



2025

**National School Leaders
Advocacy Conference**

#PrincipalsAdvocate

L. Earl Franks
NAESP Executive Director

Ronn Nozoe
NASSP CEO

WiFi network: MarriottBonvoy_Conference

Code: NAESP-NASSP



2025

National School Leaders
Advocacy Conference



Scott Palmer

Managing Partner and Co-Founder,
Education Counsel



Everything Everywhere All at Once

Federal Education Policy Risks (and Opportunities) in The Trump Administration's First 100 Days

NAESP/NASSP National School Leaders Advocacy Conference

March 10, 2025

Scott Palmer, Managing Partner, EducationCounsel

EducationCounsel
Policy | Strategy | Law | Advocacy

Goals

- ❑ Provide framework for understanding multitude of federal risks/opportunities, including range of Executive Actions
- ❑ Consider what this means (and not) and what is needed, for the education sector and principal leadership in particular

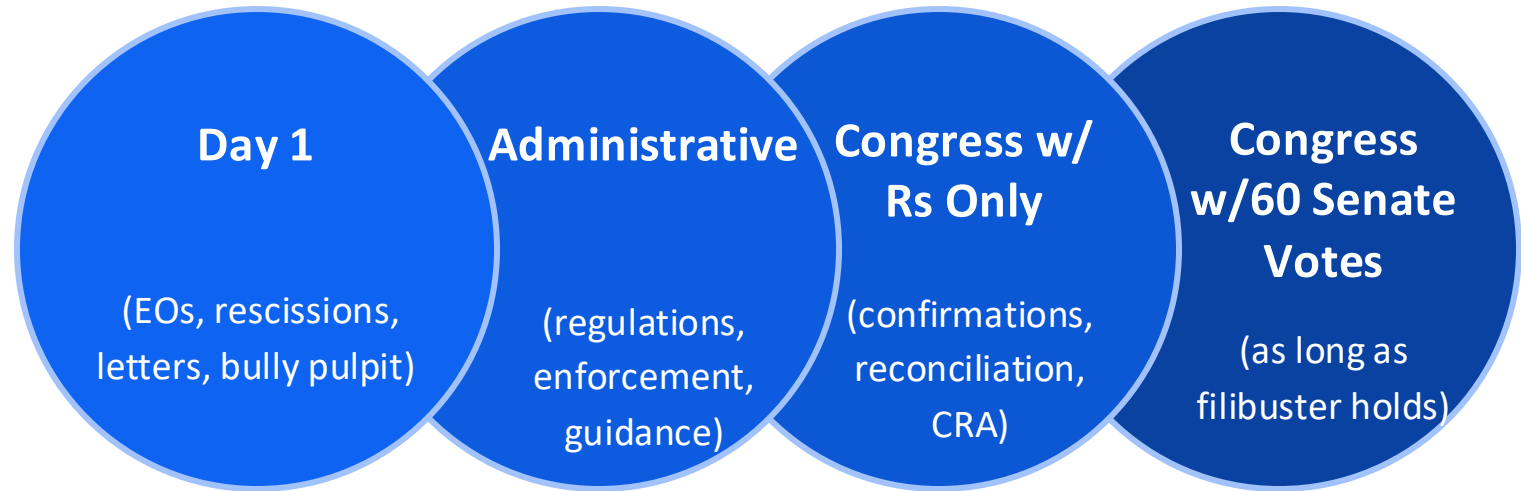
Framing

What you SHOULD hear	What you SHOULD NOT hear
<ul style="list-style-type: none">● Unprecedented● Significant● Urgent	<ul style="list-style-type: none">● Certainty● Political● Lobbying or Legal Advice

Big Themes Regarding the Trump Agenda (in Tension)

1. **DISMANTLE** (or more likely Reduce)
2. **LEVERAGE** (or Redirect)
3. **COMPARTMENTALIZE** (where positive/bipartisan action possible)
4. **FLOOD THE ZONE** (~80 EOs in ~50 days)
5. **SPUR PREEMPTIVE OVER-COMPLIANCE**
6. **ADVANCE UNITARY EXECUTIVE** (including rise of “DOGE”)

Four Different Kinds of Federal Authority/Actions



Immediate timeline is next two years...

Trump Federal Education Priorities – First 100 Days (through 3/9/25)



1. Eliminate USED



2. Dismantle “DEIA” /
Reverse CR Enforcement



3. Reverse Gender Equity Rights



4. Reduce Federal Funding/Programs
for Public Schools and Supports



5. Expand Private School Choice,
Including for Religious Schools



6. Investigate Higher Ed &
Remake Accreditation



7. Extend *SFFA* Cases Against Race-
Conscious Actions



8. Increase Immigration Enforcement
& Make English the Official Language



9. Limit Data and Research



10. Invest in Select Education Priorities

1. Eliminate/Dismantle US Department of Education



What is the priority?	How could it advance?	What's happened so far? (as of 3/9/25)
<ul style="list-style-type: none"> • Trump, P25, “DOGE,” etc. calling for elimination of USED based on “bloated bureaucracy” and federal intrusion (claims return to states and parents). • USED is smallest cabinet agency and myriad laws prohibit federal involvement in curriculum, instruction, etc. (notwithstanding bully pulpit). Elimination would save “pocket change.” • Real interest? Per P25, reduce coherent national agenda and “deep state.” Reverse DEI/gender policies? Advance religious nationalism? 	<ul style="list-style-type: none"> • Congress established USED and several USED offices. Full elimination should require congressional action and 60 votes in Senate, but Rs may try Budget Reconciliation. • Lesser actions could be attempted administratively through federal personnel actions, closing select offices, anti-DEI actions, impoundment, etc. 	<ul style="list-style-type: none"> • McMahon’s “Final Mission” speech & Trump EO expected calling for any necessary actions to close USED <ul style="list-style-type: none"> ◦ Sen Mike Rounds (and others) introduced bill to eliminate USED • “DOGE” is at USED terminating grants & contracts (and reinstating some) mostly so far in R&D, data, teacher/leaders prep, equity centers, and TA to SEAs/LEAs • Multiple Trump EOs related to reducing the federal workforce: reclassifying career employees in policy roles as at-will; increasing accountability for SES officials; hiring freeze; return to in-person work; revamp federal hiring process. • Multiple actions to hollow out USED, including closing “DEIA” offices; putting “DEIA” staff on leave; offering job buyouts; terminating provisional employees; initial broad impoundment of funds; delay of grants related to “DEIA.” <i>Several lawsuits pending and several actions enjoined by courts.</i>

1. Eliminate US Department of Education



Trump, P25, DOGE, McMahon, etc. call for elimination of USED

- ❑ Sec. McMahon calls for “final mission”
- ❑ Allegedly based on “bloated bureaucracy,” state/local intrusion, negative impact on NAEP scores, etc.
- ❑ Reality is USED leanest cabinet agency, prohibited from action in curriculum and instruction, etc.

