

George W. Bush Presidential Library

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

Folder Title: 493182 - 494915

Withdrawn/Redacted Material

The George W. Bush Library

DOCUMENT NO.	FORM	SUBJECT/TITLE	PAGES	DATE	RESTRICTION(S)
001	Letter	[Draft thank you letter re: flat stanley] - To: Kristen Tajnai - From: POTUS	1	07/30/2001	P6/b6;
002	Letter	[Draft thank you letter re: flat stanley] - To: Kristen Tajnai - From: POTUS	1	07/24/2001	P6/b6;
003	Letter	[Draft thank you letter re: flat stanley] - To: Kristen Tajnai - From: POTUS	1	07/30/2001	P6/b6;
004	Note	[Address for thank you letter]	1	N.D.	P6/b6;
005	Letter	[Draft thank you letter re: reading] - To: Virginia Bowman - From: POTUS	1	07/30/2001	P6/b6;
006	Letter	[Draft thank you letter re: reading] - To: Virginia Bowman - From: POTUS	1	07/16/2001	P6/b6;
007	Letter	[Draft thank you letter re: reading] - To: Virginia Bowman - From: POTUS	1	07/24/2001	P6/b6;

COLLECTION TITLE:

Records Management, White House Office of

SERIES:

Subject Files - ED (Education)

FOLDER TITLE:

493182 - 494915

FRC ID:

10979

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).

Deed of Gift Restrictions

- 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]
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- 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]

Withdrawn/Redacted Material

The George W. Bush Library

DOCUMENT NO.	FORM	SUBJECT/TITLE	PAGES	DATE	RESTRICTION(S)
008	Letter	[Copy of letter re: reading and Fair Oaks Elementary School] - To: POTUS - From: Virginia Bowman	1	06/12/2001	P6/b6;
009	Business Card	[Copy - address for thank you letter] - To: POTUS - From: Virginia Bowman	1	06/24/2001	P6/b6;
010	Business Card	[Address for thank you letter] - To: POTUS - From: Virginia Bowman	1	06/24/2001	P6/b6;
011	Letter	[Letter re: Fair Oaks Elementary School] - To: POTUS - From: Virginia Bowman	1	06/12/2001	P6/b6;
012	Letter	[Draft thank you letter] - To: Julia Dacy - From: POTUS	1	07/30/2001	P6/b6;
013	Letter	[Draft thank you letter] - To: Julia Dacy - From: POTUS	1	07/30/2001	P6/b6;
014	Letter	[Draft thank you letter] - To: Julia Dacy - From: POTUS	1	07/24/2001	P6/b6;

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015	Note	[Address for thank you letter]	1	07/24/2001	P6/b6;
016	Letter	[Draft thank you letter] - To: Bradford Black - From: POTUS	1	07/27/2001	P6/b6;
017	Letter	[Draft thank you letter] - To: Bradford Black - From: POTUS	1	07/24/2001	P6/b6;
018	Letter	[Letter about himself - Pages 1 and 2] - To: POTUS - From: Bradford Black	2	06/24/2001	P6/b6;
019	Letter	[Draft thank you letter] - To: Isabella Oscarsson - From: POTUS	1	07/27/2001	P6/b6;
020	Letter	[Letter and drawing] - To: POTUS - From: Isabella Oscarsson	1	N.D.	P6/b6;
021	Letter	[Draft thank you letter] - To: Isabella Oscarsson - From: POTUS	1	07/24/2001	P6/b6;

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THE WHITE HOUSE
CORRESPONDENCE TRACKING WORKSHEET

ID# 493182

PAGE 1

DATE RECEIVED: 07/27/2001

NAME OF CORRESPONDENT: THE HONORABLE KENNY WILK

SUBJECT: URGES THE PRESIDENT TO RECONSIDER HIS POSITION ON EDUCATION ISSUE

ROUTE TO: OFFICE/AGENCY		(STAFF NAME)	ACTION CODE	DATE YY/MM/DD	TYPE RESP	C D	COMPLETED YY/MM/DD	
INTERGOVERNMENTAL AFFAIRS		RUBEN BARRALES	DJ ORG	2001/07/27	RB	A	9/20/01	RY

ACTION COMMENTS

RY

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A 01/10/1

A 01/10/30

ACTION COMMENTS:

please respond

ACTION COMMENTS:

ACTION COMMENTS:

COMMENTS

ADDITIONAL CORRESPONDENTS: 0

MEDIA: LETTER

INDIVIDUAL CODES:

REPORT CODES:

USER CODE:

ACTION CODES:

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S - SUSPENDED

OUTGOING CORRESPONDENCE:

TYPE RESP = INITIALS OF SIGNER
CODE = A
COMPLETED = DATE OF OUTGOING

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REFER QUESTIONS AND ROUTING UPDATES TO RECORDS MANAGEMENT (ROOM 72, OEOB) EXT-62590

KEEP THIS WORKSHEET ATTACHED TO THE ORIGINAL INCOMING LETTER AT ALL TIMES AND SEND COMPLETED RECORD TO RECORDS MANAGEMENT.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE DEPUTY SECRETARY

OCT 30 2001

Mr. Kenny A. Wilk
Representative Forty-Second District
Leavenworth County
715 Cottonwood Drive
Lansing, Kansas 66043

Dear Mr. Wilk:

Thank you for your letter to President Bush in support of providing additional funding for the Special Education Grants to States program under the Individuals with Disabilities Education Act (IDEA). I have been asked to respond on his behalf.

The Administration recognizes that States and localities face many challenges in carrying out their responsibility to educate children with disabilities. While education, including the education of children with disabilities, is primarily a State and local responsibility, we believe that it is important for the Federal government to continue to provide additional support to States and local educational agencies to serve children with disabilities. Since 1996, funding for the Grants to States program has grown by over 170 percent, and the Federal contribution has risen from 7 percent of the national average per pupil expenditure to 15 percent. Because of changes made by the IDEA Amendments of 1997 in the way funds are distributed within States, there has been an increase of almost 220 percent in the minimum amount of Grants to States funds that must be passed through from the State level to local educational agencies. The President's budget request for fiscal year 2002 would further increase funding for the Grants to States program by \$1 billion, to a level of \$7.3 billion--the highest level of Federal support ever provided and largest increase ever proposed by a President for this program.

In addition, the President's Reading First initiative, announced as part of the President's No Child Left Behind proposal and adopted by both the House and Senate, may help to reduce the cost of special education and number of inappropriate referrals because more children would receive proper reading instruction earlier. Approximately 80 percent of the 3 million children with learning disabilities served under the IDEA have reading difficulties. Because of inadequate or inappropriate instruction in the early grades, many of these children may have been unnecessarily referred to special education. Others may need fewer special education services if they receive early intervention and improved instruction.

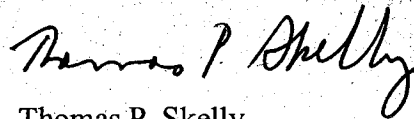
While the Administration supports increased funding for the Grants to States program, the Administration opposes the pending Senate proposal to fully fund IDEA because it would remove the IDEA from the annual appropriations process and substantially increase Federal funding without tying the funding to improving educational results for

children with disabilities. Like other critical education priorities, IDEA funding should remain subject to the annual appropriations process, where Congress has discretion to scrutinize Federal spending and determine how best to allocate limited resources. The Administration is also proposing to undertake a comprehensive, evidence-based review of the Act as part of its reauthorization process to ensure that special education funds are used effectively to improve results for children with disabilities.

Education is one of this Administration's highest priorities. The President's fiscal year 2002 budget includes significant investments aimed at ensuring that all children will have an opportunity to obtain a high quality education, including children with disabilities.

Thank you for your interest in this very important program.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Thomas P. Skelly". The signature is written in a cursive, flowing style with a large, prominent "S" at the end.

Thomas P. Skelly
Director, Budget Service

THE WHITE HOUSE OFFICE

REFERRAL

October 01, 2001

TO: DEPARTMENT OF EDUCATION

ACTION COMMENTS: PLEASE RESPOND

ACTION REQUESTED: APPROPRIATE ACTION

DESCRIPTION OF INCOMING:

ID: 493182

MEDIA: LETTER, DATED JUL 12, 2001

TO: PRESIDENT BUSH

FROM: THE HONORABLE KENNY WILK
STATE REPRESENTATIVE
STATE OF KANSAS - HOUSE OF REPRESENTATIVES
LEAVENWORTH COUNTY
715 COTTONWOOD DRIVE
LANSING, KS 66043

SUBJECT: URGES THE PRESIDENT TO RECONSIDER HIS POSITION ON EDUCATION ISSUE

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

**RETURN CORRESPONDENCE, WORKSHEET AND COPY OF RESPONSE (OR DRAFT) TO:
RECORDS MANAGEMENT, ROOM 72, THE WHITE HOUSE, 20500**

OFFICE OF RECORDS MANAGEMENT - THE WHITE HOUSE

COPY

THE WHITE HOUSE
WASHINGTON

September 20, 2001

Dear Mr. Wilk:

On behalf of the President, thank you for your recent correspondence regarding federal funding for special education.

As you know, the immediate focus of the Administration is to respond to the tragic events of September 11, 2001. The criminals who committed these despicable acts of war against our country will be brought to justice. Although their intention was to destroy our country and our spirit, they will not succeed. Rest assured that the United States Government is open for business and the Administration stands to serve you and the people of this great country that you represent.

Therefore, I have shared your letter with the President's advisors and the appropriate agencies who have been formulating policy recommendations in this area. Your letter is receiving their close and careful attention. I look forward to continuing to work with you. Please do not hesitate to contact my office in the future.

Sincerely,

Ruben Barrales
Deputy Assistant to the President and
Director of Intergovernmental Affairs

The Honorable Kenny Wilk
Member of the House of Representatives
State of Kansas
715 Cottonwood Drive
Lansing, Kansas 66043-6257

RB:AEP

493182

STATE OF KANSAS
HOUSE OF REPRESENTATIVES

Private

KENNY A. WILK
715 Cottonwood Drive
Lansing, Kansas 66043
(913) 727-2453



State Representative
42nd District
State Capitol, Room 514-S
Topeka, Kansas 66612-1504
(785) 296-7660

CHAIRMAN
House Appropriations Committee

July 12, 2001

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

Dear Mr. President:

I am writing to strongly urge you to fully fund the mandate the federal government made to the states of this Union regarding special education services in our nation's schools. As a former governor, I am sure you understand the enormous burden states face in paying for the special needs disabled children require.

When the our nation's government passed legislation in 1975 to provide public education to all disabled children, it also promised to foot the bill for 40 percent of special education costs. Kansas currently spends \$515.4 million teaching students with special needs and the federal government pays only \$59.8 million, roughly 12 percent of the total. If the federal government fulfilled its promise, our state would receive an additional \$164 million.

As the Appropriations Chairman of the Kansas House of Representatives, it is my firm belief that the most effective and impacting step you and the Congress can take regarding education would be to fully fund the federal government's promise to states. In Kansas, it would mean freeing up the funds we desperately need to raise teacher salaries and enhance our programming for students in need of intervention. Currently, our ability to fund a suitable education to all students is hampered by the high cost of providing special services to the disabled. I respectfully submit to you, the last assistance we need is federal dollars for more testing.

