

OCCUPATIONAL THERAPY-LED DEVELOPMENT OF LIFE SKILLS COACHING  
COURSE ON RESOURCES FOR EDUCATIONAL ATTAINMENT TO FOSTER  
INDEPENDENT LIVING AMONG YOUTH AGING OUT OF FOSTER CARE

By

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## **Abstract**

This capstone project focused on addressing the competence of foster youth in their independent living skills, particularly, educational attainment skills. Delivered in a blended learning format, a life skills coaching course focused on educational attainment resources was proposed to address the long-term challenge of poor educational attainment among foster youth at Bamboo Sunrise, a specialized foster care agency in Henderson, NV. Participants completed brief didactic work in the form of video and PowerPoint lectures followed by the evaluation of their comprehension and skills through questionnaires and competencies. Competency evaluations simulated hands-on workshops structured weekly to promote skill mastery and application of content learned from lectures. Educating foster youth about the importance of higher education was crucial to help mitigate the risks associated with foster youth. The findings of this capstone project highlighted the importance of having available resources to foster youth. This capstone project aligned with the scope of practice of occupational therapy (OT) as education is an occupation that can provide opportunities to learn about life skills needed for independent living. Providing education and educational resources allowed foster youth to engage in the occupation of education. This project also emphasized occupational justice for this vulnerable and underserved population through the carry-over of the skills learned to their home, community, or natural environment. A blended life skills coaching format embraced the potential in helping foster youth with their educational attainment skills and needs.

*Keywords:* Foster youth aging out, specialized foster care, life skills coaching, blended learning, educational attainment, postsecondary education, independent living, resources for foster youth, occupational therapy, occupational justice, underserved populations, program development in occupational therapy, education-based interventions

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## **Introduction**

According to the U.S. Department of Health and Human Services (2020), the total number of children under the age of 18 in Nevada was 697,580 in the year of 2020. Roughly 11,653 children entered the foster care system within a fiscal year and 2,909 of these children exited the foster care system with only 796 of them being adopted (U.S. Department of Health and Human Services, 2020). The U.S. Department of Health and Human Services (2015) particularly discussed that children aging out of the system (children aged 18 to 21 but was dependent upon each state), have the lowest rates for pending adoption. Over 20,000 children age out of foster care (U.S. Department of Health and Human Services, 2015), a far higher rate that may be improved. Typically, the placement of children in the foster care system was a result of abuse, neglect, abandonment, and inadequate care prior to, and during their involvement with the child welfare system (Elise Barboza & Valentine, 2022). Kirk and Day (2011) suggested the hindering consequences related to foster care placement including having limited resources for education, employment, housing, and social support. These factors increased the risk of foster children developing long-term problems, such as poor educational attainment, mental health issues, substance abuse, delinquency and incarceration, unemployment, unintended pregnancy, and homelessness and which made foster children unsafe and unprepared for independent living (Liu et al., 2020; Paul-Ward & Pattavina, 2016; Van Andel et al., 2014). Although there were federal programs that train youth in foster care transitions (Fowler et al., 2017), there were no programs nor projects focused specifically on educational attainment and which demonstrated program effectiveness of youth's successful transition into adulthood in addition to understanding if the programs currently available help mitigate the risks associated with foster care placement among children.

Postsecondary education success is closely correlated with higher income, improved or better health outcomes, and lower levels of delinquency and incarceration, as compared to individuals who did not receive a college degree (National Center for Education Statistics, 2005). About 70% of youth aging out (nearing the maximum age set by the state where foster care system support is no longer available) have been found to be eager in attaining postsecondary education. Unfortunately, only 10% of these youth were successful in receiving a college degree (Fernandez, 2010; McMillen et al., 2003; Schelbe, 2023). Hass et al. (2014) discussed that foster care youth were predominantly behind as compared to their peers in successfully attaining and completing postsecondary education with only a two to five percent college graduation rate. Postsecondary education completion marked an important achievement, milestone, and rite of passage of any individual. With foster youth, the barriers and challenges they have faced by simply being part of the child welfare system due to early traumatic experiences (i.e., delinquency and incarceration, poor educational attainment, mental health issues) limit their ability to acquire support; they often only receive minimal support during their transition period into adulthood (Geenen & Powers, 2007).

OT services exist to promote habilitation, rehabilitation, and promotion of health and wellness to all persons, groups, or populations with disability and non-disability-related needs through enabling them to engage and participate in their occupations (American Occupational Therapy Association, 2020). According to the Occupational Therapy Practice Framework (4th Ed., 2020) [OTPF-4], occupations are the daily, meaningful and purposeful activities that people engage in and that occupies their time (i.e., education). The ability to safely and successfully participate in occupations is a hallmark objective of OT services (AOTA, 2020). Occupational therapists are apprehensive about their clients practicing their human rights which encompasses

occupational justice. The World Federation of Occupational Therapists (WFOT) (2019) stated that occupational justice is the attainment of the right of each individual with their engagement and participation in their occupations needed to survive, what they believe to be is meaningful, and what positively influences their own well-being and/or the well-being of their community. Life skills coaching could promote occupational justice to underserved populations, such as the foster youth aging out of foster care, and which OTs are skilled to perform. Foster youth having access to resources for their educational attainment through a life skills course may further enrich their foster care experience. This would allow foster youth the opportunity to engage and participate in the occupation of education, which may enable them to thrive and perform desired occupations once they age out of the foster care system.

The opportunities to acquire and master independent living skills for successful community living was very limited among foster youth (Paul-Ward & Lambdin-Pattavina, 2016). Conventionally, these independent living skills could be acquired through time in natural environments, such as family environments, through experiences and observations, and through the guidance of nurturing adults and role models, all of which many foster youths lack (Paul-Ward & Lambdin-Pattavina, 2016). The insufficient research evidence, including life skills interventions for youth aging out of foster care and adoption systems, inspired this capstone project to understand the educational needs of foster youth. Providing education is within the OT's scope of practice and could equip foster youth the tools and resources they need for independent living (Kramper et al., 2015). Thus, developing and implementing a life skills coaching course on resources for educational attainment should foster competence in independent living among youth aging out the foster care system.

## Literature Review

### Foster Youth and Factors Influencing Their Educational Path

Foster youth could face multiple challenges limiting their participation in postsecondary education, including unstable housing, limited financial resources, scarce information on the education system and financial assistance programs, and lack of access to mentoring (Kim et al., 2019; Liu et al., 2020; Paul-Ward & Pattavina, 2016; Van Andel et al., 2014). The National Center for Educational Statistics (2005) reported that only 26% of foster youth attained a postsecondary degree or certificate as compared to 56% of non-foster youth. The reasons for not completing their postsecondary education were mainly because financial difficulties and need to work, as well as academic problems (Davis, 2006).

Several factors impact the ability of foster youth to attain or complete high school education, including participation in independent living services (ILPs), gender and race/ethnicity, home placement, and lack of knowledge and access to resources and mentors (Cage et al., 2018; Harden et al., 2004; Kim et al., 2019; Rios & Rocco, 2014; Scott & White, 2023; U.S. Department of Education Office for Civil Rights, 2014; Villegas et al., 2014; Yang & Bechtold, 2021). Nonetheless, ILPs for foster youth are available and have demonstrated potential benefits, including improvements in life skills proficiency, access to education and education-related resources, and upward path to education, career, and employment opportunities (Hass et al., 2014; Hunter et al., 2014; Kim et al., 2019; Liu et al., 2020; Kramper et al., 2015; Taussig et al., 2021). Employment of a blended approach has been reported to have benefits for instructors and learners, especially foster youth (Donovan et al., 2023; Dziuban et al., 2018; Li & Wang, 2022; Lothridge et al., 2013). Discussed below were data to consider among educators, program developers, policymakers, and those working with youth in the foster care system.

## **Participation in Independent Living Services (ILS)**

Independent living services (ILS) or independent living programs (ILPs) typically are available to children in the welfare system which may include services to aid educational attainment and employment for foster youth (Kim et al., 2019; Scott & White, 2023). Kim and colleagues (2019) reported that high school completion and postsecondary education were significantly higher for foster youth who have participated in ILPs. Their odds of graduation were 0.25% times higher. The youth reported that education is a challenge when it comes to employment and attaining financial independence, and they understood that better job opportunities come when they have higher education (Kim et al., 2019). Youth who took advantage of ILS were able to receive educational resources and training skills including money management, basic life skills, and emergency preparedness and management plans (Scott & White, 2023). Thus, the odds of receiving a general education diploma (GED) or high school diploma, as well as embarking higher education were greater among foster youth who participated or completed an ILS program (Scott & White, 2023).

### ***Gender and Race/Ethnicity***

**Gender.** Females are more likely to achieve postsecondary education versus males (Hunter et al., 2014; Kim et al., 2019; Scott & White, 2023; Villegas et al., 2014). On a national level, females outnumber males in college campuses by a rate of 58% and 42%, respectively (Lopez & Gonzalez-Barrera, 2014; National Center for Education Statistics, 2023). Similarly in foster youth gender ratios, females also outnumber the males in regard to college attendance (Day et al., 2011; Jones & ProQuest, 2018). According to the National Health Statistics Report in 2020, 9.1% of women attained a bachelor's degree or higher as compared to only 4.8% of men with previous foster care experience. In regard to attaining some college with no bachelor's

degree, the rates were 31.0% and 22.7% respectively for women vs men with previous foster care experience (National Health Statistics Report, 2020).

**Race/Ethnicity.** Hispanics and Black youth were less likely to enroll in postsecondary education (Cage et al., 2018; Day et al., 2013; Hunter et al., 2014; Kim et al., 2019; U.S. Department of Education Office for Civil Rights, 2014; Villegas et al., 2014). Villegas et al. (2014) discussed that some Hispanics prioritized their cultural values, such as motherhood, caregiving, and being a breadwinner of the family when considering higher education. In the Hispanic community, the pursuit of higher education was challenged because oftentimes their priorities were to financially support their families, gearing them toward the immediate pursuit of employment (Villegas et al., 2014). Lopez (2009) surveyed Latino youth between the ages of 16 and 25 and found that the top two reasons for discontinuing their education before or after high school were primarily because of the pressure to financially support their family (74%) followed by limited English proficiency skills (49%). According to Day et al. (2013), only 3% of youth in foster care earned a college degree partly because there was very minimal guidance from research in addressing their cultural needs. Racism and shortcomings for programs focusing on racial identity, for example, were still ongoing issues that hinder the youth's success with their educational pursuits (Day et al., 2013).

Among all other races/ethnicities, Black youth had lower rates of completing their education (Cage et al., 2018; Caton, 2012; Lee et al., 2011; U.S. Department of Education Office for Civil Rights, 2014). According to the U.S. Department of Education (2014), the likelihood among Black students to be expelled compared to white students was 3%, and of those who had disabilities were twice more likely to encounter out-of-school suspensions. Black students were found to have a high dropout rate of 18% (Lee et al., 2011). Additionally, social stigmas played a



role in the foster youth's disengagement from school (Clemens et al., 2017). A former foster youth participant claimed an example of the stigma, "And everyone knew that I was in foster care. A black kid coming in the middle of the school year being dropped off by a white lady" (Clemens et al., 2017, p. 72).

### ***Home Placement***

Foster youth who were placed in nonrelative foster homes, as well as those who have been incarcerated and have experienced multiple home placements were less likely to complete high school and even pursue postsecondary education (Harden et al., 2004; Kim et al., 2019; Schelbe et al., 2023). Several home placements are available for children in foster care including placements with relatives, nonrelatives, or in congregate care settings such as qualified residential treatment programs (QRTPs) (Child Welfare Information Gateway, 2020). Foster youth placed with relative (kin) caregivers tended to have lower educational attainment as they might be limited in the knowledge and resources to support their foster children with their educational attainment (Harden et al., 2004).

Home placement is associated with foster youth accessing and wanting to pursue postsecondary education if they have participated in an ILS (Kim et al., 2019). ILS have funding to support foster youth in their secondary and postsecondary education and training, including the distribution of educational training vouchers (ETVs) (Okpych, 2015). Kim et al. (2019) found that ILS participation among foster youth encourages their completion in high school and enrollment in postsecondary education; however, there was a relatively low rate among foster youth participating in ILS because of home placement (e.g., group home placement, homelessness, incarceration). Among foster youth aging out, an estimate of 11-36% may become homeless as compared to only 4% in the general population (Dworsky et al., 2013; Fowler et al.,

2009; Liu, 2020). Schelbe and colleagues (2023) also suggested that many foster youth endured homelessness, incarceration, and substance use. Thus, limitations in ILS participation may restrict the potential of foster youth to pursue postsecondary education.

### ***Lack of Knowledge and Access to Resources and Mentors***

The inadequate level of knowledge about existing resources among foster youth, foster parents, educators, and child welfare employees continues to be the culprit for the underutilization of community resources (i.e., postsecondary supportive services, foster youth programs, educational training vouchers), which overall limits attainment of higher education among foster youth (Cameron et al., 2012; Cameron et al., 2015; Hunter et al., 2014; Rios & Rocco, 2014; Yang & Bechtold, 2021). In a study by Yang and Bechtold (2021), the participants were emancipated youth and they reported they did not receive any resources or education about college which hindered their potential to pursue postsecondary education. The phenomenological study by Rios and Rocco (2014) revealed that barriers to achieving postsecondary education among foster youth include having non empathetic teachers and administrators, the lack of academic rigor, uninvolved foster parents, uninformative case workers, low performing and abusive peers, as well as homes non conducive to study.

Exposure to material resources, social networks, and high values regarding education among children in foster care is crucial. Cameron and colleagues (2012) emphasized that educational attainment among children is strongly associated with parental background and social class. Even so, there continues to be a problem in foster youth having beyond a general idea about higher education, or even to stay in higher education. Oftentimes, the problem may be the insufficient experience in higher education of their caregivers (Cameron et al., 2015).

## **Benefits of Transitional Services to Foster Independent Living**

### ***Improvements in Life Skills Proficiency***

Transitional services (activities and supports for students to achieve postsecondary goals e.g., independent living program services (ILPs), among foster youth helped increase their proficiencies in life skills needed for independent living (Kramper et al., 2015; Taussig et al., 2021). Mentoring and skills training revealed substantial benefits in the life skills proficiency of the youth in the areas of career and education planning, housing and money management, and work and study life by a 95% improvement rate following interactive education intervention and learning experiences for the youth's identified deficits (Kramper et al., 2015).

### ***Access to Education and Education-Related Resources***

Being able to navigate available resources independently was found to lead to significant achievement in completing high school education and enrolling in postsecondary education among former foster youth (Hass et al., 2014; Hunter et al., 2014; Kim et al., 2019; Liu et al., 2020). These resources include the process of applying for Free Application for Federal Student Aid (FAFSA) and class registration. In ILS programs or transitional services, foster youth may be able to receive academic support (i.e., GED preparation and application) and career preparation (i.e., job-seeking and application, job coaching). In foster youth between the ages of 17 and 21, those who had high school completion, access to postsecondary education, and employment following their participation in an ILS program tended to have positive adulthood outcomes in their education and employment (Kim et al., 2019). Hass et al. (2014) reported that foster youth between the ages of 19 and 22 who have received access and direct support for educational services achieved a postsecondary education. Furthermore, foster youth who have received financial assistance, such as through scholarships, and other supplemental support (i.e.,

career advising, college admission) became successful in participating and completing postsecondary education.

### ***Upward Path to Education, Career, and Employment***

Specific types of independent living program services (ILPs) were linked to favorable outcomes in education and employment among youth aging out of foster care across the United States (Hass et al., 2014; Liu et al., 2020). Liu and colleagues (2020) found that foster youth who received postsecondary educational support services along with support for budgeting and other financial resources, tended to attain higher education and were more likely to secure employment (Hass et al., 2014). Postsecondary educational support services included but were not limited to test preparation classes, college counseling, tutoring, information about financial aid and scholarships, and assistance with loan applications (Liu et al., 2020).

Additionally, research suggested that postsecondary educational support services were the most effective ILP topic for improving outcomes in foster youth (Liu et al., 2020). Many foster youth consider the financial burden that postsecondary education may entail (Gross, 2019). Gross (2019) discussed that 23.5% of former foster youth reported having worries paying for college as compared to only 13.6% of non foster youth. Room and boarding fees were negatively associated with educational attainment due to the foster youth being burdened in having to search for a place to live, considering foster youth face many challenges including homelessness (Gross, 2019; Liu, 2020). There is importance of providing postsecondary educational support services to foster youth as studies revealed that assistance in educational finances (i.e., information about financial aid and scholarships, assistance with loan applications) were pivotal and closely associated with the youth's engagement in educational attainment (Gross, 2019; Liu, 2020).

## **Blended Learning Approach**

Blended learning, a type of instructional method, is described as the combination of face-to-face learning and online instruction or learning (Glazer, 2012; Hrastinski, 2019). Blended learning has been found to be an effective instructional learning system in K-12 settings as compared to face-to-face learning (Dziuban et al., 2018; Li & Wang, 2022). Blended learning is also efficient and sustainable to learners in a variety of settings and disciplines including in military training and higher education (Donovan et al., 2023; Dziuban et al., 2018; Dziuban & Moskal, 2011; Lothridge et al., 2013; Means et al. 2013).

Online learning is appealing to youth because of its accessibility and efficiency of use to the learners (Donovan et al., 2023). Online users have the convenience of accessing and learning the online content any time of the day at their own pace, making it an efficient learning tool (Lothridge et al., 2013). Chandra and Fisher (2009) found that their students reported their blended learning course was convenient and easily accessible. Not only were the students able to work at their own pace, but they also felt a sense of autonomy in their learning (Chandra & Fisher, 2009). Donovan et al. (2023) implemented a suicide prevention program for foster youth that utilized a blended learning approach and where the foster youth participants were expected to complete workshops guided by videos, follow-up question and answer sessions, and ongoing learning through resources provided. The foster youth participants reported they learned the skills in their suicide prevention program, and that it was not only sustainable but also a feasible educational approach (Donovan et al., 2023). Blended learning was sustainable as the live interactions for in-person learning cultivated the physical and social presence that is flawed in online learning (Donovan et al., 2023).

Blended learning can be cost-effective, creating less financial burden compared to traditional didactic approach (Lothridge et al., 2013). For example, traditional classroom learning includes but is not limited to the cost consideration for facilitator salaries, physical space to conduct the learning, and the materials and equipment needed. While in blended learning, the majority of the costs to consider are mainly for online content access and administration which can be costly (Lothridge et al., 2013). A potential drawback to blended learning may include the upfront costs associated with establishing online content while also considering the quality of the learning management system utilized (Lothridge et al., 2013). Regardless, blended learning incorporates a dyad of platforms enabling learners more variability and efficiency (i.e., time, cost) which the educators can take into consideration when implementing a blended life skills coaching course with foster youth (Lothridge et al., 2013).

### **Current Literature**

Recent literature has revealed that children and youth in the child welfare system are more likely to experience barriers and challenges as compared to their peers who are not in foster care (Kim et al., 2019; Liu et al., 2020; Paul-Ward & Pattavina, 2016; Van Andel et al., 2014). Foster youth face multiple challenges to participate in postsecondary education which are noted as common obstacles in securing financial stability and independence among foster youth (Kim et al., 2019; Paul-Ward & Pattavina, 2016). The challenges may be mainly due to experiences in home placement, lack of knowledge and access to resources, and academic problems. Specific demographic characteristics, particularly being male and Black or Hispanic, as well as participation in independent living services (ILPs), influence the fate of a foster youth to attain or complete high school education (Cage et al., 2018; Harden et al., 2004; Kim et al., 2019; Rios &

Rocco, 2014; Scott & White, 2023; U.S. Department of Education Office for Civil Rights, 2014; Villegas et al., 2014; Yang & Bechtold, 2021).

There is currently very limited evidence regarding foster youth and educational attainment indicating the need for ILPs or transitional services relevant to education and educational attainment, and particularly postsecondary education for foster youth (Evans et al., 2016; Hunter et al., 2014). Foster youth who received interventions, such as mentoring, skills training, or other transitional services were found to have positive outcomes or were beneficial to them (i.e., obtaining postsecondary education and employment) (Kramper et al., 2015; Scott & White, 2023). Postsecondary support services such as test preparation classes, college counseling, information about financial aid and scholarships, and assistance with loan applications (Liu et al., 2020) were found to be most effective in improving outcomes for foster youth (Hass et al., 2014; Hunter et al., 2014; Kim et al., 2019; Liu et al., 2020).

Blended learning was found to be beneficial in foster youth due to its cost effectiveness, accessibility, and efficiency of use among its learners. Thus, postsecondary support services, such as a blended life skills coaching course focused on resources for educational attainment, may be feasible in improving outcomes among foster youth in their educational attainment skills.

## Statement of the Problem

### Knowledge Gaps

Foster youth are one of the most educationally vulnerable groups (Stone, 2007; Zetlin & Weinberg, 2004). They have been found to experience many challenges, such as with their educational attainment, once out of the foster care system (Kim et al., 2019; Liu, 2020; Paul-Ward & Lambdin-Pattavina, 2016; Shah et al., 2017). Many foster youth reported their desires in obtaining postsecondary education but were not successful in receiving a degree (Fernandez, 2010; McMillen et al., 2003; Schelbe, 2023).

Independent living program services (ILPs) exist to help prepare youth in their independent living skills (also referred to as *life skills*) once they age out of foster care (Kim et al., 2019; Scott & White, 2023). However, the utilization or effectiveness of these services are limited among foster youth in care. The skills addressed in ILPs include preparation for postsecondary education, daily living skills, money management, housing assistance, etc. (Nevada Department of Health & Human Services Division of Child & Family Services, 2021). Typically, these skills are addressed collectively, rather than focus on one specific skill (i.e., preparation for postsecondary education). However, Williams (2011) reported there are some life skills trainings for foster youth, but they mainly focus on behavior management to address mental health needs or are used as a tool to improve their social skills.

