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HANDBOOK INFORMATION

This handbook is provided as an informational tool and guide for high school and community college counselors and administrators who are currently participating in the Jump Start program or have interest in implementing the Jump Start program at their educational institutions.

The handbook is separated into three parts:

1. Parent and Student Information (information about Jump Start that may also be found in the Parent and Student Informational Handbook)
2. Application and Enrollment (information about the Jump Start processes and timelines for high school and community college counselors)
3. Forms, Documents and Templates (Appendices)

Students are advised to seek the guidance of their applicable high school counselor, in or prior to their junior year in high school to determine eligibility into the Jump Start program and to obtain additional information and/or required forms.

Questions regarding the Jump Start program and clarification of processes should be emailed to jstart@hawaii.edu.
PARENTS AND STUDENTS
JUMP START BACKGROUND AND HISTORY

In 2010, Senator Norman Sakamoto introduced a resolution in the Hawai‘i State Legislature to explore the possibilities of establishing a Department of Education (DOE) Vocational/Technical Education Learning Center at Honolulu Community College (HonCC). SCR 103, Requesting a Report on the Feasibility of Creating a Vocational/Technical Education Learning Center at Honolulu Community College was passed by the State Senate in Spring 2010. The resolution requested that the DOE and HonCC convene a task force to discuss and report on the feasibility of creating a DOE Vocational/Technical Education Learning Center at HonCC.

The initial meetings in May 2010 included Senator Sakamoto and his staff, State Deputy Superintendent Ronn Nozoe, HonCC Chancellor Mike Rota and HonCC staff. The Learning Center Task Force was subsequently convened with Ann Mahi, Roosevelt High School principal, as chairperson, and principals from three additional participating high schools: Catherine Payne from Farrington High School, Penelope Tom from Kaimuki High School, and Ron Okamura from McKinley High School. After several discussions on the functionality of a Learning Center at HonCC, the idea evolved into Jump Start, a program that would allow high school seniors to register as full-time students in career and technical education programs at a community college. Soon thereafter, Kapi‘olani Community College (KapCC) was invited to participate in the meetings.

A Memorandum of Understanding (MOU) was developed for the four high schools and two Community Colleges in November 2010. The first Jump Start Memorandum of Agreement (MOA) was signed on March 16, 2011 for the 2011-2012 Academic Year, and a subsequent MOA for the 2012-2013 Academic Year was signed on December 5, 2011.

The MOA for the third year of Jump Start, for the 2013-2014 academic school year, added Leeward Community College (LeeCC) and six additional high schools to include Campbell, Kapolei, Nānākuli, Pearl City, Wai‘anae and Waipahu. In addition, a separate MOA was signed to begin a Jump Start program on Kaua‘i to include Kaua‘i Community College (KauCC) and the three Kaua‘i high schools, Kapa‘a, Kaua‘i, and Waimea.

In May 2013, a multi-year MOA was signed. The multi-year MOA included an important provision to “institutionalize and expand the Jump Start program statewide.”

Senator Jill Tokuda, current Senate Education Committee Chair, supports Jump Start and is a member of the Jump Start Task Force. Her office staff and office volunteers provide administrative support to the Task Force. In addition, the Hawai‘i P-20 Partnership for Education (P-20) provides support (2011-2015 academic school years) for the two-week summer college preparation program and $500/semester stipends for students’ books.
WHAT IS CAREER AND TECHNICAL EDUCATION (CTE)?

- According to the Association for Career and Technical Education (ACTE):
  - Career and technical education (CTE) prepares both youth and adults for a wide range of careers and further educational opportunities. These careers may require varying levels of education—including industry-recognized credentials, postsecondary certificates, and two- and four-year degrees.
  - CTE is at the forefront of preparing students to be “college- and career-ready.” CTE equips students with:
    - core academic skills and the ability to apply those skills to concrete situations in order to function in the workplace and in routine daily activities;
    - employability skills (such as critical thinking and responsibility) that are essential in any career area; and
    - job-specific, technical skills related to a specific career pathway.
  - CTE increases student achievement
  - CTE meets individual and community economic needs

- The Hawai‘i State Director’s Office for Career and Technical Education indicates:
  - CTE is an educational structure that allows students the opportunity to explore and learn through the practical application of academic and technical skills and knowledge.
  - CTE is the only educational program that is guided by business and industry.
  - CTE classrooms are filled with innovative students who even at the high school level, have the talent and ability to work within their respective industries.

- The Hawai‘i Department of Education states:
  - CTE programs prepare students for the high-performance workplace, including the development of high academic skills, thinking skills, and personal qualities as identified in the Hawai‘i State Standards. The program is organized and administered to provide equitable educational opportunities for all students.
  - Hawai‘i offers six career pathway frameworks:
    - Arts and Communication
    - Business
    - Health Services
    - Natural Resources
    - Industrial and Engineering Technology and
    - Public and Human Services
**JUMP START PROGRAM INFORMATION**

**What is Jump Start?**
Jump Start is a collaborative effort between the Hawai‘i State DOE and various University of Hawai‘i Community Colleges (UHCC) on O‘ahu and Kaua‘i. Jump Start allows high school seniors from participating high schools to enroll full-time in a career and technical education program at a participating community college.

**What is the purpose of the Jump Start program?**
The Jump Start program has been established to provide career and technical education opportunities to high school students whose interests are not currently being served by their high school. Jump Start provides students with the opportunity to get a “Jump Start” on their post-secondary goals.

Jump Start students will enroll full-time (12 or more credits) per semester, in a program that leads to a CTE-related Associate’s degree or Certificate of Achievement and successfully complete one year of credits at the end of their high school senior year.

**What are the advantages of participating in the Jump Start program?**
The program offers the opportunity for dual credit to participating high school students. For each community college (CC) course students successfully complete, students earn high school credit toward graduation while working towards a college degree or certificate.

**Who may participate in the Jump Start program?**
For Academic/School Year 2014-15, up to 60 seniors from the 10 participating O‘ahu high schools and up to 18 from the 3 participating Kaua‘i high schools may enroll as full-time students at HonCC, KapCC, LeeCC or KauCC.

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<thead>
<tr>
<th>O‘ahu</th>
<th>Kaua‘i</th>
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<tr>
<td><strong>Participating High Schools</strong></td>
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<td>Campbell High School</td>
<td>Kapa‘a High School</td>
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<td>Farrington High School</td>
<td>Kaua‘i High School</td>
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<td>Kaimuki High School</td>
<td>Waimea High School</td>
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<td>Kapolei High School</td>
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<td>McKinley High School</td>
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<td>Nānākuli High &amp; Intermediate School</td>
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<td>Pearl City High School</td>
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<td>Roosevelt High School</td>
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<td>Wai‘anae High School</td>
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<td>Waipahu High School</td>
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<td><strong>Participating Community Colleges</strong></td>
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<td>Honolulu Community College</td>
<td>Kaua‘i Community College</td>
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<td>Kap‘i‘olani Community College</td>
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<td>Leeward Community College</td>
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**What are the requirements to enroll in the Jump Start program?**
- **Career Exploration**
  It is required that students complete at least one or both of the following FREE career interest inventories/assessments to assist them in selecting an appropriate career and technical education program.
  - The Career Connections interest inventory may be found on the UHCC Career Connections website.
The Realistic, Investigative, Artistic, Social, Enterprising and Conventional (RIASEC) interest assessment is available on the [UHCC Job Center Online website](#)
• **High School Graduation Requirements**
Sophomores and juniors are encouraged to begin preparing to participate in the Jump Start program by completing any necessary high school graduation requirements prior to their senior year. Seniors, who have completed all courses required for high school graduation **with the exception of** one (1) English, one (1) Social Studies, one (1) Math, and elective credits, are eligible to apply for this program.

**Please Note:** Since the student will carry a full-time (12 credits or more per semester) course load at the community college, it is critical that students consult with their designated Jump Start **high school counselor** to ensure that the college courses in which they are enrolled also satisfy their high school graduation requirements. Students will be counseled to take core subjects at the community college if the courses are not part of the chosen program, or they may take online courses (e.g., NOVANET or DOE E-School)

• **Placement Requirements**
Students must take a COMPASS placement exam prior to enrollment into the Jump Start program; placement requirements vary depending on the program of study chosen. Please refer to the **Recommended Programs, Requirements and Additional Costs** section of this handbook. Some community colleges may accept ACT scores in lieu of the COMPASS placement. Please confirm with a community college counselor.

**Are there additional requirements once enrolled into the Jump Start Program?**

• **GPA requirements**
Student must earn a minimum 2.0 Grade Point Average (GPA) in the fall semester at the community college to continue in the Jump Start program in the spring.

• **High School English and High School Math Equivalencies**
  o English 22 and higher at the community college will be acceptable for high school Senior English credit.
  o Math 24 and higher at the community college will be acceptable for high school math credit.
  o Please note that these English and Math equivalencies are specific to Jump Start; Credit equivalencies in other programs should be addressed by the applicable high school of attendance.

• **Senior Project Requirement**
Each high school will determine if a Senior Project is required for Jump Start students.

**What are the costs for participating in this program?**
If selected to participate in the Jump Start Program, the student’s high school will cover the cost of:
  1) Resident community college tuition* for a maximum of 16 credits per semester, for up to two semesters; and
  2) Basic community college student fees.

*Specific tuition and fees information may be found by visiting the [University of Hawai‘i tuition schedule webpage](http://example.com/tuition_schedule). Questions regarding residency requirements should be addressed to the applicable community college counselor.

Students are responsible for costs of books, tools, supplies, and any other fees for their courses. For students who are legal permanent residents or United States citizens, a book allowance may be provided through a P-20 grant. Costs vary from program to program. Students should review the [Recommended](http://example.com/recommended)
Programs, Requirements and Additional Costs section of this handbook to determine specific costs associated with the individual programs or visit the Jump Start website to determine the most up-to-date program requirements/recommendations, tuition, program and supplies’ costs associated with the various programs.

**Which community college programs are open to participating high school seniors?**

It is recommended that students select from the programs listed in the Recommended Programs, Requirements and Additional Costs section of this handbook because of the likely availability of classes in these programs at the respective community college campuses.

Students may also visit the Jump Start website to determine the current listing of recommended programs and any additional costs associated with the programs. Please note that program availability may change; students should contact their designated Jump Start high school counselor to determine if a program is available for their enrollment timeframe.

**How is Jump Start different from other early college programs?**

The Jump Start Program provides a great opportunity for early access to college in the student’s senior year. Unlike other programs, Jump Start allows a student to attend a community college on a full-time basis while also being allowed to continue participation in high school events (sports, prom, etc.). Jump Start courses focus on specific career and technical education programs at various community colleges. Students may also use coursework completed in the Jump Start program to fulfill remaining high school graduation requirements (students must check with their designated Jump Start high school counselor to determine equivalencies in coursework).

**What courses can I take?**

Students’ coursework should include remaining math and English coursework to satisfy high school graduation requirements, if applicable. The remaining courses should be part of the recommended programs of study. Jump Start’s goal is to ensure that students are on a pathway of completing a program of study in their chosen majors. The designated Jump Start college counselor will assist the student in determining which courses fulfill the remaining high school requirements and also requirements for the program of study.

**How do I apply?**

Application processes and timelines vary. Interested students should talk to their designated Jump Start high school counselor to determine the specific application timelines for his/her school and the applicable community college. Jump Start application forms may also be downloaded from the Jump Start website.

The application process may include, but is not limited to:

- **Jump Start Commitment Form** – requires signature from the student’s parent/guardian
- COMPASS testing
- **Jump Start Application Form**
  - Requires signature from the student’s parent/guardian, high school counselor, and high school principal. Students may download the application from the Jump Start website or request an application through their designated Jump Start high school counselor.
  - A copy of the student’s Career Connections or RIASEC inventory results
  - A short essay describing the student’s academic and professional goals.
- Proof of satisfying specific Health requirements (TB and MMR)
• Completion of the Jump Start Teacher Recommendation Form
• A scheduled meeting with the designated Jump Start high school counselor, student and the student’s parent/guardian.

*Is transportation available?*
Students must provide their own transportation to the community college of attendance.
JUMP START PARTICIPATING HIGH SCHOOLS AND CONTACT INFORMATION

### Island of O’ahu

<table>
<thead>
<tr>
<th>High School Information</th>
<th>Contact Person/Title</th>
<th>Office Phone</th>
<th>E-mail address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campbell HS</td>
<td>Ms. Serena Lakalaka 11th grade Counselor</td>
<td>687-3131</td>
<td><a href="mailto:Serena_lakalaka@notes.k12.hi.us">Serena_lakalaka@notes.k12.hi.us</a></td>
</tr>
<tr>
<td>Farrington HS</td>
<td>Mr. Regan Honda College Counselor</td>
<td>832-3600</td>
<td><a href="mailto:Regan_Honda@notes.k12.hi.us">Regan_Honda@notes.k12.hi.us</a></td>
</tr>
<tr>
<td>Kaimuki HS</td>
<td>Mr. Tom Schemel Post High School Counselor</td>
<td>733-4900, ext. 247</td>
<td><a href="mailto:Thomas_Schemel@notes.k12.hi.us">Thomas_Schemel@notes.k12.hi.us</a></td>
</tr>
<tr>
<td>Kapolei HS</td>
<td>Mr. Myles Okoji Counselor</td>
<td>692-8200</td>
<td><a href="mailto:Myles_okoji@hurricanes.k12.hi.us">Myles_okoji@hurricanes.k12.hi.us</a></td>
</tr>
<tr>
<td>McKinley HS</td>
<td>Ms. Colleen Inaba College Counselor</td>
<td>594-0400, ext. 1019</td>
<td><a href="mailto:Colleen_Inaba@notes.k12.hi.us">Colleen_Inaba@notes.k12.hi.us</a></td>
</tr>
<tr>
<td>Nānākuli HS</td>
<td>Ms. Raemie Pagaduan Counselor</td>
<td>668-5823, ext. 249</td>
<td><a href="mailto:Raemie_pagaduan@notes.k12.hi.us">Raemie_pagaduan@notes.k12.hi.us</a></td>
</tr>
<tr>
<td>Pearl City HS</td>
<td>Mr. Mark Oda College Counselor</td>
<td>454-5574</td>
<td><a href="mailto:Mark_Oda@notes.k12.hi.us">Mark_Oda@notes.k12.hi.us</a></td>
</tr>
<tr>
<td>Roosevelt HS</td>
<td>Ms. Dayna Kaneshiro Post High School Counselor</td>
<td>531-9472</td>
<td><a href="mailto:Dayna_Kaneshiro@notes.k12.hi.us">Dayna_Kaneshiro@notes.k12.hi.us</a></td>
</tr>
<tr>
<td>Wai’anae HS</td>
<td>Ms. Theresa Sanchez College Counselor</td>
<td>697-9495</td>
<td><a href="mailto:tsanchez@seariders.k12.hi.us">tsanchez@seariders.k12.hi.us</a></td>
</tr>
<tr>
<td>Waipahu HS</td>
<td>Dr. Mark Silliman Transition Coordinator</td>
<td>528-9575</td>
<td><a href="mailto:Mark_Silliman@notes.k12.hi.us">Mark_Silliman@notes.k12.hi.us</a></td>
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### Island of Kaua’i

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<th>E-mail address</th>
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<tbody>
<tr>
<td>Kapa’a HS</td>
<td>Ms. Nellie Okamoto Counselor</td>
<td>821-4400</td>
<td><a href="mailto:Nellie_okamoto@notes.k12.hi.us">Nellie_okamoto@notes.k12.hi.us</a></td>
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<tr>
<td>Kaua’i HS</td>
<td>Mr. Charles Fulks Counselor</td>
<td>274-3160, ext. 115</td>
<td><a href="mailto:Charles_fulks@notes.k12.hi.us">Charles_fulks@notes.k12.hi.us</a></td>
</tr>
<tr>
<td>Waimea HS</td>
<td>Ms. Jennifer Moniz Counselor</td>
<td>338-6810, ext. 113</td>
<td><a href="mailto:Jennifer_moniz@notes.k12.hi.us">Jennifer_moniz@notes.k12.hi.us</a></td>
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### Island of O‘ahu

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<th>Community College</th>
<th>Contact Person/Position</th>
<th>Office Phone</th>
<th>E-mail address</th>
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<tbody>
<tr>
<td>Honolulu CC</td>
<td>Ms. Maggie Templeton</td>
<td>845-9137</td>
<td>mtemplet@hawai‘i.edu</td>
</tr>
<tr>
<td></td>
<td>Counselor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kapi‘olani CC</td>
<td>Mr. Sheldon Tawata</td>
<td>734-9842</td>
<td><a href="mailto:sheldont@hawaii.edu">sheldont@hawaii.edu</a></td>
</tr>
<tr>
<td></td>
<td>Ku‘ilei High School to</td>
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<tr>
<td></td>
<td>College Coordinator</td>
<td></td>
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</tr>
<tr>
<td>Leeward CC</td>
<td>Dr. Sharleen Chock</td>
<td>455-0235</td>
<td><a href="mailto:sharleen.chock@hawaii.edu">sharleen.chock@hawaii.edu</a></td>
</tr>
<tr>
<td></td>
<td>Counselor</td>
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<tbody>
<tr>
<td>Kaua‘i CC</td>
<td>Mr. John Constantino</td>
<td>245-8245</td>
<td><a href="mailto:johncons@hawaii.edu">johncons@hawaii.edu</a></td>
</tr>
<tr>
<td></td>
<td>Counselor</td>
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### RECOMMENDED PROGRAMS, REQUIREMENTS AND ADDITIONAL COSTS

**Honolulu Community College**
- For more program information, visit the [Honolulu CC website](#) or click on the links provided in each Program.
- Specific course descriptions and program requirements may be found in the current [Honolulu CC catalog](#).

