

# TEACHING TODAY WI™

# TRANSPORTATION TODAY WI

WISCONSIN'S 4K–12 EDUCATION CONNECTION SINCE 1997

YOUR WISCONSIN TRANSPORTATION CONNECTION



## Wausau School District Honors Community's Rich Timber History; Invests in Woodmizer



*Diana White*  
Coordinator of Communications & Marketing  
Wausau School District

Wausau, like many other towns in the northwoods of Wisconsin, owes its very existence to the vast timber resources that surround it. From its first incorporation in the mid 19th century, wood and wood-related manufacturing has been a large part of the economic and community development of the Wausau area. These industries are still a major sector of the local economy, but the image of a lumberjack heading into the woods with an ax has been replaced by highly-efficient, technology-driven, automated equipment that has revolutionized the industries to allow them to remain competitive in a global marketplace.

Knowing that this industry is so important to the Wausau area, the Technology and Engineering Departments in the Wausau School District work very closely with local business and

industry partners to make sure students have access to both rigorous and relevant opportunities — including in Wood Manufacturing. Wood Manufacturing has been a staple of the department, in fact, there are several levels of woodworking instruction available to high school students in the district. That instruction includes cabinet making and construction framing. In addition, the Wausau School District has a very well established Agriculture Education

Department which, among other pathways, has focused instruction related to natural resources, conservation, forestry management, and development.

Those departments provide excellent instruction in their own particular areas, however, there was never a coordinated link between forest management instruction and the wood manufacturing instruction. Upon recognizing this gap in instruction, a solution presented itself in the form of the purchase of a portable sawmill to turn logs into lumber.

In the spring of 2021, the Wausau School District purchased a Woodmizer LT35 portable sawmill. This trailer mounted bandsaw sawmill can be towed to a school or job site and set up in a matter of minutes. Team members recognized the opportunity this new piece of equipment pre-

**Continued on Page 6**



## Yes We Can! D.C. Everest Student Finding Success in Apprenticeship

*Michelle Rothmeyer,*  
Coordinator of  
Communications  
D.C. Everest Area  
School District

Stephanie Stanke, a lifelong automotive enthusiast, opened Wooster's Garage in 2017 becoming one of very few female automotive repair shop owners in the region. She grew up in a family of auto enthusiasts/auto shop owners, and in high school enrolled in automotive courses. Upon graduating, she set out to learn everything she could about the industry and the customers it serves, by working in a wide variety of roles within the automotive industry. In 2012 she rounded out her experiences by earning an associate's degree in Automotive Technology.

What struck Stephanie during her years of working within the industry was the level of trepidation customers felt concerning the repairs and services completed on their vehicles. She set out to change that when she established her own business. To bridge the gap between customers and technicians the shop works diligently to make customers feel comfortable about what they are investing in and driving — offering, for example, monthly auto clinics to help customers better understand their vehicles. She's also working on a book based on the insights she's gained at her customer auto clinics. Further, she serves as a role model for other female entrepreneurs,



serving as a guest speaker who addresses what it's like to work within a male-dominated field.

When D.C. Everest Community Partnership Coordinator Rose Matthie met Harmony Hommerding, a sophomore at D.C. Everest Senior High with a marked interest in cars, she immediately thought of Stephanie's business as an ideal Youth Apprenticeship partner. Harmony's interest in the automotive industry was piqued by mutual friends who had a love of cars and the history behind the car culture. Similar to Stephanie, Harmony is pursuing her automotive interest by enrolling in Automotive Technology career track courses. She enrolled in Consumer Care Care as a sophomore and then Automotive Power Train Systems, Small Engines, and Introduction to Welding and Machining for her junior year. The DCE Senior High's new six-bay Automotive Lab has provided her with unique hands-on learning opportunities, but Harmony

**Continued on Page 28**

## THANK YOU TO OUR ADVERTISERS FOR YOUR GENEROUS SUPPORT!

UW Stevens Point • IBEW 158 • WI Asphalt Paving Association • Rosen Automotive • Gateway Technical College • Fabick Cat/Fox Valley Technical College  
Wisconsin Operating Engineers 139 • WI Ready Mix Concrete Association • EdEvents/CESA11 • North Central States Regional Council of Carpenters  
North Dakota State College of Science • Kwik Trip • South Dakota State University • Gandrud Automotive • Van Horn Automotive • Bellin College  
Broadway Automotive • ABC Wisconsin Apprenticeship & Training • The College of St. Scholastica • STEM Shuttle Dream Flight USA  
North Dakota State University • UW Superior • UW Milwaukee • FTIUM



# Learn, Discover & Network

**EdEvents 2022-2023!**

**Visit [EdEvents.org/conferences](https://EdEvents.org/conferences) to register today!**

## REACHING HIGH

*Student Success, Resiliency & Hope!*

**JANUARY 23, 2023**



**Keynote Speaker:**  
**Dr. Katie Novak**

Dr. Katie Novak is an internationally renowned education consultant as well as a practicing leader in education. Katie designs and presents workshops both nationally and internationally focusing on implementation of Universal Design for Learning (UDL) and universally designed leadership.

**JANUARY 24, 2023**



**Keynote Speaker:**  
**Dr. Joe Sanfelippo**

Dr. Joe Sanfelippo is the Superintendent of the Fall Creek School District in Fall Creek, WI...home of the Fall Creek Crickets. The Fall Creek School District was named an Innovative District in 2016 and 2017 by the International Center for Leadership in Education.

## TRANSITION:

*Ignite Your Passion!*

**FEBRUARY 16-17, 2023**



**Keynote Speaker:**  
**Daniel Seddiqui**

Daniel Seddiqui is an international bestselling author, inspiring keynote speaker, education & travel entrepreneur. His work has been an inspiration to those in economic hardships & cultural crisis. Daniel's books include: *50 Jobs in 50 States: One Man's Journey of Discover Across America* and *Going the Extra Mile - One Man's Curiosity Through America Leads to Compassion*.

**For all EdEvent Conferences:**

**Register 4 staff members and the 5th is FREE! CEU's will be available.**

**Questions: Contact Amy Schlieve, [amys@cesa11.k12.wi.us](mailto:amys@cesa11.k12.wi.us)**

# TEACHING TODAY WI™

PUBLISHER/EDITOR: Renee Feight  
 EDITOR: Andria Reinke  
 PAGE COMPOSITION: Andrew Clausen  
 WEBMASTER: Scott Bayerl  
 SPECIAL ASSISTANT: Allie Zacharias  
 ACCOUNT EXECUTIVE: Shaw Liljeqvist

Please direct articles, advertising, questions or comments to:

Teaching Today WI™  
 PO Box 1704  
 Eau Claire, WI 54702  
 Phone/Fax 715-839-7074  
 www.teachingtodaywi.com

Please direct all inquiries to:  
 renee@teachingtodaywi.com

Teaching Today WI™ is an independent publication for educators.

The opinions expressed in Teaching Today WI™ are not necessarily the opinions of Teaching Today WI™. We reserve the right to edit any and all materials submitted due to grammar, content and space allowances. Articles, photos and artwork submitted to Teaching Today WI™ are assumed to be released by the submitter for publication.

Teaching Today MN™  
 Transportation Today WI™  
 Manufacturing Today WI™

## In this Issue

D.C. Everest Senior High Students Gain Critical Construction and First Aid Skills ..... Page 4

Student-Built House Construction Program In 25th Successful Year ..... Page 6

Bridges Construction & Renovation Students Improve the Green Bay Community ..... Page 8

A Teacher's Journey: Learning by Doing ..... Page 9

Luxemburg-Casco School District: Area Districts Collaborate with Bellin College to Offer Healthcare Career Pathway ..... Page 10

Career Spotlight — Registered Nurse ..... Page 10

Apprenticeships Soar with School-Based Career Coaches ..... Page 12

Student Overcomes Challenges, Wins Top Gold ..... Page 12

Wisconsin's Superintendent of the Year is Dan Olson, Monona Grove School District ..... Page 13

Sheboygan Health and Physical Educator Inducted into SHAPE America Hall of Fame ..... Page 13

Congratulations 2022 School Social Worker of the Year Carla Vorpahl! ..... Page 14

Wisconsin's 2023 Wisconsin Teachers of the Year 2022 WI Principals of the Year AWSA ..... Page 16

New stories available online only.  
 Check out this news at [teachingtodaywi.com](http://teachingtodaywi.com)

- ▶ D.C. Everest Band to Celebrate "Turning The Corner" With 2023 Rose Parade Performance
- ▶ More Than a Marching Band: How Music Educator Adam Bassak Instills a Love of Music, Performance
- ▶ Tomahawk Teachers Kiss a Cow Following a Bet Made With Students

## TRANSPORTATION TODAY WI, WINTER 2022-23 ISSUE Beginning on Page 19

Sparking Interest in High-Demand Automotive Careers ..... Page 19

Beloit Memorial High School's Automotive Program is Racing Forward! ..... Page 22

Wausau East Transportation Program Expands to Include More Dual Credit ..... Page 24

Auto Opportunities Abound in the AASD ..... Page 26

Holmen Auto Service Providing Hands-On Learning ..... Page 27

Yes We Can! D.C. Everest Student Finding Success in Apprenticeship ..... Page 28

Melrose-Mindoro Makes Auto Racing History ..... Page 30

Plane Awesome: Horlick High School Students Learning All About Aviation ..... Page 32

Why You Should Consider a Career in the Asphalt Pavement Industry ..... Page 33

West Bend's Automotive Program Has Something For All ..... Page 34

Freedom High School Automotive ..... Page 35

Automotive Program at Arrowhead Union High School ..... Page 36

City Stadium Automotive ..... Page 37

The Ahnapee Diesel Center ..... Page 38



CELEBRATING 25 YEARS

TEACHING TODAY WI™

YOUR EDUCATION CONNECTION SINCE 1997

# Are you ready to make money for your organization?

Check out the Fundraising options offered by Kwik Trip Inc.



### Car Wash Fundraising

- Purchase Kwik Trip, Inc. 5-count Ultimate car wash cards for \$20
- Sell the car wash cards for \$36 each
- Your organization receives a \$16 profit



### Pizza Concessions

- Purchase Cheese Mountain traditional crust pizza at a discounted rate
- Set selling price per slice
- You bake or we bake it
- We offer a warmer and oven at no additional cost

### Gift Card Fundraising

- Organizations purchase Kwik Trip Inc. gift cards at a discounted rate, resell them at face value, and keep the profit
- Items not eligible to be purchased with the Grocery Only include fuel, tobacco, alcohol, gift cards, lottery/lotto, and stamps



5% Discount



5% Discount



15% Discount



### Healthy Concessions

- Choose from a list of products such as apples, bananas, salads, sandwiches, milk, etc. at 10% off (please visit our website for a list of products)
- Sell products for a higher amount
- Your organization keeps the profits that are made



# KWIK TRIP™

We offer **FREE SHIPPING** on all orders.

Go to [www.kwiktrip.com/community/fundraising](http://www.kwiktrip.com/community/fundraising) to enroll today!

Questions? Let's chat - email [Fundraising@kwiktrip.com](mailto:Fundraising@kwiktrip.com)

## D.C. Everest Senior High Students Gain Critical Construction and First Aid Skills



*Michelle Rothmeyer*  
Coordinator of Communications  
D.C. Everest Area School District

The D.C. Everest Senior High's sixteen-year partnership with Habitat for Humanity of Wausau has provided numerous benefits for students, the local construction industry, and the community. Students gain one-of-a-kind work experience that can't be duplicated within a classroom while exploring career oppor-

tunities and developing relationships with people within the high-demand industry. Local construction companies gain access to a new generation of graduates who are singularly prepared to take on the challenges of the workplace. And families in need have the opportunity to raise their families within a custom-built home, providing a sense of stability that can be a stepping stone to future success.

During the past 16 years, the collaborative partnership between the DCE Senior High and Habitat for Humanity of Wausau has grown and evolved due to expanded student interest and student preparedness. The DCE Senior High's new Tech Ed wing — which mirrors 21st-century advanced manufacturing facilities with its spacious, sunlit interior stocked with state-of-the-art technologies, tools and machinery — has drawn more students to courses in the construction field. So has the expanded

**Continued on Page 9**

### From Job Shadow to Post-graduate Apprenticeship Piquing Student Interest in the Construction Field

In February 2022, Kasey Woolley, then a junior at D.C. Everest Senior High, participated in a day-long job shadowing experience with a construction company that covered an array of career paths available within that business. The day began with a pre-task structural steel placement meeting focused on ensuring all the necessary elements were in place prior to the task starting. She then visited a job site where she could view the various trades in action — including electrical, carpentry, HVAC, pipe fitting, and insulation. During the job site visit, she had an opportunity to speak with apprentices and journeymen about the classroom and on-site training necessary for their chosen careers. During the final stop of the day, they visited a jobsite in Hancock where laborers were pouring concrete and testing placed materials, carpenters were forming footings and foundation walls, excavators were preparing the site, and surveyors were establishing working points.

Because the job shadowing experience provided her with a comprehensive overview of preconstruction, project management, and onsite construction processes, she was able to gain a sense of the lifecycle of construc-

tion projects from start to finish and determine which opportunities best suited her career aspirations. As the day drew to a close, her interest was piqued by the experience and she spoke with company representatives about Youth Apprenticeship opportunities.

Fast forward to September 2022. Kasey, now a DCE senior enrolled in the Carpentry Unit with the school's Architecture and Construction career pathway, signed with the company as a Youth Apprentice. On September 12, she officially started her apprenticeship and began working through late November at a jobsite in Plover. She has since transitioned to working on the new DCE Administration Building that is being constructed by the company on the grounds near the DCE Senior High. She has enjoyed working with numerous trades on the job sites and is currently helping to set the foundation of the building and insulating pipes — helping construct the building from the ground up.

Kasey's Youth Apprenticeship position has helped cement her plans beyond high school. Upon graduation, she will immediately enter into the Carpentry Registered Apprenticeship program.



Earn while you learn with apprenticeship

# BUILD YOUR CAREER

Begin a great career in construction today and start earning money immediately through apprenticeship! As a skilled construction worker, you'll be in demand with lots of opportunities to move up the career ladder without big college debt.

**Get started at [buildyourcareerwi.org](http://buildyourcareerwi.org)**

**ABC Wisconsin**  
APPRENTICESHIP & TRAINING TRUST



**IBEW Local 158**  
**Green Bay, WI**  
*We are the Power Professionals*

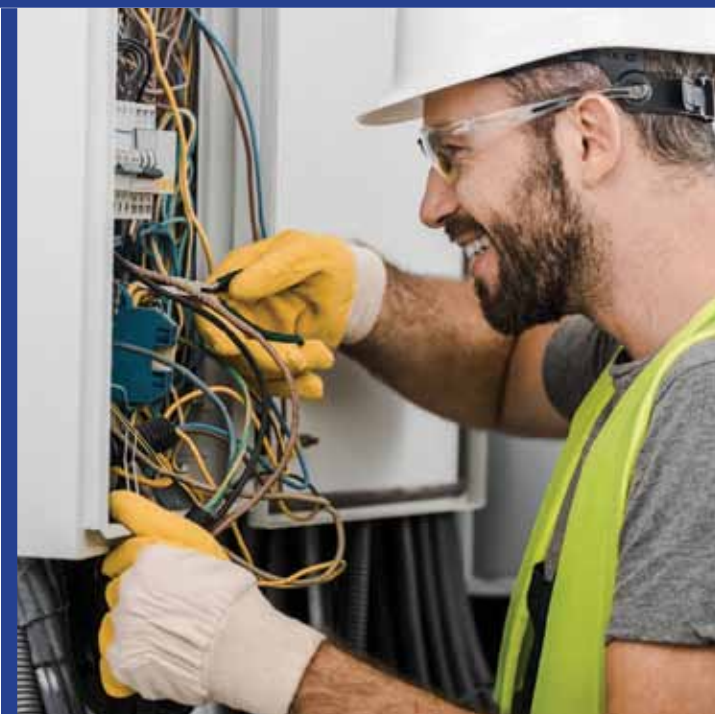


***Become an  
Apprentice Electrician***

Looking to improve your wages and benefits?  
We are always accepting applications to keep  
up with the growing demand for electricians.

