

CONSOLIDATED STATE PERFORMANCE REPORT

PART II

SCHOOL YEAR 2019-2020

HAWAII



The Consolidated State Performance Report (CSPR) is the required annual reporting tool for each State, the Bureau of Indian Education, District of Columbia, and Puerto Rico as authorized under Section 8303 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA)

Paperwork Burden Statement

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2.1 ACCOUNTABILITY

2.1.4 Section 1003 of the ESEA School Improvement Funds

In the tables below, provide the amount of Section 1003 funds of the ESEA allocated to each district and school.

2.1.4.1 Section 1003 of the ESEA Allocations to LEAs

For each LEA receiving a 1003(a) allocation, list the amount of the allocation.

Populated with SCH-LEVEL FS132/DG794

Data published outside of report

2.1.4.2 Section 1003 of the ESEA Allocations to Schools

For each school receiving a Section 1003(a) allocation of the ESEA, list the amount of the allocation.

Populated with SCH-LEVEL FS132/DG794

Data published outside of report

2.2 GRADUATION RATES AND POSTSECONDARY ENROLLMENT

This section collects data on graduation rates and rates of postsecondary enrollment.

2.2.1 Four Year Adjusted Cohort Graduation Rates

In the table below, provide the state's four year adjusted cohort graduation rates for the current reporting period.

Populated with SEA-LEVEL FS150/DG695 and FS151/DG696

State	Student Group	# of Graduates	# of Students in Cohort	Graduation Rate
HAWAII	All students	S	13004	86.3
HAWAII	Asian	S	1951	94
HAWAII	Filipino	S	S	S
HAWAII	Native Hawaiian or Other Pacific Islander	S	4646	80.2
HAWAII	Black or African American	S	367	84
HAWAII	Hispanic or Latino	S	371	81
HAWAII	White	S	2137	86
HAWAII	Children with Disabilities (IDEA)	S	1503	65
HAWAII	English Learners	S	1003	71
HAWAII	Economically disadvantaged students	S	7380	81.6
HAWAII	Children in foster care	S	330	69
HAWAII	Children who are homeless	S	400	69

Frequently Asked Questions (FAQs) on graduation rates:

What is the adjusted cohort graduation rate? The adjusted cohort graduation rate is described in sections 8101(23) and 8101(25) of the ESEA.

2.2.2 Postsecondary Enrollment

In the table below, provide counts of students who enrolled in programs of postsecondary education during the current reporting period.

Populated with SEA-LEVEL FS160/DG739

State	Student Group	# Enrolled in an IHE	# Not Enrolled in an IHE	# for which data are unavailable	Total
HAWAII	All students	6529	4267	S	S
HAWAII	American Indian or Alaska Native	30	25	S	S
HAWAII	Asian	1528	339	S	S
HAWAII	Filipino	1808	1148	S	S
HAWAII	Native Hawaiian or Other Pacific Islander	1654	1838	S	S
HAWAII	Black or African American	168	134	S	S
HAWAII	Hispanic or Latino	207	123	S	S
HAWAII	White	1075	631	S	S
HAWAII	Two or more races	59	29	S	S
HAWAII	Female	3854	1675	S	S
HAWAII	Male	2675	2592	S	S
HAWAII	Children with Disabilities (IDEA)	342	583	S	S
HAWAII	English Learners	303	455	S	S
HAWAII	Economically disadvantaged students	3027	2983	S	S

2.3 TITLE I, PART A PROGRAM PARTICIPATION

The following sections collect data on students participating in Title I, Part A by various student characteristics.

2.3.1 Student Participation in Public Title I, Part A by Special Services or Programs

In the table below, provide the number of public school students served by either Public Title I Schoolwide Programs (SWPs) or Targeted Assistance programs (TAS) at any time during the regular school year for each category listed. Count each student only once in each category even if the student participated during more than one term or in more than one school or district in the State. Count each student in as many of the categories that are applicable to the student. Include pre-kindergarten through grade 12. Do not include the following individuals: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Populated with SEA-LEVEL FS037/DG548

State	Special Services or Programs	# Students Served
HAWAII	Children with disabilities (IDEA)	11861
HAWAII	English learners	13341
HAWAII	Homeless students	2762
HAWAII	Migrant students	2123

2.3.2 Student Participation in Public Title I, Part A by Racial/Ethnic Group

In the table below, provide the unduplicated number of public school students served by either Title I SWP or TAS at any time during the regular school year. Each student should be reported in only one racial/ethnic category. Include pre-kindergarten through grade 12. The total number of students served will be calculated automatically.

Do not include: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Populated with SEA-LEVEL FS037/DG548

State	Race Ethnicity	# Students Served
HAWAII	American Indian or Alaska Native	179
HAWAII	Asian	24748
HAWAII	Black or African American	946
HAWAII	Hispanic or Latino	16533
HAWAII	Native Hawaiian or Other Pacific Islander	34063
HAWAII	Total	98460
HAWAII	Two or more races	14300
HAWAII	White	7691

2.3.3 Student Participation in Title I, Part A by Grade Level

In the table below, provide the unduplicated number of students participating in Title I, Part A programs by grade level and by type of program: Title I public TAS, Title I SWP, private school students participating in Title I programs (private), and Part A local neglected programs (local neglected).

Populated with SEA-LEVEL FS134/DG670

State	Age Grade	Public SWP	Public TAS	Local Neglected	Private	Total
HAWAII	Age 3 through 5 (Not Kindergarten)	2284	0	0	0	2284
HAWAII	Age Birth through 2	0	0	0	0	0
HAWAII	Grade 1	8839	0	0	63	8902
HAWAII	Grade 10	5133	0	0	8	5141
HAWAII	Grade 11	4377	0	0	14	4391
HAWAII	Grade 12	4459	0	0	10	4469
HAWAII	Grade 2	8715	0	0	85	8800
HAWAII	Grade 3	8844	0	0	80	8924
HAWAII	Grade 4	8939	0	0	65	9004
HAWAII	Grade 5	7109	0	0	49	7158
HAWAII	Grade 6	8768	0	0	61	8829
HAWAII	Grade 7	8513	0	0	36	8549
HAWAII	Grade 8	8201	0	0	35	8236
HAWAII	Grade 9	6096	0	0	8	6104
HAWAII	Kindergarten	8631	0	0	70	8701
HAWAII	Total	99076	0	0	584	99660
HAWAII	Ungraded	168	0	0	0	168

2.4 EDUCATION OF MIGRATORY CHILDREN

This section collects data on the Migrant Education Program (MEP) (Title I, Part C) for the performance period of September 1, 2018 through August 31, 2019. This section is composed of the following subsections:

- Population data of eligible migratory children
- Academic data of eligible migratory students
- Data of migratory children served during the performance period
- School data
- Project data
- Personnel data

Report a child in the age/grade category in which the child spent the majority of their time while residing in the State during the performance period.

