

# TEACHING TODAY WI™

Winter 2020, Volume 3

WISCONSIN'S 4K-12 EDUCATION CONNECTION



## Summit Students Connect Classroom Lessons to the Outdoors By Ice Fishing



School District of La Crosse

Summit Environmental School provides students with a solid educational foundation in the core academic areas with an environmental focus integrated throughout. Units of study emphasize hands-on, outdoor experiences for the students using different outdoor education spaces established on and around the school site.

“We believe that the integration of environmental themes throughout our curriculum will help students to build important critical thinking and problem-solving skills while learning to be good stewards of the earth and its resources,” said Summit principal Dirk Hunter. “By integrating environmental concepts throughout the curriculum students will gain an in-depth understanding of the interrelationships between natural systems and people.”

To help continue that mission of connecting, exploring, and engaging in the world around them, the school is thankful for the

continued support of the La Crosse Public Education Foundation. With a Gold Star Grant award, classes throughout the school were supplied with all of the necessary tools to expand on Summit’s already impressive list of educational outdoor experiences by adding an annual ice fishing unit of instruction in the local Mississippi River backwaters surrounding the school.

For three days, Summit students learn the skills and strategies that surround a local ice fishing adventure. The hands-on lessons teach students ice fishing safety and overall ice fishing rules and regulations while expanding on educational elements of respecting, enjoying, and protecting their environmental resources.

“We’re investing in connection,” said Summit teacher Nick O’Keefe. “Activities like this complement the PE, science, and social studies lessons but also connect our kids to the natural world around them, introducing them to a lifelong form of recreation and physical activity promoting a healthy and active lifestyle and as a bonus, it’s a whole lot of fun.”

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## DCE Middle School Hosts Environmental Design Challenge

Michelle Rothmeyer,  
Contributing writer  
D.C. Everest Area School  
District

Seventh grade students in House 7C at the D.C. Everest Middle School participated in DCE4 — the Everest Environmental Education for Everyone Initiative — which challenged students to conduct in-depth research concerning Wisconsin’s forest habitats and present a design proposal to convert an existing outdoor Class Study Area (CSA) on the school’s property to a model forest habitat.

Eighteen student teams were randomly assigned a Wisconsin forest habitat and then conducted extensive research concerning the geographical location of similar habitats in Wisconsin, the physical traits (such as soil and precipitation) of the habitat, and the composition of its canopy including primary and secondary trees, understory woody shrubs and herbaceous perennials. The teams then collaborated on redesigning the existent CSA space — creating an outdoor classroom that replicated their assigned native forest habitat. As part of their team presentations,



students created maps indicating paths, mow and no-mow areas, and where the various trees, shrubs and perennials would be planted. They also had to elaborate on

**The Environmental Geeks (Keara Lewis, Michayla Susa and Garrick Willard) earned first place with a design that will incorporate American starflowers, white pine, red oak, wintergreen, blueberries and ferns.**

the particulars of the hardscapes they selected for their paths and barriers — taking into account handicap accessibility and the cost, durability and environmental impact of the materials. Students also presented means of eradicating existent

invasive species and elaborated on which bird species they felt would most benefit from their designs. Finally, students had

Continued on Page 14

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**Study Shows Saturdays Are Most Dangerous Day on the Roads**

Car accidents happen every day of the week, but do you know which of the seven days is the most dangerous to hit the road? It's Saturday, according to a new analysis of data from the National Highway Transportation Safety Administration.

**The Lion King isn't the Only Animal-Themed Theater in Town!**

Kohl's Wild Theater is the largest Zoo-based theater program in the country and it operates right in Milwaukee. They go out into the community to perform year round and perform daily at the Zoo during the summer season. KWT is free thanks to a grant from Kohl's.

**Masterpieces: The Future of Art from The Meemic Foundation**

We can't get enough of student artwork. Masterpieces, one of The Meemic Foundation's most popular grant opportunities, is back. In addition to the prizes we offer, the winners' framed artwork is on permanent display throughout our headquarters in Auburn Hills, MI. We're ready to add up to 50 more.

**In this Issue of Teaching Today WI**

The School District of Waukesha Environmental Education Program ..... Page 4

Teaching STEM, Sustainability and Saving Money through Green Initiatives ..... Page 5

Homing in on Energy Efficiency Within its Buildings in the Darlington Community School District ..... Page 7

Northside Elementary/Coulee Montessori Small Business, Big Rewards ..... Page 8

Dept. of Financial Institutions, Dept. of Public Instruction: Announce \$150,000 Financial Literacy Innovation Grant Program for K-12 Education ..... Page 8

Blackhawk Technical College Students Headed to Nationals ..... Page 9

SuperConsumers Campaign Promotes Financial Literacy and Safety Awareness to Teens and Adults with Intellectual Disabilities ..... Page 10

Scholarships Up For Grabs in UW's High School Business Model Competition ..... Page 10

Dream Career Essays ..... Pages 11-13

Grants ..... Page 14

Contests ..... Page 15

Herb Kohl Foundation Announces 2020 Award Recipients ..... Pages 16-18

**We travel from the Zoo to You!**

The Zoological Society and Kohl's Cares are on the road with Kohl's Wild Theater. A new line-up of fun, conservation-themed theater performances using drama, songs and puppetry is now available. Programs are free of charge within a one-hour radius of the Milwaukee County Zoo.

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## The School District of Waukesha Environmental Education Program



*School District of Waukesha*

The School District of Waukesha (SDW) Environmental Education Program has provided standards based environmental education field experiences since 1976. Each year over 10,000 SDW students and 900 volunteers learn about the environment by participating in sequential classroom and hands-on learning activities. This program has been viewed as a state "model" for infusing mandated environmental education standards into the school curriculum.

The site specific classes take place outside

in the Fox River Sanctuary or inside at the E.B. Shurts Environmental Education Center. The E. B. Shurts Center has three indoor classrooms, a resource library, and a strong collection of outdoor learning tools and equipment. The programs, resources, and equipment are also used by other school districts in the area that choose to bring students to the facility. The Environmental Education Program has also formed partnerships with other community organizations to provide learning opportunities for the general public.

### What do we do?

Environmental Education in the School District of Waukesha is a multi-faceted program, it involves:

- K-12 environmental education curriculum that is connected to all curricular areas and that helps students meet the state performance standards in math, science, social studies and language arts.
- K-8 environmental education field experiences where classroom concepts, knowledge, and skills are applied and developed.

### Field Experiences

The Environmental Education Program of the School District of Waukesha is a sequential, integrated K-8 environmental education program involving about 10,000 students annually. Beginning with observation skills and environmental awareness in kindergarten, students participate in annual field experiences that reinforce and apply concepts learned in the classroom. The program involves over 900 parents and guardians as volunteer leaders to assist the students in their field experiences. The program includes science, social studies, language arts, math, health and art performance standards in the many experiences provided.

### E.B. Shurts Environmental Education Center

The E.B. Shurts building, located in the Fox River Sanctuary, is home to the environmental education program of the School District of Waukesha. The building is operated through a cooperative agreement between the School District of Waukesha and the City of Waukesha, Park and Recreation Department. Along with housing environmental education programs, the building is also used for City of Waukesha programming and has a community room that can be rented out through the City of Waukesha for special events or parties.

The Environmental Education program uses three rooms in the building. The live animal room is used to learn about some of the creatures living in our local habitat, their behavior, and other characteristics. The large habitat display area with a diorama (including limestone cave) is used to learn about the major habitats found in Waukesha County. A third classroom space is also used for a wide variety of programming needs.

In addition to the indoor classroom space, the Environmental Education program uses the outdoor space in the Fox River Sanctuary for a many programs. The Fox River Sanctu-

**Continued on Page 14**



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## Teaching STEM, Sustainability and Saving Money through Green Initiatives



Scott Anderson  
Juda School District

What happens when students are told to complete a project that helps the school and community AND that project needs to have a true global impact? What happens when they know the next class of students will continue their work?

*Amazing things happen.*

The assignment started in the fall of 2011 with my thought that my students needed more exposure to real world problem

solving. Problems where you must persevere, where there is no correct right answer, but the thought of what it should be and how to assess what was accomplished seems daunting — until you tell them “Select a project that will help the school/community and the world and make it happen. I don’t want a report or essays or papers, I want steel and concrete — I want tangible results.”

