



Federal Lands Impacted Schools Association

Education For Children, Fairness for Taxpayers

AGENDA

SPRING NAFIS CONFERENCE 2019

Sunday, March 17, 2019

10:45 AM – Noon

- I. **Comments including a Review of the Mission/Vision of the Federal Lands Impacted Schools Association – Craig Hutcheson**
 - No district financially destroyed
 - Widen participation of 8002 districts
 - Fair distribution of 8002 funds
 - Increasing engagement of our 7002 impact aid schools
 - Executive Director Announcement and Monday's Discussion
- II. **Introductions and Roll Call – Tom Gregory**
- III. **Recognition of new attendees – Craig Hutcheson**
- IV. **Executive director's report – Tom Madden**
 - A. Reauthorization
 - B. President's Budget
 - C. As normal, most of Monday's meeting will focus on the further development of the **ADVOCACY ACTION PLAN** and unfinished business from today's meeting
 - D. Summer meeting and MailChimp emails
- V. **Targeted Advocacy for this Conference – Tom Schneider**
- VI. **Website/Social Media Update: Show FLISA "Elevator Speech" – Terry Tamblyn**
- VII. **Approval of minutes from the winter meeting – Cassie Bergman**
- VIII. **Treasurer's Report – Tom Gregory - 2018-19 Tentative Budget presented – To be voted on at the summer meeting**



Federal Lands Impacted Schools Association

Education For Children, Fairness for Taxpayers

- IX. New Business**
 - FLISA Board Election – Bob Reichert
 - FRO
 - Other Items from membership

- X. NAFIS Board Update – Tom Schneider/Sandy Doebert**

- XI. Information Items**
 - A. Summer Meeting Update – Custer, SD - Crazy Horse Memorial (for the meeting/reception) and Comfort Inn & Suites (for lodging) - June 21-22, 2019**
 - B. Winter Meeting Update – January 10-11, 2020 (FL or AZ)**

- XII. NAFIS Update – Hilary Goldman**

AGENDA
SPRING NAFIS CONFERENCE 2018
Monday, March 18, 2019
8:30 – 9:45 am

- I. Call to Order/Introductions – Craig Hutcheson**

- II. Carry over items from Sunday's meeting**

- III. Executive Director Search**

- IV. Advocacy Action Plan – As needed**

- V. Additional Old Business**

Business

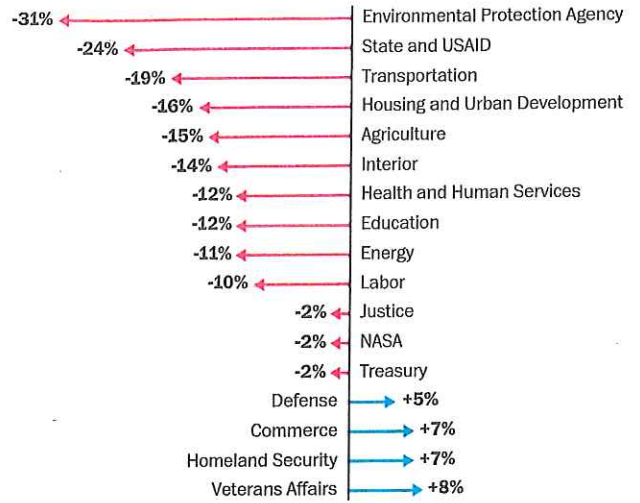


What Trump proposed in his 2020 budget

By **Kate Rablnowitz** and **Kevin Uhrmacher** Updated March 12, 2019

The Trump administration released its 2020 budget request on Monday, proposing major cuts to federal government spending. While the cuts are unlikely to become reality — Congress has rejected many of Trump's previous requests — the budget is an important signal of the administration's priorities and suggests a major funding fight in October.

Proposed changes to funding in Trump's budget



In [the document](#), Trump calls for large budget increases to defense and border security alongside substantial cuts to government benefits. Trump's budget proposal for the last fiscal year similarly proposed increased defense spending and cuts to other departments. Congress did not act on many of his recommendations. The budget is likely to face even more of an uphill battle with Democrats now in control of the House.

Key proposed additions

- +** Adds more than \$33 billion to the Department of Defense budget, for a total of \$718 billion, 57 percent of the proposed federal discretionary budget
- +** Allocates \$8.6 billion to build sections of a wall along the U.S.-Mexico border, on top of the close to \$7 billion Trump already announced in his national emergency declaration
- +** Sets aside \$750 million to establish a paid parental leave program and \$1 billion for a one-time fund to help underserved populations and encourage company investment in child-care
- +** Commits \$291 million toward ending the spread of HIV in the United States within a decade, a promise Trump made in his State of the Union last month

Key proposed cuts

- ×** Cuts \$845 billion over the next 10 years from Medicare, the federal program that provides health insurance to older Americans
- ×** Removes \$241 billion from Medicaid, the health-care program for low-income Americans, over the next decade as part of an overhaul that shifts more power to states
- ×** Slashes \$220 billion from the Supplemental Nutrition Assistance Program (SNAP) over the next decade, with proposed reforms including mandatory work requirements and food box delivery service in lieu of cash benefits for low-income families
- ×** Reductions to the federal student loan programs that total \$207 billion in the next 10 years and include eliminating Public Service Loan Forgiveness and subsidized student loans

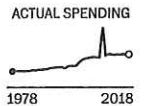
Below are descriptions of the administration's budget proposals for most major federal agencies. While mandatory spending programs — which account for over 60 percent of the federal budget — like Medicare and food stamps are discussed, the budget number does not include these programs.



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Education Department

2019 BUDGET	2020 PROPOSAL	CHANGE
\$70.8B	\$62.0B	-\$8.8B



The budget requests \$62 billion for the Education Department, a 12 percent decrease from what was enacted for 2019. The Trump administration wants to pull out \$2 billion from the reserves for the Pell Grant program, the primary source of federal grant aid for millions of students whose families typically earn less than \$60,000 a year. Advocacy groups say raiding the reserves could jeopardize the grant program in the future.

10 things to know about the \$4.7 trillion Trump budget

The bottom line: Presidential budgets are called aspirational for good reason

Posted Mar 12, 2019 11:00 AM



David Lerman
@davidlerman2

Trump budget request triggers clash with Congress

Spending cuts, growth outpace tax cuts, military increases

White House readies lean budget with fat nondefense cuts



Acting GPO Deputy Director Herbert Jackson, left, and Acting OMB Director Russ Vought pose with a copy of President Donald Trump's budget for Fiscal Year 2020 during their photo-op at the Government Publishing Office in Washington on Thursday, March 7, 2019. (Bill Clark/CQ Roll Call)

Here are the top 10 things to know about President Donald Trump's \$4.7 trillion budget request for the coming fiscal year:

1. Military spending would go up. A deficit reduction law calls for a cut of 11 percent, or \$71 billion, to regular national security spending, which doesn't include war-related costs. But the Trump administration would skirt that law by pumping \$165 billion into a war-related account that is exempt from spending limits, even though the money isn't needed for overseas conflicts. The result would be a 5 percent increase to defense, which would total \$750 billion in fiscal 2020.

