enter the workforce, other youth did not feel prepared. Youth discussed various sources of support and needs as they prepared to enter the workforce.

- **Many youth feel prepared to enter the workforce**

- Many youth not pursuing higher education or trade school indicated that they felt prepared to enter the workforce.
- Youth indicated that they received support from various sources to prepare them to enter the workforce:
 - Sources of support included IL workers, county workers, educational liaisons, and parents who provided assistance in obtaining employment. However, other youth indicated that they got jobs on their own without assistance. One youth also mentioned programs at high school that helped prepare them for the workforce.
 - Some older youth discussed how initial jobs (such as part-time positions or apprenticeships) prepared them for more skilled work.
 - Some youth navigated preparation to enter the workforce by developing “side hustles” or plans for their own business and by focusing on their motivation (e.g., wanting things their foster parents couldn’t give them).

- **Other youth do not feel prepared enter the workforce**

- Some older youth indicated that they were not prepared to enter the workforce. The primary reason for this was difficulty obtaining the paperwork/documentation required to enter the workforce. One youth indicated that they had to pay to get their documents themselves so that they could take a job. Other barriers to entering the workforce that were mentioned include shut-downs due to the pandemic and being unsure of what kind of job to pursue.
- Some youth initially felt prepared to enter the workforce but no longer felt prepared after facing bills and the responsibility of caring for themselves on their own. They shared that even if youth are very responsible in high school, they may not be mentally prepared to take care of themselves.

- **Youth’s needs when preparing to enter the workforce**

- Youth shared that they need support for interviewing and finding jobs.

Appendix

Table 1A. Focus Group Questions

Questions	What are we trying to get out of these questions?
1) To get started, let's go around and say your name, age, and what county you are from	Warm up and get a sense of who is represented in the group
2) If you are still in high school, what challenges are you facing as you work towards getting your diploma? Or If you are no longer in high school, what challenges did you have with completing high school and getting your diploma?	Challenges experienced in completing high school/obtaining a diploma.
3) If you are still in high school, what supports are you receiving to help you complete high school? What supports do you need to complete high school but aren't receiving? Or If you are no longer in high school, what supports did you receive to help you complete high school? What supports did you need to complete high school but didn't receive?	What supports are available related to completing high school?
4) What options are you aware of for postsecondary education or trade school? If you are still in high school, how prepared do you feel for postsecondary education or trade school? Or If you already entered postsecondary education or trade school, how prepared did you feel to begin postsecondary education or trade school?	Preparation for postsecondary ed/trade school
5) 5. If you are still in high school, what would encourage you to pursue postsecondary education or trade school? Or If you pursued postsecondary education or trade school, what made you choose to pursue this path? Or If you did not pursue postsecondary education or trade school, what would have encouraged you to do so?	Encourage postsecondary education/trade school
6) If higher education is not in your future plans, do you feel prepared to successfully enter the workforce? Why or why not? Or If you have already entered the workforce and did not pursue higher education, did you feel prepared to successfully enter the workforce? Why or why not?	Preparation to enter the workforce