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Exploring the World of Transportation

Flying into the Future

Racine Unified School District

A bright, sunny day is when you can really see them. The clouds don't block your view and the colors pop against the blue sky. A young Brayden Cespuglio looks up, his grandfather next to him. One by one, they thunder down the runway, gaining speed until they're airborne. "Standing there with him, I knew I wanted to learn more. I wanted to figure out how they work," Cespuglio explained. He's talking about airplanes. "My grandpa was in the Air Force. When I was younger he used to take me on air bases and we'd watch them take off," Cespuglio remembers. Now, the Horlick High School junior isn't just watching airplanes, he's building them.



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Female Only Automotive Classes

Arrowhead High School

I would imagine it is true at most high schools with automotive classes, female auto students are a minority. Historically, maybe 6 girls are in auto the first day of the semester, 4 the second and possibly 2 the third. This was frustrating and since I did not know those who had dropped my class it was difficult to get feedback as to why. The first year we had 3 sections without promoting the class and 2 sections every year since. It has been a breath of fresh air as an automotive instructor. Curious as to why my female classes are so successful, I interviewed several all-female classes.



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Kaukauna Automotive Technology Program

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. 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. Together we can help students find and reach their career goals and make that journey more enjoyable.

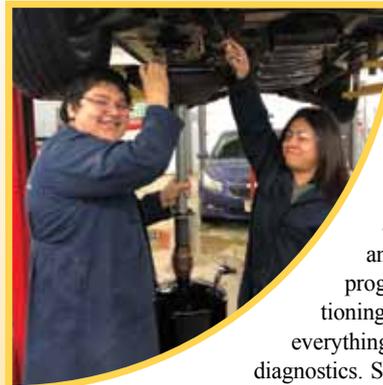


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Casimir Pulaski High School Automotive

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. We have three fully functioning automotive shops that are used to teach our students everything from basic technical skills to advance automotive diagnostics. 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.



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Westosha Central's Aviation Program



Our STEM Aviation Program provides aviation education to high school students in grades 9–12, with 12 to 18 students participating per year. We have a workshop at Westosha Central High School in Paddock Lake, Wisconsin. Students gather weekly in this dedicated space for meetings, build sessions, and ground school. Our first project was the building of a Van's RV-12 airplane.

Westosha Central High School is one of a handful of participating high schools across the nation. The Central High School STEM Aviation Program provides students a unique, inspiring, and empowering STEM (science, technology, engineering, and mathematics) education experience. Our program is designed to enhance students' technical, communication, teamwork, and leadership skills while fostering an appreciation for diverse cultures. We do this through a mentor-led program that inspires and ignites student, school, and community pride.

We started to building Falcon 1 in October 2014 and finished exactly 1 year, 1 month and 1 day from the time we set the first rivet. Falcon 1 originally stayed local and students got to use it for flight instruction.

Falcon 1 has been sold and that money will go back into the foundation to support the purchase of our third aircraft. The students' second plane, the F2 Talon, was completed in October and on November 21st it passed FAA inspection. Congratulations to all involved!

Six students have become pilots in four years. Three of them have been girls. The students put over 800 hours on Falcon 1 in just 2½ flying seasons in Wisconsin weather. This is amazing. We have burned over 5,000 gallons of fuel and have gone through six sets of brakes, four sets of tires, 60 quarts of oil and 120 spark plugs.

This program is the only of its kind in the region. There are three other programs in Texas and one in Oregon. See more about this exciting program at falconaviation.org

From Anthony Medina

President of Westosha Central's Aviation Club

Westosha Central's Aviation Program has honestly changed my life. Before high school I knew that I wanted to do something that I would enjoy for the rest of my life, but I didn't quite know what that something was. Now, since joining the club, I've decided that I am going to pursue a degree in aviation related to an Aeronautical University down in Florida while doing Air Force ROTC. I believe that the combination of both flying and building has well prepared me. Not only have I gained vast amounts of knowledge, but I have also made some of my best friends through the program. Also, I think Programs/Clubs like these can help fill the gap of the pilot shortage that is currently taking place. I am not the only one in the program wanting to fly after college.

What led you to join the club?

My freshman year I was involved in multiple sports, but I still wanted to join a club. The Aviation Club was promoting that they were about to embark on building a new plane. With the support from my mom, I applied and got in. Since I was little I would look at the big airliner planes flying when playing in my grandparent's back yard and go to local air shows, so when I was accepted into the program I knew that I would fit right in.

Maybe a paragraph about the program/overview?

The Westosha Central High School's aviation program has a quote that says, "mentors build the students... students build the aircraft." The airworthiness certificate is in the hands of the students, our mentors only call out what needs to be done and/or fix. I had to learn how to read figures showing how to build an aircraft, perform annual and 100 hour inspections, and much more.

What planes have you worked on and flown? Maybe something about your

first flight and where you are now?

I've worked on and finished F2, now I am currently working on our third plane F3. Most of my flight training was in the first plane F1 which I did not build. My first solo flight was in a busy traffic pattern during December of 2018, all I can remember is following the checklist and doing everything by the book. Unfortunately I am currently not flying, F1 was sold off late in the summer and since then F2 has been in the paint shop. However, I am close to becoming a private pilot. I only have to log a couple more hours and take my written exam so I can be able to take my checkride.

Are you/the club working on a new plane?

Yes! The first two planes that we built was the Van's RV-12, now we're onto something better. F3 is an RV-12is, meaning that it is fuel injected. There are other small features added to the plane but fuel injection on this experimental aircraft is the coolest addition.

Future plans for the club/program?

Keep building. Eagle's Nest / the Aviation Club will always be around. We recycle our funds by selling the built planes for new kits. We think what will end up happening that a student will take over in the future after college and settling down.

www.westosha.k12.wi.us

Read more about Westosha's Aviation Program in previous issues of *Transportation Today WI* — www.transportationtodaywi.com

The Aviation Club at Westosha Central High School

What makes for an exciting week in the life of two teenage girls? How about graduating high school with honors and distinctions and completing your First Solo flight in an airplane you helped build. That's exactly what Olivia Rasmussen and Nicole Jackson did early last summer at Central High School-District of Westosha. "Throughout the build of 'Falcon One', I was exposed to real life engineering applications that further inspired me to pursue a degree in engineering. I was also introduced, quite unforgettably, to the world of aviation as I never would have imagined before, both through the build and in training for my license," said Olivia.



Fall/Winter 2016

What Did You Do Your Summer Before Your Senior Year in High School?

Shortly before ending his junior year at Westosha Central High School in Salem Wisconsin, Josh Engberg soloed Falcon One for the first time. Josh capped off his summer by earning his FAA Private Pilot license. On Aug 16th, after an hour long intense oral examination, Josh took off from Burlington Airport via runway 11 to show off his piloting skills. Josh flew a perfect flight exam (which was no big surprise to his flight instructor John Putra). This flight earned Josh his wings. This is super rare to earn your wings at such a young age. Josh is the fourth student from the CHS Aviation Club that has completed their First Solo Flight in the RV-12 they helped build. He is also the fourth student from the program to complete his First Solo Flight in the last year.



Fall/Winter 2017

At Peak of Northwoods Fire Danger, DNR Pilots Keep Watchful Eye For Smoke and Flames

Ben Meyer, WJFW

Fire burned more than 20 acres of land in northwestern Wisconsin on Tuesday.

That Washburn County wildfire was just one of more than 70 the DNR has responded to in the last week.

We're at the peak of fire danger season in the northern part of the state because the snow has melted, but vegetation has yet to grow.

The DNR wants you to get burning permits and monitor the danger, but it's taking action of its own.

"The color, the size of the smoke is what I'm looking for," said DNR pilot Dan Cardinal

as he took off from the Rhinelander-Oneida Co. Airport on Tuesday.

Cardinal is one of several pilots scouting for fire on a daily basis during peak fire season.

