

# NLC: Federal Advocacy Update

March 1, 2022

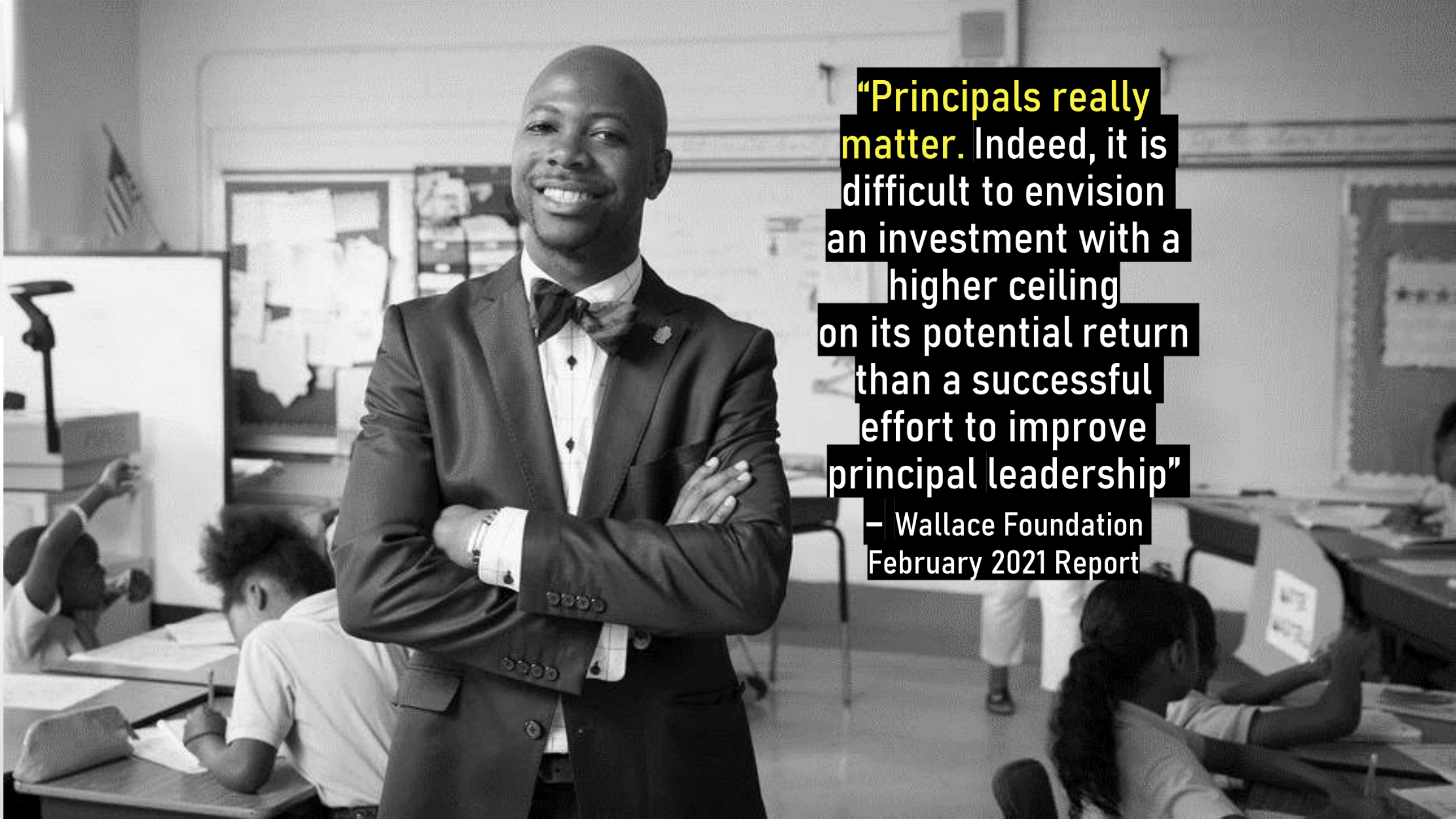
Danny Carlson

NAESP Associate Exec. Dir., Policy & Advocacy

# Thank you!

# Agenda

- **Advocacy 101**
- Coronavirus Relief Funding (ESSER)
- Funding and Legislative Asks
- What's New?/Looking Ahead
- Framing
- Q&A



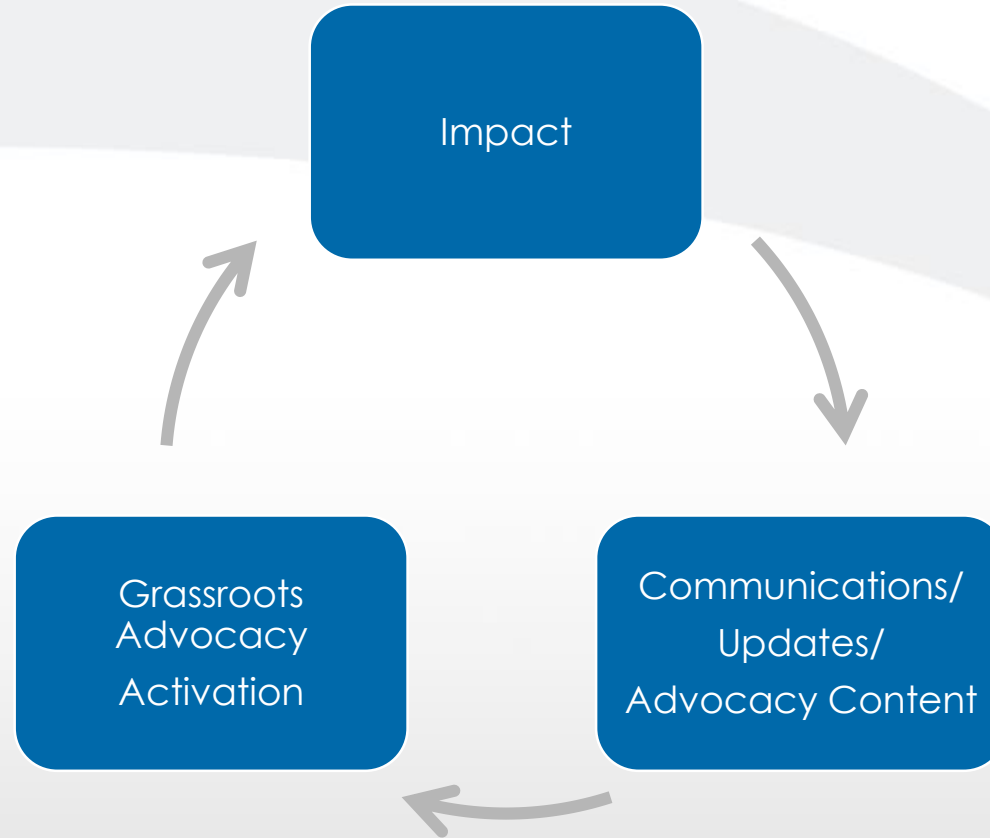
**“Principals really matter.** Indeed, it is difficult to envision an investment with a higher ceiling on its potential return than a successful effort to improve principal leadership”