2. Nondefense spending would go down. The White House abides by the deficit law for nondefense discretionary programs, which would be cut by about 9 percent to meet a spending cap of \$543 billion. Nondefense spending would actually reach \$567 billion, after incorporating funding for disaster relief, wildfire suppression and programmatic efficiencies that are exempt from spending limits. That's still a net 5 percent cut from this year's level — but the true “apples to apples” comparison is still around 9 percent reductions because similar “cap adjustments” were enacted for this fiscal year.

SEQUESTER
FOR NONDEFENSE



3. Trump would up the ante on a border wall. After requesting \$5.7 billion last year for barriers on the southern border, which Congress mostly rejected, the president is asking for \$8.6 billion in fiscal 2020. That includes \$5 billion for the Department of Homeland Security, which controls the project, and \$3.6 billion from military construction accounts. With Democrats staunchly opposed to a wall, the request could set the stage for another government shutdown this fall.

Watch: Why presidential budget requests are usually dead on arrival, explained



4. The budget doesn't balance. Trump's long-term tax and spending blueprint calls for running deficits for as long as he remains in office. Deficits would decline gradually over the coming decade, from \$1.1 trillion in fiscal 2020 to \$202 billion in fiscal 2029. But it would take 15 years before deficits are eliminated, according to a senior administration official.

5. The White House assumes a strong economy. Trump's plan forecasts a much rosier economy than most other government prognosticators do. It projects a 3.2 percent growth rate this year, compared to a 2.3 percent forecast by the Congressional Budget Office and the Federal Reserve. While the White House assumes growth to stay at about 3 percent through 2024, the CBO projects a rate of only 1.7 percent on average through 2023. The faster growth Trump assumes translates into an additional \$2.8 trillion in revenue over the coming decade, compared to the CBO's forecast.

[Trump budget request triggers clash with Congress]

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6. Trump would make steeper cuts in later years. The 10-year plan calls for \$2.8 trillion in savings from planned spending. That includes a \$1.1 trillion cut to nondefense discretionary programs. Changes in health care programs, including efforts to curb "wasteful spending, fraud and abuse," would save another \$1.2 trillion. Curbs on welfare programs, including tougher work requirements on recipients, would save \$327 billion. And the restructuring of federal student loans would save \$207 billion.

THIS IS US

7. The budget offers a few nods to bipartisanship. The plan includes about \$200 billion over 10 years for infrastructure spending, which the White House says could leverage \$1 trillion from private and local sources. It also includes a one-time \$1 billion “competitive fund” to help working families afford child care. It also calls for \$500 million over a decade for childhood cancer research.

8. Revenue would rise. The White House would double down on the 2017 tax cuts by making temporary rate reductions permanent. With robust economic growth, it forecasts revenue to rise from \$3.6 trillion in fiscal 2020 to \$6.3 trillion in fiscal 2029. But spending would continue to exceed revenue, leading to more deficits.

9. The debt would get bigger. Debt held by the public would increase by about 47 percent over the decade, from \$16.9 trillion this fiscal year to \$24.8 trillion in fiscal 2029. As a percentage of the economy, it would peak at 82.1 percent in fiscal 2022 before gradually falling to 71.3 percent in fiscal 2029 — still well above the post-World War II historical average of 42 percent.

[Budget plan tries to create new fees, revive rejected ones]

10. The budget request is going nowhere. Democrats panned Trump’s plan, while Republican appropriators declined to endorse it, saying they need to review it. There is no way to advance spending bills without bipartisan cooperation, and congressional leaders have acknowledged the need to raise spending limits to get any agreement.

CQ subscribers can get comprehensive coverage of Trump’s budget, including how it affects every major federal agency, [here](#).

The bottom line: Presidential budgets are called aspirational for good reason.

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FOR IMMEDIATE RELEASE

Contact: Anne O'Brien, Director of Communications
National Association of Federally Impacted Schools
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NAFIS Opposes Elimination of Impact Aid Federal Property Program, Cuts to U.S. Department of Education

Washington, DC – March 12, 2019 – The National Association of Federally Impacted Schools (NAFIS) strongly opposes the elimination of the Impact Aid Federal Property program and the 12 percent reduction of the U.S. Department of Education budget proposed in President Trump's FY 2020 budget request to Congress.

In addition to eliminating the Federal Property program, the budget request funds the Impact Aid Basic Support program and the other Impact Aid line items – construction, children with disabilities and facilities maintenance – at FY 2019 levels.

Impact Aid is the Federal Government's reimbursement to school districts for the presence of nontaxable Federal property (i.e. military installations, Indian Lands, Federal low-rent housing, national laboratories and grasslands). Funding appropriated annually by Congress goes directly to school districts for any general fund purpose, including academic materials, technology, staff and transportation, supporting all students. The elimination of Federal Property and what amounts to a decrease in Basic Support when considering the rising costs of education would result in cuts to personnel, social/emotional supports and the other education programming and resources that give students access to the opportunities they need to meet their full potential.

NAFIS urges Congress to reject this budget request and instead increase funding for both the Basic Support and Federal Property programs. NAFIS also urges President Trump and the Congress to work together to increase the non-defense discretionary spending cap and to invest in programs to support our nation's students.

"Students attending federally impacted schools should not be disadvantaged in their learning opportunities because there is federal non-taxable property in their school district," said NAFIS Executive Director Hilary Goldman. "We should be investing in the future of these students, not cutting critical programs."

"Since 1950, Congress has recognized its responsibility to support schools and communities affected by a federal presence," Goldman continued. "NAFIS calls on Congress to meet this responsibility by disregarding these proposed cuts and providing at minimum a \$2 million increase to Federal Property and a \$50 million increase to Basic Support. These increases would help to fund school districts newly eligible for Federal Property payments as a result of the federal government acquiring more land and allow the Basic Support program to match the rising costs of education."

The President's budget request also includes "an unprecedented level of resources to promoting school choice," with Secretary DeVos' tuition tax credit plan. NAFIS opposes shifting public taxpayer dollars to private school voucher schemes. Such a proposal will drain dollars from the public education system and could lead to long-term deficits in Impact Aid funding.

###

The National Association of Federally Impacted Schools (NAFIS) represents the 1,200-plus federally impacted public school districts that together educate more than 10 million students across the nation. Federally impacted school districts are those located on or near nontaxable Federal property—including military installations; Indian Trust, Treaty and Alaska Native Claims Settlement Act lands; Federal low-income housing facilities; and national parks, national laboratories and other Federal buildings and property. These school districts, which are demographically and geographically diverse, receive Impact Aid, a Federal education program that reimburses school districts for the lost local revenue and additional costs associated with the presence of Federal property. To learn more, visit www.nafisdc.org.

