

George W. Bush Presidential Library

Collection: Records Management, White House
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Series: Subject Files – ED (Education)

Folder Title: 683249 - 692573

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The George W. Bush Library

DOCUMENT NO.	FORM	SUBJECT/TITLE	PAGES	DATE	RESTRICTION(S)
001	Fact Sheet	No Child Left Behind - Strengthening America's Education System	2	01/09/2006	P5;
002	Email	NCLB Comments - To: David Sherzer - From: Joseph S. Pounder	3	01/09/2006	P5;
003	Cover Sheet	Draft Fact Sheet: No Child Left Behind- Strengthening America's Education System - To: Wallace	1	01/09/2006	P5;

COLLECTION TITLE:

Records Management, White House Office of

SERIES:

Subject Files - ED (Education)

FOLDER TITLE:

683249 - 692573

FRC ID:

10980

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
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683249

ED

Barcode Scanning Sheet



SCANNED
BY
ORM

Collection Code: **SECLOG**

Staff Name:

Document Date: **1/9/2006**

Correspondent: **BRETT KAVANAUGH**

Subject/Description: **DRAFT FACT SHEET: NO CHILD LEFT BEHIND -
STRENGTHENING AMERICA'S EDUCATION SYSTEM**

WHITE HOUSE STAFFING MEMORANDUM

Date: 1/6/06 12:00 PM ACTION / CONCURRENCE / COMMENT DUE BY: 1/9/06 9:00 AMSubject: DRAFT FACT SHEET: NO CHILD LEFT BEHIND- STRENGTHENING AMERICA'S
EDUCATION SYSTEM

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	☒	☐	MCCLELLAN	☐	☒
CARD	☒	☐	MCGURN	☐	☒
ALLEN <i>del</i>	☒	☐	MIERS <i>ne</i>	☒	☐
BARTLETT <i>del</i>	☒	☐	ROVE	☒	☐
BENNETT	☐	☐	TOWNSEND	☐	☐
BERNANKE <i>ne</i>	☒	☐	TOWEY <i>ne</i>	☒	☐
BOLTEN	☒	☐	WALLACE <i>concur</i>	☒	☐
CONNAUGHTON	☐	☐	WOLFF <i>ne</i>	☒	☐
GERSON	☐	☐	WRIGHT	☐	☐
HADLEY	☐	☐	CLERK	☐	☐
HAGIN	☐	☐	<i>McBride</i> <i>concur</i>	☒	☐
HUBBARD	☒	☐	_____	☐	☐
KAVANAUGH	☒	☐	_____	☐	☐
MARBURGER <i>ne</i>	☒	☐	_____	☐	☐

REMARKS:

PLEASE FORWARD COMMENTS DIRECTLY TO MATT MCDONALD, EXT. 6-4537/FAX 6-0165, BY 9:00 AM MONDAY, JANUARY 9, WITH A COPY TO THE STAFF SECRETARY. THANK YOU.

RESPONSE:

Brett Kavanaugh
 Assistant to the President
 and Staff Secretary
 Ext. 62702
 FAX Ext. 62215

No Child Left Behind (NCLB) – Strengthening America's Education System

Today's Presidential Action:

On The Four-Year Anniversary Of NCLB, President Bush Traveled To North Glen Elementary In Glen Burnie, MD To Address Efforts To Strengthen Education. President Bush discussed the Administration's commitment to strengthening the education system, the progress made under NCLB, and the work that remains to be done. Education is the gateway to hope and opportunity. To make sure that the American Dream touches every person and reaches every neighborhood, there must be good schools all across America.

With Passage Of NCLB, The Nation Made A New Commitment To Improving Education. America is challenging the soft bigotry of low expectations; ending the shuffling of children through the system; and building an education system that prepares children for the global economy's demands. The Administration is raising expectations and increasing accountability; giving local authorities more flexibility with Federal funds; requiring curricula based on proven methods; and giving parents options when schools fail. The President has invested more Federal money in elementary and secondary education than at any other time in American history. Over the past four years, Federal education spending has increased 34%. Title One grants for low-income students are up 45% and spending on reading has increased 300%.

Because Of NCLB, We Are Measuring Progress Toward The Goal Of Educating Every Single Child In America. The Administration is committed to spending taxpayer money on programs that get results which requires annual testing in the basics of reading and math. Under NCLB, schools that take Federal money are asked to show whether or not children are learning, and demonstrate whether or not expectations are being met. We need to know if children can read and write, add and subtract. Measuring progress does three important things to improve the lives of students and to make schools better:

- **First, We Can Identify When A Child Is In Danger Of Falling Behind.** Accountability helps teachers detect and correct problems before it is too late. When students are struggling, teachers need to have the best information. Under NCLB, children are tested every year, from third to eighth grade, because measuring progress and achievement allows teachers to know when students need extra help or attention. This measuring helps good teachers test whether or not the curriculum is working. It is a priority to make sure students get a curriculum that is proven to get results.
- **Second, We Can Tailor Help To Meet Children's Needs.** Testing information can be used to address the specific and individual needs of children. As testing discovers weaknesses in the education system, we can find better ways to improve achievement. In this new era of accountability, we need to move beyond the idea that every child is the same, and that every school should solve problems in the same way. The goal is to build a system of accountability, options, and information that works for the needs of local communities, and helps every student achieve.
- **Third, We Can Identify The Solutions And Schools That Work Best.** Measuring progress and achievement allows teachers, principals, and local leaders to identify schools that excel. If a school does a good job, we want to praise what they are doing, give credit to the principal, and recognize outstanding teachers. By measuring progress and evaluating successes, the education system can be transformed so that the best ideas and practices are used to help more children succeed and achieve.

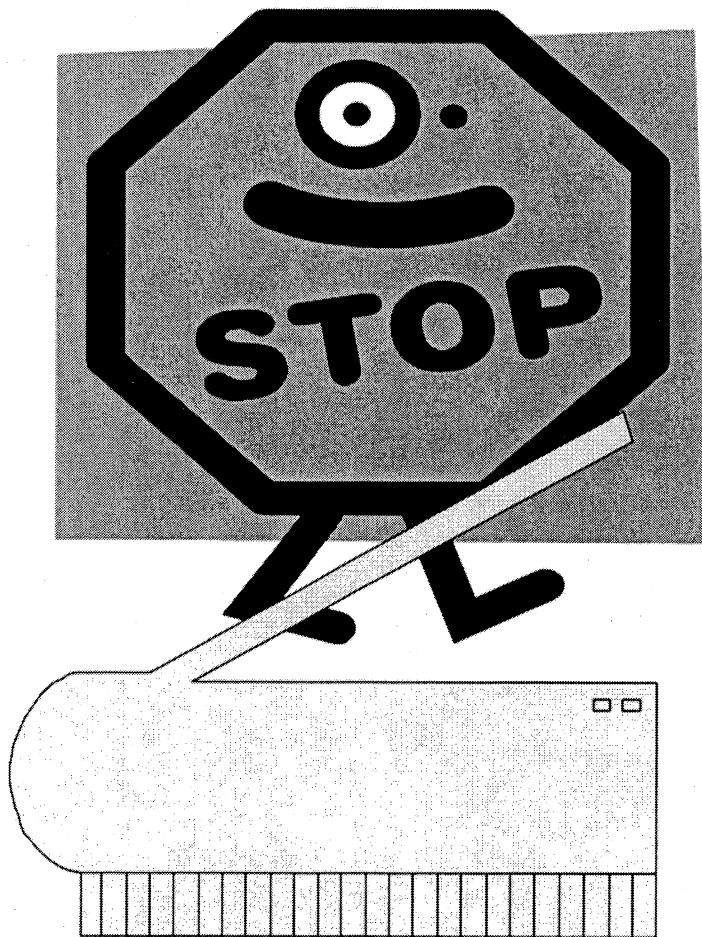
Standards And Accountability Are Working. According to the National Assessment of Educational Progress (NAEP), NCLB has helped raise the achievement of young students from every race and family background. In the latest report, America's nine-year-olds posted the best reading and math scores in the test's history. Thirteen-year-olds earned the highest math scores recorded by NAEP. The persistent achievement gap between minorities and whites in their younger years has shrunk to its smallest size in history. African-American nine-year-olds set an all time high in both reading and math scores. Hispanic nine-year-olds also set new records in reading and math, and 13-year-old Hispanic and African-American students achieved the highest math scores ever.

Despite NCLB's Successes, There Is More Work To Be Done. The Nation's middle schools and high schools need the same balanced approach. With increased accountability, children in danger of falling behind can get the specific help and

extra attention they need. With these reforms, the quality of secondary education will increase and ensure that every student graduates from high school prepared to enter college or the workforce with the skills needed to succeed.

- **The Goal Of NCLB And All Education Reforms Is 100% Proficiency.** The Administration is committed to excellence and ensuring that schools put every child on the path to a better life. When a school falls short, the needs of children must be put first. Under NCLB, when a school is dangerous or fails to help students learn, parents and children have options and alternatives. Parents can get their children extra tutoring or after-school help, and since the law took effect, more than 225,000 students have used these options. More than 31,000 students have been moved to schools that better meet their educational needs. By measuring and testing, we can ensure that all children are learning and that every school can improve.

ORM
Scanning insert sheet



Remainder of case not scanned

WHITE HOUSE STAFFING MEMORANDUM

Date: 1/6/06 12:00 PM ACTION / CONCURRENCE / COMMENT DUE BY: 1/9/06 9:00 AMDRAFT FACT SHEET: NO CHILD LEFT BEHIND- STRENGTHENING AMERICA'S
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OA Num.:

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NARA Num.:

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FOIA IDs and Segments:

2014-0002-P

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NCLB is raising standards and ensure that ~~all~~ the educational progress of more children than ever before is measured.

