



# AESA State Examiner

## The State Examiner: March 2026

A monthly, national look at State-by-State legislative issues, trends, and tips, empowering AESA members as education advocates

The *State Examiner* is a monthly, state-level advocacy report from the Association of Educational Service Agencies (AESA). It provides legislative monitoring, curated news articles, and related content gathered from across the fifty states. The purpose of the monthly report is to ensure AESA members are aware of the latest state-level education policy, funding issues and trends, and state-level news that are impacting educational service agencies (ESAs), their client schools and districts. Each report also includes advocacy tips to activate and empower our members to be informed, effective education advocates.

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## STATE LEGISLATIVE ISSUE MONITORING

In each edition of the *State Examiner*, AESA monitors state-level legislation and legislative trends impacting ESAs and their client schools and districts. This month's report for March 2026 examines state activity related to ***declining enrollment and related funding and policy reforms***.

### When Enrollment Shrinks: State-level Policy Reforms

***State Responses to Declining Enrollment.*** Student enrollment in K–12 public schools is dropping across the United States. National data shows enrollment fell by roughly 1.2 million students between 2019 and 2024, and many states project continued declines through 2030. At the same time, more families are choosing charter schools, private schools with state vouchers, homeschooling, and online learning options.

For educational service agencies (ESAs) and their client schools and districts, this is not just a local district problem. Declining enrollment affects state funding formulas, district budgets, and—directly—ESA revenue and sustainability. As states respond to these trends, ESA leaders need to understand what policy tools states are using, how those tools affect regional service agencies, and what ESAs can do to not just protect but amplify their role in a changing landscape.

**Why enrollment matters for state funding.** Most states fund K–12 schools using formulas tied to student counts—either enrollment (how many students are registered) or attendance (how many students show up each day). When student numbers drop, state aid to districts typically drops too. That creates budget stress for districts and, in many cases, for the ESAs that rely on state funding flows, service fees, or per-pupil allocations tied to district budgets – either through direct state funding or indirect fee-for-service models.

Three primary forces are driving enrollment declines:

1. **Demographic shifts** – Fewer children are being born, and families are moving out of certain regions (especially older suburbs and rural areas) and into others (sunbelt states, growing metro areas).
2. **COVID-19 impacts** – Pandemic-related enrollment drops have not fully reversed. Many students left public schools and have not returned, either because they aged out, moved to other options, or left the state.
3. **Growth of alternatives** – Expanded voucher programs to nonpublic schools, charter school growth, and rising homeschool numbers mean public school enrollment is shrinking even in places where the total number of school-age children is stable or growing.

The result: fewer students in traditional public schools, which means less state aid—unless states change their funding rules.

**Five state responses ESAs should know.** States are trying different approaches to manage declining enrollment and its budget effects. Here are five recent examples that show the range of policy tools in play.

#### **1. Wisconsin: Consolidation incentives and supplemental aid**

Wisconsin has responded to enrollment loss by encouraging school districts to consolidate or share services. In late 2025, the state passed AB 648 and AB 649, which provide supplemental state aid to districts that consolidate or implement whole-grade sharing arrangements. Under current law, consolidated districts receive \$150 per pupil for the first five years after consolidation, followed by reduced amounts in the sixth and seventh years. The new bills add funding for feasibility studies and provide grants to help districts explore regionalization and shared services before making final decisions.

**What this means for ESAs:** Wisconsin is creating financial incentives for districts to work together regionally. ESAs are well-positioned to coordinate feasibility studies, broker shared-service agreements, and serve as the administrative backbone for multi-district collaborations. If your state is considering similar consolidation policies, make sure ESAs are written into the enabling legislation as eligible grant recipients or required facilitators.

#### **2. Illinois: Targeted outreach for consolidation candidates**

Illinois enacted HB 2966 in August 2025, which requires the State Board of Education to analyze consolidation grant requests and create a list of school districts that are strong candidates for consolidation based on overlapping boundaries, similar tax rates, and comparable funding adequacy levels. The law directs the State Board to communicate directly with superintendents and school boards on that list, informing them of available grant funds for consolidation feasibility studies and offering a list of neutral third-party organizations to conduct independent analyses.

**What this means for ESAs:** Illinois is moving from passive grant programs to active state outreach. ESAs should position themselves as the "neutral third parties" named in statute; entities that can conduct objective analyses, facilitate community conversations, and coordinate multi-district planning without the conflicts of interest that individual districts might face.