While most states offer ILPs, some are either underutilized or ineffective (Paul-Ward & Lambdin-Pattavina, 2016). They are underutilized as current programs lack appeal to the youth due to its one-size-fits-all and online (lecture) format (Mares, 2010; Paul-Ward et al., 2014). Additionally, foster youth may not be interested in all or in some of the skills being offered (Mares, 2010; Paul-Ward et al., 2014). Emancipated (aged-out) youth reported their interests in



receiving more training for budgeting and financial management areas (Mares, 2010; Richardson & Yates, 2014). Paul-Ward and Lambdin-Pattavina (2016) reported that some existing ILPs were found to be ineffective due to lack of appropriate staffing. The lack of staffing limited the quality of services that the foster youth received, including the individual needs of each foster youth for a more client-centered approach (Paul-Ward & Lambdin-Pattavina, 2016). Additionally, inappropriate staff was found to lead to “learned helplessness” among foster youth.

### **Significance to Occupational Therapy (OT)**

Occupational therapists (OTs) play a vital role in the promotion of health, wellness, well-being, and participation of individuals, groups, or communities in their meaningful occupations (AOTA, 2020). OTs are equipped to support foster youth in achieving their occupational pursuits, as well as help them transition into their new roles and/or experiences (AOTA, 2020). Foster youth are considered a vulnerable and a marginalized group who are likely to experience educational challenges. There is certainly a need for education-based interventions or projects for individuals in the foster care system (Smith, 2022). Findings indicate the need for projects that address one specific skill rather than a collective of skills. To address this gap, an occupation-based capstone project was proposed to Bamboo Sunrise Foster Care system, a specialized foster care agency directed by Michael Flynn. As a potential solution, this capstone project solely focused on resources for educational attainment for foster youth.

### **Anticipated Outcomes**

As a result of this capstone project, the foster youth participants were expected to gain more knowledge and competence in their skills for educational attainment, including their ability to utilize and navigate the information and resources provided for them during the course.

Additionally, the capstone student anticipated continued implementation of the capstone project at Bamboo Sunrise considering the lack of educational resources among foster youth.

## **Statement of Purpose**

The purpose of the blended life skills coaching course was to foster competence in independent living skills for educational attainment among youth aging out of the Bamboo Sunrise foster care system. The term blended, for blended learning, is a combination of online digital learning and live interaction in a traditional classroom setting (Donovan et al., 2023).

There were three specific objectives of this capstone project, including (1) to develop and implement life skills coaching course on resources for educational attainment to foster competence in independent living among foster youth, (2) to create a resource list on educational resources for foster youth, and (3) to assess and determine project feasibility and outcomes.

Ultimately, the intention of this project was to develop and implement an accessible and efficient blended life skills coaching course that Bamboo Sunrise foster care agency may utilize to help their foster youth in navigating their educational attainment needs.

## Theoretical Frameworks

### Person-Environment-Occupation-Performance (PEOP) Model

The Person-Environment-Occupation-Performance (PEOP) is a theoretical framework conceptualized by Baum et al. (2015) which best resonates with this capstone project. The PEOP is a client-centered model emphasizing occupational performance that considers how environmental factors affect a client's daily activities or occupations (Baum et al., 2015). This model takes into consideration three major components: (1) personal characteristics (i.e., physiological, psychological, motor, sensory/perceptual, cognitive, or spiritual); (2) environmental features (i.e., cultural, social support, social determinants, and social capital, physical and natural environments, health education and public policy, assistive technology); and (3) the activity, task, or role characteristics. Considering that the PEOP model examines the intrinsic and extrinsic factors that may be affecting the client's performance capabilities or constraints, or their environment enablers or barriers, the individual's occupational performance may be positively or negatively be influenced along with the demands of the task (Baum et al., 2015). For example, the limited or unavailable resources for educational attainment for foster youth at Bamboo Sunrise currently present as environmental constraints. On the other hand, environmental enablers would potentially be the support the foster youth would receive from Bamboo Sunrise if the foster youth were to participate in this capstone project. The capstone project represented as the task that the foster youth [person] are requested to complete at Bamboo Sunrise [environment]. The occupational performance using the educational attainment skills among can be supported for foster youth who completed the capstone project. In essence, the capstone project was intended to present as an environmental enabler. The educational attainment skills were targeted by the capstone student as the PEOP

model recognizes the environmental factors (i.e., enablers, barriers) central to occupational performance which may result in the development of a more reasonable, realistic program. There is a dynamic relationship between the person, task, and environment. These considerations for foster youth at Bamboo Sunrise may lead to more effective participation or engagement in their education, which is an occupation especially for children.

### **Acquisitional Frame of Reference (FOR)**

The acquisitional FOR by Luebben and Royeen (2010) emphasizes the acquisition of skills or appropriate behaviors needed to perform efficiently in an environment. It is a teaching-learning approach that views behavior as a response to an environment. The environment is a reinforcer as it elicits a response. Referring to the capstone project, the foster youth will learn specific educational attainment skills [skills learned as a response elicited] in the life skills course [the environment as a reinforcer]. The new information that the foster youth will learn during this capstone project can provide them an increased understanding of the material, as well as enhance their educational attainment skills. The participation of the foster youth in this capstone project may support their occupational performance as it relates to their educational attainment skills that they can utilize efficiently once out of foster care.

## **Methodology**

### **Area of Focus and Proposed Means to Address Knowledge Gap**

This capstone project involved the development of a program that used a blended life skills coaching course to foster competence in the educational attainment skills essential for independent living for foster youth aging out. Foster youth at Bamboo Sunrise have limited access to resources essential for attaining postsecondary education. This capstone project was a specifically- and newly designed service to fill a gap in services at Bamboo Sunrise's existing OT department. This capstone project could be seen as a promotion of occupational justice for foster youth.

### **Agency Description**

Bamboo Sunrise is a specialized foster care agency that serves the underprivileged youth through trauma-informed and family-focused interventions (Bamboo Sunrise, 2022a). Michael Flynn, the current director of the facility, served as the site mentor for the project. Bamboo Sunrise could be an ideal fit for the development and implementation of this capstone project, as according to the result of initial needs assessment, there was a high need for a program or resource on education and educational attainment skills for the foster youth enhancing independent living skills once out of foster care. Bamboo Sunrise was equipped with space, materials, and equipment (i.e., computer, systems, art and school supplies) that were needed for the capstone project. Bamboo Sunrise recognized and supported the need for the proposed program for foster youth. The proposed project would add additional value to Bamboo Sunrise as no such program was offered in their agency.

## **Participants and Recruitment Process**

The target population for this capstone project were the youth who were aging out of foster care. Specifically, the youth and/or young adults who were at least 14 years old in the foster care system at Bamboo Sunrise. The age for youth referred to as *youth aging out of foster care* differs in each state. In Nevada, it was set at age 18, unless they have chosen to remain in foster care until high school graduation, or when they attain equivalent education (Department of Health and Human Services, 2020).

Participant recruitment at Bamboo Sunrise involved a combination of convenience and purposive sampling. Inconsistency in the housing or foster care situation within the Bamboo Sunrise may impact participant recruitment. Some of the potential foster youth may be residing in one of the group homes that may have placement issues (i.e., running away from placement homes, moving in with another family). Youth in these settings typically have increased needs for physical, psychological, and mental health attention, which could lead to inappropriateness for recruitment (Bamboo Sunrise, 2022c). Therefore, convenience sampling was selected since the foster youth at Bamboo Sunrise were available, willing, and accessible to contact. Purposive sampling was also chosen as a form of participant recruitment because the blended life skills course was focused on educational attainment skills. It was critical for the capstone student to intentionally select participants who will likely benefit from this capstone project, considering their client factors (i.e., mental functions like cognitive abilities, values), volition, and other abilities that may impact their successful completion of the project.

Prior to the recruitment process, permission from the Institutional Review Board (IRB) at University of Nevada, Las Vegas (UNLV) was obtained to adhere to ethical principles and protocol as the capstone project targeted working with human subjects, the foster youth (IRB #

UNLV-2023-521). The head OT forwarded emails and text messages about the program and recruitment of youth to family case managers. Additionally, the capstone student hosted several brief presentations to each family case manager to personally discuss the proposed program to address potential questions and/or concerns regarding the project. Verbal inquiries with the front desk representatives were also obtained by the capstone student for their input on potential candidates. These client factors were screened by the head OT and family case managers using their patient information from their data systems.

### **Blended Life Skills Coaching Course**

The blended (online and in-person learning) life skills coaching course consisted of three sessions with one online module and one in-person workshop in each session (See Table 1 for outlined elements). The course content was shared and made accessible through Google Drive to all participants throughout the capstone project period. A resource list containing information about scholarships, grants, and other resources pertaining to educational attainment among foster youth was created and distributed to the participants during the first session (see Appendix A). The resource list created was accessible in both physical and virtual formats pertaining to the available resources the foster youth can utilize for educational attainment. These resources included a list of scholarships, grants, programs, and educational training vouchers. Supplemental materials such as resume templates (see Appendix B) for the resume building workshop, as well as a syllabus (see Appendix C) were also provided to the participants as resources and guides for the capstone student's expectations on the participants' learning objectives.



**Table 1**

*Outline of the Blended Life Skills Coaching Course*

Session	Content
1	<p>Online Module: Introduction to Higher Education</p> <ul style="list-style-type: none"><li>● PowerPoint presentation content<ul style="list-style-type: none"><li>○ Benefits and outcomes of attaining higher education</li><li>○ How higher education relates to foster youth</li><li>○ What resources are available to foster youth<ul style="list-style-type: none"><li>■ Resource list</li></ul></li><li>○ How to navigate and utilize these resources available to foster youth</li></ul></li><li>● Knowledge Check 1 Questionnaire</li></ul> <p>In-Person Workshop: Resume-Building</p> <ul style="list-style-type: none"><li>● PowerPoint presentation content<ul style="list-style-type: none"><li>○ Brief overview of what a resume is</li><li>○ The purpose and importance of a resume</li><li>○ Resume draft examples</li></ul></li><li>● Resume building</li><li>● Competency evaluation rubric</li></ul>
2	<p>Online Module: Interviewing</p> <ul style="list-style-type: none"><li>● PowerPoint presentation content<ul style="list-style-type: none"><li>○ Importance of interviewing skills</li><li>○ “What to do” and “what not to do” during interviews</li></ul></li><li>● Knowledge Check 2 Questionnaire</li></ul> <p>In-Person Workshop: Mock-Interviewing</p> <ul style="list-style-type: none"><li>● Searching for a potential job or school application</li><li>● Mock interview role-play activity</li><li>● Competency evaluation rubric</li></ul>
3	<p>Online Module: How to Submit a Scholarship Application</p> <ul style="list-style-type: none"><li>● PowerPoint presentation<ul style="list-style-type: none"><li>○ Existence and importance of scholarships</li><li>○ Sample requirements for scholarships</li><li>○ Tips and strategies to know for scholarship applications</li></ul></li><li>● Knowledge Check 3 Questionnaire</li></ul>

Session	Content
	In-Person Workshop: Essay Writing <ul style="list-style-type: none"> <li>● Scholarship essay writing draft to Otto A. Huth Scholarship Fund</li> <li>● Competency evaluation rubric</li> </ul>

In the week of first session, the online module involved a brief introduction to higher education, the benefits and outcomes of attaining higher education, relation of higher education to foster youth, resources available to foster youth, and navigation and utilization of these resources. A resource list was created and distributed to the participants during this time. The first in-person workshop concentrated on resume building. A brief overview of resume, including its purpose and importance and examples, were introduced to the participants as supplemental learning experience. Followed by the overview, an allotted 30 minutes time was provided for participants to create their own resume, utilizing the resources provided to them as needed.

In the week of the second session, the online module focused on interviewing skills, including its importance and interviewing tips, such as “what to do” and “what not to do” at an interview. At the second in-person workshop, participants performed a mock interview which consisted of an initial activity of searching for a potential job or school application. The mock interview was a role-play activity between the participant as the interviewee candidate and the capstone student as the interviewer.

In the week of the third session, the online module contained information regarding scholarship application. In this module, the existence and importance of scholarships were discussed using sample requirements as well as tips and strategies for scholarship applications.

The third in-person workshop aimed for completing a scholarship essay writing draft to the Otto A. Huth Scholarship Fund, a scholarship particular and applicable to the participants.

All online modules (see Appendix D) consisted of PowerPoint slides with visual and audio input as lectured by capstone student discussing particular topics related to education and educational attainment skills. Additionally, each online module was intentionally designed to have seven- to ten-minute viewing time and to have a brief, five-question multiple choice knowledge check questionnaire regarding the particular content. The ungraded knowledge check questionnaires were used to provide to enhance participants' understanding of the content. Upon completion of each workshop, participants were asked to complete the competency evaluation, a self-reflection report on their learning, to reflect on their competence and experience regarding the workshop session. During this time, the capstone student and the participant discussed their self-reported assessment of their competence and the capstone student provided verbal constructive feedback for future improvement.

## **Procedures**

The development and implementation of the blended life skills coaching course involved five phases: (1) completion of onboarding procedures, (2) second needs assessment and program development, (3) participant recruitment, (4) program implementation, and (5) evaluation of the feasibility of the program. The capstone project was set to commence on January 16th, 2024 as the start of the fourteen-week capstone project and experience and culminated on April 17th, 2024.

### ***Phase One: Weeks One to Two***

The first phase was the completion of onboarding procedures. A mandatory background check and clearance process with the Division of Child and Family Services (DCFS) in the State

of Nevada was required by the capstone student prior to the start date. The capstone student completed the required foster care training at Bamboo Sunrise, including collecting preliminary information about Bamboo Sunrise, such as the physical location, the staff members most involved, and the working atmosphere of the site. Additionally, a brief walking survey was conducted with the site mentor, getting insight about the daily, normal routine of the facility's activities necessary for program development; more importantly, getting insight from the foster youth in what and/or how they could benefit from the proposed project and experience (i.e., educational levels and experiences and potential topics for the program). During this phase, the capstone student developed rapport with the team members, especially team members who were involved with foster youth potentially eligible for the program.

### ***Phase Two: Weeks Two to Three***

The second phase involved the second needs assessment and program development. Followed by the first phase, a second needs assessment was conducted to further confirm the needs for creating a blended course pertaining to educational attainment for foster youth at Bamboo Sunrise. It was observed that the majority of the foster youth in the Bamboo Sunrise system resided in group homes and were not appropriate for the participation of the proposed program due to other behavioral or medical conditions. Group homes included the Qualified Residential Treatment Program (QRTP) and Psychiatric Residential Treatment Facility (PRTF). The QRTP is a specialized residential program focusing on a comprehensive, therapeutic environment/home to help youth recover, self-regulate, and foster life skills in order to be able to transition into a specialized foster care (SFC) easily (Bamboo Sunrise, 2022c). The PRTF is a 24/7-supervised inpatient program that offers varying severities of mental health care through a holistic and individualized approach to promote the fullest potential of each youth receiving

services (Bamboo Sunrise, 2022b). Table 2 listed sample questions used for the second needs assessment. Following the feedback suggestions, the blended course was developed.

**Table 2**

*Sample Questions for Staff*

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Questions

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“Will foster youth benefit from a program focused on resources for educational attainment, such as instructional videos that teach them skills needed to go to college (i.e., How to make a resume, how to apply for a scholarship, etc.)?”

“What are the youth’s educational levels and experiences?”

“What topics may they be interested in learning that are related to their educational attainment?”

“Can they learn effectively given the quick, but flexible online modules provided for them?”

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*Notes.* Opportunities for comments and/or suggestions were also provided following questioning for consideration with program planning and development. Same questions and opportunities for feedback were requested among other staff members in different positions, including family case managers, front desk representatives, licensed marriage and family therapists (LMFTs), the head OT, as well as the licensed clinical professional counselor - interns (LCPC-Is).

The capstone student established a syllabus (see Appendix C) and set up a Google Drive as an accessible page for all the blended course content. A resource list was then developed as supplemental information pertaining to educational attainment among foster youth in Nevada (see Appendix A). The resources were identified, categorized (i.e., if they are free, if they are for scholarships, if they are for college applications, etc.), and drafted on a shareable, digital document (i.e., Google Drive). Prior to finalization, all drafts of the instructional videos,

knowledge checks, workshop presentations, rubrics, resume templates, and the resource list were made available for review by Bamboo Sunrise staff and capstone site mentor with revisions made following their comments and suggestions for improvement prior to submission for final approval and implementation.

***Phase Three: Weeks Three to Four***

The third phase was participant recruitment. The capstone student informed the staff and family case managers about the proposed project through text, email, and presentations. Eligible and interested participants were invited and confirmed their participation and attendance with the head OT prior to the program implementation.

***Phase Four: Weeks Four to 10***

Phase four was program implementation that occurred during OT sessions at Bamboo Sunrise Family Clinic, Suite 301 and sessions lasted between 30 minutes and an hour. Each session time slots were navigated based upon a “live schedule,” or an ever-changing schedule of services between their mandatory counseling therapy and OT services. The blended coaching course content was shared with the families a week prior to the sessions via Google Drive. Participants were informed to complete the online modules prior to the in-person workshop. The first 10 minutes of in-person workshop were to recap and review the online modules, followed by a brief PowerPoint lecture of the workshop and application activity. Upon completion of each session, each participant filled out a rubric that reflected their strength and weakness areas for open discussions and reflections for potential improvement.

***Phase Five: Weeks 10 to 14***

The feasibility of the blended life skills coaching course was evaluated using two quality improvement surveys for foster youth and staff, respectively. Two quality improvement surveys

consisted of close-ended questions with Likert scale rating systems and open-ended questions (11 for foster youth and five for staff). The capstone student distributed the surveys in physical and virtual formats to increase accessibility. Recipients had two weeks for completion.

### **Outcome Measures**

Outcome measures included the quality improvement surveys (see Appendix E and Appendix F), knowledge check questionnaires (see Appendix G), and competency evaluation rubrics (See Appendix H).

The quality improvement surveys were used to identify potential areas for improvement. This 10-minute quality improvement survey consisted of close-ended questions using the Likert scale-style and several open-ended questions (11 for foster youth and five for staff). The rating scale was as follows: 1 = Strongly Disagree/Very Bad; 2 = Disagree/Very Poor; 3 = No Opinion; 4 = Agree/Good; and 5 = Strongly Agree/Excellent. Responses were categorized into three groups for data analysis whether they agree or disagree with the questions: question 1 and 2 (Disagree); 4 and 5 (Agree), and 3 (Neutral/ No opinion).

The knowledge check included five, brief multiple-choice questions that took the participants no longer than ten minutes to complete. The knowledge check questionnaires served to informally assess the youth's knowledge about the material presented on the online modules presented weekly.

The competency evaluations served to identify knowledge and skill gaps. It allowed the youth to demonstrate skill mastery and gain understanding of the material through application of the content learned. Also, the competency evaluations provided simulating hands-on activities about educational attainment skills such as resume building, mock-interview, and essay writing workshops at the foster care agency to enhance their learning

experience, which were also presented weekly. The competency evaluation rubric was provided at the end of each session to guide participants' reflection on the learned content.

### **Data Collection and Management**

The capstone student collected all data related to the capstone project. Data was retrieved from the knowledge check scores, competency evaluations, and quality improvement surveys. The knowledge check portion distributed following the completion of online modules through Google Forms. The competency evaluations and quality improvement surveys were completed through physical print copies. Qualitative data was collected from the informal interviews with the participants and staff regarding their perspectives about the online modules and workshop sessions.

Demographic characteristics, including names and medical conditions, were obtained through the head OT following Health Insurance Portability and Accountability (HIPAA) guidelines and protocol. The physical print forms were kept in a secured envelope. Upon receiving all the surveys from all participants, the data was then converted into electronic format and stored in a Google Drive shared only by the capstone student and site mentor for safety and accessibility purposes. Physical copies were shredded afterwards.

### **Data Analysis**

Descriptive statistics was used for data analysis using Google Sheets. The mean and standard deviation scores were used to evaluate the grouped close-ended questions, knowledge check questionnaires, and the competency evaluation scores. Qualitative data from open-ended questions were categorized based on the feedback keywords.



## **Ethical and Legal Considerations**

Children in the child welfare system, including foster youth, are considered a vulnerable population (Collins, 2001). To adhere to ethical principles and protocol, approval from the institutional review board (IRB) at University of Nevada, Las Vegas (UNLV) was obtained (IRB # UNLV-2023-521). Foster parents and youth were informed about the capstone project timeline, length of participation, their rights to withdraw at any time and under any circumstances, and potential benefits and risks of the capstone project.

A parent permission form was created for the foster parents or legal guardians and foster youth participants in order to inform them about the potential risks and benefits of participating in the life skills coaching course (see Appendix I). However, the form was not utilized because the program occurred during OT sessions at which the parents have already given verbal consent of approval prior to their foster youth's OT session.

Anonymity and confidentiality were secured to ensure no identifiable information among participants can be traced. When the foster youth participants submitted print copies of their work (i.e., rubric, survey, extra note paper), only their first and last initial of their names were signed on the paper for identification of their work. No other identifiable information was displayed and all physical print submissions were shredded and discarded following data analysis. The results were utilized anonymously for data collections and evaluation purposes. The results of the capstone project were shared to the site mentor, capstone mentor, and all audience members of the capstone defense presentation at UNLV.

Potential benefits for participation included education on the resources available for them and a free resource list provided at the end of the program. There were also resources and/or handouts provided throughout the course as supplemental materials. Additional benefits involved

the opportunity to receive direct, one-on-one assistance with applications for college attainment such as creating a resume or accessing college applications of interest. Moreover, there was opportunity for social participation with peers who were interested in postsecondary education. Potential risks included the potential interpersonal conflicts (i.e., personality clashes, ineffective communication, varying interests) among foster youth considering the nature of foster youth and being in a specialized foster care setting (i.e., dealing with anxiety, depression, PTSD, other serious issues).