- **Applicants:** Applications for Apprenticeship are accepted anytime at our office from 8:00 am–3:30 pm. Just bring along your high school transcripts and a picture ID
- **Teachers:** Want someone to do a presentation at your school about apprenticeship? Contact us today!

Learn more at: [ibew158.com/apprenticeship](http://ibew158.com/apprenticeship)





## Student-Built House Construction Program In 25th Successful Year



Each year for the last 25 years, Sheboygan Area School District students from both North and South High Schools who are enrolled in Career & Technical Education build a house from the foundation to the interior finishing touches. This unique, innovative opportunity gives students the chance to experience hands-on work and gain skills, experience, and connections to pursue a career in construction trades.

“It is incredibly important for our schools to prepare students for the future by offering

real-world, hands-on learning experiences,” said Superintendent Seth Harvatine.

The project kicks off each year with a groundbreaking ceremony where students’ confidence is bolstered by program leaders and the excitement for the upcoming project is palpable. Students, their family members, community members, representatives from the district, local carpenters, and electricians all come together at this ceremony to recognize the hard work about to be underway.

At this year’s event, the crisp morning air surrounded those in attendance, an American flag waved in the slight breeze, and a large table was filled with hard hats and donated gear. Each student in attendance had the opportunity to stand in front of their peers and community members and share why they decided to participate in the program. From the desire to gain hands-on experience in building a house, to getting their foot in the door early for a career in construction or electrical engineering, every student’s story was distinctive and personal. Their statements of intent were powerful.

Brian Sippel, North Central States Regional Council of Carpenters representative, spoke at the program. Brian graduated from South High School in 1999 and participated in the first-ever house construction project. He shared with those in attendance how his experience within the program in high school helped to guide his career path and become the successful carpenter he is today.

But before any construction work could begin, students enrolled in the district’s Project Lead the Way Civil Engineering and Architecture classes designed a house plan. The students’ plans are evaluated by a group of industry builders and educators, and the top design is chosen to be built the next school year.

The student-built house constructed over

the prior school year was recently sold for \$410,000. Proceeds from the sale will go toward scholarships, tools, and equipment, as well as purchasing land for future construction projects.

Now that the weather is colder, students have wrapped up the house framing and installed the trusses - the triangular wooden structures used to support the roof. Soon the plumbing, electrical, and HVAC installations will be complete. Instructor and project manager Ted Schermetzler will continue to lead the students every step of the way.

This is truly a community project. Students benefit from working alongside local contractors, carpenters, electricians, and other skilled professionals, who guide and teach them throughout the construction process. A Construction Trades committee made up of representatives from local businesses, organizations, and school staff meets regularly to guide and support the project and the students involved.

The Sheboygan Area School District looks forward to another successful year for this popular program!

[sheboygan.k12.wi.us](http://sheboygan.k12.wi.us)



## Wausau School District Woodmizer

Continued from Page 1



mented; closing the gap between logs and lumber. The mill was first incorporated into several levels of wood manufacturing classes. While wood performance, defects, drying, and behavior were covered at a high level prior to this point, the process of actually milling a log makes all of these otherwise abstract concepts very immediate and relevant. Students found that how lumber is milled from a log has a dramatic impact on all of these concepts. The students quickly realized that planning and foresight were essential to generate quality lumber and minimize waste.

Another key component to the success of the implementation of the portable sawmill is a constant supply of raw material. The Wausau School District is fortunate to have a school forest within the district. Forest management is a constant process at the school forest and because of these efforts, a fairly steady supply

of oak, white pine and red pine logs is available for use on the mill. While this material was otherwise sold for pulp, it can now be used to serve the needs of students in the district. The other beneficial partner that has been instrumental in the early success of this project is the Wausau and Marathon County Parks, Recreation, and Forestry Department. As managers of all urban forests and county land, they have a tremendous amount of material that is constantly available. A mutually beneficial relationship has been established that provides raw materials to the school for milling and also provides finished lumber back to the Parks Department for use on projects throughout the parks system and in the Wausau community.

What initially began as a simple purchase to serve the needs of students in wood manufacturing classes has quickly become something well beyond this. Key partnerships have been established, district resources are being used to serve district needs, and students are gaining greater perspective and valuable skills related to the forest products industry that has a long and storied history in Wausau and northcentral Wisconsin.

[wausauschools.org](http://wausauschools.org)



NDSU

COLLEGE OF  
ENGINEERING

# BUILD YOUR CONSTRUCTION CAREER AT NDSU

**FOUR-YEAR ACCREDITED DEGREES:**

- Construction Engineering
- Construction Management

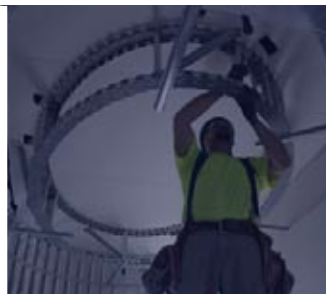
Schedule your visit today: [nds.edu/visit](http://nds.edu/visit)

[f @ndsengineering](https://www.facebook.com/ndsengineering) [t @NDSUengineering](https://twitter.com/NDSUengineering) [i @nds\\_u\\_coe](https://www.instagram.com/nds_u_coe)

# BECOME A SKILLED TRADESPERSON



CARPENTERS



INTERIOR SYSTEMS



INDUSTRIAL



MILLWRIGHTS



PILE DRIVERS

Start your journey as a North Central States Regional Council of Carpenters tradesperson, where you earn while you learn!

Becoming a union tradesperson means **higher pay, regular raises, job advancement, and better benefits.** You receive **tuition-free training** and **earn while you learn**, without racking up college debt.

If you want to gain real-world experience and learn fundamental skills for a successful and rewarding career, **become a union tradesperson today!**

SCAN FOR MORE INFO



## AVERAGE EARNINGS

*\*Wages vary by area*

Year 1	\$33,436 - \$46,363
Year 2	\$45,600 - \$63,200
Year 3	\$51,666 - \$71,646
Year 4	\$57,748 - \$80,077
Journeyman	\$60,789 - \$84,295
Foreman	\$72,485 - \$97,010
Superintendent	\$98,100 - \$131,018

**+ EMPLOYER PAID BENEFITS**

[WWW.NORTHCOUNTRYCARPENTER.ORG/PROSPECTIVE-MEMBERS/JOIN](http://WWW.NORTHCOUNTRYCARPENTER.ORG/PROSPECTIVE-MEMBERS/JOIN)



# Bridges Construction & Renovation Students Improve the Green Bay Community



*Kristin Rozek  
School & Community Relations Specialist  
Green Bay Area Public School District*

The Bridges Construction & Renovation Program provides high school students a community-based, hands-on learning experience in the construction and renovation industries. Each school year, Bridges students work on building a house from the ground up in partnership with NeighborWorks® Green Bay. Students work with professional contractors to



learn about structural design, building safety, blueprint reading, rough and finish construction, modern design and home improvements. Students also explore the application of carpentry, masonry, home wiring, plumbing and architectural design. Bridges students have the opportunity to earn both high school and college credit while enrolled in the program.

This school year, Bridges students are working on a new home build at 421 4th Street in Green Bay. Previously a vacant lot, the new home will be a three bedroom, two bath single family home. The students will also build a 24'x24' detached garage. Students will work on the floor, walls, framing, siding, roofing and finished carpentry of the house. Because this house has a smaller footprint, students will have the opportunity to do more roof framing, most of the drywall, and most of the finished carpentry. In December, the students will begin another new home build in Green Bay.

More than 20 Green Bay Area Public School District high school students are part of the Bridges program this year. The program



allows them to learn employability skills and explore a future career path while improving the Green Bay community with affordable housing options.

Brian Frerk has been the Bridges instructor for years. "I teach them three things that are going to get them ahead: being there every day on time, being respectful and polite, and giving your employer a full day's work for a full day's pay," Frerk said. "If you do that, you'll be extremely successful in whatever you choose to do in life."

To follow along with the progress of the new home build, visit the Bridges Facebook page at [facebook.com/BridgesConstruction-Renovation](https://facebook.com/BridgesConstruction-Renovation), and their website at [gbaps.org/bridges](http://gbaps.org/bridges).

[www.gbaps.org](http://www.gbaps.org)



## Past Projects:

- ▶ **331 S. Irwin St.** — Students worked on a three bedroom, two and a half bath single family home. They also built a 24' x 24' detached garage. Students worked on the floors, walls, framing, siding, roofing and finished carpentry of the house.
- ▶ **1064 Shawano Ave.** — Students worked on a three bedroom, two and a half bath single family home. The students also built a 24' x 24' detached garage. Students worked on the floor, walls, framing, siding, roofing and finished carpentry of the house.
- ▶ **301 S. Quincy St.** — Students renovated a two-family home built in 1928. Students learned masonry, worked on new trim/siding, replaced windows and doors, restored hardwood floors, worked on dry wall/plaster, installed new flooring and restored some original features of the home. The renovation home in total had two bathrooms, four bedrooms, two kitchens, two sun porches, and was 2,360 square feet.
- ▶ **505 5th St.** — Students worked on a three bedroom, two and a half bath home, and a detached 24' x 24' garage. Students worked on the floor, walls, stair framing, siding and interior finishes of the home.
- ▶ **720 N. Broadway St.** — Students worked on a three bedroom, two and a half bath home, and a detached 24' x 24' garage. Students worked on the

floor, walls, stair framing, siding, and interior finishes of the home.

- ▶ **S. Quincy St. Home & Garage** — Students worked on a three bedroom, two and a half bath home, and a detached 24' x 24' garage. Students worked on the floor, walls, stair framing, siding, and interior finishes of the home.
- ▶ **N. Broadway St. Home & Garage** — Students worked on a three bedroom, two and a half bath home, and a detached 24' x 24' garage. Students worked on the floor, walls, stair framing, siding, and interior finishes of the home.
- ▶ **Oakland Ave. Home** — Students formed and poured concrete, framed and completed a deck and stairs, as well as installed windows and siding.
- ▶ **Nicolet St. Shed** — Students framed walls and roof systems, installed roofing and siding, and installed an overhead door.
- ▶ **Walnut St. Garages** — Students framed, installed roofing, siding, soffit, and installed overhead and service doors on garages. Students also framed and installed exterior stair systems, cabinets, and added a gable roof over one deck.

The District offers many hands-on learning programs like Bridges, with the opportunity for students to earn college credits while in high school. Visit [gbaps.org/why\\_choose\\_gbaps/district\\_programs](http://gbaps.org/why_choose_gbaps/district_programs) for more information.



## M A Teacher's Journey: Learning by Doing

Probably every teacher has heard a student ask, “Why do we need to learn this?” And teachers know the closer they come to providing a real-world scenario, the more likely students are to grasp a concept and engage in the subject. Zak Kachel is on his own real-world journey. Now in his third year as a Technology and Engineering education teacher (gr. 8-12) for the Mosinee School District, he is quickly learning how to engage his students.

“First thing I did here was I started a woodworking club,” says Zak. “We called it Tech Club. And we work with community members to produce products.”

One of their bigger projects was building a 13-foot-by-17-foot sign for the local brewery in town. Built out of the original flooring in their business, the job called on students to glue the floorboards to plywood and use the CNC router, among other hands-on steps. Students loved the project and came in on their own time in the summer to help finish it.

“They wanted to be in here working, and I wanted to get them connected with the com-

munity to showcase their talents and market themselves and their employability skills,” says Zak.

Last year with the help of his department, Zak started a SkillsUSA chapter, giving students another way to showcase their skills. “All my Tech Club kids joined SkillsUSA and then they talked to their buddies about Skills after our first competition,” he says. “And we just started growing.”

A big attraction for all Mosinee students is work-based learning including the Youth Apprenticeship Program. He credits Susan Swinick, a Family and Consumer Science Teacher and Mosinee’s School-to-Work Coordinator, for nearly a third of Mosinee’s students signing on for placements in work-based learning.

Mosinee currently has four regional career pathways: advanced manufacturing; architecture and construction; digital technology; and patient care. But even if a career interest is outside these pathways—such as interior design or veterinary science—Susan finds connections

for students.

The bottom line is that work-based learning is a powerful motivator, not just for Zak’s students, but for ALL students. So much so, that Zak uses work-based learning opportunities as a carrot to teach the professional skills students will need to earn a youth apprenticeship.

Susan relates that, one day as she stood nearby, one of his students, who was waiting to hear whether he’d been accepted into the Youth Apprenticeship Program, made an off-color joke to another student.

“Zak just pulled him aside and wrote him up immediately,” says Susan. “It’s not like he was barking at him,” she explains. But he wants his students to understand the implications of their words and actions. According to Susan, he is very good at providing real-life scenarios. Instead of telling the student to make a change, he gets the student to see the need for change.

In this case, he explained to the student that his comment would be considered sexual harassment and asks, “What do you think is going to happen in that situation?”

Zak also uses humor. If a student is holding a hammer close to the head, he’ll hand the student a hammer with a short, sawed-off handle, saying, “If you’re going to use a hammer like that, I’m going to give you a short one.” Besides getting a chuckle, it gets the kid to consider that maybe he or she is using the tool incorrectly. Less talking, more doing, delivers the message.

Zak’s program is growing, and he is learning by doing, too. He’s growing along with his students in enthusiasm, determination, caring, knowing where to draw the line, with a little humor mixed in. And he’s grateful for the team around him.

“As long as we can stay committed to the passion that we all have for the kids and wanting to see them succeed, I don’t think there’s anything stopping this from growing leaps and bounds,” says Zak.

*Article courtesy of the WI DPI*

[mosineeschools.org](http://mosineeschools.org)



## D.C. Everest Senior High Students Gain Critical Construction and First Aid Skills

Continued from Page 4

curriculum, which includes Architectural Design (DE), math, physics, Computer Aided Drafting, Advanced Computer Aided Drafting, Construction, Construction Trades and a series of Wood Manufacturing courses. “All of these factors ensure our students can productively contribute to the Habitat for Humanity mission,” notes Aaron Hoffman, DCE Career and Technical Education Coordinator. “Students begin by learning the basic principles related to construction but can progress to more advanced principles thanks to our expanded curriculum. Our new Tech Ed wing also provides them with access to computer-integrated technologies that ensure they are better prepared for a real-world work environment.”

To work on the construction of the Habitat for Humanity house, students must be enrolled in Construction Trades. Last year, a new facet was added to the course: First Aid and CPR certification. One hundred percent of Construction Trades students earned their certification. This year’s students are in the process of finalizing their First Aid and CPR certifications and in Spring 2023 they will be trained in a new Stop the Bleed course. Karen Wegge, DCE Physical Education/Health/AODA Coordinator, secured funding from the D.C. Everest Education Foundation to provide Stop the Bleed training for DCE staff and Construction Trades students. The program provides instruction on the techniques of

bleeding control, including applying a tourniquet, packing a wound, and holding pressure over a wound. “This training will provide our students with instruction so they can provide immediate care for serious wounds and injuries that could occur in or around a construction site,” states Wegge. “Our Construction Trades students will gain a unique skill set in treating severe injuries that will help them be better prepared for emergency situations on the job site.”


Currently a dozen Construction Trades students are working on the Habitat for Humanity house, sealing up the house for winter conditions. With the framework for the house completed and the outer walls and roof installed, students will focus on interior construction projects — interior walls, electrical, plumbing, insulation, drywall — during the winter months. This year’s class includes two female students, the second time in recent years when young women have joined the team. “A primary focus of our recent renovations has been to create learning spaces that are welcoming to all learners. Both of these young women are inspiring younger students as we continue to expand on this positive trend,” added Hoffman.

[www.dce.k12.wi.us](http://www.dce.k12.wi.us)



### Finishing Trades Institute of the Upper Midwest

Apprenticeship. College. A Lifetime of Success.



**Finishing Trades Institute**  
UPPER MIDWEST

**The FTIUM Post Secondary Enrollment Option (PSEO) program is a new model in higher education.**

- 9 free college credits and 4 free high school credits**
- Hands-on training at our state-of-the-art facility**
- Mentorship from the best finishing trades teachers in the country**

**...all while you finish high school!**


**GET ready for a rewarding, lucrative career.**

**GET prepped for college.**


**GET the FTIUM advantage.**

**ONLINE AND HYBRID LEARNING**

[FTIUM.edu/PSEO](http://FTIUM.edu/PSEO)



No-cost IUPAT affiliate membership required.