There are two exceptions to this rule:

1. A child who turns 3 during the performance period is reported as “Age 3 through 5 (not Kindergarten),” only if the child’s residency in the state was verified after the child turned 3.
2. A child who turns 22 years of age during the performance is reported at the appropriate age/grade category for the performance period.

2.4.1 Migratory Child Counts

This section collects the Title I, Part C, MEP child counts which States are required to provide and may be used to determine the annual State allocations under Title I, Part C. The child counts should reflect the performance period of September 1, 2019 through August 31, 2020. This section also collects a report on the procedures used by States to produce true, reliable, and valid child counts.

To provide the child counts, each State Education Agency (SEA) should have implemented sufficient procedures and internal controls to ensure that it is counting only those children who are eligible for the MEP. Such procedures are important to protecting the integrity of the State's MEP because they permit the early discovery and correction of eligibility problems and thus help to ensure that only eligible migratory children are counted for funding purposes and are served. If an SEA has reservations about the accuracy of its child counts, it must disclose known data limitations to the Department, and explain how and when it will resolve data quality issues through corrective actions in the box below, which precedes Section 2.3.1.1 Category 1 Child Count.

Note: In submitting this information, the Authorizing State Official must certify that, to the best of his/her knowledge, the State has taken action to ensure that the child counts and information contained in the report are true, reliable, and valid and that any false Statement provided is subject to fine or imprisonment pursuant to 18 U.S.C. §1001.

FAQs on Child Count:

- a. How is “out-of-school” defined? Out-of-school means children up through age 21 who are entitled to a free public education in the State but are not currently enrolled in a K-12 institution. This term could include students who have dropped out of school, youth who are working on a high school equivalency diploma (HSED) outside of a K-12 institution, and youth who are “here-to-work” only. It would not include children in preschool, nor does it include temporary absences (e.g., summer/intersession, suspension or illness). Enrollment in school is not a condition affecting eligibility for the MEP. Therefore, out-of-school youth who meet the definition of a “migratory child” are eligible for the MEP.
- b. How is “ungraded” defined? Ungraded means the children are served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded or ungraded groupings for children with learning disabilities (IDEA). In some cases, ungraded students may also include special education children (IDEA), transitional bilingual students, students working on a HSED through a K-12 institution, or those in a correctional setting. (Do not count students working on a HSED outside of a K-12 institution as ungraded; these students are counted as out-of-school youth.)
- c. How is reporting a child “in the age/grade category in which s/he spent the majority of his/her time while residing in the State” defined? A State must report a child in only one age/grade category in which the child spent the majority of his/her time while residing in the State. For example, a migratory child resided in State A for three months and in State B for nine months in SY2018-19. While in State A, the child enrolled in ninth grade for two months and in tenth grade for one month. Therefore, State A will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State A. In State B, the child enrolled in eighth grade for one month and in ninth grade for eight months. Therefore, State B will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State B.

In the space below, discuss any concerns about the accuracy of the reported child counts or the underlying eligibility determinations on which the counts are based and how and when these concerns will be resolved.

Comments
All data for this report is accurately reported. Data source comes from the schools that are serviced, MIS2000 which is our state’s Migrant Education Program (MEP) database, and the Hawaii Department of Education (HIDOE) database for Student Enrollment.

2.4.1.1 Category 1 Child Count (Eligible Migratory Children)

In the table below, enter the unduplicated statewide number by age/grade of eligible migratory children age 3 through 21 who, within 3 years of making a qualifying move, resided in your State for one or more days during the performance period of September 1, 2019 through August 31, 2020. This figure includes all eligible migratory children who may or may not have received MEP services. Count a child who moved from one age/grade level to another during the performance period only once in the age/grade category in which s/he spent the majority of his/her time while residing in the State, during the performance period. The unduplicated statewide total count is calculated automatically.

Do not include children age birth through 2 years.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Eligible Migratory Children
HAWAII	Age 3 through 5 (Not Kindergarten)	160
HAWAII	Kindergarten	135
HAWAII	Grade 1	161
HAWAII	Grade 2	174
HAWAII	Grade 3	152
HAWAII	Grade 4	220
HAWAII	Grade 5	185
HAWAII	Grade 6	241
HAWAII	Grade 7	230
HAWAII	Grade 8	199
HAWAII	Grade 9	243
HAWAII	Grade 10	178
HAWAII	Grade 11	131
HAWAII	Grade 12	150
HAWAII	Ungraded	1
HAWAII	Out of school	0
HAWAII	Total	2560

2.4.1.2 Category 1 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 1 greater than 10 percent.

Comments
The 2019-20 child count had a slight increase as compared to the previous year. The migrant count went from 2,395 to 2,560. The key factor in the steady level is the continuity of the ID&R staff and the migrant education program staff at the state level. Previously the program was understaffed in recruitment and at the program level and we saw the impact on the numbers.

2.4.1.3 Birth through Two Child Count

In the table below, enter the unduplicated statewide number of eligible migratory children from birth through age 2 who, within 3 years of making a qualifying move, resided in your State for one or more days during the performance period of September 1, 2019 through August 31, 2020.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Eligible Migratory Children
HAWAII	Age Birth through 2	137

2.4.2 Category 2 Child Count (Eligible Migratory Children Served by the MEP During the Summer/ Intersession Term)

In the table below, enter by age/grade the unduplicated statewide number of eligible migratory children age 3 through 21 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the performance period of September 1, 2019 through August 31, 2020. Count a child who moved from one age/grade level to another during the performance period only once in the age/grade category in which s/he spent the majority of his/her time while residing in the State, during the performance period. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once. The unduplicated statewide total count is calculated automatically.

Do not include:

- Children age birth through 2 years
- Children who received only referred services (non-MEP funded).

Populated with SEA-LEVEL FS122/DG635

State	Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
HAWAII	Age 3 through 5 (Not Kindergarten)	0
HAWAII	Kindergarten	5
HAWAII	Grade 1	9
HAWAII	Grade 2	11
HAWAII	Grade 3	10
HAWAII	Grade 4	7
HAWAII	Grade 5	8
HAWAII	Grade 6	5
HAWAII	Grade 7	6
HAWAII	Grade 8	1
HAWAII	Grade 9	15
HAWAII	Grade 10	25
HAWAII	Grade 11	13
HAWAII	Grade 12	5
HAWAII	Out of school	0
HAWAII	Ungraded	0
HAWAII	Total	120

2.4.2.1 Category 2 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 2 greater than 10 percent.

Comments

Data is accurate as reported by the sites. Data was collected from the state At Risk Worksheet that each site completes annually. The Hawaii MEP encouraged schools to offer intersession activities and anticipated more students would attend intersessions and summer school for credit recovery, credit accrual, or enrichment activities. Interested schools were provided LEGO/STEM kits to encourage enrichment sessions and a few sites managed to offer Fall and Winter Recess intersession before the COVID restrictions shut down all schools in the 4th quarter. There were very limited opportunities for summer sessions and most were provided by the school for all students. Despite these restrictions and conditions our intersession/summer numbers did increase slightly from 112 students last year to 120 students this year.

