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## I. PROVIDE A STATEMENT INDICATING THE LEA AGREES TO ADOPT THE FOLLOWING ESEA PERFORMANCE GOALS AND INDICATORS.

**Performance goal 1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

**Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the state's assessment. (Note: These subgroups are those for which the ESEA requires state reporting, as identified in section 1111(h)(1)(C)(i).)

**Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the state's assessment. (Note: These subgroups are those for which the ESEA requires state reporting, as identified in section 1111(h)(1)(C)(i).)

**Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

**Performance goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

**Performance indicator:** The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

**Performance indicator:** The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the state's assessment, as reported for performance indicator 1.1.

**Performance indicator:** The percentage of limited English proficient students who are at or above the proficient level in mathematics on the state's assessment, as reported for performance indicator 1.2.

**Performance goal 3:** By 2005-2006, all students will be taught by highly qualified teachers.

**Performance indicator:** The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

**Performance indicator:** The percentage of teachers receiving high-quality professional development. (as the term, "professional development," is defined in section 9101 (34).)

**Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

**Performance goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.

**Performance indicator:** The number of persistently dangerous schools, as defined by the state.

**Performance Goal 5:** All students will graduate from high school.

**Performance indicator:** The percentage of students who graduate from high school each year with a regular diploma,

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

**Performance indicator:** The percentage of students who drop out of school,

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

*NOTE: ESEA section 1907 requires states to report all LEA data regarding annual school dropout rates in the state disaggregated by race and ethnicity according to procedures that conform to the National Center for Educational Statistics' (NCES) Common Core of Data. Consistent with this requirement, states must use NCES' definition of "high school dropout," i.e., a student in grades 9-12 who (a) was enrolled in the district at sometime during the previous school year; (b) was not enrolled at the beginning of the succeeding school year; (c) has not graduated or completed a program of studies by the maximum age established by the state; (d) has not transferred to another public school district or to a non-public school or to a state-approved educational program; and (e) has not left school because of death, illness, or school-approved absence.*

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## **II. FULL BUDGET INFORMATION INCLUDING DISTRIBUTION OF FUNDS TO SCHOOLS AND LOCAL EDUCATION AGENCY LEVEL ACTIVITIES.**

### **Formula Program Funds**

#### **Title I, Part A—Improving Basic Programs**

1. Complete Title I eligibility and funding worksheet. This worksheet requires a list of all schools in the district rank ordered by poverty. Schools may be ranked by grade span. Schools above 75 percent poverty must be ranked separately and served first.
2. Clearly indicate the allocation of funds to participating schools, including low-income data used, minimum funding requirements, and actual dollar amounts awarded per poverty child.
3. Clearly indicate the number of homeless children in the district, the amount of funding set-aside to serve homeless children that do not attend Title 1 served schools.
4. Attach budget detail and summary.
5. Provide evidence that not less than one-percent of funds will be used for parent involvement.
6. Provide evidence that requirements of school improvement or corrective action related to the budgeting of Title 1 funds have been met. (May include professional development requirement, transportation for students and supplemental services for students.)

#### **Title II Part A Preparing, Training, and Recruiting High Quality Teachers and Principals**

1. Complete form outlining teacher qualifications, assignments, school class size and allocation of Title II funds.
2. Provide evidence that the LEA has targeted Title II funds to schools within the jurisdiction of the LEA that
  - a. have the lowest proportion of highly qualified teachers; or
  - b. have the largest average class size; or
  - c. re identified for school improvement.
3. Attach budget detail and summary.

#### **Title II Part D—Educational Technology**

1. Attach budget detail and summary.
2. Provide evidence that a minimum of 25% of these funds will be used for professional development.

**Title III Part A—Language Acquisition and Language Enhancement**

1. Attach budget detail and summary.
2. Ensure that not more than 2 percent of available funds are used for administrative, professional development. Describe how funds are to be used.
3. If LEA is not eligible for a minimum award of \$10,000 and is forming a consortium with another LEA, identify all partners and designate a fiscal agent.

**Title IV Part A—Safe and Drug-Free Schools and Communities**

1. Attach budget detail and summary.
2. Identify administrative expenses planned and ensure that they do not exceed 2% of the total amount available.

**Title V Part A—Innovative Programs**

1. Attach budget detail and summary.
2. Attach an outline of the specific performance goals to be impacted through the LEAs distribution of Title V funds.

