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Anatomy of a Hill Visit

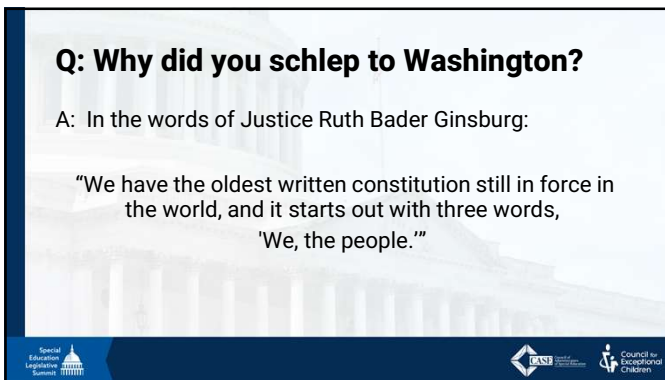
Myrna Mandlawitz, CASE Policy/Legislative Consultant
Kuna Tavalin, CEC Senior Policy & Advocacy Advisor

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Q: Why did you schlep to Washington?

A: In the words of Justice Ruth Bader Ginsburg:

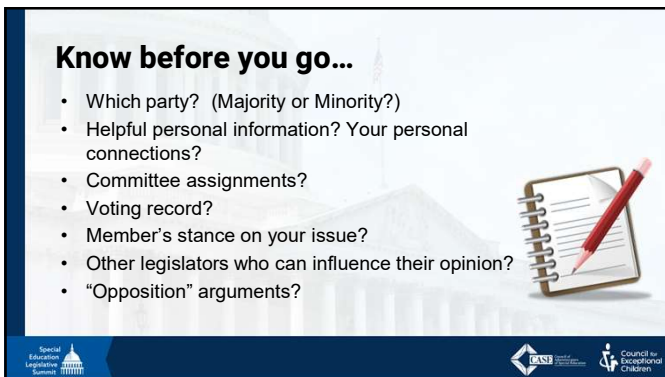
"We have the oldest written constitution still in force in the world, and it starts out with three words, 'We, the people.'"

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Know before you go...

- Which party? (Majority or Minority?)
- Helpful personal information? Your personal connections?
- Committee assignments?
- Voting record?
- Member's stance on your issue?
- Other legislators who can influence their opinion?
- "Opposition" arguments?

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When we talk about Congress...

- We mean 535 "stores" at the "mall!"
- Each "store" is unique, but ask yourselves this question:
 - What's for sale?
 - More importantly as the customer... are you buying?
- Your job as an advocate: To influence what they sell and whether it's worth buying!



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How Congress Operates

- Compelling stories often prompt action.
 - Data are great...but tugging at the heartstrings, sometimes better!
 - #HearOurEdStories.
- MoC need to hear from "home."
 - Power of constituency, i.e., YOU!
- Congress is run by "youngsters."
 - Smart, with power and influence, but not always much 'life' experience.



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Elections Always Looming!

- Reelection: Always running...or getting ready to run!
 - Reps: Every two years.
 - Senators: Every six years.
- Effecting change means staying in office: "Running" affects everything!
- Power of "Majority": The Majority controls committees, floor action, EVERYTHING!
- **REMEMBER:** When it's election time, don't "moan and groan":
VOTE!



9

Is YOUR MoC "Special?"

"Yes" if your Rep or Senator is on –

- House Education and Workforce (Labor) Committee.
- Senate Health, Education, Labor & Pensions (HELP) Committee
- Labor-HHS-Education Appropriations Subcommittee or full Appropriations Committee (House or Senate).

"Extra Credit" if your Rep or Senator is chair or ranking member of any of the above!

*If they're not "special," do they matter? **ABSOLUTELY!***



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"My MoC is on our "team." Do we need to meet?"

• **Yes, but some Dos and Don'ts...**

- **DO** say "Thanks" and "Keep up the good work!"
 - Let staff know you appreciate the member's actions.
 - The more praise for "good acts," the better chance of reinforcing "behavior!"
- **DON'T** target other members who don't represent you.
 - You're not a constituent, so you're not their priority.

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Who Cares About Staff? You do!

				
Staff members have....	Direct access to legislators.	Their bosses' trust.	Knowledge (sometimes!) on issue areas.	INFLUENCE over legislators' decisions and actions!

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Important "Logistics!"

- Time your arrival.* Please be on time!
- Meeting length.* 10-30 minutes (Ask: "How much time will we have?")
- Anticipate last-minute changes.* Staff schedules are fluid...go with the flow!
- Be patient, courteous, respectful...* even if they aren't! No arguing!
- Influence the influencer.* Remember, staff directly advise the member...and you're a constituent!

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Tips for a High-Impact Meeting

- Prepare a concise message.
 - Make sure they get WHO you are and WHAT you do!
 - Don't worry about hitting every point
- Practice your message, so you don't have to read it...but notes are fine!
- Don't just talk...be a good listener, too!
- No 300-page reports. 1-2 page summaries are great.
- Your #1 goal: Become the "go-to" person on special education!

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Some Meeting "Don'ts"

- Being intentionally misleading
- Not researching MoC and community.
- Making assumptions based on "hearsay" about staff or MoC.
- Referring to MoC by first name (unless you really know them), even if staff does!
- Droning on too long....!