"Any time the fire hazard gets to a certain level, number four being the critical [number], four, five, up to eight, the plane will be flying constantly," he said.

Cardinal flies a two-hour route that gives him a view over seven counties, scouting for plumes in the air. On Tuesday, he was called to a two-acre fire near Rib Lake. Circling from the air, Cardinal helped direct DNR trucks to the fire and get them positioned.

"Having those eyes in the sky is very, very important," said Catherine Koele, a DNR Wildfire Prevention Specialist based in Woodruff.

Koele urges people to get burning permits and be cautious with fire, but she says airborne monitoring is a major piece of the agency's job,



especially right now.

"The next two weeks are going to be the most critical time for us here in the Northwoods as it relates to fire danger," Koele said. "Hold off, report those fires, if they are out there, and see smoke in the air, we'll get there as soon as we can."

Dead vegetation from last year can dry quickly. That means fire danger will remain

high and pilots will remain on the lookout, even after Wednesday's rain.

"Don't become complacent. In these sandy soils, things dry out very quickly," Koele said. "We can be right back in elevated fire danger within a moment's notice."

Reprinted from WJFW

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

Your Career Aspirations and the Steps You Need to Take to be Successful in the Aviation Industry or any Industry!

Ken Polovitz
Assistant Dean, Student Services
John D. Odegard School of
Aerospace Sciences

It appears easy enough:

- Begin solidifying your career aspirations (what you want to be when you grow up!) generally during your high school years.
- Work hard in high school to build a strong academic and social foundation to prepare you for the rigors of postsecondary education.
- Begin your college search based on a number of variables but certainly those schools that have the major you are seeking to launch your career.
- Select a college or technical school.
- Challenge yourself academically and graduate in a major that prepares you for a job that begins your career.

If it was only that simple!

These steps seem straight forward enough. However, all the variables attached to each of these make for some of the most complex and important decisions a young

person will make in a lifetime! I'd like to focus on the first and fifth steps and offer some insights I have observed from almost 40 years of advising prospective and currently enrolled students pursuing a career in aviation. However, regardless of the specific profession, it's important that students thoroughly explore what needs to be accomplished to successfully get from step one through step five.

Many students select a specific career because they think it would be fun, financially rewarding, prestigious or because the job opportunities are numerous. Certainly, these are all good reasons to consider when identifying any career. But once again, these "reasons" need to be thoroughly explored. For example, just because a career may pay well, doesn't mean it will result in a meaningful fit for you as an individual. Students need to thoroughly and carefully analyze all the variables that make up a successful and enjoyable career. In other words, it needs to be "personable".

Currently, and for the foreseeable future, career opportunities within the aviation industry are wide open. Whether it's professional flight, air traffic control, management and technical positions or the ever emerging fields of unmanned aircraft systems, the need for



qualified people is greater than it's ever been. Since the job opportunities within the aviation industry are so in demand, does that mean a student preparing for a career in aviation can "throttle back" because the demand for them is so great? Absolutely not!!

Regardless at what level a student is at with preparation for entering the career, they still need to work extremely hard, stay focused and not take shortcuts or skip any step that is needed to get them from point A to point B

successfully. Employers are not going to hire candidates that haven't built a strong foundation on to which erect a successful career. The "choice" careers will always be competitive.

Begin in earnest identifying how you are going to successfully navigate through all the variables within these five steps. If you do and stay committed to reaching your career goal, you will be successful. Best wishes with your journey!

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Flying into the Future

RUSD's Academies of Racine Prepare Students for College, Workforce and Life



Emily Neubauer
RUSD Communications Manager
Racine Unified School District

A bright, sunny day is when you can really see them. The clouds don't block your view and the colors pop against the blue sky. A young

Brayden Cespuaglio looks up, his grandfather next to him. One by one, they thunder down the runway, gaining speed until they're airborne.

"Standing there with him, I knew I wanted to learn more. I wanted to figure out how they work," Cespuaglio explained.

He's talking about airplanes.

"My grandpa was in the Air Force. When I was younger he used to take me on air bases and we'd watch them take off," Cespuaglio remembers.

Now, the Horlick High School junior isn't just watching airplanes, he's building them.

Cespuaglio is part of Horlick's aviation Pathway through the Academies of Racine. In fall 2016, Racine Unified launched the Academies of Racine at Case, Horlick and Park High Schools. The Academies are designed to ensure students are better prepared for college and the regional workforce. In changing curriculum, developing small learning communities and better connecting with local businesses and organizations, the Academies help students graduate with a plan.

Within the Academies are specific Pathways, such as Culinary Arts, Engineering, Marketing, Automotive Technology and Construction, among other specialty areas based on high-demand careers. One Pathway gaining momentum is Aviation. In 2018-2019, roughly 40 students were part of aviation courses. In 2019-2020, that number is projected to jump to roughly 60 students.

"It's been a great opportunity to learn about what I love in the classroom and then use what I've learned in a real-world setting," Cespuaglio said.

Last year, Cespuaglio started a Youth Apprenticeship at a general aviation engine manufacturing company. This is a relatively new company and is focused on building two-stroke diesel engines designed for small aircrafts.

"We're in the process of transitioning from a startup company that focused on research and development to manufacturing a product," Lisa Fiorita, the company's Human Resources Director explained. "We have grown so much in the last 3 ½ years – it's really exciting."

In 1994 RUSD launched its Youth Apprenticeship Program. The program is part of a statewide School-to-Work initiative. It is designed for high school students to get hands on learning in an occupational area at a worksite along with classroom instruction. This one-or-two year elective program combines academic and technical instruction with mentored on-the-job learning.

Continued on Page 21



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Logistics and Transportation Spotlight

The Logistics and Transportation Industry in the United States



The logistics and transportation industry in the United States is highly competitive. By investing in this sector, multinational firms position themselves to better facilitate the flow of goods throughout the world's largest consumer market. International and domestic companies in this industry benefit from a highly skilled workforce and relatively low costs. Spending in the U.S. logistics and transportation industry totaled \$1.4 trillion in 2016 (7.5 percent of U.S. GDP that year). Analysts expect industry investment to correlate with sector-specific growth in the U.S. economy. America's highly integrated supply chain network links producers and consumers through multiple transportation modes, including air and express delivery services, freight rail,

maritime transport, and truck transport. To serve customers efficiently, multinational and domestic firms provide tailored logistics and transportation solutions to ensure coordinated goods movement from origin to end user through each supply chain network segment.

Logistics services: This subsector includes inbound and outbound transportation management, fleet management, warehousing, materials handling, order fulfillment, logistics network design, inventory management, supply and demand planning, third-party logistics management, and other support services. Logistics services are involved at all levels in the planning and execution of the movement of goods.

Air and express delivery services (EDS): Firms offer expedited, time-sensitive, and end-to-end services for documents, small parcels, and high-value items. An \$87 billion industry in the United States, EDS firms also provide the export infrastructure for many exporters, particularly small and medium-sized businesses that cannot afford to operate their own supply chain. Recent

EDS industry growth has been generated by the expansion of electronic commerce use by businesses and consumers.

Freight rail: High volumes of heavy cargo and products are transported long distances throughout the United States via rail network. Each day, this 140,000-mile system delivers an average of 5 million tons of goods and serves nearly every industrial, wholesale, retail, and resource-based sector of the economy. Freight rail moves more than 70 percent of the nation's coal, about 58 percent of its raw metal ores, 1.6 million carloads of wheat, corn, and other agricultural products, and 13.7 million intermodal containers and trailers that transport consumer goods.

Maritime: This subsector includes carriers, seaports, terminals, and labor involved in the movement of cargo and passengers by water. Water transportation moves nearly 70 percent of all U.S. international merchandise trade, including 72 percent of U.S. exports by tonnage.

Trucking: Over-the-road transportation of cargo is provided by motor vehicles over short and medium distances. According to the American Trucking Associations, trucking revenues were \$676.2 billion in 2016. That year, trucks moved more than 10 billion tons of freight.