Providing a public education to all our nation's children is certainly a cornerstone of the democracy in which we live. All children deserve a quality education. However, states like Kansas are forced to cut corners on the education of non-special needs children in order to meet the mandate the federal government made 26 years ago. I strongly believe the best public education reform you can pursue is the full funding of the services to special needs children.

Please reconsider your position on the education issue. It is not to late to influence the outcome of this very important issue. Thank you for your time and consideration.

Sincerely

Kenny A. Wilk
Representative Kenny Wilk

c.c. Senator Sam Brownback
Senator Pat Roberts
Congressman Dennis Moore
Congressman Jerry Moran
Congressman Jim Ryan
Congressman Todd Tiart

1018848

THE WHITE HOUSE
CORRESPONDENCE TRACKING WORKSHEET

logged
ID# 493306
PAGE 1
ED

DATE RECEIVED: 07/17/2001

NAME OF CORRESPONDENT: DR. MICHAEL WATKINS

SUBJECT: EXPRESS VIEWS REGARDING WAYS TO IMPLEMENT IMPROVEMENTS --ON EVERY CHILD IN AMERICA RECEIVE A QUALITY EDUCATION

ROUTE TO: OFFICE/AGENCY	(STAFF NAME)	ACTION CODE	DATE YY/MM/DD	TYPE RESP	C D	COMPLETED YY/MM/DD
DOMESTIC POLICY COUNCIL	MARGARET LAMONTAGNE	ORG	2001/07/17	<i>NRN</i>	<i>C</i>	<i>02/06/28</i>

ACTION COMMENTS

ACTION COMMENTS:

ACTION COMMENTS:

ACTION COMMENTS:

COMMENTS LETTER ALSO SIGNED BY ANNE MALLINSON (ENGLISH TEACHER)

ADDITIONAL CORRESPONDENTS: 0

MEDIA: LETTER

INDIVIDUAL CODES:

REPORT CODES:

USER CODE:

ACTION CODES:

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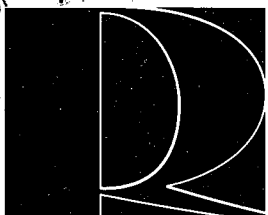
OUTGOING CORRESPONDENCE:

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KEEP THIS WORKSHEET ATTACHED TO THE ORIGINAL INCOMING LETTER AT ALL TIMES AND SEND COMPLETED RECORD TO RECORDS MANAGEMENT.

Don't miss it

493306



10500 East 60 Terrace • Raytown, MO 64133 • Phone: 816-737-6200 • Fax: 816-737-6209

**RAYTOWN
QUALITY
SCHOOLS**
Expect the Exceptional

Office of Superintendent
mike.watkins@mail.raytown.k12.mo.us

May 29, 2001

President George W. Bush
The White House
1600 Pennsylvania Ave. N.W.
Washington, D.C. 20500

Dear President George W. Bush:

Our mutual friends, Jeremy Kenny (Yale class of '68) and Sam Arnold (Yale class of '47), suggested that I write to you regarding a priority we share--that every child in America receive a quality education. I teach in a suburban district in Missouri, one that has implemented progressive programs throughout the years that support student success. Educators and young people in our district have brainstormed to suggest avenues through which we may implement improvements.

- Reduce the number of unfunded federal mandates that drain resources from other programs that have proven to build strong academic success.
- Ensure an adequate funding formula that will support the continuation of quality public educational programs and put a cap on the number of students for which a teacher is responsible each day. This number is different from average class size within a building, which may have been calculated through inclusion of counselors, librarians, media specialists, and administrators.
- Support an affordable national certification criteria so that educators who relocate to another state may continue to teach.
- Explore methodology to address the plight of troubled youths. Often it is these very youths who are most susceptible to the negative influences that hinder their potential to become healthy, productive members of society. Schools see an increasing number of children whose learning is compromised by poverty, abuse, and neglect.
- Encourage and fund Parents As Teachers programs at the local, state, and federal levels. Studies have proven that such programs strengthen parenting skills and provide the children an added boost.

Accredited with Distinction for High Achievement in Performance

1018972

- Establish federally funded incentive programs to attract the brightest young people into the field of education. Scholarships for education course work might carry the stipulation that the recipient teach for a specified time period in an economically or socially disadvantaged area.
- Encourage businesses to offer release time so that parents may be involved in their child's school experience.
- Foster relationships with industry to develop school-to-work curriculum objectives and to enhance student understanding of employment exigencies. Programs that provide temporary certification to business men and women so that they may teach part time would be one method to partner business with education.
- Encourage the development of a curriculum at the secondary level that addresses the issues of ethics, professionalism, and accountability.

The Raytown School District developed the following three programs to enhance student ownership in his/her emotional environment in the school setting.

1. The Peer Helping curriculum was created as an elective course for secondary students. The course's objectives included teaching students how to create healthy relationships, how to help themselves and others, and how to recognize and use healthy decision making skills.
2. Raytown's BIST Program (Behavior Intervention Support Team) was designed to assist at-risk students in accepting responsibility for their own behavior and in learning how to change that behavior when necessary. Trained adult interventionists in each school provide a safe environment where troubled young people can learn techniques that will help them be successful both academically and socially.
3. The ACES program (see brochure) provides free academic support for the student who requires tutoring to meet his educational goals and to retain eligibility for extra curricular activities (athletic, music, forensic, clubs).

RAYTOWN QUALITY SCHOOLS MISSION STATEMENT:

As a diverse, caring community, we will ensure all students the opportunity to develop a foundation that empowers them to create their future.

We welcome the opportunity to assist in developing these concepts or in providing further information regarding the programs that have proven successful in our district.

Respectfully submitted,



Dr. Michael Watkins
Superintendent



Anne Mallinson
English Teacher

THE WHITE HOUSE
CORRESPONDENCE TRACKING WORKSHEET

ID# 494651
PAGE 1

DATE RECEIVED: 10/04/2001

NAME OF CORRESPONDENT: DR. RICHARD MIDDLETON

SUBJECT: EXPRESSES SUPPORT FOR NO CHILD LEFT BEHIND ACT OF 2001 AND OFFERS VIEWS
REGARDING ISSUES ON COALITIONS EXPERIENCE IN HELPING SHAPE EDUCATION POLICY IN
TEXAS

ACTION

DISPOSITION

ROUTE TO: OFFICE/AGENCY	(STAFF NAME)	ACTION CODE	DATE YY/MM/DD	TYPE RESP	C D	COMPLETED YY/MM/DD
DOMESTIC POLICY COUNCIL	MARGARET LAMONTAGNE	ORG	2001/10/04		C	10-24-01

ACTION COMMENTS:

ACTION COMMENTS:

ACTION COMMENTS:

ACTION COMMENTS:

COMMENTS 1 ADDITIONAL SIGNEE

ADDITIONAL CORRESPONDENTS: 0

MEDIA: LETTER

INDIVIDUAL CODES:

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USER CODE:

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RECORDS MANAGEMENT.



August 29, 2001

The Honorable George W. Bush
President
United States of America
1600 Pennsylvania Ave. NW
Washington, DC 20050

Dear President Bush:

You are working on the most significant federal education bill of the past two decades. The "No Child Left Behind Act of 2001" will help improve public school performance in America for the benefit of all students. We are writing to state our strong support for the Act and to offer our views regarding certain key issues based on our coalition's experience in helping shape state education policy in Texas.

The Texas Business and Education Coalition (TBEC) has been a major force behind the education reforms that have done much to improve the academic achievement of all students in our state. By bringing business and education leaders together, we have been able to recommend education policy that is both ambitious and realistic – qualities that are necessary for an improvement strategy to succeed.

Annual Testing

Annual testing is a necessary element of an effective accountability system. Annual testing makes educators at all grade levels in a school responsible for improving student results rather than placing extraordinary burdens only on teachers who work at the grades tested. Testing students each year in grades three through eight also enables educators to follow the year-to-year progress of students. It provides feedback about the school's instructional program that guides educator's improvement activities.

Reporting on School Performance

Every school receiving federal funding should be rated each year on the basis of student learning results. Shining the light publicly on school performance is a powerful motivator and educators will work hard to get their schools off the *low performing* list. We have found in Texas that they will work just as diligently to earn the higher accountability ratings of *Recognized* and *Exemplary*.

Support for Improvement and Consequences for Persistent Failure

The state must provide support for low performing schools and help them to learn from the proven practices of effective schools. But in the end, every student is entitled to a good education and there must be serious and meaningful consequences for persistent failure.

Incremental and Continuous Improvement

An accountability system that expects school performance to improve over a number of years motivates school improvement efforts that benefit all students. The concept of "Adequate Yearly Progress" is a sound one, but states should have some flexibility in establishing performance and improvement goals. It is also unrealistic to expect that progress will be at an even rate over time across a state or in individual school districts. Some years will be better than others.

Performance Gaps

Historic performance gaps are a major problem for American public education and this issue must be addressed. **Each state's accountability system must identify performance gaps and expect that they be reduced significantly over time.** The success achieved by Texas public schools results from the state holding public schools accountable separately for the performance of each student group (all students, African-American, Hispanic, White and economically disadvantaged) in each subject (reading, mathematics and writing).

Every group has made progress in meeting the passing standard for each subject since the Texas accountability system was established in 1993, but those groups that have historically under-performed (African-American, Hispanic and economically-disadvantaged students) have made more progress than have White students.

Performance gaps can be analyzed also in terms of the difference between students at the top and those at the bottom of the achievement range a test is designed to measure. This approach can be illustrated by examining the results of the NAEP 2000 Reading 4th grade assessment released in February 2001. That report revealed a very disturbing trend – **the gap between the best readers and the poorest readers increased from 1992 to 2000.**

From 1992 to 2000, the average 4th grade reading scale score showed no change (217 in 1992 and 217 in 2000). However, **the performance of the best readers improved.** Students at the 90th percentile scored 261 in 1992 and 264 in 2000; students at the 75th percentile scored 242 in 1992 and 245 in 2000. Over the same time, **the performance of the poorest readers declined.** Students at the 10th percentile scored 170 in 1992 and 163 in 2000; students at the 25th percentile scored 194 in 1992 and 193 in 2000.

The enclosed document reports on the progress of Texas public school students in reading and mathematics for grades 4 and 8, the levels measured by NAEP. It also includes an analysis of TAAS results similar to the above report in the NAEP. It is slightly more complicated than the current Texas accountability system, but represents somewhat more accurately the performance of students in Texas public schools. It has the advantage of showing that there are students of every kind in each of the performance ranges.

The Confirming Assessment

Because state accountability systems will be somewhat different from one another, **there must be an effective quality control mechanism.** We believe that only one instrument should be used for this purpose across the nation to make state-to-state comparisons valid. In our view the National Assessment of Educational Progress (NAEP) is best equipped to perform this function. It is rigorous, independent, recognized nationally, and free from suspicions of collusion with any given jurisdiction (state or school district).

