

# NLC: Federal Advocacy Update

Danny Carlson

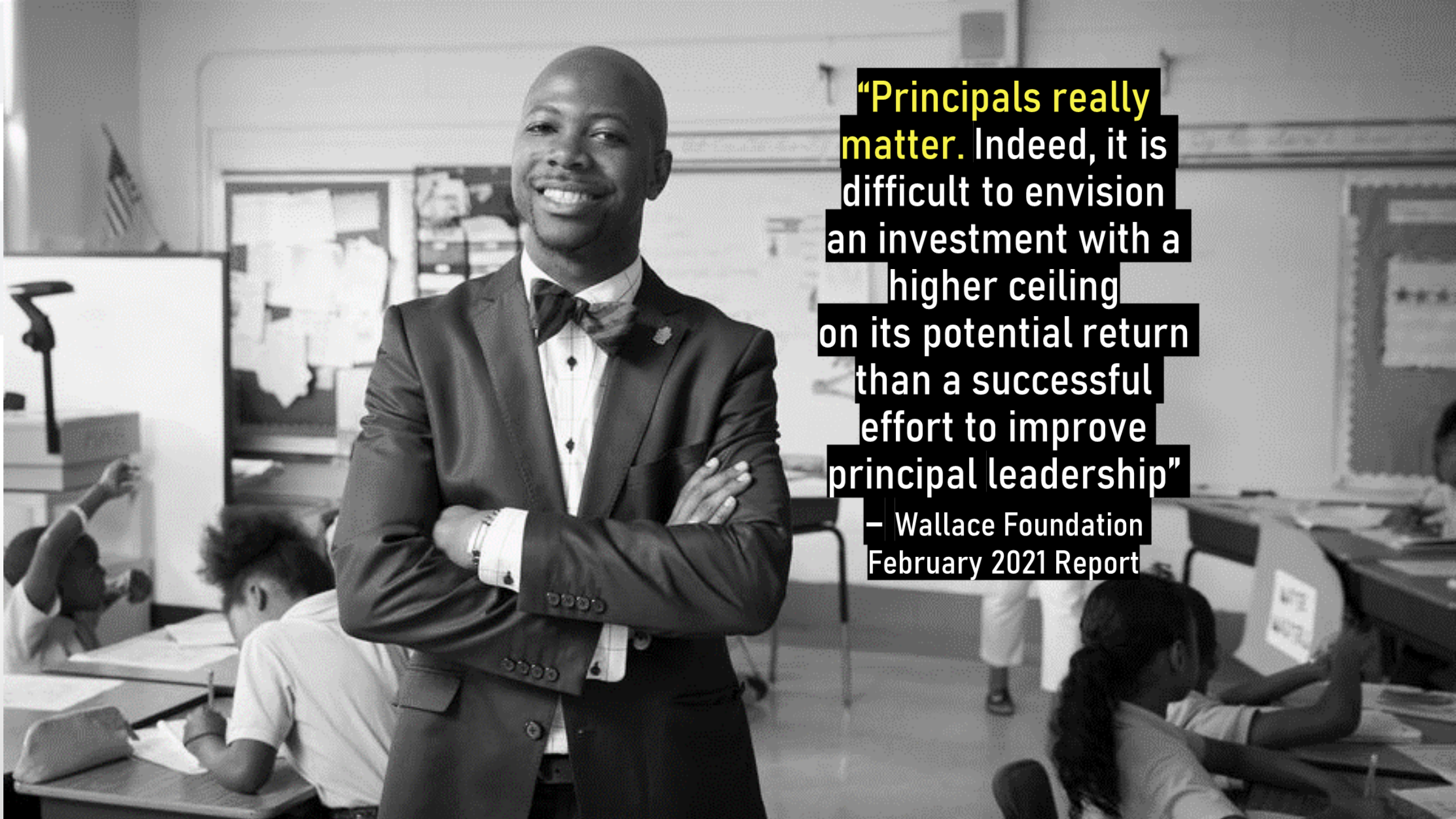
NAESP

Associate Exec. Dir., Policy & Advocacy



# Agenda

- Introduction
- NAESP Advocacy
- Coronavirus Relief
- Other Legislative Priorities
- Closing/Q&A

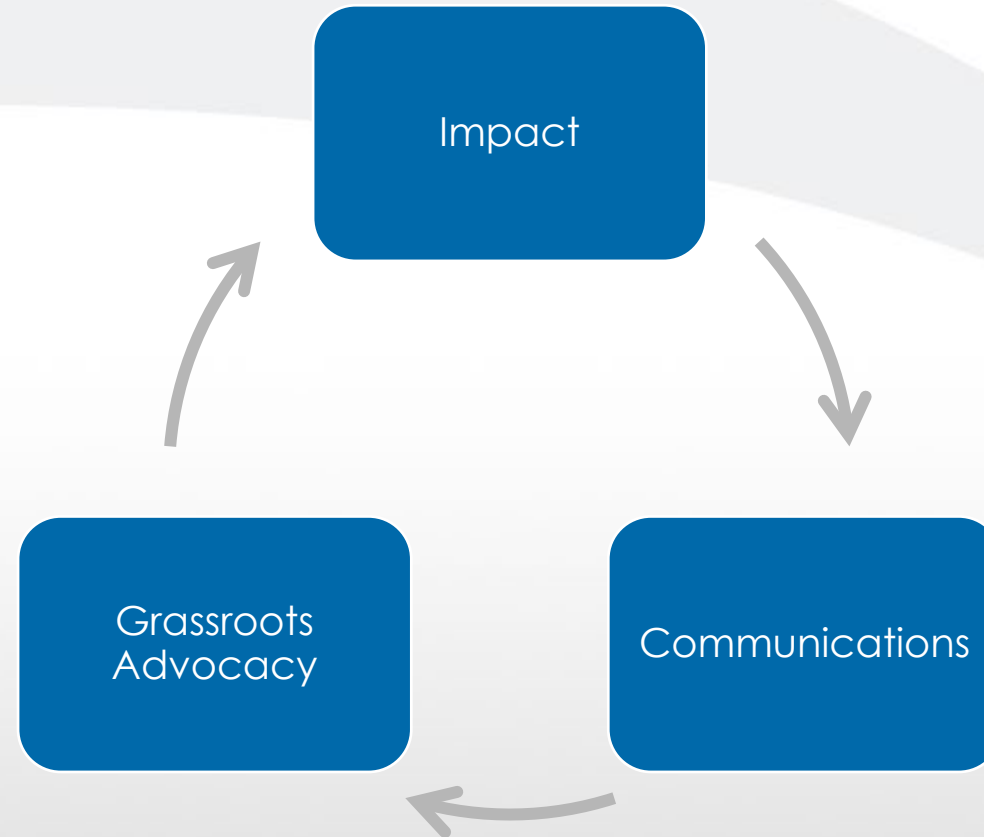


**“Principals really matter.** Indeed, it is difficult to envision an investment with a higher ceiling on its potential return than a successful effort to improve principal leadership”

