

# UNIVERSITY OF HAWAII

# REPORT

REPORT TO THE 2002 LEGISLATURE

H.C.R. 158

Requesting that the Department of Education and the University of Hawai'i Community Colleges Initiate a Collaborative Partnership to Improve Services for Adults and Expand Opportunities for High School Students that will Result in Substantive Outcomes for the Two Entities

December 2001



**A Report to the 2002 Legislature  
FY 2001 Collaborative Activities  
Between the Department of Education and the University of Hawai`i Community Colleges**

**Background**

In House Concurrent Resolution 158 (see Exhibit A), the 2000 Legislature of the State of Hawai`i directed that the Department of Education and the University of Hawai`i Community Colleges initiate a collaborative partnership to improve services for adults and expand opportunities for high school students that will result in substantive outcomes for the two entities.

Specifically, the resolution directed that the collaborative partnership:

- Plan and implement curricula and programs;
- Develop procedures for student referral;
- Develop procedures to promote effective sharing of resources to assure efficient coordination and delivery of remedial and basic literacy courses; and
- Develop assessment strategies to better prepare adults without high school diplomas and individuals age 16 and older, currently inhigh school who are seeking further educational options, with the basic skills to function effectively in the workplace and in their daily lives, for either continued education and training or employment.

Following the passage of HCR 158 in 2000, a joint DOE/UHCC “Collaborative Partnership Leadership Group” was appointed by DOE Superintendent Paul LeMahieu and UH Community Colleges Chancellor Joyce Tsunoda. Serving on this group in FY 2001 were the following individuals:

from the DOE:      Ms. Aileen Hokama, Principal, Moanalua/Aiea Community School  
                      Mr. Art Kaneshiro, Director, School Improvement/Community Leadership  
                      Mr. Paul Kobayashi, Principal, Wahiawa Community School  
                      Ms. Ann Mahi, Director of Curriculum and Instruction  
                      Mr. Steve Miyasato, State Educational Specialist  
                      Ms. Diana Oshiro, Assistant Superintendent, DLTSS

from the UHCC's:    Ms. Kathy Jaycox, Acting State Director, Employment Training Center  
                      Mr. Harry Kawamura, Dean of Instruction, Hawai`i CC  
                      Mr. Ramsey Pedersen, Provost, Honolulu CC  
                      Mr. Mike Rota, Vice Chancellor for Academic Affairs  
                      Ms. Kathy Yamashiro, Program Analyst, Chancellor's Office

**Recap of Report to 2001 Legislature**

The first of four annual reports was submitted to the 2001 Legislature. This is the second annual report. The 2001 Report addressed assessment of existing initiatives between the DOE and the Community Colleges; an update on a 1996 BOE/BOR Task Force Report on Student Preparation; a discussion of current issues; and a delineation of planned actions to be taken in FY 2001 in four broad categories: improve services for adults, reduce the preparation gap, improve student assessment and tracking, and expand opportunities for high school students.

## **Implementation During FY 2001**

During this second reporting year, the members of the DOE/UHCC “Leadership Group” worked together to draft a Memorandum of Agreement between the Department of Education and the University of Hawai‘i Community Colleges (Exhibit B), which was signed by Superintendent LeMahieu and Chancellor Tsunoda in Fall 2001. In addition, this group drew up specifications for a permanent DOE/UHCC Coordinating Council (Exhibit C) whose purpose is to develop and implement the processes and procedures necessary for carrying out the Memorandum of Agreement. Membership in this Coordinating Council is defined in terms of roles; specific individuals were named to fulfill those roles in November of 2001.

This new Coordinating Council will address tasks through the formation of *ad hoc* task forces. Based upon the issues which attained primacy in FY 2001, the Coordinating Council calls for the following as the initial four task forces in FY 2002:

- Adult Basic Education and Remediation
- Curriculum Articulation
- Running Start
- Teacher Education and Certification

### ***1. Task Force on Adult Basic Education and Remediation***

Adult learners in our community demonstrate a wide range of learning needs. A statewide network of eleven Community Schools for Adults is charged with the provision of remedial and developmental programs that address the following:

- Literacy skills for those in the very early stages of development as well as those seeking greater literacy proficiency.
- Remediation for those whose reading, writing, and numeracy skills are below the ninth grade level.
- Developmental courses for those whose skills are above the ninth grade but are still insufficient to meet the challenge of college courses.

The UHCC’s also provide developmental programs aimed particularly at students who seek admission to their post-secondary institutions but whose skills are demonstrably inadequate to assure academic success.

Presently, students in need of developmental courses for successful entry into a post-secondary institution may be served either by the DOE Community Schools for Adults or by the developmental programs of the UHCC’s.

Collaborative projects between the DOE/UHCC’s that targeted the Adult Basic Education population needing remediation demonstrate great promise in providing more effective service to adult learners. For FY 2000–2001, these included the following:

- In Hilo, the Post Secondary Education Opportunities Program (PSEOP) was developed in cooperation with Hawai‘i CC instructors to meet the need for a course that improves students’ skills on the COMPASS placement tests, so that greater numbers place in college-level English and math classes, rather than remedial classes. PSEOP students recommended by the Hilo Community School for Adults are admitted to Hawai‘i CC without retaking the COMPASS placement exam.
- The Kauai Community School for Adults and Kauai CC also have a partnership to prepare students to improve their placement scores on the COMPASS exam. KCC provides the facility and KCSA provides the instructor for a class called Math Foundations. A KCC instructor also volunteers his time to help the students prepare for the COMPASS exam. Students who cannot attend this class because of schedule conflicts or lack of space are given the option of attending KCSA’s ABE (Adult Basic

Education) classes at the high school sites. Discussion have begun about possibly expanding this arrangement to serve students preparing for the reading and writing sections of COMPASS, as well as for the Armed Services Vocational Ability Battery (ASVAB) or for English as a Second Language (ESL) placement.

- Maui CC and Maui CSA have a similar arrangement.
- On Oahu, Leeward CC has special arrangements with Waipahu CSA through the Ke Kula Wae Program and through Youth Challenge. Classes are scheduled in such a way that students are served by both Waipahu CSA and LCC.

Although some collaborative efforts, such as those cited above, exist between specific UHCC campuses and their neighboring Community School Programs, such collaborations seem to depend upon the individuals involved with each institution, rather than on established policies. One of the most important tasks to be accomplished by this Task Force will be the development of consistent procedures and processes at all UH Community Colleges and all DOE Community Schools, so that access to the appropriate level of remediation is equitable for students statewide.

Additionally, through the Comprehensive School Alienation Program (CSAP), the DOE has funded the Career Opportunities Program (COP) in conjunction with the UH Employment Training Center, targeted to at-risk students. By providing these students with instruction which combines occupational training, essential English and math skills, and a strong counseling component, the COP Program has provided a way for these students to obtain high school credit, and continue progress toward their high school diploma. Similarly, joint DOE/ETC efforts have utilized federal Workforce Investment Act Youth Council funds to provide an after-school program targeted to at-risk youth, known as the PUEO Program. This program provides after-school short-term vocational training, including a paid supervised work experience. Again, successful completers earn credit toward high school graduation. Wahiawa and Moanalua Community Schools provide instructors for a CSAP Program called Project PACE at Moanalua High School. The program provides at-risk students the opportunity for career exploration with Honolulu CC through participation in various occupational and academic courses. Kauai CC has developed a WIA-funded Middle College, in collaboration with the DOE, to serve a similar population of students.

## ***2. Task Force on Curriculum Articulation***

School-to-Work and Tech-Prep provide education based on career pathways, which focuses students on real-world experiences through contextual learning. The joint development of Career Pathways, originated through the School-to-Work federal grant, provides for an articulated sequence of courses from secondary to post-secondary. Each pathway is jointly led by a DOE and a post-secondary coordinator, and each includes the participation of both DOE teachers and UH faculty. For FY 2002, which began on July 1, 2001, the State Office of Career and Technical Education awarded a total of \$530,000 in Tech Prep funds – \$361,990 to the DOE and \$168,010 to the UHCC's – for the development of these career pathways. This task force on curriculum articulation has short-term, intermediate, and long-range goals:

### Short-Term

- Develop pathway standards which meet industry and educational expectations.
- Develop performance indicators for these standards.
- Develop articulation agreements based on the above.

### Intermediate

- Expand articulation agreements to possibly include dual certification.

- Assess the effectiveness of the mechanism, including student preparation and success.

#### Long-Range

- Develop a seamless education system.

### ***3. Task Force on Running Start***

The Running Start Program began in Hawai`i as a result of Act 236, passed by the Hawai`i State Legislature in June 2000. Initiated as a pilot program involving Honolulu CC and the Honolulu District of the DOE, Running Start will move to statewide implementation in calendar 2002. This program enables academically qualified high school juniors and seniors to receive dual credits, from both their high school and the University of Hawai`i, when they enroll in any of several approved courses at the community college campus. (A report about the pilot implementation of Running Start is included as Exhibit E.) Credits earned through the Running Start Program may be transferred to any campus of the University of Hawai`i.

The initial expansion from pilot program to statewide implementation is remaining relatively small in scale, including eight authorized courses,. The plans for subsequent expansion, however, involve a broader scope of authorized courses, including technical courses. In addition, the DOE and the University of Hawai`i have continued the Early Admit Programs for in-school high school students, allowing students to obtain college credit while still enrolled in high school.

### ***4. Task Force on Teacher Education and Certification***

As noted above, if the UH Community Colleges can collaborate with the Department of Education to enhance access to those courses which will prepare greater numbers of teachers for certification, the results will benefit not only the teachers, but – more importantly – the students throughout this state. An existing Teacher Education Certification Council, whose members are comprised of individuals from the DOE and from the UH Manoa College of Education, will be expanded to form this task force.

