



HAWAII DEPARTMENT OF EDUCATION
ESSA Title II A, Supporting Effective Instruction
Hawaii Qualified Teacher
Title II A - Allowable Uses of Funds
Revised: July 1, 2026

Hawaii Department of Education
ESSA Title II A, Supporting Effective Instruction
Title II A - Allowable Uses of Fund

The Every Student Succeeds Act, Title II, Part A program is designed to bridge the equity gap by providing students from low-income families and minority backgrounds with greater access to effective educators.

As a unified system (SEA/LEA), these funds must be leveraged in coordination with other federal and state funds to attract, select, place, support, and retain excellent educators who can meet the diverse needs of our students and ensure equitable educational opportunities for all students.

In alignment with the Hawaii Department of Education Strategic Plan, Department Leadership has prioritized and established Title IIA guidelines to meet the goals and objectives of the Title II A program requirements and to serve as a catalyst for improved student outcomes.

Title II A Allocable Cost Requirements:

All Title II expenditures must be allocable to the program. To qualify, costs must strictly adhere to both the Code of Federal Regulations (CFR) and specific Title II-A guidelines.

Requirement 1: Use of Title II A Funds must meet the purpose of Title II A.

ESSA Title II A PURPOSE: SEC. 2001. PURPOSE.

The purpose of this title is to:

1. Increase student achievement consistent with the challenging State academic standards;
2. Improve the quality and effectiveness of teachers, principals, and other school leaders;
3. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools.
4. Provide low-income and minority students with greater access to effective teachers, principals, and other school leaders.

Requirement 2: Funds shall be used to supplement and not supplant non-federal funds.
Supplement Not Supplant Provision
2 CFR §200.403(d); ESEA/ESSA, Sec. 2301,
Title II, Part A Funds shall be used to supplement, and not supplant, non-federal funds:

- Title II, Part A funds cannot be used to replace other non-Federal funds (i.e., State and local funds) that would otherwise be used for activities authorized under Title II, Part A.
- The basic test is whether an SEA would have spent non-Federal funds on that activity in the absence of the Title II, Part A funds.
- In general, the use of Title II, Part A funds to pay the costs of additions or enhancements to that activity would be supplemental and permissible.
- Title II, Part A Funds may **not** be used to pay for activities that, in the absence of these funds, would be provided with state and local funds.

Requirement 3: The use of Title II A funds must be considered reasonable and necessary costs.
Reasonable Cost
2 CFR §200.404

A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost.

Requirement 4: When used for Professional Development, the activity must meet the ESSA definition of Professional Development.
Professional Development Definition
Funds used for professional development must meet the statutory definition of Professional Development under ESSA 8101 (42):
ESSA requires that Professional Development be:

- Sustained
- Intensive
- Collaborative
- Job-embedded
- Data-driven
- Classroom focused

Title II A List of Program IDs

Tier One Funds

Program ID	Description
20696	Assistance to Non-Hawaii Qualified (NHQ) Teacher to become Hawaii Qualified (HQ)

Tier Two Funds

Program ID	Description
20656	Recruitment and Retention
20658	Educator Effectiveness System
20659	Professional Development - OCID/OSSS
20697	Professional Development
20698	Support for New Teachers and Principals <i>(Beginning Teachers = first 3 years of teaching)</i>
20695	New Experienced Teacher Support <i>(New Teachers to the HIDOE with prior out-of-state or international teaching experience)</i>
20699	Consolidated Title II A Programs

Expenditure Requirement:

All Title II-A expenditures must adhere to the ESSA Hawaii Qualified Teacher Allowable Uses of Funds. Any spending outside of these defined parameters is prohibited.

Common Prohibited Use of Title IIA Funds

(List is not all-inclusive):

- Costs that are for Students/Student use.
- Equipment/Computer Equipment/Computer Supplies.
- Development of curriculum or lesson plans.
- Books/Materials that are not directly related to PD activity.
- Food and refreshments (regardless of working lunch).
- Food/refreshment costs. Including facility rental fees that include the cost of food/refreshments. Rental facility fees must be billed separately from facility and food costs on the invoice.
- Memberships/subscriptions that are not for a specific PD.