– Wallace Foundation  
February 2021 Report



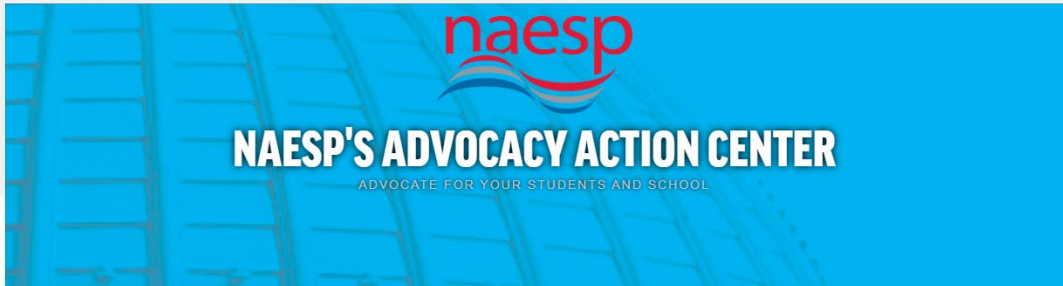
# NAESP Advocacy



# NAESP Advocacy

- **The Advocacy Briefing** – a monthly newsletter providing updates on federal legislation and funding, and opportunities for grassroots engagement.
- **Social Media** – follow NAESP staff for legislative updates, including tweets and video legislative updates.
- **News Outlets** – framing news stories, op-eds, quotes from NAESP leadership in national publications.
- **National Coalitions** – NAESP engages with other national K-12 groups to devise messaging and policy strategies to advance priorities.
- **Grassroots Activation** – persuading policymakers is the heart of NAESP's advocacy strategy.
- **Federal Relations Coordinators** – monthly video conference meetings with state liaisons. Discuss federal updates, bills and hearings, upcoming advocacy alerts.

# NAESP Advocacy Action Center: 1-Click Advocacy



**SIGN UP TO ADVOCATE FOR YOUR STUDENTS AND YOUR SCHOOL!**

Sign up to receive text messages to stay up to date on NAESP's advocacy campaigns, including federal legislation around funding and other policies impacting principals.

[SIGN UP NOW!](#)

[SHARE](#)

**TELL CONGRESS TO SUPPORT PRINCIPAL PREPARATION** NEW!

Congress is currently working to reauthorize the Higher Education Act (HEA), which provides an important opportunity to strengthen principal preparation across the country.

[CONTACT YOUR LEGISLATOR](#)

[SHARE](#)

**FIND YOUR LEGISLATORS**

Search for your senators and representatives.

[SEARCH](#)

## Tell Congress to Support Principal Preparation in the Higher Education Act!

High-quality pre-service preparation is critical to ensuring principals receive the necessary skills and knowledge to successfully lead a school. The opportunity for principal candidates to engage in authentic learning opportunities and receive job-embedded practice play a significant role in helping principals be prepared to support teaching and learning.

Congress is currently working to reauthorize the Higher Education Act (HEA), which provides an important opportunity to strengthen principal preparation across the country. NAESP is urging Congress to incorporate the PREP Act (S.752) - introduced by Senators Kaine and Collins - which includes practical reforms that would help states improve principal preparation, expand principal residences, strengthen efforts to diversify the educator workforce, and help address principal shortages.

NAESP members should contact their members of Congress and urge them to support including the PREP Act in HEA reauthorization.



Send an email to your officials with one click!

Title \* ▾

Full Name \*

Address \*

Zip \* city and state not required

Phone \*

Email \*

[Send Email](#)

Evolving student needs, increasing levels of educator turnover, and declining educator preparation program enrollments are threatening to undermine the quality of the nation's public schools. It's critical that the next Higher Education Act (HEA) includes a much more robust focus on principal preparation and retention.

