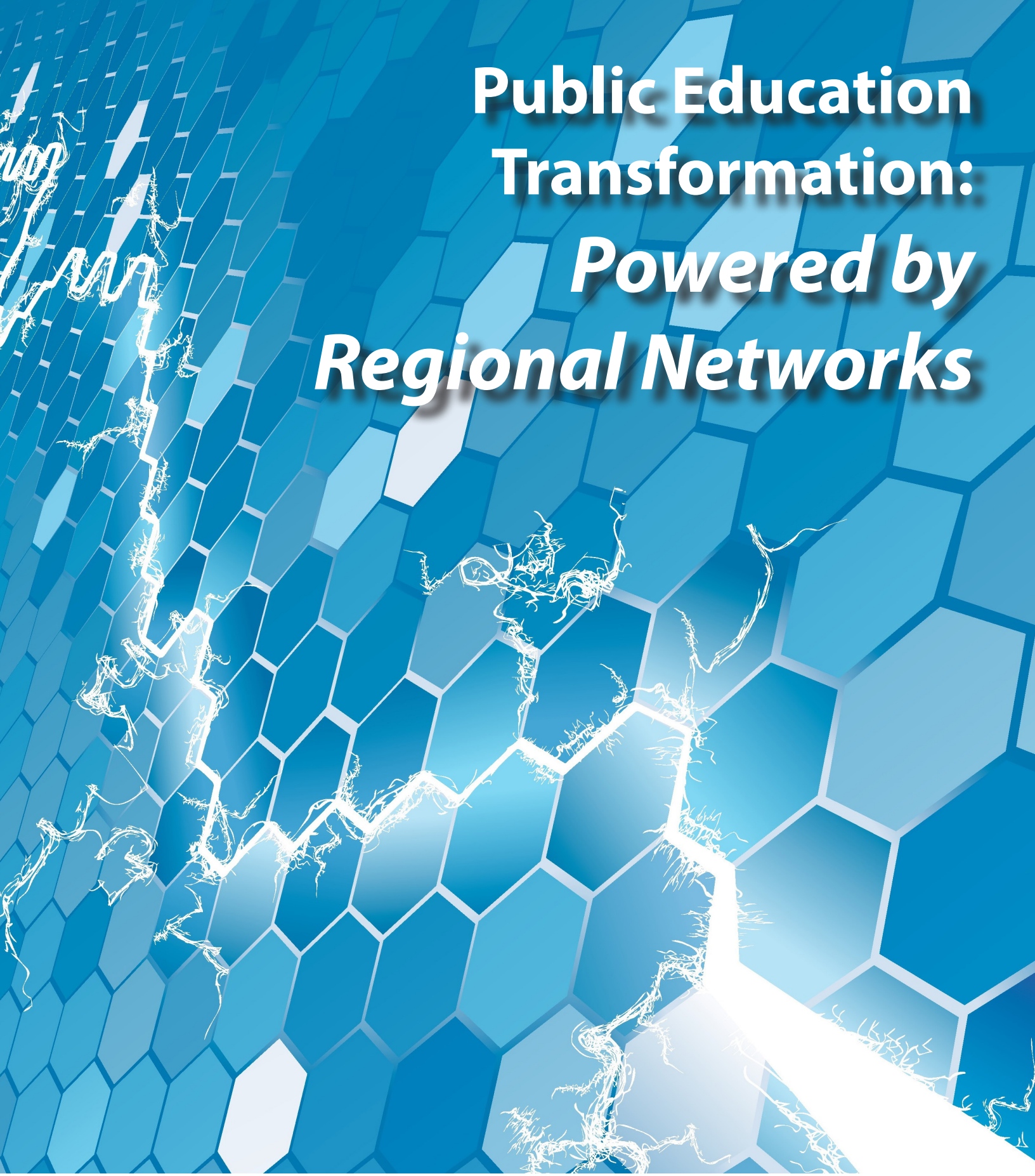
Public Education Transformation: *Powered by Regional Networks*



May 2011

Seeing the possibilities through the eyes of our children

CESA #1



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"Coming together is a beginning.
Keeping together is progress.
Working together is success."