2.4.2.2 Birth through Two Eligible Migratory Children Served by the MEP During the Summer/Intersession Term

In the table below, enter the unduplicated statewide number of eligible migratory children from age birth through 2 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the performance period of September 1, 2019 through August 31, 2020. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once.

Do not include:

- Children who received only referred services (non-MEP funded).

Populated with SEA-LEVEL FS122/DG635

State	Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
HAWAII	Age Birth through 2	0

2.4.3 Child Count Calculation and Validation Procedures

The following questions request information on the State's MEP child count calculation and validation procedures.

2.4.3.1 Methods Used to Count Children

In the space below, please describe the procedures and processes at the State level used to ensure all eligible children, ages 3-21 are reported. In particular, describe how the State includes and counts only:

- The unduplicated count of eligible migratory children, ages 3-21. Only include children two years of age whose residency in the state has been verified after turning three.
- Children who met the program eligibility criteria (e.g., were within 3 years of a qualifying move, engaged or had parents engage in migratory agricultural or fishing work, and were entitled to a free public education through grade 12 in the State, or preschool children below the age and grade level at which the agency provides free public education). Children who were resident in your State for at least 1 day during the performance period (September 1 through August 31).
- Children who graduated from high school or attained a High School Equivalency Diploma (HSED) during the performance period and ensures that these children are not counted in the subsequent performance period's child count.
- Children who—in the case of Category 2—were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods.
- Children once per age/grade level for each child count category.
- Children who had an SEA approved Certificate of Eligibility (COE) and were entered in the State's migratory student database.

Comments

Parents/Guardians are provided a Hawaii Migrant Education Program (HIMEP) Parent Work Survey at the start of each school year and upon registration at a school to self-report engagement in farming/agricultural work, fishing or ranching employment that may qualify them for participation in the MEP. Families are contacted by a HIMEP recruiter for an eligibility interview either by phone or in-person and letters are sent by the recruiters to the families that they are unable to contact at the address documented in the Hawaii Department of Education Statewide Student Enrollment System (SSES). Upon certification, a completed COE is sent to the Hawaii MEP Office for review, approval, and entry into the Hawaii MEP data system (MIS2000). Electronic COEs were piloted during the 2019-20 school year and are now the standard procedure to document certification. To ensure an unduplicated student count SSES assigns a unique identification number whenever a new record is created in the system. SSES contains a data quality report that lists any student records with the same name, birth date, gender, and other demographics that is used to identify any potential duplicate student records in the system. This report is regularly monitored by HIDOE staff to ensure that there are no duplicates. The SSES unique identification number is used in all student information systems utilized by the HIDOE including HIMEP. The HIMEP uses MIS2000 which is a unique database system with built-in features that assure that a child is counted only once. The system generates a COE number and exchanges data with the SSES to verify enrollment, withdrawal and other demographic data so that the system can generate accurate child count reports that meet the six (6) criteria mentioned above. The SEA migrant data coordinator is the only individual permitted to enter data into the system thus ensuring that the data is imputed and coded accurately and consistently. Each student is coded in either the regular [R] or summer [S] enrollment type. MEP/MIS2000 data is cross-checked again in the HIDOE's Longitudinal Data System (LDS) and the Hawaii Infinite Campus data system to ensure that there are no duplicate students across all of the data systems. The Hawaii MEP Director is notified and corrects reported duplication errors in MSIX if they occur. Parents for all students enrolling in the Hawaii public school system must provide proof that the child resides at an address within the school's attendance boundary. The proof of address documentation includes but is not limited to: rental/lease agreements, mortgage agreements, utility bills, or a notarized statement from a relative or friend. During the eligibility interview process, the Hawaii MEP recruiters inquire about any younger siblings and include them in the residency verification for the older sibling. Residency verification specifically for children turning three during the performance period is completed after their third birthday. A quarterly list of children who will or have turned three is provided to the recruiters who contact parents by phone or in person to verify age and residency information. The HIMEP annual verification process applies to all Category 1 and Category 2 children: The HIMEP recruiters complete an annual verification of all eligible migrant students in their assigned recruitment area to check if a new qualifying move was made by the families in each one-year time period of the three year eligibility following the certifying QAD. If a new move was made, a new COE is generated with the new QAD. Follow up letters are sent to the mailing address on record in SSES to the families the recruiters are unable to contact. Student eligibility and services continue for the three-year period even if contact is not made at that time. This verification process also ensures the Hawaii MEP recruiters contact families whose COE will expire in the current year to ensure continuity of services for certified eligible students with a new QAD. At least three attempts are made for each annual verification. Families who do not make a new qualifying move within the eligibility period are informed that they will settle out of the MEP and may be interviewed again before exiting the program. All services and supports continue to the end of the performance period of the end of eligibility date. Students between the ages of 3-21, who are within the 3 years of their QAD and who had a residency, withdrawal, enrollment, or term date during the date range requested of 9/1/2019 and 8/31/2020, are coded as a regular [R] enrollment type. An intersession list reported students with the same criteria as the 12-month list but were coded with the intersession/summer [S] enrollment type and the supplemental service code provided to them (e.g., summer school, preschool, etc.) High school graduates and HSED holders from the previous year are not included in Hawaii's reported count since they are not considered [active] after they are removed from the Hawaii Department of Education system. However, those students who graduated in May (which is when we have our high school graduations) are counted in our count since they were served during the regular school year. Those who had to attend summer school in order to graduate are also counted in Cat 2. In July of each year our state enrollment system updates registration and removes graduates from the [active] file so that they are not included in the state enrollment count. Students who dropped out of school before receiving their diploma are exited from our state student enrollment system once the family or school files the appropriate Hawaii DOE paperwork.

Does the State ensure that the system that transmits migrant data to the Department accurately accounts for all the migratory children in every EDFacts data file? Please respond in the table below.

The State deployed a process that ensured that it transmits accurate migrant data to the Department in every required EDFacts data file.

Yes

Does the State use data in the Migrant Student Information Exchange (MSIX) to verify the quality of migrant data?

No

If MSIX is utilized, please explain how.

Comments

Data Quality Comments
<p>Hawaii does not use MSIX to verify the quality of the migrant data. Since we have very few families who migrate from our state to another to seek work, we do not use MSIX as other states may do . Most of the qualifying movement occurs across HIMEP complex lines and across islands. Since the Hawaii Department of Education is a unitary SEA/LEA system, the movement of students across our state remains in the department's data system and is updated nightly so registering schools have instant access to student records.</p>

2.4.3.2 Quality Control Processes

In the space below, describe the results of any re-interview processes used by the SEA during the performance period to test the accuracy of the State's MEP eligibility determinations.