Employment of heavy and tractor-trailer truck drivers is projected to grow 6 percent from 2016 to 2026, about as fast as the average for all occupations. The economy depends on truck drivers to transport freight and keep supply chains moving. As the demand for goods increases, more truck drivers will be needed.

Source — SelectUSA is a U.S. government-wide program led by the U.S. Department of Commerce.

America needs more truck drivers.

The trucking industry is facing a growing shortage of drivers that is pushing some retailers to delay nonessential shipments or pay high prices to get their goods delivered on time.

A report from the American Trucking Associations says more than 70 percent of goods consumed in the U.S. are moved by truck, but the industry needs to hire almost 900,000 more drivers to meet rising demand.

— NPR

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My Journey as a Female Engineer

Jackie Spoor, Pavement Engineer
Wisconsin Concrete Pavement Association

Concrete is a product we all use daily. The concept of manufacturing something into whatever shape, size, or color was very intriguing to me growing up. As a child I loved getting my Legos out and creating something straight from my imagination. As I got older this creativity spilled over into the construction arena.

My parents were integral players in developing my confidence, self-esteem, and perseverance. I wasn't afraid to pursue anything I thought was fun or interesting. I decided to pursue my education in the Civil Engineering field at the University of Wisconsin Platteville. As a female entering the program, I didn't see any obstacles that would get in my way of achieving my goals. I get asked all the time about being treated fairly or getting paid fairly and frankly I've always believed that if I worked hard and did what I needed I would get treated the way I needed to be treated. And I honestly believe that has been the case for me. Hard work, dedication, perseverance are again some traits that were taught to me growing up.

Throughout college I worked full time to pay my way through school. By signing a tuition check out of my own personal checkbook was very hard, but it made me appreciate the process so much more. I worked a handful

of jobs including: a WIAA referee, engineering department student assistant, as well as a landlord for my parents' and grandparent's property. To say I was busy was an understatement, but I loved it. It taught me so many things that I use today in my career: Hard work, negotiation skills, leadership skills, patience, respect, and so much more.

As a member of the student chapter of the American Society of Civil Engineers I learned about networking and how it's an integral part of life. I met so many influential leaders, some of which paved a path and opened some doors for my career to begin. I also had the opportunity to be the Co-Chair of the Concrete Canoe Team at UWP. We took what we learned from the classroom, paired it with important team and project management skills to create a floatable boat that was used to compete in a race against other Universities.

During all of that I was introduced to Heavy Highway Construction as my first internship. I was in my third year at UWP and just heard about the opportunity to work in this industry. I finally was able to see actual projects being constructed from the ground up. I was able to witness rock blasting, dirt moving, negotiating, professional meetings, grading, and concrete paving. Again, we come full circle back to concrete. Concrete is such a cool material that keeps getting better and

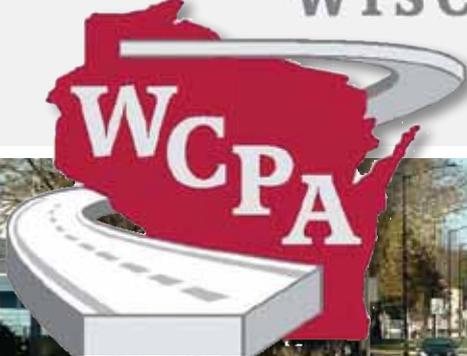


better as we understand how it gains strength, matures, handles harsh Wisconsin winters, and still stands the test of time. Wisconsin even has some subdivisions that have concrete pavement in use that's over 100 years old!

I wish I would have known in high school that there were job and career opportunities I could have capitalized on, if so, I could have been an impact player in the industry far ahead of my time as an intern. Our members produce millions of cubic yards of concrete every year and they are looking for trainable individuals to be part of their certified testing and development teams. Our concrete pavements go through the gauntlet of testing

to make sure they will hold up to our harsh Wisconsin weather. This is a great opportunity for the Millennials and Gen Zers who want to be a part of the road building and construction industries. The expectation of great workforce experience and training is real, and industry is listening. We have hands on training, one-on-one mentoring, classroom training, online training, as well as industry meetings and conferences to gain the knowledge and expertise needed to excel in this area. A sense of pride and accomplishment comes to mind whenever I drive on the highways and bridges that I've been a part of to help improve Wisconsin's infrastructure.

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Pictured Here: STH 42 in the City of Two Rivers. It was constructed by Wisconsin Department of Transportation, the City of Two Rivers, and WCPA Contractor Member Vinton Construction Company. It was the recipient of the 2018 Gold Award for the National Excellence in Concrete Pavement in the Category of Municipal Streets and Intersections, less than 30,000 SY.

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- Import/Export Manager
- Import/Export Supervisor
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- Inventory Control Clerk
- Inventory Control Manager
- Inventory Control Supervisor
- Locomotive Engineer



- Logistics Analyst
- Logistics Coordinator Jobs
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- Logistics Specialist



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- Materials Handler
- Materials Handling Supervisor
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- Motorboat Operator

- Motor Racer
- Operations Manager



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- Railroad Brake Operator
- Railroad Conductor
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- Rail Yard Engineer
- Refuse and Recyclable Material Collectors
- Sailor
- Scheduler



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- Truck Driver Supervisor
- Van Driver
- Yardmaster

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

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www.transportationtodaywi.com



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.

ATI Ladish is a forging company in Cudahy. Its 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 environ-



“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.

ment. 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,” senior Carley Molloy said.

During the 2018–19 fall semester, there were 82 students enrolled in an automotive tech course, including 10 female students. This accounts for just over 10% of the student population.

Career Pathways

The automotive career pathway includes courses in Small Engines, Autos I, and Autos II. After successful completion of Autos II, students are eligible for placement in an apprenticeship program. The growth of the automotive program should create additional

choices for advanced students.

“We are looking to add Autos III which might lead into the programs at the technical college, further youth apprenticeship options, ADAMM programs, 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



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OC Racing Knights Rev Up for Successful Season

Lindsey Ziarnik
Communications Specialist
Oak Creek-Franklin Joint School District

Oak Creek High School offers forty-six different activities and clubs. One of the most recent additions to the list of activities is the Racing Knights motorcycle club.

The Oak Creek Racing Knights club is one of ten local BUILD teams. Under the guidance and supervision of mentors, the

BUILD program is designed to teach students valuable life and interpersonal skills while they work together to restore a vintage motorcycle.

During the BUILD season, each team is given a vintage motorcycle to work on and ultimately race in an American Flat Track motorcycle race. From January to June, the team works together to increase the bike's speed and power, hoping to see results at the races.

"In addition to learning the basics of how a motorcycle functions, students learn about timing, air-fuel ratios, and what makes a bike faster," program mentor Mr. Chad Hanebrink explains.

"We touch on all aspects of STEM. Not just the nuts and bolts, but the actual science behind what makes the engine run and how to make more power than the other teams," program mentor Mr.

Steve Agg shares.

For some students, racing has always been a passion, "I've always been interested in rebuilding motors in my free time," says Nate. For others, the Racing Knights is an avenue to explore something new. "As a senior, I took Autos 1 and found out that I really enjoy it and want to learn more," Dante shares.

For Oak Creek High School junior Dayshun, the Racing Knights experience led to a new passion. "After joining the club last year, I bought 1978 Kawasaki KM100 and took the engine apart, cleaned it, and put it back together," Dayshun shares.

The team is off to a successful start, recently taking first place at Flat Out Friday at the UWM Panther Arena.



Cheer on the Racing Knights at their next major events:

- 6/2/19: Brewtown Rumble on 5th St (Fuel Cafe)
- 6/15/19: Aztalan Race Day

www.ocfsd.org



ARTBA American Road & Transportation Builders Association

Student Transportation Video Contest

The 2019 contest is now open and accepting applications!

