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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 ] )  
READ:UNKNOWN  
TO:Mary J. Matalin ( CN=Mary J. Matalin/OU=OVP/O=EOP@EOP [ OVP ] )  
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TO:I.\_Lewis\_Libby@oa.eop.gov ( I.\_Lewis\_Libby@oa.eop.gov @ inet [ UNKNOWN ] )  
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TO:Charles D. McGrath Jr ( CN=Charles D. McGrath Jr/OU=OVP/O=EOP@EOP [ OVP ] )  
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TO:Jennifer H. Mayfield ( CN=Jennifer H. Mayfield/OU=OVP/O=EOP@EOP [ OVP ] )  
READ:UNKNOWN  
TO:Ethan A. Hastert ( CN=Ethan A. Hastert/OU=OVP/O=EOP@EOP [ OVP ] )  
READ:UNKNOWN  
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  
TO:Margita N. Thompson ( CN=Margita N. Thompson/OU=OVP/O=EOP@EOP [ OVP ] )  
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 ] )  
READ:UNKNOWN  
TO:Lauren K. Allgood ( CN=Lauren K. Allgood/OU=OVP/O=EOP@EOP [ OVP ] )  
READ:UNKNOWN  
TO:Elizabeth W. Kleppe ( CN=Elizabeth W. Kleppe/OU=OVP/O=EOP@EOP [ OVP ] )  
READ:UNKNOWN  
TO:Debra R. Dunn ( CN=Debra R. Dunn/OU=OVP/O=EOP@EOP [ OVP ] )  
READ:UNKNOWN  
TO:Dylan C. Glenn ( CN=Dylan C. Glenn/OU=OPD/O=EOP@EOP [ OPD ] )  
READ:UNKNOWN  
TO:Augustine T. Smythe ( CN=Augustine T. Smythe/OU=OMB/O=EOP@EOP [ OMB ] )  
READ:UNKNOWN  
TO:Lawrence B. Lindsey ( CN=Lawrence B. Lindsey/OU=OPD/O=EOP@EOP [ OPD ] )  
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 ] )  
READ:UNKNOWN  
TO:Blake Gottesman ( CN=Blake Gottesman/OU=WHO/O=EOP@EOP [ WHO ] )  
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READ:UNKNOWN  
TO:Michael Shannon ( CN=Michael Shannon/OU=WHO/O=EOP@EOP [ WHO ] )  
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TO:Don E. Eberly ( CN=Don E. Eberly/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Lisa T. Cummins ( CN=Lisa T. Cummins/OU=WHO/O=EOP@EOP [ UNKNOWN ] )  
READ:UNKNOWN  
TO:Michele H. Tennerly ( CN=Michele H. Tennerly/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Carrie W. Click ( CN=Carrie W. Click/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Catharine A. Ryun ( CN=Catharine A. Ryun/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:sschmidt@nrcc.org ( sschmidt@nrcc.org @ inet [ UNKNOWN ] )  
READ:UNKNOWN  
TO:Matthew E. Smith ( CN=Matthew E. Smith/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Brian R. Besanceney ( CN=Brian R. Besanceney/OU=OPD/O=EOP@EOP [ OPD ] )  
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TO:mmckinnon@pstrategies.com ( mmckinnon@pstrategies.com @ inet [ UNKNOWN ] )  
READ:UNKNOWN  
TO:James R. Wilkinson ( CN=James R. Wilkinson/OU=WHO/O=EOP@EOP [ WHO ] )  
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TO:John M. Ackerly ( CN=John M. Ackerly/OU=OPD/O=EOP@EOP [ OPD ] )  
READ:UNKNOWN  
TO:Adrian G. Gray ( CN=Adrian G. Gray/OU=WHO/O=EOP@EOP [ WHO ] )  
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TO:Michele.davis@do.treas.gov ( Michele.davis@do.treas.gov @ inet [ UNKNOWN ] )  
READ:UNKNOWN  
TO:Anne Trenolone ( CN=Anne Trenolone/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
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 ] )  
READ:UNKNOWN  
TO:Charles P. Blahous ( CN=Charles P. Blahous/OU=OPD/O=EOP@EOP [ OPD ] )  
READ:UNKNOWN  
TO:Maria.Cino@mail.doc.gov ( Maria.Cino@mail.doc.gov @ inet [ UNKNOWN ] )  
READ:UNKNOWN