– Wallace Foundation  
February 2021 Report

# Getting Policymakers to Understand the Power of the Principalship

- Principal role little understood. Gap between what principals do and what policymakers *think* principals do.
- Untapped policy lever. Principals too low on state and federal education agendas.
- Policymakers are failing to invest in the infrastructure to attract, prepare, develop talent, mentor and coach, and compensate school leaders. We're seeing the "downstream" effect of this neglect.
- Effective principals can have a multiplier effect on high-quality teaching.
- We know strong school leaders can help stem teacher churn issues.
- Get policymakers to better understand the principal role and to see principals as "high leverage" - meaning you make the investment in this narrow part of the K-12 ecosystem and it can unlock success with other issues.

# NAESP Advocacy



# NAESP Advocacy

- **Advocacy Updates** – 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 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, and discuss grassroots activation.

# NAESP Members Should Drive Legislative Priorities



## Principal Engagement on American Rescue Plan Funding and Planning

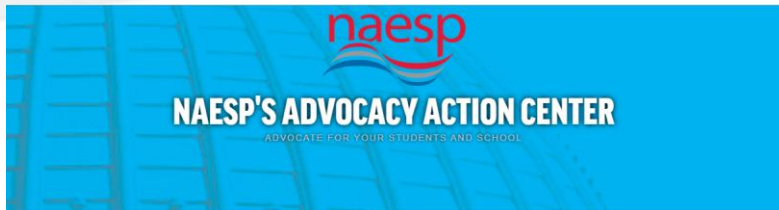
In March 2021, the American Rescue Plan was signed into law. The funding package provides \$122 billion in direct K-12 funding to help schools recover from the pandemic. To meet the requirements of the law, states and districts must engage stakeholders (including principals) to determine the needs of schools and how funds should be spent. This survey is to help NAESP better understand how the stakeholder engagement process is going and the extent to which principals are being consulted.

OK

1. In what state is your school located?

# 1-Click Advocacy

NAESP has implemented a series of easy, one-click tools to make it easier for NAESP members to take action on advocacy priorities. Throughout the pandemic, more NAESP members took action to urge pandemic relief funding for schools than ever before.



**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**



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 Include K-12 School Infrastructure in the Reconciliation Bill

As Congress moves forward with negotiations on a budget reconciliation bill, NAESP is strongly urging the inclusion of at least \$100 billion in direct grants and \$30 billion in bonds for K-12 public school facilities—consistent with the Reopen and Rebuild America's Schools Act, passed by the U.S. House of Representatives in July 2020. The reconciliation bill provides Congress with an opportunity to bring America's K-12 schools into the 21st century and help ensure students across the country can attend school in safe and healthy learning environments.

This neglect of decades of underinvestment in K-12 facilities hampers tens of thousands of schools throughout the country, posing significant health and safety risks to millions of students. In fact, a recent GAO study found that in about one quarter of all school districts, at least half of their schools needed upgrades or replacements to major building systems, such as heating ventilation, and air conditioning (HVAC) systems, plumbing, wiring, or windows. A leaking roof or HVAC system can cause water damage, exposing students and staff to mold or asbestos.

While ARP funds are being deployed to implement layered COVID-19 prevention strategies to support safe school reopening, to boost academic recovery efforts,



Send an email to your officials with one click!

Title \*

First Name \*

Last Name \*

Address \*

Zip \* city and state not required

Phone \*

Email \*

**Send Email**

As a school principal, I am requesting that K-12 public schools be included in the reconciliation