The ARTBA Foundation supports an annual student video contest to promote the U.S. transportation design and construction industry.

The Student Transportation Construction Industry Video Contest is aimed at helping students gain a better understanding of the importance of transportation infrastructure investment to the U.S. economy and quality of life, and to learn more about the industry and potential career opportunities.

ARTBA's Research & Education Division (RED) sponsors the contest and has two submission categories: general transportation impacts, trends and/or funding; and transportation safety.

The contest is divided into two age groups: elementary, middle or high school students; and post-secondary, college and graduate students. Winners are selected in each age group, for a total of four first-place videos.

Each winner receives a cash prize and winning entries may be shown during ARTBA's annual National Convention.

Deadline: Video Submission Deadline: August 15, 2019

Website: www.artba.org/foundation/student-video-contest

About ARTBA

The American Road & Transportation Builders Association (ARTBA) was established in 1902 by Michigan public official Horatio Earle with this express purpose: to advocate for construction of a federally-led "Capital Connecting Government Highway" that he said would connect "every state capital with every other state capital, and every capital with the United States Capital — Washington."

Earle's vision was achieved—in what is arguably the greatest association accomplishment ever—when President Eisenhower signed the 1956 law authorizing the Interstate Highway System and creating the Highway Trust Fund to finance its construction.

Congratulations to our 2018 Video Contest Winners!
Here are two of our K-12 winners:



General Transportation — First Place (K-12): "The Arizona Public Transportation Question" by Alexander Zapata, a senior at Hamilton High School in Chandler, Arizona.



Safety — First Place (K-12): "Road Safety" by Kailee Matlock, a senior at Bennington High School in Bennington, Nebraska.

View previous Contest Winners at: <https://www.artba.org/foundation/student-video-contest>



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Female Only Automotive Classes



Eric Varrelmann, Arrowhead High School Hartland, Wisconsin

Arrowhead Union High School is a large public school located in the small suburban town of Hartland Wisconsin where it is fed by seven area feeder schools. Automotive classes at Arrowhead High School have been very popular for 25 years. Class sizes have ranged from 24 to 33 students per class. In order to accommodate these class sizes the auto shop was increased from a 10 car garage to a 22 car garage in 1999. Teaching only automotive classes is a full time position where classes were always co-ed.

Automotive classes are offered to Juniors and Seniors only. There are two beginning level classes called Consumer Auto and Auto Tech 1. Consumer Auto is for anyone who plans to drive or own a vehicle where many money saving maintenance and light repair tasks are learned. Auto Tech 1 is for the new auto student who is a little more serious about auto repair and plans to continue in Arrowhead's two-year auto program. There is also the continuation of Auto Tech 1 followed by Auto Tech 2, and for seniors only, Advanced Auto. Roughly ten percent of the seniors in Advanced Auto pursue an automotive career field upon graduation.

I would imagine it is true at most high schools with automotive classes, female auto students are a minority. At Arrowhead High School students have 6 days to drop and add classes at the start of each semester. Historically, maybe 6 girls are in auto the first day of the



semester, 4 the second and possibly 2 the third. This was frustrating and since I did not know those who had dropped my class it was difficult to get feedback as to why.

About fifteen years ago I made an effort to find out. I caught up with several female students who had dropped auto and was able to ask why. The answer was simple, too many guys, or too much testosterone.

About twelve years ago I first proposed a Female Only Consumer Auto class and was turned down. I was told you could not have single gender classes. A few years later I learned of single gender health classes being offered. If they can do it why not auto? Plus, most auto classes are all male anyway, a form of a single gender class. I then proposed female only auto again and was accepted five years ago.

The first year we had 3 sections without promoting the class and 2 sections every year since. It has been a breath of fresh air as an automotive instructor. Curious as to why my female classes are so successful, I interviewed several all-female classes. Again, the results were similar to what I already knew, however more details emerged.

According to my current female only Consumer Auto class:

Guys know, or think they know more than girls. The girls want a level playing field, meaning they want to be with students with similar pre-existing knowledge of the subject. Guys are very judgmental of girls and their knowledge of cars. The lack of maturity of the guys is a deterrent to my female students as well.

Some girls felt that if they were working with a guy on a car that the guy would probably tend to do the work and the girls would probably let them. The girls want to do the work and learn from their experiences.

True story: I have always mentioned to all of my classes that you might want to take notes on certain lessons and demonstrations. The first time I mentioned that in a female class I was literally startled by the commotion of students getting out paper for notes. I had never experienced that before. Guys do not take notes . . .

ever.

During lab time the ladies keep me running. They pay more attention to detail and they want to do the job exactly right. Close enough on a repair is not acceptable to them as it can often be with male students. Some of the required tasks in the class involve repairs and maintenance that most people may never attempt to do, such as taking a tire off and reinstalling back on the rim and then balancing the tire. It seems my female students take pride in performing tasks like that.

Test time; Girls want to know exactly what is on the test. Guys; How many questions are there?

I am very careful to not change the curriculum for female auto.

I never let a guy in the room during the class, even if he has a study hall and needs to finish his vehicle.

Female students typically ask better questions or at least questions that should be asked. I imagine there are guys that have the same questions, but never ask out of fear of being judged or laughed at.

Equal treatment no matter what.

As an automotive instructor I've noticed the following of my female students:

Female students are mostly better academic students than males.

They are not disruptive.

They will ask if it is okay to bring a treat for



the entire class.

They don't mess with things they shouldn't mess with.

They don't vandalize shop cars.

They clean up after themselves.

They ask questions and then listen for my answer.

They don't throw things or snow.

They don't talk over me.

In conclusion, nothing against male auto students, but female students are less stressful to teach and therefore more enjoyable to have in class.

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Beloit Memorial High School Automotive Program is Second to None!

*Brian Vissers
Public Information Officer
School District of Beloit*



Beloit Memorial High School's automotive program is a NATEF certified program focused on not only technical skills but also has a strong emphasis on the soft skills that young men and women need in order to be successful in the workforce, regardless of the career path that they choose. The Automotive Program also offers apprenticeships to those students who are interested in careers in automotive repair or the automotive industry. The facility is first-class and located in the Eclipse Center at a former Sears Automotive auto shop. It's impressive by any standards.

The students learn about all mechanical aspects of automotive repair as they progress through the courses, everything from basic vehicle maintenance to how an automatic transmission works. While we do cover all aspects, there is a significant emphasis placed on the skills that are need at the entry level. It's more practical to spend more time on something like brakes, and have them at a higher level of proficiency in that instead of spending more time on something

like engine rebuilding, which as a professional technician these students may never perform.

This isn't the "shop class" from twenty years ago that many of us envision, all of our CTE (Career and Technical Education) courses here at BMHS have a career path linked to them. It is critical to have programs as we have at BMHS as there are many students who will not attend a traditional four-year college for any number of reasons. These reasons aren't always tied to academics, as many people believe. There are family, economic, and personal situation that the young men and women need to deal with while deciding which post-high school track they'll pursue. Instructors always stress to students that there IS success available without a four-year college degree.

We are proud to have an outstanding partnership with our local technical college. We currently offer transcribed credit in all of our automotive courses. What does this mean? It means that by successfully completing all of the classes and Shop Math, a student can earn enough credits for the entire first semester of the Automotive Technician program at the college at no cost to the student. In today's world of rising costs for higher education this is a significant opportunity for our students.

In accordance with NATEF (National Automotive Technicians Education Foundation) requirements, we have an advisory board that meets twice a year to give input on what skills and processes need to be taught in our curriculum in order for graduating student to have the skills that they need so that they can hit the ground running upon graduation. We also work together to place students into apprenticeships so that they have an opportunity to start their



careers off early and on the right foot.

Students learn a broad spectrum of information from shop safety, what is a screwdriver used for, on up to how to perform actual vehicle maintenance and repair in a professional workplace setting. Students learn on the same types of equipment that they will see when working in their post-BMHS careers. Our advisory board members are outstanding in that they are always willing to lend a helping hand when it comes to maintaining the latest tools so that students will have relevant skills upon entering the professional workforce.