Trump's budget reflects his party's confusion and contempt for governance

By Jennifer Rubin

Presidents' budgets are always dead on arrival in Congress, but some have rigor mortis well before they arrive. As an expression of the thoroughly Trumpized-GOP, President Trump's budget, released on Monday, is illuminating. As a matter of governance, economics and most other objective indicators, it's a disaster and, to boot, it's not even good politics. Indeed, he may have given Democrats a killer issue for 2020.

The Post reports:

The plan would dramatically expand spending on programs and initiatives popular with Republicans, such as \$750 billion in new defense spending and \$8.6 billion for barriers on the Mexico border. At the same time, it would slash spending on Medicaid, food stamps, environmental protection and other programs that Democratic presidential candidates vowed to protect and expand.

The budget proposal ran into an immediate buzzsaw on Capitol Hill, where many Democrats flatly rejected it and even some Republicans sought to distance themselves from key details.

The problems fall into four main categories: Entitlement cuts that he swore up and down he'd never make; mindless deep cuts to government agencies that do real work and provide important services; defense spending without strategic rationale; and a complete lack of realism, vision and purpose.

Let's take entitlements first. He proposes block-granting Medicaid ("a cut of nearly \$1.5 trillion in Medicaid over 10 years and for \$1.2

trillion to be added for the block grants or per-person caps that would start in 2021. . . . The budget also would eliminate funding for Medicaid expansion under the Affordable Care Act, which has gone to about three dozen states over the past five years"). As for Medicare, the cuts are significant, proposing "to slow spending on Medicare, the federal program that gives health insurance to older Americans, by \$845 billion over the next 10 years."

He can spin it anyway he likes, but this violates a fundamental promise he made to his voters. Democrats have already pounced and will have a ball with "granny over the cliff" ads. Democrats will have Trump on tape promising not to do what he just proposed doing. As bad as all his legal scandals may be, this proposal may be far more damaging since it threatens his own voters. In a manner Trump vowed not to try.

While he does include new funding to stop the spread of HIV, he takes more than he gives ("the budget includes an initial installment of \$291 million next year targeted to communities where the virus is continuing to infect people not getting proper treatment. . . . However, the spending plan would cut funding for global AIDS programs.") For all the talk about an opioid emergency, he spends no more than he did last year. (With cuts to Medicaid, however, the source of care for many addicts will be cut.) The most mind-boggling item on the chopping block may be a \$4.5 billion cut to the National Institutes of Health "with the National Cancer Institute proposed to absorb the largest chunk of that cut." I'd love to see how many votes that gets. Oh, and he still wants to repeal the ACA.

This reflects not a desire to cover more people or to provide better service or to lower medical costs substantially but to make cuts so the giant deficits his tax cuts created don't look so bad. It's the sort of budget that suggests Republicans are living in another political universe in which people are pining for smaller government. No,

they want better government. And this one makes it infinitely worse.

In the second category are 10 percent cuts to core agencies (e.g., Agriculture, State, Interior, the Environmental Protection Agency). This reflects the lack of regard for good governance and the hostility to many of the functions of government (e.g., national parks, Occupational Safety and Health Administration inspections) that most people think are valuable.

“A large portion of the spending reductions are in non-defense discretionary programs, but this spending is not a driver of our growing debt and is already near historic lows as a share of GDP,” says the fiscally conservative Peterson Foundation. “Non-defense discretionary spending includes important investments for the future, such as education, transportation, and research and development. It’s always good to reduce ineffective or unnecessary programs, but these measures will not cure our structural deficits, and are also not politically feasible.” That sounds about right.

Third, while slashing the State Department, Trump drops a load of money — more than asked for — into the Pentagon. (“Trump’s budget gives the Defense Department a nearly 5 percent raise and the Department of Veterans Affairs and Department of Homeland Security . . . each get about a 7.5 percent hike.”) But to what end and for what purpose? Is this to make up for the increased defense costs that will result if our allies refuse to pay extortion for the “privilege” of allowing us to forward-deploy troops? If we had a national security strategy, we might be able to assess if all this is necessary. As is, he’s simply throwing more money at the Pentagon the way Republicans have always accused Democrats of doing on domestic spending. And he’s got the nerve to throw in \$8.6 billion for his wall.

Finally, the entire budget is a fraud. He’s predicting 3 percent growth with no recessions for another 10 years. That won’t happen,

so the end result will be an even more mammoth accumulation of debt. Moreover, there’s no coherent purpose. Infrastructure? Well, the Transportation Department gets a hefty cut. Keeping America the leader in science, research and technology? No, jumbo cuts there as well. He spends on stupid stuff (the wall) and proposes cuts on items we need or that taxpayers want. It’s not a budget that seeks to provide better health care to more people, reduce income inequality, upgrade our workforce or any other constructive purpose. If a budget is supposed to reflect values, this one confirms Trump has none.

Read more:

Catherine Rampell: Trump’s budget is heartless and whackadoodle
Paul Waldman and Greg Sargent: The new Trump budget is a horror show

The Post’s View: Our ballooning budget deficit reflects an unhealthy democracy

Max Boot: Trump is turning U.S. foreign policy into a protection racket

Jennifer Rubin

Jennifer Rubin writes reported opinion for The Washington Post. Follow [🐦](#)

Trump's budget proposal offers preview of upcoming campaign

By ZEKE MILLER and CATHERINE LUCEY, Associated Press | March 12, 2019
Updated: March 12, 2019 10:21 a.m.



President Donald Trump waves as he walks on the South Lawn after stepping off Marine One at the White House, Sunday, March 10, 2019, in Washington. Trump is returning from a trip to Mar-a-Lago, in Palm Beach, Fla.
Photo: Alex Brandon, AP

WASHINGTON (AP) — Frustrated by a divided Congress and rifts within his own party, President Donald Trump is giving little indication in his latest budget proposal of any new policy ambitions for the coming two, or six, years.

Trump's budget plan increases spending on his border wall and the military but is light on fresh ideas heading into his re-election campaign. His budget for the next fiscal year, which has little chance of advancing in Congress, largely focuses on

deep spending cuts and pushing more money toward established goals such as his long-promised wall, improving care of veterans and combating opioid abuse.

Budgets may offer a president's vision for the direction of the nation, but Trump's latest also offers an early window into his upcoming campaign.

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With the Democratic race to unseat him heating up, Trump is contending with middling approval ratings, energized Democrats and political vulnerabilities in critical states. Like his predecessors, he'll soon be called on to complete the politically loaded phrase, "Send me back to the White House so that I can ..."

"I think, as he gets closer to 2020, he will need to lay out what a second term would look like," said Republican consultant Alex Conant. "Voters always want to know, 'What have you done for me lately?' If he doesn't paint a picture of what his second term will look like, then the Democrats will do it for him."

The White House argues that Trump isn't just advancing the same policies a second time over, he's enhancing them with more detail than his first go-round, particularly in the area of trade policy.

Following a State of the Union address that contained little new policy, the budget is hardly a surprise. Still, the budget can serve more than one political purpose, argued former Trump campaign aide Barry Bennett, who said the document highlights Trump's clashes with Democrats over border and military funding. He argued that the Democratic tilt to the left also will benefit Trump as he seeks to frame the argument.

