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NAFIS Unveils 2025 Advocacy Plan

Winter 2025

IMPACT

The National Association of Federally Impacted Schools (NAFIS) is setting an ambitious course for the upcoming Congressional term, focused on advancing Impact Aid priorities that will strengthen support for federally impacted school districts. Central to this effort is securing the largest possible increases in Impact Aid funding, a cornerstone of NAFIS advocacy. Additionally, NAFIS is committed to reintroducing and building bipartisan support for key legislative initiatives, including the *Advancing Toward Impact Aid Full Funding Act* and the *Impact Aid Infrastructure Partnership Act*, with plans to secure new sponsors in the U.S. House of Representatives while continuing to work with our champions in the U.S. Senate. In recognition of the program's longstanding importance, NAFIS also aims to work with Congress to introduce a resolution commemorating the 75th Anniversary of Impact Aid and to expand the bicameral and bipartisan Congressional Impact Aid Caucus by recruiting additional members.



Photo by Architect of the Capitol

Advocacy in Washington often requires adaptability, and NAFIS remains prepared to respond to emerging policies and events. The organization is closely monitoring several critical areas of education policy, including overall funding for programs such as Title I and IDEA, private school voucher legislation, initiatives affecting military and Native American students, the E-Rate program, and cybersecurity proposals.

To amplify its impact, NAFIS actively participates in and helps lead numerous coalitions aligned with its mission. These include the Committee for Education Funding (CEF) and the Children's Budget Coalition for appropriations and budget matters, Build America's School Infrastructure Coalition (BASIC) on school construction issues, and the National Coalition for Public Education (NCPE) in opposition to private school vouchers. NAFIS is also deeply engaged in technology and connectivity advocacy through its membership in the National Coalition for Technology in Education and Training (NCTET) and the Education and Libraries Networks Coalition (EdLiNC). Furthermore, it continues work to strengthen partnerships with organizations focused on Native American and rural education, such as the National Indian Education Association (NIEA) and Organizations Concerned About Rural Education (OCRE).

Collaboration with the U.S. Department of Education remains a cornerstone of NAFIS advocacy strategy. Regular communication with the Impact Aid program director ensures alignment on priorities, and efforts are underway to deepen relationships with the Department's Office of Indian Education and Department of Defense Education Activity (DoDEA), as well as Congressional committees like the Senate Indian Affairs Committee and the House Natural Resources Committee.

As the second Trump Administration begins, NAFIS is proactively building relationships with key players, including staff at the White House, the U.S. Secretary of Education's office, new Federal Communications Commission (FCC) leadership, and other relevant officials. These connections will be essential in advancing Impact Aid priorities and addressing broader education issues. In addition, we are strengthening our relationships with leadership of key Congressional committees and working to build relationships with newly elected Members of Congress, particularly those whose districts include Impact Aid recipients.

Unwavering Commitment

Even in these uncertain times, with new federal policy directives issued daily and talk of eliminating the U.S. Department of Education, our federal policymakers have a commitment to our federally impacted schools nationwide. How do I know? Well, it's their obligation, and NAFIS is here as your aggressive advocate, holding both Republicans and Democrats accountable to prioritize and support Impact Aid funding year after year. Even in this tough fiscal environment (ugh, I feel like I've been saying that for years), NAFIS is in the ring, in the fight. We'll keep our gloves up to protect us, the Impact Aid community, from potential cuts or stagnation, especially as many public education funding programs are being threatened. Linda McMahon, the nominee for Secretary of the U.S. Department of Education, is no stranger to the fighting world as former CEO of WWE, and she actually hails from a Marine Corps town. As someone who doesn't back down easily and from a Marine Corps family myself, she and I might get along just fine.

NAFIS has worked hard for more than 50 years to defend and advocate for the Impact Aid program. Over those decades, we have worked with congressional champions on both sides of the aisle to support this crucial funding. We are in a unique position, enjoying significant bipartisan support, which is something not many in the public education policy world can say. As we look ahead, we are excited to foster relationships and build consensus with new Members of Congress and Administration officials, while continuing to strengthen existing connections. In fact, we've already started—for example, networking with congressional staff at the NCTET Inaugural Ball earlier this month. You can read more about the NAFIS legislative agenda for the 119th Congress and our advocacy strategies on pages 1 & 4.

Our advocacy today is shaped by our successes over the years. 2024 was a year of progress for NAFIS, as we celebrated in-

creases to Impact Aid funding and grew support for other legislation to boost the program. Check out all we accomplished in our year-end report on page 15.

Amongst our achievements, NAFIS welcomed very skilled staff to our team and are continuing to roll out improvements to our membership services, including a new association management system (AMS). This will be a one-stop shop where members can update contact information, register for conferences, and more. We'll continue to roll out additional offerings through this member-only site, with a focus on increasing value for you, NAFIS member. Read more on page 12.



NCTET Inaugural Ball: (L to R) Annika Nozaki (Rep. Ed Case, D-HI); Abigail Leonard (Rep. John Garamendi, D-CA); Nicole Russell, NAFIS Executive Director

Our renewed focus on membership recruitment, retention, and engagement has paid off, as we now have a 402-member strong association—the first time in several years our numbers have been so high. With every member, our voice grows. This speaks to the passion of the Impact Aid community, and we're happy that you have chosen to be part of NAFIS as we lead expert policy initiatives with Congress and the White House. As a reminder, the NAFIS staff is always available to answer questions, estimate future payments, and connect you with experts at the U.S. Department of Education, congressional staff, or coalition partners on issues that extend beyond Impact Aid. We're only a phone call (202) 624-5455 or email (nicolerussell@nafisdc.org) away.

Looking to 2025, Washington, D.C. will see many changes, but one thing that will remain constant is NAFIS's commitment to advocating for Impact Aid. I'm excited to celebrate 75 years of Impact Aid and 50 years of the Individuals with Disabilities Education Act (IDEA). We hope you join us at our spring conference, where expert speakers will talk all things advocacy in the new political environment and share the future of advocacy for students with disabilities. We'll recognize how far we've come and reflect on all the work that's left to do. We're already preparing for our fall conference as well, where we'll honor 75 years of Impact Aid and the congressional champions that continue to cheer on this vital program. In

the meantime, we're fighting to keep public dollars in public schools and advocating for swift passage of FY 2025 appropriations so districts receive their payments as soon as possible, all the while pivoting to priorities for the 119th Congress.

Outside D.C., NAFIS leaders will be in Hawaii this summer to visit federally impacted schools and conduct meetings. NAFIS is also exploring locations for Impact Aid workshops, hoping to visit with school leaders in New Mexico and North Dakota in the fall. As always, we'll offer a workshop in Las Vegas, NV, before the National Indian Impacted Schools Association (NIISA) annual December conference.

As we move forward, NAFIS remains steadfast in our mission to protect and strengthen Impact Aid, regardless of the political climate in Washington. The dedication of our members, partners, and advocates continues to be our driving force, ensuring that the voice of federally impacted schools is heard loud and clear. With new leadership, changing political dynamics, and ongoing advocacy, we are positioned to not only defend what we've fought for over the years, but also to achieve new victories. Let's keep the momentum going as we work toward a brighter future for the students we serve. ~

Nicole's Bookshelf

Currently on my nightstand:

- *Likeable Badass: How Women Get the Success They Deserve* by Alison Fragale, PhD
- *A Tree Grows in Brooklyn* by Betty Smith
- *How to Get Your Octopus to School* by Becky Scharnhorst

FY 2026 Impact Aid Applications Due TODAY, January 31, 2025

FY 2026 Applications

Impact Aid applications are due by 11:59pm ET today, January 31. Late applications incur a 10% payment penalty. If the application is not received by April 1, the LEA will get no Impact Aid funding for FY 2026. Note that the **Impact Aid Program (IAP) Office closes at 6:00pm ET.**

As of January 29, approximately 100 LEAs had not started the application. IAP staff has reached out to those LEAs. Given the large number of applications in progress, Department staff may have limited availability to assist with questions today. Please submit the application as soon as possible.

IGAS System Reminders

- **Your application is not final until your signatory completes the Application Signature task.** After you submit the application for signature, it will be placed in the signatory user task grid.
- **Acknowledge the Membership Statements of Intent.** To progress to page two, read the three statements of intent on the right side of the page in the membership section, then click each of the three acknowledgement boxes.



DIRECTOR'S UPDATE

- **Upload supporting documentation for properties that require annual review.** If, when entering child counts for a property, a red document icon appears to the left of the property name, you will be required to upload supporting documentation for the property before submitting the application. You can upload that documentation (usually a source check form) on the last page of the application under the section "Properties Requiring Survey Document."
- **Save your progress if multiple users are working with the application.** To ensure

all application editors can access and edit the application, click on "Save" or "Save & Exit" when you have completed your edits. This ensures other users can access and edit the application from their task grid.

- **Check your Task Grid for In Progress applications.** Applications in progress will always be found in your task grid. To return to the application, click on the "Home" icon at the top of your screen and look for the application within your task grid. If you are unable to edit fields on a page of the application, it is likely you have not opened the application from the task grid.

Visit impactaid.ed.gov for resources that can help you submit the application.