The capstone student adhered to Bamboo Sunrise's (foster care agency) ethical and legal considerations and clearance process. This included completing a background check through the Division of Child and Family Services in the State of Nevada, submitting a licensing application, and completing all required training courses (i.e., in-person PRIDE training classes, online training modules, workshops) prior to the official capstone start date. The instructional videos were original, creative work of the capstone student and were not copyrighted. However, some of the content (i.e., resource list, module content, etc.) were appropriately cited and referenced to adhere to copyright policies mentioned by the U. S. Patent and Trademark Office (2023).

## **Results**

### **Participant Characteristics**

Table 3 summarized the demographic information of the participants. A total of three participants who were aged between 14 and 17 and had attained at least eighth to 12th grade levels of education participated in the program. All participants were females in a specialized foster care (SFC) and with different ethnic background (Asian, White/Caucasian, and Black/African American). All participants resided in the same foster home with the same legal guardian. Participants encountered a variety of medical conditions, including posttraumatic stress disorder (PTSD), adjustment disorder with mixed anxiety and depressed mood, anorexia nervosa, bulimia nervosa, binge-eating disorder, generalized anxiety. Figure 1 and 2 listed the results of quality improvement surveys.

**Table 3***Demographic Characteristics of Foster Youth*

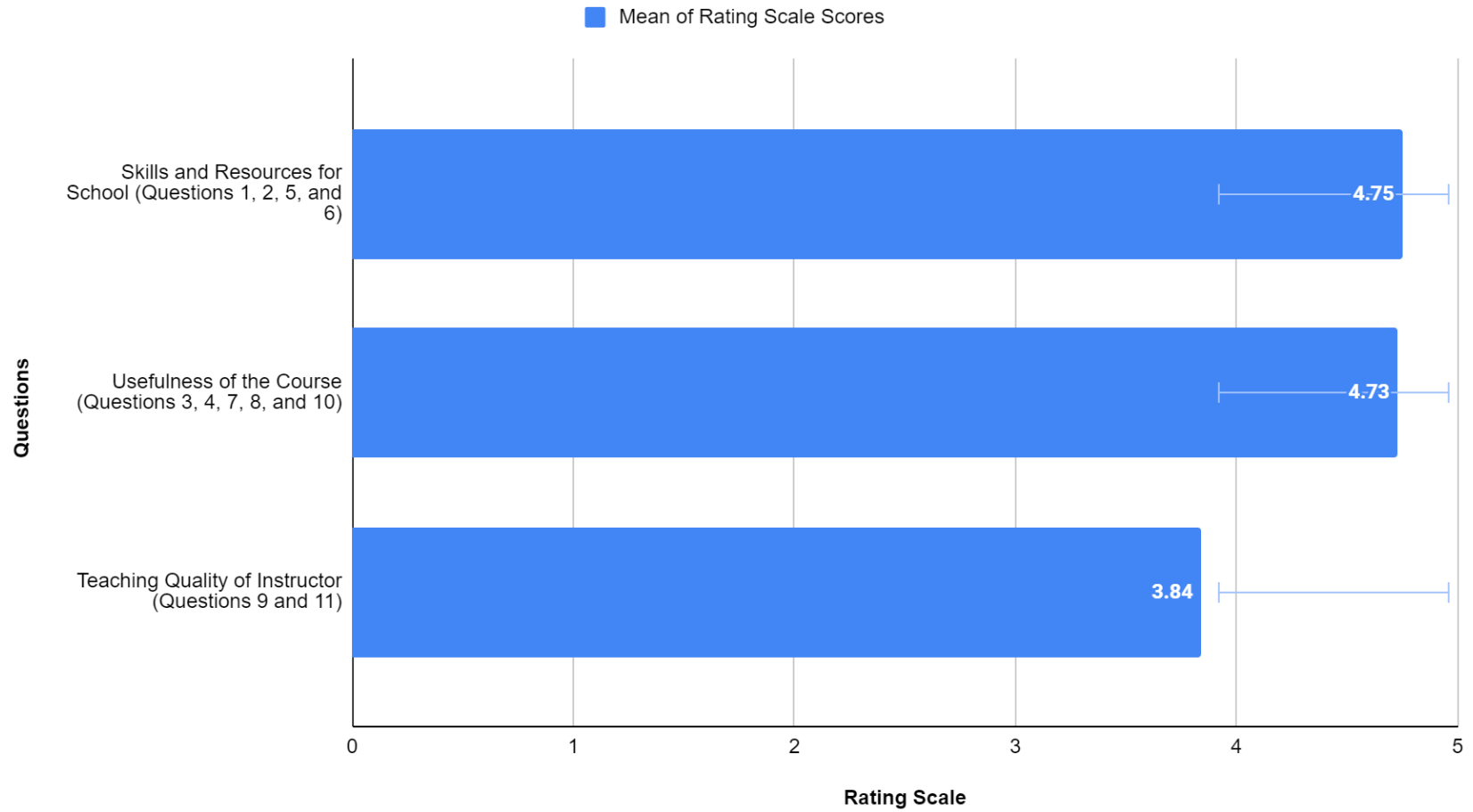
Participant (n = 3)	Age	Gender	Race and Ethnicity	Education Level	Foster Care Placement	Present Disabilities or Limitations
1	17	Female	Asian	12th grade	SFC	Posttraumatic stress disorder (PTSD), adjustment disorder with mixed anxiety and depressed mood, anorexia nervosa, bulimia nervosa, and binge-eating disorder
2	17	Female	White/ Caucasian	10th grade	SFC	Generalized anxiety
3	14	Female	Black/ African American	8th grade	SFC	PTSD

*Note.* Specialized foster care (SPC) is a community-based type of foster care placement where children in the welfare system receive additional services to address more severe and complex issues (i.e., psychological, emotional, behavioral, developmental, medical) (Akerman et al., 2023; Webb, 1988).

**Figure 1**

*Quality Improvement Survey Among Youth*

Rating Scale: 1 = Strongly Disagree/Very Bad 2 = Disagree/Poor 3 = No Opinion 4 = Agree/Good 5 = Strongly Agree/Excellent



## **Quality Improvement Survey for Foster Youth**

The 11 questions were categorized into three groups based on similar themes and keywords/phrases for analysis (see Figure 1). Groupings as follows: Questions 1, 2, 5, and 6 for skills and resources for school; Questions 3, 4, 7, 8, and 10 for usefulness of the course; and Questions 9 and 11 for teaching quality of instructor.

### ***Skills and Resources for School (Questions 1, 2, 5, and 6)***

Questions 1, 2, 5, and 6 were grouped for information related to learning the skills and resources needed for school. Grouping keywords and phrases were: “learned the skills,” “feel confident,” “educated me,” “increased my knowledge and understanding,” and “I know how to access the resources.” Overall, the mean and SD scores for all questions combined are 4.75 and 0.29, respectively. This suggested that the foster youth participants agreed that their knowledge and skills related to educational attainment had increased after completing the program.

### ***Usefulness of the Course (Questions 3, 4, 7, 8, and 10)***

Questions 3, 4, 7, 8, and 10 were grouped to learn about participants’ perception of the usefulness of blended coaching course, such as whether or not it was worth their time, beneficial to other foster youth, and “just-the-right” challenge for them. Grouping keywords and phrases were: “worth my time,” “will benefit others,” “I will use course materials,” and “just-the-right challenge.” Overall, the mean and SD scores for all questions combined were 4.73 and 0.35, respectively. This suggested that the foster youth participants acknowledged that the program was worth the time, will benefit others, was “just-the-right” challenge, and that they will use the course materials provided.

### ***Teaching Quality of Instructor (Questions 9 and 11)***

Questions 9 and 11 were grouped to obtain their perspectives about the teaching quality of the instructor. The mean and SD scores for both questions were 3.84 and 0.29, respectively. Notably, the averaged response for Question 9 (the need for additional resources) was 2.67, which corresponded to “*disagree*” and “*neutral/no opinion*.” This suggested that participants were satisfied with the instructor since they did not feel the needs for additional resources or instructions. Question 11 evaluated the teaching quality of the instructor and all foster youth responded that the rating quality of the instructor was “*excellent*.” This suggested that the foster youth agreed that they perceived an “*excellent*” instructions from the capstone student.

Table 4 depicted the participants’ responses from open-ended questions. Responses were categorized based on keywords, such as *learn, independent, taught me, access, scholarships, resume, videos and slides, knowledge check tests, resource list*. No feedback was provided with regard to areas for improvement of the program. The four grouped themes were accessibility, independence & learned skills, and resources (see Table 4).

#### ***Accessibility***

Participants appreciated having the resources, including videos and slides, accessible to them through a shared Google Drive folder. Additionally, they liked the printed handouts and digitized resource list.

#### ***Independence & Learned Skills***

A participant reported that they liked that the program allowed them to be independent when using the learned skills to deal with their educational attainment occupations.

**Table 4**

*Open-Ended Responses Among Foster Youth*

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Questions/Phrases	Theme and/or Pattern
<b>Highlights of the program</b>	
<i>"What I like about the program [is] that it's teaching me how to be independent. That I get to learn how to make a resume. It taught me how to get a scholarship and other cool things."</i>	Independence, learned skills, Resources
<i>"I liked how I could access [access] all the videos and slides after the sessions. I also liked the knowledge check tests."</i>	Accessibility, Resources
<i>"Resource list"</i>	Resources, Accessibility
<b>Areas for improvement</b>	
<i>No comments provided</i>	

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## ***Resources***

All resources that were provided to the foster youth were recognized as useful tool and a highlight of the program.

## **Quality Improvement Survey for Staff**

Results of the five-question quality improvement survey regarding staff members' perspectives were presented in Table 5. The five questions were categorized into three groups as benefits of the program (Questions 1 and 3), practicality of the program (Questions 2 and 5) and expected utilization of the resource (Question 4).

### ***Benefits of the Program (Questions 1 and 3)***

Questions 1 and 3 were grouped for staff's perspectives of the program regarding its benefits and future. Grouping keywords and phrases were: "program was beneficial," and "continue to implement." The mean and SD scores for all questions combined were 4.25 and 4.25, respectively. This suggested that the staff recognized that the program was beneficial to foster youth and that it should be continued to be implemented for future use.

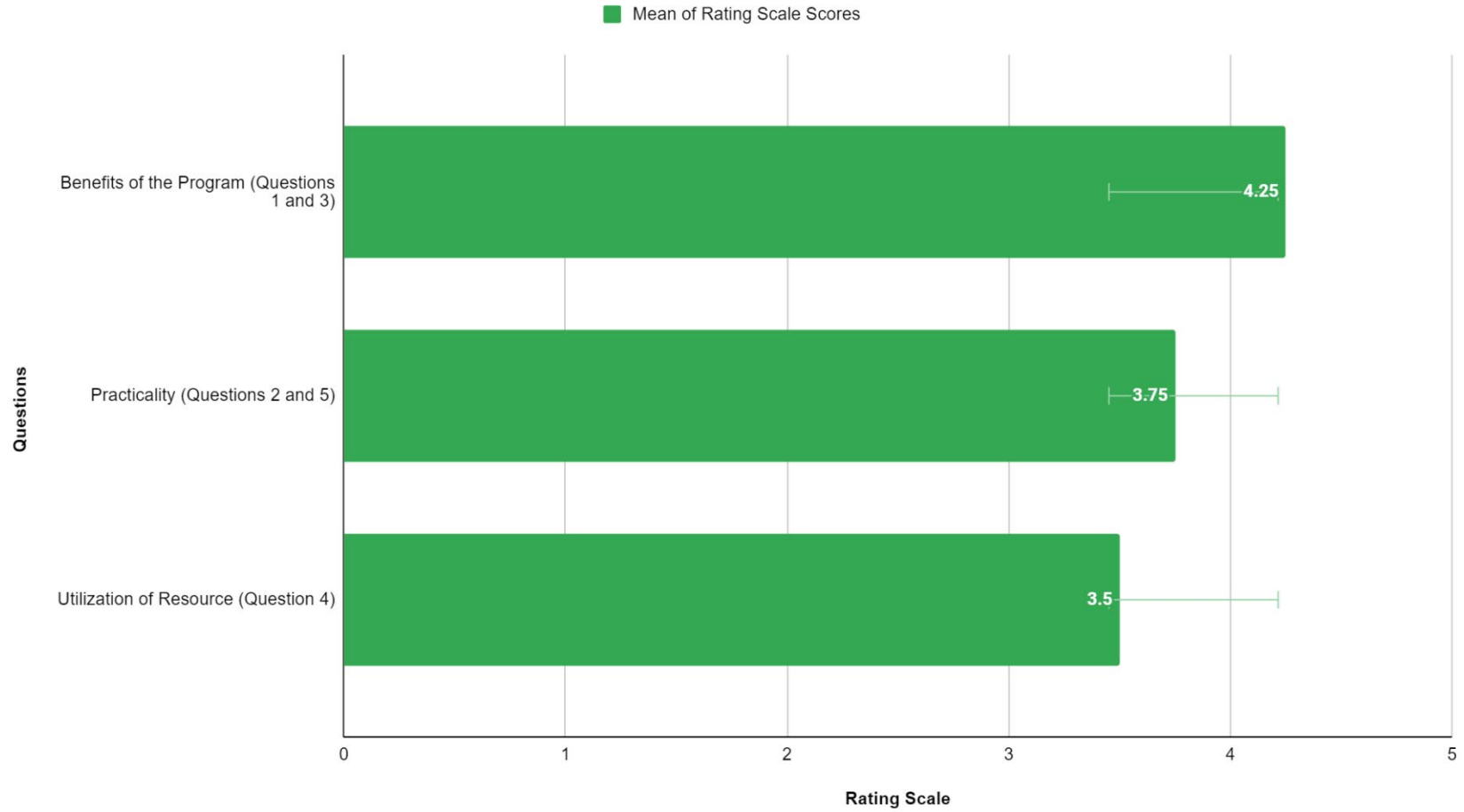
### ***Practicality (Questions 2 and 5)***

Questions 2 and 5 were grouped to learn about the program's design/formatting and practicality. Grouping keywords and phrases were: "just-right-challenge," and "format of course was practical." The mean and SD scores for all questions combined were 3.75 and 3.75, respectively. This suggested that the staff held "*neutral/no opinion*" regarding the program's design/formatting and practicality.

**Figure 2**

*Quality Improvement Survey Among Staff*

Rating Scale: 1 = Strongly Disagree/Very Bad 2 = Disagree/Poor 3 = No Opinion 4 = Agree/Good 5 = Strongly Agree/Excellent



### **Utilization of Resource (*Question 4*)**

Question 4 inquired about the staff's utilization of the resources from the course. The mean and SD scores were 3.5 and 3.5, respectively, suggesting that the staff held "*neutral/no opinion*" regarding their utilization of the resources.

Table 5 depicted staff members' responses from the open-ended questions. Responses were categorized into three themes: accessibility and informative, client readiness, and program design.

#### ***Accessibility and Informative***

Staff members appreciated that the blended coaching program was accessible and informative for foster youth through online and in-person instructions and useful resources.

#### ***Client Readiness***

The staff expressed concerns about the readiness of the participants as given the limited time and sessions they "*didn't appear to watch the videos prior to session*" and needed more guidance.

#### ***Program Design***

Staff members indicated challenges with the design of the program. Recommendations included enhancement of participants preparedness prior to in-person activities and consideration of participants' different developmental levels. In addition, there was technical difficulty with regard to links to resources.

**Table 5**

*Open-Ended Responses Among Staff*

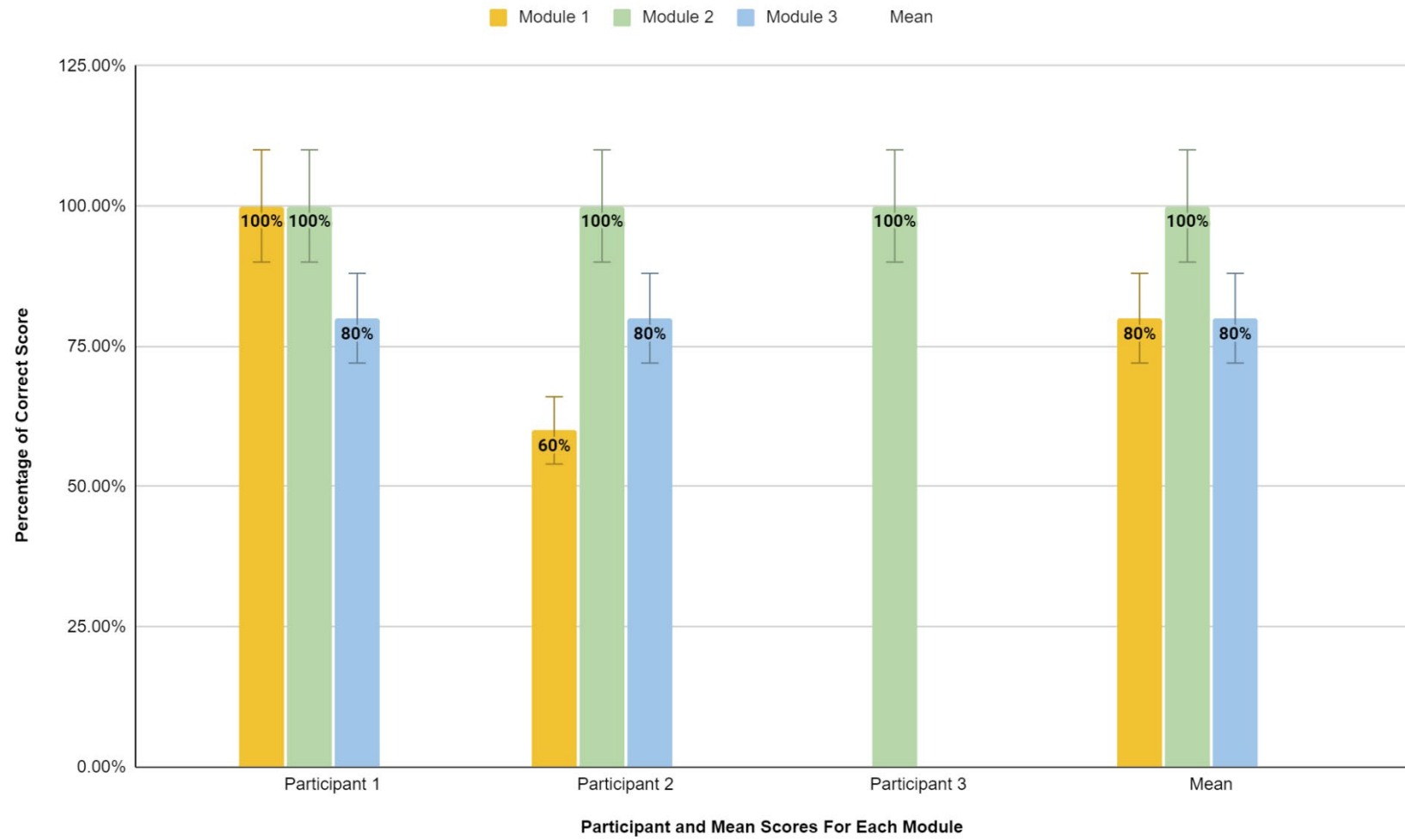
<b>Questions/Phrases</b>	<b>Theme and/or Pattern</b>
Program's strengths	
<i>"Great info for kiddos close to exiting the system/looking into jobs + college."</i>	Informative
<i>"The ease to implement."</i>	Accessibility
<i>"Accessible info for the kids"</i>	Accessibility,
<i>"The ease to implement."</i>	Accessibility
Program's weaknesses	
<i>"They didn't appear to watch the videos prior to session."</i>	Client readiness
<i>"May need additional explanations for clarity with some clients."</i>	Program design
Areas for improvement	
<i>"Consider time limits of sessions + need to watch videos or go over that same info during session."</i>	Program design, Client readiness, Accessibility
<i>"I thought the video was informative. I tried to click on the links but one of them came up with an error. Keep up the good work!"</i>	Informative, Program design
<i>"Make variations for age and developmental levels."</i>	Program design, client readiness

Figure 3 showed the results of knowledge check scores among the participants. Only Participant 1 and 2 completed all three of the knowledge check questionnaires. Participant 3 completed online module 2. For online module 1, content reviewed basic information about higher education, Participant 1 scored 100% (above average) and Participant 2 scored 60%, (below average). All three participants scored 100% (average) in online module 2 that reviewed content related to interviewing and interviewing skills. For online module 3, content reviewed information about scholarships, both Participant 1 and 2 scored 80% (average).

Results of competency evaluations were presented in Figure 4 through Figure 6. Figure 4 demonstrated the results of the competency evaluations among participants in workshop 1- resume building. The mean score across all participants was 54/60 (90%) with all of them holding a passing grade, suggesting that they were competent in building their own resume when provided the resources. Figure 5 showed the results of the competency evaluations among all the participants in Workshop 2- interviewing skills. The mean score across all participants was 60/80 (75%) with Participant 1 and 3 holding a passing grade and Participant 2 did not. These findings indicated that two out of three participants were almost competent in their mock interviewing skills. Figure 6 illustrated the results of the competency evaluations among all the participants in Workshop 3- essay writing skills. Notably, only Participant 1 and 2 completed the competency evaluation portion. The mean score across all participants was 41.5/70 (59%) that no participants holding a passing grade. These findings suggested that only 59% of the content was understood by the participants.

