SPECIAL DOUBLE ISSUE

Spring 2025

TEACHING TODAY WI™

TRANSPORTATION TODAY WI

WISCONSIN'S 4K–12 EDUCATION CONNECTION SINCE 1997

YOUR WISCONSIN TRANSPORTATION CONNECTION

Building Success Inside Brown Deer High School

School District of Brown Deer

One of the fastest growing programs at Brown Deer High School (BDHS) is our TechEd program. These classes offer a wide variety of skills such as electrical, metal work, construction, carpentry, and more. Brown Deer High School recognizes the importance of training young adults for the trades and the opportunities that can be presented to our students by mastering these skills at a young age. Offering advanced courses in these fields not only teaches applicable skills, but accelerates each student's progress inside of their desired career.

By the end of the school year, Construction 2 students will have built a shed following the Career Connections curriculum, obtained OSHA 10 certifications, and a certificate from the Carpenters Union that credits each student up to 450 hours toward their apprenticeship in carpentry and construction.

Over the course of the school year our students will work on a variety of projects. In Construction 1, students are learning the fundamentals of residential framing, including laying out studs 16" on center and all of the components to building a wall. They will also begin designing a miniature wall, scaled down 25%, and build it using scrap 2x4s. While the course is based around construction, it incorporates other skills as well. Students are also taught how to leave room for electrical and plumbing rough-ins while constructing projects. By the end of the year, these scaled down walls will provide running water to toilets and sinks! In Construction 2, students finished designing and framing steel stud rooms under a drop ceiling inside of the school's shop and are now preparing to convert an old playhouse with the goal of turning it into a greenhouse! Renovation projects combine technical application skills with creativity and ingenuity.

In addition to our TechEd classes, BDHS students also have the opportunity to be a part of Falcon Enterprises, a student-based enterprise organization. Through the program students design, create, and market various products. Our students also create

Continued on Page 12

New! Certified Pre-Apprenticeship in Highway Construction Now Available

Check out this issue of Transportation Today WI's special feature!

Highway and bridge construction jobs are in demand, and these jobs are a great way to earn a living. You might wonder, "where would I even start?" A good answer is to check out the Highway Construction Skills Training (HCST) program, managed by the Wisconsin Department of Transportation (WisDOT).

- No prior construction experience is required.
- HCST is a certified pre-apprenticeship program taught by knowledgeable and passionate instructors.

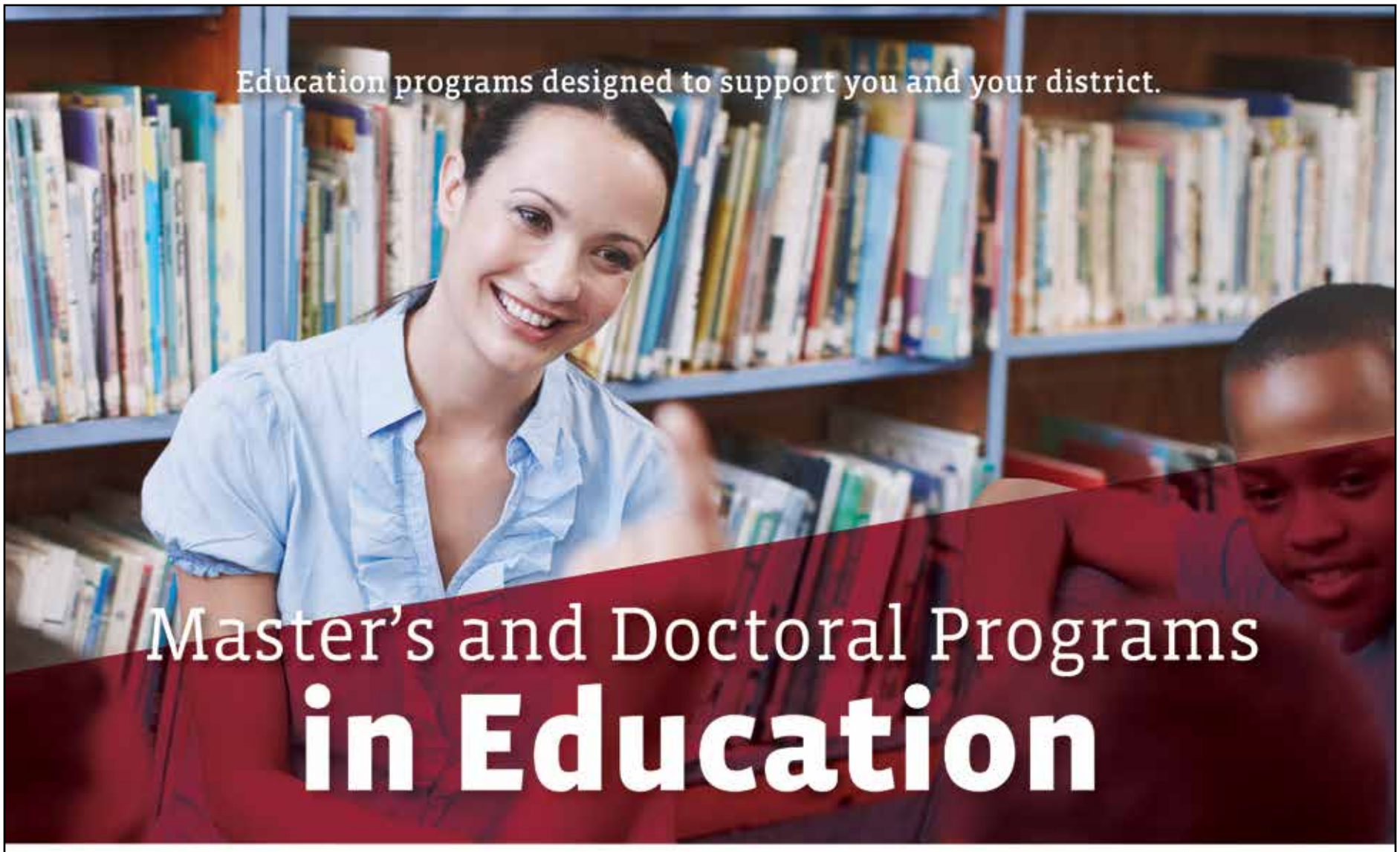
Many opportunities start at $20-plus per hour with room to grow.

- Graduates frequently talk about the experience as life-changing.
- HCST classes are held in Milwaukee, Racine, Madison, Green Bay, Crandon and Hayward. HCST sessions at any of the six locations are open to qualified applicants
- To date, more than 1,000 HCST graduates have been placed with employers as laborers or apprentices.

Turn the page! The Highway Construction Skills Training Program from the Wisconsin DOT is featured on **pages 26 & 27** of this issue.

THANK YOU TO OUR ADVERTISERS FOR YOUR GENEROUS SUPPORT!

Viterbo University • UW Stevens Point • UW Milwaukee • Concordia University • Operating Engineers 139
Gandrud Auto Group • Ironworkers Local 8 • IBEW 158 • Fabick Cat/Fabtech • Wisconsin Ready Mixed Concrete Association
Wisconsin Asphalt Pavement Association • Bergstrom Auto Group • Blackhawk Technical College • eCYBERMISSION
Western Technical College • ABC Wisconsin • Bellin College • International Wolf Center • Finishing Trades Institute of the Upper Midwest
NorthEast Wisconsin Building & Construction Trades Council • AGC Wisconsin • CAUV Flight Academy



Master's and Doctoral Programs in Education

At Viterbo University, connect with fellow educators and advance your career through high-quality programs in the following areas:

Master of Arts in Education
Professional growth for educators and administrators

Master of Arts in Teaching
Post Baccalaureate Initial Teacher Licensure paths

Ed.D. in Ethical Leadership
Ideal for current or aspiring Superintendents (online/blended)

ALSO AVAILABLE!
Licensure Options
Director of Instruction, Principal, Reading Specialist, Reading Teacher
School Business Administrator, Special Education and Pupil Services, Superintendent

VITERBO UNIVERSITY

For more information or to apply, visit viterbo.edu/graduate

TEACHING TODAY WI™

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

Please direct articles, advertising, questions or comments to:

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

Please direct all inquiries to:
renee@teachingtodaywi.com

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

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

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

In this Issue of Teaching Today WI

TRANSPORTATION TODAY WI, SPRING/SUMMER 2025 ISSUE
Beginning on Page 21

Cameron High School, Old School Standards in the 21st Century

Cameron HS students using flight simulator to complete real time flights

Technology Education Department
School District of Cameron

Cameron High School Technology Education Department is best described as diverse. Tech Ed instructor Jay Cornell has brought a lifetime of experience to a small but progressive school.

The Drafting and Design curriculum is a highlight of the program. Cornell utilizes Autocad and Solidworks to apply modern design software and techniques to real-world applications. The 2-level mechanical design program culminates in a design contract competition between students.

Students are paired-up and given design criteria for a real or fictitious company. Students begin by forming a design agency, requiring them to submit a company name and logo. From there they go through a Q/A stage with the company to get specifics about design criteria, material requirements and product use. The teams are asked to submit a proposal, preliminary sketches and finally, a working and presentation drawing. A 3-D print may also be required. The design teams then present their ideas to a panel made up of adults from business and industry who rank the design presentations based on criteria met, overall design appeal and presentation professionalism.

Cornell rewards the winning team with a $100 check and an A for the course. I take a hands-off approach to the final design project," Cornell said. "At this point in their design training, I think it's detrimental for a teacher to start giving too much input. This is a design competition between them, I stay out of it."

"I've seen students run with this over the years," said Cornell. "I keep in touch with former students who now are Mechanical Engineers, Production Managers, Drafters and even one who is a legit Rocket Scientist." It's rewarding to say the least to see these "kids" take it to that level."

One of the other courses offered in the CHS Tech Ed curriculum is Architectural Design. "I had a similar course a long time ago as part of my tech school experience in Building Construction," Cornell said. To add authenticity to this course, Cornell has the students do a career search and calculate an estimated annual salary. Students also look at lending rates and from there they figure maximum square foot allowances based on the current per square foot building costs. "The kids are always stunned by the cost of materials and labor. It gives them a taste of what it takes to build and own a home. I also have them do a print of a satellite image of their proposed building site." Students then spend the trimester using SoftPlan to design and draw a set of house plans. Cornell uses local resources including the local technical college and a former student, now project manager, to enhance student learning. "I tell the kids if they decide to pursue a career in the building trades, design field, estimating, or any of the many jobs required to build buildings, this class will give them a good foundation. If not, at least it will help them better understand what goes into the construction of their home and make them an informed consumer."

Cornell, who is in his 34th years as an educator shares some concerns about the future. "I'd like to predict a bright future for Tech Ed and education in general in Wisconsin, but current trends do not bear this out. I'm hoping the district will be able to replace me and other veteran teachers without losing the quality or diversity in programming. The shortage of [Tech Ed] teachers is evident."

Cameron HS students at their computers working on design projects

Cameron HS Aviation students and instructor Jay Cornell on their annual trip to the Richard I Bong memorial and war Museum.

CHS also offers Aviation to its students. "Like the Mechanical Design course, I brought this from a previous school," Cornell said, "I try to make this, like all my courses, career based and as real world as possible." The course is divided into three major units. The history, physics and parts of a plane.

Aviation history includes iconic planes, people and events that made aviation what it is today. Cornell takes the kids to the Richard Bong War Memorial in Superior as part of the history unit to further study one of our nation's greatest war heroes.

The physics of flight uses a college level text allowing students to delve into what makes flight possible.

Finally, Cornell uses X-plane to do real time flights on the flight sim program. "I try to make this part as authentic as possible as well. The kids do a flight plan for each flight, call in weather conditions and plot the course, said Cornell. It's a very popular class, in part, because of its uniqueness."

www.cameron.k12.wi.us

Hamilton Students Earn Title of National Champion in Annual Rocketry Meet

Hamilton School District

Hamilton High School students attended the 65th National Association of Rocketry Annual Meet (NARAM) in Pueblo, Colorado last summer. Hamilton High School senior Aniket Singh was awarded the title of National Champion in Division B. Sophomore Patrick Wang was awarded the title of National Champion in Division A.

NARAM participants compete in set events involving altitude, flight duration, payloads, craftsmanship and more. Divisions are based on participants' age.

"I enjoy participating in the Hamilton Rocketry Club because launching rockets is so much fun and even more so when it is a team effort," explains Singh. "It is a thrill to hear the woosh of our rocket when it shoots up in the air and to see its parachutes deploy as it starts to descend. To see what we built, work and succeed makes me happy and gives me a great sense of satisfaction," he adds.

"When you start it's just putting together parts and building something that goes up and comes down in one piece," explains Wang. "After that, you start using simulation software to design a rocket. Then, you begin to learn basic aerodynamic principles so you understand how to optimize rocket design and it just keeps going on." Wang enjoys the many areas of interest you can explore as a member of the Hamilton Rocketry Club. "You can learn about electronics, 3D printing, chemical engineering, mechanical engineering, and so much more, or you can just stay simple and focus on making a model that goes up and comes down, and regardless of what you do, it's always fun just to see a rocket fly," Wang adds.

"Aniket and Patrick's efforts put Hamilton High School and Wisconsin on the map in the model rocketry field," says Hamilton Rocketry Club Director Hima Kanaparthy. "Representing the US at an international level is no easy task. If you put your heads together and work hard, you will achieve your goals which inspire other kids to follow and also instills passion in them," she explains. "Their success projects a sense of confidence in students that there are people who can guide them and help them move forward and they too can reach levels that these two kids have reached."

Wang says rocketry is a great place to start for students interested in aerospace or those who would like to get involved with something STEM-related. "It's a relatively low commitment, team based club. But it's also very rewarding to people who put in some effort.