FY 2025 Payments

Based on the continuing resolution funding IAP has received to date, every eligible Section 7003 grantee has received their FY 2025 initial payment prorated at 50% LOT.

Questions?

Contact your Impact Aid state analyst directly with questions and for assistance. Find their name and contact information at impactaid.ed.gov/iap_staff/.

Trump Appoints Key Officials to U.S. Department of Education

President Trump's Education Department has started to take shape with a fresh round of political appointments. Here's how the agency leadership is staffing up:

U.S. Secretary of Education: President Trump's nominee is Linda McMahon, 76, a prominent business leader and former Administrator of the Small Business Administration. She is known for her role in transforming World Wrestling Entertainment (WWE) into a multibillion-dollar enterprise and her leadership as Chair of the Board at the America First Policy Institute, where she has advocated for workforce development and parental involvement in education. Her education policy priorities include expanding school choice, increasing access to career and technical training programs through Pell Grants, and aligning education with workforce needs. She has also been critical of federal diversity, equity, and inclusion mandates in apprenticeship programs and has expressed concerns about higher education's role in meeting employer demands for skilled workers. Her Senate confirmation hearing has not yet been scheduled.

Acting U.S. Secretary of Education: The President has directed Denise Carter, the interim leader of the U.S. Department of Education's federal student aid office, to serve as acting secretary of education. She will hold the position until the Senate confirms McMahon.

U.S. Deputy Secretary of Education: President Trump's nominee is Penny Schwinn, a former Tennessee education commissioner who has also worked in public education administration. She began her career as a Teach for America teacher and later founded a charter school. Most recently, she was an administrator at the University of Florida. In Tennessee, Schwinn focused on the teacher pipeline. She also implemented a state law limiting discussions on race and is a strong supporter of school choice.

White House Education Lead: President Trump has selected Eric Bledsoe to serve as a special assistant to the president for domestic policy, focusing primarily on education. He previously served as a senior director of civics at the U.S. Chamber of Commerce Foundation and as an instructor at Florida State University.

Advocacy Plan, cont...

...from page 1

In addition to direct advocacy, NAFIS empowers its member school districts to engage in policy discussions through a robust communication strategy. Regular updates are shared via the weekly NAFIS News, this quarterly IMPACT publication, and targeted alerts through our grassroots online advocacy platform. Looking ahead, NAFIS plans to launch a blog in 2025, offering updates from staff and guest contributions from member school districts to spotlight advocacy efforts and share powerful Impact Aid testimonials. By elevating and amplifying

the voices of its members, NAFIS highlights the importance of Impact Aid, ensuring that policymakers understand the real-world implications of their decisions.

As we look to the future, NAFIS reaffirms its commitment to advocating for federally impacted school districts, working with our members and partners to secure essential resources and foster a strong network of Impact Aid supporters across the country. ~

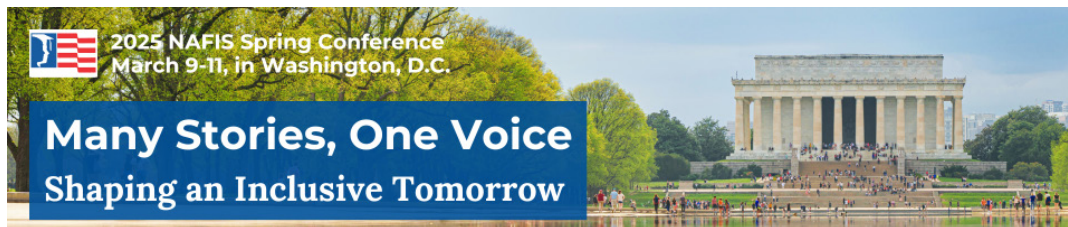
NAFIS Announces 2025 Legislative Agenda

As the 119th Congress begins its work, NAFIS is excited to announce our [2025 Legislative Agenda](#), which outlines our key priorities for the coming year. This agenda advances our mission of advocating for Impact Aid, federally impacted school districts, and the students they serve. It is designed to ensure that Impact Aid continues to fulfill its vital role in communities where the federal government holds land, helping school districts overcome unique financial challenges and provide high quality education.

In 2025, NAFIS will advocate to:

- Increase Impact Aid funding for FY 2025 and FY 2026
- Reintroduce and build support for the *Impact Aid Infrastructure Partnership Act*
- Celebrate the 75th anniversary of Impact Aid
- Reintroduce and build support for the *Advancing Toward Impact Aid Full Funding Act*
- Grow the Congressional Impact Aid Caucus

We look forward to working together on these critical issues in the year ahead, building strong congressional support for Impact Aid. ~



Registration Underway for NAFIS Spring Conference

Registration is underway for the 2025 NAFIS Spring Conference in Washington, D.C. With our theme “Many Stories, One Voice: Shaping an Inclusive Tomorrow,” we celebrate the rich diversity within the NAFIS Family while underscoring the power of unity in Impact Aid advocacy. We also honor the 50th anniversary of the Individuals with Disabilities Education Act (IDEA), a pivotal milestone in advancing equity and access for students with disabilities. [Join us](#) to share your story while coming together with colleagues to create meaningful change.

TUESDAY, MARCH 4

- 3:00-4:00PM ET “Know Before You Go” Webinar
- 9:00-9:30AM ET New to NAFIS
- 9:30-10:20AM ET Orientation & Basics of Impact Aid
- 10:20-10:45AM ET Policy & Advocacy 101
- 10:45-11:45AM ET Subgroup Meetings (FLISA, LO~ISA)
- 11:45AM-1:00PM ET Lunch on Your Own
- 1:00-3:00PM ET First General Session
- 3:15-4:15PM ET Breakout Sessions

SUNDAY, MARCH 9

- 4:15-5:00PM ET School Board Members & School Business Officials Meetings
- 5:00-6:00PM ET Meet & Greet Reception

MONDAY, MARCH 10

- 8:00-10:00AM ET (times vary slightly) Subgroup Meetings (MISA, NIISA, FLISA)
- 10:30-11:30AM ET Breakout Sessions
- 11:30AM-12:30PM ET Department of Education Office Hour
- 11:45AM-12:15PM ET Power Sessions
- 12:30-1:30PM ET Plated Luncheon
- 2:00-4:00PM ET Second General Session
- 4:30-5:30PM ET State Meetings (if requested)

TUESDAY, MARCH 11 - HILL DAY

- 4:30-5:00PM ET Hill Day Debrief
- 6:30-9:30PM ET Ending Reception: March Madness

Register in the new NAFIS member portal: nafisdc.joynportal.com

Legislative Update

Congressional State of Play

The 119th United States Congress convened on January 3, 2025, during the final 17 days of Joe Biden's presidency and the first two years of Donald Trump's second presidency.

Following the 2024 elections, the Republican Party retained its slim majority in the House, won the majority in the Senate, and—with Trump's second inauguration on January 20, 2025—have an overall federal government trifecta for the first time since the 115th Congress in 2017, during Trump's first term.

The 119th Congress features the slimmest majority in the House for any party since the 72nd Congress in 1931. Only three states (Maine, Pennsylvania, and Wisconsin) will have senators from different parties. This is the lowest number of split delegations since the direct popular election of senators began in 1914. For the first time in modern politics, the majority's margin in the House is smaller than the margin in the Senate.

While NAFIS engages with all Members of Congress, we primarily target advocacy at Congressional Leaders and four key committees.

Senate Leadership

The Republican majority in the Senate will be led by Sen. John Thune (R-SD), a longtime champion of Impact Aid, who was elected by his colleagues in the Senate Republican Conference to serve as Majority Leader. He defeated Sen. John Cornyn (R-TX) and Sen. Rick Scott (R-FL) to secure the position. Sen. John Barrasso (R-WY) was elected Majority Whip, and Sen. Tom Cotton (R-AR) was elected Conference Chair.

Senate Democrats reelected Sen. Chuck Schumer (D-NY) as their leader for another two years and promoted Sen. Amy Klobuchar (D-MN) to the third-ranking leadership position, replacing retiring Sen. Debbie Stabenow (D-MI). Despite losing four seats in the 2024 election, including those held by longtime Sens. Jon Tester, Sherrod Brown, and Bob Casey, the caucus unanimously approved the leadership team for the 119th Congress, showcasing unity amid challenges. Sen. Dick Durbin (D-IL) was reelected as whip, while Sen. Klobuchar will now chair the Senate Democratic Steering and Policy Committee. Sen. Cory Booker (D-NJ) assumes the newly created role of chair of the Strategic Communications Committee, making him the fourth-ranking leader.

Senate Committee on Appropriations

The Senate Appropriations Committee will be chaired by Sen. Susan Collins (R-ME), with Sen. Patty Murray (D-WA) as Ranking Member. The Subcommittee on Labor, Health and Human Services, Education, and Related Agencies, which has jurisdiction over Impact Aid, will be chaired by Sen. Shelley Moore Capito (R-WV). Sen. Tammy Baldwin (D-WI) will serve as Ranking Member. A full list of Committee members can be found [online](#).

