

Special Combo Issue

Winter 2021, Volume 1



WISCONSIN'S 4K-12 EDUCATION CONNECTION

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Kimberly Students Continue to Build Towards the Future Despite COVID-19



*Jill Peeters
Marketing & Community Coordinator
Kimberly Area School District*

Despite the current pandemic, the Building Construction 2 (BC2) class from Kimberly High School (KHS) recently finished construction on the Nirschl Field multi-purpose facility. Nirschl Field is located on school grounds and serves as the home field to the Kimberly athletic department and other community-based activities. The building includes a press box, concessions area and storage garage.

Although students successfully finished the project, it was not without challenges. The program had to make adjustments like class size, facemask requirements and other risk mitigation strategies to keep students safe.

"This class provides students with opportunities to achieve field experience that they can't get in the classroom," said Steve

Masanz, the KHS technology education teacher and ACE Academy Coordinator leading the class. "Also more importantly, they have a chance to explore rewarding careers in the construction industry and develop essential workplace skills that will help them in any career field they choose."

The project took four months to complete and allowed students to gain experience in the follow-

ing construction-based skills: construction management, concrete flatwork, carpentry, framework, fabrication, plumbing, electrical work and problem-solving skills. Besides providing a valuable opportunity for students, the District also realized a substantial savings in cost by keeping the project in-house.

"Not only did this project benefit our students, it also fulfilled a need for the District and reduced the project cost," said Masanz. "It's really a win/win for everyone. The students will graduate better prepared for life after high school while leaving something behind to benefit future students for many years to come."

This experience is an example of how Academic and Career Planning (ACP) in the District helps students explore careers and have real-world experiences that help

Continued on Page 8



Green Bay Students Continue to Learn Automotive Skills & Earn College Credits During Pandemic

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

Despite a difficult and uncertain year due to the COVID-19 pandemic, students in the Green Bay Area Public School District's City Stadium Automotive® program have been able to continue their hands-on learning in a safe and controlled environment.

In 2015, City Stadium Automotive® was formed at East High School to fill a need for skilled automotive workers. The program focuses on teaching students about the diagnosis and troubleshooting of faults in automotive systems. Students in City Stadium Automotive® not only earn high school course credits, but they can also earn up to 29 college credits and a one-year technical diploma. With the college credits, students are prepared to enter the workforce or continue their education to earn a two-year degree or technical diploma.

Since the Green Bay Area Public School District began the 2020-21 school year in a virtual learning model, a process was developed for staff to request Face-2-Face instruction for courses like City Stadium Automotive®, where in-person instruction is needed for students to learn the hands-on skills required to successfully complete the class. A comprehensive safety plan was



submitted by instructor Ben Hendricks for approval by a Health & Safety Committee. The plan included the Centers for Disease Control (CDC) guidelines of wearing face coverings, physical distancing and frequent hand washing, as well as other safety measures deemed necessary.

With more than 20 years in the automotive industry and multiple certifications, Hendricks knew he wanted to submit a proposal for Face-2-Face instruction in order for his students to properly learn the material. "The automotive industry is truly based on hands-on learning, and I knew it was important to safely deliver that experience for our students," said Hendricks. "For five weeks we moved the class to the NWTC Transportation Center which had more space to physically distance, we wear masks at all times, and students are partnered with the same classmate for the duration of the year."

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

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National Board for Professional Teaching Standards

About NBPTS

The National Board for Professional Teaching Standards (NBPTS) Established in 1987, the National Board for Professional Teaching Standards is an independent, nonprofit organization working to advance accomplished teaching for all students.

The NBPTS certificate measures a teacher's practice against high and rigorous standards. The process is an extensive series of performance-based assessments that includes teaching portfolios, student work samples, videos and thorough analyses of the candidates' classroom teaching and student

learning. Teachers also complete a series of written exercises that probe the depth of their subject-matter knowledge, as well as their understanding of how to teach those subjects to their students.

National Board certification is voluntary and open to all educators who have a baccalaureate degree and three years of classroom experience in either a public or private school.

For more information see <https://dpi.wi.gov/licensing/apply-educator-license/nbpts> and <https://www.nbpts.org/in-your-state/in-your-state/wi/>



- Lucas Dickinson**
Kenosha Unified School District 1
Music/Early Adolescence Through Young Adulthood
- Amy Erickson**
Chippewa Falls Area Unified School District
English Language Arts/Early Adolescence
- Vicky Erickson**
School District of Ashland
Generalist/Middle Childhood
- Kristin Grender**
Watertown Unified School District
Exceptional Needs Specialist/Early Childhood Through Young Adulthood
- Kurt Handrich**
Beloit School District
Social Studies-History/Early Adolescence
- Wendy Hansen**
Eau Claire Area School District
Exceptional Needs Specialist/Early Childhood Through Young Adulthood
- Christine Hartjes**
Oshkosh Area School District
English Language Arts/Adolescence and Young Adulthood

Congratulations to these 37 National Board Certified Teachers!

- Lorri Arnce**
Cambria-Friesland School District
Career and Technical Education/Early Adolescence Through Young Adulthood
- John Barth**
Sun Prairie Area School District
Social Studies-History/Adolescence and Young Adulthood
- Ann Bauer De Ruiz**
Germantown School District
Art/Early Adolescence Through Young Adulthood
- Jacob Bertagnoli**
Wisconsin Rapids School District
Social Studies-History/Adolescence and Young Adulthood
- Rachel Broge**
Elmbrook School District
Art/Early Adolescence Through Young Adulthood
- DeAnna Brunner**
Whitewater Unified School District
Generalist/Early Childhood
- Amy Burdette**
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- Stacy Cepukenas**
Prescott School District
Generalist/Early Childhood

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DISCOVER YOUR PURPOSE

Congratulations 2020 Principals of the Year!

Supported by the [Meemic Foundation](http://awsa.memberclicks.net/principal-of-the-year), the Principal of the Year award recognizes school leaders who have helped drive student learning, foster instructional collaboration and create safe and positive school environments. Recipients are selected based on their dedication to professional excellence, leadership skills and service to their communities. To learn more about the award, visit [https://awsa.memberclicks.net/principal-of-the-year](http://awsa.memberclicks.net/principal-of-the-year).

2020 Elementary Principal of the Year Janna Cochrane



Hortonville Area School District

Janna Cochrane of North Greenville Elementary School (NGS), has been named the 2020 Wisconsin Elementary School Principal of the Year. From the start, Cochrane and her team set out to create a safe, positive and collaborative environment that challenged all students, made possible through including staff members in key decision making. Hiring is conducted around the concept of aligning a shared vision and maintaining the excellent school culture.

These efforts have led to notable student achievement, including steady progress on closing achievement gaps. The school has worked to strengthen its support systems while improving Response to Intervention structures to meet the academic and social-emotional needs of all learners.

"We are very pleased to provide Ms. Cochrane with our Elementary Principal of the Year award, as she has demonstrated an incredible ability to create an environment in which her staff truly buy in to the mission and vision of her school," said Jim Lynch, executive director of AWSA. "Opening a new school with an all-new staff is never easy, but her approach provides a great example of how it should be done. More importantly, this approach has led to impressive improvements in student achievement and the closing of achievement gaps at North Greenville Elementary."

Cochrane has served as principal of NGS for the past six years. Before that, she

was the principal of two other elementary schools in Hortonville and Oshkosh, as well as an assistant principal in the New London School District. She began her career as a fourth-grade teacher in the Wausau Area School District. In 2009, she received Wisconsin State Reading Association's Outstanding Administrator Award.