Bennett said Trump's pitch can be: "If your paycheck likes what I've done, send me back. If you don't, they'll undo it all."

Trump has already addressed much of his laundry-list agenda from 2016, notching victories in many areas while seeking to minimize losses and mixed results. He has cut taxes, exited global accords and installed conservative judges on the courts, including two Supreme Court justices. He has not succeeded in replacing President Barack Obama's health care law, is still working on renegotiating trade deals and has struggled to secure all the funding he wants for his border wall.

In all, the efforts have largely pleased his political base, but satisfaction with past performance is hardly a reliable tactic for expanding your support.

Thus far, Trump's re-election campaign moves have been laser-focused on maintaining his most ardent supporters. It's a risky wager, laid down by the president himself, that he can overcome weakness with moderate and independent voters by turning out even more loyalists in 2020 than he did in 2016.

During his aggressive push to maintain the GOP's hold over the Senate during the midterm elections, Trump emphasized his headline immigration rhetoric above all else. He has returned again and again to his long-promised border wall, even forcing the government to partially shut down in an effort to win funding. The latest budget also calls for repealing "Obamacare," limiting future federal spending on Medicaid for people with lower incomes, as well as breaking out the new Space Force as its own military branch.

"We believe that every budget is an opportunity to put forward our vision for the next 10 years," said acting budget director Russell Vought.

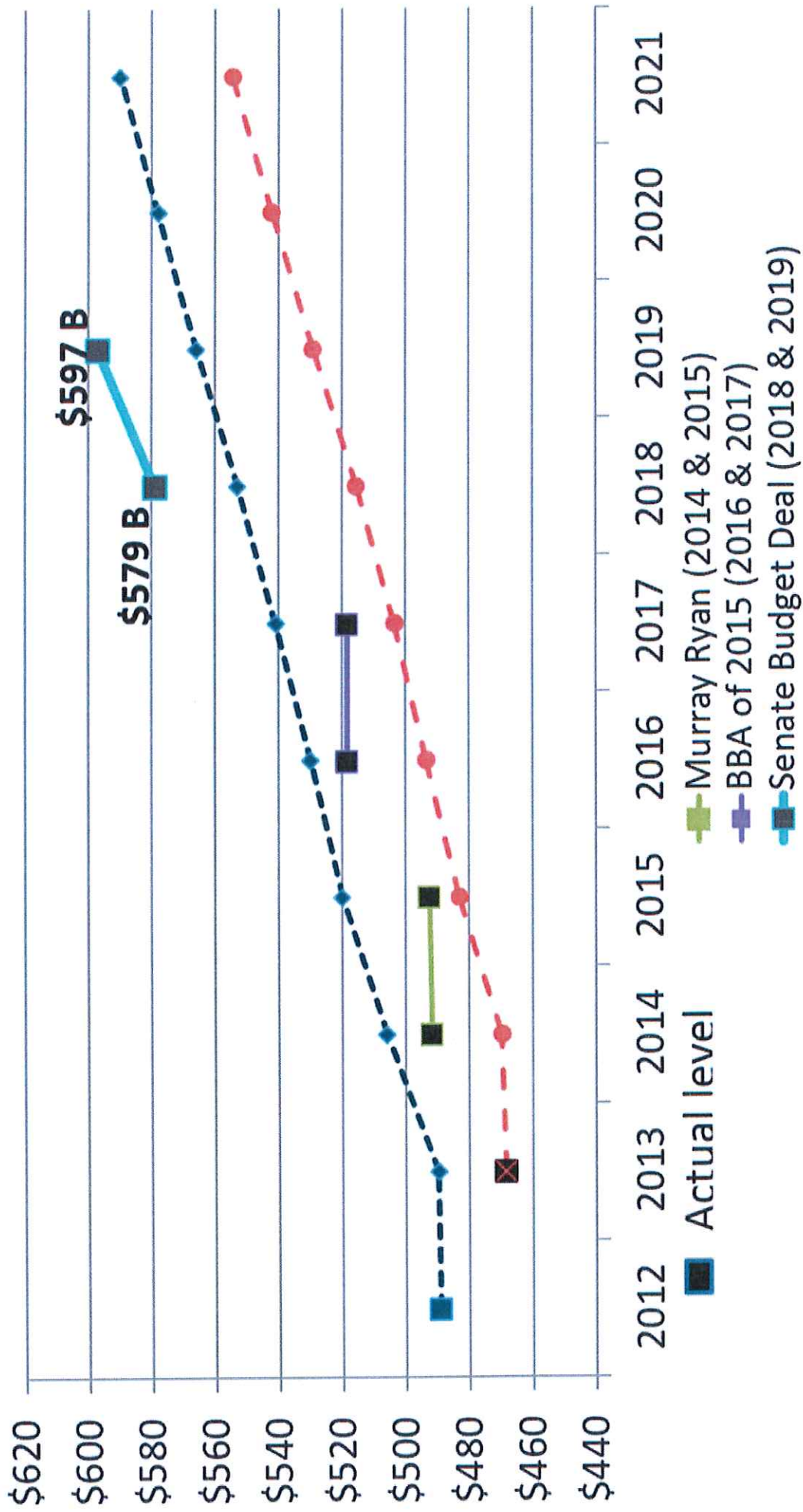
Trump's gamble has skeptics among some in the president's inner circle, who have pushed the president and the White House to embrace larger policy ideas designed to win over moderates and independents.

Aides point to Trump's cautious embrace of a family medical leave policy pushed by his daughter, Ivanka Trump, as the sort of proposal Trump's team should spend more time developing ahead of 2020. She is backing new funding for child care in the current proposal. A White House-backed infrastructure plan, the hobbyhorse of Washington election year policy, appears no closer to fruition than when Trump first raised it two years ago, with his budget allocation unchanged from previous years.

Trump's nascent re-election campaign has just begun staffing-up for 2020, with a focus on developing a more professionalized operation than 2016, but has yet to announce a policy staff.

Trump's light policy load is also a function of his increasingly strained relationship with Congress. Under divided control, the White House views it as unlikely that any new proposals can win legislative approval — and plan to be judicious about sending anything to Capitol Hill only to see it defeated.

Talking Points: Sequestration



Four Things to Know about Tax Credit Scholarships for School Choice



By [Kristin Blagg](#), [Matthew M. Chingos](#), [Tomas Monarrez](#) and [Alexandra Tilsley](#) 03/01/2019

Secretary of Education Betsy DeVos, along with Sen. Ted Cruz (R-TX) and Rep. Bradley Byrne (R-AL), [announced Thursday](#) a bill to create a [nationwide tax credit scholarship program](#) that could expand school choice.

Tax credit scholarship programs are [already used in 18 states](#) to provide students with the opportunity to attend schools other than their nearest public school. These programs allow people and corporations to donate to a designated scholarship granting organization (SGO) and be reimbursed in the form of a tax credit. In Cruz and Byrne's plan, states would designate the eligible SGOs, but the federal government would fund the tax credit reimbursement, up to \$5 billion total.