And then I sat back and watched the students struggle. Some sat around waiting for orders. But I kept repeating to come up

with a plan — it quickly led to true brainstorming and the idea that we could reduce Juda’s carbon footprint thus reducing our energy cost! (Now — Juda’s Green Initiative) Daunting project? You bet. Time consuming in class? Sure. But the learning was amazing!

There are many avenues, many ideas, and many methods to making that goal. So the students made teams and defined deliverables. They did research. They contacted vendors, suppliers, talked with staff, thought, reflected, thought of ideas, checked their ideas, wrote grants — failed — and tried again. But they were learning that a dead-end was simply a step to the solution, they were not guided by a predetermined lesson plan. They were working only with the constraints of a real world project — payback, ROI and need.

And all of that is more important than the results, but results are what were assigned — or should we say demand; demanded by the students — because it becomes their goal and project. All of sudden you don’t need to make assignments — you simply need update meetings. You don’t have to hold students accountable their peers do — because it is their project. Our success or failure was not tied to the end of the school year, each class passed to the next making sure that their plan for solar on our school occurred.

Results happen because students are given the latitude to accomplish their goal!

Since starting this student led project Juda students have been instrumental in accomplishing many things in reducing our carbon footprint. In 2013 Juda installed their first solar system, a 5 kW array, and then in 2014 expanded it to 7.5 kW. At the point the project was not over, but evolving — our goal became to have 10% of our energy generated greenly on site.

This made students reanalysis electrical usage and add energy efficiency to our mission. Many directives were set in place between 2015 and 2018 including

fluorescent lamp replacement, HVAC investigations, computer settings, etc and Juda saw a slow decline in their usage. Even as more and more energy using technology was added, consumption fell by over 5%. The students worked on the projects, wrote grants, tracked progress.

Then in 2019 a team of students, staff, Focus on Energy and Upper90 partnered in writing a grant and won the 2019 PSC Energy Innovation award of a quarter of a million dollars. All the projects the students had investigated became doable — including building envelope re-insulation, HVAC optimizing, moving to 100% LED lighting throughout the entire building. And besides reducing consumption we were able to add another 5 kW solar system!

These improvements have resulted in a nearly 30% reduction in our gas and electrical usage — which equates to an entire first year teacher’s salary. In this era of tight budgets a welcomed relief. And the additional solar has moved Juda very close to our goal of 10% green energy generated on-site!

And most important is the student learning and involvement — so as the school year starts to wind down, students are already thinking about what to hand off and as student’s register they are already thinking about what they can do.

*Scott Anderson is a second career High School Math and Engineering Teacher at Juda School in Juda, Wisconsin. He is a 2019 Energy Educator of the Year. Scott earned a Masters in Instruction after 12 years as a Mechanical Engineer. His interests include his family, Project Based Learning, Green Energy and Volleyball.*



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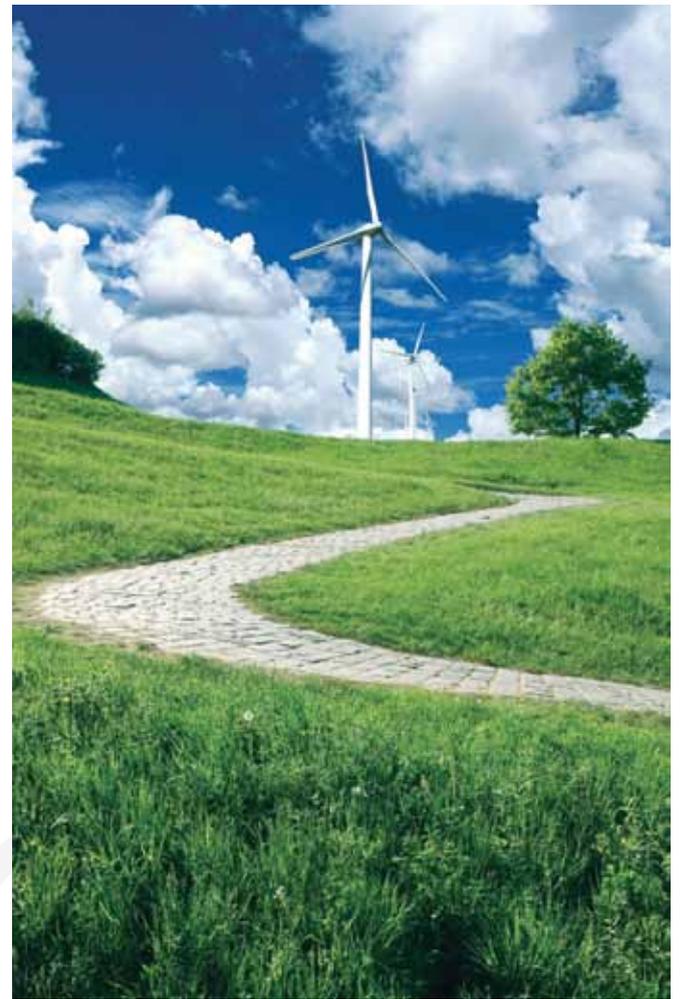
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## Homing in on Energy Efficiency Within its Buildings in the Darlington Community School District



*Lee Black, building and grounds supervisor, and Denise Wellnitz, retired district administrator Darlington Community School District*

According to the U.S. Environmental Protection Agency, an average building wastes a third of its energy consumption. While facility upgrades are expensive, energy efficiency projects can be worth the investment since they save money in long-term efficiency.

In 2015, a feasibility study for the Dar-

lington Community School District was completed. Following the study, the school board committed to green and energy efficiency upgrades for their facilities and approved a \$4 million, two-year energy efficiency project. The first project was the installation of a 156 kW solar photovoltaic system on the roof of the elementary/middle school building in January 2016 to convert light into electricity. At the time, it was the largest photovoltaic system in a Wisconsin public school.

The additional improvements completed during the summers of 2017 and 2018 included:

- Upgrading every light fixture, including exterior egress lighting, to LED.
- Replacing the entire roof with an extremely durable synthetic rubber membrane and improving the insulation.
- Replacing old unit vents with high-efficiency rooftop units and installing variable air volume units in every room.
- Upgrading building controls to allow for better control over the heating/cooling system, and the ability to schedule occupancy periods for heating and cooling cycles.
- Installing new fume hoods in the science rooms.
- Upgrading breaker panels and installing new outlets in classrooms.
- Installing new entrance vestibules.
- Installing new welding outlets and exhaust systems in metals and agriculture shops to allow for proper air exchanges in both areas.
- Installing a new drop ceiling and grid in the entire building.
- Installing new exit signs.

- Upgrading electrical systems to allow for more technology and devices to be used, including floor outlets, charging stations and collaboration rooms.

Student presentations and open houses ensured the project brought educational value to the students and the community.

The district has continued to study the feasibility of adding additional solar systems and batteries to enable the high school and elementary/middle school to potentially move to net zero energy. The study is being supported in part by a U.S. Department of Energy grant administered by the Public Service Commission of Wisconsin.

The energy efficiency measures reduced the overall operational cost of the high school. The project will pay for itself with future savings and likely save the district more money after the debt is paid in full.

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## Northside Elementary/Coulee Montessori Small Business, Big Rewards



School District of La Crosse

It's Friday morning before the school day begins. Northside Elementary Principal Laura

Huber walks down the hallway leading to room 129 in the Coulee Montessori wing. When she arrives, she unlocks the door. Inside are two carts, both loaded up with all of the fixings for a tiny business on wheels.

School staff start to arrive, followed by two students. Fourth-graders Grant Reineking and Sam Delimat make a beeline for the mini cafe on wheels. Every Friday morning is a coffee cart morning. Grant and Sam push the carts into the hallway, the first stop of the day. They get prepped to open. Setting up the two flavors of MOKA donated coffee, cups, creamers, sugar and all the fixings. The second cart contains additional morning fuel, donated by Kwik Trip — fruits, muffins, cheese, and various other

snacks. Once ready, the first customer turns the corner in need of that caffeinated greeting.