No Child Left Behind – Strengthening America's Education System

Today's Presidential Action:

Maryland, I, while

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- of America's*
- **The Success At North Glen Elementary Shows That We Can Raise Expectations, Measure Progress And Get Results.** Students at North Glen have made great progress in reading and math tests and results for African-American students show the achievement gap is closing. In 2003, 57 percent of North Glen students scored proficient in reading, while 46 percent were proficient in math. By 2005, 82 percent of students were ~~ranked~~ *were* proficient in reading and 84 percent in math. ~~African-American students have showed excellent gains.~~ Between 2003 and 2005, reading scores have increased from 45 percent to 84 percent. Math scores rose from 35 percent to 82 percent.

for African-American students

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- demands of the* *Made Education a Priority* *for successful teaching*
- **The President Has Invested More Money Into Education.** Since 2001, the Administration has increased elementary and secondary education spending by 41 percent. Title One funding for disadvantaged students is up 45 percent and spending on reading has quadrupled. *since 2001?* *sketch* *spending on*

because of

Because Of NCLB, We Are Measuring Educational Progress For Every Child In America. The role of the Federal government is to raise standards, provide resources, hold people accountable, and help school districts to meet standards. Under NCLB, schools that take Federal education money must show whether or not children are learning, and demonstrate whether or not expectations are being met. Because states are testing and we are measuring, we know that NCLB is leading to results as test scores go up and the achievement gap is closing. *zone is narrowing*

- **States Have Adopted Accountability Plans.** Under NCLB, states are required to design accountability plans and test students every year, from third to eighth grade. All 50 states, the District of Columbia, and Puerto Rico have designed and adopted accountability plans to test students and measure progress.
- **Standards And Accountability Are Working.** According to the National Assessment of Educational Progress (NAEP), the achievement of young students from every race and family background has risen. In 2005, America's fourth graders posted the best reading and math scores in the test's history. Eight graders earned the highest math scores recorded by NAEP.
- **The Achievement Gap Is Closing.** Minority students are also making progress and the achievement gap between minorities and whites is narrowing. According to NAEP, African-American and Hispanic fourth graders set records in both reading and math scores. Eighth grade Hispanic and African-American students achieved the highest math scores ever. *for example*

Despite NCLB's Successes, There Is More Work To Be Done. No Child Left Behind is working but we must continue to test and hold schools accountable. The Nation needs to improve its high schools and test students in the ninth, tenth, and eleventh grades. The President has proposed a series of initiatives to improve the education by, in part, having more math and science professional serve as adjunct high school teachers and training more teachers for Advanced Placement courses. With these reforms, the quality of secondary education will increase and ensure that every student graduates from high school prepared to enter college or the workforce with the skills needed to succeed. *to improve* *sketch*

No Child Left Behind – Strengthening America's Education System

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White House Office Of Communications

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Subject: EDUCATION SYSTEM

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CONNAUGHTON	☐	☐	WOLFF	☒	☐
GERSON	☐	☐	WRIGHT	☐	☐
HADLEY	☐	☐	CLERK	☐	☐
HAGIN	☐	☐	<u>McBride</u>	☒	☐
HUBBARD	☒	☐	_____	☐	☐
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- **First, We Can Identify When A Child Is In Danger Of Falling Behind.** Accountability helps teachers detect and correct problems before it is too late. When students are struggling, teachers need to have the best information. Under NCLB, children are tested every year, from third to eighth grade, because measuring progress and achievement allows teachers to know when students need extra help or attention. This measuring helps good teachers test whether or not the curriculum is working. It is a priority to make sure students get a curriculum that is proven to get results.
- **Second, We Can Tailor Help To Meet Children's Needs.** Testing information can be used to address the specific and individual needs of children. As testing discovers weaknesses in the education system, we can find better ways to improve achievement. In this new era of accountability, we need to move beyond the idea that every child is the same, and that every school should solve problems in the same way. The goal is to build a system of accountability, options, and information that works for the needs of local communities, and helps every student achieve.
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Standards And Accountability Are Working. According to the National Assessment of Educational Progress (NAEP), NCLB has helped raise the achievement of young students from every race and family background. In the latest report, America's nine-year-olds posted the best reading and math scores in the test's history. Thirteen-year-olds earned the highest math scores recorded by NAEP. The persistent achievement gap between minorities and whites in their younger years has shrunk to its smallest size in history. African-American nine-year-olds set an all time high in both reading and math scores. Hispanic nine-year-olds also set new records in reading and math, and 13-year-old Hispanic and African-American students achieved the highest math scores ever.

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 *** TX REPORT ***

TRANSMISSION OK

TX/RX NO 2594
 RECIPIENT ADDRESS 60387
 DESTINATION ID VICE-PRESIDENT
 ST. TIME 01/06 13:32
 TIME USE 01'19
 PAGES SENT 3
 RESULT OK

SS/ RM NO. _____

WHITE HOUSE STAFFING MEMORANDUM

Date: 1/6/06 12:00 PM ACTION / CONCURRENCE / COMMENT DUE BY: 1/9/06 9:00 AM

DRAFT FACT SHEET: NO CHILD LEFT BEHIND- STRENGTHENING AMERICA'S
 Subject: EDUCATION SYSTEM

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT →	☒	☐	MCCLELLAN	☐	☒
CARD	☒	☐	MCGURN	☐	☒
ALLEN	☒	☐	MIERS	☒	☐
BARTLETT	☒	☐	ROVE	☒	☐
BENNETT	☐	☐	TOWNSEND	☐	☐
BERNANKE	☒	☐	TOWEY	☒	☐
BOLTEN	☒	☐	WALLACE	☒	☐
CONNAUGHTON	☐	☐	WOLFF	☒	☐
GERSON	☐	☐	WRIGHT	☐	☐
HADLEY	☐	☐	CLERK	☐	☐
HAGIN	☐	☐	<i>McBride</i>	☒	☐
HUBBARD	☒	☐	_____	☐	☐
KAVANAUGH	☒	☐	_____	☐	☐
MARBURGER	☒	☐	_____	☐	☐

REMARKS:

PLEASE FORWARD COMMENTS DIRECTLY TO MATT MCDONALD, EXT. 6-4537/FAX 6-0165, BY 9:00 AM MONDAY, JANUARY 9, WITH A COPY TO THE STAFF SECRETARY. THANK YOU.

 *** TX REPORT ***

TRANSMISSION OK

TX/RX NO 2595
 RECIPIENT ADDRESS 56958
 DESTINATION ID ROSEN
 ST. TIME 01/06 13:16
 TIME USE 01'08
 PAGES SENT 3
 RESULT OK

SS/ RM NO. _____

WHITE HOUSE STAFFING MEMORANDUM

Date: 1/6/06 12:00 PM ACTION / CONCURRENCE / COMMENT DUE BY: 1/9/06 9:00 AM

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VICE PRESIDENT	☒	☐	MCCLELLAN	☐	☒
CARD	☒	☐	MCGURN	☐	☒
ALLEN	☒	☐	MIERS	☒	☐
BARTLETT	☒	☐	ROVE	☒	☐
BENNETT	☐	☐	TOWNSEND	☐	☐
BERNANKE →	☒	☐	TOWEY	☒	☐
BOLTEN	☒	☐	WALLACE	☒	☐
CONNAUGHTON	☐	☐	WOLFF	☒	☐
GERSON	☐	☐	WRIGHT	☐	☐
HADLEY	☐	☐	CLERK	☐	☐
HAGIN	☐	☐	<u>McBride</u>	☒	☐
HUBBARD	☒	☐	_____	☐	☐
KAVANAUGH	☒	☐	_____	☐	☐
MARBURGER	☒	☐	_____	☐	☐

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TRANSMISSION OK

TX/RX NO 2597
 RECIPIENT ADDRESS 66073
 DESTINATION ID MARBURGER
 ST. TIME 01/06 13:19
 TIME USE 01'04
 PAGES SENT 3
 RESULT OK

SS/ RM NO. _____

WHITE HOUSE STAFFING MEMORANDUM

Date: 1/6/06 12:00 PM ACTION / CONCURRENCE / COMMENT DUE BY: 1/9/06 9:00 AM

DRAFT FACT SHEET: NO CHILD LEFT BEHIND- STRENGTHENING AMERICA'S
 Subject: EDUCATION SYSTEM

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	☒	☐	MCCLELLAN	☐	☒
CARD	☒	☐	MCGURN	☐	☒
ALLEN	☒	☐	MIERS	☒	☐
BARTLETT	☒	☐	ROVE	☒	☐
BENNETT	☐	☐	TOWNSEND	☐	☐
BERNANKE	☒	☐	TOWEY	☒	☐
BOLTEN	☒	☐	WALLACE	☒	☐
CONNAUGHTON	☐	☐	WOLFF	☒	☐
GERSON	☐	☐	WRIGHT	☐	☐
HADLEY	☐	☐	CLERK	☐	☐
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HUBBARD	☒	☐	_____	☐	☐
KAVANAUGH	☒	☐	_____	☐	☐
MARBURGER →	☒	☐	_____	☐	☐

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TX/RX NO 2596
 RECIPIENT ADDRESS 56958
 DESTINATION ID ROSEN
 ST. TIME 01/06 13:18
 TIME USE 01'08
 PAGES SENT 3
 RESULT OK

SS/ RM NO. _____

WHITE HOUSE STAFFING MEMORANDUM

Date: 1/6/06 12:00 PM ACTION / CONCURRENCE / COMMENT DUE BY: 1/9/06 9:00 AM

DRAFT FACT SHEET: NO CHILD LEFT BEHIND- STRENGTHENING AMERICA'S
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	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	☒	☐	MCCLELLAN	☐	☒
CARD	☒	☐	MCGURN	☐	☒
ALLEN	☒	☐	MIERS	☒	☐
BARTLETT	☒	☐	ROVE	☒	☐
BENNETT	☐	☐	TOWNSEND	☐	☐
BERNANKE	☒	☐	TOWEY	☒	☐
BOLTEN →	☒	☐	WALLACE	☒	☐
CONNAUGHTON	☐	☐	WOLFF	☒	☐
GERSON	☐	☐	WRIGHT	☐	☐
HADLEY	☐	☐	CLERK	☐	☐
HAGIN	☐	☐	<u>McBride</u>	☒	☐
HUBBARD	☒	☐	_____	☐	☐
KAVANAUGH	☒	☐	_____	☐	☐
MARBURGER	☒	☐	_____	☐	☐

REMARKS:

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 9:00 AM MONDAY, JANUARY 9, WITH A COPY TO THE STAFF SECRETARY. THANK YOU.

