The Consortium of State School Boards Associations Weekly Education Report

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The COSSBA Education Report, a weekly publication, provides an executive summary of public policy issues affecting American K-12 education and employment. **Please use the bookmarks below to navigate to your area of interest:**

1. **News, Publications, & Updates on COSSBA Policy Priorities**
   - **Funding**
     - **Senate Democrats Challenge ED's "Frontloading" of Federal Grants**: On October 13, Senators Patty Murray (D-WA) and Tammy Baldwin (D-WI) sent a letter to Secretary of Education Linda McMahon expressing concerns over the Department of Education's (ED) practice of "frontloading" federal education grants.

2. **Budget and Appropriations Wrap-up**
   - **Impact on State School Board Associations**

3. **In Brief – Last Week in Washington**
   - **ED Releases FY26 Year-In-Review on Career Readiness, Student Outcomes**: On October 5, the Department of Education (ED) released its FY2026 year-in-review, highlighting efforts to expand career readiness, improve student outcomes, and shift education responsibilities to states and local communities.
   - **ED Launches Multiple Investigations Into Sexual Misconduct Reports:** On October 6, the Department of Education's Office for Civil Rights (OCR) opened multiple investigations into school districts nationwide over allegations of staff-on-student sexual misconduct and potential violations of Title IX.
   - **Secretary McMahon Highlights K-Career Education Priorities:** U.S. Secretary of Education Linda McMahon delivered remarks in Nevada and Utah as

part of the Trump Administration's Next 250 education initiative, highlighting its priorities for workforce development and K–12 education.

- **AEI Examines Implementation of New Education Tax Credit:** On October 15, the American Enterprise Institute (AEI) hosted a discussion on the implementation of the new federal scholarship tax credit, established under the One Big Beautiful Bill Act (OBBBA), ahead of its January 2027 launch.
- **EdChoice Releases 22nd National Survey on Teachers, K-12 Education:** On October 20, EdChoice released its 22nd national survey, *Teachers and K–12 Education: Fall 2026*. The survey examined attitudes toward K–12 education, the teaching profession, classroom technology, and school choice.
- **AEI Hosts Discussion on Democrats' Approach to K-12 Education:** On October 21, the American Enterprise Institute (AEI) hosted a discussion with senior leaders from Democrats for Education Reform (DFER) examining the Democratic Party's approach to K-12 education policy and opportunities to rebuild public trust through school choice, academic accountability, and improved student outcomes.
- **Punchbowl Looks at Online Safety Efforts in California:** On October 22, Punchbowl News held a pop-up conversation that focused on California's efforts to improve digital well-being and online safety for children and teenagers.
- **Education and Workforce Panel Hosts Tax Credit Field Hearing:** The House Education and Workforce Committee held a field hearing in Bethlehem, Pennsylvania, on expanding educational choice, focusing on the Federal Scholarship Tax Credit (FSTC) set to begin in 2027.

4. New Publications

- **Learning A First Look: The Civil Rights Data Collection**
  U.S. Department of Education, Office for Civil Rights (September 2026)
  This report provides an overview of Civil Rights Data Collection (CRDC) data from public school districts submitted to OCR for the 2023–24 school year.
- **The State of the American Student 2026**
  CPRE | ASU Mary Lou Fulton Teachers College (October 2026)
  As the federal government shifts more responsibility for education decisions to the states, the report examines how states are responding and whether their efforts are likely to succeed.
- **The Impact of Federal Grant Cancellations on Educator Preparation**
  National Center for Teacher Residencies (October 2026)
  This collaborative report examines the impact of 2025 federal educator preparation grant cancellations.