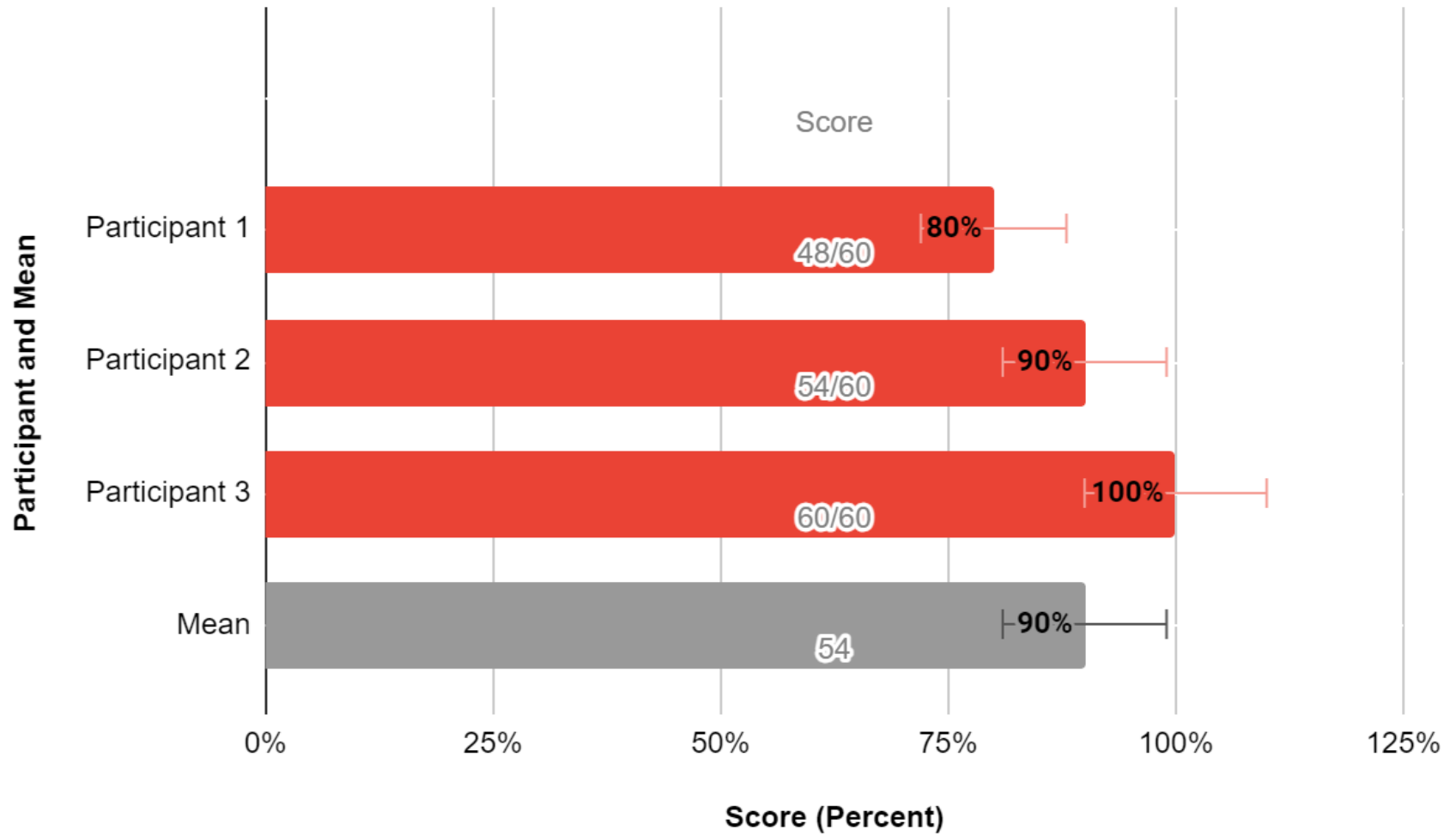
**Figure 3**

*Comparison of Knowledge Check Scores Among Participants*



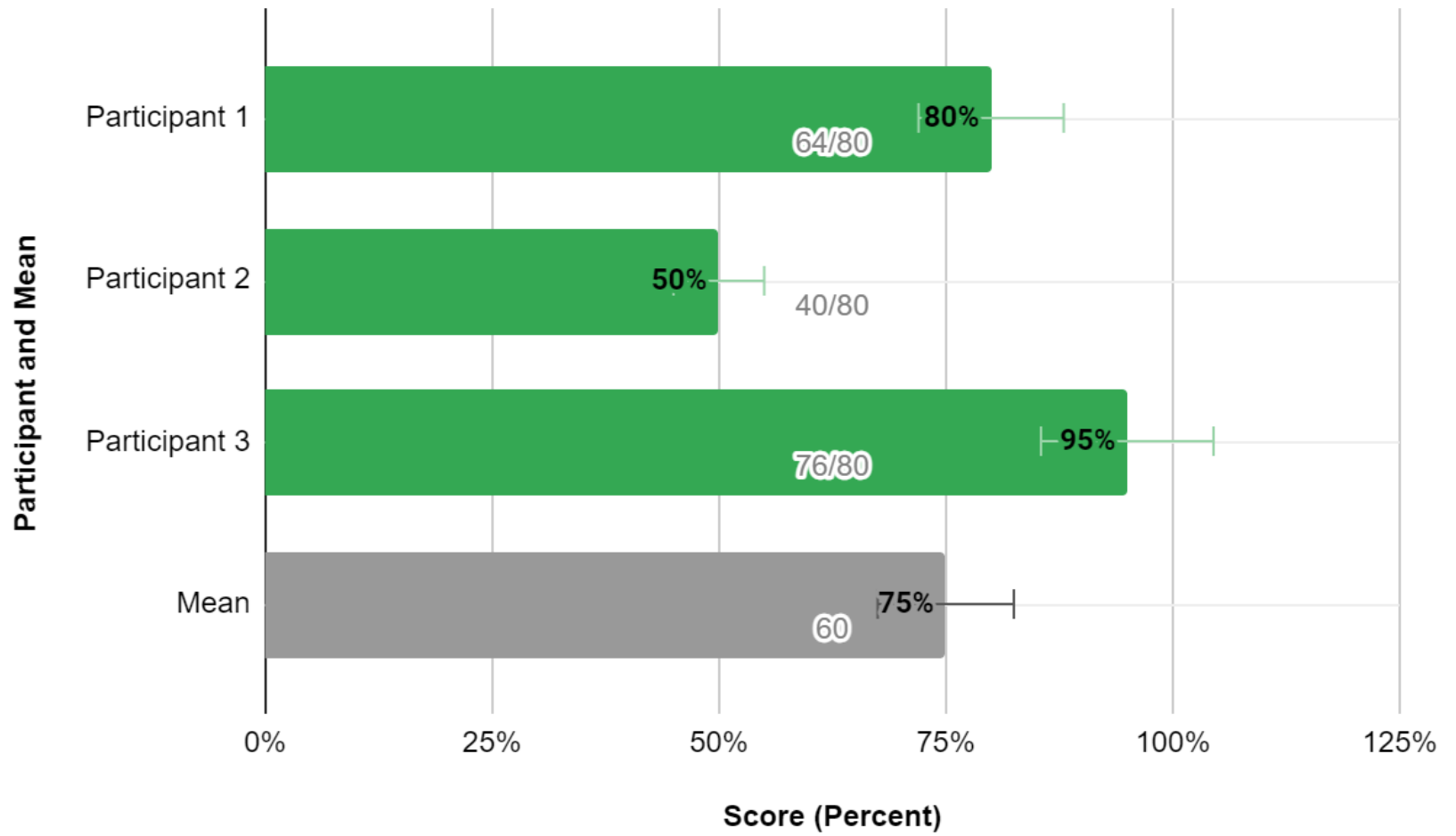
**Figure 4**

*Competency Evaluation Scores for Workshop 1: Resume Building*



**Figure 5**

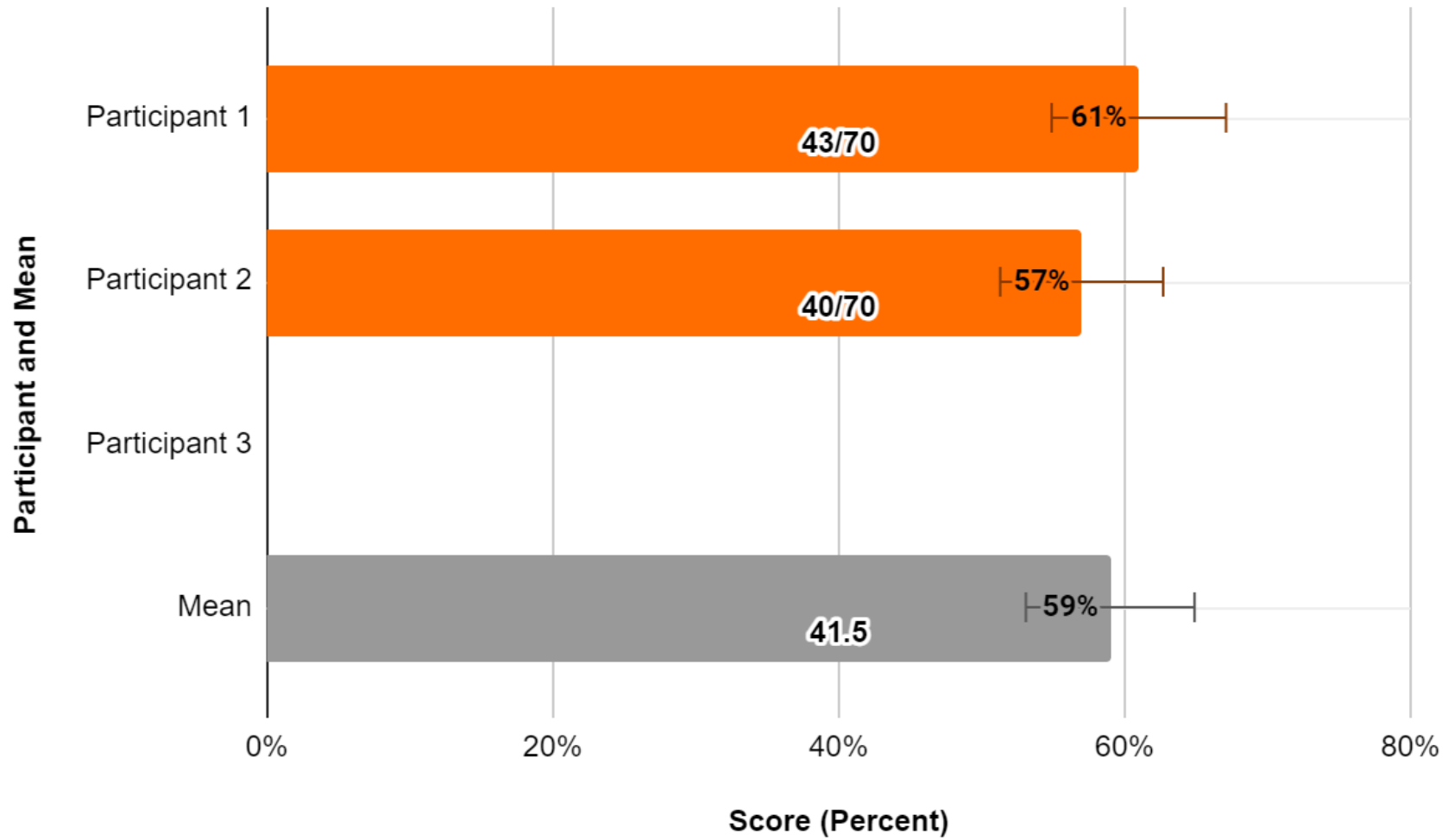
*Competency Evaluation Scores for Workshop 2: Mock Interview*





**Figure 6**

*Competency Evaluation Scores for Workshop 3: Essay Writing*



## **Discussion**

Overall, the results of this capstone project revealed there is more to learn in the development and implementation of education-related resources for foster youth at Bamboo Sunrise. The feedback from the foster youth participants revealed that foster youth increased their knowledge and skills after completing the program and they were willing to utilize the resources provided to them. The foster staff indicated that the blended life skills coaching course was beneficial to foster youth and to future foster youth, if the program were to be implemented in the future. Recommendations for improvement included the need to accommodate for time constraints, content comprehensibility, and accessibility of the provided resources. Additionally, staff also voiced for extra measures for protocol adherence to account for foster youth participants who did not follow through the plan (completing online modules prior to workshops).

The blended life skills coaching course instilled some knowledge among foster youth in their educational attainment skills. Majority of the foster youth participants were able to demonstrate competence by being able to access and navigate the resources provided to them during the workshops. The results of the surveys presumed that the blended life skills coaching course fostered some competence in the educational attainment skills among foster youth at Bamboo Sunrise.

### **Participant Characteristics**

The foster youth who participated in the educational attainment program at Bamboo Sunrise were cared for by the same legal guardian in the same household. Their participation in the program was intentionally made convenient and accessible at the mandatory OT services. However, there had been multiple times that the workshops had to be rescheduled due to personal or family matters, such as unexpected family visits and contracting COVID.

The participants varied in age, education levels, and diagnoses which could have impacted their ability to comprehend all of the content presented, e.g., 8<sup>th</sup> grade vs. 12<sup>th</sup> grade. Typically, postsecondary education is introduced in the early stages of high school (9<sup>th</sup> grade) as college or vocational schools are a common path after graduation (Fulfillment Fund Las Vegas, 2019). However, one particular participant (8<sup>th</sup> grade) was included in the program as she expressed strong interests in postsecondary education. Since all participants were from the same foster family, this participant may have been influenced by her two foster sisters. Nevertheless, this participant was able to complete parts of the course of which she received 100% in the Module 2 Knowledge Check and Workshop 1, and 95% in Workshop 2. These suggest that biological age may not be a factor in learning and mastering the skills in the course.

The diagnoses among participants may have also somewhat impacted their learning abilities. Two participants had PTSD and also two had depression and anxiety. Despite knowing that students who had higher levels of depression and anxiety had lower grade point averages (GPAs) in school (Awadalla et al., 2020), two out of three participants who had depression and anxiety were able to successfully complete the program with high performance. This suggests that the instructional format and delivery in the program met their learning needs.

### **Quality of the Program**

The results from the quality improvement survey for foster youth indicated that the foster youth acknowledged knowledge and skills learned from the program. Two out of three participants successfully completed the course. Among the knowledge check scores, 80% of the content was understood by the participants and 90% success rate in the competency evaluations. Although they indicated willing to use the resources, further

investigation should be conducted using more straightforward questions and objective outcome measures.

The results from the quality improvement survey for staff members revealed that foster staff recognized the program as beneficial to the foster youth and it should be continued for implementation. Staff shared their appreciation of the accessibility of educational and employment resources along with the ease of implementation. However, they reported “*neutral/no opinion*” about the program design/formatting, practicality, and utilization or referral of resources. Further investigation regarding the accessibility of the program is needed. Moreover, efforts should be put to enhance participants’ preparedness while considering potential technical difficulties, time constraints, and comprehension level presented.

### **Participants’ Comprehension of the Content**

Participants completed the knowledge check questionnaire when completed each module. Module 1 involved content related to systematic issue, such as higher education whereas Module 2 and 3 covered application skills, such as interviewing skills and scholarship application, required for post-secondary education. Participants showed inconsistent performance in the knowledge check questionnaires for Module 1, while the average success rates for Module 2 and 3 were 100% and 80%, respectively. Participants’ performance was consistent with the literature that younger generation are more responsive to a hands-on learning approach.

All knowledge check questions were created by the capstone student and reviewed by all staff to ensure they were at a “just-right” level prior to distribution. However, the results suggested the need for modifying the questionnaire to better reflect the content and design of the program. Details regarding the program design may have an impact in the achievement of better scores. Thus, consideration efforts should be made in the future.

## **Competency Evaluation Scores**

Competency evaluations were completed for Workshop 1, resume building, and Workshop 2, interview skills, and Workshop 3, essay writing. Results showed that all participants passed for Workshop 1 on resume building skills. All participants received a passing grade (at least 80%) for Module 1, suggesting that participants recognized the importance of resume building in relation to their education-related experiences.

Workshop 2 required interpersonal skills such as active listening, conflict management, communication, and negotiation. Participant 1 and 3 handled this topic well since they had previous experience in job seeking. However, participant 2 who may be shy and reserved required more facilitation than other participants when practicing on interviewing skills.

According to her report, she described herself being nervous and anxious as it was her first time participating in an interview. In the future, efforts to prepare participants prior to their mock interview session should be considered, such as adding content related to expectations (i.e., what to expect during an interview), additional tips and strategies, and management of psychosocial issues (i.e., how to stay calm, how to manage stress).

Participants struggled with Workshop 3- essay writing. The differences in the performance among all the participants may have been influenced by the education level among participants, in addition to their skills and experience levels and motivation. Individual factors among participants should be considered when implementing programs.

## **Fidelity**

It is important to consider that there may be limitations regarding the fidelity of this capstone project. The online modules were prerecorded and scripted; whereas no script or rules for presentation the in-person workshops. Since the content was delivered in different times for participants, the presentation delivery of the instructor, such as with wording, may

have varied across different times and workshops. In the future, all content should also be scripted to achieve consistency and replicability with presentation delivery.

The capstone project was not implemented in the way it was designed. Foster youth participants reported that they did not adhere to recommended protocol (i.e., completing the online modules prior to the in-person workshops). Thus, adjustments were made to the schedule and implementation format for better accommodations. For example, participants were asked to review the modules and complete the knowledge check questionnaires prior to proceeding with the scheduled workshop.

## **Limitations**

This capstone project is subject to limitations. This capstone project was completed at a local foster care agency in Nevada. The materials presented in this capstone project were only geared towards foster youth and young adults at Bamboo Sunrise in which results may not be generalizable to a larger or different population. The quality improvement surveys were self-report measures which were likely subjective to social desirability bias. The surveys were also administered in the same room with the instructor present which may have contributed to the Hawthorne effect and agreement bias. Natural limitations were apparent, including the unavailability of space for program implementation, scheduling conflicts of the participants (i.e., school-related, administration-related), and personal matters (i.e., visiting biological parents, new foster child in the family, family getting sick). A major limitation related to scheduling was the time that the participants completed their sessions. Majority of sessions occurred past 5:00 p.m. and concluded around 8:00 p.m., centering around the time that the participants finished school. This restricted participant attendance and influenced the ability of participants to feel as motivated during the workshops as they often reported “feeling tired.” Time constraints also arose due to participants being tardy or because they did not adhere to recommended protocol. The poor adherence with the protocol required a change in program implementation schedule (i.e., needing to review online modules at the beginning of workshops) so that participants can move forward with the course.

## **Implications for Research and OT Practice**

There are implications for a blended life skills coaching course. There is a need for available resources to foster youth, especially in regard to their educational attainment needs. Educating youth about the importance of higher education was crucial to help mitigate the risks associated with foster youth, including poor educational outcomes. Thus, policymakers

and child welfare agencies should consider providing foster youth with access to resources for educational attainment. Other recommendations are to:

- Raise awareness about the growing needs of foster youth aging out of the system, including with the need for services that focus on specific skills rather than a collective of skills to learn to meet their individual needs.
- Offer hands-on workshops and role-playing opportunities related to educational attainment for increased practice and mastery of skills (i.e., resume building, mock interviewing for school or a job)
- Educate child welfare staff, foster parents, and everyone involved in working with foster youth about the available resources for them (i.e., educational training vouchers, scholarships particular to foster youth aging out)
- Encourage collaboration and partnerships between agencies

Occupational therapy has a role in promoting client-centered practices to foster youth who have undergone life disruptions and challenges. Providing education and educational resources allowed foster youth to engage and participate in the occupation of education. This opportunity helped promote occupational justice to this vulnerable and underserved population.



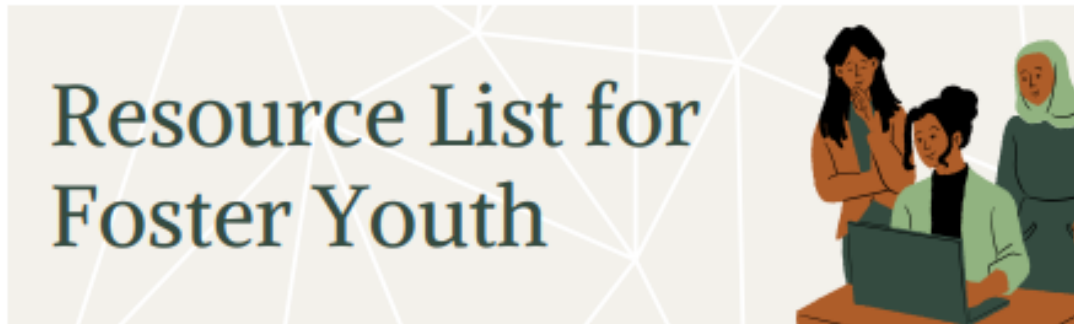
## **Conclusion**

The purpose of the blended life skills coaching course was to foster competence in independent living skills for educational attainment among youth aging out of the Bamboo Sunrise foster care system. Attaining postsecondary education is beneficial for foster youth. Transitional services address many skills collectively rather than focusing on one specific skill (i.e., preparation for postsecondary education). This capstone project was developed to address the shortcomings of currently insufficient or unavailable programs to help increase competence among the abilities of foster youth to navigate and utilize the resources they have for educational attainment. Findings indicated that the foster youth participants increased their competence in their educational attainment skills and that the course was perceived beneficial to foster youth. The results showed that improvement of the program is needed for the development and implementation of education-related resources for foster youth at Bamboo Sunrise.

## Appendices

### Appendix A

#### Resource List



Updated February 2024 | Created by Joana Naguit, OTD/S

This document contains the resources related to educational attainment such as scholarships, grants, and other potential funding or financial aid support or services that foster youth and foster alumni can utilize.

#### Monthly Stipends for Former Nevada Child Welfare Dependents

- [Court Jurisdiction \(Assembly Bill 350, 2011\)](#)
  - For young adults who have aged out of the child welfare/foster care system
  - Amount varies on need – See your child welfare worker/case manager
- [Funds to Assist Former Foster Youth \(FAFFY\) Program \(NRS 432.017\)](#)
  - Monthly stipend based upon need—paid directly to their landlord, with any remaining funds going directly to the young person.

