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READ:UNKNOWN  
TO:Edmund A. Walsh ( CN=Edmund A. Walsh/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:William T. Griffin ( CN=William T. Griffin/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Taylor S. Gross ( CN=Taylor S. Gross/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Wendy L. Nipper ( CN=Wendy L. Nipper/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Christopher J. Orr ( CN=Christopher J. Orr/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Scott Stanzel ( CN=Scott Stanzel/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Lawrence A. Fleischer ( CN=Lawrence A. Fleischer/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Vickie A. McQuade ( CN=Vickie A. McQuade/OU=WHO/O=EOP@EOP [ WHO ] )

READ:UNKNOWN  
TO:Jennifer K. Millerwise ( CN=Jennifer K. Millerwise/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Anne Womack ( CN=Anne Womack/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Brian Bravo ( CN=Brian Bravo/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Candida P. Wolff ( CN=Candida P. Wolff/OU=OVP/O=EOP@EOP [ OVP ] )  
READ:UNKNOWN  
TO:Harry W. Wolff ( CN=Harry W. Wolff/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Scott McClellan ( CN=Scott McClellan/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Claire E. Buchan ( CN=Claire E. Buchan/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Rachael L. Sunbarger ( CN=Rachael L. Sunbarger/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Reed Dickens ( CN=Reed Dickens/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Nicholas E. Calio ( CN=Nicholas E. Calio/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:John W. Howard ( CN=John W. Howard/OU=WHO/O=EOP@EOP [ UNKNOWN ] )  
READ:UNKNOWN  
TO:Virginia T. Gregory ( CN=Virginia T. Gregory/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:David W. Hobbs ( CN=David W. Hobbs/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Christal R. West ( CN=Christal R. West/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Daniel J. Keniry ( CN=Daniel J. Keniry/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Brian C. Conklin ( CN=Brian C. Conklin/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Peter M. Rowan ( CN=Peter M. Rowan/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Ziad S. Ojakli ( CN=Ziad S. Ojakli/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Christine Ciccone ( CN=Christine Ciccone/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Scott Jeffcoat ( CN=Scott Jeffcoat/OU=WHO/O=EOP@EOP [ UNKNOWN ] )  
READ:UNKNOWN  
TO:Albert Hawkins ( CN=Albert Hawkins/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Cynthia R. Mendl ( CN=Cynthia R. Mendl/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Edward Ingle ( CN=Edward Ingle/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:L. Camille Welborn ( CN=L. Camille Welborn/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Karl C. Rove ( CN=Karl C. Rove/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Susan B. Ralston ( CN=Susan B. Ralston/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Chris Henick ( CN=Chris Henick/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Dee Dee Benkie ( CN=Dee Dee Benkie/OU=WHO/O=EOP@EOP [ WHO ] )

READ:UNKNOWN  
TO:Israel Hernandez ( CN=Israel Hernandez/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Alicia P. Clark ( CN=Alicia P. Clark/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Kasey S. Pipes ( CN=Kasey S. Pipes/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Kenneth B. Mehlman ( CN=Kenneth B. Mehlman/OU=WHO/O=EOP@EOP [ UNKNOWN ] )  
READ:UNKNOWN  
TO:Collister W. Johnson ( CN=Collister W. Johnson/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Sara M. Taylor ( CN=Sara M. Taylor/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:David M. Thomas ( CN=David M. Thomas/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Alicia W. Davis ( CN=Alicia W. Davis/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Tim Goeglein ( CN=Tim Goeglein/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Kirk Blalock ( CN=Kirk Blalock/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Adam B. Goldman ( CN=Adam B. Goldman/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Abel Guerra ( CN=Abel Guerra/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Kathryn J. Hayes ( CN=Kathryn J. Hayes/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Harriet Miers ( CN=Harriet Miers/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Dina Powell ( CN=Dina Powell/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Brian D. Montgomery ( CN=Brian D. Montgomery/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Bradley A. Blakeman ( CN=Bradley A. Blakeman/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Kara G. Figg ( CN=Kara G. Figg/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Amanda L. Moore ( CN=Amanda L. Moore/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Mary Elizabeth Farr ( CN=Mary Elizabeth Farr/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Andrea G. Ball ( CN=Andrea G. Ball/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Alison M. Harden ( CN=Alison M. Harden/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Anne Heiligenstein ( CN=Anne Heiligenstein/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Melanie A. Jackson ( CN=Melanie A. Jackson/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Ashley M. Snee ( CN=Ashley M. Snee/OU=OVP/O=EOP@EOP [ OVP ] )  
READ:UNKNOWN  
TO:Debra Heiden ( CN=Debra Heiden/OU=OVP/O=EOP@EOP [ OVP ] )  
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TO:Jennifer H. Mayfield ( CN=Jennifer H. Mayfield/OU=OVP/O=EOP@EOP [ OVP ] )  
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TO:Megan D. Moran ( CN=Megan D. Moran/OU=OVP/O=EOP@EOP [ OVP ] )  
READ:UNKNOWN  
TO:David S. Addington ( CN=David S. Addington/OU=OVP/O=EOP@EOP [ OVP ] )  
READ:UNKNOWN  
TO:Cesar Conda ( CN=Cesar Conda/OU=OVP/O=EOP@EOP [ OVP ] )  
READ:UNKNOWN  
TO:Ronald I. Christie ( CN=Ronald I. Christie/OU=OVP/O=EOP@EOP [ OVP ] )  
READ:UNKNOWN  
TO:Nina Rees ( CN=Nina Rees/OU=OVP/O=EOP@EOP [ OVP ] )  
READ:UNKNOWN  
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READ:UNKNOWN  
TO:Nancy P. Dorn ( CN=Nancy P. Dorn/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Stephen S. Ruhlen ( CN=Stephen S. Ruhlen/OU=OVP/O=EOP@EOP [ OVP ] )  
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TO:Lauren K. Allgood ( CN=Lauren K. Allgood/OU=OVP/O=EOP@EOP [ OVP ] )  
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READ:UNKNOWN  
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READ:UNKNOWN  
TO:Augustine T. Smythe ( CN=Augustine T. Smythe/OU=OMB/O=EOP@EOP [ OMB ] )  
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READ:UNKNOWN  
TO:John M. Bridgeland ( CN=John M. Bridgeland/OU=OPD/O=EOP@EOP [ OPD ] )  
READ:UNKNOWN  
TO:Stephen M. Garrison ( CN=Stephen M. Garrison/OU=OPD/O=EOP@EOP [ OPD ] )  
READ:UNKNOWN  
TO:Eric H. Otto ( CN=Eric H. Otto/OU=OPD/O=EOP@EOP [ OPD ] )  
READ:UNKNOWN  
TO:Josephine B. Robinson ( CN=Josephine B. Robinson/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Melissa S. Bennett ( CN=Melissa S. Bennett/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Colleen Litkenhaus ( CN=Colleen Litkenhaus/OU=WHO/O=EOP@EOP [ WHO ] )  
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READ:UNKNOWN  
TO:Lisa T. Cummins ( CN=Lisa T. Cummins/OU=WHO/O=EOP@EOP [ UNKNOWN ] )  
READ:UNKNOWN  
TO:Michele H. Tennery ( CN=Michele H. Tennery/OU=WHO/O=EOP@EOP [ WHO ] )  
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TO:Carrie W. Click ( CN=Carrie W. Click/OU=WHO/O=EOP@EOP [ WHO ] )  
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TO:Matthew E. Smith ( CN=Matthew E. Smith/OU=WHO/O=EOP@EOP [ WHO ] )  
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TO:Anne Trenolone ( CN=Anne Trenolone/OU=WHO/O=EOP@EOP [ WHO ] )  
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TO:Barry S. Jackson ( CN=Barry S. Jackson/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:John D. Estes ( CN=John D. Estes/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Ashley Estes ( CN=Ashley Estes/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:K. Philippa Malmgren ( CN=K. Philippa Malmgren/OU=OPD/O=EOP@EOP [ OPD ] )  
READ:UNKNOWN  
TO:Ruben S. Barrales ( CN=Ruben S. Barrales/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Terry C. Miller ( CN=Terry C. Miller/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Deborah A. Spagnoli ( CN=Deborah A. Spagnoli/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Laura S. Lawlor ( CN=Laura S. Lawlor/OU=WHO/O=EOP@EOP [ WHO ] )  
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TO:Charles P. Blahous ( CN=Charles P. Blahous/OU=OPD/O=EOP@EOP [ OPD ] )  
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TO:Maria.Cino@mail.doc.gov ( Maria.Cino@mail.doc.gov @ inet [ UNKNOWN ] )