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Summing It All Up...

Stay on topic.	Don't distract from the main issue.
Make it "local."	How are constituents affected? DATA!
Go over basics.	Staff may not know an issue, so ask if familiar before getting in too deep.
Watch the clock.	AND the body language! Stop on time, unless staffer encourages more.
Follow up.	"Thanks" and reiterate main points.
Become a "regular."	Keep information flowing & show up often at district events.

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Takeaways

- Getting to know staff can be very beneficial.
 - Gatekeepers to power structure.
 - Capacity to influence decisions.
- You can build relationships with Congress from home.
 - Work with district/state staff.
 - Meet with DC staff when they're "at home."
- This visit to DC is just ONE STEP in a long advocacy adventure!

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Questions?

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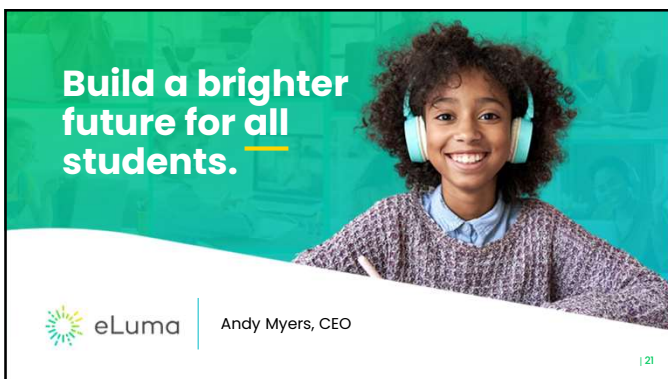
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Growing Needs for Schools & Students

Schools and educators face increasing caseloads, staffing struggles, and backlogs to overcome, along with behavioral health challenges.



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eLuma is the leading provider of end-to-end student services for special education and behavioral health.

More than
400
district partners
since 2011

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The eLuma Difference

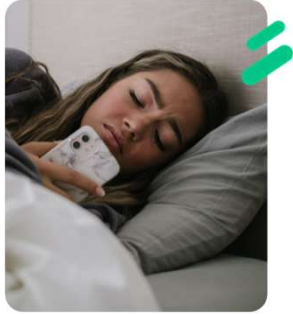
- ★ **Reliable providers online, hybrid, or in-person**
- ★ **Flexible, tailored solutions with no hidden costs**
- ★ **Trusted, proven partner with student-centered mission**

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TL;DR

"The Scientist's clear mind sees a foggy world, full of complexity and nuance and messiness, the Zealot's foggy mind shows them a clear, simple world, full of crisp lines and black-and-white distinctions."

— **Tim Urban, *What's Our Problem?: A Self-Help Book for Societies.***



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Do the Next Right Thing

"But if you do with conviction the next and most necessary thing, you are always doing something meaningful and intended by fate."

Carl Jung, 1933

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**Contribute to our 2025 State of Mental Health Report!
Complete Survey to be Entered to Win a Set of BOSE Headphones.**



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**SCAN QR CODE TO
ACCESS THE SURVEY**

**Contribute to
eLuma's 2025 State
of Student Mental
Health Report**



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**Andy Myers
CEO at eLuma**

amyers@eluma.com

eluma.com

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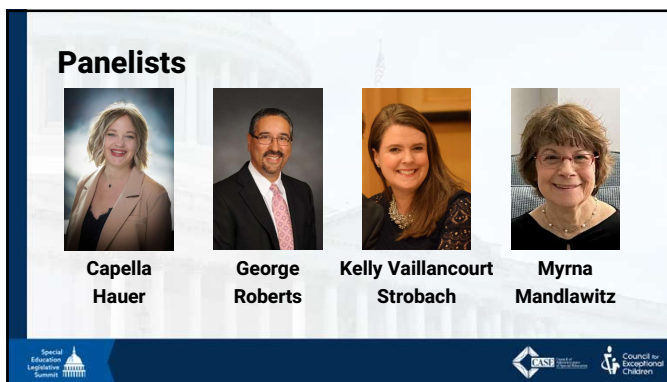
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July 13-16, 2025

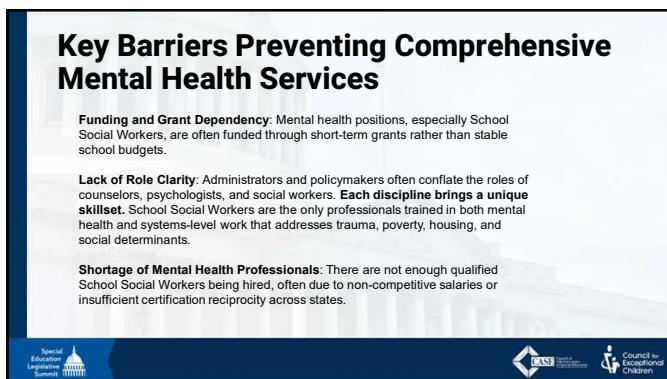
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Biggest Gaps in the Provision of Mental Health Services in Schools

Lack of Integrated Support Systems: Mental health services are often fragmented. School Social Workers uniquely serve as the link between **home, school, and community**, yet we're often underutilized or spread too thin.

