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Breaking Barriers as a Female Youth Apprentice



*Chris Arps, Technology and Engineering Instructor
Winneconne Community School District*

As we navigate through our daily lives, we tend to take for granted several necessities. Imagine a world without clean running water or a means of dealing with our sanitary waste. Plumbing has revolutionized our standard of living. It has brought us clean water and a means of a healthier environment. As a matter of fact, we usually don't realize this until we have a leak and/or a pipe breaks. What do we do, like most, call a plumber. With baby boomers retiring at a significant rate, the plumbing trade is in dire need of young men and women to replace this outgo-

ing generation. To become a plumber requires years of training as well as hundreds of hours learning "on-the-job" skills. In addition, this field has been primarily dominated by the male population.

Enter the 21st century and the need to recruit the next generation of plumbers for the construction industry. At Winneconne High School, Ava Hoernke, a junior, is doing just that! Ava is breaking barriers as a female Youth Apprentice in the plumbing field with a plumbing solutions company, owned and operated by Charlie Williams, who works throughout the Fox Valley region. Charlie and his team are mentoring Ava as she is learning the trade and working towards an apprenticeship. Being a female in a male dominating field may be perhaps somewhat intimidating, but not for Ava, who thrives on the challenge of being able to conquer what some consider as "man's work"! However, having patient mentors "teach" her how to do the job correctly has been a huge bonus. Attention to detail and understanding home systems are much easier to learn doing them, which makes the plumbing field so very rewarding for Ava!

Ava's interest in plumbing stems from her desire to work with her "hands" and see how projects start from a concept to an actual product. She learned of an opportunity to enter the trades from one of her high school Technology and Engineering Instructors and had to complete an interview, meet with the employer, and go over everything she would be expected to do on the job! In two years, Ava sees herself starting her apprenticeship and

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Wausau East Transportation Program Thrives through Community Partnerships

*Diana White, Coordinator of Communications and Marketing
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, 115 to 130 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 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.

This opportunity, for Wausau School District students, would not be possible without the support of a number of amazing community partners. One of those partners is the WATEA. WATEA is a professional organization made up of industry partners who support the transportation pathway in all areas of education. One example of how they do that is that they provide vehicles for students to work on. Once repaired, those vehicles get donated back into a community program called 'Wheels to Work,' providing



people with the transportation they need to get to and from their jobs.

They also help develop new programs like Auto Collision & Repair training for post graduates. This program is in partnership with the local technical college and Wausau East High School. Classes, taught by college instructors, are held at the high school.

Their support includes a golf fundraiser in July, which helps with scholarships and funding for educational programs. Then, each February, they host a Transportation Career Expo which is open to all schools in Central Wisconsin that gives students and parents the chance to meet with industry professionals and explore careers in transportation.

It's this kind of support of our transporta-

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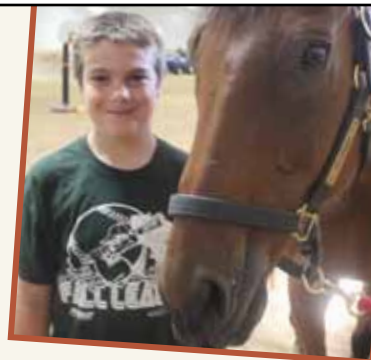
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Building for the Community and the Experience



*Nancy Kunkler, Communications Manager
West Bend School District*

A construction partnership between West Bend East and West High Schools, Kewaskum High Schools, and Habitat for Humanity of Washington and Dodge Counties provides

students with real-life construction experience and Habitat with a fantastic fundraising opportunity.

Students in the Advanced Construction class at West Bend East and West High Schools, which also has students from nearby

Kewaskum High School enrolled, are currently building a tiny house that will be sold by Habitat as a fundraiser. This is the fourth tiny house build, with two of the houses earning about each \$20,000 for Habitat. In fact, one house is now in Maine being used as an Airbnb.

While building the tiny house, the students learn all aspects of a construction project such as listing the cost of materials, time estimation, materials estimation, failures and successes, owning mistakes and how to fix them, problem solving, and working with others. The students spend most of the school year building the tiny house, with the process planned in detail so it can be completed between September and May.

Construction classes at East and West High Schools had partnered with Habitat in the past on small projects to help the students learn more skills. During the summer of 2020, Habitat was building a new home for two families in West Bend, Wisconsin, and the students at that time joined the Habitat construction crew on the build site and had a very positive experience of learning from the constant flow of professional tradesmen that worked on the site.

Once the 2020-2021 school year began, Habitat Executive Director Russ Wanta met

with Rob Willmas, construction teacher at West Bend West, to discuss the idea of keeping the students engaged during the school year by building a tiny house. They created the concept of having Habitat sell the house to help fund other full-size house builds and home repair programs. According to Thecla Harris, director of development of Habitat, "The tiny house program has raised over \$100,000 for Habitat programming."

Harris continued, "Habitat for Humanity of Washington and Dodge Counties has not only been blessed by the funding that the sale of the tiny houses has brought to our homeownership and critical home repair programs, but the attention it has garnered has been quite surprising. Our affiliate has been featured at statewide conferences by other Habitat affiliates on how to engage local high schools and 'out-of-the-box' fundraising ideas."

Work on the house is done at a local technical college. This connection with the college also provides assistance from former graduates of their high schools who are currently enrolled at the college. Last year two former high school students completed the electrical work.

Other assistance is given by the Friends of

Continued on Page 9



Bridges Construction & Renovation Program Rewards Students with Job Experience and Valuable Life Skills



*School and Community Relations Department
Green Bay Area Public School District*

Bridges Construction & Renovation is a Green Bay Area Public School District program that grants students the opportunity to gain real-world experience in the construction and renovation industries. Students work with professional contractors to learn about structural design, building safety, blueprint reading, rough and finish constructions, modern design, and home improvement. By the end of each school year, students will have worked col-

laboratively to complete the construction or renovation of a home or building.

Students currently in the program are interested in pursuing a wide range of careers, including construction, architecture, interior design, engineering, plumbing, electrical, carpentry, and more. "I want to be an architect," said Nikki Xiong, West High School senior and Bridges student. "I think Bridges is super helpful for me. Since I'll be drawing houses, it helps to know what all goes into the process of building them."

Bridges is not only useful for students going into a related industry. "Several of the students are not taking the class to get into the industry," said Bridges instructor Brian Frerk. "For those students, I want them to gain confidence. Not only confidence in building homes or in remodeling skills, but confidence that they are able to take on a project and see it through to a successful completion."

Many Bridges students share the sentiment that the program has also taught them team bonding, social, and collaborative skills. "You learn how to become like a family with people you don't really know," said West High School senior Angel Fiscal Salazar. West High School senior Avery Smart agreed, noting that Bridges taught him the importance of working and bonding as a team.

The program is largely made possible thanks to partnerships between the District, NeighborWorks Green Bay, Greater Green Bay Habitat for Humanity, the BCHBA, and NWTC. In addition to these generous partners, Bridges also has an advisory team that supports the strategic plan, assists with high school curriculum development, and helps promote careers in the building trades. The program's partners and advisory team are vital to the excellence and success of the program.

Bridges instructor Brian Frerk also plays an instrumental role in the program's success.

Frerk spent over 30 years in the industry before becoming a teacher at West High school and using his expertise to give students a life-long skill they can use far beyond graduation. Since he took over the program in the 2018-2019 school year, it has grown from having about seven students per school year to adding an additional section to accommodate the growing student interest. Frerk anticipates the need for a waiting list in the coming years.

The program is not only beneficial for students, but also for the community. Since the beginning of the Bridges program, District students have built or renovated more than ten safe and affordable homes in the Green Bay area. This school year, students are building two new homes. The homes are located at 1162 and 1164 Day Street and are 1,391 and 1,362 square feet respectively. Each includes three bedrooms and two bathrooms.

The District is proud to offer the Bridges capstone program that benefits the community, exposes students to a variety of career pathways, and provides students with life skills.

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Scan the QR code for more information on apprenticeships and Career Signing Day.





Delavan-Darien Reimagines, Redefines and Redesigns Students' Educational Journeys



Delavan-Darien School District

The Delavan-Darien School District has added one more choice for high school students as they consider one of their most important life choices — What to do after high school? Delavan-Darien Technical School (DD Tech) first opened for the 2022–2023

school year with a focus on Career and Technical Education (CTE) pathways, employability skills, on the job training, stackable credentials, and earning a technical diploma before high school graduation.

Students enrolled in DD Tech have the opportunity to embark on a career pathway

that relates to their individual career interests while preparing them to survive and thrive in the modern-day workforce. DD Tech students are able to gain workplace knowledge and skills within industry standard classrooms and lab settings, while networking with professionals, and “test driving” through career through work-based learning programs. DD Tech was created to better meet the needs of our students and community while reimagining, redefining and redesigning what our educational system should look like. While the primary focus has historically been on closing the achievement gap by preparing students for standardized testing, DD Tech has instead turned its focus on closing the achievement gap by focusing on closing readiness gap.

We all know that the traditional educational system works well for some, but we also know that this traditional model does not work for others. With this in mind, DD Tech has provided the Delavan-Darien School District an opportunity to reimagine, redefine and redesign the traditional educational pathway to better support all of our students regardless of what goals they have for their future. DD Tech not only helps students identify their

Choices — life is full of them.

DD Tech currently offers the following career pathway choices for students:

- Advanced Manufacturing & Production
- Animal Systems in Agriculture
- Architecture & Construction
- Business Administration in Finance
- Business Administration in Marketing
- Business Management & Support Services
- Education & Training
- Hospitality, Lodging & Tourism
- Environmental & Natural Resources
- Patient Care in Health Science
- Plant Systems in Agriculture
- Transportation & Power Equipment Service

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D.C. Everest Senior High Students Explore Operating Engineer Career Opportunities in the Construction Trade Industry



Students operating the excavator simulator at the Heavy Equipment Operators Training Center

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

Opportunities within the D.C. Everest Senior High's long-established Construction Trades program expanded when the school'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 — opened in 2020. Since then, the program has seen a steady increase in the number of students enrolling in CTE construction courses. The curriculum includes Architectural Design (DE), math, physics, 3D Design Technology 1 and 3D Design Technology 2 (DE), Construction, Construction Trades and a series of Wood Manufacturing courses.

In addition, students benefit from a 19-year partnership with Habitat for Humanity of Wausau wherein students construct a home from top to bottom, gaining one-of-a-kind work experience that can't be duplicated within a classroom. Two years ago, a new facet was added to the course: First Aid and CPR certification and last year students were

trained in a new Stop the Bleed course. The program provides instruction on the techniques of bleeding control, including applying a tourniquet, packing a wound, and holding pressure over a wound — valuable life-saving skills that can be beneficial on the worksite.

Youth Apprenticeships are a critical component of the CTE program, as are field trips that provide students with the opportunity to explore career opportunities and develop relationships with people in the high-demand industry. Recently, 43 DCE Senior High students visited the Heavy Equipment Operators Training Center in Coloma, Wisconsin. The training facility is run by Operating Engineers Local 139 to provide union members with the opportunity to maintain and improve — for example — their telescopic crane operation, directional boring and excavator operation skills. The center also is a hub for recruiting and training people interested in entering the high-demand operating engineer industry. Along with the growing interest, for the first time, D.C. Everest has a student participating

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Plymouth High School Students Design and Build Finke Field Entry Arch



Jamie Piontkowski
Coordinator of Community Communications
Plymouth School District

As Panther football fans arrive for home games this year, they pass under an arch created by Plymouth High School technology education students — with assistance from industry professionals — to recognize local businesses that helped fund the turf surface at Finke Field.