**3. California: Three-year enrollment averaging and the debate over attendance vs. enrollment**  
California funds schools using the Local Control Funding Formula (LCFF), which is tied to average daily attendance (ADA)—how many students actually show up, not just how many are enrolled. When the pandemic caused sharp attendance declines, the state added a three-year rolling average to the LCFF formula in 2022–23 for school districts and in 2023–24 for county offices of education. This averaging approach softens the impact of year-to-year attendance drops, giving districts more budget stability. However, chronic absenteeism remains high, and many California districts are pushing the state to shift from attendance-based funding to enrollment-based funding.

A January 2026 report by the Public Policy Institute of California (PPIC) examined this shift and found that moving to enrollment-based funding would cost the state about \$3.8 billion but would benefit higher-need districts with lower attendance rates. The report also noted that statewide enrollment has fallen 7% since the mid-2010s and is projected to keep declining, which could create fiscal space for formula changes without cutting any district's budget.

**What this means for ESAs:** California's debate shows that states can use **averaging mechanisms** (like three-year rolling averages) and **formula redesigns** (like switching from attendance to enrollment) to stabilize budgets during enrollment declines. ESAs should understand which student-count method their state uses and whether averaging or hold-harmless policies protect ESA funding indirectly by stabilizing district budgets. This can be important in specific programs like child care and preschool where there is an increased push for attendance-based funding amid fraud claims in some states.

#### **4. New York: Foundation Aid formula updates and poverty data improvements**

New York distributes most state school aid through its Foundation Aid formula, which calculates funding based on enrollment, student need (including students with disabilities and English learners), regional costs, and local property wealth. In early 2025, Governor Hochul proposed a 5.9% increase in Foundation Aid and two significant formula improvements:

- **Updated poverty measures** – Replace outdated 2000 census data with Small Area Income and Poverty Estimates (SAIPE) and count students in families participating in government assistance programs, not just those who qualify for free or reduced-price lunch.
- **Increased state sharing ratio** – Raise the maximum state share for high-need districts, so the state covers more of the cost for districts serving the most students in poverty.

These changes are designed to make the formula more responsive to current economic conditions and to direct more aid to districts with greater need, even as overall enrollment may decline.

**What this means for ESAs:** New York's approach shows that states can adjust funding formulas to better target resources without simply cutting budgets when enrollment drops. ESAs that serve high-need regions should advocate for similar formula improvements in their states—

ensuring that declining enrollment does not automatically mean declining support for students and communities with the greatest challenges.

### **5. Ohio: Voucher expansion and its impact on public school enrollment**

Ohio has seen public school enrollment drop by nearly 27,000 students (1.8%) between 2020–21 and 2024–25, while private school enrollment increased by 18,327 students and charter school enrollment grew by 4,941 students.

In summer 2023, Ohio expanded its voucher system so that all families could qualify for state-funded scholarships to attend private schools, regardless of income or location. The number of students on paid vouchers increased from 69,675 in 2020–21 to 166,589 in 2024–25.

School funding experts note that Ohio's public school funding formula is still largely enrollment-based, so when students leave for private or charter schools, traditional public school districts lose state aid. ESAs that receive state funding tied to district enrollment or service counts are affected by the same dynamic. In Ohio, for example, state report card data has shown enrollment dropping by 30,000 students or 2% in the past two years. Over the past 5 years, enrollment has dropped by over 81,200 students, a 5.5% decline. As a result, Ohio ESCs have experienced \$3,182,704.64 in unrealized revenue adjusted for inflation attributed to those lost students. In FY 2026, the current year, ESCs will receive \$308,500 less than the amount appropriated less than one year ago due to a loss of 16,969 students this current year.

**What this means for ESAs:** States with expanding voucher or choice programs are likely to see continued enrollment shifts out of traditional public schools. ESAs need to understand how their state funding is linked to district enrollment and whether ESA revenue is protected by hold-harmless policies, multi-year averaging, or other stabilization mechanisms. In states without such protections, ESAs should advocate for statutory language that recognizes ESAs as regional infrastructure that serves students and districts regardless of where individual students enroll.

### **Hold-harmless policies: A short-term fix, not a long-term answer**

Many states enacted "hold-harmless" policies during the pandemic to ensure that districts did not lose funding when enrollment or attendance dropped suddenly. These policies guarantee that a district receives at least as much state aid as it did in a prior year, even if student counts decline.