Results	#
The number of eligibility determinations sampled.	70
The number of eligibility determinations sampled for which a re-interview was completed.	50
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	50

What was the most recent year that the MEP conducted independent prospective re-interviews (i.e., interviewers were neither SEA or LEA staff members responsible for administering or operating the MEP, nor any other persons who worked on the initial eligibility determinations being tested)? If independent prospective re-interviews were not administered in any of the three performance periods, please provide an explanation in the "Comment" row at the end of this table.

2017-18

Comments

A random list of 150 eligible students was generated by the state director. The list of eligible students along with their COE were provided to the independent re-interviewing team. Letters that outlined the purpose and process of the re-interview were sent to the parent/guardians and also school administration. The independent re-interviewing team contacted families over the phone. The interviews were conducted in English, Spanish, or both. At the start of the interview the parent/guardian was offered the opportunity to meet with the interviewer in-person or to continue over the phone. The qualifying parent/guardians were asked questions to verify the information reported on the COE that was used to confirm program eligibility. From the list of 150 eligible students, the re-interviewers completed a sample of 50 eligible parent/guardians. The independent re-interviewer met with the state program director to review the process, findings, and recommendations and provided a written report. A copy of this report, with student identifiable information redacted, was provided to the Office of Migrant Education by the state director.

FAQ on independent prospective re-interviews:

a. What are independent prospective re-interviews? Independent prospective re-interviews allow confirmation of your State's eligibility determinations and the accuracy of the numbers of migratory children in your State reports. Independent prospective interviews should be conducted at least once every three years by an independent interviewer, performed on the current year's identified migratory children.

Obtaining Data from Families	Response
How were the re-interviews conducted	Phone interviews
Was there a protocol for verifying all information used in making the original eligibility determination?	Yes
Were re-interviewers independent from the original interviewers?	Yes

If you did conduct independent re-interviews in this reporting period, describe how you ensured that the process was independent. Only enter a response if your State completed independent re-interviews in SY2018-19.

Comments

In the space below, refer to the results of any re-interview processes used by the SEA, and if any of the migratory children were found ineligible, describe those corrective actions or improvements that will be made by the SEA to improve the accuracy of its MEP eligibility determinations.

Comments
The HIMEP did not complete an independent re-interview during SY 2019-20. The last independent re-interview was done during SY 2017-18. However, during SY 2019-20 the HIMEP completed an internal prospective interview that followed the same process and found no program certified migrant children to be ineligible for the program. This prospective interview is an ongoing practice that the HIMEP program does every year when an independent re-interview is not conducted. The next independent re-interview will be 2021.

In the space below, please respond to the following question:

Does the state collect all the required data elements and data sections on the National Certificate of Eligibility (COE)?
Yes

Data Quality Comments

2.4.4 Eligible Migratory Children

2.4.4.1 Priority for Services

In the table below, provide the unduplicated number of eligible migratory children who have been classified as having “Priority for Services.” The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

FAQ on priority for services:

Who is classified as having “priority for service?” Migratory children who have made a qualifying move within the previous 1-year period and who 1) are failing, or most at risk of failing to meet challenging State academic standards, or 2) have dropped out of school.

2.4.4.2 English Learners (ELs)

In the table below, provide the unduplicated number of eligible migratory children who are also ELs. The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	ELs During the Performance Period
HAWAII	Age 3 through 5 (Not Kindergarten)	0
HAWAII	Kindergarten	28
HAWAII	Grade 1	32
HAWAII	Grade 2	36
HAWAII	Grade 3	38
HAWAII	Grade 4	58
HAWAII	Grade 5	49
HAWAII	Grade 6	65
HAWAII	Grade 7	38
HAWAII	Grade 8	23
HAWAII	Grade 9	28
HAWAII	Grade 10	14
HAWAII	Grade 11	5
HAWAII	Grade 12	14
HAWAII	Out of school	0
HAWAII	Ungraded	0
HAWAII	Total	428

2.4.4.3 Children with Disabilities (IDEA)

In the table below, provide the unduplicated number of eligible migratory children who are also children with disabilities (IDEA) under Part B or Part C of the IDEA. The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Children with Disabilities (IDEA) During the Performance Period
HAWAII	Age Birth through 2	0
HAWAII	Age 3 through 5 (Not Kindergarten)	13
HAWAII	Kindergarten	11
HAWAII	Grade 1	8
HAWAII	Grade 2	11
HAWAII	Grade 3	20
HAWAII	Grade 4	26
HAWAII	Grade 5	23
HAWAII	Grade 6	25
HAWAII	Grade 7	30
HAWAII	Grade 8	19
HAWAII	Grade 9	33
HAWAII	Grade 10	21
HAWAII	Grade 11	10
HAWAII	Grade 12	21
HAWAII	Out of school	0
HAWAII	Ungraded	1
HAWAII	Total	272

2.4.4.4 Qualifying Arrival Date (QAD)

In the table below, provide the unduplicated number of eligible migratory children whose QAD occurred within 12 months from the last day of the performance period, August 31, 2020 (i.e., QAD during the performance period). The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	QAD During the Performance Period
HAWAII	Age Birth through 2	102
HAWAII	Age 3 through 5 (Not Kindergarten)	104
HAWAII	Kindergarten	80
HAWAII	Grade 1	101
HAWAII	Grade 2	104
HAWAII	Grade 3	134
HAWAII	Grade 4	92
HAWAII	Grade 5	143
HAWAII	Grade 6	116
HAWAII	Grade 7	154
HAWAII	Grade 8	127
HAWAII	Grade 9	124
HAWAII	Grade 10	121
HAWAII	Grade 11	99
HAWAII	Grade 12	65
HAWAII	Out of school	0
HAWAII	Ungraded	0
HAWAII	Total	1666

2.4.5 Academic Status

The following questions collect data about the academic status of eligible migratory students.

2.4.5.1 Dropouts

In the table below, provide the unduplicated number of eligible migratory students who dropped out of school. The total is calculated automatically.

Populated with SEA-LEVEL FS032/DG326

State	Grade	Dropouts During the Performance Period
HAWAII	Grade 7	0
HAWAII	Grade 8	3
HAWAII	Grade 9	5
HAWAII	Grade 10	7
HAWAII	Grade 11	2
HAWAII	Grade 12	4
HAWAII	Ungraded	.
HAWAII	Total	21

FAQ on Dropouts:

How is “dropouts” defined? The term used for students, who, (1) were enrolled in a school for at least one day during the 2019-20 performance period, (2) were not enrolled at the beginning of the current (2020-21) performance period, (3) who have not graduated from high school or completed a State- or district-approved educational program, and (4) who do not meet any of the following exclusionary conditions: (a) transfer to another school district, private school or State- or district-approved educational program (including correctional or health facility programs), (b) temporary absence due to suspension or school-excused illness or (c) death. Students who dropped out-of-school prior to the 2019-20 performance period should not be reported in this item.