“Students were involved in the project

from start to finish,” said PHS tech ed teacher Jake Sherman. “This was a great opportunity for them to see the process and steps necessary to complete a construction project.”

The turf project came about because PHS wanted to resurface its deteriorating outdoor track and address drainage issues for the track and the surrounding football field. Administrators realized that the project created an opportunity to switch to a turf playing surface,

and local businesses committed more than \$700,000 in exchange for advertising to fund the upgrade.

The PHS Tech Ed Department was asked to build an entryway structure to recognize top-tier sponsors, and the project was incorporated into coursework for the 2022-23 school year.

“This project featured extensive collaboration within the Tech Ed Department,” Mr. Sherman said. “Students with skill sets in

different areas within our department worked together to make this happen.”

Students began by meeting last fall with the “customer” — Superintendent Dan Mella — to discuss the scope and constraints of the project.

Engineering students in Greg Gritt's classes then developed different 3D represen-

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Breaking Barriers as a Female Youth Apprentice Continued from Page 1



in five years finishing the apprenticeship and working in the field.

What Ava enjoys about plumbing is, “learning from her mistakes and improving each day”. Before starting this career, she didn’t know much about plumbing except for the fact that it would be “hard work”. There is a lot one has to be able to do. She is learning to work with others, take directions from her mentors, apply math skills like reading a tape measure, and pushing herself to work hard and learn how to pay attention to the little details.

Ava was asked if there are any downsides to the job, she responded by saying, “no!” Every day is a new learning experience, and it sounds like she is learning a lot about the trade. Charlie has also commented on Ava by

saying “Ava has been an outstanding addition to our team. If hard working kids like this are signing up for Youth Apprenticeships, we will continue to hire them. Positive attitude, strong work ethic. We have nothing to complain about with the YA program”. As Ava makes her mark on the world, perhaps she will be your next plumber, changing stereotypes, and showcasing that when you work hard and continually strive for improvement, you can do great things! As Ava states, “there is no speed limit to success”! It looks like Ava has a great start towards achieving those goals.

hs.winneconne.k12.wi.us



Exploring Operating Engineer Career Opportunities Continued from Page 8

in a pre-apprenticeship program known as the Destinations Career Academy. Participants in the Academy enroll in classes at their local high school while also taking online classes such as Basic Equipment Fundamentals, Mobile Equipment Maintenance, Construction Math and CDL Prep in their Junior and Senior years to get a jump-start on their career path.

While at the training center, the DCE students learned more about what it takes to become skilled at operating heavy equipment, youth apprenticeship opportunities, the variety of training available and what a career in the field entails. They also enjoyed hands-on learning opportunities, such as operating the excavator simulator.

“We pride ourselves on offering our students a variety of classroom and hands-on learning opportunities,” notes Aaron Hoffman, DCE Career and Technical Education Coordinator. “They start by learning basic construction principles and then advance to the more advanced topics thanks to our cur-

riculum, youth apprenticeships, Habitat for Humanity partnership and the support of construction trade partners across our community. The variety of learning opportunities and real-world experience also help them develop critical career skills that will set them apart from their peers.” Material donations made possible through strong business partnerships add value to the learning experience, particularly in the construction course. Students rotate weekly through fifteen different stations engaging in everything from roofing to plumbing to masonry. Materials needed for each station are provided by local employers. As a result, local construction companies gain access to a new generation of DCE graduates who are singularly prepared to take on the challenges of the workplace.

www.dce.k12.wi.us



Building for the Community and the Experience Continued from Page 4



Habitat companies who give professional help for the HVAC and plumbing work. Additionally, multiple companies help get the students ready for future opportunities by speaking to them about careers in the trades and how to progress through those careers.

The project is a win-win, according to Willmas, “The amount of charitable giving from all the partners involved, along with the opportunities being provided to our West Bend and Kewaskum students, is immeasurable,” he said. “When the trailer rolls out completed and sold to a new family or company, the work is complete and the students have something

to be proud of, Habitat has raised money for their cause, and our job is done...until the next trailer rolls in.”

Executive Director Russ Wanta said, “Not every student that builds this tiny house will go into construction, but that’s not the point of the program. We want to ignite something in each student whether it be a love for a new trade, charitable work, or just being a part of a team.”

west-bend.k12.wi.us



Students Design and Build Finke Field Entry Arch Continued from Page 8

tations, presenting them to Mr. Mella for his feedback. Once a final design was selected, students created dimensioned drawings.

Advanced Metal Welding & Fabrication students under Mr. Sherman’s guidance took the drawings and ordered the materials necessary to build the structure.

During the fabrication process, students worked with district electrician Sam Schmitt to get power to the structure, which involved contacting Digger Hotline, local locating services, and M and M Excavating. M and M (partially owned and operated by two former Plymouth High School students, Andrew and Gabe Meyer) dug trenches for the power lines.

Students also worked with Tyler Luedtke on the lighted pawprint at the center of the structure. Mr. Luedtke, another former PHS student, also helped coordinate painting and weather protection.

The Building Construction class taught by Beau Biller then built concrete forms, calculated the amount of concrete needed, and

helped finish the concrete anchors.

Greg Herzog, owner of LiftX and father of one of the students involved in the project, donated time and equipment to auger the holes for the structure and later explained proper rigging and helped erect the arch safely, so it could be anchored to the concrete.

Shortly before the school year ended, Building Construction students installed the brick veneer panels. Marshall Sign will be adding sponsor plaques to complete the project.

“I hope that students learned the different aspects of such a project and gained a better understanding of the process of taking something from design to completion,” Mr. Sherman said.

plymouth.k12.wi.us





Groundbreaking Held for 26th Student-Built House



North and South High School students, staff, and guests attended a Groundbreaking Ceremony for House Construction Project 2023 on Tuesday, September 12 at the construction site in the Stonebrook Crossing Subdivision on the south side of Sheboygan. Project 2023 is the 26th home that will be built by SASD students enrolled in Career & Technical Education classes from Sheboygan North and Sheboygan South High Schools.

The program included a welcome from Jason Duff, Academic and Career Planning Coordinator for the Sheboygan Area School District. Duff recognized and thanked the many community partners that make this project possible with their donations of supplies, use of equipment, time, and talent.

Superintendent Seth Harvatine also spoke at the program, emphasizing how important it is for schools to prepare students for the future by offering real-world, hands-on learning experiences like this one. Experience gained in this House Construction class provides students with skills, experiences, and connections to pursue a career in construction trades.

Brian Doudna, Executive Director of the Sheboygan County Economic Development

Corporation, also spoke at the event. He shared the extensive need for trade workers in our area, and how the students within this program can enter the workforce post-graduation with a strong knowledge base and even own their own business.

South High School graduate Emma Gosse designed this year's house. Her design was selected last spring from the plans drawn by all students enrolled in our Project Lead the Way Civil Engineering and Architecture class.

Every year since 1998, students from North and South High School's Project Lead the Way Program and Civil Engineering, Architecture, and Advanced Students courses compete in a House Design Contest to design the district's student-built house for the following year.

Students are asked at the beginning of the school year to create a single-story 1750-square-foot home. The house must have three bedrooms, two and a half bathrooms, a two-car garage, as well as an unfinished basement. Students submit their plans, which are then reviewed by Technical Education Teacher Ted Schermetzler and various home construction groups.

This is the eighth home built under the direction of instructor and project manager Ted

Schermetzler and the third student-built home in the new Stonebrook Crossing subdivision.

The Sheboygan Area School District (SASD) and the Sheboygan business community have made significant investments in technical education programs since 2016, when the district opened the \$5 million Kohler | Johnsonville Advanced Technology Centers inside North and South High Schools. The 12,400 square foot state-of-the-art manufacturing and engineering labs prepare students for successful local college and career paths. The advanced technology centers offer high-tech manufacturing and engineering tools and technology, giving practical exposure to CNC, automation, electrical, and metrology equipment. The expansion, upgrade, and renovation of existing facilities were made possible through the district's investment and ongoing financial commitment, as well as significant contributions from local businesses, organizations, and sponsors.

Collectively referred to as Red Raider Manufacturing, or RRM, the primary goal is to provide both classroom instruction and authentic, hands-on learning opportunities that result in real-world employability. The Red Raider Manufacturing oversight team worked with local manufacturers and Lakeshore Technical College to select equipment and curriculum relevant to

students entering today's workforce.

As early as 9th grade, North and South High School students can choose from ten technical education classes, like Electricity, Electronics & Automation, or Power Mechanics. Exposure to these classes early in their high school career gives students ample time to dive deeper into a certain area, explore other skilled trades, and expand their learning by taking advantage of a nine-week co-op experience or a 9 to 12-month youth apprenticeship.

Recent graduates who participated in Sheboygan Area School District's House Construction class, credited the program with giving them hands-on experience and a close-up look at various skills and industries. Dylan said, "House construction helped me learn about all the trades and allowed me to narrow it down to which one I believed would fit me the best." Owen added that seeing the skills used in real-life projects, like building a house, was helpful.

As they embarked on their first year of full-time employment in the electrical trades, Owen summed it up best when he said, "I am only 18 and have a great start on my career."

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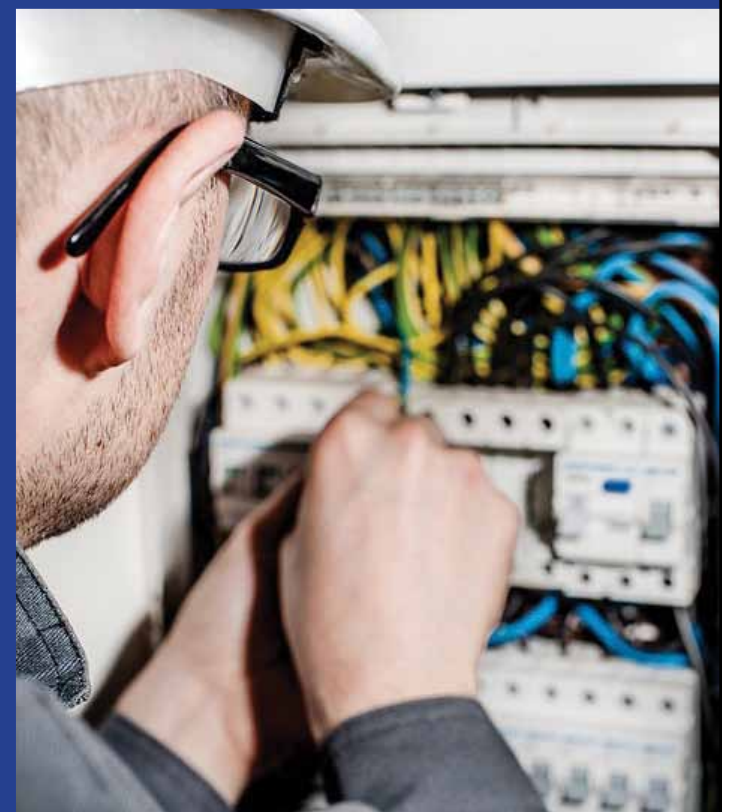


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CAREERS IN CONSTRUCTION

Construction Managers

Plan, direct, or coordinate, usually through subordinate supervisory personnel, activities concerned with the construction and maintenance of structures, facilities, and systems. Participate in the conceptual development of a construction project and oversee its organization, scheduling, budgeting, and implementation.