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TX/RX NO 2600
 RECIPIENT ADDRESS 66771
 DESTINATION ID
 ST. TIME 01/06 13:26
 TIME USE 01'19
 PAGES SENT 3
 RESULT OK

SS/ RM NO. _____

WHITE HOUSE STAFFING MEMORANDUM

Date: 1/6/06 12:00 PM ACTION / CONCURRENCE / COMMENT DUE BY: 1/9/06 9:00 AM

DRAFT FACT SHEET: NO CHILD LEFT BEHIND- STRENGTHENING AMERICA'S
 Subject: EDUCATION SYSTEM

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	☒	☐	MCCLELLAN	☐	☒
CARD	☒	☐	MCGURN	☐	☒
ALLEN	☒	☐	MIERS	☒	☐
BARTLETT	☒	☐	ROVE	☒	☐
BENNETT	☐	☐	TOWNSEND	☐	☐
BERNANKE	☒	☐	TOWEY	☒	☐
BOLTEN	☒	☐	WALLACE	☒	☐
CONNAUGHTON	☐	☐	WOLFF	☒	☐
GERSON	☐	☐	WRIGHT	☐	☐
HADLEY	☐	☐	CLERK	☐	☐
HAGIN	☐	☐	McBride →	☒	☐
HUBBARD	☒	☐		☐	☐
KAVANAUGH	☒	☐		☐	☐
MARBURGER	☒	☐		☐	☐

REMARKS:

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 9:00 AM MONDAY, JANUARY 9, WITH A COPY TO THE STAFF SECRETARY. THANK YOU.

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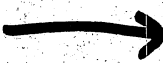
TX/RX NO 2598
 RECIPIENT ADDRESS 67387
 DESTINATION ID TOWEY
 ST. TIME 01/06 13:21
 TIME USE 01'39
 PAGES SENT 3
 RESULT OK

SS/ RM NO. _____

WHITE HOUSE STAFFING MEMORANDUM

Date: 1/6/06 12:00 PM ACTION / CONCURRENCE / COMMENT DUE BY: 1/9/06 9:00 AM

DRAFT FACT SHEET: NO CHILD LEFT BEHIND- STRENGTHENING AMERICA'S
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	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	☒	☐	MCCLELLAN	☐	☒
CARD	☒	☐	MCGURN	☐	☒
ALLEN	☒	☐	MIERS	☒	☐
BARTLETT	☒	☐	ROVE	☒	☐
BENNETT	☐	☐	TOWNSEND	☐	☐
BERNANKE	☒	☐	TOWEY 	☒	☐
BOLTEN	☒	☐	WALLACE	☒	☐
CONNAUGHTON	☐	☐	WOLFF	☒	☐
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HADLEY	☐	☐	CLERK	☐	☐
HAGIN	☐	☐	<u>McBride</u>	☒	☐
HUBBARD	☒	☐	_____	☐	☐
KAVANAUGH	☒	☐	_____	☐	☐
MARBURGER	☒	☐	_____	☐	☐

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SS/ RM NO.

06 JAN 9 AM 9:34

WHITE HOUSE STAFFING MEMORANDUM

Date: 1/6/06 12:00 PM ACTION / CONCURRENCE / COMMENT DUE BY: 1/9/06 9:00 AMSubject: DRAFT FACT SHEET: NO CHILD LEFT BEHIND- STRENGTHENING AMERICA'S
EDUCATION SYSTEM

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	☒	☐	MCCLELLAN	☐	☒
CARD	☒	☐	MCGURN	☐	☒
ALLEN	☒	☐	MIERS	☒	☐
BARTLETT	☒	☐	ROVE	☒	☐
BENNETT	☐	☐	TOWNSEND	☐	☐
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HAGIN	☐	☐	<u>McBride</u>	☒	☐
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KAVANAUGH	☒	☐		☐	☐
MARBURGER	☒	☐		☐	☐

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OK- BK

RESPONSE:

Brett Kavanaugh
Assistant to the President
and Staff Secretary
Ext. 62702
FAX Ext. 62215

SS/ RM NO. _____

WHITE HOUSE STAFFING MEMORANDUM

Date: 1/6/06 12:00 PM ACTION / CONCURRENCE / COMMENT DUE BY: 1/9/06 9:00 AMDRAFT FACT SHEET: NO CHILD LEFT BEHIND- STRENGTHENING AMERICA'S
Subject: EDUCATION SYSTEM

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	☒	☐	MCCLELLAN	☐	☒
CARD	☒	☐	MCGURN	☐	☒
ALLEN	☒	☐	MIERS	☒	☐
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HUBBARD	☒	☐	_____	☐	☐
KAVANAUGH	☒	☐	_____	☐	☐
MARBURGER	☒	☐	_____	☐	☐

→ Rebecca
Ci:
Savene
Kate

REMARKS:

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RESPONSE:

CEA has no comments - Rebecca Calmus 5-4730

Brett Kavanaugh
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and Staff Secretary
Ext. 62702
FAX Ext. 62215

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Date: 1/6/06 12:00 PM ACTION / CONCURRENCE / COMMENT DUE BY: 1/9/06 9:00 AM

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CARD	☒	☐	MCGURN	☐	☒
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BARTLETT →	☒	☐	ROVE	☒	☐
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RESPONSE:

Defer to wallace

Brett Kavanaugh
 Assistant to the President
 and Staff Secretary
 Ext. 62702
 FAX Ext. 62215

No Child Left Behind (NCLB) – Strengthening America's Education System

Today's Presidential Action:

On The Four-Year Anniversary Of NCLB, President Bush Traveled To North Glen Elementary In Glen Burnie, MD To Address Efforts To Strengthen Education. President Bush discussed the Administration's commitment to strengthening the education system, the progress made under NCLB, and the work that remains to be done. Education is the gateway to hope and opportunity. To make sure that the American Dream touches every person and reaches every neighborhood, there must be good schools all across America.

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Withdrawal Marker

The George W. Bush Library

FORM	SUBJECT/TITLE	PAGES	DATE	RESTRICTION(S)
Cover Sheet	Draft Fact Sheet: No Child Left Behind- Strengthening America's Education System - To: Wallace	1	01/09/2006	P5;

**This marker identifies the original location of the withdrawn item listed above.
For a complete list of items withdrawn from this folder, see the
Withdrawal/Redaction Sheet at the front of the folder.**

COLLECTION:

Records Management, White House Office of

SERIES:

Subject Files - ED (Education)

FOLDER TITLE:

683249 - 692573

FRC ID:

10980

OA Num.:

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NARA Num.:

11771

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advise between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

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- A. Closed by Executive Order 13526 governing access to national security information.
- B. Closed by statute or by the agency which originated the document.
- C. Closed in accordance with restrictions contained in donor's deed of gift.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

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to talk about progress made since passage of NCLB

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- **First, We Can Identify When A Child Is In Danger Of Falling Behind.** Accountability helps teachers detect and correct problems before it is too late. When students are struggling, teachers need to have the best information. Under NCLB, children are tested every year, from third to eighth grade, because measuring progress and achievement allows teachers to know when students need extra help or attention. This measuring helps good teachers test whether or not the curriculum is working. It is a priority to make sure students get a curriculum that is proven to get results.
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- **Third, We Can Identify The Solutions And Schools That Work Best.** Measuring progress and achievement allows teachers, principals, and local leaders to identify schools that excel. If a school does a good job, we want to praise what they are doing, give credit to the principal, and recognize outstanding teachers. By measuring progress and evaluating successes, the education system can be transformed so that the best ideas and practices are used to help more children succeed and achieve.

(move this up)
Standards And Accountability Are Working. According to the National Assessment of Educational Progress (NAEP), NCLB has helped raise the achievement of young students from every race and family background. In the latest report, America's nine-year-olds posted the best reading and math scores in the test's history. Thirteen-year-olds earned the highest math scores recorded by NAEP. The persistent achievement gap between minorities and whites in their younger years has shrunk to its smallest size in history. African-American nine-year-olds set an all time high in both reading and math scores. Hispanic nine-year-olds also set new records in reading and math, and 13-year-old Hispanic and African-American students achieved the highest math scores ever.

Despite NCLB's Successes, There Is More Work To Be Done. The Nation's middle schools and high schools need the same balanced approach. With increased accountability, children in danger of falling behind can get the specific help and

extra attention they need. With these reforms, the quality of secondary education will increase and ensure that every student graduates from high school prepared to enter college or the workforce with the skills needed to succeed.