Eliminating USED should require Congress (w/60 in Senate)

- ❑ Congress may try through Budget Reconciliation (w/50 in Senate)
- ❑ Admin may seek to “hollow out” the agency

1. Eliminate US Department of Education



Key Actions in First 50 Days

- ❑ **“DOGE” at USED**
- ❑ **Personnel Reductions:** Firing DEI/probationary employees; buy outs; multiple Trump EOs, including “at will” reclassifications, calls for government-wide RIFs/agency plans
- ❑ **Award Terminations:** Grants and contracts (see below)
- ❑ **Congressional Legislation:** Marker bills to “abolish” USED

1. Eliminate US Department of Education



COMING SOON?

- ❑ **Trump EO Calling for USED Closure:** Likely to require agency plan to eliminate offices, staff, and functions not “statutorily mandated” (and call for congressional action)

2. Dismantle “DEIA” / Reverse CR Enforcement



Key Actions in First 50 Days

- ❑ **Multiple Anti-DEIA EOs:** Eliminate “DEIA” in fed’l govt, “unlawful” DEIA in fed’l programs (& private actions) & “indoctrination” in schools and teacher prep. ***Fed’l court issued nationwide injunction on key parts.***
- ❑ **USED Actions:** Closed “DEIA” offices/programs; staff on leave; removed websites; terminated grants; initiated DEI review of all pending grants, incl. possible certifications
- ❑ **Civil Rights Enforcement Actions:** Dear Colleague letter; FAQs; public tip lines; AG Bondi memo. ***Calls to withdraw guidance; court challenges***

2. Dismantle “DEIA” / Reverse CR Enforcement



COMING SOON?

- New SFFA guidance**
- Initial OCR investigations?**
- Grant/contract certifications?**

2. Dismantle “DEIA” - Summary of Trump Executive Orders



1/20 Federal Anti-DEIA EO

Requires each agency within 60 days “to maximum extent allowed by law” to terminate all DEIA offices, plans, programs, contracts, grants, etc., under “whatever name they appear” and recommend further actions to WH to align federal policies to this EO.

1/21 Field Anti-DEIA EO

Instructs all agencies to:

- Eliminate all “unlawful” DEIA requirements from federal programs and direct civil rights enforcement toward this goal
- Add certification requirement to contracts and grants [which may implicate False Claims Act]
- Identify up to nine investigations, including IHEs > \$1B and foundations > \$1/2B

Directs DOJ and USED to issue new *guidance on SFFA compliance*.

Directs DOJ within 120 days to make recommendations for ending “illegal DEI” in private sector.

1/29 K-12 Schools Anti-DEIA EO

Requires USED, DOD, and HHS, with DOJ, to provide an “Ending Indoctrination Strategy” to the President within 90 days that would plan for eliminating federal funding or support for “illegal and discriminatory treatment and indoctrination in K-12 schools” (including K12 curriculum & instruction and teacher education & training) based on “discriminatory equity ideology” and “gender ideology” (and “protecting parental rights”).

Defines “discriminatory equity ideology,” “social transition,” and “patriotic education.”

3. Reverse Gender Equity Rights



Key Actions in First 50 Days

- ❑ **Multiple EOs, Particularly re Transgender Students:** Define only 2 sexes; end K-12 support for “gender ideology” and transitioning students; limit options for trans women athletes; end gender-affirming care ≤ 19 , although court injunction in place.
- ❑ **Title IX Reversal:** OCR rescinded Biden Title IX regs (which courts had enjoined), so earlier Trump regs back; do not extend Title IX protections on basis of gender identity or sexual orientation.

3. Reverse Gender Equity Rights



COMING SOON?

- DOJ guidance on limiting *Bostock* to employment context
- More OCR enforcement?
- Showdown with Maine

4. Cut Federal Funding for Public Schools and Services



Key Actions in First 50 Days

- ❑ **DOGE & OMB Cutting Across Govt:** Initial funding freeze (*stayed by courts*, but some Head Start payments still stuck); “DEIA” cancellations and pauses.
- ❑ **DOGE & USED Contract/Grant Terminations:** Big cuts already to education research, data, equity assistance, assessments, TA & teacher prep.

4. Cut Federal Funding for Public Schools and Services



First Wave of Award Terminations

- ✗ Regional Education Laboratories contracts
- ✗ Comprehensive Centers grants
- ✗ Equity Assistance Centers grants
- ✗ ~90 IES contracts (data collections, program evaluations, TA, website development and maintenance, NAEP for 17yr olds)
- ✗ Teacher/leader preparation grants: SEED, TQP & TSLIP

**Some reinstatements (possibly CCD & PISA);
initial lawsuit filed and more appeals and lawsuits likely*

4. Cut Federal Funding for Public Schools and Services



COMING SOON?

- Add'l award terminations?**
- Congressional action on Budget Reconciliation and/or rescissions?**
- President's budget proposal/reductions**
- ESSA waivers (requested by 12 GOP state chiefs)**
- Attempts at block granting?**
- Legal challenge on impoundment?**



Key Actions in First 50 Days

- ❑ **Administration Action:** Trump EO calls on multiple agencies (USED, DOL, HHS, DOD, DOI BIE) to develop plans to maximize use of existing federal funds to promote school choice, including both formula and competitive programs.
- ❑ **Congressional Action:** *Education Choice for Children Act (ECCA)* (sponsors include Sen Cassidy and Rep Owens) would provide tax incentives for businesses & individuals to fund voucher programs.



COMING SOON?

- ECCA in Reconciliation?**
- USED plans for use of current funds to maximize school choice**
- S Ct decision in OK religious charter school case (*Drummond*)**

8. Increase Immigration Enforcement / English as Off. Lg.

Key Actions in First 50 Days

- ❑ **Immigration EOs:** Multiple EOs on immigration shifts incl. birthright citizenship, expanding enforcement, sanctuary cities, ending asylum. ***Many legal challenges; birthright EO stayed.***
- ❑ **DHS Action:** Rescinded “protected areas” guidance incl. schools. *But SCt protections for equal access to public education still in place under Plyler.*
- ❑ **EO on English as Official Language:** Rescinded EO on providing language access to federal services. *But Congress and SCt protections still in place in education under Lau and EEOA.*

8. Increase Immigration Enforcement / English as Off. Lg.

COMING SOON?

- ❑ Watch for legal challenges to *Plyler* and/or *Lau*

Trump Federal Education Priorities – First 100 Days (through 3/9/25)



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Sector-Specific Key Points: K-12

1. Multiple efforts to press states/locals on DEIA, gender equity, etc., could have significant chilling effect and impact on marginalized youth (but there is big distinction between DEIA and “illegal DEIA”).
2. Congressional action to reduce federal support for public schools/programs and increase support for vouchers could impact services and fuel movement toward privatization.
3. Uncertainty and immigration enforcement could chill families with undocumented individuals to attend schools.