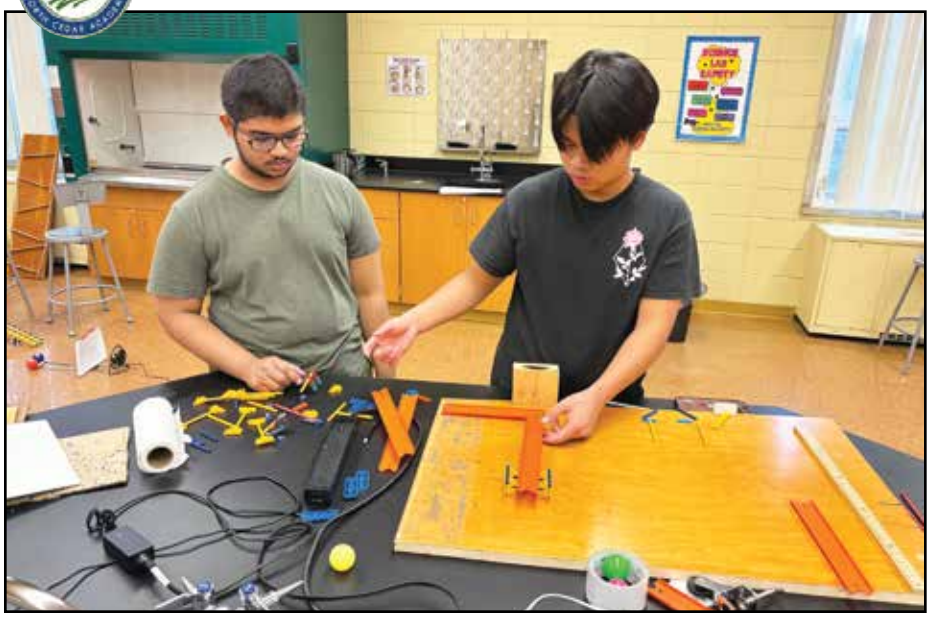
Singh encourages other students to consider joining the Hamilton Rocketry Club. "If you enjoy building machines, working with crafts, or are interested in a future career in engineering, you will have a blast with the Hamilton Rocketry Club," he says. "You will have fun while learning. The Rocketry Club is accessible to all skill levels."

"Rocketry club is open to all middle and high schoolers who want to learn something new," adds Kanaparthy. "It is all hands on, creative and a challenge to your problem solving skills."

The National Association of Rocketry (NAR) is America's largest and oldest rocketry organization. The non-profit organization is dedicated to consumer safety, youth education and the advancement of technology in the hobby of spacemodeling (sport rocketry) in the United States.

www.hamilton.k12.wi.us

North Cedar Academy Students Shine at Prestigious STEM Competitions



North Cedar Academy

North Cedar Academy (NCA), an international boarding school located in the serene town of Ladysmith, Wisconsin, recently showcased its commitment to fostering academic excellence and innovation by participating in the Junior Science and Humanities Symposium (JSHS). This prestigious even brought together the brightest young minds from across Wisconsin, providing them with a platform to present their original research and engage with a community passionate about science and technology.

Excellence at the Junior Science and Humanities Symposium

Last year, selected students from NCA participated in the JSHS, joining over 100 high school students from across the state in an exciting celebration of scientific inquiry. Each participant had the opportunity to present their independently conducted research to a panel of judges comprising esteemed scientists and educators.

The dedication and hard work of the NCA students paid off remarkably. Among the fiercely competitive pool of young scholars, two students achieved significant recognition for their efforts. One student earned an impressive third-place finish, while another secured sixth place. Their research was not only a testament to their ingenuity and determination but also a reflection of the robust academic environment fostered at North Cedar Academy.

A Global Stage for Innovation: Rube Goldberg Competition

In addition to their achievements at the JSHS, NCA students demonstrated their creative problem-solving skills on a global stage by participating in the highly competitive Rube Goldberg Competition. Known for its emphasis on designing complex machines to accomplish simple tasks in the most elaborate and creative ways, the competition attracted participants from over 120 schools spanning 20 countries.

The NCA team earned a spot among the Top 10 schools, an extraordinary accomplishment considering the caliber of international talent present. Their innovative design and teamwork also captured the hearts of the audience, winning them the coveted People's Choice Award/ this recognition highlights not only the students ' technical expertise but also their ability to connect with and inspire others through their work.

northcedar.net

Green Schoolyard's Unique Water Theme Inspires STEM Learning

Milwaukee Public Schools

Starms Early Childhood Center's green schoolyard has received an update. The school, at 2616 W. Garfield Ave., now has multiple music stations on the grounds to further engage its K3–K5 students.

The Starms playground was redeveloped in 2019, as part of the first full cohort of green MPS schoolyards.

At recess on a warm October day, students flocked to the new vibraphones and to metal flowers, lily pads, and butterflies that they also could strike with small mallets to produce tones.

The Starms green schoolyard has a unique water theme, with playground slides representing the Milwaukee, Menomonee, and Kinnickinnic Rivers, "emptying" into a blue permeable surface representing the Milwaukee Harbor, which then feeds into the blue permeable surface of Lake Michigan. Permeable surfaces and the schoolyard's bioswale, which manage stormwater runoff, have been key in preventing the flooding that used to occur in the school's basement (and neighbors' basements) after heavy rains.

Dotting the turf "lake" are three boats that students can climb into. Nodes representing the Great Lakes cities of Milwaukee, Chicago, and Green Bay, as well as cities in Michigan, dot the area. Educational boards teach children about the water cycle, river estuaries, and native fish of Lake Michigan. A track around the playfield for tricycles includes a yellow stretch representing the Hoan Bridge. Natural areas with logs also draw children eager to climb.

"We fully embrace the whole playground," said Lisa Misky, a K4 teacher at Starms and a member of the school's Green Team, which helped to develop the schoolyard and oversees it. Misky noted that children learn mathematics concepts while at play—they notice that the logs for climbing are different sizes, as are the boats on the playfield "lake,' and will sort them by size.

The Starms active green schoolyard is a reminder that more than the environment benefits from these redevelopments. Time spent in nature has been linked to higher academic achievement and improved physical and mental well-being in children.

The Green and Healthy Schools program is carried out in collaboration with MPS, the City of Milwaukee, and the Milwaukee Metropolitan Sewerage District.

This year's redevelopment represents an investment of $8.4 million by those partners and others, including the USDA, National Fish and Wildlife Foundation, Fund for Lake Michigan, the MPS Foundation, and others. In addition, schools held fundraisers such as penny wars, food and T-shirt sales, and engraved brick donations.

mps.milwaukee.k12.wi.us

Holiday Magic

How Math, CTE, Special Education and Art Students Bring a Mini Golf Course to Life

Sarah O'Donnell, M.S. IMC,
Director of Communications
Stevens Point Area School District

At Stevens Point Area Senior High, an innovative project showcases the potential of cross-curricular collaboration while engaging students in hands-on learning, creative problem-solving and community involvement. Each December, students come together to design, build and present a fully functional, holiday-themed miniature golf course. The initiative has become a cornerstone project for geometry in construction, technical education, special education and art, combining rigorous academic goals with an inclusive, real-world application.

"This project is a shining example of what's possible when we bring different disciplines together under a common goal," SPASH Principal Jon Vollendorf says. "It's not just about learning; it's about fostering creativity, teamwork and a sense of accomplishment in our students."

What began as a small-scale classroom project has grown over the past several years into a beloved community tradition, drawing participation and admiration from across the Stevens Point area. Here's how this innovative project unfolds each year, leaving a lasting impact on students, staff and the community.

Design phase: Math meets creativity

The process begins in the geometry in construction classroom, where students are tasked with designing each hole of the course. This involves applying principles such as measurement, angles and spatial reasoning. Students must also consider practical challenges, such as ensuring each design is functional, safe and ADA-accessible. The emphasis on problem-solving and precision prepares students for careers in fields like engineering, architecture and design.

"The design phase is where students start to see how math isn't just a subject in the classroom," says Jennifer Bowling, geometry in construction teacher and math instructional leader. "It's a tool they can use to create something tangible and impactful."

Building phase: Turning plans into reality

Once designs are finalized, the project shifts to the technical education department, where students bring their blueprints to life. Using tools and techniques common in construction and woodworking, they construct the course elements with attention to detail and craftsmanship. This hands-on experience allows students to develop technical skills while reinforcing concepts they've learned in math and other courses.

"This phase teaches students the importance of precision and teamwork," says Corey Opper, technology education teacher. "They learn that every cut, measurement and decision contributes to the success of the final product."

Enhancement phase: Adding the finishing touches

Students in the residential skills and video production classes bring essential elements to life, making the holiday mini golf event more than just a course — it's an experience.

Students prepare festive refreshments, including cookies and hot chocolate, to provide a welcoming, warm atmosphere for guests. These contributions highlight their life skills while fostering a sense of community and holiday cheer.

Video productions students play a crucial role in promoting and documenting the event. From creating promotional materials that build excitement in the weeks leading up to the Holiday Open Community Night to capturing highlights of the event itself, their work ensures the story of the mini golf course resonates with a wider audience. Additionally, the art department creates painted backdrops on sheets that align with the theme of each hole, adding an extra layer of creativity and visual appeal. Their contributions help amplify the project's success, showcasing the creativity and hard work of all involved.

By combining these efforts, the special education and video productions students enhance the overall quality and reach of the event, transforming it into a community tradition that celebrates education and the holiday spirit.

The ripple effect: Skills that last a lifetime

The skills students develop through this project extend far beyond its December timeline. The hands-on, collaborative nature of the work equips them with competencies they'll carry into their future careers and lives, including:

Critical thinking. Students learn to adapt when plans don't go as expected, finding creative solutions to challenges.

Collaboration. Working across departments and with peers of diverse abilities fosters empathy and teamwork

Real-world applications. From using tools to solving problems, students see the direct relevance of their education.

"This project embodies the district's mission of preparing students for lifelong success," Principal Vollendorf says. "It's inspiring to see how much they grow and accomplish through this experience."

A tradition that builds community

While the project is deeply rooted in education, its impact extends far beyond the classroom. Over the years, the holiday mini golf course has become a cherished tradition in the Stevens Point community, culminating in a Holiday Open Community Night. Families, friends and neighbors are invited to experience the course while enjoying the festive atmosphere.

Donations of nonperishable food items or cash are welcomed, but not required, creating an atmosphere of inclusivity and generosity. For many attendees, the event has become a highlight of the holiday season.

"Our students light up when they see the community enjoying their work," Bowling says. "It's a powerful reminder of the impact they can have when they put their skills and effort into something meaningful."

"This project showcases the best of what public education can offer," she continued. "It's about more than just grades or tests — it's about creating opportunities for students to succeed in every sense of the word."

www.pointschools.net

Note: This article has been edited for space. To read the entire article see the Jan.-Feb. issue of School News at https://wasb.org/

Reprinted with permission from the January/February issue of Wisconsin School News, published by the Wisconsin Association of School Boards.

Building Futures at Wauwatosa East

Technology Education Department
Wauwatosa East High School

In a world where hands-on experience is key, Wauwatosa East High School's LAUNCH Construction Capstone program is equipping juniors and seniors with the tools they need to succeed. This innovative program, designed to bridge the gap between academic learning and practical application, offers students a unique opportunity to explore careers in the building trades alongside industry leaders while developing essential life skills.

"My Skilled Building Trades LAUNCH experience has given me the opportunity to cultivate my strengths and develop essential skills that will prepare me for my future unlike any other activity I have been able to participate in," student Isabelle Erickson said. "Through this program, I was able to work with a group of likeminded students on a project we were all passionate about. . . . It's the best experience I've had from any class in my schooling career and one that I feel truly taught me skills I will use in the future."

East offers its yearlong Construction Capstone program as a combination of three academic credits–Construction, Math for the Skilled Trades, and Mentoring. In the construction class, students work as a team to build a bathroom in the shop area of their classroom. Each bathroom unit includes components of masonry, carpentry, flooring, plumbing, electrical, HVAC, drywall, and roofing. Additionally, construction trade professionals support students through mentoring, hosting field trips, and coordinating job shadowing visits. This experience gives students the opportunity to learn directly from both union and merit-shop professionals and gain a full understanding of the professional field.

The Math for the Skilled Trades class then follows the bathroom project curriculum and reinforces the math skills required. The mentoring credit is awarded through successful completion of meeting with the program's industry mentors and the creation of a resume and LinkedIn profile.

"We think it's great to see Wauwatosa East's half-bathroom project appearing at more and more other schools throughout the Milwaukee area. We value the collaborative approach Mr. Griffie takes with us in the industry and we see how students are benefiting when they are looking to start their careers." Jim Anderson, lead Business Representative for NCSRCC, said.

By combining classroom instruction with real-world projects, the program not only prepares students for immediate entry into the workforce but also instills a foundation of confidence and competence that can have a lasting impact on them for the rest of their lives. Students interested in pursuing a career in the building trades also have an optional enrollment in the second semester program called the Industry Advisory, which is recognized by Wisconsin's Department of Workforce Development as a Certified Pre-Apprenticeship (CPA) program.

Industry Advisory takes place before school and helps establish the positive habit of showing up for work early. Students are trained in commercial framing and HVAC via the school's HVAC lab made possible through a partnership with three local businesses. In addition, students are set up with three job interviews in the trade of their choice, and juniors are able to find Youth Apprenticeships (YA), and seniors are able to find Registered Apprenticeships (RA), or jobs on the pathway toward RA, such as pre-apprenticeship or Construction Wireman (CW) positions. This ultimately leads to East's Industry Signing Day in May, a celebration of students signing job offers with various construction companies and industries.

"Collaborating with our local industry to establish our Construction program has allowed our students access to family-sustaining jobs after high school," Technology Education Teacher Craig Griffie said.

The goal of these programs is to prepare students to make decisions on what they want to do after high school and then let the industry train them accordingly through the YA and RA process. Students in the Construction Capstone class receive a Career Connections Level 3 certificate from the carpenter's union, which is redeemable for 500 hours of credit toward a RA program should they choose a career in carpentry. Additionally, students in the Industry Advisory receive a Wisconsin Department of Workforce Development Certified Pre-Apprenticeship certificate and OSHA 10 Construction Safety certificate.

"My time in LAUNCH gave me a variety of unique experiences," student Will York said. "Because of my time in the class, I was able to get an apprenticeship with a U.S.-based, top-25 builder, developer, and engineering services provider."