“The kids from our Student Leadership Team (SLT) came up with a business plan and worked with the owner of MOKA to develop the coffee cart as a successful student-run endeavor,” said Northside teacher Kyle Allen. “The SLT decided to donate all weekly proceeds to our Community Resource Room here at Northside, which provides a variety of food, clothing, and hygiene items to our families who may need a helping hand.”

The mission of the Student Leadership Team is to be the eyes and ears for the students of Northside Elementary/Coulee Montessori and to come together to improve the school and community for everybody. The goal of the coffee cart project is to provide students with an experience that embodies everything SLT represents. Students learned how to work together on an idea that helps kids and families and turn it into a reality, how to find and encourage help from others to move their idea forward, and to always have a positive purpose behind what they do.

“We help make decisions for our school,” said fourth-grader Grant Reineking. “We are a voice for Northside and Coulee Montessori kids and we're here to make things better for all the kids and families at our school.”

After five weeks of running the coffee cart, the Student Leadership Team has raised nearly \$300 for the Community Resource Room.



“This business has taught us a lot about being part of the community and being able to help others with even a small idea like selling coffee,” said fourth-grader Sam Delimat. “We also learned that no one buys cheese in the morning and that we need to have one Diet Mountain Dew on the cart for Mr. Larry (Dean of Students) because he just doesn't like coffee.”

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## Dept. of Financial Institutions, Dept. of Public Instruction: Announce \$150,000 Financial Literacy Innovation Grant Program for K–12 Education

The Wisconsin Department of Financial Institutions (DFI) and the Wisconsin Department of Public Instruction (DPI) has announced a \$150,000 statewide grant program to encourage Wisconsin's K-12 school districts to incorporate personal finance education into their curricula.

Open to public and private schools in Wisconsin, this competitive grant program is designed to help teachers adopt and implement the Wisconsin's Model Academic Standards on Personal Financial Literacy (PFL) in their classrooms, and in partnership with their communities.

Teachers in K–12 school districts are eligible to apply for grants up to \$10,000 per school. A school district may submit proposals at each school level: elementary, middle, and high school for a maximum award of \$30,000 per district. Grants will be awarded to implement a new personal financial literacy course as a high school graduation requirement; for innovative projects to be created or expanded in Wisconsin classrooms; and for the creation of student-run financial institutions.

Applications are now being accepted by DPI, the grant program administrator, at: [www.dpi.wi.gov/finance/grants](http://www.dpi.wi.gov/finance/grants). The deadline to apply is April 15. Grant recipients will be notified on or before June 5 with grant money available for use on or before July 1.

DPI will evaluate all applications received based upon clearly established criteria, and then recommendations will be brought to the Governor's Council on Financial Literacy. A sub-committee of the Governor's Council on Financial Literacy will review DPI's recommendations and select the final grant recipients.

Applications will be evaluated on the following criteria:

- The nature of the expected outcomes from the project and the degree to which they are measurable.
- The number of students impacted by the project.

- Sustainability and the degree that the proposal includes parents, volunteers, and other members of the community, such as financial institution branches in schools.
- Quantifiable successes and results of grant program.
- Degree to which the project is realistic, innovative, experiential, educational, and engaging.
- Degree to which the project enhances student experiences and curriculum delivery, such as the use of onsite or online simulations.
- Level of innovation and creativity to enrich existing services and programs.
- Level of cost effectiveness.
- Degree to which project activities integrate personal financial literacy with a focus on the planning that takes place to establish a relationship with a financial institution (a bank or credit union). Funds will be awarded to grantees that can showcase the steps taken to open a bank or credit union branch in a school building.
- Matching financial support from the school or other partners in the community.
- All proposals must indicate how they support approved academic curriculum and integrate Wisconsin's Model Academic Standards on Personal Financial Literacy.

In addition, a national non-profit, Next Gen Personal Finance, is also offering educators grant money to elevate personal finance education.

The Next Gen Personal Finance (NGPF) Gold Standard Challenge will provide \$10,000 grants to high schools committed to ensuring that all students receive one semester of personal finance education prior to graduation. Learn more at: [www.ngpf.org/goldstandardchallenge](http://www.ngpf.org/goldstandardchallenge).

For more information on the Financial Literacy Innovation Grant Program, contact David Mancl, Director of the Office of Financial Literacy, at [david.mancl@wisconsin.gov](mailto:david.mancl@wisconsin.gov) or 608-261-9540.

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# Blackhawk Technical College Students Headed to Nationals



## Blackhawk Technical College

Wisconsin Technical Colleges offer unique opportunities for students to gain hands-on experience in their career areas through involvement in student organizations. Blackhawk Technical College is no exception to this. Because of their involvement in Professional Agricultural Students (PAS) and Business Professionals of America (BPA), fifteen Blackhawk Technical College students are heading to national competitions. Nine members of Blackhawk's PAS will attend their national contest in Minneapolis, Minnesota in March and six from BPA are bound for their national conference in

Washington DC in May.

Business Management and Accounting students competed in several areas, including:

- Banking and Finance
- Basic Office Systems and Procedures
- Business Law and Ethics
- College Accounting
- Entrepreneurship
- Ethics and Professionalism
- Fundamental Word Processing
- Interview Skills
- Personal Financial Management

- Presentation Management
- Small Business Management Team

BPA students headed to Nationals include Natalie Sullivan (Janesville, WI), Reed Farr (Beloit, WI), Courtney Zierfuss (Beloit, WI), Josh Lichtfuss (Janesville, WI), David Jaeckel (Beloit, WI), and Luis Cuaulte-Lopez (Beloit, WI). The following students are headed to nationals with first-place accolades: Lichtfuss, Jaeckel, Sullivan, Cuaulte-Lopez.

In addition to these categories, BPA's advisor Jeffrey Kropp won Advisor of the Year Award for the state of Wisconsin. Kropp is a faculty member and program chair in the Business and General Education Division at Blackhawk Technical College.

At its state conference, WI Professional Agricultural Students also competed in industry-specific contests; such as Impromptu Speaking, Ag Sales Demonstration, Employment Interviewing, and Career Planning with Karly Ready (Monticello, WI), Ryan Stilen (Janesville, WI), Casey Bennett (Orfordville, WI), and Brianna Arneson (Mt. Horeb, WI) all taking home first place titles. Other students competing included Nathan Hull (Gratiot, WI), Denise Rankin (Belleville, WI), Emily Rowley (Evansville, WI), Abby Krausse (Edgerton, WI), and Karlee Schaefer (Monroe, WI).

Blackhawk offers nearly twenty student organizations on its campuses in Southern

Wisconsin. Student organizations are typically created around student career interests offering students additional experience outside the classroom. Programs like nursing, welding, human services, radiography, human resources, and medical assisting all offer groups on campus. Also, there are affinity and honors groups such as Phi Theta Kappa, Multi-Cultural Alliance, Men of Color Honor Association, Student Government Association, and Crecer. Regardless of the area of interest, there is something for every student at Blackhawk.

## About Business Professionals of America

BPA is an organization for career and technical education students with 45,000 members in over 1800 chapters across 25 states and Puerto Rico. The organization enhances student learning by offering educators co-curricular exercises based on national standards. Visit [bpa.org](http://bpa.org) for more information.

## About Professional Agriculture Students

PAS is a national organization for two- and four-year colleges to help develop agriculture students for the workplace through practical and hands-on development opportunities and competitions at the local, state and national levels.

Learn more about Blackhawk Technical College at [www.Blackhawk.edu](http://www.Blackhawk.edu).



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## SuperConsumers Campaign Promotes Financial Literacy and Safety Awareness to Teens and Adults with Intellectual Disabilities



Kylie Harwell, Communications Coordinator  
Appleton Area School District

Appleton North High School student Paige Givens created SuperConsumers, a Financial Literacy board game, last summer as part of her business club DECA, which is

a high school marketing education program that includes classroom and work-based learning experiences. The idea for the game came about after a family friend with an intellectual disability was taken advantage of and robbed.

This devastating incident hit close

to home as Givens has a sister and uncle with intellectual disabilities and autism. Concerned that they, and others in the Fox Valley region and beyond might also be at risk, Givens was determined to create something to help teach financial skills and safety awareness. Over the summer, Givens developed the SuperConsumers board game to teach these concepts.