~ Henry Ford



Introduction

Education is an engine that drives national prosperity and is a shared investment in our country's future. There is a broad consensus, however, that the current one-size-fits-all approach to educating children is not adequately preparing them to thrive in an increasingly complex global society. Neither local nor national reform efforts have produced the desired results. Not for lack of genuine effort, but largely because these approaches were designed to work within a cumbersome, outdated system that is naturally resistant to change and constrained by artificial boundaries that limit innovation.

Cooperative Educational Service Agency #1 (CESA #1) responded to the need to transform public education by mobilizing a regional action network and developing a process to design, implement, improve and replicate innovative learning strategies and models at multiple project sites throughout Southeastern Wisconsin. This unique regional approach mitigates many of the limitations and drawbacks of previous grassroots or top-down education reform efforts. It brings individuals and organizations together to share information about what works in education—and what does not—and to use that knowledge to create the future of learning.

A network has the ability to forge dynamic partnerships that can respond to emerging challenges and opportunities and the capacity to translate ideas into action. Increasing connectivity and leveraging regional diversity and resources creates synergy and the power to:

- Foster innovation
- Generate stakeholder engagement and ownership
- Produce faster results
- Replicate and scale promising practices
- Increase sustainability

A regional action network approach to transforming public education represents a promising practice that warrants further exploration based on its potential to effect positive and widespread change at a scale and speed never before possible. By sharing lessons learned in the early phases of its transformation initiative, CESA #1 hopes to encourage other regions to work together to address complex problems and take advantage of opportunities to reinvent the world of learning.

Part I: Public Education in Southeastern Wisconsin
From Deconstruction to Transformation

In early 2009 the 45 superintendents who make up the CESA #1 Professional Advisory Committee (PAC) were reflecting on a decade of difficult decisions—often in response to conditions they could not control. Year after year education leaders were forced to deconstruct their school districts by laying off staff members, trimming programs or reducing services in a struggle just to maintain an outdated education system that was not adequately meeting the needs of an increasingly diverse population.

Districts were nearing the edge of a fiscal cliff, children *were* being left behind—and the cavalry wasn't coming. With this realization, the PAC made a commitment to provide the leadership necessary to proactively shape the future of public education in Southeastern Wisconsin—and they decided to do it *together*.

The energy created by the urgency of the situation was substantial and the shift from a reactive to a proactive stance was empowering. Despite the move into uncharted territory, or perhaps because of it, discussions were animated, imaginations were unleashed and possibilities were embraced.

The PAC superintendents formed a regional learning community to identify new ways of thinking about what education can and should be. They turned to CESA #1 to facilitate the effort based on its expertise, regional scope and track record as a highly successful convener of multi-stakeholder initiatives. With more than four decades of on-the-ground experience leveraging the knowledge and resources of a wide variety of education-related organizations, including government agencies, foundations, business partners and diverse school districts, it was a natural fit.

The CESA #1 Board of Control responded to the superintendents' request by unanimously approving a Call to Action for a Regional Public Education Transformation Initiative on behalf of its member districts. This unprecedented action signaled a commitment by the region's K-12 public school districts to reinvent themselves. It marked the beginning of an effort to transform public education through a unique approach that promotes community engagement, leverages diversity to foster innovation, and is designed to provide results that are transferable, scalable and sustainable.



Awareness with a sense of urgency

A team of superintendents volunteered to conduct a regional assessment of public education. The work was informed by the realization that simply reforming education was not enough; a fundamental redesign of the system itself was necessary. They synthesized the results of months of research, discussion and work into a document designed to create a sense of urgency around the need for change. The result was a white paper published in March 2010 entitled, "Transforming Public Education: A Regional Call to Action." It served as a manifesto for the initiative that was shared, discussed and ultimately used as a springboard to action.

The white paper was released the following month at a regional symposium sponsored by CESA #1 and national business leaders to create awareness of the need for education transformation. Over the course of two days, more than 300 people—school board members, district administrators, educators, students and community and business leaders—met to explore a new vision of what schools need to be. Participants were introduced to the concept of personalized learning and engaged in an open dialogue around new roles for educators and authentic student voice in creating customized learning paths. Sessions included national and regional presenters, videotaped interviews with participants and interactive surveys of targeted groups.

