## **Participant Eligibility Criteria**

In order to participate in the PSP project, students need to meet the following criteria:

- Motivation to enroll, attend, and work in college classes for grade
- Motivation to pursue employment
- Sufficient independence and ability to self-monitor in classes

## **Project Support and Attendance**

- Project does not provide tuition or supplies funding
- Project services may be funded by the Division of Vocational Rehabilitation (DVR), Department of Health-Developmental Disabilities Division (DOH-DDD), Federal Grants, or Private Pay

## **Student Perspectives**

"The choice I made to go to college was a good choice. I didn't think I was going to go to college when I was in high school. My parents and family are proud of me. I feel like I can do the best that I can and get a better paying job."

- "Moana" HCC Student

"Now I feel happy in college because I know if I study hard, I can do the work."

- "Todd" HCC Student

"When I was in high school, I didn't feel comfortable and now that I'm in college I feel more excited and comfortable around people."

- "Kehau" HCC Student



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# PSP

# **Postsecondary Support Project**

Inclusive Postsecondary
Education Access for Students
with Disabilities

Center on Disability Studies University of Hawai'i at Mānoa





## **Inclusive Postsecondary Education with Supports**

The Postsecondary Support Project (PSP) applies the principles of inclusion and self-determination to develop successful transition practices and promote quality, inclusive postsecondary supports for students with disabilities in the University of Hawai'i system.

# **Project Goals**

- 1. Assist participants with effectively transitioning to postsecondary educational settings
- 2. Support students to maximize their postsecondary academic success
- 3. Promote independence by preparing students to access existing campus resources available to all college students
- 4. Provide feedback to student and referring agency personnel about student successes and areas of improvement
- 5. Develop the skills and experience necessary to transition from college to the workforce
- 6. Deliver quality coaching support as needed to prepare students for success in academics, employment, and independent living



# **Key Components**

Level of Support Assessment and Plan: Students will receive supports according to their needs during their college experience. CDS staff will work with students to determine the level of support necessary and create a Level of Support Plan.

"Front Door" First Approach: The PSP model focuses on students accessing inclusive, typical pathways to postsecondary participation and supplements those with additional supports as needed. The project encourages students to first access existing campus resources instead of preemptively providing individualized supports. This encourages efficiency and promotes student inclusion and self-advocacy.

**Educational Coaching**: Students meet individually with an Educational Coach based on the needs of the student. Coaches support pre-enrollment and enrollment activities, access to "Front Door" supports, provide adaptive coaching, self-determination, and self-advocacy skills.

**Employment Preparation and Exploration:** A core component of the PSP project is employment preparation and investigation. Students work with coaches and support staff to develop the skills needed to work in a competitive work setting.

**A Meaningful Certificate:** Upon completion of academic and project requirements, participants can receive a *Certificate in Academic and Career Studies.* 

# **Setting the Bar High**

Students, staff, collaborators and partners of the PSP project are encouraged to set high expectations for themselves and for those they work with. These guiding expectations include:

- Constant improvement
- Quality communication
- Responsible habits/choices
- Great consistent effort
- Setting and working toward goals
- Growing independence
- Showing respect and appreciation
- Perseverance