***Discretionary Program Funds*****Title I, Part C—Migrant Education—eligible and participating LEAs only.**

**Budget should accompany local plan that responds to completed needs assessment.**

1. Attach budget detail and summary after completion of comprehensive needs assessment.

**Title VI Part A—Rural and Small Schools**

1. Attach an outline of the specific performance goals to be impacted through the LEAs use of these funds.
2. Attach budget detail and summary.

***Competitive Program Funds*****Title I, Part B—Even Start**

Competitive program applicable only to LEAs applying for or already receiving these funds.

1. Budget summary and detail consistent with continuing project application. Submit budget summary and detail for both federal and local share.

**Title I, Part D—Neglected or Delinquent—**

Competitive program applicable only to LEAs applying for or already receiving these funds.

1. Attach budget detail and summary.

**Title I Part F—Comprehensive School Reform—**

Competitive program applicable only to schools approved through competitive process.

**Title II Part D—Educational Technology Community Service Grants –**

Competitive program, applications not yet available.

**Title IV Part A—Sub-part 2 Safe and Drug-Free Schools and Communities: Community Service Grants**

Competitive program, applications not yet available.

**Title IV Part B—21<sup>st</sup> Century Community Learning Centers –**

Competitive program, applications not yet available.

## **Transferability**

An LEA that has not been identified as in need of improvement or corrective action under Title I may transfer up to 50 percent of its formula allocation under the Teacher Quality State Grants (Title II A), Educational Technology State Grants (Title II D), Innovative Programs (Title V), or Safe and Drug-Free Schools (Title IV A) programs to supplement its allocation under any of the programs listed above. It also may use the funds to supplement its Title I allocation.

An LEA identified as in need of improvement may transfer up to 30 percent of its allocation for the programs listed above only if it transfers the funds to: (1) supplement its school improvement allocation; or (2) carry out Title I LEA improvement activities. An LEA identified as in need of corrective action may not transfer any funds.

LEAs that choose to transfer funds are required to:

- (1) notify the SEA, at least 30 days prior to the transfer, of its intent to transfer funds;
- (2) modify each local plan affected by the transfer; and
- (3) provide the SEA, not later than 30 days after the transfer, with a copy of the modified plans.

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### III. ASSURANCES

#### A. General and Cross-Cutting Assurances

The Local Education Agency assures that:

1. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, or organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities.
3. The public agency, nonprofit private agency, institution, organization, or Indian tribe will administer those funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each program, including—
  - a. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;
  - b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation; and
  - c. The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of the programs.
5. The local education agency will cooperate in carrying out any evaluation of programs conducted by or for the Secretary or other Federal officials.
6. The LEA will use fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the LEA under each program.
7. The LEA will—
  - a. Make reports to the State as necessary to enable the State to perform their duties under each program;
  - b. Maintain records, provide information to the State, and afford access to the records as the State may find necessary to carry out their duties; and
  - c. Afford a reasonable opportunity for public comment on the application and consider comments.
8. Eligible schools of the local educational agency's authority will obtain waivers on the school's behalf under title IX and to obtain waivers under the Education Flexibility Partnership Act of 1999.
9. The application and any waiver request under section 4115(a) (3) will be available for public review after submission of the application.
10. The applicant agrees to keep records and provide information to the State as may be required for fiscal audit and program evaluation.

11. Funds under this part will be used to increase the level of State; local and other non-Federal funds that would, in the absence of these funds, be made available for programs and activities authorized under this part, and in no case supplant Federal, State local or non-Federal funds.
12. Federal funds will be used to supplement, and not supplant, state or other funds that would otherwise be available to carry out activities included in this Act.
13. The LEA will produce and disseminate an annual Report Card in accordance with section 1111(h)(1) and will ensure that LEAs that receive Title I, Part A funds produce and disseminate annual local Report Cards in accordance with section 1111(h)(2).
14. The LEA will participate fully in Utah's State Accountability System required by UPASS and outlined in the Utah State Consolidated Application. Use results of program evaluations and target appropriate State and Federal funds available to improve the quality of teaching and the academic achievement of students.
15. The LEA has contacted private nonprofit schools in their district to provide an opportunity for equitable participation in the planning, development, and services of programs funded under this act.