2.4.5.2 HSED (High School Equivalency Diploma)

In the table below, provide the total unduplicated number of eligible migratory students who obtained a High School Equivalency Diploma (HSED) by passing a high school equivalency test that your state accepts (e.g. GED, HiSET, TASC).

Obtained a HSED in your State During the Performance Period
0

Data Quality Comments

The high school equivalency diploma program is managed by the Community School for Adults whose data system is independent from the SSES used by the HIDOE system. In Hawaii a student who has not graduated must withdraw or otherwise be removed from the HIDOE database before registering for the adult education program, both systems are not linked to each other. In SY 2018-19 the HIMEP entered into a partnership with the Community School for Adults to provide support for eligible MEP students to obtain a high school equivalency diploma. HIMEP will pay for the prep-course fee, course materials, and the HiSET/GED test. Unfortunately no eligible students applied to take the HiSET/GED during this performance period.

2.4.6 MEP Services - During the Performance Period

The following questions collect data about MEP services provided to migratory children during the performance period.

FAQ on Services:

What are services? Services are a subset of all allowable activities that the MEP can provide through its programs and projects. “Services” are those educational or educationally related activities that: (1) directly benefit a migratory child; (2) address a need of a migratory child consistent with the SEA’s comprehensive needs assessment and service delivery plan; (3) are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and (4) are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State’s performance targets/annual measurable objectives. Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are not considered services. Other examples of an allowable activity that would not be considered a service would be the one-time act of providing instructional packets to a child or family, and handing out leaflets to migratory families on available reading programs as part of an effort to increase the reading skills of migratory children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

In the table below, provide the unduplicated number of eligible migratory children who received MEP-funded instructional or support services at any time during the performance period. Do not count the number of times an individual child received a service intervention. The total number of students served is calculated automatically.

Populated with SEA-LEVEL FS054/DG102

State	Age Grade	Served During the Performance Period
HAWAII	Age Birth through 2	0
HAWAII	Age 3 through 5 (Not Kindergarten)	45
HAWAII	Kindergarten	116
HAWAII	Grade 1	136
HAWAII	Grade 2	143
HAWAII	Grade 3	124
HAWAII	Grade 4	181
HAWAII	Grade 5	154
HAWAII	Grade 6	241
HAWAII	Grade 7	207
HAWAII	Grade 8	179
HAWAII	Grade 9	211
HAWAII	Grade 10	160
HAWAII	Grade 11	128
HAWAII	Grade 12	126
HAWAII	Ungraded	0
HAWAII	Out of school	0
HAWAII	Total	2151

2.4.6.1 Priority for Services – During the Performance Period

In the table below, provide the unduplicated number of eligible migratory children who have been classified as having “priority for services” and who received MEP-funded instructional or support services during the performance period. The total is calculated automatically.

Populated with SEA-LEVEL FS054/DG102

State	Age Grade	Priority for Services During the Performance Period
HAWAII	Age 3 through 5 (Not Kindergarten)	9
HAWAII	Kindergarten	28
HAWAII	Grade 1	37
HAWAII	Grade 2	51
HAWAII	Grade 3	38
HAWAII	Grade 4	62
HAWAII	Grade 5	52
HAWAII	Grade 6	103
HAWAII	Grade 7	62
HAWAII	Grade 8	55
HAWAII	Grade 9	55
HAWAII	Grade 10	38
HAWAII	Grade 11	27
HAWAII	Grade 12	46
HAWAII	Ungraded	0
HAWAII	Out of school	0
HAWAII	Total	663

2.4.6.2 Continuation of Services – During the Performance Period

In the table below, provide the unduplicated number of migratory children who received MEP-funded instructional or support services during the performance period under the continuation of services authority Section 1304(e)(2–3). Do not include children served under Section 1304(e)(1), which are children whose eligibility expired during the school term. The total is calculated automatically.

Populated with SEA-LEVEL FS054/DG102

State	Age Grade	Continuation of Services During the Performance Period
HAWAII	Age 3 through 5 (Not Kindergarten)	0
HAWAII	Kindergarten	0
HAWAII	Grade 1	0
HAWAII	Grade 2	0
HAWAII	Grade 3	0
HAWAII	Grade 4	0
HAWAII	Grade 5	0
HAWAII	Grade 6	0
HAWAII	Grade 7	0
HAWAII	Grade 8	0
HAWAII	Grade 9	0
HAWAII	Grade 10	0
HAWAII	Grade 11	0
HAWAII	Grade 12	0
HAWAII	Ungraded	0
HAWAII	Out of school	0
HAWAII	Total	0

FAQ on Continuation of Services:

What is Continuation of Services? The “continuation of services” provision found in Section 1304(e) of the ESEA provides that: (1) a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term; (2) a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and (3) secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

2.4.6.3 Instructional Service – During the Performance Period

In the table below, provide the unduplicated number of eligible migratory children who received any type of MEP-funded instructional service during the performance period. Include children who received instructional services provided by either a teacher or a paraprofessional. Children should be reported only once regardless of the frequency with which they received a service intervention. The total is calculated automatically.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Instructional Service During the Performance Period
HAWAII	Age Birth through 2	0
HAWAII	Age 3 through 5 (Not Kindergarten)	26
HAWAII	Kindergarten	60
HAWAII	Grade 1	95
HAWAII	Grade 2	96
HAWAII	Grade 3	76
HAWAII	Grade 4	118
HAWAII	Grade 5	105
HAWAII	Grade 6	185
HAWAII	Grade 7	165
HAWAII	Grade 8	145
HAWAII	Grade 9	113
HAWAII	Grade 10	93
HAWAII	Grade 11	76
HAWAII	Grade 12	78
HAWAII	Ungraded	0
HAWAII	Out of school	0
HAWAII	Total	1431

2.4.6.4 Type of Instructional Service – During the Performance Period

In the table below, provide the number of eligible migratory children reported in the table above who received MEP-funded reading instruction, mathematics instruction, or high school credit accrual during the performance period. Include children who received such instructional services provided by a teacher only. Children may be reported as having received more than one type of instructional service in the table. However, children should be reported only once within each type of instructional service that they received regardless of the frequency with which they received the instructional service. The totals are calculated automatically.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Reading Instruction During the Performance Period	Mathematics Instruction During the Performance Period	High School Credit Accrual During the Performance Period
HAWAII	Age 3 through 5 (Not Kindergarten)	0	0	.
HAWAII	Age Birth through 2	0	0	.
HAWAII	Grade 1	0	0	.
HAWAII	Grade 10	0	0	0
HAWAII	Grade 11	0	0	0
HAWAII	Grade 12	0	0	0
HAWAII	Grade 2	0	0	.
HAWAII	Grade 3	0	0	.
HAWAII	Grade 4	0	0	.
HAWAII	Grade 5	0	0	.
HAWAII	Grade 6	0	0	.
HAWAII	Grade 7	0	0	.
HAWAII	Grade 8	0	0	0
HAWAII	Grade 9	0	0	0
HAWAII	Kindergarten	0	0	.
HAWAII	Out of school	0	0	0
HAWAII	Total	0	0	0
HAWAII	Ungraded	0	0	0

FAQ on Types of Instructional Services:

What is “high school credit accrual”? MEP-funded instruction, funded in whole or in part by MEP funds, in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. High school credit accrual includes correspondence courses taken by a student under the supervision of a teacher. High school credit accrual may include the age/grade categories of Grade 8 through Grade 12. NOTE: Children receiving a MEP-funded high school credit accrual service should be reported only once, regardless of frequency.