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TO:Matthew W. Lindley ( CN=Matthew W. Lindley/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Chris B. Nagel ( CN=Chris B. Nagel/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Melissa L. McAdoo ( CN=Melissa L. McAdoo/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Kristen L. Hughes ( CN=Kristen L. Hughes/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Robert T. Pratt Jr ( CN=Robert T. Pratt Jr/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Elizabeth N. Camp ( CN=Elizabeth N. Camp/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Brett M. Kavanaugh ( CN=Brett M. Kavanaugh/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Timothy E. Flanigan ( CN=Timothy E. Flanigan/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:susan\_irby@lott.senate.gov ( susan\_irby@lott.senate.gov @ inet [ UNKNOWN ] )  
READ:UNKNOWN  
TO:Mercedes M. Viana ( CN=Mercedes M. Viana/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:D. Marcus Sumerlin ( CN=D. Marcus Sumerlin/OU=OPD/O=EOP@EOP [ OPD ] )  
READ:UNKNOWN  
TO:Robert W. Cobb ( CN=Robert W. Cobb/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Traci R. Campbell ( CN=Traci R. Campbell/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:James E. Carter ( CN=James E. Carter/OU=OPD/O=EOP@EOP [ OPD ] )  
READ:UNKNOWN  
TO:Courtney S. Elwood ( CN=Courtney S. Elwood/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Paul B. Dyck ( CN=Paul B. Dyck/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Debra D. Bird ( CN=Debra D. Bird/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Mark V. Rosenker ( CN=Mark V. Rosenker/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Helen R. Mobley ( CN=Helen R. Mobley/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Julianne H. Thomas ( CN=Julianne H. Thomas/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Desiree T. Sayle ( CN=Desiree T. Sayle/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Sydney R. Johnson ( CN=Sydney R. Johnson/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Sara B. McIntosh ( CN=Sara B. McIntosh/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Sonya E. Medina ( CN=Sonya E. Medina/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Catherine S. Fenton ( CN=Catherine S. Fenton/OU=WHO/O=EOP@EOP [ WHO ] )  
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TO:Catherine J. Martin ( CN=Catherine J. Martin/OU=OVP/O=EOP@EOP [ OVP ] )  
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READ:UNKNOWN  
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TO:Noel J. Francisco ( CN=Noel J. Francisco/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Mark McClellan ( CN=Mark McClellan/OU=CEA/O=EOP@EOP [ CEA ] )  
READ:UNKNOWN  
TO:Dirksen Lehman ( CN=Dirksen Lehman/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Aquiles F. Suarez ( CN=Aquiles F. Suarez/OU=OPD/O=EOP@EOP [ OPD ] )  
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TO:Jennifer D. Field ( CN=Jennifer D. Field/OU=OVP/O=EOP@EOP [ OVP ] )  
READ:UNKNOWN  
TO:Rachel L. Brand ( CN=Rachel L. Brand/OU=WHO/O=EOP@EOP [ WHO ] )  
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TO:Heather Wingate ( CN=Heather Wingate/OU=WHO/O=EOP@EOP [ WHO ] )  
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TO:Ashleigh A. Adams ( CN=Ashleigh A. Adams/OU=WHO/O=EOP@EOP [ WHO ] )  
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TO:Elliott Abrams ( CN=Elliott Abrams/OU=NSC/O=EOP@EOP [ NSC ] )

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TO:Matthew Kirk ( CN=Matthew Kirk/OU=WHO/O=EOP@EOP [ WHO ] )

READ:UNKNOWN

TO:Eric A. Draper ( CN=Eric A. Draper/OU=WHO/O=EOP@EOP [ WHO ] )

READ:UNKNOWN

TO:Helgard C. Walker ( CN=Helgard C. Walker/OU=WHO/O=EOP@EOP [ WHO ] )

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P6/b(6)

TO:Elizabeth S. Dougherty ( CN=Elizabeth S. Dougherty/OU=OPD/O=EOP@EOP [ OPD ] )

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TO:Kjersten S. Drager ( CN=Kjersten S. Drager/OU=OVP/O=EOP@EOP [ OVP ] )

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TO:Clare C. Doherty ( CN=Clare C. Doherty/OU=OMB/O=EOP@EOP [ OMB ] )