General	_____ District/School has read and will comply with these ESEA assurances.
Name	_____
Signature	_____
Date	_____

## B. Program Specific Assurances

### Formula

#### Title I, Part A—Improving Basic Programs Operated by LEAs

The Local Education Agency assures that:

1. The LEA will, in consultation with teachers, principals, administrators (including administrators of programs described in other parts of Title I), and other appropriate school personnel, and with parents of children in schools served by Title I, assist schools to provide additional educational assistance to students needing help to achieve State standards, including:
  - a. The use of schoolwide programs;
  - b. Steps to ensure that both schoolwide program and targeted assisted program schools have highly qualified professional and paraprofessional staff (section 1111);
  - c. Ensuring that assessments results are used by LEAs, schools, and teachers to improve achievement (section 1111);
  - d. Use of curricula aligned with state standards (section 1111).
2. The LEA has a strategy for ensuring that children served by Title I, Part A will be taught the same knowledge and skills in other subjects and held to the same expectations as all children.
3. The LEA will fulfill school improvement responsibilities including corrective actions and restructuring requirements as outlined under paragraphs (7) and (8) of section 1116.
4. The LEA will implement the accountability requirements of section 1116(f) regarding schools identified for improvement prior to the passage of No Child Left Behind including:
  - a. Provision of supplemental services, including a list of approved service providers and standards and techniques for monitoring the quality and effectiveness of services (section 1116);
  - b. Choice and options (section 1116);
  - c. Participation in State support system under section 1117; and
  - d. Ensuring that teacher and paraprofessional are highly qualified. (section 1116)
5. The LEA will offer parents of children attending schools identified for program improvement, public school choice, which includes covering the cost of transportation. Give priority for public school choice to students from low-income families.
6. The LEA will provide parents of children attending a school identified for program improvement the opportunity to participate in supplemental educational services offered by an approved provider at LEA expense. Priority for supplemental services will be given to students from low-income families.
7. The LEA will coordinate with other agencies that provide services to children, youth, and families to address factors that have significantly affected the achievement of students.
8. The LEA will participate in State academic assessments of 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics under NAEP if the Secretary pays the cost of administering assessments, and will ensure that schools drawn for the NAEP sample will participate in all phases of these assessments, including having results published.
9. The LEA will assist in identifying and implementing high-quality resources aligned with the State Core curriculum and will disseminate resources to each local school with the LEA.

10. Eligible schools and parents will be informed of schoolwide program authority and the ability of schools to consolidate funds from Federal, State, and local sources.
11. The LEA will provide homeless children who do not attend participating schools, including providing educationally related support services comparable to those provided to children in shelters and other locations where children may live.
12. Migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive services on the same basis as other children.
13. Services are provided to eligible children attending private schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding services.
14. In the case of a LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that services comply with the performance standards established under section 641A(a) of the Head Start Act.
15. Timely notice will be given to parents of students who will be assigned to or taught for 4 or more consecutive weeks by a teacher who is not highly qualified.
16. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
17. Use the results of the student academic assessments and other measures or indicators available to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making adequate yearly progress as defined under the state accountability.
18. Use funds received under this part only in eligible school attendance areas.

Title I _____ District/School has read and will comply with these ESEA assurances.	
Name	_____
Signature	_____
Date	_____

**Title II Part A Preparing, Training, and Recruiting High Quality Teachers and Principals**

The Local Education Agency assures that:

1. All educators assigned to professional positions in Utah public schools hold a Utah Professional Educator License Level 1, 2, 3 or a temporary license obtained through a State Board of Education approved Letter of Authorization.
2. Newly hired teachers and paraprofessionals in programs supported by Title I funds are qualified not later than the school year 2002—2003 and existing teachers and paraprofessionals in programs supported by Title I funds are highly qualified not later than the 2005—2006 school year.
3. All teachers in core academic subjects are highly qualified not later than the end of the 2005-2006 school year and the teachers new to the professional in programs supported by Title I funds no later than the end of the 2002-2003 school year.
4. The LEA will report annually the increase in the percentage of highly qualified teachers teaching in core academic subjects in each elementary and secondary school. Ultimately all teachers will be qualified to teach in core academic subjects not later than the end of the 2005-2006 school year. Use CACTUS, personnel data file, to track qualifications and assignments.
5. The LEA will ensure poor and minority children are not taught at higher rates than other children by inexperienced, under-qualified or out-of-field teachers.
6. Activities assisted under Title II are aligned with State academic content and student academic achievement standards, State assessments, and State Core Curriculum.
7. Funds will be used only for professional development of teachers in core academic subjects as identified in ESEA (i.e., English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography).
8. Professional development supported with Title II and other federal funds comply with the requirements for high quality professional development activities as described in section 9101 of ESEA.
9. Professional development activities will be developed collaboratively and based on input of teachers, principals, parents, administrators, paraprofessionals, and other school personnel.
10. A district needs assessment will be conducted and professional development needs of teachers will be met.
11. The LEA will target Title II funds to schools within the jurisdiction of the LEA that
  - a. have the lowest proportion of highly qualified teachers; or
  - b. have the largest average class size; or
  - c. are identified for school improvement.
12. Funds used from Title II for purposes of class size reduction do not supplant state and local funds.

