

APPENDIX B

CONTENTS OF THE NCLB CD-ROM

The *Wrightslaw NCLB CD-ROM* includes:

- Full text of No Child Left Behind (Titles I-X) with overviews, commentary and cross-references
- No Child Left Behind Act (Public Law 107-110)
- No Child Left Behind Regulations, 34 C.F.R. Part 200 (December 2, 2002)
- Proposed regulation about alternate assessments for small number of children with significant cognitive impairments (March 20, 2003)
- *No Child Left Behind Desktop Reference*
- *No Child Left Behind: Parent Guide*
- *No Child Left Behind: Toolkit for Teachers*
- *No Child Left Behind: Toolkit for Faith-Based and Community Organizations to Provide Extra Academic Help (Supplemental Educational Services)*
- Guidance publications from the U.S. Department of Education
- Fact Sheets and Brochures

PUBLICATIONS FROM U. S. DEPARTMENT OF EDUCATION

No Child Left Behind: A Desktop Reference. This comprehensive publication outlines what is new in the No Child Left Behind Act for each program supported by the Elementary and Secondary Act of 1965 and other statutes; describes how the Act's four guiding principles (accountability, flexibility and local control, parental choice, and what works) work in many of these programs. (181 pages)

Parent's Guide to No Child Left Behind. This publication provides an overview of NCLB, and answers questions about accountability, testing, reading, research based instruction, teacher quality, safe schools, public school choice, supplemental educational services, and charter schools. summarizes provisions in the *No Child Left Behind Act*, answers questions about the law, explains what the law does for parents, and tells where to find additional resources. (44 pages)

No Child Left Behind: Toolkit for Teachers. This publication answers questions teachers have about No Child Left Behind; includes questions about the “highly qualified teacher” provisions, accountability, testing, reading, scientifically based research, English language learners, Reading First grants, and safe schools. (60 pages)

No Child Left Behind: Toolkit for Faith-Based and Community Organizations to Provide Extra Academic Help (Supplemental Educational Services). This publication is designed to answer questions about how to become a supplemental services provider; includes answers to questions about rules of participation, eligibility for services, how organizations become eligible, how states identify and approve supplemental services providers, keys to preparing applications and delivering high-quality services, qualifications of instructional staff, communication between providers, parents and schools, and more. (27 pages)

State Education Indicators with a Focus on Title I (1999-2000). This publication provides data about Title I programs in each state. The state profiles include information about demographics, statewide accountability, Title I schools, state NAEP results, and student achievement. (144 pages)

GUIDANCE PUBLICATIONS BY TITLE

Title I

The Impact of New Title I Requirements on Charter Schools. Draft guidance on how changes to Title I made by the No Child Left Behind Act affect charter schools. (12 pages)

Guidance for the Early Reading First Program. This document provides non-regulatory program guidance for the Early Reading First program. (21 pages)

Paraprofessional Draft Non-Regulatory Guidance. This publication includes general information about paraprofessionals, answers questions about educational requirements for paraprofessionals, assessment, related issues, and funding. (14 pages)

Public School Choice: Draft Non-Regulatory Guidance. Highlights important aspects of the public school choice component of Title I, and provides guidance on some provisions that may be useful in administering and implementing these requirements. States may rely on this guidance in administering these requirements. (28 pages)

Guidance for the Reading First Program. This publication is the final guidance for the Reading First program. The purpose of Reading First is to ensure that all American children learn to read well by the end of third grade. (55 pages)

Report Cards, Title I, Part A: Non-Regulatory Guidance. This publication about Report Cards answers frequently asked questions about state and school district (local educational agency) report cards. (23 pages)

Standards & Assessments: Non-Regulatory Draft Guidance. This publication about Standards and Assessments is written to assist States, districts, and schools in understanding and implementing The No Child Left Behind Act in the area of standards and assessments. (44 pages)

