



Spring 2021

CORNERSTONE



“Interests and talents can turn into CAREERS. Developing and nurturing these UNIQUE ABILITIES can make life more FULFILLING.”

- Dr. Temple Grandin

Photo by Rosalie Winard

Dr. Temple Grandin to be Keynote Speaker for Summer Transition Summit

Strengthening Successful Educators This Summer

Herb Kohl Award Recipients Announced

2021 Herb Kohl Foundation Excellence Scholarship, Initiative Scholarship, Teacher Fellowship, and Principal Leadership Award Recipients Announced

By Kim Marggraf, Herb Kohl Educational Foundation

Herb Kohl Foundation has impacted more than 8,300 people and 3,100 schools since 1990

The selection committee for the Herb Kohl Educational Foundation Student Scholarship, Teacher Fellowship and Principal Leadership program has announced recipients of the 317 Herb Kohl Foundation awards for Wisconsin students, teachers and principals. Awards in the amount of \$6,000 are being made to 101 teachers, 16 principals, and their schools, and \$10,000 scholarships will be given to 200 graduating high school students.

Excellence Scholarship recipients have demonstrated excellence in the academic arena and high motivation to achieve, have displayed a broad range of activity and leadership outside the academic setting, and have shown strong promise for succeeding in college and beyond. **Fellowship** recipients are educators who have been chosen for their superior ability to inspire a love of learning in their students, their ability to motivate others, and their leadership and service within and outside the classroom. **Leadership Award** recipients are school principals who are being recognized for setting high standards for instruction, achievement and character, and creating a climate to best serve students, families, staff and community. **Excellence Scholarship, Fellowship and Leadership Award** recipients are selected by a statewide committee composed of civic leaders, and representatives of education-related associations and the program's co-sponsors: The Wisconsin Newspaper Association (WNA) Foundation, Wisconsin Department of Public Instruction (DPI), Wisconsin Council of Religious and Independent Schools (WCRIS), regional Cooperative Education Service Agencies (CESAs), the Association of Wisconsin School Administrators (AWSA), and the Wisconsin Homeschool Parents Association (WHPA).

Initiative Scholarship recipients, chosen by their schools, have demonstrated exceptional initiative in the classroom and have shown strong promise for succeeding in college and beyond, but have not yet received other academic-based scholarships. "We are thrilled that during such a tumultuous time in education, Wisconsin's students, teachers, principals and schools are recognized for their devotion to education and learning," said Dr. Chris Cody, WCRIS Board President.

The Kohl Foundation Scholarship and Fellowship program was established by Herb Kohl, a philanthropist and businessman, in 1990. Since then, the foundation has awarded nearly \$25 million to Wisconsin educators, principals, students and schools. "Education is the key to the future of Wisconsin and our nation. I am very proud of the accomplishments of these students, teachers and principals and look forward to the great contributions they will make in the future," Kohl said. Award recipients were notified of their awards on February 24, 2021. Congratulations to the CESA 3 area award recipients!

Student Excellence Scholars
Nikolaos Karavergos, Shullsburg
Kristin Muench, Lancaster
Randall Winch, Fennimore

Student Initiative Scholars
Enni Canales-Irias, Darlington
Serenity Clary, Richland
Talea Grady, Platteville
Makayla Krantz, Belmont
Kayla May, Riverdale

Teacher Fellowship
Eric Mumm, Lancaster H.S.

Principal Leadership
Matt Renwick, Mineral Point E.S.

CORNERSTONE

Spring 2021

Marianne Krogen
Editor

Kate Hennessy
Assistant

• CESA 3 •

Jamie Nutter
Agency Administrator

Brian Kenney
Transition Coordinator

Lisa Aalgaard
RSN Director

Marianne Krogen
Administrative Assistant

Ashley Alvarado
Speech and Language

Pam Kurihara
DHH Assistant

Amber Anderson
PT Assistant

ReBecca Lewis-Clifton
ECH Coordinator/
Head Start

Lisa Arneson
Director, School
Improvement Division

Tom Martin
Perkins Grant/YA
Coordinator

Meredith Biba
Elementary Literacy
Specialist

Mary Mayo
Occupational Therapist

Jan Breuer
Vision Teacher

Sue McLimans
CLR Office Manager

Mary Joan Brilla
German Instructor-SRNTC

Heidi Nelson
Physical Therapist

Darla Burton
Regional Careers
Pathway Coordinator

Jim Nelson
Project SEARCH/
NVCJ Trainer

Robert Callahan
Communications
Director

Stacey Nutter
Orientation and Mobility

Rose Cutting
WSPEI (CESA 3)

Hailey Pedersen
Speech and Language

Melissa Emler
Director of Innovation/UDL

Jennifer Richardson
Itinerant Services
Coordinator/DHH Support

Beth Flesch
Project SEARCH Instructor

Caroline Rossing
WSPEI (Statewide)

Dan Flesch
Project SEARCH Instructor

Courtney Rounds
Bookkeeper

Kristin Galle
Personalized/Digital
Learning Coach

Anna Schellhorn
Speech and Language

Dave Gluch
Inclusive
Communities/EE

Valerie Shaw
English Learner Support
and Programming

Deb Goold
Mental Health/ATOD/
Teen Relations

Elizabeth Staidl
Vision Teacher

Kate Hennessy
Special Education Division
Program Support Assistant

Brad Van Epps
Educator Development
& Support

Clark Jillson
SRTNC Coordinator

Sidney Zander
Speech and Language

Chuck Keller
Youth Apprenticeship
(YA) Coordinator

• CESA 3 BOARD OF CONTROL •

Mark Johnson
Seneca, Area I

Renee Linscheid
Iowa-Grant, Area III

Wendi Stitzer
Boscobel, Area I

Dana Weittenhiller
Belmont, Area IV

Gary Andrews
Cuba City, Area II

Colleen Reichling
Darlington, Area IV

JoAnn Wiederholt
Fennimore, Area II

April Jennings
Weston, Area V

Chantel Hampton
Cassville, Area II

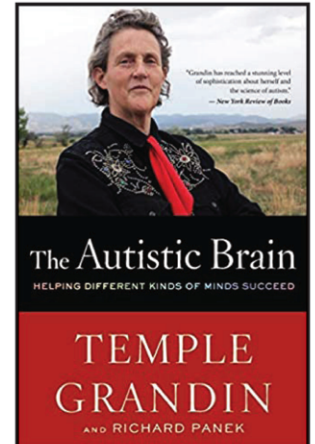
Janet Matthes
Kickapoo, Area V

Mike Humke
Dodgeville, Area III

Dr. Temple Grandin ~ Keynote Speaker at Summer Transition Summit

By Rose Cutting, WSPEI for CESA 3

Harnessing Abilities Transition Summit will be held at the Prairie du Chien High School Performing Arts Center on **August 10, 2021**. This day will start by hosting keynote speaker, Dr. Temple Grandin and build on her theme of *'early exposure and engagement'* throughout the day in both panel and resource fair options for participants to learn and network. Dr. Grandin is a world-renowned autism expert and author of *"The Autistic Brain: Helping Different Kinds of Minds Succeed."*



Transition Summit, see cover photo (flyer on page 6)

2

2021 Herb Kohl Foundation Award Recipients Announced

Kim Marggraf, Herb Kohl Educational Foundation

4

History Provides Insight for the Future

Jamie Nutter

6

Harnessing Abilities Transition Summit 2021

Rose Cutting

8

Utilizing CTE to Support Students in Becoming Self-Actualized

Lisa Brazelton/Brian Kenney

10

CESA 3 Automotive Technician Dealership Academies

Chuck Keller

12

CESA 3's Career and Life Ready Team Presents... A Summer to Remember!

Tom Martin

14

AC/DC Fundamentals

Tom Martin

16

Strengthening Successful Educators This Summer

Lisa Arneson, PhD

18

Supporting Transgender and Non-Binary Students

Jamie Nutter

20

WI's 4K Leadership Forum and Networking Event/Promoting Early Childhood Conference

Becca Lewis-Clifton

22

Project SEARCH and UW-Platteville Working Together

Beth & Dan Flesch

24

Orton-Gillingham Based Multisensory Language Instruction Training This Summer

Lisa Aalgaard

History Provides Insight for the Future



Jamie Nutter
Agency Administrator

Many of you are aware that my hometown is Soldiers Grove, which was made famous nationwide because it holds the title as *America's First Solar Village*. For those of you who are younger or had not paid attention, as a result of damage caused by repeated flooding, leaders made the hard decision to evict all of the residents and businesses in the old town and moved the entire town to higher ground.

Some chose to take the 'buy-out,' while others invested in the new business park now located on Highway 61. The new businesses were required to build using a large percentage of solar energy to heat the buildings. In fact, my childhood home was the last residence to be torn down in the "old town" that was converted from a main street flanked with several homes and businesses to a large park.

Although there were experts and journalists across the country writing documentaries and articles in regard to the technological advances in green energy as

modeled in our new village, the process of moving the town was not easy.

Flood control is an issue in which many of our members who live along the Kickapoo and Pecatonica Rivers can relate. Floods cause heartbreak and damage to property, while requiring extreme patience. Solutions require large investments and are not guarantees that issues will be resolved.