What's Next? From EO to Agency and Congress

- ❑ **More executive actions/EOs** likely including about USED's future
- ❑ **Add'l education nominees and staffers** (e.g., Penny Schwinn, Kirsten Baesler)
- ❑ **Current federal funding (FY2025) expires on March 14**
 - *Possible options:* part/full-year CR, govt shutdown, full-year bills?
- ❑ **Budget Reconciliation** likely to move soon in Congress
 - *Possible options:* One comprehensive bill versus two-part strategy
- ❑ **FY2026 President's Budget Request in March or April**

Potential Implications for School Leadership

Termination of Competitive Grants/Contracts (and Staff)

- ❑ Canceling SEED, TQP, TSLIP grants (based on anti-DEIA policy)
- ❑ Terminating IES contracts, including re teacher and principal quality

Possible Reductions in Key Federal Programs

- ❑ Likely reduction in Medicaid, SNAP, Pell, etc.
- ❑ Possible elimination of key programs, such as Title II

Increasing Challenges for School Principals and Marginalized Youth

- ❑ Changing DHS policy re “protected areas” for immigration actions
- ❑ Vague/overbroad prohibitions/enforcement on efforts to promote equitable opportunity and belonging

Thoughts for School Leaders

- ❑ **Do NOT overcomply!** Separate what is educationally sound from what is unlawful.
- ❑ **Use your voice!** You are some of the most important education leaders in the nation.
- ❑ **Support key federal programs** funding public education (and USED) and **push back on the politicization** of education and its impact on children and families.

Q&A

scott.palmer@educationcounsel.com

NAESP/NASSP National School Leaders Advocacy Conference
March 10, 2025

Scott Palmer, Managing Partner, EducationCounsel

EducationCounsel
Policy | Strategy | Law | Advocacy



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#PrincipalsAdvocate

Kevin Armstrong
NAESP President

Raquel Martinez
NASSP President

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**National School Leaders
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Carlos Ojeda Jr.

Empowerment Speaker & Expert,
CoolSpeak, LLC



DON'T FIGHT BACK

CARLOS OJEDA JR.

FOLLOW HIM

TIK TOK & INSTAGRAM

@COOLSPEAK

CHU







FIGHT BACK





LOVE

READING

LOVE



VETE

(Go)







Happy™
ADULT RESORT
CAP CANA

Another year and new memories
part of our story
Hoy se suman nuevas
memorias a nuestra historia

¡FELIZ ANIVERSARIO!

Happy
Anniversary



FIGHT

FORWARD





FIGHT

FORWARD







Ring the Bell
Three Times Well
To Celebrate This Day
My Coworkers Run
My Work Done
And I Am Proud

THEY ARE
MY FRIENDS

DON'T FIGHT BACK

FIGHT FORWARD

CARLOS OJEDA JR.

FOLLOW HIM

TIK TOK & INSTAGRAM

@COOLSPEAK

Breakout Sessions



Breakout #1: 8:45 – 9:45 a.m.

- Beginning Advocates Training (*Chinese Ballroom*)
- Advanced Advocates Training (*Grand Ballroom*)

Breakout #2: 10:00 – 10:45 a.m.

- Communicating the Importance of Public Education (*Chinese Ballroom*)
- Policy to Support Principals, Educators, and the Professional Pipeline (*Grand Ballroom*)

Breakout #3: 11:00 – 11:45 a.m.

- Communicating the Importance of Public Education (*Chinese Ballroom*)
- Policy to Support Principals, Educators, and the Professional Pipeline (*Grand Ballroom*)



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National School Leaders Advocacy Conference 2025

Advocacy 101 – New to the Advocacy
Conference Training: March 11th, 8:45-9:45



Introductions



- Chase Christensen
- Superintendent/Principal
- Sheridan County School Dist. #3
- Clearmont, WY
- cchristensen@shr3panthers.com
- John Schilling Ed.D.
- Superintendent/Principal
- Southside Elementary School Dist.
- Hollister, CA
- jschilling@sbcoe.org

Session Objectives



- Building Advocacy Skills
- Teamwork and Planning
- Effective Messaging to your Legislator
- Advocacy issues in practice
- Follow up
- Relationship Building
- Next steps/More advanced

Building Advocacy Skills



- The issues to address. Education Budget Priorities, Educator Shortage and the Principal Pipeline, Improving School Mental Health, Wellness, and Safety Resources.
- Identify your elected officials and your target audience for your issues – local, state, federal
- Contacting Legislators: email, phone, social media

Teamwork and Planning



- Pre-planning, know your legislators, do the research, and know the positions/concerns
 - Are they likely to be supportive? Reluctant?
- Plan your advocacy pitch with your team, who takes what position and tighten your message

Effective Messaging to your Legislator



- Raise awareness about your issue
- What is your “ask?”
- Make it personal and meaningful, what will they remember when you leave?
- A short story to illustrate your point.
- How would budget cuts impact your school?
- What are you leaving behind with the person you meet with?

Advocacy in Practice



- Example: Personnel Pipeline
- How to bring this the issue to the forefront
- Locate Legislator: [Link](#)
- Locate Member residence
- Matsui [Map](#) Elk Grove
- [Edjoin](#)
- [Postings](#) in Elk Grove
- Classified Comparison
 - Para Educator \$21.13 - \$24.73
 - [Barista](#) \$20.25 - \$22.99
 - Handout for legislator

Follow Up



- 1) short-term on any specific questions or info asked for/discussed at the meeting and
- 2) longer-term to keep the connection and build the relationship.

Relationship Building



- Invite your legislator to your celebrations
 - let them have the positive publicity
- Invite your legislator to be a principal for a day
 - provide them an understanding of the work
- Visit them at town hall meetings, in their in state offices, etc.
- Buy them coffee and get to know their priorities at times when you aren't making an ask

Next Step/More Advanced



- The long-term game
 - There's always tomorrow
 - Eventually breakthrough
- Working in your state
 - Being informed and aware
 - Research
 - Engagement
 - Utilizing state associations

Tips and Tricks



- Technology and tools
 - AI
 - Research, messaging
- Toolkit: Fact sheets, sample letters, social media graphics, press release, news items
- Tools: political mapping, alliances, stakeholders

Educators together



- Right or Left, we are in this together
- Politics don't help children read!
- Sink or swim, we move together.
- If you start losing programs, losing funding, what do you do? Contact your parents!

Your Are the Agent of Change for Your Students!



- Q and A





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#PrincipalsAdvocate

Advanced Advocates Training

David Simpson, Principal, Northern Hills Middle School
& President, MEMSPA – Michigan

Roz Thompson, Director of Government Relations,
Association of Washington School Principals



Overview



- Introductions and Warm-up Questions
- Developing YOUR Advocacy Intelligence
- Action Planning

Warm-Up Questions



Introductions at your table

- What is your experience with advocacy?
- What are you most passionate about related to advocacy?
- What do you hope to learn more about related to advocacy?