"Mrs. Cochrane is a learner. She is always reading to better assist her staff, parents and students," said Todd Timm, district administrator for the Hortonville Area School District. "Her commitment to academic excellence while putting kids at the center of decision making is reflective in the North Greenville Elementary School mantra of 'Kids. First. Always.'"

www.hasd.org/district
(920) 779-7921

2020 Secondary Principal of the Year Eitan Benzaquen



Kenosha Unified School District

Eitan Benzaquen of Hillcrest School in Kenosha has been named the 2020 Wisconsin Secondary School Principal of the Year.

Benzaquen has served as Hillcrest School's principal for the past six years. The school serves 75–120 of some of the Kenosha Unified School District's neediest students, including those who have had issues with violence, drug abuse, bullying, trauma and mental illness. Working with students, staff and families, Benzaquen has led the way in changing mindsets and practices to create a supportive environment in which students feel safe and problems get solved.

Some of the successful practices implemented at Hillcrest include an after-school homework club, a modified course curriculum, counselor and intervention specialist support, family fun nights, case management services, weekly progress reports and

aggression replacement therapy. Efforts like these have transformed Hillcrest from a formerly toxic environment into one in which students can truly learn and thrive.

"Eitan Benzaquen is a humble leader who credits staff, students, families and supporters for the success of his school because he believes in the power of a family environment," said Dr. Sue Savaglio-Jarvis, superintendent of the Kenosha Unified School District. "He models collaboration for his staff and students, and they emulate his style in return. He is an amazing individual who goes above and beyond to ensure that his school community is valued and appreciated. Together, they achieve great things, one day at a time."

Before becoming principal of Hillcrest, Benzaquen was an associate principal at Stoughton High School and a teacher and fill-in principal at Milwaukee's Riverside High School. He started his career as a special education teacher in 2001. He was previously nominated for the Wisconsin Associate Principal of the Year award in 2013.

"Mr. Benzaquen exemplifies what it means to serve as a dedicated school leader who takes on all challenges using a creative and multifaceted approach," said Jim Lynch,

executive director of AWSA. "At Hillcrest School, he has brought students, educators, and families together in support of shared goals to challenge the status quo and provide a more positive, healthier learning environment for students who need it most. We are very pleased to announce Mr. Benzaquen as our 2020 Principal of the Year, an award that is truly well deserved."

www.kusd.edu/hillcrest
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Courtesy of the Association of Wisconsin School Administrators



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

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

Source: Insurance Information Institute



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“Be fit for more than the thing you are now doing. Let everyone know that you have a reserve in yourself; that you have more power than you are now using. If you are not too large for the place you occupy, you are too small for it.”

— President Chester A. Arthur

Wisconsin's 37 National Board Certified Teachers

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Daniel Henkel

Oconomowoc Area School District
Music/Early Adolescence Through Young Adulthood

Tina Josephson

Waterford Graded SD Joint 1
Literacy: Reading-Language Arts/Early and Middle Childhood

Vicki Kramer

Black River Falls School District
Literacy: Reading-Language Arts/Early and Middle Childhood

Kelly Kroon

Wisconsin Heights School District
Literacy: Reading-Language Arts/Early And Middle Childhood

Amy Legler

New Glarus School District
Generalist/Middle Childhood

Amanda Lindquist

Superior School District
English Language Arts/Early Adolescence

Michael McDowell

Nicolet Union High School District
Music/Early Adolescence Through Young Adulthood

Regina McGuire

Arcadia School District
Generalist/Early Childhood

Elizabeth Nelson

Fort Atkinson School District
Exceptional Needs Specialist/Early Childhood Through Young Adulthood

Alexandra Nugent

Sheboygan Area School District
English As A New Language/Early Adolescence Through Young Adulthood

Melissa Pallin

Racine Unified School District
Literacy: Reading-Language Arts/Early And Middle Childhood

Melissa Patterson

Minocqua MHLT Joint School District 1
Generalist/Middle Childhood

Susan Richardson

Milwaukee Public Schools
Literacy: Reading-Language Arts/Early And Middle Childhood

Alizah Ross-Colletta

Wauwatosa School District
Social Studies-History/Adolescence And Young Adulthood

Christy Roush

Black River Falls School District
Generalist/Middle Childhood

Stephanie Ruder

Racine Unified School District
Science/Adolescence And Young Adulthood

Nichole Sanger

Wisconsin Rapids School District
Generalist/Early Childhood

Stephanie Shankle

New Lisbon School District
Generalist/Early Childhood

Kathleen Strebig

Elmbrook School District
Generalist/Early Childhood

Stephanie Stroik

Madison Metropolitan School District
English Language Arts/Early Adolescence

Jessica Tummett

Germantown School District
Mathematics/Adolescence And Young Adulthood

Jacob Ziehr

School District of Belleville
Social Studies-History/Adolescence And Young Adulthood

Kimberly Students Build Towards the Future

Continued from Page 1



prepare them for college, careers and life. By taking Science, Technology, Engineering and Math (STEM) coursework like BC2, the students are also developing an interest in high-demand jobs. “I feel we were doing ACP long before it became a state initiative because students are able to test-drive various construction-related careers in a

real-world experienced-based setting,” said Masanz. “They gain firsthand career knowledge to decide which careers best fit their interests, as opposed to simply reading about careers on the internet or watching YouTube videos.”

The BC2 class is part of the curriculum for the Architecture, Construction and

Engineering (ACE) Academy. Called a school-within-a-school, ACE Academy students receive a comprehensive education in a collaborative learning environment that fosters a link between classroom learning and real-world experiences.

Past Building Construct 2 classes have built residential garages, concession stands, a park gazebo and an outdoor learning classroom in their school’s forest. Last year’s BC2 class partnered with Greater Fox Cities Area Habitat for Humanity to rehabilitate an older home in Kimberly.

The goal of Academic and Career Planning is not for students to have a plan set in stone at a young age, rather it is to help students learn about their interests and the types of career options available to them. “It is nice that our students are able to do something positive that improves the community that they live in through acts of selflessness,” added Masanz.

www.kimberly.k12.wi.us
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CAREERS IN CONSTRUCTION

Construction Laborers

Perform tasks involving physical labor at construction sites. May operate hand and power tools of all types: air hammers, earth tampers, cement mixers, small mechanical hoists, surveying and measuring equipment, and a variety of other equipment and instruments. May clean and prepare sites, dig trenches, set braces to support the sides of excavations, erect scaffolding, and clean up rubble, debris and other waste materials. May assist other craft workers.

Median wage (2016) \$16.07 hourly, \$33,430 annual

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. Includes managers in specialized construction fields, such as carpentry or plumbing.

Median wage (2016) \$42.93 hourly, \$89,300 annual

Construction & Building Inspectors

Inspect structures using engineering skills to determine structural soundness and compli-

ance 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.

Median wage (2016) \$28.12 hourly, \$58,480 annual

Operating Engineers & 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.

Median wage (2016) \$22.06 hourly, \$45,890 annual

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.

Median wage (2016) \$40.16 hourly, \$83,540 annual

Construction Carpenters

Construct, erect, install, and repair structures and fixtures of wood, plywood, and wallboard, using carpenter’s hand tools and power tools.

Median wage (2016) \$20.96 hourly, \$43,600 annual

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.

Median wage (2016) \$29.71 hourly, \$61,790 annual

Cement Masons & Concrete Finishers

Smooth and finish surfaces of poured concrete, such as floors, walks, sidewalks, roads, or curbs using a variety of hand and power tools. Align forms for sidewalks, curbs, or gutters; patch voids; and use saws to cut expansion joints.

