

**Section 1: HQT Progress**

|  | **Question** | **Evidence** |
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| 1.1 | Percent of classes taught by HQTs in all CA schools BOY 2021-22 | Monitor: Provide data. |
| 1.2 | Percent of classes taught by HQTs in all CA schools EOY 2021-22 | Monitor: Provide data. |
| 1.3 | Percent of classes taught by HQTs in all CA schools BOY 2022-23 | Monitor: Provide data. |
| 1.4 | HQT status of each CA school BOY 2021-22 | Monitor: Provide data. |
| 1.5 | HQ Rate of Complex Area vs. HQ Rate of All Complex Areas BOY 2021-22 | Monitor: Provide data. |

HQTs =Hawaii Qualified Teachers, BOY=Beginning of Year 10/1, EOY=End of Year 6/30

**Section 2: Overview/Continuous Improvement**

|  | **Question** | **Answer/Evidence** | **CA Response** |
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| 2.1 | How successful has the complex area been in reducing the number of NHQs? | CA: Provide brief narrative. See data above. |  |
| 2.2 | How does the complex area monitor school progress in reducing the number of NHQTs? | CA: Provide brief narrative. |  |
| 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 and your schools use and prioritize the use of Title II, Part A Funds? | CA: Provide response. |  |
| 2.5 | For SY 2021-22, list schools in the complex area identified as:   * Title I * CSI * TSI | 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? | CA: Provide responses. |  |
| 2.7 | What data does the complex area collect and analyze specific to Title II, Part 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, Part 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, Part A funded activities. |  |

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

|  | **Question** | **Answer/Evidence** | **CA Response** |
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| 3.1 | In SY 2021-22, 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, Part A **Program ID 20696** funds used to support these activities? | CA: Provide DOE Allotment Report and DOE Allotment Status Report-Detail 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 AFMS 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 SY 2021-22 (all administrators and teachers)? | CA: Provide a list of activities and include the following documents as appropriate: event title, date, roster of attendees, attendance, sign in, stipend contracts, vendor 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 DOE Allotment Report and DOE Allotment Status Report-Detail 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, roster of attendees, attendance, sign in, stipend contracts, vendor contracts, and position descriptions. |  |
| 3.8 | Does the amount in item 3.7 match the AFMS expenditure reports and other supporting documentation? | CA: Provide response. |  |
| 3.9 | What targeted activities and professional development and did the complex area support that were funded from **Program ID 20657** in SY 2020-21 (all administrators and teachers)? | CA: Provide a list of activities and identify targeted area(s); 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 DOE Allotment Report and DOE Allotment Status Report-Detail 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 AFMS expenditure reports and other supporting documentation? | CA: Provide response. |  |
| 3.12 | What induction and mentoring activities did the complex area support with Title II, Part A **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, Part A **Program ID 20698** funds used for these activities? | CA: Provide DOE Allotment Report and DOE Allotment Status Report-Detail 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 AFMS 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 teachers 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 | How did the complex area assure that Title II funds were utilized in alignment with the complex area academic plan? | CA: Provide response and copy of complex area academic plan. |  |
| 3.19 | One of the purposes of Title II, Part A is to provide grants that “increase student achievement consistent with challenging State academic standards.” How does the complex area use Title II, Part A funds for activities that are likely to increase student achievement? | CA: Provide response. |  |
| 3.20 | What has the State Offices done to support the complex area and your schools’ professional development efforts? | CA: Provide response. |  |
| 3.21 | How could State Offices better support the complex area and your schools’ professional development efforts? | CA: Provide response. |  |

**Section 4: Assurances**

|  | **Question** | **Answer/Evidence** | **CA Response** |
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| 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 has been assigned or had been taught for four or more consecutive weeks by a teacher or substitute who is non-HQ? | CA: Describe 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: Describe process. |  |
| 4.8 | Does the complex area employ any Casual Personnel that are a PTT, PPE or PPT (regardless of funding source)? | Monitor: Provide Casual Personnel List |  |
| 4.9 | Does the complex area maintain a copy of all required employment forms (Application for Casual Employment, Form I-9, HQT/Paraprofessional/qualification documents)? (\*transcript, diploma, Praxis score etc.)? | CA: Refer to Casual Personnel List. Link documents to list of selected casual personnel. |  |
| 4.10 | Did the complex area forward a copy of the HQT/Paraprofessional/qualification documents to the Educator Quality Section with the Casual Employment ESSA HQ Coversheet? | 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.*