Ongoing UHCC efforts related to teacher preparation and/or certification include the following: programs to train educational assistants are in development at Kapiolani CC, Kauai CC and Leeward CC; UH Manoa College of Ed courses are offered on neighbor islands through the University Centers on UHCC campuses; and non-credit review courses to help individuals prepare for the PRAXIS certification exam are offered by Leeward CC.

Questions regarding this joint DOE/UHCC report may be addressed to Mr. Michael Rota, UHCC Vice Chancellor for Academic Affairs, at 956-7471, or to Mr. Stephen Miyasato, State Educational Specialist, at 594-0170.

#### Attachments:

- |           |   |
|-----------|---|
| Exhibit A | House Concurrent Resolution 158                                 |
| Exhibit B | Memorandum of Agreement, DOE Superintendent and UHCC Chancellor |
| Exhibit C | DOE/UHCC Coordinating Council                                   |
| Exhibit D | Tech Prep Career Pathways                                       |
| Exhibit E | Running Start Pilot Program Report                              |

**A Report to the 2002 Legislature  
FY 2001 Collaborative Activities  
Between  
the Department of Education and  
the University of Hawai`i Community Colleges**

**Exhibit A**

**House Concurrent Resolution 158**

HOUSE OF REPRESENTATIVES  
TWENTIETH LEGISLATURE, 2000  
STATE OF HAWAII

H.C.R. NO.

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HOUSE CONCURRENT  
RESOLUTION

REQUESTING THAT THE DEPARTMENT OF EDUCATION AND THE UNIVERSITY OF HAWAII COMMUNITY COLLEGES INITIATE A COLLABORATIVE PARTNERSHIP TO IMPROVE SERVICES FOR ADULTS AND EXPAND OPPORTUNITIES FOR HIGH SCHOOL STUDENTS THAT WILL RESULT IN SUBSTANTIVE OUTCOMES FOR THE TWO ENTITIES.

1        WHEREAS, a survey by the Office of Children and Youth  
2 reported that as much as one in five adults in Hawaii may be  
3 functionally illiterate and that an estimated 60,000 are in the  
4 workforce; and

5        WHEREAS, the University of Hawaii Community Colleges  
6 (UHCC), which is open to all individuals 18 years of age or  
7 older, annually enrolls a significant number of adults who lack  
8 the basic skills to function effectively in the workplace and  
9 in their daily lives; and

10      WHEREAS, the UHCC's diverse programs deliver quality  
11 postsecondary education and offer students a chance to learn  
12 high technology skills that will enable them to meet the  
13 demands of the 21st century; and

14      WHEREAS, at the same time, the affordability and  
15 accessibility of adult community school courses, especially in  
16 the rural communities of the state, also provide important  
17 services to the people of the State; and

18      WHEREAS, as a result the Legislature has expressed concerns  
19 overlapping adult education responsibilities, services, and  
20 resources expended on the adult community schools of the  
21 Department of Education (DOE) and the community service  
22 programs of the UHCC; and

23      WHEREAS, the Legislature has heard the competing interests  
24 in adult education and literacy and wishes to have the  
25 appropriate agencies work toward solutions that will best serve  
26 the needs of the employers and the workforce; and,

27      WHEREAS, the federal Workforce Investment Act of 1998  
28 provides Hawaii with the opportunity to implement a unified

1 workforce plan, including basic adult education and literacy,  
2 which are critical to workforce preparation and skill training;  
3 now, therefore,

4  
5 BE IT RESOLVED by the House of Representatives of the  
6 Twentieth Legislature of the State of Hawaii, Regular Session  
7 of 2000, the Senate concurring, that the DOE and the UHCC are  
8 requested to initiate a collaborative partnership to improve  
9 services for adults and expand opportunities for high school  
10 students that will result in substantive outcomes for the two  
11 entities; and

12  
13 BE IT FURTHER RESOLVED that the partnership:

- 14  
15 (1) Plan and implement curricula and programs;
- 16  
17 (2) Develop procedures for student referral;
- 18  
19 (3) Develop procedures to promote effective sharing of  
20 resources to assure efficient coordination and  
21 delivery of remedial and basic literacy courses; and
- 22  
23 (4) Develop assessment strategies to better prepare adults  
24 without high school diplomas and individuals age 16  
25 and older, currently in high school who are seeking  
26 further educational options, with the basic skills to  
27 function effectively in the workplace and in their  
28 daily lives, for either continued education and  
29 training or employment;

30 and

31  
32 BE IT FURTHER RESOLVED that for the years 2001 through  
33 2004, the DOE and UHCC are requested to jointly submit to the  
34 Legislature an annual report detailing the progress made in  
35 implementing the provisions of the partnership no later than  
36 twenty days prior to each legislative session; and

37  
38 BE IT FURTHER RESOLVED that certified copies of this  
39 Concurrent Resolution be transmitted to the Superintendent of  
40 Education and the Chancellor of the UHCC.

41  
42  
43  
44  
45 OFFERED BY: \_\_\_\_\_

**A Report to the 2002 Legislature  
FY 2001 Collaborative Activities  
Between  
the Department of Education and  
the University of Hawai`i Community Colleges**

**Exhibit B**

**2001 Memorandum of Agreement  
DOE and UHCC's**

Memorandum of Agreement  
Between  
Department of Education  
And  
University of Hawai`i Community Colleges

The purpose of this Memorandum of Agreement between the State Department of Education (DOE) and the University of Hawai`i Community Colleges (UHCC) is to develop a coordinated and collaborative education delivery system which provides effective learning opportunities and prepares a highly skilled and educated workforce.

#### BACKGROUND

- The 1994 School-To-Work Act, 1998 Perkins Act (including Tech-Prep Education), and 1998 Workforce Investment Act support the development of a vocational education system that delivers a highly skilled and educated workforce.
- HRS 304-67.5, Running Start Program, was established by the 2000 State of Hawai`i Legislature. This program allows public high school juniors and seniors to attend college classes and earn both high school and college credits.
- The Workforce Investment Act (WIA), Title II, of 1998, “Adult Education and Family Literacy Act” requires that partnerships be created to provide adult and family literacy services in order to:
  1. Assist adults to become literate and obtain knowledge and skills necessary for employment and self-sufficiency;
  2. Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and
  3. Assist adults in the completion of a secondary school education.
- The DOE is the agency responsible for administering and carrying out the purpose of WIA, Title II. Furthermore, Hawai`i Revised Statute Section 302A-432 places the responsibility for adult basic education programs in Hawai`i with the DOE.
- The 2000 State of Hawai`i Legislature recognized, with the adoption of House Concurrent Resolution No. 158, that services to Hawai`i’s adult community could be enhanced by initiating a collaborative partnership between the Department of Education and the University of Hawai`i Community Colleges.
- HRS 302A-1004, Educational accountability system; annual reports, amended by the 2000 State of Hawai`i Legislature, requires continuous professional growth and development of teachers and administrators. The Department of Education’s Strategic Plan for Standards-based Reform, September 1999, also identifies teacher education and in-service training as necessary supports for the implementation of the Hawai`i Content and Performance Standards.

- HRS 302A-1132, Relating to Compulsory School Attendance Exceptions (Act 162), allows sixteen-year old students to be released from high schools under specified conditions. These students may now enroll in the Community Schools for Adults and earn a high school diploma.

## POLICIES AND PROCEDURES

The Superintendent of Education and the Chancellor for the University of Hawai`i Community Colleges will appoint a Task Group. The Task Group will develop processes that support:

- curriculum articulation;
- dual credit programs;
- student tracking;
- career development program;
- adult education/remedial services
- teacher pre-service;
- a continuum of in-service opportunities for teachers; and
- a coordination of technology management systems and learning programs.

The Group will specifically address adult basic education program coordination within the two agencies and other adult basic education providers for a more effective adult and career development program.

The Task Group will formulate the following: the purpose and function of the Group; the development of operational procedures; the process for identifying and resolving issues facing both agencies; the process for implementation of recommended solutions as agreed to by both agencies; and the identification of appropriate membership for the Group and any adhoc committees.

The Task Group will address the following in addition to other identified issues:

1. Development of a tracking system relating to student transfer and career development for assessment and accountability purposes.
2. The use of technology to facilitate student transfer and coordinate services and programs.
3. The formulation of a career development system that is articulated, implemented and monitored.
4. The establishment of a curriculum articulation process, between the DOE and UHCC, that facilitates: student transfer; career development; transition of alienated youth; dual credit for K-12 and Adult Basic Education programs (utilizing the Equipped For the Future Content Standards for Adult Literacy); the use of technology in the content and/or delivery of programs.
5. The coordination of adult basic education and remedial services between the DOE, UHCC and other agencies.
6. The development of a teacher pre-service/in-service program to increase the availability of endorsements for teachers in identified shortage and emerging program areas.
7. The coordination of staff development activities which meet the needs of both agencies.
8. The development of a set of measures to evaluate whether the collaborative processes and programs are effective and efficient

9. The development of legislation identified as necessary to effectively carryout the plans and processes.

To sustain this collaborative effort, both agencies will commit to this project by assigning this function to respective permanent staff.

This Memorandum of Agreement can be modified or terminated with the mutual agreement of the Superintendent of Education and Chancellor for the University of Hawai'i Community Colleges.

Signed: \_\_\_\_\_

Dr. Paul G. LeMahieu  
Superintendent of Education

Signed: \_\_\_\_\_

Dr. Joyce S. Tsunoda  
Senior Vice President, University of Hawai'i  
and Chancellor for Community Colleges

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**A Report to the 2002 Legislature  
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**Exhibit C**

**DOE/UHCC Coordinating Council**

## **DOE/UHCC COORDINATING COUNCIL**

The Memorandum of Agreement between the Department of Education (DOE) and the University of Hawai'i Community Colleges (UHCC), signed jointly by DOE Superintendent Paul LeMahieu and UH Community Colleges Chancellor Joyce Tsunoda in Fall 2001, calls for the appointment of a Task Group. The document herein is intended to identify the composition, purpose and procedures of this Task Group.