Insufficient Staffing: Many schools have *one* School Social Worker for hundreds—or even thousands—of students. This makes it difficult to offer **preventive, tiered, and ongoing services**.

Limited Tier 1 Prevention Services: Much of our time is spent in crisis response, rather than building proactive mental wellness programming school-wide.



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Challenges Educators Face in Identifying and Responding to Mental Health Needs

Lack of Training and Time: Educators are not mental health professionals. While they're often the first to notice warning signs, they frequently lack training or time to respond appropriately.

Stigma and Family Hesitancy: Mental health stigma still prevents families from accessing support. School Social Workers play a crucial role in bridging cultural gaps and building trusting relationships with families.

Complex Needs Require Complex Solutions: Many students present with intersecting issues—trauma, housing instability, involvement with child welfare—which require the comprehensive assessment and case management skills School Social Workers provide.



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Policy Changes to Improve Access

Sustainable Funding for School-Based Mental Health Staff: Fund dedicated, full-time School Social Work positions through IDEA, Medicaid billing, and Title IV Part A, rather than relying on temporary grants.

Establish National Ratios: Advocate for national professional-to-student ratios (e.g., 1:250 for School Social Workers) and align with the recommendations from SSWAA, NASW, and AASA.

Support Loan Forgiveness & Pipeline Programs: Incentivize the recruitment of School Social Workers through loan forgiveness, tuition reimbursement, and workforce development programs—especially for underrepresented communities.

Cross-Sector Collaboration: Fund and encourage partnerships between schools and community-based agencies, with School Social Workers as key coordinators.



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Mental Health Grant Cancellations – Impact on Services

Real-Time Consequences: Several districts had to immediately halt hiring or lay off staff hired through federal mental health grants (e.g., Mental Health Service Professional Demonstration Grant).

- Example: A midwestern school district hired 5 new School Social Workers through a federal grant in 2022. After the cancellation of Year 3 funding, 3 positions were eliminated, leading to:
 - Higher caseloads
 - Reduced mental health supports
 - Elimination of family outreach efforts

These cancellations create service instability, particularly in high-need communities. Students lose trusted adults, and the remaining team cannot meet demand.



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Messaging & Tactics for Hill Visits

Suggested Messaging

- "Mental health services in schools save lives—and stabilize learning."
- "We need sustainable funding—not just short-term grants—for essential staff like School Social Workers."
- "Mental health staffing is a school safety issue and a learning issue."



SSWAA
Awareness
Campaign

Tactical Tips

- Share a personal or constituent story about a School Social Worker's impact.
- Emphasize return on investment—early intervention reduces out-of-school placements, hospitalizations, and long-term public costs.
- Request support for:
 - Full funding for the Mental Health Service Professional Demonstration Grant
 - Title IV Part A increases for school-based mental health staff
 - Expanding access to Medicaid billing for school-employed professionals



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Mental Health "Asks"

Members of Congress are urged to:

- Direct the U.S. Department of Education to reinstate funding for "non-continued" current MHSP and SMBH grants.
- Provide, at a minimum, funding at the FY 2025 level within Safe Schools National Activities divided between the School-Based Mental Health Services Professional Demonstration Grant program and the School-Based Mental Health Services Grant program.



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Team Time

The following states will meet in breakout rooms:

- Florida – Bell Room
- Illinois – Banneker Room
- Michigan – Whitney Room
- Utah – Curie Room
- Virginia – Wright Room



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BEAM
 Behavior
 Evaluation
 And Monitoring

LIFE CENTERED

 2.0
 EDUCATION



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Airma
AI Reading Math Assistant



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Let's Start a Conversation!