The purpose of the symposium was to generate questions and spur new ways of thinking about education. Feedback from participants confirmed the need to remodel the current standardized education system into customized, student-centered learning environments. Eighty-six percent of students in attendance indicated they would be in favor of more rigorous educational standards if they could be involved in designing their own learning path. There was a degree of acceptance that no one has all the answers, and the vast majority of attendees indicated their desire to stay informed of the initiative's progress even though a clear vision had not yet been articulated.

Creating a vision for change



A second symposium—Next Steps in the Transformation of Public Education—was held in Milwaukee in September 2010 to explore the concept of personalized learning in greater detail. Keynote speakers were Michael Horn, author of *Disrupting Class*, and Joel Rose, CEO of New York's "School of One." More than 200 educators and students from 32 districts began formulating projects that focused on high-leverage entry points—new roles for educators, authentic methods of assessing performance and technology-supported personalized learning.

For each entry point, district teams were asked to identify:

1. Potential projects (What could we do?)
2. Critical success factors (What elements must be present to ensure success?)
3. Key performance indicators (How will success be measured?)

As conversations continued to take place among the networked districts, the vision became more clearly focused on the need to establish personalized learning as the dominant approach to educating youth in order to *get learning right the first time—every time.*

At the conclusion of the symposium, attendees were asked, "How do you plan to use what you have learned?" One superintendent said, "I will work with my team to determine how we can move our district forward to implement the type of learning opportunities we discussed. Talk is cheap. Action is imperative!" One enthusiastic teacher summed up the comments of many by responding, "Roll up my (our) sleeves!"

Forming partnerships

The Wisconsin Department of Public Instruction (DPI) has supported the CESA #1 transformation efforts in a number of ways. Through the designation of CESA #1 as an "Innovation Zone," the DPI has made a commitment to enable the necessary conditions for innovation to take place. In addition, as a result of a collaborative proposal developed by the state superintendent and CESA #1, Wisconsin was selected to participate in the Partnership for Next Generation Learning (NxGL) Innovation Lab Network, a national effort sponsored by the Stupski Foundation and the Council of Chief State School Officers to design, develop and test practices, strategies and structures that hold the potential to transform learning.

Wisconsin's partnership with NxGL provided a critical link to a cadre of national education experts and helped steer the initiative toward a focus on personalized learning. As the NxGL Innovation Lab Network has evolved, Wisconsin's connections with the other five participating states have been leveraged to provide access to additional individuals and organizations.

Providing regional leadership and infrastructure

In recognition of the importance of this work, the CESA #1 Board of Control passed a resolution forming an affiliate organization to facilitate and support what is now called the Personalized Learning Initiative. Through the Institute @ CESA #1, staff members dedicate their time to:

- Increasing awareness and understanding of the need for public education transformation
- Facilitating the exchange of information among organizations and individuals interested in public education transformation through networking opportunities and technology
- Securing and aligning resources to support regional public education transformation efforts
- Providing consulting services and professional development opportunities
- Promoting student, teacher, parent and community engagement
- Advocating for policy that enables transformation

Following a series of design workshops in November 2010, interested districts submitted "blueprints" through an online database designed to organize information about each project including team contacts, action plans, timelines and outcomes. Project start dates were clustered into "waves" to accommodate varying levels of readiness among districts.

Three key elements of personalized learning serve as a framework for the development of transformative projects throughout the region:

1. Learner profiles that provide a deep and shared understanding of the student as a learner
2. A flexible, customized learning path based on the unique needs, interests, strengths and learning style of the student
3. Progress toward meeting rigorous standards measured by demonstrated proficiency rather than seat time

Over a dozen teams representing the 11 districts in wave one are in various stages of project implementation and another 16 teams in wave two have transformation projects on the drawing board. By leveraging the interest, capacity and expertise of individual districts, a wide variety of projects that touch virtually every level of the K-12 spectrum are under development. Individually, these initial transformation projects may not represent the complete vision of personalized learning, but taken as a whole, a definite model of student-centered learning has begun to emerge.

To help stakeholders visualize this modular approach, Institute staff created a graphic depiction of the interconnected elements that are clustered around initial entry points. The cross-pollination and rapid prototyping of promising practices leads to a whole that is greater than the sum of its parts. The honeycomb model will continue to be refined and expanded as districts contribute their project ideas and results.