In the fall, Givens contacted area special education middle and high school teachers as well as SOAR Fox Cities, a local non-profit organization that provides programs and services to individuals with developmental disabilities, and offered to come to classes and events to present the SuperConsumers project and board game.

Several teachers reached out to ask her to come to their classrooms. To date, Givens has presented to eight classes in five schools, and two SOAR Fox Cities events, with help from a group of Appleton North students. She has shared her board game with over 100 students, teachers, and young adults.

Teacher feedback has been extremely positive, they love the game for its fun way of teaching important concepts. Many teachers have expressed interest in having the

SuperConsumers game in their classroom as part of their financial literacy lesson plans. Promotion and awareness of the game continued, and she presented SuperConsumers to the AASD Career Based Learning advisory board in January.

Givens was also recognized as a U.S. Cellular "Future of Good" recipient in early February. She was one of three people selected from 1,200 nominees nationwide. She was given \$10,000 to further her cause. She plans to use the award to help create and manufacture professionally designed versions of the SuperConsumers game and then distribute it to educators nationally, as well as help SOAR Fox Cities with their financial literacy program that teaches the life skills of avoiding money scams, the meaning and value of money, banking, budgeting, and identity theft.

[www.aasd.k12.wi.us](http://www.aasd.k12.wi.us)  
(920) 832-6161



## Scholarships Up For Grabs in UWO's High School Business Model Competition

The University of Wisconsin Oshkosh's Alta Resources Center for Entrepreneurship and Innovation (CEI) is looking to fire up the entrepreneurial spirits of high school students with the launch of a statewide high school business model competition.

The Wisconsin High School Business Model Competition will take students through the journey of creating and refining an original business product/model, while also offering a share of \$15,000 in scholarships to UW Oshkosh.

The CEI at UWO is recognized globally for its entrepreneurial programming and with the support of Alta Resources, it has helped dozens of UWO students start their own businesses through a variety of educational programs and contests.

CEI Executive Director Colleen Merrill and her team have extended UWO entrepreneurial experiences to area high schools through local competitions but is expanding the entrepreneurial outreach to involve more high school students.

"In an innovative economy, there is no traditional path to success," Merrill said. "The Wisconsin High School Business

Model Competition is one way we can help students to ignite their curiosity, develop self-confidence and learn resiliency. Our future is dependent on us finding new, better and more sustainable ways to live and enjoy life."

The contest's first round takes place online. Students have until April 5 to formulate their business ideas and apply. Applicants will need to explain their startup idea, what they feel is their unique selling proposition and why the product or service is better than what's already on the market.

Thirty teams will be selected to advance to the final competition at UWO, where they will have three minutes to pitch their ideas followed by two minutes of questions and answers from the judges. Finalists will be announced April 17.

Learn more about the Wisconsin Business Model Competition at

[uwosh.edu/cei/hs-pitch](http://uwosh.edu/cei/hs-pitch)



## WISCONSIN HIGH SCHOOL BUSINESS MODEL COMPETITION

High school juniors or seniors can  
**WIN UP TO \$8,000**  
in scholarships to UW Oshkosh.

► [uwosh.edu/cei/hs-pitch](http://uwosh.edu/cei/hs-pitch)



Center for  
Entrepreneurship  
and Innovation

In this issue we are featuring more winners from our annual Middle School and High School "Dream Career" essay contest. Winners and Honorable Mentions were announced in the Winter, Volume 1 issue. You can read all winning essays in the previous issues of Teaching Today WI on our website at: [www.teachingtodaywi.com](http://www.teachingtodaywi.com).



## Essay Contest HIGH SCHOOL HONORABLE MENTION

### Nursing

Elizabeth M.  
Greenfield High School

Others always come first in my mind. The feeling I receive when I help others is sensational. I was always interested in the human body and how it works. So when thinking of a career to choose, it was my goal to find a job where I could help people and interact with others while using my knowledge and interest of the human body. Then it hit me, nursing! My dream is to work with children and working at a children's hospital would allow me that dream.

I had an opportunity to work with a nurse at children's hospital and once I did that I knew nursing was for me. While working with the nurse at Childrens I got

to experience hands on interaction with the patients. I learned how to speak appropriately with the patients depending on their age and reason for being in the hospital. I was taught how to administer the proper amount of medicine, which kind to use, and the purpose of each medicine.

As a nurse at children's hospital I would not only be working with the children, I would also be reassuring parents and siblings as well. I know that it will take a lot to get there but I have been taking advanced science courses all throughout high school and plan to take my CNA course over the summer. I also plan to go to a university that offers nursing with the potential to advance right away to a masters degree. While at a nursing university I plan to take the very best courses I can, that will accelerate my learning quickly. The courses I would have to take while in college for a nursing degree would be; anatomy and physiology, chemistry, microbiology, nutrition, psychology, and nursing practice. My goal would be to take all the classes needed, study hard, and graduate from the university and nursing program within 4 years.

I've always thrived with team support and working in an environment with other medical professionals would be an atmosphere that would suit me best. As I stated before, working with children has always been an interest to me. I always thought that helping children would leave me feeling accomplished and satisfied. Since nursing has so many different fields, working with children would be an attainable goal to achieve. There are oncology nursing, forensic nursing, critical care nursing, neonatal nursing, nurse practitioners, pediatric nurses, and many more. The type that jumps out at me the most is a pediatric nursing.

Having the chance to help children and their families would be so rewarding for me as an individual. The dream has always been



to find a career I love, and helping others is what I love to do. I understand that being a pediatric nurse will not always be the most pleasant. I understand that not all children will be able to get better but being able to see the smiles on children's faces, or their families face as they start to get better is amazing. I would feel proud to be a pediatric nurse and that is why nursing is my dream job.

## A GREAT future in healthcare begins with a bachelor's degree from Bellin College.

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**Bellin College**



**Essay Contest**  
**MIDDLE SCHOOL**  
**HONORABLE**  
**MENTION**

### Quantum Physicist

**Brandon G.**  
*James Fenimore Cooper School*

#### A Career Fit for Me

I never had a dream career. The careers I considered were either unrealistic or boring. I knew there was a career out there that was both thought-provoking and realistic. After asking the question, "What do you want to do in life?" over and over again, I decided what I want to become. I want to become a physicist. More specifically, I want to become a quantum physicist.

A quantum physicist is a highly fascinating and prestigious job. Quantum physicists study the physical laws that control objects in the subatomic and atomic level. I will have to go through 9 years of college to earn my Ph.D, but I am fine with that. I love school and I doubt that learning about quantum physics is a dull experience.

After my studies have been completed, I can dive right into my profession. Quantum physicists have an interesting job and have a high median salary (\$110,000). The outlook on quantum physicists is 9% better than the average job!

I believe quantum physics is by far one of the most interesting fields to study. All the knowledge applied to classical physics is useless when applied to quantum physics. Quantum physics is essentially a whole new world! There have been breakthroughs in quantum physics that have revolutionized how people view the world. Quantum physics is an exciting and interesting field that contributes not only to science, but to the world as a whole.

One of my favorite possessions on Earth is my computer. However, I would not have the love of my life if it wasn't for quantum mechanics. Computer chips are the processors inside computers. Without a computer chip, there would be no technology. Computers and computer chips would not be as efficient as they are now if it wasn't for quantum physics. Not only has quantum physics enhanced computers greatly, quantum physics research has made super powerful computers too. Quantum physics has provided the world the luxury of competent, efficient and super powerful



computers. Quantum physics is not only a fascinating job, but also has an abundance of applications too.

I want to contribute to the world and I want my name to be known. By becoming a quantum physicist, I can contribute to science and possibly make my name be known. As a quantum physicist, I would do scientific research that benefits the world. My research could revolutionize technology. I would be doing a job that is important and meaningful. I can revolu-

tionize the world by becoming a quantum physicist.

I aspire to become a quantum physicist. Their work is meaningful and has many applications that could benefit our world. A quantum physicist is a thought-provoking and also an attainable career for me. I can contribute to science, change the world and get lucratively paid while doing it! Finally, I found a practical and enjoyable career that is excellently suited for me!