Median wage (2016) \$18.84 hourly, \$39,180 annual

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.

Median wage (2016) \$25.35 hourly, \$52,720 annual

Plumbers

Assemble, install, or repair pipes, fittings, or fixtures of heating, water, or drainage systems, according to specifications or plumbing codes.

Median wage (2016) \$24.74 hourly, \$51,450 annual

Architects

Plan and design structures, such as private residences, office buildings, theaters, factories, and other structural property.

Median wage (2016) \$36.99 hourly, \$76,930 annual

Heating and Air Conditioning Mechanics & Installers

Install, service, or repair heating and air conditioning systems in residences or commercial establishments.

Median wage (2016) \$22.07 hourly, \$45,910 annual

Source: O*NET



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- Fiserv Forum

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1. The Apprenticeship Coordinator will schedule classes for the Apprentices
2. Training is done in blocks – 1, 2 and 3 weeks at a time
3. Generally the training is done around the winter months, but is made available throughout the year
4. Most of the training is held at our training facility in DeForest, WI, but we also do some training at the different Local Unions and contractors' places of business

Wisconsin Laborers' Apprenticeship and Training Fund

Ray Wiatt, Apprenticeship Coordinator

4633 Liuna Way, Suite 100
DeForest, Wisconsin 53532

(608) 846-5768 or rwiatt@wislaborers.org



Bridges Construction & Renovation Students Improve Community with 2020–21 Home Projects



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

The Bridges Construction & Renovation Program provides high school students a community-based, hands-on learning experience in the construction and renovation industries. Each school year, Bridges students work on building a house from the ground up in partnership with NeighborWorks® Green Bay. Students work with professional contractors to learn about structural design, building safety, blueprint reading, rough and finish construction, modern design and home improvements. Students also explore the application of carpentry, masonry, home wiring, plumbing and architectural design. Bridges students have the opportunity to earn both high school and college credit from Northeast Wisconsin

Technical College while enrolled in the program.

This school year, Bridges students are working on a new home build at 1064 Shawano Avenue near West High School. The home will be a three bedroom, two and a half bath single family home. The students will also build a 24' x 24' detached garage. Students will work on the floor, walls, framing, siding, roofing and finished carpentry of the house. This year, Bridges students have the opportunity to work on a renovation of a home at 301 S. Quincy Street. The renovation is a two-family home built in 1928. Students will learn masonry, work on new trim/siding, replace windows and doors, restore hardwood floors, work on dry wall/plaster, install new flooring and restore some original features of the home. The renovation home in total has two bathrooms, four

bedrooms, two kitchens, two sun porches, and is 2,360 square feet.

Since the District began the school year in a virtual learning model, a process was developed for staff to request Face-2-Face instruction for courses like Bridges, where in-person instruction is needed for students to learn the hands-on skills required to successfully complete the class. A comprehensive safety plan is submitted by the teacher for approval by a Health & Safety Committee, which must include the Centers for Disease Control (CDC) guidelines of wearing face coverings, physical distancing and frequent hand washing, as well as any other safety measures deemed necessary.

To follow along with the progress of the new home build and renovation project, visit the Bridges Facebook page at facebook.com/BridgesConstructionRenovation, and their

website at gbaps.org/bridges.

The District offers many hands-on learning programs like Bridges, with the opportunity for students to earn college credits while in high school. Visit gbaps.org/why_choose_gbaps/district_programs for more information.

www.gbaps.org
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Home Maintenance and Career Opportunities in Waupun Schools



*Mackenzie Chitko, Ryan Christian,
Ryan Seichter
Waupun Area School District*

The Waupun Tech Ed. program starts in 7th grade and works through various industry skills up to 12th grade. Students can specialize in areas that interest them such as the construction industry, or relative home repairs. The course that we are highlighting today is the Home Maintenance course offered to 9th-12th graders. The goal of the course is to walk students through the home buying process and provide them with the hands-on skills that will give them independence in a home.

Students start with engaging in the financing, renting, and city ordinances of our community that might contribute to their future at a residence. Once students are familiar with the paperwork and background knowledge in renting or owning a home, they get to work immediately on the hands-on skills that contribute to maintaining a residence.

Learning the basics of electrical is essential to protect them from potential harm as well as save them money! Starting with wiring an outlet and leading to students wiring a light switch and fixture! Boy, do they light up when they see their hard work pay off! As well as learning about the electrical trade and the future it could hold for them as a career.

Students learn what the term “16 on center” means, framing a wall in a small group. Tools that are introduced in this unit include a drywall gun and miter saw. The technical knowledge gained includes the difference between nominal and actual lumber sizes! This helps students understand the structure of the wall and the terms used in industry when framing. After all of their pieces are constructed, students then are taught the drywall process from scoring, cutting, attaching, and finishing. They do it all, knowing that their end product is what



the interior of a room would look like.

Plumbing is a shorter unit, teaching the students the differences between piping code in addition to material differences used in the industry. Students always get excited to use the torch when soldering their pipes together. Though the crimping of PEX and gluing the PVC might not be as exciting, they learn the purpose for all. Students are evaluated on accurate measurement skills and pressure tests on the project.

We are proud of the technical skills our students learn in our labs and can take with them after graduation. It is even more exciting to think of the future careers they are introduced to in our classroom daily.

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With nearly twenty different trades career options, the apprenticeship application process varies by trade and region. To explore the different trades, and for more information about an apprenticeship, visit www.buildingadvantage.org/where-to-start/the-process

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STEAMFITTER
TILESETTER

Portage High School Building Trades Program



Josh Krueger
Portage High School

Portage High School has a long-standing tradition of having an excellent technology education program. It is because of the support of the school board and our community that our students are allowed opportunities in auto-

motive, machining and welding, drafting and CAD, woodworking, and construction. We are fortunate to have four staff members that focus on their specific content area. This helps us to expand and give students higher levels of education in each area. In this article we are going to discuss our program that focuses on building construction.

Our program is set up with three classes students can take

throughout their high school career: home servicing, residential construction, and building trades. Our building trades program, which is our capstone class in our construction curriculum, is a source of pride here at PHS. Each year since the early 1990's, a group of our students set out to build and complete a single-family

home. In September we start with a new foundation and by the end of May, it is a finished building.

This is one of the most real-world experiences we can offer to our students. The first skill they learn is how to apply for a job, because to get into the class they have to fill out an application, create a cover letter, and put together a resume. After completing our construction program, students are equipped with a wide variety of skills that span across many different construction trades.

PHS Construction Program skills:

- Job site safety
- Working together as a team member
- Wall framing (exterior and interior)
- Roof framing
- Shingling
- Window and door installation - Soffit, fascia, and siding
- Bending aluminium using a break
- Electrical and plumbing concepts
- Drywall installation and repair

- Interior doors, trim, cabinets and finish carpentry
- Floor coverings

With the growing demand for quality employees from the construction industry, our educational institution as a whole, needs to continue to let go of and suppress the stigma that apprenticeships and technical schools are bad choices for students to make. We as a technology education program have witnessed several of our students be successful in a trade immediately after they graduate. The unfortunate thing is, as exciting and lucrative as our content areas are, students are still lined up in the four-year college track. We need to encourage students to pursue their career paths beyond what may be the most commonplace for their peers and themselves.

www.portage.k12.wi.us
(608) 742-4879

Horlick High School Students Build to Learn

Racine Unified School District

Luis Pineda just wanted a good grade.