Shared learning in action

In March 2011, as individual transformation projects began to take shape, CESA #1 provided an opportunity for project teams to share their progress with each other. After brief, informal presentations from K-12 school districts throughout Southeastern Wisconsin, participants engaged in an open networking session, gathering in small groups to exchange ideas and share insights and perspectives about their projects.

Participants at one table discussed the importance of developing individual learner profiles. A high school teacher shared her vision of blended learning. Instructional technology staff acknowledged the positive tension between providing Internet access and maintaining security. A principal talked about the possibility of eliminating traditional letter grades. "The spirit of innovation is alive," said one attendee, "people are excited to share and learn from one another."



The Honeycomb:

A visual depiction of inter-connected elements of personalized learning clustered around initial entry points. The cross-pollination and rapid prototyping of promising practices leads to a whole that is greater than the sum of its parts. The honeycomb model will continue to be refined and expanded as districts contribute their ideas and results.

A middle school principal invited colleagues to observe a new competency-based math program that incorporates whole-group, small-group, one-on-one, computer-based and project-based math instruction in a learning environment that is customized to meet each student's needs. This mid-year transformation of the fifth and sixth grade math curriculum into a "math studio" was accomplished in just three weeks.

The room buzzed with energy and conversation as educators grappled with issues ranging from new methods of assessment and shifting roles for teachers to effectively using technology and partnering with institutions of higher education. A superintendent commented on the passion and commitment of the people in the room to meet the needs of kids. "We're taking away the islands," she said. "You're no longer alone, you're collaborating, not only in the same building and the same district, but across districts and across states. To me, that's a profound statement."



Building on the change

The success of the initiative primarily depends on the ability to strategically link and leverage existing resources. Initiative leaders remain convinced that while a personalized learning approach will require a realignment of resources, it should not require more. To the extent that transformation projects require initial start-up funding, partnerships with state agencies, national organizations, foundations and business partners are being explored.

The Personalized Learning Initiative continues to evolve and districts have made significant progress in a relatively short period of time. A third wave of projects will be launched later this year focusing on integrating two or more elements of personalized learning and expanding project scale. Regional study groups are being formed around a variety of topics related to personalized learning including development of a financial model, effective communications, implications for higher education, and ways to facilitate the inter-district exchange of learning opportunities.

Since the beginning of 2011, major shifts in Wisconsin's education landscape have reinforced the need for regional collaboration, and there is an abundance of evidence that educators throughout the region are focused, committed and willing to share both their successes and their struggles to advance this important work. As one district administrator noted, "What's important is that we're all learning and moving forward on behalf of children."

Part II: Transforming Public Education
A Regional Action Network Approach

Transforming public education is an extremely large and comprehensive undertaking. This, and the urgency to improve student success, as well as transition to a sustainable public education system, requires the implementation of a regional action network approach. Action networks differ from other types of networks (e.g. information, development and outreach) in that benefits accrue not only to the individual members, but to the network as a whole. What distinguishes networks from a more formal organizational structure is the construct that creating and applying knowledge is more important than accumulating knowledge.



Networks are powerful creators of ideas and action. They are tightly intermingled collaborative arrangements that are typically not based on a formal or legally-binding agreement, but rather on a voluntary, mutual commitment to a shared goal or purpose. Rather than trying to limit divergent thinking, networks encourage different perspectives and the sharing of knowledge for a common purpose. The synergy created by the open-source sharing of ideas in this type of rich environment is what powers innovation.

Collective Self-Interest

An effective action network understands and applies the organizing principle of collective self-interest—aligning and coordinating individual efforts to make a collective impact. Due to the relatively decentralized system of education in this country, the authority for setting goals and the accountability for demonstrating results rests primarily with individual school districts. When they are compared to neighboring districts on the basis of standardized test scores, graduation rates and other proxies for learning (often by the local media), they are set up to become competitors rather than collaborators. As a result, quality public education tends to exist in isolated pockets, sometimes even within the same district or school building.

Naturally, each district (as well as every parent) wants what is best for "their" students. The challenge is to create an education system where people want what is best for all students; where educators work to continuously improve learning for their own students and openly share their expertise with others in the region and across the globe; where a strong individual commitment to excellence works in concert with a sense of common identity or vision.