Developing Your Advocacy Intelligence



ABCs of Advocacy

- A–Plan for Advocacy
- B–Be Systematic
- C–Make Connections

Plan for Advocacy



- Research (state/national)
- Survey Data
- Demographic Data
- Legislative Platform [AWSP's Legislative Platform](#)

What information do you currently have?

What do you need?

How can AI help?

AI - Advocacy Intelligence



ChatGPT Sprints to One Million Users

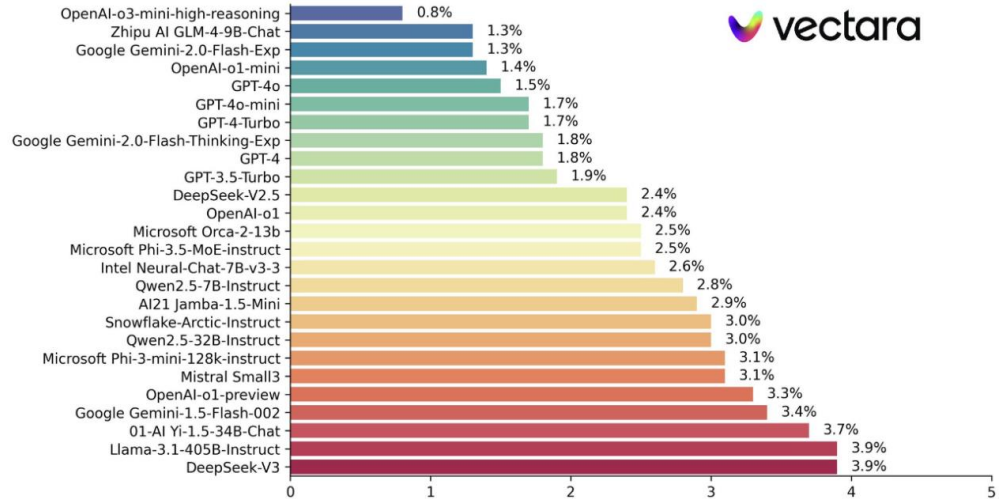
Time it took for selected online services to reach one million users



*one million backers **one million nights booked ***one million downloads
Source: Company announcements via Business Insider/LinkedIn



Hallucination Rate for Top 25 LLMs



Last updated on January 31st, 2025

AI - Advocacy Intelligence



NotebookLM



The screenshot displays the NotebookLM interface for a document titled "2025 NAESP-NASSP Federal Legislative Agenda". The interface is divided into three main sections: Sources, Chat, and Studio.

- Sources:** Shows a list of sources with a "+ Add source" button and a "Select all sources" checkbox. One source, "2025 NAESP-NASSP Federal Le...", is selected.
- Chat:** Displays the title "Legislative Agenda" and "1 source". The main text reads: "The NAESP/NASSP 2025 Federal Legislative Agenda outlines key priorities for strengthening public education. It urges Congress to increase funding for essential programs like Title I, Title II, Title IV, IDEA, CTE, Head Start, and Project SERV. The agenda strongly opposes diverting public funds to private schools through voucher programs. A central focus is addressing educator shortages by investing in recruitment, professional development, and improved compensation. Additionally, the agenda highlights the critical need for increased resources to support student and educator mental health and overall well-being in schools." Below the text are buttons for "Save to note", "Add note", "Audio Overview", and "Briefing doc". A chat input field contains the text "What key legislative priorities do NAESP/NASSP advocate for in".
- Studio:** Features an "Audio Overview" section with a play button, a progress bar at "00:00 / 30:53", and an "Interactive mode (BETA)" button. Below is a "Notes" section with an "Add note" button and buttons for "Study guide", "Briefing doc", "FAQ", and "Timeline". A note is visible: "NAESP/NASSP: 2025 Federal Legislative... Here's an 8-question FAQ based on the provided document, formatted in markdown: FAQ What i...".

AI - Advocacy Intelligence



Based on what you know about me, what connections can you make with me and Senator Peters

ChatGTP Research



You and Senator Gary Peters have several key connections that can serve as strong foundations for meaningful conversation:

1. Commitment to Public Education

- You have dedicated your career to K-12 education as a principal and leader, including serving as MEMSPA President.
- Senator Peters is the son of a public school teacher and has consistently advocated for public education funding.
- **Connection:** You can discuss the real challenges educators face and how funding impacts student success, using firsthand experiences to reinforce the need for continued federal support.

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ChatGTP
Deep Research



search completed in 6m - 30 sources

Rep. John James on K-12 Education Policies, and Statements

Opponent of School Choice and Funding

Empowering Parents through Choice: Rep. John James (R-FL) argues that a child's education "should not be left to the market." He frames school choice as a barrier to quality education and frames access to quality education as a right. James has co-sponsored the Education Freedom for All Act, which would allow parents to use state K-12 scholarships via private education, including private tuition, tutoring, and special education services.

Values: While pushing for transparency, James has also sharply criticized Florida's new state standards that are eroding skills. He blasted those standards as a distortion of history. In July 2023, James – one of the most vocal opponents of the standards – sharply criticized Florida's new state standards that are eroding skills. He blasted those standards as a distortion of history. In July 2023, James – one of the most vocal opponents of the standards –

School Safety Initiatives

School safety is another pillar of John James' K-12 education agenda. He has voiced deep concern about violence in schools. James has introduced legislation to address school safety, including the bipartisan school safety legislative package. James has introduced a bipartisan school safety legislative package that would provide for both mental health and security measures in schools.

PROVE Safety for Schools Act: Co-sponsored with Rep. James, the PROVE Safety for Schools Act would provide a \$300 tax credit for parents/guardians to purchase safety equipment for their children's schools. The goal is to reduce the number of tragic accidents or school shootings. (Kaptai)

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 2025 NAESP-NASSP Federal ...
PDF

My representative wants to dismantle the department of education. using this, create a compelling argument

ChatGTP



Here's a **strong, evidence-based argument** against dismantling the U.S. Department of Education, using points from the 2025 NAESP-NASSP Federal Legislative Agenda:

Why the U.S. Department of Education Must Remain Intact

The strength of our nation depends on the quality of education we provide for our children. Eliminating the U.S. Department of Education (ED) would **cripple** our ability to support public schools, harming students, families, and the workforce. Here's why maintaining the ED is essential:

1. A Federal Role is Essential for Educational Equity

The Department of Education ensures that every child—regardless of zip code, income level, or ability—gets a fair chance at success. Without federal oversight:

- **Title I funding** for low-income schools (\$18.4 billion requested for FY25) would be at risk, disproportionately harming students who need it most.
- **Special education (IDEA grants)** would suffer—currently, the federal government only funds 13% of the cost instead of the promised 40%. Eliminating the ED would make it even harder for students with disabilities to receive the support they need.

👉 **Question for critics:** If we dismantle the Department, who ensures that states uphold the civil rights of students and maintain consistent education standards?