"When I first started I didn't know anything. I took the class because I thought I would get an easy A," Pineda said. "But now, it's turned into a class that has prepared me for life after high school."

Pineda is enrolled in Horlick High School's Level 3 Construction Pathway course in the Academy of Education and Technical Services.

Horlick partnered with Build to Learn, an organization that brings in industry professionals to work with students to teach them real life skills.

During the school year, students like Pineda had the opportunity to work with

companies like Mortensen Construction and Siemens learning everything from construction and carpentry to smart technology and plumbing.

"The skills I have learned in this class have far surpassed my expectations," Horlick senior Sergio Beltran added. "I have learned everything from how to read a tape measure to how to properly build a sturdy foundation."

Build to Learn partners with local employers to help prepare students for the future, the main mission of the Academies of Racine.

The Academies offer students small learning communities that provide real-world experiences with local businesses and professionals, linking schoolwork and the workplace.

In a few months, Pineda will earn his diploma and begin the next chapter of his life. And he's ready.

"I'm off to Gateway Technical College in the fall," Pineda said proudly. "And I feel like I am a step ahead."

The Academies of Racine at Case, Horlick and Park High Schools are currently enrolling students for 2021-2022 school year. Go to rusd.org more information.

www.rusd.org
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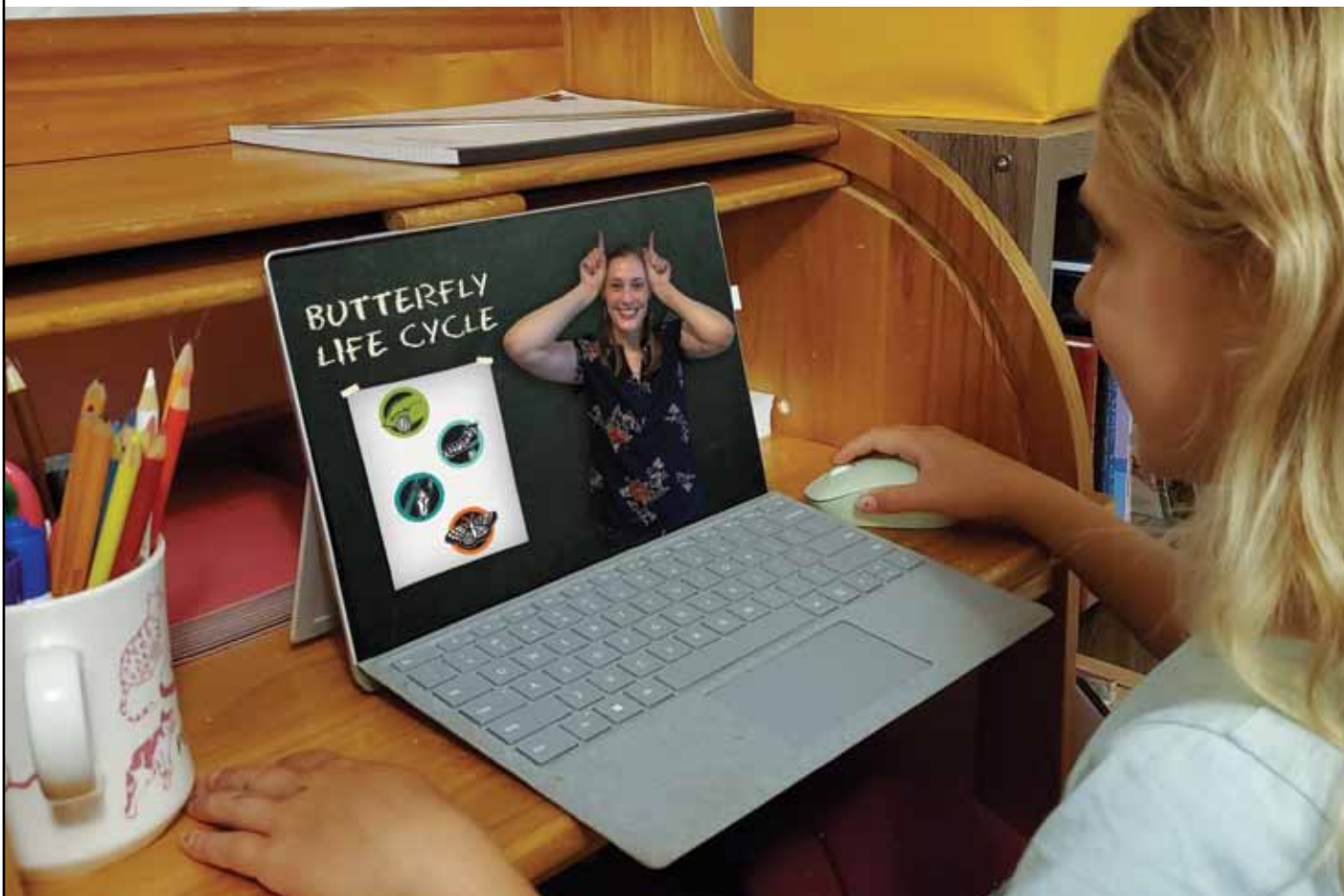
► **Applicants:** Applications for Apprenticeship are accepted anytime at our office from 8:00 am–3:30 pm. Just bring along your high school transcripts and a picture ID

► **Teachers:** Want someone to do a presentation at your school about apprenticeship? Contact us today!



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THE 2020-21 TEACHING TODAY WI
DREAM CAREER ESSAY CONTEST WINNERS

Hello Wisconsin Students,

All of us at *Teaching Today WI* would like to thank you for your entries and your teachers for encouraging you to participate in this year's Dream Career Essay contest!

We did hear from some of you that your Dream Career has not yet been identified and that is just fine. Fortunately, the world does not revolve around the fact that you must have a Dream Career right this minute.

From my past experience dating back to High School I too did not have a 'Dream Career' — there were too many to choose from and I was not certain that I would love one that I would choose. Others of my friends had a solid idea of their future.

My Grandmother had a great idea that helped me to basically start out with an idea. One was to draw up a list of as many careers as I could think of and rate them as to how I felt and if I could picture myself doing that particular job/career and then take another look at them in a week and make up a list once again to see what I wrote down. She also imparted that whatever I chose to remember that it was my choice at that particular moment in my life and that most likely my interests/desires would change according to my current circumstances and beliefs. And that the most important thing in my life would be to believe in myself and trust my gut feeling!

For me this thought I kept in my mind and heart (as best I could).

And did I wind up in different career fields along the way — absolutely! And that was just for me.

Something I found out through reflection over the years is that no matter what career/job I had, I took insight/skills/knowledge onto the next job/career.

When I did decide to create and open my own business I used those tools throughout these past 24 years and fortunately have acquired more tools to successfully operate a business and still be in love with it!

Guess what? I am now busy writing up a new hobby business to operate during the summer — it includes a whole new not so uncertain added dimension of my life.

My wish is for you to truly enjoy yourself as you and your life— appreciate and celebrate all the wonderful gifts you bring to yourself and the world. You are unique and very special and it's okay to change your mind and go in another direction. Who knows what treasures you will find along the way whether it is a one career/job in your lifetime or multiple ones.

Life is a journey and you are driving it.
Onward!