**Essay Contest**  
**MIDDLE SCHOOL**  
**HONORABLE**  
**MENTION**

### Working With Animals

**Thomas G.**  
*Luck Middle School*

I have always had a love of animals, so my dream career would have to be working with animals or being outdoors with animals. When I was a little boy I can remember going to petting zoos, farms, and lots of different zoos with my family. I really enjoy going to zoos. My aunt is a zookeeper at the Minnesota Zoo and when my family goes for visits we usually plan a day trip to the zoo. My aunt lets me help her take care of the animals. I help with the feeding, cleaning of barns, brushing the animals, and I get to spend time just interacting with the animals. On one of the visits I got to go into the zoo with my aunt after hours to help deliver baby goats. When I am old enough I plan to be a volunteer at the zoo during the summer months. I had a lot of fun spending time at the zoo. My love of animals is still growing as I get older.

A few years ago I started my first real job in the animal business. I was a pet sitter

and an animal caretaker. I took care of many different animals including: dogs, cats, rabbits, and even a hedgehog. The best pet sitting job I have had was when I took care of a rabbit named Dave, he stayed at home for a week and I really got to know what is was like to take care of a rabbit. I also was an animal caretaker at Pondview Lodge in Frederic, Wisconsin. My main responsibilities were to give company to the animals, provide food and water, clean up after the animals and sometimes I just played with the animals. Having these opportunities to pet sit and interact with animals at Pondview Lodge has taught me a lot about taking care of animals and just encouraged me more to have a career with the ability to work with animals.

My future plan is to become a zookeeper at the Great Plains Zoo in Sioux Falls, South Dakota after I finish my college education. I have been to the Great Plains Zoo three times and I like the variety of animals there. I like how the zoo is set up and the animals have plenty of space in their enclosures to move around. I believe there would be plenty of opportunities for a job because a lot of workers are needed to tend to the numerous animals at this zoo. I think working with animals is the best career choice for me because I will have the opportunity to do something I really love.



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contests, grant deadlines,  
and breaking news!**



**[facebook.com/TeachingTodayWI](https://facebook.com/TeachingTodayWI)**



*Essay Contest*  
**HIGH SCHOOL  
HONORABLE  
MENTION**

## Physical Therapist

Erica S.  
Ithaca High School

*“Let us make our future now, and let us make our dreams tomorrow’s reality”  
(Malala Yousafzai).*

As I wonder what my future holds, I think about my journey in making my dreams become a reality. If I was asked when I was seven what I wanted to be when I grew up, I would have said a country music singer. In middle school, I would have answered by saying a special education teacher. I have considered several career paths, but no matter where my path leads me, I have always known that I want to help people. Recently, I explored career opportunities at a local hospital and I was intrigued by physical therapy.

Physical therapists help ill or injured patients improve their mobility and manage their pain. They also educate patients on improving their lifestyle through move-

ment, as well as coordinate plans for treatment. It is difficult to watch someone in pain after an illness or injury, so I want to be there to help them heal and provide them with hope. It would be fulfilling to know that I assisted someone on the road to recovery, and the ability to live a pain free life

I have always felt a strong compassion for others. Being a physical therapist would allow me to build strong bonds with my patients. After helping a patient for numerous appointments, I would feel very proud to know that I assisted in their recovery.

In my own life, I have witnessed the effort of physical therapists. Thankfully, I have never gotten hurt to the point of needing physical therapy, however, physical therapists helped my grandpa heal from his knee surgeries. Following his surgeries, my grandpa’s physical therapist planned exercises for a successful recovery, and got him back on his feet.

Physical therapy is the occupation for me. I have a passion for helping others, which I could pass along to my patients on their recovery journey. I am also a very organized person, and I enjoy coordinating ideas. This characteristic will help me create treatment plans for the patients I see. In addition, I enjoy living an active lifestyle, and I would like to share my activity



plans with others.

I understand that physical therapy is a difficult field to enter, but I know what I must do to reach my goals. First, I must attain high grades throughout the remainder of high school, and then throughout my college years. I must also be mentally and physically ready to work hard, and manage my time wisely. I hope to find a physical therapy job somewhere close to home. Although I don’t know where I want to go to college, I am positive that I would like to stay close to my roots.

Anything can happen in the next three years of high school and the following years of college, but I would love to follow my dreams and become a physical therapist. Physical therapy would be a very rewarding career because I could see my patient’s progress in recovering. In order to reach my goals, I will be ready to work hard in order to become successful. In the future, I am eager to help others, and make my dreams tomorrow’s reality.

**CENTURY  
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## Launch Your Nursing Career at Century College



**Century College**, a community and technical college located in White Bear Lake, MN, offers a Bachelor of Science in Nursing curriculum, with an Associate of Science in Nursing awarded part way through the program. This program is designed as four years of full-time study, with the first two semesters devoted to prerequisite/preparatory courses required for admission to the nursing program.

### Students in our program will:

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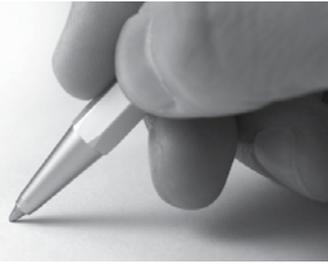


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# Apply for a Grant



## FEATURED GRANT

### Monthly Grant Opportunity from The Meemic Foundation!

We invite you to PopIn2Win! It's The Meemic Foundation's monthly opportunity for a valuable resource or tool that will enhance your school or classroom learning for your students! It's super-fast and easy. No application to complete. Just log in to your Foundation Club account and nominate yourself, a local school or educator to enter the current month's PopIn2Win opportunity.

**Website:** [MeemicFoundation.org/PopIn2Win](http://MeemicFoundation.org/PopIn2Win)

### Gravely & Paige Grants for STEM Teachers

The AFCEA Educational Foundation, in partnership with AFCEA chapters, awards Gravely Grants for elementary-level teachers and Paige Grants for middle school teachers to promote innovative science, technology, engineering, and mathematics (STEM) education within classrooms and outside, such as through robotics clubs. Teachers working with students from economically disadvantaged backgrounds receive priority.

**Deadline:** Applications are accepted May 1 through July 30, 2020.

**Website:** [www.afcea.org/site/?q=foundation/gravely-teacher-grants/stem-teachers](http://www.afcea.org/site/?q=foundation/gravely-teacher-grants/stem-teachers)

### Siemens STEM Day: Possibility Grant Sweepstakes

The Possibility Grant Sweepstakes supports educational activities in science, technology, engineering, and mathematics (STEM) with STEM-related equipment, supplies, technology, and science lab makeovers in kindergarten through grade 12 schools.

**Deadline:** Entries are due April 28, 2020.

**Website:** [www.siemensstemday.com/sweepstakes](http://www.siemensstemday.com/sweepstakes)

### Toshiba America Grant Program for 6–12 Science and Mathematics Educators

Toshiba America Foundation accepts applications from teachers who are passionate about making science and mathematics more engaging for their students. The foundation seeks to support teachers by providing funds to support classroom projects. The foundation strongly encourages projects planned and led by individual teachers or teams of teachers for their own classrooms.

**Deadline:** Requests for grants less than \$5,000 are due March 1, June 1, September 1, and December 1, annually. Requests for grants of more than \$5,000 are due May 1 and November 1, annually.

**Website:** [www.toshiba.com/taf/612.jsp](http://www.toshiba.com/taf/612.jsp)

### STEM Grants

The Verizon Foundation supports kindergarten through grade 12 education in science,

education, technology, and mathematics (STEM); and domestic violence education and prevention for youth, women, and older adults. In STEM education, funding supports activities such as summer or after-school programs, teacher training, and research on improving learning in STEM areas through use of technology.

**Deadline:** Applications are accepted year-round.

**Website:** [www.verizon.com/about/responsibility/grant-requirements](http://www.verizon.com/about/responsibility/grant-requirements)

### E2 Energy to Educate Grants

Through the E2 Energy to Educate grant program, Constellation NewEnergy, Inc. offers grades 6 through 12 and college students opportunities to problem-solve today's and tomorrow's energy challenges. Grants fund projects designed to enhance students' understanding of science and technology and to inspire them to think differently about energy.

**Deadline:** Applications are due October 1, annually.

**Website:** [www.constellation.com/community/e2-energy-to-educate.html](http://www.constellation.com/community/e2-energy-to-educate.html)

### SCA Grants

Sony Corporation of American and its operating companies offer funding to programs that support education and creative, artistic, technical, and scientific skills that are necessary for tomorrow's workforce.