READ:UNKNOWN

TO:Brian P. Doherty ( CN=Brian P. Doherty/OU=OA/O=EOP@EOP [ OA ] )

READ:UNKNOWN

TO:Ashley E. Plaxico ( CN=Ashley E. Plaxico/OU=WHO/O=EOP@EOP [ UNKNOWN ] )

READ:UNKNOWN

TO:Craig Ray ( CN=Craig Ray/OU=WHO/O=EOP@EOP [ WHO ] )

READ:UNKNOWN

TO:Joseph Ratajczak ( CN=Joseph Ratajczak/OU=ONDCP/O=EOP@EOP [ ONDCP ] )

READ:UNKNOWN

TO:Besanceney ( CN=Besanceney/OU=OPD/O=EOP@EOP [ UNKNOWN ] )

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P6/b(6)

TO:Sarah E. Youssef ( CN=Sarah E. Youssef/OU=OPD/O=EOP@EOP [ OPD ] )

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TO:Kristopher N. Purcell ( CN=Kristopher N. Purcell/OU=WHO/O=EOP@EOP [ WHO ] )

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READ:UNKNOWN

TO:Danner.Bethel@ed.gov ( Danner.Bethel@ed.gov @ inet [ UNKNOWN ] )

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TO:SabatineM@osd.pentagon.mil ( SabatineM@osd.pentagon.mil @ inet [ UNKNOWN ] )

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TO:patrick.rhode@sba.gov ( patrick.rhode@sba.gov @ inet [ UNKNOWN ] )

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TO:robert.traynham@src.senate.gov ( robert.traynham@src.senate.gov @ inet [ UNKNOWN ] )

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## **President Bush Signs Landmark Education Reforms into Law** ***Bipartisan Effort Reaps Historic Freedom and Flexibility for Oklahoma Schools***

*“These reforms express my deep belief in our public schools and their mission to build the mind and character of every child, from every background, in every part of America.”*

– President George W. Bush

President Bush vowed to make educating every child his number-one domestic priority and reform a system that – despite nearly \$200 billion in federal funding since 1965 – has failed the neediest in our nation’s classrooms.

In response, President Bush proposed a comprehensive, bipartisan plan to improve overall student performance and close the achievement gap between rich and poor students in America’s more than 89,599 public schools.

In his first year in office, the *No Child Left Behind Act of 2001* was passed with an overwhelming majority in both houses of Congress. On January 8, 2002, the President signed into law this landmark legislation that promotes educational excellence for America’s:

- ✓ Estimated 46.8 million public school children
- ✓ Nearly 3 million public school teachers
- ✓ More than 89,599 public schools
- ✓ Nearly 17,000 local school districts

### **The *Leave No Child Behind Act* Ushers in Sweeping Reforms Based Upon the President’s Priorities for Schools throughout America and Oklahoma:**

#### **➤ Stronger Accountability for Results**

- ✓ Provides the most sweeping reform of the Elementary & Secondary Education Act since it was enacted in 1965 by turning federal spending on schools into a federal investment in improved student performance
- ✓ Redefines the federal role in K-12 education for an estimated 627,032 students in Oklahoma by requiring all states to set high standards of achievement and create a system of accountability to measure results
- ✓ Insists that states set high standards for achievement in reading and math — the building blocks of all learning – and test every child in grades 3 through 8 to ensure that students are making progress

#### **➤ Greater Flexibility and Local Control**

- ✓ Offers school districts powerful tools to provide the best possible education to all children – especially those most in need – by cutting federal red tape, reducing the number of federal education programs, and creating larger more flexible programs that place decision-making at the local level where it belongs
- ✓ Trusts local parents, educators and school boards to make the best decisions for their children
- ✓ Frees local school districts to spend up to half their federal education dollars however they see fit

#### **➤ Expanded Options and Choice for Parents**

- ✓ Empowers parents by providing unprecedented federal support for children from disadvantaged backgrounds who are trapped in low-performing schools
  - Students in failing schools may transfer to higher-performing public schools or get help such as tutoring
  - Students in persistently dangerous schools may transfer to safer public schools
- ✓ Informs parents by requiring states to provide annual report cards of school performance and statewide progress
  - Requirement arms parents with information about the quality of their children’s schools, the qualifications of teachers, and their children’s progress in key subjects

➤ **Emphasis on Teaching Methods that Work**

- ✓ Supports reading instruction based upon research-based methods that work to ensure that every child in Oklahoma public schools reads at or above grade level by third grade
- ✓ Strengthens teacher quality for an estimated 1,809 public schools in Oklahoma by investing in training and retention of high-quality teachers

**The *Leave No Child Behind Act* Provides Resources to Support the Reforms:**

- ✓ Increases federal education funding under the ESEA to more than \$22.1 billion for America's elementary and secondary schools – a 27 percent increase over last year, and a 49 percent increase over 2000 levels
- ✓ Increases federal funding to an estimated \$10.4 billion for the Title I program to help disadvantaged students succeed – an 18 percent increase over last year, and a 30 percent increase over 2000 levels
- ✓ Provides nearly \$3 billion in federal funding to recruit and retain highly qualified teachers and principals
- ✓ Boosts funding for reading programs to nearly \$1 billion so every child in America learns to read
- ✓ Provides an estimated \$200 million for charter schools to expand parental choice and free children trapped in persistently failing schools

**The *No Child Left Behind Act* is Especially Good News for the Children and Families in Oklahoma:**

- ✓ Benefits an estimated 627,032 Oklahoma public school children, 1,809 Oklahoma public schools, and 42,120 Oklahoma teachers
- ✓ Increases federal education funding for Oklahoma to more than \$611.5 million to help local schools ensure that no child is left behind – more than \$79 million more than last year, and a 35.6 percent increase over 2000 levels
- ✓ Increases Title I funding to more than \$141.3 million to boost the quality of education for disadvantaged children of Oklahoma – more than \$29 million more than last year, and a 35.8 percent increase over 2000 levels
- ✓ Provides more than \$12.5 million in funding for Reading First to ensure that every public school child in Oklahoma learns to read at or above grade level by the third grade
- ✓ Requires every classroom in Oklahoma to have a highly-qualified teacher and provides more than \$33.8 million to train and retain skilled educators
- ✓ Provides an estimated \$5.5 million to help ensure safe and drug-free schools in Oklahoma
- ✓ Provides an estimated \$3.5 million to fund after-school programs for at-risk children in Oklahoma
- ✓ Provides more than \$5.6 million in funding to help Oklahoma school districts assess how well children are learning and schools are teaching
- ✓ Increases Pell Grant funding to an estimated \$151.4 million – \$10.1 million more than last year, and a 24.6 percent increase over 2000 levels – to ensure greater access to a college education for deserving Oklahoma students from disadvantaged backgrounds