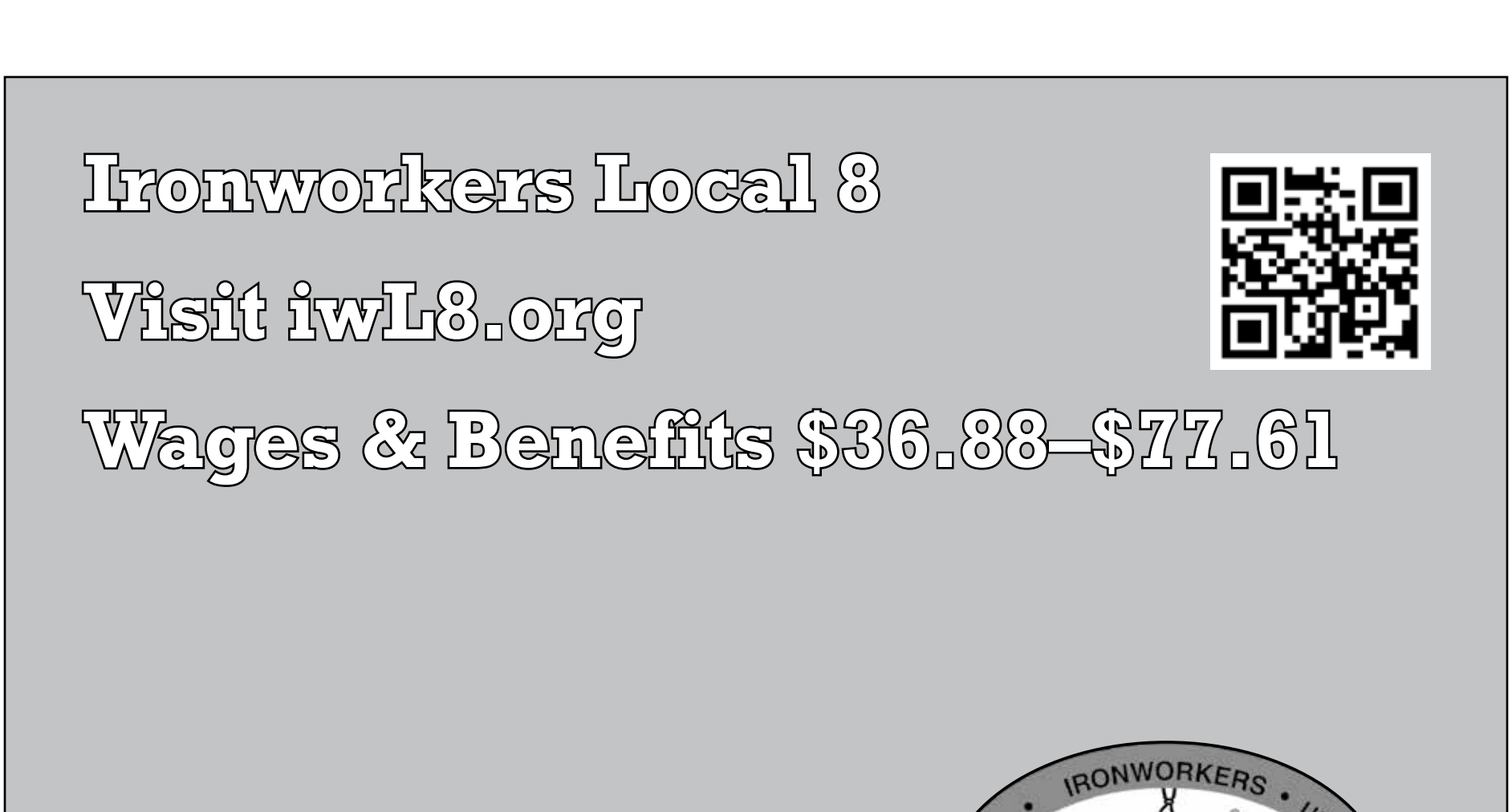
wauwatosa.k12.wi.us

Ironworkers Local 8

Visit iwL8.org

Wages & Benefits $36.88–$77.61

NOW HIRING



Fair Wages ■ Health Ins. ■ Annuity ■ Pension

Built for Success: Construction is Growing in Elk Mound

Bill Steinke
Elk Mound Area School District

The construction program at Elk Mound has been growing and continues to see student engagement at high levels. My name is Bill Steinke, and I am the construction teacher at Elk Mound High School. This is my second year at Elk Mound, but I am in my 22nd year of teaching, and it never gets old to see students wanting to explore and learn about a topic like construction in class. Other than my first year teaching, this has been a class I have taught my entire career. Construction is a semester class and in the past, we offered the class once a year. This year we have had a high level of interest with two sections. The fall class had 16 students and the spring semester has 10 students enrolled, grades 10-12th. We have an agreement with a nearby technical college for all of these students to receive a transcripted college credit. This has been very exciting to see our students get a head start on their post high school career endeavors.

The construction program also has been able to take a field trip to Build My Future Wisconsin that is offered at the St. Croix County Fairgrounds in Glenwood City. All students in construction were in attendance and this was open to 9-12 grade students in our Technology and Engineering classes offered at Elk Mound. Our school had 90 students in attendance, and we took two full buses to the event. The Build My Future Wisconsin event allows for students to have a hands-on and very interactive experience in the construction field. Students have the entire fairground to explore topics like framing, electrical, concrete, tree trimming, related welding, and much, much more. Students pick what displays, equipment operations, and learning labs they want to explore. Students even get a chance to talk to people in the field to network with industry representatives, tech schools, and apprenticeship/journeymen. They were even given a shirt (neon green) to been seen clearly at the event and as well as other goodies they gathered from vendors.

In our construction program, students will get to learn the basics to more advanced concepts in construction. For example students will learn to measure accurately, general blueprint reading, power tool operations, potential careers, and dimension lumber to more advanced concepts like estimating, framing walls/stairs/roofs, to finish work like vinyl siding, metal work like soffits and door installations, plus more. Each year the program is getting stronger, with more learning opportunities for students to succeed in if they choose this for a career.

Projects we have done include:

- Stair and deck framing. We built 5 of them in class to be delivered and used locally.
- We also are building a storage shed that is 8' x 8' with a pull-down door in the front for a local community member.
- We even had a chance to have a local contractor come demonstrate how to pour stamped concrete “cookies”. We had industry speakers come in to talk to the class about industry demands and what it is like to run your own company.

I am so thankful for all of the support given to the program by the college, local industry/community partners, and our supportive district that wants to see students engage and flourish as they explore the many career opportunities in the construction field.

www.elkmound.k12.wi.us

Bridges Construction & Renovation

Bridges Construction & Renovation is an educational pathway within the Green Bay Area Public School District that offers students a community-based, hands-on learning experience in the construction and renovation industries.

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.

Throughout the one-year Bridges program, students work together to complete a hands-on project, attending class at West High School for approximately two days per week and working on-site for three hours a day for three days per week. Students earn three high school elective credits and five credits from a local technical college in the areas of introduction to carpentry, floor framing systems and building codes.

Bridges students also have the opportunity to receive OSHA 10 certification. OSHA is the Occupational Safety and Health Administration, and is responsible for worker safety and health protection.

Upon completion of the program, students are prepared for an apprenticeship, future education and in-demand careers such as architecture, construction, engineering and the military.

Beyond skills building, the program provides an opportunity for students to make a positive impact on their community by building and renovating safe, affordable housing.

For the 2024-25 school year, Bridges students are working on a new home build at 929 N Broadway on Green Bay’s west side and a new home at the corner of Irwin and Walnut Streets on Green Bay’s east side, in partnership with NeighborWorks Green Bay.

Past Projects:

For the 2023-24 school year, Bridges students built new home builds at 1162 and 1164 Day Street on Green Bay’s east side, in partnership with NeighborWorks Green Bay.

Both homes are three bedroom, two bathroom homes. 1162 Day Street is 1391 sq ft, including a bedroom and bathroom in the basement. 1164 Day Street is 1362 sq ft with all rooms on the first floor. The basement is completely unfinished, but an egress window was installed so a future owner could add additional living space in the basement.

For the 2022–23 school year, Bridges students worked on two new home builds, including a house at 421 4th St. in Green Bay in partnership with NeighborWorks Green Bay. The site was previously a vacant lot.

The new single family home has three bedrooms and two baths. The students built a 24' x 24' detached garage. Students will worked on the floor, walls, framing, siding, roofing and finished carpentry of the home. Because these homes have a smaller footprint, students had the opportunity to do more roof framing, most of the drywall, and most of the finished carpentry.

If you have any questions about Bridges Construction & Renovation, call West High School at (920) 492-2600 or email Chris Ziegler cjziegler@gbaps.org.

Bridges Construction & Renovation website: https://west.gbaps.org/quick-links/bridges-construction-renovation

www.gbaps.org

Elkhorn YouthBuild — When We Build Good Things, they End Up Building Us

Elkhorn Area School District

The Elkhorn YouthBuild (EYB) was born during a global pandemic. This was not the ideal year to start a building construction program with Department of Labor funding. Through a series of growing pains, the Elkhorn YouthBuild is a recognized building construction program servicing students the ages of 16-19 with varying skills and abilities. By successfully writing two grants to the Department of Labor YouthBuild Grant Program, the Career and College Academy, a 9-12 public charter school in Elkhorn, Wisconsin, has been awarded over $1.6 million dollars, constructed two homes with community partners, and engaged over 70 students in learning the building trades, earning industry-recognized certifications, and obtaining employability skills. These student outcomes are intentional in the design of the Elkhorn YouthBuild, and in order for our students to achieve success, we need to partner with local communities, employers, economic development organizations, and technical colleges.

During the semester long experience, a cohort of approximately 10 students complete their core academic classes in the morning and attend the Elkhorn YouthBuild in the afternoon. On Monday's the students participate in career and workforce development activities. The EYB uses the "Bring Your 'A' Game" employability skills curriculum along with Xello to drive their career development. We embed career-based learning experiences that range from resume development, mock interviews, employer visits, job shadow, and guest speakers. In addition, all of our students complete AED, CPR, and First Aid training, while earning OSHA 10, National Center for Construction Education and Research, Department of Workforce Development Pre-Apprenticeship, and Department of Public Instruction Employability Skills certifications. The intentionality to the design and structure of the program results in our students developing a network, ensuring our graduates are career ready, and on-going support of our students after their graduate. Students must complete one year of follow-up with our Job Developer.

The people and relationships are the program. Our program includes the Job Developer, Construction Managers, Program Coordinator, and Support Service. This team meets regularly, remains in contact with our partners, and monitors student progress towards the grant outcomes. The relationships the EYB has fostered has allowed students to engage in mentoring and experiential learning. From Habitat for Humanity to the ABC Builders, the program is only as good as the people connected to the students. This was exemplified when a local municipality reached out, measured out interest in purchasing a piece of property, and worked with our school district and Habitat for Humanity

Walworth to acquire and construct a new home for a family of five.

Finally, the results speak for themselves. The EYB has engaged numerous professional organizations, county programs, economic development organizations, and technical colleges to invest in the next generation of talent. Our program alumni are plumbers, HVAC technicians, electricians, manufacturers, home builders, security guards, Registered Apprentices, etc. The program is an investment in our students, and it has become an investment into our county and community. The students will return to a construction site in twenty years and say to their children, "I built that." Our students allow families who would not qualify for a traditional home to find residence in affordable housing that is built by our kids for our families!

www.elkhorn.k12.wi.us

Wilmot Tech Ed Program Prepares Students for Real-World Success

Wilmot Union High School

Wilmot Union High School's Tech Ed program is shaping the future of students by offering hands-on learning experiences in a variety of fields. With specialized courses in automotive, construction, drafting & design, engineering, metals/welding, and woodworking/cabinetmaking, students gain valuable skills that extend beyond the classroom. Additionally, extracurricular clubs like ESports and SkillsUSA provide further opportunities for growth and competition.

Building a Strong Foundation in Construction

The Construction program at Wilmot features three courses that provide students with hands-on experience in residential construction:

- Building Construction I introduces students to the phases of residential construction, including foundations, framing, roofing, and electrical work. Many projects benefit the community by partnering with local clients.
- Building Construction II focuses on advanced residential construction. Students have been prefabricating garages for Habitat for Humanity in Kenosha for four years.
- Geometry in Construction, co-taught by a math teacher, applies real-world math concepts through construction projects that support the community.

Students in the construction program have worked on a variety of impactful projects, including:

- 7 garages and 1 house for Habitat for Humanity
- Concession stands, ticket booths, and scoring booths for WHS and Kenosha County Fairgrounds
- Bee Chalets with solar-powered climate control for a Bee Migration Study
- Tiny bunkhouses for a local camp serving underprivileged youth

Mastering the Craft of Woodworking & Cabinetmaking

The Woodworking and Cabinetmaking program at Wilmot offers four courses that take students from beginner to advanced levels:

- Woodworking I introduces students to tools, techniques, and safety while they create projects like laser-engraved signs, cutting boards, and peg racks.
- Woodworking II builds on those skills with a focus on craftsmanship and joinery, featuring projects like frames, toolboxes, clocks, and nightstands.
- Cabinet & Furniture Design & Construction allows students to design and build custom heirloom-quality furniture, focusing on advanced woodworking techniques and material management.
- Advanced Cabinetmaking/Furniture Design & Construction gives students the opportunity to further refine their skills in high-level cabinetmaking and furniture design.

Real-World Experience That Makes a Difference

At Wilmot, students are not just learning—they are applying their skills in ways that benefit the school and community. From building homes and furniture to supporting environmental research, Wilmot's Tech Ed students graduate with practical, hands-on experience that prepares them for future careers in the trades, engineering, and design.

With a commitment to skill development, innovation, and community service, the Wilmot Tech Ed program is a powerful example of how education can bridge the gap between the classroom and the workforce.