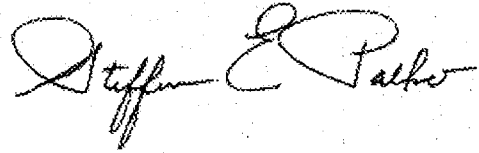
In Conclusion

The business and education leaders of TBEC urge you to move quickly to reach agreement on the basic policies of the "No Child Left Behind Act of 2001" and to do all you can to move it the President's desk for his signature. We appreciate that many in the Congress want to increase the federal contribution to the costs of public schools and we agree that resources are important. At this time, however, those concerns should not delay in any way the earliest enactment of this legislation. A few weeks delay could mean a lost year in implementing state policies that will have an immediate and positive impact on school performance. This is an approach to public school improvement that works. The opportunity to benefit all students in every part of America must not be missed.

Sincerely yours,



Dr. Richard A. Middleton
Superintendent
North East Independent School District
Education Co-chair



Steve Palko
President
XTO Energy, Inc.
Business Co-chair

Enclosure: Texas Public School Progress 1997-2000

**Texas Public School Progress
1997-2000**

An Analysis of Texas Assessment of Academic Skills (TAAS) Results

By

**John H. Stevens
Executive Director
Texas Business and Education Coalition
August 22, 2001**

The Texas Public School Accountability System

Texas public school performance has increased significantly since the legislature established a standards-based accountability system in 1993. The important design features of the system are as follows.

- **Annual criterion-referenced testing** of all students (reading and mathematics in grades 3-8 and 10, writing in grades 4, 8, and 10)
- **Disaggregation of results** by subject (reading, math and writing) and student group (African-American, Hispanic, White, Economically-disadvantaged)
- **An accountability rating** (Exemplary, Recognized, Acceptable, or Low performing) assigned to school districts and campuses based on test results for each student group in each subject separately and on other indicators (attendance and dropouts)
- **Recognition for success and sanctions** for persistent low performance
- **Incremental increases in performance standards** (Acceptable began at 25% passing and was raised over time to 50% passing)

Texas public school success in improving overall performance and in closing performance gaps has been well documented and reported. The following analysis shows how this works at the grades tested by the National Assessment of Educational Progress (NAEP) from 1997-2000.

For purposes of accountability students are disaggregated by ethnicity and economic status. The following table shows total enrollments in grades K-12 and students tested in grades 3-8 and 10.

	1996-1997	1997-1998	1998-1999	1999-2000
All Students - Enrolled	3,828,975	3,891,877	3,945,367	3,991,783
Tested	na **	2,052,472	2,081,638	2,109,405
Afr. Am. Enrolled	549,018 (14.3%)	559,708 (14.4%)	567,998 (14.4%)	576,083 (14.4%)
Tested	na	289,287 (14.1%)	295,798 (14.2%)	301,294 (14.3%)
Asian Enrolled	90,943 (2.4%)	95,038 (2.4%)	100,006 (2.5%)	103,499 (2.6%)
Tested	na	50,888 (2.5%)	52,988 (2.5%)	54,529 (2.6%)
Hispanic Enrolled	1,432,546 (37.4%)	1,476,008 (37.9%)	1,523,769 (38.6%)	1,578,967 (39.6%)
Tested	na	753,013 (36.7%)	776,499 (37.3%)	808,339 (38.3%)
Nat. Am. Enrolled	9,908 (0.3%)	10,562 (0.3%)	11,904 (0.3%)	11,265 (0.3%)
Tested	na	5,978 (0.3%)	6,409 (0.3%)	6,296 (0.3%)
White Enrolled	1,746,560 (45.6%)	1,750,561 (45.0%)	1,741,690 (44.1%)	1,721,969 (43.1%)
Tested	na	947,170 (46.1%)	944,242 (45.4%)	932,415 (44.2%)
Econ. Dis. Enrolled	1,841,185 (48.1%)	1,886,926 (48.5%)	1,914,547 (48.5%)	1,955,012 (49.0%)
Tested	na	972,809 (47.4%)	980,572 (47.1%)	1,014,638 (48.1%)
LEP Enrolled	514,139 (13.4%)	519,793 (13.4%)	533,741 (13.5%)	555,334 (13.9%)
Tested **	na	na	na	na

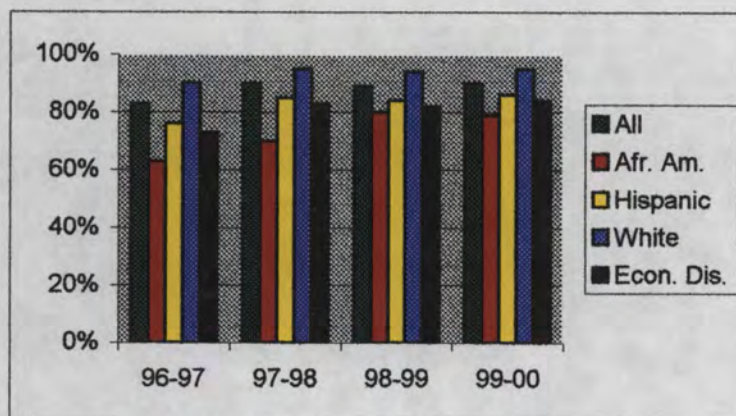
** The state did not report the numbers of students tested prior to the 1997-98 school year and the number of Limited English Proficient (LEP) students tested is not available.

The number of students tested each year has increased along with enrollment and the percentage of students tested for each group represents very closely the percentage of enrollment for the group.

The primary indicator of the Texas accountability system is the percentage of each group of students meeting minimum expectations on the TAAS (a scale score of 70) in each subject tested. The following tables and graphs show the progress of 4th and 8th grade students in reading and mathematics from 1997 to 2000. These are the grade levels tested for the NAEP.

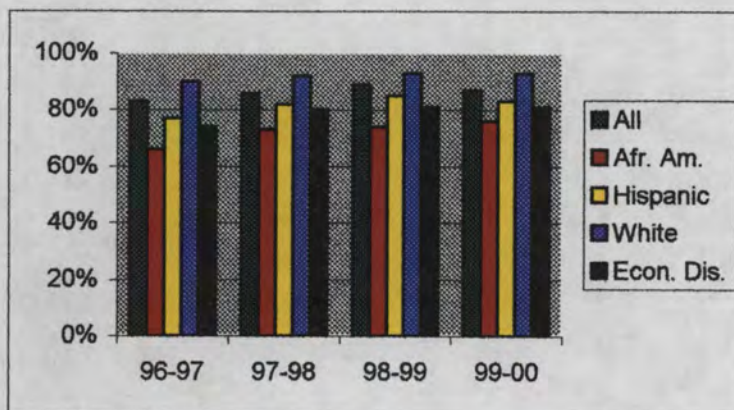
4th Grade Reading

	96-97	97-98	98-99	99-00	Gain
All Students	83%	90%	89%	90%	+ 7%
African American	63%	70%	80%	79%	+ 16%
Hispanic	76%	85%	84%	86%	+ 10%
White	90%	95%	94%	95%	+ 5%
Econ. Dis.	73%	83%	82%	84%	+ 11%



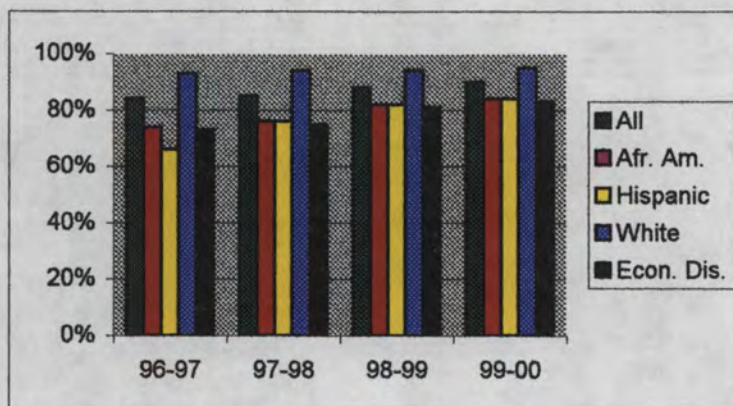
4th Grade Mathematics

	96-97	97-98	98-99	99-00	Gain
All Students	83%	86%	89%	87%	+ 4%
African American	66%	73%	74%	76%	+ 10%
Hispanic	77%	82%	85%	83%	+ 6%
White	90%	92%	93%	93%	+ 3%
Econ. Dis.	74%	80%	81%	81%	+ 7%



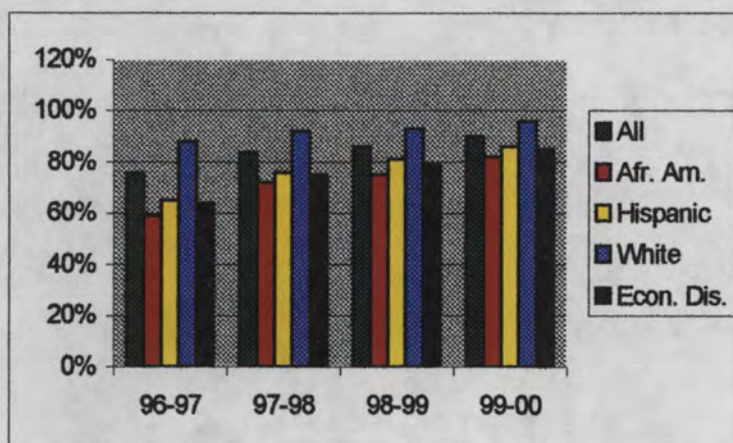
8th Grade Reading

	96-97	97-98	98-99	99-00	Gain
All Students	84%	85%	88%	90%	+ 6%
African American	74%	76%	82%	84%	+ 10%
Hispanic	66%	76%	82%	84%	+ 18%
White	93%	94%	94%	95%	+ 2%
Econ. Dis.	73%	75%	81%	83%	+ 10%



8th Grade Mathematics

	96-97	97-98	98-99	99-00	Gain
All Students	76%	84%	86%	90%	+ 14%
African American	59%	72%	75%	82%	+ 23%
Hispanic	65%	76%	81%	86%	+ 21%
White	88%	92%	93%	96%	+ 8%
Econ. Dis.	64%	75%	79%	85%	+ 21%

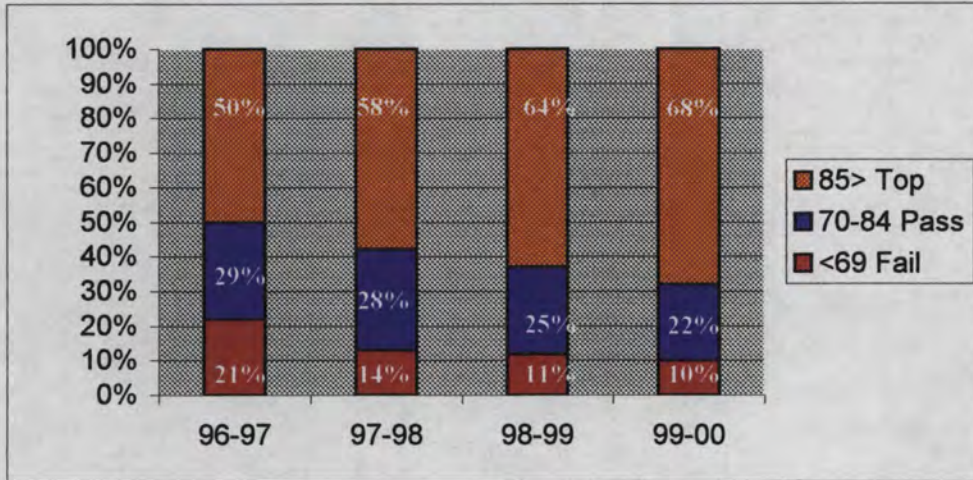


All groups of 4th and 8th grade students made progress in all subjects from 1997 to 2000 and the performance gaps among the groups were reduced, but the progress has not been even from year to year and it was greater in some subjects at certain grade levels than others.