**Kapi‘olani Community College**
- For more program information, visit the [Kapi‘olani CC website](#).
- Specific course descriptions and program requirements may be found in the current [Kapi‘olani CC Catalog](#).

**Leeward Community College**
- For more program information, visit the [Leeward CC Website](#).
- Specific course descriptions and program requirements may be found in the current [Leeward CC Catalog](#).

**Kaua‘i Community College**
- For more program information, visit the [Kaua‘i CC Website](#).
- Specific information on course descriptions and program requirements may be found in the current [Kaua‘i CC Catalog](#).

*Please check with your designated Jump Start high school counselor or applicable community college for current information. Please note that all additional costs are estimated and are subject to change.*

**Although there are no specific program entry requirements in math and/or English, certain courses have other prerequisite requirements; Minimum placement for these courses is English 22 or higher and Math 24 or higher to ensure that student will meet high school graduation requirements concurrently, if applicable.*
### Honolulu Community College – Recommended Programs, Requirements and Additional Costs

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<thead>
<tr>
<th>Honolulu CC Programs**</th>
<th>Program Descriptions</th>
<th>Math/English Placement Requirements to begin major coursework</th>
<th>Additional Costs* Tools and Supplies*</th>
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<tbody>
<tr>
<td><strong>Administration of Justice (AJ)</strong></td>
<td>This program is designed to prepare the student academically for entry into the Administration of Justice career field; i.e., law enforcement, courts, corrections, or private security. Courses are also provided to meet the training needs of the in-service professional.</td>
<td>Placement in ENG 100 <a href="#">Course Descriptions and Requirements</a></td>
<td>The cost for textbooks is approximately $400 per semester</td>
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<tr>
<td><strong>Auto Body Repair &amp; Painting (ABRP)</strong></td>
<td>The curriculum used for the program is published by the I-CAR Education Foundation and is based on the National Automotive Technicians Education Foundation (NATEF) Auto Body Task List and the National Institute for Automotive Service Excellence (ASE) technician certification standards. Students completing the program will be prepared for employment in the Auto Body Repair and Painting industry and related areas. Classroom and laboratory work is offered in a modern and well-equipped facility. The program is certified by NATEF.</td>
<td>Placement in ENG 22/60 or ESL 23 Placement in MATH 50/53 Note: Respirator Use Clearance Also Required <a href="#">Course Descriptions and Requirements</a></td>
<td>The cost for tools, supplies and textbooks is approximately $1500-2000. Purchases of additional tools, textbooks, and mock up materials may be required each semester.</td>
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<tr>
<td><strong>Carpentry Technology (CARP)</strong></td>
<td>Entrance into the carpentry trade is usually obtained through serving a four-year indentured apprenticeship. The Carpentry Department offers a program of instruction which, when successfully completed, provides an excellent background for those desiring to enter the Apprenticeship Program. Industry standards and safety regulations are emphasized.</td>
<td>Placement in ENG 22/60 or ESL 23 Placement in MATH 50/53 <a href="#">Course Descriptions and Requirements</a></td>
<td>The cost for tools and textbooks is approximately $460 for the first year and $50 for each succeeding year.</td>
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<tr>
<td><strong>Communication Arts (CA)</strong></td>
<td>The Communication Arts program embraces three areas of study which are all interrelated: Design (visual solutions), Print (production skills for print media) and Multimedia (on-line publishing). All focus on meeting the ever-changing needs of business and industry. The Communication Arts program prepares students for entry level employment in graphic design, advertising design, desktop publishing, electronic imaging and prepress, on-line publishing, digital photography, and all aspects of the publishing and printing industries.</td>
<td>Placement in ENG 100 Placement in MATH 25 <a href="#">Course Descriptions and Requirements</a></td>
<td>The estimated cost of the two-year program for required texts and supplies is approximately $2000.</td>
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<tr>
<td><strong>Computing, Electronics, &amp; Networking Technology (CENT)</strong></td>
<td>The Computing, Electronics, and Networking Technologies program is a course of study that prepares students for entry-level employment in the field of Information and Communications Technology. Core classes are designed to give students a firm foundation in the basics of computers, networking, and information systems.</td>
<td>Placement in ENG 100 Placement in MATH 103 or MATH 135 or Higher ICS 100 or ICS 101 <a href="#">Course Descriptions and Requirements</a></td>
<td>The cost of equipment and textbooks is between $1000-$2000 for the entire program. It is recommended that students have their own computers and access to the Internet.</td>
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<tr>
<td>Honolulu CC Programs**</td>
<td>Program Descriptions</td>
<td>Math/English Placement Requirements to begin major coursework</td>
<td>Additional Costs* Tools and Supplies*</td>
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<td><strong>Early Childhood Education (ED)</strong></td>
<td>This program is designed for people interested in working with young children. There are two different focuses for this program: Infants and Toddlers and Preschool age children. Both programs prepare students through class assignments and field experience (practicum), both on campus and in the community.</td>
<td>Placement in ENG 100 Course Descriptions and Requirements</td>
<td>The estimated cost of textbooks and supplies is $500.00.</td>
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<tr>
<td><strong>Fashion Technology (FT)</strong></td>
<td>This well-designed program teaches students the basics of clothing construction, industrial sewing, pattern making, textiles, textile art, fashion sketching and design, computerized grading, and marker making. Students learn through both instructional theory and hands-on, practical projects. Once students have mastered the fashion design and production techniques, they will advance to the high-tech equipment and software used in developing patterns.</td>
<td>Placement in MATH 50 or higher Course Descriptions and Requirements</td>
<td>The cost for textbooks is approximately $200-$500 per semester. The costs of supplies vary depending on projects ($150-$300 per semester).</td>
</tr>
<tr>
<td><strong>Fire and Environmental Emergency Response (FIRE)</strong></td>
<td>The Fire and Environmental Emergency Response Program courses are provided to meet the needs of the in-service professional as well as students who are not employed by the Fire Service. This Program is designed to prepare students academically for the Fire Service Field, i.e., insurance adjuster, investigator, and safety and building inspector.</td>
<td>Placement in ENG 100 Placement in MATH 24/50 Course Descriptions and Requirements</td>
<td>The cost of Textbooks is approximately $100 - $250 per semester. Fees for clothing rental and equipment purchase for 280A, 280B, and 280C could exceed $1000.</td>
</tr>
<tr>
<td><strong>Music &amp; Entertainment Learning Experience (MELE)</strong></td>
<td>MELE - Music &amp; Entertainment Learning Experience utilizes a comprehensive music business and production curriculum meeting the requirements for entry-level training of music industry and production professionals. The curriculum focuses on combining academic experience with real-world applications to prepare students to work in the rapidly evolving global music industry of the 21st century. The program core offers a rounded curriculum grounding students in the basics of the music industry, sound recording and the business of music. The MELE program offers two distinct degree paths: the Associate of Science in Music Business &amp; Production and Associate of Science in Audio Engineering Technology.</td>
<td>Placement in ENG 100 Placement in MATH 25 Course Descriptions and Requirements</td>
<td>The cost for textbooks is approximately $240.</td>
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<tr>
<td><strong>Sheet Metal and Plastics (SMP)</strong></td>
<td>This curriculum is designed to qualify students for entry into the field of sheet metal as apprentices. They will develop skills in fabricating air conditioning ducts; architectural metal work; welding and fabricating plastics; and, pattern development.</td>
<td>Placement in ENG 22/60 Placement in MATH 50/53 Course Descriptions and Requirements</td>
<td>The cost of tools, instruments, and textbooks is approximately $580.</td>
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<tr>
<td>Honolulu CC Programs**</td>
<td>Program Descriptions</td>
<td>Math/English Placement Requirements to begin major coursework</td>
<td>Additional Costs* Tools and Supplies*</td>
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<tr>
<td><strong>Welding Technology (WELD)</strong></td>
<td>The Welding curriculum is designed to meet the minimum skill standards established by the American Welding Society (AWS) for entry-level welders. Training is given in both theory and practical skills in the various phases of welding and cutting. This includes arc welding, plasma and air carbon arc cutting, oxyacetylene welding, TIG welding, MIG welding, gas metal and flux core arc welding, welding inspecting testing principles and fabrication techniques. Entry-level welders are employed in a wide range of industries that use welding and welding-related tasks. This range of industries includes small, medium, and large union and non-union facilities. Students have the option of pursuing a Certificate of Achievement or Associate of Applied Science degree.</td>
<td>Placement in ENG 22/60 Placement in MATH 50/53 Recommended Prep: IS 20 Course Descriptions and Requirements</td>
<td>The cost for tools, books, and supplies is approximately $450.00. Purchases of additional tools and textbooks may be required each semester.</td>
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### Kapi'olani Community College - Recommended Programs, Requirements and Additional Costs