We utilize 21st-century skills of communication, collaboration, critical thinking, and creativity which are essential to being successful anywhere, but especially so for an automotive technician. In real life situations our students will need to be able to commu-

nicate with customers and coworkers, work as a team. While no diagnostic scenario is the same we teach our students that creativity and critical thinking are a must. Here at BMHS professionalism is also part of our grading in all of our CTE courses.

Plans are in the works to bring in live work on staff members vehicles as a way of gaining some work-place experience in the classroom. We currently have a unit on Shop Simulation, where the students are simply given a car and a concern, then they need to write the work order, diagnose and estimate the problem, sell the job and complete the task. All within industry flat-rate time.

“ This isn't the “shop class” from twenty years ago that many of us envision, all of our CTE (Career and Technical Education) courses here at BMHS have a career path linked to them. . . . Instructors always stress to students that there *is* success available without a four-year college degree..”

“ In real life situations our students will need to be able to communicate with customers and coworkers, work as a team. While no diagnostic scenario is the same we teach our students that creativity and critical thinking are a must.”

www.sdb.k12.wi.us





City Stadium Automotive

Green Bay Area Public School District

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

Students enrolled in City Stadium Automotive® focus on the diagnosis and troubleshooting of faults in automotive



systems while receiving high school and college credit.

Students now have the opportunity to earn up to 27 college credits and a one-year technical diploma over the course of their junior and senior year as part of the Automotive Maintenance Technician (AMT) program. Upon graduating from high school, students will be prepared to either enter the workforce directly or continue their education for one more year at college to complete either a two-year Automotive Technician technical diploma or an Automotive Technology associate degree.

City Stadium Automotive® at East High is one of only 14 high schools in Wisconsin to be certified by the National Automotive Technician Education Foundation (NATEF) for Maintenance and Light Repair Program Standards. NATEF is an organization that examines the structure, resources, and quality of training programs and evaluates them against standards established by the industry. Students who receive NATEF certification are prepared to work in the automotive field, enroll in technical school, or both.

To honor the hard work and dedication of the City Stadium Automotive® students who have completed the Automotive Maintenance Technician (AMT) program in collaboration with the technical college, four



students were recognized at a reception at East High School in May 2019. These students earned college credits for their work in the City Stadium Automotive program®, and received a one-year technical diploma for their achievements.

to Ford’s service literature, web curriculum, and training materials to advance student learning, and to earn Ford training credentials required for Ford dealer technician certifications.

“Ford Motor Company greatly values local engagement of our franchised dealerships within their local communities and the support that the administration in the District has provided for the CSA program,” said Brandon Dixon, Field Service Engineer for Ford Motor Company. “We hope that the CSA program and relationships built here with local industry will be a model for other communities around the state to foster careers around the future of mobility and the automobile.”

Ford Ace Program

The Green Bay Area Public School District in partnership with the Ford Motor Company are proud to announce that the Ford Automotive Career Exploration (ACE) program was launched for the first time in Wisconsin to benefit the students of City Stadium Automotive® (CSA) at East High School in the 2018-19 school year.

This partnership will help to encourage youth interest in automotive fields, and raise the bar for student engagement in technologically advanced automotive career paths.

The ACE program will allow students at City Stadium Automotive® to have access

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I Like to Fix Things



ADAMM

A career in the auto industry can be rewarding and allow one to earn enough money to support a family. The average auto technician makes \$61,000 per year (including benefits) according to NADA. With added skill set and training, an efficient technician can make over \$100,00 a year.

By 2026 the US will have a shortage of 370,000 auto technicians. Over the next ten

years Wisconsin is going to need 1,000 new technicians each year.

There are 5 technician training centers in SE Wisconsin and 18 statewide. Many scholarships are available to high school students going into automotive to help cover the cost of training. Several dealerships offer financial help to employees looking to advance their automotive skill set. Most often working in a new car dealership while

attending classes is the best option, as it can save a student tens of thousands of dollars in student loans, normally spent to attend a 4 year university.

There is more than one path to become a technician

- Learn the process on site: Basic skills like tire rotation, oil changes, other basic maintenance
- Youth Apprenticeship while in high school
- Technical college courses and certifications
- Manufacturers training programs

Advancement is common within dealerships. "At the age of 21 my father started working in the parts department at a new car dealership. By age 45 he was the proud owner of a new car dealership. Accomplished without a college degree", said Jim Tolkan president of ADAMM. Many managers start as technicians, move to service manager, fixed operations director, manage other departments like sales, finance and parts, some manage multiple dealerships or may become owners of their own store.



If you like problem solving, working with your hands, you're tech savvy and like learning through a hands-on approach, consider a career as an automotive technician. It's not the mechanic of years past. Gone are the greasy uniforms and the dirty service bays, replaced by state-of-the-art facilities high tech diagnostic equipment. This is a career, not a job.

Study Shows Hands-free Technology Is More Dangerous than Thought

By Meemic Insurance

If you think that you're completely safe using hands-free mobile phone technology while driving your car, a new study says otherwise.

Mental distractions can persist for nearly 30 seconds after dialing, changing music or sending a text using voice commands, according to new research by the AAA Foundation for Traffic Safety.

The researchers discovered the residual effects of mental distraction while comparing new hands-free technologies in 10 vehicles and three types of smart phones (Google Now, Apple Siri and Microsoft Cortana). The analysis found that all systems studied increased mental distraction to potentially unsafe levels.

Researchers found that potentially unsafe levels of mental distraction can last for as long as 27 seconds after completing a distracting task in the worst-performing systems studied. That amount of time is the equivalent of driving three football fields at 25 miles per hour. The faster a vehicle is traveling, the further it would go during this time.

When using the least-distracting systems, drivers remained impaired for more than 15 seconds after completing a task.

The dangers are obvious: Drivers using phones and vehicle information systems

while driving may miss stop signs, pedestrians and other vehicles while their minds are readjusting to the task of driving.

The research indicates that the use of voice-activated systems can be a distraction even at seemingly safe moments when there is a lull in traffic or the car is stopped at an intersection. Mental distractions persist and can affect driver attention even after the light turns green.

Researchers rated the distraction level of the cars and smart phone technologies on a scale of 1-5, with anything above 2 deemed distracting enough to be a danger.

The best-performing system was the Chevy Equinox with a cognitive distraction rating of 2.4, while the worst-performing system was the Mazda 6 with a cognitive distraction rating of 4.6.

Among phone systems, Google Now performed best as the least distracting with a distraction rating of 3, while Apple Siri and Microsoft Cortana earned ratings of 3.4 and 3.8.

Using the phones to send texts significantly increased the level of mental distraction. While sending voice-activated texts, Google Now rated as a category 3.3 distraction, while Apple Siri and Microsoft Cortana rated as category 3.7 and category 4.1 distractions.



AAA Foundation researchers liken the categories as follows:

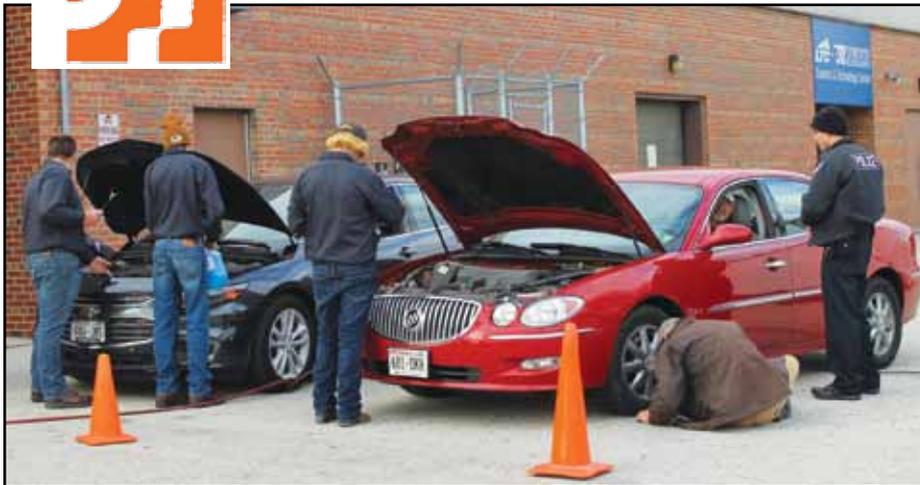
- **Category 1** — About as distracting as listening to the radio or an audio book.
- **Category 2** — About as distracting as talking on the phone.
- **Category 3** — About as distracting as sending voice-activated texts on a perfect, error-free system.