5. In the News

- **Rules Fuel Debate Over Who Benefits From The Federal School Choice Plan**
  K-12 Dive (October 5, 2026)
- **Ending E-Rate Would Deal Financial Blow To Schools, District Leaders Say**
  K-12 Dive (October 13, 2026)
- **'Just Aren't Enough Kids': Choice Schools Feel Effects of Low Birth Rates, Too**
  The 74 Million (October 21, 2026)

- **Maryland Teacher Vacancies Drop 73% In 4 Years, Education Officials Say**
  CBS News (October 19, 2026)
- **Chairman Cassidy, Heinrich Introduce Legislation to Support Children with Dyslexia, Improve Literacy**
  U.S. Senate Health, Education, Labor and Pensions Committee (October 20, 2026)
- **Can The New Federal Voucher Program Help Public Schools? Democrats Are Torn**
  NPR (October 20, 2026)

6. **Weekly Calendar - What's coming up this week?**
   - ***None***

7. **Weekly Calendar – Future Events**
   - **A Vision and Strategy for Remaking the National Center for Education Statistics**: The American Statistical Association will hold a webinar on its August 2026 report, "A Vision and Strategy for Remaking the National Center for Education Statistics."
     November 3 at 1pm ET
   - **Digital Delusion or Digital Asset? Technology in Elementary Classrooms**: The Campaign for Grade-Level Reading and New America will hold a webinar and book talk on Jared Cooney Horvath's The Digital Delusion, followed by a moderated conversation on whether technology can be an asset for elementary students.
     November 3 at 3pm ET
   - **What Will the 2026 Midterm Elections Mean for Education**? The American Enterprise Institute for Public Policy Research will hold an in person event with a livestream on "What Will the 2026 Midterm Elections Mean for Education?" discussing the midterms' implications for early childhood, K–12, and higher education.
     November 4 at 4:15pm ET

8. **On The Floor of Congress This Week**
   - The House and Senate are in recess.

9. **Important U.S. House and Senate Links**

10. **About BPAG**

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1. COSSBA Policy Priorities

FUNDING

SENATE DEMOCRATS CHALLENGE ED'S "FRONTLOADING" OF FEDERAL GRANTS

On October 13, Senators Patty Murray (D-WA) and Tammy Baldwin (D-WI) sent a letter to Secretary of Education Linda McMahon expressing concerns over the Department of Education's (ED) practice of "frontloading" federal education grants. Under this approach, ED obligates multiple years of funding for individual grants upfront rather than distributing annual funding

across a larger number of new awards, as explained by *Inside Higher Ed*. The Senators argued that this practice limits the number of schools, students, and communities receiving federal assistance in FY2026. According to the letter, ED has set aside approximately $630 million across 35 grant programs for future years, potentially reducing the number of new grants awarded by more than 1,000. The Senators highlighted several examples, including the Innovative Approaches to Literacy program, which awarded four new grants instead of the initially anticipated 25 to 35, reserving $13 million for future years. Similarly, the Child Care Access Means Parents in School (CCAMPIS) program awarded 40 grants rather than the projected 148, setting aside $53 million. The letter also raised concerns about reduced grant opportunities for teacher preparation programs, including the Teacher Quality Partnership and Supporting Effective Educator Development programs, as well as the Institute of Education Sciences, which issued no new research grant awards in FY2026. Additionally, the Senators warned that proposed changes to the Education Department General Administrative Regulations (EDGAR) and federal grant management rules could allow agencies to terminate multiyear grants after funds have been obligated. Murray and Baldwin urged ED to reverse its frontloading approach, arguing that appropriated funds should support more immediate educational needs rather than be reserved for future grant periods.

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2. Budget and Appropriations Wrap-Up

With Members of the House and Senate on the campaign trail, recent federal K-12 education policy developments have come from the Executive Branch. One of the most significant developments involves the U.S. Department of Education's expanded practice of "frontloading" discretionary grant awards. Rather than distributing funding for multiyear grants in annual installments, the Department is obligating multiple years of funding up front to a smaller number of recipients.

On October 13, Senators Patty Murray (D-WA), Ranking Member of the Senate Appropriations Committee, and Tammy Baldwin (D-WI), Ranking Member of the Labor-HHS-Education Appropriations Subcommittee, wrote to Education Secretary Linda McMahon, urging the Department to reverse the practice. The senators estimated that approximately $630 million across 35 grant programs had been reserved for future years rather than used to support additional recipients in FY 2026. They argued that traditional annual funding practices could have supported more than 1,000 additional awards.