New to the Committee:

- Sen. Markwayne Mullin (R-OK)
- Sen. Mike Rounds (R-SD)
- Sen. Kristin Gillibrand (D-NY)
- Sen. Jon Ossoff (D-GA)

Senate Committee on Health, Education, Labor, and Pensions (HELP)

The Senate HELP Committee will be chaired by Sen. Bill Cassidy (R-LA), and Sen. Bernie



Photo by Architect of the Capitol

Sanders (I-VT) will serve as Ranking Member. The Senate has not yet announced subcommittee members, but a full list of committee members can be found [online](#).

New to the Committee:

- Sen. Tim Scott (R-SC)
- Sen. Josh Hawley (R-MO)
- Sen. Jim Banks (R-IN)
- Sen. Mike Crapo (R-ID)
- Sen. Marsha Blackburn (R-TN)
- Sen. Andy Kim (D-NJ)
- Sen. Angela Alsobrooks (D-MD)

House Committee on Appropriations

The House Appropriations Committee will continue to be led by longtime Impact Aid champion Rep. Tom Cole (R-OK), with Rep. Rosa DeLauro (D-CT) serving as Ranking Member. The Subcommittee on Labor, Health and Human Services, Education, and Related Agencies will be chaired by Rep. Robert Aderholt (R-AL), and Rep. DeLauro will

serve as Ranking Member. A full list of committee members can be found [online](#).

New to the committee:

- Rep. Mark Alford (R-MO)
- Rep. Nick LaLota (R-NY)
- Rep. Dale Strong (R-AL)
- Rep. Celeste Maloy (R-UT)
- Rep. Riley Moore (R-WV)
- Rep. James E. Clyburn (D-SC)
- Rep. Mike Levin (D-CA)
- Rep. Madeleine Dean (D-PA)
- Rep. Veronica Escobar (D-TX)
- Rep. Frank Mrvan (D-IN)
- Rep. Marie Gluesenkamp Perez (D-WA)
- Rep. Glenn Ivey (D-MD)

House Committee Education and the Workforce

Republicans selected Rep. Tim Walberg (R-MI) to chair the House Committee on Education and the Workforce. The previous Chair, Rep. Virginia Foxx (R-NC), was ineligible to continue due to Republican term limits for Committee leadership. Walberg is serving his eighth term in Congress as the representative of Michigan's 5th District, is the Dean of the Michigan House Delegation, and also serves on the Energy and Commerce Committee. His education priorities include empowering parents, supporting local control, school choice initiatives, career and technical education, and aligning education with job market demands. Rep. Bobby Scott (D-VA) will continue to serve as Ranking Member for the Democrats. The Subcommittee on Early Childhood, Elementary, and Secondary Education will be chaired by Rep. Kevin Kiley (R-CA). Rep. Suzanne Bonamici (D-OR) will serve as Ranking Member. A full list of committee members can be found [online](#).

New to the committee:

- Rep. Bob Onder (R-MO)
- Rep. Ryan Mackenzie (R-PA)
- Rep. Michael Baumgartner (R-WA)
- Rep. Mike Rulli (R-OH)
- Rep. Mark Harris (R-NC)
- Rep. Mark Messmer (R-IN)
- Rep. Greg Casar (D-TX)
- Rep. Summer Lee (D-PA)
- Rep. John Mannion (D-NY)

FY 2025 & 2026 Funding

The current Continuing Resolution extends government funding until March 14, 2025, after which we expect Congress to enact new budget caps for the remainder of the 119th Congress. NAFIS will engage with leadership,

Continued on page 7...

A Family United: NAFIS Subgroup Updates

Editor's Note: NAFIS serves as an umbrella organization for four subgroups, each of which represents an important constituency in the Impact Aid community. Together, they make up the NAFIS Family. To help raise awareness of the unique context and priorities of each subgroup, IMPACT is featuring an update from each subgroup's executive director. Download our [Meet the NAFIS Subgroups](#) one-pager to learn more about these organizations.

FLISA

As we head into the new year, FLISA has its largest membership in nearly two decades. Many of these members attended our Winter meeting in Tampa, held January 30-31.

As a member-driven organization, FLISA relies on their active engagement in preparing our message and shaping our direction. Our three major committees—Membership, Advocacy, and Messaging—have been coordinating our efforts for the new Congress. It is more important than ever that Congress understands that every student in a 7002 impacted school district is federally connected through the loss of property tax dollars due to the federal presence in their community.

Our website, www.FLISA.org, is a great resource for those looking for more information about our organization.

The members of FLISA are dedicated to advancing the cause of not just federal property schools but of all students who rely on Impact Aid to fund their academic programming. We fully appreciate and support the efforts of all of our NAFIS Family and look forward to our continued united efforts during the 119th Congress. ~

LO~ISA

The Learning Opportunity~Impacted Schools Association (LO~ISA) represents school districts containing military installations, Indian lands, and low-rent housing properties that have a Learning Opportunity Threshold (LOT) under 50%. This includes approximately 75% of school districts receiving Impact Aid Basic Support, which serve approximately 735,000 students across the country. LO~ISA continues to focus on its primary mission of attaining full funding for the Impact Aid program and advocates primarily for more opportunities for students, made possible by additional Impact Aid revenue.

During both the NAFIS Spring and Fall Conferences, LO~ISA members gather on Sunday morning to discuss best practices and review the NAFIS Talking Points in preparation for Hill visits. In September 2024, LO~ISA welcomed over 40 members to its NAFIS Fall Conference meeting. During the meeting, LO~ISA members enjoyed a continental

breakfast while sharing successful strategies and discussing how to best present their concerns, and those of the NAFIS organization, to their Congressional representatives during their Hill visits.

LO~ISA was once again represented at the Oklahoma Association Serving Impacted Schools (OASIS) conference this past November, with LO~ISA Executive Director Jim Sarruda taking part. With a focus on assisting participants in understanding the language of Impact Aid and training members on the application process, this regional conference supports many low LOT schools that serve both Native American and military student populations. During the event, Jim led a work session titled, "Funding Low LOT Schools: Basic



Student Performers at the 2024 NIISA Conference

Principles." In the session, participants gained a deeper understanding of the concept of LOT, how it is calculated, and how districts can budget for and estimate future payments.

In addition to LO~ISA membership meetings during NAFIS conferences, the LO~ISA Executive Board meets virtually every other month and Board committees meet on an as needed basis. The next LO~ISA general membership meeting will be in March at the NAFIS Spring Conference. If your district is a LO~ISA district, please plan to join your colleagues at our meeting on Sunday morning.

MISA

Since the election, the Military Impacted Schools Association (MISA) has been working to ensure that all our member school districts reach out to their new Members of Congress or contact their incumbent Members.

Several MISA members have raised concerns about discussions on the potential elimination

of the U.S. Department of Education and the effect on future Impact Aid payments. As that elimination would require an act of Congress, we are hopeful we have strong support to keep the Department in place.

There are also valid concerns about potential cuts to federal education funding. MISA will be working with our members to make sure we advocate for Impact Aid and other critical federal funding for public schools when we visit Capitol Hill. We are confident that our partners at NAFIS will also be advocating for these same priorities, so we will present a unified front when we go to the Hill in March. MISA also recognizes NAFIS's commitment to working alongside other education partner organizations to ensure we are all aligned.

We look forward to seeing you all at the NAFIS Spring Conference in March and appreciate the hard work being done in D.C. to support our cause. ~

NIISA

The 41st NIISA Annual Conference is now history, and the results are exceptionally positive. The 275 registered board members, administrators, and education specialists is the largest in NIISA history. Chi miigwech! Thank you to all who attended. The wide range of presenters and topics were very well received. Impact Aid updates from the U.S. Department of Education and NAFIS provided the latest information on funding and payments; member school districts shared valuable insights on Indigenous standards, successful tribal consultation methods, trauma-informed models, STEAM initiatives, Indigenous social emotional libraries, enhancing cognitive abilities, and more. Major highlights of the conference were student presentations from San Carlos USD (AZ), Oglala Sioux Tribe (SD), and Page USD (AZ). Conference feedback sang the praises of our students and highly recommended expanding these presentations in the future. Overall, feedback from one school board member stood out; "On a scale of 1-5, I would have rated the conference a 6...if you had served Diet Dr. Pepper! Keep up the good work!" Until next year...

A closing thought: success for any entity or organization is measured by the progress made toward accomplishing our goals. In the case

Continued on page 7...

Trump Issues Executive Order on School Choice

President Donald Trump signed an executive order on Wednesday aimed at redirecting federal funds from public schools to private school vouchers and other educational alternatives. The order justifies the action by citing recent disappointing national test scores and arguing that families need more options outside the public system. This move aligns with long-standing efforts by school choice advocates to expand federal funding for private education.

The order instructs the U.S. Departments of Education and Health and Human Services (HHS) to find ways to repurpose existing public school and childcare funds into direct support for families to use at private schools or for homeschooling. Within 60 days, the education secretary must provide guidance on how states can use federal formula funds—such as Title I, which supports low-income schools—to support school choice. Within 90 days, HHS must assess whether states can use Child Care and Development Block Grants for private education.

The order also directs the Departments of Defense and Interior to make school vouchers available to military and Native American

families. Additionally, it prioritizes school choice initiatives in discretionary grants, which are awarded based on department criteria rather than student populations.

