

CORNERSTONE

What
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the

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Upcoming events at CESA 3

Date	Time	Event	Location
Nov. 1, 2022 - Tue	9:00 AM - 3:00 PM	Mindfulness Training - 4K-3rd Grade	CESA 3
Nov. 2, 2022 - Wed	8:30 AM - 3:00 PM	Suzy Pepper Rollins - Learning in the Fast Lane	CESA 3
	3:30 PM - 4:30 PM	Shifting the Balance Bookstudy	ZOOM Online
	4:00 PM - 6:00 PM	Kohl Fellowship Application Workshop	ZOOM Online
Nov. 3, 2022 - Thu	9:00 AM - 1:30 PM	Shake Rag Alley Student Trip	Shake Rag Alley
	9:00 AM - 3:00 PM	RSN: statewide and C3	CESA 3
Nov. 4, 2022 - Fri	8:30 AM - 9:30 AM	Virtual Homeless Liaison Series	ZOOM Online
	9:00 AM - 3:00 PM	Carl Perkins/Designee Meeting	CESA 3
	9:00 AM - 12:00 PM	Professional Advisory Committee (PAC) Meeting	CESA 3
Nov. 7, 2022 - Mon	4:00 PM - 5:00 PM	Book Study: EL Excellence Every Day: The Flip-To Guide for Differentiating Academic Literacy 1st Ed.	ZOOM Online
Nov. 8, 2022 - Tue	4:00 PM - 5:00 PM	Book Study: EL Excellence Every Day: The Flip-To Guide for Differentiating Academic Literacy 1st Ed.	ZOOM Online
Nov. 10, 2022 - Thu	9:00 AM - 10:00 AM	Novice Principal Network	ZOOM Online
	9:00 AM - 3:00 PM	School Counselor Network/Counselor Cafe	CESA 3
	4:00 PM - 5:00 PM	Book Study: EL Excellence Every Day: The Flip-To Guide for Differentiating Academic Literacy 1st Ed.	ZOOM Online

COLUMNS

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A cross-section of economic, industry and education leaders met at Southwest Tech last month to share their plans associated with the state's Workforce Innovation Grant.

CORNERSTONE

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Front cover art by Robert Callahan

CESA 3 STAFF

ADMINISTRATION

Dr. Jamie Nutter - Agency Administrator
Courtney Rounds - Bookkeeper
Renee Nelson - Administrative Assistant

CONTINUOUS IMPROVEMENT NETWORK

Dr. Lisa Arneson - Director of School Improvement
Meredith Biba - Elementary Literacy Specialist
Mary Joan Brilla - German Instructor - SRTNC
Darla Burton - Regional Careers Pathway Coordinator
Melissa Emler - UDL Coordinator
Kristin Galle - Personalized/Digital Learning Coach
Clark Jillson - IT/SRTNC Coordinator
Chuck Keller - Youth Apprenticeship Coordinator
Tarasa Lown - Grant Specialist
Tom Martin - Perkins Grant/Youth Apprenticeship Coordinator
Susan McLimans - STW Program Assistant
Ellen Olson - Leadership Coaching/Educator Effectiveness Coordinator
Valerie Shaw - English Learner Support and Programming
Nikole Smith - Pupil Service

Coordinator/Teen Relations/ATOD
Molly Thielen - Literacy Support
Brad Van Epps - Educator Development and Support

SPECIAL EDUCATION DIVISION

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Rose Cutting - Parent Engagement
Tricia Davis - Project SEARCH Instructor
Brian Kenney - Transition Improvement Grant Implementation Specialist
Jim Nelson - Project SEARCH/Non-Violent Crisis Intervention Trainer
Caroline Rossing - WSPEI (Statewide)
Nikole Smith - Special Education Director

SCHOOL SUPPORT SERVICES

Robert Callahan - Communications Director

ITINERANT STAFF

Jenny Richardson - Itinerant Services Coordinator/Deaf and Hard of Hearing
Amber Anderson - Physical Therapy Assistant
Courtney Draude - Speech and Language
Morgan Faulkner - Occupational Therapist
JoAnne Gratz - Speech and Language
Madeline Hawes - Speech and Language
Gretchen Jackson - Vision Teacher

Ashley Jenkins - Speech and Language
Pam Kurihara - Deaf and Hard of Hearing Teacher
Melanie Lindstrum - Speech and Language
Heidi Nelson - Physical Therapist
Stacey Nutter - Orientation and Mobility
Gabrielle O'Neill - Speech and Language
Julie Redfearn - Occupational Therapy Assistant
Emily Reinicke - Speech and Language
Becky Ruff - Speech and Language
Anna Schellhorn - Speech and Language
Elizabeth Staidl - Vision Teacher
Ellen Weber - Speech and Language
Lisa Zabel - Deaf and Hard of Hearing Paraprofessional
Sidney Zander - Speech and Language

CESA 3 BOARD OF CONTROL

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Chantel Hampton, Cassville, Area II
Mike Humke, Dodgeville - Area III
Kristin Spurley, Iowa-Grant - Area III
Bob Hermanson, Darlington - Area IV
Kim Schmelz, Belmont - Area IV
April Jennings, Weston - Area V
Janet Matthes, Kickapoo - Area V

What is the focus of your questions?

What is the focus of your questions? In the early 1990s, Stephen Covey became a best-selling author with his book *Seven Habits of Highly Effective People*. This book outlined the characteristics shared by CEOs and managers considered to be successful. Many leaders adopted these seven principles and incorporated them into their everyday practices. After reading the book and learning about the habits, one quickly realized they were not profound. What Covey did in this book was defined and named the habits in a common language and that is what made it so useful. Leaders who followed his book focused on doing seven things well versus focusing on a thousand things half-baked.

We live in a time that affords us as much data and information as we could ever want. This access can be both a strength and weakness depending on how it is used. Though we have the capacity to learn a lot as individuals, as leaders, improving systems is much more challenging. There is one thing for certain. If we try to be everything for everyone, we will fail. We have never lived in a time where the vocal minorities on both sides have been afforded so much power. It is great to live in a country that allows for opposing views. That is what makes our country so great. In reality, most of our communities are not extreme. When it comes to education, most communities want their students to have more opportunities in their schools as compared to the opportunities available for their generation. There is not a more important time for our communities to get behind this notion.

Here are a couple of statistics for us to consider. The first is the number 10,000. This is the number of Baby Boomers who turn 65-years-old each day. The second is 1,500. That is the number of graduates across the CESA 3 region each year. If we divide 1,500 graduates by the number of workdays in a year, that equals an average of five graduates per day. That is the high-

est possible number from one graduating class to plug into our worker pipeline in our area; that is if they all stay. Here are a couple more numbers. 750,000-The number of vacant technology-related vacancies in our country right now. For this paragraph, the last number is one. In all of our youth apprenticeships across our region last year, we only had one student complete a youth apprenticeship in the area of science, technology, engineering and math (STEM). These facts are real problems that are facing every profession. The school districts who are allowed to avoid the distractions and focus on solutions to these issues will be at an advantage over the next 10 years.

When we develop strategies today to solve our issues for tomorrow, we engage in what Covey refers to as *Begin with the End in Mind*. When we engage in this habit, we ask questions first and find solutions second. The opposite is not looking at the big picture. Here are two examples. For example, if looking short-term: how do we get more students proficient in fourth grade math? Here is an example of looking long-term: what do we need to do to

get 40 percent of our students excited about STEM by the time they graduate? If one district focused on the first question and another on the second, think about how different the experience would be for students in each school. If we included our business and advanced manufacturing communities into the conversation, which question would they promote? Wouldn't the fourth grade problem take care of itself? I think we know the answer. If we know the answer, then why is the focus on the short-term instead of the long-term?

Though there is not enough paper in this publication to answer this question fully, one perspective is asking ourselves about how we leverage local control. The long-term answer for the example in the

“We live in a time that affords us as much data and information as we could ever want. This access can be both a strength and a weakness depending on how it is used. Though we have the capacity to learn a lot as individuals, as leaders, improving systems is much more challenging.”

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CESA: Cooperative is in our name

BY DR. LISA ARNESON

What is CESA 3? That's a fairly common question, even from teachers in the area. CESA stands for Cooperative Educational Service Agency. Merriam Webster defines a cooperative as "an enterprise or organization owned by and operated for the benefit of those using its services."

There are 12 CESAs in Wisconsin, each with its own geographic area and districts. The map here illustrates the different areas, and each CESA is run independently of others to serve the unique needs of schools and children in their particular region of Wisconsin. CESAs make it possible for schools, regardless of size, to work together to share staff and equipment, save money, and extend educational opportunities to all corners of the state and to all children. CESAs provide these services without mandates, without levying taxes, and with no state aid.