### ***Name***

This Task Group will be known as the DOE/UHCC Coordinating Council.

### ***Purpose***

The purpose of this Coordinating Council is to develop processes that will support:

- curriculum articulation;
- dual credit programs;
- student tracking;
- career development program;
- adult education/remedial services
- teacher pre-service;
- a continuum of in-service opportunities for teachers; and
- a coordination of technology management systems and learning programs.

The Coordinating Council will specifically address collaborative initiatives between the two agencies, which can result in more coordinated, integrated and seamless services for the youth and adult learners of Hawai'i. Such initiatives would include, but not be limited to, the coordination of adult basic education programs between the two agencies and with other adult basic education providers.

The Coordinating Council will carry out the directives of the Memorandum of Agreement and will provide annual reports to the Legislature in accord with the requirements of House Concurrent Resolution 158.

### ***Make-Up***

The DOE/UHCC Coordinating Council shall consist of ten permanent members, including neighbor island representation, plus additional *ad hoc* members as needed, and two staff, one from DOE and one from UHCC's. Five members will be appointed by the DOE Superintendent; five by the UHCC Chancellor, as follows:

from the DOE	from the UHCC's
1. Deputy Superintendent or Designee	1. Vice Chancellor for Academic Affairs
2. Assistant Superintendent, DLTSS	2. a provost
3. a district superintendent	3. a second provost
4. Director of Curriculum and Instruction	4. a dean of instruction
5. a principal, Community & Adult Schools	5. a dean of student services

### ***Operational Procedures***

1. The Coordinating Council will address tasks by forming *ad hoc* task forces, which will "sunset" appropriately upon completion of their assignments.
  - As these *ad hoc* groups generate procedures, processes and/or policy proposals, the proposals will be forwarded to the Coordinating Council.
  - The Coordinating Council will review proposals and determine feasibility of implementation.
  - After review by the Coordinating Council, proposals will be forwarded (with or without recommendation) to the respective administrations as follows: 1) DOE – forwarded to Superintendent for implementation and approval, with informational report to the BOE; 2) UHCC's – forwarded to Executive Staff for review and implementation.
2. The Coordinating Council will meet monthly.
3. Initial issues to be addressed by the Coordinating Council, per the Memorandum of Agreement, include:
  - Development of a tracking system relating to student transfer and career development for assessment and accountability purposes.
  - The use of technology to facilitate student transfer and coordinate services and programs.
  - The formulation of a career development system that is articulated, implemented and monitored.



- The establishment of a curriculum articulation process, between the DOE and UHCC, that facilitates: student transfer; career development; transition of alienated youth; dual credit for K-12 and Adult Basic Education programs (utilizing the Equipped For the Future Content Standards for Adult Literacy); the use of technology in the content and/or delivery of programs.
- The coordination of adult basic education and remedial services between the DOE, UHCC and other agencies.
- The development of a teacher pre-service/in-service program to increase the availability of endorsements for teachers in identified shortage and emerging program areas.
- The coordination of staff development activities which meet the needs of both agencies.
- The development of a set of measures to evaluate whether the collaborative processes and programs are effective and efficient.
- The development of legislation identified as necessary to effectively carry out the plans and processes.

Additional issues may be brought before the Coordinating Council by individuals from the DOE, from the UHCC's or from community constituents

### ***Process for Identifying and Resolving Issues***

#### *Identification*

As noted above, issues may be identified by individuals from the Department of Education or from the UH Community Colleges, or by members of the community.

#### *Resolution*

Refer to Step #1 of "Operational Procedures."

For the Department of Education, implementation of recommended solutions will be through the Superintendent. For the UH Community Colleges, through the Executive Staff.

#### *Ad Hoc Task Forces*

In their handling of issues, each *ad hoc* task force will be expected to **design** an implementable solution, to **identify criteria** by which to evaluate the success of such implementation, to **evaluate** initial implementation, and to revise and modify processes, procedures and policies and recommend changes to the Coordinating Council before sunsetting.

***Initial Ad Hoc Task Forces Needed***

It is recommended that the work of the Coordinating Council begin with formation of the following three Task Forces, each composed jointly of DOE and UHCC members:

- Adult Basic Education and Remediation
- Running Start
- Teacher Education and Certification
- 

In addition, it is recommended that an existing joint DOE/UHCC Tech Prep Steering Committee serve as the Task Force on Curriculum Articulation.

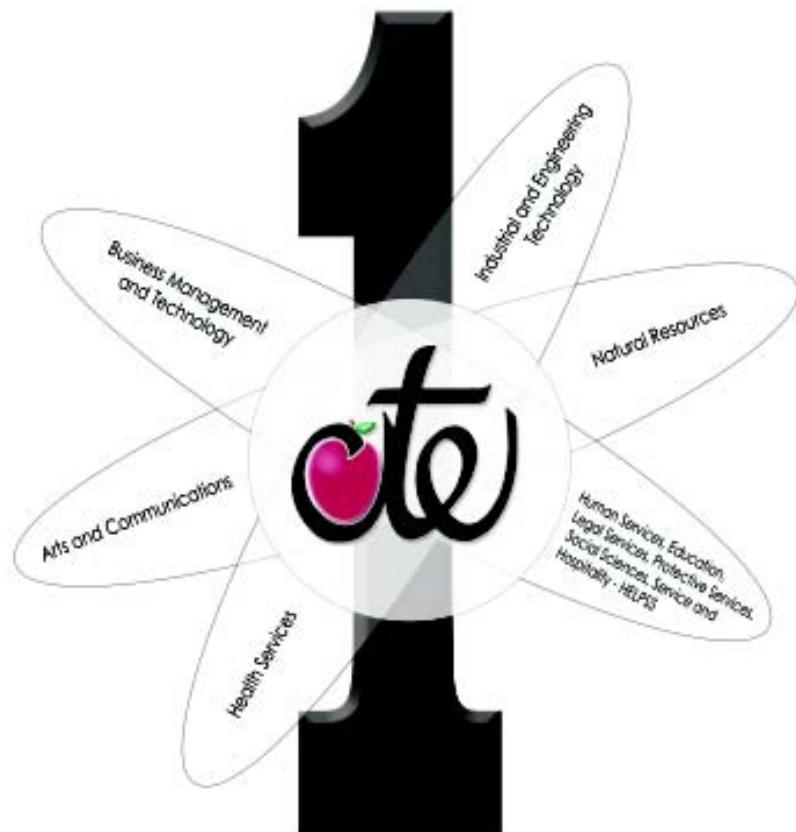
DOE-UHCC Coordinating Council  
Appointed November 2001

Name	Agency	Phone	FAX	E-mail
Clayton Fujie	DOE			
Aileen Hokama	DOE			
Kathy Jaycox	UHCCs			
Harry Kawamura	HawCC			
Mona Lee	KapCC			
Ann Mahi	DOE			
Stephen Miyasato	DOE			
Diana Oshiro	DOE			
Ramsey Pedersen	HonCC			
Michael Rota	UHCCs			
Mark Silliman	LCC			
Gwen Ueoka	DOE			

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**Exhibit D**

**Tech Prep Career Pathways**



# One System - Six Pathways

TECH PREP HAWAII

# INTRODUCTION

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The Office of the State Director for Career and Technical Education, the Office of the Chancellor for Community Colleges, and the Department of Education have collaborated to bring to you tech prep education for this next millennium.

TECH PREP HAWAI'I offers an opportunity to develop a career and technical education system that is based on state and business/industry standards and is seamless between secondary and postsecondary institutions. It affords participation from the school/campus level through two mechanisms: one arm of involvement brings together secondary and postsecondary personnel by their related disciplines; and the other arm brings together secondary and postsecondary personnel by their island consortiums.

The System Development Model is illustrated on page 2. The System personnel and communication process is shown on pages 5 and 6. The composition and purpose of each component are explained on the other pages.

This partnership is seen as Hawai'i's opportunity to enhance the linkage of secondary and postsecondary education and to strengthen the delivery of career and technical education programs of study.