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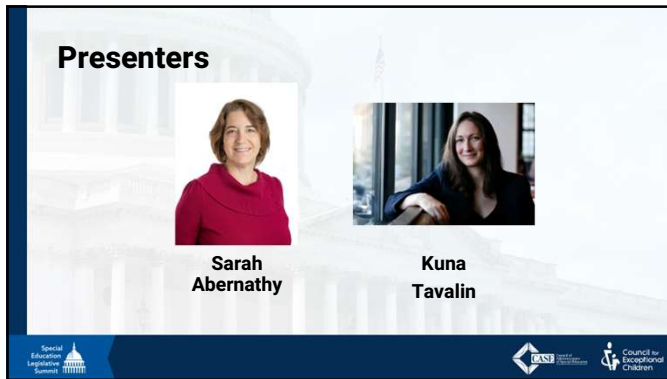
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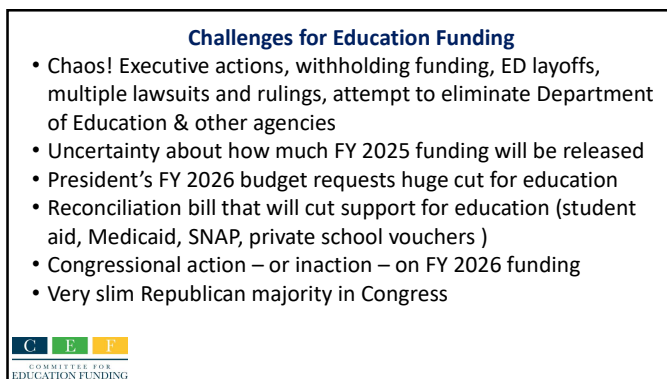
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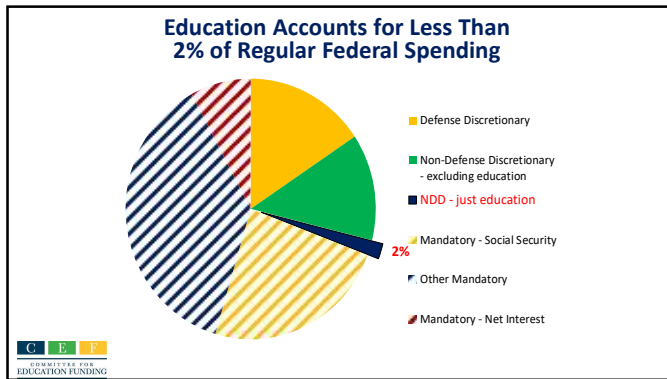
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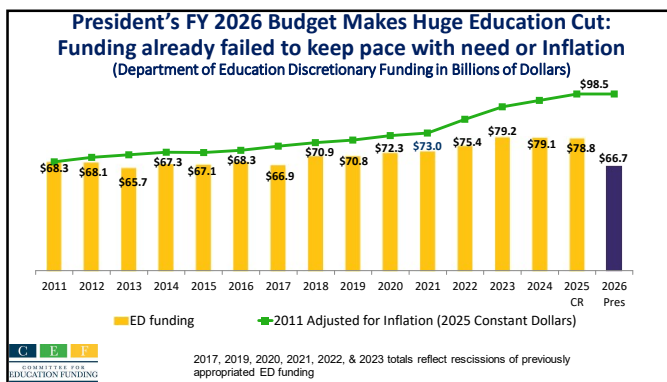
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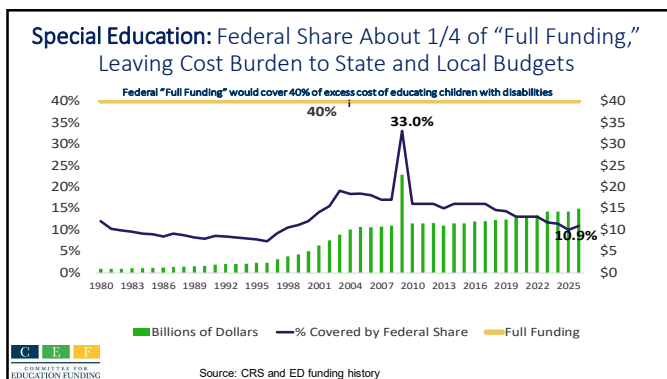
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Where we are in the Federal Budgeting Process

- Reconciliation deals with entitlements, taxes, debt ceiling. Appropriations is for annual funding – must happen each year.
- Fiscal Year 2025 began last October but Congress didn't enact funding until March – Congress extended FY 2024 funding but Administration hasn't yet said how much it will spend – that should have happened by now.
 - ED announced it is transferring \$60 million to charter schools – maybe from Teacher and School Leader Incentive grants
 - ED announced it is withholding \$6.9 billion in state grants while it reviews them
- President's FY 2026 budget requests HUGE education funding cut of \$12.4 billion
- Administration has submitted a request to rescind \$9 billion and could make more rescission requests
- Congress has started FY 2026 appropriations markups, but not the education bill



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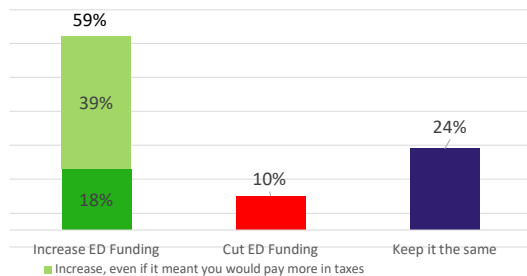
Appropriations (annual funding)

1. By September 30, Congress **MUST** enact funding for every government program that is discretionary (funding not based on eligibility, as it is for Medicare)
2. Administration is **SUPPOSED** to provide the funding Congress enacts
3. Administration is **REQUIRED** to follow statutes that dictate how funding is to be provided
4. Administration **MAY** request to rescind enacted funding (Congress can rescind funding, too), but can't just withhold or cancel funding
5. Concern about a "pocket rescission" in September



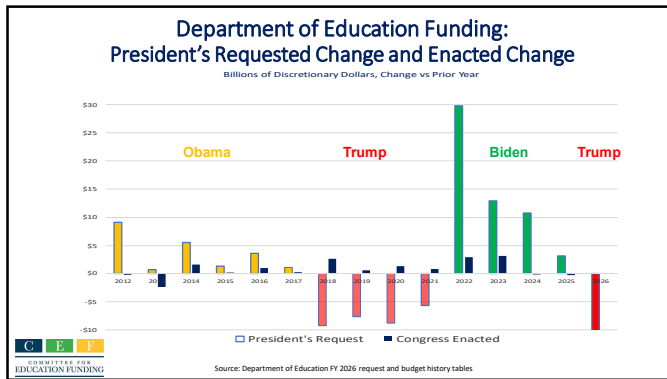
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Majority of voters want to increase federal education funding