Construction and Building Inspectors

Inspect structures using engineering skills to determine structural soundness and compliance with specifications, building codes, and other regulations. Inspections may be general in nature or may be limited to a specific area, such as electrical systems or plumbing.

Civil Engineers

Perform engineering duties in planning, designing, and overseeing construction and maintenance of building structures, and facilities, such as roads, railroads, airports, bridges, harbors, channels, dams, irrigation projects, pipelines, power plants, and water and sewage systems.

Operating Engineers and Other Construction Equipment Operators

Operate one or several types of power construction equipment, such as motor graders, bulldozers, scrapers, compressors, pumps, derricks, shovels, tractors, or front-end loaders to excavate, move, and grade earth, erect structures, or pour concrete or other hard surface pavement. May repair and maintain equipment in addition to other duties.

Electricians

Install, maintain, and repair electrical wiring, equipment, and fixtures. Ensure that work is in accordance with relevant codes. May install or service street lights, intercom systems, or electrical control systems.

Structural Iron and Steel Workers

Raise, place, and unite iron or steel girders, columns, and other structural members to form completed structures or structural frameworks. May erect metal storage tanks and assemble prefabricated metal buildings.

Architectural and Civil Drafters

Prepare detailed drawings of architectural and structural features of buildings or drawings and topographical relief maps used in civil engineering projects, such as highways, bridges, and public works. Use knowledge of building materials, engineering practices, and mathematics to complete drawings.

Electrical Power-Line Installers and Repairers

Install or repair cables or wires used in electrical power or distribution systems. May erect poles and light or heavy duty transmission towers.

Cost Estimators

Prepare cost estimates for product manufacturing, construction projects, or services to aid management in bidding on or determining price of product or service. May specialize according to particular service performed or type of product manufactured.

Electricians

Install, maintain, and repair electrical wiring, equipment, and fixtures. Ensure that work is in accordance with relevant codes. May install or service street lights, intercom systems, or electrical control systems.

Surveyors

Make exact measurements and determine property boundaries. Provide data relevant to the shape, contour, gravitation, location, elevation, or dimension of land or land features on or near the earth's surface for engineering, mapmaking, mining, land evaluation, construction, and other purposes.

Carpenters

Construct, erect, install, or repair structures and fixtures made of wood and comparable materials, such as concrete forms; building frameworks, including partitions, joists, studing, and rafters; and wood stairways, window and door frames, and hardwood floors. May also install cabinets, siding, drywall, and batt or roll insulation. Includes brattice builders who build doors or brattices (ventilation walls or partitions) in underground passageways.

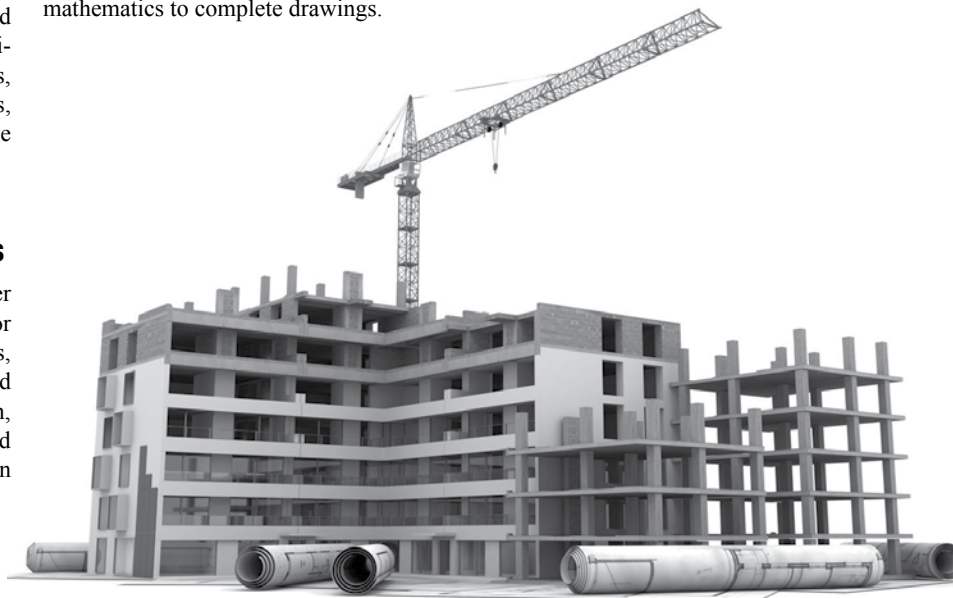
Mobile Heavy Equipment Mechanics

Diagnose, adjust, repair, or overhaul mobile mechanical, hydraulic, and pneumatic equipment, such as cranes, bulldozers, graders, and conveyors, used in construction, logging, and mining.

Career/Technical Education Teachers, Postsecondary

Teach vocational courses intended to provide occupational training below the baccalaureate level in subjects such as construction, mechanics/repair, manufacturing, transportation, or cosmetology, primarily to students who have graduated from or left high school. Teaching takes place in public or private schools whose primary business is academic or vocational education.

This is just a sampling of the careers available in the construction industry. For more information go to www.onetonline.org



Reimagining, Redefining and Redesigning Students' Educational Journeys

Continued from Page 6

career interest but also provides them with an educational pathway that is relevant to their future careers goals and can put them a step ahead of the competition when they enter the workforce.

DD Tech offers 12 career pathways while narrowing the scope of courses to include relevant academics and skill development. The program increases experiences such as job shadows, mock interviews, professional networking, and other career-based learning experiences while making work-based learning experiences such as Youth Apprenticeships/internships a graduation requirement in order to give students the opportunity to stand out not only on a resume but as individuals that are passionate about their career path.

Through the development of DD Tech and our Portrait of a Graduate philosophy, The Delavan-Darien School District has started a district-wide transformation designed to best meet our students' needs and provide them with the greatest opportunities to thrive in the modern economy. Together, our community has started to identify what skills and attributes all students need to have in order to be "future ready". We aim to provide relevant and applicable opportunities within our educational system that will increase student engagement along with a sense of purpose. We believe that engaging students and giving them a sense of application will foster students that are not only ready for the next level but achieving at a level that is relevant to their future.

An Example of a DD Tech Architecture & Construction Pathway Experience

The DD Tech Construction Pathway contains around 40% of DD Tech's student enrollment and provides experiences that connect students to industry inside and outside of the classroom. During the 2023-2024 school year students have started working with the school district to construct an athletics and physical education storage building. With the support of our district, industry, and post-secondary partnerships students have access to a real-life work environment outside of the classroom. This environment fosters networking and mentorship opportunities with local industry partners and experiences that

embrace teamwork, community, and pride.

Experiences like blueprint development, zoning, bidding, jobsite preparation, concrete forming, framing, solar power, and exterior finishing have raised the bar and given our students a sense of application that is difficult to recreate in a traditional educational classroom. DD Tech is raising the bar on what students can accomplish before graduating from high school. We look forward to preparing the next generation of workforce leaders!

www.ddschools.org



School 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 Luxemburg-Casco, Kewaunee and Denmark districts can now come together to participate in a pathway into the Bellin College Healthcare Academy.

Bellin College currently offers individual healthcare-focused courses at area high schools, but this is 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 Luxemburg-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.”

“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.

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.

“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. “

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Bellin College



Brookfield East High School Principal Andrew Farley Honored with Two National Awards



Andy Farley Named 2024 National Secondary Principal of the Year and Receives 2023 Terrel H. Bell Award for Outstanding School Leadership

The National Association of Secondary School Principals (NASSP) announced that Andrew Farley, principal of Brookfield East High School, in Brookfield, WI, is the 2024 NASSP National Principal of the Year. This marks the first time a Wisconsin Principal has received this honor since 1993.

Earlier this year, Farley was selected by the U.S. Department of Education to receive the 2023 Terrel H. Bell Award for Outstanding School Leadership. This award recognizes outstanding school leaders and the vital role they have in guiding students and schools to excellence while overcoming challenges along the way. Nine principals from the 2023 cohort of National Blue Ribbon Schools were honored this year.

Farley is described as a student-first leader. He strives to ensure every student feels emotionally and physically safe, appropriately stretched and challenged, and supported by trusted teachers, advisers, and coaches. He firmly believes that the success of a school is directly correlated to the level of engagement at that school.

“Principal Farley’s vision for a school culture deeply rooted in the whole-student experience is both inspiring and revolutionary,” said NASSP CEO Ronn Nozoe. “It’s not just the academic excellence that sets Andy apart; his dedication to destigmatizing mental health support through initiatives like the Hope Squad has literally saved lives. His work is a testament to the profound impact a principal can have when they lead with heart and purpose.”

After facing several tragic losses of students to suicide, Principal Farley led the establishment of the first Hope Squad in Wisconsin. Hope Squads consist of peer-nominated student-leaders who serve as points of contact for students who need mental health support. Hope Squad suicide prevention pro-

grams reduce youth suicide through training, education, and peer intervention. In addition, the BEHS Hope Squad leaders built a comprehensive wellness framework that addressed the importance of nutrition, sleep, priority-setting, organizational tools, and resources to support each student’s mental health. The Hope Squad leaders have transformed the school community through their hopeful leadership and continual presentations to the staff and student body. BEHS is a Hope Squad national demonstration site for other schools.

To gather student voice and engage students, Principal Farley launched a principal’s cabinet. Each year the Principal’s Cabinet, a group of 50 student-leaders representing all grades, reflects on core values and sets goals and action plans to best align to the school culture. This group built an operational definition for the school’s mission, “Dedicated to Academic and Human Excellence” as “Being better tomorrow than you were today.” Their insightful work added a 30-minute resource block to the daily schedule, secured funding for a \$700,000 Learning Commons/Library renovation project, and solved operational challenges such as cafeteria capacity issues.

As part of Principal Farley’s vision, the school redesigned traditional classrooms and office spaces to maximize student engagement. For example, BEHS has state-of-the-art classrooms for LAUNCH (authentic professional learning pathways), a multipurpose common space, the Excellence Center, and a Courtyard. These spaces support opportunities for collaboration, problem solving, and inquiry.

A collaborative team with community business partnerships implemented a student-run coffee shop, the Spartan Union. The Spartan Union includes a business curriculum and student employees earn business credits in marketing, management, hospitality, or finance. The Union has increased cross-

discipline learning with the Computer Science department which built an application for online orders.

Outside the Union is a courtyard, a shared space largely maintained by student groups and furnished by their fundraising efforts. The Union serves as a hub for the school’s community fundraising efforts, including local and regional toy and food drives, mental health awareness events, Hope weeks, and other campaigns.

During Andy Farley’s decade as principal, Brookfield East has been named Wisconsin’s top public high school for four consecutive years (niche.com), and the school was recently recognized as a 2023 National Blue Ribbon School for Exemplary Work in Closing Achievement Gaps - one of only three high schools in the country to be recognized in that category.

Farley has ensured all students have access to rigorous, capstone educational experiences with a remarkable 99% of the Class of 2023 taking at least one college-credit bearing course prior to graduation. Through a commitment to literacy instruction, students have excelled on standardized assessments. In 2023, the senior class earned an ACT composite of

23.5, including a 24.1 in reading. Additionally, 572 (42%) Brookfield East students took 1,235 Advanced Placement exams, earning a 3 or better on 80% of the exams taken.