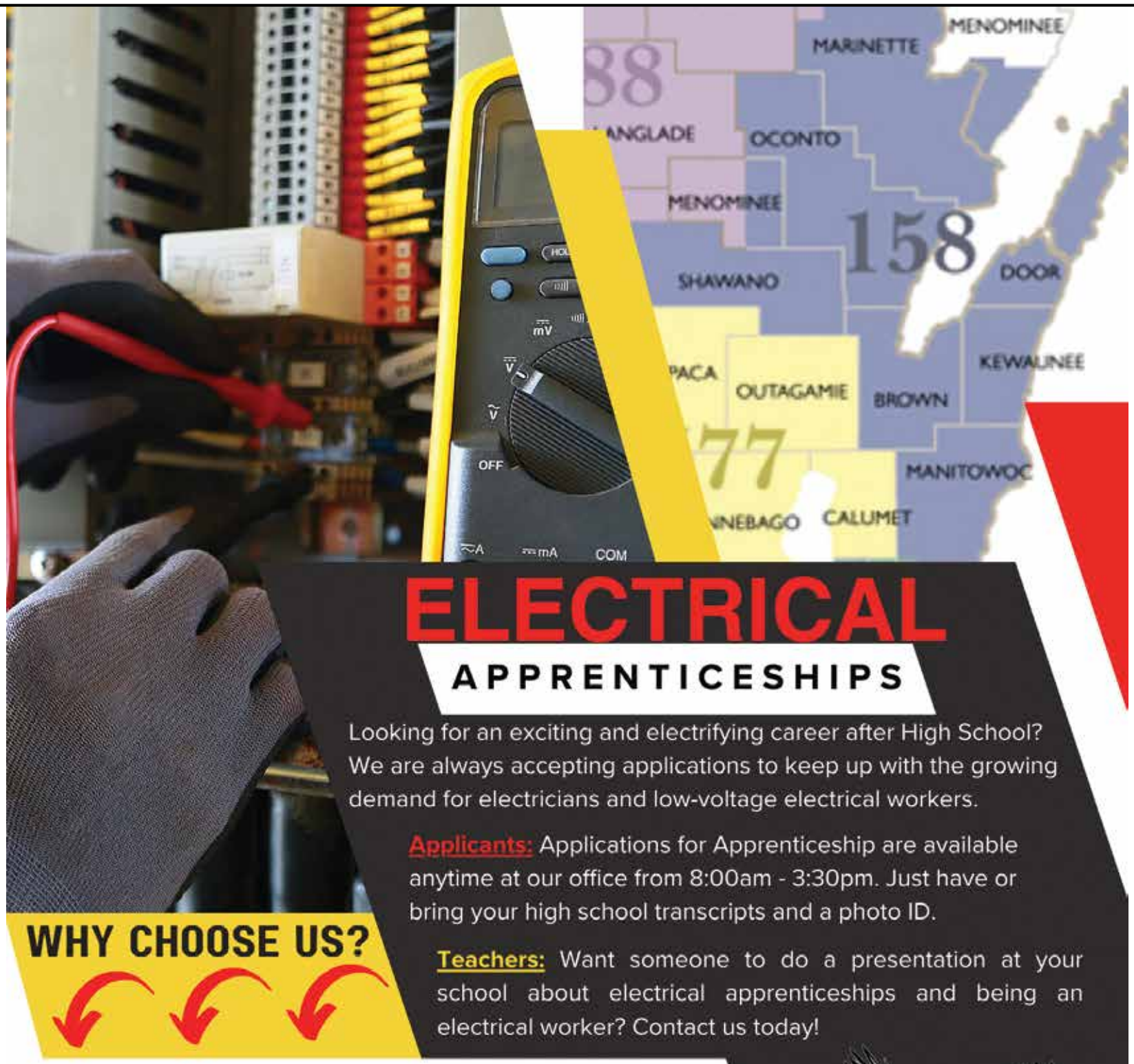
wilmothighschool.com

Building Success Inside Brown Deer High School Continued from Page 1

these products to customer specifications. This school year, students have made wooden pendants, earrings, and home decor for a craft fair. In previous years, students have assembled and wired speakers and created laser engraved wooden pens. BDHS has also been the lucky beneficiary of numerous creations! Projects for the school include a wrestling award podium and two custom benches. The benches were designed with laser-engraved falcons to represent the school's mascot. Falcon Enterprises promotes and enhances our students' business skills in addition to their technical skills. Students sharpen their communication, customer service and marketing skills inside of each project.

All of these incredible projects and programs are helped made possible by our wonderful industry partners! Industry professionals representing the electrical, steamfitters, operating engineers, plumbers, and carpenters' unions have visited our construction and metals classes thus far, with planned visits from numerous other trades. BDHS is grateful for all industry leaders who take their time to support our students through demos, financial donations or offering job opportunities! We look forward to watching our TechEd program continue to grow and build upon its success!

browndeerschools.com



ELECTRICAL
APPRENTICESHIPS

Looking for an exciting and electrifying career after High School? We are always accepting applications to keep up with the growing demand for electricians and low-voltage electrical workers.

Applicants: Applications for Apprenticeship are available anytime at our office from 8:00am - 3:30pm. Just have or bring your high school transcripts and a photo ID.

Teachers: Want someone to do a presentation at your school about electrical apprenticeships and being an electrical worker? Contact us today!

WHY CHOOSE US?

- Paid Training
- Quality Education
- Industry Leading Wages
- In Demand Career
- Minimal Educational Cost
- Job Security
- Employer Paid Retirement
- Employer Paid Health Insurance

Make **$325,995** over the course of our apprenticeship or Spend **$120,032** for a Bachelors Degree!

CONTACT US: organizer@ibew158.com 920-432-0158 ext 4

Green Bay Electrical Workers
2970 Greenbrier Road Green Bay, WI 54311
www.IBEW158.com

IBEW LOCAL 158 GREEN BAY ELECTRICAL WORKERS

CNA Students Making a Difference

Potosi School District

Many students want the opportunity to find a job while still in high school, which could also look good on their resumes for future jobs. One job that many students have found and have been very successful at is being a CNA. I interviewed three Potosi High School students, Lily Zenz, Haylie White, and Ava White, who have each gone through the CNA certification process, to get an inside look at what it takes to be a CNA.

The first question I asked was why they chose to become CNAs. Haylie said, "I decided to be a CNA because my sister, my mom, and a few other family members all work at Bethany Homes Retirement Center, and I kind of always knew that I was gonna do that at some point." Lily explained that she decided to do it because of the career she was going to pursue, which was ultrasound tech. Ava simply said, "I enjoy helping people."

Being a CNA can be a tough task, but these students are up for the challenge. "You do a lot of personal care for the residents such as helping them get dressed, helping them eat, helping them get out of bed, and helping them with daily hygiene," stated Ava. Lily said, "I make sure to help the residents do whatever they need that they are unable to do themselves." Haylie has a CMA (Certified Medical Assistant) certificate so she can pass medications to the residents, but she also helps with the CNA work as well.

Lily, Haylie, and Ava all enjoy being CNAs. "Making memories with people is my favorite part," said Lily. Haylie added, "There are so many funny stories I have of being a CNA, and I like it a lot." Ava also said she likes it but, "It can be sad to see some of the things that happen." Lily said, "I make strong connections and relationships with the residents. It is really emotional and can be hard on the residents if they don't have any family." Lily, Haylie, and Ava all agreed that the worst part was when a resident passes away.

In the future, Haylie will continue to take classes towards becoming a registered nurse, or RN. "I already have my CNA and CMA certificates. I want to go further and become a traveling nurse." Ava plans to continue to stay in the medical field for college. "I really enjoy helping people," stated Ava. Lily is choosing a different route and has decided to become a pilot.

www.potosisd.k12.wi.us

57 Wisconsin Teachers Achieve National Board Certification

Congratulations to the Wisconsin teachers who recently achieved National Board Certification (NBCT), the highest level of certification in the teaching profession.

Established in 1987, 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.

What are the benefits of being an NBCT in Wisconsin?

Financial Incentives

After the initial year of certification, Wisconsin NBCTs are eligible to receive annual grants of $2,500, or $5,000 for those teaching in high-need schools, for the remainder of their National Board certification. Visit the DPI website for more information about eligibility requirements.

State Recognition

The state's Master Educator license is based on National Board Certification. NBCTs may apply for a Wisconsin Master Educator license in their certification field, as long as they have completed an approved teacher preparation program in the field.

Completion of the National Board Certification process, regardless of achievement, substitutes for the Wisconsin Teacher License Renewal requirements.

Educational Credits

Universities frequently provide graduate credit to teachers pursuing National Board Certification. Check with your local university to see if graduate credit is a possibility for you.

Leadership Opportunities

Board certification can enable teachers to take on leadership roles—such as mentoring, leading professional development efforts, and advocating for policy changes—that allow them to advance their careers while staying in the classroom.

Wisconsin National Candidate Support Network.

Contact person: *Wendy Sondrol-NBCT Renewed* sondrwe@gmail.com

https://dpi.wi.gov/licensing/apply-educator-license/nbpts

Congratulations on Your Certification!

Lauren Bartel — English Language Arts/Early Adolescence, *Merton Community School District, Merton, WI*

Jesse Baumgart — Music/Early and Middle Childhood, *Oconto Falls Public Schools, Abrams, WI*

Heidi Beatty — Generalist/Early Childhood, *Madison Metropolitan School District, Madison, WI*

Brittany Curtin — Generalist/Early Childhood, *School District of Reedsburg, Reedsburg, WI*

Jaymi Dake — Literacy: Reading-Language Arts/Early and Middle Childhood, *Wisconsin Rapids Public Schools, Wisconsin Rapids, WI*

Jessica Dotson — Literacy: Reading-Language Arts/Early and Middle Childhood, *West Allis-West Milwaukee School District, West Allis, WI*

Jenna Edwards — Generalist/Middle Childhood, *Madison Metropolitan School District, Madison, WI*

Kelly Feltz — Literacy: Reading-Language Arts/Early and Middle Childhood, *Racine Unified School District, Racine, WI*

Bryan Fonferek — Mathematics/Early Adolescence, *Oconomowoc Area School District, Oconomowoc, WI*

Lindsay Garcia — Literacy: Reading-Language Arts/Early and Middle Childhood, *Racine Unified School District, Racine, WI*

Michelle Garcia — English as a New Language/Early Adolescence through Young Adulthood, *West Bend School District, West Bend, WI*

Thomas Gard — Music/Early Adolescence through Young Adulthood, *Whitefish Bay School District, Whitefish Bay, WI*

Dennis Haakenson — Career and Technical Education/Early Adolescence through Young Adulthood, *Oregon School District, Oregon, WI*

Margaret Hangos — Social Studies-History/Adolescence and Young Adulthood, *School District of Menomonee Falls, Menomonee Falls, WI*

Brett Hartman — English Language Arts/Adolescence and Young Adulthood, *West Bend School District, West Bend, WI*

Candace Helling — Exceptional Needs Specialist/Early Childhood through Young Adulthood, *Grafton School District, Grafton, WI*

Kathryn Hintz — Exceptional Needs Specialist/Early Childhood through Young Adulthood, West Bend School District, West Bend, WI

Cassandra Hoch — Generalist/Middle Childhood, *Nekoosa School District, Nekoosa, WI*

Maryjane Holmen — Generalist/Early Childhood, *Osseo-Fairchild School District, Osseo, WI*

Candis Holtz — Mathematics/Adolescence and Young Adulthood, *Oconto Falls Public Schools. Oconto Falls, WI*

Nathan Holtz — Literacy: Reading-Language Arts/Early and Middle Childhood, *Edgar School District, Edgar, WI*

Mary Hoof — Social Studies-History/Early Adolescence, *Wonewoc Center School District, Wonewoc, WI*

Matthew Ingish — Physical Education/Early Adolescence through Young Adulthood, *Franklin Public School District, Franklin, WI*

Denise Johnson — Generalist/Early Childhood, *Platteville School District, Platteville, WI*

Sarah Jones — Exceptional Needs Specialist/Early Childhood through Young Adulthood, *Nekoosa School District, Nekoosa, WI*

Lori Krieger — Generalist/Middle Childhood, *Wisconsin Dept of Public Instruction, Milwaukee, WI*

Leigh Marmes — Science/Early Adolescence, *Oshkosh Area School District*

Jennifer McVay — Literacy: Reading-Language Arts/Early and Middle Childhood, *Racine Unified School District, Racine, WI*

Erika Molitor — Physical Education/Early and Middle Childhood, *School District of Reedsburg, Reedsburg, WI*

Alisha Neinfeldt — Social Studies-History/Early Adolescence, *Chippewa Falls Area Unified School District, Chippewa Falls, WI*

James Nelsen — Social Studies-History/Adolescence and Young Adulthood, *Milwaukee Public Schools, Milwaukee, WI*

Olivia Nelson — English Language Arts/Adolescence and Young Adulthood, *Chippewa Falls Area Unified School District, Chippewa Falls, WI*

Kathryn Nesemann — Music/Early Adolescence through Young Adulthood, *Kaukauna Area School District, Kaukauna, WI*

Abbey Nuoffer — Literacy: Reading-Language Arts/Early and Middle Childhood, *Racine Unified School District, Racine, WI*

Mariah Peotter — Literacy: Reading-Language Arts/Early and Middle Childhood, *Kaukauna Area School District, Kaukauna, WI*

Jennifer Pfeffer — Literacy: Reading-Language Arts/Early and Middle Childhood, *Racine Unified School District, Racine, WI*

Melissa Plank — Mathematics/Adolescence and Young Adulthood, *Oconto Falls Public Schools, Oconto Falls, WI*

Jesse Pukrop — Generalist/Middle Childhood, *Chippewa Falls Area Unified School District, Chippewa Falls, WI*

Kali Restivo — School Counseling/Early Childhood through Young Adulthood, *Holy Hill Area School District, Richfield, WI*

Mary Retzlaff — Generalist/Middle Childhood, *School District of Omro, Omro, WI*

Continued on Page 16

57 Wisconsin Teachers Achieve National Board Certification

Continued from Page 15

Rachel Rosso — Generalist/Middle Childhood, *Chippewa Falls Area Unified School District, Chippewa Falls, WI*

Michelle Sasse — Literacy: Reading-Language Arts/Early and Middle Childhood, *Platteville School District, Platteville, Wi*

Samantha Scheffer — Generalist/Early Childhood, *Osseo-Fairchild School District, Osseo, WI*

Rebecca Schmitz — English Language Arts/Early Adolescence, *Oconomowoc Area School District, Oconomowoc, WI*

Sarah Schultz — School Counseling/Early Childhood through Young Adulthood, *Green Bay Area Public School District, Green Bay, WI*

Theresa Smith — Literacy: Reading-Language Arts/Early and Middle Childhood, *New London School District, New London, WI*

Joshua Stanton — Mathematics/Adolescence and Young Adulthood, *Highland School District, Highland, WI*

Amanda Struckmeyer — Library Media/Early Childhood through Young Adulthood, *Middleton-Cross Plains Area School District, Verona, WI*

Amber Teale — World Languages/Early Adolescence through Young Adulthood, *Arcadia School District, Arcadia, WI*

Erin Thomson — Generalist/Early Childhood, *Elmbrook School District, Brookfield, WI*

Kathryn Tucker — Generalist/Early Childhood, *Laona School District, Laona, WI*

Taylor Tuma — Generalist/Early Childhood, *Kaukauna Area School District, Kaukauna, WI*

Isaiah Tyree — Social Studies-History/Adolescence and Young Adulthood, *Elmbrook School District, Brookfield, WI*

Jennifer Wampole — Literacy: Reading-Language Arts/Early and Middle Childhood, *Glendale-River Hills School District, Glendale, WI*

Stephanie Wampole — Literacy: Reading-Language Arts/Early and Middle Childhood, *Shorewood School District, Shorewood, WI*

Amber Yerkey — Physical Education/Early Adolescence through Young Adulthood, *New London School District, New London, WI*

Kari Young — Physical Education/Early Adolescence through Young Adulthood, *University School of Milwaukee, Milwaukee, WI*

Hamilton School District Educator Nominated for National LifeChanger of the Year Award

Hamilton School District

Hamilton School District Instructional Coach Nicole O'Connor has been nominated for National Life Group's 2024–25 LifeChanger of the Year award. LifeChanger of the Year recognizes and rewards the very best K-12 educators and school district employees across the United States who are making a difference in the lives of students by exemplifying excellence, positive influence, and leadership.