"Individual commitment to a group effort—that is what makes a team work, a company work, a society work, a civilization work."
~ Vince Lombardi

An orchestra is a good illustration of collective self-interest. It has many groups of players with specialized jobs such as strings, woodwinds and percussion. An orchestra sounds best when each musician is skilled, the instruments are well-tuned, and the sections work together in harmony toward the common goal of playing the best music they can. The beauty of the music depends on lots of small steps, dedicated practice by musicians who have the resources they need, and a conductor that can create harmony among all the parts. Conversely, individuals are energized by performing side-by-side with other talented musicians regardless of what instrument they are playing. Like an orchestra, an education system requires many skilled players—school boards, taxpayers, families, teachers and administrators—and strong individual schools and districts that are coordinated and working toward a common goal.



Benefits

Increased stakeholder engagement

Community members often react to change with skepticism or distrust. In addition, friction between key stakeholders, including teachers, administrators, school boards, parents and the community at-large, can impede progress. Being a transformation leader can be a challenging position for an individual district to be in, but the mantle of multiple school district involvement offers the opportunity for greater benefits and progress with less risk.

School districts are often required to interact with organizations that are primarily regulatory in nature. In these relationships, more time and energy is spent on monitoring compliance than on nurturing a commitment to quality, innovation and improvement. Regional networks are uniquely positioned to engage local school districts based on their interests and needs, rather than simply to satisfy outside accountability. This type of commitment-based relationship can be a powerful force for change and improvement that grows as the work progresses.

Maintaining the long-term commitment of education professionals can also be challenging. The average tenure for a superintendent is between five and six years and less than three years in urban districts (NCPEA, 2007). Staff has learned that as soon as one leader leaves, a new person will come in with different ideas. A regional approach to transformation ensures continuity and accepts turnover in membership as part of the process. Not only can the overall effort survive periodic disengagement by a few individuals, it actually benefits as different schools and superintendents join the network and contribute new ideas. Meanwhile, new leaders have access to support rarely available in traditional competitive environments.

The development of a regional communication strategy that includes appropriately framed key messages is critical to gaining public support for education transformation. In addition, when dealing with community or stakeholder criticism, a networked group is more likely to have the experience and resources to respond effectively as well as access to experts who can be enlisted to develop response strategies and broaden the discussion.

Innovation

Open-source projects and collective action are rich sources of innovation. In a networked world, people, things, money, information and ideas move across boundaries freely and rapidly. As vision-aligned ideas multiply, the prospect of deep, meaningful change increases. Creating an environment that decentralizes control and empowers the community to act can spark new insights and achieve meaningful, long-lasting results. While it is important to have a shared mission and vision, networks should be open to a range of actions and outcomes that may include paths and approaches beyond what was originally intended. Facilitators of education transformation must be willing to create the conditions necessary—interdependence, permeability, decentralization and transparency—for innovation to flourish.

Another benefit of networks is their inherent ability to turn challenges into opportunities and to view problems or concerns as temporary roadblocks. Public education is facing an increasing array of complex problems, many of which cannot be solved through the simple, explicit knowledge that we already possess or that we can learn from a textbook or a lecture. Today's problems require tacit knowledge that is hard to explain and is learned through experience and working directly with others. By leveraging the power of a diverse network to generate innovative solutions, it becomes easier to build bridges over the obstacles or new paths around them. It is time to remove barriers to progress and replace them with mechanisms that transcend current practice and harness the power and diversity that will allow a new way of learning to grow and thrive.



Faster results

The public often struggles to understand that school improvement is a continuous process; there are no quick fixes or shortcuts. We live in a fast-paced society and have become accustomed to immediate feedback and results. Because of this, resources are frequently redirected just as a promising educational practice is gaining traction.

Our public education system is complex, deeply rooted in tradition and habits and despite decades of various reform efforts, it tends to retain its familiar shape. Some changes, arguably the most important ones, come about by evolution rather than by deliberate design. However, even the most promising changes take years, sometimes decades, to have an impact.

Using a regional rapid prototyping model produces results more quickly. By implementing smaller transformation projects, encouraging the cross-pollination of learning and actively facilitating improvements and replication, transformation spreads further and faster than it would in isolation. People are more likely to stay committed for the long-term when there is evidence of results along the way.