Hold-harmless provisions have helped districts (and indirectly, ESAs) avoid immediate budget crises. However, they also have significant drawbacks:

- **They are temporary.** Most hold-harmless policies are set to expire, and when they do, districts face delayed but often steep funding cuts.
- **They can distort equity.** By freezing funding at historical levels, hold-harmless policies often benefit districts with declining enrollment (and sometimes lower need) while limiting new funding for growing or higher-need districts.
- **They don't solve the underlying issue.** Hold-harmless buys time but does not address the structural challenge of serving fewer students with fixed or rising costs.

ESA leaders should ask: Does our state have a hold-harmless policy? When does it expire? And what happens to ESA funding when it ends?

### **What ESAs should ask during state funding debates**

As states adjust funding formulas in response to declining enrollment, ESA leaders should be prepared to engage in those debates with clear questions and ideas. Here are key questions to ask:

**1. How is ESA funding tied to district enrollment or state aid?**

Understand the legal and fiscal links between district budgets and ESA revenue. If ESA funding comes from:

- **State appropriations** tied to district enrollment counts
- **Per-pupil service fees** that decline when district enrollment falls
- **Shared state aid** distributed to districts and then to ESAs

Know the mechanism so you can advocate for protections.

**2. Does the state use enrollment averaging or hold-harmless policies?**

If your state uses multi-year averaging (like California's three-year rolling average) or hold-harmless provisions, those tools may protect ESA funding indirectly by stabilizing district budgets. However, if those policies are temporary, plan for what happens when they expire.

**3. Are consolidation or regionalization policies creating new opportunities for ESAs?**

States like Wisconsin and Illinois are actively promoting consolidation and shared services. If your state is considering similar policies, ESAs should be written into the legislation as:

- Eligible recipients of consolidation feasibility study grants
- Required facilitators or coordinators of regional service agreements
- Permanent infrastructure that receives supplemental funding when districts consolidate

**4. Is the state moving from attendance-based to enrollment-based funding, or vice versa?**

The choice between enrollment and attendance can have major budget impacts. Enrollment-based funding is more stable and predictable; attendance-based funding can fluctuate with absenteeism and behavior trends. Know which method your state uses and how it affects both districts and ESAs.

**5. What is the state's long-term enrollment projection, and does the funding formula account for it?**

Ask whether the state has published enrollment projections for the next 5–10 years. If enrollment is expected to continue declining, advocate for formula adjustments that recognize ESAs as long-term regional assets, not just pass-through entities whose funding rises and falls with yearly student counts.

**The Bottom Line: ESAs must be proactive, not reactive**

Declining enrollment is not a temporary blip. It is a structural shift driven by demographics, school choice policies, and changing family preferences. States are responding with a mix of tools—hold-harmless policies, enrollment averaging, consolidation incentives, and formula redesigns—and those tools will shape the fiscal landscape for districts and ESAs for years to come.

ESAs cannot afford to wait until funding cuts arrive. Instead, ESA leaders should:

- **Understand their state's funding formula** and how ESA revenue is tied to district enrollment or state aid.
- **Track pending legislation** on enrollment-linked funding, consolidation, and regionalization.

- **Engage in state budget and policy debates** with clear talking points, data, and proposed statutory language.
- **Position ESAs as solutions** to the challenges states face: regional efficiency, shared services, equity across districts, and stability during demographic change.

By moving proactively, ESAs can ensure that they are written into state policy as essential regional partners—not just service providers whose budgets rise and fall with student counts.

## STATE BUDGET & FINANCE MONITORING

AESA monitors state level budget and finance news impacting preschool and primary and secondary education. These curated articles (with links) can provide insights into what is happening in your state and collectively across the U.S. The latest state budget and finance-related news for March 2026 follows below.

[State savings weaken as budget pressures increase, analysis warns](#)

Stateline

[Federal funding cuts shift state budgets](#)

Tennessee Lookout

[Governors promote special education initiatives in annual addresses](#)

K12Dive

[WV Senate on deadline to increase special education funding, which is financially draining schools](#)

West Virginia Watch

[Income Tax on Capital Gains Would be Eliminated in Ohio Under New Bill](#)

The Columbus Dispatch

[States Consider Expanding Sales Taxes as Income Taxes Shrink](#)

Governing

[Illinois Lawmakers Announce Plan to Close School Funding Gap](#)

Chicago Sun Times

## STATEHOUSE NEWS: EDUCATION POLICY

Each month AESA finds representative examples (with links) of news items coming out of the states or impacting the states that may be of interest to ESAs and their client schools and districts:

[Red states are taking control of school districts as Republicans decry poor test scores, student protests](#)