What do we do at CESA 3? Our mission is Empowering Educators, and we do that in many ways. The agency serves as a liaison between our school districts and the DPI. Many of our staff communicate regularly with different consultants at the state level to keep up-to-date with different programs and initiatives, state and federal accountability measures, and funding to name a few. We then communicate with educators in our schools to empower them to meet expectations from state and federal programs.

The staff at CESA 3 is comprised of experts in their field, from content experts in reading and math, to

special education directors, school leadership coaches to school to work experts who support state and federal programs.

CESA 3 empowers educators. The 31 school districts in CESA 3, our users, benefit from our service in the following ways:

- CESA 3 facilitates the sharing of school staff in hard-to-find license areas. This provides itinerant teachers full time positions working in

bers, at lower prices. Examples: CESA 3 provides several online instructional programs teachers use in their classrooms at a reduced rate, resulting in significant savings for some of our districts--as much as \$20,000 or more.

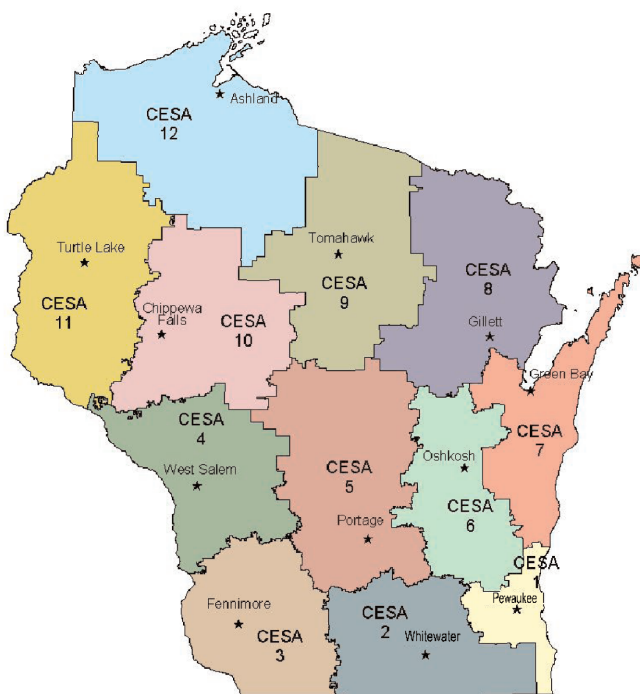
- CESA 3 purchases large, big ticket items for use by educators in our schools. This purchasing power provides access to tools and resources that are cost prohibitive for many districts by themselves.

Examples: CESA 3's Career & Life Ready team's Mobile Career Readiness Labs, which are loaned to schools. We also have for loan a model planetarium for study of astronomy and the night sky, as well as drones for students to examine real life applications of STEM concepts and manipulative to study robotics.

- CESA 3 staff are highly qualified education professionals, some with national credentials that benefit the entire region. It is expected that CESA 3 staff stay ahead of the curve in research and practice so that our districts can remain current and relevant. Examples: Kristin Galle is a national trainer for Illustrative

Mathematics; Ellie Olson is certified through the Jon Gordon Company to train in the Power of Positive Leadership and Teams, as well as a certified executive coach using the Energy Leadership Index through Bruce Schneider IPEC.

- CESA 3 provides high quality professional development opportunities for educators in Southwest Wisconsin. We believe teachers



multiple school districts. CESA 3 hires them and places them in the districts where they are needed. Examples: CESA 3 places Speech and Language Pathologists, Deaf and Hard of Hearing and Vision Teachers, as well as Occupational and Physical Therapy professionals.

- CESA 3 brokers reduced rates on a number of digital platforms and media used by our schools. The power of 31 allows negotiations on a broader scale, with bigger num-

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Dan Wackershauser photo

Among those gathered at Southwest Wisconsin Technical College last month were, from left: Mike Berg, Plant Manager, Imperia; Jamie Nutter, Executive Director, CESA #3; Dennis Cooley, Director of Business and Industry Services, Southwest Tech; Tina Stoeffler, Vice President of Operations, Truvariant; Holly Straka, Business and Industry Services Specialist; Missy Hughes, Secretary and CEO, Wisconsin Economic Development Corporation; John Fick, EDA University Center Coordinator, UW-Platteville, Danielle Williams, Assistant Deputy Secretary, Department of Workforce Development; Jobert Bermudo, Electro-Mechanical Technology Instructor; Erin Arango-Escalante, Administrator, Division of Early Care and Education, Department of Children and Families; Derek Dachelet, Executive Dean, Southwest Tech; and Amy Seeboth-Wilson, Director of Grants, Southwest Tech.

Economic leaders discuss manufacturing grant at SWTC

Workforce Innovation Grant will enhance Youth Apprenticeship program

BY DAN WACKERSHAUSER

Wisconsin economic leaders joined partners at Southwest Wisconsin Technical College on Oct. 5 to discuss a recently-awarded Workforce Innovation Grant (WIG). Southwest Tech is part of a consortium that received a \$2.9 million grant. The consortium, Advance Southwest Wisconsin, is designed to help businesses in Crawford, Grant, Iowa, Lafayette and Richland counties train more than 518 employees, hire another 342, and promote at least 68 incumbent workers in three years through custom upskill training, advanced technology expertise, and targeted employee support.

A group of individuals representing Gov. Tony Evers' office, Southwest Tech, the Wisconsin Economic Development Corporation, Wisconsin Department of

Workforce Development, the Wisconsin Department of Children & Families, CESA 3, UW-Platteville, and local industry, held a roundtable discussion on campus, laying out the obstacles that lay ahead, as well as the opportunities and the projects that can be accomplished through this grant funding.

Among those in attendance was Missy Hughes, secretary and CEO of the Wisconsin Economic Development Corporation. She has been traveling throughout the state, listening to grant recipients discuss how they are going to utilize these funds. "This is a great opportunity to hear what you're working on and hear what your obstacles are," she said.

The driving force behind the grant is the rising number of retirements in the manufacturing sector and

the difficulty in hiring replacements, as well as the need to upskill workers. During the pandemic, more than 29-percent of area employees over age 55 decided to retire – causing area employers to lose workers with decades of experience. This challenge is most concerning in the manufacturing sector, as the area’s third largest employer. At the same time, the manufacturing rebound has been sharper than expected, with the industry looking to fill 200 new positions above pre-pandemic levels in the next year in southwest Wisconsin. “Advanced manufacturing is critical to our area,” said Jamie Nutter, executive director, CESA 3.

Focus groups of manufacturing workers by Southwest Tech identified three main gaps in the local workforce ecosystem:

Gap 1: Current manufacturing employees lack the skills necessary to replace the older, retiring workforce, many of whom were managers or highly skilled technicians.

Gap 2: The lack of regional expertise in advanced technology. The industry had changed significantly in the last decade, and manufacturers want to compete globally.

Gap 3: The most vulnerable workforce faces unique barriers to enter manufacturing – including childcare, transportation, language, and basic educational skills – which all result in higher employee turnover.

According to Derek Dachelet, executive dean at Southwest Tech, as Advance Southwest Wisconsin moves forward through the grant, the focus will be on incumbent workers and special populations. “The Workforce Innovation grant will allow us to better serve workers who are interested in exciting, family-supporting jobs enter the manufacturing workforce and upskill existing workers with new skills to advance their careers,” he said.

Southwest Tech will provide onsite trainings to quickly address skills-gap needs. The trainings will include tech skills like machine and program logic controls using the college’s state-of-the-art mobile training unit, and supervisory skills such as LEAN principles. Also included will be Spanish for the Workplace, safety, compliance, and more. “Manufacturing is one of the best-paying jobs in the region,” said Amy Seeboth-Wilson, director of grants at Southwest Tech. “We want to help elevate people in southwest Wisconsin to those

well-paying jobs.”

In addition, all three of the regional educational organizations will meet weekly to coordinate industry support, from launching a new manufacturing and STEM Youth Apprentice program, bridging into Southwest Tech’s technical programs and on into UW-Platteville engineering programs where students can specialize in automation.

To help the most at-risk employees overcome barriers to entry, there will be extended service hours at Southwest Tech’s five outreach centers (Darlington, Dodgeville, Platteville, Prairie du Chien and Richland Center.) Certified instructors provide individualized instruction, group classes and targeted referrals to existing services, including transportation, childcare and education funding, through the Southwest Community Action Program and Southwest Wisconsin Workforce Development Board.

