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**Subject:** : State x State EIGHT -- FINAL

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CREATION DATE/TIME: 8-JAN-2002 08:26:41.00

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



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



TO:Dee Dee Benkie ( CN=Dee Dee Benkie/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Israel Hernandez ( CN=Israel Hernandez/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Alicia P. Clark ( CN=Alicia P. Clark/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Kasey S. Pipes ( CN=Kasey S. Pipes/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Kenneth B. Mehlman ( CN=Kenneth B. Mehlman/OU=WHO/O=EOP@EOP [ UNKNOWN ] )  
READ:UNKNOWN  
TO:Collister W. Johnson ( CN=Collister W. Johnson/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Sara M. Taylor ( CN=Sara M. Taylor/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:David M. Thomas ( CN=David M. Thomas/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Alicia W. Davis ( CN=Alicia W. Davis/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Tim Goeglein ( CN=Tim Goeglein/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Kirk Blalock ( CN=Kirk Blalock/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Adam B. Goldman ( CN=Adam B. Goldman/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Abel Guerra ( CN=Abel Guerra/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Kathryn J. Hayes ( CN=Kathryn J. Hayes/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Harriet Miers ( CN=Harriet Miers/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
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READ:UNKNOWN  
TO:Brian D. Montgomery ( CN=Brian D. Montgomery/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 ] )  
READ:UNKNOWN  
TO:Amanda L. Moore ( CN=Amanda L. Moore/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Mary Elizabeth Farr ( CN=Mary Elizabeth Farr/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Andrea G. Ball ( CN=Andrea G. Ball/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Alison M. Harden ( CN=Alison M. Harden/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Anne Heiligenstein ( CN=Anne Heiligenstein/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Melanie A. Jackson ( CN=Melanie A. Jackson/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Ashley M. Snee ( CN=Ashley M. Snee/OU=OVP/O=EOP@EOP [ OVP ] )  
READ:UNKNOWN  
TO:Debra Heiden ( CN=Debra Heiden/OU=OVP/O=EOP@EOP [ OVP ] )  
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READ: UNKNOWN  
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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 ] )  
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TO: Lauren K. Allgood ( CN=Lauren K. Allgood/OU=OVP/O=EOP@EOP [ OVP ] )  
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TO: Elizabeth W. Kleppe ( CN=Elizabeth W. Kleppe/OU=OVP/O=EOP@EOP [ OVP ] )  
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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 ] )  
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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 ] )  
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READ:UNKNOWN  
TO:Lisa T. Cummins ( CN=Lisa T. Cummins/OU=WHO/O=EOP@EOP [ UNKNOWN ] )  
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TO:Michele H. Tennery ( CN=Michele H. Tennery/OU=WHO/O=EOP@EOP [ WHO ] )  
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TO:Carrie W. Click ( CN=Carrie W. Click/OU=WHO/O=EOP@EOP [ WHO ] )  
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TO: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 ] )  
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TO:Anne Trenolone ( CN=Anne Trenolone/OU=WHO/O=EOP@EOP [ WHO ] )  
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TO:Barry S. Jackson ( CN=Barry S. Jackson/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:John D. Estes ( CN=John D. Estes/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Ashley Estes ( CN=Ashley Estes/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:K. Philippa Malmgren ( CN=K. Philippa Malmgren/OU=OPD/O=EOP@EOP [ OPD ] )  
READ:UNKNOWN  
TO:Ruben S. Barrales ( CN=Ruben S. Barrales/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Terry C. Miller ( CN=Terry C. Miller/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Deborah A. Spagnoli ( CN=Deborah A. Spagnoli/OU=WHO/O=EOP@EOP [ WHO ] )  
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TO:Laura S. Lawlor ( CN=Laura S. Lawlor/OU=WHO/O=EOP@EOP [ WHO ] )  
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TO:Charles P. Blahous ( CN=Charles P. Blahous/OU=OPD/O=EOP@EOP [ OPD ] )  
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TO:Matthew W. Lindley ( CN=Matthew W. Lindley/OU=WHO/O=EOP@EOP [ WHO ] )  
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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 ] )  
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READ:UNKNOWN  
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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 ] )  
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TO:Leonard B. Rodriguez ( CN=Leonard B. Rodriguez/OU=WHO/O=EOP@EOP [ WHO ] )  
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TO:Noel J. Francisco ( CN=Noel J. Francisco/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Mark McClellan ( CN=Mark McClellan/OU=CEA/O=EOP@EOP [ CEA ] )  
READ:UNKNOWN  
TO:Dirksen Lehman ( CN=Dirksen Lehman/OU=WHO/O=EOP@EOP [ WHO ] )  
READ:UNKNOWN  
TO:Aquiles F. Suarez ( CN=Aquiles F. Suarez/OU=OPD/O=EOP@EOP [ OPD ] )  
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TO:Jennifer D. Field ( CN=Jennifer D. Field/OU=OVP/O=EOP@EOP [ OVP ] )  
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TO:rncresearch@rnchq.org ( rncresearch@rnchq.org @ inet [ UNKNOWN ] )  
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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 ] )  
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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 ] )  
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TO:Sarah E. Youssef ( CN=Sarah E. Youssef/OU=OPD/O=EOP@EOP [ OPD ] )  
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TO:Kristopher N. Purcell ( CN=Kristopher N. Purcell/OU=WHO/O=EOP@EOP [ WHO ] )  
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TO:molly.millerwise@mail.house.gov ( molly.millerwise@mail.house.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 Wyoming 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 Wyoming:**