**f FTIUM    t @FTIUM    @FTIUM1**



## Luxenburg-Casco School District: Area Districts Collaborate with Bellin College to Offer Healthcare Career Pathway



Three Green Bay-area school districts have been collaborating with Bellin College to offer their high school students new curriculum that leads to a career pathway in healthcare. Students from the Luxenburg-Casco, Kewaunee and Denmark districts will come together to participate in a pathway into the Bellin College Healthcare Academy.

The Board of Education of the three school districts approved the curriculum and

funding at their respective scheduled meetings, and students now are in the classrooms after registering for courses that began in the first semester of the 2022-23 school year.

Bellin College currently offers individual healthcare-focused courses at area high schools, but this will be its first full-scale healthcare program. Participating students can earn up to 42 college credits while in high school.

“We are excited about this new partnership with Bellin College and Bellin Health,” says Mike Snowberry, director of learning services for the Luxenburg-Casco School District. “By the three neighboring districts coming together, we are able to offer our students more coursework choices as they select career pathways. We already are seeing strong interest among our students in these classes.”

“The Bellin College Healthcare Academy is a partnership that allows us to create ‘real-life’ career and academic experiences for Kewaunee High School students interested in the healthcare field,” says Kewaunee School District Superintendent Scott Fritz. “College is an expensive career exploration program, so our hope is to create as many opportunities for our students to experience career pathway opportunities while still in high school.”

“The real importance of participating in the Bellin College Healthcare Academy is to fulfill the mission of the Denmark School District, which is to provide the highest level of educational programming to ensure student success within school and beyond,” says School District of Denmark Administrator Luke Goral. “With the current, exceptional job market and the ever-increasing cost of post-secondary education, taking advantage

of post-secondary opportunities and business partnerships, combined with work-based curriculum, the Bellin College Healthcare Academy will give our students an extra advantage after graduating from high school.”

Students who complete the Bellin College Healthcare Academy coursework while in high school have the potential to receive a bachelor’s degree in nursing at Bellin after only two additional years of post-secondary study. Students essentially will have completed the entire first year of study at Bellin while in high school. The normal degree progression at Bellin is eight semesters over three years, including two summer sessions.

Bellin has prior and current engagement with area high school students around upper-level science courses, but this will be its first complete, fully immersive experience, according to Phil Schaible, director of sports medicine and orthopedics for Bellin Health.

“From our perspective, this partnership is a win for everyone,” says Schaible. “It is consistent with the Bellin mission and vision for our community to be as healthy as it can be, and for us to give back to the community. We not only are supporting the school districts, but

Continued on Page 11

## Career Spotlight — Registered Nurse

*Registered Nurse (RN)*

*Associate Degree in Nursing (ADN),*

*Bachelor of Science Degree in Nursing (BSN)*

### Specializations

Nurses can specialize in their area of practice which include hospital, home, academic, government, business, industry, medical service, and the community at large. Nurses can obtain on-going education through master’s degree or doctorate degree preparation.

- **Infection Control Nurse** — distributes information to hospital personnel on communicable diseases and coordinates hospital infection control program.
- **Community Health Nurse** — applies nursing skills in the community by instructing individuals and families about health education and disease prevention.
- **Public Health Nurse** — applies knowledge from nursing, social science and public health to promote and protect the health of individuals, families and communities.
- **School Nurse** — contributes to the development of health plans and school health programs to protect and promote the health of students and persons who work with students.
- **Correctional/Jail Health Nurse** — contributes to the development of health plans

and programs to protect and promote the health of inmates and persons who work with inmates.

- **Occupational Health Nurse** — applies nursing skills in the work environment by caring for and offering education to employees.
- **Nurse Practitioner** — gives general care and treatment to patients and consults with physician on patient care. May specialize in particular area such as neonatal care.
- **Nurse Midwife** — delivers babies and gives medical care and treatment to pregnant mothers under supervision of an obstetrician.
- **Nurse Anesthetist** — administers anesthetics to patients as prescribed by an anesthesiologist.

### Education and Training

- Students must graduate from and accredited Nursing school and receive either an Associate’s Degree in Nursing (ADN), which usually takes 2 years OR a Bachelor of Science Degree in Nursing (BSN), which usually takes 4-5 years to complete.
- Curriculum might include: Nursing fundamentals, Nursing pharmacology, Nursing-health promotion, and Nursing management concepts.

- Supervised clinical experience is provided in hospital departments such as Pediatrics, Psychiatry, Maternity, and Surgery.
- All states require periodic renewal of license, which may involve continuing education.

### Helpful High School Courses and Experiences

- Students should take a college preparatory curriculum.
- Helpful high school courses would include biology, chemistry and physics, anatomy & physiology, Medical Terminology, and psychology.

### Advancement Opportunities

- Advancement opportunities are often broader for those who have a Bachelor’s (BSN) or Master’s Degree (MSN).
- Some go into teaching or research or do advanced degrees to become nurse specialists or nurse practitioners.
- All four advanced practice nursing specialties —(1) Clinical Nurse Specialist, (2) Nurse Anesthetists, (3) Nurse Midwives, and (4) Nurse Practitioner require at least a Master’s Degree. Most programs last about 2 years and require a BSN degree. In Wisconsin one MUST have a BSN to go on for a Master’s Degree (MSN). Some

programs require at least 1 to 2 years of clinical experience as an RN for admission. Upon completion of a program, most advanced practice nurses become nationally certified in their area of specialty.

- The advanced nursing program option of Master’s Degree Nurse Practitioner is transitioning into the Doctor of Nursing (DNP).

### Salary

- Typical Salary Range (2014) (Wisconsin): \$50,000 to \$87,800 per year.
- Typical Salary Range (2014) (National): \$45,900 to \$98,900 per year.
- Head Nurse: Average: \$90,450
- Nurse Supervisor: Average: \$79,640

### Employment Information (Wisconsin)

- Number Employed in 2012: 57,990
- Expected Employment in 2022: 65,940
- Percent Employment Growth (2012-2022): 14%
- Expected Annual Openings: 1,920

Source: Wisconsin AHEC Health Careers Information Center

# Healthcare Career Pathway at Bellin College

Continued from Page 10



also the students and their families.

“At Bellin, we had real staffing concerns before COVID-19. Coming out of the pandemic, that has heightened dramatically. Students have familiarity with doctors and nurses. What about all of the other careers within healthcare that people just don’t know about? We hope to create a healthy pipeline of young people who have been exposed to healthcare, allowing them to make choices that make sense to them. Through our collaboration with Bellin College, we are able to offer students an academic platform into a meaningful career pathway.”

Initial exploratory coursework will rotate between the three participating high schools,

offering students the opportunity to affirm their interest in the healthcare field through study and job shadow opportunities. These classes include Introduction to Healthcare, Medical Terminology, Customer Service in Healthcare, Health Communication and Nursing Assistant.

Students then apply and interview for admittance to the Bellin College Healthcare Academy. Once accepted they begin upper-level coursework, online and in-person at the Bellin campus. Paid internship opportunities also are available to students from this point forward.

Among the upper-level courses available to Healthcare Academy students are History of Healthcare, General Chemistry, Developmental Psychology, Medical Ethics, Anatomy and Physiology I and II, Statistics, and Diversity Issues in Healthcare.

Students can begin the healthcare-focused courses during their freshman year, but there will be entry points into the curriculum for older students.

The bachelor of science degree programs at Bellin College include Nursing, Radiologic Services, Diagnostic Medical Sonography, Diagnostic Cardiac Sonography, Radiation



Therapy, and Surgical Technology/Surgical Assisting.

“We applaud Bellin College, along with the Kewaunee and Denmark school districts, for their collaborative efforts to bring this new partnership forward in a rather short time period,” said Snowberry. “

*Courtesy of a press release from WISPOLITICS*

[luxcasco.k12.wi.us](http://luxcasco.k12.wi.us)



## A career in healthcare offers you the opportunity to make a difference in the lives of others

Get your bachelor's degree in just 3 years in the following:

- Nursing
- Radiologic Sciences
- Radiation Therapy
- Surgical Assisting

### Why choose Bellin College?

- Direct-entry programs
- Get your bachelor's degree in three years
- Degrees for high-demand careers with excellent earning potential
- A focused curriculum
- Small class sizes
- Experienced, knowledgeable faculty
- Extensive hands-on and clinical practice
- Licensure exam pass rates exceed national averages
- Transfer courses accepted from accredited two and four-year colleges



Join us for a Campus Preview Day • Oct. 22, 2022  
Learn more at [bellincollege.edu/visit](http://bellincollege.edu/visit).

**Bellin College**

## Apprenticeships Soar with School-Based Career Coaches

The Ahnapee Youth Apprenticeship Consortium in northeastern Wisconsin is placing a jaw-dropping average of 25 percent of its juniors and seniors in Youth Apprenticeship (YA)—a sharp contrast to the 4.5 percent average statewide. The consortium includes Luxemburg-Casco (LC), Kewaunee, and the five high schools in Door County. The secret? School-based career coaches. It's a new role that is reshaping how business and education work together to prepare students for life after high school.

The school-based career coach is essentially a YA coordinator, who is physically relocated from a CESA into a school and is dedicated to working with students on career readiness. According to Jennifer Johnson, Director of the Consortium, the job involves "working with students to help them identify, first and foremost,

who they are as an individual and then how that correlates to various types of positions. . .

. You can't have a solid youth apprenticeship program if you don't have that strong Academic and Career Planning (ACP) focus in the front."

As a result, the scope of school-based coaches has grown to include supporting or coordinating ACP in the schools where they work. For example, when a Xello assessment indicated that LC student Joey Chervenka should go into jewelry design, he was disappointed with



the result. His career coach reframed the results for him, saying the assessment indicated that he was creative and might like hands-on intricate work, but maybe "jewelry designer" missed the mark. Subsequently, he decided to try welding.

"Then we really work to partner with various businesses and the community to provide them some of those job shadowing opportunities or ultimately that capstone experience of a youth apprenticeship or an internship," she adds.

Erica Janisch, school-based coach at Kewaunee High School, says "We are not only working directly with the students, but we're also working directly with . . . school counselors, with the academic and career planning [ACP] committees. We're part of all of those organizations



within the school to truly make this a part of the school."

Mentoring is central to the position. One of Janisch's students, a shy girl who lacked confidence, wanted to work with kids. She was placed at a local daycare, but the student was later terminated. "Since I was able to get all of the feedback from her employer . . . she and I sat down and worked through what the problems were," says Janisch.

"We were able to have her apply to another daycare," she says. The student was "incredibly successful there. [And the new employer] paid for all of her courses to become a certified daycare teacher." The experience went from being just a "low-point" to a "true learning experience."

The YA placement rate at Kewaunee is 33 percent, reports Janisch proudly. "We have a larger percentage of student success rate because we're actually building that rapport with the students."

Jennifer Johnson is more than enthusiastic about the new venture. "This is a potential solution to the workforce shortage that we're experiencing in the state of Wisconsin as well and really helping businesses see that, if we partner, we're building this future workforce."

*Article courtesy of the WI DPI Success Stories*

## Student Overcomes Challenges, Wins Top Gold

*Diane Ryberg, Education Consultant and FCCLA State Advisor; Career and Technical Education Team, Wisconsin Department of Public Instruction*

All students have challenges, yet how often do they overcome them to be named best in the nation in something? This story is about Taylen Kowalski, a senior at Stevens Point Area Senior High this year, who won Top Gold in her career and technical student organization (CTSO) event at the national conference in San Diego last summer, and along with it, a college scholarship.

While this story is about a hard-working student, it's also about caring, supportive, and inspiring teachers along the way and the CTSOs that often have an outsized role in developing students' passion in a career area.

An easily distracted student when she was young, Taylen had good teachers. She credits her 5th and 6th grade teacher, for example, with "making a difference" in her life by setting clear expectations and requiring her to be



accountable. Her teacher also demanded that Taylen be more organized, talk less, pay attention, exert self-control, and take on challenges.

With an increasing ability to focus, Taylen really enjoyed Family Consumer Science (FCS) classes. She says the FCS teachers were inspiring and really mentored her, especially Brett Lesniak, who remains a role model for her. Taylen took many FCS classes. And because her sister, who is older by five years, had been an FCCLA member, Taylen "felt comfortable" with FCCLA and understood the competitive events. And, says Taylen, her advisors' expectations for her were to assist other students and look beyond behavior and provide mentorship.

Like other CTSOs (DECA, FBLA, FFA, HOSA, and SkillsUSA), FCCLA is a national organization that helps students develop life-long skills such as interpersonal skills, teamwork, and setting and achieving goals. Membership also fosters and develops positive leadership skills—planning, problem-solving, and decision-making. FCCLA is for students in FCS education in public and private school through grade 12 and is the only CTSO with family as its central focus.

Taylen says she especially liked FCCLA's community service projects, including making and donating Halloween capes to the local children's hospital, selling dirt cups to raise funds, and making and donating Christmas wreaths to area nursing facilities.

She admits sheepishly, "during the pandemic it was easy to hide behind a mask." Nevertheless, "I've grown in my ability in public speaking and connections in showing passion to others," adds Taylen in amazement at her increased confidence.

"Competitive events strengthen skills, forge friendships, and make a positive difference in today's world," she says. And they made a huge difference to Taylen.

Last year, she became interested in being a teacher and competed in FCCLA's Teach and Train, an individual event that recognizes members who demonstrate their ability to explore and experience the career of teaching or training. Participants prepare a portfolio of the teaching/training career, execute a complete lesson/workshop plan and an oral presentation, and complete a shadowing experience of a "best practices" educator. Taylen created a sequence of three lesson plans in personal financial literacy and won at the regional level.

Then, she brought home the Top Gold in Teach and Train from the national competition.

With her history, is it any wonder that she wants to teach FCS at the middle/high school levels?

*Courtesy of the WI DPI*



### We are here for you, and because of you!

Schools across the state of Wisconsin all benefit from the participation of readers like you. By sharing your teaching tips and program ideas, you provide a positive contribution to educational community in the state.

Send your ideas, articles, and teaching tips to:  
**[andria@teachingtodaywi.com](mailto:andria@teachingtodaywi.com)**  
**Phone: 715-360-4875**

***Thank you, to all our past, present and future contributors!***





## Wisconsin's Superintendent of the Year is Dan Olson, Monona Grove School District



### Congratulations Dan!

The Wisconsin Association of School District Administrators has named Monona Grove School District's Dan Olson, Wisconsin Superintendent of the Year.

After more than 30 years in education and over a decade in school and district administration, Dr. Olson sees himself first and foremost

as an educator. He is being recognized for his leadership in the district's initiatives on equity, institutional practices, mental health and well-being, and engagement—among others.

Over the last several years, public schools and their leaders have faced enormous challenges. Despite all the difficulties, Dr. Olson leads with compassion, empathy, and humanity. He encourages staff to focus on moments of joy and positive experiences. He emphasizes that the growth students achieve and the connections built in classrooms and beyond are reflections of the work teachers and staff do.

Dr. Olson has established the Monona Grove School District as a place where the floors and walls are not what make the schools vibrant—it is the people, the sense of belonging, and the community created and built together.

"I am grateful and proud to work alongside the dedicated members of Team MG. This award is a recognition of the work done by each and every member of our staff," Dr. Olson

said. "Our teachers and staff, our students and families, and our community are dedicated, hard working, and supportive. It is a privilege to serve as superintendent of Monona Grove."

WASDA will present the 2023 Wisconsin Superintendent of the Year award to Olson at the joint WASB/WASDA/WASBO Convention in Milwaukee in January 2023.

Dr. Olson is in his 10th year as the superintendent of the Monona Grove School District. He previously served for eight years as the superintendent of the Campbellsport School District, and for five years as a high school principal in the Campbellsport and Northern Ozaukee school districts. His career as an educator includes 13 years as a high school math teacher and coach in Wausau, Hortonville, and Northern Ozaukee.