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: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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TO:Anne E. Phelps ( CN=Anne E. Phelps/OU=OPD/O=EOP@EOP [ OPD ] )  
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TO:ron\_bonjean@lott.senate.gov ( ron\_bonjean@lott.senate.gov @ inet [ UNKNOWN ] )  
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READ:UNKNOWN  
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TO:Catherine J. Martin ( CN=Catherine J. Martin/OU=OVP/O=EOP@EOP [ OVP ] )  
READ:UNKNOWN  
TO:Robert C. McNally ( CN=Robert C. McNally/OU=OPD/O=EOP@EOP [ OPD ] )  
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TO:Karen Y. Knutson ( CN=Karen Y. Knutson/OU=OVP/O=EOP@EOP [ OVP ] )  
READ:UNKNOWN  
TO:greg\_jenkins@ita.doc.gov ( greg\_jenkins@ita.doc.gov @ inet [ UNKNOWN ] )  
READ:UNKNOWN  
TO:Leonard B. Rodriguez ( CN=Leonard B. Rodriguez/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
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 ] )  
READ:UNKNOWN  
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 ] )  
READ:UNKNOWN  
TO:Heather Wingate ( CN=Heather Wingate/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:ekertz@doc.gov ( ekertz@doc.gov @ inet [ UNKNOWN ] )  
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TO:Stuart W. Bowen ( CN=Stuart W. Bowen/OU=WHO/O=EOP@EOP [ WHO ] )  
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READ:UNKNOWN  
TO:Anthony K. Crawford ( CN=Anthony K. Crawford/OU=NSC/O=EOP@EOP [ NSC ] )  
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TO:Ashleigh A. Adams ( CN=Ashleigh A. Adams/OU=WHO/O=EOP@EOP [ WHO ] )  
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TO:Michelle N. Brawer ( CN=Michelle N. Brawer/OU=WHO/O=EOP@EOP [ WHO ] )  
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TO:kyle.downey@mail.house.gov ( kyle.downey@mail.house.gov @ inet [ UNKNOWN ] )  
READ:UNKNOWN  
TO:Anne C. Guilsher ( CN=Anne C. Guilsher/OU=NSC/O=EOP@EOP [ NSC ] )  
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TO:Michael Davis ( CN=Michael Davis/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:joliver@rnchq.org ( joliver@rnchq.org @ inet [ UNKNOWN ] )  
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TO:bhazelwood@rnchq.org ( bhazelwood@rnchq.org @ inet [ UNKNOWN ] )  
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TO:ksheridan@rnchq.org ( ksheridan@rnchq.org @ inet [ UNKNOWN ] )  
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TO:bishopn@state.gov ( bishopn@state.gov @ inet [ UNKNOWN ] )  
READ:UNKNOWN

TO:rncresearch@rnchq.org ( rncresearch@rnchq.org @ inet [ UNKNOWN ] )  
READ:UNKNOWN  
TO:Samuel A. Thernstrom ( CN=Samuel A. Thernstrom/OU=CEQ/O=EOP@EOP [ CEQ ] )  
READ:UNKNOWN  
TO:Elliott Abrams ( CN=Elliott Abrams/OU=NSC/O=EOP@EOP [ NSC ] )  
READ:UNKNOWN  
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 ] )  
READ:UNKNOWN

P6/b(6)

TO:Elizabeth S. Dougherty ( CN=Elizabeth S. Dougherty/OU=OPD/O=EOP@EOP [ OPD ] )  
READ:UNKNOWN  
TO:Kjersten S. Drager ( CN=Kjersten S. Drager/OU=OVP/O=EOP@EOP [ OVP ] )  
READ:UNKNOWN  
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 ] )  
READ:UNKNOWN

P6/b(6)

TO:Sarah E. Youssef ( CN=Sarah E. Youssef/OU=OPD/O=EOP@EOP [ OPD ] )  
READ:UNKNOWN  
TO:Kristopher N. Purcell ( CN=Kristopher N. Purcell/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Jane M. Cook ( CN=Jane M. Cook/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:molly.millerwise@mail.house.gov ( molly.millerwise@mail.house.gov @ inet [ UNKNOWN ] )  
READ:UNKNOWN  
TO:Danner.Bethel@ed.gov ( Danner.Bethel@ed.gov @ inet [ UNKNOWN ] )  
READ:UNKNOWN  
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# **President Bush Signs Landmark Education Reforms into Law**

## ***Bipartisan Effort Reaps Historic Freedom and Flexibility for Florida 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 Florida:**