“Andy works tirelessly to engage students in their learning and, more broadly, in their school community,” stated Superintendent Mark Hansen. “Mr. Farley is a proud East graduate himself, and his story is a testament to both our Elmbrook Schools and public education. He communicates high expectations of students and staff in a personal and supportive way that consistently yields tremendous results.”

“This distinguished award shines a much-deserved spotlight on Andy’s commitment to all students at Brookfield East,” reflected Dr. Tanya Fredrich, Assistant Superintendent for Teaching and Learning. “His leadership has shown that empathy and humanity tied with strong continuous improvement and high academic expectations can wield immense results.”

elmbrookschoools.org



Unity High School Science Teacher is Wisconsin’s 2024 National Teacher of the Year Representative



Throughout his more than 22 years at Unity, Collins has taught general biology, AP biology, environmental biology, human anatomy/physiology, ecology, zoology, and ornithology. He was selected to be the state’s representative for the Council of Chief State School Officers’ National Teacher of the Year Program by a committee composed of educators, representatives from partner organizations, and past Wisconsin Teachers of the Year.

“I am so very honored to represent our state on the national level as Wisconsin’s National Teacher of the Year representative,” Collins said. “Good teaching and learning ultimately comes

from trust, teamwork, and a sense of safety as we build strong relationships in the classroom and across the school community. I love seeing education at work in the quality of a person’s life and in the strength of the community. I am eager and excited to serve as our state’s representative, both as a teacher and as a lifelong learner.”

Outside the classroom, Collins helped found Unity’s Ojibwe Language Revitalization Club, has coached football and powerlifting, and has chaired the Professional Staff Development Committee. He continues his passion for birds and photography every summer as a contract biologist working all over Wisconsin for the Wisconsin Department of Natural Resources, which he shares in his classroom.

As Wisconsin’s National Teacher of the Year representative, Collins will participate alongside other state representatives in various professional learning opportunities provided by the CCSSO. A National Teacher of the Year is selected from the group and travels nationally and internationally as a spokesperson and advocate for the teaching profession.

www.unity.k12.wi.us





2023 Elementary Principal of the Year Nikki Harcus



The Association of Wisconsin School Administrators has named Nikki Harcus as its 2023 Wisconsin Elementary Principal of the Year.

Harcus has served as principal of Westside Elementary School in the Sun Prairie Area School District for the past seven years. Under her leadership, the school has adopted a core value of believing all students can achieve at high levels and that all staff can create the conditions to make it possible.

Westside has become a true professional learning community, where all staff are committed to acting as positive members of a team that shares responsibility for student learning. These teams use formative assessments aligned

to essential standards to ensure instruction is targeted and responsive to students' individual needs.

As one example of Harcus' commitment to shared leadership and collective efficacy, Westside has brought together staff, students, families, and community partners to build a highly effective Community Schools Program. Based on the results of a caregiver needs assessment, the school and its partners have launched a "walking school bus" to increase attendance, opened an onsite food pantry and clothing closet, started a family assistance fund, and grown the after-school program.

"On behalf of AWSA, I would like to congratulate Nikki Harcus for her selection as the 2023 Wisconsin Elementary Principal of the Year," said Jim Lynch, executive director of AWSA. "During her time at Westside Elementary, she has empowered and supported teachers to create a professional learning community truly focused on student learning and results. This honor reflects Ms. Harcus' outstanding leadership of her school community."

sunprairieschools.org



Jeffrey Taege Named 2023 Wisconsin Associate Principal of the Year



The Association of Wisconsin School Administrators has named Jeffrey Taege as its 2023 Wisconsin Associate Principal of the Year. The announcement was made during a surprise ceremony at his school on Thursday, Nov. 9.

Taege has served as assistant principal at Butler Middle School in Waukesha for the past seven years. He helps to oversee a school with approximately 800 students and nearly 100 teachers and staff. During his tenure at Butler Middle School, Taege has focused on student perception and feedback on their educational experiences at his school. He has also worked to implement a new feedback format to gather staff perspectives centered on intentional planning for all students in every class to meet learning objectives.

Taege helps oversee several initiatives at the school, including Advancement Via Individual Determination (AVID), professional learning communities (PLCs), Positive Behavioral Interventions and Supports (PBIS), and MAP assessments.

"Jeffrey Taege is a supportive problem solver who holds himself, staff, and students accountable to high expectations while simultaneously encouraging all around him to enjoy the work that we get to do everyday," said Laura Jennaro, Butler Middle School principal. "He understands how his actions impact culture, and it is his leadership that has led to improved student learning and instructional collaboration. This recognition is a well-deserved testament to his impactful leadership."

"We thank AWSA for this honor for Mr. Taege, Butler Middle School, and our school district," said Dr. James Sebert, Superintendent of the School District of Waukesha. "It is representative of the high-caliber administrators that we are fortunate to have in the School District of Waukesha."

sdw.waukesha.k12.wi.us



22nd Annual Transition Conference February 15 – 16, 2024



Dr. Toneka Green, is an impactful educator of nearly 20 years. Her work focuses on leadership and educator development, empowerment speaking, and creating diverse, equitable, and inclusive schools and workplaces.



Dr. Carmen Iannarelli has over 20 years of experience in higher education and human services. Her work includes training employees on microaggressions, unconscious bias, white privilege, cycles of oppression, and other topics as well as developing comprehensive equity, inclusion, and diversity action plans.

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Southern Bluffs Elementary School Cook Wins Regional Award



School District of La Crosse

The national non-profit School Nutrition Association (SNA) has named Southern Bluffs Elementary School cook Jeannette Bardeck as the Midwest region Employee of

the Year. The award recognizes the valuable contribution of school nutrition employees who exhibit a remarkable commitment to both their school meal program and the students they serve.

Bardeck has spent almost 20 years working in school nutrition, always listening to the children with kindness and a compassionate heart. Students coming through the breakfast and lunch lines have come to know Bardeck as an adult they can trust and lean on. She often stops what she is doing to help a student who can't decide what they want for lunch or just listen to them talk about their good or bad days. She is constantly coming up with new menu ideas and ways to make each meal a little more special for students. She makes each holiday special with creative bulletin boards and decorations to get the students excited about being in the

cafeteria.

Though it's not in her job description, Bardeck regularly offers to do paperwork, menu planning, and recipe development for her manager. She is integral to the district's allergen meal program, taking the lead with the team to prep, make, and properly seal and send out all of the celiac, soy-free and egg-free meals for all of the district buildings. Bardeck works hard to create these special menus as close to the district's traditional menu rotation as possible so those children don't feel singled out with different meals.

"There is so much more to child nutrition than just feeding children delicious and nutritious meals," said SNA President Lori Adkins, MS, SNS, CHE. "There is a passion to help others, and Jeannette shows that side of herself each and every day."

The Employee of the Year Award was

created to recognize outstanding school nutrition employees who influence the quality of school meals through customer service, an interest in young people, cooperation, work attendance, creativity, participation in professional development, and their willingness to go above and beyond the call of duty.

Bardeck was announced as the Midwest region Employee of the Year during an online awards ceremony on May 2 in advance of School Lunch Hero Day, celebrated on May 5, 2023, to honor all of America's dedicated school nutrition professionals.

www.lacrosseschools.org



Cudahy's Kristy Adams Wins the Wisconsin NEA Education Support Professional Of The Year Award



Cudahy School District

The Cudahy School District is proud to announce that Kristy Adams, a dedicated paraprofessional within our district, has been honored with the prestigious Education Support Professional of the Year Award for the state of Wisconsin by the National Education Association (NEA). This esteemed recognition makes her a national nominee for the award, highlighting her exceptional contribution to the field of education.

The NEA Education Support Professional (ESP) of the Year Award is an annual accolade that celebrates the significant impact Education Support Professionals have in schools, communities, and their profession. The award recognizes an individual who not only demonstrates outstanding achievements but also embodies the critical role ESPs play in advancing public education.

Kristy Adams has been an integral part of the Cudahy School District for 15 years. Her journey with the district is deeply rooted, as she is not only a graduate of Cudahy High School but also a resident of the Cudahy community. Her commitment to education is further exemplified by her children, who are both graduates and current students of Cudahy schools.

Throughout her career, Kristy has consistently demonstrated excellence in her role and an unwavering dedication to the students and staff of Cudahy School District. Her achievements are a testament to her passion for education and her belief in the power of community involvement in shaping successful learning environments.

"We are incredibly proud of Kristy Adams and her remarkable accomplishments. This award is a reflection of her hard work, dedication, and the positive impact she has made in our district," said Dr. Tina Owen-Moore, Superintendent of Cudahy School District. "Kristy embodies the spirit of community and commitment that we value so highly in our district."

The Cudahy School District extends its heartfelt congratulations to Kristy Adams on this significant achievement. Her recognition as the NEA Education Support Professional of the Year is not only an honor for her but also for the entire Cudahy community.

www.cudahysd.org



D.C. Everest Band Instructors Earn Prestigious Melvin F. Pontius Creative Sparks in Music Education Award



D.C. Everest Area School District

D.C. Everest band instructors Joe Finnegan and Ben Burish received the Melvin F. Pontius Creative Sparks in Music Education Award at the 2023 Wisconsin State Music Conference hosted at the Monona Terrace Convention Center in Madison, Wisconsin. The pair were honored alongside their fellow Northwoods Marching Band instructors Austin Knappel (Antigo High School), Forrest Mann (Northland Pines High School), Bethany Puffer (Three Lakes High School), William Richter (Lakeland Union High School), Tyler Schuster (Mosinee High School) and Elli Wilk (Merrill High School).

The eight area band instructors were recognized for their "incredible collaboration and dedication" in preparing their student-musicians for the once-in-a-lifetime opportunity to perform in the 2023 Rose Bowl Parade. The nearly 400-member

Northwoods band was the second largest marching band to ever perform for the Rose Parade. One of the ways in which students showcased the state was through a unique musical composition crafted by Joe Finnegan and legendary (now retired) Mike Leckrone, director of the University of Wisconsin Marching Band. The musical piece, "Beautiful Wisconsin," was a combination of "On Wisconsin" and "America the Beautiful." Leckrone composed the woodwind and brass portions of the piece while Finnegan composed the percussion portion.

Brad Schneider, Wisconsin Music Education Association President, congratulated the team's work that has "impacted the students across a significant number of Wisconsin school districts and serves as an inspiration for countless music educators across the state."

DCE band instructor Joe Finnegan noted, "It has been a privilege to work with such talented and dedicated staff in North-central Wisconsin. We are all blessed to have so many talented students and hard-working families in our programs. The planning and preparation to take on this task was immense, and this group of teachers not only took on the challenge, but successfully made a plan to create a memory of a lifetime."

www.dce.k12.wi.us



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	EDUC 741 Improvement in Reading	3
Spring 2025	EDUC 746 Diagnosis & Evaluation of Reading Ability	3
Summer 2025	EDUC 747 Supported Literacy	3
	EDUC 748 Supported Literacy Practicum	3
Fall 2025	EDUC 749 Strengthening Professional Practice	3
Spring 2026	EDUC 751 Reading Research	3
Summer 2026	EDUC 750 Guiding & Directing Literacy Programs	3
	Your Choice of Elective	3



Application deadline to start summer 2024 is April 1

uwsp.edu/teachingtoday



Elmbrook Superintendent Mark Hansen Named 2024 Wisconsin Superintendent of the Year



School District of Elmbrook

The Wisconsin Association of School District Administrators has named the School District of Elmbrook's Dr. Mark Hansen the Wisconsin Superintendent of the Year.