**Note: Funding figures are U.S. Department of Education estimates  
Other figures include data from the Department's National Center for Education Statistics  
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## ***President Bush Signs Landmark Education Reforms into Law*** ***Bipartisan Effort Reaps Historic Freedom and Flexibility for New Mexico Schools***

*“These reforms express my deep belief in our public schools and their mission to build the mind and character of every child, from every background, in every part of America.”*

– President George W. Bush

President Bush vowed to make educating every child his number-one domestic priority and reform a system that – despite nearly \$200 billion in federal funding since 1965 – has failed the neediest in our nation’s classrooms.

In response, President Bush proposed a comprehensive, bipartisan plan to improve overall student performance and close the achievement gap between rich and poor students in America’s more than 89,599 public schools.

In his first year in office, the *No Child Left Behind Act of 2001* was passed with an overwhelming majority in both houses of Congress. On January 8, 2002, the President signed into law this landmark legislation that promotes educational excellence for America’s:

- ✓ Estimated 46.8 million public school children
- ✓ Nearly 3 million public school teachers
- ✓ More than 89,599 public schools
- ✓ Nearly 17,000 local school districts

### **The *Leave No Child Behind Act* Ushers in Sweeping Reforms Based Upon the President’s Priorities for Schools throughout America and New Mexico:**

#### **➤ Stronger Accountability for Results**

- ✓ Provides the most sweeping reform of the Elementary & Secondary Education Act since it was enacted in 1965 by turning federal spending on schools into a federal investment in improved student performance
- ✓ Redefines the federal role in K-12 education for an estimated 324,495 students in New Mexico by requiring all states to set high standards of achievement and create a system of accountability to measure results
- ✓ Insists that states set high standards for achievement in reading and math — the building blocks of all learning – and test every child in grades 3 through 8 to ensure that students are making progress

#### **➤ Greater Flexibility and Local Control**

- ✓ Offers school districts powerful tools to provide the best possible education to all children – especially those most in need – by cutting federal red tape, reducing the number of federal education programs, and creating larger more flexible programs that place decision-making at the local level where it belongs
- ✓ Trusts local parents, educators and school boards to make the best decisions for their children
- ✓ Frees local school districts to spend up to half their federal education dollars however they see fit

#### **➤ Expanded Options and Choice for Parents**

- ✓ Empowers parents by providing unprecedented federal support for children from disadvantaged backgrounds who are trapped in low-performing schools
  - Students in failing schools may transfer to higher-performing public schools or get help such as tutoring
  - Students in persistently dangerous schools may transfer to safer public schools
- ✓ Informs parents by requiring states to provide annual report cards of school performance and statewide progress
  - Requirement arms parents with information about the quality of their children’s schools, the qualifications of teachers, and their children’s progress in key subjects

➤ **Emphasis on Teaching Methods that Work**

- ✓ Supports reading instruction based upon research-based methods that work to ensure that every child in New Mexico public schools reads at or above grade level by third grade
- ✓ Strengthens teacher quality for an estimated 755 public schools in New Mexico by investing in training and retention of high-quality teachers

**The Leave No Child Behind Act Provides Resources to Support the Reforms:**

- ✓ Increases federal education funding under the ESEA to more than \$22.1 billion for America's elementary and secondary schools – a 27 percent increase over last year, and a 49 percent increase over 2000 levels
- ✓ Increases federal funding to an estimated \$10.4 billion for the Title I program to help disadvantaged students succeed – an 18 percent increase over last year, and a 30 percent increase over 2000 levels
- ✓ Provides nearly \$3 billion in federal funding to recruit and retain highly qualified teachers and principals
- ✓ Boosts funding for reading programs to nearly \$1 billion so every child in America learns to read
- ✓ Provides an estimated \$200 million for charter schools to expand parental choice and free children trapped in persistently failing schools

**The No Child Left Behind Act is Especially Good News for the Children and Families in New Mexico:**

- ✓ Benefits an estimated 324,495 New Mexico public school children, 755 New Mexico public schools, and 20,078 New Mexico teachers
- ✓ Increases federal education funding for New Mexico to more than \$439.3 million to help local schools ensure that no child is left behind – more than \$57 million more than last year, and a 31.4 percent increase over 2000 levels
- ✓ Increases Title I funding to more than \$94.9 million to boost the quality of education for disadvantaged children of New Mexico – nearly \$20 million more than last year, and a 32.8 percent increase over 2000 levels
- ✓ Provides more than \$8.3 million in funding for Reading First to ensure that every public school child in New Mexico learns to read at or above grade level by the third grade
- ✓ Requires every classroom in New Mexico to have a highly-qualified teacher and provides more than \$22.8 million to train and retain skilled educators
- ✓ Provides an estimated \$3.6 million to help ensure safe and drug-free schools in New Mexico
- ✓ Provides an estimated \$2.3 million to fund after-school programs for at-risk children in New Mexico
- ✓ Provides more than \$4.4 million in funding to help New Mexico school districts assess how well children are learning and schools are teaching
- ✓ Increases Pell Grant funding to an estimated \$88.3 million – \$5.8 million more than last year, and a 24.5 percent increase over 2000 levels – to ensure greater access to a college education for deserving New Mexico students from disadvantaged backgrounds

**Note: Funding figures are U.S. Department of Education estimates  
Other figures include data from the Department's National Center for Education Statistics  
at [www.nces.ed.gov](http://www.nces.ed.gov)**

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# **President Bush Signs Landmark Education Reforms into Law**

## ***Bipartisan Effort Reaps Historic Freedom and Flexibility for New York Schools***

*“These reforms express my deep belief in our public schools and their mission to build the mind and character of every child, from every background, in every part of America.”*

– President George W. Bush

President Bush vowed to make educating every child his number-one domestic priority and reform a system that – despite nearly \$200 billion in federal funding since 1965 – has failed the neediest in our nation’s classrooms.

In response, President Bush proposed a comprehensive, bipartisan plan to improve overall student performance and close the achievement gap between rich and poor students in America’s more than 89,599 public schools.