Middle school is a challenging time for many students. The transition to sixth grade was particularly tough for the anonymous student who nominated O'Connor. "Ms. O'Connor was a beacon of support, turning a challenging time into a positive experience. She noticed my struggles and helped build my confidence, showing me that learning at my own pace was a strength," recalls the student.

The student says she found solace in O'Connor's classroom, where engaging in math activities fostered a judgment-free learning environment. Initially hesitant to ask questions, the student found O'Connor approachable and encouraging. O'Connor provided unwavering support to the student. Her impact is evident in the student's improved performance and her nomination for the Templeton Middle School Principal Pen Award.

Assistant Superintendent of Teaching & Learning Cathy Drago says O'Connor is extremely deserving of this award. "Ms. O'Connor is unwavering in her commitment to supporting all students and ensuring their success. Every school community deserves an educator like Niki, who goes above and beyond to inspire and empower each student she serves."

www.hamilton.k12.wi.us

Six Wisconsin Math and Science Educators Named Among Best in the Nation

Six Wisconsin educators have been recognized by the White House as among the best math or science teachers in the country.

Established in 1983, the Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) is the highest award K-12 math and science teachers can receive from the U.S. government. Recipients of the Presidential Award represent the best of STEM education—demonstrating deep content knowledge of the subjects they teach and the ability to motivate and enable student success.

In addition to receiving this national honor, each Presidential Awardee receives:

- A certificate signed by the President of the United States
- A $10,000 award from the National Science Foundation
- An all-expenses paid trip to a recognition event, which includes an award ceremony and opportunities to meet with policymakers in a series of professional development activities
- Access to the alumni network and the opportunity to build lasting partnerships with colleagues across the nation

These Wisconsin teachers are the awardees for their respective year. Congratulations!

2021

- **David Ebert** — Oregon High School (Mathematics)
- **Kristin Michalski** — East Troy High School (Science)

2022

- Mark **Bussian** — Token Springs Elementary School (Mathematics)
- **Suzanne (Suzy) Zietlow** — Discovery Charter School – Columbus (Science)

2023

- **Erin Schroeder** — Waunakee Community High School (Mathematics)
- **Cindy Stetzer** — Gale-Ettrick-Trempealeau High School (Science)

UNIVERSITY OF WISCONSIN
MILWAUKEE | School of Education

Advance your career
as a teacher, administrator, counselor, researcher or community leader!

Curious about advancing your career or discovering a new direction? Move forward with a graduate degree from UW-Milwaukee's School of Education. You'll cultivate the professional knowledge and skills needed to pursue your passion and prepare for new opportunities.

EXPLORE OUR GRADUATE PROGRAMS:

- Curriculum & Instruction
- Educational Psychology
- Administrative Leadership
- Cultural Foundations of Education
- Exceptional Education

Talk with an advisor today!
soeinfo@uwm.edu
414-229-4721

UWM.EDU/EDUCATION

Two of Superior School District's Administrators Awarded Statewide Honors

During the first general session on January 22nd, WASDA President Michelle Jensen recognized a pair of Superior administrators. Dr. Amy Starzecki was named the 2025 Wisconsin Superintendent of the Year, and Matt Amerson was named the 2025 AWSA Associate Principal of the Year. The Superior Administrators were just two of the many who were honored by the state.

Dr. Amy Starzecki

District Administrator for the School District of Superior, Wisconsin's Superintendent of the Year:

Dr. Starzecki has over 20 years of experience in various educational leadership roles across small, medium, and large school districts. She is being recognized for her role in increasing graduation rates and overall student achievement throughout the district's schools

Dr. Starzecki initially entered the field of education as a school psychologist, later taking on roles as a special education coordinator and principal. Prior to her position in Superior, she served as an assistant superintendent with the Duluth Public Schools, where she further honed her leadership skills.

With her focus on increasing graduation rates and overall student achievement, Dr. Starzecki has forged strong partnerships with families, students, staff, and community organizations. Her collaborative approach underscores her commitment to supporting all student populations within the district.

As district administrator, Dr. Starzecki prioritizes building effective community partnerships to enhance the educational landscape for the children of Superior. She actively collaborates with a variety of organizations at local, regional, and state levels to advocate for public schools and the community.

"I am truly honored to receive this recognition. This is a result of the work of our amazing educators and students in the School District of Superior," Dr. Starzecki said. "Each day, it is a privilege to serve such an incredible community, and I am proud of what we have accomplished together these last seven years."

"We would like to express our sincere congratulations to Dr. Amy Starzecki for this tremendous honor," said Steve Olson, president of the Superior Board of Education. "She has demonstrated an ability to build strong relationships and clearly understands how important collaboration is with her administrative team, board members, teaching and support staff, and our students, parents, and the greater community. Amy has long strived to make the School District of Superior the best in the state and continues to take on tasks, no matter how big or small, to reach that goal."

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

Matthew Amerson

Assistant Principal, Superior High School, Wisconsin High School Associate Principal of the Year:

For the past three years, Amerson has served as assistant principal at Superior High School, where he helps lead approximately 1,200 students and nearly 200 teachers and staff members.

During his time as assistant principal, Amerson has prioritized efforts in areas such as student perception and inclusion, wellbeing and mental health, and crisis de-escalation. He was also instrumental in rebuilding the school's Positive Behavior Interventions and Supports team to support a positive school climate and incorporate student voice in decision making.

"Mr. Amerson exemplifies the dedication that associate principals demonstrate daily to drive positive change in our schools," said Jim Lynch, executive director of AWSA. "We are incredibly proud to honor him as our High School Associate Principal of the Year. This is a well-deserved award that recognizes his outstanding work on behalf of his school community in Superior."

Amerson facilitates various initiatives to promote student inclusion and empowerment, including monthly student voice sessions, a student problem-solving committee, and a mentorship program that pairs seniors with incoming first-year students. As a Crisis Prevention Institute instructor, he trains staff on verbal de-escalation skills and other nonviolent crisis intervention techniques. He also oversees the special education department and serves as an administrative partner for the advisory team.

"Matt is a self-directed and compassionate leader who possesses excellent communication skills. He has taken the initiative to lead our PBIS and Advisory teams, which has resulted in a positive transformation of our school culture and safety," said Aaron Fezzey, principal of Superior High School. "His leadership and ability to bring students and staff together has created a collaborative environment and has helped to make our school a great place to learn and work."

"Thank you to AWSA for spotlighting a truly outstanding associate principal," said Dr. Amy Starzecki, superintendent of the School District of Superior. "This well-deserved award celebrates Mr. Amerson's unwavering commitment to the success of our students. This is a big point of pride for our entire educational community."

The Wisconsin Associate Principal of the Year program recognizes associate principals whose leadership has resulted in improved student learning, instructional collaboration, and a safe and positive school environment. Nominations are accepted from teachers, parents, principals, and others across Wisconsin. Selection criteria include a commitment to personal excellence, collaborative leadership, personalization, curriculum, instruction and assessment, and serving as an established and respected community member.

Courtesy of the Wisconsin Association of School District Administrators

www.superior.k12.wi.us

ONLINE TEACHER LICENSING
ACCELERATED CERTIFICATIONS

University of Wisconsin
Stevens Point
STEVENS POINT • MARSHFIELD • WAUSAU

Paint a picture of YOUR future and make your move into the classroom to enhance your educational goals with accelerated teacher licensing programs!

Program Benefits

- Course completion for licensure in 2 years.
- 100% online, with the exception of in-person clinical experiences.
- Master's in Education can be completed with an additional 3 credits.
- Free Foundation of Reading Test workshops and online training.

Ideal for those who have a non-teaching bachelor's degree and are either teaching with a license with stipulations (emergency license), or want a career change to impact students.

100% ONLINE

Available Programs

Elementary Education
Family and Consumer Sciences
Special Education

Ranked #2 Best College in U.S. for Education Majors by Study.com

Learn more: uwsp.edu/teachingtoday


EXPAND YOUR
IMPACT
ADD A LICENSURE
Whether you are looking for a BACHELOR'S + LICENSE, MASTER'S + ADD-ON LICENSE, or POST-BACCALAUREATE options, Concordia is here to help you take the next step in your educator journey. With multiple start dates and 100% online courses, you can customize your degree to fit
LEARN MORE

SPRING/SUMMER 2025

TRANSPORTATION TODAY WI™

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

YOUR WISCONSIN TRANSPORTATION CONNECTION

Ozaukee High School's Automotive Program on the Rise

Matt Zavada
Principal, Ozaukee High School

Ozaukee High school is a small, rural school of about 200 students in the Northern Ozaukee School District located in Ozaukee County. It is accurate to say that we have a track for all students no matter what their goal may be upon graduation, and the demographics of our clientele shows that we must offer several options. For instance, nearly half of the graduating class of 2024 went on to an apprenticeship, two-year tech school, or joined the workforce. Our programming allows for all students to develop necessary skills to achieve success in their desired career choice or schooling option. We often refer to this as the "Path of a Warrior".

The automotive program at Ozaukee really began to take shape in the summer of 2023, when our first auto lift was installed in our shop. A second lift and overhead door installed in the summer of 2024. This was largely made possible due to donations from community organizations, fundraising efforts, and a large donation from the Ozaukee High School Class of 1967.

CTE teacher Travis Kornely stated, "It's an important skilled trade with a shortage of quality workforce. Mechanics have to be knowledgeable in so many areas, and to have this resource in our school to offer our students is a gamechanger." Additionally, Mr. Kornely also states that "the sole fact that everyone is going to own a vehicle" is reason enough to have some basic training in automotive mechanics.

The current course offerings in our Automotive program includes two courses that are currently open to juniors and seniors, but we may be looking to expand the offering to the sophomores due to the popularity of the program. Those courses include Auto Service 1 and Auto Service 2.

Auto Service 1 is a course that covers tools, safety, employability skills, general service tasks, tire service, vehicle alignment, and 2 ASE areas of Electrical Systems and Service and Engine Performance. This course is an excellent way for students to gain an introduction to inspection, identification and basic maintenance of vehicles. Auto Service 2 continues with the coverage of the ASE areas but focuses more on suspension, steering, and brakes. Students will also be given the opportunity to use the scan tools and diagnostics of vehicles.

Our students have gained experience in these courses by performing basic maintenance on staff vehicles, live work, teacher demos, and staged labs presented in the shop. Students that complete these courses have the opportunity to earn Industry Recognized Certifications (IRC) through examination and performance assessments in SnapOn and ASE Entry-Level. Every IRC that a student earns is indicated on the student's transcript to be recognized by both colleges and employers.

The automotive program at Ozaukee has grown significantly in the last two years. Travis Kornely believes that students take an interest in the program because auto mechanic work is "like a puzzle, trying to figure out a problem, diagnosing, fixing it, and sending it out of the shop working, it's satisfying." If the program continues at the pace in which it is growing there may be a possibility of creating an Auto Service 3, which may offer more independent work for motivated students. There is a high level of pride in this program from both our District and our community. Please feel free to visit our website and connect with us if you would like to talk further about our programming.

www.nosd.edu

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

Operating Engineers 139 ➔ Fabick Cat/Fabtech ➔ Wisconsin Ready Mixed Concrete Association
Wisconsin Asphalt Pavement Association ➔ Gandrud Auto Group ➔ Blackhawk Technical College
Bergstrom Auto Group ➔ CAUV Flight Academy ➔ Western Technical College

Wisconsin Ready Mixed Concrete Association

READY-MIX CONCRETE DRIVER

EXCITING CAREER OPPORTUNITY

Qualifications

- High school diploma or GED equivalent
- Class B or A Commercial Driver License
- Safe driving record
- Positive attitude and good communication skills

Benefits

- Competitive Wages
- Home every night
- Diversity of projects
- Fast-paced career
- Technology based

www.wrmca.com

CONCRETE - How *ideas* GET built

TRANSPORTATION TODAY WI™

PUBLISHER/EDITOR: Renee Feight

EDITORIAL: Andria Reinke

PAGE COMPOSITION: Andrew Clausen

WEBMASTER: Scott Bayerl

Please direct articles, advertising, questions or comments to:

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

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

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

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

IN THIS ISSUE

ARTBA American Road & Transportation Builders Association

Student Transportation Video Contest

The 25 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 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 transportation construction career opportunities.

ARTBA's Research & Education Division (RED) sponsors the contest which 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.

First prize in each category is $500 and second place in each category is $250. Videos should be no longer than 2½ minutes and feature audio

Deadline: Video Submission Deadline: June 2, 2025
Website: artbatdf.org/scholarships-awards/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.

View previous Contest Winners at:

artbatdf.org/scholarships-awards/student-video-contest

Congratulations to our 2024 Video Contest Winners!

"CHIP: The Future of City Management" by 12th Grader Andrew Cabbage explored the role of cars in our society and what the future of mobility could look like in urban areas, citing recent strategies in Seattle, New York, and Chicago.