Renee Feight
Publisher



- Bobby L. — Financial**
Arrowhead High School
Hartland, Wisconsin
- Reagan H. — Up in the Air**
Prairie du Chien High School
Prairie du Chien Area School District
- Emma S. — Nursing**
Ithaca High School
Ithaca School District

- Alexandria C. — Ag Pilot**
Prairie du Chien High School
Prairie du Chien Area School District

- Middle School Winners:**
- Anahi L. — Panic and Crisis Counselor**
Cooper Elementary School
Milwaukee Public Schools
- Aaron H. — Coroner**
Saint Croix Central
St. Croix Central School District

- Maximus R. — Detective**
Cooper Elementary School
Milwaukee Public Schools
- Addison Z. — Pediatrician**
Chippewa Falls Middle School
Chippewa Falls Area Unified School District
- Erin A. — Physical Therapist**
River Ridge Middle School
River Ridge School District
- Aliyah W. — Special Education Teacher**
Bay View Middle School
Howard-Suamico School District

- Middle School Honorable Mentions:**
- Michael T. — Carpenter**
Cooper Elementary School
Milwaukee Public Schools

- Lana Kate W. — Farmer**
Cooper Elementary School
Milwaukee Public Schools
- Jalissa C. — Neonatal Nurse**
River Ridge Middle School
River Ridge School District

- Evan K. — Computer Scientist**
Bay View Middle School
Howard-Suamico School District

- Hannah J. — Work with Animals**
Shell Lake Middle School
School District of Shell Lake

- Alaina C. — Economic Development Officer**
River Ridge Middle School
River Ridge School District



**Announcing the 2020–2021
Dream Career Essay Contest
Winners and Honorable Mentions**

Congratulations and well done!

- High School Winners:**
- Noah H. — Inventing and Engineering**
New Richmond High School
School District of New Richmond



- Colin W. — Automotive Design**
Arrowhead High School
Hartland, Wisconsin
- Lauren P. — Up in the Air**
Arrowhead High School
Hartland, Wisconsin
- Megan R. — Medical Researcher**
Arrowhead High School
Hartland, Wisconsin
- Audrie A. — Construction Project Manager**
Luck High School
Luck School District
- Brandon G. — Paramedic**
Ronald Reagan High School
Milwaukee Public Schools
- High School Honorable Mentions:**
- Kaia L. — Nursing**
Arrowhead High School
Hartland, Wisconsin
- Greta H. — Fashion**
Arrowhead High School
Hartland, Wisconsin



Dream careers do exist

- Does your passion include working outside? There's a program for you, ending with a career as an electrical line worker, an urban forestry technician or in a dairy barn.
- Want to express your creative side? Consider graphic design, television production, culinary arts, cosmetology, marketing or early childhood education.
- Are you a natural helper who's calm under pressure? You might love serving the community as an EMT, a nurse, firefighter or Police Officer.
- Do you prefer interacting with numbers? Then let us introduce you to accounting or computer programming.
- Do you want to work with your hands? Think about welding, manufacturing, construction, baking and pastry arts.

Take the career quiz at wtcsystem.edu to find out how your interests align to different careers!

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A Fly on the Wall



This article is about Valerie's solo cross country on her journey to get her private pilot license.

*Valerie Meyer
Senior, Central High School
District of Westosha*

On a chilly October morning a fly gilded around an airport and pondered where he should venture to next. Buzzing in and out of hangers, overhearing conversations about avionics, homebuilt aircraft, and continental engines, all the insect wished to do was soar high in the sky. Along his travels he witnessed a comical sight—a small girl struggling to close heavy hanger doors. The fly fluttered over her aircraft thinking it wiser to hitch a different ride.

Abruptly, the girl climbed into the cockpit and closed the canopy, leaving no time for the fly to escape. The fly panicked, recalling stories of flies squashed while flying with young pilots. When taking in his surroundings he noticed the cross country plan on the teen's kneeboard. He thought to himself, A cross country, how am I going to live through that! She is surely going to kill me with all that time.

The fly noticed the girl talking to herself through every checklist. She was thorough in this regard, but how would her radio calls be? Student pilots always fumble on the radio. Her first radio call announcing their takeoff was good, but of course she forgot to announce their direction of departure. I wonder how she'll interact with ATC, the fly mused nervously.

The takeoff roll made the fly's stomach drop. It wasn't until up in the air that he under-

stood how crazy the child was. About 10 miles out she started singing Taylor Swift to herself.

Oh brother, I bet she's going to miss a radio call from this one woman concert, thought the fly. Why can't she just be quiet, or would the silence be worse, has she noticed me yet? All his thoughts jumbled together as he left his life in this teenage girl's hands.

After nearly a half hour of straight and level flight and horrendous singing they drew closer to their first destination. The fly landed on the radio's knob, hoping she would take this as a signal to dial in the ATIS frequency and prepare for their first landing. "Get off the knob," the girl said as she proceeded to tune into ATIS. "Janesville Regional Airport information Mike 1633 zulu wind 180 at 3 visibility 10 sky clear..."

Did she get all that? thought the fly as the girl switched to the tower frequency. Her radio calls were sufficient; however, it was obvious that she had little experience with controllers. ATC informed her to report a 3 mile left base for runway 18.

Watching the child of the magenta line use the GPS, he saw they were only a few miles out from the field. Does she see the airport yet? Alas, I have 5,998 more eyes than she does, but she's a pilot! He thought to himself. As they got closer the fly buzzed up to try to communicate with her.

"Why are you buzzing all over the place, you frantic fly," she said to herself. She made her radio call to Janesville tower: "Janesville Tower N915EN on a 3 mile left base for RWY 18."



Shortly after my seventeenth birthday, I earned my private pilot's license. The process of getting my license brought me so much joy. Each flight brought new challenges and satisfaction.

In January of 2019, I began classroom training to earn my private pilot's license, and by December of 2019, I had my certificate. During ground school, I remember being intimidated by how much there was to learn. Everything was new to me. Luckily, I had great teachers who helped me understand it all. After studying and cramming, I passed my written exam. Then, I began flying in June. By September, I completed my first solo flight. My first solo was probably the most excited I've ever felt. I did three traffic patterns and on the last one, I recall having to go around due to pesky geese. My flight instructor and I celebrated by participating in the tradition of cutting out the back of a student's shirt after their first solo. I also got ice cream.

After my first solo my flight instructor, Mr. Ferguson, encouraged me to set a greater goal. He asked me 'Are you up for the challenge of testing in December?'. Our new goal of an early December checkride propelled us into intense training. We met three times a week and flew for an hour and a half each time. The plan was to finish all my prerequisites which included a certain number of hours for cross country flights, night flight training, and instrument flight training. Once that was completed we sharpened up my flight maneuvers that would be tested.

CHS STEM Aviation Newsletter

So she did see the runway, thought the fly, she at least could have flown like it and stopped singing her goofy songs.

The pilot turned from base to final flying toward the runway. The fly saw the VASI and recognized that they were high. When the girl suddenly pushed the rudder in and dipped the plane into a full slip, he almost threw up.

The landing was not as bad as he anticipated, but of course she needed more right rudder. With instructions from ground control they taxied to Bessie's Diner where the girl hopped out of the plane.

Freedom at last! thought the fly. In that moment he realized that he needed to have faith in the young pilot. After all he was still alive, and the girl didn't make THAT many mistakes. He was proud of the girl for successfully completing one out of the three leg's of her first solo cross country. He would never wish to go on a flight like this again, yet his distaste for the new generation of aviators was subdued. Away he buzzed to the restaurant

where he would nestle in some \$100 hamburgers and rejoice in being on the ground.

About the Westosha Central High School STEM Aviation Program



The mission of the Central High School STEM Aviation Program is to educate students from grades 9–12 about aviation. This program will develop skills in Science, Technology, Engineering and Math through the building of a Van's RV-12 real, flying aircraft. The program emphasizes the importance of setting goals, planning, teamwork, and respect. Students will be provided a unique opportunity to work as a team to build a real flying aircraft, learn all about the world of aviation, and eventually, earn a private pilot's license.