Source: All4Edpoll conducted Oct. 30-Nov. 5, 2024
<https://all4ed.org/publication/voters-views-on-education-in-2024/>

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Time for advocacy! #Don'tFlunkTheFuture

- Tell your Senators & Representative why federal funding matters to you and your students
- Use concrete examples of how it helps students, families, jobs
- Use concrete examples of what will happen if federal education funding is cut or withheld
- Invite them to visit your programs to show what they are doing
- Check out CEF's resources and information
- **Advocacy toolkit at www.cef.org/advocacy**
- **Budget book and funding tables**
- **Follow CEF @edfunding (X, Threads, Instagram), LinkedIn and Facebook**

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Appropriations Asks

Fiscal Year 2026

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No Less than:

- \$16.7 billion in IDEA Part B State Grants
- \$632 million in IDEA Part C
- \$491 million in IDEA Part B Preschool Program
- \$135 million in IDEA Part D Personnel Preparation
- \$70 million in the National Center for Special Education Research
- \$32 million in the Jacob K. Javits Gifted and Talented Grants
- \$250 million in School-Based Mental Health Professionals Grants



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Reject Proposed Cuts in FY 2026 Budget

- National Activities (IDEA Part D programs)
- IDEA Preschool Grants
- Javits Gifted and Talented Education
- National Center for Special Education Research



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Making Connections

- Elimination of Part D and other personnel programs further strains the educator pipeline
- Elimination of IDEA Preschool Program fails young children and incurs long-term cost for people and districts
- Deep cuts to education research hinders future progress, leaves states without necessary information when investing in new programs
- Consolidating programs and reducing funding provides States with less \$ and less infrastructure



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About Us

OUR HISTORY

OUR PURPOSE



blazer
works

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Our community of school psychology, school counseling, social work, special education, occupational therapy, speech-language pathology, BCBA, and school nursing advisors are here to help enrich your providers and teachers and elevate the education experience for your students.



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Managed Services for Education & Clinical Expertise

Empower your professionals, elevate your programs, and transform the lives of your students.



Support for Administrators

Support for Staff

Professional Development & Resources

Resources & Tools

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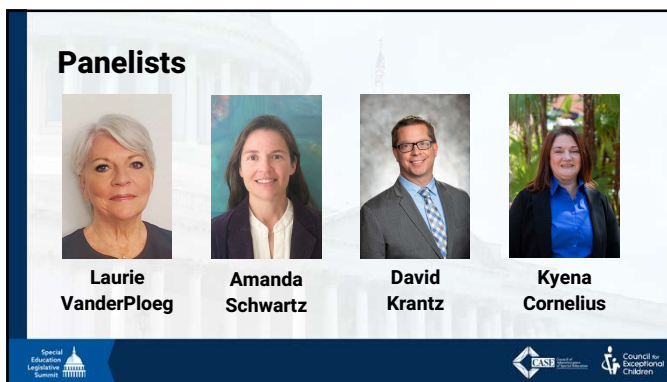
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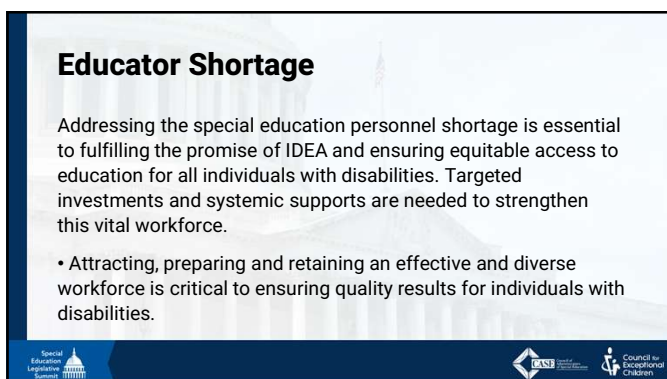
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Championing the Issues of the Early Education Workforce

Amanda Schwartz



Division for
Early
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of the Council for Exceptional Children





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What is the Need?





Number of young children (birth to five) served***:

- 406,000 infants and toddlers through Part C (OSEP, 2024)
- 741,510 preschoolers through Part B, Section 619 (OSEP, 2024)

Settings where service occurred:

- Infants and toddlers
 - 91.7% in home settings
 - 4.6% in community-based settings
- Preschoolers
 - 36.1% at least 10% of time in regular early childhood program
 - 28.6% separate class
 - 8.6% service provider location
 - 6% separate school, residential community, or home

(OSEP, 2021)

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Recruitment and Retention of Diverse Professionals

Addressing historically low rates of early intervention and early childhood special education professionals in the workforce

CEC's Strengthening Workforce Position Statement

- SETs with less experience, who work in high poverty settings or teach children with emotional/behavioral disorders are more likely to leave the profession

2022 Bureau of Labor Statistics

- 20,400 Preschool Special Education Teachers (ave. wage \$63,110)








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Help Wanted: EI/ECSE Workforce Needs

Findings from a National Survey
(Friedman-Krauss, Barnett, Jost, & Garver, 2024)