5,361

Total Legislator Connections

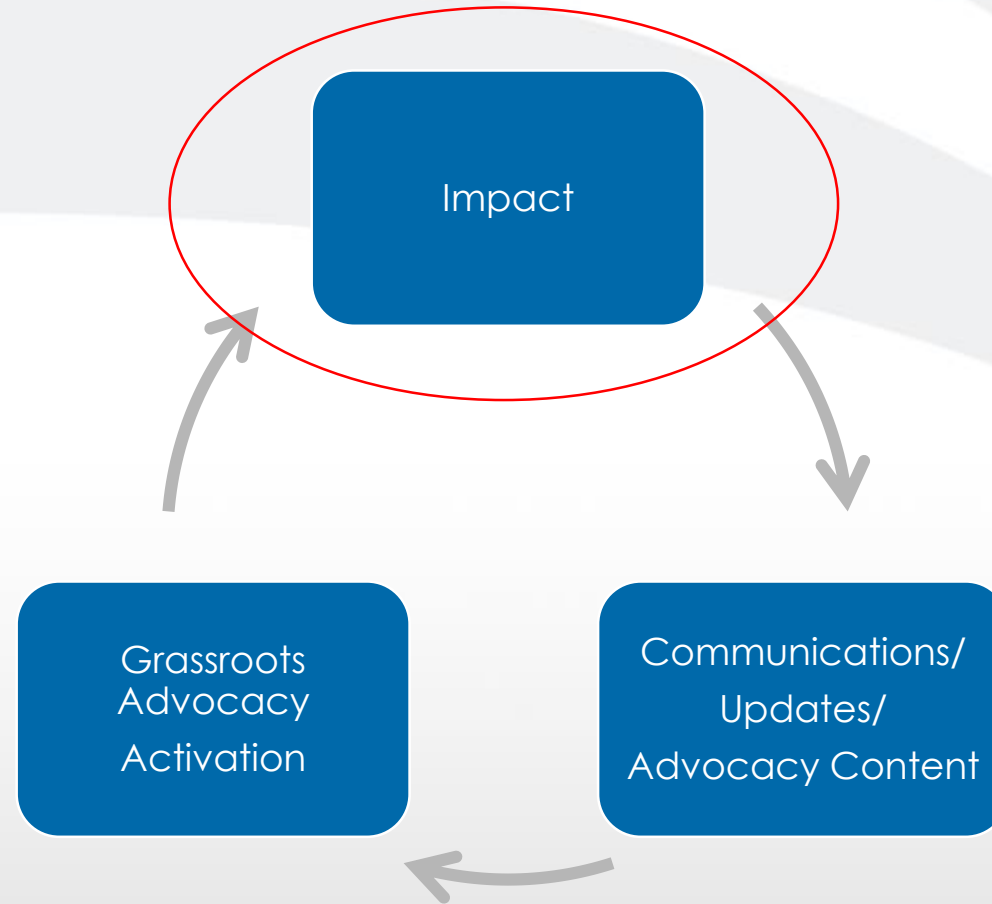
4,952

Emails

409

Tweets

# NAESP Advocacy

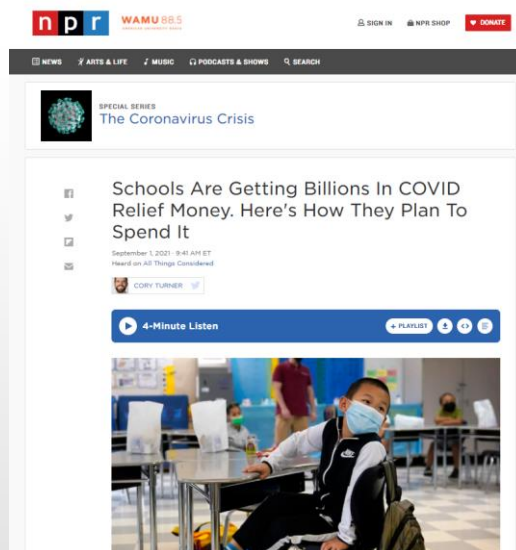


# Impact

AUGUST 25, 2021

## SENATORS MARKEY AND VAN HOLLEN, REP. MENG HIGHLIGHT MORE THAN \$5.1 BILLION IN REQUESTS FOR EMERGENCY CONNECTIVITY FUNDS FOR SCHOOLS AND LIBRARIES

*Funds stem from the more than \$7 billion the lawmakers secured in the American Rescue Plan to connect students to the internet*



134 STAT. 566

PUBLIC LAW 116-136—MAR. 27, 2020

Coordination.

(1) Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

(2) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

(3) Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

(4) Activities to address the unique needs of low-income

NOVEMBER 16, 2021

## VAN HOLLEN, HUFFMAN REINTRODUCE BICAMERAL LEGISLATION TO FULLY FUND SPECIAL EDUCATION

Today, U.S. Senator Chris Van Hollen (D-Md.) and Representative Jared Huffman (D-Calif.) reintroduced the IDEA Full Funding Act, bipartisan, bicameral legislation to finally ensure Congress' commitment to fully fund the Individuals with Disabilities Education Act (IDEA). In 1975, Congress passed IDEA to ensure that every child with a disability has access to educational opportunity. This law was a historic step forward, but since its passage Congress has failed to provide the funding promised under this bill.

# Impact

## USDA Issues Pandemic Flexibilities for Schools and Day Care Facilities through June 2022 to Support Safe Reopening and Healthy, Nutritious Meals

*Nutrition standards return with options and resources to support safety and social distancing*

**WASHINGTON, April 20, 2021** – The U.S. Department of Agriculture (USDA) today issued a broad range of flexibilities to allow school meal programs and childcare institutions across the country to return to serving healthy meals in fall 2021 as part of the Biden-Harris Administration’s commitment to reopen schools safely. Several meal service flexibilities that enable social distancing are now extended through June 30, 2022. The waivers continue the Administration’s commitment to provide safe, healthy meals free of charge to children as the pandemic continues to threaten the food and nutrition security of our most vulnerable.

“USDA will remain relentless in ensuring our nation’s children get the critical nutrition they need,” said

**Press Release**  
Release No. 0075.21

**Contact:** USDA Press  
**Email:** [press@usda.gov](mailto:press@usda.gov)

Regulations.gov  
Your Voice in Federal Decision Making

SUPPORT

Docket / Document (ED-2020-OESE-0091-0001) / Comment

PUBLIC SUBMISSION  
**Comment on FR Doc # 2020-14224**  
Posted by the Department of Education on Jul 31, 2020

View More Comments 13.56K
View Related Comments 13.56K
Share

Comment ID  
ED-2020-OESE-0091-12051

Tracking Number  
1k4-9i3v-n3v1

Comment Details
Submitter Info

Document Subtype  
Comment(s)


Comment

As organizations that interact with schools in a variety of ways, we write to express our deep concern with the U.S. Department of Education's Interim Final Rule (IFR) on equitable services under the CARES Act. Specifically, the IFR is inconsistent with the CARES Act law and diverts essential support away from high-need school districts at a time of unprecedented crisis.

Attachments 1

EDU GROUP CARES IFR Sign On FINAL 073020
Download


# Inside-Outside Advocacy Strategy



## 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



© Getty Images

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

**Just In...**

**Former Texas GOP rep: Trump should hold very little or no role in Republican Party**  
SUNDAY TALK SHOWS  
— 786 485 AGO

**National security adviser: China has not made 'sufficient original data' available on virus spread**  
SUNDAY TALK SHOWS  
— 15W 855 AGO

**Scalise avoids blaming Trump for Capitol riot following Mar-a-Lago visit**  
SUNDAY TALK SHOWS  
— 20M 485 AGO

**The UAE's Hope, China's Tianwen-1 and NASA's Perseverance arrives at Mars**  
OPINION — 27M 125 AGO

**Progressive caucus chair: Income thresholds for direct payments should stay at \$75,000**  
SUNDAY TALK SHOWS  
— 32M 375 AGO

**Republican Arkansas governor: Give control of vaccine distribution to states**  
SUNDAY TALK SHOWS  
— 52M 365 AGO

**Fauci: 500,000 coronavirus death milestone 'devastating'**  
SUNDAY TALK SHOWS  
— 56M 385 AGO

**Everybody wants Joe Manchin**  
BUSINESS & LOBBYING  
— 1H 2M AGO

**VIEW ALL**

**View Latest Opinions >>**

/thehill.com/opinion/education/502354-elementary-principals-urge-congress-to-boost-school-aid-amid-covid-19