- **Category 4** — About as distracting updating social media while driving.
- **Category 5** — About as distracting as a highly challenging, scientific test designed to overload a driver's attention.

For more safety information, visit Meemic.com/Safety.



Plymouth Auto Program Gives Back



Jamie Pionkowski
Plymouth School District
Communications Coordinator

The transportation program at Plymouth High School offers a project-based learning environment as well as opportunities for students to interact with community members.

Each year the school sponsors two major events:

- **Vehicle inspections:** Each fall for 22 years, students have provided free vehicle winterization inspections, checking fluid levels, wipers, belts, hoses,

batteries, tires and lighting systems. The program is sponsored by the Plymouth Police Department as way to provide peace of mind for senior citizens and disabled people as winter approaches. In October 2018, students inspected 29 vehicles for community members.

- **PHS Car Show:** PHS students have organized a community Car Show each May since 2012. The public is invited to enter vehicles as well as to view them during the show. Winners are recognized in 10 categories, from classic car to lawn

Transportation-related courses at PHS:

- **Exploring Transportation:** This semester-long course for all grades introduces the student to the very large transportation field, with units in technology systems, creative problem solving, air, space, marine, and land transportation.
- **Basic Auto Maintenance:** This semester-long course for grades 10-12 introduces students to the fundamentals of automobile ownership, maintenance, and general repair. Students will learn about the basic systems of the automobile and how each system works.
- **Automotive Technology:** This year-long course for seniors is designed for the student who is interested in an occupation in the automotive field or a related area. Quality service

procedures, customer service, and professional attitude are stressed.

- **Applied Communications/Auto Tech:** This year-long course for seniors is a companion class to Automotive Technology and uses materials for those highly interested in auto technology. The class centers around four major projects that largely focus on clearly conveying specialized automobile knowledge to the average person.
- **Mechanics & Repair Youth Apprenticeship:** Participants work at least 450 paid hours for an area employer in their chosen field while earning high school and college credits.
- **Independent Study:** Students work with the instructor on a project of their own design.

tractor. Students host a brat fry to raise money for the auto shop and extracurricular programs, and have their shop open so visitors can see their hands-on learning opportunities.

The auto lab is part of the LTC-Plymouth Science & Technology Center at the school, which also features Haas CNC mills and simulators, a high-tech lathe, high-speed packaging equipment, a metal fabrication training facility, a 3-D printer, and a laser engraver. The facility is used by high school students during the day and by the technical college students in the evening.

The auto lab was expanded in 2012 and two state-of-the-art hydraulic vehicle hoists were installed. The asymmetric hoists - of the same quality found in professional auto shops - allow for simultaneous student projects. The hoists were provided through a three-year, \$45,000 pledge from the Van Horn Automotive Group to upgrade the lab. Subsequent installments brought new tools and diagnostic equipment. Van Horn also has provided profes-

sional-looking uniforms for PHS auto students for many years.

The acquisition of knowledge doesn't end with the school day for PHS auto students. They also can join in PHS Technology Education and Engineering Club, which participates in a variety of activities, including Formula High School competitions.

In May PHS participated in the Wisconsin Formula High School project for the third time at nearby Road America. Participants designed and built the car from scratch and gained experience with engineering, marketing, public relations, team work, interpersonal skills, tolerances, deadlines and design constraints.

"Our goal with the automotive program is to provide students with the skills and tools and experiences of professional auto technicians," said instructor Beau Biller. "Not all of these students will choose automotive careers, but all will benefit from the applied technical skills."

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Grafton High School Auto Tech Program

Carl Hader, Grafton School District

Two Advanced Auto Tech students, Matthew Kline and Cody Williams, are this year's shining stars in a star-studded Grafton High School Auto Tech Program.

Matt Kline and Cody Williams won the state finals of the ADAMM Technicians of Tomorrow Competition. High Schools from Southeastern Wisconsin sit their best senior students for an ASE Student Certification test in December each year. The top two students from the five, top-scoring schools compete head-to-head at the Greater Milwaukee Auto Show in a hands-on competition.

Winners of the ADAMM competition then qualify to be the Wisconsin Team at the GNYADA show in NYC.

This is the 6th year in a row that Grafton High School has won the competition! Unprecedented!

The students each win certificates for \$3000 in tools from Snap-on Corporation as well as tuition scholarships from the WATDA (Wisconsin Auto & Truck Dealers Association) for Technical College in addition to the all-expense-paid trip to NYC with their instructor.



With the win in Milwaukee, Grafton became ADAMM "Team Wisconsin" for the 2019 New York International Auto Show National Auto Tech Competition, which was held April 22-24.

Matthew Kline is from Grafton H.S. and Cody Williams is from Homestead H.S. in Mequon. Both attend Grafton for the Advanced Auto Tech Courses and both are working as Automotive Youth Apprentices.

Kline works at 5 Corners Dodge in Cedarburg, and Williams at Friestadt Auto, which is owned & operated by a 1996 GHS Auto Shop graduate, Jimmy Weeks.

Matt Kline and Cody Williams were "Team Chevrolet" at the NYC event. GHS was sponsored locally by ADAMM and for "on-car" preparation, sponsored by Newman Chevrolet in Cedarburg.

Our Auto Tech Competition Record

Since 1994, and also unprecedented:

- 117 times GHS attended state & national auto tech competitions
- 72 state finals auto tech competitions with 45 wins (64%)
- 45 national auto competitions - must have won state to compete nationally
- 23 times in those 45 national competitions, a top 5 finish or better (52%)

GHS Auto Tech most recent successes were two 4th place in the nation finishes — SkillsUSA & New York Auto Tech Competition in 2015 and 2018.

In the ten previous years, 1984 through 1994, there were 34 auto tech competitions with 19 wins as well as 3 national qualifying teams for GHS.

Interesting side note: Dan Young, an MATC Auto Tech Instructor who was involved in the set-up for this year's ADAMM event is a 2001 GHS grad, was an Ozaukee youth apprentice, is a MATC grad, and a 2001 ADAMM competitor. Dan is not the first tech ed instructor to have graduated from GHS, just the most recent. What a legacy!

Continued on Page 21



Automobile Dealers Association of Mega Milwaukee, Inc.

ADAMM, the Automobile Dealers Association of Mega Milwaukee, works with dealers to increase professionalism and set high standards within the industry. Its primary mission is to help build good relationships among its member dealers and their customers.



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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.

“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..”

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 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.

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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 rigorous 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

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Flying into the Future Continued from Page 6

Currently, RUSD has 150 Youth Apprentices working at 37 Racine-area companies. Since 2007, the District has graduated 529 Youth Apprentices from 157 employers.

“The Youth Apprenticeship Program builds talent locally,” Tom Burke, President and Chief Executive Officer of one of the manufacturing companies said. “You bring in these students at a young age, let them know what the company is all about, teach them what we do and why we do it and strive every day to build confidence in them.”

Three times a week Cespuglio comes to work at the aviation engine manufacturing company.

“I have learned so much already. I work on minor projects, basically taking things apart and putting them back together,” Cespuglio said. “It’s great here. They treat me like one of them and it’s an experience I would have never gotten if it weren’t for my aviation class.”

