

**Section 1: HQT Progress**

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

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

**Section 2: Overview/Continuous Improvement**

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|  | Question | Answer/Evidence |
| **2.1** | How successful has the complex area been in reducing the number of NHQ teachers? | CA: Provide response. |
| **2.2** | How does the complex area monitor school progress in reducing the number of NHQ teachers? | CA: Provide response. |
| **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** | How does the complex area assure that activities funded by Title II A adhere to the Complex Area Academic Plan?Did you implement your plans?What evidence did you collect?What were the results of your evidence?What steps did you take to inform/guide/improve how you use and prioritize the use of Title II A Funds? | CA: Provide response. |
| **2.5** | List schools in the complex area identified as:* Title I
* CSI
* TSI

during SY 2019-20. | CA: Provide list of schools. |
| **2.6** | What support was provided to Title I schools or schools that are identified as high poverty?What support was provided to CSI and TSI schools?What support was provided to educators in supporting neglected and delinquent children? | CA: Provide responses. |
| **2.7** | What data does the complex area collect and analyze specific to Title II A? What data did you collect?Who did you gather stakeholder input from regarding your data?What is your continuous improvement process? | CA: Provide evidence of actions taken to improve Title II A activities. List data collected and source and indicate whether others were consulted, or stakeholders were asked for input. List evidence of action taken to improve activities, i.e. survey results or feedback from Title II A funded activities. |

**Section 3 Use of Funds/Prioritizing Funds**

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|  | Question | Answer/Evidence |
| **3.1** | In SY 2019-20, 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 support activities/programs. |
| **3.2** | 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 expenditure. Directly associate the use of Tier One funds with recipient non-HQ teachers. |
| **3.3** | Does the amount in item 3.2 match the FRS expenditure reports and other supporting documentation? | CA: Provide response. |
| **3.4** | What additional opportunities would be helpful to your efforts to assist/require non-HQ teachers to become HQ? | CA: Provide response. |
| **3.5** | What activities and professional development did the complex area support funded from **Program ID 20697** in 2019-20 (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. |
| **3.6** | How did the complex area ensure that professional activities meet the statutory definition of professional development which requires PD be:* sustained;
* intensive;
* collaborative;
* job-embedded;
* data-driven; and
* classroom focused?
 | CA: Provide documentation of steps taken to ensure PD meets the statutory definition. |
| **3.7** | 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. |
| **3.8** | Does the amount in item 3.7 match the FRS expenditure reports and other supporting documentation? | CA: Provide response. |
| **3.9** | What targeted activities and professional development and did the complex area support funded from **Program ID 20657** in 2019-20 (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. |
| **3.10** | 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. |
| **3.11** | Does the amount in item 3.10 match the FRS expenditure reports and other supporting documentation? | CA: Provide response. |
| **3.12** | What induction and mentoring activities did the complex area support with Title IIA **Program ID 20698** funds? | CA: Provide list of activities and include the following documents as appropriate: event title, date, roster of attendees, contracts, and position descriptions . |
| **3.13** | 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. |
| **3.14** | Does the amount in item 3.13 match the FRS expenditure reports and other supporting documentation? | CA: Provide response. |
| **3.15** | How many beginning teachers were supported? How many received support from a mentor? | CA: Provide list of beginning teacher and name of mentor teacher. |
| **3.16** | What support was provided to support struggling teachers? | CA: List support provided. |
| **3.17** | How Many Positions did you fund with Title II A Funds? What was the function of each position? | CA: Provide list of names, job title, position description and payroll certification. |
| **3.18** | The complex area assures that the Title II A funds used for Professional Development (20697, 20698, 20657) were only used to provide PD for teachers who are licensed and/or HQ.  | CA: Provide response. |
| **3.19** | How did the complex area verify that the teacher who attended the PD activities is licensed and/or HQ? | CA: Provide response. |
| **3.20** | How did the complex area assure that Title II funds were utilized in alignment with the Complex area plan? | CA: Provide response. |
| **3.21** | What has the State Offices done to support the complex area and your schools’ professional development efforts? | CA: Provide response. |
| **3.22** | How could State Offices better support the complex area and your schools’ professional development efforts? | CA: Provide response. |

**Section 4: Assurances**

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|  | Question | Answer/Evidence |
| **4.1** | What efforts has the complex area made to recruit and hire effective teachers?  | CA: Provide response. |
| **4.2** | How does the complex area work with schools to ensure that teachers hired in Title I schools are HQ at the time of hire?  | CA: Provide response. |
| **4.3** | How successful has the complex area been in reducing the number of non-HQ teachers hired in Title I schools? | CA: Provide response. |
| **4.4** | 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: Describe process. |
| **4.5** | How does the complex area monitor the hiring and assignment of substitute teachers? | CA: Provide response. |
| **4.6** | 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 process. |
| **4.7** | 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. |
| **4.8** | Does the complex area employ any Casual Personnel that are a PTT, PPE or PPT (regardless of funding source)? | CA: Provide list of name and job type (PTT, PPE, PPT). |
| **4.9** | Does the complex area maintain a copy of all required employment forms (Application, I-9 and verification documents, HQT/Paraprofessional/qualification\* documents)? \*transcript, diploma, certificate, etc. | CA: Provide copies of the employment forms for review. |
| **4.10** | What plan does the complex area have to ensure that 100% of their SY 2019-20 teachers have a minimum of 6 Sheltered Instruction credits by SY 2023-24?What plan does the complex area have in place to ensure that new teachers attain their required Sheltered Instruction credits within three years of hire? | CA: Provide response. |
| **4.11** | How does the CA retain documentation related to Title II A? How long does the CA retain records? | CA: Provide response. |
| **4.12** | 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? | CA: Provide response. |

*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.*