- **The Goal Of NCLB And All Education Reforms Is 100% Proficiency.** The Administration is committed to excellence and ensuring that schools put every child on the path to a better life. When a school falls short, the needs of children must be put first. Under NCLB, when a school is dangerous or fails to help students learn, parents and children have options and alternatives. Parents can get their children extra tutoring or after-school help, and since the law took effect, more than 225,000 students have used these options. More than 31,000 students have been moved to schools that better meet their educational needs. By measuring and testing, we can ensure that all children are learning and that every school can improve.

01/06/2006 13:19 FAX

→ MARBURGER

001/003

SS/ RM NO. _____

WHITE HOUSE STAFFING MEMORANDUM

Date: 1/6/06 12:00 PM ACTION / CONCURRENCE / COMMENT DUE BY: 1/9/06 9:00 AMSubject: DRAFT FACT SHEET: NO CHILD LEFT BEHIND- STRENGTHENING AMERICA'S EDUCATION SYSTEM

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	☒	☐	MCCLELLAN	☐	☒
CARD	☒	☐	MCGURN	☐	☒
ALLEN	☒	☐	MIERS	☒	☐
BARTLETT	☒	☐	ROVE	☒	☐
BENNETT	☐	☐	TOWNSEND	☐	☐
BERNANKE	☒	☐	TOWEY	☒	☐
BOLTEN	☒	☐	WALLACE	☒	☐
CONNAUGHTON	☐	☐	WOLFF	☒	☐
GERSON	☐	☐	WRIGHT	☐	☐
HADLEY	☐	☐	CLERK	☐	☐
HAGIN	☐	☐	<u>McBride</u>	☒	☐
HUBBARD	☒	☐	_____	☐	☐
KAVANAUGH	☒	☐	_____	☐	☐
MARBURGER →	☒	☐	_____	☐	☐

REMARKS:

PLEASE FORWARD COMMENTS DIRECTLY TO MATT MCDONALD, EXT. 6-4537/FAX 6-0165, BY 9:00 AM MONDAY, JANUARY 9, WITH A COPY TO THE STAFF SECRETARY. THANK YOU.

RESPONSE:

OSTP concurs, No comment.
(6-7116)
Weiss

Brett Kavanaugh
Assistant to the President
and Staff Secretary
Ext. 62702
FAX Ext. 62215

SS/ RM NO.

WHITE HOUSE STAFFING MEMORANDUM

Date: 1/6/06 12:00 PM ACTION / CONCURRENCE / COMMENT DUE BY: 1/9/06 9:00 AM

DRAFT FACT SHEET: NO CHILD LEFT BEHIND- STRENGTHENING AMERICA'S
Subject: EDUCATION SYSTEM

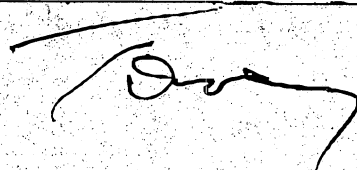
	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	☒	☐	MCCLELLAN	☐	☒
CARD	☒	☐	MCGURN	☐	☒
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HUBBARD	☒	☐		☐	☐
KAVANAUGH	☒	☐		☐	☐
MARBURGER	☒	☐		☐	☐

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RESPONSE:



Brett Kavanaugh
Assistant to the President
and Staff Secretary
Ext. 62702
FAX Ext. 62215

WHITE HOUSE STAFFING MEMORANDUM

Date: 1/6/06 12:00 PM ACTION / CONCURRENCE / COMMENT DUE BY: 1/9/06 9:00 AMDRAFT FACT SHEET: NO CHILD LEFT BEHIND- STRENGTHENING AMERICA'S
Subject: EDUCATION SYSTEM

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HUBBARD	☒	☐	_____	☐	☐
KAVANAUGH	☒	☐	_____	☐	☐
MARBURGER	☒	☐	_____	☐	☐

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RESPONSE:

*Refer to
Staff mem.
1/7 06/05*

Brett Kavanaugh
Assistant to the President
and Staff Secretary
Ext. 62702
FAX Ext. 62215

No Child Left Behind (NCLB) – Strengthening America's Education System

Today's Presidential Action:

On The Four-Year Anniversary Of NCLB, President Bush Traveled To North Glen Elementary In Glen Burnie, MD To Address Efforts To Strengthen Education. President Bush discussed the Administration's commitment to strengthening the education system, the progress made under NCLB, and the work that remains to be done. Education is the gateway to hope and opportunity. To make sure that the American Dream touches every person and reaches every neighborhood, there must be good schools all across America.

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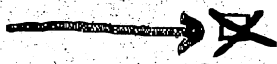
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SS/ RM NO.

WHITE HOUSE STAFFING MEMORANDUM *Jenny*

Date: 1/6/06 12:00 PM ACTION / CONCURRENCE / COMMENT DUE BY: 1/9/06 9:00 AM

Subject: DRAFT FACT SHEET: NO CHILD LEFT BEHIND- STRENGTHENING AMERICA'S
EDUCATION SYSTEM

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	☒	☐	MCCLELLAN	☐	☒
CARD	☒	☐	MCGURN	☐	☒
ALLEN	☒	☐	MIERS 	☒	☐
BARTLETT	☒	☐	ROVE	☒	☐
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BOLTEN	☒	☐	WALLACE	☒	☐
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HAGIN	☐	☐	<i>McBride</i>	☒	☐
HUBBARD	☒	☐		☐	☐
KAVANAUGH	☒	☐		☐	☐
MARBURGER	☒	☐		☐	☐

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9:00 AM MONDAY, JANUARY 9, WITH A COPY TO THE STAFF SECRETARY. THANK YOU.

RESPONSE:

*No comments.*Brett Kavanaugh
Assistant to the President
and Staff Secretary
Ext. 62702
FAX Ext. 62215

THE WHITE HOUSE DOCUMENT MANAGEMENT AND TRACKING WORKSHEET



DATE RECEIVED: 2/10/2006

CASE ID: 686065

NAME OF CORRESPONDENT: THE HONORABLE EDDIE BERNICE JOHNSON

ED

SUBJECT: EXPRESSES CONCERN REGARDING MATH AND SCIENCE EDUCATION IN THE U.S.

ROUTE TO: AGENCY/OFFICE	(STAFF NAME)	ACTION		DISPOSITION		
		CODE	DATE	TYPE RESPONSE	CODE	COMPLETED
LEGISLATIVE AFFAIRS	CANDI WOLFF	ORG	2/10/2006	CW	A	2/7/2006

ACTION COMMENTS:

✓ DEPARTMENT OF
EDUCATION

R 2/10/2006

A 3/16/06

ACTION COMMENTS:

DOMESTIC POLICY
COUNCIL

CLAUDE ALLEN

I 2/10/2006

C

ACTION COMMENTS:

ACTION COMMENTS:

ACTION COMMENTS:

COMMENTS:

MEDIA: FAX

USER CODE:

ACTION CODES:		DISPOSITION	
A - APPROPRIATE ACTION B - RESEARCH AND REPORT BACK D - DRAFT RESPONSE I - INFO COPY/NO ACT NECESSARY R - DIRECT REPLY W/ COPY	TYPE RESPONSE:	DISPOSITION CODES:	COMPLETED DATE:
	TYPE RESPONSE = INITIALS OF SIGNER NRN = NO RESPONSE NEEDED	A - ANSWERED/ ACKNOWLEDGED C - CLOSED X - INTERIM REPLY	COMPLETED = DATE OF ACKNOWLEDGEMENT OR CLOSE- OUT DATE (MM/DD/YY)

REFER QUESTIONS AND ROUTING UPDATES TO DOCUMENT TRACKING UNIT (ROOM 84, OE0B) EXT-62590 KEEP THIS WORKSHEET ATTACHED TO THE ORIGINAL INCOMING LETTER AT ALL TIMES AND SEND COMPLETED RECORD TO OFFICE OF RECORDS MANAGEMENT

SCANNED
BY
ORM

**THE WHITE HOUSE OFFICE
REFERRAL**

February 10, 2006

TO: DEPARTMENT OF EDUCATION

ACTION REQUESTED: DIRECT REPLY W/COPY

DESCRIPTION OF INCOMING:

ID: 686065
MEDIA: FAX
DOCUMENT DATE: FEBRUARY 02, 2006
TO: PRESIDENT BUSH
FROM: EDDIE JOHNSON
UNITED STATES HOUSE OF REPRESENTATIVES
WASHINGTON, DC 20515
SUBJECT: EXPRESSES CONCERN REGARDING MATH AND SCIENCE
EDUCATION IN THE U.S.

COMMENTS:

PROMPT ACTION IS ESSENTIAL -- IF REQUIRED ACTION HAS NOT BEEN TAKEN WITHIN 9 WORKING DAYS OF RECEIPT, UNLESS OTHERWISE STATED, PLEASE TELEPHONE THE UNDERSIGNED AT 456-2590.

RETURN **ORIGINAL** CORRESPONDENCE, WORKSHEET AND COPY OF RESPONSE (OR DRAFT) TO: DOCUMENT TRACKING UNIT, ROOM 84, OFFICE OF RECORDS MANAGEMENT - THE WHITE HOUSE, 20500.