Title II A	_____ District/School has read and will comply with these ESEA assurances.
Name	_____
Signature	_____
Date	_____

**Title II Part D—Educational Technology**

The Local Education Agency assures that:

1. The LEA has submitted to the USOE a new or updated long-range strategic educational technology plan that is consistent with the objectives of the statewide technology plan and that addresses the local plan.
2. The LEA will target funds available under this part to ensure funds will be used to carry out activities consistent with the program and the LEAs local technology plan.
3. The LEA must use at least 25% of allocated formula funds to provide quality professional development activities that result in an increase in the integration of technology into curriculum and instruction to ensure that all teachers are capable of teaching with technology.
4. The LEA will maintain records that disclose the type and costs of technology to be acquired with Educational Technology Funds.
5. Technology related efforts funded through sources other than Title II-D are consistent with best practice as outlined in the local technology plan.
6. The LEA will collaborate with adult literacy service providers.
7. LEAs will ensure that each school will complete the state technology survey.
8. The LEA will inform schools of eligibility to apply for competitive funds made available under this part.

Title II D	_____ District/School has read and will comply with these ESEA assurances.
Name	_____
Signature	_____
Date	_____

**Title III Part A—Language Acquisition and Language Enhancement**

The Local Education Agency assures that:

1. Programs funded under this part will develop and implement research-based language instruction programs and academic content instruction programs for LEP students.
2. Programs funded will support educational efforts to ensure that LEP students are able to listen, speak, read, write and comprehend English sufficient to reach the state’s academic standards.
3. The program will participate in biennial evaluations.
4. Certified teachers who teach LEP students and immigrant children/youth are fluent in English and any other language used for instruction, including written and oral communication skills.
5. Programs will annually assess the English language proficiency of LEP students to ensure students are making adequate yearly progress using a valid and reliable instrument.
6. Education-related community groups and non-profit organizations, teachers, school administrators, and researchers will assist the LEA in developing the local plan.
7. Ensure participation in reading or language arts assessment in English for all children who have been in the United States for three or more consecutive years.
8. Information on the following will be provided to parents of LEP children (in a language and format that is understandable to parents) selected for participation in a language instruction educational program:
  - a. Notification within 30 days after the beginning of the school year of their student’s placement (within 2 weeks if enrolled after the beginning of the school year) in English language acquisition program of
    - i. the reason for identification for the program,
    - ii. the method of instruction (content, goals, English instruction, native language instruction),
    - iii. the student’s educational strengths and needs,
    - iv. the student’s current level of English proficiency.
  - b. How the program will meet the educational needs of their children; including placement, description, and exit criteria.
  - c. The parent’s option to remove their child at any point or decline enrollment.
  - d. Separate notice of the child’s failure to make progress in the program within 30 days after such failure occurs. .
9. Not more that 2% of funds will be used for administrative purposes.

