Thank you for giving your time to advocate for the humanities on Capitol Hill.

Your visit to Capitol Hill is an important part of a broader advocacy strategy that aims to persuade Members of Congress to support increased federal funding for humanities research, teaching, preservation, and programming. As a constituent (or the representative of an organization with members who are constituents), you can testify to the positive impact of humanities work in your district and state.

This document will guide you through goals for your meetings and ways to prepare in advance. It also offers tips on what to expect when meeting with representatives, senators, and their staff members. Finally, it will offer suggestions for following up and building long-term relationships.
Contents:

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the Meetings</td>
<td>2</td>
</tr>
<tr>
<td>Goals for the Meetings</td>
<td>2</td>
</tr>
<tr>
<td>Preparing for Your Visit</td>
<td>2</td>
</tr>
<tr>
<td>Worksheet: Planning for an Impactful Visit</td>
<td>3</td>
</tr>
<tr>
<td>The Meetings</td>
<td>4</td>
</tr>
<tr>
<td>Arriving at the Office</td>
<td>4</td>
</tr>
<tr>
<td>Who You are Meeting: What to Expect</td>
<td>5</td>
</tr>
<tr>
<td>The Conversation</td>
<td>6</td>
</tr>
<tr>
<td>Responding to Difficulties</td>
<td>7</td>
</tr>
<tr>
<td>After the Meetings</td>
<td>8</td>
</tr>
<tr>
<td>Continue Building the Relationship</td>
<td>8</td>
</tr>
<tr>
<td>Appendix: Federal Funding for the Humanities</td>
<td>9</td>
</tr>
<tr>
<td>Map: Capitol Hill and Surrounding Area</td>
<td>10</td>
</tr>
</tbody>
</table>
Before the Meetings

GOALS FOR MEETINGS

- Establish a collegial relationship with the office. This is a long-term investment that will depend on follow-up from you and NHA.
- Address misconceptions about the humanities and show the Member the impact of your work in the community.
- Make specific requests. You will receive Member Profiles that list requests appropriate for the Member. They might include a request to:
  - Join the bipartisan Congressional Humanities Caucus or Senate Cultural Caucus. Membership in these caucuses demonstrates support for the NEH and humanities education.
  - Sign the Dear Colleague Letter that supports funding for the NEH. Dear Colleague Letters are authored by Members of Congress and others have the opportunity to sign-on.
  - Sign the Dear Colleague Letter that supports funding for Title VI and Fulbright-Hays.
- Gauge the Member’s attitude toward federal funding for the humanities.
- Provide information that will allow a staff member to create a memo on humanities funding that will inform the Member’s official policy position.

PREPARING FOR YOUR VISIT

You will be visiting Members of Congress and/or their staff as part of a group. We encourage you to meet with your group in advance to plan roles and coordinate examples. We will provide some time at the Annual Meeting for your group to meet, but consider making contact in advance by email or conference call. Below, we suggest a number of ways to prepare for your upcoming meetings. We will send you a schedule and the names of the Members/staffers you will be meeting with the week before Humanities Advocacy Day.

Review the resources we provide

- Learn about the Members of Congress you will be meeting, including specifics on their record of support for the humanities.
- Learn about the impact of the NEH and other federal funding streams nationally and in specific states and districts.
- Craft arguments for NEH funding that will resonate with particular Members of Congress.

Identify upcoming events to which you can invite your Member of Congress

- The dedication of a humanities institute, the opening of a museum exhibition, or a community forum can be a good opportunity to engage a Member of Congress if he or she is at home during a recess. Please reference our District Advocacy Guide for tips on inviting a Member of Congress to an event.
- These events will help create a connection between your work, the constituents who care about your work, and the Member.
Identify materials that you can leave behind

- Hill meetings generally start or end with the exchange of business card.
- Members/staffers will likely be interested in a brochure or handout about your organization’s work.
- We will provide you with additional materials to leave behind.
- Discuss leave-behinds with the rest of your group so that you can decide on the most coordinated way to present them.

WORKSHEET:
PLANNING FOR AN IMPACTFUL VISIT TO THE HILL

You will receive one copy of this worksheet for each of your Humanities Advocacy Day visits. Completing these worksheets will help you consolidate your notes for review as you formulate your plan for the meeting.

1. How do you plan to connect?
   Based on your background research, list potential commonalities that you might have with the Member of Congress or their staffer, whether personal or professional. You will receive the name of the staff members you will be meeting with along with your schedule. Googling the staff members will also help you identify ways to connect.