In his first year in office, the *No Child Left Behind Act of 2001* was passed with an overwhelming majority in both houses of Congress. On January 8, 2002, the President signed into law this landmark legislation that promotes educational excellence for America’s:

- ✓ Estimated 46.8 million public school children
- ✓ Nearly 3 million public school teachers
- ✓ More than 89,599 public schools
- ✓ Nearly 17,000 local school districts

### **The *Leave No Child Behind Act* Ushers in Sweeping Reforms Based Upon the President’s Priorities for Schools throughout America and New York:**

#### **➤ Stronger Accountability for Results**

- ✓ Provides the most sweeping reform of the Elementary & Secondary Education Act since it was enacted in 1965 by turning federal spending on schools into a federal investment in improved student performance
- ✓ Redefines the federal role in K-12 education for an estimated 2.8 million students in New York by requiring all states to set high standards of achievement and create a system of accountability to measure results
- ✓ Insists that states set high standards for achievement in reading and math — the building blocks of all learning – and test every child in grades 3 through 8 to ensure that students are making progress

#### **➤ Greater Flexibility and Local Control**

- ✓ Offers school districts powerful tools to provide the best possible education to all children – especially those most in need – by cutting federal red tape, reducing the number of federal education programs, and creating larger more flexible programs that place decision-making at the local level where it belongs
- ✓ Trusts local parents, educators and school boards to make the best decisions for their children
- ✓ Frees local school districts to spend up to half their federal education dollars however they see fit

#### **➤ Expanded Options and Choice for Parents**

- ✓ Empowers parents by providing unprecedented federal support for children from disadvantaged backgrounds who are trapped in low-performing schools
  - Students in failing schools may transfer to higher-performing public schools or get help such as tutoring
  - Students in persistently dangerous schools may transfer to safer public schools
- ✓ Informs parents by requiring states to provide annual report cards of school performance and statewide progress
  - Requirement arms parents with information about the quality of their children’s schools, the qualifications of teachers, and their children’s progress in key subjects

➤ **Emphasis on Teaching Methods that Work**

- ✓ Supports reading instruction based upon research-based methods that work to ensure that every child in New York public schools reads at or above grade level by third grade
- ✓ Strengthens teacher quality for an estimated 4,273 public schools in New York by investing in training and retention of high-quality teachers

**The *Leave No Child Behind Act* Provides Resources to Support the Reforms:**

- ✓ Increases federal education funding under the ESEA to more than \$22.1 billion for America's elementary and secondary schools – a 27 percent increase over last year, and a 49 percent increase over 2000 levels
- ✓ Increases federal funding to an estimated \$10.4 billion for the Title I program to help disadvantaged students succeed – an 18 percent increase over last year, and a 30 percent increase over 2000 levels
- ✓ Provides nearly \$3 billion in federal funding to recruit and retain highly qualified teachers and principals
- ✓ Boosts funding for reading programs to nearly \$1 billion so every child in America learns to read
- ✓ Provides an estimated \$200 million for charter schools to expand parental choice and free children trapped in persistently failing schools

**The *No Child Left Behind Act* is Especially Good News for the Children and Families in New York:**

- ✓ Benefits an estimated 2.8 million New York public school children, 4,273 New York public schools, and 216,000 New York teachers
- ✓ Increases federal education funding for New York to more than \$3.5 billion to help local schools ensure that no child is left behind – nearly \$468 million more than last year, and a 36 percent increase over 2000 levels
- ✓ Increases Title I funding to nearly \$1.2 billion to boost the quality of education for disadvantaged children of New York – more than \$258 million more than last year, and a 47.3 percent increase over 2000 levels
- ✓ Provides more than \$68.4 million in funding for Reading First to ensure that every public school child in New York learns to read at or above grade level by the third grade
- ✓ Requires every classroom in New York to have a highly-qualified teacher and provides more than \$230 million to train and retain skilled educators
- ✓ Provides an estimated \$37.8 million to help ensure safe and drug-free schools in New York
- ✓ Provides an estimated \$29.2 million to fund after-school programs for at-risk children in New York
- ✓ Provides more than \$16 million in funding to help New York school districts assess how well children are learning and schools are teaching
- ✓ Increases Pell Grant funding to an estimated \$920 million – \$65.3 million more than last year, and a 25.5 percent increase over 2000 levels – to ensure greater access to a college education for deserving New York students from disadvantaged backgrounds

**Note: Funding figures are U.S. Department of Education estimates  
Other figures include data from the Department's National Center for Education Statistics  
at [www.nces.ed.gov](http://www.nces.ed.gov)**

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## **President Bush Signs Landmark Education Reforms into Law**

### ***Bipartisan Effort Reaps Historic Freedom and Flexibility for North Carolina Schools***

*“These reforms express my deep belief in our public schools and their mission to build the mind and character of every child, from every background, in every part of America.”*

– President George W. Bush

President Bush vowed to make educating every child his number-one domestic priority and reform a system that – despite nearly \$200 billion in federal funding since 1965 – has failed the neediest in our nation’s classrooms.

In response, President Bush proposed a comprehensive, bipartisan plan to improve overall student performance and close the achievement gap between rich and poor students in America’s more than 89,599 public schools.

In his first year in office, the *No Child Left Behind Act of 2001* was passed with an overwhelming majority in both houses of Congress. On January 8, 2002, the President signed into law this landmark legislation that promotes educational excellence for America’s:

- ✓ Estimated 46.8 million public school children
- ✓ Nearly 3 million public school teachers
- ✓ More than 89,599 public schools
- ✓ Nearly 17,000 local school districts

#### **The *Leave No Child Behind Act* Ushers in Sweeping Reforms Based Upon the President’s Priorities for Schools throughout America and North Carolina:**

##### **➤ Stronger Accountability for Results**

- ✓ Provides the most sweeping reform of the Elementary & Secondary Education Act since it was enacted in 1965 by turning federal spending on schools into a federal investment in improved student performance
- ✓ Redefines the federal role in K-12 education for an estimated 1.2 million students in North Carolina by requiring all states to set high standards of achievement and create a system of accountability to measure results
- ✓ Insists that states set high standards for achievement in reading and math — the building blocks of all learning – and test every child in grades 3 through 8 to ensure that students are making progress