Scalability and replication

Among the most intractable problems faced by education innovators is moving from a "boutique" innovation—conceived, nurtured and thriving in a single location—to a larger scale or transferring it to another organization or context. The reasons are many: a particularly visionary and skilled principal guided and protected the work; a group of talented staff members were committed to its implementation; the organization was tolerant and nurturing of the work. Almost without exception, however, attempts to replicate or expand the work fail to achieve the results realized in the original context.

In a collaborative, open network environment, participating school districts start with the premise that an important objective of the work is shared learning. What one district learns as a result of piloting new ideas is actively shared with others. The concept of continually building on tested ideas and innovations mitigates competition and propels the collective work of the group beyond what any one school district could accomplish alone.

Sustainability

Pursuing and maintaining a new direction requires effective implementation as well as careful and continuous follow-up. Having responsive leadership and dedicated staff at the regional level to coordinate transformation projects, address challenges and evaluate progress greatly increases the likelihood of sustainability. In addition, as success builds and innovative practices take root, districts will be in a better position to reallocate the resources necessary to sustain the transformation.

It is important to recognize that the goal is to grow and sustain a model of learning that constantly assimilates new ideas in order to remain responsive to the changing needs of learners. Some individual pilot projects may produce results other than anticipated; however, the planning, discussion, thought and vetting that goes into collaborative efforts typically increases the likelihood that innovations will be responsible, research-based and subject to rigorous evaluation. A constant development cycle (design/implement/improve/share) taking place in dozens of sites throughout the region ensures that effective practices will be shared, replicated and scaled.

Key Components



Regional infrastructure

Even within the relatively flat structure of a network, one organization or committee must take the lead. Ideally, it should be a neutral, nonpartisan entity that provides a forum for open, honest discussion. The primary role of the leadership group is to recognize, nurture and align the good ideas from others. Effective leaders are comfortable with distributing responsibility and decision-making throughout the network. It is important to communicate in a way that helps people connect the dots between the way education is, the way it should be, and how to get there. Flexibility must be built into the managerial system to enable the network to capitalize on opportunities while simultaneously ensuring proper responsibility and accountability. In short, success depends on a balance of open participation and leadership direction.

Compelling vision

Think big. It is critical to identify a shared vision that inspires and benefits everyone. Think of the vision statement as a photograph, in words, of the future of education. People need to be able to picture in concrete terms how things will be different. It is important to move away from a deficiency mindset, where energy is focused on what you don't have, what isn't working and what you can't do. Education transformation requires an appreciative mindset that focuses on creating something new, rather than making a problem go away. Framing collaboration around a potential opportunity motivates people to work together and creates a much higher probability of success.



Action plan

It is the adaptable, connected and fluid nature of networks that creates conditions for innovation to thrive. These same characteristics tend to make networks resistant to traditional strategic planning and inflexible implementation timelines. It is important, however, to chart a course for learning together and develop an action plan of deliverables based on mutual commitments. Decisions should continuously emerge through focused conversation. There will be course corrections. There will be detours. Regional collaborators need to be open to the possibility that the alternate path will lead to even better results than the original.

That said, it is helpful to create a unifying framework that individual districts can use as a compass point. Often, the framework is derived from the initiative's vision. It could consist of a set of required elements or criteria that serve as "rules of the road" for the process and deliverables that will ultimately lead to transformation.

While visions can be broad, goals cannot. Goals should represent a series of concrete, incremental steps toward achieving the vision. Setting and meeting goals is an important way for a regional initiative to gain credibility. There will likely be a set of goals that measure progress at the regional level and different goals that will be developed and carried out at the individual school district level.

Flexibility

Remodeling a complex system can be daunting work, and there is a natural temptation to rely on a high level of standardization to make things easier. A modular approach provides the ability to customize components of the system in response to changing conditions and new ideas. Not everyone must deploy the full model in exactly the same way, in the same sequence, or with all of the same elements. The key is to make sure that different aspects of the work connect seamlessly to each other and continue to support the larger effort.

Strategies

In order to accomplish its goals, a regional action network must have the capacity to connect individuals and organizations and leverage diversity and resources. This requires an understanding of a region's assets as well as its deficiencies. It is important to note that resources are not just financial; they also include time, talent and knowledge. In fact, in today's economy, access to ideas is at least as important as access to funding. Successful implementation of strategies and tools for creating, strengthening and leveraging network connections will enable the work to grow exponentially as well as provide direction and support for day-to-day activities and long-term sustainability.