Southwest Tech will be working closely with other education partners, CESA 3 and UW-Platteville. Each of the groups will work in concert, promoting manufacturing careers to their students, and, in the case of Southwest Tech and UW-Platteville, providing necessary training opportunities. John Fick, EDA, university center coordinator at UW-Platteville, noted that many of the high school technical education instructors in Wisconsin earn their educations at UW-Platteville. Through this grant, the university will work to develop automation systems that will help improve manufacturing processes. Employees and educators will be trained in that technology, so they are prepared for the workforce.

CESA 3

According to Nutter, one of many roles of CESA 3 throughout the grant process will be to leverage opportunities to educate students who live in southwest Wisconsin about the rewarding possibilities the region has to offer. “The Wisconsin Youth Apprenticeship (YA) program is a system that is in place to provide high school students work-based experiences to prepare them for careers that are high-wage, high-skill, and high-demand,” he said. “In order to complete a Youth Apprenticeship, high school students must be

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NATIONAL CHAMPIONS!

Barneveld High School squad wins Skills USA TeamWorks title, UW-Platteville team brings home bronze medal

Congratulations to Barneveld High School and the University of Wisconsin-Platteville on their success at the national SkillsUSA competition in Atlanta!

The Barneveld Career and Technical Education department earned a national championship. Barneveld Skills USA TeamWorks competitors are Nicole Elfering, Quinn Dimpfl, Ty Gaffney and Billy Carden.

The UW-Platteville TeamWorks team won bronze at SkillsUSA. UW-Platteville competitors are Noelle Elfering, Jake Gathje, Henry James and Brennan Sullivan.

The teams are coached by Barneveld Technical Education teacher Will Hodgson and UW-Platteville Adjunct Professor Duane Elfering.

Way to represent the CESA 3 region!



Contributed photo

The Barneveld Career and Technical Education department's Skills USA Teamworks squad of Nicole Elfering, Quinn Dimpfl, Ty Gaffney and Billy Carden won a national championship at the SkillsUSA Competition in Atlanta.

Academic and Career Plan: an explainer

BY DARLA BURTON

The Academic and Career Plan (ACP) is intended to equip students and their families with the tools necessary to make more informed choices about postsecondary education, training, careers for life after high school. It is part of DPI's overall vision for every student to graduate high school academically, socially, emotionally, and life ready.

Every school district in CESA 3 now has their Academic and Career Plan



posted on their district website...but the important part is that they are used.

Every student should have an Academic and Career Plan starting in 6th grade. That Plan should be reviewed in 8th and 10th grade. Once the student knows the direction

they are going, the new Regional Career Pathway (RCP) maps can help guide students and parents on the appropriate coursework that will help make their chosen pathway successful.

Regional Career Pathway maps are specific to Southwest Wisconsin

businesses and opportunities. Maps are currently available in Patient Services and Construction with Manufacturing is coming soon.

For more information, go to: <https://dpi.wi.gov/pathways-wisconsin/regional-pathways-project> or contact Darla Burton at dburton@cesa3.org.

Darla Burton is CESA 3's Regional Career Pathways Director.

Credentials: Career & Life Ready team recharges regional educators

August is normally set aside for last-minute vacations and is the start of fine arts and athletic seasons. Here at CESA 3, August is all about professional development and with the Career & Life Ready Team, its credentials season!

What are credentials?

Credentials are formal documentations by an industry organization of a participant's skill attainment. In the case of manufacturing, industry groups provide guidance on which competencies are needed to perform different manufacturing jobs, such as machining or welding.

A recent paper — co-authored by United State Census Bureau researchers Maggie R. Jones, Ni-



Tom Martin photo

Professional Educators Jay Moelling of Dodgeville (left) and Cory Bussan of Fennimore calibrate a torque wrench on CESA 3's Torque Certification, available for checkout through the Career & Life Ready Team.

colas Pharris-Ciurej and John Voorheis, Vanessa Brown (formerly with the National Student Clear-

inghouse) and Gardner Carrick (National Association of Manufacturers) — examined the impact

of industry-certified manufacturing credentials on

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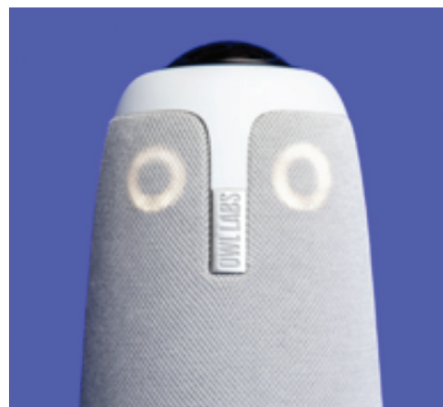
Career & Life Ready Owl available for use with CESA 3 CTE programs

BY TOM MARTIN

CESA 3's Career & Life Ready meetings are now delivered using an Owl. An Owl you say? What does this Owl do?

The Meeting Owl 3 is an intelligent 360-degree video conferencing device that combines a friendly user experience with best-in-class, AI-powered video and audio streaming technology that can be adapted to any space, for any use.

What does this mean? When your Career & Technical Education teams hold regional meetings, the Owl provides for both virtual and real-time audiences the ability to view panoramically who is in the



Who's this? The CESA 3 Owl delivered its first Career & Life Ready meeting on Oct. 7. The Meeting Owl 3 is an intelligent 360-degree video conferencing device.

audience, as well as those who are speaking.

The Enhanced Owl Intelligence System (OIS) delivers an even more immersive experience for remote participants, picking up meeting participants with more accuracy, and switching smoothly between speakers. With more accurate speaker detection, participants will always be seen and heard, even when faces are further away, wearing masks, or poorly lit.

At CESA 3, we admit COVID caught us off guard when it came to the user experience at it relates to meetings. Now with the Owl, we will have here at CESA 3 and for your own board meetings, the

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CESA 3's Career & Life Ready team is set to print

Multiple format printer will take center stage in Nov. 22 event

"A spring of truth shall flow from it: like a new star it shall scatter the darkness of ignorance, and cause a light heretofore unknown to shine amongst men." - Johannes Gutenberg

While perhaps not as inspiring as the advent of Gutenberg's press, CESA 3's soon to be unveiling of a Hewlett-Packard Z6 multiple format printer will allow your districts access to produce outcomes that will truly inspire everyone.

Due to a frugal fiscal philosophy, the CESA 3 Career & Life Ready Team has over the years been able to set aside funds for its career & technical education professionals as a regional benefit in their



Don't miss your opportunity to learn more about the Hewlett-Packard Z6 printer on Tuesday, Nov. 22 at CESA 3 in Fennimore.

programs.

"We love it when we can reach out to our esteemed colleagues at the end of the year, asking what could benefit them and then in this case, making it a reality," said Tom Mar-

tin, CESA 3 Career & Life Ready Coordinator.

"The Career & Life Ready team has seen the capabilities of the Z6 online, and we're super excited for what our professionals will do with it,"

Martin exclaimed.

The Career & Life Ready Team will have professional development on Tuesday, Nov. 22 at CESA 3 in Fennimore.

"In looking at our calendar, we felt like that week with it being before Thanksgiving and during the hunting season would be a good one for a vast majority of districts to come to CESA, see the demonstration, and bring some files to print to take back for their programs," Martin explained.

For more information on the Z6 Printer and other value-added services from your Career & Life Ready, contact Tom Martin at 608-822-2154, tmartin@cesa3.org.

Credentials

Continued from page 7

wages and employment in the manufacturing sector.

Their findings: Manufacturing workers who earn an industry credential on average earn \$2,000 more annually and are more likely to be employed than those who did not earn a credential.

Given that at the time of this writing (September 23) 31 CESA 3 students have already earned cre-

denials, you can see that credential season for the Career & Life Ready team is a pretty big deal.

And not just in enhanced wage clout that has the CLR team jazzed.

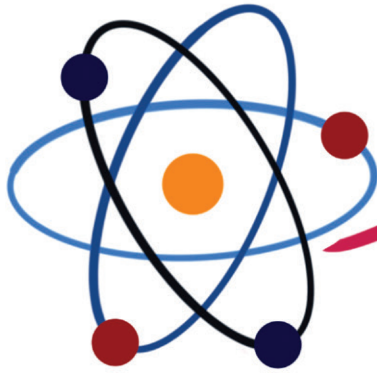
"In this day of age with the advent of Khan Academy and other just in time centers of learning where students can enroll in activities, lessons and courses at a moment's notice, we [CLR] position our professional educators to offer a bevy of rigorous credentialing programs as well in real time," ex-

plained trainer and CLR coordinator Tom Martin. "Our credentialing portfolio for schools are not only malleable when it comes to scheduling but are an immediate student validation that the program and essentially that educator's course provides the essential rigor and relevance necessary for career & life readiness."

While CLR's focus has been manufacturing, Martin indicated that more interpersonal and leadership skill development are on their radar.