Currently, tax credit scholarships are used primarily to allow students, often from low-income families, to attend tuition-charging private schools. The new Education Freedom Scholarships proposal would allow state-selected SGOs to provide the scholarships for any program designed to increase students' opportunities through school choice. These programs could be private school scholarships, but they could also be supplemental tutoring, career and technical education, or transportation.

In light of the announcement, we offer four important takeaways from our research on school choice for policymakers considering the program.

1. Recent research on private school choice programs shows **limited effects on achievement but positive effects on college enrollment.**

In recent studies of school voucher programs in [Louisiana](#) and [Indiana](#), researchers found that students who switched from public to private school through a voucher program lost ground in the first few years, as measured by test scores. But a [series of Urban Institute papers](#), including a report on [Florida's tax credit scholarship program](#) released last month, found that participating in private school choice usually increased the rate at which students went to and graduated from college. The DC Opportunity Scholarship Program [offers the one exception](#), as students in this program were no more or less likely to go to college. They were, however, more likely to [graduate high school](#), and parents reported higher levels of satisfaction.

2. Geography matters.

Whether private school choice, public school choice, or transportation investments would make the most sense will [depend heavily on the state's educational landscape](#) and on where students live.

[In a 2017 report](#), we looked at which families would actually get more options under various school choice policies. We found, not surprisingly, that urban families were more likely than rural families to live within easy commuting distance of a private school, charter school, or at least two within-district traditional public schools. Families below the federal poverty level are more likely to live near multiple within-district traditional public schools, a charter school, or a private school than families above the federal poverty level.

Population density, district boundaries, and political preferences will all be important considerations for states that choose to use the tax credit scholarship, should the program become law. Private school choice might not be politically viable in Massachusetts, for example, even though 95 percent of elementary school students live near a private school.

In other states, district size makes some forms of school choice more viable than others. Nevada has large districts, so few students can easily access schools outside their home district, but Vermont has small districts, meaning few students have additional public school options within their own district. The key here is that what works in one state might not work in another.

3. Transportation can be a barrier to choice.

In cities with substantial school choice, we have found that [black students typically travel farther than white students](#) to school, and that, relative to driving, taking public transit can easily double or triple the time it takes to get to school. Traveling to a more distant but preferred school [can bring costs for both students and their families](#). States could, however, use these funds to subsidize transportation to nonneighborhood schools. Some states already do this.

The [Minnesota K–12 Education Credit](#) allows parents to claim transportation costs paid to others for a student's transportation during the school day. Transportation to nonneighborhood schools—whether it's to traditional public schools within or outside the student's home district or to private or charter schools—could open up new opportunities for low-income families.

4. School choice policies might work against desegregation efforts.

A recent [analysis](#) of New York City's centralized high school choice policy found that parents prefer schools with high-achieving peers over schools that are more effective at raising student test scores. As a result, expanding school choice could lead to intense competition for spaces at popular schools and [increased segregation](#) by race and class. But the proposed tax credit scholarship program could be used to support desegregation efforts, such as

scholarships that enable low-income students to go to school in a neighboring district or targeted transportation subsidies aimed at increasing socioeconomic integration.

A federal tax credit scholarship program could provide states with a new funding source to expand educational opportunities for the most vulnerable students. But there is no one-size-fits-all approach, and for the program to be successful, states will need to begin with a thorough review of the evidence.

Kristin Blagg is a research associate in the Income and Benefits Policy Center at the Urban Institute. Matthew M. Chingos is director of the Urban Institute's Education Policy Program. Tomas Monarrez is a research associate at the Urban Institute's Center on Education Data and Policy. Alexandra Tilsley manages communications and outreach for the Urban Institute's Center on Education Data and Policy.

This post originally appeared on [Urban Wire](#).

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National Association of Federally Impacted Schools

400 North Capitol Street, NW, Suite 290 | Washington, DC 20001 | (p) 202.624.5455 | www.NAFISDC.org

January 31, 2019

The Honorable Robert Scott
United States House of Representatives
203 Ford House Office Building
Washington, DC 20002

The Honorable Jack Reed
United States Senate
728 Hart Senate Office Building
Washington, DC 20002

Dear Chairman Scott and Senator Reed:

On behalf of the National Association of Federally Impacted Schools (NAFIS), we write to express our support for the **Rebuild America's Schools Act of 2019**. NAFIS represents the 1,200-plus Impact Aid-recipient school districts nationwide that educate more than 10 million students. The Impact Aid program replaces the lost local tax revenue associated with the presence of non-taxable Federal property such as military installations, Indian lands, low-rent housing, and national parks and laboratories.

NAFIS is especially pleased to see that funding for Impact Aid is a priority under Title IV. Federally impacted districts face the unique challenge of limited local tax revenue (and in turn, limited or non-existent bonding capacity) due to the presence of nontaxable Federal property. School districts are educating students in facilities with health and safety code violations, or that are more than 100 years old. Specific needs include overcrowding, tornado shelters, leaky roofs, cracked foundations, expired boilers, and more. In a **2017 survey of 218 federally impacted districts¹**, NAFIS identified **\$13 billion in unmet construction need, including \$4.2 billion in pressing need.**

Congress recognized in 1950 that the Federal Government had an obligation to help meet the local responsibility of financing public education in areas impacted by a Federal presence, including funds for school construction. That same recognition holds true today; however, annual appropriations for Impact Aid Construction (Section 7007) have been stagnant at around \$17 million for over a decade. **A \$172 million infusion of funds**, as proposed, could be easily allocated – **the program and staff capacity already exist** – to address the significant backlog of facility needs.

We look forward to continue working with you and your colleagues to identify the cost of capital construction needs for federally impacted schools, and to address the unmet needs with adequate Federal funds. Thank you for making these school districts, and the students they serve, a priority.

Sincerely,

Hilary Goldmann
Executive Director

Leslie Finnan
Director of Policy & Advocacy

¹ <https://www.nafisdc.org/wp-content/uploads/2017/07/2017-school-construction-report.pdf>

THE NAFIS FAMILY

FLISA

Federal Lands Impacted
Schools Association

MISA

Military Impacted
Schools Association

MTLLS

Mid-to-Low-LOT
Schools

NIISA

National Indian Impacted
Schools Association

Congressman Dan Newhouse (R-WA) to Co-Chair House Impact Aid Coalition

NAFIS is pleased to announce that Congressman Dan Newhouse (R-WA) will Co-Chair the House Impact Aid Coalition in the 116th Congress, along with Congresswoman Susan Davis (D-CA), who has previously served as Co-Chair. A vacancy occurred in the position when Congresswoman Christi Noem (R-SD) departed Congress to run for Governor of South Dakota.

Together, the two Co-Chairs represent all parts of the Impact Aid community: Indian lands, military, civilian, low rent housing and federal property.