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<tr>
<th>Kapi'olani CC Programs**</th>
<th>Program Descriptions</th>
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<th>Additional Costs* Tools and Supplies* (Textbooks: approximately $300/semester)</th>
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<tr>
<td>Accounting (ACC)</td>
<td>The Accounting Program prepares students for paraprofessional accounting positions in small business, public accounting, private industry, nonprofits and governmental organizations. Students get practical, hands-on workplace-relevant skills and techniques to research relevant data, find solutions to perform payroll and individual and business tax functions, prepare appropriate reports and use accounting information systems to perform accounting and reporting functions. As a capstone to the accounting degree, a required internship allows students to gain actual job experience while earning credits towards graduation. The degree and certificates provide various options for entry-level positions in bookkeeping, payroll, accounts receivable and payable, inventory, and tax services. Completion of the Associate Degree in Accounting prepares the students to transfer to University of Hawai‘i-West O'ahu (UHWO) for a Bachelor of Arts in Business Administration with a concentration in Accounting.</td>
<td>Course Descriptions and Requirements</td>
<td>Approximately $100 for face-to-face courses</td>
</tr>
<tr>
<td>Culinary (CULN)</td>
<td>Accredited by the American Culinary Federation Foundation (ACFF), the National award-winning Culinary Arts Program at KCC offers a variety of degree and certificates that prepare students for a wide range of positions in the food service industry, from entry level to managerial. The College has articulated its Advanced Professional Certificate (APC) in Culinary Management with a Bachelors of Applied Science (BAS) degree at the University of Hawai‘i - West O'ahu. Three Associate in Science (AS) degree options are offered in Culinary Arts with specializations in Culinary Arts, Pastry Arts, and Institutional Food Service. A Certificate of Achievement (CA) is offered in Culinary Arts. Certificates of Competence (CO) are also offered in Culinary Arts, Dining Room Service, and Pastry Arts.</td>
<td>Course Descriptions and Requirements</td>
<td>Approximately $350.00 for uniform/knife kit set</td>
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<tr>
<td>Hospitality and Tourism with a concentration in Hospitality Operations Management (HOST)</td>
<td>The Associate in Science, Hospitality and Tourism with a Concentration in Hospitality Operations Management is a four-semester program of study. The program is designed to help students acquire both the knowledge and practical skills necessary to qualify successfully for work in various capacities in the hospitality industry and to transfer to a four-year program. It prepares students for employment in hotel and resort front office, concierge, reservations, housekeeping, sales, and uniformed services positions.</td>
<td>Course Descriptions and Requirements</td>
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<td>Kapiʻolani CC Programs**</td>
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<tr>
<td><strong>Hospitality and Tourism with a concentration in Travel and Tourism Operation (HOST)</strong></td>
<td>The Associate in Science in Hospitality and Tourism with a Concentration In Travel and Tourism Operation is a four-semester program of study. This competency based program prepares students for employment in a variety of positions available in the large scope of the travel and tourism industry and to transfer to four-year programs. Students entering the workforce will find opportunities in airline operations, ticketing and reservations, travel agencies, tourism planning and development, meeting and convention coordination, special events and tour itinerary planning. In addition to the specialized Travel and Tourism courses, this program combines general education classes along with a complete hospitality core to provide students with a comprehensive program of study.</td>
<td>Course Descriptions and Requirements</td>
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<tr>
<td><strong>Information Technology (ITS)</strong></td>
<td>The Information Technology program provides students with strong fundamentals in programming, networking, computer support and maintenance, and front-end graphical user interface (GUI) programming with connectivity to databases such as Microsoft ACCESS, Microsoft SQL Server, and Oracle, in a stand alone or a Web environment. This is all done within the context of supporting business activities. Graduates are prepared to perform services as a computer support specialist, technical support specialist, help desk technician, database administrator, and network administrator to set up and configure a local area network, as a front-end GUI interface programmer, or Web developer using tools to create a web store or conduct a web-based business. A required internship offers students the opportunity to gain actual job experiences using skills learned in class. Completion of the Associate Degree in IT prepares the students to transfer to UHWO for a Bachelor in Applied Science in Information Technology.</td>
<td>Course Descriptions and Requirements</td>
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<tr>
<td><strong>Marketing (MKT)</strong></td>
<td>The Marketing program is designed to prepare students to apply principles, concepts and technical skills in marketing using a practice-based approach to learning. Students gain competency in customer relationships and the selling process, learn to develop a marketing plan, and learn general management theory and practices, organizational behavior, human resources, international marketing, integrated marketing communications and merchandise management via lectures and projects. A required internship offers students the opportunity to gain actual job experience using skills learned in class. Completion of the Associate Degree in Marketing prepares the students to enter the work force or to transfer to UHWO for a Bachelor of Arts in Business Administration with a concentration in Marketing.</td>
<td>Course Descriptions and Requirements</td>
<td>Approximately $200</td>
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<tr>
<td>Kapi‘olani CC Programs**</td>
<td>Program Descriptions</td>
<td>Math/English Placement Requirements to begin major coursework</td>
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<td><strong>Paralegal (LAW)</strong></td>
<td>The Paralegal program prepares students for entry level positions in the legal field working for lawyers, in law offices, or governmental agencies. Paralegal program graduates are prepared to assist in interviewing clients and witnesses, investigating cases, performing legal research, maintaining client files, drafting legal documents which may include contracts, mortgages and trust instruments, attending hearings, scheduling of court dates, managing workflow of cases and assisting the lawyers in other areas such as obtaining affidavits, and assisting in trials. A required internship offers students the opportunity to gain actual job experiences using skills learned in class.</td>
<td><strong>Course Descriptions and Requirements</strong></td>
<td>Law textbooks Approximately $150 each, supplies Approximately $20 per course.</td>
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<tr>
<td>Leeward CC Programs</td>
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<tr>
<td>**Accounting (ACC) **</td>
<td>Accounting is a basic language of business. This program is designed to prepare you for entry-level accounting positions in accounts receivable, accounts payable, payroll, inventory, bookkeeping, and other related fields. Your development in the areas of analytical knowledge, communication skills, and computer applications is emphasized.</td>
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<td><strong>Automotive Technology (AMT)</strong></td>
<td>Do you love cars—their engines, their complexity, their freedom? You can turn your love of cars into a high-paying career! You'll gain the skills and competencies necessary for a successful career as an automotive technician. You'll understand and achieve the work habits and attitudes necessary to work in a highly competitive field, and obtain the skills necessary to keep ahead of the latest technological changes in the automotive field. The program offers hands-on shop training by certified instructors (Automotive Service Excellence) with years of real-world experience in the industry.</td>
<td>Prerequisite to AMT 20 and to enter the first semester group of courses is completion of Eng 22 with a “C” or higher and placement in QM 107C or higher. Recommended preparation is placement in Eng 102 or completion of Eng 21 with “C” or higher.</td>
<td>$1,875 - $1,985</td>
</tr>
<tr>
<td><strong>Business Technology (BTEC)</strong></td>
<td>This program offers you practical skills for today's competitive work environment. You can gain entry into just about any industry as office staff and learn about the company from the inside out. As a Business Tech major, you'll acquire critical office and IT skills, along with communication and organizational proficiencies. You'll also enhance your confidence and develop customer service excellence.</td>
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<tr>
<td>**Culinary Arts (CULN) **</td>
<td>Prepare for a culinary career with a fusion of hands-on experiences and classroom instruction. You'll develop the skills and confidence essential for a wide range of culinary careers. You'll be exposed to time-honored classical European and Asian techniques, as well as local and contemporary flavors. Over $6 million have been invested in our state of the art facilities, offering 4 beautiful &amp; practical teaching kitchens and the newly renovated fine dining restaurant, The Pearl. These facilities are designed to give you an opportunity to apply the theories and techniques of industry in a realistic and practical environment. You'll also be able to enhance and broaden your education experience through externships at some of our state's finest restaurants.</td>
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<td>$400</td>
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<td>Leeward CC Programs</td>
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<td><strong>Digital Media (DMED)</strong>**</td>
<td>This program combines a solid foundation of art and design with the practical technical skills needed to explore and express ideas in today's multimedia world. You'll get integrated digital media training in art theory, web development, computer graphics, digital photography, non-linear digital video, streaming media and web animation, motion graphics, media authoring, and 2D and 3D animation. Digital media specialists are in demand in almost every type of business. Leeward's program helps you develop the skills required for a variety of digital media careers, in such diverse fields as multimedia industries, graphic design, education, advertising, computer science, television, film, and corporate communications.</td>
<td>A program entry requirement is English 22 or equivalent. There is no Math requirement. Course Descriptions and Requirements</td>
<td>$800 - $1,000</td>
</tr>
<tr>
<td><strong>Health Information Technology (HIT)</strong>**</td>
<td>The U.S. Department of Labor states that employment in the Health Information Technology (HIT) field is projected to grow nearly twice as fast as the average for all occupations in future years! As the medical industry becomes increasingly dependent on digital communication and recordkeeping, the demand for skilled employees who can collect and analyze healthcare data is critical to manage vital information for their services. HIT professionals are responsible for the organization and accurate maintenance of computerized patient medical records. They may also be responsible for the timely and accurate submission of complex insurance documents. Successful graduates can find employment at hospitals, medical offices, and insurance companies in positions, including medical office manager, medical transcriptionist, medical records technician, and medical coding specialist.</td>
<td>Course Descriptions and Requirements</td>
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<tr>
<td><strong>Information &amp; Computer Science (ICS)</strong></td>
<td>Today's world revolves around technology...creating a continual need for skilled ICS workers! Just about everything depends on computers! You can prepare for employment as technical support to professional and administrative personnel with the Associate in Science Degree, choosing from five areas of specialty: Network Support, Database Support, Information Security, Mobile Developer, and Software Developer. Skills in writing, speech, economics and mathematics complete the preparation for employment. The ICS course credits are transferable at the bachelor's degree level, so it's a cost-effective way to start a four-year degree!</td>
<td>Program entry requirements are English 22, and Math 82 or equivalent. Course Descriptions and Requirements</td>
<td>$50</td>
</tr>
<tr>
<td><strong>Management (MGT)</strong>**</td>
<td>This program prepares you for entry-level employment and supervisory positions in a variety of organizations. Become an expert in the use of the latest computer software, conquer office essentials, and get the edge needed to land that first job or earn that promotion! Our program provides training in the communication, problem-solving, and leadership skills necessary for success and advancement in today's workplace.</td>
<td>Course Descriptions and Requirements</td>
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<td>Leeward CC Programs</td>
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<td><strong>Plant Biology and Tropical Agriculture (PBT)</strong></td>
<td>Do you enjoy working outdoors or growing plants? Are you concerned about food security and want to grow your own food? Are you also interested in a career that uses modern technology? The Plant Biology and Tropical Agriculture Program provides you the education and training to succeed in Hawaii's diversified agriculture and biotechnology workforce. It's also a perfect start to a four year degree in bioscience, or developing your own agribusiness.</td>
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<tr>
<td><strong>Teaching (AAT)</strong></td>
<td><strong>Aspire to inspire!</strong> Becoming a teacher is one of the most rewarding careers you can choose. Leeward’s teacher education program provides a supportive learning environment where future teachers can come together to network, support, and grow with one another. The Associate in Arts in Teaching (AAT) degree program is designed to provide a career ladder for teaching. The program prepares you to be an effective educator and provides a solid foundation for those interested in becoming highly qualified Educational Assistants or those pursuing a baccalaureate degree in education towards teacher licensure. The AAT degree allows you to jump start your study of education by offering education course and field experiences in your freshmen and sophomore college years. Articulation agreements allow for a smooth transition from Leeward CC to local university teacher education programs. Join us as we change the world...one student at a time!</td>
<td>Recommended placement of English 100</td>
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<tr>
<td><strong>Television Production (TVPR)</strong></td>
<td>Develop skills in lighting, audio, location &amp; studio production, directing, editing, camera operation, and television graphics. This career-oriented program is designed for students seeking job-entry skills, retraining or upgrading in professional digital cinematography, with emphasis on all aspects of video production. The program is demanding, condensed, academically challenging, and requires substantial time commitments. Courses and extensive hands-on labs include the use of state-of-the-art digital video technology and equipment, emphasizing video equipment operation, storytelling, application and mastery of equipment, and aesthetics.</td>
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*Course Descriptions and Requirements*
### Kaua'i CC - Recommended Programs, Requirements and Additional Costs

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<td><strong>Accounting</strong></td>
<td>The Accounting curriculum promotes the dynamic yet practical nature of the Accounting profession. An emphasis on the integration of knowledge and technology forms a solid foundation that will support versatile career and educational endeavors. Students engage in skills and competencies to succeed as paraprofessionals in business environments such as bookkeeping, payroll processing, tax preparation or supporting roles in government, new or continuing small businesses, or other large industries such as hospitality, tourism, or agriculture.</td>
<td>Course Descriptions and Requirements</td>
<td>Tools and Supplies* Textbooks: Approximately $570/semester</td>
</tr>
<tr>
<td><strong>Auto Body Repair and Painting</strong></td>
<td>The Auto Body Repair and Painting program has revised its curriculum based on the National Institute for Automotive Service Excellence (ASE), National Automotive Technicians Education Foundation (NATEF), and Inter-Industry Conference on Auto Collision Repair (I-Car). The program prepares students to take further training if they desire I-Car certification.</td>
<td>Course Descriptions and Requirements</td>
<td>The cost of tools and supplies for the four semesters is approximately $1,900</td>
</tr>
<tr>
<td><strong>Automotive Technology</strong></td>
<td>The goals of the Automotive Technology program are to prepare the student with the skills and competencies necessary for a successful career as an automotive technician, to instill in the student the work habits and attitude necessary to work in a highly competitive field, and to provide the student with the basic skills necessary to become a lifelong learner in order to keep abreast of the latest technological changes in the automobile.</td>
<td>First-semesters courses require placement into ENG 21 and MATH 50. Student must maintain a valid driver's license throughout the course of study. Course Descriptions and Requirements</td>
<td>The cost of tools and supplies for the four semesters is approximately $2,500</td>
</tr>
<tr>
<td><strong>Business Technology</strong></td>
<td>The Business Technology program focuses on skills, attitudes, and knowledge needed to prepare students for employment in government and industry positions such as administrative assistants, information processors, receptionists, clerks, or secretaries.</td>
<td>Course Descriptions and Requirements</td>
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<tr>
<td><strong>Carpentry</strong></td>
<td>The Carpentry Technology program provides the basic entry-level skills in the construction of buildings. Skilled carpenters are required in areas of new building construction, repair, and alteration of buildings. The program provides an introduction into the sustainable and green construction methods and materials, while offering instruction in the State's building codes for energy efficiency. This program also enhances the graduates' entry into the carpenters' apprenticeship program.</td>
<td>1) Placement in ENG 22 or higher and qualified for MATH 50 or higher; 2) approval of instructor. Course Descriptions and Requirements</td>
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<td>Kaua'i CC Programs</td>
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<td><strong>Cisco</strong></td>
<td>The Cisco Certified Networking Associate (CCNA) program is a four-course program that uses web-based computer instruction and a lab setting that closely resembles a real networking environment to explore networking technology. Students gain skills needed for designing, building and maintaining computer networks.</td>
<td>Course Descriptions and Requirements</td>
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<tr>
<td><strong>Digital Media Arts (DMA): Digital Film</strong></td>
<td>Students in the Digital Film program will receive instruction in story and script preparation; pre-production, as well as digital filming techniques and technologies; nonlinear editing and digital postproduction; and digital sound editing. Students will receive a solid foundation in elements of art and principles of design.</td>
<td>Course Descriptions and Requirements</td>
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<tr>
<td><strong>Digital Media Arts (DMA): Digital Graphics Design</strong></td>
<td>Students in the Digital Media Arts: Digital Graphic Design program will receive instruction in graphics hardware and software; digital imaging; print preparation; page layout and design; desktop publishing; print preparation; and applicable principles of graphic design for print, video, interactive multimedia, and web graphics.</td>
<td>Course Descriptions and Requirements</td>
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<tr>
<td><strong>Early Childhood Education</strong></td>
<td>The Early Childhood Education program prepares students with the attitudes, skills, and knowledge necessary to teach in preschool programs. The training melds the theoretical and the practical by including hands-on lab experiences using practices conducive to the healthy development of the whole child.</td>
<td>Completion of ENG 100 with a “C” or higher is required for entry into ED 195 and second-level courses; therefore, it is recommended that students enroll in ENG 100 as soon as possible. Course Descriptions and Requirements</td>
<td>$85</td>
</tr>
<tr>
<td><strong>Electrical Installation and Maintenance Technology</strong></td>
<td>The Electrical Installation and Maintenance Technology (EIMT) program is comprehensive, fulfilling the requirements for entry-level positions in the electrical field; providing technical knowledge needed as well as the essential hands-on skills that meet the condition for achieving success in the electrical field. Emphasis is placed on wiring in accordance with both the provisions contained in the National Electrical Code and the energy conservation codes. Successful completion of the Electrical Installation and Maintenance Technology program, will prepare an individual to take the State of Hawai'i Maintenance Electrician License Test.</td>
<td>Program Admission Requirements: 1) Placement in ENG 22 or higher and qualified for MATH 50 or higher; 2) approval of instructor. Course Descriptions and Requirements</td>
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<td>Kaua‘i CC Programs</td>
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<td><strong>Electronics Technology</strong></td>
<td>The Electronics Technology program offers learning opportunities that allow students to develop competencies necessary for entry, retention, and advancement in occupations requiring knowledge of electronics, computer technology, networking, information technology, and telecommunications. Graduates may proceed forward into Electronics or Computer Engineering Technology baccalaureate programs or enter the workforce as entry-level technicians.</td>
<td>Program Admission Requirements: (1) Placement into ENG 100; (2) placement in MATH 103; (3) or approval of instructor.</td>
<td>$30</td>
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<tr>
<td><strong>Facilities Engineering and Technology</strong></td>
<td>The Facilities Engineering Technology program will prepare individuals for employment in jobs requiring multiple maintenance competencies. These competencies will allow graduates to obtain general maintenance positions in a variety of industries. Graduates will have gained knowledge in electrical applications and practices; refrigeration and air conditioning systems; and drywall, painting, and construction methods.</td>
<td>Course Descriptions and Requirements</td>
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<tr>
<td><strong>Hospitality &amp; Tourism</strong></td>
<td>The Hospitality and Tourism (HOST) program is designed to ensure students success in their chosen hospitality careers. The program is designed to meet the needs of those who are already employed in the hospitality services industry, as well as those who wish to prepare themselves for entry into this global field.</td>
<td>Course Descriptions and Requirements</td>
<td>$5</td>
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</tbody>
</table>
Students entering Jump Start receive a letter from their high school principal which includes information on the mandatory summer Preparing for College Success program. The Preparing for College Success program begins on the first day of the public school start date and lasts for 2 weeks at the participating community colleges. The program may be scheduled from Monday – Friday with times to be determined.

Prior to the end of the student’s junior year in high school, an enrollment packet is emailed to the student. The enrollment packet includes specific dates and times of the summer Preparing for College Success program as well as the following:

- **Jump Start Agreement Form** (to be signed by the parent/legal guardian)
- **Jump Start Student Success Report Form**
  - A form which allows the community college instructors to note the student’s progress at specific times during the student’s enrollment
  - Students must obtain the information directly from their community college instructor and submit the form along with a copy of their class schedule to their high school counselor by the indicated deadlines
- **A map of the community college**
- **The Preparing for College Success program’s orientation schedule/syllabus**

To ensure proper delivery of the enrollment packet, students must ensure that they provide their community college counselor with an up-to-date email address.

The summer Preparing for College Success program details important information and skills to assist students in increasing their likelihood of success at the community college. Information may include, but is not limited to:

- Campus Resources
- Textbook information
- Information regarding progress reports and due dates
- College success skills

Students continuing in Jump Start in the Spring semester will be required to attend a mandatory pre-Spring meeting with their college counselor. Spring meeting dates will be sent via email.

To provide students with up-to-date information and as a way to connect with other Jump Start students, group sessions will be scheduled throughout the semester. Students are encouraged to attend these group sessions.
IS JUMP START RIGHT FOR YOU?

Although the Jump Start program provides a great opportunity for early access to college, it also comes with great responsibility. It is important for students and parents to review all resource materials and seek guidance from their high school counselors before committing to participation.

Jump Start Testimonials

“The main deciding factor to enter Jump Start and start my college career early was to get ahead in life. For myself, I didn’t want to be stuck in a high school classroom and learn about things that didn’t apply to my future career. Instead, I wanted to learn about fashion technology to become a sewing teacher. My overall experience in Jump Start was great because I was able to get the help I needed in order to graduate on time and ahead. There might be bumps on the road to success, but the Jump Start team will help you through it.”

Lori Monden, 2011-2012 Jump Start student
Honolulu Community College, Fashion and Design Technology graduate, 2014
McKinley High School graduate, 2012

“Joining the Jump Start program was a huge benefit in my life. Getting one full year of college credits before even graduating high school is something I am proud of. Also, having all of the expenses paid off, from tuition to books, really helped me financially. College life is very different from high school life. However, I did have an easy time adapting into this new environment. I feel like the Jump Start program is very overlooked, and I feel that more students should participate in it because it is definitely worthwhile.”