Find us on Facebook: [Central High School STEM Aviation Club](https://www.facebook.com/Central-High-School-STEM-Aviation-Club) and go to our website: falconaviation.org for more information!

www.westosha.k12.wi.us
(262) 843-2321





Pilot Program Takes Flight in Wausau, Students Earn their Private Pilot's License!

Jon Winter
Career and Technical Education
Coordinator/LVEC
Wausau School District

Students in Central Wisconsin are earning their FAA Private Pilots License through a new Aviation Pathway developed by the Wausau School District and Wausau Flying Service. High school students age 16 and up from several school districts are earning .5 elective credits on their transcripts by enrolling in Aviation 101 through Wausau Area Virtual Education (WAVE). WAVE is a virtual charter school in the Wausau School District that is open to any Wisconsin student through full and part-time open enrollment (wsdwave.org). Students apply for acceptance into the program in September and October and start the spring semester class in January. During the class, students are also logging hours on two certified flight simulators at Wausau Flying Service. This simulator experience is taught by licensed flight instructors. The cost of simulator instruction is covered through private donations and local community foundations supporting the program. When students complete the course and the simulation training, they are prepared to take the written portion of the FAA private pilots exam. To sweeten

the deal for students, organizers are working on establishing Dual Credit with a technical college in Appleton. The curriculum used in the Aviation 101 course is developed by Chris Palmer from Angle of Attack out of Homer, Alaska. The teacher delivering the curriculum online is a licensed pilot and also a world language teacher at Wausau West High School, Dr. Jerome Reinardy.

Forbes Magazine reports that Boeing projects 790,000 new pilots by 2037, this program aims at helping develop more pilots. Wausau Flying Service is housed at a municipal airport located in the City of Wausau and is managed by John Chmiel. John has served as the "idea's guy" and has provided the vision for educators and community members to deliver such a unique and innovative program for students. John has also been instrumental raising funds for the program so students can receive the simulator training that is needed. Wausau Flying Service has developed more than just a high school class. There is a community supported Airport Park next to the airport, a state of the art Learn-Build-Fly facility that runs multiple youth programs during the week, and they've even developed a coloring book for elementary schools.

After two successful semesters of the



program, enrollment in Aviation 101 remains consistent at 10-12 students and 6 students have gone on to earn their private pilots license. As this program continues to grow, the goal is to increase capacity for larger class sizes, and to add an Aviation 102 course.

Contact information:

Jon Winter, Wausau School District
Career and Technical Education Coordinator,
jwinter@wauauschools.org

Jennifer Seymour, Principal, Wausau
Area Virtual Education (WAVE), jseymour@wauauschools.org

www.wauauschools.org
(715) 261-0500



Student Resources for Aviation and Aerospace

Aviation Alphabet

Pilots and air traffic controllers around the world use a special alphabet in order to communicate information clearly and effectively. The Aviation Alphabet was developed out of a need for safety and to avoid confusion.

A = Alpha	N = November
B = Bravo	O = Oscar
C = Charlie	P = Papa
D = Delta	Q = Quebec
E = Echo	R = Romeo
F = Foxtrot	S = Sierra
G = Golf	T = Tango
H = Hotel	U = Uniform
I = India	V = Victor
J = Juliet	W = Whiskey
K = Kilo	X = X-Ray
L = Lima	Y = Yankee
M = Mike	Z = Zulu



Aviation History Online Museum

The Aviation History Museum provides articles and videos on a wide range of topics including models, history, aircraft, engines, airmen and theory of flight.

Website: www.aviation-history.com/

HistoryNet.com – Aviation History

HistoryNet.com's aviation section contains features, photo galleries, and articles on aviation published in Aviation History magazine and other journals.

Website: www.historynet.com/aviation-history#

How Stuff Works – Flight

How Stuff Works has collected a series of flight articles to explore classic airplanes, modern jet mechanics and aircraft operations, and current scientific questions related to aviation.

Website: science.howstuffworks.com/transport/flight

NASA: For Students

The *NASA: For Students* web site provides information regarding space and

astronautics for students in grades K–4, 5–8 and 9–12. The Kids Club section is a place to play games and learn about NASA. Other parts of the web page offer fun resources for kids and information about NASA's youth programs.

Website: www.nasa.gov/stem/forstudents

NASA – Timelines and History

The NASA History Timelines webpage contains a number of overview resources on important events in NASA history as well as detailed chronologies about aeronautics. Helpful resources include Defining Events in NASA History and special chronologies about space exploration and NASA missions.

Website: history.nasa.gov/timeline.html

Ninety-Nines: Women in Aviation History

The Ninety-Nines: Women in Aviation History site provides information to users on a long list of women who have conquered the field of aviation. Not only does this site present information on individual women in aviation, it also presents general information about women in air traffic control and air racing.

Website: www.ninety-nines.org/women-in-aviation-history.htm

Smithsonian National Air and Space Museum

The Smithsonian National Air and Space Museum provides a variety of online activities to increase your knowledge in many aspects of aviation. This site also provides an overview of the exhibits found at the museum.

Website: airandspace.si.edu/learn

Air Traffic Control Simulator

This online game allows students to get a glimpse of air traffic controlling while practicing math skills. The game, which is provided by NASA, includes a video and computer-based airplane problems.

Website: atcsim.nasa.gov

Aviation Hall of Fame of Wisconsin

The Aviation Hall of Fame of Wisconsin has a Kid's Hangar on its website, which has missions for kids of all ages to complete as a junior pilot, flight leader, or a squadron leader. This site also provides a "Tool Crib" with additional resources.

Website: www.wisconsinaviationhalloffame.org/kids_hangar.htm

Source – Wisconsin DOT



Cudahy High School Proudly Offers a Brand New Facility for their Automotive Technology Program



Erin Shaughnessy
Library Media Specialist
School District of Cudahy

The automotive technology program at Cudahy High School has an updated home. Over the summer of 2017, with support from the Ladish Foundation, the entire auto shop was renovated, resulting in a state of the art facility that has led to additional course offerings and increased enrollment to meet students' interests and vocational needs.

The Ladish charitable foundation supports organizations involved with education, health care, and the arts. The entire technology education wing of Cudahy High School was renovated after receiving a grant from the company's foundation.

School district administration, led by superintendent Dr. James Heiden, believes technology and vocational educational programs are valuable educational opportunities for CHS students. Prior to the renovation,

the outdated equipment and inefficient use of space did not allow students to make a smooth transition from their school experience to the workplace. Now, the new structure and components are the same as those found in local professional auto shops.

"We are grateful to the community and to the Ladish Foundation for their financial support. This support ensures that our students will receive a comprehensive high school education for the foreseeable future. We are truly blessed," Heiden said.

The updated facility has many new features that improve safety and efficiency. A non-slip floor provides for a safer environment. Enhanced lighting provides better visibility and energy efficiency unlike old fluorescent lighting. A well designed floor plan includes drop down features such as air hoses, LED lights, and outlets. The shop now boasts a new tire balancer and tire mounting machine, two new twin post lifts

and one portable lift, as well as a dedicated classroom space.

CHS auto teacher Luke Lechner notes that there are few high school automotive programs in the greater Milwaukee area. "It's refreshing to see that Cudahy values their automotive program. It's like a dream come true," Lechner said. He recalled his experience in a different school district when he would have to stop to fix a neglected machine in order to be able to finish a class demonstration.