Horlick’s aviation Pathway is quite the experience itself. That is in large part thanks to the company.

In 2017, a family in Marinette donated a small two passenger airplane to Horlick High School as it began its aviation Pathway. But, they had nowhere to store it. So, the company offered to donate part of their hanger space at Batten International Airport. Every week, students in the aviation Pathway are transported to

Batten where they learn the ins and outs of aviation mechanics including, theories of aircraft physics, aircraft schematics and fuel systems.

“Where has it [the Academies] been all these years? It is absolutely critical that we have these opportunities to bridge academics with the professional world,” Fiorita said. “Students can learn about the curriculum, they can read books, but we can say, ‘come here and actually physically see what we’re doing.’”

“It’s giving me the opportunity to see what a real job in this industry looks like,” Cespuglio added. “It offers me insight into the real world and prepares me for life after high school.”

Cespuglio will graduate in the class of 2020 — the first Academies of Racine graduating class. And while the future can be unknown for some high school students, Cespuglio has his pretty much mapped out.

“I plan to go into the military,” he said. “I leave for basic training this summer.”

And when he gets back, he plans to pick up right where he left off — finishing school, working at the company he is apprenticing at now and always looking up — never forgetting the grandfather who first showed him how.

“He’s definitely proud,” Cespuglio said.

www.rusd.org



“People always say, ‘oh you like to work on cars? But, you’re a girl.’”

“Yes,” the Park High School junior would reply. “I just look at them and say, I am a girl and I love to work on cars.”

Carla Sanchez has her Dad to thank for that.

“I am really close with my dad,” Sanchez explained. “Growing up I was always curious about what he was doing. I would touch his tools and ask him questions. Eventually, I was old enough to stop watching him work and start working with him.”

So, when Sanchez entered high school there wasn’t really a question about the types of classes she would

take, it was more a question of how many could she take.

“I quickly began looking for experiences as an automotive student,” Sanchez explained. “My teacher, Mr. Kobriger, told me about a Youth Apprenticeship opportunity at a manufacturing company and I said yes right away.”

Last year, Sanchez began that Youth Apprenticeship. She works in the Thermal Lab where she gets hands-on, real-world experience.

“It is so interesting and every day I am there I learn something new,” Sanchez said. “Right now, I am working on controlling environments as we test certain products.”

Casimir Pulaski High School Automotive Continued from Page 20



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

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 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

Grafton Auto Tech Program

Continued from Page 18

5 finalist schools, West Bend, Mukwonago, Muskego, Arrowhead, and Grafton were paired against each other.

Qualification was based on a rigorous written test that was given on-line and proctored by our district IT coordinator back in December.

We had the 2 highest qualifying written (CBT) test scores in the area. Those scores only got our foot in the door though.

This year, we had yet another comprehensive test, 5 workstations on areas of brakes, steering & suspension, electrical, parts identification, and vehicle diagnosis & customer billing.

We also had to repair a “bugged” 2019 Subaru automobile.

The dealership that helped with the local Subaru practice was Sommer’s Subaru in Mequon.

We have worked with many local dealerships who have helped me prepare teams over the years.

We have also worked with national zone and regional training facilities and manufacturers in preparation for national events.

This industry supports education and the youth of America who have a passion for careers in the auto industry.

Both the local and the national competitions are fierce as they cover both on-car service & repair as well as automotive workstations that cover all facets of the car.

The New York Competition website is: www.nationalautotech.com

We flew to NYC for the NATC where we were Team Chevrolet representing ADAMM.

Deb Kruse, Education Director at the ADAMM organization picks up the costs for travel, hotels, and meals in NYC for both the team and their instructor.

ghs.grafton.k12.wi.us



Wegner three-peats in SkillsUSA contest

SCHS senior the best in collision repair technology



Lee Pulaski

Tyler Wegner made history last month when he became the first three-time champion representing Shawano Community High School in a SkillsUSA competition.

The senior took first place in the collision repair technology competition during the SkillsUSA leadership conference held April 30 and May 1 in Madison. Normally, Wegner would represent Wisconsin at the national SkillsUSA conference the last week of June in Kentucky, but the champ has opted not to compete further.

"I decided not to, but the national competition was different in previous years," Wegner said, noting that he had to take five Automotive Service Excellence certification tests, analyze frames and perform other activities when he'd previously competed at the national level.

There is the skills application process, where Wegner had to repair a fender and demonstrate his abilities with different kinds of welding. He also had to fix a cracked plastic bumper.

Wegner said the judging goes beyond just his hands-on skills. He also had to prepare a resume and dress appropriately for making repairs, he said.

“Wegner has an added edge when it comes to knowing collision repair; his father, Todd Wegner, owns Quality Auto Body in the town of Richmond. I’ve been around there ever since I’ve been a little kid,” Tyler Wegner said.

"They also judge you on your attitude in the shop," Wegner said.

Wegner has an added edge when it comes to knowing collision repair; his father, Todd Wegner, owns Quality Auto Body in the town of Richmond.

"I've been around there ever since I've been a little kid," Tyler Wegner said. "Him and the workers there have taught me a lot of stuff, and that is where I've learned and become pretty good at it."

Wegner purchased his first truck in 2015, a wreck that needed a lot of body work. He said he had to do a full repaint, add a lift and pretty much build it from the ground up.

Being able to build a vehicle instead of just buying one outright helped Wegner appreciate the work that went into it.

"My dad got to teach me a lot of the steps along the way," Wegner said. "It's a lot more fun at the end of the progress to see what you've built instead of going out and buying

one."

That truck has recently been sold, and Wegner has purchased another truck for his latest repair project with his father.

Wegner will be attending a technical college in Illinois in the fall, hoping to continue the family business by getting a diesel automotive degree. Winning at the state SkillsUSA competitions have given Wegner enough scholarship funding for a full ride at the school.

Jeremy Hodkiewicz, Shawano's advisor for SkillsUSA, considers Wegner's achievement to be a real feather in the cap for the SCHS program.

"Hopefully, we can get some other students to see what that is like," Hodkiewicz said, noting that he only had a few students from the high school and Shawano Community Middle School competing at this year's conference. "We've had a couple of other state champs the last couple of years, but Tyler is the only multiple state champ we've had."

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www.shawanoschools.com

Arrive Alive



By Patsy Brandenburg

"Arrive Alive", a mock crash, was viewed by four area high schools, Tigerton, Marion, Bowler and Gresham on Wednesday, May 1, 2019 at the Tigerton High School. The crash sent a very clear message to students as to what can happen when texting and driving.

The day began very gloomy as over 350 students stood along the hillside behind the high school with rain coming down. The day didn't get any better as you could hear the sound of someone texting and then a crash. Two vehicles

with four students lives changed forever, along with the lives of those families, all the emergency responders, and anyone else involved. Four teens, a world ahead of them, but not all survived.

Megan Suehring who came upon the crash, came out screaming and checked out the teens involved. Two teens remained in one vehicle, while the other vehicle the driver was dead, and the passenger lying on the ground, motionless.

As Megan worked quickly to check out all

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Continued on Page 23

Arrive Alive Continued from Page 22



the occupants, she called 911. Moments later you could hear sirens, see lights flashing as emergency personnel arrived. The Tigerton Police Department, Tigerton Fire Department and Tigerton EMS Ambulance Service.

Emergency personnel worked on the accident victims, two were then loaded into the ambulance on stretchers. The driver, who was texting, walked with assistance to the ambulance, and was then handcuffed by Officer Mike Weatherwax. The driver, texting, leaving himself and two others injured, and killing one. Something that can never be redone, a life gone forever.

The final teen, the driver in the other vehicle, covered with a white sheet, was pronounced dead by Shawano County Coroner Brian Westfahl and loaded into the back of his vehicle.