**Deadline:** Requests are accepted year-round.

**Website:** [www.sony.com/en\\_us//SCA/social-responsibility/giving-guidelines.html](http://www.sony.com/en_us//SCA/social-responsibility/giving-guidelines.html)

### Saxena Family Foundation Grants

The Saxena Family Foundation has a particular focus on initiatives that promote US science, technology, engineering, and mathematics (STEM) education and the

empowerment of girls, female children, and young women so that they have equal rights later in life. The foundation focuses on empowerment programs to include economic, educational, and political empowerment of women through literacy programs, jobs, and life-skills training.

**Deadline:** Applications are accepted year-round.

**Website:** [saxenafoundation.com/guidelines](http://saxenafoundation.com/guidelines)

### Society of Aviation and Flight Educators Grant

The Society of Aviation and Flight Educators, Inc. (SAFE) is offering four grant awards designed to encourage kindergarten through grade 12 classroom teachers to incorporate aviation-themed lessons into their normal curriculum.

**Deadline:** Applications are due August 31, annually.

**Website:** [www.safepilots.org/programs/k-12-classroom-teacher-grant](http://www.safepilots.org/programs/k-12-classroom-teacher-grant)

### Lorrie Otto Seeds for Education Fund

The Wild Ones environmental organization annually awards small grants through the Lorrie Otto Seeds for Education (SFE) Fund. Projects must focus on appreciation for nature through the use of and teaching about native plants. Projects must involve students and volunteers in planning and carrying out the project. Projects must increase the site's educational value.

**Deadline:** Applications are due October 15, annually.

**Website:** [wildones.org/wp-content/images/SFE-Grant-Application.pdf?979d65&979d65](http://wildones.org/wp-content/images/SFE-Grant-Application.pdf?979d65&979d65)

## DCE Middle School Hosts Environmental Design Challenge

Continued from Page 1

to put together a proposed budget for the project.

Team presentations began in November, with seven teams chosen to advance to a virtual judging round where the top four presentations were selected. In January, the top four teams made formal presentations to a panel of judges — DCE Science Coordinator Dr. Scot Abel, Retired DCE Science Instructor Bruce Krueger, Environmental Education Teacher Cindy Damrow and DCE Middle School Principal Gina Lehman.

The Environmental Geeks (Keara Lewis, Michayla Susa and Garrick Willard) earned first place with a design that will

incorporate American starflowers, white pine, red oak, wintergreen, blueberries and ferns. In second place was the Green Trees Forest Restoration team (Brooklyn Costa, Isabella Kraege and Christian Simonsen).

Implementation of the first place project — by the seventh graders — will begin during Earth Week 2020 in mid-April.

[www.dce.k12.wi.us](http://www.dce.k12.wi.us)  
(715) 359-4221



## The School District of Waukesha Environmental Education Program

Continued from Page 4

ary immediately surrounding the E.B. Shurts Center is a mixture of arboretum-style park land, forest, and river ecosystems. Several trails run through the Fox River Sanctuary including the Glacial Drumlin bike trail.

"This winter we worked with 1st grade students who visited E.B. Shurts to explore animal adaptations. They hopped like frogs through imaginary mud and identified animals based on their scat. We also worked with middle school students who were lucky enough to have wonderful snow for their snowshoeing excursions. While they visited us, they also explored ice-detering substances and designed an experiment to determine

which substance is ice's most formidable foe.

We have been using this winter pause to brew some exciting updates for upcoming seasons including a brand new 5th grade program, a collaborative mural for 917 second graders, and a new Hunger Games themed box challenge."

For more information please see [sdw.waukesha.k12.wi.us/Page/375](http://sdw.waukesha.k12.wi.us/Page/375)

[sdw.waukesha.k12.wi.us](http://sdw.waukesha.k12.wi.us)  
(262) 970-1003



# Student Contests and Awards

## FEATURED CONTEST

### Masterpieces Art Contest and Grant Opportunity

Join The Meemic Foundation in showcasing artistic ability by encouraging grade K-12 students to enter our fifth Masterpieces Art Contest for a chance to win a Sphero Bolt App-enabled Robot and Amazon Fire 7 tablet for up to 50 student artists and a \$300 art supplies grant for each of the winning Foundation Club Member sponsors!

**Deadline:** March 31.

**Website:** [MeemicFoundation.org/Masterpieces](http://MeemicFoundation.org/Masterpieces).

### Get ready for adventure with our Fifth Annual Student Art Contest!

Announcing our 2020 contest theme: Adventure & Explore. In 2016, we held our very first Student Art Contest after we were inspired by the Wisconsin Art Education Association's annual statewide art show at the capitol. For the past four years, visitors to our lobby have been wowed by the outstanding work done by Wisconsin public school students. And we're happy to showcase their talent! Finalists will be honored at a party in early August. Watch for 2020 Student Art Contest information as it becomes available (rules, eligibility, and art submission process) by visiting [weabenefits.com/studentartcontest](http://weabenefits.com/studentartcontest) and by following our social media channels.

## Everyone Belongs: Celebrating Differences

The Autism Society Affiliates in Wisconsin are proud to jointly host this Annual Statewide Autism Essay Contest. The Annual Autism Essay Contest is a great way to facilitate a meaningful dialogue about how schools, teachers, and students can support those with autism in the classroom. The contest is designed to assist students in gaining a deeper understanding of autism and how their peers with autism experience the world.

**Deadline to Submit an Essay:** March 30, 2020

**Website:** [www.autismgreaterwi.org/essay-contest](http://www.autismgreaterwi.org/essay-contest)

## Lemelson-MIT InvenTeam Grant Competition

InvenTeams composed of high school students, teachers and mentors are asked to collaboratively identify a problem that they want to solve, research the problem, and then develop a

prototype invention as an in-class or extracurricular project. The maximum grant award is \$10,000. InvenTeam projects span many fields from assistive devices to environmental technologies and consumer goods. Applicants are encouraged to consider needs of the world's poorest people (those earning \$2/day) when brainstorming invention ideas.

**Deadline:** Initial application deadline: April 6, 2020

**Website:** [lemelson.mit.edu/inventeams](http://lemelson.mit.edu/inventeams)

## The Paradigm Challenge

The Paradigm Challenge is an annual competition developed by Project Paradigm and the American Red Cross. The challenge is intended to inspire youth to use science, technology, engineering, and mathematics (STEM) skills and kindness, creativity, and collaboration to help solve real-life problems and make a difference. This year's challenge brings back the first three challenge projects, reducing injuries and fatalities from home fires; helping the environment through the reduction of waste; and improving personal health through wellness and healing; and adds a new project, the security of global food system.

One grand prize of \$100,000; first-place prizes of \$10,000; second-place prizes of \$2,000; third-place prizes of \$1,000; and finalist prizes of \$200 are awarded.

**Deadline:** The registration period for The Challenge begins at 10:00 a.m. Pacific Standard Time ("PST") on May 2, 2019 and ends at 11:59 p.m. PST on May 1, 2021

**Website:** [www.projectparadigm.org/rules](http://www.projectparadigm.org/rules)

## American Association of Physics Teachers High School Physics Photo Contest

For many years, the American Association of Physics Teachers (AAPT) High School Physics Photo Contest has provided teachers and students an opportunity to learn about the physics behind natural and contrived situations by creating visual and written illustrations of various physical concepts. Students compete in an international arena with more than 1,000 of their peers for recognition and prizes.

**Deadline:** Entries are accepted March 1 through May 15, annually.

**Website:** [aapt.org/Programs/photocontest/index.cfm](http://aapt.org/Programs/photocontest/index.cfm)

## Carton 2 Garden Contest

The competition requires repurposing a minimum 100 empty milk and juice cartons from the school cafeteria or local grocery stores to build or enhance a school garden. Innovative, sustainable creations may include planters, garden art, scarecrows, window boxes, and irrigation systems. Preference is given to efforts that

involve collaboration and partnerships within the school and larger community, such as with local farmers or related businesses. Prizes include special awards for exemplary projects in science, technology, engineering, and mathematics; environmental stewardship; carton art in the garden; and health and nutrition.