Another Way of Looking at Performance Gaps

This analysis first looks at test results in terms of the distribution of scores. There are three meaningful ranges of performance on TAAS: (1) a scale score of 69 or lower is failing, (2) a scale score of 70 or better is passing, and (3) a scale score above 85 represents the top range of performance that the TAAS is designed to measure. The following graph shows the percentages of students tested that scored within these ranges.

4th Grade Reading



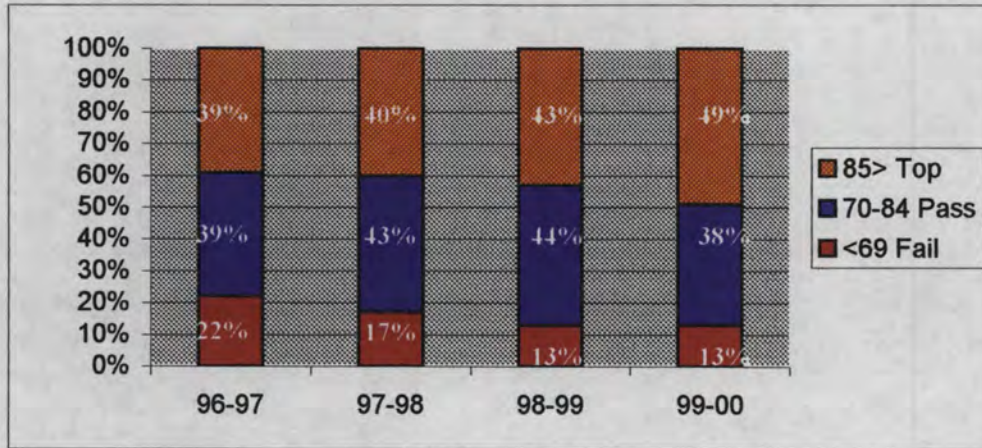
The following tables analyze the demographic characteristics of the students within the three performance ranges.

Grade 4 TAAS Reading Score Distribution by Ethnicity and Economic Status

	1996-97		1997-98		1998-99		99-2000	
	Number	% of total	Number	% of total	Number	% of total	Number	% of total
85>								
Afr Am	11985	4.9%	14992	6.1%	16885	6.9%	19665	7.6%
Hispanic	28638	11.8%	36484	14.8%	42683	17.3%	54892	21.1%
White	76402	31.4%	87075	35.3%	91001	36.9%	95471	36.7%
Other	4294	1.8%	5236	2.1%	5860	2.4%	6405	2.5%
Econ Dis	40137	16.5%	50820	20.6%	57168	23.2%	70383	27.1%
Not ED	80728	33.1%	92437	37.4%	98860	40.1%	105517	40.6%
Other	454	0.2%	530	0.2%	401	0.2%	533	0.2%
	121319	49.8%	143787	58.2%	156429	63.5%	176433	67.8%
70-84								
Afr Am	11662	4.8%	13007	5.3%	12025	4.9%	11014	4.2%
Hispanic	26376	10.8%	27624	11.2%	25694	10.4%	25184	9.7%
White	30640	12.6%	26858	10.9%	22225	9.0%	18795	7.2%
Other	1741	0.7%	1626	0.7%	1417	0.6%	1361	0.5%
Econ Dis	38176	15.7%	40986	16.6%	37329	15.1%	35558	13.7%
Not ED	31944	13.1%	27798	11.3%	23769	9.6%	20543	7.9%
Other	299	0.1%	331	0.1%	263	0.1%	253	0.1%
	70419	28.9%	69115	28.0%	61361	24.9%	56354	21.7%
<69								
Afr Am	12074	5.0%	8441	3.4%	7839	3.2%	6686	2.6%
Hispanic	22208	9.1%	15137	6.1%	13054	5.3%	13729	5.3%
White	16706	6.9%	9854	4.0%	7314	3.0%	6276	2.4%
Other	887	0.4%	523	0.2%	481	0.2%	631	0.2%
Econ Dis	35645	14.6%	24503	9.9%	20973	8.5%	20343	7.8%
Not ED	15876	6.5%	9248	3.7%	7526	3.1%	6755	2.6%
Other	354	0.1%	204	0.1%	189	0.1%	224	0.1%
	51875	21.3%	33955	13.8%	28688	11.6%	27322	10.5%
Total	243613		246857		246478		260109	

Every group of students made progress from 1997 to 2000, reducing the numbers and percentage of failures, and in increasing the numbers and percentage achieving in the highest performance range.

4th Grade Mathematics



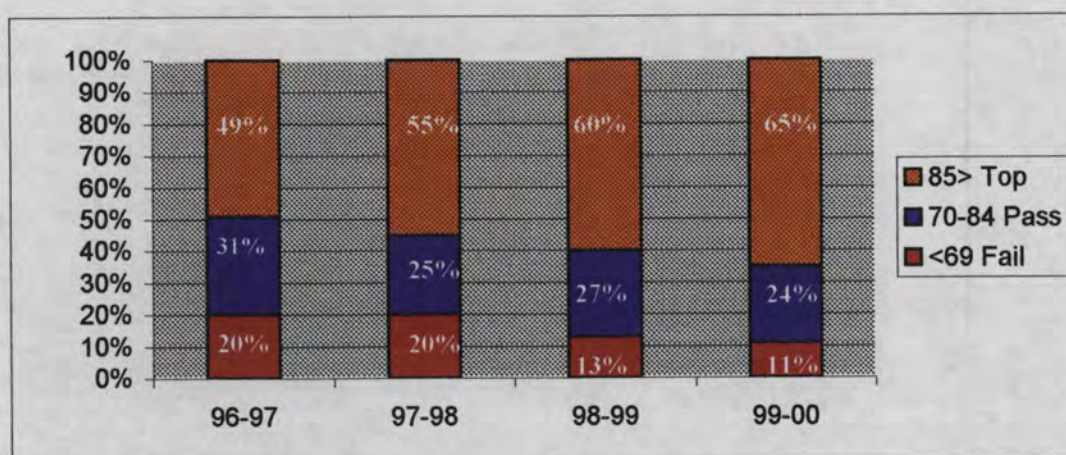
As in reading, the percentage of students failing decreased significantly from 1997 to 2000 and the percentage of students scoring in the top range the test measures increased.

Grade 4 TAAS Mathematics Score Distribution by Ethnicity and Economic Status

	1996-97		1997-98		1998-99		99-2000	
	Number	% of total	Number	% of total	Number	% of total	Number	% of total
85>								
Afr Am	8052	3.3%	8461	3.4%	8581	3.4%	11376	4.3%
Hispanic	24265	9.8%	25625	10.2%	30234	12.0%	39178	14.8%
White	60903	24.7%	61247	24.4%	63898	25.4%	74695	28.2%
Other	3965	1.6%	4461	1.8%	4850	1.9%	5524	2.1%
Econ Dis	32239	13.1%	33826	13.5%	37710	15.0%	48381	18.3%
Not ED	64654	26.2%	65636	26.2%	69621	27.7%	82039	31.0%
Other	292	0.1%	332	0.1%	232	0.1%	353	0.1%
	97185	39.3%	99794	39.8%	107563	42.8%	130773	49.4%
70-84								
Afr Am	14550	5.9%	17168	6.8%	18802	7.5%	17229	6.5%
Hispanic	32397	13.1%	37007	14.8%	40067	16.0%	40012	15.1%
White	46928	19.0%	49433	19.7%	49431	19.7%	38942	14.7%
Other	2220	0.9%	2360	0.9%	2480	1.0%	2281	0.9%
Econ Dis	47901	19.4%	54702	21.8%	58168	23.2%	55466	20.9%
Not ED	47767	19.3%	50834	20.3%	52237	20.8%	42629	16.1%
Other	427	0.2%	432	0.2%	375	0.1%	369	0.1%
	96095	38.9%	105968	42.2%	110780	44.1%	98464	37.2%
<69								
Afr Am	13670	5.5%	11409	4.5%	9987	4.0%	9609	3.6%
Hispanic	21949	8.9%	18341	7.3%	13340	5.3%	16726	6.3%
White	17278	7.0%	14646	5.8%	8962	3.6%	8589	3.2%
Other	825	0.3%	674	0.3%	561	0.2%	704	0.3%
Econ Dis	36152	14.6%	30486	12.2%	22868	9.1%	25706	9.7%
Not ED	17158	6.9%	14255	5.7%	9707	3.9%	9603	3.6%
Other	412	0.2%	329	0.1%	275	0.1%	319	0.1%
	53722	21.7%	45070	18.0%	32850	13.1%	35628	13.5%
Total	247002		250832		251193		264865	

From 1997 to 2000, all groups of students made progress in terms of reducing failures and increasing achievement in the top range. There is a fall-off from 1999 to 2000, which might be explained in part by the beginning of a transition from the old TAAS test to the new generation of state assessments aligned with the Texas Essential Knowledge and Skills (TEKS) student learning standards adopted by the Texas State Board of Education in July 1997.

8th Grade Reading



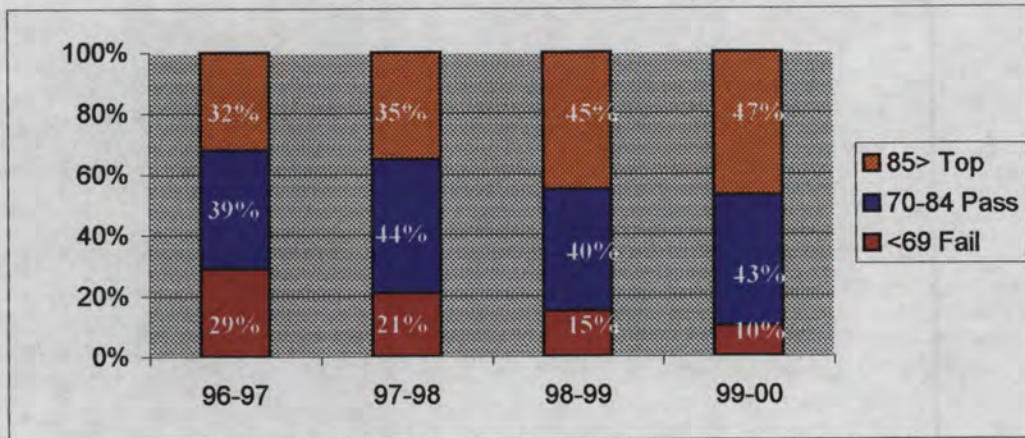
Progress in 8th grade reading has also been steady and significant, both in reducing failures and increasing the percentages of students scoring in the top achievement range.