After more than 30 years in education, which includes two decades in school and district administrative roles, Dr. Hansen continues to inspire innovative change and prioritizes personal connections with students and staff. Dr.

Hansen is being recognized for his leadership in student literacy, robust college and career learning, and community engagement - among others. He strives to live his mantra "every student, every time, all the time" through a relentless focus on students and staff across the District.

Dr. Hansen's innovative approaches to education continue to keep Elmbrook at the top of the state and country in both accolades and achievement. His vision to expand college

and career learning led to the creation of the LAUNCH program in 2016 which offers students profession-based learning experiences with local businesses while building a regional talent pipeline. More recently, Elmbrook served as a model district for science-based reading instruction for legislators and surrounding districts.

"Dr. Hansen's leadership has continuously driven the School District of Elmbrook to be a top-tier school district not only in the state, but the country," reflected Board President Scott Wheeler. "This award demonstrates the impact that his passion, vision, and hard work have had throughout his decade as Elmbrook's Superintendent - qualities that continue to make a difference for students every day. We are very proud of Mark and all that he's accomplished as our Superintendent and congratulate him on this great achievement."

Dr. Hansen began his career in education in 1993 as a history teacher in Pewaukee before serving as Principal of Waukesha South High School for nine years. He was named the Wisconsin Principal of the Year in 2006 and was a National Finalist by the National Association of Secondary School Principals that same year. Mark then served as Executive Director of Curriculum and Instruction and Chief Academic

Officer for Waukesha and Pewaukee Districts respectively before becoming Elmbrook's Superintendent in 2012.

"I'm incredibly grateful and humbled by this award, which I believe is a reflection of the work of our talented staff and the accomplishments of our incredible students," reflected Dr. Hansen. "It is a privilege to serve such a great community and I am proud of what we have accomplished together these past eleven years."

WASDA will present the 2024 Wisconsin Superintendent of the Year award to Dr. Hansen at the joint WASB/WASDA/WASBO Convention in Milwaukee in January 2024.

"It is a privilege to present this year's Superintendent of the Year Award to Dr. Mark Hansen, an educational leader whose skills and passion for serving students have made a significant impact on his district and our entire state," said Jon Bales, executive director of WASDA. "Mark's commitment to public education, in continuing to raise the bar for educational excellence and his dedication to ensuring all students' success make this award appropriate."

elmbrookschoools.org



Calling All Elementary Teachers Who Love Teaching Math or Science!

Nominations are now open for the Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST)!

PAEMST are the highest honors bestowed by the United States government specifically for mathematics, science, or STEM teaching. The award recognizes those teachers who use their deep content knowledge and pedagogical skills to support and leverage students' strengths to be successful in learning mathematics or science.

Learn more about this White House-sponsored award, administered by the National Science Foundation (NSF) by visiting the PAEMST website at paemst.nsf.gov. The DPI is here to support you -- we can match you up with a one-on-one PAEMST application mentor, and PAEMST itself offers national webinars to support different aspects of the application process.

Who Can Nominate

You can nominate yourself, or a colleague, or both! Nomination is just the first step. The nominee then puts together their application for the award. This is a great opportunity to highlight your teaching, but also your students' mathematical or scientific thinking.

Application Components

- Administrative Component (Letters of Recommendation & Resume)
- Narrative Component (Lesson Plan & Written responses to the Five Dimensions of Outstanding Teaching)
- Video Component (30 minute classroom video)

Timetable for Nominating and Applying

- Nominations are now open! Nominate by January 8th.
- Application materials due February 6
- State Finalists are notified by the end of March

The Wisconsin selection committee for mathematics can send up to three state finalists to the national round each year. The national selection committee can choose one awardee from the finalists. The same is true for science.

Have Questions?

Contact Julie Bormett for math (Julie.Bormett@dpi.wi.gov) or Kevin Anderson for science! (kevin.anderson@dpi.wi.gov)

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- Director of Special Education and Pupil Services (WI 5080)
- Principal (WI 5051 and IA 189)
- School Business Administrator (WI 5008)
- Superintendent (WI 5003)

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Whitewater High School Tech Ed Automotive Students Receive ASE Certifications

Wednesday morning at Whitewater High School was a special day for eight tech ed students taking automotive classes.

Their teacher, Justin Buntrock, said the students, all of whom had passed an examination certifying them in various aspects of automotive service and repair, were the recipients of specially purchased customized mechanic shop shirts, each sporting the name of the student, the "Whitewater automotive" program logo, and an ASE (National Institute for Automotive Service Excellence) patch.

The shirts, which were distributed to the students Wednesday morning, served as an incentive to encourage them to take the certification exams, Buntrock said.

Whitewater High School Principal Brent Manky came up with the idea, Buntrock noted, adding that the opportunity to earn the shirts was well-received by his automotive students, who viewed them as a source of program and school pride.

The value to ASE certification

According to Buntrock, eight of his students had each taken and passed one of two exams in December.

Students in his "Automotive 1" class, including Nolan Legge, Gavan LaFlash, Nate Holden, AJ Canipe and Logan Voegeli, took and passed an exam to certify them in the service and maintenance of brakes. Taking the Automotives 1 class and passing the brake-related ASE exam were the two requirements for certification.

Students in his "Automotives 2" class, including Scotty Krebs, Justin Johnson and Jacob Raglin, had previously taken Automotives 1, and last semester, they took and passed an ASE exam in "MLR," or maintenance and



Whitewater High School Automotive 1 and 2 students AJ Canipe, from left, Jacob Raglin, Logan Voegeli, Nolan Legge, Nate Holden, Justin Johnson, Gavan LaFlash, Scotty Krebs, and tech ed automotive teacher Justin Buntrock gather in the automotive shop after the students receive their customized mechanic shop shirts. The shirts were presented Wednesday to eight students who in December achieved ASE certification.

light repair, Buntrock said, describing the exam taken by students in Automotives 2 as "more rigorous."

Students who take the automotive classes offered at Whitewater High School learn auto mechanics and shop-based skills, Buntrock said.

"The ASE certification is a nationally recognized certification and an industry standard for most mechanics in the industry," Buntrock noted in a recent email.

He described the exams taken by his students as "very content heavy on theory and automotive repair skills and knowledge."

Buntrock said he steers his students toward achieving the ASE certifications because, "it's just a really good opportunity to

get a foot in the door to start a career in the automotive field," further describing the certifications as "a good resume builder."

Among the students who take his classes, he said, "some will go into the workforce or will go to school for an automotive career, and the ASE certification is an almost guaranteed in."

Still, he said, not every student who takes automotive classes is planning a career in the industry, but those who take his classes and earn certification will have opportunities to save money because they will be able to perform some of their own work on their vehicles.

"It benefits them in real-world life," he said, adding that he likes to say: "life skills and

career readiness."

The ASE provides both, he said.

While all of his students are given an opportunity to take the ASE exams, not everyone passes them, he stated.

This year, in his Automotives 1 class, 11 students took the brakes exam and five achieved certification.

In his Automotives 2 class, six students took the MLR exam and three achieved certification.

Students can try again anytime before June, he said.

Some students are drawn to the certification opportunities because they are likely considering a career in the field or have automotive backgrounds in their families.

It's a history that Buntrock shares.

A new automotive teacher

Buntrock joined the Whitewater High School staff at the beginning of last school year. Prior to that, he said, he served for five years as an automotive shop teacher at the Fort Atkinson High School.

He made the move because he saw an opportunity to become involved with program development, which, he said, offered some rewarding challenges, and the school had a larger automotive shop.

While serving in the School District of Fort Atkinson and in an earlier interview with Fort Atkinson Online, Buntrock said his interest in the automotive industry was nurtured by his father, whom, he said, wanted he and his brother to have self-sufficiency when it came to their vehicles.

"My old man was a mechanic for about

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Cudahy High School Junior Takes on Impressive Welding Project



Clare Canfield
School District of Cudahy

In a remarkable display of skill and dedication, Dakota Schroeder, a talented

junior at Cudahy High School, took on a challenging welding project under the guidance of her Metals teacher, Mr. Backes. Demonstrating an impressive level of crafts-

manship, Dakota worked on refurbishing a corroded work truck owned by another teacher, who uses it for his summer concrete pouring business.

Mr. Backes, recognizing Dakota's exceptional talents, did not hesitate to choose her for this significant task. Dakota, thrilled by the opportunity, credits her confidence and skills to the support and encouragement she has received from Mr. Backes. The project involves meticulous work, including sanding down the truck's paint and tack welding large pieces of sheet metal.

This endeavor is not Dakota's first foray into the world of metalwork. Over the past few years, she has crafted various metal items, selling them for a total of around \$200. Her ambition and skill have not gone unnoticed, as she is currently in the process of interviewing for an internship, aiming to continue this professional journey through her senior year. Dakota's ultimate goal is to become a full-time welder after graduation.

However, Dakota's talents and interests are not confined to welding alone. She is also an active participant in several extra-

curricular activities at Cudahy High School, including jazz band, track and field, powerlifting, and theater. Her involvement in such a diverse range of activities highlights the school's commitment to offering a broad spectrum of opportunities to its students.

Dakota Schroeder stands as a shining example of how Cudahy High School not only encourages its students to explore their passions but also prepares them for life beyond high school. Her story is an inspiration to her peers and a testament to the dedication and skill fostered within the walls of Cudahy High School.

www.cudahysd.org

\$3,000 in STEAM Grants Awarded to Three Area School Districts

Three school districts in the Central Wisconsin Electric Cooperative (CWEC) service area each received \$1,000 in STEAM grants to be used for projects and initiatives related to science, technology, engineering, art, and math.

The STEAM grants were introduced by CWEC in the second half of 2022 because the co-op values education and training and understands that classrooms may have limited funding to pursue the projects needed to educate students in local communities.

School districts that received the initial grants are as follows.



Bowler High School students Braydon Pukall, Tristan Thiex, Brady Strassburg, and Beau Brunner, who participate in Challenge USA, along with their advisor Timothy Ploeger, with a chassis they built for the Super-Mileage Vehicle competitions they compete in.

Bowler High School

Super-Mileage Vehicle

The district received \$551.84 for a super-mileage vehicle project. The project is a student activity that provides various educational venues in and outside the classroom, said Timothy Ploeger, project supervisor, and Tech. Ed. teacher at Bowler High School. The

project has students designing, fabricating, and testing a small one-person vehicle with a focus on high mileage during various challenge events around Wisconsin.

The challenge events are part of Challenge USA, which began in the early 2000s. Ploeger estimated that 25–30 schools currently participate in the events, and that number is growing. Ploeger said the project is funded by solicit-

ing sponsorships from area businesses, so the STEAM grant is appreciated.

"It will really help us out a lot. We can maybe get some new engines or batteries that need to be replaced, so that will go a long ways towards that," Ploeger said.

"We started as a club back when we first started it," Ploeger said. "It was an after-

school thing. Some of those nights we'd be here pretty close to midnight. Now it's a class we're trying to develop as we go. We design, we do the engineer's design which is the process where we develop a prototype and build a car out of PVC so we can see any errors before we get to metal."