# NAESP's Covid Relief Implementation Focus: Principal Consultation

Opinion Pandemic

## Educators' View: Principals Know Best What Their Schools Need. They Should Have a Central Role in Deciding How Relief Funds Are Spent



(Getty Images)

The recent passage of the American Rescue Plan represents a once-in-a-generation federal commitment to K-12 schools across the country. The impact will be felt immediately. The \$122 billion in direct funding will

April 26, 2021

By L. EARL FRANKS AND RONN NOZOE

Dr. L. Earl Franks is executive director of the National Association of Elementary School Principals, with over three decades of pre-K-12 education experience. Ronn Nozoe is chief executive officer of the National Association of Secondary School Principals and a former deputy state superintendent, district superintendent, principal, vice principal and teacher in his home state of Hawaii.

✉ contributors@the74million.org

### TALKING POINTS

✉ @efranksnaesp & @RonnNozoe

News Blog

About ▾ Advocacy ▾ Resources ▾ Events

SHARE THE ARTICLE



NAESP > The Principal Advocate > Blog > 5 Ways Principals Can Make Federal Relief Money Matter More f...

## 5 Ways Principals Can Make Federal Relief Money Matter More for Their Students

Spending decisions will play out in communities for years to come. Principals can help make sure these financial decisions do the most for the children and families they serve.

JULY 27, 2021 | BY MARGUERITE ROZA AND LAURA ANDERSON  
CATEGORIES: THE PRINCIPAL ADVOCATE  
TOPICS: COVID-19, FEDERAL EDUCATION FUNDING



# Agenda

- Advocacy 101
- **Coronavirus Relief Funding (ESSER)**
- Funding and Legislative Asks
- What's New?/Looking Ahead
- Framing
- Q&A

# How Did We End Up with \$190 Billion?

- **Costs Going Up**

- Already-stretched schools were 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.

# ESSER I, ESSER II, ESSER III

➡ states via Title I formula ➡ 90% to LEAs

- **CARES Act (March 2020): ESSER II**

- **\$13 billion**
- \*Obligated by September 2022
- 90% to LEAs; 10% to SEAs

- **Coronavirus Response and Relief Supplemental Appropriations Act (December 2020): ESSER II**

- **\$54 billion**
- \*Obligated by September 2023
- 90% to LEAs; 10% to SEAs

- **American Rescue Plan (March 2021): ESSER III**

- **\$122 billion**
- \*Obligated by September 2024
- 90% to LEAs (20% learning loss set-aside); SEAs: 5% learning loss, 1% summer enrichment, 1% after-school, 2.5% SEA activities, .5% administrative

*\*Additional 120 days to liquidate funds*

# 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**
- American Rescue Plan \$122 billion: **\$2,450 per pupil**

Source: Edunomics Lab

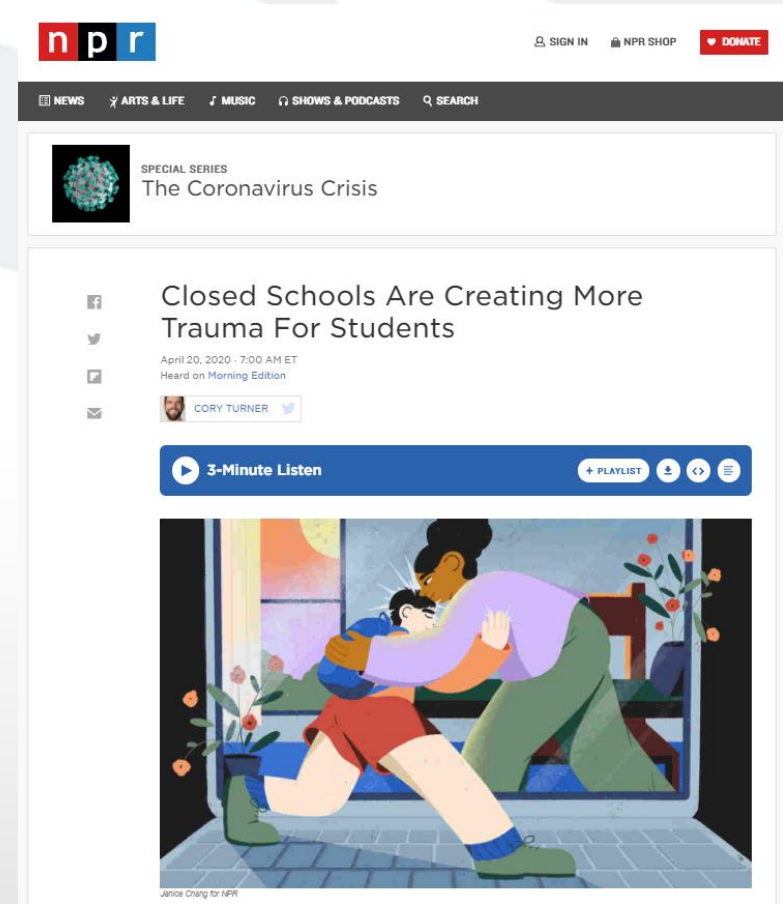
# Questions About COVID \$\$ Spend Rate

- Obligation vs. liquidation
- Districts under pressure to strategically spend funds on “evidence-based” activities/be responsive to an evolving pandemic
- National tracking often lags state databases
- Many of the allowable activities for K-12 Covid relief (ESSER) are labor-intensive (tutoring, mental health professionals, etc.), coinciding with school staffing challenges

# 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.



# Agenda

- Advocacy 101
- Coronavirus Relief Funding (ESSER)
- **Funding and Legislative Asks**
- What's New?/Looking Ahead
- Framing
- Q&A

# FY 22 Budget

# FY22 Budget: Biden Administration Proposal

## President's Record Increase for FY 2022 Would Finally Raise Education Far Above the 2011 Level in Inflation-Adjusted Terms

(Department of Education Discretionary Funding in Billions of Dollars)