Grade 8 TAAS Reading Score Distribution by Ethnicity and Economic Status

	1996-97		1997-98		1998-99		99-2000	
	Number	% of total	Number	% of total	Number	% of total	Number	% of total
85>								
Afr Am	11185	4.3%	13742	5.2%	16343	6.2%	17970	6.8%
Hispanic	28316	10.9%	36295	13.8%	43269	16.4%	48863	18.6%
White	81872	31.6%	90321	34.4%	93751	35.6%	98398	37.5%
Other	4720	1.8%	5506	2.1%	5769	2.2%	6321	2.4%
Econ Dis	31061	12.0%	40772	15.5%	46942	17.8%	53212	20.3%
Not ED	94360	36.4%	104251	39.7%	111624	42.3%	117728	44.8%
Other	672	0.3%	841	0.3%	566	0.2%	612	0.2%
Total	126093	48.6%	145864	55.5%	159132	60.4%	171552	65.3%
70-84								
Afr Am	13090	5.0%	11348	4.3%	11984	4.5%	10907	4.2%
Hispanic	33297	12.8%	28277	10.8%	30689	11.6%	29305	11.2%
White	32748	12.6%	25870	9.8%	27269	10.3%	20495	7.8%
Other	2246	0.9%	1758	0.7%	1829	0.7%	1592	0.6%
Econ Dis	38612	14.9%	33764	12.8%	36023	13.7%	34233	13.0%
Not ED	42124	16.2%	32961	12.5%	35307	13.4%	27684	10.5%
Other	645	0.2%	528	0.2%	441	0.2%	362	0.1%
Total	81381	31.4%	67253	25.6%	71771	27.2%	62299	23.7%
<69								
Afr Am	10436	4.0%	10018	3.8%	6612	2.5%	5997	2.3%
Hispanic	26237	10.1%	25956	9.9%	17018	6.5%	15573	5.9%
White	14032	5.4%	12520	4.8%	8260	3.1%	6546	2.5%
Other	1176	0.5%	1280	0.5%	865	0.3%	760	0.3%
Econ Dis	32394	12.5%	32107	12.2%	20461	7.8%	18831	7.2%
Not ED	18817	7.3%	17076	6.5%	11862	4.5%	9645	3.7%
Other	670	0.3%	591	0.2%	432	0.2%	400	0.2%
Total	51881	20.0%	49774	18.9%	32755	12.4%	28876	11.0%
Total	259355		262891		263658		262727	

The improvement pattern exists for every student group in 8th grade reading. The number and percentage of students failing has steadily decreased, and the number and percentage of students scoring in the highest performance range has steadily increased. The performance gap is closing. This is important because other research in Texas shows that students who fail any one of the 8th grade TAAS tests are four times as likely to be retained in the 9th grade as those who pass. Retention is, of course, one of the predictive factors leading to dropping out.

8th Grade Mathematics



Grade 8 TAAS Mathematics Score Distribution by Ethnicity and Economic Status

	1996-97		1997-98		1998-99		99-2000	
	Number	% of total	Number	% of total	Number	% of total	Number	% of total
85>								
Afr Am	5320	2.1%	6409	2.4%	8698	3.3%	9466	3.6%
Hispanic	17488	6.8%	21112	8.0%	30306	11.5%	33400	12.7%
White	55458	21.4%	59665	22.7%	75958	28.9%	75766	28.7%
Other	4253	1.6%	4658	1.8%	5334	2.0%	5714	2.2%
Econ Dis	18895	7.3%	23139	8.8%	32049	12.2%	35149	13.3%
Not ED	63261	24.4%	68251	26.0%	87919	33.4%	88824	33.7%
Other	363	0.1%	454	0.2%	332	0.1%	373	0.1%
Total	82519	31.9%	91844	35.0%	120296	45.7%	124346	47.1%
70-84								
Afr Am	13609	5.3%	16890	6.4%	16940	6.4%	19042	7.2%
Hispanic	35891	13.9%	43096	16.4%	42301	16.1%	47429	18.0%
White	51101	19.7%	52882	20.2%	42993	16.3%	43107	16.3%
Other	2565	1.0%	2771	1.1%	2356	0.9%	2414	0.9%
Econ Dis	41036	15.8%	50596	19.3%	48594	18.5%	55015	20.9%
Not ED	61398	23.7%	64251	24.5%	55407	21.1%	56348	21.4%
Other	732	0.3%	792	0.3%	589	0.2%	629	0.2%
Total	103166	39.8%	115639	44.1%	104590	39.7%	111992	42.4%
<69								
Afr Am	15712	6.1%	11759	4.5%	9186	3.5%	6714	2.5%
Hispanic	34465	13.3%	26220	10.0%	18435	7.0%	13712	5.2%
White	21855	8.4%	15727	6.0%	9839	3.7%	6451	2.4%
Other	1348	0.5%	1135	0.4%	819	0.3%	643	0.2%
Econ Dis	41994	16.2%	32665	12.5%	22695	8.6%	17159	6.5%
Not ED	30488	11.8%	21453	8.2%	15040	5.7%	9914	3.8%
Other	898	0.3%	723	0.3%	544	0.2%	447	0.2%
Total	73380	28.3%	54841	20.9%	38279	14.5%	27520	10.4%
Total	259065		262324		263165		263858	

Significant progress has been made also in 8th grade math achievement. This is especially important as the math requirements for high school graduation in Texas have been raised. Students need a sound foundation in mathematics through middle school to be able to meet the higher expectations in high school.

Advantages of the Second Method of Analysis

Closing performance gaps is a major and persistent challenge facing the American public school system. Analyzing gaps in terms of performance ranges has several benefits. (1) It emphasizes that the fundamental goal is to improve academic achievement. (2) The method identifies performance gaps in states and school districts whose student populations are not very diverse in demographic terms. (3) The method shows that students of all kinds are distributed across the performance ranges, thus avoiding stigmatizing any one group as failures.

**THE WHITE HOUSE
CORRESPONDENCE TRACKING WORKSHEET**

ID# 494695
PAGE 1

ED

DATE RECEIVED: 10/19/2001

NAME OF CORRESPONDENT: THE HONORABLE MARY H. WHITNEY

SUBJECT: ENCOURAGES PRESIDENT SUPPORT FOR GEAR UP, GAINING EARLY AWARENESS AND
READINESS FOR UNDERGRADUATE PROGRAMS

		ACTION		DISPOSITION		
ROUTE TO: OFFICE/AGENCY	(STAFF NAME)	ACTION CODE	DATE YY/MM/DD	TYPE RESP	C D	COMPLETED YY/MM/DD
INTERGOVERNMENTAL AFFAIRS	RUBEN BARRALES <i>RY</i>	ORG	2001/10/05			
ACTION COMMENTS <i>Forward to WH Domestic Policy for response.</i>						
<i>DPLAMO</i>	<i>RY</i>	<i>R</i>	<i>01/11/17</i>			
ACTION COMMENTS:						
<i>OMB for Daniels' response</i>		<i>A</i>	<i>01/11/27</i>	<i>NRNC</i>		<i>1/1</i>
ACTION COMMENTS:						
ACTION COMMENTS:						

COMMENTS

ADDITIONAL CORRESPONDENTS: 0

MEDIA: LETTER

INDIVIDUAL CODES:

REPORT CODES:

USER CODE:

OCT 23 2001

ACTION CODES:

A - APPROPRIATE ACTION
C - COMMENT/RECOMMENDATION
D - DRAFT RESPONSE
F - FURNISH FACT SHEET
I - INFO COPY/NO ACT NECESSARY
R - DIRECT REPLY W/ COPY
S - FOR SIGNATURE
X - INTERIM REPLY

DISPOSITION CODES:

A - ANSWERED
B - NON-SEPC-REFERRAL
C - COMPLETED
S - SUSPENDED

OUTGOING CORRESPONDENCE:

TYPE RESP = INITIALS OF SIGNER
CODE = A
COMPLETED = DATE OF OUTGOING

REFER QUESTIONS AND ROUTING UPDATES TO RECORDS MANAGEMENT (ROOM 72, OEOB) EXT-62590

KEEP THIS WORKSHEET ATTACHED TO THE ORIGINAL INCOMING LETTER AT ALL TIMES AND SEND COMPLETED RECORD TO
RECORDS MANAGEMENT.

**SCANNED
BY
ORM**

THE WHITE HOUSE OFFICE
REFERRAL

November 27, 2001

TO: OFFICE OF MANAGEMENT AND BUDGET

ACTION COMMENTS: ATTN: MITCH DANIELS

ACTION REQUESTED: APPROPRIATE ACTION

DESCRIPTION OF INCOMING:

ID: 494695

MEDIA: LETTER, DATED OCT 05, 2001

TO: PRESIDENT BUSH

FROM: THE HONORABLE MARY H. WHITNEY
MAYOR
CITY OF FITCHBURG
CITY HALL
718 MAIN STREET
FITCHBURG, A 01420

SUBJECT: ENCOURAGES PRESIDENT SUPPORT FOR GEAR UP, GAINING EARLY AWARENESS
AND READINESS FOR UNDERGRADUATE PROGRAMS

*no res here
pls distribut
copies*

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

RETURN CORRESPONDENCE, WORKSHEET AND COPY OF RESPONSE (OR DRAFT) TO:
RECORDS MANAGEMENT, ROOM 72, THE WHITE HOUSE, 20500

OFFICE OF RECORDS MANAGEMENT - THE WHITE HOUSE

Conquest



City of Fitchburg
Massachusetts

Mary H. Whitney
Mayor



"Honor the Past ~ Imagine the Future"

Brenda Mahan Conquest
Administrative Assistant

Florence Ramos
Administrative Secretary

October 5, 2001

The President
The White House
Washington, DC 20500

Dear Mr. President,

I am writing to encourage your support for GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) in FY 2002. GEAR UP is a U.S. Department of Education initiative to get low-income and minority students to study hard, stay in school, and enter college.

As an Advisory Board member of the local GEAR UP partnership, I have seen first hand the success of this program. *GEAR UP, 2005* is a program of Mount Wachusett Community College in partnership with Fitchburg Public Schools, the Cleghorn Neighborhood Center, and Three Pyramids Inc., in collaboration with local community supporters. Since 1998 we have provided the 475+ students in Fitchburg's Class of 2005 with academic counseling, tutoring, college awareness, and college preparation activities. GEAR UP links the resources of our local community college to the most at-risk students at our city's schools, while providing a network of services between the partnerships.

Sponsored by the U.S. Department of Education, GEAR UP provides multi-year competitive grants to states and to local partnerships that help students from low-income families become college eligible and academically competitive. This year GEAR UP will help 1.5 million students and their families to pursue their dream of attaining a college education.

Although the results of our work will not be fully measured until our students graduate, our preliminary data shows that the students are benefiting from the resources we bring to the schools.

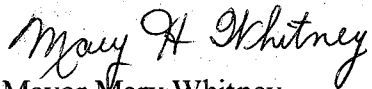
- Over Ninety percent of students regularly attending GEAR UP after school programs increased or maintained their grade point average.
- Sixty-one percent of students state that GEAR UP has changed their plans for entering college.
- Thirty-eight percent believe GEAR UP has helped to increase their academic performance.

One hundred percent received parent outreach information, college awareness materials, and academic advising.

