



**ESSA HAWAII QUALIFIED TEACHER
SY 2023-2024 COMPLEX AREA MONITORING TEMPLATE
(Monitoring for School Year 2022-2023)**

DEPARTMENT OF EDUCATION
Office of Talent Management
Educator Quality Section
P. O. Box 2360 Honolulu, HI 96804

Section 1: HQT Progress

	Question	Evidence
1.1	Percent of classes taught by HQTs in all CA schools BOY 2022-23	Monitor: Provide data.
1.2	Percent of classes taught by HQTs in all CA schools EOY 2022-23	Monitor: Provide data.
1.3	Percent of classes taught by HQTs in all CA schools BOY 2023-24	Monitor: Provide data.
1.4	HQT status of each CA school BOY 2022-23	Monitor: Provide data.
1.5	HQ Rate of Complex Area vs. HQ Rate of All Complex Areas BOY 2022-23	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
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, Part A adhere to the Complex Area Academic Plan? ● Did you implement your plans?	CA: Provide response.	

	<ul style="list-style-type: none"> • 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? 		
2.5	<p>For SY 2022-23, list schools in the complex area identified as:</p> <ul style="list-style-type: none"> • Title I • CSI • TSI 	CA: Provide list of schools.	
2.6	<p>What support was provided to Title I schools or schools that are identified as high poverty?</p> <p>What support was provided to CSI and TSI schools?</p>	CA: Provide responses.	
2.7	<p>What data does the complex area collect and analyze specific to Title II, Part A?</p> <ul style="list-style-type: none"> • 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
3.1	In SY 2022-23, 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: 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 2022-23 (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: <ul style="list-style-type: none"> ● 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, Part A Program ID 20697 funds used for these activities?	CA: 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 2022-23 (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, Part A Program ID 20657 funds used for these activities?	CA: 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: 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, Part A Funds? What was the function of each position?	CA: Provide list of names, job title, and Time and Effort certification.	
3.18	How did the complex area assure that Title II, Part A 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
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,	CA: Refer to Casual Personnel List. Link documents to list of selected casual personnel.	

	HQT/Paraprofessional/qualification documents)? (*transcript, diploma, Praxis score etc.)?		
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.