Chalk Beat

[Oregon Officials Say \\$35 Million Summer School Investment Is Paying Off](#)

Governing

[As enrollment drops, most Iowa schools on 'budget guarantee'](#)

The Gazette

[This program aims to help Ohio's foster youth go to college. So why do so few use it?](#)

The Ohio Newsroom

[Evers vetoes GOP proposal for new limit on Wisconsin school referendum requests](#)

Wisconsin Examiner

[Nebraska lawmakers narrowly advance bill providing more support for struggling 3rd grade readers](#)

Nebraska Examiner

[Michigan Program Aims To Train Retain More Early Childhood Teachers](#)

Bridge Michigan

[States race forward on education AI regulations despite Trump objections](#)

The Hill

[Survey Shows Alarming Drop in Working Conditions for Teachers](#)

Brookings

## STATE & NATIONAL REPORTS IMPACTING EDUCATION

AESA monitors state and national reports and policy briefs highlighting state-level information of interest to ESAs. As always, *it is important to view these reports through a critical lens with attention to research design, methodology, data sources and citations, peer review, and publication venue.* This month AESA spotlights reports from the General Accounting Office (GAO) and Pew.

- [Characteristics and Turnaround Strategies of Schools Identified for Comprehensive Support and Improvement](#). In this report, educators GAO interviewed commonly identified six strategies as key to exiting CSI, with effective leadership critical to all of them. Decades of educational reforms have demonstrated that turning around the lowest-performing schools in the U.S. remains a complex challenge. Schools identified for CSI must include (1) not fewer than the lowest-performing 5 percent of all Title I schools in the state, (2) all public high schools failing to graduate a third or more of their students, and (3) Title I schools previously identified as needing additional targeted support that have not improved within a state-determined number of years. Senate Report 115-289 includes a provision for GAO to review school improvement activities. This report examines (1) the national landscape of school improvement, such as characteristics associated with schools identified for and exiting CSI; and

(2) strategies that helped schools exit CSI and challenges faced, according to selected educators. Click [here](#) to access the report.

- PEW Study reveals [Strength of State Rainy Day Funds Declines as Budgets Tighten](#). After years of record highs, states' rainy day fund capacity—the number of days that reserve balances could cover state operations—fell in fiscal year 2025, the first decline since the 2007-09 Great Recession. As of the end of fiscal 2025, the median state could run on its rainy day fund balances alone for 47.8 days, down from a record 54.5 days in fiscal 2024, according to state data reported to the National Association of State Budget Officers. Although the decrease signals a shift from the post-pandemic period of budgetary strength, most states still have stronger rainy day funds than they did just before the COVID-19 pandemic. To review the report and check out your state's data, click [here](#).

These reports highlight both the instructional and fiscal conditions shaping ESAs' work with member districts and states. The GAO study on schools identified for Comprehensive Support and Improvement offers concrete, practitioner-informed turnaround strategies—including the central role of effective leadership—that ESAs and ESA networks can use to target supports, design improvement services, and understand the characteristics of schools most likely to struggle or exit CSI status under ESSA accountability systems. At the same time, Pew's analysis of state rainy day funds documents the first post-Great Recession decline in states' reserve capacity and shows how many days typical states can now cover operations, signaling growing fiscal pressure that could constrain state and regional funding streams critical to ESA programs and school improvement initiatives. Taken together, these reports help ESAs and statewide ESA networks align their school improvement strategies with emerging evidence while also anticipating how tightening state budgets and shifting reserves may affect their ability to sustain and scale those supports over the next few budget cycles.

## MARCH 2026 MONTHLY ADVOCACY TIP

### Talking About Declining Enrollment Without Losing Legislators

When ESA advocates talk with legislators about shrinking enrollment, how one frames the issue matters as much as the numbers you bring. This is particularly true in today's more polarized legislative environments where partisan dynamics and party loyalty drive decision making. Research shows that most enrollment decline is driven by long-term demographic change, migration patterns, and growth in alternative schooling options—not by any single school or district “failing” despite the rhetoric. This column offers talking points, visual ideas, and a short checklist to help ESAs tell that story in ways that keep budget writers and lawmakers engaged instead of defensive.

**1. Lead with structure, not blame** - Legislators hear a lot of local stories. When enrollment is dropping, some will assume “parents are fleeing bad schools.” The advocate's job is to widen the lens.