Access to a quality education is an American principle that has helped this country grow strong and prosperous. Funding GEAR UP can better ensure the continuation of that prosperity by making sure that "no child is left behind." I know first hand what a difference GEAR UP can make in the lives of students and their families. This is why I am respectfully asking that you increase the funding level for GEAR UP in your detailed budget and that you increase the current level of funding by \$130 million dollars to a total of \$425 million for FY 2002.

Thank you for making education your number one funding priority and helping the nation to ensure that a quality education is within the reach of all American children. We applaud your continuing commitment to ensuring that a quality education is within the reach of all American children.

Sincerely,

A handwritten signature in cursive script that reads "Mary H. Whitney".

Mayor Mary Whitney
City of Fitchburg

THE WHITE HOUSE
WASHINGTON

October 30, 2001

Dear Mayor Whitney:

On behalf of the President, I would like to thank you for your recent correspondence regarding Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP).

Your views on these matters will be shared with the White House Domestic Policy Council for their benefit and consideration. Your input is highly valued, and we appreciate your taking the time to write.

Sincerely,

Ruben Barrales
Deputy Assistant to the President and
Director of Intergovernmental Affairs

The Honorable Mary H. Whitney
Mayor
City of Fitchburg
City Hall
718 Main Street
Fitchburg, Massachusetts 01420-3125

RB:TC

DP

494907
ED 6

July 30, 2001

Kristen Tajnai

(b)(6)

Dear Kristen:

Thank you for sending your pink flat self to spend her summer vacation with me. I was delighted to have the opportunity to see a sample of your creative artwork.

In the future, I hope that you will be able to visit the White House. As you enjoy your summer, be sure that you make time to read.

Mrs. Bush joins me in sending our best wishes to you for a bright and happy future. God bless you.

Sincerely,

GEORGE W. BUSH A

George W. Bush

GWB/NT/BW/ws (Corres. #2178680)
(7.tajnai.k)

✓ Enclosures - photo
pink flat self

010801

SW/AP
NKH

July 24, 2001

Kristen Tajnai

(b)(6)

Dear Kristen:

Thank you for sending your pink flat self to spend her summer vacation with me. I was delighted to have the opportunity to see a sample of your creative artwork.

I hope that in the future that you will be able to visit the White House, ~~just like your flat self, and to see the two other centers of our government the Congress and the Supreme Court.~~ *As you enjoy your summer, I hope you will make time to visit.*

Mrs. Bush joins me in sending our best wishes to you for a bright and happy future. God bless you.

Sincerely,
GWB

#2178680



THE WHITE HOUSE
WASHINGTON

July 30, 2001

Kristen Tajnai

(b)(6)

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Sincerely,

George W. Bush

*Please fix
MHT*

Withdrawal Marker

The George W. Bush Library

FORM	SUBJECT/TITLE	PAGES	DATE	RESTRICTION(S)
Note	[Address for thank you letter]	1	N.D.	P6/b6;

**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:

493182 - 494915

FRC ID:

10979

OA Num.:

11636

NARA Num.:

11769

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).

Deed of Gift Restrictions

- 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]

June 1, 2001
(date)

Dear Mr. and Mrs. Bush,

Hi! This is a flat version of me. We got this idea after reading the book Flat Stanley by Jeff Brown. Flat Stanley was a regular boy until a bulletin board fell on him and flattened him. He found that being flat could be very helpful. He could slip under doors and find things easily. He could mail himself on vacation instead of buying a plane ticket.

As you know, I have been a very busy first grader at Woodview School. I'm so glad that Summer vacation is just about here! I made this flat version of myself in school. My flat self needs a vacation too! So, I am sending my flat self on summer vacation to visit you. Please show me a good time and send me back after one week. Please include a photo, a map, a letter or whatever other information you can think of. Don't forget to check the postage if you send a lot of materials.

Thank you for helping me with this project. I hope I have a great visit with you. I can't wait to see what we do together!

Sincerely,

Kristen Tajnai



Kristen

4-10-01

If I were flat, I would like it a little. Because I could slide under doors. My little sister would fly me, or my brother could fly me. I would be a kite. I would be a little scared. What I do not like is if I went to the airplane or on a roller. I would fly away. So I do not think I would like being flat.

RP

494910
ED

July 30, 2001

Students of Fair Oaks Elementary School
c/o Mrs. Virginia Bowman

(b)(6)

Dear Students:

Thank you for sending me your good letters about reading. Reading is one of my favorite pastimes, and I hope that your love of reading will grow as you continue your education. Books contain a fountain of knowledge that will help prepare you to take advantage of life's opportunities.

Mrs. Bush joins me in sending our best wishes to you, your families, and teachers.

Sincerely,

GEORGE W. BUSH A

George W. Bush

GWB/NT/BW/ws (Corres. #2176415)
(7.bowman.v)

✓ cc: Nancy Theis, 597 OEOB

✓ enclosure photo

010801

EW/AD
MOT

July 16, 2001

The Students of Fair Oaks Elementary
C/O Ms. Virginia Bowman

(b)(6)

Dear Students,

Thank you for sending me your wonderful letters about reading. Reading is one of my favorite pastimes. I often say that reading is to the mind what food is to the body. Nothing is more essential.

My hope is that your love of reading will grow as you continue your education. Books contain a fountain of knowledge that cannot be gained from any other source.

Mrs. Bush joins me in sending our best wishes to you, your families, school, and community.

Sincerely,

GWB

cc: Kelly Tiedge
Nancy Theis

BW____NT____

2176415

Jul
Ap

July 24, 2001

The Students of Fair Oaks Elementary
C/O Ms. Virginia Bowman

(b)(6)

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~~I~~ hope ~~is~~ that your love of reading will grow as you continue your education. Books contain a fountain of knowledge that ~~cannot be gained from any other source.~~ ^{will help prepare you to take advantage of life's opportunities.}

Mrs. Bush joins me in sending our best wishes to you, ~~your families and school.~~ ^{and teachers.}

Sincerely,

GWB

cc: Kelly Tiedge
Nancy Theis

BW ___ NT ___

(b)(6)

June 12, 2001

President George W. Bush
The White House
1600 Pennsylvania Avenue
Washington, D. C.

Dear President Bush,

Enclosed you will find a collection of some beautiful writings by ten students at Fair Oaks Elementary School in Pleasant Hill, California. Literacy is alive and well at our school and we wanted to share that fact with you. We believe you will be extremely impressed with the quality of this work and want you to see how well young people can represent America as students and potential scholars.

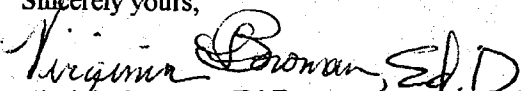
These papers have been submitted to the **California Reading Association** in a contest entitled "Why I Love To Read." They were selected by their teachers as individuals who have already accomplished so much in their young lives. As second graders, they display the character and quality representing the best in education. Even at this early stage in their educational careers, they have exhibited independence and originality while following the standards and discipline required of quality work. We are exceedingly proud of them.

Fair Oaks Elementary School reflects a microcosm of the world. The students arrive here from the far corners of the earth, as well as just around the corner of every town, USA. The cultural diversity is broadbased and complex, yet we have more harmony in our school community than any place I know. Because I have been the Reading Specialist at this school since 1984, I have had the distinct pleasure of watching countless students enter our campus---many non English speaking---as confused and uncertain little children, and leave later on with confidence and pride in themselves and their accomplishments. There is no other place that is more impressive and fascinating in which to work than Fair Oaks.

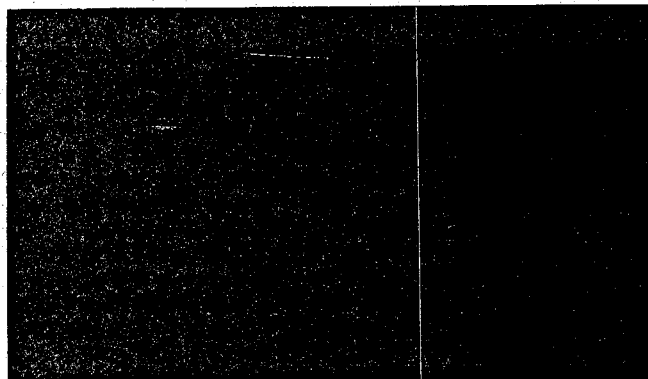
Many of the essays you will read were written by children who came to this country only recently. Some were not proficient in English as late as last year. However, as you read the enclosed work, you will see the talent and recognize how interested they are in valuing learning by the content on each page. We wish to celebrate and highlight this excellence!

Frequently, schools like ours receive a 'bad rap' because of the challenges we face. By sending you a sampling of our finest results, we hope you will openly acknowledge the fact that we need to spotlight positive accomplishments much more than what usually appears in the media. These children represent the essence of all that is good. Please give them the credit they truly deserve.

Sincerely yours,


Virginia Bowman, Ed.D.

69



(b6)/(b7c)

June 24, 2001

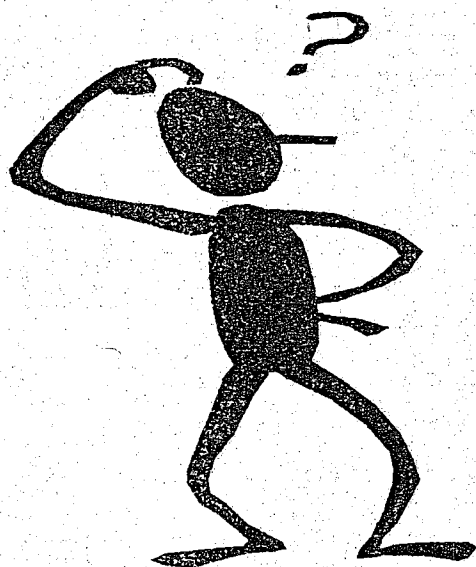
Dear President Bush,

Just this morning I was watching Book TV (Cspan2) and Pat Schroeder was hosting a program promoting literacy and the "Get Caught Reading" Campaign. A guest, Nina Lankford, quoted you regarding reading as "a new civil right." She's president of the Magazine Publishers of America. Well, we are doing our share of creating the enclosed essays. I truly hope you + everyone in the White House will have a chance to read them, and let the authors know you did.