NAFIS has long opposed the redirection of public taxpayer dollars outside the public school system, including school vouchers and voucher schemes. To that end, we have been working closely with our partners in the National Coalition for Public Education (NCPE) to express our opposition to any new federal voucher scheme directly to Congress. NCPE supports public schools and opposes funneling public money to private and religious schools through vouchers, tuition tax credits, education savings accounts, and portability.

Most recently, NAFIS has been working to oppose the inclusion of the *Educational Choice for Children Act* in the Republican budget reconciliation package. This legislation would allow individuals and corporations a new tax credit for charitable contributions to tax-exempt organizations that provide scholarships to elementary and secondary school students. ~

Legislative Update, cont...

...from page 5

appropriators, and other allies on Capitol Hill to ensure Impact Aid receives the highest possible funding for FY 2025, FY 2026, and beyond.

The NAFIS Family was successful in our advocacy against including Impact Aid-related and voucher amendments in the National Defense Authorization Act (NDAA). However, we expect individual school districts to continue to push to amend “special fixes” currently in law. We have made it clear to the prospective sponsors of those amendments and committee staff that NAFIS is opposed to any changes to Impact Aid law until the next reauthorization of Elementary and Secondary Education Act.

We will be engaging with not only Appropriations Committee and Subcommittee leaders, but members up and down the respective daises to ensure they understand what Impact Aid is, why it needs to be protected from cuts, and why it should be first in line for funding increases.

As most appropriators are long-serving Congressional veterans with experienced staffs, we will prioritize meetings with new members in this Congress, as well as any new staffers, particularly for those congressional districts which receive significant Impact Aid. NAFIS will continue to build strong relationships and identify prospective Impact Aid champions. ~

Subgroup Updates, cont...

...from page 6

of NIISA, success is measured by attaining or making incremental steps to reach full funding of the Impact Aid program, increasing the number of sponsors of the bipartisan *Impact Aid Infrastructure Partnership Act*, increasing annual appropriations for Impact Aid, and expanding the number of collaborative partnerships to join us in our quest—advocating for adequate funding to educate Indian lands children.

“We have been called upon to be a voice for change—change that provides greater hope for the future of our children.” - Brent Gish, NIISA Executive Director

A word of caution: during times of budget austerity, we cannot compromise our vision. We must stay true to our mission. We have been called upon to be a voice for change—change that provides greater hope for the future of our children. Remember, only a few are called to do this work...we must accept the challenge and do so with passion and conviction. ~

Connect with NAFIS on Social Media



Facebook: www.facebook.com/nafisschools

X: [@NAFISschools](https://twitter.com/NAFISschools)

Editor's Note: NAFIS wants our members to know the leaders guiding the association through dedicated service on the NAFIS Board of Directors. Each issue of IMPACT highlights some of these individuals, to whom we extend our gratitude for their support and engagement.

Meet the NAFIS Board: Tom Addington

Board Position: Region VI Director

Title/School District: Superintendent, Central Union School District (CA)

About the District: Central Union Elementary School District is uniquely positioned amidst vibrant agricultural communities and two significant federal properties: Naval Air Station Lemoore (NAS Lemoore) and the Santa Rosa Rancheria. NAS Lemoore is one of the U.S. Navy's largest master jet air stations and a key West Coast F-35C operations hub. The Santa Rosa Rancheria, home to the Tachi Yokut Tribe, enhances our community with its rich heritage. We serve approximately 1,600 preschool to eighth-grade students across four schools, supported by 260 dedicated staff members, with nearly 87% of students federally connected. The federal presence and cultural heritage of the Tachi Yokut Tribe define our district's identity, reinforcing our commitment to diversity, cultural awareness, and high-quality education.

Our district is proud of its commitment to the whole child, offering comprehensive support services, including mental health resources, counselors, and behavior specialists, to ensure students thrive academically, socially, and emotionally. We provide robust arts and physical education programs, ensuring students develop well-rounded skills. Central Union is also a leader in educational technology, implementing a 1:1 iPad program years before it became common in K-12 education. This forward-thinking approach has positioned our students for success in a digital world.

Importance of Impact Aid: Impact Aid is integral to our district budget, bridging the financial gap caused by the presence of federal properties. These funds are essential for maintaining competitive salaries to attract and retain high-quality staff and for supporting programs and services that enable student success. Impact Aid ensures we can provide a well-rounded education, sustain critical infrastructure, and address the diverse needs of our student population. With additional funds, we would expand mental health services, enhance educational technology, and upgrade facilities to create even better learning environments, directly improving student success and well-being.

Service on the NAFIS Board: I am honored to serve on the NAFIS Board, advocating for all federally impacted school districts. This role allows me to ensure their unique challenges and opportunities are addressed, while contributing to NAFIS's direction. I am proud to work with my fellow board members to advance the mission of providing equitable education for federally connected students and ensuring districts receive the resources they deserve. Over the years, I have valued the singular purpose of all NAFIS subgroups. This unified mission resonates deeply with me, and I am excited to bring insight, experience, and innovative ideas to continue advancing our purpose and positively impact the communities we serve. ~



Meet the NAFIS Board: Stephen Haynes

Board Position: Region V Director

Title/School District: Superintendent, Briggs Public Schools (OK)

About the District: Briggs Public Schools, located in rural, northeastern Oklahoma, is in the heart of the Cherokee Nation. We serve approximately 400 students, over 80% of whom are minority and over 70% of whom receive free or reduced price lunch. All teachers are highly qualified, and our district is fortunate that staff members are usually long tenured—they seldom leave for other schools. We consider our school and community a family, continually emphasizing our "Briggs family" and the care shown to one another.

For several years, Briggs has implemented the Success for All whole-school reform model. Success for All incorporates cooperative learning strategies within a proven, research-based framework. It is a comprehensive program that creates a schoolwide plan to increase student achievement. Through our partnership with Success for All, we have refined our curriculum, addressed social-emotional learning, and provided intensive training and support for our staff. In 2022, Briggs was awarded the first annual Dr. Robert Slavin Success for All Award for a tremendous turnaround in student literacy, moving from 34% to 85% of students reading at grade level.

Importance of Impact Aid: Impact Aid is critical to Briggs in meeting our infrastructure needs. Due to the presence of tribal lands and facilities, our bonding capacity is unable to meet the need for facility repairs and improvements. Impact Aid funds allow us to close the gap and leverage other funds to meet the needs of the district. They have been instrumental in recent years in providing a new elementary school building, new and renovated middle school building, renovated fine arts theatre, new and improved athletic fields, and a renovated gym, as well as numerous repairs and maintenance projects. Additional Impact Aid funds would allow Briggs to modernize all our facilities and provide new and more robust instructional and extracurricular programming for our students.

Service on the NAFIS Board: I am proud to serve on the NAFIS Board of Directors and represent Indian Lands districts across the nation as well as the 200+ Impact Aid districts in the state of Oklahoma. Oklahoma is a unique state in the Impact Aid community, and my presence lends a voice to our issues and concerns, as well as those of the Indian Lands community and low-to-mid LOT districts. ~



Everyday Heroes: School Leaders Battle Homelessness and Transform Lives in Federally Impacted School Districts

Editor's Note: During the Fall 2024 Semester, NAFIS intern Mariah West was an integral part of our team. For her internship personal project, she focused on an issue both personally meaningful to her and a concern of NAFIS members: supporting the education of homeless students. Below, she shares insights from her research and interviews with NAFIS leaders.

In the 2021-2022 school year, the United States identified 1.2 million homeless students, with an estimated 1.4 million children under the age of six also experiencing homelessness. These numbers likely underestimate the full scope of the issue, as the nature of homelessness makes it challenging to track. For many students, homelessness is not living on the streets but navigating a series of unstable housing situations—couch-surfing with friends or relatives, staying in motels, or enduring overcrowded conditions. These students face significant educational barriers, from frequent school changes to chronic absenteeism.

Federally impacted school districts can face even greater hurdles than other districts in addressing student homelessness. They often deal with high poverty rates, limited infrastructure, and unique local challenges, all while relying on federal funding like Impact Aid and the McKinney-Vento Homeless Assistance Act to support their work. The

resources they receive, though vital, are frequently stretched thin as they attempt to provide not only educational access but also basic necessities like transportation, food, clothing, and mental health support.

Despite these challenges, certain individuals rise to the occasion, acting as much-needed heroes for the students and families they serve. In districts like Leland School District in Michigan and Browning Public Schools in Montana, leaders such as Stephanie Long and Irene Augare face these obstacles with remarkable dedication. From securing resources to building trust within their communities, they work tirelessly to address the impact of homelessness on education. Their efforts demonstrate the extraordinary lengths that federally impacted school districts go to provide stability and opportunity for students facing homelessness, showing that even in the toughest circumstances, public school administrators make a meaningful difference in students' lives.

Addressing High Cost of Living and Supporting Migrant Farmworker Families

Stephanie Long is superintendent of Leland School District (MI), where homelessness takes many forms. Students often find themselves without a permanent address and rely on couch surfing, moving from one friend or relative's home to another. Long explains, "At times, we have families who move in and out of our community for work, particularly in agriculture. There's also a growing population of migrant workers whose children stay in the area for school, often living in temporary housing or with other families." One specific case: "I have one teacher right now who's housing a student. They're not related, but the mother left, and the student wanted to finish school here, so she's living with the teacher."