# Advocacy Text Alerts

**BIG NEWS**  
You now can get NAESP advocacy alerts texted right to your phone!

↓ ↓ ↓

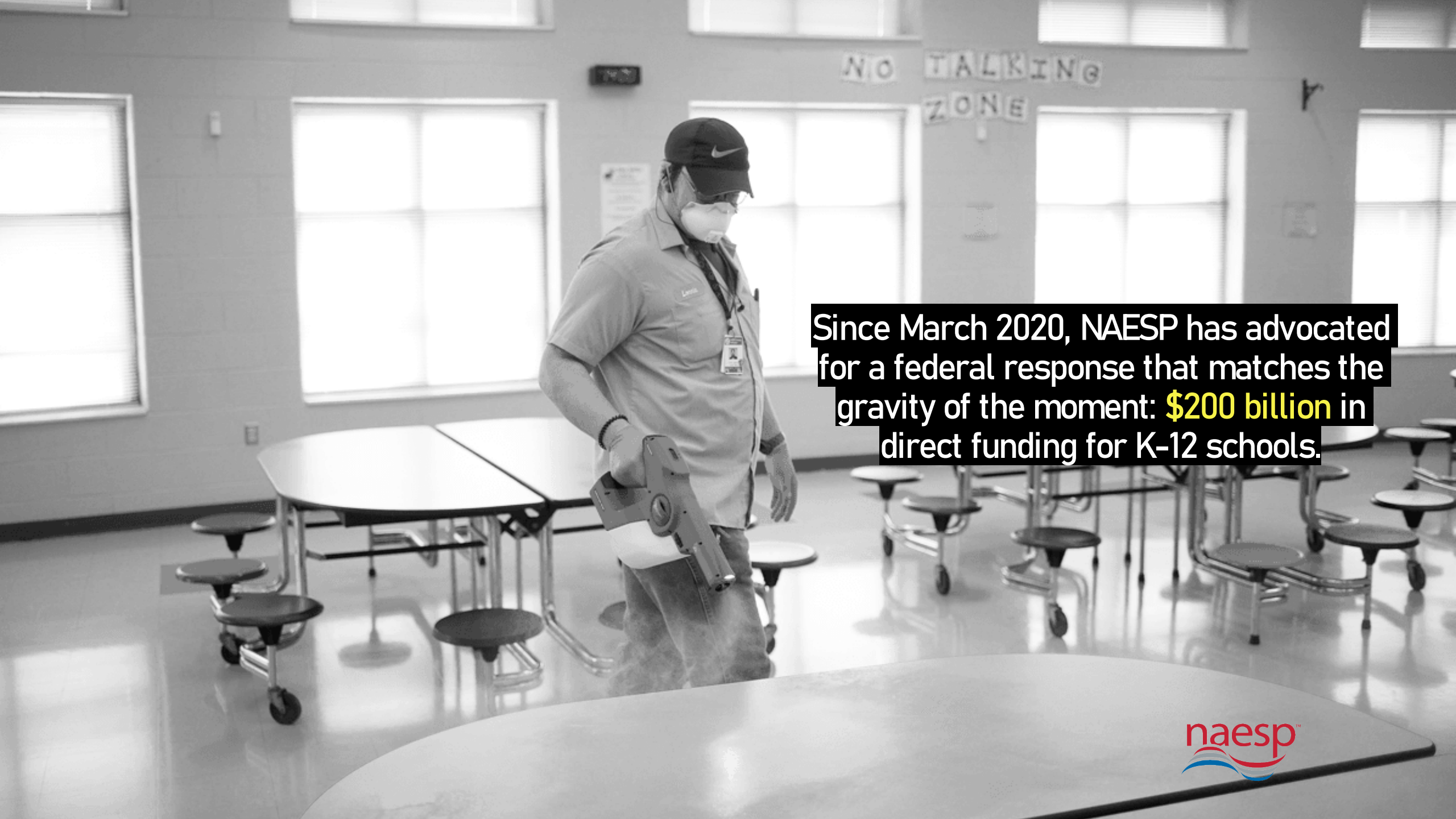
**Text NAESP to  
52886 to Sign Up!**

naesp<sup>™</sup> National Association of  
Elementary School  
Principals



# NAESP's Federal Policy Priorities





Since March 2020, NAESP has advocated for a federal response that matches the gravity of the moment: **\$200 billion** in direct funding for K-12 schools.

# The Ask: Why \$200 Billion?

- **Costs Going Up**

- Already-stretched schools facing an avalanche of new costs.

- **Revenue Going Down**

- In recessions, state revenues crater.

- **Different From Past Recessions**

- Coronavirus' impact on schools is different than Great Recession.

# Short-Term Reopening Costs

## WHAT WILL IT COST TO REOPEN SCHOOLS?

This document estimates some of the expenses school districts may incur in response to the COVID-19 pandemic and as they plan to reopen for the 2020–2021 school year. These calculations assume the statistics of an average\* school district with 3,659 students, 8 school buildings, 183 classrooms, 329 staff members, and 40 school buses (transporting at 25% capacity, or 915 students, to comply with recommended social distancing guidelines).



### ADHERING TO HEALTH MONITORING & CLEANING/ DISINFECTING PROTOCOLS

Hand sanitizers for students in classrooms  
**\$39,517**

Disinfectant wipes for classrooms  
(four/day per classroom)  
**\$16,833**

No-touch thermometer  
(one per school)  
**\$640**

Oximeter  
(one per school)  
**\$360**

Electrostatic disinfectant sprayers  
**\$33,600**

Deep cleaning of school after a confirmed case  
**\$26,000**



### HIRING STAFF TO IMPLEMENT HEALTH & SAFETY PROTOCOLS

Additional custodial staff for increased cleaning/disinfecting of schools and buses to prevent spread  
**\$448,000**

Ensuring at least one FT/PT nurse in every public school  
**\$400,000**

Ensuring one aide per bus to screen student temperatures before boarding  
**\$384,000**



### PROVIDING PERSONAL PROTECTIVE EQUIPMENT (PPE)

Gloves for custodial staff  
(five pairs/day for two custodians per school)  
**\$1,440**

Daily disposable masks for in-school staff  
**\$44,415**

Disposable masks for students who do not bring masks from home  
(est. 30% of students)  
**\$148,190**



### PROVIDING TRANSPORTATION & CHILD CARE

Resume before/after school childcare programs  
(with social distancing and cleaning protocols)  
**\$168,750**

Fog machines and cleaner for buses  
(7 machines)  
**\$55,860**

Hand sanitizer for buses  
**\$10,534**

**TOTAL ADDITIONAL EXPENSES AN AVERAGE\* DISTRICT MAY INCUR TO REOPEN: \$1,778,139**

\*Costs will vary by district depending on many factors, including regional/market price as economy of scale (i.e., larger districts may have access to lower unit costs because they can buy in higher volumes), and the availability of labor and goods necessary to comply with recommended social distancing and cleaning protocols. Model assumes 25% transportation capacity to adhere to social distancing guidelines. (Bus fleets would need to quadruple in size to safely transport 100% of students under COVID-19 circumstances, which is financially unfeasible for districts.)

# NAESP Advocacy Surveys: Making The Case

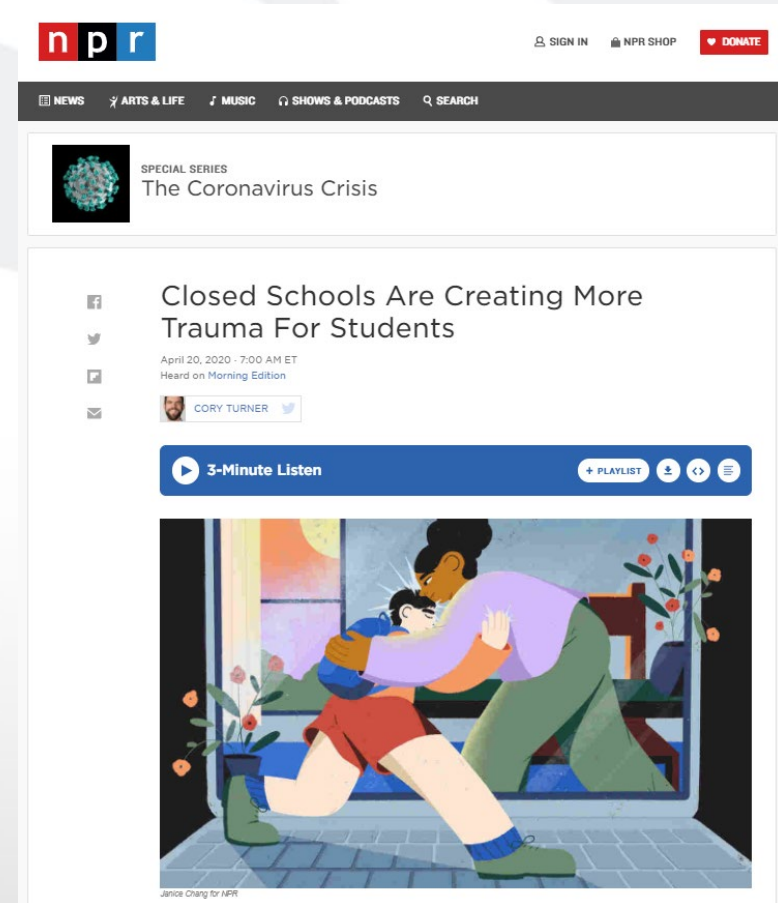
Describe the amount of resources you are devoting to cover the following COVID-19 related cost:

	SUBSTANTIAL AMOUNT	SOME	FEW	NONE	TOTAL	WEIGHTED AVERAGE
Costs related to providing food services to students off-site	28.71% 205	38.66% 276	14.85% 106	17.79% 127	714	2.22
Costs associated with enhanced cleaning and sanitation	48.18% 357	42.24% 313	5.80% 43	3.78% 28	741	1.65
Costs related to altering transportation options to comply with social distancing requirements	17.15% 123	32.91% 236	23.15% 166	26.78% 192	717	2.60
Costs related to higher use of substitute teachers	26.06% 190	33.61% 245	21.26% 155	19.07% 139	729	2.33
Costs related to providing remote learning (e.g., hotspots, devices, etc.)	53.81% 410	30.05% 229	9.84% 75	6.30% 48	762	1.69
Costs related to teacher pay	10.63% 76	28.25% 202	22.52% 161	38.60% 276	715	2.89
Costs related to professional development for staff	6.88% 51	34.95% 259	38.46% 285	19.70% 146	741	2.71
Costs related to tutoring to address learning loss	8.28% 63	24.44% 186	27.86% 212	39.42% 300	761	2.98

# Long-Term Costs: Addressing Student Social & Mental Health

## Upended Mental Health Supports

- Being physically out of school for months upends students' support systems.
- Creates isolation, deepens anxiety, and makes it difficult to reach students
- Schools need ample resources to expand mental health programs and train staff to better understand trauma's impact and how they can help these students heal.



# Long-Term Costs: Addressing Learning Loss

## Significant Investments Needed to Catch Students Up

- Tens of millions of students will have gone a full calendar year with little or no in-person schooling.
- The pandemic has set back learning for all students, but especially for students of color.
- Schools' capacity to respond could be the difference in preventing permanent educational hardships that would affect the country for decades to come.



# Long-Term Costs: Addressing Learning Loss

Significant investments will be required to catch up on lost learning.

What might it cost? Examples of scaling existing evidence-based approaches

### Acceleration Academies

6 months of additional learning over 2 weeks of vacation academies

- Weeklong academies in reading
- 25 hours of targeted instruction
- Small groups of 8–12 students
- \$1,600 per student per year

**\$42 billion**

to reach 50% of the United States' 53 million schoolchildren

### High-intensity tutoring

1–2 years of additional learning over 1 year

- 50 minutes of tutoring daily in math
- Provided by paraprofessionals
- 2 students per teacher
- \$2,500 per student per year

**\$66 billion**

to reach 50% of the United States' 53 million schoolchildren

Source: McKinsey projections, based on studies by *Educational Evaluation and Policy Analysis*, EdResearch for Recovery Project, and Hamilton Project

McKinsey & Company

## Chalkbeat

STUDENT & SCHOOL PERFORMANCE

FEDERAL POLICY AND REFORM

CORONAVIRUS

Evidence of learning loss is piling up. Here's how the U.S. could design a tutoring program to help.

By Matt Barnum | Dec 9, 2020, 12:33pm EST





# The Ask: Why \$200 Billion?

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- Already-stretched schools facing an avalanche of new costs.

- **Revenue Going Down**

- In recessions, state revenues crater.

- **Different From Past Recessions**

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# Revenue Going Down

## The Impact of Increased Costs and Decreased Funding

	2019–20	2020–21	Total
Devices and Connectivity (15% of students at \$500 per student)	\$1,878,454,800	\$1,878,454,800	\$3,756,909,600
Extra Meals at 20 days/year	\$1,448,963,558	\$0	\$1,448,963,558
Expanded Learning Time at 20 days/year for 50% of students	\$0	\$35,954,199,222	\$35,954,199,222
<b>Total Increased Costs</b>	<b>\$3,327,418,358</b>	<b>\$37,832,654,022</b>	<b>\$41,160,072,380</b>
<b>Decreased Education Revenue</b>	<b>\$37,694,542,795</b>	<b>\$150,778,171,180</b>	<b>\$188,472,713,975</b>
<b>TOTAL</b>	<b>\$41,021,961,153</b>	<b>\$188,610,825,202</b>	<b>\$229,632,786,355</b>



So far, Congress has provided **\$67 billion** in direct K-12 aid to help schools respond to the coronavirus.

# The ~\$67 Billion

- **CARES Act (passed March 2020)**

- **\$13 billion** for K-12
- ➡ states via Title I formula ➡ 90% to LEAs via Title I formula
- Flexible uses at district/school level

- **Coronavirus Response and Relief Supplemental Appropriations Act (passed December 2020)**

- **\$54 billion** for K-12
- ➡ states via Title I formula ➡ 90% to LEAs via Title I formula
- Flexible uses at district/school level

\* \$67 billion does not include Governor's Emergency Education Relief Funds (\$4.3 B)

# Education Stabilization Fund: Allowable Uses

- “Providing **principals** and others school leaders with the resources necessary to address the needs of their individual schools”
- **ESEA, IDEA** activities
- Supplies to sanitize and **disinfect** schools
- **PPE**
- Physical barriers for **social distancing**
- **Ed tech** (hardware, software, connectivity)
- Providing **mental health** services and supports
- **Summer learning** and supplemental afterschool program
- Addressing **learning loss**
- **School facility repairs/upgrades** to enable operation of schools to reduce risk of virus transmission.
- Inspection, maintenance, repair, and replacement to improve the indoor **air quality in schools**, including **ventilation**
- Activities necessary to maintain the operation of and continuity of services and **continuing to employ existing staff**

# Inside-Outside Advocacy Strategy



**Just In...**

**Former Texas GOP rep: Trump should hold very little or no role in Republican Party**  
SUNDAY TALK SHOWS  
— 781 485 AGO

**National security adviser: China has not made 'sufficient original data' available on virus spread**  
SUNDAY TALK SHOWS  
— 119 852 AGO

**Scalise avoids blaming Trump for Capitol riot following Mar-a-Lago visit**  
SUNDAY TALK SHOWS  
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**The UAE's Hope, China's Tianwen-1 and NASA's Perseverance arrives at Mars**  
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**Progressive caucus chair: Income thresholds for direct payments should stay at \$75,000**  
SUNDAY TALK SHOWS  
— 328 315 AGO