**Deadline:** Entries are due April 1, 2020.

**Website:** [carton2garden.com/contest-details/spring-2019-2020-contest/](http://carton2garden.com/contest-details/spring-2019-2020-contest/)

## Young Scientist Challenge

Discovery Education, Inc. and 3M invite students in grades 5 through 8 to participate in the Young Scientist Challenge. Entrants must create a one- to two-minute video describing a new, innovative solution that solves an everyday problem.

Judges are looking for student videos that:

- Explain their chosen problem and how it impacts them, their families, communities, or the global population.
- Describe a new innovation or solution that could impact or solve the problem.
- Explain the science, technology, engineering, and mathematics behind their innovation.
- Illustrate how their innovation could both address the identified everyday problem and have a broader impact locally or globally.

**Deadline:** Entries are accepted through April 21, 2020.

**Website:** [www.youngscientistlab.com/challenge](http://www.youngscientistlab.com/challenge)

## Extreme Redesign Contest 3D Printing Challenge

The Extreme Redesign Contest 3D Printing Challenge is an annual competition open to students worldwide. Students work alone or in a team to design an original piece of art, jewelry or architecture, or to make an existing design better. Winning entries must be creative, mechanically sound, and realistically achievable. There are three contest categories:

- Engineering: secondary education is open to students in middle school and high school.
- Engineering: postsecondary is open to university, college, or postsecondary school students.
- Art, Jewelry and Architecture: open to students of any grade level.

**Deadline:** Entries are due April 24, 2020.

**Website:** [grabcad.com/challenges/active](http://grabcad.com/challenges/active)

## Statistics Project Competition

The American Statistical Association/National Council of Teachers of Mathematics Joint Committee on the Curriculum in Statistics and Probability and the American Statistical

Association's Education Department encourage students and their advisors to participate in the annual Project Competition. A statistical project is the process of answering a research question using statistical techniques and presenting the work in a written report.

**Deadline:** Projects are due June 1, annually.

**Website:** [www.amstat.org/asa/education/ASA-Statistics-Project-Competition-for-Grades-7-12.aspx](http://www.amstat.org/asa/education/ASA-Statistics-Project-Competition-for-Grades-7-12.aspx)

## Other Items of Interest

### Innovative Technology Experiences for Students and Teachers

The Innovative Technology Experiences for Students and Teachers (ITEST) program promotes prekindergarten through grade 12 students interests and capacities to participate in the science, technology, engineering, and mathematics (STEM) and information and communications technology (ICT) workforce of the future.

**Deadline:** Full proposals are due August 14, 2020; and August 13, 2021.

**Website:** [www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=5467](http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5467)

### Sara Jaffarian School Library Program Award

The Sara Jaffarian School Library Program Award is an annual award given to a school library that has conducted an exemplary program or program series in the humanities during the prior school year. The humanities program can be focused in many subject areas including, but not limited to, social studies, poetry, drama, art, music, language arts, foreign language, and culture.

**Deadline:** Applications are accepted from February 3 through May 4, 2020.

**Website:** [www.ala.org/tools/programming/jaffarianaward](http://www.ala.org/tools/programming/jaffarianaward)

### Research Experiences for Teachers in Engineering and Computer Science Supplements and Sites

The Research Experiences for Teachers (RET) in Engineering and Computer Science professional development program supports authentic summer research experiences with university engineering and computer science faculty for kindergarten through grade 12 teachers in science, technology, engineering, and mathematics (STEM); in-service and preservice teachers; and community college and university faculty. Goals are to strengthen the knowledge base of STEM teachers and community college faculty, enrich their capacity to teach engineering and computer science, and encourage students to more seek engineering or computer science careers.

**Deadline:** Applications are due the third Wednesday in September, annually.

**Website:** [www.nsf.gov/pubs/2017/nsf17575/nsf17575.htm](http://www.nsf.gov/pubs/2017/nsf17575/nsf17575.htm)

## Herb Kohl Foundation Announces 2020 Award Recipients

The Herb Kohl Educational Foundation has announced recipients of 2020 Wisconsin student Excellence and Initiative scholarships, teacher Fellowships, and principal Leadership Awards. Each student will receive a \$10,000 scholarship, and each teacher and principal will receive a \$6,000 award. A matching \$6,000 award will be given to each teacher's and principal's school. One hundred ninety-six student scholarships, 100 teacher fellowships, and 16 principal leadership awards have been announced. Congratulations to all!

### Nominate an Educator for a Kohl Award

We are currently accepting nominations of Wisconsin teachers and principals for 2021 Herb Kohl teacher fellowships and principal leadership awards. Nominees will be notified in August, 2020. If your nominee chooses to apply, he or she will be considered for a \$6,000 personal grant and a \$6,000 matching grant for his or her school. The Herb Kohl Foundation annually selects 100 teachers and 16 principals to receive awards.

### 2020 Herb Kohl Educational Foundation Teacher Fellows

#### CESA 1

**Kellie Arenz**, *Park View Middle School*, Mukwonago

**Alyssa Basthemer**, *High School of Health Sciences*, Wales

**Erica Breitbarth**, *Reagan High School*, Milwaukee

**Valerie Bremer**, *Saint Paul Lutheran School*, Grafton

**Jenny Di Meo**, *Washington Elementary School*, Wauwatosa

**Whitney Domres**, *Waukesha North High School*, Waukesha

**Joy Ebersole**, *Holy Family Parish School*, Whitefish Bay

**Paul Fleisch**, *Marquette University High School*, Milwaukee

**Caroline Hanson**, *Central High School*, West Allis



# Herb Kohl Educational Foundation, Inc.

**Kristin Hasbrook**, *Hamilton High School*, Sussex

**Tara Heus**, *Muskego High School*, Muskego

**Julie Ibar**, *Elmwood Elementary School*, New Berlin

**Koren Jackson**, *Transition High School*, Milwaukee

**Sarah Keating**, *Bay Lane Elementary School*, Muskego

**Trisha Kilpin**, *Greendale District Office*, Greendale

**Gerardo Lemus**, *Butler Middle School*, Waukesha

**Donna Malone**, *New Berlin Mid/High School*, New Berlin

**Ann Mocchi**, *University Lake School*, Hartland

**Mike Mueller**, *Waukesha West High School*, Waukesha

**Nicole Nowicki**, *Longfellow Middle School*, Wauwatosa

**David Olenchek**, *Arrowhead High School*, Hartland

**Nancy Pasch**, *Muskego Lakes Middle School*, Muskego

**Mary Petrie**, *Catholic Memorial High School*, Waukesha

**Janelle Pfaller**, *Milwaukee School of Languages*, Milwaukee

**Susan Richardson**, *Milwaukee Public Schools District Office*, Milwaukee

**Melissa Rickey**, *Mitchell Elementary School*, Milwaukee

Continued on Page 17

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# 5 CRITICAL TIMES to review your INSURANCE

## Is your insurance keeping up with your life?

Here are a few **critical events** that should trigger a review of your insurance policies:

**RENEWAL.** Find the right balance between cost and protection. Make sure you are getting discounts you qualify for. Evaluate the need for flood or umbrella insurance.

**MAJOR PURCHASES.** An expensive piece of jewelry, artwork, or electronics may need extra coverage.

**HOME IMPROVEMENTS.** If you added a room, upgraded your countertops, installed a hot tub, etc., make sure you're adequately covered. Keep receipts in case your insurance company needs copies.

**HOME SAFETY UPGRADE.** You may qualify for a discount when you install an alarm system or upgrade your electrical, heating, or plumbing.

**MAJOR LIFE CHANGES.** Marriage, divorce, or adult children who move back home (or who leave) can affect your insurance and the amount of coverage you need.