Following the scene of the mock crash, three areas were set up for students to visit. One included a guest speaker, Lori Miller, nursing director for a Marathon County hospital and grandmother of four, who on July 13, 2015, made a bad decision, and was driving and texting. She was texting to see if a ball game was canceled with bad weather coming. Because of her bad decision she took the life of a bicyclist. Miller could have been sentenced up to 25 years for vehicular homicide by negligent operation of a vehicle, a Class G felony, but the judge opted to sentence her to a year in the county jail and five years of probation. Part of the conditions of her probation was to present her story to schools and adult groups in the hopes that what she went through would deter others from following in her footsteps. This was Miller's first presentation. She told the students that even though her incarceration was light, she will be haunted by what she's done for life.

Miller went on to say her family was right there for her, but all she could think about was the victim and her family. I felt horrible. I took another woman's life.

In the shop area, a simulator was brought in where students were given the opportunity to attempt texting and driving and being impaired from drinking and driving. In the gymnasium, a video was shown about the families dealing with losses from distracted driving and then two sentencing hearings for negligent homicide because of distracted driving.

One of the final moments of the day was

the funeral, where the teen laid in the casket with family members right there, and students walking past the casket to give their last respects to the family. Some just walked by, while others hugged the family and shook their hands giving their condolences. Rev. Dean Suehring did the funeral service.

Tigerton School District Administrator, Benjamin Rayome, had this to say:

"We held the mock crash, simulator, speaker, and funeral to make an impact on our communities. Bowler, Gresham, and Marion joined with Tigerton Schools to share the important message that we cannot do it — we cannot text and drive, drink and drive, or be high and drive. A license is a contract to all other drivers that we will follow the rules of the road. Therefore, it is our duty to avoid the avoidable and drive focused."

"The challenge was not just for the people at the event, but for anyone we ride with. Let the rider text. Pull over and stop to check your phone. It can wait."

"We are proud of all the students who attended and took the day seriously. The impact is undeniable. Saving lives — our own, our friends, our loved ones,

“ This is part of being a productive member of society. We challenge everyone to make good choices behind the wheel. Put down the phone. Don't drive impaired. Give up the keys. It is not worth the risk.



even strangers — by our own actions. This is part of being a productive member of society. We challenge everyone to make good choices behind the wheel. Put down the phone. Don't drive impaired. Give up the keys. It is not worth the risk.

"We hope to hold similar events every couple of years to keep the message fresh, allow good training for our community resources, and let all new drivers and soon-to-be drivers in our schools understand the importance of responsible driving."

Marion High School Principal Dan Breitrick had this to say about the day's event:

"Distracted driving is a real issue and the principals from Tigerton, Bowler, Gresham and I decided to bring back the mock crash to help educate the students about this issue. Mr. Rayome, Tigerton's Superintendent/Principal, along with Barb Block were the driving force behind setting up the assembly. The last time it was done was in 2010. We all agreed that since then

distracted driving tragedies are occurring more often.

"With the support of the school districts, local groups, volunteers from the fire department, ambulance, local police departments and community members the day was successful. Marion students started the week off in their RPH class periods learning about distracted driving through discussions and videos shown during the hour. On Tuesday, the 9–12 graders had an assembly where Mr. Robert Schoen and Officer Jackson Wilson spoke about their experiences as a deputy coroner and a police officer coming on to the scenes of accidents caused by distracted driving. These two days culminated in the "Arrive Alive" experience in Tigerton, starting with the crash scene that was caused by a distracted driver. This was a mock accident, but the students got to see and hear what really does take place when there is an accident. They saw and heard the sirens, the yelling and screaming, the crunching of metal caused by the Jaws of Life, and the driver that caused the accident being put in handcuffs. The next part of the day had the groups rotating through a video, distracted driving simulator, presenter and a funeral."

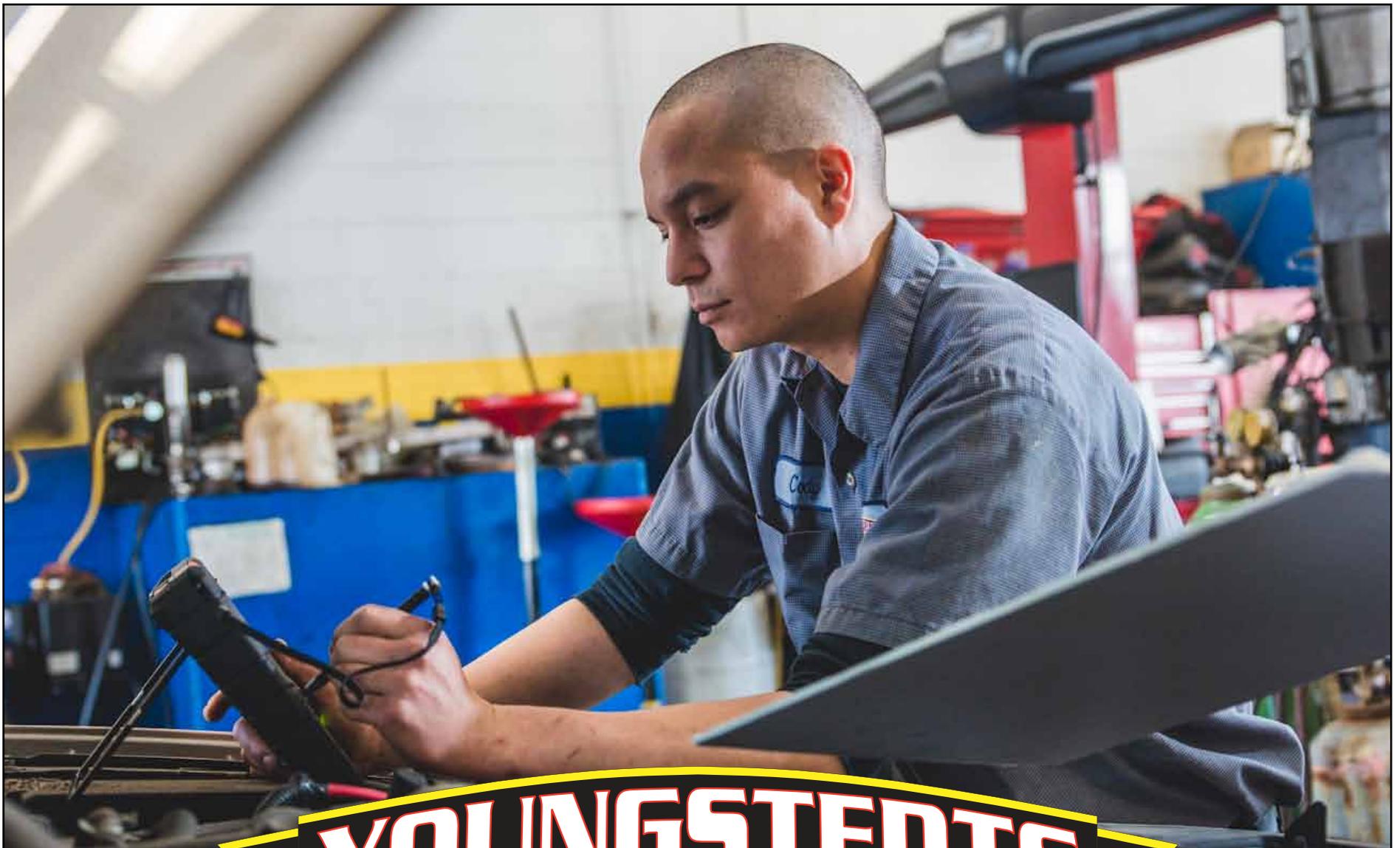
After returning from Tigerton, the students met with teachers to discuss the day and fill out an exit slip explaining what they learned and how they feel about distracted driving.

Mr. Schoen's students and some of Mrs. Dombroski's Art students designed a pledge wall that has a place for the students to sign pledging they will not be distracted drivers.

Breitrick remarked, "I strongly believe that this had an impact on the students that went."

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