- Demographic mismatch
- Retention challenges
- Low compensation
- High caseloads
- Concerning levels of stress
- Qualified workforce
- Variable knowledge of EI/ECSE topics
- Need for more PD

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Early Intervention/Early Childhood Special Education Standards and Components

- Standard 1: Child Development and Early Learning
- Standard 2: Partnering with Families
- Standard 3: Collaboration and Teaming
- Standard 4: Assessment Processes
- Standard 5: Application of Curriculum Frameworks in the Planning and Facilitation of Meaningful Learning Experiences
- Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction
- Standard 7: Professionalism and Ethical Practice
- Standard 8: EI/ECSE Field and Clinical Experience



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Pre-Service and Professional Development

- Relationships between higher education and state licensure
- State efforts to promote dual or multiple licensure within higher education programs
- Streams of instruction within higher education and professional development structures
 - Culturally responsive practice
 - Family centered practice
 - Research-based curriculum, intervention, and strategies
 - Data collection and analysis for decision making
 - Trauma-informed approaches
 - Inclusion and access to the early learning standards/general education curriculum

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Possible Solutions

- Increased, long-term investments in grants and scholarships
- Locally-developed "Grow-Your-Own" programs
- A holistic approach to address issues of bias and systemic racism
- Opening opportunities within administrative decisions, including hiring and teacher assignments
- Increased recruitment of SETs with disabilities to join the workforce
- Attention to recruitment of specialized instructional support personnel
- Research to understand the challenges of the workforce



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Promoting Favorable Working Conditions

- Retention policies that create favorable working conditions, job satisfaction, and support from colleagues and administrators
- Data to support a clear understanding of the roles and responsibilities of early childhood special education and early intervention professionals
- Innovation projects to support administrators in creating and maintaining a collegial culture that embraces racially, culturally, and linguistically diverse SETs



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The Role of Part D in Early Childhood Workforce Development: Personnel Prep Grants

- 84.325D [Preparation of Special Education and Early Intervention Administrators](#)
- 84.325K [Interdisciplinary Preparation of Early Intervention, Special Education, and Related Services Personnel Serving Children With Disabilities Who Have High-Intensity Needs](#)
- 84.325M [Personnel Preparation of Special Education, Early Intervention, and Related Services Personnel at Historically Black Colleges and Universities, Tribally Controlled Colleges and Universities, and Other Minority Serving Institutions](#)



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The Role of Part D in Early Childhood Workforce Development: National Early Childhood IDEA Centers

ecta Early Childhood Technical Assistance Center

DaSy The Center for Data Systems

NCPMI National Center for Public Management and Information

CIFR Center for IDEA Fiscal Reporting

Center for Parent Information & Resources

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Policy Notes

Early childhood special education is critical for IDEA Part B (Section 619) and Part C (infants/toddlers). National concern over shortages has led to:

- Federal investments through **OSEP personnel preparation grants**
- Calls for **increased funding** and support in IDEA reauthorization discussions

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Data, Paraeducators & More

Dave Krantz

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U.S. Department of Education: Teacher Shortage Areas (TSA) Report Office of Special Education Programs (OSEP): IDEA Section 618 Data
National Coalition on Personnel Shortages in Special Education and Related Services (NCPSSERS)
Bureau of Labor Statistics: Occupational Outlook Handbook

- The **Bureau of Labor Statistics (2023)** projected nearly **38,000 openings annually** for special education teachers through 2032, mainly to replace those retiring or leaving the profession.
- **High-poverty districts** experience the most severe shortages.
- Many positions are filled by:
- Teachers on **emergency or provisional licenses**
- **Underqualified or uncertified educators**

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Federal policies typically target:

- **Recruitment:** Incentives for entering the profession, such as scholarships and loan forgiveness.
- **Preparation:** Expanding access to high-quality educator preparation programs.
- **Retention:** Improving working conditions, compensation, and support systems for teachers.
- **Data and Research:** Improving data collection on shortages and teacher supply/demand to inform policy decisions.

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Many challenges impede teacher recruitment and retention.

- Low salaries
- Lack of respect for the profession
- Trauma and stress, including student trauma
- Poor working conditions
 - Pupil load; lack of planning time; lack of supports
 - Lack of time for collaboration
 - Lack of involvement in decision making
- Few opportunities for career advancement and support
- School leadership quality

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Strategies to build and maintain a well-prepared, diverse, and stable educator workforce.

- Competitive compensation
- High-retention pathways into the profession
 - Educator residencies and Grow Your Programs
- Service scholarship and loan forgiveness programs
- Mentoring and induction for new educators
- Opportunities to learn, grow, and collaborate
- Supportive and inclusive school leadership



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Paraeducator

- 60% of districts report special education paraeducator vacancies with rural and high-poverty districts disproportionately affected (USD OE)
- 92% of paraeducators feel underpaid and 75% report understaffing in special education (NEA Survey)
- Vacancy rates exceeded 25% in high-need areas (MI, CA, TX)
- Employment for paraeducators projected to grow 5% by 2032 (Bureau of Labor Statistics)



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Paraeducator Key Factors



- National average hourly rate for paraeducators (\$15-18/hour)
- Many earn below a livable wage
- A growing call for professional development and career pathways
- Annual turnover rate 20-30% nationally, higher in special education due to physical and emotional demands
- Lack of benefits and recognition contributes to attrition.