"In conjunction with our amazing professional educators, we are looking at some up and coming credentials that center on enhancing our student's skillsets in the workplace and not the technical skills per se."

For more information on regional credentialing, contact Tom Martin at 608-822-2154, tmartin@cesa3.org



CESA 3

*Career & Life Ready
Carrera & Vida Lista*

¿Sabías que el Equipo de CESA 3 Career and Life Ready tiene documentos de Aprendizaje Juvenil en

español para aquellos que prefieren ese formato? Esto es parte de nuestro compromiso de propor-

cionar igualdad de acceso a nuestro programa. Póngase en contacto con Tom Martin o Chuck Keller en

CESA 3 para obtener más información.

CESA 3 partners with Southwest Wisconsin Workforce Development Board

The CESA 3 Career & Life Ready team in partnership with the Southwest Wisconsin Workforce Development Board, are proud to announce the Apprentices Advantage Project.

The Apprenticeship Advantage project was developed to promote “earn and learn” career training and employment in high demand occupations. The program provides incentives to Youth Apprentices in the form of educational stipends, tools, and

protective clothing.

For more information about the program contact Career & Life Ready Team members Darla Burton (dburton@cesa3.org), Tom Martin (tmartin@cesa3.org) or Chuck Keller (ckeller@cesa3.org) at CESA 3.



Contributed photo

The Apprenticeship Advantage project was developed to promote “earn and learn” career training and employment in high-demand occupations.

Career & Life Ready Owl

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technology to have as personable a meeting as possible.

CTE Professionals can use the Owl for FFA leadership events, SkillsUSA events, WFCE meetings

or FBLA regional meetings. The Career & Life Ready Team will also make the Owl available for Wisconsin School Nutrition Association meetings as well.

As our district partners, you are free to check out the Owl for use at your Board meeting.

For more information on check-

ing out the Owl, contact Chuck Keller (ckeller@cesa3.org) or Tom Martin (tmartin@cesa3.org) on the CESA 3 Career & Life Ready Team.

Tom Martin is CESA 3's Career & Life Ready Coordinator.

Flex Farm Hydroponic Growing System is new to Library 21

Addition made possible thanks to a Compeer Financial grant

BY KRISTIN GALLE

CESA 3 has been awarded a \$6,000 grant from Compeer Financial Fund for Rural America to purchase a Flex Farm Hydroponic Growing system.

To foster learning in the area of STEM/Agriculture, the Flex Farm Hydroponic Growing System along with a K-12 curriculum will be added to our Library 21 resources available to districts served by CESA 3.

Through the Library 21 program, CESA 3 provides access to high-quality resources that our districts would not otherwise be able to afford due to bud-



The Flex Farm Hydroponic Growing System and a K-12 curriculum has been added to CESA 3's Library 21 offerings.

get constraints within their districts. The system is available for check-out to our districts for five to nine weeks. This interactive STEM/Agriculture re-

source will be available to our educators to integrate within their lessons and provide a hands-on growing experience for the students they serve.

In addition to the direct STEM/Agriculture experience, this system also provides the opportunity for students to give back to their schools/communities by donating some of the fresh student-grown crops to the school food program or local food pantries.

Contact CESA 3's Kristin Galle (kgalle@cesa3.org) to check out the Flex Farm Hydroponic Growing System today!

Kristin Galle is CESA 3's Personalized/Digital Learning Coach and Library 21 coordinator.

Wisconsin Math Standards: Moving Phase One to PHASE Two

BY KRISTIN GALLE

The Wisconsin Standards for Mathematics review and revision process was ongoing from winter 2020 to spring 2021, concluding with the State Superintendent's adoption of the revised standards in May of 2021. The roll out of the standards will take place in the following phases:

Phase One: Learning and understanding the revised shifts and standards in order to align curriculum

and assessments.

Phase Two: Is a curriculum to create and begin implementing a plan to teach and assess from high-quality instructional materials that are aligned to revised standards.

Phase Three: Is assessment and instruction to where all educators use instructional materials and assessment aligns to revised shifts and standards. Systems are engaging in on-going evaluation to determine where more professional learning

is needed. (School Year 2024-2025)

CESA 3 is here to guide our teachers and administrators in the process of exploring the Wisconsin Mathematics Standards.

We will continue to have support in place for future phases of the mathematics standards.

Contact Kristin Galle (kgalle@cesa3.org) or Ellie Olson (eolson@cesa3.org) for more information.

CESA 3's Math Menu: A year of math professional learning opportunities

BY KRISTIN GALLE

CESA 3 is eager to share its Math Menu for the 2022-2023 school year (see page 22).

What is the Math Menu? This is a place where CESA

3's Ellie Olson and Kristin Galle have planned and scheduled out a year of math professional learning opportunities for all educators PK-12.

The year long profes-

sional development is supporting the vision of the Wisconsin Mathematics Education. CESA 3 is here to guide our teachers and school leaders in the process of exploring

the Wisconsin Mathematics Vision with multiple learning opportunities.

We look forward to working with you in 2022-2023 to learn and grow for all of the students in our region.

Building Thinking Classrooms in Mathematics (K-12)

This project aims to create a professional development series for Math educators based on 15 years of research supporting Peter Liljedahl's work around building "Thinking Classrooms" in mathematics. Liljedahl describes a thinking classroom as: "a classroom that is not only conducive to thinking but also occasions thinking, a space that is inhabited by thinking individuals as well as individuals thinking collectively, learning together, and constructing knowledge and understanding through activity and discussion. (Liljedahl, 2015). His research provided the foundation for the book: Building Thinking Classrooms in Mathematics, Grades K-12: 14 Teaching Practices for Enhancing Learning (Liljedahl, 2021). This book provides a new research-based framework for enhancing math instruction using

a three-tiered approach to implement these strategies. This proposed professional development series is based on the strategies outlined in Liljedahl's book.

Learning requires engagement, and the "Thinking Classroom" framework provides teachers research-based strategies for enhancing their students' engagement and learning in math. Liljedahl's work supports that learning these strategies in teams leads to higher levels of implementation over time which he credits to the support teachers can provide one another outside of the professional development sessions. Because of this, districts will be encouraged to participate in this professional development series in teams.

Teachers will understand how to build a thinking classroom in

mathematics, including 14 teaching practices for enhancing learning. Student and teacher efficacy will increase. This will also be demonstrated in the mathematical identity of the students in each Thinking Classroom. With an increase in personal interaction with mathematics for the students, we will see an increase in standardized assessment for the students in our region.

CESA 3 was awarded The Dr. Henry Kepner Long-term Professional Development Grant supported by Dr. Henry Kepner and WMEF, which is assisting in the development of this project. CESA 3 is grateful for this partnership.

Asynchronous modules will be offered in Spring 2023!

Contact CESA 3's Kristin Galle (kgalle@cesa3.org) or Ellie Olson (eolson@cesa3.org) to learn more.

CESA 3 Dashboard Lites: Understanding the 2021-22 assessment data release

BY KRISTIN GALLE

The Statewide assessments provide a common measure of achievement across students in the state. Districts with low participation rates should use caution when interpreting student summary reports and making cross-year comparisons, especially when the group of students who tested is not representative of the overall population of students. Assessment results should be used in conjunction with other data to drive school improvement. WSAS results are high profile, but only one of many data points that should be considered in a school improvement planning process.

The Wisconsin Student Assessment System (WSAS) exams accounted for in this release of annual statewide assessment data include:

Wisconsin Forward Exam

- Grades 3-8; measures performance in English language arts (ELA) and mathematics
- Grades 4 and 8; measures performance in science
- Grades 4, 8, and 10; measures performance in social studies

ACT with writing

- Grade 11; measures performance in ELA (English,

reading, and writing), mathematics, and science (same college admissions exam taken by students nationwide)

Aspire

- Grades 9 and 10; measures performance in ELA (English, reading, and writing), mathematics, and science and is predictive of ACT performance

Dynamic Learning Maps (DLM)

An alternate assessment for students with significant cognitive disabilities

- Grades 3-11; measures performance in English language arts (ELA) and Mathematics
- Grades 4 and 8-11; measures performance in science
- Grades 4, 8, and 10; measures performance in social studies

Join CESA 3 Data Specialists for Dashboard Lites: a series of short focused virtual sessions each month designed to improve users' familiarity with and navigation within WISEdash for Districts. Participants will watch a demo, discuss and analyze how the data can be used, and then apply and practice in their own dashboards.

To learn more, contact CESA 3's Dr. Lisa Arneson (larneson@cesa3.org) or Kristin Galle (kgalle@cesa3.org).