2.4.6.5 Support Services with Breakout for Counseling Services – During the Performance Period

In the table below, in the column titled Support Services, provide the unduplicated number of eligible migratory children who received any MEP-funded support service during the performance period. In the column titled Breakout of Counseling Services During the Performance Period, provide the unduplicated number of eligible migratory children who received a counseling service during the performance period. Children should be reported only once in each column regardless of the frequency with which they received a support service intervention. The totals are calculated automatically.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Support Services During the Performance Period	Breakout of Counseling Services During the Performance Period
HAWAII	Age 3 through 5 (Not Kindergarten)	10	0
HAWAII	Age Birth through 2	0	0
HAWAII	Grade 1	83	0
HAWAII	Grade 10	105	4
HAWAII	Grade 11	79	12
HAWAII	Grade 12	69	5
HAWAII	Grade 2	69	0
HAWAII	Grade 3	66	2
HAWAII	Grade 4	90	1
HAWAII	Grade 5	97	2
HAWAII	Grade 6	187	0
HAWAII	Grade 7	166	0
HAWAII	Grade 8	120	0
HAWAII	Grade 9	112	3
HAWAII	Kindergarten	41	0
HAWAII	Out of school	0	0
HAWAII	Total	1294	29
HAWAII	Ungraded	0	0

FAQs on Support Services:

a. What are support services? These MEP-funded educationally-related services are provided to students. These services include, but are not limited to, health, nutrition, counseling, and social services for migratory children; necessary educational supplies, and transportation. Activities related to identification and recruitment, parental involvement, professional development, program evaluation, and the one-time act of providing instructional or informational packets to a child or family does not constitute a support service.

b. What are counseling services? Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counsees, or between students and students in MEP peer-to-peer counseling activities, or between students and MEP-funded staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy. NOTE: Children who receive a MEP-funded counseling service should be reported only once, regardless of frequency.

2.4.7 School Data during the Regular School Year

The following questions are about the enrollment of eligible migratory children in schools during the regular school year.

2.4.7.1 Schools and Enrollment – During the Regular School Year

In the table below, provide the number of public schools that enrolled eligible migratory children at any time during the regular school year. Schools include public schools that serve school age (e.g., grades K through 12) children. Also, provide the number of eligible migratory children who were enrolled in those schools. Since more than one school in a State may enroll the same migratory child at some time during the regular school year, the number of children may include duplicates.

Populated with SCH-LEVEL FS165/DG110

State	Number of schools that enrolled eligible migratory children	Number of eligible migratory children enrolled in those schools
HAWAII	75	2450

2.4.7.2 Schools Where MEP Funds Were Consolidated in SWPs – During the Regular School Year

In the table below, provide the number of schools where MEP funds were consolidated in an SWP. Also, provide the number of eligible migratory children who were enrolled in those schools at any time during the regular school year. Since more than one school in a State may enroll the same migratory child at some time during the regular school year, the number of children may include duplicates.

Populated with SCH-LEVEL FS165/DG110 and FS165/DG514

2.5 PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK

This section collects data on programs and facilities that serve students who are neglected, delinquent, or at risk under Title I, Part D, and characteristics about and services provided to these students.

Throughout this section:

- Report data for the program year of July 1, 2019 through June 30, 2020.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do not include programs funded solely through Title I, Part A.
- Use the definitions listed below:
 - o Adult Corrections: An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.
 - o At-Risk Programs: Programs operated (through LEAs) that target students who are at risk of academic failure, dependency adjudication, or delinquency adjudication, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice or child welfare system in the past, are at least 1 year behind the expected age/grade level, are English learners, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.
 - o Juvenile Corrections: An institution for delinquent children and youth that is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Include any programs serving adjudicated youth (including non-secure facilities and group homes) in this category.
 - o Juvenile Detention Facilities: Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.
 - o Neglected Programs: An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.
 - o Other: Any other programs, not defined above, that receive Title I, Part D funds and serve non-adjudicated children and youth.

2.5.1 State Agency Title I, Part D Programs and Facilities – Subpart 1

The following questions collect data on Title I, Part D, Subpart 1 programs and facilities.

2.5.1.1 Programs and Facilities - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs and facilities that serve neglected and delinquent students and the average length of stay by program/facility type, for these students. Report only programs and facilities that received Title I, Part D, Subpart 1 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/facilities will be automatically calculated. Below the table is a FAQ about the data collected in this table.

State Program or Facility Type	# Programs or Facilities	Average Length of Stay in Days
Adult corrections	1	253
Juvenile corrections	1	264
Juvenile detention	0	0
Neglected programs	0	0
Other programs	0	0
Total	2	.

FAQ on Programs and Facilities - Subpart 1:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit, for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

Data Quality Comments

2.5.1.2 Programs and Facilities That Reported - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs/facilities that reported data on neglected and delinquent students. The total row will be automatically calculated.

State Program Facility Type	# Reporting Data
Adult corrections	1
Juvenile corrections	1
Juvenile detention	0
Neglected programs	0
Other programs	0
Total	2

Data Quality Comments

2.5.1.3 Students Served – Subpart 1

In the tables below, provide the number of neglected and delinquent students served in State agency Title I, Part D, Subpart 1 programs and facilities. Report only students who received Title I, Part D, Subpart 1 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables provide the number of students served by disability (IDEA) and EL status, by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex and by age will be automatically calculated.

Populated with SEA-LEVEL FS119/DG656

State	# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
HAWAII	Total Long-Term Students Served	.	.	39	41	.
HAWAII	Total Unduplicated Students Served	.	.	46	41	.

Provide the number of students served by special populations.

State	Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
HAWAII	Children with one or more disabilities (IDEA)	.	.	18	9	.
HAWAII	English learner	.	.	6	0	.

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
HAWAII	American Indian or Alaska Native	.	.	0	1	.
HAWAII	Asian	.	.	3	20	.
HAWAII	Black or African American	.	.	0	1	.
HAWAII	Hispanic or Latino	.	.	2	0	.
HAWAII	Native Hawaiian or Other Pacific	.	.	33	12	.
HAWAII	Total	.	.	46	41	.
HAWAII	Two or more races	.	.	3	0	.
HAWAII	White	.	.	5	7	.

Provide the number of students served by gender.