**Republican Arkansas governor: Give control of vaccine distribution to states**  
SUNDAY TALK SHOWS  
— 528 365 AGO

**Fauci: 500,000 coronavirus death milestone 'devastating'**  
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## Elementary principals urge Congress to boost school aid amid COVID-19

BY L. EARL FRANKS, OPINION CONTRIBUTOR — 06/11/20 07:00 PM EDT  
THE VIEWS EXPRESSED BY CONTRIBUTORS ARE THEIR OWN AND NOT THE VIEW OF THE HILL

326 SHARES



The coronavirus outbreak continues to send shockwaves through health and economic systems around the globe. No aspect of society has been spared, including our nation's public education system. This spring, at least 124,000 K-12 schools closed, causing significant disruptions in learning for more than 55 million students. Principals are working to prepare their schools for reopening this fall, but significant federal support will be needed to ensure schools have sufficient resources, staffing, and testing to open safely. On behalf of elementary and middle school principals, I strongly urge Congress to provide a bold federal response in the next coronavirus relief package that matches the gravity of the moment and positions schools to confront this crisis head-on.

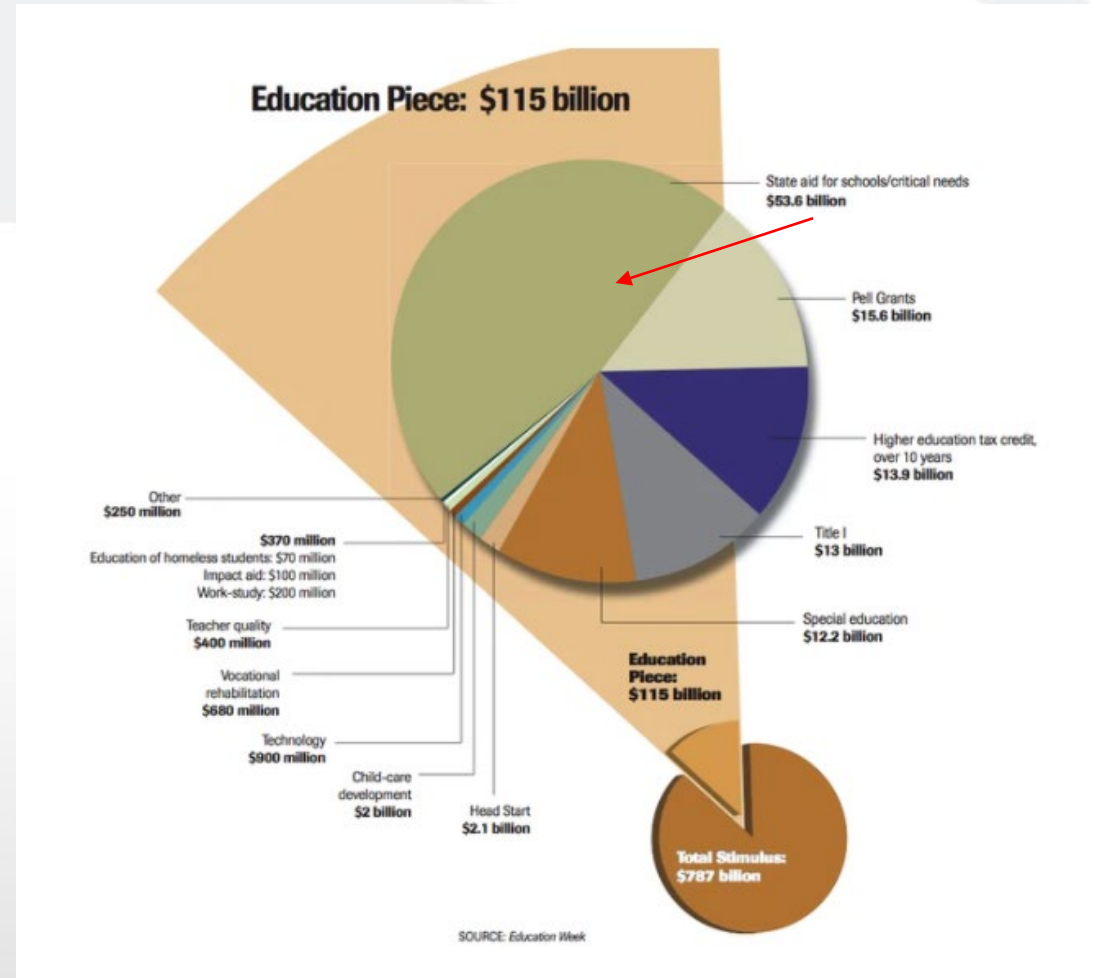
On March 27, President Donald Trump signed into law the CARES Act, a \$2 trillion rescue package that included \$30.75 billion for state education stabilization grants, around \$13 billion of which will be allotted to K-12 education. The education funding provided in the CARES Act represented an initial emergency response to support schools this spring with the costs related to closures, such as increased staffing, remote learning, and student meal delivery. While a step in the right direction, given the magnitude of this crisis, the education funding provided in the CARES Act will be insufficient to address the enormous challenges schools will face this summer and fall.

Most districts will see precipitous declines in state and local aid as a slowing economy strains budgets. According to the [Learning Policy Institute](#), a five percent decrease in state funding for education in fiscal 2020 and a 20 percent decrease in fiscal 2021, coupled with the impact of increased costs, would require \$230 billion to stabilize state education budgets.

Robust education stabilization funds will be needed to stave off layoffs, bolster internet access for remote learning, expand school-based mental health services, and provide schools with the necessary resources to safely return to school in the fall. Congress must also include clear maintenance of effort and "supplement, not supplant" language to ensure

[thehill.com/opinion/education/502354-elementary-principals-urge-congress-to-boost-school-aid-amid-covid-19](https://thehill.com/opinion/education/502354-elementary-principals-urge-congress-to-boost-school-aid-amid-covid-19)

# The Great Recession



# Looking Ahead

## Biden K-12 Coronavirus Response Plan

- Open schools in 1<sup>st</sup> 100 days
- Provide additional **\$128 billion** in K-12 coronavirus relief funding
- FEMA reimbursement
- Rapid Testing/Screening in Schools
- CDC Guidance







If the \$128 billion passes, the federal response for K-12 schools will be nearly **\$200 billion.**