CESA 3's Olson takes part in The Power of a Positive Team training

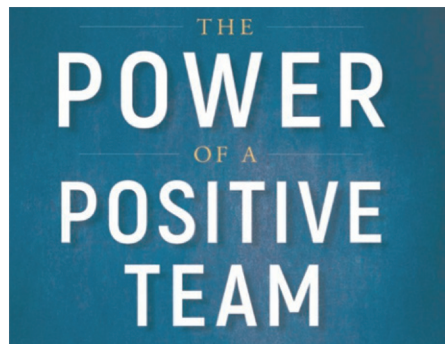
Strategies, training will be made available to CESA 3 school districts

Teams do great things together. As adults we are on many different teams: teaching teams, administrative teams, school-wide teams, our family team, possibly coaching a team, etc. The list goes on and on.

These teams that we spend our time in each have a culture that impacts the members. Choosing to be a positive team and making that choice as a group is extremely powerful.

Positive teams create a positive culture. These teams work together towards a shared vision with a greater purpose. Their work demonstrates optimism, positivity and belief that the team can and will do great things. Positive teams trans-

form and remove negativity. They build trust and great relationships. Positive teams are always striving to



get better!

Each team you are a member of can have the characteristics of a Positive Team. The key is learning

about how to make it happen and working at it each day while supporting each other. Culture is not static. Culture is dynamic. Consciously making a choice to function as a positive team is the first step.

CESA 3's Ellie Olson was recently trained to bring the concepts and strategies of The Power of a Positive Team by Jon Gordon to our region.

"It is going to be an exciting year as we at CESA 3 learn more strategies to use as a positive team while serving our schools," Olson said.

Contact Ellie Olson at eolson@cesa3.org if you would like to learn more.

Economic leaders meet at SWTC

Continued from page 5

supervised to ensure they are completing required hours, getting paid at least minimum wage in a qualifying experience, engage in related-instruction, and be evaluated."

Nutter explained this workforce grant will allow CESA 3 to hire another individual to connect more students to these experiences so that students, parents, and school personnel are more aware of these opportunities and the area sees an increase of YA completers in advanced manufacturing and STEM. "The grant will also enhance the current YA program that allows students to earn up to 12 college credits and related-instruction at no cost to them or their school district," he said. "The role of CESA 3 is to ultimately have a higher-skilled pipeline to address worker shortages in these two key areas of industry and economic development."

UW-Platteville

The focus for UW-Platteville through this grant will be on multiple fronts. University officials will continue to train technical education instructors. According to John Fick, EDA University Center Coordinator at UW-Platteville, the university leads the state in the training of high school technical education instructors.

This grant funding will allow for enhanced lab settings and a focus on automation training. Industrial automation and robotics labs will be a focus of the trainings moving forward, according to Fick.

Fick is also excited about the liaison position that will be a part of this grant. If an industry partner has a need, this position will be able to get them where they need to be.

More information about the grants can be found here: <https://wedc.org/programs-and-resources/workforce-innovation-grant/>.

Southwest Wisconsin Technical College, a finalist for the 2023 Aspen Prize for Community College Excellence, is one of 16 institutions that comprise the Wisconsin Technical College System. Southwest Tech offers more than 60 programs in a wide variety of disciplines. Courses are offered on campus, online, HyFlex and in a blended format. The college provides apprenticeship, certificate, technical diploma, and associate degree programs that respond to district workforce needs and prepare student for family-sustaining jobs and career advancement.

Dan Wackershauser is a Southwest Tech Marketing and PR Specialist.

CESA 3's Valerie Shaw chosen for CESA 3 Foundation Grant

Will assist member districts, staff with targeted training impacting ELL

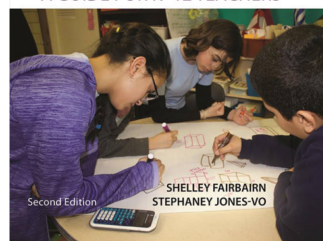
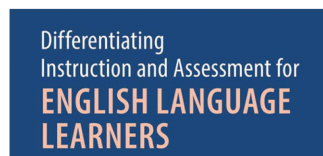
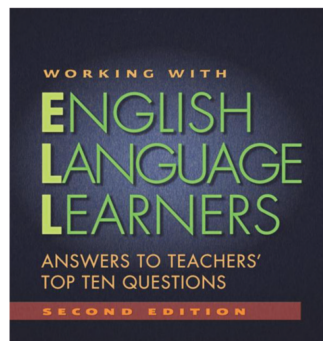
BY VALERIE SHAW

I'm pleased to have been chosen for the CESA 3 Foundation Grant to assist all of our member districts and their staff with targeted training that will impact your English Learners language and academic growth.

This grant has allowed the purchase of books and materials that will lend themselves to increased understanding of how to effectively serve English Learners. CESA 3 will provide PD books and host book studies with groups of teachers; provide a setting for robust learning of the WIDA Standards for

English Learners through grade specific WIDA standards studies so all teachers can access information that targets their particular grade level. These opportunities will increase overall academic language in English Learners by training teachers on how to implement WIDA Standards and English Learner supports to increase Academic English acquisition while honoring educator's time and emotional well being.

The following books will be used to train staff:



Please reach out to me at vshaw@cesa3.org and we will schedule book studies to meet your needs!

WIDA Framework

Additionally, we will offer training on the WIDA Framework by grade levels - K, 1, 2-3, 4-5, 6-8, 9-12. Reach out to vshaw@cesa3.org and we will schedule this training to meet your needs!

As always, reach out throughout the school year (vshaw@cesa3.org) if you have any questions on English Language Learners.

Have a great Fall semester!

Enjoy professional development opportunities galore this fall semester

CESA 3 has several professional development opportunities available to you during the fall semester.

1. WIDA ELD Standards - All Grade Levels - What are they? Why do I care?

2. WIDA Can Do Descriptors - How to Use These with English Learners to Inform Instruction

3. Strategies for English Learners by Grade Level - Build Foundational Supports

PD Book Studies all year long!

Each book study will meet for professional investigation, connections and sharing through Zoom. These meetings will be a stress free discussion of what we've read in order to digest and react immediately, instead of waiting for weeks or more to pass for discussion. The fast pace will be

enjoyable and we will all leave feeling that we've learned a lot in a short amount of time that is applicable to any classroom at any grade level!

Please note that our individual book studies will be capped at 10 participants so we may have robust discussions that expand and strengthens our knowledge base of English Learners.

Please note there is a minimum of five participants per book study in order to hold.

2023

Language Power: Key Uses for Accessing Content 1st Edition by Mar-go Gottlieb, Mariana Castro

January 16, 17, 19, 20, 23. 4-5 p.m. Deadline to register: Dec. 26, 2022.

Cost: \$25 per CESA 3 Member participant/\$100 for non-CESA 3 mem-

bers/\$50 per University of Wisconsin-Platteville School of Education student.

Participants buy their own books.

Register here: <https://login.myquickreg.com/register/agency/event/event.cfm?eventid=31947>

Learning in a New Language: A Schoolwide Approach to Support K-8 Emergent Bilinguals by Lori Helman

February 6, 7, 9, 10, 13. 4-5 p.m. Deadline to register: Jan. 16, 2023.

COST: \$25 per CESA 3 Member participant/\$100 for non CESA 3 members/\$50 per UW-Platteville School of Education student.

Participants buy their own books.

Register here: <https://login.myquickreg.com/register/agency/event/event.cfm?eventid=31948>.

School Counselor Network, Counselor Cafe return this fall

Safe and Healthy Schools Program member schools attend at no cost

BY NIKI SMITH

The School Counselor Network and Counselor Cafe are returning to CESA 3 this fall.

The School Counselor Network consists of five virtual sessions throughout the school year focused on learning and practical conversations that student services professionals experience in their roles. This is also an opportunity to brainstorm and connect on topics that are relevant to the needs of the students in our region.

The Counselor Cafe will meet three times in person at CESA 3 and will also focus on various topics based on the School Counselor Needs Assessment from this fall. The afternoons are scheduled to continue the leadership training work with Ellie Olson on the Power of Positive Leadership.

School Counselors are the first line of support for our students and increasing their leadership potential will

best support our schools to advocate for our student's needs.

Schools that are members of the Safe and Healthy Schools Program can attend all events at no cost (a \$600 value). The schedule for both of the events is as follows:

School Counselor Network (Zoom)

Monday, Dec. 12; Monday, Feb. 20; Monday, March 20; Monday, May 22. All meetings are held 1-2 p.m.

Counselor Cafe (held at CESA 3)

Thursday, Nov. 10; Thursday, Jan. 26; Thursday, April 27. All meetings are held 9 a.m. - 3 p.m.

Niki Smith is CESA 3's Special Education Director and Pupil Services Coordinator.