Long also highlights the high cost of living in the district, noting that it is one of the most expensive areas in Michigan. "We have a population of people who our community relies on heavily for its economic stability, but they can't afford to live here," she says. The district has witnessed several families living in overcrowded conditions, with up to 10 families sharing a single apartment. In such unstable living situations, students often miss school.

Long discussed how factors contributing to homelessness also play a role in chronic absenteeism, with one major factor being the fear of attending school for a variety of reasons, including the threat of deportation. "There were times when ICE vehicles would drive by the school, and our former superintendent and principal had to actually stand outside to block their view," Long recalls. "It's a real fear here. People will tell you it doesn't happen, that ICE hasn't come into our school to take kids, and that's true. But just their presence alone creates fear, anxiety, and mistrust, which makes everything we do here more difficult."

When asked what legislation she would like to see to help combat the district's challenges, Long expressed the need for housing for families near schools. "The only thing we don't provide is an actual home," she explains. "I need legislation around how we can spend bond dollars to include the possibility of building or purchasing short-term housing—for staff or families. I can't afford this out of my general budget, but if I can pass a bond, I want to use that money to buy a couple of apartments. I don't want to be in the business of being a landlord, but if I have a family of six who is transient and needs a safe space for two weeks until they can get back on their feet, I want to be able to do that. But I can't right now."

Despite these challenges, Long has built an effective support system in the district, establishing partnerships with community-based wellness clinics, a full-time school social worker, a nurse, a behavior interventionist, academic interventions, Title I programs, and two facility dogs. She also maintains close contact with major social service agencies. Students are provided with gas cards, food cards, and clothes for all seasons. For the students living on the reservations, Leland offers "depot stops" where a bus will come pick students up and take them to school. Her class size is a model for others, with an average of fewer than 20 students per class, compared to 30-student classes found elsewhere. When asked how she manages it, Long's response is simple: "Hire people, not things. Pay for people, not stuff." This philosophy has worked well for Leland, and it is advice Long shares with other districts facing similar issues.

Combating Substance Abuse and Teen Pregnancy

Browning Public Schools (MT) serves over 1,800 children in grades Pre-K through 12. Situated in the heart of the Blackfeet Reservation, the district faces significant challenges: 169 students are homeless, and 16 are teen parents. Many students live in multigenerational homes where grandparents are their primary caregivers. Irene Augare, Director of Parent and Community Outreach and the district's homeless coordinator, shed light on the causes of homelessness and its impact on students.



According to Augare, one of the primary drivers of homelessness in their community is the increasing prevalence of substance abuse. She has seen children as young as 9 to 13 years old using substances such as vapes, often introduced to them at home. “The effects of alcohol and drug addiction go hand-in-hand with homelessness,” she said. For many families, addressing these issues starts with meeting children's basic needs. However, access to education remains a significant challenge, as many families lack transportation options. Rising gas prices and unemployment on the reservation only make the situation worse.

After the pandemic, Browning experienced an increase in homelessness alongside a decline in students self-identifying as homeless. To address this, the district has focused on creating spaces where students feel safe and supported. One initiative allows students to select their clothing from donations. “We don't want to just hand them clothes they don't want to wear,” said Augare. “Some people might think, ‘They should take whatever they're given,’ but we want to remove any barriers to learning. For many students, this is their only chance to ‘shop’ for clothes.”

The district works closely with families, extending their support beyond students to address home dynamics. Partnering with the local tribal mental health program has streamlined the process of referring families to therapists. Augare shared a harrowing case of a 13-year-old girl who became pregnant while living in a transient situation surrounded by substance abuse. Through the district's intervention, the girl received access to healthcare, therapy, and other critical resources. Recognizing the link between homelessness and teen pregnancy, the district has implemented preventive measures, such as a tribal teen pregnancy program integrated into middle school physical education and health classes. The district also partners with local food pantries and tribal health programs. Through funding from the McKinney-Vento Act, Browning provides food, clothing, laundry supplies, and outreach services. Staff members often connect with families in informal settings, such as laundromats, to offer support without pressuring them with paperwork. “Sometimes, the best thing you can do is just sit with them,” Augare explained.

To provide a stable environment, Browning has established boarding dormitories. Students can stay from Sunday to Thursday as long as needed. These dormitories offer a haven but have faced resistance from some families due to historical trauma associated with Indian boarding schools.

Looking ahead, Augare emphasizes the importance of culturally specific practices and legislative action to address homelessness effectively. This includes redefining homelessness in ways that resonate with the community and ensuring unaccompanied minors can access SNAP benefits and proper healthcare.

“I think people around here think, ‘Oh no, here comes Irene,’” but when it comes to protecting these kids and ensuring they have a safe space, we can't take ‘no’ for an answer. I won't take ‘no’ for an answer.”



Superheroes don't always wear capes—they are often the ones showing up, creating safe spaces, and finding innovative ways to provide hope. In the face of daunting challenges, Stephanie Long and Irene Augare play this role in their communities. Their unwavering commitment to addressing homelessness, chronic absenteeism, and systemic barriers reflects their strong dedication to the well-being of their students and families. By turning schools into sanctuaries of support and advocacy, Long and Augare prove that educators have the power to transform lives. Their resilience, creativity, and passion remind us that, even in the most difficult of situations, there are everyday heroes ensuring that every child has a chance to succeed. ~

Directive on Federal Funding Freeze Rescinded

Late on Monday, January 27, the White House Office of Management and Budget (OMB) issued a memo instructing federal agencies, including the U.S. Department of Education, to “temporarily pause all activities related to obligation or disbursement of all federal financial assistance.” This wide-reaching order caused significant confusion among school districts about which funding would be affected. On Tuesday, several congressional offices, reporters, members, and D.C. education associations approached NAFIS for information on how such a pause would impact Impact Aid. NAFIS reached out to the U.S. Department of Education for details.

Later that day, a Department spokesperson clarified the order would apply only to discretionary grants, not formula grants such as Title I and IDEA. Given that Impact Aid Sections 7002 and 7003 are formula grants, they were to be unaffected. Section 7007(b) discretionary construction grants might have been impacted if the freeze lasted beyond the finalization of FY 2025 appropriations. However, on Wednesday, January 29, OMB rescinded the directive, meaning there is no impact on the Impact Aid program at this time. NAFIS will continue to monitor the situation and update members if it evolves. ~

Education Insights: K-12 School Resource Spotlight

Editor's Note: Universities, government agencies, media outlets, advocacy organizations, and member associations regularly publish reports, studies, and overviews on current education topics. Here are two recent pieces that caught the attention of NAFIS staff.

Avoiding the Discriminatory Use of Artificial Intelligence

As artificial intelligence (AI) continues to evolve, concerns about its use and potential have grown. In response, several states have begun passing regulations to prevent the discriminatory or inappropriate use of AI. In November, the U.S. Department of Education's Office for Civil Rights (OCR) released a 16-page [guide on avoiding discriminatory uses of AI](#).

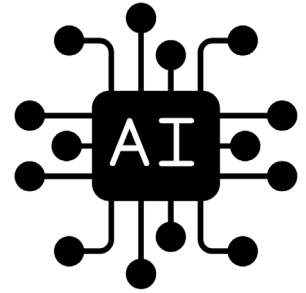
While AI's widespread use in education—particularly for instruction and school safety—has benefits, it also has the potential to inadvertently lead to discrimination. The OCR enforces key federal civil rights laws, including:

- Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, or national origin.
- Title IX of the Education Amendments of 1972, which addresses sex-based discrimination.
- Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, which protect against discrimination based on disability.

These laws, along with regulations prohibiting retaliation, apply to discrimination resulting from AI use in education. The OCR has outlined examples of how AI might contribute to discriminatory

practices, such as reinforcing biases in student assessments, language learning programs, or disciplinary systems. In these scenarios, AI might amplify pre-existing inequities.

To reduce these risks, the guide outlines several best practices for schools, including thorough vetting of AI tools for fairness and accuracy; training educators and administrators on ethical AI use; and ensuring human oversight in AI-driven decision-making processes. Schools are also advised to act swiftly in response to complaints related to AI misuse, such as discriminatory analytics or inappropriate content generation. While this guidance, issued under the Biden Administration, does not establish new legal standards, the Department emphasizes that AI-related discrimination will be scrutinized under these frameworks, and institutions must ensure that their practices are equitable.



Download the [full guide](#), and find additional resources on the ethical and effective use of AI in education on the Department's Office of Educational Technology website at tech.ed.gov/ai/.

Continued High Levels of Chronic Absence, With Some Improvements, Require Action

The U.S. Department of Education has released [data on chronic absenteeism](#) for the 2022-23 school year. AttendanceWorks and the Everyone Graduates Center at Johns Hopkins University [analyzed the information](#), identifying seven key takeaways:

1. **Modest Overall Decrease:** Chronic absence has slightly decreased from 30% of students in 2021-22 to 28% in 2022-23, but it still remains high compared to pre-pandemic levels.
2. **Disparities Among Student Groups Remain:** While all student groups experienced a decrease in chronic absence, historically marginalized groups (Native American, Pacific Islander, Black, and Hispanic students, students with disabilities, and English language learners) continued to have significantly higher rates.
3. **State-Level Variability:** Most states, but not all, saw reductions in chronic absence. Some states had increases. Within states, districts showed varying levels of improvement.
4. **Majority of Schools Face High Absenteeism:** 61% of schools had high or extreme chronic absenteeism (20+% chronically absent students), up from 28% of schools pre-pandemic.
5. **Largest Decreases in Schools with Highest Rates:** The percentage of schools with 30+% chronic absence dropped from 43% to 36% this past year. The percentage of schools with low/modest chronic absence (under 10%) is just 11%—substantially lower than the 37% pre-pandemic.