"The Importance of Infrastructure Investment in the United States," was submitted by Cassandra Rondinella, who is working on her Master of Arts in Education at Baldwin Wallace University. Ms. Rondinella is also a library media specialist for the Akron Public School system.

Skill Improvement and Apprenticeship Fund

Operating Engineers 139

In today's rapidly evolving construction industry, skilled labor is more essential than ever. Recognizing this demand, our apprenticeship program has actively engaged with the Highway Construction Skills Training Program to provide comprehensive training and development opportunities for the next generation of construction workers. This partnership has not only enhanced our apprenticeship offerings but has also contributed significantly to the infrastructure development of our communities.

Our involvement in the Highway Construction Skills Training Program started with a shared vision: to bridge the gap between educational training and real-world application in the highway construction sector. By collaborating on curriculum development and training sessions, we've ensured that our apprentices receive industry-relevant skills that are crucial for success in construction jobs, particularly in highway projects.

The training program offers a comprehensive approach that includes classroom instruction and hands-on experience. This format enables apprentices to learn essential concepts such as project safety, equipment operation, materials handling, and construction techniques. By directly participating in real highway projects, apprentices can apply their skills in practical settings, solidifying their understanding and building confidence.

One of the striking features of our involvement has been the emphasis on safety training. Given the potentially hazardous conditions involved in highway construction, we prioritize equipping apprentices with the knowledge and tools to work safely. The program integrates comprehensive safety protocols into every aspect of training, ensuring our apprentices value safety as a culture, not just a requirement.

Moreover, the collaborative nature of the apprenticeship program fosters an environment of mentorship. Experienced professionals from the Highway Construction Skills Training Program serve as trainers and mentors, guiding apprentices through challenges and sharing invaluable insights from their own careers. This mentorship not only enriches the training experience but also helps apprentices build professional networks and develop crucial soft skills like teamwork and communication.

Community outreach is another significant aspect of our apprenticeship program's involvement with the training initiative. We actively participate in local career events aimed at raising awareness about career opportunities in the construction industry. By engaging with schools and community organizations, we promote the importance of highway infrastructure and inspire young individuals to consider apprenticeship as a viable and rewarding career path.

As our apprenticeship program continues to evolve, we remain committed to helping our apprentices succeed in their careers while addressing the skilled labor shortage in highway construction. The ongoing collaboration with the Highway Construction Skills Training Program enhances our ability to provide participants with the training, experience, and support they need to thrive in a critical industry.

In conclusion, our apprenticeship program's involvement with the Highway Construction Skills Training Program represents a powerful partnership focused on fostering skilled labor for the future. Together, we are building not only the infrastructure of our roads but also the future of our workforce — one apprentice at a time. We are excited about the impact this collaboration will continue to have on our apprentices, our communities, and the construction industry as a whole.

Careers in Highway Construction

Heavy Equipment Operator

Heavy equipment operators are responsible for running the heavy machinery used in road construction projects, such as bulldozers, graders, and excavators. This job requires a high level of skill and experience, but it can be gratifying for those who enjoy working with large equipment.

The median annual wage for construction equipment operators was $55,270 in May 2023.

Truck Driver

Truck drivers transport materials and equipment to and from construction sites. This job requires a commercial driver's license (CDL) and the ability to operate large vehicles safely.

The median annual wage for heavy and tractor-trailer truck drivers was $54,320 in May 2023.

Laborer

Laborers perform various tasks on road construction sites, including digging trenches, pouring concrete, and laying asphalt. This job requires physical strength and the ability to work in all weather conditions.

The median annual wage for construction laborers and helpers was $44,310 in May 2023.

Pipelayer

Pipelayers install and repair underground pipes for water, gas, and sewer systems. This job requires physical strength and the ability to work in tight spaces.

The median annual wage for plumbers, pipefitters, and steamfitters was $61,550 in May 2023.

Asphalt Paver Operator

Asphalt paver operators are responsible for laying asphalt on roads, highways, and other surfaces. This job requires experience operating heavy machinery and a high level of skill in working with asphalt.

The median annual wage for construction equipment operators was $55,270 in May 2023.

Concrete Finisher

Concrete finishers pour and finish concrete surfaces for roads, highways, and other construction projects. This job requires high skill and experience in working with concrete.

The median annual wage for masonry workers was $53,010 in May 2023.

Surveyor

Surveyors are responsible for measuring and mapping land for road construction projects. This job requires a high skill level in using specialized equipment and software.

The median annual wage for surveyors was $68,540 in May 2023.

Electrician

Electricians are responsible for installing and maintaining electrical systems on road construction projects. This job requires high skill and training in working with electrical systems.

The median annual wage for electricians was $61,590 in May 2023.

Construction and Maintenance Painter

Construction and maintenance painters paint walls, equipment, buildings, bridges, and other structural surfaces, using brushes, rollers, and spray guns. They may remove old paint to prepare surfaces prior to painting and mix colors or oils to obtain desired color or consistency.

The median annual wage for construction and maintenance painters was $47,700 in May 2023.

Cement Mason

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

The median annual wage for Cement masons was $50,720 in May 2023.

Construction Foreman

A construction foreman plans, directs, or coordinates, usually through subordinate supervisory personnel, activities concerned with the construction and maintenance of structures, facilities, and systems. They also participate in the conceptual development of construction projects and oversee the organization, scheduling, budgeting, and implementation for the life of the project.

The median annual wage for a construction foreman was $104,900 in May 2023.

Construction and Building Inspector

Construction and building inspectors inspect structures using engineering skills to determine structural soundness and compliance with specifications, building codes, and other regulations. Inspections may be general in nature or may be limited to a specific area.

The median annual wage for construction and building inspectors was $67,700 in May 2023.

BUILD A CAREER WORKING WITH HEAVY EQUIPMENT

WHAT IS AN OPERATING ENGINEER??

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

GREAT WAGES & BENEFITS

HOW DO I BECOME AN APPRENTICE?

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

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

Contact us with any questions

Phone 715-228-4911

Email info@139training.org

www.139training.org

WISCONSIN OPERATING ENGINEERS
W11584 STATE ROAD 21
COLOMA WI 54930

STATE OF THE ART TRAINING CENTER

Wisconsin DOT's Highway Construction Skills Training Program Offers Path To Career In Road Construction Industry

Highway and bridge construction jobs are in demand, and these jobs are a great way to earn a living. You might wonder, "where would I even start?" A good answer is to check out the Highway Construction Skills Training (HCST) program, managed by the Wisconsin Department of Transportation (WisDOT).

No prior construction experience is required. You may even be surprised how quickly you develop new skills. HCST is a certified pre-apprenticeship program taught by knowledgeable and passionate instructors. They will help you learn everything from the terminology to the tools, methods, math, safety regulations — even other skills like putting yourself out there, interviewing and landing your new job.

The training is a six- to eight-week commitment in a hands-on environment. It includes on-site visits with construction contractors and trade unions as well as classroom instruction by WisDOT and other industry partners.

The HCST program has many connections to the construction marketplace, most graduates line up good-paying jobs as laborers, flaggers, ironworkers and equipment operators upon completion of training. Many graduates frequently talk about the experience as life-changing, and reference a sense of pride and accomplishment in their newfound work. It's also a chance to chart a stronger financial future as many opportunities start at $20-plus per hour with room to grow.

Prospective applicants are encouraged to visit wisconsindot.gov/HCST to review testimonials and find more information on upcoming sessions. Employers, as well, are encouraged to get to know the program and benefits of hiring skilled HCST workers.

> ***Most graduates line up good-paying jobs as laborers, flaggers, ironworkers and equipment operators upon completion of training.***

HCST classes are held in Milwaukee, Racine, Madison, Green Bay, Crandon and Hayward. HCST sessions at any of the six locations are open to qualified applicants. Core service partners include: WRTP Big Step, Forward Services Corp., WisDOT's Tribal Labor Advisory Committee, Sokaogon Chippewa Community College and Lac Courte Oreilles Ojibwe University.

Continued on Page 27

HAVE WHAT IT TAKES?

1. **PHYSICAL ENDURANCE**
   You can tackle the elements, like working with your hands, and can work 40 hours a week.
2. **PASSION FOR CONSTRUCTION**
   You want the satisfaction of building the road you travel on and seeing the results of your work.
3. **A VALID DRIVER'S LICENSE**
   A valid driver's license is needed to travel to training and worksites. We can also help you obtain CDL certification.
4. **MATH AND READING SKILLS**
   You should be able to read and do math at a 6th grade level. Coursework involves construction math and terminology.
5. **CAN PASS A DRUG TEST**
   Safety is a priority on any construction site. You will be trained to save lives in this program, and you must be clean to join.

** Participants must be 18 years or older.*

WISCONSIN CERTIFIED PRE-APPRENTICESHIP SINCE 2017

As a Certified Pre-Apprenticship Program, we

- Provide a bridge to construction career opportunities for students, the unemployed and underemployed, and underprepared learners.
- Prepare students with the skills, competencies, support, and minimum qualifications to enter a registered apprenticeship.
- Prepare underrepresented populations for high-quality careers in construction.

HCST is an intensive 6-week training course taught by industry professionals. With us, you will learn the skills needed to start your career in construction:

- **OSHA 10 Construction Safety**
- **Flagging Certification**
- **CPR/First Aid Certification**
- **Construction Math and Measuring**
- **Physical Conditioning**
- **CDL Preparation**
- **Plan and Blueprint Reading**
- **Tool Identification**
- **Construction Terminology**
- **Apprenticeship Test Preparation**

Highway Construction Skills Training Centers Contact Information:

Milwaukee Area
Kimberly McGowan
Kmccgowan@wrpt.org
414-937-3630

Racine Area
Jon Anderson
janderson@wrtp.org
262-619-6560

Northeast Green Bay Area
Ranard Morris
rmorris@fsc-corp.org
920-518-1733

Southwest Area
Lori Thompson
lthompson@fsc-corp.org
608-640-9518

North Central Tribal Area
Noel Vandiver
Noel.Vandi@scc-nsn.gov
715-478-7633

Continued from Page 26

Completion of the HCST program is reliant upon passing a Commercial Driver License (CDL) written exam, passing an apprenticeship test from one of the skilled trades, receiving flagger certification, and completing OSHA 10 safety training. While it may sound like a daunting list, WisDOT staff and the service providers work very hard to coordinate an effective program with experienced professionals. Instructors work with students every step of the way. To date, more than 1,000 HCST graduates have been placed with employers as laborers or apprentices.

A chance to chart a stronger financial future as many opportunities start at $20-plus per hour with room to grow.

Take action on your new career path in highway and bridge construction:

- Visit wisconsindot.gov/HCST to find application materials, an interactive tool to find a class near you and links to testimonials.
- Keep your eye out too! WisDOT Labor Development Specialists also work to promote the HCST training program at many career fairs and other outreach engagements across the state.

FORWARD SERVICE CORPORATION

Forward Service Corporation has been operating the HCST program since 2000 and currently has programs in Green Bay, Madison, Beloit, and Winnebago County.

1819 Aberg Avenue

Madison, WI 53704

608-216-7626

info@fsc-corp.org

www.fsc-corp.org

Asphalt Offers Career Pathways

By Deb Schwerman, Executive Director, Wisconsin Asphalt Pavement Association

Did you know that for every ten roads in the United States, nine are paved with asphalt?

That means that while the economy may fluctuate, the asphalt industry remains steady: there will always be a need for people to help design, build, repair and maintain asphalt pavements. These jobs are also hands-on and local and could never be outsourced overseas.

Here in Wisconsin, the roads we travel every day are the result of a wide variety of experts who come from all walks of life and bring a range of experiences and backgrounds to their work. The possible professions in the asphalt industry are extensive, but can generally be categorized into three groups:

- **Asphalt Plant Crew**. Includes plant and loader operators, quality control technicians, and more.
- **Paving Crew**. Includes truck drivers, equipment operators and specialists, and site managers.
- **Engineering and Management Crew**. Includes project managers/engineers, technical directors, and quality control personnel.

The degree, license or certificate you'll need depends on the job you want, but having your high school diploma will give you the most options. If you don't have that, a **High School Equivalency Diploma** (HSED) or certificate of **General Educational Development** (GED) can work as a substitute for some jobs.

For some technical jobs, you will need a few years of study after high school. Several Wisconsin colleges offer programs for earning a **Civil Engineering Certificate** or **Associate's Degree in Civil Engineering**. Pavement engineers need to earn a **Bachelor's Degree in Civil Engineering** or **Construction Management**, which can be obtained through several Wisconsin colleges and universities.

A **Commercial Driver License** (CDL) is necessary to drive large trucks on the road, but isn't required to run many construction vehicles at the plant, or on a closed job site.

If you become a quality control technician (for the asphalt plant or for roadway construction), you may need additional on-the-job training after you get started. Your employer may have you take one or more courses in Wisconsin's **Highway Technician Certification Program** (HTCP). Certification can help advance your career and lead to new opportunities!

Quality control technicians are often entrusted with specialty equipment (manufactured by WAPA members). Before you can operate this equipment, special training/certifications may be needed.

Pavement engineers need a **Professional Engineer License** (PE). You can obtain this after earning an engineering degree, gaining work experience in engineering, and then passing the engineering exam.

The asphalt industry is always looking for hard-working people. If any of these careers sound interesting, check out WAPA's website at www.wispave.org/get-started/. We also maintain a listing of current job openings at www.wispave.org/job-openings/, so be sure to bookmark and check back often!

Established in 1948, WAPA is a statewide, non-profit organization representing the interests of the asphalt industry on a wide range of issues related to pavement design, construction, maintenance, specifications, costs, marketing, and policy at the local, state, and federal levels. WAPA's mission is to promote quality asphalt pavements that are safe, sustainable, durable, and cost-effective.

For more information, please visit www.wispave.org or contact Deb at deb@wispave.org.

Common Types of Heavy Equipment Used in Highway Construction

Motor Grader/Road Grader — These high-efficiency machines are designed to create flat soil surfaces that are ready for asphalt. They use an adjustable blade called a moldboard between their front and back wheels, which is raised and lowered to leave behind an even layer.

Front-End Loader — These loaders are commonly used to remove dirt, snow, rocks and other materials. It normally has a rectangular "bucket" on the front, but this can often be replaced with other attachments.