Save the dates: Title III meetings scheduled for 2022-2023 school year

BY VALERIE SHAW

Please join me, Valerie Shaw, for Title III updates or for any questions you may have throughout the year.

These meetings are held via Zoom and there is no need to register. Just hop on at 9:30 a.m. on the

2022-2023 TITLE III MEETINGS

November 10
December 8
January 12

February 9
March 9
April 13

second Thursday of the month, ask your questions and be kept up to date on any state news

applicable to Title III.

Reach out for the Zoom meeting link or check your newsletter.

Once again, meetings are held the second Thursday of each month from 9:30-10:30 am. Please be prompt for the start time!

Valerie Shaw is CESA 3's ESL Director/Title III Program Coordinator.

Cooperative is our name

Continued from page 3

and leaders shouldn't have to travel far to access nationally known speakers and workshop opportunities on new practices. Examples: CESA 3 has featured training by literacy experts Stephanie Harvey and Kelly Gallagher, as well as math and science experts Graham Fletcher and Robert Kaplinski. Last year we brought Rick Wormeli and Doug Reeves to CESA 3 and in November, Suzy Pepper Rollins will be joining us.

- CESA 3 manages several programs for the region where students and teachers compete and can advance to state and national recognition. Examples: CESA 3 collects applicants for the Kohl Scholarship and Kohl Fellowship for teachers, as well as the Regional Spelling Bee for students,

- CESA 3 writes and manages a multitude of grants to benefit the educators and students in the region. Most districts do not have the staff or expertise to write and manage competitive grants. CESA 3 has a full-time grant expert whose sole responsibility is to find and write

grants on behalf of the agency and the districts we serve. Examples: This year alone, CESA 3 has received over \$400,000 in grants from federal, state and local sources.

In so many ways, we serve. We lead. We empower. CESA 3 serves the districts in Southwest Wisconsin, always leading the way towards continuous improvement, and empowering educators to elevate outcomes for each student who enters their doors.

Dr. Lisa Arneson is CESA 3's School Improvement Director.



Contributed photo

New Project SEARCH interns are, front row from left: Caleb Hill, Boscobel; Bailey Durni, Platteville; Zoe Soderblom, Hazel Green; Dezaray Rollings, Brountown; back row: Dillon Meir, Platteville; Travis Diore, Mineral Point; Logan Pennekamp, Potosi; Gavin Pelfrey, Platteville; and Alex Jones, Platteville.

Project SEARCH begins its sixth year

Nine new interns will learn skills through job training

BY TRICIA DAVIS

What is Project SEARCH? Project SEARCH is a collaboration of the University of Wisconsin-Platteville, area school districts, the Department of Vocational Rehabilitation (DVR), Hodan Community Services and CESA 3. This is a great opportunity for students with disabilities who have completed their high school graduation requirements to gain employment.

The Project Search program allows the interns to learn skills through job training. At the UW-Platteville site, the interns attend daily and learn employability skills within the classroom setting.

These job skills are put into action during their three 10-week internships at various campus locations. These locations range from custodial and grounds positions, working in the areas of dining services, and office settings. From here they learn what careers they may or may not be interested in. In addition to working, the group takes time to tour area businesses as well as plan for fun class outings.

Following graduation on June 2, 2023, the interns will have a resume and experiences which will assist them with an opportunity to become an employee. Project SEARCH has been on the UW-Plat-

teville campus for six years with this year being its highest enrollment. Not only do the interns learn employability skills, but they also leave the program with a sense of pride, a new community of friends, and the confidence to be a dependable, hard working and respectable employee.

If you have any questions regarding the Project SEARCH program, please contact Jim Nelson at the CESA 3 office: 608-822-3276.

Watch for future updates from our incredible interns!

Tricia Davis is CESA 3's Project SEARCH instructor.



Contributed photo

Attending the SEL in Action Conference in Albuquerque, New Mexico last month were, from left: Niki Smith, CESA 3 Pupil Services Coordinator and Special Education Director; Angela Barth, School Counselor and Special Education Director for Southwestern School District; Tammy Cooley, Special Education Director at Potosi Schools; and Tiffany Helmke, Social Emotional Learning Coach.

Area leaders attend SEL in Action Conference

CESA 3 partnered with area school districts and Grant County community organizations to write a grant and form a

G.R.A.N.T. County (Growing Relationships and Nurturing Trust) SEL Leadership Coalition.

The purpose of the

group is “to establish strong collaborative partnerships across school districts, government agencies and community

organizations so that effective Social/Emotional Learning practices can be

Continued on page 18

Deb Biechler will return to CESA 3 for two workshops

Deb Biechler will return to CESA 3 for two Growing Minds - Calm Classrooms & Caring Schools Workshops. The cost for these workshops are \$50 each for Safe and Healthy Schools members and \$125 each for non-members.

Mindfulness Training: Tuesday, Nov. 1, 9 a.m. until 3 p.m. for anyone working with children in Early Childhood/Daycare settings

through third grade. This training will provide participants with helping children focus attention, self-awareness, self-regulation, social skills, and understanding emotions.

Unlocking the Teenage Brain: Tuesday, March 14, 2023, 9 a.m. until 3 p.m. for anyone working with children in grades 6-12. Participants will learn about the teenage brain,

maximizing social/emotional skills, learn about mindfulness-based education and benefits, and practical strategies for cross-curricular connections.

To learn more, contact CESA 3’s Niki Smith, Special Education Director and Pupil Services Coordinator (nsmith@cesa3.org).

What is the focus of your questions?

Continued from page 2

previous paragraph outlined a question that would be beneficial to our businesses and local economies, while empowering students to gain knowledge that provides them with the opportunity to gain a career that is high-demand, high-wage, and high-skill. The short-term answer is that we look good on standardized measurements. Though we pride ourselves on local control in Wisconsin, we are held accountable to state and national tests. While we are trying to reach high results on high stakes tests, our schools are being asked to do more. When rural residents formed community and country schools, it was for the common good so that we had citizens who could make better decisions in a free country. Now leaders are asked to not only be accountable for curriculum but also everything from food programs to nursing services. In short, each generation asks schools to do more. Very seldom do I hear school boards, school leaders or teachers complain about doing more; however, it has put us in a position to try to have schools be everything for everyone in the short-term.

Since the pandemic there is a renewed energy by our educators in our CESA 3 schools. Their work is still hard, but not nearly as hard as it was the past couple of years. This pause in the school routine also has forced us to face the reality that the Baby Boomers helped delay an issue that economists have been screaming for the past 10 years. The Boomers worked a little longer than anticipated, but the pandemic was enough for many to realize life is too short. They are choosing to do other things. That has left us with shortages in every industry. Though it is challenging, Wisconsin will face crisis levels over the next five to seven years. Though it will require us to ask many questions, one of the solutions will be in the pipeline (our current high school students). In each of our communities, there are business owners who need workers in order to keep their business afloat. We must find ways to keep our graduates. We must find ways to engage them in our communities and take pride in them so they do not leave. That is a key question we must be asking.

As we fully embrace the power of local control, when

is the last time we engaged our business partners in what they need from students? Do we know how many are willing to sponsor a youth apprenticeship and even possibly sponsor one of our graduates' post-secondary in education in exchange for a few years of service? How do we engage the 20 and 30 somethings in taking ownership in our schools and communities? For so many years, we have been blessed that Boomers and Gen Xers have looked for solutions for our next generation. We are at a point where our Gen Zs are ready to lead, but we must engage them in the conversation. These types of questions help our schools to be more focused and more responsive to the needs of our communities.

We are facing these questions regionally at CESA 3. Our role is to connect leaders with best practices to assist in training their staff members so they can find local solutions. Over the past six months, we have partnered with Southwest Wisconsin Technical College (SWTC) and the University of Wisconsin-Platteville to focus on two local solutions to this question. How do we address the worker shortage and population crisis we are facing in our rural communities?

In 2017, CESA 3 partnered with school districts, SWTC, and UW-Platteville to facilitate 117 youth apprenticeships. In 2021, that number increased to 330 youth apprenticeships. Last year our area only

had nine students in Advanced Manufacturing and one student in STEM. This year, we already have 17 in the first quarter thanks to the partnership. We are on pace to serve over 350 youth apprentices this year. This grant will provide over \$1 million dollars to our area in an effort to address the worker shortage in Advanced Manufacturing and STEM. These dollars will help with related-instruction costs including college credits while earning high school credits (dual credits) at no expense to the student or their schools. Students will gain first-hand experience while business and industry will get a chance to showcase what they have to offer to our next generation of workers. Never before has industry called for workers who are technology savvy, and our high school students are graduating with the foundation of what they need.