6. **High-Poverty Schools Face Extreme Chronic Absenteeism:** 58% of schools with 75%+ students receiving free/reduced-price meals experienced extreme absenteeism (30%+ chronically absent), compared to 7% in low-poverty schools.
7. **Large Numbers of Elementary Schools Affected:** The number of elementary schools with 30%+ absenteeism rose from 3,550 pre-pandemic to 15,714 in 2022-23.

The authors argue addressing chronic absenteeism requires a concerted effort at all levels—national, state, district, school, and community—and that restoring a commitment to consistent attendance takes time, persistence, and investment. They recommend states and districts set ambitious goals, such as cutting absenteeism by 50% within five years, and implement a comprehensive approach including:

- Engaging families
- Promoting student connectedness
- Ensuring student health and safety
- Investing in relevant, engaging learning
- Supporting access to learning

Access to real-time attendance data is essential for tracking progress and making adjustments. In addition, implementing evidence-based strategies like community schools, place-based approaches, and the initiatives of the Attendance Solutions Network can also help. Collaboration with families and community agencies is key to addressing the root causes of absenteeism. The authors also suggest community-wide messaging campaigns that clarify that daily school attendance is a top priority and convey why it matters for student well-being and success. Read the [full post](#).

	% Schools SY 17-18	% Schools SY 21-22	% Schools SY 22-23
Extreme Chronic Absence (30%+)	14%	43%	36%
High Chronic Absence (20-29.9%)	14%	22%	25%
Significant Chronic Absence (10-19.9%)	35%	23%	28%
Modest Chronic Absence (5-9.9%)	24%	8%	8%
Low Chronic Absence (0-4.9%)	13%	4%	3%

Members Insights on NAFIS

The 2024 NAFIS member survey highlights our member districts' enduring commitments and evolving individual representation. Distributed last fall, it aimed to help NAFIS staff understand what our members value and how we can better support you. We appreciate those who took the time to share their thoughts, and we will use the results to enhance our services in the year ahead.

Districts stand as the backbone of our membership, with an impressive 64% maintaining membership for over 15 years. Meanwhile, individual representatives from districts have transitioned, particularly between 2021 and 2023, when 27% of our representatives first become active in NAFIS, and between 2016 and 2020, accounting for an additional 18% representatives.

As part of the survey, NAFIS asked members: "Which NAFIS benefit do you find most valuable, and why?" Respondents overwhelmingly value NAFIS advocacy and communication. Many emphasized the importance of the NAFIS presence on Capitol Hill, with one member noting, "Advocacy - They are the boots on the ground in D.C., which means those that make budgetary decisions are informed about Impact Aid and its importance." Another stated, "Year-round Impact Aid advocacy. With a program that is zeroed out every year, it's important to have a presence at all times to meet with legislators." This advocacy ensures Impact Aid remains a priority at the federal level, addressing the unique challenges faced by impacted districts.

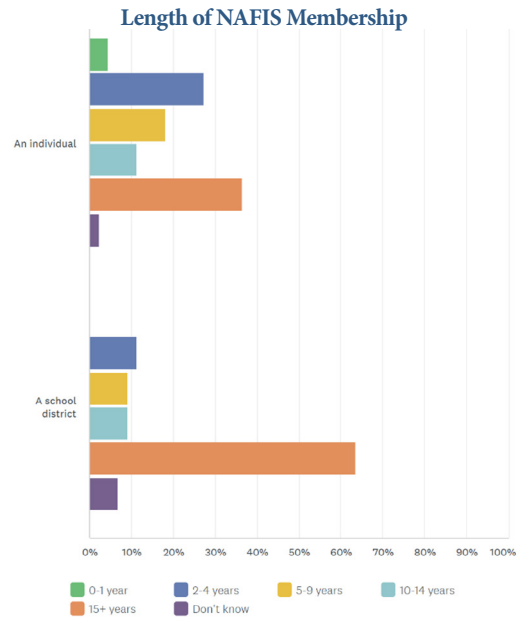
Additionally, respondents deeply appreciate the NAFIS News, conferences, and legislative updates for keeping them informed and

connected. As one respondent shared, "The NAFIS News is very helpful in keeping up with the latest happenings for NAFIS. The legislative communications piece is great when we need to get the word out about a particular issue. The conferences are a chance to get to know each

other better in a face-to-face format, and it also allows inter-subgroup communications and building of relationships." These benefits collectively enhance members' ability to engage in advocacy themselves and foster stronger professional networks.

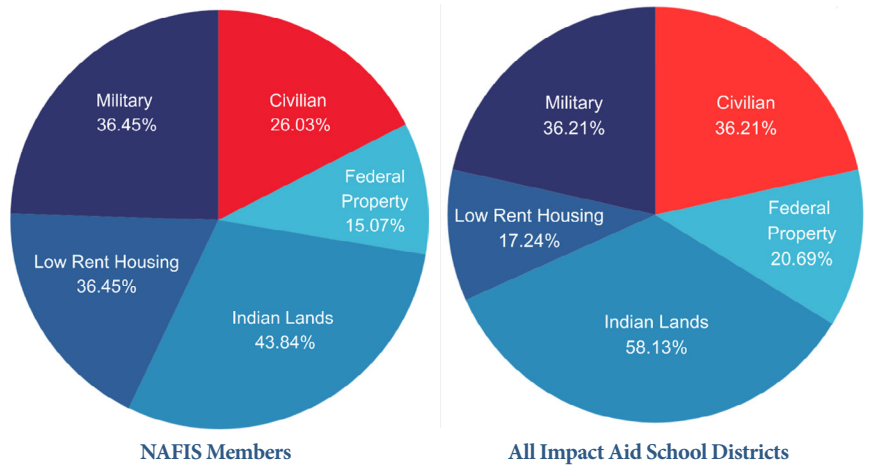
The NAFIS blend of real-time updates, expert advocacy, and relationship-building opportunities is seen as critical to sustaining Impact Aid funding and supporting school districts across the nation.

Thank you again to those who completed the survey. ~



Comparing the NAFIS Membership to the Broader Impact Aid Community

To assess whether the NAFIS membership accurately reflects the broader Impact Aid community, NAFIS staff compared the breakdown of NAFIS members by student type and payment with that of all Impact Aid districts in FY 2024. The chart on the left shows the NAFIS membership composition, while the one on the right shows the overall Impact Aid population. For example, 36.45% of NAFIS members serve low-rent housing students, compared to 17.24% of all federally impacted districts. Many districts serve multiple categories of students or receive both Basic Support and Federal Property payments, leading to overlapping data and total percentages exceeding 100%. ~



NAFIS Launches New Member Portal

NAFIS is thrilled to introduce "joyn," our new association management system (AMS), designed to make your experience with NAFIS smoother and more efficient than ever!

This new system includes a **member portal** where you can easily register for NAFIS events and FISEF workshops. Log in today to update your profile, ensuring your contact information is current. Plus, you can add your entire team to stay informed on the latest NAFIS news and updates. The portal will be a comprehensive platform where you can manage all things NAFIS. In the coming year, we will roll out new features to enhance your NAFIS membership.

We believe the new system will strengthen your connection with NAFIS and streamline your experience, making it easier than ever to stay engaged. Questions? Contact Melvin Bodmer, Jr., at mbodmer@nafisd.org or by phone at (202) 624-3612. ~

2024-2025 NAFIS Members

As of 1/23/25. Contact Melvin Bodmer, Jr., NAFIS Manager of Operations, at mbodmer@nafisd.org with questions.