For those who have been a part of a flood clean-up, you know how dependent people are on each other when they try to return to normal. Even so, it is just a matter of time before it happens again. During the time of clean-up, emotions run high and people involved have conversations about



great ideas to solve the problem. This conflict motivates people to seek solutions. Some require risk and large investments like the solution in Soldiers Grove.

As a person who is proud to be from Soldiers Grove, I would like to think the innovation and transformation that took place in the early 1980s was a result of forward-thinking and technological prowess. It would also be great to think that the sole reason for moving the town was to overcome natural disaster.

Though floods provided the driving force, the actual change occurred because of policy created in response to the flooding. Some of the people, if given the choice, would have stayed in the "old town" and dealt with the periodic clean-up. Why? It was their "normal." The new solar village became the community's "new normal."

This new normal would likely not have been intentionally placed in a strategic plan had it not been for natural disaster and the responses to policy that followed. In order for this new normal to take place that included technological advances and a large investment of dollars, a conflict out of everyone's control needed to happen first. Does this theme sound familiar?

Just like everyone in Soldiers Grove can site the significance of July, 1978 (the last flood while the old village was intact) everyone in the United States understands the reference "March, 2020." Though the pandemic was making its way across the world -- local, state, and national leaders created policies to respond to an event that was out of our control.

Just like in Soldiers Grove, it was not the event that changed our practices; rather, it was the policies in response to the natural disaster that forced overall change. The responses to those policies required a large investment and promoted innovative ways to respond to them. Though we are not physically moving our schools or communities, it is clear the innovations that came as a response will move us to a new normal.

see *History Provides Insight*, page 27

What does it mean to view people through the lens of strength?

By Jamie Nutter, Agency Administrator

There is a quote that leaders sometimes say when they are at their wits end and they say it (usually in their minds and not outloud) in the most dramatic tone possible: "I can't be everything to everyone." For those of us who have thought or said something similar, we smile and think, "Yep, been there...done that." When we read that quote, we know it is true.

As much as we hate to admit, we likely cannot be everything to everyone no matter how much we try. Often times, especially in education, we hold leaders and educators to those standards. Though we can hold professionals to high standards, we must understand their strengths in order to do so. It also allows us to understand how to encourage will and at the same time develop skill.

A few years ago, I had the great fortune of being a part of a training called the **DISC**. This is an acronym that refers to general personality profiles (Dominant, Influencer/Interpersonal, Steadiness/Supporters, and Compliance/Conscientiousness).

When it comes to our natural behavior and tendencies, it is assumed by most behavioral psychologists that we fall somewhere on the continuum of introvertness (quieter and more reserved) or extrovertness (more outgoing). From a logical standpoint, we cannot be outgoing and reserved at the same time. When it comes to the DISC, generally speaking, there are strengths that align more closely to an introvert or an extrovert.

When we examine outgoing people, their primary personality types are some level of Dominance (D) or Influencer (I). The dominant personality tends to be blunt and outspoken and able to see the big picture. They tend to be outcome focused but need help or have to work hard with providing details. When we

examine the tendencies of Influencers/Interpersonal (I), they make people feel comfortable. They are positive, energetic, and trusting. They tend to persuade others with enthusiasm and charm. They struggle with conflict and need help completing tasks in a timely manner.

As we exam introverted people, their primary personality types typically align with some level of Steadiness/Supports (S) or Compliance/Conscientiousness (C). A person who is a strong S typically serve as the peacekeeper. They are loyal and tend to be the person people go to when they need something. They struggle with advocating for themselves and sometimes lack confidence in large groups.



The other typical introvert is known as a C. They are people who are drawn to activities that involve a great deal of accuracy. They are able to influence others with logic, data, and standards. They tend to struggle with feelings of others and struggle to look beyond analysis based on the data.

How does this apply to educators? When we hire individuals, we tend to look for people who are leaders in their field, excel with relationships, are the ultimate supporters, and are experts in subject matters. In other words, we want people who have all attributes according to behavioral scientists. We want to hire people who are dominant

leaders, who make everyone feel good and can switch to being supporters and use data when needed. Doesn't that accurately describe what we expect?

Prior to engaging in DISC profile training, I expected to hire candidates who had all four features. Interviews were aligned to find the candidates who were able to display the greatest amount of these skills only to be disappointed when they were not able to deliver on all four. Though it is likely a challenge to find people who excel in all four areas, we can assemble complimentary teams that provide us with these perspectives. It can also help us when hiring to determine which of the skills we need the most.

It can also be applied to students. Let us think of the following situations. We have a student who is loud and obnoxious. She happens to be from a home that is perceived to have turmoil and experience poverty. We will refer to her as Student A. One day, the student gets in trouble and we talk to an educator colleague in private to get help. The colleague responds, "Think about her background and what she has to experience, that is why she is getting in trouble."

Another student, who we will call student B, comes from a home that happens to be perceived as having many resources. This student is loud, aggressive, and has many followers. A few weeks later, student B engages in a similar behavior as Student A did in the first scenario. The teacher once again talks to her colleague in private about advice. The response is "Think about his background. He is spoiled and doesn't understand boundaries."

In both of these scenarios we have students who have natural tendencies that are Dominant (D). Though we should expect them to be respectful and

see **Lens of Strength**, page 21

Harnessing Abilities

Transition Summit 2021

August 10, 2021

Prairie du Chien H.S. Performing Arts Center
8:00 a.m. - 4:00 p.m.

Keynote Speaker: Dr. Temple Grandin

World Renowned Autism Expert and Author ~

“The Autistic Brain: Helping Different Kinds of Minds Succeed”



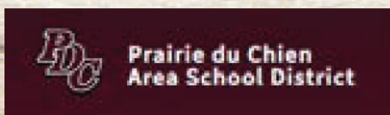
“Interests and talents can turn into CAREERS. Developing and nurturing these UNIQUE ABILITIES can make life more FULFILLING.”

~ Dr. Temple Grandin

Who should attend: Those living or supporting a person with different abilities, the Education, Health, and Business communities, or anyone ready to make a difference for all with abilities.

What the day will look like: Informational presentations from local Transition success stories, resource building through Vendor networking, This day-long Transition Summit will have both local and statewide presenters giving details on how to best support those with different abilities. Panels will also spotlight families sharing their journey as they transition into adulthood with the focus being on Education, Health, and Employment. The event will have Connecting Stations for all to learn about local resources, three breakout sessions in the afternoon, a Transition Vendor showcase to network with local resources, and a chance to meet Dr. Temple Grandin.

Cost: \$45.00/attendee (includes lunch) - payment prior to event is encouraged. Please make checks payable to: CESA 3-Harnessing Abilities. Credit card payments not accepted. Cash payments need to be for exact amount. School district or agency personnel can be invoiced by CESA 3. [Please register here.](#)



Would You Answer the Call?

By Rose Cutting
WSPEI (CESA3)

How many of us look at who is calling before we decide to answer the call? I don't know about you, but some days I would answer the car warranty call before the school call.

But why? My children are my biggest priority and I know they are in a place where I can trust the relationship between them and the adults that surround them. But, do I and those adults have a trusting relationship? Have we worked on it enough that I would choose a call from my kids school over a car warranty call?

If you are reading this as a school district employee and can't answer if your families would answer your call, then it is time for you to consider sending a team of district employees to the **June 17th Virtual Home Visit** training with the *Parent Teacher Home Visits Project* sponsored by the Wisconsin Statewide Parent-Educator Initiative (WSPEI). (See flyer at right).

So why invest a team and all the resources in Home Visits? The following statements from The Parent Teacher Home Visit [website](#) explains the why:

"For years, research has shown that families are essential to student and school success. It seems simple – so why do schools have a hard time with effective family engagement?"

First of all, experts agree that there's more to family involvement than bake sales and back-to-school night. Effective family engagement builds relationships and capacity,

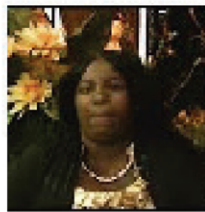
see Answer the Call, page 11

Virtual Home Visit Free Training Opportunity

By Caroline Rossing, WSPEI Grant Coordinator

The Wisconsin Statewide Parent-Educator Initiative (WSPEI), a Department of Public Instruction federally-funded discretionary grant, is excited to sponsor a training with the **Parent Teacher Home Visits Project**, a nationally recognized program, to offer home visits and bridge visits (virtual home visits) training for school district educators, staff, and community partners.

Testimonials



Parent



Administrator



Teacher

Wisconsin Educator Testimonial

Virtual Training Date

Thursday, June 17th, 10:00 a.m.-2:30 p.m. (w/lunch break)

Who Should Attend

Any interested school district staff and community partners

Follow-Up and Further Exploration

After your attendance at this training, a WSPEI Coordinator will connect with someone at your district to see if you have any further questions about home visits.

Registration Information

<https://zoom.us/meeting/register/tJEqdOGqqD8oHtG5HnZT1jOwPMmQBByqxMBcf>

Contact Information

Caroline Rossing, WSPEI Grant Coordinator: crossing@cesa3.org



The Wisconsin Statewide Parent-Educator Initiative, WSPEI (CFDA#84.027) acknowledges the support of the Wisconsin Department of Public Instruction and the continued support of this federally-funded grant program. Contact WSPEI at 833-879-7734 or <http://wspei.org>.