Be Systematic



Create a Year-Round [Advocacy Calendar](#)

- Legislative Session and Day on the Hill (Jan-April)
- Principal for a Day (Fall)
- Principal Partners for Legislators (Monthly)
- Elections (Summer/Fall)
- Conferences (Year-Round)

Communication

- Advisory Group
- Google, Basecamp
- Social Media

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Using Podcasts
for messaging



AWSP
ASSOCIATION OF WASHINGTON
SCHOOL PRINCIPALS

AI - Advocacy Intelligence



Please create 5 X social media posts for Michigan principals to personalize the importance of Title II funding. These should be persuasive for our legislators in Washington D.C. on both sides of the aisle. Use the Hashtag #PrincipalsAdvocate

Here are five social media posts Michigan principals can use to advocate for **Title II funding**, personalized to make a strong impact on legislators in Washington, D.C.:

Social Media

Post 1: The Power of Title II for Teachers & Students

📣 **Strong schools need strong teachers!** Title II funding ensures our educators get the high-quality professional development they need to meet the needs of **every student**. Investing in teachers is an investment in **Michigan's future!** 🍌🍏

📍 I see the impact firsthand at [Your School Name], where Title II supports [Example: mentoring for new teachers, leadership training, instructional coaching]. **Let's keep this funding strong!**

👥 Legislators, please support **Title II funding** to ensure every teacher is **ready to lead and inspire**. #PrincipalsAdvocate #FundEducation #TitleII

Make Connections



- Legislators and their Staff
- Partisan and Non-Partisan Staff
- Governor's Office
- State Department of Education
- State Board of Education
- Other Associations (Superintendents, School Board, Teachers, etc.)

How can AI help?

Action Planning



How else can AI help with your research and planning?

- Getting to Know Issues, People
- Practicing Conversations
- Bill Testimonies

AI - Advocacy Intelligence



Creating the elevator speech

Gemini

Please explain the Educational Choice for Children's Act in a short paragraph that would help me explain it to other principals. I strongly oppose it. I want that to come through with the devastating impacts on Public Education

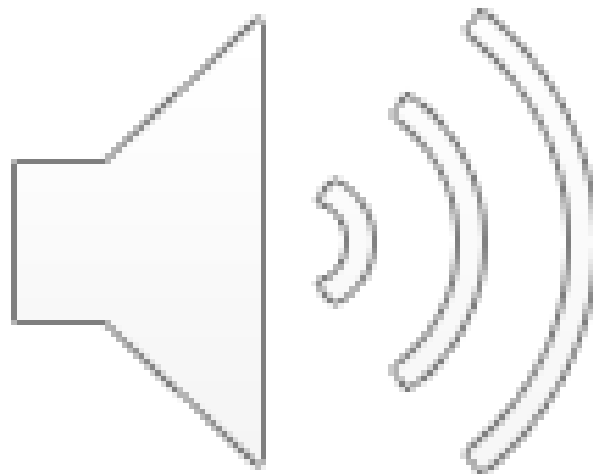
- ◆ The Educational Choice for Children's Act proposes federal tax credits for private school scholarships, which would drastically siphon funding away from already strained public school systems. This act essentially diverts taxpayer dollars to private institutions, often with less oversight and accountability, exacerbating existing inequities and undermining the foundational principle of universal public education. It threatens to create a two-tiered system, leaving public schools further underfunded and unable to adequately serve all students, particularly those in underserved communities. This will lead to a decimation of public school resources and an increase in segregation.



AI - Advocacy Intelligence



Practicing for
the meeting



Sandbox



- Explore AI tools on your own
 - ChatGTP
 - Gemini
 - NotebookLM

Thank you!



Questions?

David Simpson, Principal, Northern Hills Middle School and President, MEMSPA – Michigan dsimpson@fhps.net

Roz Thompson, Director of Government Relations, Association of Washington School Principals roz@awsp.org



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Supporting Principals, Educators, and the Professional Pipeline

Whitney Miller-Nichols, Director of Governmental
Relations – Council for Leaders in Alabama Schools
(CLAS)

Amy Schott, Principal, Henderson Elementary School
and NAESP Federal Relations Coordinator – Virginia



Presenters' Introductions and Presentation Goals



Develop a **broad understanding** of Title II, Part A's impact on supporting principals, educators and the educator pipeline.

By the end of this session, you will be able to **confidently share information, data and personalized examples** of the **need for and impact of critical Title II, Part A funding for your school system.**



Connect with the Education Advocates at Your Table

Take three minutes to share the following:

1. Where are you from and what is your current role?
2. How many NAESP Leaders Advocacy Conferences have you attended?
3. What drives you to remain in your current role?



Title II, Part A



- U.S. Department of Education grant program
- Provides supplemental funding to support effective instruction and improve the quality of teachers, principals, and other school leaders
- **Ultimate goal is to increase student achievement**
- The U.S. Department of Education awards Title II, Part A funds to state educational agencies (SEAs), which then sub-grant funds to local education agencies (LEAs)

Allowable Uses of Title II, Part A



- Professional development activities
- Teacher advancement initiatives
- Improving the quality of the teaching force
- Leadership development
- Developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners

Accountability and Focus



- School Divisions and Schools are **accountable** for **improvements** in **student** academic **achievement**.
- Title II, Part A focuses on supporting **effective instruction** and providing opportunities for educators to **enhance their skills and knowledge**.



TITLE II-A PROGRAMMING EXAMPLES IN ALABAMA AND VIRGINIA

CLAS (AL) Programming to Support the Principal Pipeline



- Certified Instructional Leader Program – Direct state appropriation
- NAESP Pre-K-3 Leadership Academy™ - Partnership with AL Dept of Early Childhood Education
- Aspiring School Leaders Academy – University partners
- New Principals Institute
- Assistant Principals Conference
- Leadership Institute series
- AL Principal Leadership Development System – Alabama New Principal Mentor Program



Six components designed to develop excellent school leaders for every school system in Alabama:

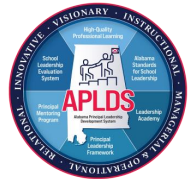
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2. Principal Leadership Framework
3. Principal Evaluation System
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6. Alabama Leadership Academy

Vision for the Future: Additional resources for schools that have difficulty in recruiting and retaining effective school administrators; competitive grants and/or technical assistance for local school districts to develop principal pipeline programs

APLDS Origin



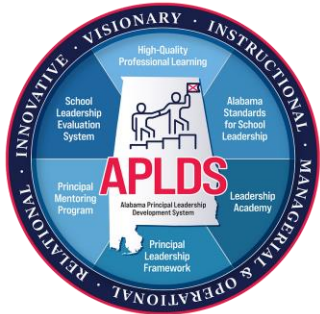
- 2022:
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AL Principal Leadership Development System



- Updated Standards for School Leadership
- Principal Leadership Framework
- Statewide PD infrastructure