STATE	DISTRICT NAME	CO	Ellicott School District #22	MT	Box Elder High School District #G
AK	Anchorage School District	CO	Ignacio 11 Joint School District	MT	Brockton Elementary School Dist. #55
AK	Annette Island School District	CT	Groton Board of Education	MT	Brockton High School District #55F
AK	Bering Strait School District	DC	LEARN DC Public Charter School	MT	Browning Elem. School Dist. #9
AK	Bristol Bay Borough School District	FL	Brevard County Schools Board - Florida	MT	Browning High School District #9
AK	Lake & Peninsula School District	FL	Duval Co. School Board	MT	Cut Bank Elementary School #15
AK	Yakutat School District	FL	Okaloosa Co. School Board	MT	Cut Bank School District 15
AL	Daleville City Board of Education	GA	Bryan County Board of Education	MT	Dodson School District
AZ	Akimel O'Otham Pee Posh (3-4)	GA	Camden County Board of Education	MT	East Glacier School District #50
AZ	Baboquivari Unified School District	GA	Liberty County Board of Education	MT	Frazer Elementary School District #2
AZ	Blue Ridge Unified School District	GA	Long County School System	MT	Frazer High School District #2B
AZ	Cedar Unified School District #25	GA	Lowndes County Board of Education	MT	Froid High School District #65
AZ	Chinle Unified School District #24	HI	Hawaii Department of Education	MT	Froid Public School
AZ	Fort Thomas Unified Schools	ID	Blackfoot School District #55	MT	Frontier School
AZ	Ganado Unified School District #20	ID	Lapwai School Dist 341	MT	Great Falls Elementary School District #1
AZ	Grand Canyon Unified School Dist. #4	ID	Mountain Home School District #193	MT	Great Falls High School District #1A
AZ	Kayenta Unified School District #27	ID	Plummer-Worley Jt. School District #44	MT	Hardin Elementary School District
AZ	McNary Elementary School Dist. #23	IL	Cass School Dist. #63	MT	Hardin High School District
AZ	Page Unified School District #8	IL	Community Consol. School Dist. #180	MT	Harlem Elem. School Dist. #12
AZ	Parker Unified School District #27	IL	Elwood CCSD #203	MT	Harlem High School District #12
AZ	Peach Springs Unified District #8	IL	Lemont High School District 210	MT	Hays-Lodge Pole District #50
AZ	Pinon Unified School District #4	IL	Mascoutah Comm. Unit Sch. Dist. #19	MT	Heart Butte School District #1
AZ	Red Mesa Unified School District #27	IL	North Chicago Comm. Unit Sch. Dist. #187	MT	Hot Springs School Dist. #14-J
AZ	Sacaton Elementary School District #18	IL	Wilmington Comm. Unit Sch. Dist. #209-U	MT	Lame Deer High School District #6
AZ	San Carlos Unified School District #20	IN	Bartholomew Cons. School Corp.	MT	Lame Deer School District #6
AZ	Sanders Unified School District #18	IN	Loogootee Community School Corp.	MT	Lodge Grass Elem. School Dist. #27
AZ	Tuba City Unified School District	IN	South Ripley Comm. School Corp.	MT	Lodge Grass High School Dist. #2
AZ	Vail School District #20	KS	Derby Unif. School Dist. #260	MT	Nashua School District #13
AZ	Whiteriver Unified School District #20	KS	Ell-Saline Unif. School Dist. #307	MT	Poplar Elementary School District #9
AZ	Window Rock Unified School Dist. #8	KS	Ft. Leavenworth Unif. School Dist. #207	MT	Poplar High School District #9B
AZ	Yuma Elementary School District #1	KS	Geary Co. Unified School District #475	MT	Pryor Elementary School District #2
CA	Big Creek Elementary School District	KS	Royal Valley Unif. School District #337	MT	Rocky Boy Elementary School Dist. #87-J
CA	Bolinas-Stinson Union School District	KY	Edmonson Co. Board of Education	MT	Rocky Boy High School District #87-L
CA	Central Union School District	LA	Belle Chasse Academy	MT	Ronan Elem. School District No. 30
CA	Coronado Unified School District	LA	Vernon Parish School Board	MT	Ronan High School District No. 30
CA	Dehesa School District	MD	Montgomery Co. Board of Education	MT	St. Ignatius School District #28
CA	Eastern Sierra Unified School District	MI	Baraga Township School Dist	MT	Valier Elementary School District #18
CA	Fallbrook Union Elem. School District	MI	Brimley Public Schools #14	MT	Valier High School District #18
CA	Fallbrook Union High School District	MI	Ewen-Trout Creek School	MT	Wolf Point Elem School Dist. #45
CA	French Gulch-Whiskeytown El. Sch. Dist.	MI	Glen Lake Community School	MT	Wolf Point High School Dist #45A
CA	Hueneme Elementary School District	MI	L'Anse Area School District	NC	Alpha Academy
CA	Inyo County Schools	MI	Leland Public School	NC	Craven County Board of Education
CA	Julian Union Elementary School Dist.	MI	Ojibwe Charter School	NC	Cumberland County Board of Education
CA	Klamath Trinity Joint Unified School Dist.	MI	Suttons Bay Public Schools	NC	Graham County Schools
CA	Lemon Grove School District	MI	Watersmeet Township School District	NC	Harnett County Board of Education
CA	Lemoore Unified High School District	MN	Cass Lake Indp. School District #115	NC	Hoke County Board of Education
CA	Los Alamitos Unif. School Dist.	MN	Deer River Indp. School District #317	NC	Moore County Schools
CA	Manzanita Public Charter School	MN	Mahnomen Indp. School Dist. #432	NC	Onslow County Board of Education
CA	Morongo Unified School District	MN	Naytahwaush Community Charter Sch.	NC	Swain County Board of Education
CA	Mountain Empire Unified School Dist.	MN	Nett Lake Indp. School Dist. #707	NC	Washington County Board of Education
CA	Muroc Jt. Unified School District	MN	Onamia Indp. School Dist. #480	NC	Wayne Co Public Schools
CA	Ocean View School District	MN	Pine Point School Dist. #25	ND	Belcourt County Public School Board #7
CA	Oceanside Unified School District	MN	Red Lake Indp. School Dist. #38	ND	Devils Lake School District #1
CA	Round Valley Unified School District	MN	Waubun Indp. School Dist. #435	ND	Dunseith School District #1
CA	San Diego Unified School District	MO	Chadwick School Dist. R-1	ND	Emerado Elementary School
CA	San Pasqual Valley Unified School Dist.	MO	Crocker R-II School District	ND	Grand Forks AFB School District #140
CA	Shoreline Unified School District	MO	Hermitage R-IV School Dist. 043-004	ND	Minnewaukan Public School District
CA	Sierra Sands Unified School District	MO	Knob Noster R-VIII School Dist. 051-155	ND	Minot AFB School District #160
CA	Silver Valley Unified School District	MO	Laquey R-V School	ND	New Town School District #1
CA	Summerville Elementary School	MO	Plato R-V School District 107-156	ND	Oberon School District #16
CA	Travis Unified School District	MO	Van Buren R-I School Dist. 018-050	ND	Parshall School District
CA	Two Rock Union School District	MO	Warrensburg R-VI School Dist. 051-159	ND	Selfridge School District #8
CA	Wheatland School District	MO	Waynesville R-VI School Dist. 085-046	ND	Solen School District #3
CA	Wheatland Union High School District	MO	Winona R-III School Dist. 101-105	ND	St. John School District #3
CO	Cheyenne Mountain School District #12	MT	Arlee Joint High School District #8	ND	Warwick School District #29
CO	El Paso Co. School District #3	MT	Arlee Jt. Elementary School District #8	NE	Bellevue Public Schools
CO	El Paso County School District 8	MT	Box Elder Elementary School Dist. #13	NE	Niobrara School District #1-R

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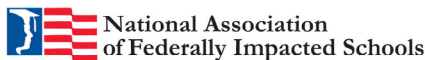
2024-2025 NAFIS Members, cont...