Developed 02/2021

Utilizing Career & Technical Education (CTE) to Support Students in Becoming Self-Actualized

By: Lisa Brazelton, New Berlin School District
Brian Kenney, Transition Improvement Grant

Graduating college, career and community ready is the ultimate goal for every student. There is a strong connection between youth engagement in Career & Technical Education (CTE) programming and living a fulfilling life. Students who leave high school with connections to CTE become better workers, citizens and leaders (Wolf, 2020).

The real-life experiences are created through hands on application and academic coursework. Research has demonstrated that youth become more engaged, more confident and more self-aware of their skills and passions, which leads to positive post-school outcomes. With the re-authorization of Carl Perkins funding in Wisconsin, CTE has become more available to students with disabilities.

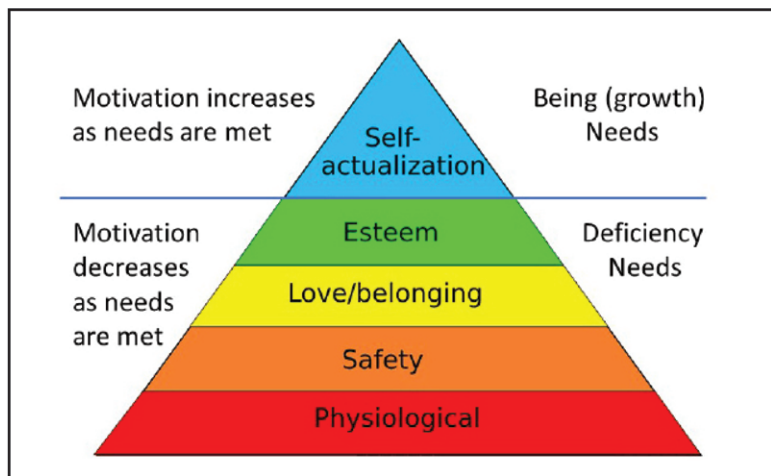
of human needs - physiological and safety. Once those needs are met, the journey then moves to feeling a sense of belonging and esteem (McLeod, 2020). The CTE model correlates well with Abraham Maslow's Hierarchy and maneuvers students into a position where they see the end in mind, provides them with the learning opportunities to explore different learning styles, teaches skills to set and attain goals, and builds avenues to success.

Students with disabilities often get stuck in the middle row of the triangle due to limiting their opportunities for independence, making inaccurate assumptions about their abilities and restricting inclusive opportunities. This is where connections to CTE can be

Maslow believed that getting to the very top of the triangle, a place he called self-actualization, was a journey that could only be completed when you could stay highly motivated in your abilities to self-regulate and independently focus on your goals (McLeod, 2020). There is no doubt a strong connection regarding students who engage in CTE opportunities on a routine basis in high school and the ability to develop their sense of belonging, esteem and ultimately; become a self-actualized individual. (See Maslow's Hierarchy of Needs at left for details.)

Maslow's Hierarchy and its relevance in the realm of CTE is clearly demonstrated in the story of Alex Grant. Alex is currently an eighteen-year-old senior at New Berlin West H.S. in Wisconsin. He transferred into the School District of New Berlin in middle school. At the time, like most middle school students, Alex was struggling with self-identity, personal discipline and peer relationships.

As a student with a disability, Alex lacked the executive functioning skills to identify a solution to these challenges. As a result, he displayed significant undesirable behaviors which impacted his ability to create and maintain positive interpersonal relationships, as well as engage in the learning environment. Alex's behaviors were screaming for attention, and he was lacking security and guidance. He was struggling to maneuver through the Safety Needs category in the Hierarchy of Needs model.



Abraham Maslow believed every human being needed to move through a process, represented as a triangle. The bottom rows of the triangle represent the most basic

a catalyst to meet those needs, develop connections and provide critical opportunities for them to feel good about who they are and what they want to become.

In eighth grade, Alex was invited to participate in SkillsUSA, a Career and Technical Student Organization (CTSO). Participants define, measure and implement their own career readiness skills as they learn about trade, technical and skilled service occupations. SkillsUSA provides educational programs, events and competitions, and strong connections between regular education and special education.

Alex joined and began to explore woodworking, discovered a passion, and has won numerous awards for his skills. His participation in SkillsUSA catapulted him into a position to take ownership of his own growth and become more engaged in his own post-secondary planning.

Alex's involvement in SkillsUSA provided him with an environment to feel safe. He developed friendships with like-minded individuals, and found confidence in himself. He began to take chances and support others as they took chances as well. Alex's sense of belonging improved his overall confidence, which encouraged him to explore these new skills in the school building. Alex began to build connections with staff and peers.

Previously, Alex had only been able to engage on a day-to-day basis. Now, he is able to identify goals for himself, to plan long-term for a successful future, and exhibit confidence to learn through successes and failures; the mark of a truly self-actualized individual. The pathways in life available to him now are a direct result of his connections to CTE opportunities.

Through these connections, he discovered a love of science and woodworking and is prepared

for lifelong success. Alex's participation in SkillsUSA provided him with the self-confidence to participate in a variety of CTE classes, advanced placement classes, and dual enrollment.



**Award-Winning Bird House
Built by Alex**



**Alex Receiving His Award at
SkillsUSA Nationals**

To date, Alex has received acceptance to multiple colleges in Wisconsin and is planning on attending Carthage College

in the fall to major in Biology. Alex is a great example on how CTE opportunities have not only changed the trajectory of his life, but also helped him self-actualize the adult he wants to be and the postsecondary goals that he has.

On a national level, the data regarding CTE participation and students with disabilities really speaks volumes to grab our attention. High school students involved in CTE are more engaged, perform better and graduate at higher rates.

Students who participate in CTE programs have reduced risk of dropping out of high school. In fact, the average high school graduation rate for students immersed in CTE programs is 93 percent, versus the national average freshman graduation rate of 80 percent. In addition, 91 percent of high school graduates who earned 2-3 CTE credits enrolled in college (Association for Career and Technical Education (ACTE), n.d.).

As evidenced by statewide data and personalized through Alex's story, this is great news for educators and those directly responsible for supporting youth with disabilities on their journey to lifelong success.

High school students involved in CTE are more engaged, perform better and graduate at higher rates.

Here are some interesting statistics from the US Department of Education that correlate to the positive youth outcomes from CTE engagement:

(see CTE Programs, page 21)

CESA 3 AUTOMOTIVE TECHNICIAN DEALERSHIP ACADEMIES

By Chuck Keller, YA Coordinator



Do you know a student who loves problem-solving and diverse work? Are they detail-oriented and like to work with their hands? Students who possess these attributes and love cars and trucks, may have what it takes to pursue a career as an auto technician. Students who want to explore the auto technician career pathway before committing can take the first step towards this rewarding career by enrolling in one of our Automotive Technician Dealership Academies as a junior or senior in high school.

CESA 3, in partnership with Southwest Tech and the Wisconsin Auto and Truck Association are offering Automotive Technician Dealership Academies at the following locations:

- Fillback Family of Dealerships: Boscobel, Prairie du Chien, Richland Center
- Hallada Motors: Dodgeville
- Pioneer Ford Sales: Platteville

These face-to-face classes run on Wednesday evenings and are taught by experienced automotive professionals employed by the dealerships using the latest automotive technology. These classes have been added to the ColLEDGE UP program starting in the Fall of 2021.

Students will earn both high school and college credit for the courses and are encouraged to enroll in the CESA #3 Youth Apprenticeship Program for a work-based learning experience to enhance the skills learned in the classroom. Following high school graduation, students have the option to continue into the Automotive Technician program at Southwest Tech with up to 6 program credits already completed.

If you know of a student who might benefit from this program have them contact: Tom Martin, (tmartin@cesa3.org), Darla Burton (dburton@cesa3.org) or Chuck Keller (ckeller@cesa3.org) ■



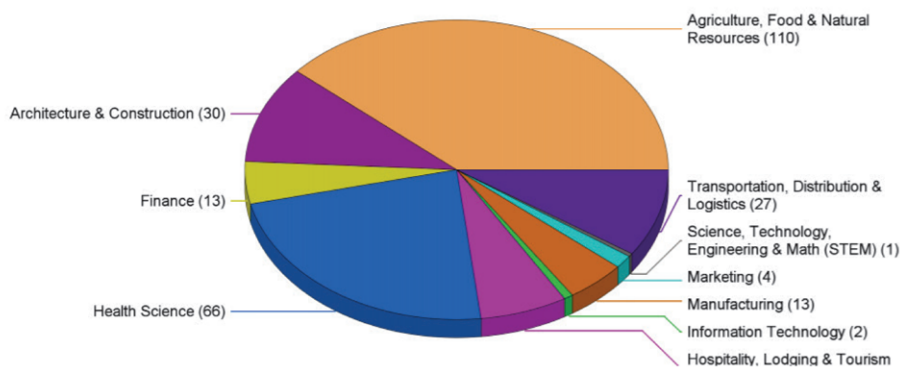
CESA 3 YOUTH APPRENTICESHIP STAYS STRONG IN PANDEMIC YEAR

By Chuck Keller, Youth Apprenticeship Coordinator

The CESA 3 Youth Apprenticeship Program had another amazing year in 2020-2021 due to the continued support for this program in our communities and in our schools. The program thrived even in a time of uncertainty. CESA 3 served 286 Youth Apprentices this year exceeding our goal of 277. We also helped hundreds of other students to prepare for a possible Youth Apprenticeship or Registered Apprenticeship in the future.

