AASA THE SCHOOL SUPERINTENDENTS ASSOCIATION

Sizing Potential. Leading Action.

Defining Your System's Approach to the New Federal Scholarship Tax Credit

Today's outcomes

- Understand how a tax-credit contribution differs from a traditional donation—and why that expands participation.
- Recognize why breadth can matter more than concentrated donor wealth.
- Map potential participants and channels, estimate potential, and identify a first ask.
- Connect the same opportunity to what different audiences already value.

What did the Count the F's exercise reveal?

What might you be missing because of the stereotype/default mindset of a 'donor'?

Donor → Participant

Donation is one form of participation.

Other forms of participation:

1.
2.
3.

Resistance worth naming

A familiar assumption	What may be different here?
Only a few large donors can move the needle.	
You have to be wealthy to be philanthropic.	
Our community lacks visible concentrations of wealth.	
This is development-office work—not district leadership.	
Our last fundraising campaign failed.	
People will feel asked to pay more on top of their taxes.	
Retirees cannot participate.	
Businesses only care about PR-sized gifts.	

Make Participation Understandable

Same annual economics. Different timing and impact.

PATH	CONTRIBUTION	WITHHOLDING	PARTICIPANT EXPERIENCE
No participation	$0	Unchanged	Taxes are paid as usual.
All upfront	Up to $1,700	Unchanged	Contribute now; realize the eligible credit when filing.
Payroll contribution	Spread across paychecks	Unchanged	Take-home pay falls during the year; realize the eligible credit when filing.
Payroll + withholding adjustment	Spread across paychecks	Reduced to reflect expected credit	Contribution may have approximately zero paycheck impact.

IMPORTANT DISTINCTION

The available credit depends on eligible federal income-tax liability, not the amount withheld from paychecks and not Social Security or Medicare taxes. The examples illustrate potential approaches, not a prescribed payroll or tax procedure. Final payroll, withholding, and contribution mechanics remain subject to Treasury guidance and professional review.

What must be easy?

What could make participation feel confusing, risky, or inconvenient in your community?

What could an employer, payroll partner, or trusted messenger do to reduce that friction?

Name It. Size It. Scale It.

Channel	Audience	Size	Y1 %	Y1 participants	Y2 %	Y2 participants	Y3 %	Y3 participants	3-year student benefit*
Educators and administrators									
Families and extended families									
Alumni and retirees									
School board / civic leaders									
Businesses and employers									
Communities of faith									
Social-service partners									
Higher education / other networks									

Conversation → Commitment

CHANNEL	AUDIENCE for PARTICIPATION	WHO ENGAGES (MESSENGER)	WHEN TO ENGAGE (Y1/Y2/Y3?)	REASON TO CARE
Educators and administrators				
Families and extended families				
Alumni and retirees				
School board / civic leaders				
Businesses and employers				
Communities of faith				
Social-service partners				
Higher education / other networks				

Who is your first ask?

My first ask is: ______________________________

Questions to resolve with my team

What student opportunity(ies) are we trying to make possible?

Which participation channels and discrete audiences can we quantify more accurately?

What payroll, withholding, benefits administration, legal, or communications expertise do we need?

Is it worth it?

Can you do it?

What questions do I still have?