"It is an honor and a privilege to present the Superintendent of the Year Award to Dr. Olson, an outstanding school district leader who has made a big impact on the Monona Grove community," said Jon Bales, executive director of WASDA. "Throughout his career in

education, Dan's focus has been on ensuring all students have the resources and opportunities to succeed. This award is a reflection of the amazing things he has done for the students, staff, and families of his school district."

Since its inception, WASDA's Superintendent of the Year program has become widely acknowledged as the most prestigious honor a Wisconsin school system leader can receive. Criteria include successfully meeting the needs of students, personal and organizational communication, professionalism, participation in local community activities, and an understanding of regional, national, and international issues.

*Courtesy of the WASDA*



## Sheboygan Health and Physical Educator Inducted into SHAPE America Hall of Fame



Society of Health and Physical Educators is pleased to announce that retired health and physical educator and coach Kristine (Kris) Fritz was inducted into the organization's Hall of Fame in April during the SHAPE America National Convention & Expo in New Orleans.

"Being inducted into SHAPE America's Hall of Fame is a lifetime achievement and allows us to recognize individuals who exemplify the highest standards in accomplishment, dedication to the profession, and leadership," says SHAPE America CEO Stephanie Morris. "SHAPE America is honored to induct Ms. Kristine Fritz into the SHAPE America Hall of Fame in recognition of her lifetime of contributions to the profession."

Fritz continues to serve the Sheboygan Area School District in Wisconsin as a preschool physical education teacher at the Early Learning

Center, as part of a program she established as an emeritus project. She is an enthusiastic professional who leads by example, motivated by the idea that "we accomplish in proportion to what we attempt."

A SHAPE America member for 53 years, Fritz has been recognized as an outstanding physical educator throughout her career. She received a Teacher of the Year award from Wisconsin Health and Physical Education (WHPE) as well as SHAPE America Midwest District. In addition, Fritz has been recognized by SHAPE America with the Honor Award, the NASPE Joy of Effort Award, and induction into the North American Society.

Fritz has also been the recipient of the Sheboygan Area School District Volunteer of the Year Award, and her ability to secure grants has greatly contributed to program improvement for the Sheboygan Area School District.

"Ms. Kris," as she is now known by her four-year-old students, remains active, and is an advocate for the profession. While serving as SHAPE America's Midwest District President from 2018 to 2019, Kris chose 'Live Your Passion' as her theme, and she continues to do so, contributing in multiple ways."

*Press Release courtesy of SHAPE America*



## Happy Holidays

from the staff at

## Teaching Today WI.

Wishing you  
kindness and peace.

*See you in 2023!*



# Congratulations 2022 School Social Worker of the Year Carla Vorpahl!



Carla M. Vorpahl has devoted over 20 years of her career to serving students as a school social worker in the Sheboygan Area School District in eastern Wisconsin. Carla's accomplishments are many. In her capacity working in schools, Carla:

- Formed and championed diversity and inclusion initiatives, such as a Hmong girls' student leadership group and the Harbor Program for students with mental health or special education needs
- Established a food pantry to serve her school community
- Was an important member of a collabora-

orative team to bring free school-based mental health programs to Sheboygan

- Trained over 800 educators in trauma informed practices.

Though Carla's accomplishments are many, it is undeniable that her greatest gift is how she supports others. In the words of her school's principal, "My confidence in Carla Vorpahl is unmatched as she moves people forward. She continually empowers those around her to work not only harder but smarter. I would follow her anywhere. So should we all."

Congratulations again Carla on an extremely well-deserved award!

*Courtesy of the Wisconsin DPI.*

[sheboygan.k12.wi.us](http://sheboygan.k12.wi.us)



## WCSS Distinguished Teacher of the Year

Do you know an outstanding social studies teacher who deserves recognition?

The Wisconsin Council for the Social Studies (WCSS) honors three Distinguished Teachers of the Year (elementary, middle, and high school) at the WCSS Conference. Please consider nominating a worthy social studies teacher. You are encouraged to nominate one candidate for each of the three categories: elementary, middle, and high school.

### Award Criteria

- Teacher must be a full-time teacher teaching K–12 social studies.
- Teacher must be recognized by colleagues as an excellent social studies teacher.
- Teacher must utilize social studies strategies that foster inquiry and the development of social studies.
- Teacher must have an ongoing interest in improving his/her knowledge and skills in social studies instruction.

The teacher does not need to be a current WCSS member. Winners will receive one year of FREE WCSS membership, FREE 2023 WCSS Conference registration, and a plaque.

Completed applications — letter(s) of support, resume, and professional belief statement, and short bio — must be received by January 31, 2023.

Winners will be notified early in February 2023.

Please contact Alisha or Angela at [wcssawards@gmail.com](mailto:wcssawards@gmail.com) with any questions.

UNIVERSITY of WISCONSIN  
**UWMILWAUKEE** | SCHOOL OF EDUCATION

## Providing leadership & inspiration for learning

**Masters degree in Curriculum & Instruction**

**Additional Graduate degrees in:**

- Educational Psychology
- Administrative Leadership
- Cultural Foundations of Education
- Exceptional Education

**UWM.EDU/EDUCATION** For more information: [soeinfo@uwm.edu](mailto:soeinfo@uwm.edu)

# Wisconsin's 2023 Wisconsin Teachers of the Year



*"This recognition validates not only my years of working as an educator, but just as importantly, it recognizes and validates all the talented and generous teachers who I have had the opportunity to work with. There has never been a more important time to be an educator, as we face not only the recent and alarming teacher shortage nationally, but also as a time to work together with our families and community leaders to address a recent, divisive culture. We have to focus as one, on our children."*

— Lori Danz, 2023 Wisconsin Teacher of the Year

**Kaelee Heideman** — In her fifth year as a counselor at Traeger, Kaelee Heideman is a leader at the school and within the district, co-facilitating the social emotional learning team and providing professional development around equity, trauma-informed care, and positive behavioral interventions and support. "I have so many dreams for what I can do with my stu-



**Kaelee Heideman**

dents. I just want to support them however they need it, roll with it and be flexible in whatever that looks like for them and giving them the best parts of me always."



**Sarah Kopplin**

**Sarah Kopplin** — Shorewood Intermediate School World Geography teacher Sarah Kopplin has a passion for social studies education and finds innovative, resourceful ways to provide opportunities for all students. In addition to serving on the school's instructional leadership, Kopplin also is a member of several district, state and national organizations advocating for social studies education and has a sincere commitment to improving outcomes for students. *"Mrs. Kopplin received this award because of her passion for social studies education and the innovative, resourceful ways she provides opportunities for all students."* — Shorewood School District.



**Peggy Billing**

**Peggy Billing** — Library media specialist at Lakeland Union High School, Peggy Billing, has been an educator for nearly 20 years. Lakeland Union Principal Chad Gaurke describes Billing as an "outside the box thinker" who successfully utilizes STEAM activities to enhance her classes. "She has helped me in so many ways to find a creative outlook on different situations," said student Teiya Farmer. Billing is credited with helping design and launch a statewide low-cost collection of audio, eBooks, and digital magazines through the Wisconsin Schools Digital Library Consortium, which she has served on since the group's inception in 2018.

CONNECT WITH TEACHING TODAY WI™!

Watch for updates,  
contests, grant  
deadlines, and  
breaking news!



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



Did you miss an issue of  
*Teaching Today WI™*?  
Access previous issues at

[www.teachingtodaywi.com](http://www.teachingtodaywi.com)



**Lori Danz**

**Lori Danz** — With more than 20 years of experience in education, Lori Danz teaches biology at Superior High School, and is also the school forest coordinator for the district. "When I first met Lori, I was so impressed by her ability to inspire her students to think critically and creatively about the natural world around them. We had the pleasure of visiting the school forest with her students, and I agree with them – there really is something magical about learning science in the woods." — Wisconsin's Superintendent of Schools



**Dustin Anderson**

**Dustin Anderson** — As the art teacher at Grant Elementary, in Wisconsin Rapids Public Schools, Anderson has a passion for art and uses it to help students and the community learn and grow. Grant Elementary Principal Nicole Calteux credited Anderson for being a leader in the district, working tirelessly to provide the best education for every student. In 2020, Anderson was selected as Wisconsin Elementary Art Educator of the Year by the Wisconsin Art Education Association. Anderson hopes that by being named Teacher of the Year, it will motivate his students to continue to do well in the classroom and accomplish their goals.

## 2022 WI Principals of the Year AWSA

Each year, AWSA asks teachers, parents, staff and administrators to nominate principals for the award. The winners are selected by a committee made up of representatives from AWSA, the Wisconsin Department of Public Instruction, the Wisconsin Association of School Boards and the Wisconsin PTA.

The principal of the Year award recognizes school leaders who have helped drive student learning, foster instructional collaboration and create safe and positive school environments. Recipients are selected based on their dedication to professional excellence, leadership skills and service to their communities.

### 2022 Elementary Principal of the Year Stephanie Filter



The Association of Wisconsin School Administrators has named Stephanie Filter its 2022 Wisconsin Elementary Principal of the Year. She was presented with the award during a surprise ceremony on April 14th.

Filter, who has served as the principal of Madison Elementary in the School District of Janesville for the past eight years, is known as a collaborative leader who focuses on bringing people together around shared goals. Over the years, Principal Filter and the staff at Madison worked to identify efforts that would lead to improved educational outcomes by employing research-proven programs and developing a positive culture. Filter attended Madison Elementary School as a child.

A former social worker, Principal Filter worked with a team at Madison Elementary to collaboratively rewrite the school's mission statement and ensure that students understand it. While students' needs are ever-changing and the pandemic has introduced new challenges, Madison Elementary School staff, under Principal Filter's leadership, have developed a culture of positive problem solving and an ongoing focus on the school's mission.

"We are thrilled to name Stephanie Filter as this year's Elementary Principal of

the Year. By focussing on bringing a school community together around a shared vision and employing thoughtful, research-proven efforts, Stephanie Filter is truly an outstanding educational leader," said Jim Lynch, executive director of AWSA. "Beyond the academic success of her students, Stephanie Filter has a track record of success in meeting the needs of all of her students, including her most vulnerable students."

Before becoming principal of Madison Elementary in 2014, Filter served as a Student Services Specialist and Dean of Student/Social Worker in the School District of Janesville.

"Stephanie has worked hard with her team to deliver on our Janesville Promise of having every student known by name, strength, and need," said Steven Pophal, Superintendent of the School District of Janesville. "She will be the first to say it is a team effort, but her leadership has certainly helped the entire staff at Madison Elementary School remain focused on doing what is best for students."

[madison.janesville.k12.wi.us](http://madison.janesville.k12.wi.us)



### 2022 Secondary Principal of the Year Dr. Anuradha Ebbe



The Association of Wisconsin School Administrators has named Dr. Anuradha Ebbe as its 2022 Wisconsin Secondary Principal of the year. Dr. Ebbe has served as principal of Cherokee Heights Middle School in the Madison Metropolitan School District for the past two years. During that time, she has focused on viewing diversity as a strength, implementing even disciplinary practices and incorporating antiracist practices into the school.

CHMS is a Title I school that offers both an English Language Immersion program and a Spanish dual language immersion program. Its students come from diverse

racial and socio-economic backgrounds, with as many as 13 languages spoken at the school in any given year.

One of Dr. Ebbe's first steps upon taking on the principal role was to engage the school community into a conversation centered on the book, "Stamped: Racism, Antiracism, and You," by Jason Reynolds and Ibram X. Kendi. The school used grant funds to purchase 750 copies of the book, and differentiated lessons were crafted for students and parents. Families shared that the book was transformative learning and students identified instances of racism they experienced and voiced recognition of the need to lift each other. Staff members articulated how systemic racism has impacted teaching and learning.

Dr. Ebbe's leadership has resulted in a school culture committed to antiracism and a healthy, safe and engaged learning environment.

"On behalf of AWSA, I am thrilled to recognize Dr. Anuradha Ebbe with the Wisconsin Secondary Principal of the Year Award," said Jim Lynch, executive director of AWSA. "During her time at Cherokee Heights, Dr. Ebbe has been willing to have difficult conversations with students, staff and families that ultimately lead to a healthier, positive and more inclusive culture at

her school. As a result, the school has made notable improvements and has navigated the many challenges of the pandemic in truly thoughtful and effective ways. This honor is certainly well deserved."

Prior to serving as principal of CHMS, Dr. Ebbe was principal of Shorewood Hills Elementary School in MMSD. She began her career in education as a high school science and math teacher.

*Courtesy of the Association of Wisconsin School Administrators*

[cherokee.madison.k12.wi.us](http://cherokee.madison.k12.wi.us)



## Become a leader in education

Accredited education to advance your career. Programs and certificates ranging from the initial teaching licensure to a Doctorate in Educational Leadership. Our flexible online and hybrid programs are designed for working adults.

- Online, accelerated eight-week terms
- Complete in 2 years

[css.edu/teacher](http://css.edu/teacher)



The College of  
*St. Scholastica*







**The STEM field trip that comes right to your school!**



**Combining Space, STEM, and Hands-on Workstations, this unique learning opportunity is designed to motivate students to learn.**



Bring this unique hands-on STEM learning opportunity to your students.



- Developed for grades 4–8.
- Up to 10 students at a time spend 50 minutes in this one-of-a-kind mobile classroom.
- Two veteran Shuttle Teachers guide students through a series of hands-on STEM work stations.



**Give Your Students Space to Learn!**

Check us out at

**[www.stemshuttle.com](http://www.stemshuttle.com)**

**For more information, please contact us at: [stemshuttle@gmail.com](mailto:stemshuttle@gmail.com) or text/phone 715-845-6392.**

# GRADUATE CERTIFICATE TRAUMA AND RESILIENCE



University of Wisconsin  
**Stevens Point**

STEVENS POINT • MARSHFIELD • WAUSAU



## ***UW-Stevens Point now offers a Graduate Certificate in Trauma and Resilience***



This 15-credit program empowers learners to foster resilience and self-care and to promote trauma-informed environments. Students will learn how to apply the foundations of trauma and resilience with diverse populations in an equitable and inclusive manner.

***Ranked #2 Best College  
in U.S. for Education Majors  
by Study.com in 2019 and 2020***

**Learn more:  
[uwsp.edu/teachingtoday](http://uwsp.edu/teachingtoday)  
715-346-2048**

# TRANSPORTATION TODAY WI™

► HIGHWAY ► RAILROAD ► AVIATION ► MARITIME ► PERSONAL/RECREATIONAL ► PUBLIC TRANSIT

YOUR WISCONSIN TRANSPORTATION CONNECTION



## Sparkling Interest in High-Demand Automotive Careers



### Milwaukee Public Schools

Can students step out of high school and into a lucrative, in-demand career? The answer is yes at Casimir Pulaski High School in Milwaukee, Wisconsin. Students at Pulaski have the option to pursue an automotive program that prepares them to work in auto shops or car dealerships or to continue their training in technical school.

Pulaski, which is part of Milwaukee Public Schools, has offered the automotive pathway for more than 30 years, and the program has grown to encompass three complete auto shops with two full-time teachers. For the 2022-23 school year, about 150 students are enrolled. By the time they graduate, many students receive ASE certification and most will go on to technical schools.

The high school automotive program is one of the largest in the state of Wisconsin and the only program in the city of Milwaukee. A key feature is certification by the Automotive Service Excellence Educational Foundation

(ASE), which sets high program standards, requires instructors to maintain ASE certification, and allows students to earn a credential.

At Pulaski, the pathway begins when students take a survey course. Beginning in the sophomore year, students can enroll in courses such as engine repair, suspension and steering, vehicle diagnosis, and auto servicing. Students learn to work with tools and technology for use with fuel injection, air induction, exhaust systems, emission controls, and more. ASE standards are followed for all instruction.

Luis Vallejo and Pablo Bras are the automotive teachers at Pulaski. Vallejo is a graduate of Pulaski who spent years working in the industry. His career came full circle when he left his employment and returned to Pulaski to teach. Bras was a Pulaski science teacher who altered his own pathway to teach auto body work.

“Students who enter automotive careers will always have a job,” said Vallejo, who has been an automotive teacher at Pulaski for more

than 10 years. “When you look at how many cars are on the road—they will all need repair at some point. The automotive industry just keeps getting more exciting as new technology comes along and then we train to work on these new innovations.”