##### **➤ 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 92,105 in Wyoming 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 Wyoming public schools reads at or above grade level by third grade
- ✓ Strengthens teacher quality for an estimated 385 public schools in Wyoming 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 Wyoming:**

- ✓ Benefits an estimated 92,105 Wyoming public school children, 385 Wyoming public schools, and 6,895 Wyoming teachers
- ✓ Increases federal education funding for Wyoming to more than \$118.2 million to help local schools ensure that no child is left behind – more than \$16 million more than last year, and a 36 percent increase over 2000 levels
- ✓ Increases Title I funding to more than \$28.3 million to boost the quality of education for disadvantaged children of Wyoming – more than \$6 million more than last year, and a 45 percent increase over 2000 levels
- ✓ Provides more than \$2 million in funding for Reading First to ensure that every public school child in Wyoming learns to read at or above grade level by the third grade
- ✓ Requires every classroom in Wyoming to have a highly-qualified teacher and provides nearly \$13.6 million to train and retain skilled educators
- ✓ Provides an estimated \$2.3 million to help ensure safe and drug-free schools in Wyoming
- ✓ Provides an estimated \$1.5 million to fund after-school programs for at-risk children in Wyoming
- ✓ Provides more than \$3.3 million in funding to help Wyoming school districts assess how well children are learning and schools are teaching
- ✓ Increases Pell Grant funding to an estimated \$18.3 million – \$1.2 million more than last year, and a 24.4 percent increase over 2000 levels – to ensure greater access to a college education for deserving Wyoming 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 Utah 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 Utah:**

##### **➤ 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 nearly 480,255 students in Utah 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 Utah public schools reads at or above grade level by third grade
- ✓ Strengthens teacher quality for an estimated 788 public schools in Utah 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 Utah:**

- ✓ Benefits an estimated nearly 480,255 Utah public school children, 788 Utah public schools, and 21,500 Utah teachers
- ✓ Increases federal education funding for Utah to more than \$331.3 million to help local schools ensure that no child is left behind – more than \$40 million more than last year, and a 32 percent increase over 2000 levels
- ✓ Increases Title I funding to more than \$52.5 million to boost the quality of education for disadvantaged children of Utah – more than \$10 million more than last year, and a 34 percent increase over 2000 levels
- ✓ Provides more than \$4.6 million in funding for Reading First to ensure that every public school child in Utah learns to read at or above grade level by the third grade
- ✓ Requires every classroom in Utah to have a highly-qualified teacher and provides more than \$18 million to train and retain skilled educators
- ✓ Provides an estimated \$2.7 million to help ensure safe and drug-free schools in Utah
- ✓ Provides an estimated \$1.5 million to fund after-school programs for at-risk children in Utah
- ✓ Provides more than \$5 million in funding to help Utah school districts assess how well children are learning and schools are teaching
- ✓ Increases Pell Grant funding to an estimated \$102 million – \$6.8 million more than last year, and a 24.6 percent increase over 2000 levels – to ensure greater access to a college education for deserving Utah 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 Vermont 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 Vermont:**

#### **➤ 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 nearly 104,559 students in Vermont 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 Vermont public schools reads at or above grade level by third grade
- ✓ Strengthens teacher quality for an estimated 359 public schools in Vermont 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 Vermont:**