#### **➤ 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 2.3 million students in Florida 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 Florida public schools reads at or above grade level by third grade
- ✓ Strengthens teacher quality for an estimated 3,131 public schools in Florida 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 Florida:**

- ✓ Benefits an estimated 2.3 million Florida public school children, 3,131 Florida public schools, and 133,545 Florida teachers
- ✓ Increases federal education funding for Florida to more than \$2.1 billion to help local schools ensure that no child is left behind – nearly \$296 million more than last year, and a 35.5 percent increase over 2000 levels
- ✓ Increases Title I funding to more than \$602.8 million to boost the quality of education for disadvantaged children of Florida – more than \$144 million more than last year, and a 47.2 percent increase over 2000 levels
- ✓ Provides more than \$45.6 million in funding for Reading First to ensure that every public school child in Florida learns to read at or above grade level by the third grade
- ✓ Requires every classroom in Florida to have a highly-qualified teacher and provides more than \$129.6 million to train and retain skilled educators
- ✓ Provides an estimated \$23.8 million to help ensure safe and drug-free schools in Florida
- ✓ Provides an estimated \$14.5 million to fund after-school programs for at-risk children in Florida
- ✓ Provides more than \$13.5 million in funding to help Florida school districts assess how well children are learning and schools are teaching
- ✓ Increases Pell Grant funding to an estimated \$522.7 million – \$36.5 million more than last year, and a 24.8 percent increase over 2000 levels – to ensure greater access to a college education for deserving Florida 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**

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

#### **➤ 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 708,109 students in Colorado 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 Colorado public schools reads at or above grade level by third grade
- ✓ Strengthens teacher quality for an estimated 1,561 public schools in Colorado 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 Colorado:**

- ✓ Benefits an estimated 708,109 Colorado public school children, 1,561 Colorado public schools, and 42,100 Colorado teachers
- ✓ Increases federal education funding for Colorado to more than \$502.5 million to help local schools ensure that no child is left behind – nearly \$73 million more than last year, and a 35 percent increase over 2000 levels
- ✓ Increases Title I funding to more than \$116.7 million to boost the quality of education for disadvantaged children of Colorado – nearly \$26 million more than last year, and a 43 percent increase over 2000 levels
- ✓ Provides more than \$9 million in funding for Reading First to ensure that every public school child in Colorado learns to read at or above grade level by the third grade
- ✓ Requires every classroom in Colorado to have a highly-qualified teacher and provides more than \$31.5 million to train and retain skilled educators
- ✓ Provides an estimated \$5.1 million to help ensure safe and drug-free schools in Colorado
- ✓ Provides an estimated \$2.7 million to fund after-school programs for at-risk children in Colorado
- ✓ Provides more than \$6.1 million in funding to help Colorado school districts assess how well children are learning and schools are teaching
- ✓ Increases Pell Grant funding to an estimated \$123.4 million – \$8.2 million more than last year, and a 24.6 percent increase over 2000 levels – to ensure greater access to a college education for deserving Colorado 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 Connecticut 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 Connecticut:**

#### **➤ 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 553,993 students in Connecticut 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 Connecticut public schools reads at or above grade level by third grade
- ✓ Strengthens teacher quality for an estimated 1,073 public schools in Connecticut 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 Connecticut:**

- ✓ Benefits an estimated 553,993 Connecticut public school children, 1,073 Connecticut public schools, and 42,512 Connecticut teachers
- ✓ Increases federal education funding for Connecticut to more than \$399.3 million to help local schools ensure that no child is left behind – more than \$58 million more than last year, and a 38.9 percent increase over 2000 levels
- ✓ Increases Title I funding to more than \$121 million to boost the quality of education for disadvantaged children of Connecticut – nearly \$27 million more than last year, and a 55 percent increase over 2000 levels
- ✓ Provides more than \$7.3 million in funding for Reading First to ensure that every public school child in Connecticut learns to read at or above grade level by the third grade
- ✓ Requires every classroom in Connecticut to have a highly-qualified teacher and provides more than \$26.9 million to train and retain skilled educators
- ✓ Provides an estimated \$4.5 million to help ensure safe and drug-free schools in Connecticut
- ✓ Provides an estimated \$3 million to fund after-school programs for at-risk children in Connecticut
- ✓ Provides more than \$5.4 million in funding to help Connecticut school districts assess how well children are learning and schools are teaching
- ✓ Increases Pell Grant funding to an estimated \$56 million – \$3.7 million more than last year, and a 24.4 percent increase over 2000 levels – to ensure greater access to a college education for deserving Connecticut 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 District of Columbia 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 District of Columbia:**