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Developing Inclusive Leaders

Inclusive Leaders Program, a statewide professional learning opportunity tailored for principals, assistant principals, and deans committed to creating inclusive, equitable school environments that support all students—including those with IEPs and 504 Plans.

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The Special Education Teacher Shortage

Scope, Pipeline Challenges, and Implications for Students





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Scope and Urgency of the Shortage



45% of U.S. schools reported SET vacancies in 2022.

Many districts hire less qualified personnel, increasing ESE compliance.

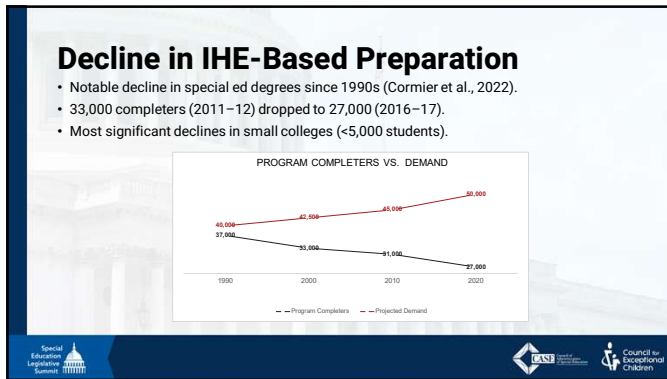
SET roles are harder to fill and remain vacant longer than general ed roles (Higuer et al., 2024).

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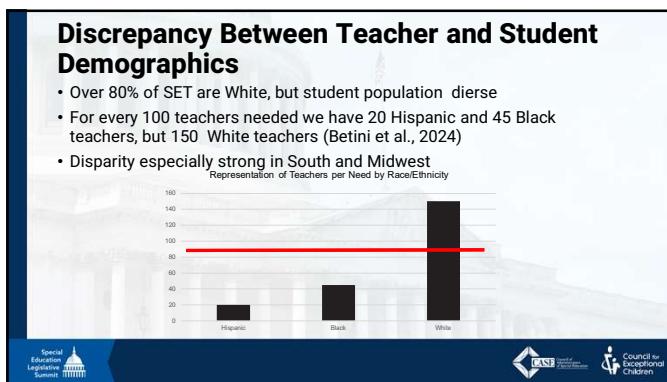
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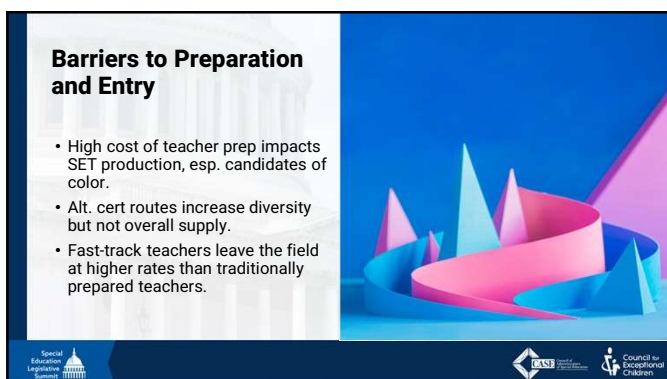
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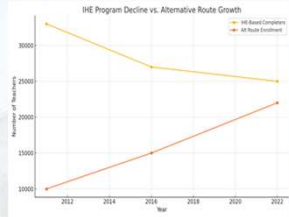
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Concerns About Quality and Sustainability

- Non-traditional and for-profit programs are expanding.
- Fast-track certification often lacks depth in pedagogy and disability-specific knowledge.
- Lack of alignment with HLPs and EBPs reduces instructional effectiveness.
- High attrition and limited clinical experiences threaten sustainability.
 - Fast-track certification has significantly higher attrition rates



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Implications for Policy and Practice

- America's most vulnerable students are losing access to qualified teachers:
 - Protect IDEA enforcement of Assurance 14
- Supply Pipeline is broken and getting worse
 - Federal funding to stabilize and scale IHE-based special education teacher prep programs
 - Incentives for partnerships between IHEs and districts to create rigorous residencies programs focused on EBPs/HLPs
- We need standards and safeguards, not shortcuts
 - Use CEC professional standards to ensure all preparation programs meet the same expectations.



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- Supply Pipeline is broken and getting worse
 - Federal funding to stabilize and scale IHE-based special education teacher prep programs
 - Incentives for partnerships between IHEs and districts to create rigorous residencies programs focused on EBPs/HLPs
- We need standards and safeguards, not shortcuts
 - Use CEC professional standards to ensure all preparation programs meet the same expectations.