Among the examples cited were the Innovative Approaches to Literacy program, which made just four new awards despite initially anticipating 25 to 35, and teacher preparation programs, including Teacher Quality Partnership and Supporting Effective Educator Development. Murray and Baldwin also raised concerns about education research funding and proposed federal grant regulations that could expand agencies' authority to terminate awards.

The Department has defended its approach, arguing that concentrating funding among selected recipients supports stronger outcomes and gives grantees greater flexibility. The dispute underscores broader disagreements over federal education spending, administrative discretion, and congressional intent. It also raises questions about how future appropriations legislation might address grant administration and accountability.

Meanwhile, implementation of the new federal Education Freedom Tax Credit continues to move forward following the Treasury Department's October 2 release of proposed regulations governing the program, which takes effect January 1, 2027. While the regulations address state participation,

scholarship-granting organizations, and student eligibility, education advocates are still awaiting additional guidance under Section 530 of the Internal Revenue Code clarifying allowable educational expenses. Treasury has indicated that additional guidance will be issued as soon as possible but has not announced a specific date. Meanwhile, states are organizing implementing the program, with more than 30 states indicating their intention to participate. States seeking to participate in 2027 must make their elections by January 1 and submit lists of eligible scholarship-granting organizations by February 15.

Voters nationwide are filling out ballots or making their Election Day plans as attention shifts toward the November elections and their implications for the 120th Congress and state capitals nationwide. The team at Bose Public Affairs Group has put together this dashboard of candidates and their positions on various education issues, where those positions can be identified. Education advocates are watching whether Republicans retain control of both chambers or Democrats gain control of the House, Senate, or both. A change in control could substantially affect committee leadership, oversight priorities, and legislative agendas. Democratic majorities could place greater emphasis on examining the administration's restructuring of the Education Department, grant cancellations, and implementation of federal education laws. Continued Republican control could provide additional opportunities to advance administration priorities involving school choice, state flexibility, and reducing the federal role in education. Regardless of the outcome, there will be bipartisan opportunities in areas such as literacy, career and technical education, STEM education, and workforce preparation.

The election results will also shape the agenda and negotiating dynamics of the lame-duck session of the 119th Congress. Lawmakers will return with FY 2027 appropriations unfinished and a December 11 deadline to act before current government funding expires. Congress could negotiate full-year spending bills, adopt another continuing resolution, or pursue a combination of approaches.

How does this impact State School Board Associations?

These developments will shape both the availability of federal education funding and how schools and districts can access it. The Department's expanded use of "frontloading" could mean fewer grant opportunities for schools, districts, universities, and community partners, even when Congress maintains overall program funding. State school board associations should monitor how this approach affects grant competitions and their members' access to federal support.

Implementation of the Education Freedom Tax Credit also raises questions about potential benefits for public school students. Forthcoming Treasury guidance on allowable educational expenses will help clarify whether scholarships can support tutoring, afterschool and summer learning programs, STEM education, and other services beyond private school tuition. As states prepare to participate, associations should consider how program implementation could serve public school students and whether to submit comments on the proposed regulations by the December 1, 2026, deadline.

Meanwhile, the November elections will shape congressional education priorities, oversight, and negotiations over unfinished FY 2027 appropriations. With government funding set to expire December 11, associations should remain engaged on funding for Title I, IDEA, teacher preparation, afterschool programs, and education research, as well as any proposals to consolidate federal education grants. The lame-duck session could also provide an opportunity for Congress

to address concerns about grant administration, making both funding levels and the conditions governing those funds important issues to watch.