Thank you to Washington State NAFIS members, who have worked hard over the years to educate their congressional delegation about Impact Aid. Their advocacy and engagement has resulted in this new leader for the Impact Aid Coalition. NAFIS looks forward to continuing our work with Congressman Newhouse and his staff.

Talking Points: Impact Aid Coalition

- We have strong, bipartisan coalitions in the House and Senate
 - Senate – 30 current members
 - House – 76 current members
- If your Members of Congress are new or are not on the coalition already, ask them to join by emailing Leslie at leslie@nafisd.org

OBAMA DEMANDS TO SEE TRUMP'S ELEMENTARY-SCHOOL DIPLOMA

By Andy Borowitz 10:32 A.M.



Photograph by Mark Hasele / Getty



WASHINGTON (The Borowitz Report)—Former President Barack Obama ignited a firestorm of controversy on Wednesday by demanding to see President Donald Trump's elementary-school diploma.

Speaking to reporters in Washington, Obama called on Trump to prove "once and for all" that he had completed a K-through-five program.

"While the U.S. Constitution does not require the President to have graduated from fifth grade, it would still be nice to know that he had done so," Obama said.

By insisting on the release of Trump's diploma, Obama joined a growing movement of so-called schoolers, who contend that Trump never attended school.

Schoolers demands to see documentation of Trump's elementary-school attendance have yet to sway the White House, which has released only a short version of Trump's second-grade report card, with the grades completely redacted.

Obama revealed that he had hired forensic detectives to study Trump's utterances and tweets to determine the extent of his verifiable schooling, but, so far, they had found "no proof" of a fifth-grade education.

"Donald Trump claims that he attended elementary school," Obama said. "All I'm asking is, where's the evidence?"



Andy Borowitz is a Times best-selling author and a comedian who has written for The New Yorker since 1998. He writes The Borowitz Report, a satirical column on the news. [Read more](#) »



"Is the homework fresh?"

Shanahan

Is the President Making Middle School Worse?

In Virginia, school bullying is up in regions that voted for Trump.



By Michelle Goldberg
Opinion Columnist

Jan. 11, 2019

Immediately after Donald Trump's election, alarming stories appeared of school bullies who seemed to be inspired by the new president. In York County, Pa., two students marched through their high school hallways holding a Trump sign while a third shouted, "White power!" A teacher in Kansas reported students taunting classmates with the refrain, "Trump won, you're going back to Mexico." At several schools, white school sports fans chanted, "Trump! Trump!" at opposing teams with more players of color.

As these stories proliferated, no one knew for sure whether they were just scattered anecdotes or signs of more serious social change. Then researchers involved with a statewide survey of bullying in Virginia schools realized they had a way to find out.

Every other year, tens of thousands of the state's public school students complete online surveys about their schools' social environment. They're asked a number of questions about bullying, including teasing over race and ethnicity, sexual orientation and other sexual issues. Because surveys of middle schoolers are done in odd years, researchers had data for seventh and eighth graders from both 2015, right before the election, and 2017, right after it. Over 400 middle schools participated. "It

was an opportunity to see whether in fact there was this increase in bullying," said Dewey Cornell, a professor of education at the University of Virginia who led the team that developed the survey.

[Listen to "The Argument" podcast every Thursday morning, with Ross Douthat, Michelle Goldberg and David Leonhardt.]

It turned out that there was indeed an increase, but not everywhere. Cornell and a member of his team, Francis L. Huang, an associate professor at the University of Missouri-Columbia who specializes in quantitative research methods, found that in 2015, there'd been little difference in bullying rates between areas of the state that went for Hillary Clinton in 2016 and those that would support Trump. But in 2017, students reported 18 percent more bullying in Trump locales than the Clinton ones. In the Clinton regions, bullying actually declined slightly from 2015; in the Trump zones, it increased.

The Trump areas saw particular increases in teasing about race and, to a lesser degree, sexual orientation. The greater the margin of Trump support in the community, "the higher the prevalence rates" of bullying, Huang told me, even after adjusting for factors like socioeconomic status and parental education.

Cornell and Huang's peer-reviewed paper, "School Teasing and Bullying After the Presidential Election," was published on Wednesday. They don't claim to have discovered that a region's backing for Trump causes an uptick in reports of bullying, only that the two are correlated. Still, it's not hard to imagine that kids who spend their time around Trump enthusiasts might be getting the message that picking on racial minorities, and those who deviate from traditional gender norms, is O.K.

"The adults that voted for Trump are much more likely to emulate Trump and be supportive of attitudes that we saw turned into bullying and teasing in middle school," said Cornell. "I suspect it's an indirect effect of the social environment that kids are in. It may be their parents, it may be other adults, it may be the adults in schools."

In the 1990s, when Bill Clinton's affair with Monica Lewinsky forced discussions of oral sex onto the evening news, many conservatives lamented the effect on impressionable youth. "Leaders affect the lives of families far beyond their own 'private life,'" wrote a Republican candidate for Congress named Mike Pence. (He added, "In a day when reckless extramarital sexual activity is manifesting itself in our staggering rates of illegitimacy and divorce, now more than ever, America needs to be able to look to her First Family as role models of all that we have been and can be again.")

Such concerns have since fallen from fashion on the right. Last week, when Mitt Romney wrote an op-ed decrying the president's terrible character, many conservatives were incensed. "Romney would like you to believe you can have your cake and eat it, too — that you can be against Trump's character but for his policies," complained Henry Olsen, a senior fellow at the Ethics and Public Policy Center, in *The Washington Post*. In fact, Olsen wrote, "Railing about character hurts the president, and Republicans know that." The very idea of good character has become a partisan attribute.

RELATED *More from Opinion on Trump and bullying:*

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[Opinion | The Editorial Board: How Should Europe Respond to Trump's Bullying?](#) June 21, 2018

[Opinion | Emily Bazelon: Bullying in the Age of Trump](#) Nov. 16, 2016

though the administration has taken other children from their parents, they are safe and protected. More vulnerable families have to have far more difficult conversations.

But some kids, it seems, could be growing up with permission and even encouragement to act like the president. Middle-school students, said Cornell, are acutely status-conscious and particularly prone to tormenting one another. (The older kids in "Lord of the Flies" were middle-school age.) "If there's any place where a cultural change that encourages disrespect for other people is going to be manifest," he said, it would be among middle schoolers. "They're kind of a mirror of what we're seeing in our communities." What they're reflecting isn't pretty.