Skid Steer — Also know as a "bobcat", a skid steer can perform many of the same functions as a front-end loader, but its compact size makes it better suited for smaller spaces and projects.

Bulldozers — The quintessential heavy machine. It's used in all sorts of projects that require masses of earth or material to be pushed around or flattened.

Excavators — Excavators are staples at road construction sites. They feature a long hydraulic arm that accepts attachments like buckets, rippers, thumbs, grapples, hammers and augers. Thanks to their broad attachment compatibility, excavators can tackle various projects, from repaving roads to carrying away rubble and debris. They're also built with a rotating cabin, allowing for ample maneuverability in almost any environment.

Dump Truck — After bulldozing a building or excavating a pit, all that material needs to go somewhere. This is a very heavy truck with a container in the back that can dump its cargo where needed.

Backhoe — This machine is almost like a combination of an excavator and bulldozer, with a smaller version of each machine on either end. This unique hybrid may be a little smaller, but it's no less important. They're often used for smaller jobs, where the larger bulldozer or excavator would have trouble maneuvering around.

Why You Should Consider a Career in the Asphalt Pavement Industry

Money

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

Job Security

Asphalt pavement jobs cannot be outsourced to other countries. Roads are built and maintained by people who live and work in their local community. There are miles and miles of roads in dire need of repair, and more workers are expected to retire than can be replaced in the near future.

Opportunity

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

Sustainability

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

WWW.WISPAVE.ORG

FAST TRACK YOUR FUTURE
WITH FABTECH

Are you ready to take your love for mechanics and machines to the next level? Ever dreamed of turning your hobby into a cool career? Look no further than the **FABTECH** Training Program! We're here to make learning fun and hands-on – *just the way you like it.*

SNAP TO LEARN MORE

In just **12 MONTHS**, you'll be on the job at one of Fabick Cat's locations.

Our one-year program is affordable with eligibility for financial aid and **Fabick Cat scholarships!**

3 PATHS

With three different areas of focus, **FABTECH** can help you find the right fit for your future career.

Kick off your education with a **$5,000* tool credit** to start your career in the heavy equipment industry.

$5,000

What happens when you graduate? You'll receive a **$5,000* sign-on bonus** from Fabick Cat!

READY FOR NEXT STEPS?

Visit **www.fabickcat.com/fabtech** to learn more or schedule a tour!

** Email the Fabick Cat team at **careers@fabickcat.com** for more information about the full benefits of the **FABTECH** program.*

The Ahnapee Diesel Center and Ahnapee Automotive Program

Luxemburg-Casco School District

Located in the district's former middle school building on Church Street in Casco, the Ahnapee Diesel Center houses the first credit-bearing, diesel-only high school education program in Wisconsin and is one of roughly 20 such programs nationwide.

Its facility features a 4,200-square foot main instructional area, along with a 1,000-square-foot classroom space. The project converted the one-time Art and Wood Shop areas of the former Luxemburg-Casco Middle School into the diesel center. The district's middle school moved to the main L-C campus at the start of the 2020–21 academic year. Among the significant modifications within the 4,200-square-foot main instructional area were the lowering of the concrete garage floor by 2 feet to accommodate a full size semi-truck cab, enlargement of the front overhead door to 18 feet, creation of a new exterior ramp, the addition of a rear overhead door to facilitate entry of smaller diesel equipment, enhanced exhaust systems and ductwork to adequately distribute air and mitigate contaminants, attachment of interior and exterior catch basins, and upgraded electrical outlets to support safe operations.

> *Almost all of the students in the diesel program have been placed in the Ahnapee Youth Apprenticeship program with our partner businesses. We believe that the L-C diesel program will be a win-win for our students and the local business community."*

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

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

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

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

The Ahnapee Automotive Program

The Luxemburg-Casco School District also hosts another educational initiative — the Ahnapee Automotive program.

Students are provided with the opportunity to earn college credits while also receiving credit towards high school graduation.

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

"One of the themes that we have heard loudly and clearly from our community, our business leaders in the transportation industry and from the college is that there is a huge need to produce highly trained automotive technicians, and that those technicians can earn lucrative salaries in a very broad market," says Luxemburg-Casco District Superintendent Glenn Schlender. "Because of that messaging, we created the Ahnapee Automotive program. "The district believes in the importance of providing L-C students with a wide range of educational choices. This program is designed for those students with a mechanical aptitude, who enjoy diagnosing and solving automotive challenges."

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

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

www.luxcasco.k12.wi.us

Potosi Senior Literally Taking Flight

Lily Zenz, Potosi School District

I had always had a small thought of becoming a pilot in the back of my head. I told my mom and she talked to one of her coworkers who is a pilot, Randy Peterson. Randy took me for my first discovery flight. I was immediately in love with flying. I soon found a school in Mineral Point and I started lessons in the spring. The school is to "go at your own pace" so you can go full-time, part-time, take a week off, or whatever pace you want. My reasons for wanting to become a pilot relate a lot to Britney Boxrucker, a flight instructor at Driftless Aero, who said "I wanted to become a pilot because I went for an airplane ride and liked it a lot."

When you first start flying you are pretty much just learning how to fly around. You aren't really trying to do anything specific. But once you get a little bit of time, you figure skills out like landings, takeoffs, and just basic flight maneuvers. You start working on ground reference maneuvers like turns around a point and S-turns. Then you start working on stalls, steep turns, and slow flight. All of it is so much fun and you are learning so much.

After I got a basic understanding of all of that, I got to really start working on meeting my requirements. First I soloed for the first time, which was super nerve-racking but also so exciting. My parents were able to be there and watch me, which was very special.

Then I started working on my cross-country requirements. I flew to Monticello and Savana with my instructor and then it was time for me to solo to those places. But before I could do solo cross-country, I had to solo to Lone Rock, Lancaster, and Platteville. My favorite was soloing to Lancaster because my parents got to come watch me. Then you have to meet a certain time requirement with night flying. That was my absolute favorite flight. It was so cool to fly over towns and see all the lights. My least favorite requirement was 'hood time'. This is where all you can see is your instruments and you have to be able to fly the plane. It is hard because you almost have to forget what your body is telling you and rely only on what your eyes are seeing on the instruments. Also, you have to take a written test. It is just another test to make sure you know what you are doing.

About a week and a half before my checkride, the preparation really started. A checkride is a final test to get a certification as a pilot. There is an oral part where you talk about different things that pertain to the certification you are trying to get and then there is a flight portion where you fly different maneuvers. I started doing lessons almost every day until my checkride, which was to happen the next Thursday. For the next week, almost all I did was study and try to prepare for my checkride. During my flight lessons, I practiced as if I was in a checkride. I tried to fly within standards for all of my maneuvers. Your checkride is based on the ACS (airman certification standards) for that certification and within that there are set standards for how you fly your different maneuvers.

Then it was Thursday. For your checkride you have to complete an oral test and then a flight part. First I did the oral part, which went well, so I moved on to the flight part, which also went well. If you make it back without them saying anything about you failing, it means you passed. And luckily I made it. I was so excited and happy. My parents were waiting at the hangar for me and I got to celebrate with them and my instructor Britney.

So far, since I have gotten my private pilot license, it has been so much fun. I would have to agree with Dominic Glass, a flight instructor, who said "My favorite experience is taking my parents up." It was such a special experience with them. Another cool experience I have had is getting to fly my friends around. I also have been enjoying the freedom of flying when and where I want to go.

At one point I thought I wanted to just do it as a hobby. I thought I was going to college for health care; I had even applied and been accepted. But once I started working towards my pilot's license, I knew I wanted it to be my career.

www.potosi.k12.wi.us

Westosha Central High School STEM Aviation Program

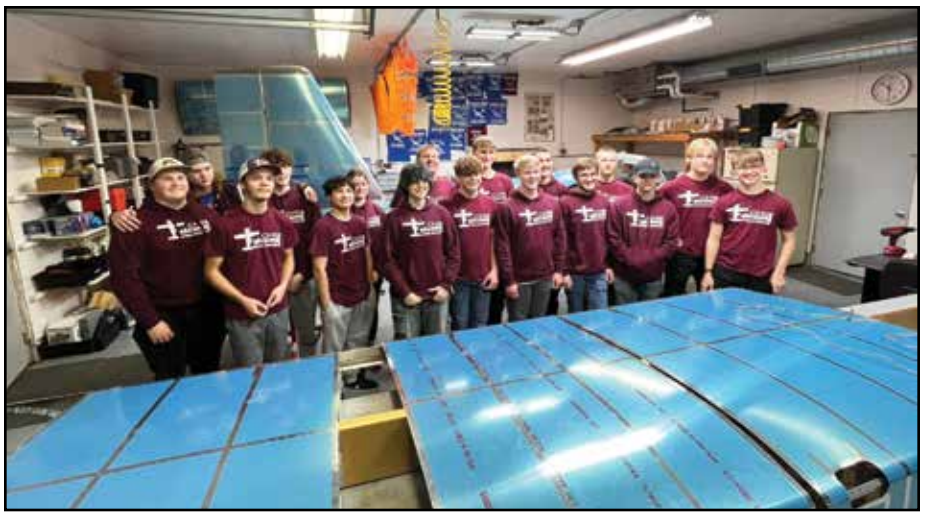
Started in 2014, Central High School's STEM Aviation Program (Falcon Aviation) stands out as a remarkable educational endeavor where students actively engage in the construction of a Van's RV-12 aircraft, guided by experienced mentors. This program goes beyond traditional teaching methods, immersing students in hands-on experiences that foster skills in science, technology, engineering, and mathematics, while also cultivating teamwork, leadership, and determination.

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

Not only does this high school aviation program build it's own fleet of light aircraft (they're on their 4th), but for some students, building the airplane is only the beginning. Students who are part of the program can use the plane free for flight instruction. Two flight instructors, also professional pilots, train the students at the highest level.

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

They 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. The municipal airport, KBUU, serves as home base for all flight operations. The latest Van's RV-12iS plane built by the Central High School STEM Aviation Club, F3 Tiercel, is located at KBUU in a generously donated hangar.



Members of Eagle's Nest at Westosha Central High School are making great progress on the Van's RV-12 they are building. Every rivet and every detail brings them closer to the skies.

For many students, the program is a once-in-a-lifetime opportunity.

"This is what's going to set me up much better in my career," John Klenke, a student, said. "Being able to say I built a plane is great. Not only that, though, it gives me that experience in life; it helps better myself."

Another student, Ben Haapanen, the president of the club, has been part of the program since his freshman year and reflected on the process.

"It's been incredible," Haapanen said. "This aircraft arrived in boxes, entirely in pallets, and ever since my freshman year all the way up to my senior year, we've been slowly putting it together, and we've gotten pretty far."

From an article by TMJ4 News

Facebook https://www.facebook.com/EaglesNestProjectsWI

www.westosha.k12.wi.us

Franklin High School Automotive Tech

Last fall, 14 students earned their ASE Certification in the area of Maintenance and Light Repair. Congratulations on your hard work and accomplishment!

Chad Kafka, Communication Specialist
Franklin Public Schools

Our Franklin High School Automotive Tech program provides many real world opportunities for students. They get the opportunity to inspect and work on their own vehicles, as well as perform work on vehicles that were donated to the program. Sometimes, students also work on teacher vehicles. This real-world experience prepares students for potential issues they may see in the future, whether they choose to go into automotives as a career, or just work on their own personal cars to save themselves some money.

"I try to prepare my students as much as I can for the future throughout my courses," shares instructor Alex Bondar. "I provide real hands-on work, and teach the students employability skills that will make them successful no matter what career path they decide to choose.

In October, The Transportation Technology 2 course took on helping out our Franklin High School Music program when their FHS Bands trailer was having issues. This turned into a great learning opportunity for our automotive technician students and was also a way for them to give back by helping out another program. FHS Automotive students were able to repair and fix up the trailer so it could be used at a handful of fall competitions.

In early November, 14 students in the Transportation Technology 2 course earned their ASE (Automotive Service Excellence) Certification in Maintenance and Light Repair. ASE certification is a credential that demonstrates an automotive technician's skills and knowledge in specific areas of vehicle repair and maintenance. Students prepared for this certification through prior learning and daily review questions that led up to the test. For the students, not only does this certification look great on a resume, no matter what career path they pursue, but the certification is also an entry into the ADAMM Technicians of Tomorrow Competition. The competition takes the top 8 scoring pairs of students from schools in southern Wisconsin for a competition at the Greater Milwaukee Auto Show in the spring. Historically, Franklin has competed the past 3 years, with a winning team in 2023. The competition involves a written test, an on vehicle portion where a vehicle is "bugged" and the students need to fix the problems, and 8 hands-on stations that test their theoretical and hands-on knowledge.

You can follow FHS Automotive Tech on Facebook to see more about their happenings!

https://www.facebook.com/profile.php?id=61564071329034

www.franklin.k12.wi.us

Maintenance Classes Lead to Tech Ed Pathways

Frederic School District

At the Frederic School District in Northwest Wisconsin, Mr. Olson our Tech. Ed. Teacher instructs a class called, "Basic Home and Automotive Maintenance". This class is offered to 9-12 graders, and all students are encouraged to take the course during their high school career.

This class gives students the ability to learn some very important life skills that can save them some major money as they become adults. On the automotive side of this class, students get to learn how to change a flat tire, how to patch a tire, how to change oil, how to check fluid levels, how to rotate tires, and the basics of how an engine works all while completing these tasks on their own vehicles. Students also get the chance to learn some very important home maintenance skills such as how to do some simple wall framing, how to wire an outlet and a switch, how to hang drywall, how to mud drywall, how to patch drywall, how to do simple plumbing and any other skills that time allows for. This class is mostly hands-on and enjoyable for all students who take it. Students get to learn many life skills that will help them feel pride of doing their own work/maintenance as well as help them save money in their future!

After taking the Basic Home and Automotive Maintenance class, some students realize they would like to pursue one of the subjects further.

These students can take a deeper dive into a full Construction class. Students will learn everything from attaining a jobsite, surveying land, construction calculations, building a foundation, pouring concrete, framing walls, installing windows and doors, roofing houses, and everything in between that they would see on a construction site. Students learn all of this while building storage sheds that are then sold to community members.