2023-24

- Draft 2024-25 PLP

2024-25

- Draft 2025-26 PLP
- Complete 5 add'l days of prof learning & implement 2024-25 PLP
- New principals: Principal Mentor Program (2 yrs)

2027-28

- Draft 2028-29 PLP
- Complete 5 add'l days of prof learning
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2029-30

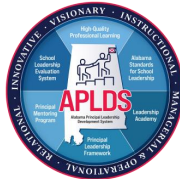
- Draft 2030-31 PLP
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PLPs in the APLDS



Participating School Administrator PLPs must now include

- At least 1 goal related to student academic growth or achievement or both
- At least 1 goal related to school climate
- 5 additional days of high-quality professional learning “targeted to building skills for school leadership” as identified in the PLP



Project Examples from Prince William County Public Schools, Virginia



- High Quality Tier I Literacy
- Licensed and Properly Endorsed Teachers
- Teacher Induction, Mentoring & Development
- Leadership Development
- Professional Learning Communities



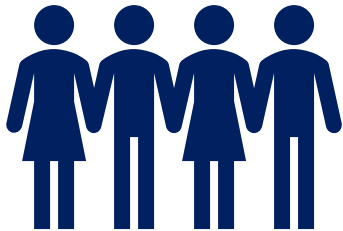
LITERACY



By June 30, 2025, high quality evidence-based literacy instruction (aligned to the requirements of the Virginia Literacy Act), use of approved high quality instructional materials (HQIM), and opportunities for meaningful interaction will result in an increase in literacy and reading achievement resulting in a 10% reduction (from May 2024 to May 2025) in the failure rate for all students and a 15% reduction for English Learners on the VA Reading SOLs for grades 3-8.



ENDORSED TEACHERS



By June 30, 2025, at least 100 provisionally licensed teachers will successfully complete required coursework toward fulfilling licensure requirements as tracked by the Winnocular Human Resources Information System (which tracks and validates licensure status).

This will help to maintain or increase the percentage of course sections being taught by licensed and properly endorsed instructional personnel to at least 95%.

Services & Significant Action Examples for Literacy in Prince William County Public Schools, Virginia



- Evidence-based resources and **professional learning aligned to science of reading** (in support of the **Virginia Literacy Act**)
- **External** literacy expert **consultant(s)** (TNTP)
- Partnership between instructional coaching team and literacy leaders (Reading Specialist **Coaching Institute**)
- *7-Steps to a Language Rich Interactive Classroom* (**consultant PD, coaching, book studies**)
- **Professional learning for school leaders** around the instructional core, the instructional cycle, and instructional rounds
- **Content-specific professional learning** by the Language Arts and Literacy team and professional development specialists
- **Instructional coaching academy** for lead teachers and instructional support staff (interdisciplinary coaching academy)
- **Substitute pay for teachers to attend professional learning, observe** other classrooms, CLTs, collaboration with mentor, participate in instructional rounds
- Virginia Literacy Partnership PD for school leaders
- Power of School Leaders **Conference** for principals and members of the aspiring principals cohort
- Learning Forward **conference** for PLD leaders to support adult learning and high-quality job embedded professional learning aligned to the national standards for professional learning



Prepare for Advocacy

Quotes and figures found in your Federal Legislative
Agenda Packet

FACTS & NUMBERS TO KNOW – SCHOOL LEADERSHIP



- FY Request \$2.19 billion (FY24 received \$2.19 billion)
- Growing shortages among principals and support staff across U.S.A.
- 9 out of 10 public school districts reported struggling to hire teacher this school year, according to the National Center for Education Statistics "School Pulse Panel"

FACTS & NUMBERS TO KNOW – Principal Retention



- Principal turnover more than doubled to 16% by the end of the 2021-22 school year, with roughly 19,000 more school leaders leaving than the previous year.
- Departure rates were even higher for high poverty (23%) and rural districts (32%), according to a 2023 RAND research brief survey
- A 2023 NAESP survey found that 52% of principals were planning on retiring within the next four years and 75% envisioned retiring within the next six years.

FACTS & NUMBERS TO KNOW – The Impact of Principals



In 2021, the Wallace Foundation released its research on *How Principals Affect Students and Schools* and found that a "review of two decades of evidence – including six quantitative, longitudinal studies involving 22,000 principals - found that **principals have large effects on student learning, comparable even to the effects of individual teachers.**"

Other research also suggests that **schools led by high-quality principals have lower teacher turnover rates.**

YOUR TURN!



In groups of three, share one project or initiative occurring in your LEA, area, or state that you can confidently connect to teacher and leader development.

Recommendations & Closure



- Remain **optimistic**
- Thank legislators for supporting specific legislation that has positively impacted public education.
- Be prepared to share facts and a small number of personal stories or examples.
- Be clear on your request. Example: Continued level funding of Title II at \$2.19 billion.
- Advocacy continues after March 12! Grow a new advocate, invite legislators to your school, continue communication. Don't forget about Shadow Days!



2025

**National School Leaders
Advocacy Conference**

#PrincipalsAdvocate

Supporting Principals, Educators, and the Professional Pipeline

Whitney Miller-Nichols, Director of Governmental
Relations – Council for Leaders in Alabama Schools
(CLAS)

Stephen Wiltshire, Principal/Elementary Coordinator,
Grafton Public Schools and NAESP Federal Relations
Coordinator – Massachusetts



Presenters' Introductions and Presentation Goals



Develop a **broad understanding** of Title II, Part A's impact on supporting principals, educators and the educator pipeline.

By the end of this session, you will be able to **confidently share information, data and personalized examples** of the **need for and impact of critical Title II, Part A funding for your school system.**



Connect with the Education Advocates at Your Table

Take three minutes to share the following:

1. Where are you from and what is your current role?
2. How many NAESP Leaders Advocacy Conferences have you attended?
3. What drives you to remain in your current role?



Title II, Part A



- U.S. Department of Education grant program
- Provides supplemental funding to support effective instruction and improve the quality of teachers, principals, and other school leaders
- **Ultimate goal is to increase student achievement**
- The U.S. Department of Education awards Title II, Part A funds to state educational agencies (SEAs), which then sub-grant funds to local education agencies (LEAs)

Allowable Uses of Title II, Part A



- Professional development activities
- Teacher advancement initiatives
- Improving the quality of the teaching force
- Leadership development
- Developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners

Accountability and Focus



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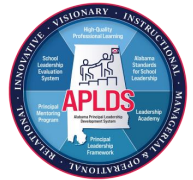
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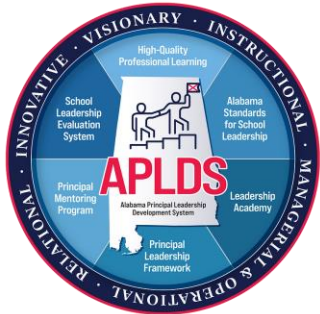
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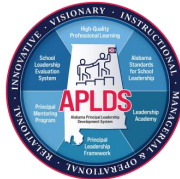
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Growing Courageous Leaders of Tomorrow