#### **➤ 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 77,194 students in the District of Columbia 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 District of Columbia public schools reads at or above grade level by third grade
- ✓ Strengthens teacher quality for an estimated 189 public schools in the District of Columbia 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 the District of Columbia:**

- ✓ Benefits an estimated 77,194 District of Columbia public school children, 189 District of Columbia public schools, and more than 5,000 District of Columbia teachers
- ✓ Increases federal education funding for the District of Columbia to more than \$149.8 million to help local schools ensure that no child is left behind – \$19 million more than last year, and a 30 percent increase over 2000 levels
- ✓ Increases Title I funding to more than \$39.1 million to boost the quality of education for disadvantaged children of the District of Columbia – \$9 million more than last year, and more than a 38 percent increase over 2000 levels
- ✓ Provides more than \$2.1 million in funding for Reading First to ensure that every public school child in the District of Columbia learns to read at or above grade level by the third grade
- ✓ Requires every classroom in the District of Columbia 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 the District of Columbia
- ✓ Provides an estimated \$1.5 million to fund after-school programs for at-risk children in the District of Columbia
- ✓ Provides more than \$3.2 million in funding to help District of Columbia school districts assess how well children are learning and schools are teaching
- ✓ Increases Pell Grant funding to an estimated \$30.1 million – \$2 million more than last year, and a 24 percent increase over 2000 levels – to ensure greater access to a college education for deserving District of Columbia 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 Delaware 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 Delaware:**

#### **➤ 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 112,836 students in Delaware 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 Delaware public schools reads at or above grade level by third grade
- ✓ Strengthens teacher quality for an estimated 185 public schools in Delaware 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 Delaware:**

- ✓ Benefits an estimated 112,836 Delaware public school children, 185 Delaware public schools, and 7,466 Delaware teachers
- ✓ Increases federal education funding for Delaware to more than \$118.8 million to help local schools ensure that no child is left behind – more than \$18 million more than last year, and a 38.3 percent increase over 2000 levels
- ✓ Increases Title I funding to more than \$32.1 million to boost the quality of education for disadvantaged children of Delaware – more than \$7 million more than last year, and a 38.5 percent increase over 2000 levels
- ✓ Provides more than \$2.1 million in funding for Reading First to ensure that every public school child in Delaware learns to read at or above grade level by the third grade
- ✓ Requires every classroom in Delaware 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 Delaware
- ✓ Provides an estimated \$1.5 million to fund after-school programs for at-risk children in Delaware
- ✓ Provides more than \$3.5 million in funding to help Delaware school districts assess how well children are learning and schools are teaching
- ✓ Increases Pell Grant funding to an estimated \$16.2 million – \$1.1 million more than last year, and a 24.6 percent increase over 2000 levels – to ensure greater access to a college education for deserving Delaware 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 California 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 California:**

##### **➤ 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 6 million students in California 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 California public schools reads at or above grade level by third grade
- ✓ Strengthens teacher quality for an estimated 8,566 public schools in California 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 California:**

- ✓ Benefits an estimated 6 million California public school children, 8,566 California public schools, and 299,897 California teachers
- ✓ Increases federal education funding for California to more than \$5.4 billion to help local schools ensure that no child is left behind – nearly \$836 million more than last year, and a 41.4 percent increase over 2000 levels
- ✓ Increases Title I funding to more than \$1.7 billion to boost the quality of education for disadvantaged children of California – more than \$410 million more than last year, and a 55.8 percent increase over 2000 levels
- ✓ Provides more than \$132.9 million in funding for Reading First to ensure that every public school child in California learns to read at or above grade level by the third grade
- ✓ Requires every classroom in California to have a highly-qualified teacher and provides more than \$333.5 million to train and retain skilled educators
- ✓ Provides an estimated \$61.2 million to help ensure safe and drug-free schools in California
- ✓ Provides an estimated \$41.4 million to fund after-school programs for at-risk children in California
- ✓ Provides more than \$28.9 million in funding to help California school districts assess how well children are learning and schools are teaching
- ✓ Increases Pell Grant funding to an estimated \$1.2 billion – \$86 million more than last year, and a 24.3 percent increase over 2000 levels – to ensure greater access to a college education for deserving California 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**

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