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3. In Brief – Last Week in Washington

ED RELEASES FY26 YEAR-IN-REVIEW ON CAREER READINESS, STUDENT OUTCOMES

On October 5, the Department of Education (ED) released its FY2026 year-in-review, highlighting efforts to expand career readiness, improve student outcomes, and shift education responsibilities to states and local communities. Through interagency agreements with the Departments of Labor (DOL) and Health and Human Services (HHS), ED directed more than $3.4 billion in formula and competitive grants to states, students, families, and educators. Secretary of Education Linda McMahon said the partnerships have streamlined federal operations and directed more resources toward local priorities, with nearly 80 percent of new elementary and secondary education grants awarded to state education agencies or state-endorsed projects. Key investments included $2 billion for career and adult education programs, nearly $500 million for elementary and secondary education initiatives, and nearly $1 billion in postsecondary education grants. Funding priorities included career exploration, charter school expansion, American history and civics education, and workforce-aligned training programs, including registered apprenticeships and short-term, employment-focused credentials. ED also reported providing a record $144 million in Individuals with Disabilities Education Act (IDEA) funding to support children and youth with disabilities, while expanding early-intervention resources for expectant parents. Additionally, ED's partnership with HHS nearly doubled applications to the Child Care Access Means Parents in School (CCAMPIS) program, which helps student parents access child care while pursuing their education. In partnership with the Department of the Treasury, ED also launched a Defaulted Loans Support Center to help borrowers rehabilitate or consolidate defaulted federal student loans. Overall, the Department characterized its FY2026 efforts as a shift toward evidence-based literacy instruction, career preparation, and targeted student support, while reducing federal administrative burdens and giving states greater responsibility for determining education priorities.

ED LAUNCHES MULTIPLE INVESTIGATIONS INTO SEXUAL MISCONDUCT REPORTS

On October 6, the Department of Education's Office for Civil Rights (OCR) opened multiple investigations into school districts nationwide over allegations of staff-on-student sexual misconduct and potential violations of Title IX. The investigations are part of the Department's national initiative to address "Pass the Trash" practices, in which school employees accused of sexual misconduct are allowed to leave their positions and potentially obtain employment at other educational institutions. OCR launched a directed investigation into the New York City Department of Education following reports of nearly 2,000 complaints alleging school-related sexual abuse filed under New York's Child Victims Act. The agency is also investigating Jefferson County Public Schools amid reports of staff misconduct, including recent arrests involving alleged sexual assaults of students. Additional investigations involve districts in California, Georgia, North Carolina, Missouri, Texas, and Virginia, examining allegations that schools failed to respond appropriately to reports of sexual misconduct involving teachers, coaches, paraprofessionals, and other personnel. OCR will assess whether the districts complied with Title IX, which prohibits sex-based discrimination in federally funded education programs and requires schools to respond appropriately to reports of sexual harassment. The Department also cited the Elementary and Secondary Education Act (ESEA), which prohibits federally funded educational agencies from

assisting employees accused of student sexual misconduct in obtaining new positions at other educational institutions. The Department stated that districts found to be in violation of federal law could face enforcement action, including termination of federal financial assistance. Individuals who believe a school or educational agency has violated Title IX or ESEA may file a complaint with OCR.

SECRETARY MCMAHON HIGHLIGHTS K–CAREER EDUCATION PRIORITIES

U.S. Secretary of Education Linda McMahon delivered remarks in Nevada and Utah as part of the Trump Administration's Next 250 education initiative, highlighting its priorities for workforce development and K–12 education. The remarks emphasized expanding educational opportunities, improving student outcomes, and shifting greater decision-making authority from the federal government to states, schools, and families. At the College of Southern Nevada, McMahon focused on strengthening connections between education and employment, emphasizing career and technical education (CTE), apprenticeships, and affordable alternatives to traditional four-year degrees. The Administration has highlighted implementation of Workforce Pell Grants, which expand federal financial aid eligibility to qualifying short-term training programs, as a central component of its efforts to align postsecondary education with workforce demands. In Utah, McMahon emphasized the Administration's K–12 priorities, including parental choice, local flexibility, foundational academic skills, and improved student achievement. She highlighted efforts to expand charter school opportunities, provide states greater flexibility in administering federal education funds, and reduce federal administrative requirements. The Department has also prioritized evidence-based literacy instruction and increased state and local control over education decisions. Overall, the remarks reflect the Administration's broader strategy to connect education more directly to economic opportunity while reducing the federal government's role in administering education programs. McMahon framed these initiatives as part of a long-term effort to strengthen American education and workforce competitiveness over the next 250 years.