Ploeger said the most useful skill students will learn from the project is problem-solving.

"No matter what career a person goes into they will have to problem-solve," Ploeger said. "In the course of this project, there will be loads of problem-solving and with that the frustration of things not working out as planned. The students will learn to plan, learn from their mistakes, and make improvements to the vehicle. After the last event, students will learn to reflect and determine what went well and where improvements could be made."

www.bowler.k12.wi.us

Tigerton School District

Energy Bike

The Tigerton School District received \$1,000 for the construction of an energy bike.

The energy bike, which will consist of a pedal bike to power a generator, will provide students in the district a concrete example of how electricity is produced.

Chad Pritzl, high school science teacher at Tigerton High School who is also overseeing the energy bike project, said he originally got the idea for the energy bike while he worked for a different school district.

"We brought it to school as a demonstration and I thought it was a really neat experience for the students to see the work required to produce electricity," Pritzl said. "That connection is lost I think. And this really brings it home."

To complete the project, Pritzl said a variety of things will need to be purchased, such as a generator, so the grant will help pay for those costs.

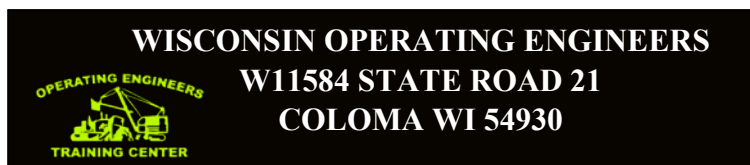
In addition to learning about how electricity is generated, Pritzl said students will also learn about energy efficiency and energy storage in batteries.

Pritzl said he will use his science background and team with Tim Schmidt, who teaches Tech. Ed. at Tigerton High School, to complete the project with students.

"Hopefully we can have a few students

Continued on Page 32

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Ashwaubenon High School Students Build Race Car with Help From BSMW



Each year, Ashwaubenon High School students participate in the Wisconsin Formula Student USA initiative, conceived by technology and engineering instructors Mike Besel and Jeremie Meyer. Over eight months, these students learn to design, build, and race Formula First-inspired cars. This practical approach advances their understanding of engineering, CAD, fabrication, welding, and CNC machine operation. Though individual tasks are

assigned, team spirit and efficient communication are essential.

Badger Sheet Metal Works (BSMW), a regular steel donor for class projects, has supported the Formula Student program for several years. This year, BSMW had the privilege of being lead sponsor, aiding the students in their unconventional choice of crafting a jeep-styled race car they named "P10." BSMW cut, shaped, and custom powder coated the parts. The team's design prowess earned praise

from Jeff Lindsley, General Manager at BSMW, who was blown away with the concept.

"They did excellent work with the design," said Lindsley. "After Jeremie sent us the 3D model, I knew we were going to be all in." Speed's always a goal with these cars, but aesthetics were also important with this project.

Community involvement, a pillar of company philosophy, motivates the sponsorship of Ashwaubenon High School. BSMW aims to inspire interest in manufacturing and fabrication careers among students at a time when they aren't entering the industry as much as they used to.

"Manufacturing is not going away, and we hope to contribute to the development of future craftsmen in our industry," said Lindsley.

BSMW's involvement with students went beyond sponsorship; leadership often visited the classroom during the project, interacted with the students, and answered questions about fabrication careers. The company often hires graduates from local tech schools, like NWTC and



champions gender inclusivity in an industry that many assume only caters to men.

ashwaubenon.k12.wi.us



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New Berlin Motorcycle BUILD



David Cotey, Director of Communications and Public Relations
School District of New Berlin

Every Wednesday after school and into the early evening hours, a handful of New Berlin high school students get together at the district office's garage and warehouse.

In one corner, you'll find two people donning welding helmets, a student carefully following his mentor's instructions as he tries his hand at welding for the first time. Another student grips a SAWZALL and works diligently

to modify a frame, nodding along in agreement as his mentor offers suggestions.

Other students gather around and work on removing a tire from a rim, while a couple others test and replace the battery needed to bring their creation to life.

These students - and their mentors - are part of the School District of New Berlin's BUILD vintage motorcycle club. From January through May, the Eisenhower and West students learn the many tasks required to take a street-legal motorcycle and turn it into a flat track racing cycle.

There are more than a dozen students in the club, which has been offered in New Berlin since the 2014-15 school year. They perform the entire deconstruction and rebuild of the motorcycle under the close supervision of their mentors, and they can expect to learn how to weld; cut, shape and form metal; use machines such as a lathe, mill and drill press; and learn about the painting processes such as powder coating and spraying paint on parts.

But there's more to it than just building a motorcycle. The students are involved in fundraising for the program, managing the team's social media platforms and more. And come May, they take their bike to several racing venues to compete against other high school BUILD programs from across the state.

"We're a team. We look out for each other and help each other and that's what it's all about, said one of the club advisors, Doug Giesfeldt, who is on the district's buildings and grounds staff in the maintenance department.

"They're getting some hands-on skills that they might not get otherwise. Myself, and the other mentors, we all grew up working on stuff. It's beneficial for these kids. Maybe one of them will turn out to be a motorcycle mechanic, or auto mechanic, but if not, they learn how to fix things on their own car or bike in their garage someday."

The club, which benefits from its many

sponsors and partnerships throughout the area, has not only sparked students' understanding and fondness of motorcycle culture, it has also raised students' interests in auto mechanics. Neither of the district's high schools offer an automotive class, but instead, the district partners with the local technical college to provide opportunities for students to take various classes for college credit.

Annually, dozens of SDNB students enroll at the college and earn college credits while in high school.

One of those such students is 2022 West graduate Matthew Cannon. Matthew learned about BUILD at a STEM fair the district hosted when he was in middle school. He already had an interest in racing and cars, and knew BUILD was for him when he joined as a freshmen. Four years later, he earned his associate degree in automotive technology at WCTC.

"It's really important that the district offers opportunities like BUILD to show students this field that's growing and needs more people in it," Matthew said. "And if they like working with their hands and get bored sitting in a classroom, this is another thing they can do to be creative and use different skills."

www.nbexcellence.org

Wausau East Transportation Program Continued from Page 1

tion program, and the transportation pathway in general, that's allowing our students to get real hands-on experience — preparing them for life after high school.

Our area technical colleges are also stepping up in a big way to support students. Through a partnership with one of the colleges, students can learn all about Diesel Mechanics. What makes this opportunity unique, in particular, is that the college's diesel instructor meets virtually with students every week. 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 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.

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 (technical college): Students who successfully complete the prerequisite transportation classes may be eligible to participate in the local technical college's Auto Academy during their senior year of high school. Academy coursework will be taught on the college campus by college 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.

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Oconomowoc High School's Autos Program is On the Move!



*Kyla Stefan,
Coordinator of Career Programming
CTE Coordinator
Oconomowoc Area School District*

Oconomowoc High School is dedicated to equipping students for success beyond graduation, emphasizing career readiness through its commitment to all five pathways. Five years ago, recognizing a critical gap, the school reintroduced automotive courses, which gained an overwhelming response from students. With the guidance of our instructor, Eric Varrelmann, we expanded facilities and crafted a robust curriculum to meet this growing demand.

Presently, our program offers a spectrum of

courses catering to varied interests, from exploring automotive essentials as life skills to charting a career path in this industry. For those looking to obtain more confidence on general car maintenance, Consumer Automotive provides foundational knowledge helpful

for anyone with a vehicle. Meanwhile, Auto 1, Auto 2, and Auto 3 cater to students aspiring to pursue automotive careers. Moreover, sophomores have the opportunity to delve into transportation career exploration via business visits and job shadows in both aviation and automotive sectors on our schoolwide career, college, and life readiness day in fall.

As our automotive program evolves, we're committed to broadening horizons further. We're exploring avenues to facilitate students in obtaining their Commercial Driver's License (CDL) through courses at Waukesha County Technical College (WCTC). Additionally, we are currently exploring new resources such as a heavy

equipment simulator, offering students a safe yet hands-on environment to gain practical experience. Students are also able to obtain a variety of Snap-on and ASE certifications through the classes offered, providing them a competitive advantage as they explore job opportunities.

The reintroduction of automotive studies at Oconomowoc High School has not only expanded educational opportunities but also opened doors to Youth Apprenticeships within this pathway. This opportunity continues to grow as students engage with this authentic opportunity to learn more in the transportation industry and gain valuable on-the-job skills. We currently have several students participating in the Youth Apprenticeship Program in this pathway who plan to continue working full-time with their employer beyond high school, continuing to expand their skillset and knowledge within the industry.

The revival of the automotive program at Oconomowoc High School has not only met the increasing demand for automotive education but has also surpassed expectations. Through a dedicated curriculum and the guidance of instructor Eric Varrelmann, the program has empowered students to explore automotive competencies as both a life skill and a potential career path. With a forward-thinking approach, the school aims to continue expanding opportunities, enabling students to delve deeper into the world



of transportation and practical experiences. The success of this initiative, evident in the growing participation in Youth Apprenticeships and the widening scope of offerings, underscores the program's pivotal role in shaping well-rounded, career-ready individuals poised for success beyond high school.

www.oasd.k12.wi.us

A CIM Major's Life Begins Now!



*Contributor: Kate Connor,
SDSU CIM Freshman & Farmer*

When contemplating a future career path, like many high school students, I planned to major in engineering, civil engineering to be exact. However, I realized I did not enjoy high level math enough to focus my every day

work, or my career, around it. I was also worried that centering my college life around advanced math would mean less enjoyment of my overall college experience.

Around three months before the start of my freshman year, I decided to declare a Concrete Industry Management major. My mom suggested CIM because I enjoyed working with concrete my whole life, and the broad curriculum, with everything from principles of engineering to business management, meant more of a variety in my education. I liked the idea of "learning more about more" because specializing can close doors. I knew I wanted to keep my options, and those doors open when it came to career choice after college.

CIM at SDSU was the right choice. I currently have two Concrete Industry Management classes, among my other courses. Over just the last 9 weeks, our CIM classes went on five field trips, touring different plants and observing how different parts of the industry come together to build our world. We have had 11 guest speakers talk to us about their variety of career experiences and the projects they



managed or on which they were part of a team of professionals.

We recently visited a precast plant, and the company showed us some of their large projects. It was amazing to see how you can make concrete structures look so different from one another but still have the same composition. We haven't learned about architectural concrete yet, but I am looking forward to it.

I would recommend majoring in Concrete Industry Management (CIM) to any student considering their future college and career options. The concrete industry supports SDSU's CIM students by offering generous scholarships, and paid industry experiential learning and internship opportu-

nities that really reduce the overall cost of this 4-year degree.

I'm fortunate that my mom knew of the CIM program, because not only am I enjoying my college experience, but I'm surrounded by remarkable people and amazing opportunities while I'm still in college.