Connecting

Boundaries help make the world manageable. We have become accustomed to living within clearly defined countries, states and municipalities. School systems are divided into districts, buildings and grade levels. Students are further grouped, intentionally or not, by age, (dis)ability, language and socioeconomic status. More and more, however, the complex challenges facing education transcend this elaborate grid of overlapping boundaries and can be addressed only through networked solutions that bring together the input and action of diverse individuals and organizations.

By its very definition, a network is a group of people who are connected through relationships. Strengthening the connections within a group can be a powerful means of aligning and mobilizing action around shared goals. In addition, enabling and expanding open access throughout the network ensures that resources and ideas, as well as knowledge of challenges, are quickly identified and available for each member. New opportunities take time to emerge, but with deliberate, ongoing attention, even small efforts to connect and empower people today have the potential to grow and become transformative.



While the use of information technology to facilitate learning in networks can increase efficiency, driving down the cost of communication and distribution of knowledge, there must be opportunities for members to meet in real time and space in order to build trust and sustain collaboration. In short, networks must balance the richness of a shared social experience with technology-enabled interaction. Key decisions include how to use the Internet to share information and experiences and how and when to meet face-to-face to assess progress.

Clusters of interconnected organizations and educational institutions with a common purpose also tend to attract outside investors. While pursuing grant funding often makes sense, its role should be confined to start-up capital. Transformation can only be achieved when districts are willing to generate and reallocate the resources necessary to ensure sustainability.

Applying a connecting or linking strategy is particularly appropriate when the public education system is viewed as an ecosystem that consists not only of the practical business of curriculum and teaching, but also many layers of power, politics, assumptions and culture. This provides the basis for leveraging, another key strategy that serves to reinforce the accomplishments of the action network and increase the synergy that powers the transformation effort itself.

Leveraging

A leveraging strategy involves applying influence and information within an interconnected environment, such as a public education ecosystem, in order to maximize the resources and speed at which transformation can occur. This requires careful planning and the identification of key entry or access points that can be leveraged to actually achieve public education transformation. Levers can be applied in many situations within both negative and positive contexts. For example, leveraging collective challenges or organizational pain can be used to create a sense of urgency. It is also necessary to leverage talent, resources and diversity in order to accomplish the work.

Districts have different priorities that are based on a number of factors, including geographic location, student needs, staff expertise, and community involvement, so they tend to naturally allocate resources to different aspects of the work. A deliberate strategy to leverage key access points, such as assessment, educator capacity or technology, accelerates progress and benefits students and families across the entire region.



For example, resources allocated for teacher training are frequently haphazard and may not directly support transformation efforts. Shared planning and resources support a more targeted and robust professional development plan. Addressing educator training needs at the regional level promotes cost effectiveness and accelerates learning among multiple districts.

While there are some advantages to initially limiting regional networks to small groups of individuals with similar roles and responsibilities (e.g. superintendents), broad coalitions are necessary to achieve truly transformational results and can often provide instant validation of regional efforts. In the world of networks, creativity and innovation result from blending diverse perspectives.

Any entity that is affected should be at the table. In addition to a complete range of education stakeholders, the network should include—in some capacity—students, parents, employers and business organizations, community and non-profit groups, foundations and other investors, local media and more. Deliberately leveraging and building on the strengths of each entity in the network will increase overall performance and productivity. If everyone feels a part of the initiative, public support will be broader and commitment will be deeper.

Call to engage

Our future prosperity as a nation will be built on new patterns of civic leadership and engagement. It is critical that we connect and leverage our diverse assets to build strong, collaborative communities. If we are going to transform public education, we must harness the synergy and power of regional networks and facilitate a continuous process of taking action, learning from experience, sharing with others and building on results.

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CESA #1 is a regional organization that provides its 45 member school districts with high-quality, cost-effective educational services that benefit students. The CESA #1 service network extends throughout Southeastern Wisconsin, which is home to more than 29,000 educators and 300,000 students, about one-third of the state's K-12 population. The Agency is led by a Board of Control, comprised of 11 individuals who are also members of local school boards. The CESA structure was created by the Wisconsin legislature more than 40 years ago to provide "better education through cooperation." There are currently 12 CESAs serving the needs of Wisconsin's students.



CESA #1

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