

Received(Date): 8 JAN 2002 08:18:07

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Subject: : Education Bill Talking Points State by State

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RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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CREATION DATE/TIME: 8-JAN-2002 08:18:07.00

SUBJECT:: Education Bill Talking Points State by State

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TO:Brian Bravo (CN=Brian Bravo/OU=WHO/O=EOP@EOP [WHO])
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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])
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TO:Rachael L. Sunbarger (CN=Rachael L. Sunbarger/OU=WHO/O=EOP@EOP [WHO])
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TO:Nicholas E. Calio (CN=Nicholas E. Calio/OU=WHO/O=EOP@EOP [WHO])
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TO:Virginia T. Gregory (CN=Virginia T. Gregory/OU=WHO/O=EOP@EOP [WHO])
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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])
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TO:Bradley A. Blakeman (CN=Bradley A. Blakeman/OU=WHO/O=EOP@EOP [WHO])
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TO:Kara G. Figg (CN=Kara G. Figg/OU=WHO/O=EOP@EOP [WHO])
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TO:Amanda L. Moore (CN=Amanda L. Moore/OU=WHO/O=EOP@EOP [WHO])
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TO:Mary Elizabeth Farr (CN=Mary Elizabeth Farr/OU=WHO/O=EOP@EOP [WHO])
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TO:Andrea G. Ball (CN=Andrea G. Ball/OU=WHO/O=EOP@EOP [WHO])
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READ:UNKNOWN
TO:Mary J. Matalin (CN=Mary J. Matalin/OU=OVP/O=EOP@EOP [OVP])
READ:UNKNOWN
TO:I._Lewis_Libby@oa.eop.gov (I._Lewis_Libby@oa.eop.gov @ inet [UNKNOWN])
READ:UNKNOWN
TO:Charles D. McGrath Jr (CN=Charles D. McGrath Jr/OU=OVP/O=EOP@EOP [OVP])

READ:UNKNOWN
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])
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TO:Megan D. Moran (CN=Megan D. Moran/OU=OVP/O=EOP@EOP [OVP])
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TO:David S. Addington (CN=David S. Addington/OU=OVP/O=EOP@EOP [OVP])
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TO:Cesar Conda (CN=Cesar Conda/OU=OVP/O=EOP@EOP [OVP])
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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])
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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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TO:Dylan C. Glenn (CN=Dylan C. Glenn/OU=OPD/O=EOP@EOP [OPD])
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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])
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TO:Blake Gottesman (CN=Blake Gottesman/OU=WHO/O=EOP@EOP [WHO])
READ:UNKNOWN
TO:lindsey_kozberg@ed.gov (lindsey_kozberg@ed.gov @ inet [UNKNOWN])
READ:UNKNOWN
TO:roy-stuart@dol.gov (roy-stuart@dol.gov @ inet [UNKNOWN])
READ:UNKNOWN
TO:Neil H. Zimmerman (CN=Neil H. Zimmerman/OU=WHO/O=EOP@EOP [WHO])
READ:UNKNOWN

P6/b(6)

TO:christine.iverson@mail.house.gov (christine.iverson@mail.house.gov @ inet [UNKNOWN])

READ:UNKNOWN
TO:kevin.schweers@mail.house.gov (kevin.schweers@mail.house.gov @ inet [UNKNOWN])
READ:UNKNOWN
TO:Michael Shannon (CN=Michael Shannon/OU=WHO/O=EOP@EOP [WHO])
READ:UNKNOWN
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. Tennery (CN=Michele H. Tennery/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])
READ:UNKNOWN
TO:mmckinnon@pstrategies.com (mmckinnon@pstrategies.com @ inet [UNKNOWN])
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TO:James R. Wilkinson (CN=James R. Wilkinson/OU=WHO/O=EOP@EOP [WHO])
READ:UNKNOWN
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])
READ:UNKNOWN
TO:mcrawford@doc.gov (mcrawford@doc.gov @ inet [UNKNOWN])
READ:UNKNOWN
TO:Michele.davis@do.treas.gov (Michele.davis@do.treas.gov @ inet [UNKNOWN])
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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])
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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])
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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])
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TO:cforti@nrcc.org (cforti@nrcc.org @ inet [UNKNOWN])