Kerwinn Mendoza, 2013-2014 Jump Start student
Kapi’olani Community College, Information Technology
Kaimuki High School graduate, 2014
Things to Consider Before Applying to Jump Start

The decision to begin college early is an important one. It is important to consider each student’s maturity level in making choices about educational options. Although a student may be academically prepared for college level coursework, s/he may find the demands of college extremely overwhelming. Student success requires motivated individuals who work independently, take initiative, have good study skills, and are able to responsibly complete assignments on-time throughout the semester.

Parents and students should give careful consideration to the appropriateness of the chosen program before enrolling. Students should always keep in mind that they are starting a permanent college transcript when they take any college class. High school and college advisors are available to discuss the many options available for early college access.

Like any early access program, Jump Start has its own strengths and limitations:

<table>
<thead>
<tr>
<th>Program Strengths</th>
<th>Program Limitations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Academically prepared students have an opportunity to get a head start on taking college level courses and earning high school and college credits simultaneously.</td>
<td>• Withdrawing from a course mid-semester could affect a student's high school graduation status.</td>
</tr>
<tr>
<td>• Students have an opportunity to experience post-secondary education while in high school, easing the transition from high school to college and making future educational and career plans more realistic.</td>
<td>• Some academically qualified students may not be ready socially or emotionally for the college environment and may find the independence and rigor of college classes overwhelming.</td>
</tr>
<tr>
<td>• In college, high school students gain maturity and knowledge through participation in upper level courses and the diversity of other college students.</td>
<td>• High schools provide social networks and social development experiences for teenagers which are not as accessible at the college level.</td>
</tr>
<tr>
<td>• Students have the opportunity to take courses that may not be offered at their local high schools.</td>
<td>• College schedules may conflict with high school extracurricular activities (sports, drama, clubs, etc.), so careful planning must occur in order to avoid conflicts with family, work, and school activities.</td>
</tr>
<tr>
<td>• Students who have difficulty fitting into a traditional high school setting may flourish in a different educational setting.</td>
<td>• The college academic calendar may operate differently from the high school academic calendar (holidays and vacation periods are often different).</td>
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<tr>
<td></td>
<td>• Students are expected to attend classes at the college even though their high schools may not be in session.</td>
</tr>
</tbody>
</table>

What to Expect as a College Student

Once students begin attending college, they are considered "regular" college students. The college faculty expect the same level of classroom participation and quality of work from all students. Students are expected to meet class deadlines, be prepared for class, ask questions, and conduct themselves responsibly. If students are having difficulty or need additional assistance, it is their responsibility to seek out help from the instructor or other college official.

Instructors maintain posted office hours when students can come to see them for help or discussion. Appointments can usually be made outside of office hours if students have schedule conflicts. Other things students can expect to encounter as college students are:

- **Class Pace**: The academic pace of college classes is faster than in high school. For example, a high school math class that is taught in one year at the high school is taught in one semester at the college. During class time, here is little time for faculty to stop and review lessons for students who do not understand the material or who were absent from class. However, faculty members do encourage students to come to their offices for individual help.
- **Homework**: Many college classes demand an average of 2 hours of studying/homework for each hour of class time. Unlike high school, classroom time is not given to students for completing homework.
• **Class Size:** Classes can vary in size from 10 to 100 students, with an average class size of 30.

• **Attendance:** Some faculty take attendance, others do not. It is the student's responsibility to be prepared for class every day and meet all deadlines. Some faculty give pop quizzes and expect all papers to be turned in on time with no possibility for make-up work.

• **Class Participation:** This is an integral part of college and most faculty require students to participate in classroom discussions. Faculty will provide a syllabus at the beginning of the semester outlining their expectations. It is the student’s responsibility to understand and follow through with these expectations.

• **Communication:** Students are STRONGLY encouraged to check their MYUH e-mail AT LEAST ONCE A WEEK. Instructors, as well as the campus, will NOT send e-mails to any other account. If you have questions about the class, please communicate with your instructors and/or your counselors as soon as possible. The more they know about you, the more they can help.

• **Withdrawing/Dropping a Class:** Withdrawing from a class may have serious implications on a student’s high school graduation status. To withdraw from a class, students must obtain, complete and submit the correct form from the college Admissions and Records office. A copy of this form should also be given to the Jump Start counselor. Many students believe that if they simply stop attending, they will be withdrawn from a course; this is **NOT true.** Students must officially withdraw by completing the correct form and informing the proper officials. Students are encouraged to discuss dropping /withdrawing from courses with their counselor to ensure that the proper processes are completed prior to deadlines.

• **Grade Reports:** Grades are posted on "My UH Portal" following final exams. Each high school will receive grade reports for their Jump Start students and will, in turn, post these credits/grades on each student's high school transcript according to Department of Education guidelines.

• **Academic Records:** Students successfully completing classes through the Jump Start program will receive both high school and college credit. Specific questions on dual credit policies for high school credits should be directed to the high school counselor and/or principal. Grades received become part of the student’s permanent high school and college transcript.

• **Academic Standards:** Students must earn a 2.0 GPA in the Fall semester to be eligible to continue in the Jump Start program in the Spring. Students whose cumulative GPA falls below a 2.0 for any semester will be placed on academic probation. Students may face dismissal from the college if they are academically deficient.

• **Costs:** Costs vary depending on the chosen program. Students and their families should review all the associated costs prior to enrolling in a program. Scholarships and textbook purchase assistance may be provided and is dependent on available funding.

**WHAT ARE THE NEXT STEPS?**

Talk to the designated Jump Start counselor at your high school to:

- Obtain more information about Jump Start and timelines
- Find out where the next Jump Start information session will be held
- Explore CTE programs that may interest you in achieving your professional goals
- Take a career interest inventory ([UHCC Career Connections](#)) or [RIASEC interest assessment](#) (both are FREE and available online)
- Obtain information on COMPASS testing
- Complete and submit the [Jump Start Commitment form](#) and turn it in to the designated Jump Start high school counselor at the end of your 10th grade or at the beginning of your 11th grade year.

You can also visit Jump Start’s website or email jstart@hawaii.edu for more information. Please include the following when emailing Jump Start:

1. Name
2. Current high school attending
3. Current grade in high school
APPLICATION AND ENROLLMENT
Counselors are encouraged to disseminate Jump Start information to high school students as early as their 9th grade year. This provides the student with adequate time to obtain information and to prepare for entering the Jump Start program in his/her senior year. Other counselor-identified best practices include:

**Raising Awareness:**
- Placing information in the high school bulletin
- Including information about Jump Start on the high school and community college websites, with a link to the Jump Start website
- Making presentations on Jump Start in:
  - Summer bridge/transition programs for incoming 9th graders
  - 11th grade English or Social Studies classes
  - CTE classes
- Disseminating Jump Start information to CTE teachers
- Posting Jump Start flyers around campus
- Encouraging high school students to attend college campus visit days

**Increasing Engagement:**
- Conducting college informational nights for parents and students
- Coordinating group COMPASS testing days and times where
  - students take the COMPASS test at the community college as a group
  - students take COMPASS tests at the high school, provided the high school has adequate technology and support; it is recommended that the high school counselor contact the community college to determine if this is an available option
- Meeting with interested students and parents, individually or in a group.

**Building Excitement:**
- Encouraging early college access for students
- Sharing information about the Preparing for College Success summer program
- Sharing student experiences in the Jump Start program

**Jump Start Materials**
Jump Start recruitment and informational materials can be found in this handbook, downloaded from the [Jump Start Website](#), or requested by emailing [jstart@hawaii.edu](mailto:jstart@hawaii.edu). Materials include:
- **Jump Start flyers**
- **Jump Start Fact Sheet Handouts** - Fact Sheets are updated annually; Counselors should check the Jump Start website to ensure use of the most current handouts and program information
  - O'ahu
  - Kaua'i
- Jump Start Handbook (for students and parents)
- Jump Start Brochure (hard copies available for distribution)
APPLICATION PROCESS AND STUDENT FORMS

**Jump Start Commitment Form**
The commitment form is generally used to identify interested students. This form offers counselors a way to identify students who have exhibited interest in participating in Jump Start.

**COMPASS testing**
The COMPASS test is used to determine a student’s appropriate math and English levels. High school counselors need to contact the applicable community college testing center to determine the upcoming schedules for COMPASS testing. Counselors may also contact the community college to determine if COMPASS testing may be administered at the high school. COMPASS test results allow college counselors to determine whether or not the high school student is qualified to enter his/her program of choice at the community college.

Additional information on COMPASS testing may be found on the individual community college websites:
- Honolulu Community College COMPASS testing information
- Kapi‘olani Community College COMPASS testing information
- Leeward Community College COMPASS testing information
- Kaua‘i Community College COMPASS testing information

**Applying to Jump Start**
To complete the application process for Jump Start, students must submit the following to their high school Jump Start counselor:
1. Jump Start Application Form
2. A copy of the student’s RIASEC results or UHCC Career Exploration results
3. Jump Start Teacher Recommendation Form
4. University of Hawaii System Application
   It is recommended that the student completes a paper copy of the UH Application prior to completing the UH system application online. Students are encouraged to work with their counselors to complete the UH System application online.

Counselors are encouraged to assist the student in completing the UH System application online. Counselors should inform the student that the following information will be required to complete the application online:
- Social Security Number
- Legal Name
- Current address (mailing and/or permanent, if applicable)
- Phone numbers
- Date of Birth
- Citizenship Status (i.e. Visa #, Permanent Resident #)
- Email Address
- List of other colleges student has attended, if applicable
5. **Health Clearance**
The Department of Health requires all college students to be free of tuberculosis (TB) and measles mumps and rubella (MMR). All students must show proof of a negative TB test and proof of 2 MMR shots or one MMR shot and 1 measles shot prior to registration. Documentation of shot records must be submitted with the Jump Start Application and all other required forms to be eligible for Jump Start. Additional information and recommended testing sites may be found on the applicable community college website:

- [Honolulu CC Health Clearance](#)
- [Kapi‘olani CC Health Clearance](#)
- [Leeward CC Health Clearance](#)
- [Kaua‘i CC Health Clearance](#)

**ADMISSIONS PACKET AND SUMMER PROGRAM INFORMATION**

Students entering Jump Start receive a Jump Start admissions packet from their high school principal which includes:

- **Congratulatory letter from their high school principal**

- **Jump Start Agreement**
  - Must be signed by the parent/legal guardian and returned on the **first day** of the summer Preparing for College Success program.

- **Jump Start Student Success Report Form**
  - Students must complete the first two columns of the form; then have **ALL** of their community college instructors complete their portions of the report. Students must also attach a copy of their class schedules when submitting the completed form to the high school counselor.

- The **Preparing for College Success** program schedule

- **A map of the applicable community college(s)**
  - [Honolulu Community College](#)
  - [Kapi‘olani Community College](#)
  - [Leeward Community College](#)
  - [Kaua‘i Community College](#)

**PRE-SPRING ORIENTATION**

Students continuing in the spring semester will have a **mandatory** Pre-Spring Orientation with the college counselor that will take place prior to the start of the spring semester. Information on the dates and times of the orientation will be sent to the students by the community college counselor.
FINAL LIST OF JUMP START STUDENTS

Fall Semester

On or prior to April 1st, college counselors should submit, in the tabular format below, a list of college-registered Jump Start students, by high school, to jstart@hawaii.edu. The list will be utilized to develop student letters that are signed and mailed by the high school principals. The list should include the following student information:

Example:
High School: __________

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Initial(s)</th>
<th>Address</th>
<th>City</th>
<th>Zip</th>
<th>Email</th>
<th>Phone</th>
<th>Major</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Once the student’s college registration is completed, college counselors should submit a copy of each student’s registration information, including UHID, UH email, and course listings, including the CRN information to jstart@hawaii.edu. This will be used for program evaluation, attendance lists and textbook vouchers.

Spring Semester

On or prior to December 1st, college counselors should submit a list of students who will be continuing in the Jump Start program in the spring semester to jstart@hawaii.edu. Once the student has completed his/her spring semester registration of courses, the college counselor should submit a copy of each student’s registration information including UHID, UH email, and course listings, including the CRN information to jstart@hawaii.edu. This information will be used for program evaluation, attendance lists, and textbook vouchers.
INVOICES AND BILLING

Per the multi-year MOA:

Each participating university community college agrees to provide the DOE with an invoice with the names of students registered per high school campus, as well as the number of classes and equivalent credits each student has registered for, including basic student fees, in order for the DOE to remit full payment for up to 16 credits each semester to the colleges. Each university community college shall send an invoice to each participating high school of the DOE following the last day to add/drop classes at each university campus. Invoices shall reference this Agreement, be marked as “original” and shall be sent to the participating high school business addresses for remittance of payment, ATTN: PRINCIPAL.

Communication regarding invoices and billing should be addressed to the appropriate community college counselor or high school principal. Each representative will be identified and will provide oversight and guidance on the specific processes, if any, at his/her institution/high school.

TEXTBOOK VOUCHERS

Students are responsible for costs of books, tools, supplies, and any other non-tuition fees for their courses. A book allowance may be provided through a Hawai‘i P-20 Partnerships for Education grant.

When available, textbook vouchers will be distributed to the Jump Start students at the end of the summer Preparing for College Success program (for the fall semester) and at the Pre-Spring Orientation session (for the spring semester). Students must return the voucher with a parent/guardian signature to the college counselor.

Upon collecting the textbook vouchers, the college counselor must sign the vouchers and scan a copy to jstart@hawaii.edu and to the college’s bookstore. It is recommended that the students be provided with a copy (electronic or hard copy) of the voucher as some bookstores may vary in processes.