Our CESA 3 team also wrote and were awarded a

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SEL in Action

Continued from page 16

implemented proactively, coherently, and systemically by bringing a diverse group of stakeholders together to identify and address root cause barriers to underserved families with mental health, addiction, and social/emotional competency, so they can develop the skills to lead healthier, happier lives”.

A SEL in Action grant was awarded in 2021 and members of the team were invited to attend the SEL in Action Conference in Albuquerque, New Mexico in October of 2022.

Angela Barth, School Counselor and Special Education Director for Southwestern School District, Tammy Cooley, Special Education Director at Potosi School, Niki Smith, CESA 3 Pupil Ser-



Contributed photo

CESA 3 partnered with area school districts and Grant County organizations to write a grant and form a G.R.A.N.T. County (Growing Relationships and Nurturing Trust) SEL Leadership Coalition. Team members were able to attend the SEL in Action Conference in Albuquerque, New Mexico last month.

vices Coordinator and Special Education Director, and Tiffany Helmke, Social Emotional Learning Coach spent four days

learning about equity and the development of social emotional learning as educational leaders, as well as networking with 260

grant recipients across the nation.

What is the focus of your questions?

Continued from page 17

\$300,000 grant to serve all 31 of our school districts to address teacher retention. As you are aware, there is a nation-wide shortage of teachers. This grant will allow leaders to gain skills to enhance and create schools that attract and retain teachers. Shortages go beyond just technical knowledge. We must create communities that are inviting for our next generation. If we do not, there are a multitude of other communities in the nation willing to take our homegrown talent. As a result, this grant will allow leaders to engage in professional development with national trainers to better understand how to focus school and community cultures on meeting these needs. As they invest in time to create

great school cultures for teachers, they too are investing in the time required to become even better leaders. Without investing in teachers, we will not have the professionals to prepare students for these challenges our communities will face tomorrow.

As leaders and school board members, what are the questions that must be asked in your communities? What is the important the “end” that in which you are beginning for the preK-12 experience that you provide? As you contemplate the answers to these questions, the unimportant distractions should become more clear. As always thank you for serving, and thanks for answering the call to make a difference for your students and your communities!

Dr. Jamie Nutter is CESA 3's Agency Administrator.

Summarizing the DPI proposal for the next biennium

BY DR. JAMIE NUTTER

The past two years have been tricky to navigate, with school boards and leaders trying to hold their communities together as we navigated through the dissonance caused by the pandemic. Fortunately, our state was able to leverage federal dollars, so districts were not struggling with finances while also trying to figure out how to keep families safe. As we move forward, we are faced with addressing the realities spotlighted during the pandemic. Leaders are now moving from simply feeling fortunate to operate school each day to achieving high levels. As the acute responses to COVID-19 wanes, so do the final months of the 2021-23 biennium budget.

This biennium process will provide challenges and opportunities. The challenges will be presented as the legislature will need to fill in the huge revenue hole left from one-time pandemic money and the highest inflation rates since the late 1970s. The opportunities are provided because the legislature chose to substitute federal dollars in order to invest significant funds in the reserves (a.k.a. rainy-day fund), so our state is in a better position than other states. The Department of Public Instruction (DPI) has outlined a list of needs and the price tag for each, while our legislature will now determine what priorities and the dollar amounts, they are willing to invest.

The total ask by DPI is about \$2 billion, with about half going to general aid. Here are a few highlights. The DPI has asked for \$20 million to address the teacher shortage through internship programs and to help schools develop 'Grow your own programs.' They have asked for an increase of \$350 per student in 23-24 and \$650 per student in 24-25 for school operations. Currently schools only get 60 percent credit for every four-year-old kindergarten student taught, regardless of how many days they go to school each week. The DPI is asking to allow four-year-old kindergarten students

to be counted at 100 percent if districts are choosing to offer four-year-old kindergarten for five days per week. They are also asking for more general aid to reduce the levy impact in highly aided districts. The general aid -- which substitutes local levies to keep tax rates from increasing at drastic rates -- if funded, would be close to a billion dollars over the biennium. Keep in mind without state aid in our area, most of our districts would have school tax rates at double the amount or more.

The biggest commitment being asked by DPI is an increase in special education reimbursement. The reimbursement rate was increased in the last biennium to 30 percent after it dipped to about the 27 percent mark five years ago. This is also a common ask by school boards and school leaders because the federal

government requires districts to fund special education and does not allow reductions through calculations called maintenance of effort even if the district does not get new revenue. As a result, the expenses must be covered regardless of flat or reduced revenue. That means districts must transfer money from the general fund to ensure the costs are being covered. As a result, school leaders have asked that a great portion of special education budgets be reimbursed. The DPI is asking for \$754 million to

fund this categorical aid request.

DPI is also requesting resources to provide more funding for mental health. They are also requesting dollars to fund early literacy and reading improvement. In addition, they are asking for funds to address increased needs for resources for English Learners. With the rising costs of transportation, they are requesting more sparsity aid, pupil transportation, and high-cost aid.

The DPI has asked for dollars to bridge the gap between the state and federal lunch reimbursement rate so students would not be charged fees to eat school lunch. They are asking for dollars to expand breakfast

“The biennium process will provide challenges and opportunities. The challenges will be presented as the legislature will need to fill in the huge revenue hole left from one-time pandemic money and the highest inflation rates since the late 1970s. The opportunities are provided because the legislature chose to substitute federal dollars in order to invest significant funds in the reserves, so our state is in a better position than other states.”

Continued on page 20



Rustic Road Photography photo

CESA 3 holds annual Kickoff Day

CESA 3 held its annual Kickoff Day on Friday, Aug. 19. The day provided an opportunity for team-building and planning for the 2022-2023 school year.

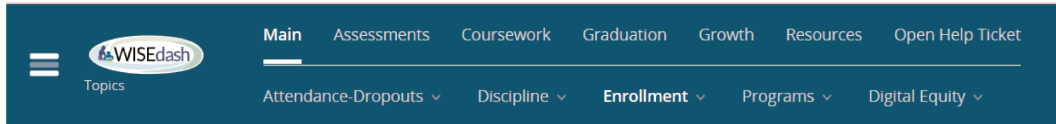
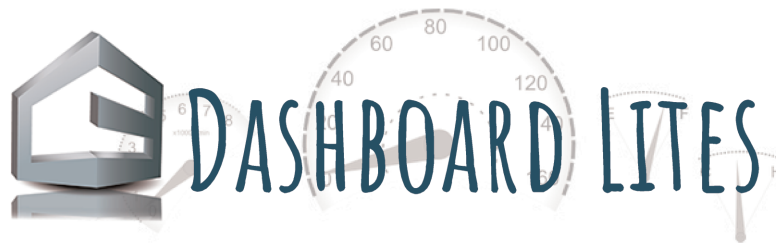
Summarizing the DPI proposal

Continued from page 19

programs and promote more access to milk. These programs would equal \$130 million. Finally, they are asking to maintain the funding for Academic and Career Planning.

The total for these programs is equal to an additional investment of \$2 billion. As Dr. Underly provides more details for these needs, we are also hearing from districts about what they are experiencing. School boards are being asked to address all sorts of needs from aging facilities to increased transportation. Districts could once count on the savings from the difference in salaries of experienced teachers as compared to new teachers, are not realizing those savings because of supply and demand with worker shortages. Health insurance costs have increased combined with increased property insurance increases. Transportation costs

and pretty much everything else just costs more money. Regardless of the needs of your school, there is one thing for certain. That is this biennium expires in eight months. District Administrators have already been discussing needs to maintain programs in 23-24 even though we are only one quarter into this year. The fiscal cliff is a concern. The formula that provided different dollars for districts was much higher for some districts as compared to others. As this is sorted, it is critical to understand the financial position of each of your districts and have a clear understanding of both what is required to maintain programs as well as what is required to improve programs. Each school district is unique, so proposals impact all of us differently. Hopefully, this overview prompted questions that allow for dialogue in your districts, so you feel better prepared as we transition from the influx of federal funds to maintaining our budgets through state and local sources.



Join CESA 3 Data Specialists for **Dashboard Lites**--a series of short focused virtual sessions each month designed to improve users' familiarity with and navigation within WISEdash for Districts. Participants will watch a demo, discuss and analyze how the data can be used, and then apply and practice in their own dashboards.

