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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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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 ] )  
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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:Julieanne H. Thomas ( CN=Julieanne 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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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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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 ] )

READ:UNKNOWN

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

READ:UNKNOWN

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 New Hampshire 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 Hampshire:**

#### **➤ 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 206,783 students in New Hampshire 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 Hampshire public schools reads at or above grade level by third grade
- ✓ Strengthens teacher quality for an estimated 521 public schools in New Hampshire 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 New Hampshire:**

- ✓ Benefits an estimated 206,783 New Hampshire public school children, 521 New Hampshire public schools, and more than 14,000 New Hampshire teachers
- ✓ Increases New Hampshire federal education funding to more than \$154.2 million to help local schools ensure that no child is left behind – nearly \$21 million more than last year, and a 35 percent increase over 2000 levels
- ✓ Increases New Hampshire Title I funding to more than \$31 million to boost the quality of education for disadvantaged children – more than \$7 million more than last year, and a 45 percent increase over 2000 levels
- ✓ Provides more than \$2.1 million in funding for Reading First to ensure that every public school child in New Hampshire learns to read at or above grade level by the third grade
- ✓ Requires every classroom in New Hampshire to have a highly-qualified teacher and provides more than \$13.6 million to train and retain skilled educators
- ✓ Provides nearly \$2.3 million to help ensure safe and drug-free schools in New Hampshire
- ✓ Provides more than \$1.5 million to fund after-school programs for at-risk children in New Hampshire
- ✓ Provides more than \$3.9 million in funding to help New Hampshire school districts assess how well children are learning and schools are teaching
- ✓ Increases Pell Grant funding to \$27 million – nearly \$2 million more than last year, and a 24 percent increase over 2000 levels – to ensure greater access to a college education for deserving New Hampshire 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)***

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

#### **➤ 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 500,716 students in Mississippi 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 Mississippi public schools reads at or above grade level by third grade
- ✓ Strengthens teacher quality for an estimated 875 public schools in Mississippi 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 Mississippi:**

- ✓ Benefits an estimated 500,716 Mississippi public school children, 875 Mississippi public schools, and 30,782 Mississippi teachers
- ✓ Increases federal education funding for Mississippi to more than \$553 million to help local schools ensure that no child is left behind – nearly \$49 million more than last year, and a 23.8 percent increase over 2000 levels
- ✓ Increases Title I funding to more than \$148.9 million to boost the quality of education for disadvantaged children of Mississippi – more than \$13 million more than last year, and an 11.8 percent increase over 2000 levels
- ✓ Provides more than \$11 million in funding for Reading First to ensure that every public school child in Mississippi learns to read at or above grade level by the third grade
- ✓ Requires every classroom in Mississippi to have a highly-qualified teacher and provides more than \$40.3 million to train and retain skilled educators
- ✓ Provides an estimated \$5.3 million to help ensure safe and drug-free schools in Mississippi
- ✓ Provides an estimated \$3.9 million to fund after-school programs for at-risk children in Mississippi
- ✓ Provides more than \$5.2 million in funding to help Mississippi school districts assess how well children are learning and schools are teaching
- ✓ Increases Pell Grant funding to an estimated \$156.4 million – \$10.3 million more than last year, and a 24.6 percent increase over 2000 levels – to ensure greater access to a college education for deserving Mississippi 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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**White House Office of Communications**

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

#### **➤ 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 914,110 students in Missouri 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 Missouri public schools reads at or above grade level by third grade
- ✓ Strengthens teacher quality for an estimated 2,258 public schools in Missouri 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 Missouri:**

- ✓ Benefits an estimated 914,110 Missouri public school children, 2,258 Missouri public schools, and 64,000 Missouri teachers
- ✓ Increases federal education funding for Missouri to more than \$780 million to help local schools ensure that no child is left behind – nearly \$90 million more than last year, and a 30 percent increase over 2000 levels
- ✓ Increases Title I funding to more than \$187.8 million to boost the quality of education for disadvantaged children of Missouri – nearly \$34 million more than last year, and a 29.5 percent increase over 2000 levels
- ✓ Provides more than \$14.9 million in funding for Reading First to ensure that every public school child in Missouri learns to read at or above grade level by the third grade
- ✓ Requires every classroom in Missouri to have a highly-qualified teacher and provides more than \$49.2 million to train and retain skilled educators
- ✓ Provides an estimated \$7.7 million to help ensure safe and drug-free schools in Missouri
- ✓ Provides an estimated \$4.7 million to fund after-school programs for at-risk children in Missouri
- ✓ Provides more than \$7 million in funding to help Missouri school districts assess how well children are learning and schools are teaching
- ✓ Increases Pell Grant funding to an estimated \$184.7 million – \$12.3 million more than last year, and a 24.6 percent increase over 2000 levels – to ensure greater access to a college education for deserving Missouri 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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**White House Office of Communications**

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

#### **➤ 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 157,556 students in Montana 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 Montana public schools reads at or above grade level by third grade
- ✓ Strengthens teacher quality for an estimated 882 public schools in Montana 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 Montana:**

