

## October RPOS Presentation Outline Hawaii

### 1. What is the status of statewide articulation agreement?

First statewide Dual Credit Articulated Program of Study (DCAPS) Agreement signed on June 26, 2009 by Superintendent of Education and University of Hawaii Vice President for Community Colleges

Students who successfully complete a Marketing Program of Study that is taught at the high school by high school teachers and attain a specific score on a Program of Study assessment are eligible to receive up to six credits at the community colleges included in the agreement. Four community colleges offer a Marketing Program of Study so all four are included in the agreement; all high schools offering the Marketing Program of Study are included in the agreement.

### 2. What went well in the first year and what challenges did we encounter?

In operation is a sophisticated statewide Business Pathway Advisory Council (PAC) that is composed of a majority of business and industry representatives and one or two representatives from each of the secondary and postsecondary systems.

Business PAC has become proficient in refining standards for the courses in the Programs of Study within the Business Pathway. The result is very solid and very high level standards.

Community college faculty representing several programs of study within the Business Pathway are eager to have DCAPS Agreements.

\*Work with programs of study where postsecondary faculty are on board with the concept

Hawaii ended up with a formally approved statewide DCAPS Agreement for the Marketing Program of Study. Retailing Program of Study is near finalization.

Challenges include

Time. There are many steps to formalizing a DCAPS Agreement and each step has numerous activities, all of which must be completed with exceptional care.

Trust. There cannot be errors in the process.

Change. Difficult to convince people that change might be good. Especially difficult at the postsecondary level probably because K-12 has been bombarded with statewide reform mandates throughout the years and so is accustomed to “re-inventing” itself. Postsecondary has not had that experience.

3. What advice would we provide other states when tackling the development of a new program of study and/or statewide articulation agreements?

Have a construction plan—statewide articulation agreement process is like building a house

Blueprint: State Plan provides initial policy; describes eligible recipient requirements and the linkages to the accountability system and the program of study/articulation development

The workhorse blueprint is a policy and procedures document.

\*It is fundamental that a State has interagency approved statewide procedures and guidelines for the dual credit articulation agreement.

Hawaii's Career and Technical Education Coordinating Council (3 members each from the Workforce Development Council, Board of Education, and University Board of Regents—which includes the community colleges) approved such a document on January 2009.

Approved procedures and guidelines advises secondary and postsecondary systems on what they must do to implement an articulation agreement but more importantly lets high school students know exactly what they must do to earn dual credits in a high school program of study.

Greater importance is the systemic value in the development of such a document. During the process, implementing agencies identify roadblocks and strategies to overcome roadblocks. It is a time when agencies have to talk through their differences and determine what must/can be done to achieve statewide alignment.

Solid Foundation: Hawaii's Career Pathway System (six pathways)

Strong Framework: Individual Programs of Study within each of the six pathways where students begin with a pathway core course, move to a cluster course in that pathway, and perhaps a third-level course where necessary. An academic course is also required and is determined by the appropriate Pathway Advisory Council. The academic course may be in addition to regular high school graduation requirements.

Green Energy System: High-level standards that are based on what business and industry believes a new employee should know and be able to do in any given program of study. There is no differentiation between a secondary and postsecondary program of study—the beginning is the beginning.

Plumbing: Statewide assessments crosswalked to the standards that assure any student completing a secondary-level program of study has mastered specific skills and

knowledge, no matter which high school the student attended or which teacher was in the classroom.

**Walls for Protection:** Recognition of rigor in the Program of Study comes from Board of Education policy that high school diplomas will include endorsement the program of study a student completed. Second recognition of vigor is that business and industry is beginning to offer hiring preference and salary incentives to program of study completers.

**Ventilation:** Marketing, counseling, and program implementation resources

**Roof:** Achieving a statewide dual credit articulated program of study agreement

**Landscaping:** Build strong statewide Pathway Advisory Councils and involve them in every aspect of the process. Build performance-based assessments into the programs of study using business and industry sponsored competitions.