For the 2015-2016 school year, each voucher has been approved for a maximum of $500 per student, per semester. The amounts and availability of the textbook vouchers may be subject to change in the school years after 2015-2016.
FORMS, TEMPLATES, AND DOCUMENTS
## Appendix A - Annual Jump Start Timeline

<table>
<thead>
<tr>
<th>months</th>
<th>Activity</th>
</tr>
</thead>
</table>
| May-June     | • Program information updates are due from college counselors  
• Jump Start handbooks/promotional materials are reviewed for approval by the Jump Start Task Force |
| August-September | • Jump Start Information Handbook is disseminated to counselors (via email) and is made available online for interested students and parents  
• Jump Start Fact Sheets are updated and disseminated to counselors (via email) and made available online  
• Website is updated to reflect any annual changes  
• Jump Start brochures are printed and distributed to counselors |
| August-March | • High school and community college counselors jointly hold Jump Start information sessions for interested students at each participating high school  
• High schools place information in the high school bulletin, website, and/or disseminate information to appropriate teachers  
• Jump Start students may make visits as a group to the selected community college |
| October-April | • Students apply to Jump Start (Please check the suggested student and counselor checklists for suggested activities during this timeframe)  
• High School counselors send list of students to the applicable community college counselors |
| April-May    | • College counselors send list of students to the CTE Dual Credit Programs Coordinator  
• Instructors for the summer program are identified and contacted to begin the hiring process and to determine/finalize the dates, times and locations of the summer program  
• High school Principals send Jump Start acceptance letters and documents to accepted Jump Start students  
• Students register for classes at the community college |
| June-July    | • Jump Start students may take Senior English, Social Studies, and/or Math during summer school or on-line, e.g., NovaNet  
• CTE Dual Credit Programs Coordinator sends out information regarding 2-week summer program and other information |
| August       | • Required Jump Start Summer College Preparation takes place for two weeks (tentatively scheduled to begin the week public schools start but on the community college campuses)  
• Jump Start program begins |
| January      | • Required Jump Start Pre-Spring orientation |
## Appendix B - Recommended Counselors' Timeline

<table>
<thead>
<tr>
<th>Months</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>RECRUITMENT AND APPLICATION</td>
<td></td>
</tr>
<tr>
<td><strong>April – May</strong></td>
<td>High school counselors:</td>
</tr>
<tr>
<td>(Sophomores)</td>
<td>1. Publicize the <strong>Jump Start Program</strong>, recruit potential students through teachers, and distribute information to teachers and students in school bulletins and on school website.</td>
</tr>
<tr>
<td><strong>August-September</strong></td>
<td>2. Guide potential Jump Start students through the <strong>Jump Start Student Checklist</strong>, e.g. requirements, documentation, application process, etc.</td>
</tr>
<tr>
<td>(Sophomores/Juniors)</td>
<td>3. Encourage potential students to visit the <strong>Jump Start website</strong> to obtain additional information.</td>
</tr>
<tr>
<td><strong>October-March</strong></td>
<td>4. Invite potential students to attend a Jump Start informational session at the high school, if available.</td>
</tr>
<tr>
<td>High school counselors:</td>
<td>5. Have potential students complete the <strong>Jump Start Commitment form</strong>.</td>
</tr>
<tr>
<td><strong>January-March</strong></td>
<td>It is recommended that counselors conduct a final review of the student’s record to ensure that the student has remained on track with the required high school courses.</td>
</tr>
<tr>
<td><em>NOTE: Kapi‘olani Community College’s deadline to receive all Jump Start application requirements is April 1. Please check with the applicable counselor to determine deadlines, if any.</em>**</td>
<td></td>
</tr>
<tr>
<td>ENROLLMENT AND REGISTRATION</td>
<td></td>
</tr>
<tr>
<td><strong>April</strong></td>
<td>Community college counselors provides the CTE Dual-Credit Coordinator with the list of students including last name, first name, high school, college major and email address.</td>
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<tr>
<td></td>
<td>Community college counselor contacts the student to assist the student in registering for college coursework, ensures that the student understands his/her course schedule, class locations, and is aware of any other college student responsibilities.</td>
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<tr>
<td></td>
<td>CTE Dual Credit Programs Coordinator works with community college counselors/CTE Deans to determine location of the summer session and the instructor for the summer session.</td>
</tr>
<tr>
<td><strong>May</strong></td>
<td>CTE Dual-Credit Coordinator sends the Jump Start letters and attachments (on or around May 1) to the high school principals.</td>
</tr>
<tr>
<td>Months</td>
<td>ACTIVITY</td>
</tr>
<tr>
<td>----------------</td>
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</tr>
<tr>
<td>May - June</td>
<td>• Community college counselor checks to ensure that the student has registered and paid any additional fees for the college courses by the college deadline to ensure that his/her schedule is not purged. • Community college counselors send a copy of each student’s registration to the CTE Dual Credit Programs Coordinator</td>
</tr>
<tr>
<td>July</td>
<td>CTE Dual Credit Programs Coordinator sends an email to the Jump Start students that includes the • mandatory Preparing for College Success program at the community college campuses • progress reports that must be submitted at the end of each DOE quarter • the necessary documents (Jump Start Agreement, Progress Report forms, campus map, directions for the book voucher, if applicable, and the schedule for the Preparing for College Success program)</td>
</tr>
<tr>
<td>August</td>
<td>• Students begin the mandatory Summer College Preparation session • Students are encouraged to purchase textbooks as a group during the Summer College Preparation session • Community college book vouchers are collected from students (counselors should check to ensure that the student has purchased all his/her textbooks and supplies) • The CTE Dual Credit Programs Coordinator will work with the community college counselors to schedule the fall check-ins for the community college counselors and students</td>
</tr>
<tr>
<td>September (fall semester)</td>
<td>• Community college counselors submits book vouchers to the applicable P20 (GEAR UP) staff to ensure proper processing and payment of textbooks</td>
</tr>
<tr>
<td>February (spring semester)</td>
<td>• It is suggested that high school counselors follow up with the students on their progress at least once a week during the first month and at least every two weeks thereafter. • High school counselors are encouraged to follow-up with the students to share information on upcoming high school events.</td>
</tr>
<tr>
<td>On-going</td>
<td></td>
</tr>
<tr>
<td>Specific dates will be sent to the high school counselor prior to the start of the fall semester</td>
<td>• High school counselors should follow-up with students to provide reminders to have their instructors sign the progress reports • Upon receipt of the progress reports, high school counselors can email a copy to the college counselor to assist in identifying students who are at-risk and may require additional support and guidance • The CTE Dual Credit Programs Coordinator will work with the community college counselors to schedule the fall check-ins for the community college counselors and students</td>
</tr>
<tr>
<td>November - December</td>
<td>• Community college counselors will assist students with the registration process at the end of the fall semester • The CTE Dual Credit Programs Coordinator will work with the community college counselors to schedule the pre-Spring orientation • Community college counselors will send a copy of the student’s registration to the CTE Dual Credit Programs Coordinator</td>
</tr>
</tbody>
</table>

At the end of their participation in Jump Start, students need to reapply to the University of Hawai‘i Community Colleges as a matriculated student. They do not have to retake the TB and COMPASS tests. They may complete the FAFSA and apply for Financial Aid with the college’s Financial Aid Office.
### Appendix C – Recommended Student Timeline

The following checklist and timeframes are provided to assist in guiding high school students interested in participating in the Jump Start program during their senior year. Students should check with the appropriate high school counselor to identify the applicable processes and timelines at their high school to ensure all processes are complete to the requirements of that high school in a timely manner.

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9th grade year</strong></td>
<td></td>
</tr>
<tr>
<td>• Obtain information about Jump Start:</td>
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</tr>
<tr>
<td>• Visit the <a href="#">Jump Start website</a> for additional information and answers to frequently asked questions</td>
<td></td>
</tr>
<tr>
<td>• Email: <a href="mailto:jstart@hawaii.edu">jstart@hawaii.edu</a> for additional information</td>
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</tr>
<tr>
<td>• Career exploration:</td>
<td></td>
</tr>
<tr>
<td>• Visit Hawai'i's Career and Technical Education (CTE) or the Association for Career and Technical Education sites for information on career and technical education.</td>
<td></td>
</tr>
<tr>
<td>• Complete a career interest inventory or assessment to assist in selecting an appropriate career and technical education program. A FREE interest inventory may be found on the <a href="#">UHCC Career Connections</a> website or the <a href="#">RIASEC Interest Assessment website</a>.</td>
<td></td>
</tr>
<tr>
<td><strong>10th grade year</strong></td>
<td></td>
</tr>
<tr>
<td>April - May</td>
<td></td>
</tr>
<tr>
<td>• Preparation:</td>
<td></td>
</tr>
<tr>
<td>• Ensure that you are on track with your high school credits and requirements</td>
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</tr>
<tr>
<td>• See a high school counselor to determine when the next Jump Start Orientation/Information session will be held.</td>
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<tr>
<td>• Complete and submit the <a href="#">Jump Start Commitment form</a> and turn it in to your counselor</td>
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<tr>
<td><strong>11th grade year</strong></td>
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<tr>
<td>No sooner than: October / By the end of the 1st quarter</td>
<td><strong>Apply to the Jump Start Program</strong></td>
</tr>
<tr>
<td>No later than: March / By the end of the 3rd quarter</td>
<td>1. REMINDER: If you haven’t done so, complete and submit the <a href="#">Jump Start Commitment form</a> and turn it in to your counselor</td>
</tr>
<tr>
<td>March – May</td>
<td>2. COMPASS testing</td>
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<td></td>
<td>• With assistance from your high school counselor, schedule to take the COMPASS placement test (If you have taken the ACT or SAT, check with your counselor regarding the possible substitution of ACT and SAT scores)</td>
</tr>
<tr>
<td></td>
<td>3. At the advice of your counselor, complete the Jump Start Application and include the following documents</td>
</tr>
<tr>
<td></td>
<td>• Results from a FREE interest inventory (<a href="#">UHCC Career Connections</a> website or the <a href="#">RIASEC Interest Assessment website</a>)</td>
</tr>
<tr>
<td></td>
<td>• Documentation of health clearances (TB and MMR) required by the community colleges</td>
</tr>
<tr>
<td></td>
<td>• Completed <a href="#">University of Hawai‘i System application</a></td>
</tr>
<tr>
<td></td>
<td>• <a href="#">Teacher Recommendation Form</a></td>
</tr>
<tr>
<td>Note: Counselors will conduct a final review of the student’s records to ensure:</td>
<td></td>
</tr>
<tr>
<td>• All high school credit requirements are met</td>
<td></td>
</tr>
<tr>
<td>• COMPASS placement requirements are met</td>
<td></td>
</tr>
<tr>
<td>• All documents and forms have been adequately signed and submitted</td>
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</tr>
<tr>
<td>Counselors may also require an additional mandatory meeting after all forms are completed and submitted</td>
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</tr>
<tr>
<td></td>
<td>• High School Principals will send out Jump Start acceptance letters and will include information about the Preparing for College Success program sessions.</td>
</tr>
<tr>
<td></td>
<td>• With the assistance of a community college counselor, the student begins the college course registration process.</td>
</tr>
<tr>
<td>Timeframe</td>
<td>Activity</td>
</tr>
<tr>
<td>-----------</td>
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</tr>
</tbody>
</table>
| **Summer before the 12th grade year** | As a follow up, an enrollment packet will be sent to the student’s MYUH email and will include:  
  - The Jump Start Agreement (to be signed by the student and his/her parent/legal guardian)  
  - Jump Start Student Success Report Form  
  - A schedule for the “Preparing for College Success” session  
  - A map of the applicable community college  
  The email will come from [jstart@hawaii.edu](mailto:jstart@hawaii.edu) |
| **June-August** | Pay any additional fees for the college courses you will be taking by the college deadline to ensure that your schedule is not purged. |
| **Specific dates and times will be indicated on the letter from the principal and email from Jump Start** | Prior to the first day of class, purchase your textbooks and supplies.  
*Note: This may be done with the assistance of your Preparing for College Success program instructor; Please confirm with your instructor if he/she will include this in the program.*  
*Keep your receipts and do not write in the books until you have attended the first class. If you change classes you may return any unmarked books to the bookstore with your receipt for a full refund.* |
| | Attend the **required** Preparing for College Success program sessions at the applicable community college with other Jump Start students (session is generally held 2 weeks prior to the start of classes at the college). Classes are held from 9:00 a.m. – 12:30 p.m. daily for two weeks. Attendance is mandatory for all sessions. |

*Feel proud that you are getting a “jump start” on your college education while completing your high school diploma and graduating with your class!*
EARN COLLEGE CREDIT WHILE IN HIGH SCHOOL!

Running Start is a statewide program that provides an opportunity for academically qualified 
**juniors** and **seniors** to enroll in college classes through the University of Hawai‘i system as 
part of their high school coursework. High school students are able to attend college classes 
during the fall, spring, and summer while earning both high school and college credits. Regular 
tuition costs apply, however financial aid may be available to cover the cost of tuition and 
books for students who qualify to receive free or reduced lunch. More details are available at: 

http://www.hawaii.edu/runningstart/

EARN COLLEGE CREDIT WHILE IN HIGH SCHOOL!

The goal of this program is to provide **high school seniors** early access to **career and 
technical** education opportunities on a college campus. Students will be enrolled at Honolulu, 
Kapi‘olani, or Leeward Community College **full-time** and take coursework that meets the 
requirements for a two-year college degree as well as their high school diploma. Enrollment in 
this program is limited to **# High School name students** who meet admission requirements. 
The cost of this program is **free!** Students apply to this program during their junior year. More 
details are available at: 

http://uhcc.hawaii.edu/jumpstart

EARN ADDITIONAL HIGH SCHOOL CREDITS ON-LINE!

E-School is a supplementary program run by the Hawaii Department of Education and is open 
to **all highly motivated high school students**. It is designed to offer Online Distance 
Education credit classes utilizing many digital technologies including internet communication 
tools such as: web pages, email, threaded discussion, chat, streaming video and online 
textbooks. All courses offered through E-School may be used towards high school graduation. 
The cost of the courses during the regular school year is **free** for all public school students! 
More details are available at: 

http://eschool.k12.hi.us/

Enroll in these three programs through the College & Career Transition Center

Contact **COUNSELOR NAME** at **PHONE ext. ###** or **EMAIL**
Appendix E - Jump Start Commitment Form

JUMP START COMMITMENT FORM
Return to 11th Grade Counselor

Please indicate the island of residence (check only one):    ☐ O'ahu    ☐ Kaua'i

Date: ____________________________

Student’s Name: ____________________________________________

LAST    FIRST    MIDDLE

Mailing Address:______________________________________________

Number, Street, Apt.    City    Zip Code

Home Phone:_________________    Cell Phone:_________________    Email:_________________

College program in which you want to enroll ( √ ONLY ONE):

<table>
<thead>
<tr>
<th>Honolulu Community College (HonCC)</th>
<th>Kapi‘olani Community College (KapCC)</th>
<th>Leeward Community College (LeeCC)</th>
<th>Kaua‘i Community College (KauCC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Administration of Justice</td>
<td>☐ Accounting</td>
<td>☐ Accounting</td>
<td>☐ Accounting</td>
</tr>
<tr>
<td>☐ Auto Body Repair &amp; Painting</td>
<td>☐ HOST</td>
<td>☐ Automotive Technology</td>
<td>☐ Auto Body Repair and Painting</td>
</tr>
<tr>
<td>☐ Carpentry Technology</td>
<td>☐ Information Technology</td>
<td>☐ Business Technology</td>
<td>☐ Automotive Technology</td>
</tr>
<tr>
<td>☐ Communication Arts</td>
<td>☐ Marketing</td>
<td>☐ Culinary</td>
<td>☐ Business Technology</td>
</tr>
<tr>
<td>☐ Computing, Electronics &amp; Networking Tech.</td>
<td>☐ Paralegal</td>
<td>☐ Digital Media</td>
<td>☐ Culinary</td>
</tr>
<tr>
<td>☐ Early Childhood Education</td>
<td>☐ Culinary</td>
<td>☐ Health Information Technology</td>
<td>☐ Digital Media</td>
</tr>
<tr>
<td>☐ Fashion Technology</td>
<td></td>
<td>☐ Information &amp; Computer Science</td>
<td>☐ Maintenance Technology</td>
</tr>
<tr>
<td>☐ Music &amp; Entertainment Learning Experience</td>
<td></td>
<td>☐ Management</td>
<td>☐ Electronics Technology</td>
</tr>
<tr>
<td>☐ Sheet Metal and Plastics</td>
<td></td>
<td>☐ Teaching</td>
<td>☐ Facilities Engineering</td>
</tr>
<tr>
<td>☐ Welding Technology</td>
<td></td>
<td>☐ Television Production</td>
<td>and Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>☐ DMA: Digital Film</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>☐ DMA: Digital Graphics Design</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>☐ Hospitality and Tourism</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>☐ Nurse Aide</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>☐ Early Childhood Education</td>
</tr>
</tbody>
</table>

My signature on this form constitutes a commitment to enroll in the Jump Start program.

_________________________________________    ______________________
Student’s Signature    Date

_________________________________________    ______________________
Parent’s or Guardian’s Signature    Date
Appendix F - Jump Start Application

Jump Start Enrollment Form
For Academic/School Year 20____ - 20____

Instructions:
1. Complete this form
2. Attach a copy of your career interest inventory or assessment
3. Obtain the signature of your parent/guardian.
3. Submit the completed form to your high school counselor. If approved to participate in the Jump Start program, the counselor and principal will sign the form and forward it to the community college.

Date:________________

Student’s Information

High School: ___________________________ Expected Year of HS graduation: 20____

Student’s Name: ____________________________________________________________

Last  First  Middle

Mailing Address: ____________________________________________________________

Number, Street, Apt.  City  Zip Code

Home Phone:_________________  Cell Phone:_________________  Email:_________________

United States Residency Status:
☐ US Citizen  ☐ Permanent Resident  ☐ Other (Please specify): _______

UHCC Campus you plan to attend (check only one):
☐ Honolulu Community College  ☐ Kapi’olani Community College
☐ Leeward Community College  ☐ Kaua’i Community College

Credit Check:

<table>
<thead>
<tr>
<th>Course credits needed for high school graduation</th>
<th>High School Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core</td>
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</tr>
</tbody>
</table>
Reference: Provide the name of one teacher at your high school who can recommend you for participation in this program. (The counselor will be contacting him/her for the recommendation.)