##### **➤ Greater Flexibility and Local Control**

- ✓ Offers school districts powerful tools to provide the best possible education to all children – especially those most in need – by cutting federal red tape, reducing the number of federal education programs, and creating larger more flexible programs that place decision-making at the local level where it belongs
- ✓ Trusts local parents, educators and school boards to make the best decisions for their children
- ✓ Frees local school districts to spend up to half their federal education dollars however they see fit

##### **➤ Expanded Options and Choice for Parents**

- ✓ Empowers parents by providing unprecedented federal support for children from disadvantaged backgrounds who are trapped in low-performing schools
  - Students in failing schools may transfer to higher-performing public schools or get help such as tutoring
  - Students in persistently dangerous schools may transfer to safer public schools
- ✓ Informs parents by requiring states to provide annual report cards of school performance and statewide progress
  - Requirement arms parents with information about the quality of their children’s schools, the qualifications of teachers, and their children’s progress in key subjects

➤ **Emphasis on Teaching Methods that Work**

- ✓ Supports reading instruction based upon research-based methods that work to ensure that every child in North Carolina public schools reads at or above grade level by third grade
- ✓ Strengthens teacher quality for an estimated 2,148 public schools in North Carolina by investing in training and retention of high-quality teachers

**The Leave No Child Behind Act Provides Resources to Support the Reforms:**

- ✓ Increases federal education funding under the ESEA to more than \$22.1 billion for America's elementary and secondary schools – a 27 percent increase over last year, and a 49 percent increase over 2000 levels
- ✓ Increases federal funding to an estimated \$10.4 billion for the Title I program to help disadvantaged students succeed – an 18 percent increase over last year, and a 30 percent increase over 2000 levels
- ✓ Provides nearly \$3 billion in federal funding to recruit and retain highly qualified teachers and principals
- ✓ Boosts funding for reading programs to nearly \$1 billion so every child in America learns to read
- ✓ Provides an estimated \$200 million for charter schools to expand parental choice and free children trapped in persistently failing schools

**The No Child Left Behind Act is Especially Good News for the Children and Families in North Carolina:**

- ✓ Benefits an estimated 1.2 million North Carolina public school children, 2,148 North Carolina public schools, and 80,390 North Carolina teachers
- ✓ Increases federal education funding for North Carolina to more than \$1 billion to help local schools ensure that no child is left behind – nearly \$143 million more than last year, and a 36.6 percent increase over 2000 levels
- ✓ Increases Title I funding to more than \$249.8 million to boost the quality of education for disadvantaged children of North Carolina – nearly \$57 million more than last year, and a 50.2 percent increase over 2000 levels
- ✓ Provides more than \$20.7 million in funding for Reading First to ensure that every public school child in North Carolina learns to read at or above grade level by the third grade
- ✓ Requires every classroom in North Carolina to have a highly-qualified teacher and provides more than \$61.9 million to train and retain skilled educators
- ✓ Provides an estimated \$10.9 million to help ensure safe and drug-free schools in North Carolina
- ✓ Provides an estimated \$6.2 million to fund after-school programs for at-risk children in North Carolina
- ✓ Provides more than \$8.6 million in funding to help North Carolina school districts assess how well children are learning and schools are teaching
- ✓ Increases Pell Grant funding to an estimated \$234.4 million – \$15.6 million more than last year, and a 24.6 percent increase over 2000 levels – to ensure greater access to a college education for deserving North Carolina students from disadvantaged backgrounds

**Note: Funding figures are U.S. Department of Education estimates  
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# **President Bush Signs Landmark Education Reforms into Law**

## ***Bipartisan Effort Reaps Historic Freedom and Flexibility for North Dakota Schools***

*“These reforms express my deep belief in our public schools and their mission to build the mind and character of every child, from every background, in every part of America.”*

– President George W. Bush

President Bush vowed to make educating every child his number-one domestic priority and reform a system that – despite nearly \$200 billion in federal funding since 1965 – has failed the neediest in our nation’s classrooms.

In response, President Bush proposed a comprehensive, bipartisan plan to improve overall student performance and close the achievement gap between rich and poor students in America’s more than 89,599 public schools.

In his first year in office, the *No Child Left Behind Act of 2001* was passed with an overwhelming majority in both houses of Congress. On January 8, 2002, the President signed into law this landmark legislation that promotes educational excellence for America’s:

- ✓ Estimated 46.8 million public school children
- ✓ Nearly 3 million public school teachers
- ✓ More than 89,599 public schools
- ✓ Nearly 17,000 local school districts

### **The *Leave No Child Behind Act* Ushers in Sweeping Reforms Based Upon the President’s Priorities for Schools throughout America and North Dakota:**

#### **➤ Stronger Accountability for Results**

- ✓ Provides the most sweeping reform of the Elementary & Secondary Education Act since it was enacted in 1965 by turning federal spending on schools into a federal investment in improved student performance
- ✓ Redefines the federal role in K-12 education for an estimated 112,751 students in North Dakota by requiring all states to set high standards of achievement and create a system of accountability to measure results
- ✓ Insists that states set high standards for achievement in reading and math — the building blocks of all learning – and test every child in grades 3 through 8 to ensure that students are making progress

#### **➤ Greater Flexibility and Local Control**

- ✓ Offers school districts powerful tools to provide the best possible education to all children – especially those most in need – by cutting federal red tape, reducing the number of federal education programs, and creating larger more flexible programs that place decision-making at the local level where it belongs
- ✓ Trusts local parents, educators and school boards to make the best decisions for their children
- ✓ Frees local school districts to spend up to half their federal education dollars however they see fit

#### **➤ Expanded Options and Choice for Parents**

- ✓ Empowers parents by providing unprecedented federal support for children from disadvantaged backgrounds who are trapped in low-performing schools
  - Students in failing schools may transfer to higher-performing public schools or get help such as tutoring
  - Students in persistently dangerous schools may transfer to safer public schools
- ✓ Informs parents by requiring states to provide annual report cards of school performance and statewide progress
  - Requirement arms parents with information about the quality of their children’s schools, the qualifications of teachers, and their children’s progress in key subjects

➤ **Emphasis on Teaching Methods that Work**

- ✓ Supports reading instruction based upon research-based methods that work to ensure that every child in North Dakota public schools reads at or above grade level by third grade
- ✓ Strengthens teacher quality for an estimated 550 public schools in North Dakota by investing in training and retention of high-quality teachers

