



## **Hawaii: Rigorous Programs of Study through Statewide Articulated Agreements**

Four statewide articulated programs of study offering dual credit will be developed, each predicated on an analysis of development issues in the prior program of study. Each of these four articulated programs of study is expected to result in a formal Dual Credit Articulated Program of Study (DCAPS) Agreement between the Hawaii State Department of Education and the University of Hawaii Community College System. All DCAPS Agreements are statewide. The development of an inter-agency approved document detailing the procedures and guidelines for DCAPS and DCAPS Agreement implementation is fundamental to this process. Hawaii's "Procedures and Guidelines for DCAPS Agreements" was approved by the CTE Coordinating Advisory Council (CTECAC) in January, 2009. The CTECAC is composed of three members each from the State Board of Education, University of Hawaii Board of Regents (the community colleges are part of the University of Hawaii System), and the Workforce Investment Board.

Imbedded in Hawaii's Career Pathway System, DCAPS allows high school students to earn community college credit by successfully completing a state-approved secondary-level program of study, including all required assessments, where a DCAPS Agreement has been signed by the University of Hawaii Vice President for Community Colleges and the Hawaii Department of Education Superintendent. The secondary-level program of study is offered at the high school and taught by high school teachers. The credits are awarded at no cost to the student upon completion of any course at a community college offering the articulated program of study and thus included in the statewide DCAPS Agreement.

A secondary-level program of study consists of a core and cluster course (and sometimes a concentration-level course) from one of the six pathways in Hawaii's Career Pathway System plus an academic course recommended by the Pathway Advisory Council (PAC). The academic course could be in addition to the academic courses required for graduation. Standards for the programs of study courses are validated by the statewide PAC overseeing each of the six pathways. These standards are linked to postsecondary CTE programs of study student learning outcomes that have been horizontally articulated. A program of study at the postsecondary level includes any CTE Associate degree and/or certificate program.

Written and performance-based assessments to determine student mastery of the standards are approved by the appropriate PAC. A second goal of this project is to determine the viability of using performance-based statewide competitions as an effective assessment. The assessments in this competition are linked to the PAC-approved standards and have no relationship to national CTE student organization competitions. Business and industry plays a large role in developing the performance-based competition scenarios. The competition not only provides a model for assessment, it also serves a strong marketing role in that it showcases CTE student performance. The event garners invaluable attention and support from the community and business and industry—and increased interest in CTE at the high school level.

The third major goal of the project is to develop a system to record successful completion of programs of on the student transcript. This is especially important in states like Hawaii where the use of social security numbers of high school students is prohibited and the electronic sharing of files between secondary and postsecondary systems within the state does not exist. Recording articulated program of study data on the official transcript insures the timely transfer of earned dual credits and avoids problems such as forged or lost documents when the recording of earned dual credits is simply a certificate issued to students. This goal has become more important as the Board of Education is considering policy to award a CTE Recognition Certificate to graduating students who complete all the requirements for a diploma and successfully complete a CTE program of study.

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