Automotive training of this intensity would not be possible without local partners who serve as mentors and offer internships. A number of local dealers, professional associations, auto repair shops, and body shops are actively engaged to serve as guest speakers and volunteers. Partners also hire students as interns or youth apprentices.

An advisory board made up of community partners is essential to refining and adapting the program. Industry experts regularly review curriculum, skills, technology, and student outcomes to make recommendations and provide connections that keep pace with ongoing changes in the industry.

As a result of ongoing reviews of the automotive curriculum and classroom technol-

ogy, Pulaski recently added a body shop with a paint booth to expand the range of skills accessible to students.

Is the program a success? Hundreds of graduates have gone on to technical schools or have been hired directly after graduation. A number of students have honed their skills and opened their own neighborhood repair shops. Pulaski sees a significant number of students being hired as youth apprentices while in high school and then transitioning to full-time employment directly after they graduate.

“I love going to school every day,” said a Pulaski student. “I’m training for something I want to do for the rest of my life. The wages are great and I know I’m not following a dead end. I could not get this training anywhere else in the city except for Pulaski.”

[schools.milwaukee.k12.wi.us/pulaski](https://schools.milwaukee.k12.wi.us/pulaski)



## A special thank you to our advertisers for your generous support!

WI Asphalt Paving Association ► Rosen Automotive ► Gateway Technical College  
 Fabick Cat/Fox Valley Technical College ► WI Operating Engineers 139 ► WI Ready Mix Concrete Association  
 North Dakota State College of Science ► South Dakota State University ► Gandrud Automotive  
 Van Horn Automotive ► Broadway Automotive ► UW Superior



**15 transportation-related degree options**

# YOUR FUTURE STARTS HERE

**90+**  
ACADEMIC  
OPTIONS

**2**  
YEARS  
TO A DEGREE

**74%**  
OF STUDENTS  
ATTEND  
TUITION FREE

**97%**  
PLACEMENT  
AFTER  
GRADUATION

**100s**  
OF  
SPONSORSHIP  
OPPORTUNITIES

**30+**  
STUDENT  
CLUBS &  
ORGANIZATIONS

**\$1million**  
AVAILABLE IN  
SCHOLARSHIPS

**860+**  
STUDENTS  
LIVE ON CAMPUS



**12 construction-related degree options**

Explore all the options at NDSCS and help students start planning their future. Schedule a visit or view our virtual tour at [NDSCS.edu/Visit](https://www.ndscs.edu/Visit). Help them discover all NDSCS has to offer!



NORTH DAKOTA STATE COLLEGE OF SCIENCE



See why students choose NDSCS for their future.

# TRANSPORTATION TODAY WI™

PUBLISHER/EDITOR: Renee Feight  
 PUBLISHER/EDITOR: Larry Werner  
 EDITORIAL: Andria Reinke  
 PAGE COMPOSITION: Andrew Clausen  
 WEBMASTER: Scott Bayerl  
 Please direct articles, advertising, questions or comments to:  
*Transportation Today WI™*  
 PO Box 1704  
 Eau Claire, WI 54702  
 Phone/Fax 715-839-7074  
 www.transportationtodaywi.com

Please direct all inquiries to:  
 renee@transportationtodaywi.com, or  
 larry@transportationtodaywi.com

*Transportation Today WI™* is an independent publication for educators.

The opinions expressed in *Transportation Today WI™* are not necessarily the opinions of *Transportation Today WI™*. We reserve the right to edit any and all materials submitted due to grammar, content and space allowances. Articles, photos and artwork submitted to *Transportation Today WI™* are assumed to be released by the submitter for publication.



### Our family of newspapers

- Transportation Today WI*
- Manufacturing Today WI*
- Teaching Today WI*
- Teaching Today MN*

## IN THIS ISSUE

- Sparking Interest in High-Demand Automotive Careers ..... Page 19
- Beloit Memorial High School's Automotive Program is Racing Forward! ..... Page 22
- Wausau East Transportation Program Expands to Include More Dual Credit ..... Page 24
- Auto Opportunities Abound in the AASD ..... Page 26
- Holmen Auto Service Providing Hands-On Learning ..... Page 27
- Yes We Can! D.C. Everest Student Finding Success in Apprenticeship ..... Page 28
- Melrose-Mindoro Makes Auto Racing History ..... Page 30
- Plane Awesome: Horlick High School Students Learning All About Aviation ..... Page 32
- Why You Should Consider a Career in the Asphalt Pavement Industry ..... Page 33
- West Bend's Automotive Program Has Something For All ..... Page 34
- Freedom High School Automotive ..... Page 35
- Automotive Program at Arrowhead Union High School ..... Page 36
- City Stadium Automotive ..... Page 37
- The Ahnapee Diesel Center ..... Page 38



Family Born. Employee Owned.



**Scholarship opportunities**

---

**Work with experienced mentors**

---

**On-the-job training**

---

**Tool allowance**

---

**Earn while you learn**

[vhcars.com/careers](http://vhcars.com/careers)

920-892-6466



**Fast track to an exciting Auto Technician Career!**



## Beloit Memorial High School's Automotive Program is Racing Forward!



School District of Beloit

Beloit Memorial High School's automotive program is a NATEF certified program which focuses on technical skills and has a strong emphasis on the employability skills that our students need in order to be successful in the workforce, regardless of the career path that they choose. New instructor, Guy Olson is transforming a traditional automotive program into an industry-modeled learning program.

Beloit Memorial is a Wall-to-Wall Career Academy comprehensive high school. As part of the PACMES (Public Safety, Automotive, Advanced Manufacturing, Construction, and Engineering academy), the Automotive

pathway includes work-based learning opportunities such as job shadows, co-ops, and Youth Apprenticeship (YA). The following courses in the automotive sequence are open to all high school students in grades 9–12 and follow the 80/20 format of percent of time in the shop to time in the classroom:

**Intro to Automotive Technology** — an entry level course with an introduction to shop safety, shop operations, basic automotive repairs, and careers in the automotive industry

**Automotive Technology 1, 2, and 3** — courses progress from fundamentals of modern day automotive technical servicing to advanced engine performance that

include work on fuel, emissions, heating and air conditioning, transmissions, steering, and suspension systems.

Dual credit options are currently available through the local technical college and are in the developing stages with a technical institute and other local technical colleges. Multiple industry certifications are also available as students progress through our Auto Technology sequence, including ASE Entry Level certifications and Snap-On Scanner certifications. Increased high school to college avenues and professional certification opportunities for students are currently in the development stage.

The successful completion of the three Auto Technology courses will prepare students

them.” While we have good student enrollment numbers already, Guy is working to build the level of interest in this field whereby we fill classes to capacity. “I’d like there to be a waiting list of interested students in the future” he stated.

The facility is first-class, with eight full size service bays, an adjoining classroom, and demonstration learning room. Since the fall of 2007 our automotive shop has occupied the former Sears Automotive Center in the Eclipse Center (former mall). We are fortunate to be able to lease this classroom space from the property management company. The Automotive Center is located directly across the Rock River from the Beloit Memorial High School making it accessible to any student taking these courses.



for an entry-level automotive technician position. 10th grader Ash C. stated, “My plan is to take all four classes, earn certification, and then try to get a job at a dealership.”

In addition to skill development in automotive repairs on vehicles that serve as learning modules, our instructor, Guy Olsen, operates the program as a fully functional automotive shop; every student isn’t going to become a mechanic but may still be in the automotive field. Students learn workforce skills starting with a Point of Purchase and Service Area where they create work orders, order parts, schedule and confirm service appointments, track progress, complete and organize work order documentation, and demonstrate customer service skills as they work with customers from the drop-off to pick-up of the customer vehicle. This provides real-life learning opportunities that prepare the students for multiple jobs in the automotive repair industry.

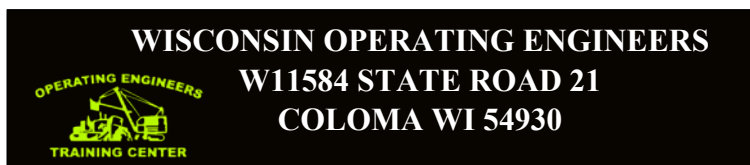
Carlos A., a 12th grader in Auto Technology 1, states that “*This provides REAL hands-on experience of what it is like to work in a shop. We interact with the customers with the whole process of ordering parts, working on their vehicle, and then delivering it to*

It is an impressive facility by any standards!

Recent updates within the program include a new tire balancer, new tire mounting machine as well as vehicle diagnostic scanners. Planned for the start of the 2023-24 school year is a top of the line Snap-On Zues diagnostic scanner that has intelligent diagnostics to interface with diagnostic scanners in the industry through a nationwide network. The scanner also has bluetooth capabilities so the diagnostic readings can be projected onto a classroom screen so each student is involved in the learning experience.

Future plans include painting the shop and creating videos that brand our program BMHS Motor Sports and also showcasing the many opportunities our program offers. In looking for ways to continually build the program, Guy is looking to add electric vehicle service and a drag racing club (he is a drag racer in his spare time) where students would work on the drag cars during the school year and be a part of a drag racing team crew in the summer.

# BUILD A CAREER WORKING WITH HEAVY EQUIPMENT



## WHAT IS AN OPERATING ENGINEER??

**OPERATING ENGINEERS** are the operators of what is generally referred to as **HEAVY EQUIPMENT**:  
Cranes, dozers, scrapers, loaders, motor graders, tractor loader back-hoes, excavators, rollers pavers, concrete plants and mixers, compressors, pumps and much more.

## GREAT WAGES & BENEFITS

## HOW DO I BECOME AN APPRENTICE?

YOU MUST ATTEND one of our Information Sessions held at the Coloma Training Center located at W11584 State Rd 21, Coloma WI. Please call (715) 228-4911 to register.

Applicants are required to arrive by 8:45 a.m. There will be no entry after 9 a.m.



## Contact us with any questions

Phone 715-228-4911

Email [info@139training.org](mailto:info@139training.org)

[www.139training.org](http://www.139training.org)





## Wausau East Transportation Program Expands to Include More Dual Credit



*Diana White, Coordinator of Communications & Marketing  
Jon Winter, LVEC/CTE Coordinator  
Wausau School District*

Wausau East High School, located within the Wausau School District, is home to an 8,000-square foot automotive shop that gives students, 130 to 150 on average per year, the opportunity to learn all three career areas within the transportation pathway: Auto Technicians, Auto Collision, and Diesel Mechanics.

The shop, built after the passing of a community-wide referendum in 2015, features three two-point hoists, two four-point hoists, one heavy duty four-post hoist for semi/diesel, a low rise hoist for auto collision, a paint booth and paint mixing room, as well as, new state-of-the-art wheel alignment equipment, a tire balancer, and an attached classroom. It also has its own semi truck that students can work on.

Students are able to take a wide variety of courses including an Introduction to Diesel class, which they can actually receive dual credit for through a partnership with a nearby technical college.

What makes this opportunity unique, in particular, is that the college's diesel instructor meets virtually with students every Tuesday. Then, the instructor makes it a point to actually

visit Wausau East High School to work with students in the class on trucks. In addition, once a year, students actually get to travel to train in the college's facility. It's the hands-on opportunities and lessons that mean the world to students.

"It's been a neat deal. It's been very well received. It's a way for the students to get another instructor's perspective with this and interact with a real live college instructor. The kids are getting a lot more with this than just a regular dual credit class," said Mark Poppe, Wausau East Automotive Teacher.

Students are able to get 4 credits through the class.

The Wausau East Automotive Program also works closely with another local technical college to make dual credit opportunities in other courses available to students. It's these partnerships with local colleges that truly help the Wausau School District prepare students for life after high school.

Other classes available to students in the Wausau East Automotive Shop include:

- **Introduction to Power Mechanics:** This course is designed for students who are interested in exploring the internal combustion engine as well as basic professional shop procedures/tasks. During this class students will explore basic tools,

measurement, and engine theory of operation/construction. Student experiences will include: engine rebuilding, troubleshooting and two and four-cycle engine theory. Students should expect to spend the majority of their time in the lab.

- **Auto Awareness:** This course covers basic systems of the automobile. Units of instruction include: tools, auto products, ignition, fuel, electrical, cooling, general maintenance, interior/exterior care, and new/used car purchasing. This course provides a theory of operation and practical lab experiences for the automobile owner.

- **Occupational Mechanics I:** Introduction to the automotive service industry including safety and the use of basic hand and power tools to help the prospective automobile technician work safely and efficiently. Students will learn to perform basic under-hood and under-car services including: Basic Maintenance, Steering, Suspension, Brakes, and Tune-up. This course is based on hands-on lab activities supported by classroom operational theory of automotive systems. The students will have the opportunity to work on their own vehicle repairs. Additionally, students will be introduced to the basics of autobody/collision repair as well as painting. Students who successfully complete this course will receive dual credit through a technical college.

- **Occupational Mechanics II:** This class is a continuation of Occupational Mechanics I. The course develops entry level skills/competencies in the following ASE (National Institute for Automotive Service Excellence) areas: Suspension & Steering, Brakes, Electrical/Electronic Systems, and Engine Performance. Time will be spent both in class and at the jobsite (where applicable). In the lab and at the jobsite (where applicable) students will gain hands-on experience with state-of-the-art tools and large-scale diagnostic/repair equipment, develop employability skills and spend time developing a good resume. Lab work will be performed mainly on late model donated vehicles; however, students will have the opportunity to work on their own vehicle repairs. Students who successfully complete this course will receive dual credit through a technical college.

- **Auto Academy (off campus):** Students who successfully complete the prerequi-

site transportation classes may be eligible to participate in the local college's Auto Academy during their senior year of high school. Academy coursework will be taught on campus, at the college, by their instructors. The Auto Academy will prepare students to be workforce-ready through Youth Apprenticeship at area businesses, and they will earn an Automotive Maintenance & Light Repair Technical Diploma. All credits (a tuition value of \$1,800) transfer to the college's associate degrees or technical diplomas, so students will have a jump start to continue their education after high school.

- **Youth Apprenticeship — Transportation:** Students have the opportunity to jump-start their careers by enrolling in Youth Apprenticeship (YA) where they earn credit while working on the job. YA placements are available in auto mechanics, diesel or auto body and collision.



Students are matched with a mentor that teaches them all aspects of the business while earning a paycheck and elective credit.

While students can work on their own vehicles in the automotive shop, they can also work on 'customer vehicles' that are dropped off at the beginning of the day. Students diagnose them, develop quotes, order parts, install the parts and repair, and help with billing. All experiences that still set them up for success after high school.

"This automotive facility at Wausau East is a shining example of what happens when administration, businesses, and community members are all pulling in the same direction. This is truly a win-win scenario in our community and our school district," said Poppe.

All of which align to the Wausau School District's mission of advancing student learning, achievement, and success.







# WHAT'S YOUR PLAN AFTER HIGH SCHOOL?

## GET TRAINED AS A DIESEL TECH

If you're looking for an affordable, accredited service technician program that offers hands-on training and the opportunity to be on-the-job earning an income in just 12 months, then FABTECH is the place for you!

- » Hands-on learning from experienced Fox Valley Technical College instructors with Fabick Cat internship
- » Train on industry-leading equipment using the latest tools & technology
- » 1-year Technical Degree program, credits can be applied towards an Associates Degree
- » Financial aid & program scholarships available
- » Uniforms & course materials are included with tuition



**FABTECH CAMPUS TOURS**

**Scheduling is EASY!**

Call Fox Valley Technical College at 920.735.4740,  
email [admissionspecialist@fvtc.edu](mailto:admissionspecialist@fvtc.edu), **OR**  
visit [fabickcat.com/FABTECH](http://fabickcat.com/FABTECH) to register today!

**FABICK** 

 **Fox Valley**  
TECHNICAL COLLEGE  
Knowledge That Works



## Auto Opportunities Abound in the AASD



### Appleton Area School District

It's the start of the school day in the auto bay at Appleton East High School and students are already hunched over a snowblower, muttering about the carburetor.

A few other students are peering up with flashlights at the chassis of an SUV suspended on a lift.

Another student is watching a tutorial video while using a socket wrench to remove the inside door panel of a sedan.

This class, Auto Mechanics, focuses on developing skills in professionalism, safety, and the use of basic power tools. Students are introduced to the Automotive Service Industry and learn to use both comprehensive and

manufacturer's service information to perform vehicle maintenance in 9 Automotive Service Excellence (ASE) areas.