Students can also pursue their automotive interests by taking small engines. In this class they get the chance to learn everything about a small engine by fully disassembling a Honda engine. Once it is totally disassembled, they put it all back together to see if they can get it to fire again. If it doesn't fire up, they can then troubleshoot and diagnose what needs to be fixed and get the chance to make those fixes. After working with the Honda Engines, students get the opportunity to bring their own engines to work on. Most of the time students have access to small engines that need repair from their family members, but in case they don't, the instructor always has engines on hand that students can work on to get them up and running again. This class gives students a sense of pride when they can diagnose, repair, and get their engine back up and running for its original owner.

The Construction and Automotive classes here at the Frederic School District give students the skills and understanding to do basic repairs that students will face as adults. The classes help build a sense of pride in our students by allowing them to tackle these repairs themselves. These classes are a great introduction to students to all the career possibilities and choices they have for their future!

www.fredericsd.org

Bergstrom Technician Apprentice Program

Bergstrom's Technician Apprentice Program offers high school and college-level candidates a hands-on, in-depth experience to jumpstart their careers in the automotive industry. Participants work alongside seasoned technicians, gaining practical knowledge and valuable mentorship.

Youth Apprenticeships:

- Offered to students interested in automotive who are in their junior or senior year of high school.
- Apprentices are paired with an experienced technician for guidance and skill development.
- Apprentices receive paid working hours during the program.
- Skills learned while on job correlate with competencies set by the school to allow work to qualify as class credit.

College Apprenticeships:

- Offered for team members who are enrolled in an automotive or collision degree program at a local technical college
- Tuition Reimbursement of 50% of tuition each semester and additional post-graduate reimbursement available.
- Apprentices are paired with an experienced technician for guidance and skill development.
- Apprentices receive paid working hours during the program and a structured raise schedule each semester.

This program is an excellent opportunity to gain hands-on experience, earn while you learn, and set the foundation for a successful career in automotive technology. One of Bergstrom's students who recently went through this program and graduated reflects on their time in the program fondly. We asked Gerardo to share his experience in the program and how his time correlates into his personal life and what his daily life as a collision repair technician looks like.

For Gerardo, the most rewarding part of being an auto body technician is the ability to work at his own pace while knowing he's making a meaningful contribution to the community. Being part of the Bergstrom team has been especially fulfilling for him, as he values the unique bond and approachable nature of his colleagues, something he believes sets the team apart.

Before joining Bergstrom, he studied Auto Body Collision Repair at FVTC and graduated in May 2022. His instructors played a significant role in shaping his career, helping him secure his position at Bergstrom. In just 2½ years, he advanced from a recent graduate to a flat-rate collision technician, a milestone he's particularly proud of.

Outside of work, he has a passion for snowboarding, which he considers his favorite winter activity. His admiration for his father runs deep, as he credits him with instilling the values of hard work and determination that have guided his career. These principles, along with a strong work ethic, have helped him navigate the ever-evolving automotive industry, where learning never stops.

A typical day in his role begins with setting up and organizing his workspace to prepare for the challenges of the day. Whether working on a minor dent or major structural repairs, he carefully plans each job to ensure efficiency and precision. Staying busy and accomplishing important tasks keeps him motivated, and he encourages those interested in the automotive field to stay focused and set clear goals. His biggest career lesson so far has been understanding how quickly vehicles evolve, making continuous learning a key part of his success.

With his drive and dedication, Gerardo continues to make an impact in his role at Bergstrom, helping customers get back on the road while growing as a skilled technician.

Meet the Glendale Teenager Gearing Up for the Auto-Mechanic Industry

Most nights after school, Acie Holland III can be found in a garage working on cars. He works on brakes, oil changes, and everything in between for drivers, all with the help of his father and grandfather.

TMJ4 first met Acie back in late April when he helped save a bus full of his classmates after the driver suffered a medical emergency. *(See at right)*

It was his knowledge of vehicles that gave him the confidence to maneuver the bus to a safe place. That knowledge was passed down from generation to generation.

"It makes me feel good knowing that I have two gentlemen in my life who show me everything," Holland III said.

It starts in the garage, where Holland III finds peace while helping out with all different types of cars.

Holland III discovered his passion at a young age.

"I would sit there, hold a flashlight, and watch how my dad or my papa did it," Holland III said. "Then, once I learned certain tools, I did certain jobs. I started off with oil changes, and then from oil changes, I went up to brakes."

The Nicolet High School freshman now has big dreams and hopes to one day enter the industry after graduating from high school and technical school.

"I want to work at a dealership for a minute just to get the feel of everything," Holland III said.

It's an industry in need of skilled technicians right now. According to Tech Force, between now and 2028, 349,000 automotive technicians are expected to leave the industry due to turnover or retirement, while only 87,000 are expected to enter.

It's not just Acie who could be entering the industry in the near future. He's also helping inspire the next wave of mechanics.

Sometimes, people who get their car worked on by Acie bring their children.

"Kids will be sitting there looking bored, so I'm just like, 'Do you want to learn how to do brakes or how to do an oil change?' and I show them how to do it," Holland III said.

Through his work, he's able to give these kids a glimpse into what it's like to go under the hood.

He's also able to show the community his skills, like Justin Jenkins, who needed some work on his brakes.

"He came highly recommended, so this is my first time here," Jenkins said.

All the experience he is gaining is going toward his ultimate goal of one day opening his own shop.

"I want to call it Ace Autos because my name is Ace. My dad's name is Ace, and my grandfather's name is also Ace," Holland III said.

Keep an eye out for Ace Autos in the near future.

By: Mike Beiermeister for TMJ4. Reprinted with permission

www.nicolet.k12.wi.us

Glen Hills 8th-grader Helps Save School Bus after Driver has Medical Emergency

From April, 2024

A quick-thinking 8th-grader saved the day when their school bus driver had a medical emergency on Wednesday evening.

Acie Holland III, a Glen Hills 8th-grader, noticed the bus was beginning to veer into the oncoming lane. Then, he says he noticed his school bus driver was not responsive.

"As we got about 20 feet down Villard, I was looking at my phone and I looked back up and I felt the bus accelerate," Acie said. "And I looked at the bus driver because she went past my stop and I looked and I seen her head just go down."

That's when 8th grader Acie sprung into action, moving the bus driver's foot off the gas, and hitting the brakes.

"I ran up there, I took control of the bus because I was scared but at the same time, I was like I wanted to just make sure everyone was okay, and that nothing was gonna happen while I was there," Acie added.

He then securely parked the bus, contacted 911, and told the younger students to call their parents.

The driver then regained consciousness and was able to call her dispatch.

"He's an ace," said father Acie Holland II.

The two have spent time since Acie was young, working on cars and learning about mechanics.

"It didn't phase me because I know that he's capable of almost anything," said Holland II.

Acie also helped save the day for TMJ4. He helped jump the dead battery for a station news car while at Glen Hills Middle School.

"It's nice to know that he's carrying that name along, so that makes me feel awesome," said Acie's father.

The young man is also an excellent wrestler and enjoys go-karting. He credits the positive impact his family has had on him for his quick-thinking and confidence.

"That just comes from being raised around positive people and being surrounded by positive people," said Holland III.

The Glen Hills School Community said they could not be any prouder of Acie.

Students could be heard chanting AC-Hero when school let out on Thursday.

By: Mike Beiermeister , Jay Sirkin for TMJ4. Reprinted with permission

Beloit's Auto Technology Program Provides Real-Life Learning Opportunities

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

Beloit Memorial is a Wall-to-Wall Career Academy comprehensive high school. As part of the PACMES (Public Safety, Automotive, Advanced Manufacturing, Construction, and Engineering academy), the Automotive pathway includes work-based learning opportunities such as job shadows, co-ops, and Youth Apprenticeship (YA). The following courses in the automotive sequence are open to all high school students in grades 9–12.

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

Automotive Technology 1, 2, and 3 — courses progress from fundamentals of modern day automotive technical servicing to advanced engine performance that include work on fuel, emissions, heating and air conditioning, transmissions, steering, and suspension systems.

Dual credit options are available through Blackhawk Technical College as well as multiple industry certifications which are also available as students progress through our Auto Technology sequence, including ASE Entry Level certifications and Snap-On Scanner certifications.

The successful completion of the three Auto Technology courses will prepare students for an entry-level automotive technician position.

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

Updates within the program include a new tire balancer, new tire mounting machine as well as vehicle diagnostic scanners, including a top-of-the-line diagnostic scanner that has intelligent diagnostics to interface with diagnostic scanners in the industry through a nationwide network. The scanner also has bluetooth capabilities so the diagnostic readings can be projected onto a classroom screen so each student is involved in the learning experience.

One senior in Auto Technology 1, states that "This provides REAL hands-on experience of what it is like to work in a shop. We interact with the customers with the whole process of ordering parts, working on their vehicle, and then delivering it to them."

www.sdb.k12.wi.us/memorial

Doctor Gives Back to City Stadium Automotive

Green Bay Area Public Schools

Dr. James Bailey, a cardiothoracic surgeon at Bellin Hospital, made a very generous gift to seniors in East High School's City Stadium Automotive program on February 14, 2025.

Driving a pick-up truck with a trailer attached, Dr. Bailey delivered six 42-inch double bank roller tool cabinets.

Dr. Bailey gave the tool cabinets to seniors in the City Stadium Automotive program. Colton Dean, Lyric Ekberg, Fabian Guzman, Jaime Guzman, Alex Olea and Steven Solis all received a tool cabinet in the color they personally selected.

Dr. Bailey graduated from Westwood High School located in Michigan, where he had participated in their automotive program. He shared that the automotive program was an important experience for him and said he wanted to give back to the community.

"I felt that doing something like this would be really helpful for them and help set them off on a good career path...this is something I knew that if I was in their position, I would be really excited to get and I wanted to do the same thing for them," Dr. Bailey said.

Senior Alex Olea said that receiving the toolbox helps a lot, especially with future expenses as he begins his career. Alex said he plans to continue at Northeast Wisconsin Technical College and currently works for Gandrud Automotive. Alex added that receiving the toolbox inspires him to give back someday when he is in a position to do so.

About City Stadium Automotive

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

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

City Stadium Automotive at East High is certified by the National Automotive 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 learn more about City Stadium Automotive, visit gbaps.org/CSA.

www.gbaps.org

Avoid 'Braking' the Bank: PHS Auto Shop Will Service Cars

PHS senior Tyler Shallue replaces power steering lines on the Biller family van.

Plymouth High School

One of the major aspects of the auto shop is that students and teachers are welcome to bring their vehicles in and perform work on them. If the students are in auto tech or basic auto, they can repair the vehicles themselves. If the students aren't in either automotive class, then they are able to have the auto tech students repair/maintain the vehicle for them.

The most common way that students can bring their cars or trucks into the auto shop is by directly asking automotive technology teacher Beau Biller, or by having a student in auto tech ask him. The teacher's preferred method of bringing their cars in is calling Mr. Biller or emailing him. The only requirement to get a vehicle worked on is to supply the proper parts or things that are being replaced when necessary.

The auto shop does tire jobs, fluid checks, part replacements/fixing, transmission swaps/repairs, overall checks/assessments, and other automotive activities. There is a wide variety of tools and students who are capable of many different jobs to fix the vehicle.

There are many different benefits of bringing trucks and cars into the auto shop. "It's nice for students to bring vehicles in because it's less expensive and it's the best way for students to learn about automotive technology and get a general understanding of auto maintenance," said Mr. Biller.

Since the auto shop handles many varying models and brands, there is a lot to learn and do. "My favorite part of teaching auto tech is doing different things every day and it's always a new task or problem to solve," said Mr. Biller. By having a lot of tasks and activities to be completed, there is much to like about the class.

Most auto tech students enjoy working on vehicles. "My favorite part of auto tech is that it doesn't feel like school and it's an escape of the mind," said senior Leyton Schaefer. The aspect of spending all class doing hands-on work is one of the reasons why auto tech is a popular class.

Other auto tech students have their favorite parts of working on vehicles. "My favorite part of working on different vehicles is the difference between them and the variation between the alternative vehicles," said senior Dylan Andrews. Getting skills in automotive repair and maintenance can help students with their future careers or their future as a whole.

There are lots of varying reasons why students decide to enroll in automotive classes. "I decided to take auto tech because it's always been my passion and it's a valuable shop class that goes with what I want to do after graduation," said Dylan. With the willingness to learn and work, students always get the job done.

With smaller costs and learning involved, bringing cars into the automotive shop is a great benefit of being a student. There are capable and reliable students maintaining and fixing vehicles throughout the school and they are a beneficial resource for other students' automotive needs. If any automotive maintenance or repair is needed just reach out to Mr. Biller or one of many automotive technology students who will be willing to help.

Article and photos reprinted from Hi-Lights, the Plymouth High School student newspaper.

www.plymouth.k12.wi.us

Hands-On Learning at Holmen Auto Service

School District of Holmen

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

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

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

- Wheel systems and tires: mount and balance tires, tire puncture repair, tire rotation
- Brakes and ABS system: replacing brake pads, measuring thickness, bleeding brake lines, diagnosing ABS sensors
- Preventative maintenance fluid: completing checklists, fluid flush, and exchanges, customer concerns
- Charging and starting system: measuring voltage drops and amperage outputs
- Ignition system: replacing ignition wires, coils, and plugs
- Cooling system: coolant flow, thermostat replacement, coolant flush
- Fuel system: fuel volume and pressure tests, fuel filter replacement

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

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

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

A HUGE shoutout and THANK YOU to Dave Sherden for his incredible donation to the Holmen High School automotive classes!

Dave generously donated his beloved 2001 Volvo XC70 to our program as a project car for students to work on and hone their vehicle repair skills. This car will be a fantastic hands-on tool for our students as they build their knowledge and confidence in automotive maintenance.

We are so grateful for your support, Dave—our classes will make great use of this car!

www.holmen.k12.wi.us

GANDRUD AUTO GROUP

CHEVROLET · NISSAN · CHRYSLER · Jeep · DODGE · RAM

Experience the *Difference*

- Competitive Wages
- Bright, Clean, Modern Shops
- Air Conditioned Shops
- Good Working Environment
- State Of The Art Equipment
- Auto Technician Training
- Ongoing Specialized Training
- Competitive Benefits Including 401K, Paid Vacation, Holidays, Insurance

gandrud.com

920-468-6800

Email: *DLaatsch@gandrud.com*