Allowable Activities

Tier One Funds

Program ID 20696 Assistance to Non-Hawaii Qualified Teachers (NHQT) to become Hawaii Qualified (HQ)	Allowable Activities
Under ESEA section 2101(c)(4)(B)(i), Title II, Part A Funds may be used to improve equitable access to effective teachers. Funds in this category are to assist Teachers and Principals to meet State Certification and Licensure requirements: 1. Funds are used to help teachers develop the necessary subject-matter knowledge and teaching skills in the academic subjects they teach so that students can meet challenging State academic standards. Funds may be used to pay for professional development and activities that support the Non-Hawaii Qualified Teacher (NHQT) in pursuing the Hawaii Qualified Teacher (HQT) requirements. 2. Meeting the Sheltered Instruction qualification	• Exam Fees • Registration • Stipends • Content-related PD including: - o College Courses - o PD Credits and - o Non-credit workshops • Study materials for content-related PD, including praxis exam study materials • Travel Expenses related to PD • Substitute Teacher cost

Tier Two Funds

Program ID 20656 Recruitment and Retention	Allowable Activities
Funds in this category are to assist complex areas in reducing the chronic vacancies in teacher and school leader positions by: • Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, or schools and complex areas with chronic vacancies • Efforts to improve the equity distribution of ESSA Hawaii Qualified and effective teachers • School leader training on effective strategies to increase the retention of effective teachers and school leaders • Incentives for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas or with chronic vacancies. (Note: May require contractual agreement).	• Training and Support for School Leaders • Materials and registration costs related to recruitment and retention • Stipends/Incentives • Contracts • Travel related to recruiting • Capacity Building and Calibration

Program ID 20658 Educator Effectiveness System (EES)	Allowable Activities
Funds in this category are to support the design and Implementation of Evaluation Systems for Teachers, Administrators, and other School Leaders. EES funds can only be used for the following purposes: Activity 1: Teachers rated as less than effective -- The Principal may require or provide teachers who are rated as less than effective support, including but not limited to peer mentoring; recommended or prescribed coursework; or professional development activities. Activity 2: EES Calibration - Administrators regularly review and closely monitor the quality of the EES measures and feedback provided by administrators to ensure they are accurate, fair, impartial, and consistent. The calibration activities strengthen the accuracy and inter-rater reliability of the EES measures. Activity 3: Building Capacity - Train Educator Effectiveness System (EES) Educational Officers, resource teachers, and other teacher leaders to serve as trained "experts" in the EES measures to support teachers and administrators. Activity 4: Professional Development to Improve Teacher Effectiveness - Train teachers in their understanding of the evaluation system and how to use evaluation data to improve teacher practice. Resources may require personnel to deliver specific training, attend professional development to improve teacher practice, and/or provide materials to deliver the Professional Development activity.	• Support, professional development, and training for Marginal Teachers • Substitute Teacher cost • Stipends • Contracts • Travel for EES PD • Capacity Building and Calibration

Program ID 20697 Professional Development and Program ID 20659 Professional Development OCID/OSSS Professional Development (Teachers, Educational Assistants, Counselors, and Administrators)	Allowable Activities
ESSA updates the definition of Professional Development as activities that are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.” (S. 1177, Section 8002, page 295, paragraph 42) Funds in this category are for providing evidence-based professional development, to the extent that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to: • Help educators address and reduce the academic achievement gap. • Help educators use distance learning technology and tools for providing distance learning. • Help educators to address and increase the percentage of students who are college and career-ready • Effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy); • Use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 444 of the General Education Provisions Act (commonly known as the ‘Family Educational Rights and Privacy Act of 1974’) (20 U.S.C. 1232g) and State and local policies and laws in the use of such data; • Effectively engage parents, families, and community partners, and coordinate services between school and community; • Help all students develop the skills essential for learning readiness and academic success, including activities that increase educators' abilities to effectively teach children with disabilities and English learners. • Develop policy with school, local educational agency, community, or State leaders;	• Professional Development (workshops, college courses, conferences, contracted services) • Substitute Teacher cost • Stipends • Travel related to PD • Equitable Services to Private Schools