The Youth Apprenticeship (YA) program is a highly successful talent acquisition strategy in which employers hire high school juniors or seniors for a one or two-year apprenticeship. During the apprenticeship, the student continues toward high school graduation and takes courses related to the profession as a way of enhancing what is being learned on the job.

ENROLLED YOUTH APPRENTICES BY CAREER CLUSTER



The program is designed to meet the career-readiness needs of the student and meeting the needs of businesses by preparing the next generation of workers. The YA Program has been connecting employers with high school student talent for over 25 years, creating a scalable and successful program with input from industry. The program is designed to keep local talent local.

Employers in southwest Wisconsin extend permanent job offers to more than 80 percent of the graduating youth apprentices annually, making YA an excellent pipeline for recruiting and retaining loyal, well-trained talent.

If you are an employer, parent or student and would like more information regarding the CESA 3 Youth Apprenticeship, please contact: Tom Martin, (tmartin@cesa3.org), Darla Burton, (dburton@cesa3.org) or Chuck Keller (ckeller@cesa3.org) ■

Answer the Call
from page 7

and is linked to student learning. Secondly, even schools that understand the importance of families run into complex barriers that get in the way of partnership:

Everyone is short on money and time.

There may be a historic lack of trust and communication between the school and the community.

Cultural and socioeconomic differences, expectations and unconscious assumptions may get in the way of well-meaning adults working together effectively.

Home visits also provide a positive opportunity to meet federal and state mandates so that families are meaningfully informed of their child's academic standing. In fact, the PTHV model is recognized by the US Department of Education as a high-impact strategy for family engagement.

So please, if you can't honestly say whether your families would pick up your call over a car warranty call, reach out to me to talk more about Home Visits and how WSPEI can assist you in building your relationships. Please contact Rose Cutting (rcutting@cesa3.org). ■



CESA 3's Career and Life Ready Team Presents . . . A Summer to Remember!

By Tom Martin, Perkins Grant and
Youth Apprenticeship Coordinator

This school year will be one we won't soon forget, but we must, if we plan to get back to normal! Your Career & Life Ready Team at CESA 3 is poised to provide your Career and Technical Education Professionals numerous opportunities to advance themselves in order that our region has the best trained workforce in Wisconsin, the Midwest and the World!

Nearly all of the offerings the Career & Life Ready team will provide are a part of your Education for Employment (E4E) contract. The \$3,000 allows you, our soon-to-be 40 school consortium members, access to academically rigorous and occupationally relevant training.



2-Day Training

JULY 26 - 27, 2021
8:00 am - 4:00 pm
BELMONT HIGH SCHOOL

This training is FREE and is for staff of CESA 3 schools only.
Lunch will be provided by First Technologies, Inc.



DAY ONE - Automation 1

- Introduction to Industrial Wiring
- Pushbuttons & Selector Switches
- Indicating Devices
- Relays
- Line Diagrams
- Solenoid Valves
- Proximity Sensors
- Photoelectric Sensors
- Device Operating Specifications

DAY TWO - Automation 2

- Automation Operation
- Seal-in / Memory Circuits
- Run-Job Circuits
- DMM Troubleshooting
- Automatic Cycling Circuits
- Sequential Operation
- Creating Line Drawings from Written Descriptions

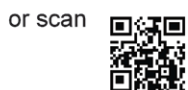
REGISTER TODAY!
 Deadline: June 1, 2021
[CLICK HERE TO REGISTER](#)

Sponsored by:



In conjunction with the Belmont School District, the Wisconsin Department of Workforce Development (DWD), Mobile Modular and First Technologies, CESA 3 will provide \$350 of training, plus meals and then \$20,000 of immediate access to training kits to the first 20 professionals that sign up. Our utmost thanks to Mr. Jeff Hodgson and his leadership in obtaining with CESA 3 a 2019 DWD Technical Equipment grant of \$39,353.35!

[To register, click here.](#)



**SNAP-ON®
MULTIMETER CERTIFICATION**



**BUILDING
TOOLS FOR LIFE**

Built on the foundation of the most trusted brand in the industry, Snap-on provides the essential **TOOLS FOR LIFE** that shape the future of tomorrow's workforce — certification programs, industry-supported curriculum and hands-on training with Snap-on products.

This certification includes rigorous training on the advanced capabilities of Snap-on digital multimeters in the very same technology used by professionals in the workplace. Training is focused on subjects from basic and advanced applications to troubleshooting.

Once you have successfully completed this Snap-on certification, you will leave with one of the most requested skills in industry today.

COURSE CONTENT INCLUDES:

- Multimeter controls and navigation
- Meter display readings and symbols
- Importance of proper terminal connections
- Basic applications
- Troubleshooting techniques
- Hands-on operation of Snap-on multimeter models:
 - » EEDM604D auto ranging
 - » EEDM575D auto ranging, true RMS
 - » EEDM575D digital clamp on
 - » EEDM590D true RMS
 - » EEDM604D auto ranging, true RMS, CATIII certified
- Lab exercises
- Online testing

RECEIVE AN OFFICIAL NC3 CERTIFICATE for proof of achievement providing third party stackable credentials that can offer enhanced employment potential and higher productivity on the job, in industries such as:

- Automotive
- General Repair
- Aviation/Aerospace
- HVAC
- Diesel/Heavy-Duty
- Manufacturing
- Electrical
- Surface Transportation
- Energy
- Engineering

ADDITIONAL SNAP-ON CERTIFICATIONS:

- Automotive Scanner Diagnostics
- Diesel Scanner Diagnostics
- Mechanical and Electronic Torque
- Wheel Service and Alignment
- Asset Management
- Horticulture
- Building Performance (Fall 2013)

For more information and to find the certification school nearest you, please visit education.snapon.com, or email: education@snapon.com.






Snap-on is a proud partner of the National Coalition of Certification Centers.



Multimeter

Snap-on certifications are compatible with other industry recognized certifications. Certifications are developed and administered with NC3 (National Coalition of Certification Centers).

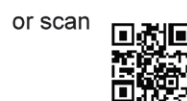


Snap-on is a trademark of Snap-on Incorporated (©Snap-on Incorporated 2015). Printed in the USA.

Multimeter Training - Monday, July 12, 2021 9:00 a.m. - 2:00 p.m. (Deadline: June 1st)

The Career & Life Ready team provide this Professional Development day in order to provide regional educators (Agriculture, Food and Natural Resources, Technology & Engineering, Math and Science) with familiarity with this curricular scope and sequence, but more importantly to the diverse functionality of the multimeter. This \$300 of training, along with access to the curriculum, \$7,000 of equipment and \$2,000 trailer to transport it to your school is again made in large part to your Education for Employment (E4E) contract.

[To register, click here.](#)



SNAP-ON® AND STARRETT®

PRECISION MEASUREMENT INSTRUMENTS CERTIFICATION

The successful completion of the Snap-on Precision Measurement Instruments Certification enables graduates to demonstrate a solid understanding of the fundamentals of working with precision measurement instruments. The skills acquired during this comprehensive training are valuable **TOOLS FOR LIFE** that can lead to rewarding careers in a vast array of industries in the global marketplace.

Precision measuring is the cornerstone of quality in products and services many people rely upon each day. Starrett, Snap-on and NC3 combined their industrial experience and expertise to create a certification that includes hands-on training on instruments that are vital to engineering, manufacturing, aerospace, power generation, and natural resources, to name a few. Those who earn this certification will be proficient in the use of a variety of instruments ranging from tapes and rules to calipers and micrometers.

COURSE CONTENT INCLUDES:

- Tape and Rule Measurement
- Side Caliper Measurement
- Gauge Measurement
- Angle Measurement
- Micrometer Measurement
- Dial Gauge Measurement



BUILDING TOOLS FOR LIFE

Snap-on S-TECH certifications provide a return on technical education investment through hands-on training and state of the art tools and equipment. The Snap-on Starrett Precision Measurement Instruments Certification connects directly to the following academic subject areas, and not limited to:

- Auto Collision Repair & Refinishing
- Carpentry
- Industrial Maintenance
- Millwright
- Machine Tool Operation
- Nuclear Technology
- Transportation Technology
- Energy Production & Distribution

Students earn Snap-on S-TECH certifications as proof of achievement. These NC3-backed, stackable credentials increase employment potential and on-the-job productivity in industries such as:

- Manufacturing
- Metrology Lab
- Metal Working
- Aerospace
- Transportation
- Energy

For more information and to find the certification school nearest you, please visit www.education.snapon.com, or email: education@snapon.com.



Snap-on is a proud partner of the National Coalition of Certification Centers.



Precision Measurement Instruments

Snap-on certifications are compatible with other industry recognized certifications. Certifications are developed and administered with NC3 (National Coalition of Certification Centers).

Snap-on is a trademark of Snap-on Incorporated. ©Snap-on Incorporated 2021.



Printed in the U.S.A.

SNAP-ON® MECHANICAL AND ELECTRONIC TORQUE CERTIFICATION

Built on the foundation of the most trusted brand in the industry, Snap-on provides the essential **TOOLS FOR LIFE** that shape the future of tomorrow's workforce — certification programs, industry-supported curriculum and hands-on training with Snap-on products.