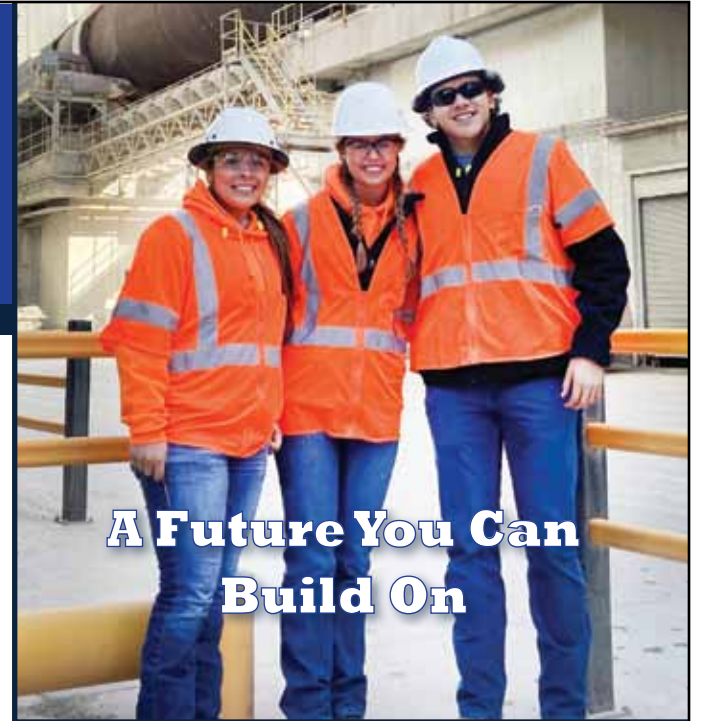
"As an SDSU CIM student, I don't have to wait for graduation — I'm enjoying life now."

—Kate



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*Statistic from Middle Tennessee State University

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Whitewater Tech Ed Students Receive ASE Certifications Continued from Page 21

15 years before I was born . . . He taught me about mechanics,” Buntrock said in the earlier interview.

Buntrock said his brother chose a career in the automotive field, but he was drawn to teaching.

As an automotive instructor, he said, he found a way to use both sets of skills.

As a teacher, he noted, he finds helping students develop a career path equally as inspiring as giving them the ability to become self-reliant.

Supporting the tech ed program

Along with supporting his students, Buntrock said he wanted to embrace an opportunity to develop tech ed programming.

Within the Whitewater Unified School District, he said, he was impressed by the level of support for the tech ed program, and for embracing opportunities brought through the ASE certification process, which, he noted, can help support his automotive classroom budget.

He made reference to the “Carl D. Perkins: Strengthening CTE (career and technical education) for the 21st Century Act,” which, according to information found on the Wisconsin Depart-

ment of Public Instruction (DPI) website, was re-enacted in 2018 and set in motion in 2019 to serve as a mechanism used to establish regional pathways, increase the rigor of work-based programs, improve student performance through focused activities and support, and expand non-traditional occupations, among other goals. The federal program is grant-based and facilitated at the state level.

Buntrock described opportunities made available through the program as “substantial.”

Information about the program as presented on the DPI website is here: <https://dpi.wi.gov/cte/carl-perkins>.

Buntrock said his building principal saw an increase in opportunities brought by the ASE certification program and offered his support to the tech ed program through development of the customized shirts.

Additional collaboration was established at the high school when members from the school’s home economics department were tapped to sew the ASE patch onto each recipient’s shirt.

The shirts worked well as an incentivizing tool because each student saw it as school memo-

abilia, Buntrock said, adding that when Mansky suggested the idea, he thought it was “wild and cool.”

Growing the program

Looking at the success of the high school’s tech ed program, Buntrock said he arrived at a time of change, and while a foundation was in place, he saw room for growth.

He works within the tech ed department with fellow tech ed teacher Mason Pautsch, who joined the high school staff during the 2020-21 school year and teaches woods and construction, Buntrock noted.

As a teacher who is new in the district, Buntrock said he has spent time building relationships and rapport with his students, and he and Pautsch have worked together to grow the department into a place through which they can “give our students the best learning opportunities we can.

“We are on the right track,” he said.

Within the tech ed environment they have collectively envisioned, Buntrock said, the focus is on safety, while offering a “creative, career-oriented and life-skills-oriented area for growth.”

This year, Buntrock engaged with nearly 100 students through such course offerings as Automotives 1 and 2, Metals 1 and 2, and a class about “car care,” he said.

Next year, there will be some additional course offerings, including Advanced Auto and a class called “small engines,” among others.

As he looks toward the future of the Whitewater High School tech ed department, he said: “I’m most excited about the opportunities I know I can provide my students through the support of the administration and the district.”

Now, almost a year in, he said, he feels connected to his students.

“Everything feels good, and strong,” he said.

whs.wwusd.org

Article and photos by Kim McDarison, Publisher/editor/reporter for the Fort Atkinson Online. Reprinted with permission.

STEAM Grants Awarded to Three Area School Districts Continued from Page 24



Tigerton High School Science teacher Chad Pritzl, high school student Loghan Wanta, Tech. Ed. teacher Tim Schmidt, and Tigerton High School/Middle School Principal Nate Johnson with the exercise bike that will be used to build an energy bike for students to learn about electricity.

lead with the project and we’ll build it right in the classroom,” Pritzl said.

Pritzl added that he believes the project will engage some of the students who are reluctant learners in the learning process, especially during the design and fabrication process. It will also provide more advanced learners an opportunity to explore electrical engineering.

www.tigerton.k12.wi.us

Wittenberg-Biramwood School District

Urban Search and Rescue Robot

The Wittenberg-Biramwood School District received \$1,000 for an Urban Search and Rescue Robot that will be used by students in Skills USA competitions that are held throughout the state of Wisconsin. District competitions are held at high schools, while regional competitions are held at universities or technical colleges. From state competitions, there is an opportunity to qualify for Nationals.

Caleb McPhail, Technology Education and Woodshop teacher at Wittenberg-Biramwood High School who oversees the students participating in Skills USA, said the robot used in competitions throughout the state will be operated by a student who must perform specific tasks with the robot that are already pre-established.

“There’s a course you have to go through, and in this course, you have two mailboxes,” said Marli Novy, a student who will be operating the robot in competitions. “In some of the mailboxes there is going to be a cube you pick up with the

claw and then put it back in a bucket outside of the course. There’s two or three of them. Those have to go inside a house that is built and also go up and down some ramps in a certain amount of time. And there is also a written test to demonstrate your knowledge of different robotic laws and how everything is built.”

When driving the robot in competitions, Novy said she will need to drive it without looking at the robot. An iPhone is mounted on the robot, and the robot must be maneuvered by the view provided by the iPhone.

McPhail said this year is the first year the Wittenberg-Biramwood School District has competed in the robotic challenge.

“Marli (Novy) saw it last year when we were doing other competitions and she really wanted to get into that,” McPhail said.

Novy, a student, said she is interested in engineering.

“This looked like a good opportunity to learn more and be able to create something that actually creates something that’s used,” Novy said. “And it’s something that should help me with whatever I decide to do.”

McPhail said all the work done associated with Skills USA events is done during the students’ free time, which includes time after



Members of the student Skills USA group at Wittenberg/Biramwood High School, Kalene Rasmussen, Sabine Yaeger, Chekotey Horachek, Dustin Yaeger, and Marli Novy, with group advisor Caleb McPhail, accept STEAM grant funds from Central Wisconsin Electric Cooperative.

school.

“All these different competitions, the things they prep for, we don’t have time throughout the day, our normal day periods for them to come in,” he said.

McPhail added that primarily two to three students helped build the robot for competition.

“The nice thing about this is we can disassemble it at the end of the year,” McPhail said. “It packages all back up and we can start from scratch the following year. So, we can reuse it over multiple years with different students having to go through and basically redesign it.”

www.wittbirn.k12.wi.us

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WISCONSIN RIDES ON US

D.C. Everest Junior High Students Explore Local Advanced Manufacturing Operations and Collaborate with Engineers to Construct Electric Vehicles



D.C. Everest Area School District

On October 4, 8th and 9th grade students from the D.C. Everest Junior High participated in day-long events designed to build their awareness of high-demand career opportunities. The 8th grade class participated in the Heavy Metal Tour, visiting local advanced manufacturing businesses where they could learn first-hand about the education and skills necessary to

pursue a career in the field.

Following the tour, they visited the Tech Wing of the D.C. Everest Senior High exploring the Auto Tech, Ag Science, Advanced Manufacturing, Wood Manufacturing, Robotics and Culinary labs. Current DCE Senior High students led students on the tours of the labs, outlining the courses and technologies available to students and hosting hands-on learning activities.

The DCE Junior High 9th graders participated in a day-long engineering challenge led by Engineering Tomorrow. During the first half of the day, the students were tasked with building electric vehicles and charging stations. As part of the process, students learned the basics of electric vehicles and how they compare to traditional vehicles, how various rechargeable batteries work, the sustainable design of charging stations, electric circuits and the aesthetics of design. They also experienced firsthand the importance of teamwork — and designating team members with specific roles related to vehicle design and transmission. The event was structured around what engineers typically call the “engineering process” — learn, design, build, test and deploy.

During the second half of the day, students met with local engineers who assessed their designs and spoke with them about the reasoning behind those designs.

Throughout the process, students tested their designs and reflected on what could be improved and how — a crucial part of the engineering process. At the end of the day, students were presented with awards for maximum speed, minimal cost, minimum mass, maximum appeal and maximum strength.



“The Junior High has always focused on providing our students with many experiential opportunities across the course of a school year,” noted DCE Junior High Principal Jason McFarlane. “Yesterday’s activities allowed our students to sharpen their critical thinking skills, to utilize necessary soft skills, and to identify college and career opportunities. This learning opportunity will assist our students as they move beyond the Junior High or D.C. Everest School District.”

www.dce.k12.wi.us

Happy Holidays

from the staff at

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Wings to Fly: Racine Police, Volunteer Pilots Help Female Students Reach For the Sky



Emma Widmar for the Racine County Eye

A collaboration between the Racine Police Department and local volunteer pilots helped female students, most who are minorities, reach for the sky through the Wings to Fly program on Sept. 30 at the Batten International Airport, 3239 N. Green Bay Road.

Most of the police officers who were present were women. While in a different line of duty than pilots, female officers being present served as proof that women are able to succeed in male-dominant career fields, such as aviation and law enforcement.

Wings to Fly takes flight in Racine

Ofc. Travis Brady, with the Anthony Lane

COP House, has helped this program take flight both last year and this year.

His aunt, Susan Schwaab, founded the Wings to Fly program in Madison, Wis. She was raised in Racine and later became a pilot and spent 40 years flying for United.

With the help of Ofc. Brady and the EAA Chapter 838, the program was brought to Racine last year.

“We were sitting at a family Thanksgiving dinner and he (Ofc. Brady) says, ‘Hey Aunt Sue, I want to inspire the kids in Racine and show them the possibilities that are out there,’ and I said, ‘That’s what Wings to Fly program is all about,’” explained Schwaab.

Helping students reach for the sky

“It’s based on the idea that less than 10% of commercial airline pilots are females and minorities,” explained Ofc. Brady.

“We want the students to know that because they are different by gender or race, obviously, they should not be limited by that and their success.”

These statistics are from the Federal Aviation Administration’s 2022 Women in Aviation Advisory Board Report.

“Clearly our communities are rich with females and minorities, who should be told that they can succeed regardless of what statistics might tell them,” said Brady.

Introduction to aviation

This year, Wings to Fly has given an opportunity to students from Racine Unified School District and other Racine area schools to receive an introduction to aviation.

Saturday’s event had 12 students in attendance. That was an increase from the eight students who participated last year. Next year, the goal is to get 14 students involved.

Funding from community partners allows Wings to Fly to take place.

Launching pad for life after high school

Students participated in various activities which included learning about aviation history, immersing themselves in a flight simulator, connecting with members of the Wisconsin National Guard, exploring a MEDEVAC Blackhawk helicopter and more.