#### EDUCATION-RELATED FUNDS

##### Government-Affiliated

- [Free Application for Federal Student Aid \(FAFSA\)](#) depends on financial need; The average amount is about \$9,000 per year, with less than half of that in the form of grants.
- [Education & Training Voucher \(ETV\)](#) up to \$5,000 for five years or until age 26
- [Fee Waiver for Nevada Foster Youth](#)
  - [Click here](#) for waiver of registration fees and certain laboratory fees (NSHE Foster Youth Waiver Fee)
- [The Governor Guinn Millennium Scholarship Program](#) up to \$10,000 in tuition
- [Step Up](#) about \$1,000 per month until age 21.

##### Non-Government Affiliated

- [The Las Vegas Southwest Rotary Club](#)
  - [Fall/Spring Shopping](#) free Back to School shopping (clothes and school supplies) annually
  - [Happy Feet](#) free brand new shoes and socks annually
- [Otto A. Huth Scholarship Trust Fund](#) up to \$10,000 annually

- [Foster Children Education Scholarship](#) \$2,500–\$5,000 in college tuition annually
- [Public Education Foundation](#) about \$6,870, renewable annually
- [EEqual Scholarship Awards Program](#) up to \$8,000 (For students experiencing homelessness or housing instability; to support higher education; National)
- [Foster Care to Success Sponsored Scholarships \(FC2S\)](#) \$2,500–\$5,000 annually based on a combination of need and merit; renewable up to 5 years
- [Sergott Family Scholarship](#) \$1000
- [Foster Love - Family Fellowship Scholarship](#) varies; up to 5 years of education-related costs or up to undergraduate graduation
- [The Career Opportunity Scholarships](#) vary based on the needs of student applicant (Former foster youth placed at St. Jude Ranch in Las Vegas). Click [here](#) for application.
- [The National Foster Parent Association \(NFPA\)](#) (National; must have a caregiver who is a member of the NFPA) \$500 annually
- [UMPS CARE Charities All-Star College Scholarship \(National\)](#) \$5,000 grant every semester (for a 4 year institution)
- [The David Scholarship](#) (male students only) total value of the scholarship is \$28,000. The scholarship can be renewed for a total of eight semesters (\$3,500 per semester)
- [National Foster Parent Association \(NFPA\) Gordon Evans Scholarship](#) \$500 annually if participating/associated with following categories (Foster Care – Youth; Kinship Care – Youth; Adoptive – Foster Youth; Resource Family – Biological Youth)
- [Adoption STAR Academic Scholarship Program](#) three annual scholarships available: One at \$1,000.00, the second for \$750.00 and the third is \$500.00.
- [Holt's Adoptee Scholarship Contest](#) \$500 annually
- [International Student Foundation \(ISF\)](#) renewable and covers **any** expense necessary for you to remain a full time student (commitment to personal growth and leadership development)
- [Horatio Alger Scholarship Programs](#) (see other scholarships specific to other states)
  - [National Scholarship](#) \$25,000
- [Rewritten](#) Up to \$5,000 annually
- [The Quell Foundation Survivor Scholarship](#)
  - [Survivor](#) \$2,500 - \$5,000 annually
  - [Fighter](#) \$2,500 - \$5,000 annually
- [Reno Rodeo Foundation Scholarship](#) up to \$2,500 annually. Click [here](#) for application.
- [Orphan Society of America Postsecondary Education Scholarship Program](#) Up to \$8,000 annually
- [Darko Rapotez Memorial College Scholarship Fund for Aged Out Foster Youth](#) between \$5,000 and \$10,000 annually
- [Dare to Dream Scholarship Program](#) up to \$10,000
- [Live Your Dream Award](#) up to \$16,000

## Specific to Race, Ethnicity and/or Organization Affiliation

- [Nick and Helena Patti Foundation Scholarship](#) \$6500.00 for a one-time scholarship (Italian parentage and Music or Education Majors)
- [Families for Russian and Ukrainian Adoption \(FRUA\) Scholarships: FRUA's Annual Scholarship Program for HS Seniors, College & Vocational Students](#) \$1,000
- [Korean American Scholarship Foundation \(KASF\)](#) ranges from \$500 to \$5,000

- [The Asian & Pacific Islander American Scholars](#) ranges from \$2,500 one-year awards to \$20,000 multi-year awards
- [Ukrainian National Scholarships and Awards](#)
  - [UNA Heritage Scholarships funded by the UNA \(\\$1,000 each\)](#) \$1,000
  - [UNA Special Scholarships funded by specific benefactors:](#)
    - [Joseph and Dora Galandiuk Scholarship](#) \$2,000
    - [Orest and Lidia Bilous Family Foundation Scholarship](#) \$2,000
    - [Dmytro & Slava Jarosewycz Memorial Scholarship](#) \$1,000
    - [Maria and Taras Slevinsky Scholarship](#) \$1,000
    - [Philadelphia District Stefan Hawrysz Scholarship](#) \$1,000
    - [Demidenko scholarship](#) \$500
- [Clark County Local Norwegian-American Students - Vegas Vikings](#)

## NEVADA INSTITUTION-SPECIFIC RESOURCES

### University of Nevada Las Vegas (UNLV)

- Financial Aid for Students In or Were in Foster Care
  - [Chafee Educational Trade Voucher funding](#)
  - [Chafee ETV Clark County application \(Step Up\) for foster care youth at age 16+ in Clark County](#)
  - [UNLV Fostering Scholars](#)
    - [Textbook support](#)
    - Food support - basic needs pantry (year-round)
    - Housing and utilities
    - Emergency financial assistance
    - Contact [heather.richardson@unlv.edu](mailto:heather.richardson@unlv.edu) for more information
  - [Assistance with completing the Admission application & FAESA](#)
  - [On-Campus Housing & U-District](#)
- Food Resources
  - [UNLV Food Pantry](#)
  - [Nevada SNAP \(food stamps\)](#)
  - [UNLV Fostering Scholars food support - basic needs pantry \(year-round\)](#)
- Housing Resources
  - [UNLV HOPE Scholars](#)
  - [Nevada Partnership For Homeless Youth](#)
  - [UNLV Fostering Scholars](#)
  - [UNLV Clark County Housing Grant](#)
- Former Foster Youth Specific
  - [NSHE Foster Youth Fee Waiver](#)
  - [NSHE Fostering Success Initiative](#)
- Disability Accommodations (i.e. 504 or IEP in K-12, or current physical or mental health condition which may impact education)
  - [Disability Resource Center](#)
- Academic Support
  - [Center for Academic Enrichment & Outreach \(CAEO\)](#)

- CAEO has a College Programs Unit designed for support income-eligible, first-generation, and students with disabilities to complete their bachelor's degree at UNLV. To apply to the program(s), [click here](#).
      - TRIO Student Support Services (SSS)
      - TRIO Ronald E. McNair Scholars
      - Title III AANAPISI
      - Rebel Rebound
    - [Student Support Services \(SSS\)](#)
      - Grant-in-Aid
        - Contact Terri Bernstein at 702-895-4776 / [terri.bernstein@unlv.edu](mailto:terri.bernstein@unlv.edu), or the front office at 702-895-4777.
  - [Academic Success Center](#)
- Counseling, Mental Health Assessments, Medical Related Issues, Etc.
  - [Student Counseling & Psychological Services \(CAPS\)](#)
  - [The Practice](#)
  - [Student Health Center](#)
  - [The Care Center \(for victims of dating/sexual violence\)](#)
- Foster Care Nevada Financial Aid Toolkit
  - [NSHE Higher Education Financial Aid Toolkit](#)
  - [The Dream](#)
- Community Resources
  - [UNLV Community COVID Resource Guide](#)
  - Join the Fostering Scholars [Discord channels](#)
  - [Rise Resource App](#)
- Multicultural/Diversity Related Resources
  - [The Intersection](#)
    - [Emergency Funding](#)
    - [Supporting Our Students \(S.O.S.\) Emergency Fund](#)
    - [HOPE \(Homeless Outreach Proactive Engagement Unit\)](#)
  - [The Office of Student Diversity Programs](#)
    - UNLV Housing Assistance
    - [UNLV Cares Food Pantry](#)
    - [CSUN Scholarship Funds](#)
    - [Nevada Partnership for Homeless Youth](#)
    - Three Square
      - [Free meals for kids and teens](#)
    - [HELP of Southern Nevada](#)
    - [Southern Nevada Regional Housing Authority](#)

## University of Nevada Reno (UNR)

- [First In The Pack](#)
  - [\\$500 housing stipend twice a year for active program participants](#)
  - [Academic Support](#)
  - [Peer Mentoring](#)
  - [Career Support](#)

## Nevada State University (NSU)

- [Nevada State Foundation](#) Click [here](#) for link to ACCESS all these applications
  - For Arts Majors
    - AGEM Visual Media Scholarship – three awards totaling \$3,000
    - Desert Bloom Art Scholarship – three awards totaling \$1,500
  - For Business Majors
    - Cameron Robinson Scholarship – one \$1,000 award
    - Sletten Construction of Nevada – three awards totaling \$6,000
  - For Education Majors
    - Dietrich Trust Scholarship – four awards totaling \$20,000
    - Marydean Martin Scholarship – two awards totaling \$4,000
    - Laura J. Silvestri Scholarship – one \$2,000 award
    - Scottish Rite Scholarship – two \$1,000 awards
  - Teachers Now Scholarship – one \$1,500 award
    - For Deaf Studies Majors
    - Gwen and Gregory Scholarship – two \$1,000 awards
    - Marie B. Simms Scholarship for Deaf Education – one \$1,000 award
  - For Law Enforcement Majors
    - Charleston Hartfield Scholarship – one \$1,000 award
  - For Nursing Majors
    - Amanda Howard Nursing Scholarship – six awards totaling \$18,000
    - Ed and Shauna Smith Nursing Scholarship – eighteen awards totaling \$99,000
    - Part-Time Nursing Scholarship – one \$1,000 award
  - For STEM Majors
    - AT&T Data Science Scholarship – five \$2,500 awards
    - Cox Communications Scholarship – one \$1,500 award
    - Johnnie Hardimon Jr. Math Scholarship – one \$1,000 award
    - Professor Jan Scholarship – one \$1,500 award
    - Robert A. Swadell Memorial Scholarship – two awards totaling \$4,000
  - For Various Majors
    - Dawn Butler Dream Big Scholarship – two \$1,000 awards
    - Employee Annual Fund Scholarship – two awards totaling \$2,000
    - Fred Maryanski Memorial Scholarship – four \$1,000 awards
    - Henderson Chamber of Commerce Scholarship – two \$2,500 awards
    - NS Foundation General Scholarship – two awards totaling \$5,000
    - Roberto's Taco Shop Scholarship – seven awards totaling \$15,000
    - Robyn Carr Scholarship – 7 awards totaling \$30,000
    - Sims Family Liberal Arts, Sciences & Business Endowed Scholarship – one \$1,000 award
- [Scorpion Academic Scholarship Program](#) based on GPA
  - 2024/25 Scholarship Award Level
    - Presidential - 3.75 and above - \$4,000 per year\*
    - Mount Scorpion Achievement - 3.50 – 3.74 - \$3,000 per year\*
    - Black & Gold - 3.25 – 3.49 - \$2,000 per year\*

- [Scorpion FRESHMAN Scholarship](#) based on GPA
- [Scorpion TRANSFER Scholarship](#) vary year to year
- [Leadership Scholarship](#) one-time \$1,000
- [Matching Scholarship](#) provide a match of up to \$500 total if students receive scholarships from an outside agency
- [Nevada Scholarship Opportunity for DACA and DREAMer Students](#) up to a maximum of \$33,000 for a bachelor's degree; Some scholars may receive an additional stipend for books, supplies, and transportation for up to \$6,000.
- [Immigrants Rising Scholarships and Fellowships](#) see list!

## College of Southern Nevada (CSN)

- [The Nevada Promise Scholarship](#) covers up to three years of tuition and other mandatory fees not covered by other gift aid
- [The Governor Guinn Millennium Scholarship Program](#) up to \$10,000 in tuition
- [CSN'S Encourage Youth Scholarship](#) not specified; contact jim.hammond@csn.edu
- [Alternative Scholarship](#) maximum award amount is \$1500 for full-time enrollment (12 or more credits); minimum is \$375
- [CSN Mission Graduation Scholarship](#) maximum award is \$2,000 for full-time enrollment (12 credits or more)
- [CSN "Bright Start" Scholarship](#) \$2000 for academic award year/ \$1000 per semester per household, not per child
- [Coyote Campus Engagement Scholarship](#) based on the enrolled credits that apply to your degree - Full time (12 + credits) = \$1000; Three quarter time (9, 10, or 11 credits) = \$750; Half time (6, 7 or 8 credits) = \$500
- [Academic Scholarships](#)
  - [American Association of University Women](#) \$1,000 to NSU, UNLV, or CSN students
  - [Barry M. Goldwater Scholarship](#) up to \$7,500 per year for two years (mathematics, sciences or engineering majors)
  - [Boren Scholarships](#) up to \$20,000 to U.S. undergraduate students to study abroad with a focus on teaching less common languages (Arabic, Chinese, Korean, Portuguese, Russian, and Swahili, etc.)
  - [Jack Kent Cooke Scholarship](#) up to \$40,000 a year to transfer from a community college to a four-year school to obtain a bachelor's degree
  - [Morris K. Udhall Scholarship](#) up to \$5,000 with environment-related careers, or Native American or Alaskan Native students majoring in tribal public policy or Native healthcare
  - [SEMA Automotive Scholarship](#) ranges from \$1,000 to \$4,000 and a full-tuition scholarship to attend Ohio Technical College

## Great Basin College (GBC)

- [The Nevada Promise Scholarship](#) covers up to three years of tuition and other mandatory fees not covered by other gift aid
- [The Governor Guinn Millennium Scholarship Program](#) up to \$10,000 in tuition
- Great Basin College Scholarship Program - amount varies; click [here](#) for list of scholarships

- 
- [MTC Scholarship](#) \$5000 toward an AAS degree or Certificate of Achievement in the Diesel, Electrical Systems, Industrial Millwright, Instrumentation, or Welding Programs

## Western Nevada College (WNC)

- [The Nevada Promise Scholarship](#) covers up to three years of tuition and other mandatory fees not covered by other gift aid
- [WNC Foundation](#) \$500 each semester
- [ROADS Scholarship Program](#) for majors in Automotive Mechanics, Machine Tool Technology, Advanced Manufacturing, Healthcare, Construction, Computer Information Technology, HVAC, Truck-Driving (CDL) and Welding
- GRANTS, Click [here](#) to access the grants below
  - Federal Pell Grant
  - Summer Pell Grant
  - Federal Supplemental Education Opportunity Grant (FSEOG)
  - Silver State Opportunity Grant (SSOG)
  - Nevada Resident Award and Nevada Student Grant begin at \$500 per semester
  - Grant in Aid begin at \$500 per semester
  - Western Nevada Award begin at \$500 per semester
  - Wildcat Award begin at \$750 per semester
  - WNC 15 to Finish begin at \$1000 per semester

## Truckee Meadows Community College (TMCC)

- [The Nevada Promise Scholarship](#) covers up to three years of tuition and other mandatory fees not covered by other gift aid
- [TMCC Foundation Scholarships](#) varies; see link!
- [Student Government Association \(SGA\) Green Door Scholarships](#) \$300 per semester for up to two semesters per academic year
- [Institution, State, and Federal Scholarships](#) (FAFSA, Millennium, Americorp, Veterans Education Benefits)
- [Off-Campus \(External\) Scholarships](#) click [here](#) to access the External Scholarship Board
- [Tribal Scholarships](#)
- [NSHE Foster Youth Fee Waiver](#)
- GRANTS, Click [here](#) to access the grants below
  - Federal Pell Grant
  - The Adelante Grant \$1,000
  - The Silver State Opportunity Grant (SSOG)
  - Institutional Incentive Grants
    - The Freshmen Incentive Grant (FIG), the TMCC Incentive Grant (TIG), and the Graduation Incentive Grant (GIG).
  - Bureau of Indian Affairs (BIA) Grant

## Northwest Career College (NCC)



- All in The Family Scholarship – \$1000
- Dual Enrollment Scholarship – \$3249
- Early Commitment Scholarship – \$500
- Early Independence Scholarship – \$2500
- Expanded Dreamers Scholarship – \$4499
- First Responder, Law Enforcement, & Security Personnel Scholarship – \$2500
- High School Graduate Scholarship – \$1000
- Preferred Partner Scholarship – \$2000
- Previous Education Credit – \$1700
- Sponsor a Student Scholarship – \$500
- Tuition Commitment Scholarship – \$500
- WIOA Scholarship – \$2000
- NCC Graduate Scholarships, Click [here](#) to access these scholarships
  - Alumni Scholarship – \$2500
  - Business Administrative Assistant to Business Administration Scholarship – \$1725
  - Dental Assistant + Dental Admin Assistant to Healthcare Administration Scholarship – \$1725
  - Legal Assistant to Paralegal Scholarship – \$1725
  - Medical Billing and Coding to Healthcare Administration Scholarship – \$1725
  - Medical/Dental Administrative Assistant to Healthcare Administration Scholarship – \$1725
  - Medical/Dental Assistant to Healthcare Administration Scholarship – \$2300
  - Recent NCC Graduate Enrolling in a Certificate Program Scholarship – \$1000
  - Recent Graduate Scholarship – \$4000

## PIMA Medical Institute

- [Alumni Online Education Scholarship](#) \$1000.00 towards tuition only for certificate to Associate degree; \$1500.00 towards tuition only for Associate degree to Bachelor degree; \$2000.00 towards tuition only for Bachelor degree to Master degree
- [Pacific Dental Services® Foundation's Dr. Carolyn Ghazal Dental Assistant Scholarship](#) varies based on financial need and heart of service

## Desert Research Institute (DRI)

- [Lander Scholarship for Native Americans](#) \$3,000 for UNLV and UNR Students
- [Colin Warden Memorial Endowment](#) \$1,000
- [Jonathan O. Davis Fellowship](#) up to \$5000 for Graduate Student Quaternary Science Research in the Great Basin funded
- [The George Burke Maxey Fellowship](#) for UNLV Water Resources Management (WRM), UNR Graduate Program in Hydrologic Sciences (GPHS) pursuing research in the broad water resources or hydrology that will serve as the basis of his/her/their Master's thesis or Ph.D. dissertation; amount not specified. Contact Maria Vasquez at [Maria.Vasquez@dri.edu](mailto:Maria.Vasquez@dri.edu) or 775.673.7979
- [George Burke Maxey Award in Water Resources Research](#) \$1,500.00
- [Wagner Award](#) \$1,500 to women pursuing a Masters or Ph.D. in atmospheric sciences or a related program at a United States university

## Roseman University of Health Sciences

- [Hero Scholarship](#) \$10,000
- Scholarship List. Click [here](#) for link

## Carrington College

- [High School Graduates Scholarship](#) \$1,000

## Touro University Nevada (TUN)

- [Touro University Nevada Dean Scholarship](#) ranging from \$1,500 to \$4,500
- [Touro University Nevada General Scholarship](#) ranging from \$1,000 to \$1,500
- [Touro University Nevada Multi-Year Scholarship](#) ranging from \$1,000 to \$1,500
- [HRSA Scholarship for Physician Assistant Students \(PA\)](#) varies; contingent upon availability of funding
- [Clark County Medical Society Scholarship \(DO\)](#) \$5,000 for first-year Osteopathic Medicine students
- [Clark County Medical Society Alliance Scholarship \(DO\)](#) \$1,000 for Osteopathic Medicine students
- [Engelstad Endowed Scholarship](#) not specified; click [here](#) for website
- [Nevada Gold Mines Scholarship \(DO, PA, MSN\)](#) \$5,000 for students studying Doctor of Osteopathic Medicine (DO), Master of Physician Assistant Studies (MPAS), or Master of Science in Nursing – Family Nurse Practitioner (MSN);
- [Christy and Alan Molasky Scholarship](#) \$1,000 must be a veteran
- [Alexander Matthew Scholarship for Mental Health \(PA\)](#) \$5,000 for Physician Assistant students
- [Dana Bernstein Marshall Memorial Scholarship \(DO\)](#) \$2,000 for Osteopathic Medicine students
- [Comprehensive Cancer Centers of Nevada Scholarship \(DO/MSN\)](#) \$5,000 for students studying Doctorate of Osteopathic Medicine or Masters of Science in Nursing/Nursing Practitioner program
- [CVS Health Foundation Scholarship \(PA\)](#) \$1,000 for Physician Assistant students
- [Evan Zettas Perlman Scholarship \(DPT\)](#) \$5000 for Physical Therapy students
- [Parking Dollars for TUN Scholars Scholarship](#) varies based on financial need
- [Welcome to Nevada Scholarship \(DPT/OTD\)](#) covers 50–100% of first term's tuition of out-of-state students in the Doctor of Physical Therapy program or the Occupational Therapy Doctorate program
- [United Health Foundation Scholarship \(DO/PA/DNP/MSN\)](#) one-year scholarship, but not specified; for students studying Doctor of Osteopathic Medicine, Master of Physician Assistant Studies, Doctor of Nursing Practice, or Master of Science in Nursing – Family Nurse Practitioner
- Private Scholarships, Click here for [link](#) of list

## Other Career-Oriented Scholarships

- [STEM Stars Actuarial Scholars Program](#) \$20,000 scholarship (\$5,000 annually for four years) (Actuary)

- [Go For Yours Funds](#) (Artists, Entrepreneurs, and Trailblazers) See application when open for scholarship amount
- [Foster Love - Family Fellowship Scholarship House of Blues](#) \$10,000 annually (Music majors, but not limited)
- [Forward Scholarship for Entertainment Majors - David Ballard](#) \$10,000 annually (Entertainment majors)
- [Hannah's Community Foster Care Forward Scholarship](#) \$500 (Preference to Healthcare Field Students: CNA, EMT, RBT, EKG Technician, Phlebotomy Technician, Office Administration, etc.)
- [Bridge the Gap](#) \$2,500 - \$5,00 annually (Mental Healthcare Profession)
- [Nick and Helena Patti Foundation Scholarship](#) \$6500.00 for a one-time scholarship (Music or Education Majors)
- [Al Evans Silver Spurs Scholarship](#) \$20,000 (Agriculture, Veterinary or Pre-Veterinary degrees)
- [Paul & Daisy Soros Fellowships for New Americans](#) up to \$90,000 in financial support toward their graduate education (Open to all types of professional and graduate degrees, including JDs, MBAs, MPPs, MPAs, PhDs, MMs, MArchs, MDs, MSs, etc.)

