

# CORNERSTONE

## THE CHAMPS ARE HERE!

More than 1,300 people make 29th annual  
CESA 3 Champion Games a success

Page 28



**Plus:**

**YA Day at the Capitol**  
Pointer Nation joins CESA 3 at  
annual event  
Page 8

**Helms Joins CESA 3**  
Meet the Career & Life Ready  
team's newest member  
Page 14

**Math Menu**  
A look ahead to offerings in the  
2023-2024 school year  
Page 26

# In Focus

*Cindy Metcalf (left) was a member of the original committee which helped begin the CESA 3 Champion Games in 1992. Kate Hennessey (middle) has worked all 29 Champion Games. They were joined by Courtney Rounds, CESA 3 Bookkeeper, during the 29th CESA 3 Champion Games on May 15.*



Renee Nelson photo

## COLUMNS

2 Dr. Jamie Nutter

## DEPARTMENTS

3, 25 Continuous Improvement Network

4 Special Education Division

6 Career and Life Ready

# ////////////////////// TABLE OF CONTENTS ////////////////////////



pg. **8**

**Mineral Point High School students and the CESA 3 Career and Life Ready team took part in YA Day at the Capitol**

## **CORNERSTONE** VOL. 6 • NO. 3 • ISSUE #19 • SPRING 2023

Cover photo by Renee Nelson

### 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  
**Melissa Emler** - UDL Coordinator  
**Kristin Galle** - Personalized/Digital Learning Coach  
**Clark Jillson** - IT/SRTNC Coordinator  
**Tarasa Lown** - Grant Specialist  
**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

#### CAREER AND LIFE READY TEAM

**Darla Burton** - Regional Careers Pathway Director

**Rose Cutting** - Project Engagement Director

**Jessica Helms** - Youth Apprenticeship Regional Coordinator

**Chuck Keller** - Youth Apprenticeship Regional Coordinator

**Brian Kenney** - Transition Improvement Grant Statewide Coordinator

**Tom Martin** - Career and Technical Education Regional Coordinator

**Susan McLimans** - Career and Life Ready Team Office Manager

#### SPECIAL EDUCATION DIVISION

**Lisa Aalgaard** - RSN Director  
**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

**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**  
**Mark Johnson**, Seneca - Area I  
**Wendi Stitzer**, Boscobel - Area I  
**Gary Andrews**, Cuba City - Area II  
**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

## How is your culture impacting recruitment, retention?

**D**id you know according to Forward Analytics (the data arm for the Wisconsin Counties Association) that by 2030 Wisconsin will have 130,000 fewer working-aged residents living in our state (Dospoy, 2020)? Nationally, 10,000 Baby Boomers turn 65-years-old each day. At the beginning of the 2022-23 school year, 74 percent of rural districts had a vacancy of at least one certified teaching position (Triedler, 2022). Since 2011, the number of teachers with Master's Degrees has dropped nearly 20 percent. In summary, our highly qualified educator population is retiring and there are not enough people to fill the positions.



*Dr. Jamie Nutter*

This is nothing new for those of you who have been paying attention to educational issues. In fact, recruitment and retention has been the top priority of districts who have engaged in any sort of school board goal setting sessions. Superintendents across the state concur that the teacher shortage is their number one concern. Not only is there competition for staff between districts, teachers' backgrounds and skills make them attractive to non-educational industries.

Highly-skilled teachers possess high levels of professionalism, collaborative demeanors, and are committed to life-long learning. All of those are valued in the majority of fields in the same salary range. When organizations are able to recruit multiple individuals with these qualities, they are able to positively impact their overall cultures, while losing those cultural characteristics when veteran teachers retire. Not only is it impactful to students when hiring high quality people, it is impactful for leaders to hire more high quality people.

Our profession is starting to feel the impact of our retiring teachers. For many years, we enjoyed a stable workforce thanks to the Boomers being the largest population when they were working-aged. The higher population allowed districts to determine the qualifications they were seeking as high numbers meant diversity and competition when filling vacancies. There were policies that promoted growth and placed that responsibility on teachers to stay current in order to keep their jobs. For example, many of our retiring teachers

were required to take graduate credits to renew their licenses or were a part of systems that incentivized earning master's degrees. The state no longer requires teachers to renew their licenses and many districts have converted to alternative compensation models that do not reward master's degrees.

Fewer master's degrees also means fewer opportunities for students as the Higher Learning Commission (HLC) will not award college credits to high school students if they are not taught by teachers meeting the minimum requirements. The minimum requirements typically mean a master's degrees with 18 credits in the dual credit course they are teaching. These options also impact enrollment numbers. In addition to certifications, many veteran teachers provided leadership and informal mentoring behind-the-scenes. Finally, there was a time when school districts could realize savings when an experienced teacher was replaced by a new teacher. That is not the case presently, as the best candidates know they can negotiate a better contract than what has been historically offered to new teachers. New teachers feel in order to get a return on their college investment that they must negotiate a higher starting wage to justify the time and expense.