- ✓ Benefits an estimated 157,556 Montana public school children, 882 Montana public schools, and 10,290 Montana teachers
- ✓ Increases federal education funding for Montana to more than \$204 million to help local schools ensure that no child is left behind – nearly \$23 million more than last year, and a 29.6 percent increase over 2000 levels
- ✓ Increases Title I funding to more than \$40.2 million to boost the quality of education for disadvantaged children of Montana – \$8.5 million more than last year, and a 39.3 percent increase over 2000 levels
- ✓ Provides more than \$2.9 million in funding for Reading First to ensure that every public school child in Montana learns to read at or above grade level by the third grade
- ✓ Requires every classroom in Montana 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 Montana
- ✓ Provides an estimated \$1.5 million to fund after-school programs for at-risk children in Montana
- ✓ Provides more than \$3.6 million in funding to help Montana school districts assess how well children are learning and schools are teaching
- ✓ Increases Pell Grant funding to an estimated \$42.6 million – nearly \$3 million more than last year, and a 24.9 percent increase over 2000 levels – to ensure greater access to a college education for deserving Montana students from disadvantaged backgrounds

Note: Funding figures are U.S. Department of Education estimates  
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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 Nebraska 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 Nebraska:**

#### **➤ 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 288,261 students in Nebraska 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 Nebraska public schools reads at or above grade level by third grade
- ✓ Strengthens teacher quality for an estimated 1,312 public schools in Nebraska 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 Nebraska:**

- ✓ Benefits an estimated 288,261 Nebraska public school children, 1,312 Nebraska public schools, and 20,939 Nebraska teachers
- ✓ Increases federal education funding for Nebraska to more than \$249.9 million to help local schools ensure that no child is left behind – more than \$27 more than last year, and a 31.4 percent increase over 2000 levels
- ✓ Increases Title I funding to more than \$47.6 million to boost the quality of education for disadvantaged children of Nebraska – nearly \$7 million more than last year, and a 21.8 percent increase over 2000 levels
- ✓ Provides more than \$3 million in funding for Reading First to ensure that every public school child in Nebraska learns to read at or above grade level by the third grade
- ✓ Requires every classroom in Nebraska to have a highly-qualified teacher and provides more than \$13.9 million to train and retain skilled educators
- ✓ Provides an estimated \$2.3 million to help ensure safe and drug-free schools in Nebraska
- ✓ Provides an estimated \$1.5 million to fund after-school programs for at-risk children in Nebraska
- ✓ Provides more than \$4.3 million in funding to help Nebraska school districts assess how well children are learning and schools are teaching
- ✓ Increases Pell Grant funding to an estimated \$57.7 million – \$3.8 million more than last year, and a 24.6 percent increase over 2000 levels – to ensure greater access to a college education for deserving Nebraska 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 Nevada 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 Nevada:**

#### **➤ 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 325,610 students in Nevada 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 Nevada public schools reads at or above grade level by third grade
- ✓ Strengthens teacher quality for an estimated 484 public schools in Nevada 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 Nevada:**

- ✓ Benefits an estimated 325,610 Nevada public school children, 484 Nevada public schools, and 17,838 Nevada teachers
- ✓ Increases federal education funding for Nevada to more than \$191.4 million to help local schools ensure that no child is left behind – nearly \$33 million more than last year, and a 49.5 percent increase over 2000 levels
- ✓ Increases Title I funding to more than \$47.7 million to boost the quality of education for disadvantaged children of Nevada – more than \$12 million more than last year, and a 88.5 percent increase over 2000 levels
- ✓ Provides more than \$4 million in funding for Reading First to ensure that every public school child in Nevada learns to read at or above grade level by the third grade
- ✓ Requires every classroom in Nevada to have a highly-qualified teacher and provides more than \$13.6 million to train and retain skilled educators
- ✓ Provides an estimated \$2.4 million to help ensure safe and drug-free schools in Nevada
- ✓ Provides an estimated \$1.5 million to fund after-school programs for at-risk children in Nevada
- ✓ Provides more than \$4.4 million in funding to help Nevada school districts assess how well children are learning and schools are teaching
- ✓ Increases Pell Grant funding to an estimated \$31.3 million – \$2.1 million more than last year, and a 24.7 percent increase over 2000 levels – to ensure greater access to a college education for deserving Nevada 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 Minnesota 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 Minnesota:**

##### **➤ 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 854,034 students in Minnesota 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 Minnesota public schools reads at or above grade level by third grade
- ✓ Strengthens teacher quality for an estimated 2,072 public schools in Minnesota 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 Minnesota:**

- ✓ Benefits an estimated 854,034 Minnesota public school children, 2,072 Minnesota public schools, and 56,000 Minnesota teachers
- ✓ Increases federal education funding for Minnesota to more than \$609.4 million to help local schools ensure that no child is left behind – nearly \$76 million more than last year, and a 31.4 percent increase over 2000 levels
- ✓ Increases Title I funding to more than \$131.9 million to boost the quality of education for disadvantaged children of Minnesota – nearly \$26 million more than last year, and a 37.6 percent increase over 2000 levels
- ✓ Provides more than \$9.6 million in funding for Reading First to ensure that every public school child in Minnesota learns to read at or above grade level by the third grade
- ✓ Requires every classroom in Minnesota to have a highly-qualified teacher and provides more than \$38.7 million to train and retain skilled educators
- ✓ Provides an estimated \$5.9 million to help ensure safe and drug-free schools in Minnesota
- ✓ Provides an estimated \$3.3 million to fund after-school programs for at-risk children in Minnesota
- ✓ Provides more than \$6.8 million in funding to help Minnesota school districts assess how well children are learning and schools are teaching
- ✓ Increases Pell Grant funding to an estimated \$136.6 million – \$9 million more than last year, and a 24.5 percent increase over 2000 levels – to ensure greater access to a college education for deserving Minnesota 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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