# Per-Pupil Breakdown

- Annual Title Funding/IDEA: **\$640 per pupil**
- CARES Act - \$13.2 billion (March 2020): **\$270 per pupil**
- Coronavirus Response and Relief Supplemental Appropriations Act - \$54 billion (December 2020): **\$1,100 per pupil**
- Biden Proposal \$128 billion (**not yet passed**): **\$2,600 per pupil**

Source: Edunomics Lab

# CDC Guidance

## Recommendations

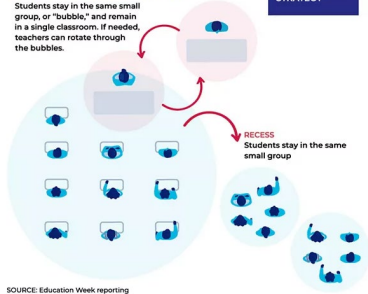
- “Layer” mitigation measures
- 6 feet physical distancing
- Color-coded zones
- Schools’ ability to implement expanded screening impacts ability to offer in-person
- Elementary schools can operate in hybrid even if they’re in “red” zone and can’t provide expanded screening



# CDC Guidance: Mitigation Measures

## Limiting Exposure and Transmission

Students stay in the same small group, or "bubble," and remain in a single classroom. If needed, teachers can rotate through the bubbles.

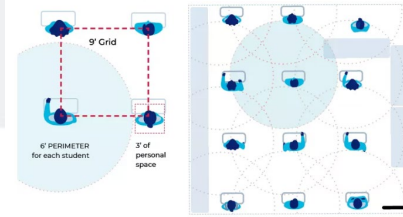


SOURCE: Education Week reporting



## STUDENTS

### Arranging Instructional Spaces



Example: 960 square feet (30' x 32' room, with furniture)

Normal capacity	Socially distanced capacity
31	12

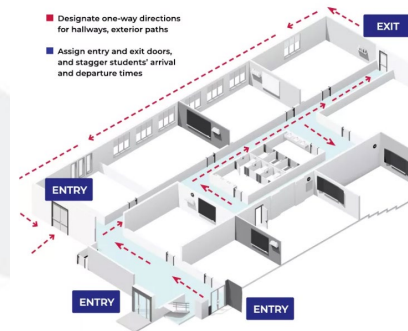
SOURCE: National Council on School Facilities and Cooperative Strategies

Icons: iStock/Getty

## BUILDING LAYOUTS

### Minimizing Congestion

- Designate one-way directions for hallways, exterior paths
- Assign entry and exit doors, and stagger students' arrival and departure times



SOURCE: National Council on School Facilities and Cooperative Strategies

## Social Distancing

### CDC recommends

- Spacing desks 6 feet apart and facing same direction when feasible
- Assigning students to small groups and staying with those same groups throughout the day



### AAP recommends

- Spacing desks as little as 3 feet apart if 6 feet is not feasible without limiting the number of students who can come to school
- Using other risk-mitigation strategies over strict adherence to approaches that may limit the number of students who can attend school in-person like keeping students 6 feet apart and in small groups. The AAP also recommends having students stick with the same cohort throughout the day
- Stopping the use of lockers, especially in shared spaces

## Health Screening

### CDC recommends

- Conducting daily health checks "when feasible", such as taking staff and students' temperatures and screening for other symptoms



### AAP recommends

- Developing systems for parents to conduct and report temperature checks at home and weigh the benefits of daily health checks at school with lost instructional time

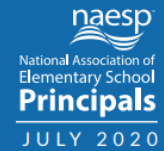
Source: EdWeek

# Leverage Principals For Safe Reopenings

## 4 Recommendations

- Provide principals with resources to implement
- Ensure Principal Representation on School Reopening Teams
- Boost Principals as Instructional and Emotional Support Leaders
- Leverage Principals' Relationships with Parents, Families, and Community Members

## Leveraging Principals to Ensure Safe and Successful School Reopenings



As schools prepare for the 2020-2021 school year, big questions loom for education leaders: What will reopening schools look like this fall? How can it be done safely? Who needs to be at the table making these decisions? If Congress provides an additional influx of federal funding to support school reopenings, how best should these funds be allocated?

Despite significant uncertainty surrounding reopening schools, one thing is clear: Safely reopening schools will take an all-hands-on-deck approach with strong buy-in from a wide range of stakeholders. **With this in mind, the National Association of Elementary School Principals (NAESP) urges state and local leaders to ensure principals—the individuals whose core job it will be to implement reopening plans—are meaningfully consulted during school reopening plan development and implementation.** The success of any reopening plan hinges on the extent to which those implementing the plan believe in it, had a hand in shaping it, and feel empowered to carry it out. Here are four considerations:

### 1. Provide Principals With Resources to Implement School Reopening Plans



In March 2020, Congress passed the CARES Act, which included \$13.2 billion for an Elementary and Secondary School Emergency Relief Fund and \$2.95 billion for a Governor's Emergency Education Relief fund. This emergency funding sought to help schools respond to the pandemic by providing


resources for enhanced cleaning and sterilizing schools; providing additional student meals; and boosting remote learning opportunities. As states and districts continue to make CARES Act and other resource allocation decisions, the goal should be to get funds where they are needed the most: in schools.

In the coming weeks, Congress is expected to provide additional funding to districts and schools through "Educational Stabilization Funds." Funding levels could reach tens of billions of dollars and will aim to help districts and states reopen safely in the coming months.

**Allocation of such funds should focus on ensuring schools have ample**

In a survey\* conducted by NAESP, principals identified the following priorities as "extremely important" to ensure schools can open safely:

- ▶ Enhanced cleaning protocols (87 percent)
- ▶ Personal protective equipment (75 percent)
- ▶ Providing additional



Coronavirus funding has been NAESP's top focus, but we have been advocating for **other legislative priorities** as well.