## FY22: What's At Stake For K-12

- **\$102.8 billion** for U.S. Department of Education (\$29.3 billion increase over FY21)
- Of the \$102.8 billion, K-12 comprises **\$65.5 billion**, a 62% increase over FY21
- **\$36 billion** for Title I Grants to Local Educational Agencies, an increase of \$19.5 billion above the FY 2021 enacted level
- **\$17.2 billion** for IDEA, an increase of \$3.1 billion
- **\$1 billion** for school-based mental health

# FY22 Funding Asks

- Title I: \$17.3 billion in FY 2021
  - Requesting \$17.3 billion for Title I and adding an additional \$20 billion in Title I “Equity Grants”
- Title II, Part A: \$2.14 billion in FY 2021
  - Requesting \$3.00 billion in FY 2022
- Title, Part B (School Leader Recruitment & Support Program): \$0 in FY 2021
  - Requesting \$30 million in FY 2022
  - Support the \$112 million in Build Back Better
- Comprehensive literacy development grants: \$192 million in FY 2021
  - Requesting \$500 million in FY 2022
- Title IV, Part A: \$1.22 billion in FY 2021
  - Requesting \$1.65 billion in FY 2022
- IDEA grants to states: \$12.94 billion in FY 2021
  - Requesting \$15.54 billion in FY 2022 as proposed in the House bill and Biden budget
- School-based mental health grants: \$1 billion (within Title IV, Part F)
  - Requesting \$1 billion in FY 2022 as proposed in the House bill and Biden budget

# Educator Shortages/Staffing Challenges

# Educator Pipeline

## Degrees Trends in Education vs. Other Fields

	2005-06	2018-19	Percentage change
<i>Education</i>	<b>107,238</b>	<b>83,946</b>	<b>-22%</b>
Humanities	261,696	274,513	5%
Social & behavioral sciences	249,619	277,164	11%
Natural sciences & math	105,899	178,485	69%
Computer sciences & engineering	128,886	234,940	82%
Business	318,042	390,564	23%
Health professions	91,973	251,355	173%
Other fields	221,596	326,466	47%
All fields	<b>1,485,242</b>	<b>1,920,750</b>	<b>29%</b>

# Educator Pipeline

## Teacher Education Program Completions

	Traditional	Alternative, IHE-based	Alternative, not IHE-based	All programs
2008-09	178,777	17,870	24,792	221,439
2018-19	116,019	15,865	18,316	150,200
Percentage change	-35%	-11%	-26%	-32%

# Educator Pipeline

## Teacher Education Program Completions

	Traditional	Alternative, IHE-based	Alternative, not IHE-based	All programs
2008-09	178,777	17,870	24,792	221,439
2018-19	116,019	15,865	18,316	150,200
Percentage change	-35%	-11%	-26%	-32%

# Educator Pipeline

## Diversity in Education vs. Other Fields

	Degrees conferred	White	Latinx	African American	Asian/ Pacific Islander	Native American	Two or more races
All fields	1,911,018	62%	15%	10%	8%	<1%	4%
	Most Diverse Fields						
Homeland security, law enforcement, and firefighting	56,536	51%	23%	19%	3%	1%	3%
Public administration and social services	34,737	53%	19%	21%	3%	1%	4%
Psychology	113,107	55%	20%	13%	7%	1%	4%
	Least Diverse Fields						
<b>Education</b>	<b>82,896</b>	<b>75%</b>	<b>11%</b>	<b>7%</b>	<b>3%</b>	<b>1%</b>	<b>3%</b>
Agriculture and natural resources	39,331	78%	10%	3%	4%	1%	4%

# Legislative Ask: Educator Pipelines

## Biden Proposal: \$9 billion

- Double TEACH grant from \$4,000 to \$8,000
- \$2.8 billion for GYO/teacher residency programs
- \$1.6 billion to help current teachers earn credentials (bilingual, SPED, etc)
- \$2 billion for teacher leadership
- \$900 million targeted at IDEA personnel preparation and support
- \$400 million for schools of education/teacher prep

## Build Back Better

- \$112 million for grow-your-own programs
- \$112 million for educator residencies
- \$112 million to support the recruitment and support of principals
- \$160 million for IDEA personnel preparation and support.

# Legislative Ask: Educator Pipelines

## **Educators for America Act (S. 3360/H.R. 6205)**

- Invests \$1 billion annually in the educator pipeline to ensure schools have a profession-ready workforce of teachers, principals, and specialized instructional support personnel.
- Boosts outreach efforts to future teachers, expands educator residency programs, and invests in educator prep programs.
- Doubles TEACH Grant to \$8,000 per year and creates a new monthly credit for teachers, principals, and other educators towards repayment on their student loans so they earn loan forgiveness while they serve.

# Agenda

- Advocacy 101
- Coronavirus Relief Funding (ESSER)
- Funding and Legislative Asks
- **What's New?/Looking Ahead**
- Framing
- Q&A

# Bipartisan Infrastructure Deal (Nov. 2021)

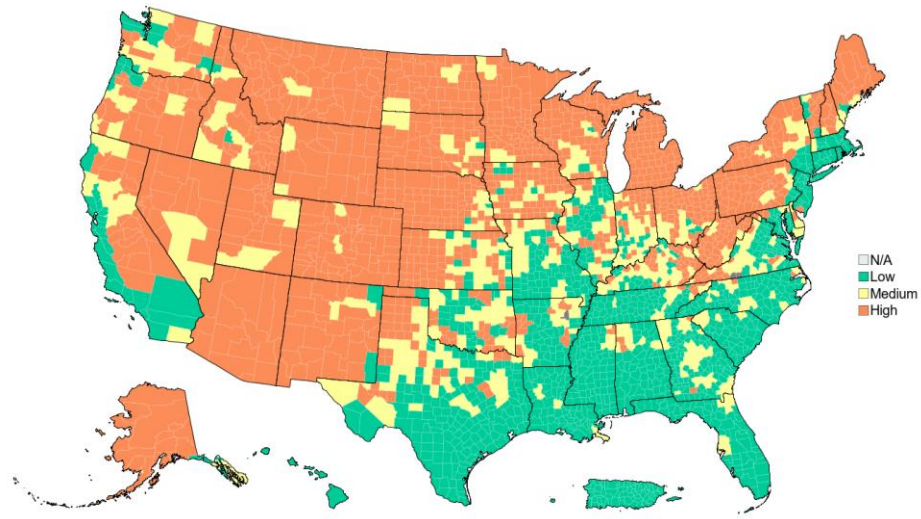
# Bipartisan Infrastructure Bill: What's In It For K-12?