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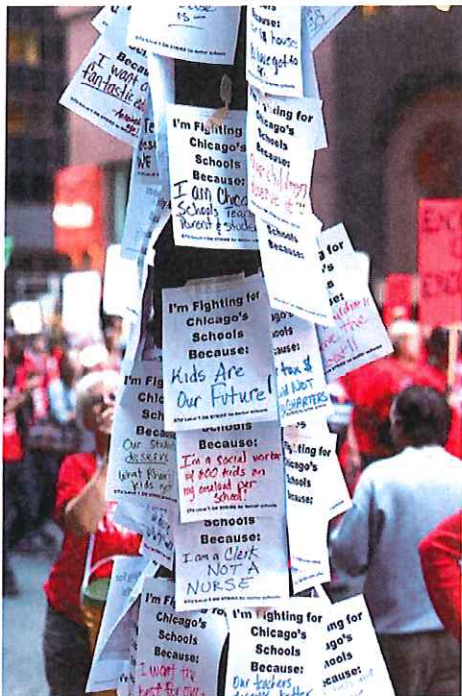
Michelle Goldberg has been an Opinion columnist since 2017. She is the author of several books about politics, religion and women's rights, and was part of a team that won a Pulitzer Prize for public service in 2018 for reporting on workplace sexual harassment issues. @michelleinbklyn

READ 332 COMMENTS

Kids get this, though it shows up in different ways. Some of our children are growing up knowing that the president of the United States is also one of the country's very worst people, which surely affects their conception of government. Some are growing up scared of him. I've tried to explain to my own young kids that even

Is This a Political Turning Point for the Teaching Profession?

JANUARY 10, 2019 | ALIA WONG OF THE ATLANTIC AND DAVID LOEWENBERG OF EWA



(Flickr/ Spencer Tweedy)

The journalist Dale Russakoff kept hearing the same word in her conversations with Arizona teachers during a reporting trip last spring for *The New York Times Magazine*. That word, she said, was “awakening.”

Russakoff observed this awakening in mid-April of 2018, when teachers across Arizona walked out in protest, forcing schools to close for a week as state lawmakers wrestled over a deal to boost teacher pay and school spending. Fed up with their legislature’s legacy of austere education funding, teachers leveraged their casual social-media organizing to convene a brigade of largely amateur activists who had decided it was time to put policymakers’ feet to the fire.

Russakoff discussed her reporting during a recent Education Writers Association seminar on the state of the teaching profession. She was joined on the panel by a leading teacher activist from Arizona, as well as Harvard University education professor Martin West.

“I met so many teachers who had always voted Republican their whole life ... and they literally didn’t look at what the Republican legislature was voting year after year in terms of education cuts,” Russakoff said. “Teachers would say ‘I’ve had an awakening.’”

The walkouts in Arizona were just one part of a larger movement last spring in which educators across several states went on strike. What began in West Virginia with a nine-day walkout over teacher salaries and health care costs quickly spread in various forms to Kentucky, Oklahoma, Colorado, and, of course, Arizona.

THIS ITEM
APPEARS IN

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In the Grand Canyon state, education funding had plummeted more than it had in other states after the 2008 Great Recession, explained Russakoff in a New York Times magazine [story](#) about the Arizona uprising. The state ranks second to last for per-pupil spending and near the bottom for teacher salaries, at \$47,403, Russakoff reported.

Marisol Garcia, a teacher and the vice president of the Arizona Education Association, said that Arizona educators were emboldened by what they saw happening in the other states.

“Just seeing the activism going from east to west, seeing West Virginia and Oklahoma, [created] a sense of community after we were for so long suffering alone in our own classrooms,” Garcia told reporters at the EWA seminar. “It moved a lot quicker than any of us could’ve imagined, but we really learned from the lessons of the [Chicago Teachers Union] but also what was happening across the country.”

‘The Teachers Won’

That grassroots demonstrators secured the traction they did is striking in many ways, and the outpouring of political activity among educators offers a valuable lesson for reporters on the school beat.

Teachers in Arizona, at least, were surprised to discover that their pursuit of better education conditions and a higher salary might not be a pipe dream after all; the endorsement from political leaders in both parties and, perhaps most importantly, from the parents of their students, reinforced their optimism, Russakoff said.

This empowerment was “transforming,” she said. It was an awakening.

The change in mindset, as the Harvard Graduate School of Education’s Martin West noted during the EWA discussion, seems to have spread into the general public. That’s evident in recent survey data, including an Education Next [poll](#) released in August. West, the editor-in-chief of EdNext, and his research team [found](#) that roughly half of U.S. adults (49 percent) support teacher pay increases—a 13 percent jump from 2017.

A PDK International poll [published](#) a few days later demonstrated similar support for higher teacher pay, as well as widespread consensus around teachers’ decision to strike, with three in four participants saying they support the move.

At least in the court of public opinion, “the teachers won their strike,” West said.

Garcia of the Arizona teachers union argued that the strike was not just about

teacher compensation.

"It was never just about the raise, but about the state of our classrooms," Garcia said. "We have students in our classrooms that have also been hit by this tide of underfunding."

Another thread that permeated the panelists' commentary was the sense of solidarity among participating teachers. Take, for example, the degree to which Garcia and other educators, many of whom were not affiliated with a union, managed to recruit so many new teacher activists to their cause, and at such a fast rate.

"Literally overnight we saw 30, 40 thousand folks deciding to discuss things online that had never been spoken of," Garcia said. "The thing about teachers is that we work really hard and we know how to fix things."

More Strikes Ahead?

So where does the the "educator spring," as last year's multi-state walkouts came to be known, go from here?

So far this school year, teachers have yet to stage the type of statewide walkouts that occurred last spring in six states. Instead, in many states, educators set their sights on the ballot box — riding the momentum of the strikes to mobilize voters in support of candidates and ballot initiatives that aligned with a "pro-education" agenda.

Those efforts yielded mixed success on election night, as Education Week reporter and the panel's moderator Madeline Will reported in December.

Going forward, "one key determinant ... is the fallout from the *Janus* decision," West said, referencing the 5-4 U.S. Supreme Court ruling to prohibit public sector unions from collecting "agency" or "fair share" fees in *Janus v. American Federation of State, County, and Municipal Employees, Council 31*.

"We're entering a period where it seems like actually there's some more fundamental challenges to the right to collective bargaining and some of the key elements associated with that," West said. "So I could imagine that leading into a period of conflict."

Jesse Sharkey, the president of the Chicago Teachers Union, suggested that a new front in teacher activism would soon arise — charter schools.

"This work will spread into that sector," Sharkey said during the EWA panel.

Indeed, just weeks after the panel discussion, unionized teachers from one of Chicago's largest charter-school networks went on strike — the first time in U.S.

history that charter school teachers staged a walkout.

Panelists said they are also closely watching developments in Los Angeles, where stalled negotiations between the district and teachers union are making a strike in the nation's second-largest school district appear increasingly likely.

"We are going to see if that awakening continues," Garcia said.

CONTINUES

Opinions

It's time to rethink what teachers are for

By David Von Drehle

Of all the ideas we've forgotten from math class, the most important to relearn — because it illuminates our most urgent challenges — is the difference between arithmetic and geometric progressions.

Maybe you recall. An arithmetic progression is a sequence in which the difference between numbers remains constant. For example, counting by twos: 1, 3, 5, 7 and so on. Each number adds two more.

A geometric progression is a sequence defined by a constant ratio.

Doubling, for instance. Instead of adding two, you multiply by two: 1, 2, 4, 8 and so on. Each number is twice the one before.