- Participate in opportunities for experiential learning through observation.
- Professional Development for Equitable Services to Private Schools

Funds in this category may include the purchase or access to professional development delivered or accessed via technology such as online courses, digital learning platforms, and virtual conferencing.

- Subscriptions or memberships must meet the statutory definition of PD.
- On-demand libraries and PD resources intended solely for reference do not qualify as PD.

Funds may be used to pay for college courses, workshops, professional conferences, exams, and costs related to attending and preparing for professional development, such as tuition, fees, registration, substitute costs, release time, stipends, travel, and other expenses related to the professional development.

Conferences are allowable provided they align with a comprehensive professional development plan, and the costs are reasonable, necessary, and tied to an established need. To maximize investment, participants are encouraged to provide **turn-around training** for colleagues through meaningful workshops or Professional Learning Community (PLC) activities.

Program ID 20698 Support to Teachers and Principals <i>(For Teachers in their first 3 years of teaching or Principals/VP in their first 3 years of Assignment)</i>	Allowable Activities
Support to Teachers and Principals Funds in this category are to pay for sustained, intensive, job-embedded professional development for: Teachers as part of a program of support to new teachers in their first three years of employment, including mentoring and induction programs. - Principals and vice principals in their first three years of assignment and for principal interns and aspiring principals in HICISL and other principal preparation programs. Activities Include: - Career opportunities and advancement initiatives that promote professional growth and emphasize multiple career paths, such as instructional coaching and mentoring (including hybrid roles that allow instructional coaching and mentoring while remaining in the classroom), school leadership, and involvement with school improvement and support; - New teacher, principal, or other school leader induction and mentoring programs that are evidence-based to the extent such evidence is reasonably available, and designed to (a) improve classroom instruction and student learning and achievement, including through improving school leadership programs; and (b) increase the retention of effective teachers, principals, or other school leaders.	- Induction and Mentoring - Coaching of teachers, principals, and other school leaders - Leadership professional development and training - School Improvement, development, and training - Professional Development (Includes HICISL, TLA, workshops, college courses, and conferences) related to the support and development of new teachers, principals, and other school leaders - Substitute Teacher cost - Stipends - Travel related to PD - Curriculum Alignment and Assessments

Program ID (20695) NEW Experienced TCHR (NET) Support <i>(New Teachers to the HDOE with prior out-of-state or international teaching experience)</i>	Allowable Activities
Funds in this category are dedicated to providing supplemental support for teachers new to the Hawaii Department of Education with prior out-of-state and/or international teaching experience (NET). To improve teacher effectiveness and student academic achievement, this initiative provides sustained, job-embedded professional development designed to mitigate the transition for experienced teachers who are in their first year with the Hawaii Department of Education. Focus areas include understanding local student demographics, navigating HDOE systemic processes, and implementing culturally responsive instructional practices. Funding will be leveraged to establish scalable, data-driven Professional Learning Communities (PLCs) and coordinate evidence-based, 1-on-1 instructional coaching cycles within high-need pilot complex areas.	• Targeted 1-to-1 Intervention Support • Coaching • Professional Learning related to the support and development of teachers new to the Department • Substitute Teacher cost • Stipends • Travel related to Professional Learning

Program ID 20699 Consolidated Title II A Programs	Allowable Activities
Funds in this category cover other Title II A Program required and/or allowable activities and Technical Support. For Complex Areas/State Offices: All Salaried FTE will be paid from this program ID	• Employee Salary(s) • Fringe Cost • State Office use for compliance, monitoring, technical support, and other allowable uses.