- Bipartisan deal includes \$55B for clean drinking water, which includes programs in addition to lead removal. For lead in drinking H2O specifically, the package includes **\$15.7 billion**:
  - \$15B for Drinking Water State Revolving Funds (lead service line replacement)
  - \$500M for EPA's lead reduction grant program
  - \$200M to address lead contamination in schools
- **\$5 billion** for “Clean School Bus Program” to expand zero-emission busses
- **\$500 million** for energy efficiency improvements in public schools
- Makes Safe Routes eligible under Transportation Alternatives Program (TAP); boosts TAP to \$7.2 billion over 5 years
- Extension of Secure Rural Schools and Community Self-Determination Act

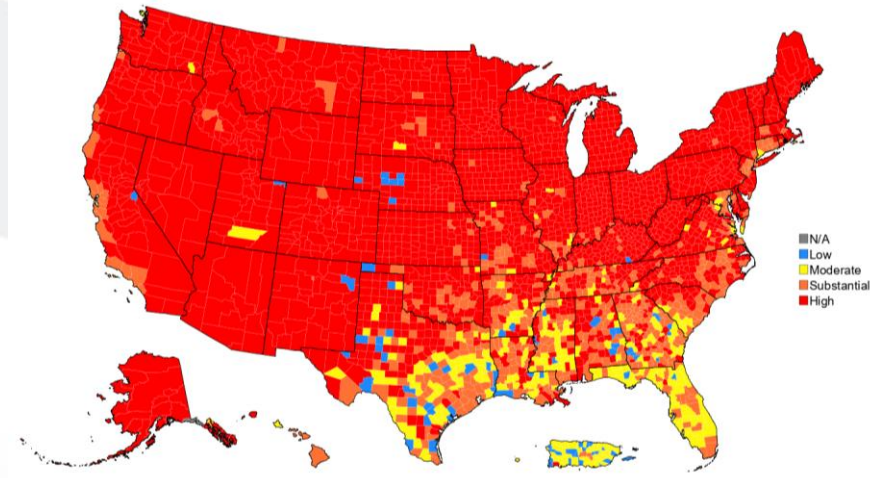
# CDC Guidance

# COVID Community Levels on November 5, 2021

COVID-19 Community Level (1-day) by County



Community Transmission Level (1-day)

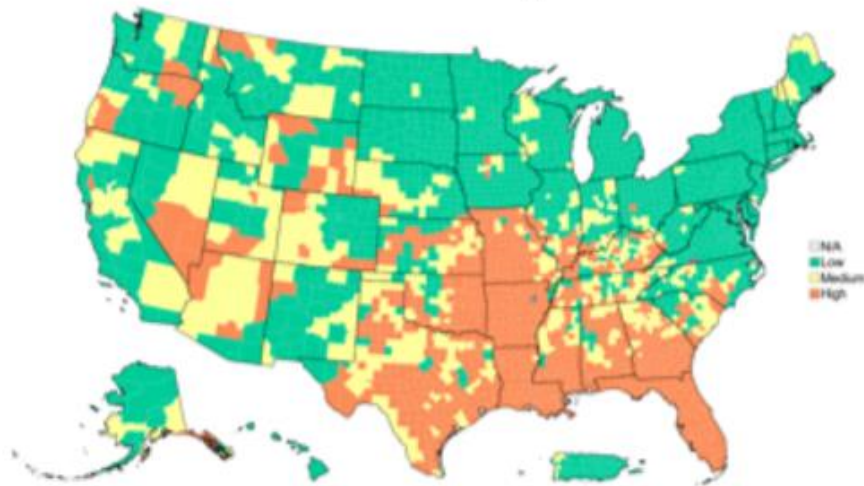


	% of Counties	% of Pop.
Low	38.3%	58.5%
Medium	21.5%	16.5%
High	40.1%	25.0%

	% of Counties	% of Pop.
Low	2.6%	0.6%
Moderate	9.4%	8.6%
Subst.	16.8%	32.5%
High	71.2%	58.2%

# COVID Community Levels on July 30, 2021

COVID-19 Community Level

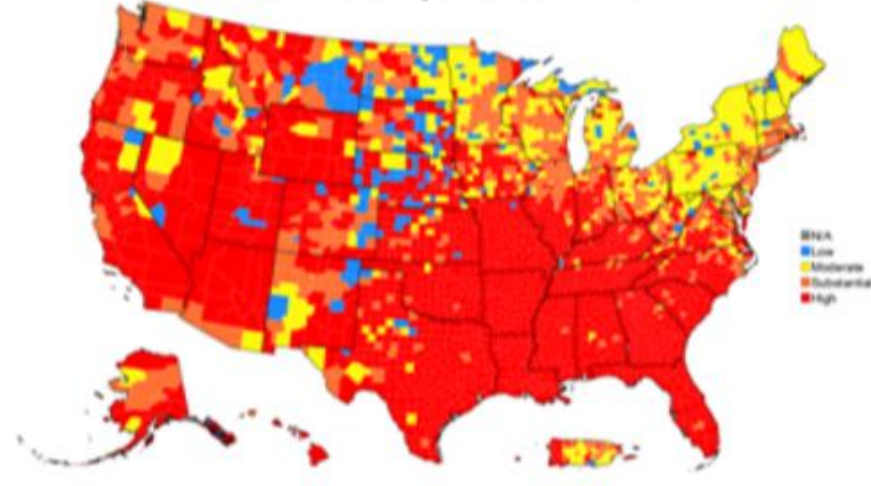


% of Counties

% of Pop.

Low	49.6%	57.7%
Medium	20.2%	18.3%
High	30.1%	23.9%

Community Transmission



% of Counties

% of Pop.