Title III <hr style="border: 0; border-top: 1px solid black;"/>	District/School has read and will comply with these ESEA assurances.
Name	<hr style="border: 0; border-top: 1px solid black;"/>
Signature	<hr style="border: 0; border-top: 1px solid black;"/>
Date	<hr style="border: 0; border-top: 1px solid black;"/>

**Title IV Part A—Safe and Drug-Free Schools and Communities**

The Local Education Agency assures that:

1. Programs will continuously coordinate its efforts with appropriate State and local government representatives, representatives of schools to be served (including private schools) teachers and other staff, parents, students, community-based organizations and others with relevant and demonstrated expertise in drug and violence prevention activities.
2. The activities or programs to be funded will comply with the following principles of effectiveness:
  - a. be based on an assessment of objective data regarding the incidence of violence and illegal drug use in the elementary schools and secondary schools and communities to be served,
  - b. be based on an established set of performance measures aimed at ensuring that the schools and communities to be served by the program have a safe, orderly, and drug-free learning environment;
  - c. be based on scientifically based research that provides evidence that the program to be used will reduce violence and illegal drug use;
  - d. be based on an analysis of the data reasonably available at the time, of the prevalence of risk factors, including high or increasing rates of reported cases of child abuse and domestic violence; protective factors, buffers, assets; or other variables in schools and communities in the State identified through scientifically based research; and
  - e. include meaningful and ongoing consultation with and input from parents in the development of the application and administration of the program or activity.
3. Drug and violence prevention programs supported under this subpart will convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
4. The applicant has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
  - a. Appropriate and effective school discipline policies that prohibit disorderly conduct, illegal possession of weapons, and the illegal use, possession, distribution and sale of tobacco, alcohol, and other drugs by students;
  - b. Security procedures;
  - c. Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments;
  - d. A crisis management plan for responding to violent or traumatic incidents on school grounds; and
  - e. A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining an environment conducive to learning.

Title IV A

\_\_\_\_\_ District/School has read and will comply with these ESEA assurances.

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

**Title V Part A—Innovative Programs**

The Local Education Agency assures that:

1. The private nonprofit schools in this LEA have been contacted and provided an equitable opportunity to participate in the planning and development of programs funded under this grant.
2. The programs funded shall be:
  - a. Tied to promoting challenging academic standards;
  - b. Used to improve academic achievement; and
  - c. Part of an overall education reform strategy.
3. In planning the allocation of funds among innovative programs, the applicant has provided for systematic consultation of:
  - a. Parents of children attending the applicant's elementary and secondary schools,
  - b. Teachers and administrators of the applicant's elementary and secondary schools, and
  - c. Other groups of personnel involved in program implementation (counselors, librarians, and other pupil services personnel).
4. The State educational agency has not exercised, and will not exercise, any influence in the decision making processes of the local educational agencies as to the expenditure made pursuant to an application submitted under section 5133.

Title V	
_____	District/School has read and will comply with these ESEA assurances.
Name	_____
Signature	_____
Date	_____

## Discretionary

### Title I, Part C—Migrant Education

The Local Education Agency assures that:

1. The LEA will identify the special educational needs of migratory children and ensure they are provided with appropriate educational services (including supportive services) that address their special needs and include measurable goals and outcomes.
2. The LEA will addressing the unmet education needs of preschool migratory children.
3. The LEA will provide for educational continuity through the timely transfer of pertinent school records.
4. A high-quality and comprehensive educational program will be developed for migratory children to help reduce the education disruptions and other problems that result from repeated moves.
5. Migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet and that migratory children benefit from local systemic education reforms
6. Funds received under this part, including the acquisition of equipment, will be used only for migrant programs and projects.
7. The LEA will consult with parent advisory councils for programs lasting for 1 school year or longer.
8. The LEA will provide parental involvement opportunities and provide information in a format and language understandable to the parents.
9. The LEA will provide, *to the extent feasible*:
  - a. advocacy and outreach activities for migratory children and their families; including informing them of other education, health, nutrition, and social services and helping them gain access to services.
  - b. professional development programs,
  - c. including mentoring, for teachers and other program personnel.
  - d. family literacy programs.
  - e. programs that integrate information technology into educational programs.
  - f. programs to facilitate the transition of secondary school students to postsecondary education or employment.

Migrant

\_\_\_\_\_

District/School has read and will comply with these ESEA assurances.