AEI EXAMINES IMPLEMENTATION OF NEW EDUCATION TAX CREDIT

On October 15, the American Enterprise Institute (AEI) hosted a discussion on the implementation of the new federal scholarship tax credit, established under the One Big Beautiful Bill Act (OBBBA), ahead of its January 2027 launch. AEI Education Policy Studies Director Frederick M. Hess moderated a panel featuring Jim Blew of the Federal Scholarship Tax Credit Coalition, Robert C. Enlow of EdChoice, Jodi Grant of the Afterschool Alliance, and John Schilling of 2020 Strategies. The program allows individuals to receive a federal tax credit of up to $1,700 for contributions to scholarship-granting organizations (SGOs), which provide scholarships for eligible K–12 educational expenses. States must opt into the program, and participating SGOs will operate under forthcoming Treasury Department rules. The credit could generate billions of dollars annually for private school scholarships, tutoring, after-school programs, and other educational services. The central focus of the discussion was how Treasury's implementation rules will define eligible educational expenses, particularly for afterschool and summer learning programs. Grant highlighted the potential to expand access to these opportunities, noting that students spend approximately 80 percent of their waking hours outside the school day. She cited significant unmet demand, with parents of 30 million children seeking afterschool programs but 23 million children lacking access. Grant emphasized that eligibility should extend beyond traditional school settings to community organizations, museums, science centers, faith-based providers, and other enrichment programs. She also discussed the Afterschool Alliance's efforts to connect SGOs with

quality programs and leverage its network of 28,000 partners to educate families and taxpayers about the credit. Panelists also raised concerns that state-level definitions of eligible schools could exclude homeschoolers, microschools, and other nontraditional educational models. Additional discussion addressed the program's long-term sustainability amid changing political landscapes and the need to establish effective fundraising and scholarship distribution systems. Overall, the discussion underscored the credit's potential to expand educational choice while highlighting the importance of Treasury guidance, state participation, broad program eligibility, and public outreach in determining its success.

EDCHOICE RELEASES 22ND NATIONAL SURVEY ON TEACHERS, K-12 EDUCATION

On October 20, EdChoice released its 22nd national survey, *Teachers and K–12 Education: Fall 2026*. The survey examined attitudes toward K–12 education, the teaching profession, classroom technology, and school choice. Most Americans expressed pessimism about the direction of K–12 education, while teachers and parents were more optimistic about their local schools. Although teachers generally reported a sense of purpose in their work, many felt overwhelmed by the future of the profession and were unlikely to recommend teaching to others. Concerns about technology were also widespread, with 40 percent of teachers and 33 percent of parents saying students spend too much time using it. Education ranked behind economic and health care issues among voters' top priorities, but 72 percent of teachers ranked it as their second-highest voting priority. The survey also found strong support for school choice, with 75 percent of teachers supporting education savings accounts (ESAs), compared with 67 percent of Americans, while 75 percent of parents supported school vouchers. Additionally, 75 percent of parents and 70 percent of teachers supported a federal tax credit for K–12 education scholarships. Support for ESAs was higher among younger respondents, less experienced teachers, and private school teachers. Respondents were also more likely to view candidates who support ESAs favorably, suggesting that school choice could be an important issue in education policy and elections. Overall, the EdChoice survey highlights shared concerns among parents, teachers, and the public about K–12 education, alongside broad support for school choice policies and the continued importance of education as a policy issue.