NE	Sandy Creek Public Schools	OK	Keys School	SD	Todd County Independent Sch. Dist. #66-1
NE	Santee School District	OK	Kingston 45-I003-000	SD	Wagner Community School Dist. #11-4
NE	Umo Ho Nation District #16	OK	Latta 62-I024-000	SD	Wall School District #51-5
NE	Walthill School District #13	OK	Lawton School District 16-I008-000	SD	Waubay School District 18-3
NE	Winnebago School District #87-00017	OK	Little Axe School District 14-I070	SD	White River School District #47-1
NJ	Beverly City Board of Education	OK	Locust Grove 46-I017-000	SD	Winner School District #59-2
NJ	Cape May City Board of Education	OK	Maryetta School District 01-C022-000	SD	Yankton School Dist. #63-3
NJ	Colts Neck Twp. Board of Education	OK	McCurtain 31-I037-000	TN	Clarksville-Montgomery Co. Board of Ed.
NJ	Kittatinny Regional High School Dist.	OK	Mid-Del Schools 55-I052-000	TN	Clay County Schools
NJ	Lakehurst Borough Board of Education	OK	Navajo 33-I001-000	TN	Unicoi Co. Board of Education
NJ	Montague Board of Education	OK	New Lima Public School 67-I006-000	TX	Brookeland Ind. School Dist.
NJ	New Hanover Twp. Board of Education	OK	North Rock Creek	TX	Burkburnett Independent School Dist.
NJ	North Hanover Township Board of Ed.	OK	Oaks Mission 21-I005-000	TX	Copperas Cove ISD
NJ	Northern Burlington Co. Regional Sch. Dist.	OK	Okemah School District 54-I026-000	TX	Fort Sam Houston ISD
NJ	Pemberton Township School District	OK	Preston 56-I005-000	TX	Killeen Independent School District
NJ	Plumsted Twp. Board of Education	OK	Quapaw School District 58-I014-000	TX	Lackland Independent School District
NJ	Sandyston-Walpack Consolidated Sch. Dist.	OK	Quinton School District 61-I017-000	TX	Lake Dallas Ind. School Dist.
NM	Central Consolidated School District	OK	Rock Creek School District 07-I002-000	TX	Lewisville Ind. School Dist.
NM	Clovis Schools	OK	Rocky Mountain School Dist. 01-C024-000	TX	Little Elm Indp. School Dist.
NM	Grants-Cibola County Schools	OK	Shawnee School District 63-I093-000	TX	Pottsboro Ind. School Dist.
NM	Ruidoso Municipal School District #3	OK	Silo School District 07-I001-000	TX	Randolph Field ISD
NV	Churchill County School District	OK	Smithville Independent School Dist. 48-I014	TX	Redwater Independent School District
NV	Coral Academy of Science Las Vegas	OK	Stilwell School Dist. 01-I025-000	TX	Robstown Independent School Dist.
NV	Pershing County School District	OK	Stringtown School District 03-I007-000	TX	San Vicente Independent School Dist.
NY	Akron Central School District	OK	Tahlequah 11-I035-000	TX	Schertz-Cibolo-Universal City ISD
NY	Carthage Central School	OK	Talihina Public School 40-I052-000	UT	San Juan School District
NY	Evans-Brant (Lake Shore) Central Sch. Dist.	OK	Tishomingo 35-I020-000	VA	Chesapeake City School Board
NY	Highland Falls-Ft. Montgomery CSD	OK	Tonkawa 36-I087-000	VA	City of Norfolk School Board
NY	Hyde Park Central School District	OK	Twin Hills Public School	VA	Hampton City School Board
NY	Indian River Central School Dist.	OK	Vanoss School District 62-I009-000	VA	Prince George County School Board
NY	Salamanca City Central SD	OK	Varnum School	VA	Virginia Beach City School Board
NY	Silver Creek Central School District	OK	Walters 17-I001-000	VA	York County School Board
NY	South Jefferson Central School District	OK	Warner Public School	WA	Bethel School District #403
NY	Watertown City School District	OK	Weleetka School District 54-I031-000	WA	Bremerton School District 100C
OH	Barberton City Schools	OK	Westville 01-I011-000	WA	Cape Flattery School District #401
OH	Beavercreek City School District	OK	Woodall 11-C021-000	WA	Central Kitsap School District #401
OH	Bellbrook-Sugarcreek Schools	OK	Wright City School Dist. 48-I039-000	WA	Clover Park School District #400
OH	Fairborn City School District	OK	Zion 01-C028-000	WA	Grand Coulee Dam School Dist. #301-J
OH	Mad River Local School District	PA	Delaware Valley School Dist.	WA	Hood Canal School District #404
OH	Southeast Local School Dist.	PA	Hatboro Horsham School Dist.	WA	Inchelium School District #70
OH	Windham Exempted Village Schools	RI	Middletown (Town of) School Comm.	WA	Keller School District #3
OK	Altus 33-I018-000	RI	Portsmouth (Town of) School Comm.	WA	Medical Lake School District #326
OK	Anadarko Public Schools 08-I020-000	SC	Beaufort County School District	WA	Mt. Adams School District #209
OK	Ardmore 10-I019-000	SC	Richland County School District #2	WA	Nespelem School District #14
OK	Bennington 07-I040-000	SD	Andes Central School District 11-1	WA	North Kitsap School District #400
OK	Briggs 11-C044-000	SD	Bennett County School District #3-1	WA	North Mason School District #403
OK	Byng Public School	SD	Bon Homme School District #4-2	WA	Oak Harbor School District #201
OK	Cache School District 16-I001-000	SD	Chamberlain Independent School Dist. #1	WA	Oakville School District #400
OK	Caddo 07-I005-000	SD	Custer School District 16-1	WA	Queets-Clearwater School
OK	Calumet School District 09-I076-000	SD	Douglas School District #51-1	WA	Taholah School District #77
OK	Choctaw School District 55-I004-000	SD	Dupree School District #64-2	WA	Toppenish School District #202
OK	Clinton 20-I099-000	SD	Eagle Butte Independent School Dist. #3	WA	Wapato School District #207
OK	Coalgate Public Schools	SD	Flandreau Independent School Dist. #3	WA	Wellpinit School District #49
OK	Colbert 07-I004-000	SD	Hill City School District	WA	Toppenish School District #202
OK	Colcord 21-I004-000	SD	Hot Springs School District 23-2	WA	Wapato School District #207
OK	Cyril 08-I064-000	SD	Kadoka Area School District 35-2	WA	Wellpinit School District #49
OK	Dahlongegah School Dist. 01-C029-000	SD	Lyman Independent School Dist. #42-1	WI	Crandon School District
OK	Darlington Public School	SD	McIntosh Independent School Dist. #15-1	WI	Gresham School District
OK	Dickson Schools	SD	McLaughlin Independent School Dist. #21	WI	Lac du Flambeau School District
OK	Elgin School District 16-I016-000	SD	Mobridge-Pollock School Dist. #62-6	WI	Lakeland U.H. School District
OK	Enid School District	SD	Oelrichs Public Schools #23-3	WI	Menominee Indian School District
OK	Frink Chambers 61-C029-000	SD	Oglala Lakota County School Dist. 65-1	WI	School District of Bayfield
OK	Frontier 52-I004-000	SD	Pierre School Dist. #32-2	WI	School District of Bowler
OK	Ft. Cobb-Broxton School Dist. 08-I167-000	SD	Platte-Geddes School District #11-5	WI	Tomah Public Schools
OK	Hartshorne School District 61-I001-000	SD	Sisseton Independent School Dist. #1	WI	Wabeno Area School District
OK	Hominy	SD	Smee School District 15-3	WY	Fremont County School District #6
OK	Hulbert Public School 11-I016-000	SD	South Central School District #26-5	WY	Fremont County School District #14
OK	Jay 21-I001-000	SD	Stanley Co. School Dist. #57-1	WY	Fremont County School District #21
OK	Kansas 21-I003-000	SD	Timber Lake School District #20-3	WY	Fremont County School Dist. #38

NAFIS Releases 2024 Year End Report

The [NAFIS 2024 Year End Report](#) is now available, highlighting the outstanding progress we made last year. Despite a challenging budget and political environment, we successfully secured an increase for Impact Aid, grew the bipartisan and bicameral Congressional Impact Aid Caucus (formerly the Senate and House Impact Aid Coalitions), and made strong progress on key legislative priorities, including the *Advancing Toward Impact Aid Full Funding Act* and the *Impact Aid Infrastructure Partnership Act*. In addition, we hosted an insightful Impact Aid infrastructure briefing on Capitol Hill and empowered 719 advocates to engage with their Members of Congress using the NAFIS Action Center.

NAFIS also served as a critical resource for our members, providing regular updates on Impact Aid through weekly newsletters and other publications, hosting six informative webinars, and delivering technical assistance to 160 registrants through our FISEF Impact Aid workshops, among other activities. As we look to 2025, we remain committed to building on our accomplishments and continuing to strengthen Impact Aid. ~



2024 YEAR END REPORT

NAFIS ADVOCATES FOR IMPACT AID, FEDERALLY IMPACTED SCHOOL DISTRICTS & THE STUDENTS THEY SERVE.

VOICE: INCREASED INFLUENCE ON CAPITOL HILL

Secured
\$1.625 BIL.
for Impact Aid in
FY24

- Achieved an ~\$7 mil. increase for Impact Aid in FY 2024 in a tough budget climate
- Expanded the [Congressional Impact Aid Caucus](#) to 37 Senators & 67 Reps.
- Hosted a successful Impact Aid infrastructure briefing on Capitol Hill
- Increased co-sponsorship of priority legislation
 - Advancing Toward Impact Aid Full Funding Act: 9 Senators & 41 Reps.
 - Impact Aid Infrastructure Partnership Act: 12 Senators & 12 Reps.

AWARENESS: BOOSTED VISIBILITY & UNDERSTANDING

Produced
72
Member Communications
(NAFIS News, Alerts & IMPACTs)

- Hosted 6 webinars providing members with expert knowledge and strategies
- Redesigned and widely distributed *The Basics of Impact Aid* booklet
- Expanded media outreach, including:
 - Placed a letter to the editor on teacher housing in Indian Lands school districts
 - Secured a national media quote on the importance of funding for military students
- Grew social media presence, increasing reach and engagement across platforms

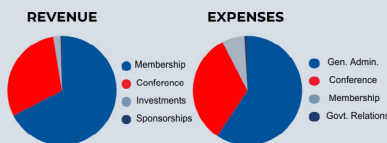
COMMUNITY: UNIFIED & EMPOWERED NAFIS STAKEHOLDERS

385
School District
Members in FY24

- Hosted two successful conferences to strengthen the NAFIS Family: 323 Spring & 355 Fall conference attendees
- Fostered collaboration within the NAFIS State Chair network, representing 31 states
- Empowered NAFIS members to engage using the NAFIS Action Center, with 719 advocates sending more than 3,100 emails to Congress
- Offered personalized support to members

SUSTAINABILITY: MANAGED RESOURCES EFFECTIVELY

- Secured new Association Management System (AMS) to enhance member services & staff efficiency
- Revised benefits structure to reduce costs & remain competitive
- Reorganized staffing to align with strategic plan



FEDERALLY IMPACTED SCHOOLS EDUCATIONAL FOUNDATION (FISEF, the NAFIS Foundation)

Launched a refreshed logo

160 Registrants for seven Impact Aid technical assistance workshops in six states

27 Good Idea Grant applications received, with three awards totaling \$13,505.32 projected to impact 385 students directly

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2024 NAFIS Spring Conference



Infrastructure Hill Briefing