

**HAWAII DEPARTMENT OF EDUCATION**

**Hawaii Qualified Teacher**

***2019-2020 Complex Area Monitoring Template***

**(Monitoring for School Year 2018-2019)**

Section 1: HQT Progress

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|  | Question | Evidence |
| 1.1 | Percent of classes taught by HQTs in all CA schools BOY 2018-19 | Monitor: Provide data |
| 1.2 | Percent of classes taught by HQTs in all CA schools EOY 2018-19 | Monitor: Provide data |
| 1.3 | Percent of classes taught by HQTs in all CA schools BOY 2019-20 | Monitor: Provide data |
| 1.4 | HQT status of each CA school BOY 2019-20 |  |

HQTs =Hawaii Qualified Teachers, BOY=Beginning of Year, EOY=End of Year

Section 2: Overview/Use of Funds

|  | Question | Answer/Evidence |
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| 2.1 | How successful has the complex area been in reducing the number of NHQs? |  |
| 2.2 | How does the complex area monitor school progress in reducing the number of NHQTs? |  |
| 2.3 | For schools that have not made progress in reducing the number of NHQ teachers, what steps has the complex area taken? | CA: Provide documentation of steps taken  |
| 2.4 | In 2018-2019 what professional development and other activities did the complex area provide to increase the number of classes taught by HQTs (Tier-One funds **Program ID 20696**)? | CA: Provide list of PD activities and other supports  |
| 2.5 | What was the amount of Title II A **Program ID 20696** funds used to support these activities? | CA: Provide FRS Report 3.8 with drill down of expenditures for Tier One program IDs. Delineate by school expenditures and CA expenditures. Please directly associate the use of Tier One funds with recipient non-HQ teachers. |
| 2.6 | Does the amount in item 2.5 match the FRS expenditure reports and other supporting documentation? |  |
| 2.7 | What additional opportunities would be helpful to your efforts to assist/require non-HQ teachers to become HQ? |  |
| 2.8 | What activities and professional development did the complex area support funded from **Program ID 20697** in 2018-19 (all administrators and teachers)? | CA: Provide list of activities and include the following documents as appropriate: event title, date, roster of attendees, contracts, and position descriptions  |

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|  | Question | Answer/Evidence |
| 2.9 | What was the amount of Title II A **Program ID 20697** funds used for these activities? | CA: Provide FRS Report 3.8 with drill down of expenditures for Tier Two program IDs. Delineate by school expenditures and CA expenditures. Include the following documents as appropriate: Use of Funds Justification Form, Purchase Order, Invoice, Payroll Certifications. |
| 2.10 | Does the amount in item 2.9 match the FRS expenditure reports and other supporting documentation? |  |
| 2.11 | What targeted activities and professional development and did the complex area support funded from **Program ID 20657** in 2018-19 (all administrators and teachers)? | CA: Provide list of activities and include the following documents as appropriate: event title, date, roster of attendees, contracts, and position descriptions |
| 2.12 | What was the amount of Title II A **Program ID 20657** funds used for these activities? | CA: Provide FRS Report 3.8 with drill down of expenditures for Tier Two program IDs. Delineate by school expenditures and CA expenditures. Include the following documents as appropriate: Use of Funds Justification Form, Purchase Order, Invoice, Payroll Certifications. |
| 2.13 | Does the amount in item 2.12 match the FRS expenditure reports and other supporting documentation? |  |
| 2.14 | What induction and mentoring activities did the complex area support with Title IIA **Program ID 20698** funds in 2018-2019? | CA: Provide list of activities and include the following documents as appropriate: event title, date, roster of attendees, contracts, and position descriptions  |
| 2.15 | What was the amount of Title II A **Program ID 20698** funds used for these activities? | CA: Provide FRS Report 3.8 with drill down of expenditures for Tier Two program IDs. Delineate by school expenditures and CA expenditures. Include the following documents as appropriate: Use of Funds Justification Form, Purchase Order, Invoice, Payroll Certifications. |
| 2.16 | Does the amount in item 2.15 match the FRS expenditure reports and other supporting documentation? |  |
| 2.17 | How many beginning teachers were supported? How many received support from a mentor? | Provide list of beginning teacher and name of mentor teacher |
| 2.18 | How Many Positions did you fund with Title II A Funds? What was the function of each position? | Provide List of Names and Job Title |
| 2.19 | Please provide payroll certification forms for Title II A funded positions | CA: Provide copies of certification forms for all Title II A funded positions |
| 2.20 | What has the State Offices done to support the complex area and your schools’ professional development efforts? |  |
| 2.21 | How could State Offices better support the complex area and your schools’ professional development efforts? |  |

Section 3: Assurances

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|  | Question | Answer/Evidence |
| 3.1 | How does the complex area work with schools to ensure that teachers hired in Title I schools are HQ at the time of hire?  |  |
| 3.2 | How successful has the complex area been in reducing the number of non-HQ teachers hired in Title I schools? |  |
| 3.3 | How does the complex area ensure that every non-HQ teacher hired in Title I schools has a plan in place to become HQ? | CA: Provide documentation  |
| 3.4 | How does the complex area monitor the hiring and assignment of substitute teachers? |  |
| 3.5 | How does the complex area ensure all component schools notified parents or guardians when their child had been assigned or had been taught for four or more consecutive weeks by a teacher or substitute who is non-HQ? | CA: Provide documentation |
| 3.6 | How does the complex area ensure that its component schools notified parents of their right to request and receive information on the qualifications of their children’s teachers? | CA: Provide list of schools and method of notification |
| 3.7 | Does the complex area employ any Casual Personnel that are a PTT, PPE or PPT?  | Provide List of Name and Job Type (PTT, PPE, PPT) |
| 3.8 | Does the complex area maintain a copy of all required employment forms (Application, I9 Form, HQT/Paraprofessional Documentation)? | School: Provide copies of the employment forms |
| 3.9 | Are there any corrective actions that should have been undertaken since the last Title II monitoring, but were not? If so, what was not completed and why? |  |

*Note: Compliance will be monitored by DOE. Failure to meet program regulations and/or established deadlines may result in sanctions, including an interruption of federal funds.*