- ✓ Benefits an estimated nearly 104,559 Vermont public school children, 359 Vermont public schools, and 8,710 Vermont teachers
- ✓ Increases federal education funding for Vermont to more than \$122.8 million to help local schools ensure that no child is left behind – more than \$16 million more than last year, and a 33 percent increase over 2000 levels
- ✓ Increases Title I funding to more than \$27 million to boost the quality of education for disadvantaged children of Vermont – more than \$6 million more than last year, and a 35 percent increase over 2000 levels
- ✓ Provides more than \$2 million in funding for Reading First to ensure that every public school child in Vermont learns to read at or above grade level by the third grade
- ✓ Requires every classroom in Vermont 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 Vermont
- ✓ Provides an estimated \$1.5 million to fund after-school programs for at-risk children in Vermont
- ✓ Provides more than \$3.4 million in funding to help Vermont school districts assess how well children are learning and schools are teaching
- ✓ Increases Pell Grant funding to an estimated \$20.9 million – \$1.4 million more than last year, and a 25 percent increase over 2000 levels – to ensure greater access to a college education for deserving Vermont 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 Virginia 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 Virginia:**

#### **➤ 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 more than 1 million students in Virginia 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 Virginia public schools reads at or above grade level by third grade
- ✓ Strengthens teacher quality for an estimated 1,816 public schools in Virginia 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 Virginia:**

- ✓ Benefits an estimated more than 1 million Virginia public school children, 1,816 Virginia public schools, and 82,616 Virginia teachers
- ✓ Increases federal education funding for Virginia to more than \$897.9 million to help local schools ensure that no child is left behind – more than \$126 million more than last year, and a 38 percent increase over 2000 levels
- ✓ Increases Title I funding to more than \$196.5 million to boost the quality of education for disadvantaged children of Virginia – nearly \$46 million more than last year, and a 55 percent increase over 2000 levels
- ✓ Provides more than \$16.9 million in funding for Reading First to ensure that every public school child in Virginia learns to read at or above grade level by the third grade
- ✓ Requires every classroom in Virginia to have a highly-qualified teacher and provides more than \$52 million to train and retain skilled educators
- ✓ Provides an estimated \$8.9 million to help ensure safe and drug-free schools in Virginia
- ✓ Provides an estimated \$5 million to fund after-school programs for at-risk children in Virginia
- ✓ Provides more than \$7.9 million in funding to help Virginia school districts assess how well children are learning and schools are teaching
- ✓ Increases Pell Grant funding to an estimated \$205.6 million – \$13.6 million more than last year, and a 24.6 percent increase over 2000 levels – to ensure greater access to a college education for deserving Virginia 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 Washington 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 Washington:**

##### **➤ 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 more than 1 million students in Washington 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 Washington public schools reads at or above grade level by third grade
- ✓ Strengthens teacher quality for an estimated 2,111 public schools in Washington 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 Washington:**

- ✓ Benefits an estimated more than 1 million Washington public school children, 2,111 Washington public schools, and 51,164 Washington teachers
- ✓ Increases federal education funding for Washington to more than \$772 million to help local schools ensure that no child is left behind – more than \$105 million more than last year, and a 35 percent increase over 2000 levels
- ✓ Increases Title I funding to more than \$179.5 million to boost the quality of education for disadvantaged children of Washington – nearly \$37 million more than last year, and a 38 percent increase over 2000 levels
- ✓ Provides more than \$13 million in funding for Reading First to ensure that every public school child in Washington learns to read at or above grade level by the third grade
- ✓ Requires every classroom in Washington to have a highly-qualified teacher and provides more than \$46.5 million to train and retain skilled educators
- ✓ Provides an estimated \$7 million to help ensure safe and drug-free schools in Washington
- ✓ Provides an estimated \$4 million to fund after-school programs for at-risk children in Washington
- ✓ Provides more than \$7.4 million in funding to help Washington school districts assess how well children are learning and schools are teaching
- ✓ Increases Pell Grant funding to an estimated \$169.6 million – \$11.2 million more than last year, and a 24.6 percent increase over 2000 levels – to ensure greater access to a college education for deserving Washington 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 West Virginia 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 West Virginia:**

#### **➤ 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 291,811 in West Virginia 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 West Virginia public schools reads at or above grade level by third grade
- ✓ Strengthens teacher quality for an estimated 808 public schools in West Virginia 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 West Virginia:**

