

**NCLB Section 2141(c)
Use of Title II-A Funds**

Required Agreement
Between:

and the
Wyoming Department of Education

WYOMING
DEPARTMENT OF EDUCATION



Guidelines
and
Agreement Forms
ASSURANCES/AGREEMENT

NCLB. Section 2141(c) – *“After the third year of the plan described in section 1119(a) [Highly Qualified Teacher Plan], if the State educational agency determines, based on the reports described in 1119(b)(1), that the local educational agency has failed to make progress toward meeting the annual measurable objectives described in section 1119(a)(2) [all teachers highly qualified by the end of the 2005-2006 year], and has failed to make adequate yearly progress as described under section 1111(b)(2)(B), for three consecutive years, the State educational agency shall enter into an agreement with such local educational agency on the use of that agency’s funds under this part.”*

District Name	District I.D. Number
Superintendent’s Name	District Address
City	Zip Code
Local Contact Name	Telephone Number

Read and sign the assurances required with this agreement.

With the acceptance of Title II-A funding, the district assures that:

- **The professional development plan was developed with the involvement of teachers and principals and meets the requirements of Section 2141(c).**

- **The Title II-A funding will be targeted to assist the district in meeting AYP and the 100% Highly Qualified Teacher (HQT) requirements.**
- **The Title I-A funding will not be used to pay for any new paraprofessionals.**

Signature of Superintendent or Designee _____ Date _____

Signature by WDE Official indicates agreement _____ Date _____

AGREEMENT PLAN REQUIREMENTS

Professional Development and Assistance to teachers:

Districts receiving Title II-A funds under the accountability of NCLB Section 2141(c) **must** provide training and/or assistance that enables teachers to:

1. Improve student achievement in the classroom, particularly in the areas in which the district is not making AYP;
2. Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; and
3. Obtain highly qualified teacher status in all core academic classes to which the teacher is assigned.

Collaboration Team:

The needs assessment and NCLB Section 2141(c) Plan must be developed through the collaborative work of principals, teachers, paraprofessionals, and parents, at a minimum. Please list those team members and their titles: *(The district will need to have sign-in sheets for all work sessions and meetings on file.)*

Planning Team Members and Titles:

_____	_____
_____	_____
_____	_____

Needs Assessment:

Summary of Needs Analysis Expectations: As part of the 2141(c) Plan, districts are required to conduct data analyses that identify needs and set goals in the areas of professional development and highly qualified teachers that will effectively address the learning needs of those students who are not making AYP.

Section 1: Adequate Yearly Progress (AYP)

- (a) What AYP and other student achievement data was collected and analyzed?

- (b) What student learning needs were identified as a result of the analysis of the student achievement data ?

Section 2: Professional Development

(a) What data was collected and analyzed in order to determine the district's professional development needs?

(b) As a result of data review, what professional development needs were identified?

Section 3: Highly Qualified Teachers (HQT)

(a) What HQT data was collected and analyzed?

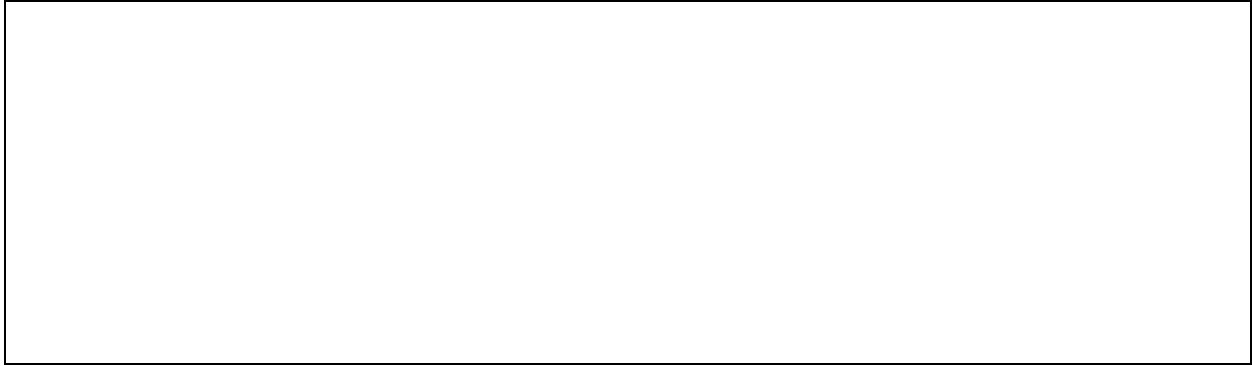
(b) What needs were identified as essential to assisting teachers with becoming highly qualified?

Section 4: Other Data reviewed (Optional)

If the district included other data in its review for the purposes of meeting the requirements of NCLB Section 2141(c), it should include that information in the space below.

District plan to meet AYP and 100% HQT:

Summary of district plan to address the learning needs of its students through professional development and/or to meet the needs of its teachers to become highly qualified. The plan should reflect the needs identified in the comprehensive needs assessment described on the preceding pages.



Complete and include the attached in the district submission:

- **Professional Development Action Plan addressing district professional development focused on meeting the learning needs of students not making AYP.** (The district may use an alternate template provided it addresses all components on the included template.)
- **District Highly Qualified Teacher Plan addressing the needs of the district's teachers to be highly qualified.**