All of these high school students are learning with professional tools on actual vehicles with real problems.

Auto Mechanics is also a dual credit class and provides the students with nine post-secondary credits. This allows our students to earn high school credit and technical college credit at the same time.

Auto Mechanics is one of two dual credit options within the Transportation, Distribution & Logistics Career Cluster at Appleton East. Dual credit classes give students affordable access to rigorous college courses and help them get a jumpstart on their college degrees. Around 95% of our Auto Mechanics students go directly onto college for further schooling after graduation.

AASD students can also learn more about careers in transportation through Youth Apprenticeship (YA) opportunities. YA integrates school-based and work-based learning to instruct students in employability and occupational skills defined by Wisconsin industries.

Students are simultaneously enrolled in academic classes to meet high school gradua-

tion requirements, in a youth apprenticeship-related instruction class, and are employed by a participating employer under the supervision of a skilled mentor.

The AASD works with area businesses to place students in relevant Youth Apprenticeship opportunities. Students are able to spend sustained time in one focused area that allows them to see different facets of the industry and relevant careers. Students can not only earn credits but they'll also have confidence in whether a career in Transportation, Distribution, and Logistics is for them.

Other classes offered range from Small Engines & Transportation, which is designed for the student who wants to learn the proper and safe use of hand and power tools to efficiently repair, troubleshoot, and rebuild small engines; to Auto ABC's which provides students with the knowledge to make economical decisions and take preventive measures to enhance the overall satisfaction of being an automotive consumer.

The AASD offers a Transportation, Distribution, and Logistics pathway that gives students real-world, interactive education using



professional-level tools in advanced surroundings. Along with classes, dual credit options, and Youth Apprenticeship, students can take advantage of opportunities through CTE Internships, Job Shadows, Mentorships, and Launch events.

Launch events are lunch and learn style events that allow students to visit 1-3 local companies and take a deeper dive into careers connected to their identified career cluster(s). These events are designed to be experiential with a focus on real people at real companies talking about their career paths.

[aasd.k12.wi.us](http://aasd.k12.wi.us)



## SOUTH DAKOTA STATE UNIVERSITY

### Department of Construction and Operations Management

## Concrete Industry Management



### The CIM program offers:

- Generous scholarships provided by our industry Patrons groups.
- Solid, well-rounded business management education.
- Industry internships that combine real-world experience with an opportunity to earn money.
- Hands-on learning opportunities with state-of-the-art technology.
- Strong industry network with leaders in the concrete industry.
- Competitive pay: Graduates have ranked in the top three highest paid majors over the past three years.

### CIM graduates can become:

- Project Manager
- Estimator
- Marketing Manager
- Entrepreneur
- Safety Manager
- Operations Manager
- Sales Representative
- Construction Supervisor
- Environmental Specialist
- Field/Technical Services Manager
- Plant Manager/Plant Superintendent
- Virtual Design & Construction Manager
- Logistics Specialist
- Financial & Accounting Manager

Tim Hostettler, Program Director  
SDSU Concrete Industry Management Program  
Solberg Hall 115B Box 2223  
Brookings, SD 57007  
605-431-8109  
Timothy.Hostettler@sdstate.edu  
[www.sdstate.edu/com](http://www.sdstate.edu/com)

It's all built by you and **SDSU**.



# Holmen Auto Service Providing Hands-On Learning

Travis Judell, Communications Specialist  
School District of Holmen

It's the start of another school day inside Holmen High School, and a few students of Ryan Ziegler's Auto Service 1 class are already hard at work helping a teacher whose tire is leaking while others spend time hunched under the hood testing car batteries.

Technology Education teacher Ryan Ziegler is in his 21st year teaching, and he says this type of hands-on learning helps prepare students for the real world, "The students love hands-on learning," said Ziegler. "They can repeat the process until they can complete the task with little to no help from the instructor. It is awesome to see the students complete a task they thought was impossible on their own."

As the weather turns colder, students in the class are working on a battery testing lab. The students are learning how to load test a battery, measure parasitic drain, remove corrosion, and check physical connections to ensure a working battery. "The students walk away with a solid understanding of the basic automotive systems," says Ziegler. "All of the students learn how to maintain their own vehicle."

Another group of students is helping out a Holmen High School teacher whose tire has

a slow leak. To find the leak, students have to put their problem-solving skills to the test. "The most important thing I would like them to take away is the problem-solving ability. Use the problem-solving process to simplify the problem and quickly come up with a viable solution," says Ziegler as the students dip the tire in a dunk tank to locate the leak. Finding no visible leak, Mr. Ziegler uses this as a teaching moment for his class about snow tires and how to communicate with customers. "Throughout the course sequence, students will learn how to communicate with customers and coworkers. Some of that communication is done by the use of industry software. Another way is teaching the students how to listen to customer concerns actively," says Ziegler.

Auto Service 1 is a semester course of 85 minutes daily, mainly consisting of juniors and seniors. These high school students are learning with professional tools on actual vehicles with real problems. Auto Service is also a dual credit class and provides students with three post-secondary credits. This allows our students to earn high school and technical college credit simultaneously and receive their Auto Service Excellence (ASE) certification at the completion of the course.

In this class, students get to learn about these systems by repairing and diagnosing issues:



- **Wheel systems and tires:** mount and balance tires, tire puncture repair, tire rotation
- **Brakes and ABS system:** replacing brake pads, measuring thickness, bleeding brake lines, diagnosing ABS sensors
- **Preventative maintenance fluid:** completing checklists, fluid flush, and exchanges, customer concerns

- **Charging and starting system:** measuring voltage drops and amperage outputs
- **Ignition system:** replacing ignition wires, coils, and plugs
- **Cooling system:** coolant flow, thermostat replacement, coolant flush
- **Fuel system:** fuel volume and pressure tests, fuel filter replacement

Continued on Page 32



## GANDRUD AUTO GROUP



Experience  
the *Difference*

- **Competitive Wages**
- **Bright, Clean, Modern Shops**
- **State of the Art Equipment**
- **Air Conditioned Shops**
- **Ongoing Specialized Training**
- **Competitive Benefits including 401k, Paid Vacation, Holidays, Insurance**

[gandrud.com](http://gandrud.com)

920-468-6800

Email: [DLaatsch@gandrud.com](mailto:DLaatsch@gandrud.com)

# Yes We Can! D.C. Everest Student Finding Success in Apprenticeship

Continued from Page 1



others, to identify room for improvement and is overall a great member of the team.” Further, Harmony’s enthusiasm has helped Wooster’s “expand on and grow our overall training procedures. We have adapted to provide even further ‘in house’ hands-on training that will better set up the future of our workforce.” We utilize team members’ ideas and feedback to improve the business, therefore Harmony is a good fit for the automotive shop. As Stephanie notes, “Harmony is extremely motivated and always brings new ideas to the table.”

Just as importantly, Harmony is developing critical “soft skills” — customer service and professional collaboration, for example.

sought to expand her horizons and gain insights into how an automotive shop runs as a Youth Apprentice.

As an apprentice, Harmony has the opportunity to be mentored by professionals, earn an income, learn skills that transfer to the classroom (and vice versa), and develop relationships within her area of interest. Harmony performs oil changes, removes and replaces brake pads and rotors, and is learning to inspect and diagnose vehicle problems. The latter, she notes, “matters because customer trust and safety are number one. Customers are like family in a way — you want to make sure you’re not missing anything and you’re performing great work. Most people don’t realize the importance of maintenance and repair and the overall effect it can have on how the vehicle runs and its efficiency.”

The opportunity to learn within a shop environment has clearly had a positive impact on Harmony. “This is a chance to learn hands-on, which is easier for me to grasp versus just reading about it. The concepts really stick,” she states. The breadth of what she can learn also has been one of the biggest surprises of the experience thus far. “There is always more you can learn from being a part of the automotive industry from repair and maintenance to performance and ability. Having experienced workplace mentors like Joe and Steph makes it very helpful,” she adds.

According to Stephanie, Harmony’s professional curiosity is an asset. “Harmony has always been eager to learn, participate, and provide her own ideas to the business. She has a positive attitude and works extremely hard to learn about all of the different positions here. She is always willing to move around and help

“Youth Apprentices are provided the opportunity to have a unique experience blending their education and real-world practice for their potential future careers. Students work on communication skills, employability, trade skills and more while becoming active members of the workforce,” notes Stephanie. “Harmony gets along well with customers and coworkers while pushing herself to learn new things. We are thrilled to have her as part of our team.”

Both Harmony and Stephanie recognize the importance of building professional relationships as part of the apprenticeship experience as well. Looking ahead, Harmony is exploring the idea of pursuing a degree in the Automotive Technology field where she can capitalize on the dual enrollment credits she has earned and her apprenticeship experience. “The Youth Apprenticeship program is giving me a jump start on my career not only by helping me learn specific skills, but by meeting people in the industry.” Adds Stephanie, “The program provides an opportunity for both the business and the apprentice to expand their knowledge, create long term relationships, and provide products and services to their customers while developing the skills of the next generations in their industry.”

Of course, apprentices also face — and overcome — challenges. For Harmony, one of those challenges has been patience. “You can’t rush into something you don’t have experience with. I need to slow down, think critically, ask questions and listen so I can remember new things and understand the details of the customers’ concerns and the technicians’ instructions.” Another is that the automotive industry, and classrooms, tend to be domi-

nated by males. “The gender stereotype in the automotive industry forces females to ‘be more, to be equal’ — you need to have more knowledge to prove you are equal,” observes Harmony. And, she adds, “having less physical strength as a female can also be a challenge at times. Knowing how to improvise and use different tools can be a benefit.” Ultimately, she has learned that perseverance pays off. The most rewarding aspect thus far has been “completing a job by myself and feeling the pride of learning new things and being able to help others. The work experience is a good challenge every time and it’s nice to make the connection between what I’m learning at school with what I do in the workplace.”

Stephanie is eager to continue helping young students explore career opportunities. “It’s a great way for us to work within the community to not only offer employment opportunities for students but to set them up for their future careers.” Harmony’s eagerness, curiosity, and professionalism also have had a positive impact on Wooster’s. “Students like

Harmony love to learn new things every day in a field that they already have interest in. We are now focusing even more on expanding our ability to help more interested students like her.”

When asked what she would say to other businesses considering Youth Apprenticeship opportunities, Stephanie was quick to note that an apprenticeship program not only enhances a student’s education and work experiences, it provides “businesses or organizations with quality candidates who are currently interested in that line of work. The exposure to those work environments and ability for the students to find the type of employment they enjoy creates a unique advantage for the workforce. I would recommend any business or organization considering apprenticeship opportunities to invest their time in those programs and see the potential within these students.”

[www.dce.k12.wi.us](http://www.dce.k12.wi.us)

## Wisdot Charts a New Direction in Mapping

On GIS Day, November 17, the Wisconsin Department of Transportation (WisDOT) recognizes the role Geographic Information Systems plays in providing Wisconsin residents and businesses with tools to inform, plan, make better decisions and solve problems.

From maps locating the state’s road construction projects to picturesque Rustic Roads, WisDOT applies user-friendly, interactive GIS technology to make transportation data readily available and understandable.

“Our GIS mapping program is a great example of how WisDOT is applying innovative technology to improve Wisconsin’s transportation system,” WisDOT Secretary Craig Thompson said. “Whether it’s our dynamic highway signs keeping motorists safe, our hotspot analysis to identify dangerous intersections, or the use of special sensor trucks to monitor pavement conditions, technology is part of WisDOT’s commitment to continuous improvement for the people of Wisconsin.”

### Growing list of GIS services

WisDOT recently launched WisDOT Maps. Maps available through this portal are interactive. They allow users to zoom in and out, add data layers, print and export maps, sort and filter data, and perform other actions.

One of WisDOT’s newest and most popular maps, Rustic Roads, makes locating these unique, beautiful Wisconsin roads even easier. Using this GIS map, travelers can search for a Rustic Road by county, community, road name or number. The interactive

map also provides detailed descriptions of the road.

Transportation Improvement Program maps that include information about planned improvement projects for the next two and six years are helpful tools for local communities and businesses. These maps include basic information about projects: work type, route, project limits and cost range.

Current interactive maps available include:

- Adopt-a-Highway
- Asphalt Pricing
- Culvert Inventory
- Disadvantaged Businesses
- Roundabouts
- Rustic Roads
- Transportation Improvement Program
- Upcoming construction projects (next 2 years)
- Transportation Improvement Program (next six years)
- Traffic Counts (TCMap)
- Seasonal Weight Restrictions
- WI State Highway Curb Ramps and Sidewalks

In addition to the transportation related maps, WisDOT provides GIS data (for use with GIS software and other mapping tools) free of charge through WisDOT GIS Open Data. This self-service website gives viewers the capability to access and use WisDOT’s authoritative GIS data in various formats.

Maps available here <https://wisdot.maps.arcgis.com/home/index.html>

# Find Your Career In Transportation



- Aircraft Pilot
- Airport Operations Crew Member
- Air Traffic Controllers
- Bus Driver
- Captain
- Chauffeur
- Deckhand
- Deck Officer
- Dispatcher



- Distribution Center Manager
- Distribution Director
- Distribution Manager
- Driver/Sales Representative
- Driver/Sales Workers
- Engineer
- Equipment Director
- Estimating Manager
- Expeditor



- Fleet Manager

- Flight Instructor
- Flight Engineer
- Fork Lift Operator
- Helicopter Pilot
- Import/Export Clerk
- Import/Export Manager
- Import/Export Supervisor
- Industrial Tractor Operator
- Inventory Control Analyst
- Inventory Control Clerk
- Inventory Control Manager
- Inventory Control Supervisor
- Locomotive Engineer



- Logistics Analyst
- Logistics Coordinator Jobs
- Logistics Manager
- Logistics Specialist



- Marine Cargo Inspector
- Marine Oiler
- Materials Control Manager
- Materials Handler
- Materials Handling Supervisor
- Materials Planner
- Merchant Mariners
- Motorboat Operator

- Motor Racer
- Operations Manager



- Packaging Engineer
- Pilot
- Production Scheduler
- Public Transportation Inspector
- Rail Car Repairer
- Railroad Brake Operator
- Railroad Conductor
- Railroad Yard Worker
- Rail Yard Engineer
- Refuse and Recyclable Material Collectors
- Sailor
- Scheduler



- Shipping and Receiving Clerk
- Shipping and Receiving Supervisor
- Shuttle Car Operator
- Streetcar Operator
- Subway Operator
- Taxi Driver

- Top Distribution Executive



- Top Inventory Control Executive
- Traffic/Rate Analyst
- Traffic Clerk
- Traffic Director
- Traffic Manager
- Traffic Supervisor



- Train Crew Member
- Transportation Director
- Transportation Manager
- Transportation Planner
- Transportation Supervisor
- Travel Coordinator
- Travel Manager
- Truck Driver Supervisor
- Van Driver
- Yardmaster

*Please note: This represents a broad and not conclusive list of careers within the world of transportation*

Explore Transportation Careers at

[www.transportationtodaywi.com](http://www.transportationtodaywi.com)



## Melrose-Mindoro Makes Auto Racing History



The High School Racing Association is making it possible for high school students to compete in the sport of stock car auto racing at race tracks across Wisconsin.

One Wisconsin high school made history ahead of the 2022 summer racing season by becoming the first high school in the nation to make auto racing a sport students could letter in. Melrose-Mindoro High School in Melrose approved the opportunity for their student racers to receive athletic letters by racing in the HSRA series to better recognize the accomplishments and time commitment of auto racing student athletes.

“This is a big deal for the sport of auto racing,” said Jonathan Eckelberg, director of the High School Racing Association. “This is a sport where students are learning so many different life and technical skills. Not only are they learning the maintenance side of their race car, but they’re getting the chance to do media interviews both at the track and otherwise, talk with fans and other competitors about racing and pitch themselves to potential sponsors.”

Eckelberg raced for 17 years himself, retiring from NASCAR late model racing at La Crosse Speedway in 2022.

With more and more schools having rodeo, trap, figure skating and more as school-supported sports, Eckelberg asks why not auto racing too?