Whether just starting out, or a veteran of the shop, a working knowledge of torque theory and application is a fundamental requirement of any engineering, maintenance service or repair position. A Snap-on Torque Certification provides a widely recognized endorsement of both expertise and demonstrated achievement to employers, making technicians a valuable asset throughout the industry.

For employers looking into continuing education for their technicians, there is no better way to give them the knowledge and expertise they need to be successful.

COURSE CONTENT INCLUDES:

- Tool safety
 - » Hand tools
 - » Electrical tools
- Principles of fasteners
- Understanding torque theory
 - » Mechanical instruments
 - » Electronic instruments
- Hands-on operation of torque tools



BUILDING TOOLS FOR LIFE

Receive an official NC3 certificate for proof of achievement providing third party stackable credentials that can offer enhanced employment potential and higher productivity on the job, in industries such as:

- Automotive
- Aviation/Aerospace
- Diesel/Heavy Duty
- Electrical
- Energy
- Engineering
- General Repair
- HVAC
- Manufacturing
- Mass Transit
- Mechanical
- Mechatronics
- PC Repair
- Robotics

ADDITIONAL SNAP-ON CERTIFICATIONS:

- Automotive Scanner Diagnostics
- Diesel Scanner Diagnostics
- Multimeter
- Wheel Service and Alignment
- Asset Management
- Horticulture
- Building Performance Instruments

For more information and to find the certification school nearest you, please visit education.snapon.com, or email: education@snapon.com.



Snap-on is a proud partner of the National Coalition of Certification Centers.



Torque

Snap-on certifications are compatible with other industry recognized certifications. Certifications are developed and administered with NC3 (National Coalition of Certification Centers).

Snap-on is a trademark of Snap-on Incorporated. ©Snap-on Incorporated 2021.



Printed in the U.S.A.

Precision Measurement Instrument Training Monday, July 19, 2021 9:00 a.m. - 2:00 p.m. (Deadline: June 1st)

The Career & Life Ready team provide this Professional Development day in order to provide regional educators (Agriculture, Food and Natural Resources, Technology & Engineering, Math and Science) with familiarity with this curricular scope and sequence, but more importantly to the diverse functionality of 21 of the most commonly used tools in industry today.

This \$600 of training, along with access to the curriculum, \$32,000 of equipment and \$2,000 trailer to transport it to your school is again made in large part to your Education for Employment (E4E) contract.

[To register, click here.](#)

or scan



ATTENTION CTE, SCIENCE AND MATH PROFESSIONALS

The CESA 3 Career and Life Ready team, in partnership with the Shullsburg School District and the Wisconsin State Department of Workforce Development would like to provide you two more days of professional development the week of August 16th!

Now we know we're getting close to the start of the new year, but after recently taking this training, we would love to carve out (2) days to allow you access to this robust curriculum, the \$40,000 of equipment and \$2,000 trailer as a part of your Education for Employment contract to allow students to understand this most misunderstood concept.

WOULD SOMEONE LIKE TO HOST US? IF SO, WE WOULD WORK WITH THE WISCONSIN TECHNOLOGY EDUCATION ASSOCIATION (WTEA) TO HELP US WITH THE MEALS FOR TWO DAYS!

Please let Tom Martin (tmartin@cesa3.org) know as soon as possible.

Level 1: Fundamentals

Electricity

FESTO

Level 1

Estimated Duration: 32 hours

Decrease production downtime, improve efficiency and increase output – All hinges on understand electricity and how to work with it safely. These courses have been specifically developed to give students the knowledge and skills required to enable them to work safely and effectively with electricity. The lab components of the training offer the student the opportunity to build, test and troubleshoot AC/DC circuits and examine the operating voltages and currents related to proper circuit operation. Technicians will use various instruments to make circuit measurements and calculations.

Course Topics

- Basic concepts of electrical circuits, both in direct current (DC) and alternating current (AC)
- Ohm's law
- Kirchhoff's voltage and current laws
- Using measuring instruments (voltmeters, ammeters, ohmmeters, etc.)
- Solving series and parallel circuits
- Electromagnetism
- Electrical distribution
- Troubleshooting electrical circuits
- Exploration of the most common electrical components: power sources, resistors, inductors, capacitors, transformers, switches, relays, motors

Core Competencies

- Explain the working principles of an electrical circuit
- Safely and effectively measure an electrical circuit
- Identify, sketch and describe basic electrical components and devices
- Build, test & troubleshoot basic electrical circuits
- Read basic electrical circuit diagrams
- Calculate impedance and inductive/capacitive reactance
- Safely and effectively measure an AC electrical circuit using a DMM
- Measure AC waveforms using an oscilloscope
- Determine waveform frequency using an oscilloscope

Equipment

AC/DC Training System

- DC power source (protected)
- AC power source (protected)
- A selection of resistors
- An inductor, parallel-connected to a fluorescent light
- Two capacitors
- Transformer
- A selection of switches: SPST, SPDT, DPDT, NO push button, NC push button, selector switch, knife switch
- DC relay
- AC relay
- A selection of indicator lights: green, yellow, red
- Potentiometer
- DC motor
- Solenoid
- Buzzer
- Circuit Breaker with test components
- Fuse



Oscilloscope and Function Generator also required

www.festo-didactic.com

AC/DC Fundamentals
Monday, July 21 - 23, 2021
9:00 a.m. - 2:00 p.m. (Deadline: June 1st)

The Career & Life Ready team provides these Professional Development days in order to allow regional educators (Agriculture, Food and Natural Resources, Technology & Engineering, Math and Science) equity and access to the curricular scope and sequence, but allow them to understand and apply key electrical concepts. This \$600 of training, along with access to the curriculum, \$10,000 of equipment (2 kits at \$10,000/kits are available for use) is again made in large part to your Education for Employment (E4E) contract. [To register, click here.](#) or scan



CCR Workshop



August 2, 3 & 4, 2021

(locations below)

9:00 a.m. - 3:00 p.m. each day

\$150/District (five members per district maximum)



As we look to the future, CESA 3 is hosting Jessie Sloan, WISEsupport from CESA 4, to conduct a special one-day workshop.

1

Your data entry personnel, career and technical education team, school counseling team and administration convene to look at the significance of CTE size, scope and sequence as it relates to data.

2

Your team confronts school information system errors and determines remedies, but more importantly, reasons why they were erroneous.

3

Processes are spoken to and followed up through the 2021-22 year by the CESA 3 Career and Life Ready Team working toward enhanced Career and Technical Education as it relates to Regional Career Pathway.

4

It is CESA 3's responsibility and response to the number of help desk tickets filed this (2020-21) year. Completion of this workshop will create an in-district team process for Career Education data collection data element definitions, and WISEdata error corrections.

Audience encouraged to participate:

Data Entry Personnel, CTE Team Members, School Counseling and Administration

August 2nd (Monroe H.S. Library/Media Center) - Albany, Beloit Turner, Brodhead, Evansville, Juda, Monticello, Monroe, Parkview, Argyle, Black Hawk, Darlington, Pecatonica and Shullsburg

August 3rd (Cuba City H.S. Library) - Belmont, Benton, Boscobel, Cassville, Cuba City, Fennimore, Highland, Iowa-Grant, Lancaster, Platteville, Potosi, River Ridge and Southwestern

August 4th (Richland H.S. Auditorium) - Barneveld, Boscobel, Dodgeville, Ithaca, Kickapoo, North Crawford, Prairie du Chien, Richland, River Valley, Riverdale, Seneca, Wauzeka and Weston

- Registration Deadline: June 1, 2021 -

***To register, please click on the date above.
For more information, please contact Tom Martin: tmartin@cesa3.org***

Strengthening Successful Educators This Summer

Summer Support for Educators and Their Students

By Lisa Arneson, PhD, Director of School Improvement

While those outside of education often think teachers have summers “off,” we know that’s not true. Yes, summer is often a time for rejuvenation, relaxing, and reflecting. This past year has been beyond stressful, full of worry, anxiety, and unknowns, and if ever there was a need for those three R’s, it’s now. However, summer is also a time many teachers up their game, attending training, planning for next year’s classes, and worrying about students they won’t see until September.

Summer Professional Learning

The staff at CESA 3 is diligently preparing to help teachers up their game with professional learning opportunities designed to address student needs after the pandemic. Our themes this summer include strategies for high expectations teaching, scaffolding grade-level instruction, and student engagement; professional development is being planned for school leaders, as well, on managing change, and leading school improvement.

INSPIRE Summer School

There are over 420 English Learners in CESA 3, and the constraints of the pandemic have been particularly difficult for them. To mitigate this, CESA 3 has partnered with UW-Platteville School of Education to provide K-6 English Learners in the region with an intensive, structured learning environment to help them continue their movement towards English proficiency and support grade-level mastery of English Language Arts and Mathematics. Teacher tutors will be working with small groups of students on-site in their home school district. The program will run four days a week for six weeks starting on June 14. Host districts will need to provide one staff person as a site coordinator, but that person will serve as a liaison only, connecting with families, coordinating location, etc.

Valerie Shaw, CESA 3’s Title III Coordinator, is leading the design of this opportunity, and she will be working directly with participating school districts and supervising the tutors, who are senior education majors from UW-Platteville, who have either completed their student teaching or will be student teaching in the Fall. We anticipate this program will be deemed a success by multiple measures and can be replicated throughout the state in the future.