## STEERING COMMITTEE

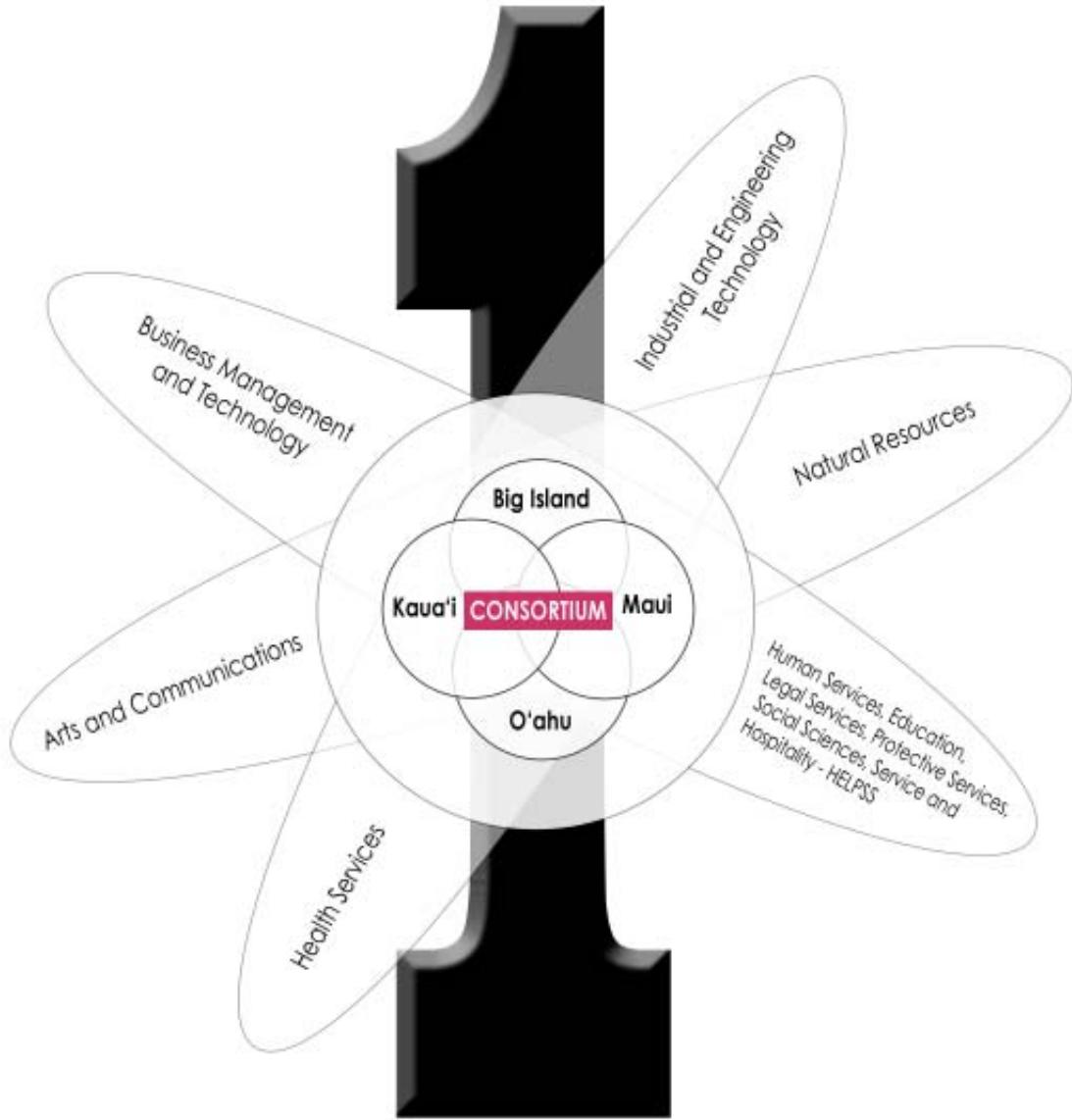
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### MEMBERS

Karla Jones	Office of the State Director for Career and Technical Education <i>Karla Jones will convene and lead the Steering Committee.</i>
Ann Mahi Mike Rota	Department of Education Office of the Chancellor for Community Colleges

### PURPOSE

- Define strategic direction, mission, and goals.
- Prioritize activities to be undertaken by TECH PREP HAWAI'I.
- Approve an annual budget.
- Authorize the Programs of Study to be developed.
- Approve all products for dissemination and implementation of Programs of Study.
- Identify funds and other resources for the development and implementation of Programs of Study and System Development projects.
- Coordinate efforts among the stakeholders.
- Publicize the concept and bring to the attention of suitable partners.
- Advocate the implementation of the system throughout respective agencies.



# System Development Model

## TECH PREP HAWAII

## **WORK GROUP**

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### **MEMBERS**

Vangie Casinas	Department of Education
Sherilyn Lau	Department of Education
Vacant	Office of the Chancellor for Community Colleges
Barbara White	Office of the State Director for Career and Technical Education <i>Barbara White will convene and lead the Work Group.</i>

### **PURPOSE**

- Establish Career Pathway development guidelines.
- Prepare annual budget for Career Pathway, System Development Projects, and Work Group and submit budget to Steering Committee for approval.
- Maintain communication linkages with the Career Pathway and Island Consortium Units and the Steering Committee.
- Conduct activities to share information.
- Identify system needs that should be supported through System Development projects and recommend funding levels to the Steering Committee.
- Prepare Requests for Proposals for System Development projects.
- Evaluate proposals for System Development projects and recommend funding to the Steering Committee.
- Recommend approval and implementation of developed Career Pathways and Programs of Study to the Steering Committee.

## **CAREER PATHWAY UNIT**

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### **MEMBERS**

The Career Pathway Unit is composed of six DOE and six University of Hawai'i Community College personnel, each representing one of the six career pathways. This unit will be lead by:

Sherilyn Lau	Department of Education
Vacant	Office of the Chancellor for Community Colleges

### **PURPOSE**

Prepare a Plan of Work for the development of each Career Pathway and submit to Work Group. (Note: the leaders of each Pathway are responsible for the preparation of each Plan of Work within their Pathway. The leaders will work with identified DOE and UHCC personnel to develop the Plan of Work.)

## **CAREER PATHWAY UNIT (continued)**

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### **PURPOSE**

- Coordinate Career Pathway and Program of Study development in each of the six career pathways.
- Maintain consistency of format and scope of each Career Pathway.
- Recommend development of specific Program of Study areas to Work Group.
- Select members of Career Pathway Development Committees.
- Identify system needs that should be supported through System Development projects.

## **CAREER PATHWAY DEVELOPMENT COMMITTEES**

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### **MEMBERS**

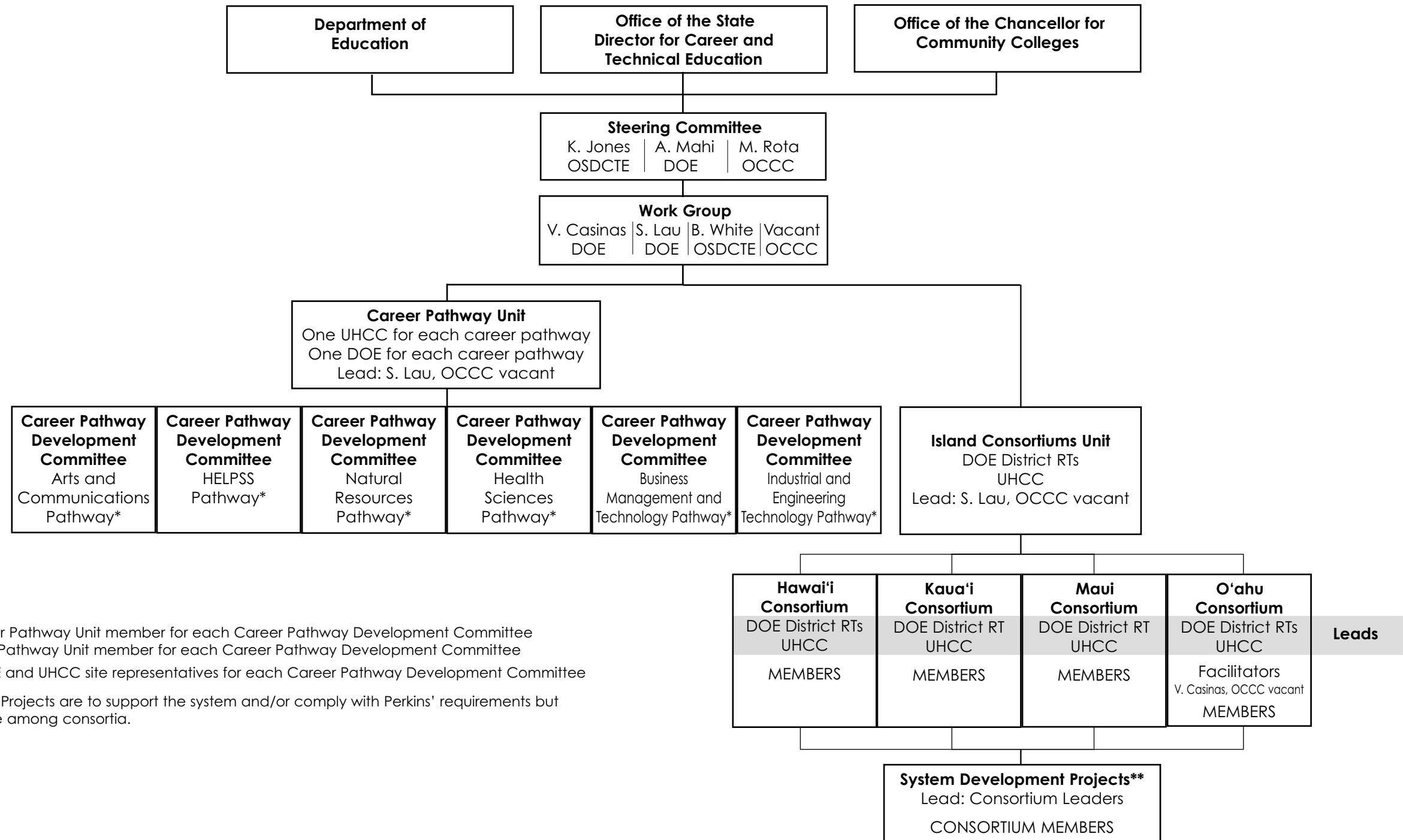
Each Career Pathway Development Committee is lead by the UHCC and DOE Program of Study Unit representatives. Career Pathway Development Committees are composed of DOE and UHCC site representatives selected by the Career Pathway Unit members.

The Work Group will determine the level of funding each Career Pathway Development Committee will be provided to develop Career Pathways and Programs of Study. The Steering Committee must approve the budget.