State	Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
HAWAII	Female	.	.	8	6	.
HAWAII	Male	.	.	38	35	.
HAWAII	Total	.	.	46	41	.

Provide the number of students served by age.

State	Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
HAWAII	10 years old	.	.	0	0	.
HAWAII	11 years old	.	.	0	0	.
HAWAII	12 years old	.	.	0	0	.
HAWAII	13 years old	.	.	0	0	.
HAWAII	14 years old	.	.	0	0	.
HAWAII	15 years old	.	.	2	0	.
HAWAII	16 years old	.	.	7	0	.
HAWAII	17 years old	.	.	15	0	.
HAWAII	18 years old	.	.	20	0	.
HAWAII	19 years old	.	.	2	6	.
HAWAII	20 years old	.	.	0	15	.
HAWAII	21 years old	.	.	0	20	.
HAWAII	3 through 5	.	.	0	0	.
HAWAII	6 years old	.	.	0	0	.
HAWAII	7 years old	.	.	0	0	.
HAWAII	8 years old	.	.	0	0	.
HAWAII	9 years old	.	.	0	0	.
HAWAII	Total	.	.	46	41	.

FAQ on Unduplicated Count:

What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2019 through June 30, 2020.

2.5.1.4 Academic, Career and Technical Outcomes While in the State Agency Program/Facility or Within 90 Calendar Days after Exit

In the tables below, for each program type, provide the number of students who attained academic, career, and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled, or planned to enroll, in their local district school within 90 calendar days after exiting. A student may be reported only once, per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the State agency program/facility column (“in fac.”) or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods, per program type.

The third table includes outcomes a student may achieve more than once. In the “in fac.” column, provide the unduplicated number of students who attained academic, career and technical outcomes while enrolled in the State agency program/facility. In the “90 days after exit” column provide the unduplicated number of students who attained academic, career, and technical outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90–day transition period, that student may be reported once in each column.

Populated with SEA-LEVEL FS180/DG783 and FS181/DG785

State	Outcomes (once per student, only after exit)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
HAWAII	Enrolled in local district school			7	S	

State	Outcomes	Neglected Programs - In Fac	Neglected Programs - 90 Days After Exit	Juvenile Detention - In Fac	Juvenile Detention - 90 Days After Exit	Juvenile Corrections - In Fac
HAWAII	Were accepted and/or enrolled into post-secondary education					S
HAWAII	Obtained high school diploma					S
HAWAII	Obtained employment					S
HAWAII	Enrolled in job training courses/programs					10
HAWAII	Earned high school course credits					40
HAWAII	Earned a GED					S
HAWAII	Enrolled in a GED program					6

State	Outcomes	Juvenile Corrections - 90 Days After Exit	Adult Corrections - In Fac	Adult Corrections - 90 Days After Exit	Other Programs - In Fac	Other Programs - 90 Days After Exit
HAWAII	Were accepted and/or enrolled into post-secondary education	S	S	S		
HAWAII	Obtained high school diploma	S	S	S		
HAWAII	Obtained employment	S	S	S		
HAWAII	Enrolled in job training courses/programs	S	17	S		
HAWAII	Earned high school course credits	S	S	S		
HAWAII	Earned a GED	S	S	S		
HAWAII	Enrolled in a GED program	S	7	S		

2.5.2 Academic Performance – Subpart 1

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 1 in reading and mathematics.

2.5.2.1 Academic Performance in Reading – Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in reading pre-and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Populated with SEA-LEVEL FS113/DG628

State	Performance Data (Based on most recent pre post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
HAWAII	Up to one full grade			S	S	
HAWAII	Negative change			S	S	
HAWAII	More than one full grade			4	S	
HAWAII	No Change			37	21	
HAWAII	Total			46	25	

2.5.2.2 Academic Performance in Mathematics – Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in mathematics pre-and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year.

Populated with SEA-LEVEL FS113/DG628

State	Performance Data (Based on most recent pre post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
HAWAII	Up to one full grade			S	S	
HAWAII	Negative change			S	S	
HAWAII	More than one full grade			4	S	
HAWAII	No Change			37	21	
HAWAII	Total			46	25	

2.5.3 LEA Title I, Part D Programs and Facilities – Subpart 2

The following questions collect data on Title I, Part D, Subpart 2 programs and facilities.

2.5.3.1 Programs and Facilities – Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that serve neglected and delinquent students and the yearly average length of stay by program/facility type for these students. Report only the programs and facilities that received Title I, Part D, Subpart 2 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/ facilities will be automatically calculated. Below the table is an FAQ about the data collected in this table.

LEA Program or Facility Type	# Programs or Facilities	Average Length of Stay (# days)
At-risk programs	0	0
Juvenile corrections	0	0
Juvenile detention	0	0
Neglected programs	0	0
Other programs	0	0
Total	0	.

FAQ on average length of stay:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

Data Quality Comments

Hawaii did not participate in Title I, Part D, Subpart 2 in School Year 2019-2020.
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2.5.3.2 Programs and Facilities That Reported - Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that reported data on neglected and delinquent students. The total row will be automatically calculated.

LEA Program or Facility Type	# Reporting Data
At-risk programs	0
Juvenile corrections	0
Juvenile detention	0
Neglected programs	0
Other programs	0
Total	0

Data Quality Comments
Hawaii did not participate in Title I, Part D, Subpart 2 in School Year 2019-2020.

2.5.3.3 Students Served – Subpart 2

In the tables below, provide the number of neglected and delinquent students served in LEA Title I, Part D, Subpart 2 programs and facilities. Report only students who received Title I, Part D, Subpart 2 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables, provide the number of students served by disability (IDEA), and EL status, by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex, and by age will be automatically calculated.

Populated with LEA-LEVEL FS127/DG657

Provide the number of students served by special populations.

Provide the number of students served by race/ethnicity.

Provide the number of students served by sex.

Provide the number of students served by age.

FAQ on Unduplicated Count:

What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2019 through June 30, 2020.

2.5.3.4 Academic, Career and Technical Outcomes While in the LEA Program/Facility or Within 90 Calendar Days After Exit

In the tables below, for each program type, provide the number of students who attained academic, career and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled, or planned to enroll, in their local district school within 90 calendar days after exiting. A student may be reported only once, per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the LEA program/facility column (“in fac.”) or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods, per program type.

The third table includes outcomes a student may achieve more than once. In the “in fac.” column, provide the unduplicated number of students who attained academic, career and vocational outcomes while enrolled in the LEA program/facility. In the “90 days after exit” column provide the unduplicated number of students who attained academic, career and vocational outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90 day transition period, that student may be reported once in each column.

Populated with LEA-LEVEL FS180/DG782 and FS181/DG784

2.5.3.5 Academic Performance – Subpart 2

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 2 in reading and mathematics.

2.5.3.5.1 Academic Performance in Reading – Subpart 2

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in reading pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Populated with LEA-LEVEL FS125/DG629

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2019, through June 30, 2020.