CESA 3 INSPIRE Summer Program

M, T, W, TH - June 14-July 30 (no interruption due to 7/4 falling on a Sunday (will teach again on 7/5)

Students attend two (2) hours of tutoring a day for six (6) weeks = 48 contact hours of tutoring

WHERE: On-site at our member-district school buildings or virtual, depending on health and safety risk determination by district and county health department. We are hopeful that summer school will be on-site in each district. Masks will be required for students and teachers during any contact hours in person.

WHO: K-6 English Learners

TEACHERS: UW-P Education majors would tutor groups no larger than 2-4 students

FOCUS: Math and Reading

BENEFIT TO DISTRICTS:

- ~ CESA 3 will provide a 6-week intensive program for students vs the standard 2-week summer school programs.
- ~ CESA 3 is able to provide a wider scope of resources (personnel, resource materials, interventions)
- ~ CESA 3 is able to partner with UW-P and harness the power of the School of Education majors to provide targeted small-group intensive instruction.
- ~ CESA 3 provides a more cost-effective program for districts

WHAT DO DISTRICTS NEED TO DO?

- ~ Districts need to reach out to Valerie Shaw, vshaw@cesa3.org, no later than March 29 to express interest in the program, along with the number of English Learners they would like to enroll.
- ~ A Mentor Teacher for each district that is hosting INSPIRE Summer School will be needed to help with setup and introduce students to teacher tutor, as well as to be in charge of supervision after tutoring commences.
- ~ Districts will need to have pencils, paper, notebooks, erasers, whiteboards, dry erase markers and rulers for each student enrolled.
- ~ Districts need to have iPads/Chromebooks available for registered students.

Please note: CESA 3 is not responsible for food or snack requirements, nor any transportation that may be needed for students at each district site.

If your school district would like to learn more about participating, please contact Valerie at vshaw@cesa3.org by March 29, 2021 to allow for tutor staffing. ■

Digging Into Dyslexia Training Series

By Meredith Biba, Elementary Literacy Specialist and Lisa Aalgaard, RSN Director

What do you think about when you hear the word Dyslexia? Do you immediately think of a student you know? Do you think of how you've been able to help them? Perhaps you've even struggled to help them or know what to do? What do your students face every day that you can't see?

Join us, in partnership with the Dyslexia Training Institute, for a 4-day series being offered in June OR August to begin understanding the struggles facing your students and more importantly, what you can do to help! The series will be offered virtually from 10:00 a.m-11:00 a.m. Monday-Thursday, June 14-17 OR August 16-19.

Session Topics include:

Day 1: Dyslexia Simulator

Day 2: Dyslexia--What It Is and Isn't

Day 3/4: In the Classroom-Strategies and Tools for Success, Part 1 & 2



[REGISTER HERE](#)

Please contact us with questions: Meredith Biba: mbiba@cesa3.org/Lisa Aalgaard: laalgaard@cesa3.org ■

DIGGING INTO DYSLEXIA

UNDERSTANDING AND ACTION!

JUNE 14-17 OR AUGUST 16-19
10-11 AM DAILY

Session Topics
Dyslexia Simulator
Dyslexia: What it is and Isn't
In the Classroom: Strategies and Tools for Success Part 1 & 2

DON'T MISS THIS 4 DAY SERIES!

IN PARTNERSHIP WITH THE DYSLEXIA TRAINING INSTITUTE

JOIN US!

Understand the struggles your students with dyslexia face every day in your classroom and what you can do to support them! Join us for a 4 day series (1 hour/day) to learn more about dyslexia and move beyond a label into action!

Open to all!

For those interested visit [MyQuickReg](#) or contact Meredith Biba or Lisa Aalgaard for details.

mbiba@cesa3.org
laalgaard@cesa3.org
608.822.2160
myquickreg.com



Welcoming Schools
HUMAN RIGHTS CAMPAIGN FOUNDATION

Welcoming Schools & BoardmanClark

Presents:

Supporting Transgender and Non-Binary Students

Tuesday, May 4, 2021

Virtual (9:00 a.m.-3:00 p.m.)

- ***Understand the critical need to create safe and supportive schools for transgender and non-binary students.***
- ***Become familiar with laws (such as Title IX and 7th Circuit decisions), policies and best practices to support transgender and non-binary students.***
- ***Learn how to have communications with students and families.***
- ***Be more confident making decisions about inclusivity.***

Who Should Attend:

District Teams (any combination of School Counselors, Psychologists, Pupil Service Directors, Principals, and Superintendents)

Time:

9:00 a.m.-11:45 a.m. (Legal Considerations with FAQ)

12:45 p.m.-3:00 p.m. (Inclusive Practices/Culture Considerations/Scenarios)

Cost:

\$1,000 per team for CESA 3 Members (limited to 60 participants)

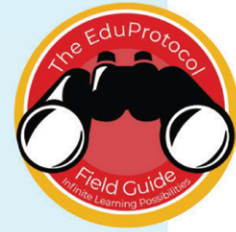
Materials and Zoom Link will be made available closer to the event, after registration.

Register [HERE](#) on MyQuickReg

Please provide specific legal questions and scenarios to Jamie Nutter at: jnutter@cesa3.org - so they can be addressed during legal FAQ.

EduProtocols

LESSON & ACTIVITY TEMPLATES FOR THE DIGITAL CLASSROOM



Eduprotocols are classroom-tested customizable lesson-frames for any subject or grade to break up clichéd lesson plans, build culture, and deliver content to students in a supportive, creative environment. Templates include Cyber Sandwich, MathReps Sketch & Tell, Numbers Mania, and more.

@historysandoval



Facilitator: Amanda Sandoval



Date

June 10th, 2021

9AM - 12PM

Register [here](#) on MyQuickReg

**WISCONSIN'S 4K LEADERSHIP FORUM
and NETWORKING EVENT**

**Monday, April 12th 2021
9 am - 12 pm**

Join us for this free virtual event to collaborate and network around 4-year-old kindergarten in Wisconsin!

The goal of this event is to bring together our 4K leaders and allow for interactive discussion and shared learning across the state. If you are a district administrator, elementary principal, special education administrator, 4K community approach coordinator, or anyone interested in building a strong support network for 4K in Wisconsin you are invited to attend.

Please register by April 7th <https://forms.gle/sc7qStC2L2R7RGZc7>



If you have any questions about the networking event, contact
Tiffany Swain
swaint@cesa5.org



Wisconsin Early Childhood
Collaborating Partners



**Promoting
Early Childhood**

**PEC 2021-Virtual Conference
April 14 & 15, 2021**

Conference Focus:

Relationships, Resilience, Intentionality and Celebration

Questions? Contact: sherry.kimball@dpi.wi.gov 608-267-9625

<https://dpi.wi.gov/early-childhood/pec-conference>



Wisconsin Early Childhood
Collaborating Partners

CTE Programs (from page 9)

Taking one CTE class for every two academic classes minimizes the risk of students dropping out of high school.

Ninety-one percent of high school graduates who earned 2-3 CTE credits enrolled in college.

**Eight years after their expected graduation date, students who focused on CTE courses while in high school, had higher median annual earnings than students who did not focus on CTE.
(US Department of Education, 2019)**

It is very clear that connecting students to CTE opportunities while they are in high school, positions them for a more self-actualized life. Maslow states clearly in his work, that self-actualized individuals lead fulfilling lives (McLeod, 2020).

Alex is a prime example of a student with a disability who has completed his journey through Maslow's triangle and has the necessary skills to enter his postsecondary journey and conquer life's challenges. Alex's inspiring CTE journey clearly demonstrates the beneficial connection between CTE and youth post school outcomes, in particular for students with disabilities.

It is incumbent upon us, as educators, to provide a comprehensive experience that will create multiple pathways for student success. CTE involvement is research based to increase post school outcomes, and examples such as Alex's story, support exploring CTE options for all students as we guide them towards graduating college, career and life ready. ■



Works Cited

Association for Career and Technical Education (ACTE). (n.d.). From Association for Career and Technical Education (ACTE): <https://www.acteonline.org/about-cte/#:~:text=CTE%20Works%20for%20High%20School%20Students&text=The%20average%20high%20school%20graduation,CTE%20credits%20enrolled%20in%20college>

McLeod, S. (2020, December 29). *Maslow's Hierarchy of Needs*. From Simply Psychology: <https://www.simplypsychology.org/maslow.html>

US Department of Education . (2019, September). From *Bridging the Skills Gap: Career and Technical Education in High School*: <https://www2.ed.gov/datastory/cte/index.html>

Wolf, M. A. (2020, November 23). *Perspective | Empowering Students' Lifelong Success Through Career and Technical Education*. From Education NC: <https://www.ednc.org/perspective-empowering-students-lifelong-success-through-career-and-technical-education/>

Lens of Strength from page 5

stay safe, we could make judgements about the individual based on the background. In reality, it could just be the way the "student is wired." Rather than think about "fixing" the student, how can we channel strengths.

As we think about hiring, assembling teams, and helping students learn, we can have healthier expectations if we have a better understanding of strengths. As an agency, we believe students need to understand their strengths.

With that said, we have worked in partnership with Southwest Technical College with their Strength Finder program. We have a program called Teen Relationships and Leadership Development and are working with teens to help them understand their strengths and accept the differences of others' strengths. We have piloted this program in a few districts and have received positive feedback.