2. How will you make the case for the NEH or one of the other policy funding streams in light of the Member’s views and record?
   Explain why these programs complement the Member’s political stances or personal interests based on the Member Profiles and your research into the Member’s background. This can include areas of overlap with the topics covered by committees they sit on or bills they’ve introduced.

3. What benefit do the programs you are advocating for bring to the Member’s state/district?
   Use your knowledge about your own work and information from the grants database to identify initiatives in the Member’s district that have benefitted from federal support. You might also draw on your general knowledge about challenges faced in the state/region and how these programs address them.

4. What specific request will you make?
   Look at the Member’s committee assignments and whether they signed Dear Colleague Letters in the past. Thinking about their record of support and their position, what will you request of them? The Member Profiles also list suggested “requests.”

5. What will you offer to follow up with?
   Consider offering to follow up with more information about your work, an invitation to an upcoming event, or additional information about the Congressional Humanities Caucus, Senate Cultural Caucus, or Dear Colleague Letters.
The Meetings

There are three House and three Senate office buildings on Capitol Hill. We have included a map at the back of this guide for your reference. The schedule of visits for your delegation will list the location of each of your meetings with a building and room number. Please keep the following in mind as you make your way to your meetings.

ARRIVING AT THE OFFICE

- Allow sufficient time to pass through security when you enter the House and Senate buildings. Once you are inside one of the House buildings, you can travel by underground hallways to other House buildings without needing to go through security again. The same is true for travel between Senate buildings.

- In the House Office Buildings, the first numeral in the room number corresponds to the building, the second to the floor, and the third and fourth to the room. Cannon is represented with 0, Longworth with 1, and Rayburn with 2. For example, room 122 is on the first floor of Cannon, while room 2310 is on the third floor of Rayburn.

- Arrive at the Member’s office five minutes early. Since distances between and within the Senate and House office buildings are great and navigation within buildings can be confusing, make sure that you begin your walk to the next meeting as soon as possible.

- Check in with the staff member at the front desk.

- Most House offices are fairly small, so your delegation may have to wait in the hallway.

- Once you are in the office, look around. Members may have items in their office that will allow you to make a connection and start a conversation.
WHO YOU ARE MEETING: WHAT TO EXPECT

Although you may have a meeting with a Representative or Senator, your meeting will usually be with a staff member who is entrusted to work on behalf of the Member. The staff member may fill a number of roles, and you may have to adjust your approach accordingly (see below for tips on doing so). It is important to remember that nearly all staff members, regardless of rank, age, and experience are relied upon by the Member and by senior staff. The most common positions you’ll see in meetings are:

CHIEF OF STAFF
- The Member’s most senior advisor, a chief of staff coordinates the office’s strategy, manages all staff members, and frequently acts and speaks on behalf of the Member.
- Their time will likely be limited.

LEGISLATIVE DIRECTOR/SENIOR POLICY ADVISOR (LD)
- Typical years of experience: House 8+; Senate 18+
- Very experienced staffer who manages the LAs and LCs, directs overall legislative strategy, and advances the agenda through high-level discussions with other offices

SENIOR LEGISLATIVE ASSISTANT/LEGISLATIVE ASSISTANT (LA)
- Typical years of experience: House 0-8; Senate 6+
- Has a high level of responsibility
- Has a portfolio of issues that he/she manages for the Member, though knowledge of each issue may vary considerably

SCHEDULER/EXECUTIVE ASSISTANT
- Typical years of experience: varies widely, but this is not a junior position
- Often has the most contact with a Member and is deeply trusted
- Sometimes has a minor legislative role in House offices
- Often has a great sense of the Member’s priorities and opinions

LEGISLATIVE CORRESPONDENT (LC)
- Typical years of experience: 0-3
- Provides support on legislative issues to senior staff; works under supervision of more senior staff to draft proposals that the Member co-sponsors or signs-on but usually gets approval from someone more senior first
- May not have a deep knowledge about the agencies and programs we care about and may not know the Member’s position
- Be prepared to drive the conversation. LCs may have very little to say but are likely happy to take the full half hour to hear about the issue.
THE CONVERSATION

You will typically have about 10-15 minutes—5 at the least; 30 at the most—to make your case. In order to make the most of your time, use the “Planning for an Impactful Visit to the Hill” worksheet to prepare the information that will make a strong impression on the Member or staffer with whom you will meet. You may consider working with your group to draft short scripts or talking points for each of the following items:

THANK, INTRODUCE, AND CONNECT

Thank the Member or staffer for meeting with you. Identify yourself and your organization. You may want to begin with a statement about your institution’s impact on the community or information about programs that your organization sponsors.