- Leadership Licensure Program (LLP)
- MSAA Coaching Program
- Soul of Leadership

MCAA Leadership Licensure Program (LLP)



Key Highlights

- Highly selective, rigorous program leading to initial licensure and meeting the requirements of DESE
- Two-year track followed by an additional two years of support
- Led by current practitioners; principals, superintendents, coordinators
- Supported by on site supervisor for the duration of program



MCAA Coaching Program



Key Highlights

- Full year coaching program that meets DESE's mentoring requirements for new administrators
- Personalized coaching, on-going support, and leadership development
- Practitioners are trained and currently practicing
- Topics include: entry planning, learning walks, SIP Development, Data Review,
- Optional 2nd and 3rd year of coaching with same mentor



MSAA Soul of Leadership



Key Highlights

Acknowledges the research that shows over half of all principals report high stress levels



MSAA Soul of Leadership



“The most valuable thing for me about the sessions for Soul of Leadership is that you somehow manage to slow down time. In our work in schools, things happen fast, fast, fast and people want decisions fast, fast, fast...”

In our sessions there are so many ways that you model and teach slowing down. I’m working to use those techniques in my work life so that I can slow down and improve my decision making.”

— Experienced MA Principal





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The Importance of Federal Funding for K-12 Education



- *Moderator:* Melinda George, Chief Policy Officer – Learning Forward
- Sarah Abernathy, Executive Director – Committee for Education Funding
- Michael DiNapoli, Director of Federal Policy – Learning Policy Institute
- Tracie Anderson Swilley, Principal, Fairfield Central High School – South Carolina and 2024 NASSP National Principal of the Year
- Jessica Quinter – Principal, Park Forest Elementary School, NAESP Board of Directors – Pennsylvania

Table Discussions: State and Local Policy Issues



Shared notes document: bit.ly/nslacnotes



2025
National School Leaders
Advocacy Conference

The Mayflower Hotel
1127 Connecticut Ave. NW
Washington, D.C.

WiFi network:
MarriottBonvoy_Conference
Code: NAESP-NASSP

Table Discussions: State and Local Policy Issues

Insert notes on your table's discussion below. Capture key takeaways, policy solutions/advocacy strategies state associations are utilizing that may be helpful to other states, and personal examples school leaders are using to advocate for policy.

Table #1

-
-
-
-

Table #2

-
-

2025

**National School Leaders
Advocacy Conference**



Congresswoman Jahana Hayes (D-CT)

Moderators:

Kevin Armstrong, NAESP President

**Chris Young, 2024 NASSP Advocacy
Champion of the Year**



2025

**National School Leaders
Advocacy Conference**



**Congressman Glenn
Thompson (R-PA)**





2025

**National School Leaders
Advocacy Conference**

#PrincipalsAdvocate

Capitol Hill Day Logistics and Policy Review

David Griffith, NAESP Associate Executive
Director, Policy and Advocacy

Jen Silva, NASSP Director of External
Relations

Greg Waples, NASSP Senior Manager of
State Engagement and Outreach





2025

**National School Leaders
Advocacy Conference**

#PrincipalsAdvocate

State Team Time to Plan for Capitol Hill Meetings

WiFi network: MarriottBonvoy_Conference

Code: NAESP-NASSP



2025 Legislative Agenda



nassp.org/2025legagenda

2025
NAESP-NASSP
Federal Legislative Agenda

The strength of our nation lies in the quality of the education we provide for our children. As school leaders, we believe in the American promise of an education system that is open to all and meets the needs of every student to help them fulfill their potential. We believe there is an essential federal role in these efforts and that federal lawmakers play a critical part in fulfilling this promise by providing guidance, oversight, and resources to ensure that we have great educators in every school and classroom to provide all our children with the opportunities to realize their potential and be their best.

We urge members of Congress to focus on strengthening our public school systems to meet increased global competition for a well-educated and well-trained workforce. Congress and the administration should uphold their commitment to them by bolstering investment in public schools and reject any proposals to eliminate the U.S. Department of Education, reduce funding to federal pre-K-12 programs, or divert taxpayer dollars towards voucher programs which only serve a very small subset of students.

NAESP and NASSP **strongly oppose** legislation like the **Educational Choice for Children Act (S.292, H.R. 811)** that would divert \$10 billion per year in tax dollars to private schools and families who homeschool. School voucher programs are wasteful, ineffective, and unaccountable programs that lead to worse educational outcomes.

- **Clear and compelling research** shows no academic advantage for students using vouchers to attend private schools compared with students from similar socioeconomic backgrounds in public schools. In fact, studies show that students using school vouchers have lower academic achievement than comparable students in public schools.
- Private schools are not required to meet state-determined accountability requirements under the Every Student Succeeds Act (ESSA). They frequently do not have to meet any baseline standard for teacher qualifications, student testing, financial accountability, or even safe facilities.
- Americans overwhelmingly oppose school vouchers. A 2023 national exit poll completed by the nonpartisan Alliance for Excellent Education shows that approximately 70% or three out of four families prefer supporting public schools over increasing funding for school vouchers.
- This past fall, voters in Nebraska, Kentucky, and Colorado resoundingly rejected vouchers or measures to allow for vouchers, continuing a decades long trend where voters across the country have rejected the creation or expansion of private school vouchers every time they have been proposed.

Instead of diverting public funding away from public schools, we urge Congress and the administration to maintain investment in the institutions that serve 90% of all students. As representatives and senators consider Fiscal Year 2025 and 2026 appropriations, NAESP and NASSP request support for the critical ESSA programs below that will reduce shortages in the K-12 educator professions, improve the effectiveness and quality of educators, increase student academic achievement and career readiness, and improve school safety.

NAESP/NASSP Federal K-12 Education Budget Priorities

TITLE I GRANTS TO LOCAL EDUCATION AGENCIES

- **FY25 request: \$18.407 billion** (FY24 received \$18.407 billion)
 - Provides financial support to local education agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children receive support. Any reduction to Title I grants would harm the most vulnerable students and school districts.
 - NAESP and NASSP strongly support maintaining or increasing Title I funding as the pillar of federal support to K-12 schools.

TITLE II, PART A

- **FY25 request: \$2.19 billion** (FY24 received \$2.19 billion)
 - Provides formula grants to states and districts to strengthen professional development opportunities for teachers and principals, making them more effective educators and more likely to stay in the profession.
 - Helps districts fund principal residences, expand job-embedded and cohort-based professional learning, and boost mentorship opportunities for aspiring principals.

TITLE IV, PART A, STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

- **FY25 request: \$1.38 billion** (FY24 received \$1.38 billion)
 - This flexible ESSA block grant program supports schools in funding activities in three broad areas: 1) Providing students with a well-rounded education, including music, the arts, social studies, and computer science; 2) Supporting the safety and health of students; and 3) Encouraging the effective use of technology in schools.
 - Title IV has become a key source of funding for school-based mental health and safety funding in recent years and is critical to ongoing violence prevention efforts.