Name

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

\_\_\_\_\_

## Competitive

**Title I, Part B—Even Start Family Literacy**

The Local Education Agency assures that:

1. Projects will meet the Utah indicators of program quality. (1240)
2. Projects will fully implement required program elements meeting requirements for staff qualification and usage of instructional programs based on scientifically based reading research for children and adults.
3. Projects will collaborate with early childhood specialists, adult education specialists, and other organizations at the local level with interests in family literacy in the development and implementation of this project.
4. The LEA will develop and implement cooperative projects that build on high-quality existing community resources to create a new range of services.
5. The capability of any project to provide access to the special training necessary to prepare staff for the program will be documented.
6. Provide documentation that personnel are qualified to develop, administer and implement a quality program.
7. The LEA will document the capability to provide access to the special training necessary to prepare staff for the program.
8. The LEA will ensure that the program will serve families most in need of the activities and service provided by this part.
9. The LEA will provide services to individuals with special needs, as individuals with limited English proficiency and individuals with disabilities.
10. The LEA will encourage participants to remain in the program for a time sufficient to meet the program purpose.

Even Start

\_\_\_\_\_ District/School has read and will comply with these ESEA assurances.

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

**Title I Part D—Children or Youth who are Neglected, Delinquent or At-Risk**  
**Applicable to those LEAs that have projects funded under this part**

The Local Education Agency assures that:

1. The LEA will assist in locating alternative programs through which students can continue their education if the students are not returning to school after leaving the correctional facility or institution for neglected or delinquent children and youth.
2. The LEA will work with parents to secure parents assistance in improving the educational achievement of their children and youth, and preventing their children and youth further involvement with delinquent activities.
3. The LEA will work with children and youth with disabilities in order to meet an existing individualized education program.
4. The LEA will notify the child's or youth's local school if the child or youth- A) is identified as in need of special education services while the child or youth is in the correctional facility or institution for neglected or delinquent children and youth; and B) intends to return to the local school.
5. The LEA will work with children and youth who dropped out of school before entering the correctional facility or institution.
6. Children and youth will be encouraged to reenter school once the term of the incarceration is completed.
7. The child or youth will be provided with the skills necessary to gain employment, continue the education of the child or youth, or achieve a secondary school diploma or its recognized equivalent if the child or youth does not intend to return to school.
8. Teachers and other qualified staff are trained to work with children and youth with disabilities or other students with special needs.
9. The LEA will assure that the program will be coordinated with any program under the Juvenile Justice and Delinquency Prevention Act of 1974 (42 U.S.C. 5601 et seq.) or other comparable programs, if applicable.
10. Services are made available to children and youth in adult correctional institutions, priority will be given to children who are likely to complete incarceration within a 2 - year period.

N or D

\_\_\_\_\_ District/School has read and will comply with these ESEA assurances.

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

**Title I Part F—Comprehensive School Reform**

The Local Education Agency assures that:

1. The LEA will inform schools eligible for the Comprehensive School Reform program of their eligibility to apply for funding.
2. The LEAs will provide technical assistance to schools to identify reform and the practices founded in scientifically based-research.
3. The LEAs will assist the schools in determining the scientifically based research and effective practices consistent with all eleven of the required program elements.
4. The LEA will provide technical assistance and support for the effective implementation of reform efforts.
5. The LEAs will participate in an annual program evaluation.

CSR	_____ District/School has read and will comply with these ESEA assurances.
Name	_____
Signature	_____
Date	_____

**Title IV Part B—21<sup>st</sup> Century Community Learning Centers**

The Local Education Agency assures that:

1. The program will take place in a safe and easily accessible facility.
2. The proposed program was developed, and will be carried out, in a collaborative manner with the schools the students attend.
3. The program will primarily target students who attend schools eligible for schoolwide programs under section 1114 and the families of such students.
4. The community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.

21 <sup>st</sup> Century	_____ District/School has read and will comply with these ESEA assurances.
Name	_____
Signature	_____
Date	_____

## IDEA

### Applicable to those LEAs choose to submit an application for IDEA Part B or 619 funds as part of a consolidated local application

#### IDEA 97

#### **PART B OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED BY THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT AMENDMENTS OF 1997**

##### **Assurance Regarding the Implementation of the Requirements**

For the purposes of implementing provisions of the Individuals with Disabilities Education Act Amendments of 1997, which amends the Individuals with Disabilities Education Act (the Act) the school district listed below assures that throughout the period of the grant award, all schools in the district will comply with all the requirements of Parts A and B of the IDEA, as amended by the IDEA Amendments of 1997.

A grant award for FY 03 will not be sent to the district for Part B, section 611 (school age) or section 619 (preschool 3-5) until receipt and approval of the LEA Plan. Expenditures cannot begin for the fiscal year until the school district has received the Awarded Funds Approval document from the Utah State Office of Education.

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