"I find autos to be a practical course for my own knowledge. I realized I needed to know about my own car. The shop is amazing. It's huge and has so many tools that I've learned how to use. The bigger space makes it easier for people to work safely. It's one of my favorite classes," said recent graduate Carley Molloy.

For the 2019–20 school year, there are 109 students enrolled in an automotive tech course, including 7 female students. This accounts for nearly 15% of the student population. Additionally, there are 36 students enrolled in the small engines elective. Finally, two students are earning credit through Youth Apprenticeships as they work in the automotive field.

Career Pathways

The automotive career pathway includes courses in Small Engines, Autos I, Autos II, and, for the first time, Autos III. After successful completion of Autos II, students are eligible for placement in an apprenticeship program. The growth of the automotive program continues to create additional choices for advanced students.

"We have added Autos III [with 13 students currently enrolled] which can lead into the programs in college, further youth apprenticeship options, and directly to a career in the automotive industry," said technology education teacher Tom Backes.

While other school districts may choose to eliminate automotive tech programs, Cudahy High School proudly offers a brand new facility with modern equipment intended to prepare students for the workforce.

www.cudahy.k12.wi.us

Green Bay Students Learn Automotive Skills & Earn College Credits

Continued from Page 1

This year, 20 students are enrolled in City Stadium Automotive® and represent four District high schools — East, Preble, Southwest and West. Hendricks says students have been very happy to have the opportunity to take the City Stadium Automotive® class in person. "I am proud that we have been able to safely offer this opportunity for our kids, and that they can still earn their college credits and gain employability skills during a pandemic," said Hendricks.

To learn more about City Stadium Automotive®, visit gbaps.org/CSA. The District

offers many hands-on learning programs with the opportunity for students to earn college credits while in high school. Visit gbaps.org/why_choose_gbaps/district_programs for more information.

www.gbaps.org

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



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



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

- Motor Racer
- Operations Manager



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



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

- Top Distribution Executive



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



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

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

Explore Transportation Careers at

www.transportationtodaywi.com



Jefferson Automotive



*Amanda Price
Director of Communications
The School District of Jefferson*

The School District of Jefferson is one of 19 ASE certified high schools in Wisconsin. The ASE Education Foundation is a non-profit organization that evaluates and accredits entry-level automotive technology education programs against standards developed by the automotive service industry. It also develops career-readiness education for students which fuse local partnerships, rigorous standard-based education, workplace experience, and mentorship together. Within the ASE structure, SDOJ offers several different class options from an introductory level class to specific classes on brakes, steering, suspension, engine performance and electrical. Advanced classes focus on engines, transmissions, and HVAC. In addition to ASE classes, our high school offers coursework on small engines and introductory autobody work. The facility itself is much larger than schools with comparable student populations. The auto shop is 4760 sq/ft. and can comfortably fit 13 vehicles, with 3 two-post hoists and a brand new Snap-On alignment machine in front of the fourth lift.

Innovation, consumer demands, and a rapidly-growing population have transformed the automotive service industry. Expertise in technology, problem-solving, and strategic thinking are now hallmarks of this profession and students at JHS are stepping up to the plate. Our students are constantly pushing to improve their knowledge and skills and see the value in developing the technical skills necessary for success in the automotive industry. By graduation, students have the opportunity to earn ASE Entry-Level Certifications (certifications similar to professional standards, with student-level passing scores.) Snap-On certifications, Subaru factory training, and Ford factory training are also available. Over the last several years the average yearly enrollment in automotive classes has risen to nearly 150 students. Notably, the increase in enrollment has also brought many more female students to the classes.

Students in the automotive classes point to the competitions made available to them as motivators for the work they do. The Jefferson High School SkillsUSA Chapter has been recognized as a Chapter of Excellence. Roughly 30 students are preparing to compete in a wide

variety of career-oriented competitions at the next SkillsUSA meet. They will also attend several other competitions at Universal Technical Institute and Madison College. Korbin Simdon, a senior in the Advanced Automotive class has found success in competitions. Last year he placed second in Districts and this year he took first. Simdon works as a light line tech at a local Ford dealership in

Fort Atkinson, and has had a lifetime passion for everything automotive. Growing up on a farm offered him ample opportunity to hone his craft. Simdon points to instructor, EJ Pilarski for some of his recent success in his work and at competitions. “Mr. Pilarski has real-world experience. He knows what it is like to work in a real shop and has professional expectations for us. He has us fill out work and repair orders just as they do in commercial shops. What I’ve learned

of mine that I share with my students. I’ve spent a long time learning how to be a technician and I want to help my students find success in their future careers.” Pilarski’s goals for the

future are to continue to grow his program and the level of education offered to students. He is proud that the program has reached the point where students can make decisions that influence the

direction of the program moving forward. The car show in the spring and SkillsUSA are all completely student-run.

Pilarski believes it is critical for students to be as prepared as possible when entering the automotive workforce. The latest technology in the industry comes with a hefty price tag and in a time when classroom budgets are tight, Pilarski is always working to find creative solutions to have the best equipment available

“Innovation, consumer demands, and a rapidly-growing population have transformed the automotive service industry. Expertise in technology, problem-solving, and strategic thinking are now hallmarks of this profession and students at JHS are stepping up to the plate.”



in his classes I use on the job every day.”

Recently the students in SkillsUSA have taken on a new challenge, a Formula car. Students will be responsible for reengineering a Formula racecar for an actual racetrack competition. Simdon is anxious to get his wrench on the Formula car as this will be a new auto for him to be working with. “I love working on cars, but I’ve never had a chance to work on a Formula car before.” Instructor, EJ Pilarski knows the project will offer great experience. “They’ll be utilizing their motorsports knowledge not just to look at an auto in terms of repair, but actually to expand into engineering and fabrication, utilizing a lot of physics knowledge,” Pilarski said. This year’s competition will take place in May.

EJ Pilarski started at JHS immediately after graduating from college. Prior to obtaining his degree he worked in the automotive industry and is an ASE Master Technician. Pilarski says “Cars aren’t just what I teach, they are a passion

to offer real-world experience. Donations help him to provide the most current and effective education possible to the students at Jefferson high school. JHS Principal, Steve Dinkle said “Without a doubt, we have the most robust high school automotive program in this area of the state. We have an instructor who is extremely passionate about his discipline. We also have a variety of students who work hard, want to learn more and have a significant interest in the automotive industry. EJ has taken our automotive classes far beyond the classroom. Our students get to use their hands, get dirty, understand how and why things work along with learning some lifelong skills as well. We have multiple students each year that find success in youth apprenticeships.”

www.sdoj.org





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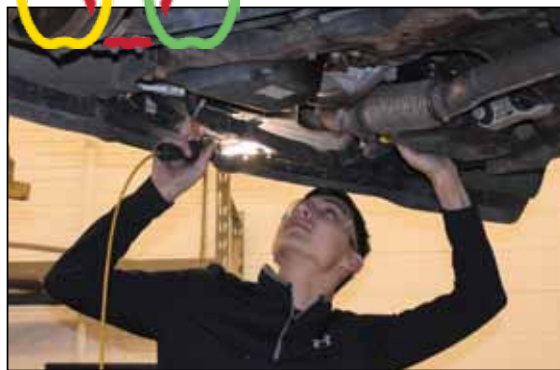
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Auto Opportunities Abound in the AASD



Kylie Harwell, Communications Coordinator
Appleton Area School District

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

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

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

Their instructor, Pete Worley, is walking around offering tips and assistance. He helps one student remove a tire and talks them through their next steps.