READ:UNKNOWN
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TO:Robert C. McNally (CN=Robert C. McNally/OU=OPD/O=EOP@EOP [OPD])
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TO:Noel J. Francisco (CN=Noel J. Francisco/OU=WHO/O=EOP@EOP [WHO])
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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])
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TO:Heather Wingate (CN=Heather Wingate/OU=WHO/O=EOP@EOP [WHO])
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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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TO:RGustafson@rnchq.org (RGustafson@rnchq.org @ inet [UNKNOWN])
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TO:Anthony K. Crawford (CN=Anthony K. Crawford/OU=NSC/O=EOP@EOP [NSC])
READ:UNKNOWN
TO:Ashleigh A. Adams (CN=Ashleigh A. Adams/OU=WHO/O=EOP@EOP [WHO])
READ:UNKNOWN
TO:sspicer@nrcc.org (sspicer@nrcc.org @ inet [UNKNOWN])
READ:UNKNOWN
TO:Michelle N. Brawer (CN=Michelle N. Brawer/OU=WHO/O=EOP@EOP [WHO])
READ:UNKNOWN
TO:kyle.downey@mail.house.gov (kyle.downey@mail.house.gov @ inet [UNKNOWN])
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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])
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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

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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

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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End Original ARMS Header

The President is signing the No Child Left Behind Act of 2001 today in Hamilton, Ohio. This and the following emails provide talking points on what this means for children, families and schools in all 50 states, the District of Columbia and Puerto Rico.

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

➤ 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 451,034 students in Arkansas 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 Arkansas public schools reads at or above grade level by third grade
- ✓ Strengthens teacher quality for an estimated 1,119 public schools in Arkansas 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 Arkansas:

- ✓ Benefits an estimated 451,034 Arkansas public school children, 1,119 Arkansas public schools, and 29,025 Arkansas teachers
- ✓ Increases federal education funding for Arkansas to more than \$430.6 million to help local schools ensure that no child is left behind – nearly \$56 million more than last year, and a 31 percent increase over 2000 levels
- ✓ Increases Title I funding to more than \$116.5 million to boost the quality of education for disadvantaged children of Arkansas – nearly \$22 million more than last year, and a 31.9 percent increase over 2000 levels
- ✓ Provides more than \$9.8 million in funding for Reading First to ensure that every public school child in Arkansas learns to read at or above grade level by the third grade
- ✓ Requires every classroom in Arkansas to have a highly-qualified teacher and provides more than \$27.7 million to train and retain skilled educators
- ✓ Provides an estimated \$4.3 million to help ensure safe and drug-free schools in Arkansas
- ✓ Provides an estimated \$2.8 million to fund after-school programs for at-risk children in Arkansas
- ✓ Provides more than \$4.9 million in funding to help Arkansas school districts assess how well children are learning and schools are teaching
- ✓ Increases Pell Grant funding to an estimated \$110.7 million – \$7.3 million more than last year, and a 24.5 percent increase over 2000 levels – to ensure greater access to a college education for deserving Arkansas 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

For more U.S. Department of Education information please visit www.ed.gov/nclb

White House Office of Communications

For more information on the President's initiatives please visit www.whitehouse.gov

President Bush Signs Landmark Education Reforms into Law

Bipartisan Effort Reaps Historic Freedom and Flexibility for Alaska 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 Alaska:

➤ 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 134,391 students in Alaska 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

➤ 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 Alaska public schools reads at or above grade level by third grade
- ✓ Strengthens teacher quality for an estimated 497 public schools in Alaska 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 Alaska:

- ✓ Benefits an estimated 134,391 Alaska public school children, 497 Alaska public schools, and nearly 8,136 Alaska teachers
- ✓ Increases federal education funding for Alaska to more than \$231.9 million to help local schools ensure that no child is left behind – nearly \$21 million more than last year, and a 29.8 percent increase over 2000 levels
- ✓ Increases Title I funding to more than \$41.3 million to boost the quality of education for disadvantaged children of Alaska – nearly \$9 million more than last year, and a 51.2 percent increase over 2000 levels
- ✓ Provides more than \$2.1 million in funding for Reading First to ensure that every public school child in Alaska learns to read at or above grade level by the third grade
- ✓ Requires every classroom in Alaska 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 Alaska
- ✓ Provides an estimated \$1.5 million to fund after-school programs for at-risk children in Alaska
- ✓ Provides more than \$3.5 million in funding to help Alaska school districts assess how well children are learning and schools are teaching
- ✓ Increases Pell Grant funding to an estimated \$10.2 million – \$700,000 more than last year, and a 24.3 percent increase over 2000 levels – to ensure greater access to a college education for deserving Alaska students from disadvantaged backgrounds