## UNLV-Specific Scholarships

- [Able and Advancing Scholarship](#) \$2,000 annually
- [Adult Learner Scholarship](#) \$1,000
- [APIME Community and Empowerment Scholarship](#)
- [College of Education Field Experience Scholarship](#) \$2,000 (\$1,000 per semester)
- [College of Education Human Services Internship Scholarship](#) \$2,000 scholarship (\$1,000 per semester)
- [Immigrant & International Student Support Sponsorship](#) \$500 annually; funding is first-come, first-served based on eligibility requirements
- [Indigenous Community R.I.S.E. Scholarship](#) \$1,000 annually
- [International Student Scholarship](#) \$500 per academic semester
- [Justice for Black Lives Scholarship](#)
- [LatinX Comunidad and Advocacy Scholarship](#)
- [LGBTQIA+ Empowerment and Advocacy Scholarship](#)
- [NEW Leadership Empowerment Scholarship](#) \$2,000 (\$1,000 per semester)
- [Pre-Professional Health Scholarship](#)
- [Rebel Rebound Scholarship](#)
- [Research Continuation Scholarship](#)
- [Study Abroad Scholarship](#)
- [Undocumented Student Scholarship](#)
- [UNLV/CSN Transfer Scholarship Veterans and Military Families Scholarship](#) \$1,000
- [Veterans and Military Family Scholarship](#) \$500 per semester

## Support Network Sites or Groups

- [FosterClub](#)
- [Nevada-Life Stay-Connected \(Nevada Yab\)](#)
- [Fostering Futures of Nevada](#)
- Join the Fostering Scholars [Discord channels](#)

## Reading Guides and Other Community Resources

- [Aging Out Survival Guide](#)
- [Child Welfare Information Gateway](#)
- [Nevada Fostering Success Financial Aid Toolkit](#)
- [Foster Youth Fee Waiver: Who, What, When, Where, & Why](#)
- [Nevada's Just in Time Training](#)
- [Nevada County Foster Youth Services](#)
  - [Foster Youth Services Coordinating Program \(FYSCP\)](#)
  - [Independent Living Program \(ILP\)](#)
  - [Transitional Housing Program \(THP+\)](#)
  - [Nevada County Indian Education \(NCIE\)](#)
- [College and Beyond: A Message from Catherine Cortez Masto](#)
- [Orphan Foundation of America](#)

## GRANTS (Federal and State)

- [Federal Pell Grants](#)
- [Silver State Opportunity Grant \(SSOG\)](#) up to \$5,500 annually
- [John H. Chafee Foster Care Program for Successful Transition to Adulthood—formerly known as the John H. Chafee Foster Care Independence Program \(CFCIP\)](#)
- [U.S. Department of Education Grants](#)
- [Walter S. Johnson Foundation \(WSJF\)](#)
- [Federal Chafee Education\(al\) and Training Vouchers \(ETV\) Program](#)
- [Nevada TOTS Grant Program](#)

## Other Potential Funding Sources

- Federal Work Study <https://studentaid.gov/understand-aid/types/work-study>
- Independent Living Program Services
  - Helps with your transition to adulthood so that you can successfully become independent and self-sufficient in the things you need to manage your life.
  - Available to youth in foster care from age 14 and older, or even those who have aged out until age 21 (Nevada will extend independent living services to youth who have aged out of care in another state).
  - If you need help [navigating life skills](#), this is for you!
    - **Daily living skills**
      - Activities that you perform to take care of yourself, may completed in a routine basis, or are activities that support your life in your home or the community
      - Examples: bathing/showering, toileting/toilet hygiene, dressing, eating, functional mobility (i.e., getting around using a wheelchair), personal hygiene and grooming, communication management (i.e., using computers, emergency systems), driving and community mobility (i.e., accessing buses, Uber rides), meal preparation, managing your home, safety and emergency maintenance
    - **Money management**
      - How to plan your financial transactions

- Examples: using a credit card, digital banking, allocating income or savings, managing or obtaining a loan, how to do taxes
- **Decision making**
  - The process of making important choices
  - Example: renting an apartment vs. buying a house, understanding the consequences with spending money on a “need” vs a “want” when financially insecure
- **Housing assistance**
  - Associated with the government helping your housing situation such as providing grants or rental assistance to low-income occupants
- **Substance abuse prevention, nutrition education, smoking prevention, and pregnancy prevention**
  - Providing more information about these topics; what the benefits, causes, effects, and/or consequences may be
- **Preparation for postsecondary training and education**
  - Help with planning for your future career starting with the resources available and how to access them
  - How to apply for scholarships and grants (free money for school!!!)
- **Mentors and permanent connections**
  - Mentors help us make valuable connections with others, whether it is related to personal growth or career growth. They can help us establish or improve specific skills, as well as gain knowledge through their advice and experiences.
- **Financial assistance with college or vocational schools**
  - Many educational institutions have different needs with their admissions and financial processes. They all have something unique to offer and which can tailor to your specific needs, including free money to attend their school!
- **Medical insurance**
  - There are many insurances with many different benefits. It is important to understand their differences to suit individual needs.
- **Counseling**
  - Counseling can be valuable to your health, especially if you need someone to talk to. Please consider. Any medical services will ALWAYS be confidential as you have rights.
- **Assistance in obtaining the GED and higher education**
  - If you do not know where to start when thinking about going back to school... this is for you.

## Appendix B

### Resume Templates

**Your  
Name**

**Title/Position**

---

**Your Name**

123 Your Street  
Your City, ST 12345

123.456.7890  
no\_reply@example.com

---

**Skills**

---

You can talk about your strengths here like: Bilingual (English and Spanish), Creative, Problem-Solving, Computer and Technology Skills, Patient, Punctual, Problem-Solving Skills

---

**Certifications/Awards**

---

CPR/AED

---

**Experience**

---

**Company Name / Job Title**  
MONTH 20XX - PRESENT, LOCATION

Briefly list your responsibilities here.

**Company Name / Job Title**  
MONTH 20XX - MONTH 20XX, LOCATION

Briefly list your responsibilities here.

**Company Name / Job Title**  
MONTH 20XX - MONTH 20XX, LOCATION

Briefly list your responsibilities here.

---

**Education**

---

**School Name / Degree**  
MONTH 20XX - MONTH 20XX, LOCATION

**School Name / Degree**  
MONTH 20XX - MONTH 20XX, LOCATION

# Your Name

Lorem ipsum dolor sit amet, consectetur adipiscing elit

123 Your Street  
Your City, ST 12345  
(123) 456-7890  
**no\_reply@example.com**

## EXPERIENCE

### Company, Location — Job Title

MONTH 20XX - PRESENT

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh.

### Company, Location — Job Title

MONTH 20XX - MONTH 20XX

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh.

### Company, Location — Job Title

MONTH 20XX - MONTH 20XX

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## EDUCATION

### School Name, Location — Degree

MONTH 20XX - MONTH 20XX

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore.

### School Name, Location — Degree

MONTH 20XX - MONTH 20XX

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## PROJECTS

### Project Name — Detail

Lorem ipsum dolor sit amet, consectetur adipiscing elit.

## SKILLS

Lorem ipsum dolor sit amet.

Consectetur adipiscing elit.

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Laoreet dolore magna aliquam erat volutpat.

## AWARDS

Lorem ipsum dolor sit amet  
Consectetur adipiscing elit,  
Sed diam nonummy

Nibh euismod tincidunt ut  
laoreet dolore magna aliquam  
erat volutpat.

Lorem ipsum dolor sit amet  
Consectetur adipiscing elit,  
Sed diam nonummy

Nibh euismod tincidunt ut  
laoreet dolore magna aliquam  
erat volutpat.

## LANGUAGES

Lorem ipsum, Dolor sit amet,  
Consectetur

---

# Your Name

(702) 123-456  
janedoe123@gmail.com  
Las Vegas, NV

## OBJECTIVE

Current high school student looking for a flexible, part-time job

## EDUCATION

Desert oasis High School, Las Vegas

MONTH 20XX - MONTH 20XX  
Expected Graduation: May 2024  
GPA: 3.0

## SKILLS

Communication skills	Mathematic skills	Punctual
Patient	Creative	Decision-making
	Problem-solving	skills
	skills	

## RELEVANT WORK/VOLUNTEER EXPERIENCE

- 
- 

## AWARDS, RECOGNITIONS, AND ASSOCIATIONS

-



## Appendix C

### Syllabus

**UNIVERSITY OF NEVADA LAS VEGAS  
SCHOOL OF INTEGRATED HEALTH SCIENCE  
Department of Brain Health  
Occupational Therapy Program  
Spring 2024**

Course Title: Life Skills Coaching Course on Resources for Educational Attainment to Foster Competence in Independent Living Among Foster Youth

Total Hours: 20 mins each module (x3); 60 mins each workshop (x3) = 240 mins/ 4 hrs

Time and Dates: Mondays 8:30am – 11:15am

Class Location: Bamboo Sunrise Suite 301

Office Location: Bamboo Sunrise Suite 301 or Virtual

Office Hours: By appointment

In person: at Bamboo Sunrise Suite 301

Virtual: Google Meet, Zoom, Facetime (Email me for meeting information)

Phone: (702) 470-9315

Email: [naguit@unlv.nevada.edu](mailto:naguit@unlv.nevada.edu)

Google Drive: [Bamboo Sunrise Blended Coaching Course](#)

**Note:** The instructor reserves the right to make changes to syllabus as she deems necessary.

### Course Description

- The purpose of this project is to foster competence in independent living skills for educational attainment among youth aging out of foster care. Participants will complete a blended learning (online and in-person classes) within 3 weeks. This involves *30-60 minutes 1x per week for online modules to complete (in own home environment)*, and *60-90 minutes for weekly workshops at Bamboo Sunrise Clinic*. This means just a total of 3 meetings in-person and 3 online modules to watch. The total weekly hours of participation can range from 90-120 minutes or 2.5 hours, depending on the educational content covered in the weekly module. Online course content will focus on these main topics: Introduction to Higher Education, Interviewing, and How to Submit a Scholarship Application. Weekly workshop topics are Resume Building, Mock-Interviewing, and Essay Writing. The format for instruction of this course combines the online modules, knowledge checks, discussion, learning activities, and competency evaluations with opportunities for peer/group interaction.

## **Course Objectives and Learning Outcomes**

- To learn, understand, and utilize resources for educational attainment for foster youth that are available in and out of the state of Nevada.
- To become familiar with the process for attaining education.
- To simulate real-life scenarios for the process of attaining educational goals (i.e., interviewing and hiring process, applying for a resume, scholarship, or college application).
- To provide a resource list that can be used for future reference among foster youth and children in the welfare system.

## **Course Competencies**

- To demonstrate comprehension of the importance of educational attainment, including its relationship with lifestyle outcomes (i.e., homelessness, job or career attainment, having savings, etc.)
- To be competent or be able to manage self independently during the process of attaining educational goals (i.e., interviewing and hiring process, applying for a resume, scholarship, or college application).

## **Required Text/Supplemental Readings and Resources**

- None currently anticipated but subject to change. To be determined by instructor as needed.

## **Evaluation Methods**

1. Knowledge Checks (5 points each = trade for a prize at the end of the program!)  
There will be one short, easy quiz each week. It will consist of 5 multiple choice questions. If any student does not or cannot take the exams due to an emergency, then plans must be made with the instructor to complete the quiz within a specified time period. Each student must take all quizzes. Talk to the instructor if you need to arrange for reasonable accommodations.

### **2. Competency Evaluations**

Each week for the duration of the program (3 workshops total), there will be competency evaluations regarding the content learned. During the workshops, the students will practice what they have learned. They will have the opportunity to simulate scenarios to become familiar and/or competent in these areas, such as doing mock interviews with peers and/or instructor. A rubric will be provided for the expectations by the instructor and templates and other supplemental materials will be available for students to use.

### **3. Participation in Class Discussion and Activities**

Participation in the class and activities is mandatory as it was already agreed upon when students have signed up to be a part of this project. The instructor understands if the student is shy/reserved in class discussions, but it is highly encouraged to share thoughts/opinions and speak up in order to get the best experience during the project as possible. There will be awards and prizes for those who actively participate! ;)

Note: After the last week of the session (Module 3), students are expected to complete a short survey so that the instructor can take the comments into consideration for the future of the program and the future learners. Careful and thoughtful comments are always greatly appreciated!

## Grading Methods

- This course is intended to make foster youth more competent in their independent living skills for educational attainment. The knowledge checks and competency evaluations are not graded, but the instructor takes into consideration the responses to understand the areas of improvement for the course as well as the future needs of the students. There is no penalty for receiving a low score on the quizzes or competency evaluations. There is a reward in exchange for completion of each knowledge check and competency evaluation based on score.

## Missed Classwork

- Any student missing in-person workshop, knowledge check, or competency evaluations because of observance of religious holidays will be given an opportunity to make up for the missed work. It is the student's responsibility to notify the instructor within the first 7 days of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. If an emergency happens, please reach out to the instructor right away and please prepare an excuse note from a parent/guardian. For additional information, please see the instructor's contact information.

## Class (Virtual and In-Person) Conduct

- Students are responsible for conducting themselves in class in ways that respect the individual needs of others, and do not interfere with the rights of other students to learn, or of instructors to teach. The use of devices such as cellphones or other potentially disruptive activities are not permitted, unless there is reasonable consent from the instructor. If a student does not comply with the rules of conduct or is consistently interfering with the functioning of the class, the instructor may initiate a request for the student's withdrawal from the course.

## Course Schedule

Date and Topic	Module	Assignments	Due
Module 1 (Trial) February 12 - 18, 2024 <b>Introduction to Higher Education</b>	Online	Start Module 1 trial lecture and trial knowledge check.	Trial feedback for instructor by February 18, 2024 at 5:00 pm PST.
Module 1 February 19 - 25, 2024 <b>Introduction to Higher Education</b>	Online	Start Module 1 content by February 20, 2024 5:00pm Pacific Time.	Finish prior to scheduled workshop day.
	Workshop	Resume Building	TBD

Module 2 February 26 - March 03, 2024 <b>Interviewing</b>	Online	Start Module 2 content by February 27, 2024 5:00pm Pacific Time.	Finish prior to scheduled workshop day.
	Workshop	Mock-Interviewing	TBD
Module 3 March 04 - 10, 2024 <b>How to Submit a Scholarship Application</b>	Online	Start Module 3 content by March 05, 2024 at 5:00pm Pacific Time.	Finish prior to scheduled workshop day.
	Workshop	Essay Writing Workshop	<u>TBD</u>
<u>Survey Week</u> <u>March 11 - 17, 2024</u>	<u>Complete survey</u>		
<b>Survey Week</b> <b>March 18 - 24, 2024</b>	<b>Finish and submit survey to instructor by Friday, April 05, 2024 at 5pm PST.</b>		



- 01** **INTRO TO HIGHER EDUCATION**  
What is it?
- 02** **FOSTER YOUTH AND HIGHER EDUCATION**  
How do I relate as a current or former foster kid?
- 03** **WHY IS HIGHER EDUCATION IMPORTANT?**  
The benefits and outcomes discussed
- 14** **RESOURCES**  
What exists and how do I access them?

TODAY'S LECTURE  
WILL COVER:



## WHAT IS HIGHER EDUCATION?

### AKA POSTSECONDARY EDUCATION

is education beyond high school including college, a university, or a trade/vocational school

ARE YOU INTERESTED IN HIGHER EDUCATION?



(Southern Utah University, 2016)



(Hedin et al., 2011)

## HOW I MAY RELATE AS A FOSTER KID

### SOME EXAMPLES INCLUDE

- MOVING SCHOOLS AND/OR HOMES
- NO ADULT AROUND
- NO QUIET PLACE TO STUDY
- HAVE STRONG, BUT VALID FEELINGS ABOUT SCHOOL



### REMEMBER

You are not alone



## WHY IS SCHOOL IMPORTANT?

### SOCIALIZATION

may give you a chance to have good support system, as well as establish "networks" in the future

### LEARNING

lets you explore your **human capital**, which are your knowledge, skills, abilities, personal characteristics combined



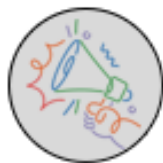
### FUTURE SUCCESS

YOU are the most important resource for yourself!



(Hodja et al., 2011; Mesrobian & Sultar, 2014)

## 10 BENEFITS OF HAVING HIGHER EDUCATION



### INCREASED ACCESS TO JOB OPPORTUNITIES

higher chance with jobs and existing jobs are readily available to you



### INCREASED MARKETABILITY

you are in-demand for your skills!



### INCREASED EARNING POTENTIAL

higher education = the higher pay



### ECONOMIC STABILITY

you are less likely to live in poverty



### NETWORKING OPPORTUNITIES

the people you meet can help you connect with others

(Northeastern University, 2020)

## 10 BENEFITS OF HAVING HIGHER EDUCATION



**PREPARATION FOR A SPECIALIZED CAREER**  
you get the opportunity to get your foot in the door



**A PATHWAY TO ADVANCEMENT**  
it lets you get on track with another, more-advanced degree



**PERSONAL GROWTH AND IMPROVED SELF-ESTEEM**  
earning a degree or certification gives you a sense of accomplishment



**HIGHER JOB SATISFACTION**  
Why not get a job you actually enjoy doing while you get paid for it?



**POSITIVE RETURN ON INVESTMENT**  
resources are always available, so it is worth it!

(Northeastern University, 2020)

## WHAT ARE THE RESOURCES AVAILABLE FOR ME?



**JOANA'S RESOURCE LIST**  
[Click to view Foster Youth Resources for Educational Attainment](#)



**ALL THE BASICS OF FINANCIAL AID**  
[Click to view NSHE Financial Aid Toolkit](#)



Wisconsin System of Higher Education, n.d.]



## TAKE A CAREER PATH QUIZ TO FIND YOUR POSSIBLE MATCH!

### ROADMAP NATION

shows your career match, leaders in that career, and suggested majors to reach that career


### ASA FUTUREScape


shows your recommended future career(s) based on your passion and personality type. It also shows the pay range for each suggested career path along with the education options, schools/training programs available, as well as similar jobs available


WHAT ARE YOUR RESULTS?


(American Student Assistance, 2024; Roadmap Nation, 2024)

## CONTACT JOANA FOR MORE DETAILS


 [naguit@unlv.nevada.edu](mailto:naguit@unlv.nevada.edu)

 (702) 470 - 9315

 Bamboo Sunrise, Suite 301

 [bamboosunrise.net](http://bamboosunrise.net)





NOW LET'S MOVE ON TO  
THE KNOWLEDGE CHECK

Link:

[https://forms.gle/bhBiEV5  
1p3gz6dEv7](https://forms.gle/bhBiEV51p3gz6dEv7)



**YOU DID IT!**

Thank you and I'll see you in the next session!

## REFERENCES

American Student Assistance [ASA]. *ASA Futurescape*. <https://futurescape.asa.org/>

Hedin, L., Höjer, I., & Brunnberg, E. (2011). Why one goes to school: What school means to young people entering foster care. *Child & Family Social Work, 16*(1), 43–51. <https://doi.org/10.1111/j.1365-2206.2010.00706.x>

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Southern Utah University. (2016). *What is higher education or post-secondary education?* <https://www.suu.edu/blog/2016/06/what-is-higher-education.html#:~:text=Higher%20Education%20is%20a%20term,or%20>



# MODULE 2: INTERVIEWING

by Joana Naguit, OTD/S

- 
- 
- 
- 01. INTERVIEWING**  
What is it?
  - 02. WHY DOES IT MATTER?**  
Why is learning about interviewing important?
  - 03. INTERVIEW TIPS**  
What to do's and what NOT to do's
  - 04. PREP FOR MOCK INTERVIEW**  
Mock-interview expectations

**WHAT WE WILL  
COVER TODAY**



## WHAT IS INTERVIEWING?

- Important part of the hiring or acceptance process at a job or school.
- The candidate highlights their strengths, skills, and experiences.
- Time for building rapport and to see if the candidate is the best fit for the position.



(Spence & [Russell](#), 2023)

## WHY IS LEARNING ABOUT INTERVIEWING IMPORTANT?

- Because it is part of the job or school application process
- A lack of preparation may disqualify a candidate in securing the position they are applying for.
- To gain an idea of what the interviewers are looking for, and so that you can properly perform the skills and hopefully help you prepare for when your interview day comes.



(Spence & [Russell](#), 2023)

# INTERVIEWING TIPS

## BE ON TIME

Tardiness is unprofessional

## STAY CALM

It shows confidence and helps clear your mind

## SHOW WHAT YOU KNOW

Doing research is helpful

(Nevada Department of Health & Human Services Division of Child & Family Services, 2021)

(BetterUp, 2023; Nevada Department of Health & Human Services Division of Child & Family Services, 2021)

## BE READY TO ANSWER QUESTIONS

- Tell me about yourself.
- What are your strengths?
- What are your weaknesses?
- What is your greatest accomplishment?
- Why should we hire you?
- Why do you want this job?
- What are your salary expectations?
- Do you have any questions?