### **PURPOSE**

- Involve DOE and UHCC personnel by related disciplines.
- Develop Programs of Study as requested by the Work Group and approved by the Steering Committee.
- Use SkillsNET/V-TECS legacy data as a platform for occupational analyses to determine Career Pathway and Program of Study standards.
- Validate tasks for a minimum of one occupation within each Program of Study with the SkillsNET process. The occupation(s) should be a major component of the Program of Study in that (1) employment demand in that occupation is large and/or (2) the occupation represents a synthesis of numerous specialty occupations for which education/training is provided.
- Propose Program of Study format to the Career Pathway Unit.
- Recommend development of specific Program of Study areas to Career Pathway Unit.
- Identify system needs that should be supported through System Development projects.

# TECH PREP HAWAII COMMUNICATIONS



\* Lead: 1 UHCC Career Pathway Unit member for each Career Pathway Development Committee  
1 DOE Career Pathway Unit member for each Career Pathway Development Committee

Members: DOE and UHCC site representatives for each Career Pathway Development Committee

**\*\* System Development Projects are to support the system and/or comply with Perkins' requirements but**

**MEMBERS**

## **ISLAND CONSORTIUMS UNIT**

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### **MEMBERS**

The Island Consortiums Unit is lead by DOE District Resource Teachers and a representative from each community college within the Island Consortium who will work with Sherilyn Lau and OCCC person to be appointed.

### **PURPOSE**

- Assist individual Island Consortium leaders with planning and convening their meetings.
- Provide information to individual Island Consortium leaders; keep Island Consortium leaders informed.
- Share information among Island Consortiums via Island Consortium leaders.
- Monitor expenditures for Consortium meetings and System Development projects.

## **ISLAND CONSORTIUMS**

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### **MEMBERS**

- Each Island Consortium is lead by DOE District RTs for that Island and a representative from each UHCC for that island.
- Vangie Casinas and an OCCC person to be appointed will serve as Facilitators and Fund Administrators for the O'ahu Consortium.
- Members of each Island Consortium will represent the secondary and postsecondary campuses for each Island.

### **PURPOSE**

- Involve DOE and UHCC personnel by individual Island so that the needs of specific geographic locations can be met.
- Update Consortium members on activities taking place statewide.
- Identify system needs that should be supported with System Development funding.
- Organize Consortium to respond to Requests for Proposals for System Development projects.
- Carry out System Development projects.

## **ISLAND CONSORTIUMS (continued)**

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### **SUPPORT**

Support (where needed) will be provided for one participant from each High School and Community College located in an Island Consortium. Membership in an Island Consortium may be expanded with the approval of the Island Consortiums Unit but no additional funding will be available.

Maui	Airfare and car rental for Lanai and Moloka'i representatives. Substitutes for one DOE teacher from each High School.
Big Island	Mileage. Substitutes for one DOE teacher from each high school.
Others	Substitutes for one DOE teacher from each high school.

## **SYSTEM DEVELOPMENT PROJECTS**

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System Development Projects are funded on a Request for Proposal (RFP) basis. The Work Group solicits ideas for projects that would help build the TECH PREP HAWAI'I infrastructure. These ideas are used to develop an RFP which is issued to all Island Consortiums. Funding is competitive among consortia.

### **ELIGIBILITY**

One secondary school and one postsecondary campus per Island Consortium are the minimum number of sites that must be involved in the submission of a response to a System Development Project RFP. Once this minimum is met, any number of secondary and postsecondary sites from one or more Island Consortium may be included in the project proposal.

### **PURPOSE**

- Provide support for statewide TECH PREP HAWAI'I capacity building.
- Promote statewide implementation of the TECH PREP HAWAI'I System.
- Assure full compliance with the Tech Prep requirements of the Carl D. Perkins Vocational and Technical Education Act of 1998.

# **CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998**

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## **A TECH PREP PROGRAM MEANS A PROGRAM OF STUDY THAT...**

- Combines at a minimum 2 years of secondary education (as determined under State Law) with a minimum of 2 years of postsecondary education in a nonduplicative, sequential course of study;
- Integrates academic, and vocational and technical, instruction, and utilizes work-based and worksite learning where appropriate and available;
- Provides technical preparation in a career field such as engineering technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, health occupations, business, or applied economics;
- Builds student competence in mathematics, science, reading, writing, communications, economics, and workplace skills through applied, contextual academics, and integrated instruction, in a coherent sequence of courses;
- Leads to placement in appropriate employment or to further education.



For more information, contact the  
**Office of the State Director for  
Career and Technical Education**

Lower Campus Road  
Lunalilo Freeway Portable 1  
Honolulu, HI 96822  
(808) 956-4791  
e-mail: [kjones@hawaii.edu](mailto:kjones@hawaii.edu)

**A Report to the 2002 Legislature  
FY 2001 Collaborative Activities  
Between  
the Department of Education and  
the University of Hawai`i Community Colleges**

**Exhibit E**

**Running Start Pilot Program Report  
“Out of the Blocks”**

# **OUT OF THE BLOCKS**

## **Hawaii's Running Start Pilot Program**

### **Running Start Pilot Program Background**

The release of the National Commission on Excellence in Education's *A Nation At Risk* that documented the crisis of American public education awoke the country to the fact that our mass public education system that had yielded decades of economic and democratic preeminence was in serious disrepair. The report served as a catalyst to re-examine traditional school practices and standards and, eventually, to respond with innovative strategies to better prepare high school graduates for the realities of the digital workplace, higher education, and for the demands of their new roles as contributing citizens in our families and communities.

(<http://www.ed.gov/pubs/NatAtRisk/risk.html>)

Subsequent educational research revealed that transitions between various components of the educational system are particularly problematic as our separate institutions often fail to effectively communicate and coordinate expectations and outcomes.

Arthur Greenberg (*High School-College Partnerships: Conceptual Models, Programs and Issues -1991*) maintains that **dual credit** programs were developed to address an array of educational problems, including "increasing college tuition costs, public skepticism about the value of increased secondary school spending, debate over the purpose of college and the meaning of cultural literacy." (Catron, 1998)

To improve high school/college transitions, many educators turned to the achievements of Syracuse University's *Project Advance*. *Project Advance* has offered high school students dual enrollment/dual credit opportunities since 1972 and has served as a model for numerous other partnerships between high schools and universities/colleges. While *Project Advance* focuses on conducting college classes at the high schools, other dual enrollment projects evolved to utilize an array of practices (high school students attending part-time/full-time at the college campuses; hybrids involving some college classes at the high schools while other students go to the college campus; and even delivery of the college courses via the various technologies of distance education) to accelerate academic, social, and emotional development.

The efficacy of allowing qualified students to begin college coursework while still in high school has been documented by numerous studies. For example, *Project Advance* reports that 98% of its dual enrollment program students attend college after high school graduation; 99% of those complete baccalaureate degrees; 88% of those who complete baccalaureate degrees earn GPA's of 3.0 or higher; and that 56% of these baccalaureate graduates go on to graduate/professional schools. (<http://supa.syr.edu/SupaOnline/Research/FinalSummary.htm>)

In Hawaii, dual enrollment opportunities have theoretically been available to high school students for the past three decades through a relatively simplistic process/policy - *Early Admit*. However, while well prepared high school students could enroll at UH campuses through *Early Admit* to earn college credits, the earned UH credits could not be used to fulfill high school graduation requirements. This lack of dual credit applicability coupled with the fact that the program was unpublicized translated to extremely limited utilization of the *Early Admit* program. During the 1990's, the dual enrollment/dual credit initiative spread, in a myriad of forms, to virtually every state in the country (a state-by-state review of dual enrollment practices/policies is available in the 1999 *Oregon Early Options Study* (<http://www.ous.edu/aca/earlyoptions.htm#Executive Summary>)).

A few years ago, while on *School to Work* visitation travel, a group of Hawaii public school educators learned about the State of Washington's dual enrollment/dual credit *Running Start Program*. This inspired them to lobby and work with Hawaii's 2000 legislature to pass legislation (**Act 236**) that mandated the development of a *Running Start* program involving the Department of Education and the University of Hawaii. Act 236 directs public education officials to develop a program that permits qualified high schools students to enroll in college courses at UH campuses and earn simultaneous high school and college credits. It is hoped that Hawaii's *Running Start* program can be as successful as Washington's where over 15,000 students enroll in dual credit programs annually. Increasing numbers of these students simultaneously complete high school and Associate of Arts degrees and then continue to baccalaureate institutions where they outperform traditional students.

([http://www.capitol.hawaii.gov/session2000/acts/Act236\\_HB2092\\_CD1\\_.htm](http://www.capitol.hawaii.gov/session2000/acts/Act236_HB2092_CD1_.htm))

During the summer of 2000, representatives from the Department of Education and the University of Hawaii formed a Steering Committee that designed a pilot *Running Start* Program involving Honolulu District high schools (Farrington, Kaimuki, Kaiser, Kalani, McKinley, Roosevelt) and University of Hawaii - Honolulu Community College.

Hawaii's *Running Start* Program has numerous goals, including:

- Accelerating student educational progress
- Saving taxpayer educational dollars
- Saving family college expenses
- Enriching/expanding educational options for talented high school students
- Improved articulation - linking Hawaii's high school and college curricula
- Providing an alternative educational environment for talented, but alienated, high school students

Hawaii's *Running Start* program is similar to the Washington State model with the major exception of college tuition funding. In the State of Washington, school districts pay *Running Start* tuition costs; however, in the State of Hawaii, the *Running Start* initiative is an unfunded mandate. Hawaii's *Running Start* participants are not subsidized by the Department of Education, the University of Hawaii, or any special State of Hawaii fund.

The lack of funding for *Running Start* participants was viewed as a potential problem by many members of the Steering Committee. Even in the State of Washington where school districts pay tuition costs (but not for books) for RS students, a persistent problem noted by Washington educational researchers has been low minority RS participation. Without RS tuition assistance, many in Hawaii feared that our RS Program would almost exclusively serve students from affluent families already motivated to encourage and support their children's college attendance.