DEPARTMENT OF EDUCATION
OS/ES/CCCU
2006 FEB 16 A 9:56

SENIOR DEMOCRATIC WHIP

COMMITTEE ON TRANSPORTATION
AND INFRASTRUCTURE
RANKING MEMBER, SUBCOMMITTEE ON WATER
RESOURCES & ENVIRONMENT
SUBCOMMITTEE ON AVIATION
SUBCOMMITTEE ON RAILROADS

COMMITTEE ON SCIENCE
SUBCOMMITTEE ON RESEARCH
SUBCOMMITTEE ON ENERGY

DEMOCRATIC STEERING AND POLICY
COMMITTEE



Eddie Bernice Johnson

Congress of the United States

30th District, TEXAS

CHAIR, TEXAS DEMOCRATIC DELEGATION

CONGRESSIONAL BLACK CAUCUS
CHAIR, 107TH CONGRESS

PLEASE RESPOND TO:
WASHINGTON OFFICE
1511 LONGWORTH BUILDING
WASHINGTON, DC 20515-4330
(202) 225-8885

DALLAS OFFICE:
3102 MAPLE AVENUE
SUITE 600
DALLAS, TX 75201
(214) 922-8885

SOUTH/EAST DALLAS OFFICE:
8344 EAST R.L. THORNTON FREEWAY
SUITE 222
DALLAS, TX 75228
(214) 324-0080

WWW.HOUSE.GOV/EBJOHNSON/

February 2, 2006

President George W. Bush
The White House
1600 Pennsylvania Ave., NW
Washington, DC 20500

Dear Mr. President:

On behalf of the people of Texas in the 30th Congressional District, I want to express a most sincere welcome and best wishes for an enjoyable and meaningful visit to the Science and Engineering Magnet High School, located in the Yvonne A. Ewell Townview Center in the Dallas. Thank you for coming to the number one school in Texas, the Yvonne A. Ewell Townview Center.

Yvonne A. Ewell Townview center is very close to my heart. I have worked with them for over a decade, and consider the school one of the great successes in my district. Created two years ago by the University of Texas at Dallas, the Eddie Bernice Johnson Lecture Series was named in my honor to expose students at the Science and Engineering Magnet High School to the best and brightest minds in mathematics and science. We've been fortunate enough to have several outstanding speakers at this bi-annual event. This fall, Dr. Rod Paige, former Secretary of Education under your Administration, lectured on the importance of an education in science and mathematics.

In your State of the Union address this week, I was pleased to see, 50 minutes into your speech, that you mentioned the American Competitiveness Initiative that will include doubling federal physical science investments over the next ten years. Improving math and science education is also critical, and your leadership is needed for the United States to regain its competitive edge.

I know we disagree on many important aspects of public policy this Nation faces, but I fully support those measures that support high quality education so that the U.S. remain competitive in the world. As a mother and grandmother of three, I understand that nothing is more important than the education we provide our children. The importance of quality education for our country's future requires a sustained national effort.

RECEIVED BY
FEB 2 2006
LACORR

LACORR
EL, BK

686065

Townview exemplifies many of the goals of No Child Left Behind. They have proven that providing outstanding teachers in every classroom prepares students to graduate with skills to become productive citizens. This success can be duplicated in schools across this country, but it will require dedication and funding. Last month marked the forth anniversary of the NCLB. Since its inception, NCLB been under funded by \$40.2 billion. This is simply not good enough. College is not the place where we want to play catch-up. We need to start earlier.

As you are prepare to come to visit Townview campus and release your proposed budget for 2007 soon, I wanted to call to your attention a few important elements of U.S. competitiveness and put them in a broader context.

Sadly, this country's status as a global technological leader is imperiled by how relatively poor U.S. teens are doing in math and science. This is the between-the-lines news embedded in findings in a recent report by the National Academy of Sciences (NAS). There are number of other reports suggests that United States is consistently ranked bottom of industrialized nations and that U.S. education is failing many minority youths.

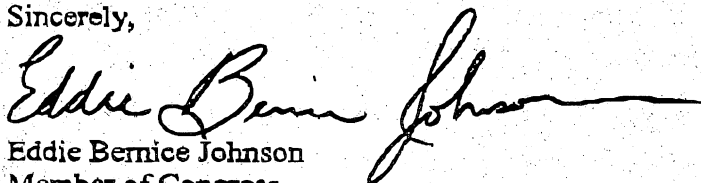
The answer is a renewed emphasis on math, targeted to schools and students who need help the most. Middle school students often have math teachers who do not have a mathematics degree or certification. High school students score below average among other advanced nations in mathematics, and the number of university engineering graduates in the U.S. lags well behind China and India. We must have better teacher training and higher pay that will attract math graduates to that profession.

The solutions to this problem must be homegrown. Otherwise, well continue importing foreign talent into jobs that will determine if we will be an international leader or loser. Providing training and support to America's teachers is an essential component of strengthening our nation's educational system and ensuring the educational growth of American students. Working together, teachers can develop methods geared towards ensuring that K-12 students become engaged, life-long learners.

There is an increasing need for supporting basic and applied research. With an increase in competitive research funding, we can cultivate young researchers as undergraduates, graduate students and professionals, and creating an overall environment that encourages innovation. While this clearly is going to have to be a partnership, I am sure that Texas's public and private universities and colleges and companies would welcome a chance to work with the federal government.

I encourage you to consider these issues as you visit the Townview Science and Engineering school. As always, I am willing to work with you to find a fiscal solution to modernize our schools, reducing class size, and empowering our teachers. I look forward to your response.

Sincerely,



Eddie Bernice Johnson
Member of Congress

February 7, 2006

Dear Representative Johnson:

Thank you for your letter to the President of February 2, 2006, regarding math and science education in the United States.

I have shared your correspondence with the appropriate Administration officials for their review. Please be assured your letter is receiving their close and careful attention.

Sincerely,

A handwritten signature in cursive script that reads "Candida P. Wolff".

Candida P. Wolff
Assistant to the President
for Legislative Affairs

The Honorable Eddie Bernice Johnson
House of Representatives
Washington, D.C. 20515

Bcc for direct reply w/ copy: ED
For information: DPC

FEB 10 2006



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

THE ASSISTANT SECRETARY

MAR 16 2006

Honorable Eddie Bernice Johnson
House of Representatives
Washington, DC 20515

Dear Congresswoman Johnson:

Thank you for your letter to President George W. Bush thanking him for his visit to the Yvonne A. Ewell Townview Center in Dallas, and expressing concerns about mathematics and science education. Your letter has been forwarded to the Department of Education's Office of Elementary and Secondary Education, and I am pleased to reply.

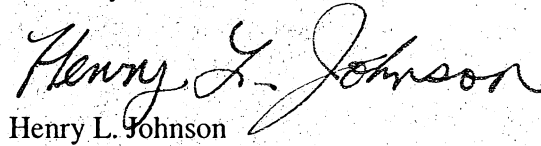
The American Competitiveness Initiative (ACI) is a direct response to the disturbing data provided in a number of reports indicating that the United States is losing its competitive edge in the key areas of mathematics and science. We agree with you that one of the cornerstones to bolstering our competitive position in the world is through improving our K-12 education system, and the starting point centers on helping teachers become better prepared in their content knowledge and teaching skills. The No Child Left Behind Act of 2001 created the Mathematics and Science Partnerships (MSP) program (ESEA Title II, Part B). This \$180 million per-year formula grant program provides professional development funds to each state in order to support partnerships between high-need districts and science, mathematics, and engineering faculty at institutions of higher education. Over 500 projects have been funded throughout the nation. For more information, you can check the Department of Education Web site at: <http://www.ed.gov/programs/mathsci/index.html>.

We know, however, that much more needs to be done. Therefore, the President's 2007 Budget proposes an Expert Panel to identify the most promising research-based programs and practices in mathematics education so that we can provide reliable information to schools around the country. The 2007 Budget also includes proposals for "Math Now" programs for both the elementary and secondary levels to help struggling schools improve mathematics learning. In addition a concerted effort to increase the number of Advanced Placement and International Baccalaureate programs in high schools serving low-income students is proposed. Finally, we have proposed efforts to help bring more and better prepared individuals into the teaching workforce through loan forgiveness programs and by encouraging the development of adjunct faculty with science and math expertise to teach in high schools. We believe that these efforts, and others, will help address the serious problems our nation faces in mathematics and science education.

Page 2 – Honorable Eddie Bernice Johnson

We look forward to working with you on these important issues for the nation. Thank you for your support.

Sincerely,

A handwritten signature in cursive script that reads "Henry L. Johnson". The signature is written in dark ink and is positioned above the printed name.

Henry L. Johnson

THE WHITE HOUSE DOCUMENT MANAGEMENT AND TRACKING WORKSHEET



DATE RECEIVED:

CASE ID: 689330

NAME OF CORRESPONDENT: MR. DAVID B. WEINBERG

ED

SUBJECT: WRITES TO THANK THE PRESIDENT FOR DEFENDING THE U.S. COMPETITIVENESS THROUGH INVESTMENT IN THE TEACHING OF SCIENCE AND ENGINEERING

ROUTE TO: AGENCY/OFFICE (STAFF NAME)	ACTION		DISPOSITION		
	CODE	DATE	TYPE RESPONSE	CODE	COMPLETED

OFFICE OF
SCIENCE AND
TECHNOLOGY
POLICY

ORG

3/21/2006

A 9/18/06

ACTION COMMENTS:

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COMMENTS:

MEDIA: LETTER

USER CODE:

**SCANNED
BY
ORM**

ACTION CODES:		DISPOSITION		
A - APPROPRIATE ACTION B - RESEARCH AND REPORT BACK D - DRAFT RESPONSE I - INFO COPY/NO ACT NECESSARY R - DIRECT REPLY W/ COPY		TYPE RESPONSE: TYPE RESPONSE = INITIALS OF SIGNER NRN = NO RESPONSE NEEDED	DISPOSITION CODES: A - ANSWERED/ACKNOWLEDGED C - CLOSED X - INTERIM REPLY	COMPLETED DATE: COMPLETED = DATE OF ACKNOWLEDGEMENT OR CLOSE-OUT DATE (MM/DD/YY)