## ASK THEM QUESTIONS TOO

- “What is your company’s work culture like?”
- “Can you please describe my typical day in the life - or my work week?”
- “What is the next step in the hiring or application process?”
- “Are there any other steps I need to take to help with the hiring or application process?”



# DRESS FOR SUCCESS

# WHAT TO WEAR



## WHAT NOT TO WEAR



## FOLLOW-UP

within 24 hours to inquire about the next step and maybe to see how you did

(BetterUp, 2023; Indeed, 2023; Nevada Department of Health & Human Services Division of Child & Family Services, 2021; University of North Texas, 2019; Venterra Realty, 2013)

# LET'S PRACTICE DURING WORKSHOP DAY!

**PLEASE TAKE A MOMENT TO REFLECT ON THESE QUESTIONS FOR OUR NEXT SESSION.**



TELL ME ABOUT YOURSELF.

WHAT ARE YOUR STRENGTHS?

WHAT ARE YOUR WEAKNESSES?

WHAT IS YOUR GREATEST ACCOMPLISHMENT?

WHY SHOULD WE HIRE/ACCEPT YOU?

WHY DO YOU WANT THIS JOB/SCHOOL?

WHAT ARE YOUR SALARY EXPECTATIONS?



DO YOU HAVE ANY QUESTIONS?

**KNOWLEDGE CHECK**  
**MODULE 2** **INTERVIEWING**

Link:  
<https://forms.gle/JWK42znSQ38CHMvq8>



# REFERENCES



BetterUp. (2023). *What to wear to a job interview: do's and don'ts*. <https://www.betterup.com/blog/what-to-wear-to-a-job-interview>

Indeed. (2023). *How to dress for a job interview (and what not to wear)*.  
<https://www.indeed.com/career-advice/interviewing/how-to-dress-for-a-job-interview>

Nevada Department of Health & Human Services Division of Child & Family Services. (2021). *Important resources*.  
[https://dcfs.nv.gov/Programs/CWS/IL/Important\\_Links/](https://dcfs.nv.gov/Programs/CWS/IL/Important_Links/)

Spence, B., & Russell, A. (2023). Using mock interviews to improve students' resume and interview skills. *Radiologic Technology*, 94(4), 296–298.

University of North Texas. (2019). *HR Reveals what you should (and shouldn't) wear to a job interview*.  
<https://careercenter.unt.edu/blog/2019/11/15/hr-reveals-what-you-should-and-shouldnt-wear-to-a-job-interview/>

Venterra Realty. (2013). x. <https://venterra.com/2013/07/dress-for-success-in-your-interview/>



That's it!  
Great work.  
I'll see you in the next session!



# THANK YOU

Have any questions?

Joana Naguit  
(702) 470 - 9315  
naguit@unlv.nevada.edu  
bamboosunrise.net  
Bamboo Sunrise, Suite 203





# HOW TO SUBMIT A SCHOLARSHIP APPLICATION

BY JOANA NAGUIT, OTD/S



## WHAT WE WILL COVER:

**What is scholarship?**

**What Should I do or know first?**

**Looking into Otto A. Huth Scholarship Fund**

**Sample Requirements**

**Housekeeping**

# WHAT IS A SCHOLARSHIP?

## A TYPE OF FINANCIAL SUPPORT FOR STUDENTS ATTENDING OR PLAN TO ATTEND SCHOOL

- Donors set the criteria for how funds will be awarded and distributed
- Scholarships defray the costs of tuition, textbooks, room and board fees, and other expenses related to schooling, like transportation
- Receiving scholarships can be through a variety of criteria or factors;
  - financial need
  - academic achievement
  - community service involvement
  - group involvement
  - leadership experience
  - employment experience
  - areas of study

(University of South Alabama, n.d.)

# WHAT SHOULD I DO OR KNOW FIRST?

- Talk with your high school counselor, teachers, coaches, or your family or case manager
  - Obtain letter of recommendation from them
- Continue to work on maintaining good grades in high school classes. Take challenging courses!
- Get a copy of your transcript when finished
- Prepare to take the ACT or SAT
- Learn your college requirements
- Find the scholarships that your college offers
- Watch out for scholarship deadlines.



(Nevada Department of Health & Human Services Division of Child & Family Services, 2021)



## NOW, LET'S FIND A SCHOLARSHIP TOGETHER

- Remember the Resource List? [Click to view Foster Youth Resources for Educational Attainment](#)
  - Please look through it and find one you are interested in and/or qualify for
- Otto A. Huth Scholarship Fund
  - Available to youth aging out in foster care or who have already aged out of foster care in Nevada and who plan to attend a Nevada System of Higher Education (NSHE) institution



## OTTO A. HUTH SCHOLARSHIP FUND

### Criteria and Requirements

- Youth aging out in foster care or who have already aged out of foster care in Nevada
- Need financial support for attending school after high school/higher education
- Apply before you turn 21 years old
- Must have a 2.0 high school GPA
- Must agree to maintain the minimum GPA requirement from your college/major/department
- This scholarship is for a maximum of 5 years and you can get up to \$40,000 in total. Yearly, your scholarship award should not exceed \$10,000.
- This scholarship may cover your education -related expenses including tuition, on-campus room & board, books, student health insurance, on-campus meal plans, and other expenses.
- Transcript
- Essay (one-page max) stating about your life, your plans for the future, why you chose your program, how your education will impact your life, and how you plan to finance your education
- Letter of nomination from a teacher/counselor who knows your student's goals or life story

# SAMPLES OF REQUIREMENTS

Student Name: Clark County High Transcript Lopez, Jesus Alfredo

Student Number: 0071508 Grade: 11  
 Date of Birth: 08/28/2000 Sex: M Height: 5'00" Weight: 125 lbs  
 Home Phone: 702.259.3000 Cell Phone: 702.259.3000 Fax: 702.259.0000  
 Home Address: 11171 MacArthur Ln., Las Vegas, NV 89131  
 School Address: 2025 E. Flamingo Ave., Las Vegas, NV 89119

Current student data  
 School in which student is currently enrolled  
 Computer literacy requirement earned in middle school, should be grade of P and credits or MM (No Waiv)  
 PE II Waiver earned from participation in approved interscholastic activity, maximum of 1 credit PE Waiver.

1. Current student data  
 2. School in which student is currently enrolled  
 3. Computer literacy requirement earned in middle school, should be grade of P and credits or MM (No Waiv)  
 4. PE II Waiver earned from participation in approved interscholastic activity, maximum of 1 credit PE Waiver.

5. Term  
 • 02—First Semester  
 • 04—Second Semester  
 • 05—Summer School(1<sup>st</sup> session)  
 • 06—Summer School(2<sup>nd</sup> session)

6. District approved Core GPA for NSHS

7. Cumulative GPA for semester (including Bonus Points)

8. Work in Progress refers to courses in which the student is currently enrolled, show in semester (course number ends with a 1) a second semester (course number ends with a 2) classes.

9. Credit Summary includes:  
 a. Attempted—(Credits) required for graduation.  
 b. Earned—Credits completed to date in specific course/subject.

10. Grade Point Average (GPA) Summary  
 • Cumulative GPA (Weighted) is the grade point average for all courses taken in level (MSHS)  
 • Weighted GPA (with Bonus Points) is cumulative GPA plus the weighted bonus grade points for up to 28 semesters of AP/IB or honors classes completed successfully. .025 for honors for AP/IB in four semesters or two classes only at OS.  
 • Class rank shows the student's place in his/her graduating class, calculated using the student's weighted GPA.

11. Date transcript was printed.  
 12. Weight is GPA weight which is used to calculate GPA.

Term 2 - 1st Semester  
 Term 4 - 2nd Semester  
 Term 5 - 1st session Summer School  
 Term 6 - 2nd session Summer School

Clark County School District  
 Learning Division  
 CCSD  
 September 2015

Transcript

(Clark County School District, 2015)

To Whom It May Concern,

My name is Joana Naguit and I have had the pleasure of teaching and mentoring Natasa Janjusic for over 3 months here at Bamboo Sunrise Foster Care Agency. I can attest to her extraordinary qualities and undeniable abilities to succeed in higher education without hesitation.

Natasa is one of the participants to complete my capstone project course: Blended Life Skills Coaching Course for Educational Attainment Skills. The commitment to participation in this project alone serves as a reminder that she aspires to make continuing efforts to succeed with her educational goals. In school, Natasa excels in her academic achievements, including being awarded as an Honor Roll student and Most Valuable Player for her Varsity Tennis Team. Natasa also possesses phenomenal leadership skills by being the Women's Varsity Tennis Team Captain. At home, Natasa strives to care for her younger siblings, taking responsibility for their care when her parents are at work.

Not to mention, Natasa has been in the foster care system for about 7 years now up until this date. Being a foster youth comes with many challenges and adversity, but Natasa has continually empowered herself and maintained a good life ahead of her with the support of her foster family and foster care agency team members. Natasa will thrive attending University of Nevada, Las Vegas (UNLV) and she will become an exceptional aspirant in your institution. I have a strong belief that she will make a positive contribution to your campus community.

Should you have any questions or concerns, please do not hesitate to contact me at naguit@unlv.nevada.edu or (702) 470 - 9315.

Sincerely,

Joana Naguit, OTD/S

Date: 02/07/2024

Letter of Nomination

# ESSAY WRITING WORKSHOP COMING UP!

- Please reflect on these questions/statements so you can be prepared for our upcoming workshop
  - Write about your life
  - What are your plans for the future?
  - Why are you choosing or applying to [program name]?
  - How does your education impact your life?
  - How do you plan to finance your education?
- Reminders
  - Please remember to bring your laptop
  - Take some time to look up schools and programs you are interested in applying to
  - Have these questions prepared



# KNOWLEDGE CHECK TIME!

---

**LINK:**

<https://forms.gle/7BWQwZHv1QpNDjHq8>



---

# CONNECT WITH ME!

JOANA NAGUIT, OTD/S

---

(702) 470 - 9315  
naguit@unlv.nevada.edu

bamboosunrise.net  
Bamboo Sunrise, Suite 301

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## Appendix E

### Quality Improvement Survey - Foster Youth Participants

**Instructions:** This survey asks you to think about the capstone project and asks for your advice about how to make it better for the future participants like you. Please think carefully about each question and please try to answer each question as honestly as you can. There is room on the last page for you to add any special comments about the program. *Your Contribution Is Very Important!!!*

To what extent do you agree or disagree with the following statements? Please mark the number that best reflects your opinion.

**Rating Scale:** 1 = Strongly Disagree/Very Bad      2 = Disagree/Poor  
3 = No Opinion      4 = Agree/Good      5 = Strongly Agree/Excellent

- \_\_\_ 1. I learned the skills I need so I can independently get access to resources I need to go to school.
- \_\_\_ 2. After completing this course, I feel confident in the skills that I have learned.
- \_\_\_ 3. This program was worth my time.
- \_\_\_ 4. This program will benefit other foster youth like me.
- \_\_\_ 5. This program educated me and increased my knowledge and understanding.
- \_\_\_ 6. I know how to access the resources provided on my own.
- \_\_\_ 7. I will use the course materials, resources, and information now that I completed the program.
- \_\_\_ 8. How would you rate the course material?
- \_\_\_ 9. I felt the need for additional resources or help from the researcher.
- \_\_\_ 10. The program was “just-the-right” challenge for me. It was not too hard, but it was not too easy. It was “just-right” for my level.
- \_\_\_ 11. How would you rate the teaching quality of the instructor/researcher?

What did you like most about the program?

Please write your suggestions on how to improve the program/course. All feedback is very much appreciated!

**Thank you for taking the time to complete this survey! :)**

## Appendix F

### Quality Improvement Survey - Foster Care Staff

**Instructions:** This survey asks you to think about the capstone project and asks for your advice about how to make it better for the future foster youth you are serving. Please think carefully about each question and please try to answer each question as honestly as you can. There is room on the last page for you to add any special comments about the program. Your Contribution Is Very Important!!!

To what extent do you agree or disagree with the following statements? Please mark the number that best reflects your opinion.

**Rating Scale:** 1 = Strongly Disagree/Very Bad      2 = Disagree/Poor  
3 = No Opinion      4 = Agree/Good      5 = Strongly Agree/Excellent

- \_\_\_ 1. The program was beneficial to the foster youth based on their comments/remarks with me, even from their parents, and from my observation of the content or materials presented.
- \_\_\_ 2. The program content is “just-right-challenge” for the participants. It is not too easy, nor not too hard. Rather, it is “just right” for their level.
- \_\_\_ 3. This program should continue to be implemented in the future to be utilized by foster youth.
- \_\_\_ 4. I will utilize the resources myself or refer to the resources to help those who need it.
- \_\_\_ 5. The format of the course was practical for the foster youth.

What are the program's strengths?

What are the program’s weaknesses?

What did you like most about the program?

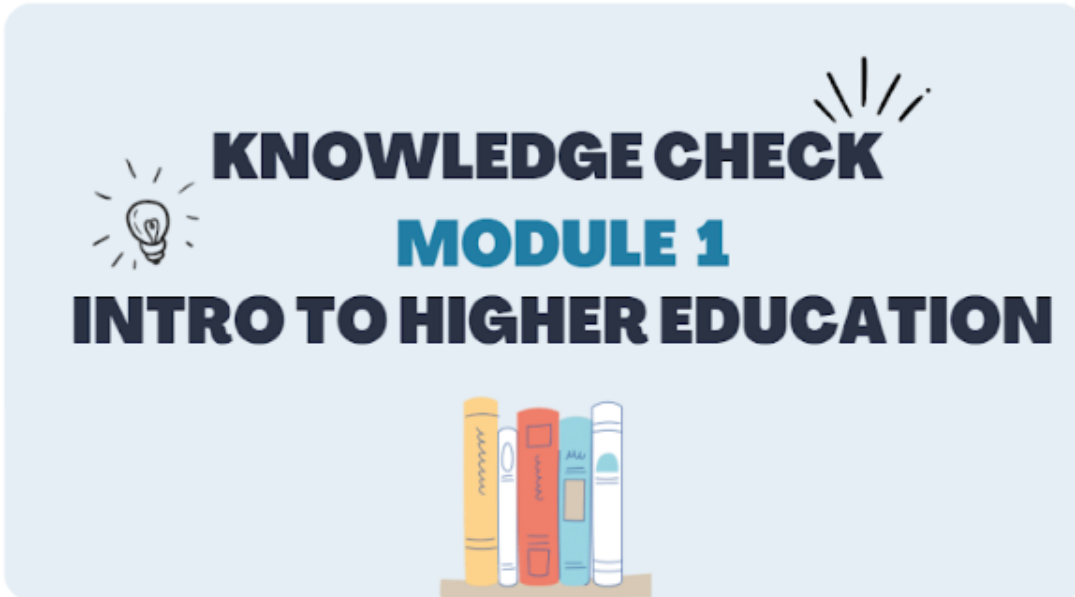
Please write your suggestions on how to improve the program/course. All feedback is very much appreciated!

**Thank you for taking the time to complete this survey! :)**

## Appendix G

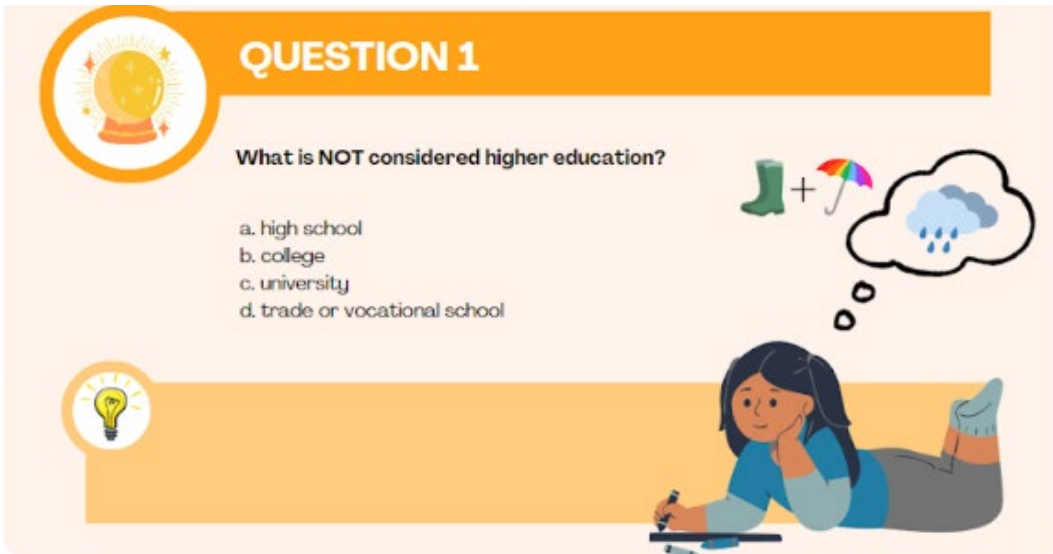
### Knowledge Check Questionnaires

Please try your best to answer these following questions! I highly value your feedback as it will help me make your future lectures/workshops even better! :)



**KNOWLEDGE CHECK**  
**MODULE 1**  
**INTRO TO HIGHER EDUCATION**

The graphic features a light blue background. On the left, there is a simple line drawing of a lit lightbulb with rays emanating from it. To the right of the lightbulb, the text 'KNOWLEDGE CHECK' is written in a bold, black, sans-serif font. Below this, 'MODULE 1' is written in a bold, blue, sans-serif font. At the bottom of the text block, 'INTRO TO HIGHER EDUCATION' is written in a bold, black, sans-serif font. Below the text, there is an illustration of five books of various colors (yellow, white, red, blue, and white) standing upright on a small brown shelf.



**QUESTION 1**

What is **NOT** considered higher education?

- a. high school
- b. college
- c. university
- d. trade or vocational school

The graphic has an orange header with the text 'QUESTION 1' in white. To the left of the header is a circular icon containing a glowing lightbulb. Below the question text, there is a small illustration of a green boot, a plus sign, and a colorful umbrella, followed by a thought bubble containing a blue cloud with raindrops. At the bottom of the graphic, there is an illustration of a young woman with dark hair, wearing a blue shirt and grey pants, lying on her stomach and writing on a piece of paper with a pen. To the left of the woman is another circular icon containing a glowing lightbulb.

- a. high school
- b. college
- c. university
- d. trade or vocational school



## QUESTION 2

Which is not a good reason why going to school matters?

- a. it provides the opportunity for meeting "networks" or professional contacts
- b. it enables me to learn
- c. it contributes to my future success
- d. it makes my friends happy



- a. it provides the opportunity for meeting "networks" or professional contacts
- b. it enables me to learn
- c. it contributes to my future success
- d. it makes my friends happy



## QUESTION 3

What makes up our human capital?

- a. knowledge
- b. skills and abilities
- c. personal characteristics
- d. all of the above (a + b + c)



- a. knowledge
- b. skills and abilities
- c. personal characteristics
- d. all of the above (a + b + c)



## QUESTION 4

True or false: I am the most important resource to myself if I want to succeed.

- a. true
- b. false



- a. true
- b. false



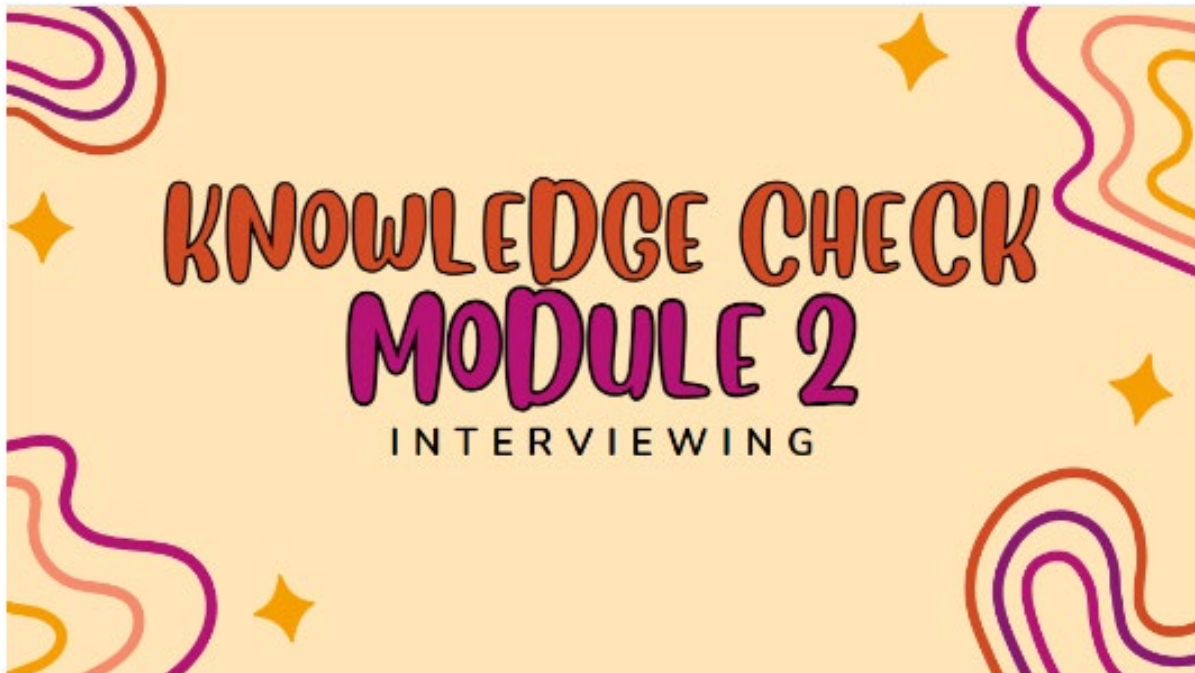
## QUESTION 5

True or false: I have what I need, like the resources which include money for me to afford higher education, and I know how to access it.