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

Other figures include data from the Department's National Center for Education Statistics
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President Bush Signs Landmark Education Reforms into Law

Bipartisan Effort Reaps Historic Freedom and Flexibility for America's 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 America's Schools:

➤ 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 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 public schools reads at or above grade level by third grade
- ✓ Strengthens teacher quality for public schools in 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

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**

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President Bush Signs Landmark Education Reforms into Law

Bipartisan Effort Reaps Historic Freedom and Flexibility for Arizona 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 Arizona:

➤ 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 852,612 students in Arizona 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 Arizona public schools reads at or above grade level by third grade
- ✓ Strengthens teacher quality for an estimated 1,552 public schools in Arizona 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 Arizona:

- ✓ Benefits an estimated 852,612 Arizona public school children, 1,552 Arizona public schools, and nearly 44,562 Arizona teachers
- ✓ Increases federal education funding for Arizona to more than \$885.2 million to help local schools ensure that no child is left behind – nearly \$124 million more than last year, and a 34 percent increase over 2000 levels
- ✓ Increases Title I funding to more than \$205.9 million to boost the quality of education for disadvantaged children of Arizona – nearly \$50 million more than last year, and a 50.3 percent increase over 2000 levels
- ✓ Provides more than \$17.6 million in funding for Reading First to ensure that every public school child in Arizona learns to read at or above grade level by the third grade
- ✓ Requires every classroom in Arizona to have a highly-qualified teacher and provides more than \$45 million to train and retain skilled educators
- ✓ Provides an estimated \$7.9 million to help ensure safe and drug-free schools in Arizona
- ✓ Provides an estimated \$4.9 million to fund after-school programs for at-risk children in Arizona
- ✓ Provides more than \$6.8 million in funding to help Arizona school districts assess how well children are learning and schools are teaching
- ✓ Increases Pell Grant funding to an estimated \$200.6 million – \$13.3 million more than last year, and a 24.5 percent increase over 2000 levels – to ensure greater access to a college education for deserving Arizona students from disadvantaged backgrounds

**Note: Funding figures are U.S. Department of Education estimates
Other figures include data from the Department's National Center for Education Statistics
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President Bush Signs Landmark Education Reforms into Law

Bipartisan Effort Reaps Historic Freedom and Flexibility for Alabama 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 Alabama:

➤ 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 740,732 students in Alabama 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 Alabama public schools reads at or above grade level by third grade
- ✓ Strengthens teacher quality for an estimated 1,367 public schools in Alabama 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 Alabama:

- ✓ Benefits an estimated 740,732 Alabama public school children, 1,367 Alabama public schools, and nearly 48,000 Alabama teachers
- ✓ Increases federal education funding for Alabama to more than \$722.3 million to help local schools ensure that no child is left behind – more than \$87 million over last year, and a 30 percent increase over 2000 levels
- ✓ Increases Title I funding to more than \$182 million to boost the quality of education for disadvantaged children of Alabama – more than \$34 million over last year, more than a 30 percent increase over 2000 levels
- ✓ Provides more than \$15.5 million in funding for Reading First to ensure that every public school child in Alabama learns to read at or above grade level by the third grade
- ✓ Requires every classroom in Alabama to have a highly-qualified teacher and provides more than \$45.4 million to train and retain skilled educators
- ✓ Provides an estimated \$6.9 million to help ensure safe and drug-free schools in Alabama
- ✓ Provides an estimated \$4.5 million to fund after-school programs for at-risk children in Alabama
- ✓ Provides more than \$6.1 million in funding to help Alabama school districts assess how well children are learning and schools are teaching
- ✓ Increases Pell Grant funding to an estimated \$199.5 million – \$13.3 million over last year, and a 24.6 percent increase over 2000 levels – to ensure greater access to a college education for deserving Alabama students from disadvantaged background

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