REFER QUESTIONS AND ROUTING UPDATES TO DOCUMENT TRACKING UNIT (ROOM 84, OEOB) EXT-62590 KEEP THIS WORKSHEET ATTACHED TO THE ORIGINAL INCOMING LETTER AT ALL TIMES AND SEND COMPLETED RECORD TO OFFICE OF RECORDS MANAGEMENT

**THE WHITE HOUSE OFFICE
REFERRAL**

March 21, 2006

TO: OFFICE OF SCIENCE AND TECHNOLOGY POLICY

ACTION REQUESTED: ORIGINATOR

DESCRIPTION OF INCOMING:

ID: 689330

MEDIA: LETTER

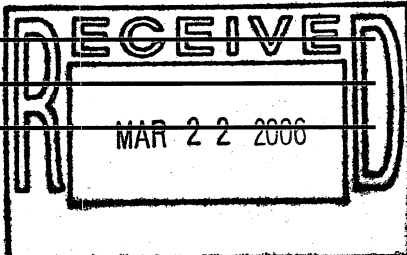
**DOCUMENT
DATE:** FEBRUARY 13, 2006

TO: PRESIDENT BUSH

FROM: DAVID WEINBERG
JUDD ENTERPRISES, INC.
CHICAGO, IL 60603

SUBJECT: WRITES TO THANK THE PRESIDENT FOR DEFENDING THE U.S.
COMPETITIVENESS THROUGH INVESTMENT IN THE TEACHING OF
SCIENCE AND ENGINEERING

COMMENTS:



PROMPT ACTION IS ESSENTIAL -- IF REQUIRED ACTION HAS NOT BEEN TAKEN WITHIN 9
WORKING DAYS OF RECEIPT, UNLESS OTHERWISE STATED, PLEASE TELEPHONE THE
UNDERSIGNED AT 456-2590.

RETURN **ORIGINAL** CORRESPONDENCE, WORKSHEET AND COPY OF RESPONSE (OR DRAFT)
TO: DOCUMENT TRACKING UNIT, ROOM 84, OFFICE OF RECORDS MANAGEMENT - THE WHITE
HOUSE, 20500

Toomey, Sandra J.

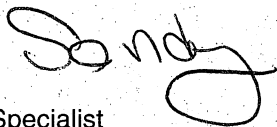
September 18, 2006

Good Morning;

Enclosed is the reply from Dr. Marburger, Director of OSTP, to Mr. David Weinberg, regarding his support for the POTUS ACI initiative.

I could email you a copy, but I do not have a contact in mail analysis.

Best regards,



Sandy Toomey
Administrative Specialist
Office of Science and Technology Policy
Executive Office of the President
New Executive Office Building-Suite 5208
Telephone: 202-456-6130
FAX: 202-456-6027
Email: stoomey@ostp.eop.gov

9/18/2006

05TP

515460
689330

30

JUDD ENTERPRISES, INC.

DAVID B. WEINBERG
CHAIRMAN AND
CHIEF EXECUTIVE OFFICER

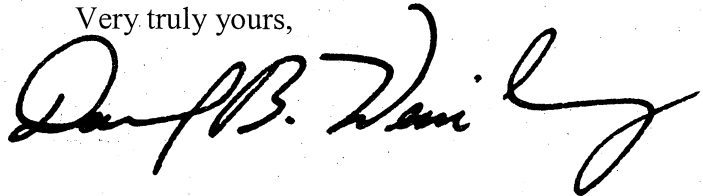
February 13, 2006

President George W. Bush
The White House
1600 Pennsylvania Avenue NW
Washington, DC 20500

Dear Mr. President:

Thank you for your commitment, announced in your recent State of the Union Address, to defending U.S. competitiveness through investments in the teaching of science and engineering. This is an issue to which I have devoted some attention. Enclosed are copies of slides reflecting data derived from the National Science Foundation. I utilized these slides several months ago for a presentation to Henry Kissinger and a group of business leaders associated with the Center for Strategic and International Studies. The members of the group were troubled by the implications of this data, and I know that they will be gratified to learn of your attention to this important issue.

Very truly yours,



DBW: amt

Enclosure



INTERNATIONAL COUNCILLORS

June 21, 2005

New York, NY

*The Future of the Global Economy:
Challenges and Opportunities
-Intellectual Capital*

David B. Weinberg

U.S. DOCTORAL DEGREES BY CITIZENSHIP-2003

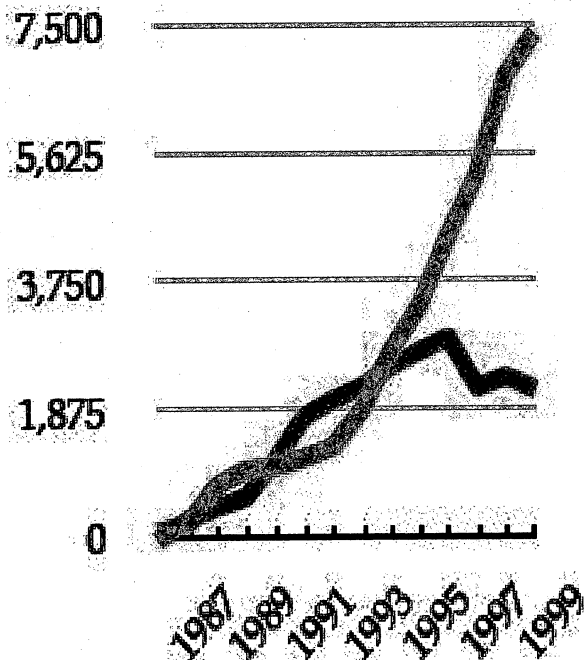
	US Citizens	Non-US Citizens (Permanent or Temporary Visas)	% Non-US
Total Doctorates	26,413	12,216	32%
I. Science & Eng	14,571	9,486	39%
A. Engineering	1,898	3,174	63%
B. Sciences	12,673	6,312	33%
-Biological	3,782	1,666	31%
-Mathematics	470	486	51%
-Physics	500	546	52%
-Chemistry	1,169	782	40%
-Psychology	2,776	267	9%
-Social Sciences	2,529	1,391	35%
-Other	1,447	1,174	45%
II. Non-Science & Eng	11,842	2,730	19%

Source: "Science and Engineering Statistics." Division of Science Resources Studies,
National Science Foundation: (<http://www.nsf.gov/statistics>).