This may also be a good opportunity to try to connect with the Member or staffer on a personal level so that they remember you and your visit at the end of the day. The staff member may be a graduate of your institution or have an interest in your discipline or research. At the very least you can talk about the weather, current bills on the floor, or explore points of personal intersection that come up naturally.

MAKE YOUR CASE AND RELATE IT TO THE MEMBER

Drawing on the resources provided to you, make a persuasive case about the impact of federally-funded humanities programs. Remember to focus on the positive. Frame your case in terms that will resonate with the Member of Congress. What issues are they passionate about? How do these intersect with the humanities? How can public humanities programs, for example, further their interests? Explain how humanities programs, teaching, research, and preservation have a positive impact on communities in their district. Invite them to an event at your institution.

You might also consider ways to make an emotional case for the value of your request. Do you have a current grant that advances a public policy goal that the Member may care about such as supporting veterans’ transition to civilian life, deepening cultural understanding among diverse populations, revitalizing a native language, preserving community heritage, etc.? Do you have a brief story that illustrates the impact of your teaching?

STATE YOUR REQUEST

State your request directly, being as specific as possible. Is the Member willing to sign Dear Colleague Letters? Or join the Congressional Humanities Caucus/Senate Cultural Caucus? Or does he/she want to take a more active role in championing the NEH?

OFFER ADDITIONAL RESOURCES

Do not let the conversation end once you leave the office. Present yourself as a potential resource to the Member. Leave literature behind and offer to provide additional information. Make plans for future contact—e.g., promise to send information about a topic you discussed or the Dear Colleague Letter. Ask for a business card and inquire about how you might contact their office in the future. Remember to thank them again for their time and for discussing the importance of federal funding for the humanities.
RESPONDING TO DIFFICULTIES

IF THE STAFF MEMBER SEEMS UNINFORMED OR INEXPERIENCED

Be prepared to drive the conversation. This is not necessarily a sign of a lack of interest. Whether these meetings last 5 minutes or 20 usually depends on how much advocates have prepared to say.

If the staffer doesn’t know the Member’s position, it might be because they are not on the record on the issue.

- Ask if the staffer can find out whether the Member would sign the NEH and/or Title VI Dear Colleague Letter.
- If the staffer agrees to find out if the Member will sign on, check back by email in a week to see if the staffer has an answer.

Leave materials behind that will help the staff member write a memo about the subject, and invite them to contact you or NHA if they ever have questions or need information.

IF THE STAFF MEMBER HAS VERY LITTLE TIME

- Thank the staff member for his/her time and for the Member’s support if they’ve been supportive.
- Quickly demonstrate the support the humanities have in your community by mentioning organizations you’re a part of or briefly sharing an example of an important humanities program.
- Make sure that you request that the Member sign the NEH and/or Title VI Dear Colleague Letter.
- Follow up with an email providing more resources.
- A week after the meeting, check on the status of your request for the Dear Colleague Letter.

IF THE MEMBER IS UNSUPPORTIVE

- Try to identify why the Member is unsupportive and if any misperceptions exist.
- Politely dispel any misperceptions that come up. Common misperceptions include:
  - That NEH grants are awarded by government bureaucrats. Explain that experts from around the country serve as peer reviewers for all grants.
  - That government funding crowds out private investment. Explain that many NEH grants often require private matching funds that incentivize and facilitate private support.
  - That the humanities use tax money for programs that only benefit wealthy Americans. Point to examples of the diverse populations that benefit from NEH and state council programs.
- Don’t give up. Try to tailor the discussion to their concerns.
- Include their objections on your Post-Visit Worksheet—this feedback is helpful both in our follow-ups with that office and in shaping our talking points.
After the Meetings

SOON AFTER THE MEETING

USE SOCIAL MEDIA TO PUBLICIZE THE MEETING

- Post thank yous to the Member on Twitter, Facebook, and/or Instagram. Use the event hashtag, tag us @humanitiesall, and tag the Member of Congress.
- If possible, take a picture during the meeting of your delegation and the staffer or Member and post it along with the “thank you” post.

SEND A FOLLOW-UP EMAIL

- Make sure that you get a business card for any staff you meet with to ensure that you have their full name, title, and email address for follow-up. If you missed any of that information, please feel free to copy us.
- Thank them for their time and their support or consideration, as appropriate. When an office is unsupportive of humanities funding, please avoid expressing disappointment.
- Send along any additional information and materials that you promised. We will provide resources that you can include in a follow up email as well.
- Reiterate any requests, such as joining the Congressional Humanities Caucus/Senate Cultural Caucus or signing a Dear Colleague Letter. We will provide the staff contacts for you to pass along as well.