Is reporting pre/post-test data for at-risk programs required? No, reporting pre/post-test data for at-risk students is no longer required, but States have the option to continue to collect and report it within the CSPR.

2.5.3.5.2 Academic Performance in Mathematics – Subpart 2

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in mathematics pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year.

Populated with LEA-LEVEL FS125/DG629

2.6 STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS (TITLE IV, PART A)

2.6.1 Funds Spent Under Title IV, Part A

This section collects data on the amount of funds spent by LEAs on the three content areas under Title IV, Part A of the ESEA.

Content Area	Amount of Funds Spent
Well-Rounded	\$0
Safe and Healthy Students	\$0
Effective Use of Technology	\$0

Data Quality Comments

Per Hawaii's Consolidated State Plan (<https://www2.ed.gov/admins/lead/account/stateplan17/hiconsolidatedstateplan.pdf>, page 110), all of our Title IV, Part A funds were transferred to Title II, Part A.

2.6.2 LEAs Who Spent Funds Under Title IV, Part A

This section collects data on the number of LEAs who spent funds by the content areas under Title IV, Part A of the ESEA. For the "Any" category, report the number of LEAs that spent funds in any of the three content areas. An LEA should be included in the count of each content area it spent funds on (i.e. an LEA may be represented in more than one content area in the table below).

Content Area	Number of LEAs Spending Funds
Well-Rounded	0
Safe and Healthy Students	0
Effective Use of Technology	0
Any Content Area	0

Data Quality Comments

Per Hawaii's Consolidated State Plan (<https://www2.ed.gov/admins/lead/account/stateplan17/hiconsolidatedstateplan.pdf>, page 110), all of our Title IV, Part A funds were transferred to Title II, Part A.

2.7 FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE V, PART A)

2.7.1 State Transferability of Funds

In the table below, indicate whether the State transferred funds under the state transferability authority.

Did the State transfer funds under the State Transferability authority of Section 5103(a) during SY2019-20?
Yes

Data Quality Comments

2.7.2 Local Educational Agency (LEA) Transferability of Funds

In the table below, indicate the number of LEAs that notified the State that they transferred funds under the LEA transferability authority.

LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 5103(b).
1

Data Quality Comments

2.7.3 LEA Funds Transfers

In the table below, provide the total number of LEAs that transferred funds from an eligible program to another eligible program.

Program	# LEAs Transferring Funds FROM Eligible Program	# LEAs Transferring Funds TO Eligible Program
Education of Migratory Children (Title I, Part C)	.	0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	0
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	0
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	0
Rural Education Initiative (Title V, Part B)	.	0
Student Support and Enrichment Grants (Title IV, Part A)	1	0
Supporting Effective Instruction (Title II, Part A)	0	1

Data Quality Comments

In the table below provide the total amount of FY 2019 appropriated funds transferred from and to each eligible program.

Program	Total Amount of Funds Transferred FROM Eligible Program	Total Amount of Funds Transferred TO Eligible Program
Education of Migratory Children (Title I, Part C)	.	\$0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	\$0
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	\$0
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	\$0
Rural Education Initiative (Title V, Part B)	.	\$0
Student Support and Enrichment Grants (Title IV, Part A)	\$5,646,128	\$0
Supporting Effective Instruction (Title II, Part A)	\$0	\$5,646,128

Data Quality Comments

2.8 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP)

This section collects data on the Rural Education Achievement Program (REAP) Title V, Part B, Subparts 1 and 2.

2.8.1 LEA Use of Rural Low-Income Schools Program (RLIS) (Title V, Part B, Subpart 2) Grant Funds

In the table below, provide the number of eligible LEAs that used RLIS funds during SY2019-20 for each of the listed purposes.

Purpose	# LEAs
Activities authorized under Part A of Title I	0
Activities authorized under Part A of Title II	0
Activities authorized under Title III	0
Activities authorized under Part A of Title IV	0
Parental involvement activities	0

Data Quality Comments

Per Hawaii's Consolidated State Plan (<https://www2.ed.gov/admins/lead/account/stateplan17/hiconsolidatedstateplan.pdf>, page 120), Hawaii currently does not participate in the Rural or Low-Income School Program.

2.8.2 RLIS Objectives and Outcomes

In the space below, describe the progress the State has made in meeting the objectives and outcomes for the Rural Low-Income School (RLIS) Program as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

Comments

Per Hawaii's Consolidated State Plan (<https://www2.ed.gov/admins/lead/account/stateplan17/hiconsolidatedstateplan.pdf>, page 120), Hawaii currently does not participate in the Rural or Low-Income School Program.

2.8.3 RLIS Technical Assistance

In the space below, describe the progress the State has made in providing technical assistance for RLIS LEA sub-grantees as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

Comments
Per Hawaii's Consolidated State Plan (https://www2.ed.gov/admins/lead/account/stateplan17/hiconsolidatedstateplan.pdf , page 120), Hawaii currently does not participate in the Rural or Low-Income School Program.

2.8.4 RLIS Subgrant Award Determination

Please report the method the SEA used to award grants to eligible LEAs. If the SEA used a competitive process, please describe that process and include a description of the methods and criteria the SEA used to review applications, award funds to LEAs, and how the LEAs were notified of the process. If the SEA used a formula besides one based on the number of students in average daily attendance served by eligible LEAs in the State, please describe that formula, including an explanation of how this alternative formula enables the SEA to allot grant funds in a manner that serves equal or greater concentrations of children from families with incomes below the poverty line, relative to the concentration that would be served if the SEA used a formula based on the number of students in average daily attendance served by eligible LEAs in the State.

Comments
Per Hawaii's Consolidated State Plan (https://www2.ed.gov/admins/lead/account/stateplan17/hiconsolidatedstateplan.pdf , page 120), Hawaii currently does not participate in the Rural or Low-Income School Program.

2.8.5 RLIS State Administrative Funds

In the table below, provide information on state administrative funds.

Question	Percentage
What percentage of the RLIS grant funds were retained for State-level administration?	0
What percentage of those funds retained for State-level administration were used specifically for technical assistance?	0

Data Quality Comments

Per Hawaii's Consolidated State Plan (<https://www2.ed.gov/admins/lead/account/stateplan17/hiconsolidatedstateplan.pdf>, page 120), Hawaii currently does not participate in the Rural or Low-Income School Program.

2.8.6 RLIS LEAs Awarded Funds

Please list the NCES LEA ID and name of each LEA that received RLIS funds and the amount each received.

Data published outside of report

Data Quality Comments

Per Hawaii's Consolidated State Plan (<https://www2.ed.gov/admins/lead/account/stateplan17/hiconsolidatedstateplan.pdf>, page 120), Hawaii currently does not participate in the Rural or Low-Income School Program.

2.8.7 Small, Rural School Achievement (SRSA) Program, Alternative Fund Use Authority (AFUA)

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