108

EDUCATORS for America Act

- Strengthen the educator pipeline by attracting, preparing, and retaining effective educators. Supports comprehensive preparation, provides funding for states to create plans to meet their specific personnel needs, improves workforce, and reduces barriers to entry into the profession.
- Bill champions: Sen Jack Reed (-RI); Rep. Alma Adams (D-NC)



109

EDUCATORS for America Act

- Authorizes \$500 million annually for grants to support states in developing and implementing a statewide strategy for meeting their educator workforce needs, including ensuring an inclusive and equitable workforce that supports the recruitment, preparation, and retention of populations that are underrepresented in the field of education, including teachers of color, first generation college students, and teachers with disabilities



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EDUCATORS for America Act

- Updating and expanding the Teacher Quality Partnership Grant Program to focus on residency programs, strengthening the principal and school leader preparation programs, and enabling partnerships to address the need for early childhood educators, school librarians, counselors, and other specialized support personnel
- Reauthorizing the Honorable Augustus F. Hawkins Centers of Excellence Program to support Historically Black Colleges and Universities and Minority-serving institutions in expanding and strengthening their educator preparation programs.



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EDUCATORS for America Act

- Providing recruitment and completion grants to educator preparation programs to ensure that students have the wrap around supports they need to graduate.
- Establishing an education careers opportunity program to expose middle and high school students to the education profession.
- Increasing the capacity of educator preparation programs to meet the needs of the field, including supporting school leader development, faculty professional development and training, offering doctoral fellowships, and promoting innovation and resiliency.



112

Preparing and Retaining All (PARA) Education Act

- Supports efforts to attract and retain paraeducators in preschool and K-12 settings. Supports children with disabilities to participate in inclusive settings.
- Bill champions: Sen. Ed Markey (D-MA); Rep. Annie Kuster (D-NH)
- This bill directs the Department of Education to make allotments to state educational agencies to assist states, local educational agencies, and educational service agencies in recruiting and retaining paraprofessionals in public elementary schools, secondary schools, and preschool programs.



113

Para Educator Act

- The *PARA Educators Act* would establish a grant program within the Department of Education to support the recruitment and retention of paraprofessionals in public preschool programs, elementary schools, and secondary schools. This legislation would:
 1. Provide funding to support state and district efforts to recruit and retain paraprofessionals.
 2. Prioritize high-need rural and urban areas to ensure grant funding is distributed equitably.
 3. Provide paraprofessionals with access to high-quality professional development programs that will advance in their careers and benefit their students.



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Supporting Teaching and Learning through Better Data Act

- Data with shortages is lagging, incomplete, and hard to compare across states, failing to reflect the urgency of the issue, requires a National Center for Education Statistics study on current data collections and make recommendations for improvements.
- Bill led by: Sen. Tim Kaine (D-VA)
- Without accurate data, local, state and federal policymakers cannot develop evidence-based solutions to address the unique challenges faced in different states or regions.



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Better Data Act

- A major issues lack of access to complete and accurate data on the quantity, quality, and diversity of the teacher workforce. Existing mechanisms-
 - Titles 1 and 2 of Higher Education Act
 - Title 1 of the Individuals with Disabilities Education Act
 - National Teacher and Principal Surveys
 - Teacher Shortage Areas data
- Data is out of date and incomplete for understand full scope of the shortages.



119

Better Data Act

- Require the National Center for Education Statistics (NCES) to conduct a study on current data collections related to the educator workforce.
- Provide recommendations on strengthening educator workforce data collection, analysis, timelines, and dissemination, that can help stakeholders and policymakers understand and address educator supply, demand and shortages.



120

Better Data Act

- Identify gaps in existing federal data sources, such as the qualifications and credentials of the teacher workforce, compensation information, and number of teachers that have received federal grants, and make recommendations for closing such gaps.
- Create a grant program to support state agencies to increase access to well-prepare and diverse educators and improve state educator workforce data collection analysis.



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Questions and Answers



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Team Time

The following states will meet in breakout rooms:


- Florida – Bell
- Illinois – Banneker
- Michigan – Whitney
- Utah – Curie
- Virginia – Wright



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**SCAN QR CODE TO
ACCESS THE SURVEY**

**Contribute to eLuma's
2025 State of Student
Mental Health Report**



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Julie Bost, CEC



Kevin Rubenstein, CASE

Special Education Legislative Summit

CASE

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Tomorrow

Grab-and-go Breakfast, 7:30 – 9 am in Edison Foyer

If you need support...

Kuna Tavalin (202) 669-2669
Myrna Mandlawitz (202) 812-8113
Phyllis Wolfram (417) 496-5986
Chad Rummel (202) 631-0520



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Transportation

Three Options

- Uber to the name of the building (Cannon, Longworth, Rayburn)
 - \$25-\$35 (beware of Surge pricing)
 - 45-60 minutes depending on traffic (leave early!)
- Metro from King Street:
 - \$3 - \$5 per one way
- Route Options:
 - Blue Line (Direct)
 - Yellow Line (Direct)
 - Yellow Line (Transfer)



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Team Leader To-Do's

- Sign your team up for a group photo to be taken tomorrow before your leave. Sign-up sheet is at registration
- Pick up your leave-behind folders. One for each office you will visit. Available at registration
- Be sure you have cell phone numbers of team members
- ***ALL PowerPoints from today are on the app and SELS website***

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SELS-abration!

Come Celebrate your day on Capitol Hill!

- Tuesday, 8:30pm
- Light Horse Restaurant & Bar
- 715 King St., Alexandria

**Private SELS Karaoke Event*
Great place to eat dinner before!
No Cover, Cash Bar



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Special Education Legislative Summit 12/11/23

IDEA 2004 Reauthorized

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