GIVE US YOUR FEEDBACK

- Please give NHA feedback on your visit by filling out the Post-Visit Worksheet online or bringing it to a way station.
- Details about how Members or staffers responded to your questions can be helpful in:
  - Gauging their level of support and attitude towards the humanities.
  - Honing our arguments and strategizing about new approaches to unsupportive Members.
  - Identifying Members who are interested in becoming more involved in promoting the interests of the humanities in Congress.
- You will also receive a survey following Humanities Advocacy Day asking for your feedback about the event. Please be as candid and informative as possible in your responses.

IN THE COMING WEEKS AND MONTHS

REMEMBER THAT EFFECTIVE ADVOCACY IS YEAR-ROUND

- Once you’ve made in-person contact with a Congressional office, it’s much easier to communicate on specific policy issues in the future.
- Hold your elected representatives accountable by monitoring and acknowledging their actions on the policy issues that matter to you. You can do this by emailing the staff member with whom you have met.
- Add the office to your organization’s mailing list or periodically forward selected publications and news items of interest.
- Like and follow your legislators on social media to see what they are up to/thinking about.
- Invite the Member to participate in a local humanities event. Take pictures and post them on your organization’s website and social media accounts to thank the legislator for their involvement with the humanities. See our District Advocacy Guide for more tips on inviting a Member of Congress to an event.
Appendix

Federal Funding for the Humanities

NATIONAL ENDOWMENT FOR THE HUMANITIES (NEH)
The NEH is an independent federal agency created by Congress in 1965. With few private foundations providing funding for the humanities, the NEH provides critical support for research, education, preservation, and public programs in the humanities through grants to a wide range of educational institutions, nonprofit organizations, and individual scholars nationwide. The NEH offers competitive grants in six divisions: Education, Preservation and Access, Public Programs, Research, Challenge Grants, and Digital Humanities. Through its office of Federal/State Partnerships, the NEH also provides operating grants to state humanities councils.

www.neh.gov

TITLE VI/FULBRIGHT-HAYS (INTERNATIONAL EDUCATION PROGRAMS)
The Department of Education’s International Education and Foreign Language Studies (IEFLS) programs, including HEA-Title VI and Fulbright-Hays, form the vital infrastructure of the federal government’s investment in the international service pipeline. The IEFLS programs support comprehensive language and area study centers, international business centers, and language resource centers within the United States; research and curriculum development; opportunities for American students and scholars to study abroad; and activities to increase the number of underrepresented minorities in international service. Administrative responsibility for these programs falls under the Office of Postsecondary Education, International Education Programs Service.

http://www2.ed.gov/about/offices/list/ope/iegps/index.html

INSTITUTE OF MUSEUM AND LIBRARY SERVICES (IMLS)
The Institute of Museum and Library Services is the primary source of federal support for the nation’s 123,000 libraries and 17,500 museums. The mission of IMLS is to inspire libraries and museums to advance innovation, lifelong learning, and cultural and civic engagement. In addition to grant making, IMLS provides critical leadership to the museum and library communities through support for research and policy development. Its Office of Museum Services (OMS) awards grants to museums to support educating students, preserving collections, coordinating resources, and digitizing collections. IMLS also administers the Library Services and Technology Act (LSTA), which consolidates federal library programs while expanding services for learning and access to information resources.

www.imls.gov

LIBRARY OF CONGRESS (LOC)
The Library of Congress is the largest and most comprehensive legislative and national library in the world. Created by Congress in 1800 and sustained by Congress through every period of our nation’s history, the Library of Congress is America’s oldest federal cultural institution. It stands as both a symbol and a working institution of fundamental importance for our knowledge-based democracy—preserving and making available vital resources for scholars, educators, students, policymakers, and individual citizens.

www.loc.gov

NATIONAL ARCHIVES (NARA)
Congress established the National Archives in 1934 to preserve and make accessible to the public the records of the U.S. Government. American citizens rely on access to immigration, naturalization, military, and census records held by the National Archives for many routine needs and for veterans and their families to gain access to benefits. NARA is best known to the public as the keeper of original copies of the Declaration of Independence, U.S. Constitution and Bill of Rights. NARA now has over 40 facilities nationwide, including 14 Presidential Libraries.

www.archives.gov

HISTORY AND CIVICS
The Elementary and Secondary Education Act, signed into law in December 2015, includes funding for K–12 histories and civics education—the first dedicated funding lines for these subjects since the “Teaching American History Grants” were eliminated in FY 2012. One funding line supports a grant program that promotes evidence-based strategies to encourage innovative American history, geography, and civics instruction. Another funding line goes to “Presidential and Congressional Academies for American History,” intensive academies for teachers and students to learn more about civics.
CAPITOL HILL AND SURROUNDING AREAS