This major downside (unfunded) of the Hawaii *Running Start* model has, paradoxically, an upside: given the mandate that Washington public schools pay RS student community college tuition, it is not surprising that some Washington educators are less than enthusiastic about losing students (and their funds) to neighboring community colleges. In Hawaii, since the public schools do not subsidize RS college tuition expenses, the loss of a student from high school classes does not negatively impact the school's operating budget.

Hawaii's tuition subsidy problem was, however, resolved by the serendipitous, almost simultaneous, launch of Hawaii's federally funded **GEAR UP** program that funds the college

expenses for economically qualified (simple eligibility: currently qualified at the high school for subsidized/free lunch program) *Running Start* students. Better yet, *Gear Up* pays not only their college tuition fees, but their books, lab fees, and even transportation expenses (bus passes).

## ***Running Start PILOT PROJECT - Three Phases***

The pilot project (Honolulu District & Honolulu C.C.) design involves three distinct phases: Spring 2001, Summer 2001, and Fall 2001. Policies, procedures, and evaluations of these experiences will be used to make necessary program revisions to prepare for statewide *Running Start* expansion in the Spring of 2002.

### **Phase I - Spring 2001**

During the initial semester of the *Running Start* Pilot program only eighteen *RS* students enrolled at Honolulu. This relatively modest *RS* initial enrollment was attributed to the fact that most high school students commit to Fall and Spring academic schedules in August of an academic year, therefore, by the time the *Running Start* Program was first publicized at Honolulu District high school campuses (September '2000), most eligible students had already committed to their academic year schedules.

The college's assessment plan for Phase I of the *RS* Program centered on an end of the semester survey of *RS* students (based upon an instrument developed for the Washington *RS* Program).

However, the HSTA (public school teacher's union) and UHPA (university faculty union) strikes in April of 2001 led to a chaotic end of the semester which disrupted communication between HCC and the Honolulu District School counselors who were to have insured that their *RS* students completed the web based instrument. As a result, despite a follow-up effort, the response rate did not yield a statistically representative sample.

A summary of sentiments from Phase I *RS* students who did respond follows:

- Learned of the *Running Start* Program from their high school counselors.
- High school counselors were the most helpful source of *RS* information.
- Most had not previously taken AP classes.
- Students were enrolled for only one college course.
- Besides time spent in class, students spend about 75 minutes a week at HCC.
- After enrolling, few students sought assistance from their HS/CC counselors.
- Students felt fairly well to extremely well prepared for the realities of college coursework (general college environment, behavior/social, reading, writing, critical thinking, classroom discussion, math, individualized responsibility, and registration).
- RS students fell well accepted by the campus, high school and college faculty, classmates, families, and friends.
- The application process, registration process, quality of the college courses, attention/support

received from college faculty and their overall evaluations of the *Running Start* Program were all very favorable.

- (Example: 60% of Phase I *RS* students would definitely recommend *RS* to other high school students - none would “probably not” or “definitely not” recommend *RS*.
- The majority of respondents preferred the college environment to the high school environment.

#### SAMPLE COMMENTS FROM PHASE I (SPRING 2001) RESPONDENTS:

*I liked the transition phase. It made me decide that community college is where I want to start out instead of going straight to UH. The professor I had was wonderful and very understanding.*

*...I like the fact that I can get high school as well as college credits, although I don't need the high school credits. I wish that if was offered earlier so that I couldn't have to suffer in AP classes. I could just take the college course and get it over with...*

*....I liked being able to go to class and begin right away. Also, I liked the challenge of having to push yourself to do the assignment. I more or less enjoyed the whole experience.*

#### ***Phase II - Running Start AT UH-HCC - SUMMER 2001***

The Steering Committee anticipated increased *Running Start* enrollment during Phase II (Summer 2001); however, the faculty strikes at Hawaii public schools and the University of Hawaii during the Spring 2001 semester significantly reduced the Spring 2001 *Running Start* publicity and recruiting efforts - as a consequence, only eighteen *Running Start* students enrolled in HCC Summer Session courses.

Another factor serving to reduce *Running Start* student participation in HCC's 2001 summer session is the fact that public school and University of Hawaii schedules are not synchronized. As a matter of fact, some high schools have already shifted towards “year around education”, so that there is no longer a universal Hawaii public school calendar.

This lack of synchronization made it very difficult for most Honolulu District high school students to take any HCC Summer Session classes. HCC responded to this dilemma by scheduling a special *Summer Session* Introductory Psychology (PSY 100) class for (mainly) *Running Start* students. While this decision did compromise one of the major goals of *Running Start* (anonymous integration with mainstream college students), it seemed the only practical way to attract high school students to Phase II of the pilot.

Finally, the geographic location of HCC (at the far western border of the Honolulu District) translates to a very long commute to the college from Kaimuki, Kalani, and Kaiser high schools - further decreasing student interest in *RS* participation.

## **PHASE II (SUMMER 2001) STUDY DESIGN**

During the Fall of 2001, David Cleveland (Sociologist - UH-HCC) developed a draft of an assessment model for the *Running Start* Steering Committee. Part of that assessment model involved the administration of a survey questionnaire to *Running Start* students at the end of each semester.

The resulting questionnaire was based upon a similar effort conducted by the State of Washington and evolved through a series of drafts shared with DOE and HCC coordinators.

Realizing that eventually over 2,000 Hawaii public school students will be enrolled in *Running Start* programs at nine UH campuses, the survey design placed the instrument on an internet website so that it could be eventually accessed from any campus and that the data could be collected centrally and automatically.

HCC 2001 Summer Session *Running Start* faculty and students were informed of the assessment requirement and encouraged to complete the online questionnaire. Since the population of *RS* students in Phase II was so small, the research effort attempted to insure the participation of all Phase II *RS* students.

**RESPONSE RATE = 83%**

Of the 18 *RS* students enrolled in HCC's second *Summer Session*, 15 completed the evaluation - yielding a response rate of 83% (a representative sample).

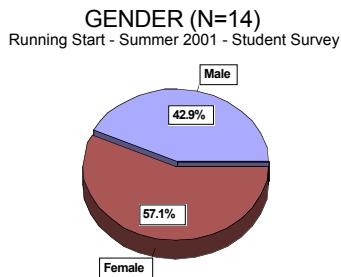
## **FINDINGS**

### **Respondent Demographics**

#### **GENDER - MORE *Running Start* FEMALES**

For reasons not clearly understood, the *RS* Summer Program drew a majority (**57%**) of female students.

**Chart/Table # 1**



#### **ETHNICITY - GREATER MINORITY PARTICIPATION NEEDED?**

A quarter (**27%**) of the respondents identified themselves as *Japanese*; another **20%** are *Chinese*; one student is *Caucasian*; and the remaining **47%** of respondents selected the *OTHER* response category.

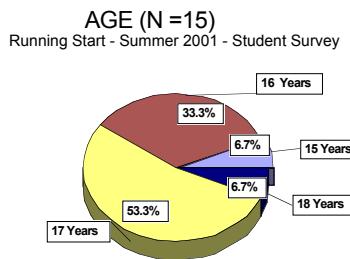
*Running Start* in Washington has reported consistently low enrollments of ethnic minority students. The fact that none of this summer's *RS* students identified themselves as *Hawaiian/Part Hawaiian*, *Filipino*, or *Other Pacific Islander* suggests that **greater efforts** to

affirmatively recruit/enroll Hawaii minority high school students may be required if we are to draw Hawaii's rainbow of ethnicities to higher education.

## MEDIAN AGE = 17

The **mean age** of *RS Summer Session* respondents is **16.6** and the **median age** is **17**.

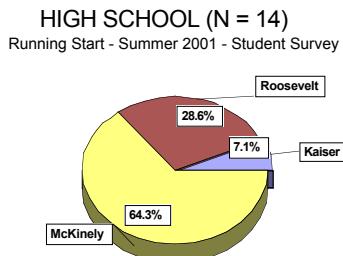
### Chart/Table # 2



### HIGH SCHOOLS - LIMITED TO McKINLEY, ROOSEVELT, KAISER

While all six Honolulu District DOE high schools are designated as *Running Start* pilot program partners, **only three** of the six high schools enrolled *RS* students in the HCC Summer Session.

### Chart/Table # 3



If *Running Start* in Hawaii hopes to achieve its ethnic/economic diversity goals, it must insure that it effectively recruits from high minority population high schools. The chart below demonstrates that Honolulu District high schools vary widely in ethnic/poverty distributions. The high school (Farrington) with the highest percentage (**84%**) of ethnic Filipino, Hawaiian/Part Hawaiian, and Samoan students and percentage of children living in poverty (**19%**) **did not enroll a single student** in the HCC Summer 2001 *RS* Program. Records indicate that no Farrington students participated in *RS* Phase I (Spring 2001) either - despite the fact that Farrington High School is located within a mile of the HCC campus.

#### **Chart/Table #4 Number of RS Students & Minority Ethnicity Percentage by High School**

	Farrington	Kaimuki	Kaiser	Kalani	McKinley	Roosevelt
# of RS Summer Students	0	0	1	0	9	4
% Hawn/PH	13%	19%	15%	13%	14%	18%
% Filipino	58%	7%	3%	3%	17%	5%
% Samoan	13%	4%	.4%	.3%	5%	1%
Total Minority	84%	30%	18.4%	16.3%	36%	24%
% Children - Poverty	19%	14%	0%	2%	10%	4%

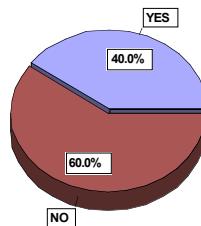
Source: DOE SSIS Reports - 2000 (<http://arch.k12.hi.us/school/ssir/2000/honolulu.html>)

#### **FALL 2001 - HIGH SCHOOL & *Running Start* PLANS**

While all (**100%**) of the Summer 2001 RS students will attend high school in the upcoming Fall 2001 semester, only six of the fifteen (**40%**) respondents plan on taking college RS classes in the Fall. Conversations with Summer 2001 RS students reveal that some students did not understand that was a true dual enrollment/dual credit option for the entire school year - not just a summer program or an evening option in addition to regular high school attendance.