We are looking forward to working with more districts in the future. In closing, how do we develop teams that can be everything to everyone? ■



Project SEARCH and UW-Platteville Working Together

By Beth & Dan Flesch, Project SEARCH Instructors

Project SEARCH is a nine-month program that provides training to enhance employability skills for young adults with intellectual/developmental disabilities ages 18-24. The program is in its third year of operation on the UW-Platteville campus.

We are extremely grateful to have the opportunity to continue in-person employability training on the UW-Platteville campus since we started this year back in August 2020. While some Project SEARCH sites have been closed since the COVID 19 outbreak, UW-Platteville has been flexible to continue working with our interns face-to-face, while following safety protocols to keep everyone safe and healthy.



The flexibility and positive attitude exhibited by University staff, supervisors, and mentors has been outstanding! Other partners that have contributed to our ability to implement in-person training include CESA 3, school districts of CESA 3, Hodan Community Services, Division of Vocational Rehabilitation, IRIS and Includa. Together, all of these agencies have made it possible for Project SEARCH to continue its mission.

Interns have been placed in job sites on campus including Department Offices, Dining Services, Building &

Grounds, Custodial Services, Student Support Services, and the Markee Pioneer Student Center. While some of the tasks required in each of these areas have changed some due to the pandemic, interns have continued to gain marketable skills. They have just started their third rotation of the three they will complete this year. Supervisors and mentors in each of the job sites help to provide training to learn the job skills necessary in their department.



One of the biggest benefits of having UW-Platteville as our host site is that many internships allow our interns to work right alongside their same-age peers, the university students! Interns participate in classroom activities every morning before going to their internship sites and again at the end of the day.



Lessons are based on the curriculum provided by the National Project SEARCH. Topics covered include Team Building, Workplace Safety, Technology, Self-Advocacy, Maintaining Employment, Financial Literacy, and Healthy Relationships. Interns work on resumes and interviewing skills.



Interns recently participated in their fourth Employment Planning Meeting, which takes place twice during each of the three rotations. Participants in these meetings include interns, parents, skills trainers, instructors, supervisors/mentors, and job developers.



The primary focus of these meetings is to identify strengths/skills of the intern, identify their areas of job interest, and explore job possibilities in their communities. Interns have the support



of skills trainers and job developers to assist them as they begin to fill out job applications and interview for jobs. These supports are provided through the Division of Vocational Rehabilitation and Hodan Community Services. The primary objective of the Project SEARCH program is to secure competitive integrated employment for all interns in their communities.

Through the partnership with all of the agencies involved with UW-Platteville Project SEARCH, the University as the host site, and the flexibility/positivity of everyone working together, we are working toward the goal of all interns gaining meaningful employment!

If you have questions regarding the Project SEARCH Program, please contact Jim Nelson at: jnelson@cesa3.org. ■



Substitute Teacher Training

Bachelor and Associates Degree Holders Can Work as Substitute Teachers!



A Two-Year Associates or Four-Year Bachelors Degree in any area is necessary for you to participate in this training.

The seminar will introduce participants to the field of substitute teaching by covering the general expectations of a substitute teacher, pertinent information on health issues, successful discipline techniques, hints for working with students who have special needs and more.

All participants will earn a Certificate of Participation!

Tuesday, June 15, 2021
9:00 a.m. - 3:00 p.m. - Seminar

CESA 3

(Due to COVID-19 Pandemic, this training will be offered VIRTUALLY rather than in-person. Participants will receive access information prior to the training.)
Cost: \$90

Pre-registration is required!

Please register early.

Registration deadline is Friday, June 11, 2021!

Please send payment prior to training to secure registration.

Checks should be made payable to CESA 3, 1300 Industrial Dr., Fennimore, WI 53809

Register online at:

https://login.myquickreg.com/register/event/event.cfm?from_cms=1&eventid=26879

or visit MyQuickReg at: <https://login.myquickreg.com/>

For further information, please contact:
Kate Hennessy at CESA 3
608-822-2149 or khennessy@cesa3.org



FENNIMORE MIDDLE SCHOOL

Reading is food for the soul



Students at Fennimore Middle School & High School can listen to bi-weekly virtual book talks by "Brad the Book Guy" from CESA 3! Today's featured authors included Jason Reynolds and Elizabeth Acevedo!

Friday Book Talks Offered During School Year

By Brad Van Epps, Educator Development & Support

Friday Book Talks are provided to SRTNC members on the first and third Fridays of the month during the school year. Tune in live at 8:05 AM or watch a recording whenever it's convenient for your classes.

Recommendations and descriptions of the latest Young Adult literature are the main content for Grades 6-12, but reading aspirations and benefits for students and teachers are on the menu, too!

Any questions or just want to express interest? Contact Brad Van Epps at bvanepps@cesa3.org ■

Orton-Gillingham Based Multisensory Language Instruction Training This Summer!

By Lisa Aalgaard, RSN Director

I am excited to announce that we are bringing Orton-Gillingham Based training opportunities to CESA 3 this summer! It's the three levels of the Sonday System. The Sonday System® is direct instruction for struggling readers in Tier 2 ("strategic"), especially Tier 3 ("intensive"), Dyslexic, ESL/ELL, and students with Learning Disabilities. We are planning on holding all three face-to-face, but will continue to monitor the COVID situation in our area as we get closer to those dates. Please contact me if you have any questions: laalgaard@cesa3.org.

You Are Invited!

Sonday System® Let's Play Learn

Let's Play Learn Pre-Reading & Early Reading Skills training will build staff knowledge of research-based instruction using Let's Play Learn. Focus is on Active Listening, Phonological Awareness (rhyme, onset sounds, closure), Vocabulary, Alphabet, Shapes, Colors, Patterns, Numbers and Counting, Pre-writing and Printing, Picture and Listening Comprehension, Rapid Naming, Letter Names and Sounds.

Date: June 23, 2021

Time: 8:30 AM- 3:30 PM (one-hour break for lunch)

Location: CESA 3 in Fennimore

Materials: Sonday System® Intervention kits are the training materials. *Attendees must have their kit for the training.*

Training Cost:TBD (it will depend on the number of participants - I hope to keep the cost \$275/person or less)

Registration: [MQR LPL](#) (deadline to register: May 21, 2021)

Note: *Sonday System materials are needed to implement instructions with students.*

(Click [here](#) to purchase Sonday System products.)



Sonday System® 1

Sonday System 1 training is an introduction to Multisensory Teaching Methodology, a detailed look at the fundamentals of Orton-Gillingham-based instruction, and the implementation of the Sonday System Reading Intervention Program. The trainings offer hands-on use of Sonday System materials and practical strategies to use with struggling students. Focus is on Sonday System® 1 Instructional Materials, Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension Instruction.

Date: June 24, 2021

Time: 8:30 AM - 3:30 PM (one-hour break for lunch)

Location: CESA 3 in Fennimore

Materials: Sonday System® Intervention kits are the training materials. *Attendees must have their kit for the training.*

Training Cost:TBD (it will depend on the number of participants - I hope to keep the cost \$275/person or less)

Registration: [MQR Sonday 1](#) (deadline to register: May 21, 2021)

Note: *Sonday System materials are needed to implement instructions with students.*

(Click [here](#) to purchase Sonday System products.)



Sonday System® 2

Sonday System 2 training builds on Multisensory Teaching Methodology, takes a detailed look at the fundamentals of Orton-Gillingham-based instruction, and the implementation of the Sonday System Reading Intervention Program. The training offers hands-on use of Sonday System materials and practical strategies to use with struggling students. Focus is on Syllable Types, Syllable Division, Prefixes, Suffixes With Governing Rules, Roots, Contractions, Non-Phonetic Words, Vocabulary and Comprehension.

Date: June 25, 2021

Time: 8:30 AM - 3:30 PM (one-hour break for lunch)

Location: CESA 3 in Fennimore

Materials: Sonday System® Intervention kits are the training materials. *Attendees must have their kit for the training.*

Training Cost:TBD (it will depend on the number of participants - I hope to keep the cost \$275/person or less)

Registration: [MQR Sonday 2](#) (deadline to register: May 21, 2021)

Note: *Sonday System materials are needed to implement instructions with students.*

(Click [here](#) to purchase Sonday System products.)



ONLINE

PAIRING AND RAPPORT BUILDING WITH STUDENTS

August 24th - 1:00-2:30 p.m.

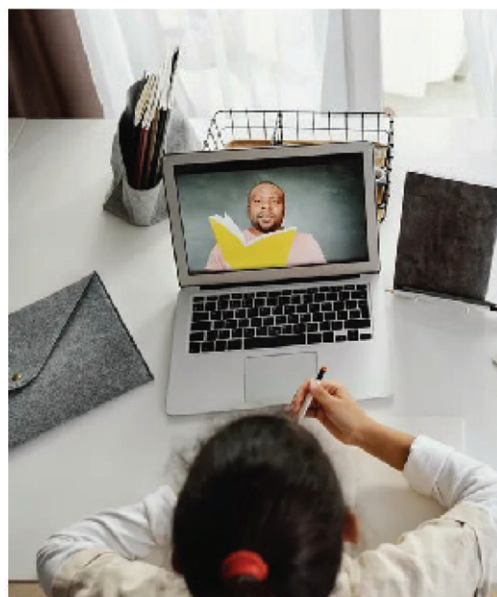
OR

August 25th - 10:00-11:30 a.m.