The school staffing crunch is requiring districts to reevaluate recruitment strategies, which puts them at a competitive disadvantage compared to their private sector counterparts who have dedicated professionals in human resources. They hire people who have earned degrees with expertise in recruitment and retention who spend their days studying markets and trends. Though the population of our state and budget limitations appear challenging for districts, there are still strategies that districts can prioritize to recruit and retain staff to land those individuals who feel a calling to the profession while retaining those who have been dedicated to our communities.

According to the National Education Association, "Approximately 50 percent of new teachers will leave the profession within the first five years of teaching" (Recruiting Strategy, 2023). Study after study cite retention and continuity as having higher relationships to student achievement. "A healthy culture—fueled by effective communication, predictability, and support—leads to less attrition and turnover contagion.

**Continued on page 31**

# Two former students share their German language journeys

Greetings from the CESA 3 German program! In this Cornerstone, two former German students share their language journeys starting with the German program. Taking the leap to communicate with oth-

ers is always encouraged, and it is so exciting to see students use their language skills in action as they gain experience, competence and confidence. From Hallo, ich heiße... to reading excerpts from the novel

Tschick, there's something for every learner who's interested in German!

Viele Grüße  
Mary Joan Brilla



Contributed photo

*Willow poses for a photo at the Beethoven Monument. The Beethoven Monument stands on the Münsterplatz in Bonn, Beethoven's birthplace.*

Hello,

My name is Willow, and in the fall of 2022 I was lucky enough to be able to spend the semester in Berlin Germany. I went through a CIEE program and absolutely loved it!

I know some German but was still super nervous about the language barrier. It turned out that between my German and their English it was completely fine.

While in Berlin I got to do and see so many interesting things and visited lots of really cool places while

**Continued on page 25**



Contributed photo

*Tuvshin is pictured in front of the German Reichstag with Filiz Polat (member of the Bundestag - Alliance 90/The Greens).*

Hello,

My name is Tuvshin, and I am currently studying German and Economics at Washington & Lee University in Lexington, Virginia.

My decision to learn German changed my life! I chose to learn German because I was interested in German culture and history. At first, I was nervous, but I soon realized learning a language is fun, especially when you have terrific teachers like Frau Brilla! In her class, we would practice our grammar, pronunciation, and

**Continued on page 29**



Tricia Davis photo

Dezaray Rollins, Platteville, completed a custodial internship in the Williams Fieldhouse at the University of Wisconsin-Platteville earlier this year. She is pictured with her colleagues Pam, Janet and Jeff.

## Project SEARCH interns reflect on second rotation at UW-P

BY TRICA DAVIS

The interns at Project SEARCH are in their and final rotation on the University of Wisconsin-Platteville campus. It is hard to believe there are, as of this writing, only 10 weeks left until these 10 young adults graduate from the Project SEARCH program. The interns are getting ready for employment and have been practicing necessary skills: putting together a job resume, learning interviewing strategies, working on interview questions, and role playing what an interview should look and sound like. In addition, the interns have learned life skills. Currently, we have also shared classroom lessons on nutritional eating, budgeting, recording debit and credit transactions, and being active listeners.

Three of our interns, Dezaray, Brandon, and Zoe, just completed an internship in the custodial department. All three of them definitely learned cleaning tasks and found out just how hard and important it is to keep very populated buildings clean. The three interns also learned how to persevere and use positive self-talk when tasks were not fun. In conclusion, they all agreed having a good attitude and great co-workers helps you complete tasks effectively and efficiently.

**Dezaray Rollins, Platteville:**

**What was your favorite part of the Custodial internship?** "My favorite part of my internship was my custodial team. If there were tasks that I struggled with, they were always there to help me. My team always told me to do my best



Tricia Davis photo

Brandon completed a custodial internship in Boebel Hall. He is pictured with his colleague Burt.

also learned life as a custodian is under-appreciated. Custodians work very hard to make things clean and look presentable and rarely does anyone stop to say 'thank you.' But I realized I was working hard for me and my supervisor to earn a good reputation as good custodians."

**What are you most excited about in your next internship?**

"I am excited to be working with food in dining services. I'm looking forward to learning how to prepare food for Bridgeway Station. I will get to cut the vegetables for the Stir Fry station and as far as I know I will also get to dish up vegetables when the students come through the line and serve them. In addition, I hope I can transfer these skills to my own house and cook a bit. I will also admit that seeing all of the vegetables has piqued my interest in trying a few new ones!"



Tricia Davis photo

Zoe Soderblom of Platteville is pictured with her colleagues Eric, Doris, and Shawn.

**Zoe Soderblom, Platteville**

**What did this custodial internship teach you about yourself?**

"This internship taught me that I

can do more than what I thought I could. I was asked to do tasks that I was not familiar with and I thought I couldn't complete them, but then I realized I could do them! In all honesty, doing custodial work was not my favorite but I learned to use positive self-talk to get me through things that were not fun. I did however have the best custodial team to work with! They were a lot of fun and they taught me to not cut corners when cleaning."