#### **Chart/Table # 5**

**Plan to Attend RS Program in Fall 2001 (N = 15)**  
Running Start - Summer 2001 - Student Survey



Since most (**87%**) RS respondents identify high school counselors and teachers as their primary source of information about the *Running Start* Program, if Hawaii's high school students are to learn about the dual enrollment/dual credit nature of the program, high school counselors and teachers will have to provide more detailed information about *Running Start* to their students.

#### **RS 2001 SUMMER STUDENTS ARE ENTERING THEIR SENIOR YEARS**

Eleven of 13 (**87%**) of the respondents plan to graduate from their high schools in the Spring of

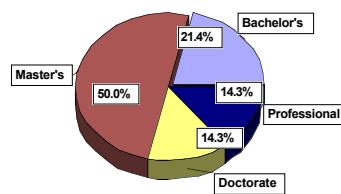
2002. The other *RS* respondents are going into their junior years and plan to graduate in 2003.

## OVER THREE-QUARTERS OF *RS* STUDENTS PLAN ON GRADUATE DEGREES

All (**100%**) *RS* respondents plan on completing baccalaureate degrees and **79%** plan on earning Master's, Doctorate, and/or Professional Degrees.

**Chart/Table # 6**

DEGREE GOALS (N = 14)  
Running Start - Summer 2001 - Student Survey



## MOST *RS* STUDENTS PLAN TO ATTEND UH CAMPUSES

Of the thirteen students who responded to *Main Colleges/Universities You are Considering Attending After High School Graduation*, ten (**77%**) plan to complete baccalaureate degrees within the UH System. Seven of these ten students plan on enrolling directly at UH-Manoa while the other three plan to first attend HCC and then transfer to UH-Manoa.

Other colleges/universities considered by the *RS* respondents include Hawaii Pacific University, Montana State University, University of Montana, Eastern Washington University, Western Washington University, Washington State University, Harvard, Massachusetts Institute of Technology, University of Illinois, Stanford University, California Institute of Technology, and a *California university*.

## *RS* STUDENTS CONTEMPLATE DIVERSE CAREERS

Eventual career/professions contemplated by *RS* students include:

*lawyer, web designer, educator, pharmacist, film director, computer scientist, accountant, nursing, psychologist, business, marketing, engineering, computer engineering, cryptology, graphic arts, medicine, theology, computer game design, computer programming, auto mechanic.*

## MOST *RS* PARTICIPANTS ARE FIRST GENERATION COLLEGE STUDENTS

Only **20%** of the fathers of *RS* students **completed baccalaureate degrees** (one possesses a graduate degree); only **7%** of the mothers of *RS* students **have baccalaureate degrees** (one possesses a graduate degree).

## HIGH SCHOOL GRADE POINT AVERAGE: MEAN = 2.91

RS students report that their high school GPA's range from 2.0 to 3.7 with a mean of 2.91.

*Running Start* is a program designed to focus on exceptional high school students who are fully prepared for the rigor of a college curriculum. In many states, high school students must fulfill eligibility requirements including having a minimum high school Grade Point Average (for example, in Massachusetts dual enrollment students **must have at least a 3.0** high school GPA - [http://www.doe.mass.edu/dual/eligibility/de\\_f01.html](http://www.doe.mass.edu/dual/eligibility/de_f01.html)). If Hawaii maintained a similar standard (3.0 or higher), only half (**7**) of the fourteen summer RS students could have participated. Are high schools actively recruiting their best and brightest (National Honor Society members) for *Running Start* enrollment?

## RS STUDENTS HAVE NOT TAKEN ADVANCED PLACEMENT (AP) CLASSES

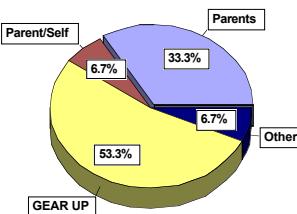
Phase II respondents have not completed any AP classes at their high schools.

## GEAR UP FUNDS SUPPORT 53% OF RS SUMMER 2001 STUDENTS

The presence of *Gear Up* funding has supported early college enrollment for **more than half** of this summer's RS students. The fact most of these RS students are first generation college students suggests that *Gear Up* funding is targeting exactly the students who need an additional financial and counseling boost to enter a college program. Further evidence that *Gear Up* is reaching this targeted group is revealed with cross tabulation analysis that shows that **60%** of the fathers of *non-Gear Up* students **have completed baccalaureate or higher** college degrees compared to only **12.5%** of fathers (completing baccalaureate) of *Gear Up* students.

### CHART/TABLE #7

WHO PAID SUMMER COLLEGE EXPENSES? (N = 15)  
Running Start - Summer 2001 - Student Survey



**Only half of the *Gear Up* supported students report that they definitely or probably would have enrolled in this summer's RS Program if *Gear Up* funding had not been available.** Without *Gear Up* funding, many of the neediest RS students would not be in the program.

## **ALL RS STUDENTS EXPECT TO PASS THEIR CLASSES**

All (**100%**) respondents expect to receive passing grades and earn college/high school credit for the classes they are taking at HCC this summer.

## **RS STUDENTS COME TO HCC FOR CLASSES AND LEAVE**

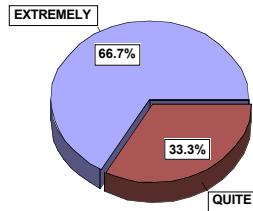
HCC is basically a commuting campus with few facilities to attract students to the campus before or after classes (exceptions: computer labs and library). Most RS students (**73%** report they spend almost no time on the campus outside of their classes; **73%** spend 1 -2 hours or less per week on campus; only **27%** spend more than five hours per week on campus) spend very little time at HCC when they are not in their classes.

## **RS STUDENTS PLAN TO CONTINUE OR INCREASE THEIR HIGH SCHOOL EXTRACURRICULAR, ATHLETIC, AND SOCIAL ACTIVITIES**

**23%** of respondents plan to **increase** their high school activity participation; **69%** **will maintain** the *same level of high school activity* participation; and only **8%** believe they will **decrease** participation in high school activities

### **CHART//TABLE # 8**

Approachability/Helpfulness of CC Instructor (N = 15)  
Running Start - Summer 2001 - Student Survey



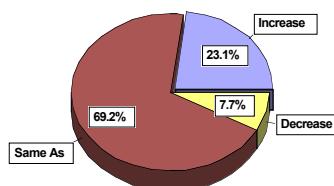
## **HCC FACULTY:**

### **APPROACHABLE AND HELPFUL**

RS students report that their HCC faculty are very approachable and helpful (**67%** rate their instructor(s) as *Extremely Approachable/Helpful* ). Most have sought and received assistance from their instructors.

### **Chart/Table #9**

Level of Planned HS Activity Participation (N = 13)  
Running Start - Summer 2001 - Student Survey



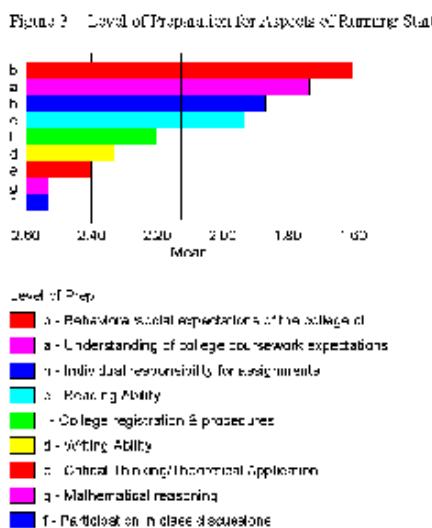
## **PERCEIVED PREPARATION FOR RS VARIES WIDELY**

While *RS* students feel *well prepared* for the *behavioral/social expectations of college* and *understanding of college expectations and responsibility for college assignments*, they report lower levels of preparation for *critical thinking/theoretical application, mathematical reasoning, and participation in class discussions*.

The horizontal bar graph below rank orders perceived levels of *Preparation for the Running Start Program*.

When asked how *well prepared* they were for various aspects of the college experience, students were provided the following response categories: *Extremely Well, Well, Fairly Well, Barely, Poorly*. Means were calculated for each of the preparation items by assigning a value of 1.0 to *Extremely Well*; 2.0 to *Well*; 3.0 to *Fairly Well*; 4.0 to *Barely*; and 5.0 to *Poorly*.

**Chart/Table # 10**



Half (**47%**) of respondents felt they were *Extremely Well* prepared for the *Behavioral/social Expectations of The College Classroom*.

In contrast, only **13%** felt *Extremely Well* prepared in *Writing, Critical Thinking/theoretical Application, Participation in Class Discussion, Mathematical Reasoning*.

Direct discussions between high school and college faculty that focus on improving the preparation of *RS* students in these areas should be facilitated to find ways to improve these aspects of their high school preparation for the collegiate environment.

## **RS STATUS IS WELL ACCEPTED/SUPPORTED**

The questionnaire contained six questions concerning the level of acceptance *RS* students felt they received from non-*RS* students at the college, college faculty, general acceptance at HCC, high school faculty, parents and family, and high school friends. For these six items the average (mean) percentage reporting *Extremely Well* or *Well* is 90% - *RS* students, obviously, feel their enrollment is well accepted/supported.

