NLC: Federal Advocacy Update
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NAESP
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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

Impact

Grassroots Advocacy

Communications
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

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 residencies, 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.
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’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
  o Already-stretched schools facing an avalanche of new costs.

• Revenue Going Down
  o In recessions, state revenues crater.

• Different From Past Recessions
  o 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 (quarterly per classroom): $16,833
  - No-touch thermometers (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 per 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 per day for two custodians per school): $1,440
  - Daily disposable masks for all school staff: $44,415
  - Disposable masks for students who do not bring masks from home (est. $30 per student): $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, etc.; 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, thus 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:

<table>
<thead>
<tr>
<th>Costs Related to Providing Food Services to Students Off-Site</th>
<th>Substantial Amount</th>
<th>Some</th>
<th>Few</th>
<th>None</th>
<th>Total</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costs associated with enhanced cleaning and sanitation</td>
<td>48.18%</td>
<td>42.24%</td>
<td>5.80%</td>
<td>3.78%</td>
<td>741</td>
<td>1.65</td>
</tr>
<tr>
<td>Costs related to altering transportation options to comply with social distancing requirements</td>
<td>17.15%</td>
<td>32.91%</td>
<td>23.15%</td>
<td>166</td>
<td>717</td>
<td>2.60</td>
</tr>
<tr>
<td>Costs related to higher use of substitute teachers</td>
<td>26.06%</td>
<td>33.61%</td>
<td>21.26%</td>
<td>19.07%</td>
<td>729</td>
<td>2.33</td>
</tr>
<tr>
<td>Costs related to providing remote learning (e.g., hotspots, devices, etc.)</td>
<td>53.81%</td>
<td>30.05%</td>
<td>9.84%</td>
<td>6.30%</td>
<td>762</td>
<td>1.69</td>
</tr>
<tr>
<td>Costs related to teacher pay</td>
<td>10.63%</td>
<td>28.25%</td>
<td>22.52%</td>
<td>38.60%</td>
<td>715</td>
<td>2.89</td>
</tr>
<tr>
<td>Costs related to professional development for staff</td>
<td>6.88%</td>
<td>34.95%</td>
<td>38.46%</td>
<td>19.70%</td>
<td>741</td>
<td>2.71</td>
</tr>
<tr>
<td>Costs related to tutoring to address learning loss</td>
<td>8.28%</td>
<td>24.44%</td>
<td>27.86%</td>
<td>39.42%</td>
<td>761</td>
<td>2.98</td>
</tr>
</tbody>
</table>
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.
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 6–10 students
  - $1,600 per student per year

**High-intensity tutoring**
- 1–2 years of additional learning over 1 year
  - 80 minutes of tutoring daily in math
  - Provided by paraprofessionals
  - 2 students per teacher
  - $2,500 per student per year

- $42 billion to reach 50% of the United States’ 53 million schoolchildren

- $66 billion to reach 50% of the United States’ 53 million schoolchildren


McKinsey & Company
The Ask: Why $200 Billion?

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# Revenue Going Down

## The Impact of Increased Costs and Decreased Funding

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

*Data source: LPI analysis*
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
The Great Recession
Looking Ahead

Biden K-12 Coronavirus Response Plan

- Open schools in 1st 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

Social Distancing

**CDC recommends**
- Keeping desks at least 6 feet apart and facing the same direction when feasible
- Assigning students to small groups and staying with those same groups throughout the day

**AAP recommends**
- Having desks at least 6 feet apart if feasible and not feasible without limiting the number of students who can come to school
- Using other site mitigation strategies like strict adherence to social distancing
- Assigning students to small groups so that the number of students who can remain in one location like keeping students 6 feet apart 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

Arranging Instructional 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 benefit 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

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 plans 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 simple yet essential resources.

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

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who lack internet access at home</td>
<td>45.79%</td>
</tr>
<tr>
<td>Students in kindergarten</td>
<td>18.11%</td>
</tr>
<tr>
<td>Students who had been chronically absent prior to the pandemic</td>
<td>86.16%</td>
</tr>
<tr>
<td>Students in foster care</td>
<td>3.40%</td>
</tr>
<tr>
<td>Students experiencing homelessness</td>
<td>25.53%</td>
</tr>
<tr>
<td>English learners</td>
<td>24.40%</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>34.72%</td>
</tr>
<tr>
<td>Students eligible for the Migrant Education Programs</td>
<td>3.14%</td>
</tr>
<tr>
<td>Total Respondents: 795</td>
<td></td>
</tr>
</tbody>
</table>
“...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 into the summer or the beginning of the 2021-2022 school year
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

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Questions
Don’t Be a Stranger

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