Low	4.8%	0.4%
Moderate	15.7%	12.1%
Subst.	18.2%	28.0%
High	61.3%	59.4%

# What's Next/Outlook for 2022

- FY 22 Appropriations Funding Bill
  - Huge increases to Title I, IDEA boost, and school mental health
- FY 23 Appropriations Funding Bill
- Bipartisan Mental Health Legislation
  - School mental health professional pipeline, ratios, direct \$\$ for schools
- Principal Wellness Legislation
- Principal Loan Forgiveness/Improve Profession Attractiveness Legislation
- Educator Pipeline Legislation
- Continue to boost research opportunities/connections to policy

# Grassroots Advocacy Network

## What is GAN?

- Too often barriers prevent principals from taking on the critical role of principal advocate. GAN aims to address some of these barriers.
- Members are joining a network of principals from across the country to push for a stronger principal voice in public policymaking at all levels—federal, state, and local.
- GAN will provide access to exclusive advocacy training, grassroots advocacy content, opportunities to engage with national advocacy experts, and other networking opportunities.


## What's the Vision?

- NAESP's vision is that GAN will boost its network of grassroots advocates, lead to more members engaged in advocacy, and strengthen the principal voice at all policymaking levels.
- More policymakers better understanding what principals do on a day-to-day basis, better appreciation for the powerful role principals play in student success, and a better understanding of what resources principals need to best serve their students.

# Leaders We Need Now Research Series

<https://www.naesp.org/LWNN>

**LEADERS  
We Need  
NOW**  
#LWNN



**NEW SERIES**  
**Three briefs on what we can learn about the future of schooling when we listen to principals:**

- BRIEF 1 AVAILABLE NOW** • How schools changed in 2020–2021, which changes might endure, and new challenges
- BRIEF 2 & 3 COMING SOON** • How the events of 2020–2021 shaped principals' priorities and what the principalship may look like in the future
- What schools need from policymakers as they grapple with the events of 2020–2021

[DOWNLOAD THE BRIEF AT NAESP.org/LWNN](#)





**LEADERS  
We Need  
NOW**  
#LWNN





**CHALLENGE**  
 Schools lack access to mental health and other counselors to help students and communities heal from the trauma of 2020–2021.

**SOLUTION**  
 As they responded to crises in 2020–2021, schools created or deepened community and government partnerships. Principals say **continuing and expanding these partnerships** is essential to help students and schools recover.



[To find out how schools changed in 2020–2021 and which changes principals think might endure, download \*Leaders in the Tumult\* at NAESP.org/LWNN](#)

**LEADERS  
We Need  
NOW**  
#LWNN





**“We pivoted so much [in 2020–2021] that it was like a ballerina performance every day.”**

— California principal



[Learn more about how principals rapidly shifted priorities in 2020–2021 at NAESP.org/LWNN](#)

# Agenda

- Advocacy 101
- Coronavirus Relief Funding (ESSER)
- Funding and Legislative Asks
- What's New?/Looking Ahead
- **Framing**
- Q&A

# Framing

## Challenge

“58% of educators reported 7 or more days of poor mental health in the past month”

## Personalize the Challenge

“In my school for example, I have teachers who told me they started receiving counseling for the first time in their careers.”

## Solution

“We need a national focus and federal support for programs that provide support for educators’ mental health. There’s been strong federal investments in *schools*; we need strong investment in *educators*...”

# Framing

## Challenge

“National studies are showing concerning trend with educator shortages in some subject areas and certain grade levels.”

## Personalize the Challenge

“I know in my school, positions for open special ed teachers, paraprofessionals, and bus drivers are going unfilled for months. In some cases, I get zero applicants for some of these positions; this wasn't the case a few years ago.”

## Solution

“There are some strong pieces of legislation – Educators for America Act and the Build Back Better Act – that would help solve some of the up-stream, pipeline issues. We need short term solutions, but also fix the root causes as well”

# Framing

## Challenge

“The National Association of School Psychologists recommends a student to school psychologist ratio of 500:1”

## Personalize the Challenge

“In our state, the ratio is. . .”