Source: Insurance Information Institute



### Ready to review?

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## Herb Kohl Foundation Announces 2020 Award Recipients Continued from Page 16

**Robin Roeske**, *First Immanuel Lutheran School*, Cedarburg

**Micah Roschke**, *Shalom High School*, Milwaukee

**Anthony Rosero**, *Trowbridge Street School*, Milwaukee

**Jessica Santiago**, *New Berlin Mid/High School*, New Berlin

**Jean Marie Scheele**, *St. Josaphat Parish School*, Milwaukee

**Emily Solati**, *Greendale High School*, Greendale

**Robert Stoltz**, *Greendale High School*, Greendale

**William Ulrich**, *Wilson Elementary School*, Wauwatosa

### CESA 2

**Douglas Brown**, *Middleton High School*, Middleton

**Sarah Domres**, *Verona Area High School*, Verona

**Lyndsey Ebben**, *Glacier Creek Middle School*, Cross Plains

**Dodi Kuehl**, *Conrad Elevehjem Primary School*, McFarland

**Brooke Lederman**, *Brodhead Middle School*, Brodhead

**Joan McGowan-Merlin**, *Whitewater Middle School*, Whitewater

**Christy Sheppleman**, *Waunakee High School*, Waunakee

**Robert Wiedholz**, *Hamilton Middle School*, Madison

**Erica Zentner**, *Northside Elementary School*, Monroe

### CESA 3

**Jeffrey Behrens**, *Richland Center High School*, Richland Center

**Jennifer Holmes**, *Cuba City Elementary School*, Cuba City

**Amanda Lewig**, *Weston Elementary School*, Cazenovia

**Jennifer Schoepp**, *Cuba City District Office*, Cuba City

**Micki Uppena**, *Mineral Point Unified District Office*, Mineral Point

### CESA 4

**Megan Hellmann**, *Blessed Sacrament Elementary*, La Crosse

**Heide Mueller**, *Saint Pauls Evangelical Lutheran School*, Onalaska

**Michelle Powell**, *Spence Elementary School*, La Crosse

**Jenna Putz**, *Arcadia Middle School*, Arcadia

### CESA 5

**Laura Allaby**, *Willson Elementary School*, Baraboo

**Shelley Bruley**, *Assumption Middle School*, Wisconsin Rapids

**Shelly Gillmore**, *Baraboo High School*, Baraboo

**Michelle Howe**, *Lodi Middle School*, Lodi

**Kelly McCabe**, *West Elementary School-KG Center*, Baraboo

**Teresa McCulloch**, *Jack Young Middle School*, Baraboo

**Leslie Niedfeldt**, *Pittsville Elementary School*, Pittsville

**Stacey Oliphant Deal**, *Westfield District Office*, Westfield

**Kristina Puntney**, *Baraboo High School*, Baraboo

**Kristi Romberg**, *Westfield Area High School*, Westfield

**Gilbert Saylor**, *iLEAD Charter School*, Mauston

### CESA 6

**Amber Bartlein**, *Erin Elementary School*, Hartford

**Wendy Kurkowski-Evans**, *Sabish Middle School*, Fond du Lac

**Melissa Porath**, *New London High School*, New London

**Danielle Santori**, *St. Eugene School*, Fox Point

**Paul Stellpflug**, *Oshkosh Area District Office*, Oshkosh

**Greg Verhagen**, *Little Chute Intermediate School*, Little Chute

**Mark Vollbrecht**, *Menasha High School*, Menasha

**Tiffany Wesoloski**, *Woodland Intermediate School*, Appleton

### CESA 7

**Tracy Bauer**, *Mishicot High School*, Mishicot

**David Friend**, *Kiel High School*, Kiel

**Jordan Hoepfner**, *Cedar Grove-Belgium High School*, Cedar Grove

**Sara Lawman**, *Chilton Area Catholic School*, Chilton

**Shane McDonough**, *Green Bay Area Public District Office*, Green Bay

*“If you always support the correct principles then you will never get the wrong results!”*

— President Andrew Johnson

Continued on Page 18

## Herb Kohl Foundation Announces 2020 Award Recipients Continued from Page 17

**Jane Mose**, *St. Mark Lutheran School*, Green Bay

**Karl Nienhuis**, *North High School*, Sheboygan

**Joseph O'Brien**, *North High School*, Sheboygan

**Michael Retzinger**, *Kohler District Office*, Kohler

**Brandon Rockstroh**, *Southwest High School*, Green Bay

**Mary Anne Rodgers**, *Cedar Grove-Belgium Middle School*, Cedar Grove

**Sara Schiller**, *MacArthur Elementary School*, Green Bay

### CESA 9

**Jeffrey Gress**, *Newman Catholic Middle*, Wausau

**Patrick Kubeny**, *Rhineland High School*, Rhineland

**Mary Wentland**, *Lakeland High School*, Minocqua

### CESA 10

**Aaron Athas**, *Chippewa Valley Montessori*, Eau Claire

**Brian Collicott**, *Chippewa Falls Middle School*, Chippewa Falls

**Nicole Gripentrog**, *Medford High School*, Medford

**Kaleigh McGinnis**, *Delong Middle School*, Eau Claire

**Susan Nelson**, *Owen-Withee Elementary School*, Owen

### CESA 11

**Shawn Gudmunsen**, *Saint Croix Falls High School*, Saint Croix Falls

**Derrick Meyer**, *Amery High School*, Amery

**Denise Sinclear Todd**, *Saint Croix Falls Middle School*, Saint Croix Falls

**Chris Wondra**, *Saint Croix Falls Middle School*, Saint Croix Falls

### CESA 12

**Karen DePerry**, *Bayfield High School*, Bayfield

**Jennifer Gierczic**, *Lake Superior Primary School*, Ashland

**Jennifer Laird**, *Hayward Community District Office*, Hayward

**Michelle Simpson**, *Lake Superior Intermediate School*, Ashland

**Anne Sullivan**, *Bayfield District Office*, Bayfield

### 2020 Herb Kohl Educational Foundation Principal Leaders

#### CESA 1

**Eitan Benzaquen**, *Hillcrest School*, Kenosha

**Lisa Colla**, *Shared Journeys School*, West Allis

**Rachel Rydzewski**, *Muskego Lakes Middle School*, Muskego

**Sam Seefeld**, *Mequon Trinity Lutheran Grade School*, Mequon

**Lori Suarez**, *Wauwatosa Catholic School*, Wauwatosa

#### CESA 2

**Jeffrey Eichelkraut**, *New Glarus High School*, New Glarus

**Machell Schwarz**, *De Forest High School*, De Forest

**Aaron Tarnutzer**, *Indian Mound Middle School*, McFarland

**Chris Trotter**, *Elkhorn Area High School*, Elkhorn

#### CESA 4

**Amy Oliver**, *Hintgen Elementary School*, La Crosse

#### CESA 6

**Janna Cochrane**, *North Greenville Elementary School*, Greenville

**Lisa Hughes**, *Winneconne Elementary School*, Winneconne

#### CESA 7

**John Schultz**, *Pilgrim Lutheran School*, Green Bay

#### CESA 8

**Michael Cattani**, *Saint Thomas Aquinas Academy*, Marinette

#### CESA 9

**Todd Bohm**, *D C Everest High School*, Weston

#### CESA 11

**Rita Platt**, *Saint Croix Falls Elementary School*, Saint Croix Falls

## Wisconsin Schools Nominated to Receive National Award

The Wisconsin Department of Public Instruction has nominated eight public schools for national recognition for academic excellence and making strides toward closing achievement gaps.

The schools were selected for the U.S. Department of Education's 2020 National Blue Ribbon Schools Program, which recognizes top-performing schools based on academic performance and achievement. Since starting in 1982, the national program has recognized more than 9,000 schools.

The eight public schools nominated for Wisconsin are:

- Maple Dale Elementary School, Maple Dale-Indian Hill School District
- Lake Delton Elementary School, School District of Wisconsin Dells
- Altoona Intermediate School, School District of Altoona
- Nicolet Elementary School, Menasha Joint School District
- Lake Superior Elementary School, School District of Superior
- Red Apple Elementary School, Racine Unified School District
- Luther Elementary School, South Milwaukee School District



- Thomas Jefferson Elementary School, Wausau School District

Next, schools must complete the National Blue Ribbon Schools application and undergo a review. The awards are presented to schools identified into one or both of the following categories: 1) "Exemplary High Performing Schools" that score in the top 15 percent on state assessments; and 2) "Exemplary Achievement Gap Closing Schools" that score in the top 15 percent on the "Closing Gaps" priority area of Wisconsin's school report cards. The national award winners will be announced in September 2020.

[www2.ed.gov/programs/nclbbrs/index.html](http://www2.ed.gov/programs/nclbbrs/index.html)

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