# 16 Million Kids Locked Out of Virtual Classrooms

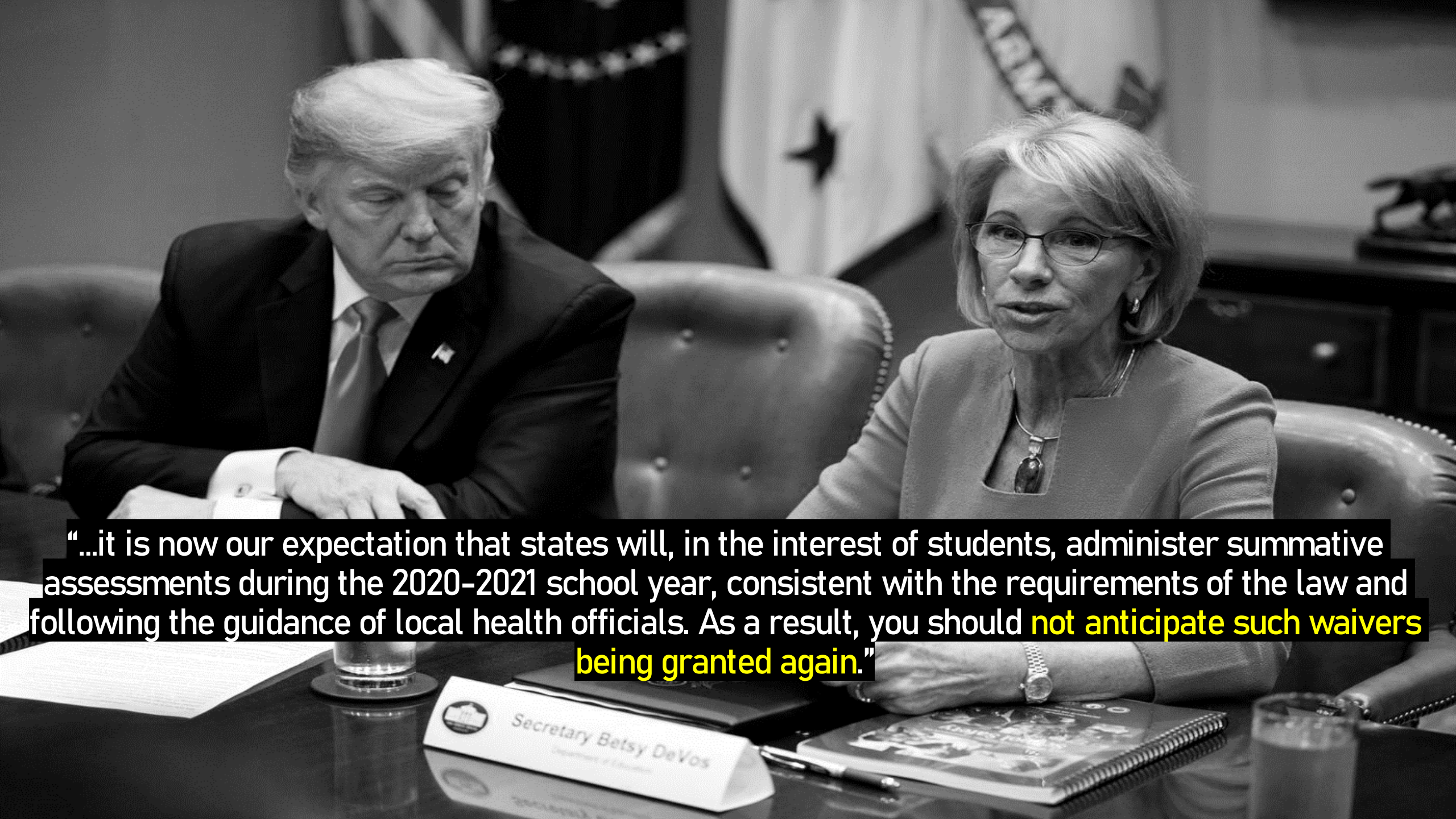
- Pandemic has shone a bright light on the homework gap
- Even before the pandemic, students living in poverty and in rural communities faced challenges in finishing their schoolwork from home because of broadband accessibility issues.
- **E-Rate**
  - To address these inequities, NAESP has urged Congress to include **\$12 billion** in direct funds to the Federal Communications Commission's School and Libraries Program, commonly called the E-Rate program, to help connect millions of students to the internet

# Chronic Absenteeism and Students Gone Missing

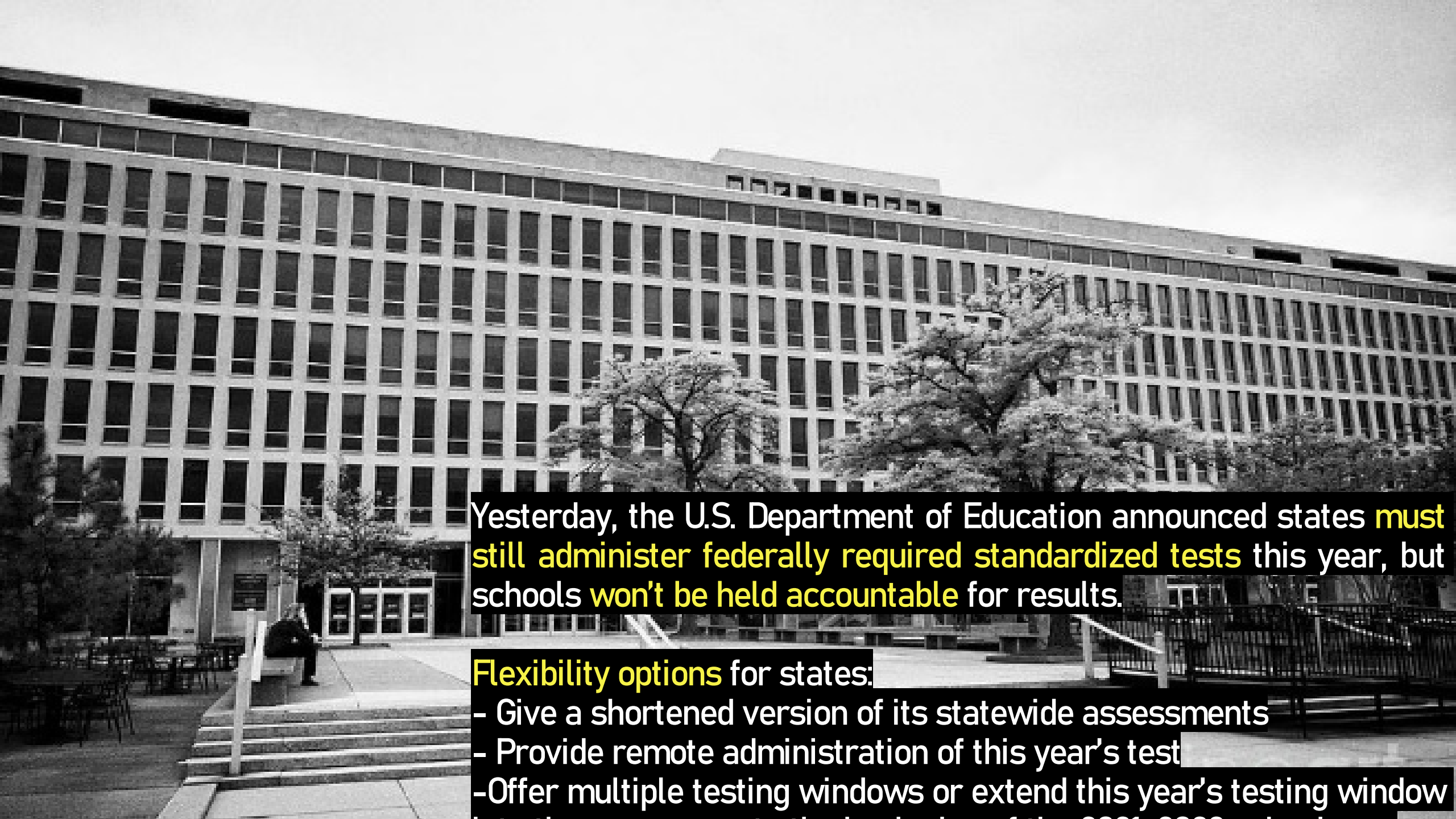
For which groups of students has decreased attendance been most acute? Check all that apply