**The Leave No Child Behind Act Provides Resources to Support the Reforms:**

- ✓ Increases federal education funding under the ESEA to more than \$22.1 billion for America's elementary and secondary schools – a 27 percent increase over last year, and a 49 percent increase over 2000 levels
- ✓ Increases federal funding to an estimated \$10.4 billion for the Title I program to help disadvantaged students succeed – an 18 percent increase over last year, and a 30 percent increase over 2000 levels
- ✓ Provides nearly \$3 billion in federal funding to recruit and retain highly qualified teachers and principals
- ✓ Boosts funding for reading programs to nearly \$1 billion so every child in America learns to read
- ✓ Provides an estimated \$200 million for charter schools to expand parental choice and free children trapped in persistently failing schools

**The No Child Left Behind Act is Especially Good News for the Children and Families in North Dakota:**

- ✓ Benefits an estimated 112,751 North Dakota public school children, 550 North Dakota public schools, and 7,713 North Dakota teachers
- ✓ Increases federal education funding for North Dakota to more than \$163.4 million to help local schools ensure that no child is left behind – nearly \$21 million more than last year, and a 38 percent increase over 2000 levels
- ✓ Increases Title I funding to more than \$30.6 million to boost the quality of education for disadvantaged children of North Dakota – more than \$7 million more than last year, and a 41.8 percent increase over 2000 levels
- ✓ Provides more than \$2.1 million in funding for Reading First to ensure that every public school child in North Dakota learns to read at or above grade level by the third grade
- ✓ Requires every classroom in North Dakota to have a highly-qualified teacher and provides more than \$13.6 million to train and retain skilled educators
- ✓ Provides an estimated \$2.3 million to help ensure safe and drug-free schools in North Dakota
- ✓ Provides an estimated \$1.5 million to fund after-school programs for at-risk children in North Dakota
- ✓ Provides more than \$3.4 million in funding to help North Dakota school districts assess how well children are learning and schools are teaching
- ✓ Increases Pell Grant funding to an estimated \$34.6 million – \$2.3 million more than last year, and a 24.4 percent increase over 2000 levels – to ensure greater access to a college education for deserving North Dakota students from disadvantaged backgrounds

**Note: Funding figures are U.S. Department of Education estimates  
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# **President Bush Signs Landmark Education Reforms into Law**

## ***Bipartisan Effort Reaps Historic Freedom and Flexibility for Ohio Schools***

*“These reforms express my deep belief in our public schools and their mission to build the mind and character of every child, from every background, in every part of America.”*

– President George W. Bush

President Bush vowed to make educating every child his number-one domestic priority and reform a system that – despite nearly \$200 billion in federal funding since 1965 – has failed the neediest in our nation’s classrooms.

In response, President Bush proposed a comprehensive, bipartisan plan to improve overall student performance and close the achievement gap between rich and poor students in America’s more than 89,599 public schools.

In his first year in office, the *No Child Left Behind Act of 2001* was passed with an overwhelming majority in both houses of Congress. On January 8, 2002, the President signed into law this landmark legislation that promotes educational excellence for America’s:

- ✓ Estimated 46.8 million public school children
- ✓ Nearly 3 million public school teachers
- ✓ More than 89,599 public schools
- ✓ Nearly 17,000 local school districts

### **The *Leave No Child Behind Act* Ushers in Sweeping Reforms Based Upon the President’s Priorities for Schools throughout America and Ohio:**

#### **➤ Stronger Accountability for Results**

- ✓ Provides the most sweeping reform of the Elementary & Secondary Education Act since it was enacted in 1965 by turning federal spending on schools into a federal investment in improved student performance
- ✓ Redefines the federal role in K-12 education for an estimated 1.8 million students in Ohio by requiring all states to set high standards of achievement and create a system of accountability to measure results
- ✓ Insists that states set high standards for achievement in reading and math — the building blocks of all learning – and test every child in grades 3 through 8 to ensure that students are making progress

#### **➤ Greater Flexibility and Local Control**

- ✓ Offers school districts powerful tools to provide the best possible education to all children – especially those most in need – by cutting federal red tape, reducing the number of federal education programs, and creating larger more flexible programs that place decision-making at the local level where it belongs
- ✓ Trusts local parents, educators and school boards to make the best decisions for their children
- ✓ Frees local school districts to spend up to half their federal education dollars however they see fit

#### **➤ Expanded Options and Choice for Parents**

- ✓ Empowers parents by providing unprecedented federal support for children from disadvantaged backgrounds who are trapped in low-performing schools
  - Students in failing schools may transfer to higher-performing public schools or get help such as tutoring
  - Students in persistently dangerous schools may transfer to safer public schools
- ✓ Informs parents by requiring states to provide annual report cards of school performance and statewide progress
  - Requirement arms parents with information about the quality of their children’s schools, the qualifications of teachers, and their children’s progress in key subjects

➤ **Emphasis on Teaching Methods that Work**

- ✓ Supports reading instruction based upon research-based methods that work to ensure that every child in Ohio public schools reads at or above grade level by third grade
- ✓ Strengthens teacher quality for an estimated 3,798 public schools in Ohio by investing in training and retention of high-quality teachers

**The Leave No Child Behind Act Provides Resources to Support the Reforms:**

- ✓ Increases federal education funding under the ESEA to more than \$22.1 billion for America's elementary and secondary schools – a 27 percent increase over last year, and a 49 percent increase over 2000 levels
- ✓ Increases federal funding to an estimated \$10.4 billion for the Title I program to help disadvantaged students succeed – an 18 percent increase over last year, and a 30 percent increase over 2000 levels
- ✓ Provides nearly \$3 billion in federal funding to recruit and retain highly qualified teachers and principals
- ✓ Boosts funding for reading programs to nearly \$1 billion so every child in America learns to read
- ✓ Provides an estimated \$200 million for charter schools to expand parental choice and free children trapped in persistently failing schools