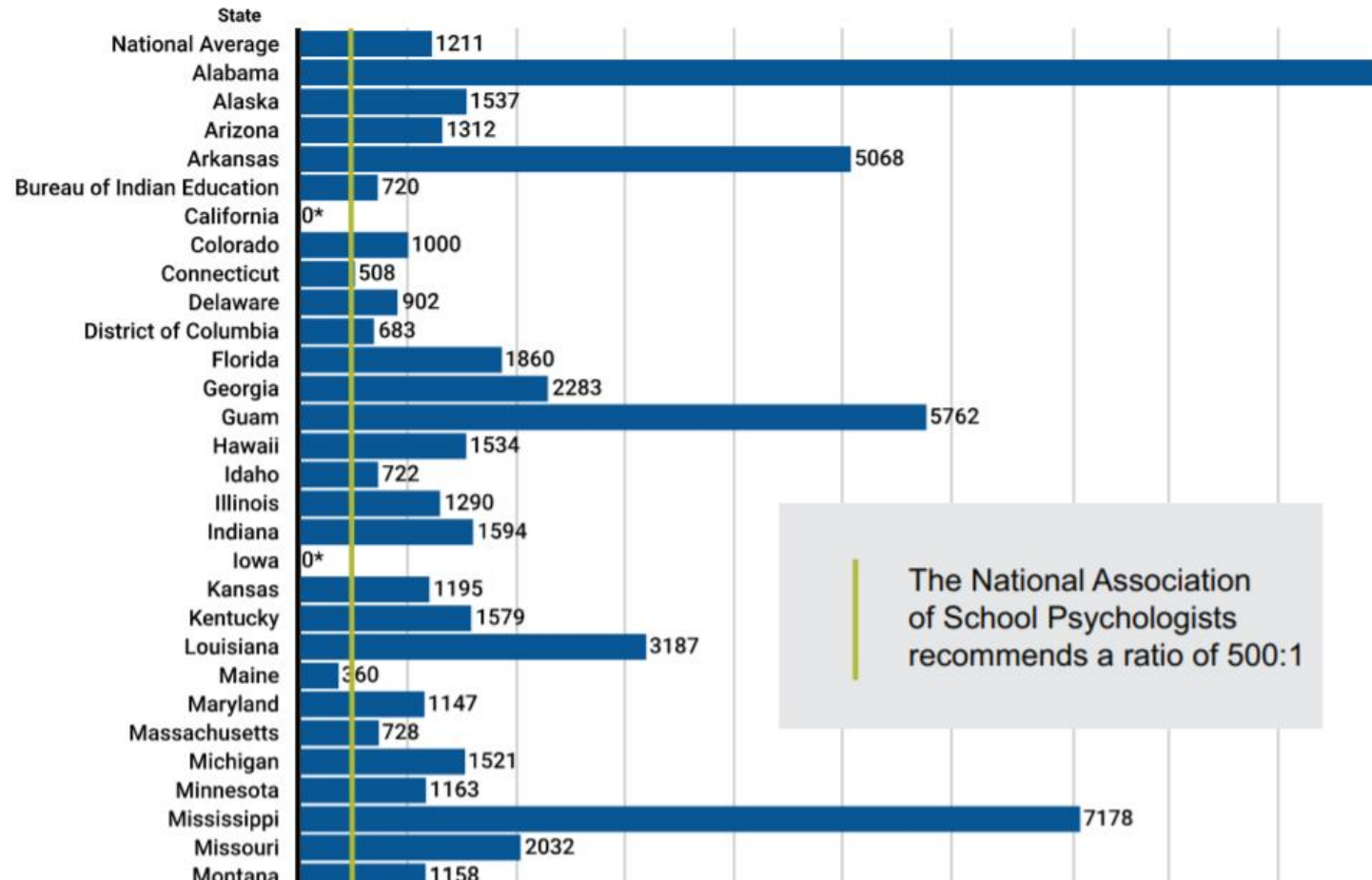
## Solution

“We really would love the Congresswoman’s support to help get the FY22 Appropriations bill across the finish line – it includes \$1 billion to lower the school psychologist to student ratio.”

## Student to School Psychologist Ratio 2019–2020

Based on the US Department of Education Common Core of Data

*The data used in the calculation of ratios were provided to the US Department of Education by state departments of education. These data are provisional and we are aware that these numbers may not align with other sources of data. NASP will be monitoring these data and will update this graphic should new information become available.*



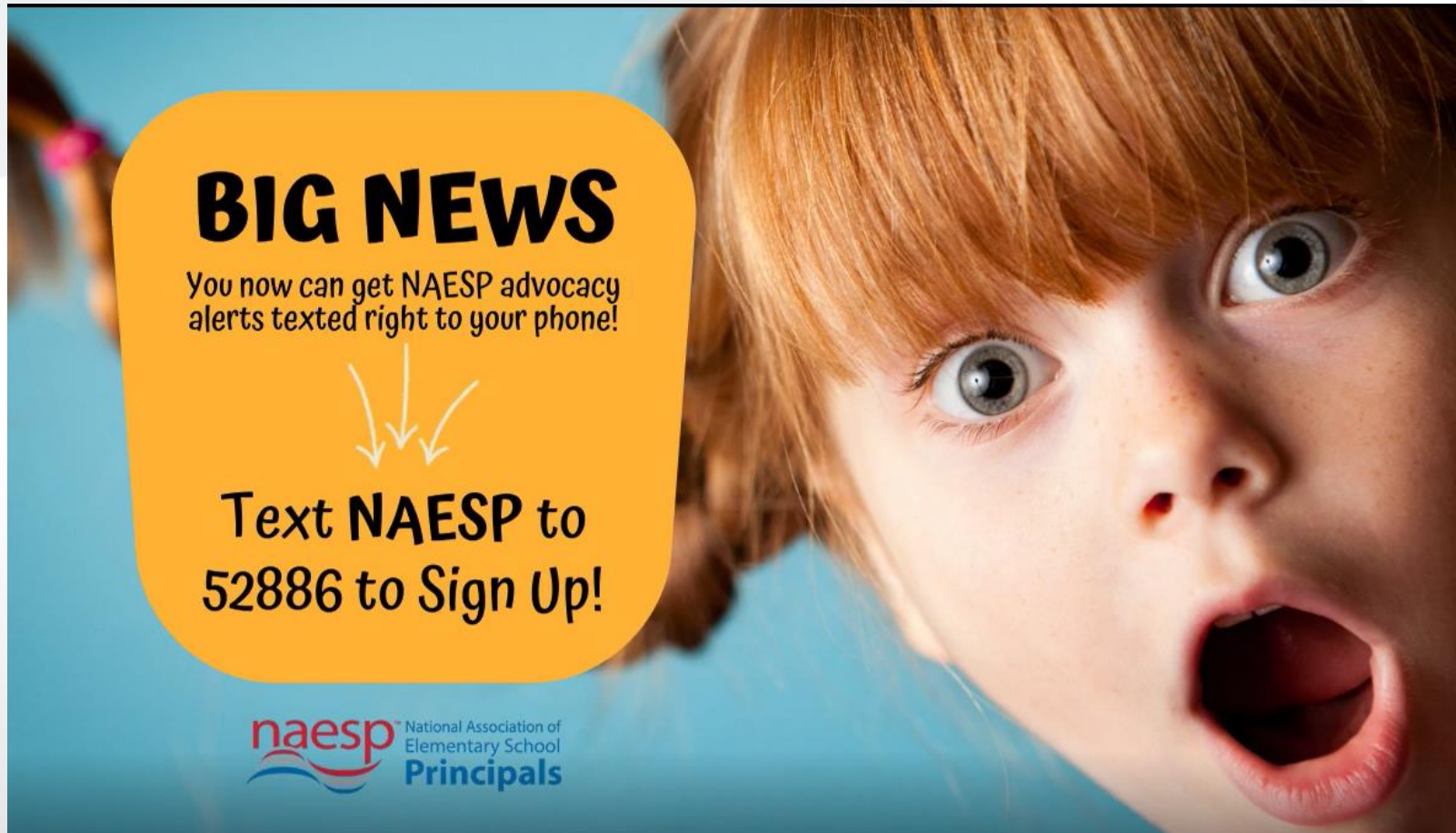
# Questions



# NLC Hill Day Social Media Presence

- We want to flood social media with visits—both in-person and virtual—from Hill Day
- Use #naespNLC and #PrincipalsAdvocate on social media and tag NAESP
- Text photos directly to Krysia Gabenski at **703-282-4610**.
- Include:
  - Your name
  - Your state
  - The congressional office/members of Congress you're meeting with
  - Social media handles of members in your group

# 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™ National Association of  
Elementary School  
Principals

# Don't Be a Stranger

**Danny Carlson**

Associate Executive Director, Policy & Advocacy

**dcarlson@naesp.org**

(c): 612-799-3411



**@dannycarlson**