ESA leaders and advocates can say:

- “Our region is experiencing the same demographic shifts that 30-plus states are facing—lower birth rates and fewer children overall. The question isn't what one district did wrong; it's how we redesign services for a smaller, more mobile student population.”
- “Families have more options than ever—charter schools, private schools, online programs, homeschooling—and those choices interact with long-term demographic decline. We need funding tools that recognize this reality and still protect program continuity for students who remain.”

The key move is to shift from “our district lost students” to “our state’s demographic and choice landscape has changed.” That helps legislators see enrollment decline as a statewide planning challenge, not a local performance report.

**2. Use simple visuals to make the case** - Legislators and staff respond well to clear, simple visuals. You don’t need complex charts; a few basic pictures can do the job.

Consider three visuals for a one-pager:

- **Trend line:** A single line graph showing your region’s enrollment from 2010–2025, with a second, faint line showing state or national trends. The goal is to show that your region is moving with larger forces, not on its own.
- **Tug-of-war diagram:** A horizontal “tug-of-war” with arrows pointing in opposite directions—on one side “declining enrollment, expiring ESSER, rising costs,” on the other side “student needs, workforce goals, community expectations.” This makes funding pressure feel real but not hopeless.
- **Regional map:** A simple map shading districts by change in enrollment over the last five years. This helps rural and suburban legislators see patterns across boundaries instead of blaming one district or community.

These visuals should fit on a single page and be easy to explain in under two minutes.

**3. Connect enrollment to program continuity, not just cuts** - If you talk only about “cuts,” many legislators will tune out or assume you’re protecting the status quo. Instead, connect enrollment changes to the programs and people they care about.

Advocates can frame it this way:

- “When we lose 5 percent of students spread across 15 districts, we don’t suddenly have 5 percent fewer schools or bus routes. We still need to offer algebra, reading support, and CTE in every community. Declining enrollment puts stress on those shared costs.”
- “The real risk is a slow erosion of opportunities—fewer electives, cuts to mental health supports, fragile small-school staffing. Our goal is to manage enrollment decline so students still see a full program, even if they live in a shrinking or rural district.”

Whenever possible, tie your examples to statewide goals legislators already endorse: workforce readiness, student mental health, or safe and well-equipped schools. Appeal to their own self-interest.

**4. Emphasize regional equity and shared solutions** - Declining enrollment doesn’t hit every community the same way. Some districts are shrinking quickly, while nearby districts are stable or growing. That is where ESAs can offer a compelling story.

Two messages work well with lawmakers:

- “No community left isolated. Without regional approaches—shared staff, joint programs, flexible funding—our smallest districts will hollow out slowly. ESAs let us keep advanced courses, special education services, and mental health supports in communities that can’t sustain them alone.”

- “Taxpayers deserve predictable services. Regional service models help us adjust to enrollment shifts without constant emergency levies or last-minute cuts. That’s good for school boards and for the families and businesses that need stability.”

The more you frame ESAs as tools for regional equity and predictability, the easier it is for legislators from different types of districts to see themselves in the solution.

**5. Checklist for a one-page leave-behind** - Use this checklist to build a one-page brief tailored to your state’s funding mechanics. Aim for one strong visual, three key messages, and one clear “ask.”

#### Content checklist

- One simple graph showing 5–10 years of regional enrollment compared to state or national trends, with a short caption about demographic change and choice.
- A sentence that links declining enrollment to fixed costs: transportation, building operations, specialized staff, and mandated services.
- One or two concrete examples of programs at risk (for example, regional CTE, mental health teams, early literacy coaches) if funding doesn’t adapt.
- A short explanation of how your state’s funding formula responds to enrollment (for example, pure current-year counts, averaging, or hold-harmless) in plain language.
- A clear “ESA solution” statement: one sentence showing how regional services can protect student opportunities and use dollars more efficiently as enrollment shifts.

#### Framing checklist

- Avoid language that sounds like blame (“families are leaving because...”). Focus on structural trends (“birth rates, migration, and choice are reshaping where students learn”).
- Tie your request to a value legislators already hold: fairness between regions, stability for schools and taxpayers, or preparing students for the workforce.
- End with one specific, modest ask—such as exploring enrollment averaging, extending a hold-harmless phase-out, or directing a task force to study ESA roles in managing enrollment.

## The “Ask”: Ideas for Writing ESAs into Funding Protections

To ensure ESAs are protected and positioned as key regional partners during enrollment declines, ESA leaders and state associations should consider proposing specific statutory language in appropriations bills. Here are examples of language that could be adapted to your state:

### **Example 1: ESA hold-harmless or floor funding**

"Notwithstanding any decline in statewide or district enrollment, funding for educational service agencies established under [state statute] shall not be reduced below the [prior year / three-year average] funding level, to ensure continuity of regional services including special education coordination, professional development, technology support, and fiscal management."