<table>
<thead>
<tr>
<th>Teacher's Name</th>
<th>Subject</th>
<th>Room Number</th>
</tr>
</thead>
</table>

Complete, print, and attach the results of a career interest inventory or assessment.

- A FREE interest inventory may be found on the UHCC Career Connections website at: [http://careerconnections.hawaii.edu/Flex/career_exploration/bin/career_exploration.html](http://careerconnections.hawaii.edu/Flex/career_exploration/bin/career_exploration.html).
- The RIASEC interest assessment is also available FREE at: [http://uhcc.hawaii.edu/jobcenter/resources/riasec.php](http://uhcc.hawaii.edu/jobcenter/resources/riasec.php)

Describe in a paragraph your career goal(s) and the reason(s) for your selected community college program of study:
The parent/guardian and the student understand that:

1. The University of Hawai‘i and your high school reserves the right to determine admission to the university/college and/or registration in certain classes.

2. Continuation in the Jump Start program for the spring semester requires that the student earn a minimum 2.0 grade point average at the community college and submit the required progress reports to his/her high school counselor by the pre-established due dates (September 30 and December 15).

3. The high school is the final authority on high school graduation requirements. Students must work closely with a high school counselor to ensure that graduation requirements are met. It is the student’s responsibility to ensure that the college course(s) completed as part of the Jump Start program will also meet high school graduation requirements.

4. If the student does not successfully complete the Jump Start courses, the student may not meet high school graduation requirements.

5. The student and/or parent/guardian is responsible for campus fees, books and consumable supplies, laboratory fees, transportation, and any other related educational expenses.

6. The student is expected to participate fully in all course activities, including labs, which may involve being exposed to alternative viewpoints that may include material of an adult nature.

7. The Department of Education is not liable for the student’s health and safety when the student has left the high school campus.

8. Jump Start students have the same rights and responsibilities as any other University of Hawai‘i Community College student.

9. The student gives permission for the University of Hawai‘i to release registration information, grades and/or placement test scores in accordance with federal and state laws.

10. The University of Hawai‘i may photograph, videotape, or otherwise record the student’s first name, voice, and/or likeness. These recordings will be used exclusively for non-commercial, educational purposes, which may include, but not be limited to, distribution by print or digital media within or outside the State of Hawai‘i for the duration of the media.

By signing below, we authorize that we have read and fully understand the statements above.

Student’s Name (Please Print): ________________________________

_________________________________________________________  ___________________
Student’s Signature      Date

Parent’s or Guardian’s Name (Please Print): ________________________________

_________________________________________________________  ___________________
Parent’s or Guardian’s Signature    Date

This student is enrolled at a Hawai‘i public school, is under the age of 21 as of September 1st of the school year that the college course(s) will be taken, and will comply with the DOE and community college's requirements.

High School Counselor’s Name (Please Print): ________________________________

_________________________________________________________  ___________________
High School Counselor’s Signature          Date

High School Principal’s Name (Please Print): ________________________________

_________________________________________________________  ___________________
Principal’s Signature        Date
Appendix G - Jump Start Teacher Recommendation Form

Jump Start Teacher Recommendation Form

Instructions: Counselor will fill in the blanks for items (a) through (c):

(a) Please return this completed form to Counselor ________________________ by ____________. (date)

(b) Name of Student Applicant for Jump Start:___________________________________________

(c) Name of Teacher listed by the student as a reference:_______________________________

As a reference for the above-named student, please respond to the questions below:

1. Is the student responsible in class? Yes____ No____
   Comments:

2. Does the student generally complete class assignments on time? Yes____ No____
   Comments:

3. Does the student attend class regularly and on time? Yes____ No____
   Comments:

4. Does the student behave appropriately in class? Yes____ No____
   Comments:

5. Does the student generally have a positive attitude? Yes____ No____

6. Would you recommend the student for the Jump Start program? Yes____ No____
   Comments:
Dear Jump Start Student:

Congratulations on your selection to participate in the State of Hawai‘i Jump Start program! As a Jump Start student you will be “dual enrolled,” i.e., completing your high school graduation requirements while also completing first-year courses in your selected college major at (student’s selected community college campus goes here) Community College.

Public school starts on (public school start date goes here). Instead of reporting to (high school name goes here) High School, on (public school start date goes here in bold) at 9:00 a.m., please report to (site of college preparation program goes here) Community College, (building and room number of college preparation sessions goes here). Topics have been selected to help you succeed as a college student.

Enclosed is the full schedule for the “Preparing for College Success” sessions. All Jump Start students will be participating in the sessions. A map of the campus is enclosed.

Also enclosed is the Jump Start Agreement that must be signed by both you and your parent or legal guardian for your participation in the Jump Start program. Please bring the signed agreement to the first “Preparing for College Success” session on (summer program start date and college campus goes here).

If you have any questions, please feel free to contact (high school counselor’s name goes here), Jump Start counselor liaison, at (counselor’s phone number goes here).

I wish you success as a Jump Start student!

Sincerely,

(High School Principal’s name goes here)
Principal

Enclosures: Jump Start Agreement (to be signed by parent/legal guardian and student)
Jump Start Student Success Report Form
Map
Schedule for the “Preparing for College Success” course
Appendix I - Jump Start Agreement Template

Jump Start Agreement
A Partnership Among the Department of Education and the University of Hawai‘i Community Colleges

Dear Jump Start Student:

To help ensure your success in the Jump Start program, the attached forms must be completed and submitted to your high school college counselor. The information on the form will help the counselors address any problems you may have with appropriate assistance. The due dates for the forms coincide with the DOE’s quarters; the forms are due by September 30, December 15, and March 15.

To complete the form, ask ALL of your community college instructors to complete the grades and attendance sections. They may choose to make comments. When complete, attach a copy of your student schedule and submit the form and your schedule to your high school college counselor by specified deadlines.

Please note that if your class attendance and/or progress are poor OR if you do not submit this form by the September and December deadlines your Spring Semester Jump Start tuition assistance and textbook voucher may be cancelled. This would also jeopardize completion of the requirements for your high school diploma.

If you are having problems in your classes, you may want to use this opportunity to discuss your situation with your instructor or counselor.

******************************************************************************

We agree to have the community college instructors complete the attached forms and we agree to submit the completed forms to the high school college/career counselor by September 30, December 15, and March 15. We understand that if the first two grade reports are not submitted by the specified deadlines and the student does not earn a cumulative 2.0 grade point average for his/her first semester, the student’s Jump Start tuition assistance and textbook voucher may be cancelled for his/her second semester and the student will return to the high school. We also understand that failure to pass the college courses that the student needs to meet the Department of Education high school diploma requirements will result in the student not receiving his/her high school graduation diploma on time.

_____________________________       ________________  _______________________________       ________________
Student’s Signature              Date                                                     Parent’s/Guardian’s Signature       Date
Appendix J - Jump Start Student Success Report Form

Jump Start Student Success Report Form
Academic Year 20____ - 20____

This report is due to the High School Counselor by: (check √ the appropriate box)

☐ September 30          ☐ December 15          ☐ March 15

Student’s Name: __________________________ High School: ______________________

Community College Campus: __________________________

Students: Complete the first two columns in the table below; then have ALL of your community college instructors complete their portion of this Attendance/Progress Report. Please attach a copy of your class schedule when submitting this completed form to your high school counselor.

<table>
<thead>
<tr>
<th>Course Alpha &amp; No.</th>
<th>Instructor’s Name</th>
<th>Student’s approx. current grade (circle)</th>
<th>Attendance: Does the student attend class regularly? (circle)</th>
<th>Instructor’s Signature &amp; Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A  B  C  D  F</td>
<td>Yes  No</td>
<td>Date: _______________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A  B  C  D  F</td>
<td>Yes  No</td>
<td>Date: _______________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A  B  C  D  F</td>
<td>Yes  No</td>
<td>Date: _______________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A  B  C  D  F</td>
<td>Yes  No</td>
<td>Date: _______________</td>
</tr>
</tbody>
</table>

Course Comments from Instructors

<table>
<thead>
<tr>
<th>Course</th>
<th>Comments from Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
## Jump Start - Summer 2014
### College Prep Sessions

Kapi'olani Community College: Mon, Aug 4 - Thurs, Aug 7 (4 days)
Honolulu Community College: Fri, Aug 8 and Mon, Aug 11 - Wed, Aug 13 (4 days)

9:00 a.m. – 1:00 p.m. (including a ½ hour break)

<table>
<thead>
<tr>
<th>DAY</th>
<th>TOPIC</th>
<th>ACTIVITIES/ASSIGNMENTS</th>
</tr>
</thead>
</table>
| MONDAY    | Instructor & student introductions  
KCC Campus tour & orientation | • Icebreaker activity  
• Walking tour of campus facilities, amenities, & resources  
• KCC Campus Scavenger hunt  
Making the most of college  
• Compare/contrast HS & college  
• Understanding the College culture and using campus resources  
• Taking personal responsibility  
• Creating support networks  
• Highlights of the student conduct code (including Academic Integrity, Dishonesty, Plagiarism and Cheating)  
  • Homework: 48-hour time log |
| TUESDAY   | Creating a vision               | • 7 Steps to Finding your Passion  
• Simple truth about happiness  
  • In-class write-up of life vision  
Goal Setting | 1, 5, & 10 yr goals  
Personal & academic/career |
| WEDNESDAY | Time Management                 | • Stephen Covey's time management quadrant  
How to read for success | • Critical thinking  
• How to read your textbook; using various reading styles  
• Using strategies to increase recall  
• Active reading (SQ3R) |
| THURSDAY  | Learning styles /study skills   | • Gardner’s Multiple Intelligences  
• Multiple Intelligences Inventory  
• Visual/auditory/kinesthetic learning styles  
• Tips for effective studying |
## Jump Start - Summer 2014
### College Prep Sessions

Kapi‘olani Community College: Mon, Aug 4 - Thurs, Aug 7 (4 days)
Honolulu Community College: Fri, Aug 8 and Mon, Aug 11 - Wed, Aug 13 (4 days)
9:00 a.m. – 1:00 p.m. (including a ½ hour break)

<table>
<thead>
<tr>
<th>DAY</th>
<th>TOPIC</th>
<th>ACTIVITIES/ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Effective note taking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Week 1 review</td>
<td>• Cornell Note taking method</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sample lecture w/note taking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Week 1 Quiz</strong></td>
</tr>
<tr>
<td>FRIDAY</td>
<td>HCC campus tour &amp;</td>
<td>• Walking tour of campus facilities, amenities, &amp; resources</td>
</tr>
<tr>
<td>DAY 5</td>
<td>orientation</td>
<td>• HCC Campus Scavenger Hunt</td>
</tr>
<tr>
<td></td>
<td>Memory techniques</td>
<td>• Flashcards</td>
</tr>
<tr>
<td></td>
<td>Test Prep</td>
<td>• Mnemonics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Advance prep, night before, day of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Handling various question types</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Test anxiety</td>
</tr>
<tr>
<td>MONDAY</td>
<td>Effective oral communication</td>
<td>• Open vs. closed questions game</td>
</tr>
<tr>
<td>DAY 6</td>
<td></td>
<td>• Active listening</td>
</tr>
<tr>
<td></td>
<td>Effective written communication</td>
<td>• Giving oral presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• MLA &amp; APA style formats</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Email etiquette</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Organization of a paper</td>
</tr>
<tr>
<td>TUESDAY</td>
<td>Self management/Stress management</td>
<td>• Reduce, prevent, cope with stress</td>
</tr>
<tr>
<td>DAY 7</td>
<td></td>
<td>• Relaxation &amp; meditation</td>
</tr>
<tr>
<td></td>
<td>Practical life skills: financial</td>
<td>• journaling</td>
</tr>
<tr>
<td></td>
<td>management</td>
<td>• Credit cards, savings, interest</td>
</tr>
<tr>
<td></td>
<td>financial aid</td>
<td>• Student expenses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student loans vs. grants</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Applying for scholarships</td>
</tr>
<tr>
<td>WEDNESDAY</td>
<td>Jumpstart 2-week Review w/potluck</td>
<td>• Trivia game style content review</td>
</tr>
<tr>
<td>DAY 8</td>
<td>Final Exam</td>
<td>• Take Final Exam</td>
</tr>
<tr>
<td></td>
<td>Final Exam review</td>
<td>• Review the corrected Final Exam (instructor corrects during</td>
</tr>
<tr>
<td></td>
<td></td>
<td>break)</td>
</tr>
</tbody>
</table>
Appendix L - Jump Start Preparing for College Success Program Attendance/Sign-In Template

Jump Start Program
Class of 2015
“Preparing for College Success” Attendance Form
Please sign in daily

Location: Kapi‘olani Community College (August 4 – 7, 2014)

<table>
<thead>
<tr>
<th>Name</th>
<th>High School</th>
<th>August 4</th>
<th>August 5</th>
<th>August 6</th>
<th>August 7</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Location: Honolulu Community College (August 8, 11-13, 2014)

<table>
<thead>
<tr>
<th>Name</th>
<th>High School /CC</th>
<th>August 8</th>
<th>August 11</th>
<th>August 12</th>
<th>August 13</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
**JUMP START EVALUATION OF**
**“PREPARING FOR COLLEGE SUCCESS”**

*Please put an “X” in the box for your response to each question.*

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I learned something about <strong>Time Management</strong> that I will likely apply in my college life.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I learned about <strong>Goal Setting</strong> and developed a doable <strong>Life Plan</strong> that will help me as I enter college.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3. I will likely use the principles learned to make <strong>Wise Decisions</strong> in the coming school year.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The lesson(s) on <strong>Personal Self-Exploration</strong> was/were helpful to me.</td>
<td></td>
<td></td>
<td></td>
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<td>5. I learned about <strong>Critical Thinking</strong> and will likely use <strong>Effective Questioning</strong> as I begin my college career.</td>
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<td>6. I better understand and plan to use appropriate <strong>Email Etiquette</strong> as a college student.</td>
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<td>7. I learned <strong>Cornell Note taking</strong> and plan to use it in my college classes.</td>
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<td>8. I have a better understanding of my personal <strong>Learning Style(s)</strong> and I plan to use the <strong>Study Skills</strong> that will help me to be successful in college.</td>
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<td>9. I will likely use the steps that I learned to minimize and/or <strong>Overcome Test Anxiety</strong>.</td>
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<td>10. I will likely apply <strong>Active Reading</strong> (SQ3R) to my college reading assignments.</td>
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<td>11. I plan to <strong>Take Responsibility</strong> for my college Learning.</td>
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Please answer the following questions too. If you need more space, please use the backside of this sheet of paper.

1. What did you like most about the college preparation sessions held at (**fill in College(s) name(s) here**) Community College?

2. What suggestions do you have for improving the college preparation program?
Appendix N - Multi-Year Memorandum of Agreement

MEMORANDUM OF AGREEMENT

between

THE UNIVERSITY OF HAWAʻI COMMUNITY COLLEGES

and the

STATE OF HAWAʻI DEPARTMENT OF EDUCATION

This Memorandum of Agreement, (hereinafter “Agreement”) is entered into on this 28th day of May, 2013, by and between the University of Hawaiʻi’s Community Colleges, whose business address is 2327 Dole Street, Honolulu, Hawaiʻi 96822 (hereafter referred to as “University Community Colleges”) and the State of Hawaiʻi Department of Education, whose business address is 1390 Miller Street, Honolulu, Hawaiʻi 96813 and mailing address is P.O. Box 2360, Honolulu, Hawaiʻi 96804 (hereinafter referred to as “DOE”). The parties agree as follows:

This Agreement represents the long-term commitment to continue and expand an earlier Memorandum of Agreement executed between Honolulu and Kapiʻolani Community College and the DOE on March 16, 2011, related to implementing a pilot project called “Jump Start” (see Appendix A).