Supplemental Educational Services Non-Regulatory Guidance. Answers frequently asked questions about Supplemental Educational Services, which are additional academic instruction designed to increase the academic achievement of students in low-performing schools. These services include academic assistance such as tutoring, remediation and other educational interventions, provided these approaches are consistent with the content and instruction used by the local educational agency (LEA) and are aligned with the State’s academic content standards. (46 pages)

Title II

Improving Teacher Quality Non-Regulatory Guidance. This document provides non-regulatory guidance for Title II programs that focus on preparing, training, and recruiting high-quality teachers and principals and requires States to develop plans with annual measurable objectives that will ensure that all teachers teaching in core academic subjects are highly qualified by the end of the 2005-2006 school year. (43 pages)

Title III

Final Non-Regulatory Guidance on the Title III State Formula Grant Program, Standards, Assessments and Accountability. Non-Regulatory Guidance on Implementation of the Title III State Formula Grant Program. (18 pages)

Title IV

21st Century Community Learning Centers. This publication will help State Educational Agencies to develop selection criteria to ensure that local programs are high quality and tailored to address the needs of students and their families. States and local communities must identify and implement programs for which there is evidence, based on rigorous research and evaluation, that they can effectively help children to succeed in school. (53 pages)

Safe and Drug-Free School and Communities Act State Grants: Guidance for State and Local Implementation of Programs. This publication provides non-regulatory Draft Guidance for State and Local Implementation of Programs under Title IV, Part A, Subpart 1. (10 pages)

Title V

Charter Schools Program, Title V, Part B, Non-Regulatory Guidance. This publication answers questions about the general provisions of the Charter School Program; eligibility and use of funds; lottery recruitment and admissions; involvement of religious and community-based organizations; administrative and fiscal responsibilities. (15 pages)

Title VI

Guidance on the Rural Education Achievement Program (REAP). This document provides guidance for the Rural Education Achievement Program (REAP). The reauthorized ESEA contains three separate Rural Education Achievement Program (REAP) initiatives that are designed to help rural districts that lack the personnel and resources to compete effectively for Federal competitive grants and that receive grant allocations in amounts that are too small to be effective in meeting their intended purposes. (39 pages)

Title VII

Education for Homeless Children and Youth Program. This guidance describes the requirements of the reauthorized program and provides suggestions for addressing many of those requirements. (38 pages)

Title IX

Access to High School Students and Information about Students by Military Recruiters. Congress passed two major pieces of legislation that generally require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to give military recruiters

the same access to secondary school students as they provide to postsecondary institutions or to prospective employers. (4 pages)

Unsafe School Choice Option. The Unsafe School Choice Option (USCO) requires each State that receives funds to establish and implement a statewide policy requiring that students who attend a persistently dangerous public school, or students who are victims of a violent criminal offense while in or on the grounds of a public school that they attend, are allowed to attend a safe public school. This document provides guidance on provisions that may be useful in administering these requirements.

Note: For information about new Guidance publications issued after this book was published, please visit the No Child Left Behind section of Wrightslaw at www.wrightslaw.com/nclb/

FACT SHEETS

The *Wrightslaw NCLB CD-ROM* includes twenty printer-friendly “Fact Sheets” about No Child Left Behind topics. You can print and distribute these Fact Sheets and post them on websites.

- Facts about 21st Century Technology
- Facts about English Fluency
- Facts about Faith Based Efforts
- Facts about Getting Results
- Facts about Getting Students Help
- Facts about Good Teachers
- Facts about Local Control and Flexibility
- Facts about Making Gains Every Year
- Facts about Math Achievement
- Facts about Measuring Progress
- Facts about Reading First
- Facts about School Safety
- Facts about Science Achievement
- Facts about State Improvement Lists
- Facts about State Standards
- Facts about Supporting Charter Schools
- Raising African American Achievement
- Raising American Indian Achievement
- Raising Hispanic Achievement
- Using Data to Influence Classroom Decisions (2 page brochure)