ANSWER CHOICES	RESPONSES	
Students who lack internet access at home	45.79%	364
Students in kindergarten	18.11%	144
Students who had been chronically absent prior to the pandemic	86.16%	685
Students in foster care	3.40%	27
Students experiencing homelessness	25.53%	203
English learners	24.40%	194
Students with disabilities	34.72%	276
Students eligible for the Migrant Education Programs	3.14%	25
Total Respondents: 795		





“...it is now our expectation that states will, in the interest of students, administer summative assessments during the 2020-2021 school year, consistent with the requirements of the law and following the guidance of local health officials. As a result, you should **not anticipate such waivers being granted again.**”



Yesterday, the U.S. Department of Education announced states **must still administer federally required standardized tests** this year, but schools **won't be held accountable** for results.

**Flexibility options** for states:

- Give a shortened version of its statewide assessments
- Provide remote administration of this year's test
- Offer multiple testing windows or extend this year's testing window

# School Infrastructure

## Federal Support Needed

- Federal funds would help schools upgrade HVAC systems.
- School facilities funding needs preceded COVID.
- Crumbling school facilities pose significant health and safety risks for teachers and students.
- The **Reopen and Rebuild America's Schools Act** of 2021, which would invest \$130 billion.

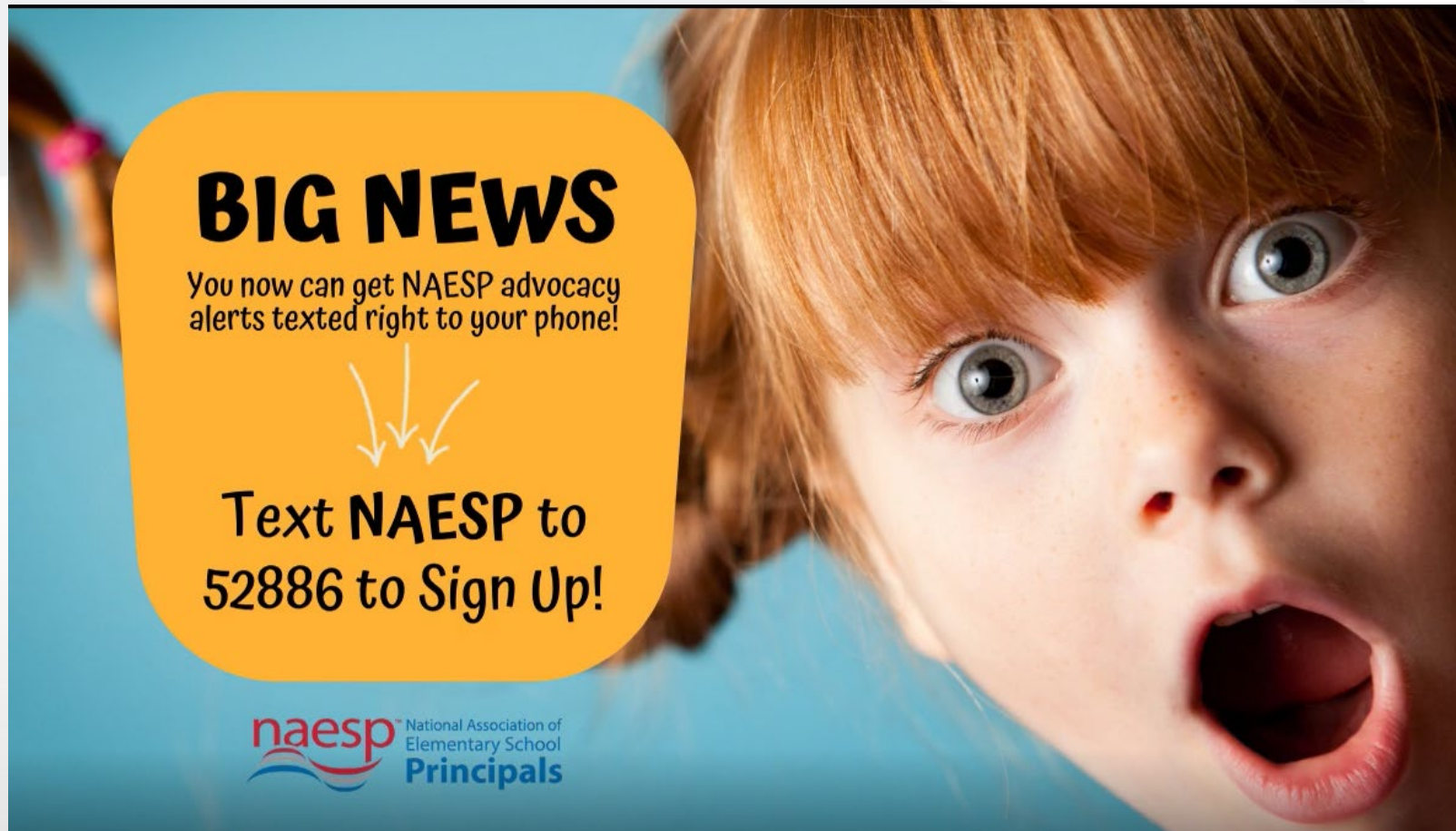


# FY 2022 Funding Priorities

(Appropriated levels in green)

- Title I Grants to LEAs: \$16.5 billion in FY 2021
- Title II, Part A (State Grants): \$2.1 billion in FY 2021
- School Support and Academic Enrichment Grants (Title IV, Part A): \$1.2 billion in FY 2021
- IDEA State Grants: \$13.8 billion in FY 2021 (16% of APPE).
  - Authorized level (40% of APPE)

# Advocacy Text Alerts



**BIG NEWS**  
You now can get NAESP advocacy alerts texted right to your phone!

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# Questions



# Don't Be a Stranger

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