Technology advances in a geometric sequence — since the dawn of computing, anyway. Intel co-founder Gordon Moore's famous law predicted that processors would double in power every two years. Technologists believe [we may be reaching the end](#) of that sequence, but so far, Moore's Law has taken us from room-sized computers back when I was in grade school to the inconceivably more powerful computer I slip into a shirt pocket today.

But the functionality of most adult human beings grows arithmetically, if it grows at all. We won't wake up tomorrow twice as capable as we are today, and twice again the day after that. We add knowledge bit by bit and gain experience by slow increments.

For decades, this has been a manageable difference. Humans began with a huge head start over computers. And if you look back to the examples

above, you'll notice that the sequences are similar in the early stages. At step four, for example, the arithmetic sequence has reached 7 while the geometric sequence has reached 8. With time, though, the gap explodes.

Thirty steps into the sequence, adding two gets you to 59.

Doubling gets you to [nearly 537 million](#).

With that in mind, let's look at the [striking teachers](#) of the Denver Public Schools. At first blush, the picketing educators are seeking a simpler pay formula, which would end a [years-long experiment](#) in paying bonuses to steer teachers toward targeted results.

At a deeper level, though, the strike illustrates the incremental rate of human progress compared with the geometrical tsunami of technological change. In 2006, Denver's then-new bonus system [was state-of-the-art](#), an innovation embraced by teachers, administrators and taxpayers alike. Now, in the time it takes a student to go from K to 12, it has become an anachronism — a creaky contraption linking pay to measures of ever-more dubious value.

It matters little whether this experiment was noble or cracked. What matters is how long it took. During the same 13 years, technology created the smartphone, the tablet and the cloud, which, in turn, enabled countless educational apps, games and other resources that — for the first time in history — make truly individualized learning a universal possibility. The slogan of [Khan Academy](#) (founded in 2008, two years into the Denver experiment) [captures](#) this revolutionary promise: “You can learn anything. For free. For everyone. Forever.”

So while Denver was fiddling with formulas (and many other districts have been trying far less), what's needed is a blank-slate rethinking of what teachers do, how classrooms work and what schools are for. Students from

inner cities to rural hamlets can now (or soon) experience the world's most skilled instructors delivering optimal lessons — at the student's pace, in the student's language, at whatever time of day the student learns best. To leverage and augment such incredible resources, on-site teachers must become life coaches, role models, facilitators, therapists, motivators, demolishers of obstacles and openers of eyes.

These are not qualities easily measured by student test scores or accumulated grad school credits. Yet they point to something essential about the future relationship of humans and our technologies. We cannot outdo the computers in terms of standardized outputs or efficiency. We can only keep pace by emphasizing those things that make us human to begin with: our capacity for connection, compassion, empathy and love.

As a kid, I was lucky enough to know a gaptoothed band director named [Byron Gillette](#), who passed away in Colorado last month. I thought he was teaching me to play a trumpet when actually he was teaching me to live a life. My sister and I recently recalled life under his baton, and we felt the same debt piled up over nearly half a century. “I remember Mr. Gillette having me play clarinet solos at church,” Lynn texted. “As a super-shy, super-awkward teen, it was really helpful.” She’s now a life-shaping educator herself.

How do we harness technology to help more teachers awaken more students to their possibilities and resources? How do we structure schools to create mastery of both the power and the perils of future tech? These are just two questions in the long arithmetic sequence of human learning — but the answers, once we find them, could work wonders.

Read more from [David Von Drehle's archive](#).

Read more:

2019 NAFIS Spring Conference: Telling Your DC Story Back Home

NAFIS prepared the press release and Facebook post templates below to assist you in explaining the importance of Impact Aid and your participation in the NAFIS Conference to your community. Where there is highlighted text, please insert your own information. You can also make changes and add language to emphasize other issues important to your context.

Customizable Press Release

(can be modified to become a letter to the editor or for a school district newsletter)

[INSERT DISTRICT LOGO OR PUT ON LETTERHEAD]

FOR IMMEDIATE RELEASE

[Insert date]

For more information, contact:

[Insert name and title (likely Superintendent/Director of Communications/School Board Member) of someone who reporters can contact for more information]

[Insert school district name]

[Insert contact information (e-mail address and/or phone number)]

[Insert School District] Calls on Congress to Support Our Schools

District Leaders Advocate for Impact Aid

[Insert name of city/town, state] – [Insert date] – Representatives of [insert name of school district] recently went to Washington, DC, to call Congress' attention to the needs of area schools at the National Association of Federally Impacted Schools (NAFIS) Spring Conference.

[Insert names and titles of attendees] joined school district leaders from across the United States to discuss and advocate for Impact Aid, an essential program that provides funding to federally impacted school districts like [insert name of school district]. Impact Aid reimburses these school districts for the loss of revenue caused by the presence of nontaxable federal property, such as [insert name of local federal property]. It helps ensure students who attend schools on or near such property have access to a quality education.

As part of the conference, [insert names of attendees] met with the staff for [insert name(s) of Members of Congress] to request that Congress increase funding for Impact Aid for FY 2020 and dedicate significant funds to address the infrastructure needs of federally impacted school districts. They explained the crucial role of Impact Aid in [insert name of school district] and shared the achievements and needs of schools and students.

“Without Impact Aid, we wouldn’t be able to effectively serve our students,” said [insert name and title of district spokesperson]. “Impact Aid funds are used for [insert three or more items your district uses funds for, such as teacher salaries, school counselors, school buses or after-school programming] and much, much more. This funding is critical to providing our students the opportunities they need to maximize their potential, so it is important for us to travel to Washington and advocate directly to Congress for it.”

During the three-day conference, school district representatives received updates on Impact Aid from the U.S. Department of Education. In addition, they heard from national experts on a number of important education issues, including teacher retention, school safety and career-technical education.

“Every student who attends [insert name of school district] benefits from Impact Aid,” continued [insert last name of spokesperson]. “It is a program that our school district will continue to fight for.”

###

Insert boilerplate language here, which should be one paragraph and include the school district name and key facts about it. It should end with, “To learn more, visit [insert school district website].”

Customizable Facebook Post for School District Page

(can be modified for personal use)

[Insert school district name] representatives met with the staff for [insert name(s) of Members of Congress] to explain the crucial role that Impact Aid plays in our district, funding [insert two or three items your district uses it for, such as teacher salaries, school counselors, school buses or after-school programming] and much, much more. Impact Aid reimburses our school district for lost local revenue caused by the presence of nontaxable federal land. It is critical to providing our students the opportunities they need to maximize their potential, which is why it is so important for us to advocate directly to Congress for it.

At the meeting, district leaders also highlighted the achievements of our students and schools.

The trip to Capitol Hill was part of the NAFIS Spring Conference, where we also received important updates on the Impact Aid program directly from the U.S. Department of Education, discussed timely education issues and connected with other representatives of federally impacted school districts from across the country.

If possible, include a photo of you with:

- ***The congressional representative and/or staffer you met with,***
- ***The sign to the congressional office, OR***
- ***The U.S. Capitol building***