ASIAN PHD. STUDENTS

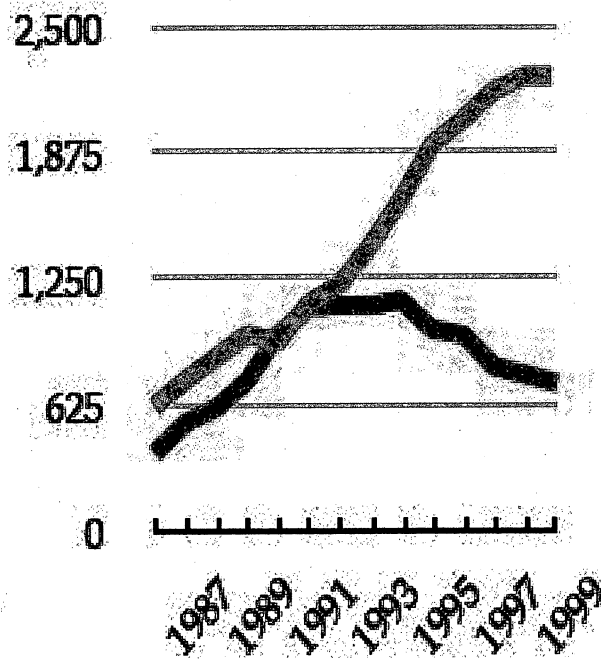
Chinese

— Chinese Universities
— U.S. Universities



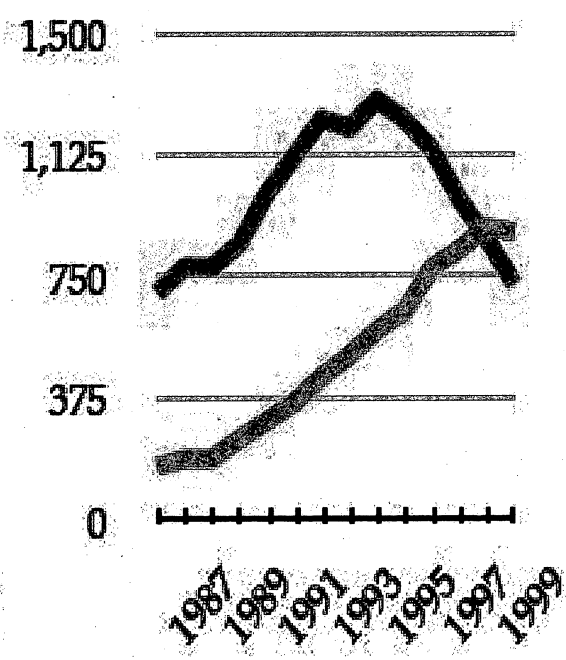
South Korean

— South Korean Universities
— U.S. Universities



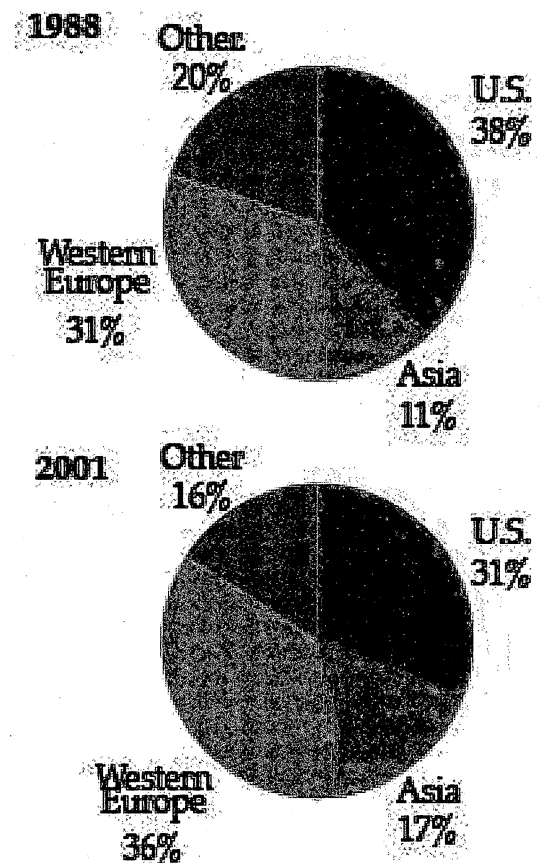
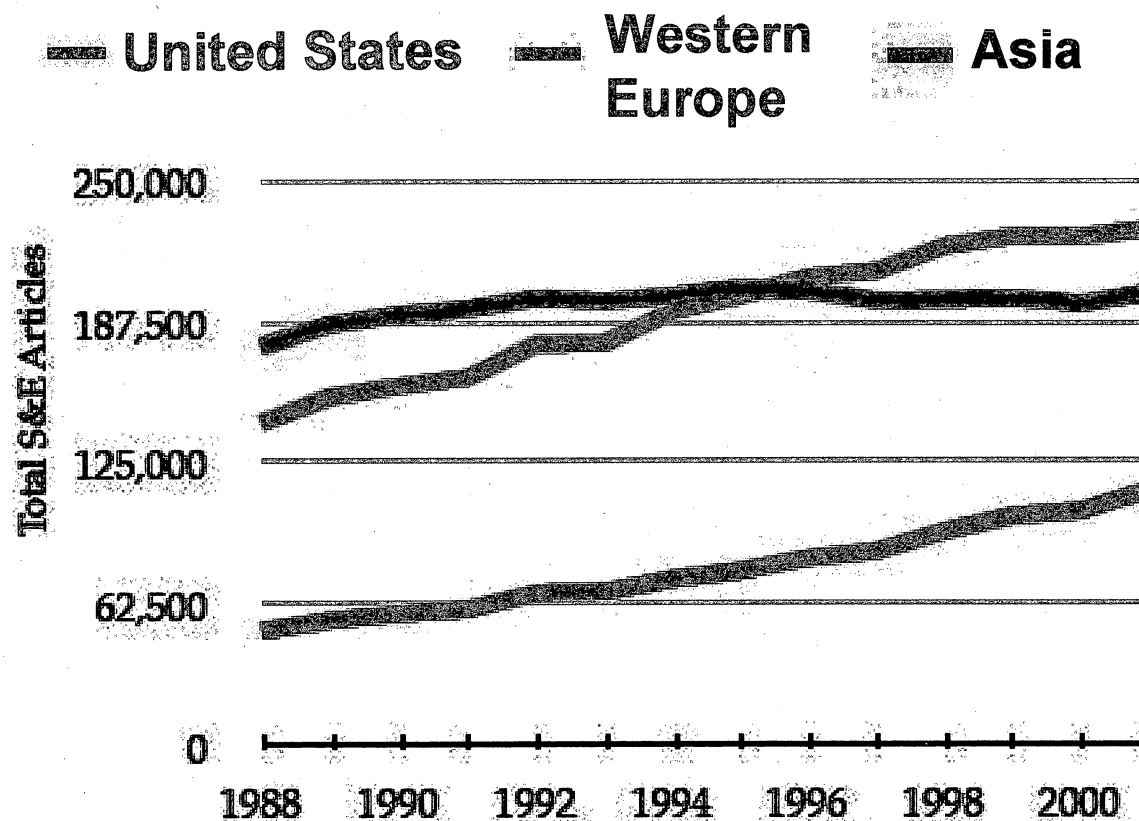
Taiwanese

— Taiwanese Universities
— U.S. Universities



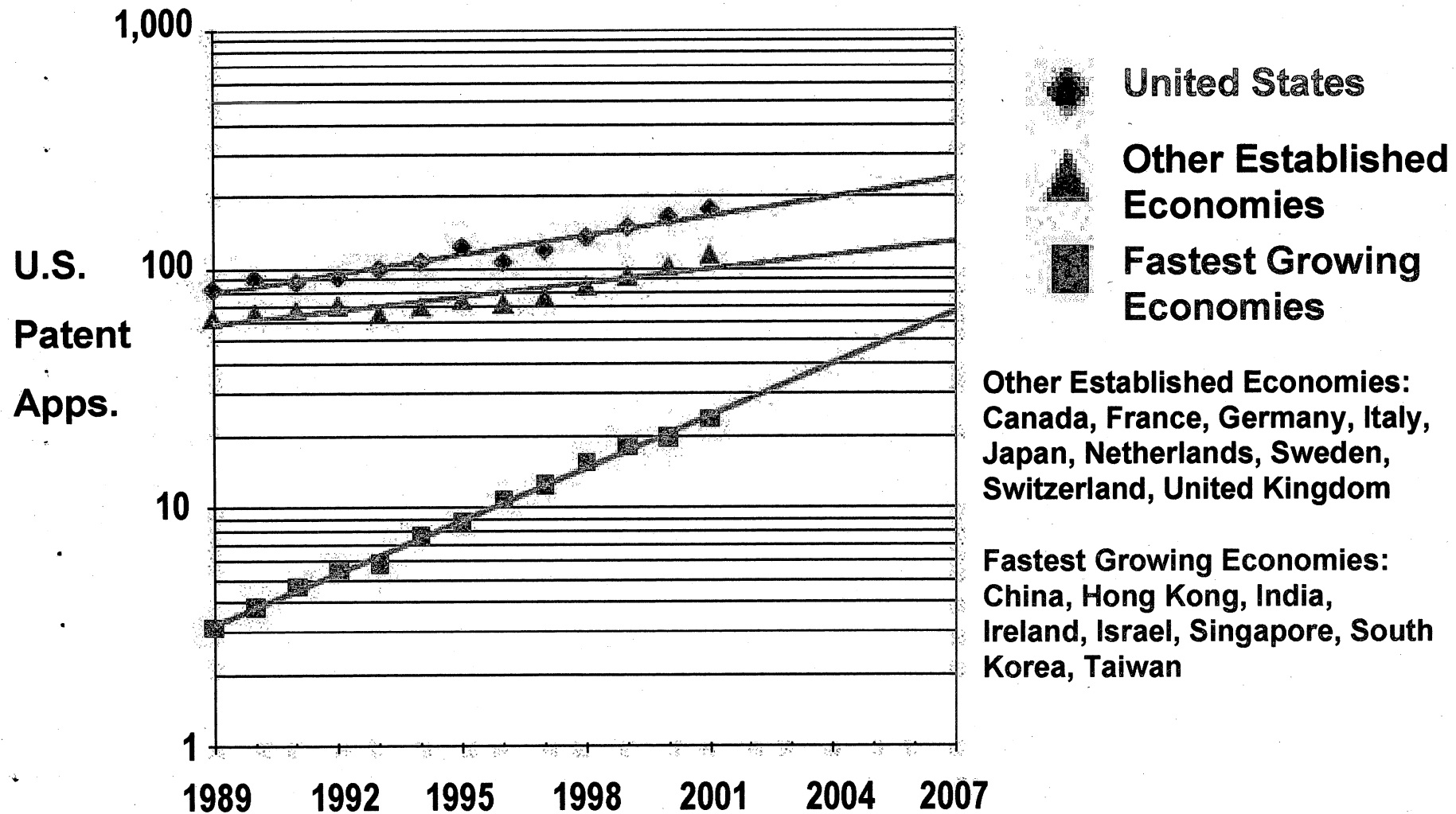
Source: National Science Foundation, *Science and Engineering Indicators 2002*, Appendix Table 2-41. Adapted from Diana Hicks, "Asian countries strengthen their research," *Issues in Science and Technology*, Summer 2004. Compiled by the APS Office of Public Affairs.

PUBLISHED SCIENCE AND ENGINEERING ARTICLES



Source: National Science Foundation, *Science and Engineering Indicators 2004*, Appendix Table 5-35.
Compiled by the APS Office of Public Affairs.

SOURCES OF U.S. PATENT APPLICATIONS



Source: National Science Foundation, *Science and Engineering Indicators 2004*, Appendix Table 6-11.

689330

EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF SCIENCE AND TECHNOLOGY POLICY
WASHINGTON, D.C. 20502

September 18, 2006

Mr. David B. Weinberg
Chairman and Chief Executive Officer
Judd Enterprises, Inc.
Bank One Plaza
21 South Clark Street
Suite 3140
Chicago, IL 60603

Dear Mr. Weinberg:

Thank you for expressing your support of the President's commitment to strengthen American competitiveness. Without question, investments in America's scientific and technological enterprise are very important to our strength as a nation. Historically those investments have paid enormous dividends, fueling innovation, driving productivity, and helping us to build the world's strongest economy.