- ✓ Benefits an estimated 291,811 West Virginia public school children, 808 West Virginia public schools, and 20,337 West Virginia teachers
- ✓ Increases federal education funding for West Virginia to more than \$325 million to help local schools ensure that no child is left behind – more than \$32 million more than last year, and a 25 percent increase over 2000 levels
- ✓ Increases Title I funding to more than \$91.2 million to boost the quality of education for disadvantaged children of West Virginia – more than \$11 million more than last year, and a 17 percent increase over 2000 levels
- ✓ Provides more than \$6 million in funding for Reading First to ensure that every public school child in West Virginia learns to read at or above grade level by the third grade
- ✓ Requires every classroom in West Virginia to have a highly-qualified teacher and provides more than \$23.4 million to train and retain skilled educators
- ✓ Provides an estimated \$3.2 million to help ensure safe and drug-free schools in West Virginia
- ✓ Provides an estimated \$2.4 million to fund after-school programs for at-risk children in West Virginia
- ✓ Provides more than \$4.2 million in funding to help West Virginia school districts assess how well children are learning and schools are teaching
- ✓ Increases Pell Grant funding to an estimated \$79.4 million – \$5.3 million more than last year, and a 24.6 percent increase over 2000 levels – to ensure greater access to a college education for deserving West Virginia 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 Wisconsin 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 Wisconsin:**

##### **➤ 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 877,753 in Wisconsin 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 Wisconsin public schools reads at or above grade level by third grade
- ✓ Strengthens teacher quality for an estimated 2,118 public schools in Wisconsin 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 Wisconsin:**

- ✓ Benefits an estimated 877,753 Wisconsin public school children, 2,118 Wisconsin public schools, and 61,285 Wisconsin teachers
- ✓ Increases federal education funding for Wisconsin to more than \$683 million to help local schools ensure that no child is left behind – more than \$82 million more than last year, and a 29 percent increase over 2000 levels
- ✓ Increases Title I funding to more than \$172.5 million to boost the quality of education for disadvantaged children of Wisconsin – more than \$31 million more than last year, and a 28 percent increase over 2000 levels
- ✓ Provides more than \$11 million in funding for Reading First to ensure that every public school child in Wisconsin learns to read at or above grade level by the third grade
- ✓ Requires every classroom in Wisconsin to have a highly-qualified teacher and provides nearly \$46 million to train and retain skilled educators
- ✓ Provides an estimated \$7.2 million to help ensure safe and drug-free schools in Wisconsin
- ✓ Provides an estimated \$4.4 million to fund after-school programs for at-risk children in Wisconsin
- ✓ Provides more than \$7 million in funding to help Wisconsin school districts assess how well children are learning and schools are teaching
- ✓ Increases Pell Grant funding to an estimated \$124 million – \$8.2 million more than last year, and a 24.5 percent increase over 2000 levels – to ensure greater access to a college education for deserving Wisconsin 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 Texas 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 Texas:**

##### **➤ 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 nearly 4 million students in Texas 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 Texas public schools reads at or above grade level by third grade
- ✓ Strengthens teacher quality for an estimated 7,395 public schools in Texas 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 Texas:**

- ✓ Benefits an estimated 4 million Texas public school children, 7,395 Texas public schools, and 274,345 Texas teachers
- ✓ Increases federal education funding for Texas to more than \$3.3 billion to help local schools ensure that no child is left behind – nearly \$470 million more than last year, and a 35 percent increase over 2000 levels
- ✓ Increases Title I funding to more than \$1 billion to boost the quality of education for disadvantaged children of Texas – nearly \$201 million more than last year, and a 32.5 percent increase over 2000 levels
- ✓ Provides more than \$79 million in funding for Reading First to ensure that every public school child in Texas learns to read at or above grade level by the third grade
- ✓ Requires every classroom in Texas to have a highly-qualified teacher and provides more than \$231 million to train and retain skilled educators
- ✓ Provides an estimated \$36.5 million to help ensure safe and drug-free schools in Texas
- ✓ Provides an estimated \$24 million to fund after-school programs for at-risk children in Texas
- ✓ Provides more than \$19.4 million in funding to help Texas school districts assess how well children are learning and schools are teaching
- ✓ Increases Pell Grant funding to an estimated \$709.3 million – \$48.7 million more than last year, and a 24 percent increase over 2000 levels – to ensure greater access to a college education for deserving Texas 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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