AEI HOSTS DISCUSSION ON DEMOCRATS' APPROACH TO K-12 EDUCATION

On October 21, the American Enterprise Institute (AEI) hosted a discussion with senior leaders from Democrats for Education Reform (DFER) examining the Democratic Party's approach to K-12 education policy and opportunities to rebuild public trust through school choice, academic accountability, and improved student outcomes. The conversation explored divisions within the Democratic Party over education reform, the influence of teachers' unions, and the need for Democratic leaders to prioritize measurable academic achievement rather than merely advocate for preserving existing education systems. DFER CEO Jorge Elorza emphasized the importance of Democratic governors taking a more active role in education reform, arguing that school choice should not be viewed as an inherently conservative policy and that charter schools, private schools, and traditional public schools can all contribute to expanding educational opportunities. DFER President Nicole Pollock highlighted polling showing that while voters generally believe Democrats care about education, they are less confident in the party's ability to deliver results, and pointed to reforms in New Orleans, Indianapolis, and Washington, D.C., as examples of how greater school-level autonomy and accountability can improve educational outcomes. Former Secretary of Education Arne Duncan emphasized that while he opposes traditional voucher

programs, the federal scholarship tax credit could provide valuable resources to help students recover academically, provided participating programs demonstrate accountability and equitable access. Ravi Gupta, Research Fellow at DFER, also examined improvements in literacy achievement in Mississippi and post-pandemic academic recovery in Louisiana, highlighting the value of school-level autonomy, clear performance metrics, and accountability for underperforming schools. Ultimately, panelists emphasized that Democrats can "regain credibility" on education by embracing a broader range of educational options, strengthening school accountability, and prioritizing measurable improvements in student achievement. Event details can be found here.

PUNCHBOWL LOOKS AT ONLINE SAFETY EFFORTS IN CALIFORNIA

On October 22, Punchbowl News held a pop-up conversation that focused on California's efforts to improve digital well-being and online safety for children and teenagers. Assembly Member Buffy Wicks discussed state legislation addressing age-appropriate design, chatbot safety, and age signals, emphasizing the need to hold technology companies accountable while protecting users' privacy. She also highlighted bipartisan support for children's online safety and California's role in shaping technology policy nationally. In a follow-up fireside chat, Le Ondra Clark Harvey, CEO of the California Behavioral Health Association, and Laurie Richardson, Google's VP of Trust & Safety, discussed how policymakers, technology companies, parents, educators, and young people can work together to create safer digital environments. Clark Harvey emphasized empowering young people to use technology to support their well-being, while Richardson highlighted safety-by-design practices, age-appropriate protections, and parental controls. The panel stressed balancing online safety and privacy with young people's ability to learn, connect, and create.

EDUCATION AND WORKFORCE PANEL HOSTS TAX CREDIT FIELD HEARING

The House Education and Workforce Committee held a field hearing in Bethlehem, Pennsylvania, on expanding educational choice, focusing on the Federal Scholarship Tax Credit (FSTC) set to begin in 2027. Nathan Benefield of the Commonwealth Foundation urged Pennsylvania to opt into the program by the January 1, 2027, deadline, arguing that it could expand access to scholarships for public and private school students without using state funds. He cited Pennsylvania's existing scholarship tax credit programs, which awarded more than 101,000 scholarships in 2023–24 but left nearly 69,000 applications unfunded. Ilen Perez-Valdes, an AFC Future Leaders Fellow, shared how a school choice scholarship helped her attend a school equipped to accommodate her medical needs, enabling her to pursue higher education. Eric Paisner of the National Alliance for Public Charter Schools advocated expanding charter school access and urged Pennsylvania to participate in the federal tax credit program, while highlighting charter school outcomes and workforce-oriented programs. In contrast, Susan Spicka of Education Voters of Pennsylvania argued that the federal voucher program could disproportionately benefit wealthier families, provide limited support to public schools, and lack sufficient accountability for private school outcomes. She recommended directing federal education funding toward Title I and the Individuals with Disabilities Education Act (IDEA). The hearing highlighted competing views over whether the tax credit would broaden educational opportunities or divert resources from public education.

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4. New Publications

A First Look: The Civil Rights Data Collection

U.S. Department of Education, Office for Civil Rights (September 2026)

This report provides an overview of Civil Rights Data Collection (CRDC) data from public school districts submitted to OCR for the 2023–24 school year.