By far, the most rewarding and memorable experience for most students was having a front-row seat on a flight around Racine County.

Reaching for the sky

One participant, Angela Salvador Martinez, shared that prior to Wings to Fly, she

never had the opportunity to fly in a plane, let alone have a front-row seat in a smaller craft.

Angela flew with Schwaab. She was one of four students who, prior to the event, had never flown in an airplane.

Before getting up in the air, Angela felt nervous, but that fear faded once she was soaring in the sky.

Salvador Martinez was without words when asked about what this opportunity meant to her, although she was able to express her thankfulness.

The Racine County Eye recalls her saying to another participant after her flight, “It was really fun, I really got to fly!”

As a student who plans to pursue a career in Aerospace engineering, the experience with Wings to Fly meant everything to Angela.

“We want to give these girls wings, to be able to accomplish whatever they want in life,” shared Brady.

“Whether it be nursing or education, or any career field – military, aviation – give them the confidence, regardless of what statistics say.”

Article and photos reprinted with permission from the Racine County Eye

www.rusd.org



Falcon Aviation has a New Pilot and a New Sweepstakes!



Central High School’s STEM Aviation Program (Falcon Aviation) stands out as a remarkable educational endeavor where students actively engage in the construction of a Van’s RV-12 aircraft, guided by experienced mentors. This program goes beyond traditional teaching methods, immersing students in hands-on experiences that foster skills in science, technology, engineering, and mathematics, while also cultivating teamwork, leadership, and determination.

The program is among several initiatives supported by Eagle’s Nest Projects Wisconsin (ENP WI), a nonprofit 501c3 organization. James Senft is Falcon Aviation’s director of aviation.

Taking 9th to 12th grade students, aged 14 to 18, the program is centered around building and, for some students, flying a Van’s RV-12 light aircraft. Falcon Aviation started in 2014. Three planes have been completed and a fourth is in progress.

A high school aviation program

producing a fleet of light aircraft is impressive, but for some students building the airplane is only the beginning. Students who are part of the program can use the aircraft for flight instruction. Two flight instructors, also professional pilots, train the students at the highest level.

This provides students with the unusual opportunity to learn to fly in an aircraft they helped build. Those who earn their license also have access to the aircraft.

Each airplane costs about \$100,000 and since they rely 100% on donations, funding is a constant concern. Last year the program held a sweepstakes in which they raffled one of their airplanes.

New this year! For a modest \$10 ticket, entrants in the Eagles Nest Project Sweepstakes can win a variety of prizes, including Bose A30 Headsets or a \$2,000 cash prize for the first place, an iPad Mini with Foreflight or a \$500 cash prize for the second place, and a Waypoint Flight Bag or a \$100 cash prize for the third place. However, the true value of each ticket lies in its contribution to the future of aviation, aiding the Central High School STEM Aviation Program in its pivotal role of shaping young minds.



Congratulations to Chloe, ENP WI’s newest pilot. This marks our 20th pilot from the ENP WI program.

It was a cold, blustery day on November 3rd here in Wisconsin. Chloe and her flight instructor, Dan, took off early Friday morning to fly to Sheboygan, Wisconsin. Yes, fun! She had to take her test at an unfamiliar airport. The winds aloft were blowing at 35 knots. Nice, how would you like to do S-turns and turns around a point with 35-knot winds? Nevertheless, they made the 45-minute flight to meet the flight examiner.

After an almost two-hour oral review, they headed to the plane. By this time, the winds on the ground were 22 knots, and aloft, 42 knots. Oh boy, she had to fly everything to flight standards. After an hour-long flight, she returned to make a perfect landing. She had a big smile on her face; she knew she had nailed the exam. Please join me in congratulating Chloe on a job well done.

www.westosha.k12.wi.us
falconaviation.org/the-cockpit

Take Flight with EAA Youth Aviation Education

Paul Maloy, EAA Director of Education

Living in Wisconsin, there's a pretty good chance you've heard about AirVenture, the world's largest airshow and aviation expo always held the last full week of July in Oshkosh, hosted by the Experimental Aircraft Association (EAA). Founded in 1953, you may not know that EAA has been committed to youth aviation education for decades.

This year EAA celebrated the 40th anniversary of our Air Academy youth summer camps and concluded the 30th anniversary of our Young Eagles program, having flown 2.3 million youth ages 8 through 17 since 1992. EAA also just celebrated the 25th anniversary of KidVenture and the 20th anniversary of GirlVenture this year, both of which take place during EAA's annual AirVenture Expo.

Additionally, the EAA Aviation Museum has offered hands-on activities for students since opening in Oshkosh in 1983. Currently, with the newly added, state-of-the-art Youth Education Center, we host hundreds of school and other youth groups from September through June. Nineteen unique hands-on activities currently available provide a menu of choices for different age groups and different interests. To learn more, go to www.EAA.org/education or call 920-426-4800 and ask for Museum Education.

Our newest youth aviation education initiative is the web-based AeroEducate program. Officially launched at AirVenture 2022, AeroEducate is a robust, online resource hub with nearly 200 activities for youth as young as 5 years old through high school graduation. Additionally, we offer 24 real-world, aviation-based, STEM enrichment activities for classroom use. Grade-banded for comprehension each activity was developed by teachers for teachers and is aligned with national STEM standards. Access to student and teacher activities is completely free and without advertising or worry of spam mail.

Unlike many other youth aviation initiatives, AeroEducate does not just focus on piloting. Rather, five main career areas can be explored including: Aeronautical Engineering, Air Traffic Control, Aviation Maintenance, Aviation Business Management, and of course, the many Professional Pilot options too. As K–12 students explore and complete the activities, either on their own or in the classroom, they earn digital achievement badges (with beautiful printable certificates) in four different focus areas: Flight, Technology, Community, and Career, and then ultimately, their grade-level badge.

Although AeroEducate definitely encourages youth as young as five years old to explore aviation through age appropri-



ate activities, high school juniors and seniors will see multiple benefits also unique to AeroEducate, culminating in seven take-aways or deliverables: industry knowledge and skills, a printable AeroEducate “transcript” of completed activities, an aviation/aerospace focused resume, a written & professionally vetted plan of action, a qualified industry mentor, access to scholarships & schools, and a clear path to their dream job in aerospace!

Where do YOU start? How can you get your students involved? Start by visiting www.AeroEducator.org/teachers, create a free teacher account, then go to your teacher

dashboard to explore the enrichment activities, each with detailed printable teacher instructions, videos, student guides, and printable posters for your classroom. Then watch how your students light up as they enjoy the experimentation process of learning about aviation. If you want more, contact us at AeroEducate@eaa.org, come visit, or attend Teacher Day during AirVenture.

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Taking Flight: NRHS is Navigating the Future through a Pilot Study Class on Drones



*School District of New Richmond
Madelyn Kohn
Supervisor of Communications*

New Richmond High School has created a strong name for itself in many areas of academics and aims to continuously grow in the future. The Students' Opportunities with Agricultural Resources (SOAR) Program has had extreme success in various areas of agriculture, while the Welding Program has made a strong impact on our students by helping them earn their American Welding Society Shielded Metal Arc Welding D1.1 certification before even graduating from New Richmond High School.

The Career and Technical Education teachers at New Richmond High School are invested in finding new ways to better support student interests and learning needs, and they are dedicated to providing opportunities for students to explore passions they may never have thought possible.

Last year during an "Operation Exploration" event, students were allowed the opportunity to try new activities and explore beyond the scope of a regular school day. During this time, one opportunity students had was to explore the world of drone technology. The student interest in the topic of drones prompted Mr. Trent Bennis, a Computer Science Teacher at New Richmond High School, to run a pilot course this year as an independent study focused on drones. "The opportunity for students to become certified drone pilots will open many doors for job opportunities," said Mr. Bennis.

The goal of this pilot course is to prepare students for the Pilot's Test through the Federal Aviation Administration (FAA). "This class presents a unique opportunity to explore the complexities of aeronautics, airspace, weather theory, and much more which will prove extremely useful in pursuing my private pilot license as well as a future involv-

ing flight!" said senior Katelyn Doehrmann.

Throughout the course, to help students prepare for the Pilot's Test, Mr. Bennis has prepared obstacle courses, terminology studies, and many opportunities for students to learn and practice flying a drone in different environments and locations.

The pilot course is already becoming cross-categorical as Mr. Bennis and his students are working with the New Richmond High School Computer Club and Yearbook Committee to take photographs and videos only possible via drone.

Drones are becoming extremely adaptable and skilled, not only in taking photographs and videos but also in more rigorous activities. Some drones are now used to inspect roofs, power lines, and high areas, review soil and water distribution in fields, and even help law enforcement by using infrared sensing.

"The skills that our students master while learning about and flying their drones will include photography and cinematography, meteorology, and aviation," said Mr. Bennis. "This will prepare them for many other

careers that may not include drones."

Mr. Bennis and the students are thrilled to learn about the new rules and regulations, but they are also excited to learn about everything that a drone is now capable of. "I am excited to learn how to take pictures and make cool videos with a drone," said junior Ethan Panek.

Following the initial pilot course on drones, Mr.

Bennis hopes to offer this as a full course in the years to come so that all students have the opportunity to participate and experience a variety of unique passions during their time at New Richmond High School.

With the opportunity to become a full course, many students will be able to learn valuable future skills that are included in drone operations and other non-drone applications. We are also hoping to develop some dual-credit college courses with a local technical school.



www.newrichmond.k12.wi.us

GAMA Aviation Design Challenge 2024



will receive complimentary "Fly to Learn" curricula, which comes with flight simulation software powered by X-Plane. Teachers will guide students through the science of flight and airplane design, completing the curricula in approximately six weeks in the classroom or in four weeks through an accelerated program. Each high school will apply what they have learned by modifying the design of an airplane. The schools will then compete in a virtual fly-off, which will be scored on aerodynamic and performance parameters while flying a specific mission profile. Judges from GAMA will select the winning school based on that score and other factors.

The first place prize will include an all-expenses-paid trip for up to four high school students, one teacher and one chaperone from the winning team to experience general aviation manufacturing firsthand.

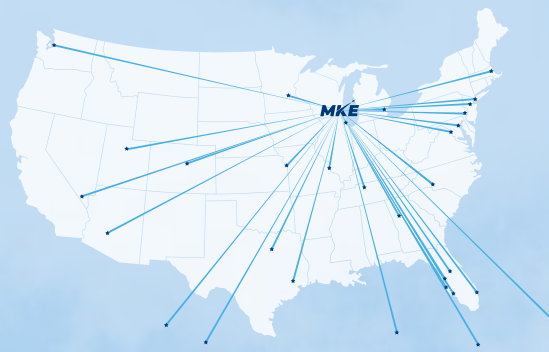
For more information and to register go to <https://gama.aero/opportunities-in-ga/aviation-challenge>

The General Aviation Manufacturers Association (GAMA) is sponsoring the Aviation Design Challenge to promote Science, Technology, Engineering and Mathematics (STEM) education through aviation curriculum and a virtual fly-off in high schools across the United States.

Registration is limited to the first 150 U.S. high schools (all types). Teams, which can be either high school classes or after-school programs, must include at least, but not limited to, three students, including at least two students of different genders, with the exception of single-sex schools. Only one team per school may enter.

Schools registered for the competition





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