**The No Child Left Behind Act is Especially Good News for the Children and Families of Ohio:**

- ✓ Benefits an estimated 1.8 million Ohio public school children, 3,798 Ohio public schools, and more than 113,000 Ohio teachers
- ✓ Increases federal education funding for Ohio to more than \$1.4 billion to help local schools ensure that no child is left behind – more than \$153 million more than last year, and a 26 percent increase over 2000 levels
- ✓ Increases Title I funding to more than \$383.6 million to boost the quality of education for disadvantaged children of Ohio – more than \$52 million more than last year, and an 18 percent increase over 2000 levels
- ✓ Provides more than \$26.8 million in funding for Reading First to ensure that every public school child in Ohio learns to read at or above grade level by the third grade
- ✓ Requires every classroom in Ohio to have a highly-qualified teacher and provides more than \$104 million to train and retain skilled educators
- ✓ Provides an estimated \$15.8 million to help ensure safe and drug-free schools in Ohio
- ✓ Provides an estimated \$9.7 million to fund after-school programs for at-risk children in Ohio
- ✓ Provides more than \$11.4 million in funding to help Ohio school districts assess how well children are learning and schools are teaching
- ✓ Increases Pell Grant funding to an estimated \$319.8 million – nearly \$21 million more than last year, and a 24.5 percent increase over 2000 levels – to ensure greater access to a college education for deserving Ohio students from disadvantaged backgrounds

**Note: Funding figures are U.S. Department of Education estimates  
Other figures include data from the Department's National Center for Education Statistics  
at [www.nces.ed.gov](http://www.nces.ed.gov)**

***For more U.S. Department of Education information please visit [www.ed.gov/nclb](http://www.ed.gov/nclb)***

**White House Office of Communications**

**For more information on the President's initiatives please visit [www.whitehouse.gov](http://www.whitehouse.gov)**

## **President Bush Signs Landmark Education Reforms into Law** ***Bipartisan Effort Reaps Historic Freedom and Flexibility for New Jersey Schools***

*“These reforms express my deep belief in our public schools and their mission to build the mind and character of every child, from every background, in every part of America.”*

– President George W. Bush

President Bush vowed to make educating every child his number-one domestic priority and reform a system that – despite nearly \$200 billion in federal funding since 1965 – has failed the neediest in our nation’s classrooms.

In response, President Bush proposed a comprehensive, bipartisan plan to improve overall student performance and close the achievement gap between rich and poor students in America’s more than 89,599 public schools.

In his first year in office, the *No Child Left Behind Act of 2001* was passed with an overwhelming majority in both houses of Congress. On January 8, 2002, the President signed into law this landmark legislation that promotes educational excellence for America’s:

- ✓ Estimated 46.8 million public school children
- ✓ Nearly 3 million public school teachers
- ✓ More than 89,599 public schools
- ✓ Nearly 17,000 local school districts

### **The *Leave No Child Behind Act* Ushers in Sweeping Reforms Based Upon the President’s Priorities for Schools throughout America and New Jersey:**

#### **➤ Stronger Accountability for Results**

- ✓ Provides the most sweeping reform of the Elementary & Secondary Education Act since it was enacted in 1965 by turning federal spending on schools into a federal investment in improved student performance
- ✓ Redefines the federal role in K-12 education for an estimated 1.2 million students in New Jersey by requiring all states to set high standards of achievement and create a system of accountability to measure results
- ✓ Insists that states set high standards for achievement in reading and math — the building blocks of all learning – and test every child in grades 3 through 8 to ensure that students are making progress

#### **➤ Greater Flexibility and Local Control**

- ✓ Offers school districts powerful tools to provide the best possible education to all children – especially those most in need – by cutting federal red tape, reducing the number of federal education programs, and creating larger more flexible programs that place decision-making at the local level where it belongs
- ✓ Trusts local parents, educators and school boards to make the best decisions for their children
- ✓ Frees local school districts to spend up to half their federal education dollars however they see fit

#### **➤ Expanded Options and Choice for Parents**

- ✓ Empowers parents by providing unprecedented federal support for children from disadvantaged backgrounds who are trapped in low-performing schools
  - Students in failing schools may transfer to higher-performing public schools or get help such as tutoring
  - Students in persistently dangerous schools may transfer to safer public schools
- ✓ Informs parents by requiring states to provide annual report cards of school performance and statewide progress
  - Requirement arms parents with information about the quality of their children’s schools, the qualifications of teachers, and their children’s progress in key subjects

➤ **Emphasis on Teaching Methods that Work**

- ✓ Supports reading instruction based upon research-based methods that work to ensure that every child in New Jersey public schools reads at or above grade level by third grade
- ✓ Strengthens teacher quality for an estimated 2,383 public schools in New Jersey by investing in training and retention of high-quality teachers

**The Leave No Child Behind Act Provides Resources to Support the Reforms:**

- ✓ Increases federal education funding under the ESEA to more than \$22.1 billion for America's elementary and secondary schools – a 27 percent increase over last year, and a 49 percent increase over 2000 levels
- ✓ Increases federal funding to an estimated \$10.4 billion for the Title I program to help disadvantaged students succeed – an 18 percent increase over last year, and a 30 percent increase over 2000 levels
- ✓ Provides nearly \$3 billion in federal funding to recruit and retain highly qualified teachers and principals
- ✓ Boosts funding for reading programs to nearly \$1 billion so every child in America learns to read
- ✓ Provides an estimated \$200 million for charter schools to expand parental choice and free children trapped in persistently failing schools

**The No Child Left Behind Act is Especially Good News for the Children and Families in New Jersey:**

- ✓ Benefits an estimated 1.2 million New Jersey public school children, 2,383 New Jersey public schools, and 98,395 New Jersey teachers
- ✓ Increases federal education funding for New Jersey to more than \$1 billion to help local schools ensure that no child is left behind – more than \$146 million more than last year, and a 38 percent increase over 2000 levels
- ✓ Increases Title I funding to more than \$290.7 million to boost the quality of education for disadvantaged children of New Jersey – more than \$61 million more than last year, and a 51.9 percent increase over 2000 levels
- ✓ Provides more than \$18.4 million in funding for Reading First to ensure that every public school child in New Jersey learns to read at or above grade level by the third grade
- ✓ Requires every classroom in New Jersey to have a highly-qualified teacher and provides more than \$65.2 million to train and retain skilled educators
- ✓ Provides an estimated \$11 million to help ensure safe and drug-free schools in New Jersey
- ✓ Provides an estimated \$7.4 million to fund after-school programs for at-risk children in New Jersey
- ✓ Provides more than \$8.8 million in funding to help New Jersey school districts assess how well children are learning and schools are teaching
- ✓ Increases Pell Grant funding to an estimated \$208 million – \$13.8 million more than last year, and a 24.6 percent increase over 2000 levels – to ensure greater access to a college education for deserving New Jersey students from disadvantaged backgrounds

**Note: Funding figures are U.S. Department of Education estimates  
Other figures include data from the Department's National Center for Education Statistics  
at [www.nces.ed.gov](http://www.nces.ed.gov)**

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