- a. true
- b. false



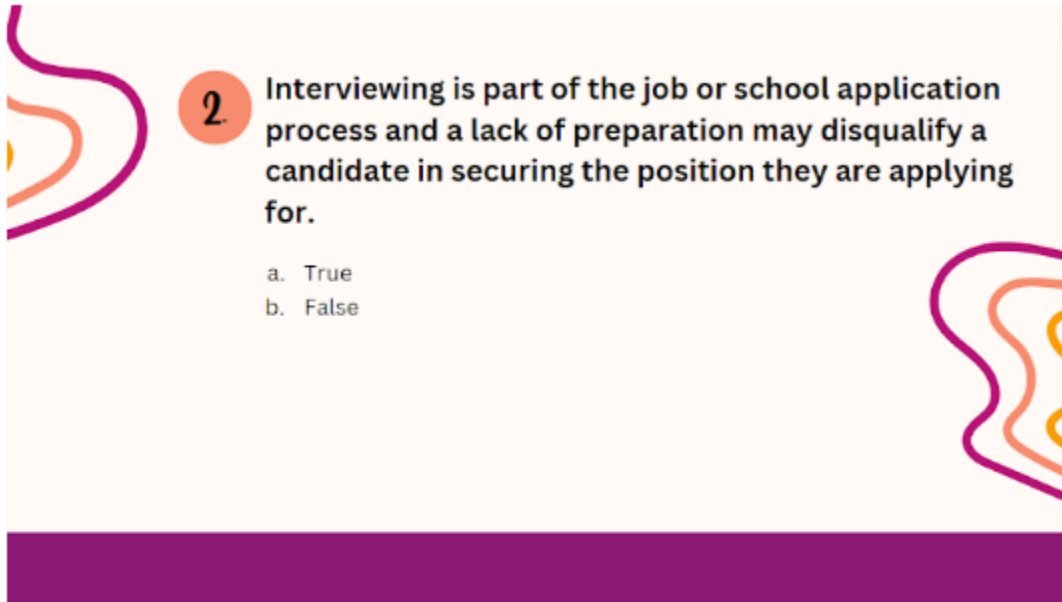
- a. true
- b. false

A white question card with a purple border at the bottom. On the left side, there are decorative wavy lines in purple, orange, and yellow. The question is numbered '1' in a purple circle. The options are listed in a standard black font.

**1. What best describes interviewing?**

- a. Inquiring about the interviewer's personal life whereabouts.
- b. The candidate highlights their strengths, skills, and experiences. It is also the time for building rapport and to see if the candidate is the best fit for the position.
- c. Asking what the interviewer likes and dislikes.
- d. Questioning the organization's way of doing things.

- a. Inquiring about the interviewer's personal life whereabouts.
- b. The candidate highlights their strengths, skills, and experiences. It is also the time for building rapport and to see if the candidate is the best fit for the position.
- c. Asking what the interviewer likes and dislikes.
- d. Questioning the organization's way of doing things.

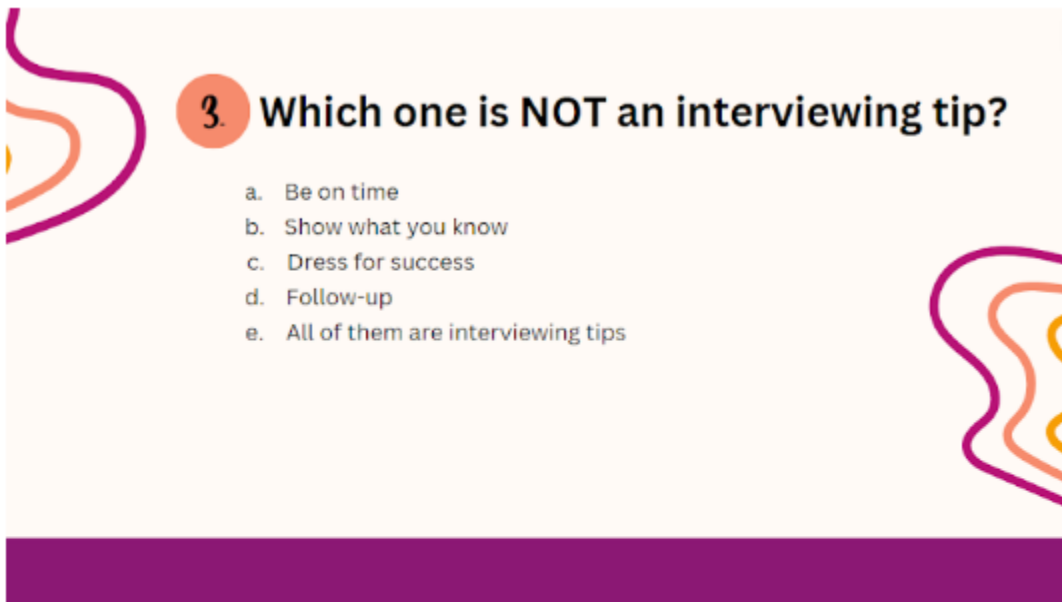


**2** Interviewing is part of the job or school application process and a lack of preparation may disqualify a candidate in securing the position they are applying for.

- a. True
- b. False

a. true

b. false



**3** Which one is NOT an interviewing tip?

- a. Be on time
- b. Show what you know
- c. Dress for success
- d. Follow-up
- e. All of them are interviewing tips

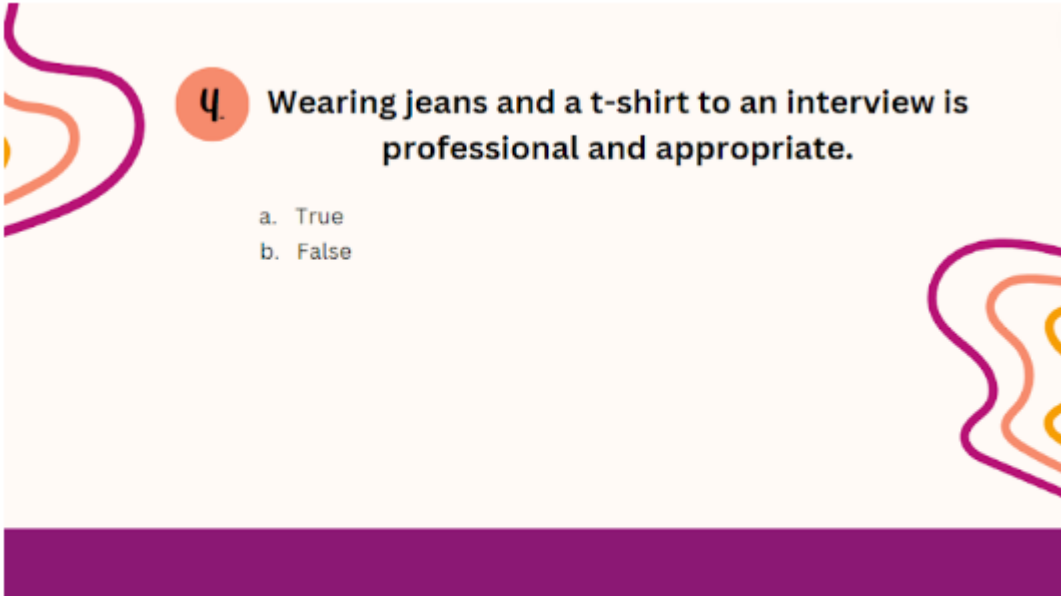
a. Be on time

b. Show what you know

c. Dress for success

d. Follow-up

e. All of them are interviewing tips



**4** Wearing jeans and a t-shirt to an interview is professional and appropriate.

- a. True
- b. False

a. True

b. False



**5** What is NOT an appropriate question to ask an interviewer?

- a. "What is your company's work culture like?"
- b. "Can you please describe my typical day in the life - or my work week?"
- c. "Are there any other steps I need to take to help with the hiring or application process?"
- d. All of the above questions are appropriate questions to ask!

a. "What is your company's work culture like?"

b. "Can you please describe my typical day in the life - or my work week?"

c. "Can you please describe my typical day in the life - or my work week?"

d. All of the above questions are appropriate questions to ask!





## KNOWLEDGE CHECK

### Module 3

#### How to Submit a Scholarship Application

#### Which is true about scholarships?

- a. A type of financial support for students attending or plan to attend school
- b. Donors set the criteria for how funds will be awarded and distributed
- c. Defray the costs of tuition, textbooks, room and board fees, and other expenses related to schooling, like transportation
- d. Receiving scholarships can be through a variety of criteria or factors including but not limited to financial need, academic achievement, community service involvement, group involvement, leadership experience, employment experience, areas of study
- e. All of the above are true



1

- a. A type of financial support for students attending or plan to attend school
- b. Donors set the criteria for how funds will be awarded and distributed
- c. Defray the costs of tuition, textbooks, room and board fees, and other expenses related to schooling, like transportation
- d. Receiving scholarships can be through a variety of criteria or factors including but not limited to financial need, academic achievement, community service involvement, group involvement, leadership experience, employment experience, areas of study
- e. All of the above are true

These people are the most appropriate to ask for a letter of recommendation/ letter of nomination except...

- a. High school counselor
- b. Family or case manager
- c. English teacher
- d. Parents
- e. Sports coach



2

- a. High school counselor
- b. Family or case manager
- c. English teacher
- d. Parents
- e. Sports coach

True or False: The Resource List titled Foster Youth Resources for Educational Attainment is a perfect resource I can use to find money for school.

- a. True
- b. False

3



- a. True
- b. False

True or False: Obtaining a copy of my transcript and a letter of recommendation/nomination are just a couple of the things I might need when applying for a scholarship.

- a. True
- b. False



4

- a. True
- b. False

True or False: I am confident I can write a general essay scholarship, especially when there is a prompt.

- a. True
- b. False



5

- a. True
- b. False

## Appendix H

### Competency Evaluation Rubrics

Resume Building Rubric			
	<b>Exceeds Expectations</b> (10 points)	<b>Satisfactory</b> (7 points)	<b>Needs Improvement</b> (4 points)
Important personal info (name, email, phone #, city, state) provided			
School info provided			
Previous work or school experience provided (if applicable)			
References provided (any adult/guardian to speak on your behalf. Ex: teachers, case workers, advisors, coaches)			
Participation in workshop discussion/activity			
Respect for peers			

## Mock Interview Rubric

	<b>Exceeds Expectations (10 points)</b>	<b>Satisfactory (8 points)</b>	<b>Needs Improvement (4 points)</b>
Initiate time to schedule with interviewer (Pretend)			
Arrive at least 5 minutes before start time (Pretend)			
Dress professionally and appropriately			
Provide a resume (if applicable)			
Demonstrate proper posture, maintain eye contact, and appropriate nonverbal body language (i.e., arms crossed)			
Ask at least one question not related to salary			
Towards the end of the interview, thank your interviewer for their time			
Respect for peers			

## Essay Writing Rubric for Otto A. Huth Scholarship ▼

	<b>Exceeds Expectations</b> (10 points)	<b>Satisfactory</b> (7 points)	<b>Needs Improvement</b> (4 points)
<p><b>Has an introductory statement or greetings.</b> Ex: "To Whom It May Concern" or "Dear Otto A. Huth Scholarship Committee"</p>			
<p>Answered the statement: <b>Write about your life.</b></p>			
<p>Answered the question: <b>What are your plans for the future?</b></p>			
<p>Answered the question: <b>Why are you choosing or applying to Otto A. Huth Scholarship?</b></p>			
<p>Answered the question: <b>How does your education impact your life?</b></p>			
<p>Answered the question: <b>How do you plan to finance your education?</b></p>			
<p><b>Has a closing statement and signature with full name.</b> Ex: "Thank you for this opportunity and I look forward to hearing back from you soon."  and  "Respectfully," or "Sincerely," [type full name]</p> <p>Closing statement with signature example: Thank you for this opportunity and I look forward to hearing back from you soon.</p> <p>Respectfully, Joana Naguit</p>			

## Appendix I



### PARENT PERMISSION FORM

**School of Integrated Health Sciences | Department of Brain Health | Occupational Therapy**

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**TITLE OF PROJECT:** Life Skills Coaching Course on Resources for Educational Attainment to Foster Competence in Independent Living Among Foster Youth

**INVESTIGATOR(S):** Dr. Chih-Huang Yu (Principal Investigator) and Joana Naguit (Student Investigator)

**CONTACT PHONE NUMBER:** (702) 470-9315 (Joana)

---

#### **Purpose of the Project**

Your foster child is invited to participate in a project. The purpose of this project is to foster competence in independent living skills for educational attainment among youth aging out of foster care.

#### **Participants**

Your foster child is being asked to participate in the project because children in the foster care system are more at risk for experiencing adverse life experiences and outcomes, such as homelessness, unemployment, incarceration, and have poor literacy, education, and mental health (Kim et al., 2019; Liu, 2020; Paul-Ward & Lambdin-Pattavina, 2016; Shah et al., 2017). Although there are federal programs that train youth in foster care transitions, no studies demonstrate program effectiveness of their successful transition into adulthood in addition to understanding if the programs and policies currently available help mitigate the risks associated with foster care placement among children (Fowler et al., 2017). Hass et al. (2014) discuss that foster care youth are predominantly behind as compared to their peers in successfully attaining and completing postsecondary education with only a two to five percent college graduation rate. Posts-secondary education completion marks an important achievement, milestone, and rite of passage of any individual. According to the National Center for Education Statistics (2005), postsecondary education success is closely correlated with higher income, improved or better health outcomes, and lower levels of delinquency and incarceration, as compared to individuals who did not receive a college degree. There continues to be a gap in literature, as well as available, effective interventions, including life skills intervention for youth aging out of foster care and adoption systems. This gap in literature highlights the importance of bringing this attention to you, as foster parent(s), and it also emphasizes the importance of occupational

therapists, or your foster child's therapy team member(s) in providing education or training in skills your foster child needs to be successful and prepared for independent living.

### **Procedures**

If you allow your foster child to volunteer to participate in this project, your foster child will be asked to do the following:

- *Complete and attend a total of 4 weekly online modules and 4 weekly in-person workshops at Bamboo Sunrise. The program participation will be no more than 5 weeks, in which the last week is time dedicated to completing a short survey for participants who need extra time.*
- *Participate and complete online modules about resources available for educational attainment purposes. These online modules will consist of educational videos that the student investigator will create and upload for viewing. There will be informal quizzes, or knowledge-check questions, that your foster child will answer/complete by the end of the module for the student investigator to get a picture of their understanding of the educational content.*
- *Participate in weekly workshops with competency evaluation activities. The competency evaluations are real-life, simulating hands-on activities about educational attainment skills including resume building and mock-interview workshops at the foster care agency/facility to enhance your foster child's learning experience. The competency evaluations will serve as a way for the student investigator in identifying knowledge and skill gaps, so that foster youth can demonstrate skill mastery and gain deeper understanding of the material through application of the content learned.*
- *Engage in group and/or one-on-one discussions during workshops or through online media communication (i.e., email, Google Meet, Zoom). Discussions are not mandatory, as the student investigator understands that some participants may not be comfortable with speaking in front of others. However, discussions and meetings are highly encouraged to facilitate your foster child's learning experience.*
- *Complete a short survey about the program experience at the end of the program for the student investigator to gather feedback about the program effectiveness and to identify areas for potential improvement.*

### **Benefits of Participation**

There *may* be direct benefits to your foster child as a participant in this project. These benefits may include:

- *Free education on the resources available for foster youth to help them with their educational attainment.*
- *Free resource list provided at the end of the program. There will also be resources and/or handouts provided throughout the course as supplemental materials.*
- *The opportunity to receive direct, one-on-one assistance with applications for college attainment, such as creating a resume or accessing college applications of interest.*
- *The opportunity for social participation with peers who are also in foster care at Bamboo Sunrise and who may be interested in postsecondary education.*

### **Risks of Participation**

There are risks involved in all project studies. This project may include only minimal risks:



- *The survey/questionnaire provided at the end of the program is non-sensitive in nature. All questions are straightforward and are based strictly on the foster youth's opinions and experience of the educational program.*
- *Your foster child may be exposed to other foster youth who may also be participating in the same program. There may be potential interpersonal conflicts (i.e., personality clashes, ineffective communication, varying interests) considering the nature of foster youth and being in a specialized foster care setting.*

**Cost/Compensation**

There *will not* be any financial cost to you or your foster child to participate in this project. The project will take about *30-60 minutes 1x per week for online modules to complete (in the foster child's own home environment), and 60-90 minutes for weekly workshops at Bamboo Sunrise Clinic.* The total weekly hours of participation can range from 90-120 minutes or 2.5 hours, depending on the educational content covered in the weekly module. Your foster child *will not* be compensated for their time.

**Contact Information**

If you or your foster child have any questions or concerns about the project, you may contact **Joana Naguit** at **(702) 470-9315** or **naguit@unlv.nevada.edu**.

**Voluntary Participation**

Your foster child's participation in this project is voluntary. Your foster child may refuse to participate in this project or in any part of this project. Your foster child may withdraw at any time without prejudice to your relations with the university. You or your foster child is encouraged to ask questions about this project at the beginning or any time during the project.

**Confidentiality**

All information gathered in this project will be kept completely confidential. No reference will be made in written or oral materials that could link your foster child to this project. All records will be stored in a locked facility at UNLV or Bamboo Sunrise only within the duration of the student investigator's capstone project and experience. After the storage time, all information gathered will be shredded and/or disposed while following confidentiality guidelines.

**Participant Consent:**

I have read the above information and agree for my foster child to participate in this project. I am at least 18 years of age. A copy of this form has been given to me.

\_\_\_\_\_  
Signature of Parent

\_\_\_\_\_  
Foster Child's Name (Please print)

\_\_\_\_\_  
Parent Name (Please Print)

\_\_\_\_\_  
Date

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## Curriculum Vitae

Joana Naguit  
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### Education

**University of Nevada, Las Vegas** **May 2021 - May 2024**  
Occupational Therapy Doctorate

Capstone Title: *Occupational Therapy-Led Development of Life Skills Coaching Course on Resources for Educational Attainment to Foster Independent Living Among Youth Aging Out of Foster Care*

Capstone Mentor and Capstone Coordinator: Dr. Chih-Huang Yu, Ph.D., OTR/L  
Faculty Mentor: Dr. Kaitlyn Ploeger, OTD, OTDR/L, BCP, CCRS

**University of Nevada, Las Vegas** **May 2020**  
Bachelor of Science – Kinesiology  
Minor – Psychology

### Related Work/Fieldwork Experience

MountainView Hospital - Level IIB **May - Aug 2023**

Ginger Health Physical Occupational Therapy - Level IIA **May 2022 - Aug 2022**

Tick Talk Therapy - Level ID **April 2023**

Cornerstone Christian Academy - Level IC, ID and IE **Oct 2022, Apr 2023, and Sep 2023**

Henderson Hospital - Level IB Student **Mar 2022 - Apr 2022**

Nevada Senior Services - Level IA Student **Oct 2021 - Nov 2021**

### Skills, Certifications, and Licensures

- CPR/AED, American Heart Association
- KORU Basic Course Certification
- HIPAA Security and Privacy Training
- CarFit Technician
- Multilingual: English, Tagalog, Kapampangan, & Conversational/Medical Spanish

### **Professional Affiliations**

American Occupational Therapy Association **Present**

### **Honors and Awards**

UNLV Grad Rebel Advantage Scholar **2020 - 2021**  
University of Nevada, Las Vegas

Governor Guinn Millenium Scholar **2016 - 2020**  
University of Nevada, Las Vegas

Fulfillment Fund Scholar and Member **2014 - 2016**  
Chaparral High School

Scholar Athlete **2013 - 2016**  
Chaparral High School

Science Student of the Year **2015 - 2016**  
Chaparral High School

Advanced Honors Diploma **2015 - 2016**  
Chaparral High School

High Honors Distinction **2015 - 2016**  
Chaparral High School

NV Energy Powerful Partnership Scholarship **2016**  
Chaparral High School

Tanner Chamberlain Memorial Scholarship **2016**  
Chaparral High School

Philippine Bisayan Scholarship **2016**  
Chaparral High School

President's Education Award (Barack Obama) **2016**  
Chaparral High School

Fulfillment Fund Scholarship **2016**  
Chaparral High School

### **Leadership and Institutional Services**

UNLV Kinesiology Club - Vice President **2020 - 2021**

UNLV Filipino American Society Association - Student Member	2016 - 2021
UNLV First Generation Club - Student Member	2018 - 2021
UNLV Trio Student - Student Member	2016 - 2021
Summer Business Institute Program, Clark County – Student Member	2016
Chapparral Varsity Tennis – Assistant Coach and Student Athlete	2013 - 2016

### **Volunteer Services and Experiences**

Kelly Hawkins Physical Therapy, Las Vegas, NV	Jul 2019 - Mar 2020
University Medical Center, Las Vegas, NV	Mar 2016 - Nov 2016
Valley Hospital Medical Center, Las Vegas, NV	Jul 2015 - Feb 2016

### **Scholarly Activities**

#### **Manuscript in Preparation**

**Naguit, J.** (2024). Occupational therapy-led development of life skills coaching course focused on resources for educational attainment to foster independent living among youth aging out of foster care.

#### **Scientific Presentations**

1. **Naguit, J.** (2023). Developing a life skills coaching course on resources for educational attainment to foster competence in independent living among youth aging out of foster care. *University of Nevada Las Vegas, Las Vegas, Nevada, September 2023.*
2. Janjusic, N., & **Naguit, J.** (2023). The effectiveness of occupational therapy (OT)-based mental health (MH) interventions in improving occupational participation and mental wellbeing in children and youth in foster care. *University of Nevada Las Vegas, Las Vegas, Nevada, May 2023.*
3. Janjusic, N., **Naguit, J.**, & Obra. (2022). The effectiveness of sensory interventions in decreasing food selectivity in children with autism. *University of Nevada Las Vegas, Las Vegas, Nevada, May 2022.*
4. Janjusic, N., **Naguit, J.**, & Obra. (2021). The effectiveness of individual sensory interventions on food selectivity in children with ASD. *University of Nevada Las Vegas, Las Vegas, Nevada, December 2021.*