Official high school athletic recognition is important to college applicants, and while a school’s main concerns often are the funding aspect and concern for safety in auto racing, HSRA has taken steps to address those concerns.

The HSRA racing division features American production six-cylinder sedans with various safety enhancements. Racers must install a roll cage, driver’s door plate, window net in addition to wearing helmets and the necessary racing attire. Safety requirements are taken seriously in the sport of racing.

Drivers and pit crew members also sign a waiver at each racetrack and run under the track’s insurance. The school is not liable for any injuries.

“We saw a lot of growth this race season for the series,” Eckelberg said. “We added a new track to the schedule; we saw an increase in drivers; new scholarships and sponsors have come forward, and we have a high school offering auto racing as a letterable sport.”



One of the biggest barriers to entry with getting young talent into auto racing is the cost investment. HSRA is striving to give students an economical way to break into the sport. Through low race track admission costs, scholarships, comped meals and gift cards, the organization can offset some of the costs that these racers incur. Racers are not paid a monetary purse for competition in order to keep them at an amateur athlete status.

There are no required costs or funds necessary for schools to provide. Schools can be as involved as they want to be. For Melrose-Mindoro, the only funds needed is for the cost to print the letters and MECA pins for

finishing second and third respectively.

Student racers compete against other racers from Wisconsin, Illinois and Minnesota for the season championship. More race tracks are planning to be added to the HSRA schedule for the 2023 season.

Students are eligible to compete in HSRA if entering their freshman year of high school, currently in high school as well as during the race season immediately following their graduation. The minimum age for racers is 14 and maximum age is 19 to be eligible to compete in HSRA. A complete set of rules and regulations can be found on the official HSRA website ([highschoolracing.org](http://highschoolracing.org)).



the letterman jackets. The school doesn't have to sponsor any races; they do NOT have to hire any event workers or officials; and there is no need for equipment to be purchased. The student uses their own money to build a race car.

Suggested lettering criteria for HSRA racers includes:

- Good sportsmanship- no intentional wrecking of other drivers, no fighting, no taunting, etc.
- Racers must start a minimum of four HSRA features for the season.
- Must be in good academic standing.
- They must have their school colors on the car.

Per the HSRA rules, the racers must incorporate their school name, logo and/or colors into the look of their race car. This means the drivers are already representing their school. All racers are also competing for school points in addition to individual points. In 2022, Melrose-Mindoro High School finished first in the school championship, with Royall High School in Elroy and Onalaska High School in Onalaska



Questions and inquiries can be directed to the HSRA Director, Jonathan Eckelberg, at [jon@highschoolracing.org](mailto:jon@highschoolracing.org) or 608.769.3903.

[www.mel-min.k12.wi.us](http://www.mel-min.k12.wi.us)



## WHAT'S YOUR PLAN AFTER HIGH SCHOOL?

We are always looking  
for great technicians  
to join our team.

SCAN THIS CODE  
TO LEARN MORE



CALL OR EMAIL

**414-404-9438**

[servicehiring@rosenautomotive.com](mailto:servicehiring@rosenautomotive.com)





## Horlick High School Students Learning All About Aviation from Former Pilot, Air Force Crew Chief



*Jonalee Kuhn  
Communications Manager  
Racine Unified School District*

Students at Horlick High School in Racine are prepared for takeoff thanks to a pretty fly program. The Aviation Academy at Horlick first took flight six years ago and has been logging miles, routing its next course and preparing the pilots of the future ever since.

Six years ago, RUSD Educator and Former Air Force Crew Chief James Bucholtz worked within the Academies of Racine at Horlick High School to build the aviation program from the ground up with a goal of increasing interest in the field. Today, he and fellow aviation instructor Robby Collum, a former pilot, teach aviation nomenclature, principles of flight, aircraft components and systems, aviation

maintenance and mechanics and drones. Students are given the opportunity to do hands-on projects like build the leading edge of a wing out of aluminum, do engine tear downs, work on flight simulators and even focus on the Part 107 test to become certified remote pilots.

“What I was able to go through in college, they’re able to do this at the high school level so that is giving them a head start on what they possibly would like to do in the future,” said Collum.

Horlick senior Jacob Thillemann recently became the first RUSD aviation student to earn a Drone Pilot’s License. The school just launched the drone program in the fall of 2021 after recognizing the endless career opportunities that await drone operators. From delivery companies to surveying, Jacob will have plenty

of well-paying, in-demand positions to explore after graduation.

Ultimately, that’s the goal of this aviation program — to connect what these students are learning in the classroom to real world opportunities that await them.

“Our company became involved with the Academies four years ago when the Aviation Pathway was utilizing a portion of our hangar. We met Horlick Instructor James Bucholtz and began brainstorming ways to partner on combining education and real-life work experience,” said Lisa Booker, the HR Director for a local aircraft engine manufacturer based in Racine.

“Over the course of the last four years, we have strengthened our relationship with the program through offering paid jobs after school to several students. The goal is to prepare students by giving them the opportunity to work with many departments and people within the company’s organization to help them find their niche.”

The company employs 55 people and two of them are recent RUSD graduates who were youth apprentices there during high school. In addition, they cur-

rently have three youth apprentices from the Aviation Pathway at the Academies of Racine–Horlick.

Just down the street, an international airport hosts another youth apprentice from Horlick’s Aviation Pathway.

“It’s cool just to work with planes up close,” said Lance Horvath. “We have a pretty big job here. We wear a lot of hats and no day is ever the same. It’s a little bit more hands on than other places.”

Bucholtz and Collum also work to expose the students to as many different career opportunities as they can. This year, despite the pandemic, aviation students had opportunities to check out Flight for Life helicopters, go behind the scenes of a world-renowned delivery giant’s flight operations and speak with the company’s pilots, and even hop aboard a luxurious private jet at the airport. Where will the aviation program take them next? The sky is the limit.

[www.rusd.org](http://www.rusd.org)

## Holmen Auto Service Continued from Page 27



In addition to Auto Service I, these hands-on automotive courses are also offered at Holmen High School:

- **Home and Auto:** Consumer-based course focused on owning and buying houses and vehicles. The students learn basic maintenance, finance, inspections, and the buying process.
- **Basic Auto:** The students learn automotive terminology, basic tool, and equipment safety, and each automotive

system’s basic parts and functions.

- **Auto Service II:** Eligible for for 3 credits at the local technical college. This course is all about advanced systems and diagnostics. They will learn about: shocks/struts, transmissions, engine performance, drive train, and shop simulation.

[www.holmen.k12.wi.us](http://www.holmen.k12.wi.us)





# Why You Should Consider a Career in the Asphalt Pavement Industry



miles of roads in dire need of repair, and more workers are expected to retire than can be replaced in the near future.



## Opportunity

Whether you have a college degree or are looking for on-the-job training, there are a wide range of opportunities within the asphalt industry both in the office and in the field.



## Sustainability

Asphalt is the world's most recycled product, and the industry is committed to continuous innovation to increase the use of reclaimed, recycled, and waste materials in high-performing asphalt pavements.



## Money

The industry provides high-paying jobs for workers at every level. The industry pays competitively and provides strong benefit packages. Pay parity between males and females is closer than almost any other industry.



## Job Security

Asphalt pavement jobs cannot be outsourced to other countries. Roads are built and maintained by people who live and work in their local community. There are miles and

[www.wispave.org](http://www.wispave.org)

**94% of roads in America are surfaced with asphalt.**  
**Contact us today to learn how we do it in Wisconsin.**

The Wisconsin Asphalt Pavement Association is a statewide, non-profit organization representing the interests of the asphalt industry. WAPA members are Wisconsin-based contractors and manufacturers, asphalt mixture producers and liquid asphalt suppliers who support the industry by providing quality pavements, materials and services.



# WAPA

**Wisconsin Asphalt Pavement Association**

4600 American Parkway, Suite 201 Madison, WI 53718

Phone: 608-255-3114

[www.wispave.org](http://www.wispave.org)

Learn more about careers in asphalt and find job openings at: [wispave.org/get-started](http://wispave.org/get-started)

## WISCONSIN RIDES ON US

## WB West Bend's Automotive Program Has Something For All



*Nancy Kunkler  
Communications Manager  
West Bend School District*

At West Bend East and West High Schools (located in the same building in West Bend, Wisconsin) the automotive program offers three courses ranging from beginner to advanced. Introduction to Automotive Technology covers a broad range of areas of the automotive industry from basic spare tire changes, oil changes, vehicle maintenance aspects, purchasing a vehicle, and owning a vehicle. The second level class is Automotive Technology and digs much deeper into the systems of a vehicle: oil, cooling, starting, charging, suspension, and alignments.

For students who are serious about a career or hobby in the automotive industry, East and West High Schools offer Advanced

Automotive Technology. This course covers engine and drivetrain repair and diagnostics. In fact, students spend a great deal of time learning how to diagnose a vehicle and then do the repairs. Students are also expected to play a role in the management of the automotive shop by using computers equipped with professional grade shop management software.

East and West automotive teacher Gerald Sorce says, "We work closely with technical colleges and dealerships to do our very best to prepare our students for what a career in this field will look like when they graduate from high school."

Students can earn transcribed credit at the local technical college for the Advanced Automotive Technology class. In addition, students also get ASE certified upon completion of the class, which means they have completed an automotive repair training



program and tests to ensure they know how to work on mechanical, electrical, and other automotive systems.

Local connections help the program provide hands-on training and expertise. Says Sorce, "We partner with two West Bend automotive dealerships as well as a speed and performance shop, on various projects or to help with testing in the after-market automotive world."

The youth apprenticeship available to East and West students—Transportation, Distribution, and Logistics—is a one or two-year program for 11th and 12th grade

using what they had learned in their West Bend East and West High Schools automotive classes. Vallone and his classmates installed a new engine and replaced the suspension and brakes in the Mercedes, among other updates. The skills Vallone learned in his West Bend West classes helped him when he teamed with classmate Brandon Reichardt to take fourth place in the final hands-on portion of the Automotive Dealers Association of Mega Milwaukee Technicians of Tomorrow Competition in March 2022. This was the fifth time in the last six years that students from East and West have



students that integrates school-based and work-based learning to instruct students in employability and occupational skills defined by Wisconsin industries. Students are employed by a participating employer under the supervision of a skilled mentor and receive training based on statewide youth apprenticeship curriculum guidelines. Upon successful completion of the one- or two-year program, students gain technical college credit and a state certificate of occupational proficiency.

John Vallone, a 2022 graduate of West Bend West High School, purchased a clean but worn out 1984 Mercedes 190e knowing that he and his classmates could restore it

qualified for this state competition. More than 75 schools entered the written test in 2022 and only six were selected to compete in the hands-on competition at the Greater Milwaukee Auto Show.

"The West Bend East and West High Schools automotive program covers a wide range; it can help students who want to learn how to take care of the basics of their car or go up to providing the training to enter into a great career," explains Sorce.

[www.west-bend.k12.wi.us](http://www.west-bend.k12.wi.us)

# Freedom High School Automotive



The Freedom High School Automotive program came to life in 1972 under the guidance of Bob Abitz, who built the program over an outstanding 35 year career. Over the years this program has grown into one of the most renowned and accredited programs in the state and even the nation. Current instructor, Bob's son, Jay Abitz has taken the program to the next level by introducing new curriculum, teaching practices, tools and technology and continuing the grow the program.

"I love to show my students that cars can be a career or even a hobby. I love seeing the confidence in their abilities grow and the rewards they reap from a job well done."

This prizewinning automotive program hosts its own annual car show for the community with over 150 cars, trucks, and motorcycles. At the show, Freedom automotive students give tours of their facility and share what they learn in Abitz's program. The show is typically attended by more than 500 people.

"At our show students will also give tours of our facility where people really get a chance to see what they are learning. Students show the tools, materials, and equipment they use and explain the learning process along the way. Visitors are always impressed and leave wishing they had this opportunity in high school," Abitz said.

Freedom's after-school auto club program brings together a number of volunteers from industry that work directly with students on cars. There are master certified mechanics, shop managers, welders, fabricators and many other volunteers who join at different times throughout each car repair.

"These volunteers have taught me a number of things over the years as well and grown my skill set and knowledge base. Being in the classroom for a living I do not get the same experiences as working in a shop, so we need the people I describe to keep us in touch with what is going on in the industry," Abitz said. "Many of these volunteers are also FHS alumni, eager to give back to the program that gave them their start. It is so cool to see former students come back and share what they have learned out in the world, and as their teacher it is awesome to see how they have grown."

FHS is well known for its success through the SkillsUSA (formerly VICA) collision repair contest with 26 state champions (state record) and multiple finishes inside the top 10 at nationals

including 3rd (Nick Heiptas 03) and 2nd (Brian Vanderheiden 19). In 2021 Luc Murphy made history becoming the first national champion for Freedom and the state of Wisconsin in the high school division! One of the things that make the FHS automotive program special is the focus on collision repair. Since 1972 FHS has taught collision repair techniques such as panel replacement, metal working, welding, plastic repair, cosmetic repair, and refinishing. Students also experience restoration and custom work emphasizing skills like metal and composite fabrication, rust repair, and custom painting and refinishing. It is the goal of the automotive program to expose students to a variety of hands-on experiences to prepare them for a career in the automotive industry or personal vehicle maintenance and repair. Students use a variety of current industry standard repair techniques, tools, and materials to complete repairs on vehicles. FHS is always looking for ways to improve student education and achievement through partnerships with organizations, industry partners, and post-secondary schools and has been well supported by the community for many years.

His students' work has been featured in numerous automotive publications including Popular Mechanics. Abitz's students explore

**Continued on Page 36**

## UNIVERSITY of WISCONSIN *Superior*

- Transportation and Logistics
- Supply Chain Management

### *Degrees that Deliver*

We live in an interconnected world where transportation is the backbone for commerce and development. Graduates of the University of Wisconsin-Superior's Transportation and Logistics Management and Supply Chain Management programs are prepared to lead in this dynamic field, with most hired prior to graduation.

Students gain access to premier internships and real-world learning opportunities in a major international transportation hub featuring all five modes of transportation.

**Learn more at [uwsuper.edu/TL](https://uwsuper.edu/TL)  
715-394-8254 | [TLRC@uwsuper.edu](mailto:TLRC@uwsuper.edu)**





## Automotive Program at Arrowhead Union High School



The Technology and Engineering curriculum at Arrowhead High School, located in Hartland, Wisconsin, provides a comprehensive study in technology, engineering, manufacturing, and automotive with emphasis on skill development and career exploration.

For over 40 years, the Automotive Program at Arrowhead has been a constant. Stable, with several periods of growth. Arrowhead has become an accredited school through the National Automotive Technicians Education Foundation (NATEF) as well as the Automotive Youth Education Systems (AYES). Both associations provide graduates job opportunities, scholarships, free tools, and advanced placement at two local colleges.

The Auto's area is housed in two different major locations; a classroom where students learn about vehicle systems and the more technical side of the content, and then

a much larger lab area where students apply the knowledge they have gained by working on Shop vehicles or even their own vehicles if so desired. Both classroom and lab are housed in the school and are directly connected so students can gather direction and information in the classroom and walk right out into the shop and get to work on whatever the task at hand is.

Each class typically runs with 6 groups. Each group has a basic toolbox dedicated to them that they can roll around the shop in order to have access to the basic hand tools they use on a day-to-day basis. Students also have access to 6 car lifts, two tire change machines (one of which is only 1 year old), a 1-year-old tire balancer and two larger tool boxes full of more specialty tools. They also have anywhere between 6-8 "Shop-cars" that stay on school grounds at all times, that students can use if they do not have their own vehicle they wish to work on.



The program is offered to our juniors and seniors, primarily because of other opportunities and facilities available. There are 4 automotive classes. Students can start with Consumer Autos (geared towards students who really want skills to do their own car maintenance) or Auto Tech I (geared towards students who are interested in working in the automotive industry). Auto II is the next level class that takes a deeper look at careers and skill sets that are valuable for those looking at becoming an auto-technician.

The capstone class is Advanced Autos which is a yearlong course in which students are doing more independent problem solving of complex systems. Currently there is an Advanced Automotive student that is working to remove and replace the entire engine and transmission on a vehicle, and they are doing this with minimal guidance from the instructor. They are using a service repair manual and their own prior knowledge and problem-solving skills to accomplish this task.