Learn strategies and the science of positive pairing with students to develop the relationships needed for learner and teacher success! These skills are even more essential during the Covid-19 epidemic when generating student 'buy-in' is even more challenging and some, or all, teaching is done over a screen.

Have you found yourself wondering why a student seems to do the opposite of what is expected or refuses to engage in classroom activities? How can you engage students who exhibit limited desires? Positive pairing is the foundation of building the rapport needed to make meaningful change. In this unit, we will explore how to use behavior to work more effectively with challenging students from elementary through high school.

To learn more, contact: **Rose M. Cutting, CESA 3 WSPEI**
rcutting@cesa3.org



90-minute presentation
\$75/per participant

Other ACT Presentations/Mentoring Available

Prompting and Fading: Building Independence

Prompt dependency of students adversely impacts teacher capacity. The role of aides is to help our students succeed throughout the school day. From recess to academic work, circle time to passing times, we find aides striving for students to be integrated into their school communities. How can we best support our students in this role? When do we sit next to a student in class and when do we sit behind them? How much help is "just right" in the moment? How do we prompt a student to learn new social and academic behaviors and how do we fade those prompts? What is independence for our students and how do we know it when it happens? This module will provide an overview of the path to independence for special education students, regardless of diagnosis. We will review prompting strategies, prompt fading strategies, and ways of measuring progress towards independence. What prompt dependency looks like and how to address it.

Presentation + 3 half-day hands-on training: \$1,600 (20% discount is offered when booked through CESA 3)

Contact Rose Cutting for more information (rcutting@cesa3.org)

Behaviors – When Chaos Strikes!

As educators, we all have moments when students are in the middle of a tantrum, disruptive to others, or in distress. What can we do when their behaviors are presenting an escalating risk at a rapid rate? Applied Behavior Analysis is the science of learning. A Behavioral clinician from Achieving Collaborative Treatment will teach methods from this perspective. We will provide a 60-minute presentation with subsequent hands-on training. This training will provide educators with an easily applied 1-2-3 foundation to work from. In our presentation we will discuss non-desired behavior before, during, and after the incident. This will be followed by three half-day mentoring sessions in your school. This training is ideal for staff that support students who engage in high intensity behavior, or for educators who would like to broaden their understanding of human behavior and the ABA approach.

Presentation + 3 half-day hands-on training: \$1,600 (20% discount is offered when booked through CESA 3)

Contact Rose Cutting for more information (rcutting@cesa3.org)

Wisconsin Center for Resilient Schools

Designed to Support the Needs of our Students

By Deb Goold, Mental Health, ATOD & Teen Relations



The Wisconsin Department of Public Instruction announced the creation of a statewide coaching network and resource center designed to build resilience and better meet the mental health needs of Wisconsin students.

Beginning Jan. 20, 2021, schools interested in the services and resources provided by the Wisconsin Center for Resilient Schools were able to fill out an interest inquiry form available online.

"We must do more to support the needs of our students as mental health challenges continue to grow at an increasingly high rate," State Superintendent Carolyn Stanford Taylor said, "The Wisconsin Center for Resilient Schools provides schools and districts with equitable opportunities to build on strengths, and develop and implement new strategies to promote academic success for all students."

The project was created and funded through the U.S. Department of Education's Elementary and Secondary School Emergency Relief Fund.

Coaching services through the WCRS are augmented by a partnership between the DPI and the Wisconsin Safe and Healthy Schools Center. The relationship provides opportunities for consultation, access to research-based resources and tools, and connections to technical assistance for leadership and improvement teams. Coaching is free and available to public, private, and non-public charter schools and districts throughout the state. Additional information on the WCRS is available at www.wishschools.org.

Upcoming Trainings:

The Wisconsin Safe and Healthy Schools (WISH) Center is offering several professional development opportunities this summer. To see the complete listing, please visit their website <https://www.wishschools.org/training/index.cfm>.

Of particular interest might be...

Restorative Practices for Educators - June 14-15 or June 22-23, 2021 (online)

Restorative Practices Training of Trainers - August 9-13, 2021 or August 16-20, 2021 (online)

The Restorative Practices Training of Trainers is very limited in numbers. If this interests you, please register early. Contact Deb Goold at CESA 3 if you have any questions or need assistance with costs at: dgoold@cesa3.org

There is also a Restorative Practices Book Study beginning April 14th. You can check that out here (online):

Restorative Practices Book Club: The Psychology of Emotion in Restorative Practice

There is no cost for this and a great way to get more information on RP.

You will also find a Youth Mental Health First Aid Training of Trainers in mid-June and another in early August. Please contact Deb Goold (dgoold@cesa3.org) if you might be interested in a Youth Mental Health First Aid training for your school. ■

History Provides Insight from page 4

Most people who were alive in our country in July 1978, would likely not remember the Kickapoo flooding of 1978. What most would remember is that our country was facing a major oil crisis. It is fair to say that without flooding from the Kickapoo River and an oil crisis, the “Nation’s First Solar Village” would not have been built so quickly.

In summary, without conflict, investments in solutions would not have progressed with such a sense of urgency. Just like it is fair to say that without a global pandemic, our schools would not have adopted technological advances so quickly. We likely would not have spent the investment on learning management systems and virtual software options. We would not have spotlighted broadband as an equity issue.

Prior to March 2020, schools were being urged to speed up the rate of technology integration, but they did not have the support or finances to move forward. It took a crisis for us to learn new strategies and integrate technology with speeds none of us has experienced.

In September 2019, would any of us have predicted the federal government would provide allocations of \$1 billion to Wisconsin Schools? When it is all said and done, nearly \$20 million of those allocations will flow to schools in the CESA 3 region.

During the pandemic, you all experienced frustration and heartache and exercised extreme patience. As we enter the equivalent of the “clean up” phase, how are you planning to move forward in your schools as a result of this disruption? Will you look to resolve multiple issues through careful planning? Will you invest in solutions that address issues caused by the learning disruption of 2020 that will also make your schools better in the solution?

Regardless, there should be one question answered: What decisions will make education and learning better for our students? Though none of us would have chosen to experience this pandemic, how will you utilize the

investments to positively shape the futures of your schools with one-time money? These are all challenging questions and require discussion, debate, time, mental energy, and a connection to your vision as districts.

Though there are multiple ways to invest dollars, most experts agree to look for opportunities vs. buying band-aids. Investing dollars into your districts’ futures requires complex thinking. It is complex because there are multiple right answers. It will require you to work together to develop a plan.



Some of you will look at your strategic plans to see if some of the initiatives will address multiple issues. Some of you will go to your website and read your vision and mission statement to find investments that match. Some of you will lead a strategy that teachers use for open-ended class discussions with a **KWL** chart: What do I already **Know**?-What do I **Want** to know?-and What I have **Learned** from this experience? Others will ask leaders to provide local data to determine the needs to address gaps and examine barriers to improvement.

The spirit of these investments is to address issues that were caused or highlighted as a result of the disruption to learning this past year. Though that is the primary purpose, there is nothing that prohibits districts from making investments that address the disruption, while having long-term impacts in the future. There is great flexibility in these dollars, so the right answer is the one that is right in your districts.

If we all created our own lists about what we learned during this time, there would be many themes around technology. In addition to a list about

what we learned, we should also create a list about what we remembered during this time.

We remembered not to take the people we love for granted and that seeing them is a lot better than texting them. We remembered that we can work together when faced with problems. We remembered to appreciate the little things about schools like going to sporting events, having the privilege of physically attending school, and the importance of traditions such as graduations and proms.

We could also create another list about how much we were enlightened. That list would include parents realizing that their 6th graders are now completing content they were tasked with learning in high school, that having a lot of Tik Tok followers is cool for kids but might cause concern for their parents, and isolation is overrated despite our fantasies of being stranded on a tropical island.

As we enter the “clean up” phase from this pandemic, there will be many who will look for ways to return to the practices that were in place in our pre-pandemic schools. Though some of our procedures and traditions will return, many of the lessons and technological advances we were forced to learn will become a part of the procedures moving forward.

Our hope is that if we can use the same energy and spirit of togetherness to make improvements when we are not in crisis and that we can experience even greater accomplishments for our students.

There is likely no going back, but let us use these experiences to remember what is important, continue with a productive spirit of innovation, stay enlightened, and not take these opportunities for granted. ■



CESA 3
1300 Industrial Drive
Fennimore, WI 53809

PRSR STD
U.S. POSTAGE
PAID
PLATTEVILLE, WI
53818
PERMIT NO. 124



**Property & Casualty • Workers Compensation • Employee Benefits
Safety Consulting • Risk Management • Claims Management**

We know how important it is to keep your faculty, students, facility and more safe.

As leading insurance industry experts, we're making a positive impact on more than 170 Wisconsin Public School Districts.

K-12 public schools require specialized coverage options. We're your local **school risk management experts**. Contact John and Brent for your next consultation.



Proudly Representing



John Gibson

Partner-Vice President, Program Business

(608) 778-6441

(608) 288-1800 x1714

jgibson@tricorinsurance.com



Endorsed by Wisconsin Association of School Boards (WASB) Insurance Plan for Property and Casualty Insurance & Employee Benefits Insurance

Brent Straka

Partner, Employee Benefits Specialist

(608) 473-1028

(608) 723-6441 x1113

brent@tricorinsurance.com

TRICORINSURANCE.COM