(Tentative) Dates & Topics

October 18 10-11AM	<p><i>How do I check and change access rights for staffing changes? What are the advantages of the Administrator Dashboard?</i></p> <p><input type="checkbox"/> Checking/Changing User Access . Administrator Dashboard</p>
November 15 10-11AM	<p><i>What can I see on WISEdash Public that is not shown on WISEdash for Districts?</i></p> <p><input type="checkbox"/> WISEdash Public</p>
December 20 10-11AM	<p><i>How do I check Chronic Absenteeism rates and how is it different from attendance?</i></p> <p><input type="checkbox"/> Early Warning Dashboard/Chronic Absenteeism. Cohort Trends. JFNP</p>
January 17 10-11AM	<p><i>How can I better understand student growth, and how can I use it?</i></p> <p><input type="checkbox"/> Growth Dashboard</p>
February 21 10-11AM	<p><i>How can WISEdash help me identify and support my at-risk population?</i></p> <p><input type="checkbox"/> Early Warning Dashboard/DEWS</p>
March 21 10-11AM	<p><i>How can I examine trends in course enrollment and post secondary preparation through the lens of equity? Are my course codes accurate?</i></p> <p><input type="checkbox"/> Topics/Coursework</p>
April 18 10-11AM	<p><i>What are the career pathways in my district, and what are the gender differences in participation?</i></p> <p><input type="checkbox"/> Snapshots</p>
May 16 10-11AM	<p><i>What indicators measure college & career readiness?</i></p> <p><input type="checkbox"/> TBD</p>
June 20 10-11AM	<p><i>How can WISEdash for Districts help me prioritize school improvement planning?</i></p> <p><input type="checkbox"/> TBD</p>

*Registration fees per district to facilitate multiple participants throughout the year. [Register Here!](#)

[\\$425 for entire series/\\$315 for SID members](#)

Sessions will not be recorded as live data will be used.

Topics and dates subject to change.

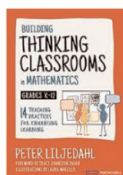
MATH MENU

2022-2023

RESTRUCTURED EVENT

THINKING CLASSROOM IN MATHEMATICS

DATES: 8.3.22
LOCATION: CESA 3, FENNIMORE, WI
TIME: 8:30 AM - 3:30 PM
VIRTUAL SESSIONS:
DATES: 10.13.22, 11.10.22, 12.8.22, 2.9.23, 3.9.23, 4.13.23
PLATFORM: ZOOM & SCHOOLGY
TIME: 3:45 PM - 4:45 PM
COST: \$750 PER TEACHER
AUDIENCE: K-12



YEAR LONG EVENTS

AFTER "MATH": MS/HS NETWORK MEETING

DATES: 10.18.22, 1.17.23, 5.9.23
TIME: 3:45 PM - 4:45 PM
PLATFORM: ZOOM WEBINAR
COST: \$25 PER WEBINAR/ \$75 FOR ALL 3
AUDIENCE: 6-12

TEAM/DEPARTMENT COACHING AND PERSONALIZED PD

OBSERVATION AND COACHING
COST: \$800 PER DAY
AUDIENCE: 6-12

INITIAL MATH EDUCATOR COACHING/MENTORING

DATES: 9.13.22, 11.22.22, 2.21.23, 5.16.23 (NETWORKING MEETINGS)
COST: \$800 PER DAY OBSERVATION AND COACHING/
\$25 PER NETWORKING MEETING
AUDIENCE: K-12

FORMATIVE MATH ASSESSMENT SERIES

DATES: TBD
PLATFORM: IN-PERSON AND SCHOOLGY
COST: \$4000 PER DISTRICT
AUDIENCE: K-12

IN-DISTRICT COACHING

COST: \$800 PER DAY
AUDIENCE: 4K-12

FALL 2022

MATH MODELING (3 PART SERIES)

DATES: 9.26.22, 10.24.22, 11.21.22
TIME: 3:45 PM - 4:45 PM
PLATFORM: ZOOM WEBINAR
COST: \$25 PER WEBINAR
AUDIENCE: K-12

IDENTITY, PRACTICES, EQUITY, BELIEF

DATE: 11.15.22
TIME: 3:45 PM - 4:45 PM
PLATFORM: ZOOM WEBINAR
COST: \$25
AUDIENCE: K-12

FACT FLUENCY

DATE: 9.20.22
TIME: 3:45 PM - 4:45 PM
PLATFORM: ZOOM WEBINAR
COST: \$25
AUDIENCE: K-5

ASYNCHRONOUS PD

MATH STANDARDS (PHASE 1)

DATES: 1 YEAR
PLATFORM: SCHOOLGY
COST: \$750 PER DISTRICT/ \$300 PER TEACHER
AUDIENCE: K-12

BUILDING NUMBER SENSE 4K-3

DATES: 1 YEAR ACCESS
PLATFORM: SCHOOLGY
COST: \$300 PER TEACHER
AUDIENCE: 4K-3

STANDARDS OF MATH PRACTICES (TEACHER AND STUDENTS SMP)

DATES: 1 YEAR ACCESS
PLATFORM: SCHOOLGY
COST: \$750 PER DISTRICT/ \$300 PER TEACHER
AUDIENCE: K-12



Contact Information:

Kristin Galle (kgalle@cesa3.org) Ellie Olson (eolson@cesa3.org)

Register: www.myquickreg.com

Dates and Time subject to change

New & Revised

MATH STANDARDS SUPPORTS

OPTION #1

ASYNCHRONOUS MODULES	\$ 750 PER DISTRICT/ \$300 PER TEACHER
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OPTION #2 (IN-DISTRICT)

SUMMER (2.5 DAYS)	\$ 2000
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OPTION #3 (IN-DISTRICT)

QUARTERLY	\$ 2000
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OPTION #4 (IN-DISTRICT)

MONTHLY	\$ 3600
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OPTION #5 (IN-DISTRICT)

CUSTOMIZED	TBD
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QUESTIONS? CONTACT: KRISTIN (KGALLE@CESA3.ORG) OR ELLIE (EOLSON@CESA3.ORG)





Growing Minds

Calm Classrooms & Caring Schools

Who should attend?

Regular & Special
Educators

Counselors/
Social Workers

Psychologists

Leadership Teams

MINDFULNESS & THE TEENAGE BRAIN

**FOR THOSE WORKING WITH
STUDENTS IN GRADES 6-12**

TUESDAY, MARCH 14

9:00 - 3:00 (WITH A 40 MIN. LUNCH BREAK)

Presenter: Deb Biechler

Participants will:

- * Acquire knowledge of the teenage brain and implications for the classroom.
- * Maximize student social/emotional skills; a marker for success in school and the workplace
- * Receive Growing Minds curriculum.
- * Gain an understanding of Mindfulness-based education and its researched benefits.
- * Learn practical mindfulness-based strategies to use everyday along with cross-curricular connections

Upcoming events at CESA 3

Nov. 11, 2022 - Fri	12:00 PM - 3:00 PM	CESA 3 Literacy Network	CESA 3
	4:00 PM - 5:00 PM	Book Study: EL Excellence Every Day: The Flip-To Guide for Differentiating Academic Literacy 1st Ed.	ZOOM Online
Nov. 14, 2022 - Mon	4:00 PM - 5:00 PM	Book Study: EL Excellence Every Day: The Flip-To Guide for Differentiating Academic Literacy 1st Ed.	ZOOM Online
Nov. 15, 2022 - Tue	9:00 AM - 3:00 PM	720 Days: Measures that Matter in Redefining Ready	CESA 3
	10:00 AM - 11:00 AM	Dashboard Lites: WISEdash for Districts	ZOOM Online
	3:45 PM - 4:45 PM	Identity, Practices, Equity, Belief in Mathematics (K-12) (Virtual)	CESA 3
Nov. 16, 2022 - Wed	3:30 PM - 4:30 PM	Shifting the Balance Bookstudy	ZOOM Online
	4:00 PM - 5:00 PM	Einstein Project: 3D Assessment for the Science Classroom (MS/HS) X	ZOOM Online
	4:30 PM - 7:00 PM	First Year Educator Support Seminar	CESA 3
Nov. 17, 2022 - Thu	8:00 AM - 3:30 PM	Non-Violent Crisis Intervention Training - Full Training	CESA 3
	9:00 AM - 10:00 AM	Principal Network #2 (Virtual)	ZOOM Online
	9:30 AM - 12:30 PM	Quiz Bowl (CESA 3 Gifted and Talented Consortium)	Southwest WI Technical College ZOOM Online
Nov. 18, 2022 - Fri	8:00 AM - 3:15 PM	SNAPSHOT Readiness Virtual Conference 2022	CESA 3
	9:00 AM - 2:00 PM	Non-Violent Crisis Intervention Refresher Training	

business insurance



- Business Insurance
- Employee Benefits
- Safety Consulting
- Risk Management
- Claims Advocacy and Consulting

personal insurance

- Auto
- Home
- Umbrella
- Renters
- Life
- Medicare Supplement

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.



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Benefits Specialist
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