This class, Auto Mechanics, provides students with the skills and knowledge necessary

to troubleshoot and service brake systems found on automobiles and covers the principles of operation, construction, diagnosis and repair of the automobiles' basic accessories, batteries, starting system, and charging system.

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

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

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

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

Students are simultaneously enrolled in

academic classes to meet high school graduation requirements, in a youth apprenticeship related instruction class, and are employed by a participating employer under the supervision of a skilled mentor.

Worley sees the value of these real-world learning opportunities, "I feel that this program is so important for our school district and community. As I work with area businesses, I see the dire need for qualified technicians. This program feeds the needs of these businesses and gives the students a direct path to tech and to their future careers."

The AASD works with area businesses to place students in relevant Youth Apprenticeship opportunities.

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

Oscar Nowakowski, an Appleton East Senior says "I always get asked what I want to do for a living. Youth Apprenticeship narrows down my choices but in a good way. It's an amazing program that lets students leave school to go to work and experience real life. With us being able to choose what we job we do, it forces us to make connections with employers and gives us actual work experiences."

Nowakowski continues, "most importantly,

it narrows down what jobs we are interested in in the future and helps us decide what we want to do for the rest of our lives."

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

The AASD offers a Transportation, Distribution, and Logistics pathway that gives students real-world, interactive education using professional-level tools in advanced surroundings. Along with classes, dual credit options, and Youth Apprenticeship, students can take advantage of opportunities through CTE Internships, Job Shadows, Mentorships, and Launch events. Launch events are lunch and learn style events that allow students to visit 1-3 local companies and take a deeper dive into careers connected to their identified career cluster(s). These events are designed to be experiential with a focus on real people at real companies talking about their career paths.

www.aasd.k12.wi.us

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Casimir Pulaski High School Automotive



*Luis Vallejo, Pulaski High School
Milwaukee Public Schools*

Casimir Pulaski High School is home to the only automotive program in Milwaukee Public Schools and has the only certified high school automotive program in Milwaukee County. Pulaski's automotive program was the first to become certified by the ASE Education Foundation, formally known as NATEF. We have continuously stayed certified and have just finished our 5-year recertification. As a certified program, an advisory committee made up of dealership owners and industry

professionals review our training so we can offer what is needed in the automotive industry today.

We have three fully functioning automotive shops that are used to teach our students everything from basic technical skills to advance automotive diagnostics. Our introductory courses are offered to the entire school; here students will learn basic automotive fundamentals and are taught basic technical skills that can be used outside the automotive world. As students progress, they are offered more advanced and rigor-

ous courses where they will dig deeper into how automobiles work, what makes them fail, how to diagnose the failures and how to repair them. We teach students with the newest and most advanced diagnostic equipment to give them a running start on their careers. Students who wish to pursue a career in the automotive industry are given the opportunity to take industry certifications and to work at partner dealerships where they receive mentoring and training by professional master certified technicians.

We recently began a first in the nation partnership with the Milwaukee Fire Department to offer student more opportunities than ever before, giving students real life training on real fire trucks and equipment, which were donated by the Milwaukee Fire Department. With this new partnership, students will be guaranteed internships while in high school and careers post high school through the Department of Public Works, the Fire Department and others as our program grows.

We have come a long way in the past few year with our program, growing it and making it a place where students get a whole new world of opportunities. In the past few years, we have placed students at various dealerships and locations throughout the city, everywhere from local new car dealerships to Derco a Lockheed Martin branch. Our students are

One thing to note in particular is that Luis Vallejo the only automotive teacher is a young man who was working for Toyota but was adamant about teaching at Pulaski even though he realized that the pay would not be the same as he was making in industry but his commitment is greater than that as he is a Pulaski grad and wanted students to experience the same joy he did from being a part of the automotive program. So you see its a challenge to find trade teachers as you are making a sacrifice.

—Ms. Lolita Patrick, Principal
Pulaski High School

receiving more industry certifications every year making them more valuable to employers looking to hire. Our industry partners have taken notice of our program and are more eager than ever to help our program thrive for our current and future students.

www5.milwaukee.k12.wi.us/school/pulaski



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Kaukauna Automotive Technology Program



*Dan Van Boxtel
Technology & Engineering Instructor
Kaukauna High School*

The Automotive Technology program at Kaukauna High School has continued to be a very popular program for students to become involved in. Each year 200–250 students take part in various courses offered in the automotive field at KHS {Kaukauna High School}. There are four levels of

courses students can take beginning with Outdoor Power equipment or Consumer Auto 1, then they can take Consumer Auto 2 as a second level course that goes much deeper into the systems of a vehicle. They can then take Applied Automotive Technology as the 3rd level course. This is a two trimester course that goes even deeper into automotive systems and then get involved in the Coop program as a Senior and work in an

area dealership as the 4th and final level of the KHS program.

During the Applied Automotive Technology course students receive credit from KHS but in addition can receive up to 4 college credits that can be applied towards a program at the technical college level. This dual credit program has been very popular because it enables students to work toward their high school diploma but also helps them get started on their next level of career training at a technical college. This has helped many of our students get a good start on their technical college journey and a great start on their career.

Many of the students who take the automotive courses at Kaukauna High School have gone into the automotive field, but a number of them have also gone into the engineering, design, as well as other related fields such as diesel mechanics and outdoor power equipment. For example one of our students in the

automotive program is working for a trucking company that has over 250 units of diesel equipment that they maintain and operate and he works with an experienced tech to learn how to do this. The automotive instructor at Kaukauna Dan Van Boxtel put it this way "the

“Our society is changing and we must help students be ready to adapt to those changes that are ahead for them in their careers. Our program at Kaukauna High School is just working hard to try to make the transition from school to work easier for our students..”

automotive courses here at Kaukauna are designed to help students help prepare for a number of possible career areas. Students need to have some basic skills that they can use in a variety of possible career fields. Our society is changing

and we must help students be ready to adapt to those changes that are ahead for them in their careers. Our program at Kaukauna High School is just working hard to try to make the transition from school to work easier for our students. Together we can help students find and reach their career goals and make that journey more enjoyable.

www.kaukauna.k12.wi.us



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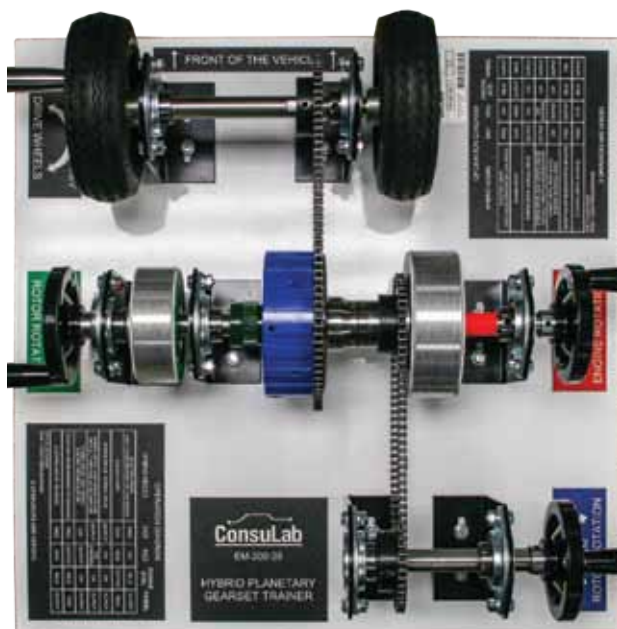
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