### **Example 2: ESA as eligible consolidation facilitator**

"Educational service agencies, regional education cooperatives, and intermediate units are eligible to apply for and receive grants under the School District Consolidation Feasibility Study Program. ESAs receiving such grants may use funds to conduct independent analyses, facilitate community engagement, and coordinate shared service agreements among two or more school districts."

### **Example 3: ESA regional stabilization supplement**

"The State Board of Education shall allocate [X dollars per ESA] annually as a regional stabilization supplement to educational service agencies, to support infrastructure, coordination, and capacity-building services that serve multiple school districts and promote efficiency and equity in regions experiencing enrollment decline or demographic transition."

### **Example 4: ESA inclusion in workforce and talent pipeline funding**

"Regional workforce development boards, in partnership with educational service agencies, shall coordinate career and technical education, work-based learning, and apprenticeship programs. ESAs are eligible to receive funding under this section to serve as regional intermediaries connecting school districts, employers, and postsecondary institutions."

These language examples give ESAs a foothold in state law, ensuring that when enrollment-related funding changes happen, ESAs are not left out or treated as afterthoughts.

### **Call-Out: Opening the Conversation**

When you sit down with a legislator, you may only have 60 seconds before their phone buzzes. Consider opening with a clear, structural frame that lowers the temperature and invites partnership:

- "Our region's enrollment is shrinking for the same demographic reasons most states are facing—fewer children overall and families moving or choosing different options. The question isn't which district is to blame; it's how we keep strong programs in every community as the student pie gets smaller."
- "We're not asking you to fund empty seats. We're asking you to help us protect core opportunities—like CTE, mental health supports, and advanced courses—through regional ESA solutions that stretch every dollar."
- "If we plan now, we can manage enrollment decline with gradual adjustments instead of sudden cuts that shock families and school boards. ESAs give the state a ready-made regional partner to do that planning."

## CUSTOMIZED AESA ADVOCACY TRAINING

AESA empowers education leaders to become effective advocates through its customized advocacy trainings, designed to meet a variety of needs and schedules. Whether you're seeking an in-depth exploration or a concise overview, AESA offers three levels of workshops to build your legislative knowledge and confidence:

- 1) The **comprehensive three-day workshop** provides a step-by-step immersion into state advocacy, covering the legislative landscape, policy and rule-making, and hands-on advocacy strategies.
- 2) For those with limited time, the **one-day workshop** delivers essential advocacy skills and actionable insights in a focused format.
- 3) Looking for a **customized training** solution? AESA can do that too. Additionally, AESA offers tailored, one-hour presentations ideal for regional or local events, with expert speakers addressing state-specific challenges in politics, finance, and education policy.

Each training is designed to equip participants with practical tools and strategies to make a meaningful impact in the state legislative process. For more information contact [Joan Wade, Executive Director](#).

## AESA ADVOCACY GUIDE: Maximizing Impact

Educational Service Agencies play a critical role in supporting schools and districts, yet their unique needs and challenges often require tailored advocacy approaches. The recently released AESA Advocacy Guide recognizes the distinct position of ESAs and offers targeted strategies to help you navigate the complex landscape of education policy and funding.

Key Features of the toolkit include:

- Audience Analysis
- Message Development
- Channels & Content
- Advocacy Tactics

Advocacy is essential for ensuring that ESAs receive the support and recognition they deserve. With this specialized Advocacy Guide, you're equipped to lead impactful advocacy efforts that can make a real difference. [Download your copy today](#) and take the first step towards stronger, more effective advocacy for your ESA.

## SHARE YOUR ADVOCACY SUCCESS STORIES

AESA would like to highlight successful state-level advocacy campaigns. Share your triumphs in state advocacy with fellow members! Contribute to our newsletter by submitting your success stories – your experiences can enlighten and inspire others in navigating the often-complex landscape of state advocacy. Together, we can amplify our collective knowledge for the benefit of the entire AESA membership. Send your stories to [info@aesa.us](mailto:info@aesa.us)

## STAY CONNECTED & INVOLVED

Have feedback for the AESA state advocacy team? Would you like to see a particular issue area addressed in future issues? Send feedback to [info@aesa.us](mailto:info@aesa.us)

## JOIN THE CONVERSATION