The State of the American Student 2026
CPRE | ASU Mary Lou Fulton Teachers College (October 2026)
As the federal government shifts more responsibility for education decisions to the states, the report examines how states are responding and whether their efforts are likely to succeed.

The Impact of Federal Grant Cancellations on Educator Preparation
National Center for Teacher Residencies (October 2026)
This collaborative report examines the impact of 2025 federal educator preparation grant cancellations.

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5. In the News

Rules fuel debate over who benefits from the federal school choice plan
K-12 Dive (October 5, 2026)

Ending E-rate would deal financial blow to schools, district leaders say
K-12 Dive (October 13, 2026)

'Just Aren't Enough Kids': Choice Schools Feel Effects of Low Birth Rates, Too
The 74 Million (October 21, 2026)

Maryland teacher vacancies drop 73% in 4 years, education officials say
CBS News (October 19, 2026)

Chairman Cassidy, Heinrich Introduce Legislation to Support Children with Dyslexia, Improve Literacy
U.S. Senate Health, Education, Labor and Pensions Committee (October 20, 2026)

Can the new federal voucher program help public schools? Democrats are torn
NPR (October 20, 2026)

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THIS WEEK IN WASHINGTON

6. Weekly Calendar

None.

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7. Future Hearings and Events

Monday, November 3, 2026
Webinar: A Vision and Strategy for Remaking the National Center for Education Statistics

Subject: The American Statistical Association will hold a webinar on its August 2026 report, "A Vision and Strategy for Remaking the National Center for Education Statistics."
Time: 1:00 p.m.
Contact: Register **here.**

Webinar: Digital Delusion or Digital Asset? Technology in Elementary Classrooms
Subject: The Campaign for Grade-Level Reading and New America will hold a webinar and book talk on Jared Cooney Horvath's The Digital Delusion, followed by a moderated conversation on whether technology can be an asset for elementary students.
Time: 3:00 p.m. – 4:30 p.m.
Contact: Register **here.**

Wednesday, November 4, 2026

Event: What Will the 2026 Midterm Elections Mean for Education?
Subject: The American Enterprise Institute for Public Policy Research will hold an in person event with a livestream on "What Will the 2026 Midterm Elections Mean for Education?" discussing the midterms' implications for early childhood, K–12, and higher education.
Participants: Nat Malkus, deputy director, education policy studies, AEI; Virginia "Ginny" Gentles, director, Education Freedom and Parental Rights Initiative, Defense of Freedom Institute; Heather Harding, senior vice president for programs, NEA Foundation; Frederick M. Hess, director, education policy studies, AEI; and Andrew J. Rotherham, senior partner, Bellwether.
Time: 4:15 p.m. – 5:30 p.m.
Location: AEI Auditorium, 1789 Massachusetts Ave. NW, Washington, DC 20036
Contact: Register **here.**

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8. On The Floor of Congress This Week

The House and Senate are in recess.

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9. Links for Up-to-Date Information on Hearings, Legislation, and Events

U.S. House and Senate 2026 Schedule
U.S. Department of Education
U.S. Senate Committee on Health, Education, Labor and Pensions
U.S. House Committee on Education and Labor
U.S. Senate Budget Committee
U.S. House Budget Committee
Congressional Budget Office
Federal legislative information

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10. About BPAG

Bose Public Affairs Group is a full-service government affairs and public relations consulting firm that has built a reputation for producing results. We partner with clients committed to excellence in education and other social services to achieve policy and advocacy success by:

- leveraging our expertise and passion;
- strategizing intelligent solutions; and,
- Creating meaningful impact.

Our team includes long-term insiders in education policy from Pre-K through higher education, innovative thinkers and savvy strategists that provide a comprehensive array of customized client services. We have the knowledge, skills, and relationships that are necessary for successful advocacy at all levels. From grassroots to grass tops and everything in between, our broad-based legislative practice approaches every project with the same degree of determination and professionalism. BPAG provides expertise in a variety of services:

- Government Relations
- Research and Analysis
- Advocacy Training
- Association Management
- Strategic Communications
- Policy Events

For more information, please visit our **website**.

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