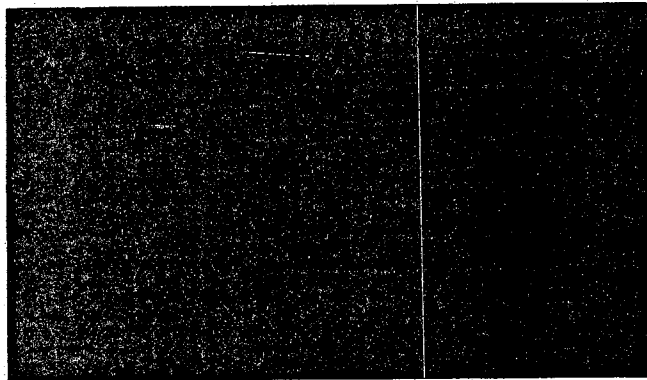
Thanks,

Meyer Bowman

Why I love to Read!



leg



(p6)/
(b6)

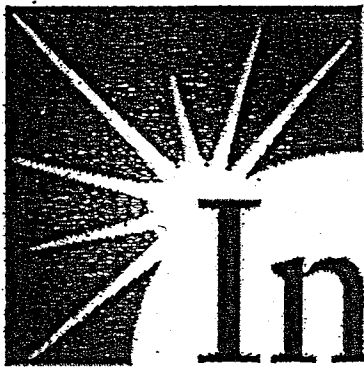
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IntroSpect

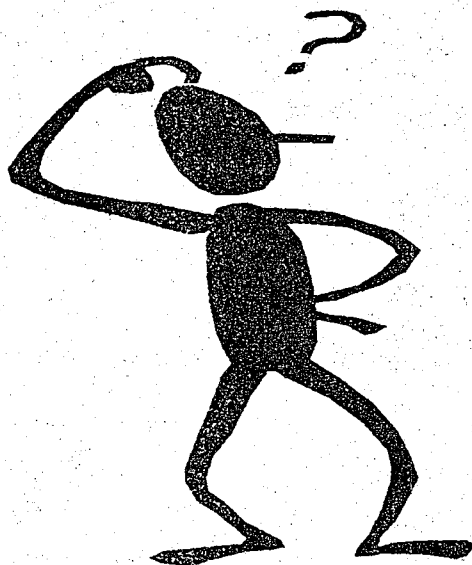
ORM

SCANNING INSERT SHEET

REMAINDER OF CASE NOT SCANNED

6/12/2001
(12 pages)

Why I love to Read!



(b)(6)

June 12, 2001

President George W. Bush
The White House
1600 Pennsylvania Avenue
Washington, D. C.

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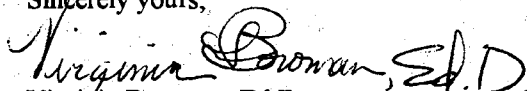
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Sincerely yours,


Virginia Bowman, Ed.D.

WHY I LOVE TO READ

by

Mehrnaz Ahrar, 2nd grade

I love to read because it's fun to look at the pictures. I also love to read because I love to learn about new things. I love to read *The Boxcar Children* because they are about mysteries. Reading lets you meet new characters every time you read a new book.

It's fun to close the book and think about what the mystery is. My teacher did it. It's fun to see the nice pictures. It's good to learn about new books. Books could teach you new stuff every day. They even could teach you how to draw. Books could even make your imagination run wild.

I love to read because it could help me be a doctor. When I will be a doctor, I could help other people just by reading that book. Abraham Lincoln read a lot of books to learn a job! Everyone reads books because books could teach you a lot of things. Books are the best. I really love books!

My Family is From Iran.

Mehrnaz Ahrar

WHY I LOVE TO READ

by

Basil Aquillan, 2nd grade

I like to read because it is exciting, or sad, or like an adventure. I like it when it is funny, like joke books. I like listening, too. It's kind of happy sometimes. I like fairy tales. I like *The Secret Short Cut* and *Lost and Found*, *Harry Potter*, and lots more books. I love Bill Peet books. My favorite one is *Wingdingdilly*.

My teacher loves to read. That is some people's hobby. That is what she does most of the time. Sometimes it is funny and it is interesting, too. My teacher picks the best books ever! I like chapter books. Most books I read are chapter books and fairy tales. Sometimes I make my own books. Some of them are fairy tales.

I read books every day! When I get home, I read for half-an-hour! My brother loves to read a lot, too. Sometimes I like to get into the book and I am the main character. Sometimes I close the book and think what will happen. When it is scary, I dream about it, or if it is a mystery or a fairy tale, but I am always the main character. Sometimes I read fact books about animals, science, and history.

Since I was little, my Mom and Dad read me books in Arabic. Books I like most are about the Prophets. They are about honesty, justice, don't do bad things, and don't hurt people or animals. So that is why I love to read.

Basil Aquillan My family is from Palistine

WHY I LOVE TO READ

by

Lily Barnard, 2nd grade

I love to READ because you learn stuff from nonfiction books. I love *The Magic Treehouse* books. *The Magic Treehouse* series is good because the stories are fiction, and they give information. When somebody READS or you listen to a book on tape, it feels like you're one of the characters because you're in the conversation.

I love to READ books over and over again. When you're teaching someone, you are learning, too. I love to READ because you can sink into the book and you could meet the characters when you use your imagination. I love to READ because you learn and because if you want to be a science teacher, you need to READ science books and take science classes.

I love to READ *Junie B. Jones* by Barbara Parks. I love to READ because I learn from them. I love to READ because when you take tests, you need to know most of the words, so you can do good on the test. I love to READ because it helps me. I LOVE TO READ!

... My family is from Scotland. Lily Barnard

WHY I LOVE TO READ

by

Artiom Bychkov, 2nd grade

I love to read because it is fun and I learn about history, bugs, machines, and the universe. I've read all four of the Harry Potter books because I love wizardry. Sometimes there's a series and they never end, like Pokemon. Those are my favorite books.

I can't stop reading at home, because after I start reading a book, I want to know what happens and then I read on and on. After I read a few books, they come together in my mind. When I sleep, I dream about them altogether. Reading makes me feel relaxed. When I start to read, I fall back on the couch and go to half sleeping. Sometimes I get so interested in a book, I pretend I'm one of the characters. I want to read all day! It makes me feel smart. Some people think if they put a book under their pillows, they get smarter, but that isn't true. They have to read and if they do that, the next day they came to school or work, they start doing a test, they don't even know what they're talking about.

I learned to read by saying syllables one by one. Now I read words like 'universe' and 'astronaut.' I learned lots of things from books. If I could, I would read for a month and then take a week off, and then another month reading and a week off the same way. Reading is a favorite thing in my life!

My family is from Moscow,
Russia. Artiom Bychkov

WHY I LOVE TO READ

by

Luis Hernandez, 2nd grade

I love to read because it is fun. I like chapter books the best. Sometimes when I read, I feel like I'm sinking in the books. I like to read big, fat ones or skinny ones. When my little brother sees me with a book, he gets a book, too. He copies whatever I do with a book. That helps him learn to read and he's only two years old! When I read, sometimes I don't have two of the same books. My brother takes my book and I have to get another. I like to read *Goosebumps*, *Harry Potter*, and *Pokemon*.

The books I like the best tell true things, like how do you build a building or a train. I have learned cool things from books about the universe, science, the earth, and dinosaurs. You can even learn where to find bones from the Cretaceous and Jurassic periods.

The first word I learned to read was 'because.' The first book I read in my first grade class was *I am a Bookworm*. Some weeks after I read that book, my first grade teacher said I was a bookworm. My second grade teacher said that to me, too.

I know about news when I read the newspaper. I learn about things that happen in the world. When I read, I feel like I am the main character! I even dream about the book. The best thing I like about reading is writing my own stories.

My family is from Spain and Mexico

Luis Hernandez

WHY I LOVE TO READ

by

Connie Hua, 2nd grade

I love to read because I can learn more things from the books. And when I read more, I can get very smart. I love to read because I can know more words. I go to the library every Monday after school, too. My Dad picks me up and then he takes me to the library near the school. We return all the books and videos. I got *Carl Goes Shopping* from the library. I like how cute the puppy was and how the story was so funny. Every time I read, I think that I am in the book and I like that. It is good to read.

... My family is from china and
Cambodia. Connie Hua

WHY I LOVE TO READ

by

Petko Iliev, 2nd grade

One of my favorite things to do is reading. Books are cool and I like to read books because I can get smart and learn interesting stories about the world. You can learn how they make stories. I started to like reading when my Mom was reading me stories. When my Mom read me books, I wanted to start trying to read by myself, because my Mom didn't have much time to read stories to me. If you don't know how to read, just get a book and practice very day.

My first grade teacher taught me how to read in English. I was very happy when I learned how to read in English. I like to read science books. My first science books were the *I Wonder Why* series. I learned a lot of things from those books. You can find fossil bones from books and other kinds of interesting stories about dinosaurs. When I read a story, I feel like I'm in the story. I learned how space ships blast off and other kinds of fun things. Reading is very fun.

... My family is from Bulgaria.
Petko Iliev

WHY I LOVE TO READ

by

James Perkins, 2nd grade

I love to read because you'll get smarter and learn new things. When you're reading it gets you more advanced like when you read the same book more than one time. You practice the same words and you know them better. In my classroom we're studying about caterpillars and butterflies, and I learned four things about them from the book. They are the egg, the caterpillar, the chrysalis, and then the butterfly. The caterpillar eats the egg and the butterfly eats the chrysalis.

Reading is like magic. I read when I'm bored because I feel so good. I like reading mystery books and when I do, I like it so much I don't want to stop because it's cool and fun. My favorite book is *Horrible Harry* because it is like a mystery when you're trying to find out something.

My teacher makes me read all the time, but I like reading. Sometimes I read with kids in my class. I also have a reading buddy, and I have something at my school called "Web Reading." There are thirty-one web books we can check out, but only one at a time. We put them in our backpacks and take them when you go home at the end of the day. We read for fifteen minutes or longer and the next morning we take them back. After the whole weekend, we get to go out for free PE if we do all our reading for four days. That's why I love to read.

My family is from California. James Perkins

WHY I LOVE TO READ

by

Jairo Vasquez, 2nd grade

I like to read because books have action. In *The Cat in the Hat*, it is winter. There were two kids and they had shovels. They were outside picking up the snow and then they came back in the house, and then the cat in the hat came. He had fun, but the kids thought they would get in trouble if their Mom sees the house is a mess. Then when he finished having some of his fun, he brings in a big box. He opened it and there came the thing that has number one and number two. They were making the house a mess. This book keeps me interested to read more.

I remember the first book my brother let me borrow was *Kazamm*. It took me five months to finish it. It was a big, fat chapter book. My brother would let me borrow more books after I finished the books he gave me, but first he reads the books.

I like books to read like *Christopher Pike* books. They're spooksville. Some of them are like creepy and some have one or two jokes in them. It's fun to hear funny things. They make me really happy and they are really fun. I also like books to read because they teach me things. I practice reading so I can read longer books. I love to read joke books, but I read anything as long as I can read.

My family is from EL Salvador.
Jairo Vasquez

WHY I LOVE TO READ

by

Azim Zadran, 2nd grade

I love reading because it is fun. When I read, I feel like I am inside the book, playing with the characters and helping them in their story. When you have nothing to do or are bored to death, you can read a book and all of a sudden, you are in another world.

When I read, my head turns and blurs with all the pictures I see when I read the words. I am only eight years old, and I feel like I have helped Peter Pan and Captain Underpants fight the bad guys and even feel like I helped Junie B. Jones style hair because I was becoming a barber-guy.

I have one problem when I read, I can't stop until I'm finished the book. I am telling the truth, books are like magnets. My eyes are stuck to the book until I finish it. When I finished the book and know what happens to everybody, I feel like the king of the world. Sometimes I feel sad when the book finishes. I am glad that most books have more than one part in them, like *The Boxcar Kids*.

I love to read because it takes all the bad stuff away for a while, like all the killings and the wars. In books I am free, no one to tell me I can't do this or that. I can fly and I can fight a monster under the bed. I can do anything when I read.

