

the advocates' work and willingness to come to Washington to tell their stories and press for funding.

A staff person for Scott said there was a possibility of her office's support if Learning Forward hosts a future briefing about how professional learning is implemented and evidence of its effectiveness.

The meetings also yielded useful insights into funding for this year. While initial House Education and Labor Committee hearings will focus on school construction, there may be interest in Every Student Succeeds Act oversight hearings, including one on elevating the teaching profession. In a similar vein, DeLauro's staff said they might be interested in having issue-specific hearings later in the year.

Finally, we heard in a number of the meetings that Congress is interested in how professional development is being used to support teachers as they address students' social and emotional learning.

We recognize and appreciate the time our advocates invested in preparing for the visits as they honed their presentations and data to share. For example, Learning Forward Virginia advocates developed one-page summaries on the use of Title II-A funds in their districts.

The summaries included how much Title II-A funding was allocated to their district (including the decline in Title II-A funds over the last five years), what they used the funds to accomplish, and data that provided evidence that the use of the funds yielded results in student outcomes, school accreditation, and teacher retention.

While Title II-A received level funding during the fiscal 2019 appropriations process, we are now focused on the fiscal 2020 appropriations process. The process began in early March with the president's proposed budget that once

### The meetings allowed advocates to focus the attention of Congressional members and their staffs on the importance of adequately funding Title II-A.

again called for the elimination of all funding for Title II-A. As we write this, a divided Congress is wrestling with uncertain spending allocations and leaders from both political parties are expressing displeasure with spending decisions. Educators will need to be louder and more persistent to have our case heard.

To help educator advocates, Learning Forward will provide ongoing updates about the appropriations process as well as opportunities for our community to get involved. These include:

- Virtual and in-person workshops on telling your state, district, or school Title II-A story, including impact data;
- Sample emails and tweets for stakeholders;
- Updated talking points on spending caps and Title II-A; and
- Regular advocacy webinars to keep you up to date.

To be notified of these opportunities, sign up to receive updates from Learning Forward's A-Team at [learningforward.org/advocacy/sign-up](https://learningforward.org/advocacy/sign-up).

We look forward to engaging all educator advocates in this critical work.

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## AFFILIATES LEARNING TOGETHER WITH WEBINARS

Learning Forward Affiliates further the organization's mission in their work across the U.S., Canada, and internationally, reaching thousands of committed professional learning advocates and implementers throughout the year through conferences, workshops, book studies, online courses, and more.

To support the work of the affiliates, Learning Forward hosts webinars that provide information about affiliate operations, ongoing capacity-building efforts, organizational priorities, and other relevant content that can be adapted and localized.

In February, Learning Forward COO Michael Lanham and consulting attorney Nancy Greiwe held a webinar about affiliate operations, addressing the legal and financial requirements, tax filings, and record-keeping that ensure affiliates are healthy and in good standing. They answered specific questions from affiliate leaders and showed how to complete relevant documents in clear language.

A webinar in March focused on affiliates' advocacy work, including visits to Congressional representatives on Capitol Hill. It also covered how highlighting data about Title II-A expenditures and their impact can drive future efforts to advocate for resources and support.

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