As you mentioned, the President has worked hard to build upon this vision, most recently through his announcement of the American Competitiveness Initiative during his State of the Union address. The Initiative presents an aggressive, long-term approach to keep America competitive by ensuring that we continue to lead the world in science and technology. The ACI commits \$5.9 billion in FY 2007, and \$136 billion over ten years to strengthen R&D and math and science education. Specifically, the ACI:

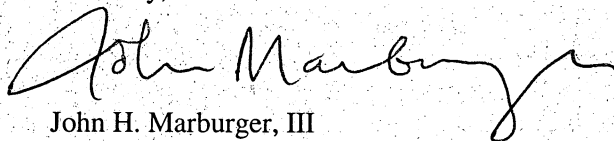
- *Doubles*, over 10 years, funding for innovation-enabling research at key Federal agencies that support high-leverage fields of physical science and engineering: the National Science Foundation, the Department of Energy's Office of Science, and the National Institute for Standards and Technology within the Department of Commerce;
- *Modernizes* the Research and Experimentation tax credit by making it permanent and working with Congress to update its provisions to encourage additional private sector investment in innovation;
- *Strengthens* K-12 math and science education by enhancing our understanding of how students learn and applying that knowledge to train highly qualified teachers, develop effective curricular materials, and improve student learning;
- *Reforms* the workforce training system to offer training opportunities to some 800,000 workers annually, more than tripling the number trained under the current system;
- *Increases* our ability to compete for and retain the best and brightest high-skilled workers from around the world by supporting comprehensive immigration reform that meets the needs of a growing economy, allows honest workers to provide for their families while respecting the law, and enhances homeland security by relieving pressure on the borders.

Mr. David B. Weinberg
Page Two

Implementing the components of the *American Competitiveness Initiative* will help to ensure that the United States continues to lead the world in innovation well into the future. I welcome your support and assistance to help us make this vision a reality.

Again, thanks for writing me about this important issue, and thank you for your leadership in support of the Nation's science and technology enterprise.

Sincerely,

A handwritten signature in dark ink, reading "John Marburger, III". The signature is fluid and cursive, with a long, sweeping underline that extends to the right.

John H. Marburger, III
Director

THE WHITE HOUSE DOCUMENT MANAGEMENT AND TRACKING WORKSHEET



DATE RECEIVED: 04/26/2006

CASE ID: 692573

NAME OF CORRESPONDENT: THE HONORABLE THOMAS PETRI

ED

SUBJECT: EXPRESSES CONCERN ABOUT THE TROOPS TO TEACHERS PROGRAM

ROUTE TO: AGENCY/OFFICE	(STAFF NAME)	ACTION		TYPE RESPONSE	DISPOSITION	
		CODE	DATE		CODE	COMPLETED
LEGISLATIVE AFFAIRS	CANDI WOLFF	ORG	04/26/2006		C	6/1/06
ACTION COMMENTS:		See memo				
✓ DEPARTMENT OF EDUCATION		R	04/26/2006		C	6/1/06
ACTION COMMENTS:		See memo				
DOMESTIC POLICY COUNCIL		I	04/26/2006		C	
ACTION COMMENTS:						
ACTION COMMENTS:						
ACTION COMMENTS:						

COMMENTS:

MEDIA: FAX

USER CODE:

SCANNED
BY
ORM

ACTION CODES:		DISPOSITION	
A - APPROPRIATE ACTION B - RESEARCH AND REPORT BACK D - DRAFT RESPONSE I - INFO COPY/NO ACT NECESSARY R - DIRECT REPLY W/ COPY	TYPE RESPONSE: TYPE RESPONSE = INITIALS OF SIGNER NRN = NO RESPONSE NEEDED	DISPOSITION CODES: A - ANSWERED/ ACKNOWLEDGED C - CLOSED X - INTERIM REPLY	COMPLETED DATE: COMPLETED = DATE OF ACKNOWLEDGEMENT OR CLOSE- OUT DATE (MM/DD/YY)

REFER QUESTIONS AND ROUTING UPDATES TO DOCUMENT TRACKING UNIT (ROOM 84, OEOB) EXT-62590 KEEP THIS WORKSHEET ATTACHED TO THE ORIGINAL INCOMING LETTER AT ALL TIMES AND SEND COMPLETED RECORD TO OFFICE OF RECORDS MANAGEMENT

**THE WHITE HOUSE OFFICE
REFERRAL**

DEPARTMENT OF EDUCATION
03/26/0000 April 26, 2006

2006 APR 28 A 10 3

TO: DEPARTMENT OF EDUCATION

ACTION REQUESTED: DIRECT REPLY W/COPY

DESCRIPTION OF INCOMING:

ID: 692573

MEDIA: FAX

DOCUMENT DATE: APRIL 07, 2006

TO: PRESIDENT BUSH

FROM: THOMAS PETRI
UNITED STATES HOUSE OF REPRESENTATIVES
WASHINGTON, DC 20515

SUBJECT: EXPRESSES CONCERN ABOUT THE TROOPS TO TEACHERS
PROGRAM

COMMENTS:

PROMPT ACTION IS ESSENTIAL -- IF REQUIRED ACTION HAS NOT BEEN TAKEN WITHIN 9
WORKING DAYS OF RECEIPT, UNLESS OTHERWISE STATED, PLEASE TELEPHONE THE
UNDERSIGNED AT 456-2590.

RETURN **ORIGINAL** CORRESPONDENCE, WORKSHEET AND COPY OF RESPONSE (OR DRAFT)
TO: DOCUMENT TRACKING UNIT, ROOM 84, OFFICE OF RECORDS MANAGEMENT - THE WHITE
HOUSE, 20500

June 1, 2006

Note for the Record

The following is a summarization regarding the disposition of the letter from Congressman Thomas Petri. If you have any questions, I can be reached at 202-401-2981.

Sincerely

Edgar Mayes
Director of Correspondence
Office of the Secretary
U.S. Department of Education

Good morning Edgar.

This letter was not handled by a telephone call but rather through a meeting the Secretary and Acting Assistant Deputy Secretary for OII, Christopher Doherty had with Congressman Petri on April 26, 2006. It is my understanding that during that meeting that Congressman Petri was assured that the Department would follow up on the issues he raised regarding the Troops to Teachers eligibility definition. The meeting was viewed by senior staff here as the appropriate response and follow up to the letter sent by Congressman Petri to the President. As a result of that meeting we are reviewing a variety of options in response to the options raised by the Congressman.

Peggi Zelinko
Director
Teacher Quality Programs
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202
(202) 260-2614

Edwards, Paul

From: Zelinko, Peggi
Sent: June 01, 2006 10:56 AM
To: Edwards, Paul
Subject: FW: Control Correspondence Troops Teachers 06-008608 Petri

Paul --

Please see below. I wasn't sure whether you or I should send it on to Edgar.

Good morning Edgar. This letter was not handled by a telephone call but rather through a meeting the Secretary and Acting Assistant Deputy Secretary for OII, Christopher Doherty had with Congressman Petri on April 26, 2006. It is my understanding that during that meeting that Congressman Petri was assured that the Department would follow up on the issues he raised regarding the Troops to Teachers eligibility definition. The meeting was viewed by senior staff here as the appropriate response and follow up to the letter sent by Congressman Petri to the President. As a result of that meeting we are reviewing a variety of options in response to the options raised by the Congressman.

Peggi Zelinko
Director
Teacher Quality Programs
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202
(202) 260-2614

-----Original Message-----

From: Edwards, Paul
Sent: Tuesday, May 30, 2006 8:04 AM
To: Zelinko, Peggi
Subject: Control Correspondence Troops Teachers 06-008608 Petri
Importance: High

Peggi,

Please see attachments which I am forwarding for action in reference to message below from Edgar Mayes, OS/CCM correspondence.

Thank you,

PE

Paul ~

According to the system the letter from Congressman Petri was handled by telephone. I need to have the name, date and a summarization of the telephone conversation of the person who spoke with Congressman Petri. This is a requirement of the White House and I will also need to have the original incoming letter with the blue cover sheet returned.

Thanks,
Edgar

APR 7 2006 4:18PM

No. 3097 P. 2

692573

HOUSE OF REPRESENTATIVES
WASHINGTON, D. C. 20515

EW/LACORR 7/10

THOMAS E. PETRI
WISCONSIN

April 7, 2006

The Honorable George W. Bush
President of the United States
The White House
Washington, D.C. 20500

Dear Mr. President:

It was a pleasure to meet with you earlier this week. I also want to thank you for your willingness to look into my concerns with the Troops to Teachers program.

Given Mrs. Bush's strong support for this program, I knew that you would be interested in learning how Troops to Teachers is now struggling under an excessive bureaucratic interpretation of the program's mission. Since a stricter regulation was issued by the Department of Education in September 2005, fewer than nine percent of schoolhouses have been eligible to participate in my home state of Wisconsin.

Troops to Teachers has been an exemplary program. To date, it has placed over 8,500 teachers in public school classrooms throughout the country - the majority of whom teach in math, science, or special education subject areas.

I appreciate your continued commitment to strengthening education in our country and look forward to working together to fix this problem.

Sincerely,

Thomas E. Petri



HOUSE OF REPRESENTATIVES
WASHINGTON, D. C. 20515

692573

ED

THOMAS E. PETRI
WISCONSIN

April 7, 2006

The Honorable George W. Bush
President of the United States
The White House
Washington, D.C. 20500

Dear Mr. President:

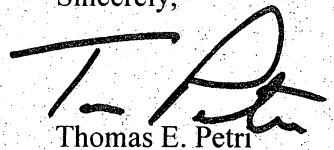
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Sincerely,



Thomas E. Petri



692573

HOUSE OF REPRESENTATIVES
WASHINGTON, D. C. 20515

THOMAS E. PETRI
WISCONSIN

April 7, 2006

The Honorable George W. Bush
President of the United States
The White House
Washington, D.C. 20500

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I appreciate your continued commitment to strengthening education in our country and look forward to working together to fix this problem.

Sincerely,

A handwritten signature in black ink, appearing to read "T. Petri".

Thomas E. Petri