"My family is from
Afghanistan. azim
Zadran

RP

4949117
ED

July 30, 2001

Julia Dacy

(b)(6)

Dear Julia:

Your father was kind enough to send me a beautiful picture of you and a copy of what you told your teacher about why you wanted me to be President. I was pleased to learn of your support and friendship.

Mrs. Bush joins me in sending our warmest wishes to you and your family.

Sincerely,

GEORGE W. BUSH

George W. Bush

GWB/NT/BW/lynn (Corres. #2179125)
(7/dacy.julia)

Enclosures: GWB, Barney, & Spot photos

010801

SW/AP
NYH



THE WHITE HOUSE
WASHINGTON

July 30, 2001

Julia Dacy

(b)(6)

Dear Julia:

Your father was kind enough to send me a beautiful picture of you and a copy of what you told your teacher about ~~my~~ why you wanted me to be President. I was pleased to learn of your support and friendship.

Mrs. Bush joins me in sending our warmest wishes to you and your family.

Sincerely,

George W. Bush

—

Please fix
NGH

GW/AP 76

July 24, 2001

Julia Dacy

(b)(6)

Dear Julia:

Your father was kind enough to send me a beautiful picture of you and a copy of what you told your teacher about ~~my~~ why you wanted me to be President. I was ~~pleased to learn of you~~ ~~ouched by how much you knew about me~~ ~~and by your wonderful words of support and friendship.~~

Mrs. Bush joins me in sending our warmest wishes to you and your family. ~~God bless you.~~

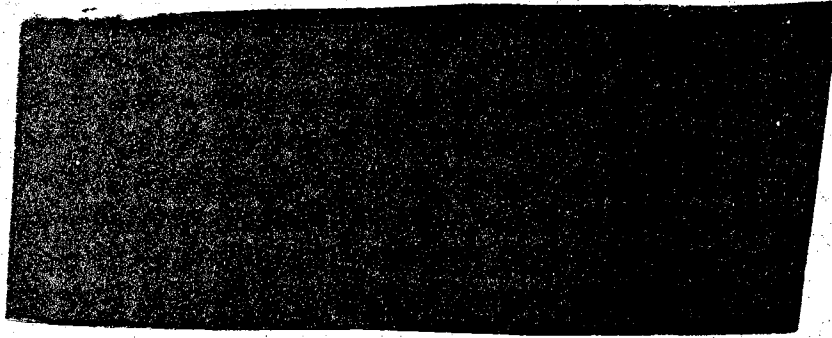
Sincerely,
GWB

Note: Please return photo and essay per Mr. Dacy

CC: Jill Angelo
Jane Cook

2179/25

Enclosures: Official GWB
Special photos Barney & Spot



(P6)/(b6)

—
THE WHITE HOUSE
WASHINGTON

7/24/01

Jane -

Glen is a good friend of mine and traveled w/ us on the campaign as a producer for ABC.

If we could send his daughter Julia a letter w/ her essay & pictures attached, that would be great (We just definitely need to return the essay & pictures).

Thank you so much. please let me know if you need anything else!
- Phil Angelo - 607 7910

Dear Jill,

Thank you so much for doing this. I honestly believe it will be a great thing for our daughter who, I must say, was awful forgiving and understanding of my absence last year.

The story behind the "essay" is that while we were all hunkered down in Austin last December her daycare teachers were talking about the election. So 4 -year old Julia brought in these pictures from when she visited us at a stop in Joliet Illinois and dictated the paper to her teacher who wrote it down verbatim I am told.

I knew nothing of it until a few weeks ago when she was cleaning out her little folder at the school as she is now moving on to kindergarten. I asked the teachers who related the anecdote to Kathy and me. Just seeing all we did through the eyes of a 4-year-old cements everything good about life. And, you know, their observations are the most honest. Knowing that my daughter was so in-tune with what I was doing last year makes every night away worth while.

Hope all is well with you.

Thanks


Glen

I think GEORGE W. BUSH IS GOING TO BE OUR NEXT PRESIDENT SO HERE IS WHAT I KNOW ABOUT HIM.

HE USED TO OWN A BASEBALL TEAM
HIS DAD WAS THE PRESIDENT ONCE
LAURA BUSH, HIS WIFE USED TO BE A TEACHER

NOW HE IS THE GOVERNOR OF TEXAS
HE HAS 2 DAUGHTERS (TWINS) THAT ARE IN COLLEGE

I would like him to BE PRESIDENT BECAUSE WHEN HE AND MY DAD WERE IN A SCHOOL, HE WAS NICE TO KIDS AND I'M A KID. THAT IS WHY I WANT HIM TO BE PRESIDENT OF THE UNITED STATES.



AP

494914 &
ED

July 27, 2001

Bradford Black

(b)(6)

Dear Bradford:

Thank you for taking the time from your summer activities to write and to tell me about your many interests. I hope that you enjoy your two weeks at Camp Blue Ridge.

Mrs. Bush and I were happy to learn that, like us, you spend your leisure time reading. We send our best wishes to you and your family.

Sincerely,

GEORGE W. BUSH A

George W. Bush

GWB/BW/ddj (Corres. #2178301)
(7.black.doc)

✓cc: Nancy Theis, 597 EEOB

✓Enclosure: GWB Color Litho

010801

for AP
NTH

Law/Ar

Bradford Black

(b)(6)

and to tell me
~~am pleased that you intended~~

Thank you for taking the time from your summer activities to write. ~~I enjoyed hearing about~~
your many interests. I hope that you enjoy your two weeks at Camp Blue Ridge.

Mrs. Bush and I were happy to learn that, like us, you spend your leisure time reading. We send our best wishes to you and your family.

Sincerely,

GWB

BW NAT

Sincerely

8b

(b)(6)

June 24, 2001

Dear President Bush,

My name is Bradford (b)(6) I am 12 years old and going to the seventh grade. My father is an Admiral in the navy. He says he had lunch with you at Camp David. I was invited to go to Camp David but I decided to stay with my mother instead. My father's name is Barry (b)(6) My mother is a house mother working on a doctorate. I have two brothers. One of them is going into his freshman year at Oakwood College. College to me is a very important part of my education. I would like to go to Harvard, Yale, Cambridge, or Oxford. I plan to become a lawyer when I am older. Legislative work (particularly criminal law) and politics sound very interesting to me. I would like to help people make the right decisions in life. I would also like to go into aeronautical work. Space and the air has always fascinated me. But the best above all those wonderful careers that I would like to pursue is acting.

Communism disturbs me. I believe that people controlled under the communist government do not have as much freedom as people under the American form of government. Last year I was in Toronto, Canada for the General Conference for the Seventh-Day Adventist Church. I had the opportunity to meet with kids from all around the world. I really enjoyed that. My parents are democrats and they are very liberal. I think you are trying your best but still have a lot to learn about being President of the United States of America.

Some of my hobbies are collecting Beanie Babies, reading, writing, listening to music, exploring, traveling, chess, and raquetball. I live on the Washington Navy Yard, not far from the White House. It has a lot of interesting museums and parks. I took one of the private tours of the White House, and your office is very neat from my standpoint. You must keep it very clean. I would like to be the first black president, but Colin Powell could beat me to the privilege. My favorite colors are green and

CD

blue as you can see, and my favorite candy is Twix. Living in the District of Columbia is fun and interesting. My e-mail address is (b)(6) and my phone number is (b)(6). I feel very privileged to live on the Navy Yard. My favorite season is Winter. I would just like to say that I think former president Franklin Delano Roosevelt was one of the best presidents that ever lived.

I love to read very much. Right now I'm reading three books at once. They are Redwall, Harry Potter and the Goblet of Fire, and Dave at Night. I think all three are very interesting. I'm thinking about learning how to play the violin. I know it will be a big commitment, but I believe I am ready. This summer I am going to Camp Blue Ridge for two weeks. It's a nice oasis hidden deep in the Blue Ridge mountains. Well, I wouldn't want to waste your time, because I know you are a very busy man. So I'm going to leave now. Please write back if you can.

Your Friend,

Bradford C. (b)(6)

DP

494915
ED 91

July 27, 2001

Isabella Oscarsson
Sebastian Oscarsson

(b)(6)

Dear Isabella and Sebastian:

Thank you for writing. I am always pleased to hear from students living in other countries.

I hope you enjoyed your visit to our Nation's capital, Washington D.C. I encourage you to continue to study hard in school. By learning all you can, you will be prepared to become a leader in your community.

Mrs. Bush joins me in sending our best wishes.

Sincerely,

GEORGE W. BUSH

George W. Bush

GWB/BW/ddj (Corres. #2178163)
(7.oscarsson.doc)

✓cc: Nancy Theis, 597 EEOB

✓Enclosure: GWB Color Litho

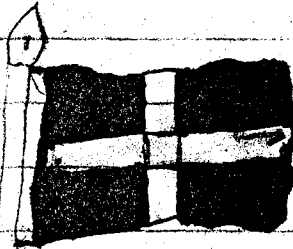
010801

EW/AP
NHT

Dear Mr President!

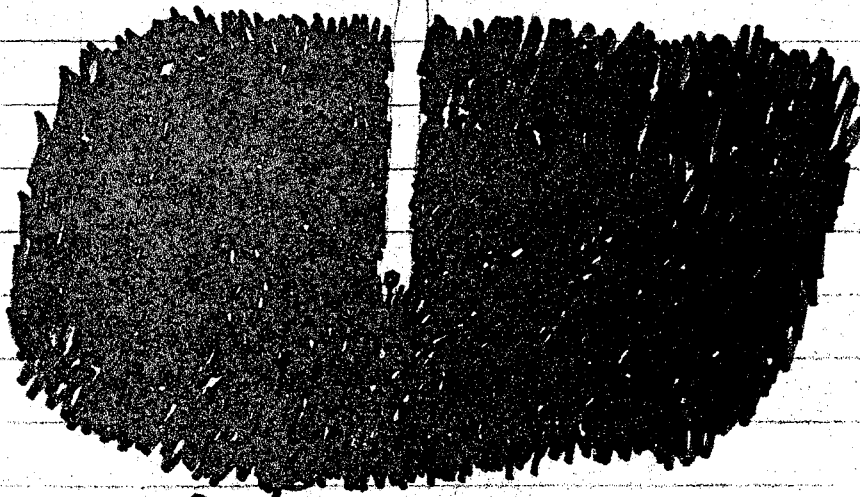
My brother and I are here
in Washington DC for a two
week visit. We would
like to bring you a
greeting
from our
school.

Greetings
from School
in Sweden



(b)(6)

Sweden



Best wishes,

Isabella Oscarsson

4th grade

Sebastian Oscarsson

6th grade

10 and 12 Years

#2178163

July 24, 2001

Isabella Oscarsson

(b)(6)

Dear Isabella and Sebastian,

Thank you for writing. I am always pleased to hear from students living in other countries.

I hope you enjoyed your visit to our Nation's capital, Washington D.C. ~~Study diligently because it is important to be~~ *I encourage you to continue to study*
~~good students today in order to be world leaders tomorrow.~~ *hard in school.*

Mrs. Bush joins me in sending our best wishes.

Sincerely,

GWB

Enclosure: Official GWB Photo

BW NAT

*By learning
all you can,
you will
be prepared to
become a
leader in your
community.*