IDEA STATE GRANTS

- **FY25 request: \$14.214 billion** (FY24 received \$14.214 billion)
 - Assists state and LEAs in educating children with disabilities.
 - Supports implementing, expanding, and improving access to high-quality special education services.
 - Current funding is only 10% of the national average per-pupil expenditure, far below the 40% goal when IDEA was enacted.

CAREER AND TECHNICAL EDUCATION (CTE) STATE GRANTS

- **FY25 request: \$1.44 billion** (FY24 received \$1.44 billion)
 - Provides support for states and communities to implement high-quality CTE programs to meet the demands of the 21st century economy and workforce.
 - According to Department of Education statistics, almost all high school students participate in CTE, and more than half take three or more credits. Additional data also show that students participating in CTE programs have graduation rates of more than 90%.

Defending Federal Support for Public Schools



- ✓ Maintaining current federal funding for public schools
- ✓ Rejecting proposals to eliminate the Department of Education
- ✓ Rejecting proposals to divert public funding towards voucher programs
 - The Educational Choice for Children Act

Federal K-12 Education Budget Priorities



- ✓ Title I
- ✓ Title II
- ✓ Title IV
- ✓ IDEA
- ✓ CTE State Grants
- ✓ Head Start/Early Head Start
- ✓ Project SERV
- ✓ Keep Our Promise to America's Children and Teachers (PACT) Act

Additional Policy Priorities



- ✓ Educator Shortages and the Principal Pipeline
- ✓ Improving School Mental Health, Wellness, and Safety Resources

Social Media



Immediately after: 

- Post photos, **video**, and information about your meeting on Twitter, Facebook, and Instagram
- Use **#PrincipalsAdvocate**
- Tag **@NASSP @NAESP**



State Team Time



Items to discuss:

- Meeting schedule
 - Will the team will need to split up at any point to cover meetings?
- Contact information for the staff you are meeting
- All necessary information in the main shared spreadsheet
- Which programs will the team prioritize advocating for in each meeting?
- What personal stories related to each issue should be shared from individuals in the group?

Hill Day meeting schedule



Link to scheduling spreadsheet: bit.ly/2025nasspnaesp

NAESP/NAASP	First Name	Last Name	Registering as:	School or Organization	School or Org Address	City	Zip Code	Email Address	Phone	Member of Congress (MOC)	District	Scheduler or other staff	Scheduler email	MOC Office Phone	Notes	Meeting Time	Location	Who are you meeting with?
EXAMPLE ROW																		
NAESP	John	Doe	Principal	Johnson High School	123 Main Street	Springfield	12345	john_doe@johnson	555-555-5555	Rep. Joe Schmo	NY-08	Jane Wilson	jane.wilson@mail.house.gov	202-555-5555	take place in-person.	10:00 AM	Rayburn 5468	Bob Smith (education legislative ass
Senators/Representatives highlighted in this color are members of the House Education & Workforce Committee or the Senate HELP Committee																		
Senators/Representatives highlighted in this color are members of BOTH the House/Senate education committee and appropriations subcommittee																		
ARKANSAS																		
NAESP	Jason	Selig	Designated state assoc	Lake Hamilton Junior High	100 Spencer St.	Hot Springs	71901-7775	jason.selig@thwalves	(501) 520-8877	Rep. Bruce Westerman	AR-04	Jackson Conner	jackson.conner@mail.house.gov	202-225-3772	Email sent 2/5/25	5:00 PM (3/11)	Cannon 202	Rep. Westerman
NAASP	Brian	Kirkendall	NAESP State Coordinator	Alma High School	101 East Main St.	ALMA	72921	net	(479) 653-7441	Rep. Steve Womack	AR-03	Scout Hodges	scout.hodges@mail.house.gov	202-225-4301	Email sent 2/5/25	10:00 AM	Rayburn 2412	Rep. Womack and education assistant
NAESP	Justin	Swape	Principal	Gene George Elementary	2878 S Powell	Springdale	72764	jswape@isdal.org	(479)790-8668									
NAESP	Jeff	Wasem	Principal/Head of School	Mary Mae Jones	500 SE 14th Street	Bentonville	72712	12.org	(479)254-5930									
NAESP	Steven	Helmick	Principal	School	16601 LaMarche Drive	Little Rock	72223	sj	501-231-0210	Rep. Rick Crawford	AR-01	Courtney Handey	courtney.handey@mail.house.gov	202-225-4076	Emailled 2/5/25	1:30 PM	Rayburn 2422	James Hodges- Legislative Assistant
NAESP										Rep. French Hill	AR-02	Savannah Berryman	savannah.berryman@mail.house.gov	202-225-2506	Emailled 2/5/25			
Primary scheduling contact for state:																		
SENATE meetings																		
										Sen. Tom Cotton		Joni Deoudes	joni_deoudes@cotton.senate.gov	202-224-2353	Emailled 2/18/25			
										Sen. John Boozman		Lauren Holly	Lauren.Holly@boozman.senate.gov	202-224-4843	Emailled 2/18/25	2:30 PM	555 Dirksen Senate Bldg.	Sen. Boozman
ARIZONA																		
NAESP	Tammy	Nelson	NAESP State Coordinator	Mount Elden Middle School	3095 W. Brenda Loop	Flagstaff	86001	tnelson@fnsd1.org	(928) 606-5546	Rep. Andy Biggs	AZ-05	Sarah Brown	sarah.brown@mail.house.gov	202-225-2635	Biggs unavailable to meet March 12th.	10:30 AM	464 Cannon Office Building	Scott Sipchen (Legislative Aide)
NAESP	Shelley	Slick-Hummon	President-elect Element	Pueblo Elementary School	6320 North 82nd Street	Scottsdale	85250	shummon@psud.org	(480) 484-3100	Rep. David Schweikert	AZ-01	Josie Azar	josian.azar@mail.house.gov	202-225-2190	Sent Meeting Request 1-29-25. Sent follow up email 2-11-25 to request meeting.	11:007 (waiting for confirmation)	166 Cannon House Office Building, 27 Independence Ave SE	Sydney Vermillion (Legislative Assistant)
NAESP	Andy	Frazier	Designated state assoc	Dysart Unified School Dist	8815 N. 193rd Drive	Waddell	85355	andrew.frazier@dysart	(623) 734-7160	Rep. Paul Gosar	AZ-09	Jerresa House	jerresa.house@mail.house.gov	202-225-2315	Sent Meeting Request 1-29-25. Sent follow up email 2-11-25 to request meeting.			
										Rep. Eli Crane	AZ-02	Courtney Buzzetti	courtney.buzzetti@mail.house.gov	202-225-3361	Sent Meeting Request 1-29-25. Said it was too soon to know.			
								christopher.jackson							Sent Meeting Request 1-29-25. Email address out of date. Sent request to separate email (josie.conteras) No			