The parties agree to institutionalize and expand the Jump Start program statewide. “Jump Start” provides effective learning opportunities for high school seniors who are ready to accept the challenges of becoming first-year college students in selected career and technical education areas, while completing their high school graduation requirements.

The parties shall allow as many high school seniors as each participating state high school is able to support through payment of tuition and fees, who have completed all courses required for high school graduation, with the possible exception of one (1) English, one (1) Social Studies, one (1) Math, and elective credits, to enroll and receive college credits, as well as high school credits to graduate, for up to sixteen (16) credits per semester as full-time students at any University community college. The credits selected and funded by the high schools shall be limited to only the first year requirements recommended for each student’s selected career and technical education major.
I. RESPONSIBILITIES OF THE UNIVERSITY COMMUNITY COLLEGES

a. The University Community Colleges agree to allow as many eligible high school seniors to participate in the Jump Start program as each participating DOE high school is able to support, provided there is space available in the UHCC programs. Each University community college shall provide Jump Start students with coursework that is equivalent to that of a first-year career and technical education program. Jump Start high school students shall be enrolled in courses as part of the regular course and class offerings at University Community Colleges’ campuses for a full academic year (i.e., Fall and Spring semesters).

b. The University Community College agree to allow all eligible high school participants in the Jump Start program to register with the University Community Colleges based on the prevailing student tuition rates.

c. Each participating University community college agrees to provide the DOE with an invoice with the names of students registered per high school campus, as well as the number of classes and equivalent credits each student has registered for, including basic student fees, in order for the DOE to remit full payment for up to 16 credits each semester to the colleges. Each University community college shall send an invoice to each participating high school of the DOE following the last day to add/drop classes at each University campus. Invoices shall reference this Agreement, be marked as “original,” and shall be sent to the participating high school business addresses for remittance of payment, ATTN: PRINCIPAL.

d. The University Community Colleges shall provide college orientation, college preparation sessions, and counseling services to Jump Start participants to assist them with admission requirements and to accomplish the goals of the Jump Start project.

II. RESPONSIBILITIES OF THE DOE

a. Each Principal, or their designee from the participating DOE high school shall work with the University Community Colleges with regard to all issues related to English and mathematics
placement testing, student eligibility to participate in Jump Start, registration, enrollment, as well as the processing and remittance of payment for tuition and regular student fees for their student participants in the program.

b. The DOE shall be responsible for submitting to each University community college a list of the names of all high school students eligible to register for classes at each college as part of the Jump Start project, the high school they currently attend, the University community college they are planning to attend, and the name of the program/major the student is interested in. The list shall be sent to the Vice Chancellor for Academic Affairs at the participating community college, along with a Purchase Order, no later than July 15 preceding the start of every University Fall term. It is understood by the DOE that without the list of project participants being sent to the participating University community college, participants in the Jump Start program will not be admitted to the University community college or allowed to register for any first year career and technical classes at any of the University Community Colleges’ campuses under this Agreement.

c. Upon receipt of an invoice from the participating University community college, the DOE agrees to remit full payment, to include the credit cost per class per student registered along with any basic student fees for each student (excluding lab fees, materials fees, etc.), to each University community college campus address listed above for students registered at each respective community college campus, ATTN: BUSINESS OFFICE, referencing this Agreement between the parties, and within 30 days of receipt of the original invoice, via check payable to “University of Hawai‘i.”

d. It is understood by the DOE that without receipt by the University community college of full payment for tuition and basic fees for the classes and coursework for which the Jump Start program participants are registered, Jump Start program participants may not receive college credit for coursework completed. Student participants of the Jump Start program, and/or their legal guardians, will not be held liable for any delinquent collection of tuition and basic student fees owed to the University Community Colleges as part of this Agreement. Student participants and/or their legal guardians will be held responsible for other expenses, such as textbooks, lab fees, materials fees, tools, and supplies associated with their coursework.
III. MUTUAL AGREEMENTS

a. This Agreement may be amended through a mutually acceptable written statement.

b. This Agreement shall be in effective through June 30, 2017. In Academic/School Year 2016-17 a report on Jump Start student participant information shall be provided to the Superintendent of the State of Hawai‘i Department of Education and the Vice President for Community Colleges of the University of Hawai‘i to evaluate and determine whether the program should continue. The report shall include, but not be limited to: Jump Start student participant enrollment, high school graduation, and college success data. Information for this report will contain data that will be reported in aggregate and may include college access, retention and/or credits earned, or degree/certificate completion. Final grades, registration or English and mathematics placement testing may be transmitted by the UHCC to the high school by consent of release of information from the student from the JS application form. Any additional educational data that are considered confidential and/or are deemed FERPA protected by DOE or the University Community Colleges, that may be required to provide academic and/or student support services by the UHCC, will be requested under the terms of the DOE and UH data sharing agreement (see Appendix B). In the event of any termination of this Agreement prior to the end date, the DOE shall reimburse the University Community Colleges for all costs and non-cancellable commitments made prior to termination.

c. This Agreement may also be terminated prior to June 30, 2017 upon thirty (30) days written notice. In the event of any termination of this Agreement prior to the end date, the DOE shall reimburse the University Community Colleges for all costs and non-cancellable commitments made prior to termination.

d. The validity of this Agreement, and any of its terms or provisions, as well as the rights and duties of the parties to this Agreement, shall be governed by the laws of the State of Hawai‘i. Any action at law or in equity to enforce or interpret the provision of this Agreement shall be brought in a state court of competent jurisdiction in the State of Hawai‘i. The DOE, by execution of this Agreement, acknowledges the jurisdiction of the courts of the State of Hawai‘i in this matter.
e. This Agreement represents the entire agreement and understanding between the parties with respect to its subject matter and supersedes any prior and/or contemporaneous discussions, representations, understandings or agreements, whether oral or written, of the parties regarding this matter.

f. This Agreement may be executed by the parties in counterparts, all of which taken together shall be deemed one and the same instrument.

IV. APPROVALS

[Signature]

DATE: 5/31/13

Kathryn S. Matayoshi
Superintendent, State of Hawai‘i - Department of Education

[Signature]

DATE: 5/29/13

John Morton
Vice President for Community Colleges, University of Hawai‘i
MEMORANDUM OF AGREEMENT
between the
UNIVERSITY OF HAWAI‘I
and
THE STATE OF HAWAI‘I DEPARTMENT OF EDUCATION

This Memorandum of Agreement, (hereinafter “Agreement”) is entered into on this 16th day of March, 2011, by and between the University of Hawai‘i, Honolulu Community College and Kapi‘olani Community College, whose business and mailing addresses are 874 Dillingham Boulevard, Honolulu Hawai‘i 96817, and 4303 Diamond Head Road, Honolulu, Hawai‘i 96816, respectively (hereafter referred to as “HCC” and “KCC” respectively, or “University” together), and the State of Hawai‘i Department of Education, whose business and mailing address is 11390 Miller Street, Honolulu, Hawai‘i 96813 (hereinafter referred to as “DOE”). The parties agree as follows:

This Agreement shall replace and supersede an earlier Memorandum of Understanding executed between the parties on November 5, 2010 (Attachment 1), related to implementing a pilot project called “Jump Start.”

The parties shall establish and implement a pilot project called “Jump Start” which will provide effective learning opportunities for high school seniors who are ready to accept the challenges of becoming first-year students in selected career and technical education areas, while completing their high school graduation requirements.

Allow up to twenty-four (24) senior students from the four (4) participating DOE high schools (Farrington, Kaimuki, McKinley, and Roosevelt), who have completed all courses required for high school graduation, with the possible exception of (1) English and one (1) Social Studies, and elective credits, to enroll and receive college credits, as well as high school credits to graduate, for up to twelve (12) credits per semester as full-time students at Honolulu Community and Kapi‘olani Community College.

I. RESPONSIBILITIES OF THE UNIVERSITY

a. The University agrees to allow up to six (6) high school students per campus from Farrington High School, Kaimuki High School, McKinley High School, and Roosevelt High School, who are enrolled in the Jump Start pilot project, to enroll in first-year career and technical education classes at the HCC and KCC campuses. HCC and KCC shall provide Jump Start students with course work that is equivalent to that of a first-year career and technical and education program. Jump Start high
school students shall be enrolled in courses as part of the regular course
and class offerings at HCC and KCC campuses for the Fall 2011 and
Spring 2012 semesters.

b. HCC and KCC agree to allow each eligible high school participant in
the Jump Start project to register with the University based on the
prevailing student resident tuition rates for the Fall 2011 and Spring 2012
semester.

c. HCC and KCC agree to provide the DOE with an invoice with the
names of students registered per high school campus, as well as the
number of classes and equivalent credits each student has registered for,
including student fees, in order for the DOE to remit full payment for
up to 12 credits each semester to HCC and KCC. An invoice shall be
sent to each participating high school campus of the DOE following the
last day to add/drop classes at each University campus. Invoices shall
reference this Agreement, be marked as “original,” and shall be sent to
the following participating high school campus DOE business addresses
for remittance of payment, ATTN: PRINCIPAL:

    Farrington High School
    1564 North King Street
    Honolulu, HI 96817

    Kaimuki High School
    2705 Kaimuki Avenue
    Honolulu, HI 96816

    McKinley High School
    1039 South King Street
    Honolulu, HI 96814

    Roosevelt High School
    1120 Neohoa Street
    Honolulu, HI 96822

d. HCC and KCC shall provide college orientation and counseling
services to Jump Start participants to assist them with admission
requirements and to accomplish the goals of the Jump Start project.

II. RESPONSIBILITIES OF THE DOE

a. Each Principal from the participating DOE high school shall work with
the University with regard to all issues related to testing, student
eligibility, registration, enrollment, processing, and remittance of
payment for tuition and regular student fees for their student participants
in the program.

b. The DOE shall be responsible for submitting to HCC and KCC a list of all high school students eligible to register for classes at HCC and KCC as part of the Jump Start project, as well as any other information requested by the University in order to support the education and training of the project participants. The list shall be sent to the Vice Chancellor for Academic Affairs at HCC and KCC respectively, along with a Purchase Order, no later than July 15, 2011. It is understood by the DOE that without the list of project participants being sent to HCC and KCC, participants in the Jump Start project will not be admitted to the University or allowed to register for any first year career and technical classes at any University campus under this project.

c. Upon receipt of an invoice from HCC and/or KCC the DOE agrees to remit full payment, to include the credit cost per class per student registered along with any applicable student fees for each student, to each University campus address listed above for students registered at each respective University campus, ATTN: BUSINESS OFFICE, referencing this Agreement between the parties, and within 30 days of receipt of the original invoice, via check payable to "University of Hawai'i."

d. It is understood by the DOE that without receipt by the University of full payment for the classes and course work that Jump Start participants registered for, Jump Start program participants may not receive college credit for course work completed. Student participants of the Jump Start program, and/or their legal guardians, will not be held liable for any delinquent collection of tuition and fees owed to the University as part of this MOA. Student participants may be held responsible for other expenses, such as textbooks, lab fees, tools, and supplies associated with their course work.

III. MUTUAL AGREEMENTS

a. This Agreement may be amended through a mutually acceptable written statement.

b. This Agreement may be terminated upon thirty (30) days written notice. In the event of any termination of this Agreement prior to the end date, the DOE shall reimburse the University for all costs and non-cancellable commitments made prior to termination.

c. The validity of this Agreement, and any of its terms or provisions, as well as the rights and duties of the parties to this Agreement, shall be governed by the laws of the State of Hawai'i. Any action at law or in
equity to enforce or interpret the provision of this Agreement shall be brought in a state court of competent jurisdiction in the State of Hawai'i. The DOE, by execution of this Agreement, acknowledges the jurisdiction of the courts of the State of Hawai'i in this matter.

d. This Agreement represents the entire agreement and understanding between the parties with respect to its subject matter and supersedes any prior and/or contemporaneous discussions, representations, understandings or agreements, whether oral or written, of the parties regarding this matter.

e. This Agreement may be executed by the parties in counterparts, all of which taken together shall be deemed one and the same instrument.

IV. APPROVALS

Kathryn Matayoshi  
Superintendent, State of Hawai'i - Department of Education  
DATE: 3-14-11

Michael T. Rota  
Chancellor, Honolulu Community College  
DATE: 3-16-11

Leon Richards  
Chancellor, Kapi'olani Community College  
DATE: MAR 16 2011
DATA EXCHANGE ADDENDUM #2

to the

MEMORANDUM OF UNDERSTANDING

A Partnership between:
Hawai'i Department of Education
University of Hawai'i
Department of Labor and Industrial Relations
by and between the

STATE OF HAWAI'I
HAWAI'I DEPARTMENT OF EDUCATION

AND

STATE OF HAWAI'I
UNIVERSITY OF HAWAI'I VIA
HAWAI'I P-20 PARTNERSHIPS FOR EDUCATION
AS AN ADMINISTRATIVE UNIT OF THE
OFFICE OF THE EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS/PROVOST

I. PURPOSE
This Addendum #2 to the Memorandum of Understanding establishes the conditions,
safeguards, and procedures for the disclosure of Hawai'i Department of Education (DOE), to
the University of Hawai'i (UH), via Hawai'i P-20 Partnership for Education (Hawai'i P-20),
an administrative unit of the Office of the Executive Vice President for Academic
Affairs/Provost, to support research as outlined in the Memorandum of Understanding
between the Hawai'i Department of Education (DOE), UH and the Department of Labor and
Industrial Relations (DLIR) dated October 13, 2009 (MOU) (See Appendix A). This
Addendum #2 shall be effective upon the date of the last signature affixed to this Addendum
#2 by all parties.

II. LEGAL AUTHORITY/JUSTIFICATION
The procedures and systems developed and implemented to process, store, or transmit data
provided under this Addendum #2 shall ensure that FERPA and Hawai'i law relating to the
privacy rights of students' educational records insofar as such laws are applicable to the
departments to this Addendum #2 are complied with pursuant to HAR §20-20-3 Title 20,
University of Hawai'i Chapter 20 Protection of Educational Rights and Privacy of Students,
Department of Education HAR §8-34 Protection of Educational Rights and Privacy of
Students and Parents, University of Hawai'i Executive Policy – Administration E2.214
Security and Protection of Sensitive Information and HAR §12-5-220.

UH and the DOE are members of the Hawai'i P-20 Partnerships for Education statewide
partnership, an initiative working to strengthen the education pipeline from early childhood
through higher education so that all students achieve career and college success. UH and the DOE agree to coordinate and share student data concerning students who attend, or have attended DOE schools, and have or are attending UH in the State of Hawai‘i.

It will be necessary for the educational institutions participating in this Agreement to share student data for the purpose of verifying student status, evaluating and analyzing their respective educational programs and reporting to funding agencies (e.g., the Federal Government or private foundations) as provided herein. UH and the DOE agree that the data will be used for educational research for the purpose of improving instruction, and that data will be reported in aggregate format rather than at the individual student level.

NOW THEREFORE, the Partners agree to the following terms of this Addendum #2:

1. Student Data Sharing
The educational institutions shall share student data concerning their students which shall be provided at least annually consistent with the dates agreed to by the educational institutions that are parties to this Addendum #2. Said student data shall be provided in the manner and form as agreed to by the designated representatives from the educational institutions represented in this Addendum #2.

The following types of student data to be shared consists of graduation and diploma information (e.g., high school, postsecondary or teacher credentialing programs), student demographics, high school attendance, student transcript records, student test scores (e.g., Scholastic Achievement Test, Hawai‘i State Assessment, placement test scores, COMPASS placement), survey data (e.g., Senior Exit Plans Survey), and free or reduced lunch status for students participating in programs shared by the DOE and UH (e.g., Running Start, AVID, STEP UP Scholars, HI-PASS, Teacher Credentialing program, etc.).

Said student data will be used and distributed by authorized representatives of the educational institution as determined by the DOE Superintendent, or designee and with the Hawai‘i P-20 Executive Director or designee.