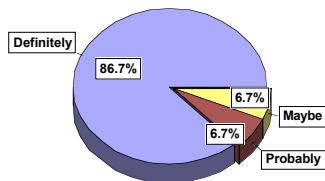
When dual enrollment/dual credit programs were initially considered, one of the concerns that surfaced centered on the reactions of traditional high school students to *RS* participants. The fact that **93%** of *RS* respondents feel their high school peers accept/support their *RS* participation seems to dismiss this peer social acceptance concern.

## SOLID COUNSELING ASSISTANCE AT HIGH SCHOOL & COLLEGE

*RS* students rated (separately) the **quality of assistance** they received from their high school counselors and their HCC counselor. **87%** of *RS* students rated the assistance/guidance provided by their high school counselors as *Excellent* or *Good*; **93%** rated their HCC counseling as *Excellent* or *Good*.

**CHART/TABLE #11**

**RECOMMEND RUNNING START? (N = 15)**  
Running Start - Summer 2001 - Student Survey

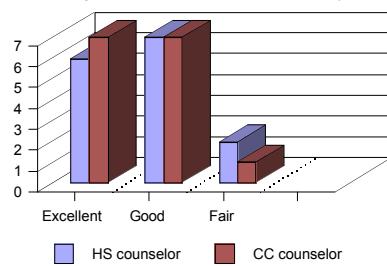


## RS STUDENTS WILL RECOMMEND RS PROGRAM TO PEERS

**87%** of *RS* students will **definitely recommend** the *RS* program to other high school students.

**CHART/TABLE # 12**

**Quality of Assistance (N = 15)**  
Running Start - Summer 2001 - Student Survey

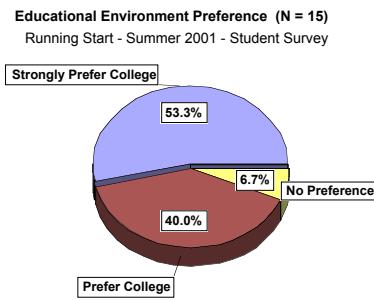


## **RS STUDENTS PREFER COLLEGE EDUCATIONAL ENVIRONMENT**

*It's different from high school. Everyone listens and its easier to pay attention. The Professor is obviously in love with what he is talking about which makes me think its more interesting. Its different in good ways. I like being with more mature people...because it makes me care too."*

*RS students (93%) Strongly Prefer or Prefer the college educational environment to that of their high schools.*

**CHART/TABLE # 13**



### **Running Start STUDENT COMMENTS**

Listed below are actual sample comments from respondents who were asked to write about what they liked most/least about *RS* and to suggest program modifications/improvements.

In summary, students enjoyed and thrived in the program. They suggest that the program be continued, expanded, and better publicized.

### **WHAT THEY LIKED BEST**

*I enjoy the Running Start program a whole lot...the instructors are very entertaining and they explain things very well giving us life-like examples. They should continue having this class and in other areas on the island because I know other students would enjoy this a lot.*

*...the lessons are the most interesting and helpful I have ever had...*

*I like the small class sizes and the Professor takes time to talk to you if you need help with anything.*

*More may be learned through the freedom allotted as compared to high school. Self discipline is another quality reenforced by the learning system.*

*It was great! Now I can't wait to get out of high school and start college. Now I know what to expect next year in college.*

*I think I have learned a lot more in my World Civ class than in my three years of high school...*

*- Excellent! - It was fun. -*

## **SUGGESTIONS & WHAT THEY LIKED LEAST**

*Let more high school students know about the program.*

*Have it at KCC, too.*

*Need more classes that give HS credit - other than the five.*

*Make more classes available as Running Start courses (higher math and ICS classes would be wonderful).*

*The lack of much choice about the courses you take, since there are so few that are offered as Running Start Courses.*

*Advertise it more so more people know about it.*

## **HCC FACULTY FOCUS GROUP RESPONSES**

After the completion of the Phase II of the RS Program, a group of HCC faculty were assembled as a focus group to discuss their experiences with *Running Start* students and their perceptions about the utility, effectiveness, and future of the program.

Jean Maslowski (HCC RS Counselor) reported that thirty-six high school students completed RS applications and that twenty-six of these students are attending HCC this Fall 2001 semester.

The discussion included RS instructional faculty, the RS counselor, the RS researcher, and the HCC Dean of Academic Affairs.

Conclusions and recommendations that emerged included:

- Faculty encountered no significant problems in dealing with their RS students.
- RS students performed as well or better than traditional HCC students.
- RS students could profit from an orientation session acquainting them with the college, support facilities, and the realities of the college classroom.
- Test taking, essay writing, and appropriate college classroom behavior skills were identified as areas that need attention.
- Timetables/deadlines for RS application, registration, and financial aid (from Gear Up) need to be better coordinated. Some RS students appear to apply/register at the last moment making it difficult for appropriate counseling, course selection, and for providing financial aid.
- RS recruitment efforts vary significantly at the high schools. Some high schools are barely participating. A more uniform publicity/recruitment effort is needed.

- RS selection criteria seem to vary significantly at the high schools - discussion of RS successes and failures is necessary to make these criteria more uniform.
- Meetings between high school and community college counselors/faculty should be conducted periodically to develop personal communication linkages between the schools and the college.
- *Running Start* publicity efforts at the high schools should involve the HCC R.S. Counselor, a HCC faculty member (preferably one who is a graduate of that high school), and a RS student (preferably a student from that high school).
- Gear Up forms/applications should be centralized - perhaps at the UH Community Colleges Office.
- The curriculum restrictions that were developed for the Pilot Program should be lifted as RS students need to take a wide array of courses to fulfill baccalaureate pathway requirements.
- In Washington, there are no such curriculum restrictions. The high school posting of CC courses in Washington is handled by identifying the CC courses on high school transcripts as: *RS HS CORE ALPHA* (example SS - Social Studies) and then the CC Alpha (Example: PSY) followed by the CC Course Number (Example: 100).
- ***RS SS PSY 100***
- The six RS credit hour limit should be lifted for RS students who have demonstrated that they can thrive in the college environment - so these students can accelerate their simultaneous progress toward high school diplomas and associate degrees.

## CONCLUSIONS/RECOMMENDATIONS

While the number of students participating in the *Running Start* pilot program is somewhat disappointing, the students enrolled seem to be well served by the experience.

Most components of *Running Start* were very well reviewed by the participants.

Based upon these findings, the Steering Committee should focus on:

### 1. Improve *RS* publicity efforts at the high schools and in the community.

Successful RS programs in Washington State link high school and community college RS Coordinators to insure that high school students, their families, and the community is aware of the dual enrollment/dual credit option.

Special efforts should be made to reach highly qualified, college prep, and National Honorary Society members to assure that those students who can best profit from dual enrollment are informed and recruited.

Web sites should be developed to provide information about the program as well as application/registration information and forms.

### 2. Improve DOE/UH communication about coordinating schedules to insure that college classes are offered at times/dates that facilitate student enrollment.

If *Running Start* is to truly succeed, accommodations/adjustments will have to be made to deal with the inevitable differences between academic calendars and class schedules. These different registration/enrollment dates need to be clearly communicated to potential students and a streamlined process of placement testing and registration needs to be developed.

### **3. Expand *Running Start* Course Options**

To reduce complexity so that the initial stages of the pilot program would be manageable, only a few college courses were designated as dual enrollment/dual credit options; however, as the *Running Start* population expands and as *Running Start* students accumulate college credits, dramatic expansion of *RS* dual credit designated coursework is necessary to accommodate the diverse needs of *RS* students.

This dual designation process was, initially, problematic in Washington as well (there are no high school direct equivalents of many college courses). Washington resolved this problem by listing *RS* college courses on high school transcripts by using a prefix of *RS*, followed by the high school core area alpha, followed by the college alpha and course number. For example a Sociology 100 (Intro to Sociology course) would be listed as a Social Studies unit on a high school transcript as: ***RS SS SOC 100***.

### **4. Review Screening Mechanisms**

A few HCC instructors have reported that some *RS* students should not have been recruited to the program causing them to wonder about the criteria used to decide upon program eligibility.

### **5. Identify RS Counselors and Develop RS Student Orientation Program**

The State of Washington experienced rapid expansion of its *RS* Program. As Hawaii's program progresses from pilot to statewide implementation and consciousness about its existence expands, we should expect and plan for similar exponential *RS* enrollment growth.

To deal with the large number of high school students entering our colleges, high schools and colleges will have to designate counselors as *RS* Coordinators. UH and DOE representatives should, simultaneously, plan and develop effective Orientation Programs to insure that first semester *RS* students are adequately prepared for program.

### **6. Develop *RS* Workshops**

To take Hawaii's *RS* Program statewide, other high school and college campuses will have to be briefed and trained.

This training can be provided by some administrators, counselors, *RS* students, and faculty who have worked with the pilot program. To develop these workshops, meetings should be scheduled that involve Honolulu District high school and Honolulu Community College representatives who had direct experience in

conducting/coordinating the pilot program.

Ideally, these workshops would involve the input and participation of successful RS Coordinators from the State of Washington.

#### **7. Develop Plans for an Annual *Running Start* Meeting**

The State of Washington regularly assembles high school and college personnel responsible for its *Running Start* Program. These meetings help resolve problems facing the program and facilitate the sharing of innovative approaches that improve the *Running Start* experience.

An annual statewide *Running Start* meeting would serve to accelerate and improve the development of our dual enrollment program.

#### **8. Expand *Running Start* to Include Occupational/Technical Students**

All of the courses that currently qualify for dual credit are liberal arts core classes. While many high school students will seek traditional baccalaureate degrees, others elect to enroll in diverse occupational/technical programs offered at UH Community Colleges. Developing dual enrollment/dual credit opportunities for these students will accelerate their progress toward these degrees and careers.

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