The Automotive Program at Arrowhead High School places a very high value on developing employability skills. The experiences in the lab area are designed to nurture the development of technical auto skills in the curriculum as well as employability skills

such as communication, time management, responsibility. Through various strategies, such as job sheets, students receive feedback on such skills and its part of their grade.

Students also have the option to participate in an Autos Youth Apprenticeship Program. This is a 1 or 2 year program where students work in the industry on specific competencies while being supported by a mentor on the job and related coursework at school. Students work 450 hours per year while in the program. This program is for those students serious about their future plans and willing to be released from school to gain work experience in a professional environment.

Arrowhead high school is a superb place to learn and work as a direct result of our people and programming. The staff members are a hard-working, caring team of professionals who are dedicated to continuous improvement and success at north and south campuses, in all departments, and in all classrooms.

Information courtesy of Brenda King and Michael Wesp, CTE Program, Arrowhead Union High School

[www.arrowheadschoools.org](http://www.arrowheadschoools.org)

## Freedom High School Automotive

Continued from Page 35



careers in a variety of trades with 100 percent entering the workforce, post-secondary education or the military upon graduation. Jay won \$50,000 from the Harbor Freight Tools for Schools Program in 2021 and was a finalist for the 2020 prize.

"In my classes students are challenged, they struggle, they are required to figure it out on their own. I give them experiences that will relate to the real world and teach skills like problem solving, working independently and as a team, and breaking down complex tasks for step-by-step completion. My class can frustrate

them, seem like work, and can be rewarding at the same time. Life and school is not about what they learn on any given day, but is all about the experiences! I do my best to prepare them for life after high school to be successful people and good employees."

Article Courtesy of Harbor Freight Tools for Schools, the Post Crescent, and Freedom High School.

[freedomschools.k12.wi.us](http://freedomschools.k12.wi.us)

# E City Stadium Automotive

Green Bay Area Public School District

On May 25th, the Green Bay Area Public School District and East High School were proud to celebrate eight students in the City Stadium Automotive® program who will graduate with 26 or more college credits and a one-year technical diploma, all while in high school. To honor their hard work and dedication to their future, the students received a certificate of achievement during a ceremony at East High School.

The automotive industry in the United States and Wisconsin is forecasted to remain a growing industry. Recognizing the need for a skilled automotive workforce, the Green Bay Area Public School District (GBAPS) expanded the automotive technician lab at Green Bay East High School in 2015 to form City Stadium Automotive®.

Students enrolled in City Stadium Automotive® focus on the diagnosis and troubleshooting of faults in automotive systems while receiving high school and college credit through the local technical college. They also have the opportunity to work at major dealerships while still enrolled in high school. The hands-on, real-world experience students receive centers around technical research, automotive workplace skills and practices, and preparation for post-secondary education.



Waylon Fry — Earned a Youth Apprenticeship Certification and received a tool box and tools valued at \$11,000 from his employer Broadway Automotive

Students now have the opportunity to earn more than 26 college credits over the course of their junior and senior year as part of the Automotive Maintenance Technician (AMT) program in collaboration with the college. Upon graduating from high school, students will be prepared to either enter the workforce directly or continue their education for one more year to complete either a two-year Automotive Technician technical diploma or an Automotive Technology associate degree.

City Stadium Automotive® at East High is certified by the National Automotive Tech-

nician Education Foundation (NATEF) for Maintenance and Light Repair Program Standards. NATEF is an organization that examines the structure, resources, and quality of training programs and evaluates them against standards established by the industry. Students who receive NATEF certification are prepared to work in the automotive field, enroll in technical school, or both.

## Meet The Instructors

**Ben Hendricks** developed a passion for tinkering with machinery and taking things apart while growing up on a farm. He started his automotive career as an apprentice and worked two years at an independent repair shop servicing trucks, tractors and semis. After his apprenticeship he spent 20 years working at a Ford Kia dealership and earned his ASE Master Certification, Ford Senior Master Certification and his Kia Master Elite Certification. In 2016, he was selected to compete in a Nationals Skills Cup in Southern California and placed in the top four, earning a spot in the World Cup Competition held in South Korea. Ben placed 2nd, beating out 60 of the world's best technicians.

**Christopher Ziegler** joined City Stadium Automotive® in September 2019. Chris taught at East De Pere High School for the past four years, making this school year his fifth year in teaching. Before teaching, he worked in con-



Shawn Muenster — Earned a Youth Apprenticeship Certification and received a tool box and tools valued at \$11,000 from his employer Broadway Automotive.

struction, automotive shops, and various other jobs. Chris has a manufacturing/ engineering degree. Chris's favorite part of his job is introducing students to working on vehicles in an automotive shop while still in high school. He emphasizes what a great opportunity this can be for students to get experience and find their passions.

To learn more about City Stadium Automotive®, visit [gbaps.org/CSA](http://gbaps.org/CSA).

[www.gbaps.org](http://www.gbaps.org)

# Come Experience Broadway Better!



You're not just starting a career – you're joining our family. As part of the Broadway family, we set you up for success from day one:

- Industry-leading tuition reimbursement & tool allowance, close to 20K!
- Great Mentor/Apprentice programs for Service and Body Technicians (high school/college/recent grad)
- Fast Track career path
- Above industry pay and benefits package
- One of the largest fixed-operations dealerships in the state

*Learn how you can grow within our organization.*

*Contact Dawn @ 920-429-6334 or visit [www.BroadwayAutomotive.com/Employment](http://www.BroadwayAutomotive.com/Employment)*



GMC/Chevrolet/Buick/Cadillac  
4000 Grand Avenue  
Manitowoc, WI

Chevrolet/Volkswagen  
2700 S. Ashland Avenue  
Green Bay, WI

Ford/Hyundai  
1010 S. Military Avenue  
Green Bay, WI

# The Ahnapee Diesel Center



## Luxemburg-Casco School District

The Luxemburg-Casco School District hosted a dedication and ribbon-cutting ceremony last fall for the Ahnapee Diesel Center. Located in the district's former middle school building on Church Street in Casco, the center houses the first credit-bearing, diesel-only high school education program in Wisconsin and is one of roughly 20 such programs nationwide.

Its facility features a 4,200-square-foot main instructional area, along with a 1,000-square-foot classroom space. The project converted the one-time Art and Wood Shop areas of the former Luxemburg-Casco Middle School into the diesel center. The dis-



trict's middle school moved to the main L-C campus at the start of the 2020–21 academic year. Among the significant modifications within the 4,200-square-foot main instructional area were the lowering of the concrete garage floor by 2 feet to accommodate a full-size semi-truck cab, enlargement of the front overhead door to 18 feet, creation of a new exterior ramp, the addition of a rear overhead door to facilitate entry of smaller diesel equipment, enhanced exhaust systems and ductwork to adequately distribute air and mitigate contaminants, attachment of interior and exterior

catch basins, and upgraded electrical outlets to support safe operations.

Ahnapee Diesel is a consortium of area high schools: Luxemburg-Casco, Denmark, Algoma and Kewaunee. Students in their junior and senior years are given the opportunity to earn college credits while also receiving credit towards high school graduation.

With successful completion of the college's Diesel Maintenance Technician (DMT) curriculum while in high school, students attain a one-year technical diploma. The required 26 credits include courses such as Transportation Welding 1 & 2, Diesel Lab Operations, Intro to Diesel Mechanics, Intro to Electrical Systems, Diesel Heavy Duty Electrical 1 & 2, Chassis Sub-Systems, Hydraulic/Pneumatic Systems, and Engine Sub-Systems.

Upon graduation from high school, students can choose to pursue a technical diploma as a Diesel Heavy Equipment Technician or a Diesel Medium & Heavy Truck Technician. Associate degrees in either Diesel Heavy Equipment Technology or Diesel Medium & Heavy Truck Technology also are possible student pathways.

In 2020 there were 275,400 people employed as diesel service technicians and mechanics, according to the U.S. Bureau of Labor Statistics. Employment is projected to grow 8 percent from 2020 to 2030; about 28,100 openings for diesel service technicians and mechanics are projected each year, on average, over that time frame. Employers increasingly prefer applicants who have completed postsecondary training programs in

diesel engine repair and who receive industry certification, according to the bureau.

Strong support from area companies and the regional transportation industry have been a catalyst in getting the Ahnapee Diesel program off the ground. "With the help of many area companies who have been willing to form strong partnerships with L-C, we are able to create a workspace mirroring that of a professional diesel mechanic," says Mike Snowberry, the district's director of learning services who is guiding the program's creation. "Our students will have quality instruction and fully equipped, professional-quality toolboxes, along with the new facilities. Almost all of the students in the diesel program have been placed in the Ahnapee Youth Apprenticeship program with our partner businesses. We believe that the L-C diesel program will be a win-win for our students and the local business community."

## The Ahnapee Automotive Program

The Luxemburg-Casco School District also launched a new educational initiative — the Ahnapee Automotive program, located



within the high school — during the first semester of the 2020–21 school year. Students are provided with the opportunity to earn college credits while also receiving credit towards high school graduation.

Through successful completion of the Automotive Maintenance Technician (AMT) curriculum, students attain a one-year technical diploma. Following graduation from high school, they may choose to ladder into an associate degree in Automotive Technology or a two-year technical diploma as an Automotive Technician.

"One of the themes that we have heard loudly and clearly from our community, our business leaders in the transportation industry and from the college is that there is a huge

need to produce highly trained automotive technicians, and that those technicians can earn lucrative salaries in a very broad market," says Luxemburg-Casco District Superintendent Glenn Schlender. "Because of that messaging, we created the Ahnapee Automotive program. "The district believes in the importance of providing L-C students with a wide range of educational choices. This program is designed for those students with a mechanical aptitude, who enjoy diagnosing and solving automotive challenges."

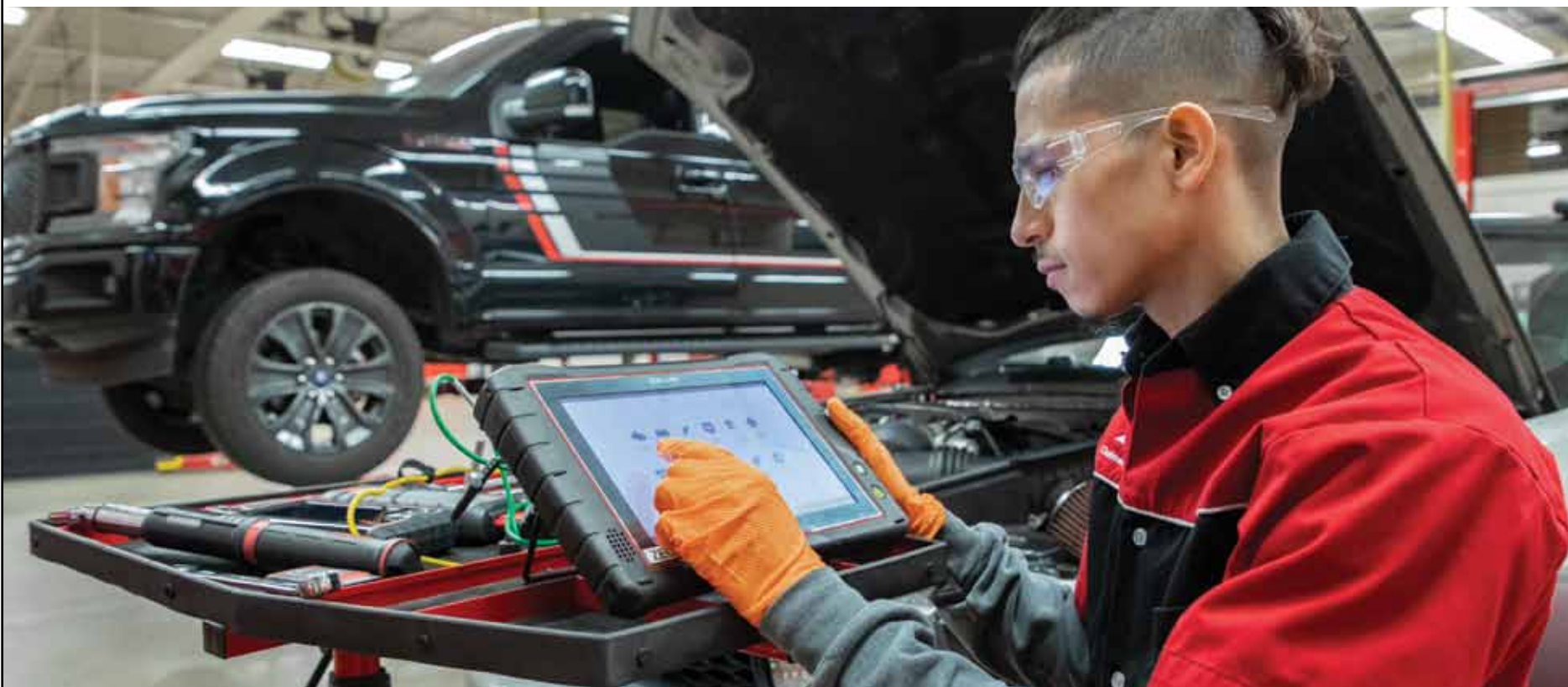
To receive the one-year AMT technical diploma, students must complete 26 credits in courses such as Transportation Service Operations, Auto Service Operations, Brake Systems, Steering & Suspension Systems, Intro to Electrical Systems, Engine Repair, Engine Performance, Advanced Chassis Systems and Transportation Welding.

The district's 23-month referendum projects included significant renovations to Luxemburg-Casco High School. Dedicated on Oct. 29, 2020, the expanded and upgraded Automotive Shop on the northeast corner of the high school building has four fully equipped automotive bays with new lifts; a tire machine

and balancer; equipment to perform brake maintenance; a set of tools for each station; and a new automotive lab with exhaust system.

"We couldn't have done this without the help of the many great partners who stepped forward," says Mike Snowberry, the district's director of learning services who is spearheading the program. "One of the things that I tell people is, if you invest in us we're going to invest back in you. One of my passions is that I'm going to try to find you the best people I can in our school system that love turning wrenches. What gets me excited every day is helping students to find their purpose."

# OWN *YOUR* FUTURE!



Gateway's Horizon Center is a world-class facility that serves high schools, college students and career professionals for **automotive, small-engine, diesel, truck driving and pilot training** through innovative equipment.



# READY MIX CONCRETE DRIVER CAREER



## ARE YOU LOOKING FOR A CAREER PATH IN A FAST-PACED INDUSTRY?

Well, that *path* may already be paved in concrete. The ever-growing ready mixed concrete industry is in need of qualified individuals to drive ready mixed concrete trucks. Drivers who transport ready mix concrete are vital for the growth of the economy. And unlike over the road haulers, ready mix drivers have the benefit of being home every night.

A ready mix driver is responsible for transporting freshly mixed concrete from the batch plant to the job site in a safe manner. Drivers are the frontline contact for their company and get to travel to different job sites every day. Drivers receive great wages and benefits and have the opportunity to grow within their company.

## Benefits

- Home every night instead of driving over the road
- Vast diversity of projects keep job ever-evolving and rarely redundant
- You can begin **driving right out of high school** with very little training or cost
- You can advance within a company
- Technology is a large part of the industry = if you are tech-adaptable you will succeed quickly
- You can be a part of infrastructure growth (build bridges, stadiums, buildings, overpasses, farms)
- Work good hours in the summer with a chance for overtime hours
- Competitive Wages, Fast-Paced, High-Demand Career



## Qualifications

- Must have High School Diploma or GED equivalent
- Must have safe driving record
- Must have Wisconsin Class B Commercial Driving License
- Must be able to pass a pre-employment drug/alcohol screening to be considered. Random testing does occur annually
- Must have a positive attitude, strong work ethic and strong customer service



## Education

**Concrete Industry Management** is a specialized four-year college business management degree offered at South Dakota State University. To learn more about the CIM program, go to <https://www.sdstate.edu/construction-and-operations-management/concrete-industry-management/>.



WRMCA  
44 East Mifflin Street, Suite 305  
Madison, WI 53703  
[info@wrmca.com](mailto:info@wrmca.com)  
<https://wrmca.com/ready-mix-driver-career/>