2. Confidentiality of Student Data
The educational institutions shall maintain the confidentiality of any and all student data shared under this Addendum #2. The confidentiality requirements under this paragraph shall survive the termination or expiration of this Addendum #2 or any subsequent agreement intended to supersede this Addendum #2. To ensure the continued confidentiality and security of the student data processed, stored, or transmitted under this Addendum #2, the educational institutions shall establish a system of safeguards that will at minimum include the following:

a. Procedures and systems that ensure all student data are kept in secured facilities and access to such data is limited to personnel who are authorized to have access to said data under this Addendum #2.

b. All consortium members and staff and/or faculty at the participating educational institutions involved in receiving, handling, transmitting, and processing data provided
under this Addendum #2 will be required to execute a confidentiality agreement requiring said personnel to maintain the confidentiality of all student-related personally identifiable information.

c. Procedures and systems are required to use secured passwords to access computer databases used to process, store, or transmit student data provided under this Addendum #2.

d. Procedures and systems, such as good practices for assigning passwords, shall be utilized to maintain the integrity of the systems used to secure computer databases used to process, store, or transmit student data provided under this Addendum #2.

e. Procedures and systems shall ensure that all confidential student data processed, stored, transmitted under the provisions of this Addendum #2 shall be maintained in a secure manner that prevents the interception, diversion, or other unauthorized access to said student data.

f. The procedures and systems to process, store, or transmit data provided under this Addendum #2 shall ensure that the "Family Educational Rights and Privacy Act" and Hawai'i law relating to the privacy rights of students' educational records insofar as such laws are applicable to the parties to this Addendum #2 are complied with pursuant to §20-20-3 Hawai'i Administrative Rules Title 20, University of Hawai'i Chapter 20 Protection of Educational Rights and Privacy of Students.

g. The operational procedures and systems developed and implemented shall provide contingencies to ensure that unauthorized access to personally identifiable information is reported appropriately in accordance to Hawai'i Revised Statutes ("HRS") Chapter 487N.

3. Data Requests, Use and Destruction

a. Each data request under this Addendum #2 is to be submitted in writing, through a memo or email communication, to the DOE Data Governance Director and will detail the specific use of the data.

b. Use of the data set for purposes not specified by the original request must be approved by the DOE Data Governance Director. An example for seeking additional approval includes, combining or joining two separate data sets for a new purpose such as the combining of National Student Clearinghouse student-level data with the DOE student demographic files to view aggregated student college access rates by ethnicity.

c. Use of confidential data is governed by the Family Educational Rights and Privacy Act (FERPA) (codified in 20 U.S.C., section 1231g) as amended; Hawai'i Revised Statutes, Chapter 708–891, 892 and 893; Chapter 20-20, Hawai'i Administrative Rules, entitled "Protection of Educational Rights and Privacy of Students;" and UH Administrative Procedure A7.022.
d. Destruction of data: Data sets obtained under this Addendum #2 will be destroyed when no longer needed for project purposes, or at the request of the DOE.

4. Items 7-14 as outlined in the Memorandum of Understanding between the Hawai‘i Department of Education (DOE), UH and the Department of Labor and Industrial Relations (DLIR) dated October 13, 2009 (MOU) (See Appendix A) remain in effect for Addendum #2.

State of Hawai‘i
Department of Education


Kathryn S. Matayoshi
Superintendent


Date 4/27/11

State of Hawai‘i
University of Hawai‘i


M.R.C. Greenwood
President


Date 5/3/11

April 20, 2011
MEMORANDUM OF UNDERSTANDING

A Partnership between:
Hawai‘i Department of Education
University of Hawai‘i
Department of Labor and Industrial Relations

This Memorandum of Understanding (herein referred to as "MOU") is entered into by and between the State of Hawai‘i, Department of Education ("DOE") whose address is 1390 Miller Street, Honolulu, Hawai‘i 96813, the University of Hawai‘i ("UH") whose address is 2444 Dole Street, Honolulu, Hawai‘i 96822 and the Department of Labor and Industrial Relations, Unemployment Insurance Division ("DLIR", "UID") whose address is 830 Punchbowl Street, Honolulu, Hawai‘i 96813 (herein collectively called “Partners”) and shall be effective upon the date of the last signature affixed to this MOU by all parties.

PURPOSE

The purpose of this MOU is to enable the sharing of data to support research that will improve the educational and workforce outcomes for the citizens of Hawai‘i. The Partners recognize that identifying specific research and evaluation questions is critical in order to determine appropriate access to data. The Partners will establish a Data Governance and Access Committee that will determine protocols to assess proposed research questions that inform educational and workforce outcomes and policies, as well as to approve requests for access to data provided by DOE, UH and DLIR based on institutional and role-based affiliation. The Data Governance and Access Committee will consist of representation by the Partners and meet on a quarterly basis, or as warranted.

In order to research questions posed by the Partners, UH, DOE and DLIR require access to individual student and workforce records. The exchange and merging of data and the de-identification of student-level records will enable educational and workforce related research for research, evaluation and audit purposes based on the merged database. For the purposes of this MOU, DLIR is considered to be an agent of the DOE and UH who will outsource data to DLIR for the purposes of evaluation, audit, or education and workforce-related research. DLIR will perform an institutional service by investigating the relationship between educational background and workforce outcomes and other types of related research as approved by the Data Governance and Access Committee.

The Partners enter into this MOU in order to develop a common understanding that all of the Partners to this MOU wish to comply with individual privacy interests and confidentiality rights to whom the data applies. To avoid the inappropriate use of data, the Partners agree to share data in a manner that safeguards the confidentiality of student data as defined by the federal Family Educational Rights and Privacy Act ("FERPA") and workforce data as provided by the Hawai‘i Revised Statutes ("HRS") and/or the Hawai‘i Administrative Rules ("HAR") and any other applicable laws and regulations. The Partners agree that the data will be used for educational research for the purpose of improving instruction, and that data will be reported in aggregate format rather than at the individual student level.

Further, the Partners agree that if issues/concerns arise with respect to the transmittal or use of data, the Partners, through the Data Governance and Access Committee will address and resolve the issue(s) utilizing resources available to the Committee, including legal counsel as warranted. Until agreement is reached, the data in question will not be transmitted.
PREAMBLE

WHEREAS, DLIR, UH and DOE agree to share unemployment/workforce and student data via Hawai‘i P-20 as an administrative unit within the University of Hawai‘i, Office of the Vice-President of Academic Planning and Policy, to track participation, performance and improve success throughout the public education and career pipeline.

WHEREAS, the Partners will coordinate the sharing of student and unemployment data concerning students who attend, or have attended DOE schools, and who have or are attending UH by:
1) facilitating the transfer of student and unemployment data from the Partners, and 2) ensuring the confidentiality of records and that the Partner’s use of student data is consistent with FERPA, and the use of unemployment/workforce data is consistent with HRS and other applicable laws and regulations.

WHEREAS, the Partners participating in this MOU wish to conduct research to evaluate and improve their respective educational, workforce training, and employment programs through the analysis of demographic, student and wage data concerning public education students who have attended a DOE and/or UH institution, or who are now attending a DOE and/or UH institution.

WHEREAS, it is necessary for the Partners that choose to participate in this MOU to share student and unemployment data for the purpose of verifying student and employment status, evaluating and analyzing their respective educational and training programs and reporting to funding agencies (e.g. the Federal Government, or private foundations) as provided herein.

NOW THEREFORE, the Partners agree to the following terms of this MOU:

1. De-identifying student level data:
   FERPA as amended in 2008, under 34 CFR Section §99.31 (b) De-identified Records and Information recognizes that an educational agency or institution, may release de-identified student level data from education records for the purpose of education evaluation, audit and research by attaching a code to each record, provided that the following conditions are met. The Partners to this MOU agree that:
   a. The educational agency or institution will not disclose any information on how it generates and assigns a record code, or that would allow a recipient to identify a student based on a record code;
   b. The record code is used for no purpose other than identifying a de-identified record for purposes of education research and cannot be used to ascertain personally identifiable information about a student;
   c. The record code is not based on a student’s social security number or any other personal information; and
   d. Hawai‘i P-20 will coordinate the matching and de-identification of student-level records in order to protect the confidentiality and privacy of individual students.

2. Student and Unemployment Insurance Data Sharing:
   The Partners shall share student and unemployment insurance data which shall be provided at least annually, consistent with the dates agreed to by the Partners. Said data shall be provided in the manner and form agreed to by the designated representatives from the Partners.

   Under the guidance of the Data Governance and Access Committee, Partners will establish data coding, formatting and cleaning protocols. Partners are responsible for data cleaning as
specified by data coding and formatting procedures. Data uploads will occur as established by a timeline that is mutually determined by the Partners. The exchange of confidential data between the DOE, UH, DLIR to Hawai‘i P-20 will be done via a secured data transfer mechanism, and will be subject to a separate written agreement requiring compliance with all applicable federal and state laws.

The types of data to be shared consists of demographics, wage/unemployment insurance data, graduation and diploma information, program/major, student transcript records, student test scores (e.g. Scholastic Achievement Test, Hawai‘i State Assessment, placement test scores), survey data (e.g. Senior Exit Plans Survey) and other data as specified and agreed upon by partner representatives, through the Data Governance and Access Committee.

The use and distribution of the data will be determined by the University of Hawai‘i President or designee, in consultation with the Director of DLIR or designee, and with the DOE Superintendent or designee. The Partners and its authorized representatives shall strictly adhere to the use and distribution decision.

At a minimum, each Partner will provide the following:

1. **DOE:**
   a. Student course taking (including grades, credits attempted and earned); diploma award information; student demographics.

2. **UH:**
   a. Student course enrollment (including grades, credits attempted and earned); program/major degree award information; test/placement scores, student demographics.

3. **DLIR: Unemployment Insurance (“UI”) data**
   a. Employee name (first and last), social security number, wages, and employer account number.

4. **Approved Uses of Data**
   a. Matching of the Data to the Correct Person: Personally identifiable student and unemployment records that are matched upon the agreement on behalf of the Partners, are limited to satisfying, or contributing to evaluation, research and reporting requirements related to student educational or workforce outcome measures that must be specified in advance and approved by the Data Governance and Access Committee.

   b. Redaction of Identifiable Information After Matching: Once matched, personal identifiers, such as identification numbers assigned by DOE or UH, or social security numbers will be removed from all student- and worker-level data in order to ensure the confidentiality of all records. Data will be de-identified as specified by Item 1 De-identifying student level data. Once de-identified, the confidentiality of code source shall be strictly adhered to.

5. **Legal Authority/Justification pertaining to DLIR, UI data**
   DLIR, UID is the state agency charged with the administration of state UI law and stores information on employers in this State as prescribed by HRS §383-94 of the Employment Security Law, and HAR §12-5-17.
Legal authority for the release of UI data by UID is found in HRS §383-95 and the related regulations, HAR §12-5-211, 12-5-215, 12-5-219 and 12-5-220. Disclosure of UI data to a state agency shall be considered to be in the public interest only if such disclosure is in connection with its public duties and the information so disclosed will be used for the performance of such public duties, and the Director of DLIR has deemed that that the disclosure to DOE and UH meets these criteria. All UI data is considered confidential and authorized or requesting agencies shall enter into a confidentiality agreement with DLIR, UID in order to disclose information from employing units.

6. Confidentiality of Data
The Partners shall maintain the confidentiality of any and all data shared under this MOU. The confidentiality requirements under this paragraph shall survive the termination or expiration of this MOU or any subsequent agreement intended to supersede this MOU. To ensure the continued confidentiality and security of the data processed, stored, or transmitted under this MOU, the entities shall establish a system of safeguards that will at minimum include the following:

a. Procedures and systems that ensure all data are kept in secured facilities and access to such data is limited to personnel who are authorized to have access to said data under this MOU.

b. All MOU Partners, their staff and/or faculty at the participating state agencies involved in receiving, handling, transmitting, and processing data provided under this MOU will be required to execute a confidentiality agreement requiring said personnel to maintain the confidentiality of all student and unemployment insurance data that contain personally identifiable information.

c. Procedures and systems shall be developed and implemented and shall require the use of secured passwords to access computer databases used to process, store, or transmit student or workforce data provided under this MOU.

d. Procedures and systems, such as good practices for assigning passwords, shall be developed and implemented to maintain the integrity of the systems used to secure computer databases used to process, store, or transmit student data provided under this MOU.

e. Procedures and systems shall be developed and implemented that ensure that all confidential student data processed, stored, transmitted under this MOU shall be maintained in a secure manner that prevents the interception, diversion, or other unauthorized access to said student or unemployment insurance data.

f. The procedures and systems developed and implemented to process, store, or transmit data provided under this MOU shall ensure that FERPA and Hawai‘i law relating to the privacy rights of students’ educational records insofar as such laws are applicable to the parties to this MOU are complied with pursuant to HAR §20-20-3 Title 20, University of Hawai‘i Chapter 20 Protection of Educational Rights and Privacy of Students, University of Hawai‘i Executive Policy – Administration E2.214 Security and Protection of Sensitive Information and HAR §12-5-220.
g. The operational procedures and systems developed and implemented shall provide contingencies to ensure that unauthorized access to personally identifiable information is reported appropriately in accordance to HRS Chapter 487N.

7. Entire Agreement
   This MOU states the entire agreement between the Partners with respect to its subject matter supersedes any previous and contemporaneous or oral representations, statements, negotiations, or agreements.

8. Execution
   Each person signing this MOU on behalf of the Partners represents that he or she has authority to sign on behalf of and to bind such party.

9. Assignment
   None of the signatories to this MOU or the state agencies he or she represents may assign their rights, duties, or obligations under this MOU, either in whole or in part.

10. Severability
    If any provision of this MOU is held to be illegal, invalid, or unenforceable, such provision shall be fully severable. This MOU shall remain in full force and effect, unaffected by such severance, provided that the severed provision(s) are not material to the overall purpose and operation of this MOU.

11. Waiver
    Waiver by any Partner to this MOU of any breach of any provision of this MOU or warranty of representation set forth herein shall not be construed as a waiver of any subsequent breach of the same or any other provision. The failure to exercise any right under this MOU shall not operate as a waiver of such right. All rights and remedies provided for in this MOU are cumulative.

12. Modification and Amendments
    This MOU may be amended or modified at any time by mutual agreement in writing of the Partners to this MOU. The Partners further agree to amend this MOU to the extent amendments are required by an applicable law or policy issued by an appropriate regulatory authority, if the amendment does not materially affect the provisions of this MOU. However, if new laws, policies, or regulations applicable to the Partners are implemented which materially affect the intent of the provision of this MOU, the Partners through their authorized representatives shall meet within a reasonable period of time, e.g., within twenty (20) business days from the date of notice of such change of law, policy, or regulations to confer regarding how and/or if those laws, policies, or regulations will be applied or excepted.

13. Termination
    Any Partner to this MOU may terminate its participation by delivering a written notice of its intent to terminate said participation within thirty (30) days of the effective date of termination to the Superintendent of State of Hawai‘i Department of Education, President of University of Hawai‘i and the Director of the Department of Labor and Industrial Relations. All data which is developed, prepared, or assembled prior to the effective date of termination shall be delivered to the respective educational institution.
14. Terms of this MOU
This MOU shall be in effect for the period commencing from the Effective Date as noted in paragraph 1 of this agreement until participation is terminated as noted in Item 13 Termination. Early termination of this MOU by any Partner shall not affect the data already shared by the terminating party.

State of Hawai‘i
Department of Education

[Signature]
Patricia Hamamoto
Superintendent

Date 10.13.09

University of Hawai‘i

[Signature]
M.R.C. Greenwood
President

Date 10.13.09

State of Hawai‘i
Department of Labor and Industrial Relations

[Signature]
Darwin Ching
Director

Date 10/13/09

October 1, 2009
ACKNOWLEDGEMENTS

(in alphabetical order)

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