**What are you most nervous about in your next internship?**

"I will be working part time at the Childcare Center and part time at the Information Desk. I am kind of nervous and hope the childcare kids like me, and I want to be a good help to the staff there so other interns might be able to have a placement at the center. At the Information Desk I am a little nervous about taking phone calls, and being able to direct people to the correct places on campus but I'm sure they will train me well."

**Bailey Durni, Platteville**

**What are you going to miss most about your last internship?**

"I liked going to the Information Desk in the Student Center to pop popcorn. It was fun to learn how to make it all by myself. I also liked it when someone came to buy popcorn and I got to scoop it up and fill up the popcorn bags they were buying."

**What was most difficult about your internship?**

"It was hard to wear the steel toe boots but I did it! It's hard to clean the doors and vacuum because there are lots of students coming and going and I always have to stop cleaning until the people pass by."

One of our interns got the unique opportunity to have an internship in the Chancellor's office. Gavin displayed elite professionalism while working there. He gained exposure

and experience with the computer and different programs such as working with Microsoft Excel and Microsoft Word, converting documents into PDFs, taking inventory and inputting data. Gavin spent time alphabetizing file folders and completing organizational tasks. Gavin experienced what it was like behind the scenes in an office setting.



Tricia Davis photo

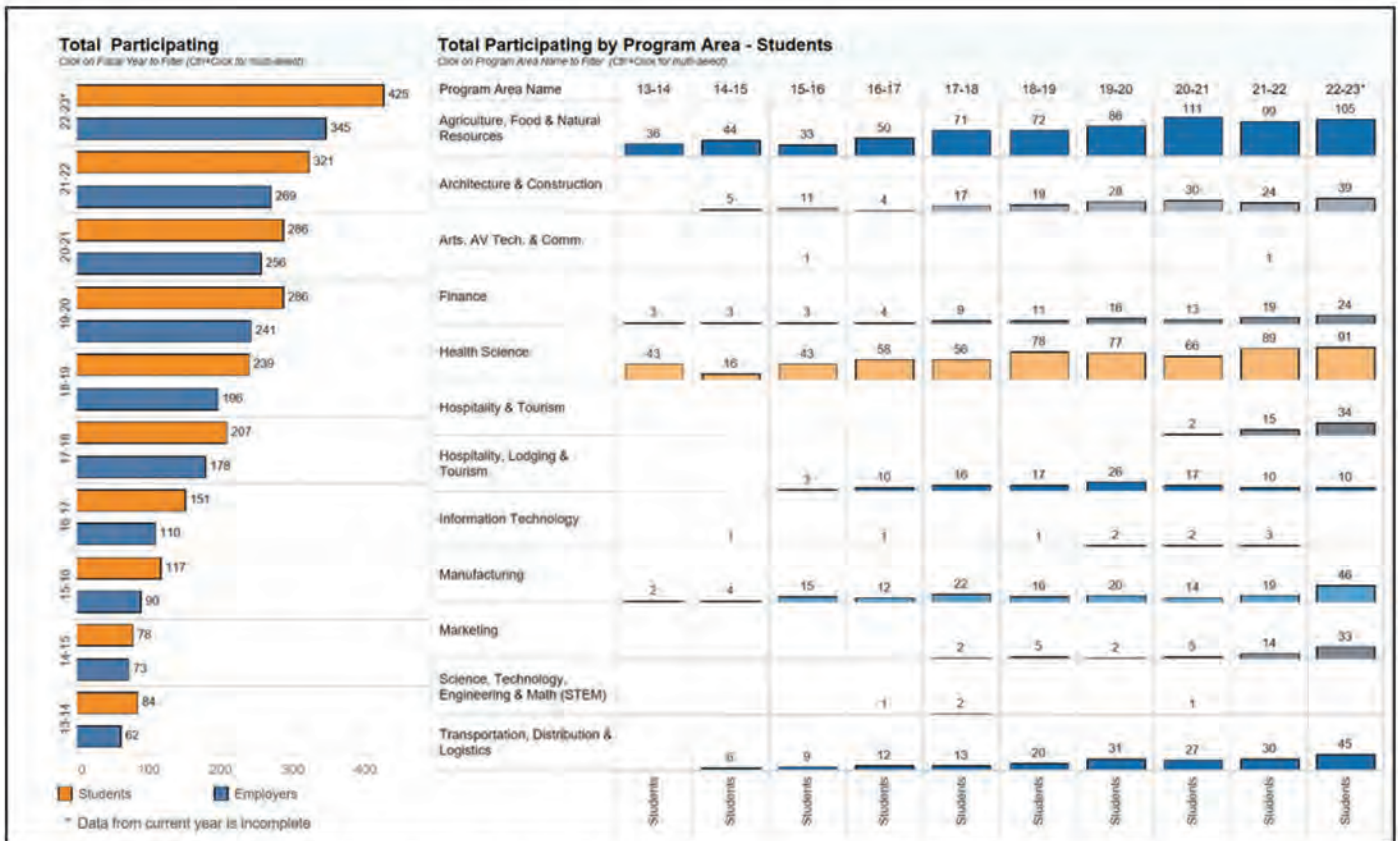
Gavin Pelfrey of Platteville interned in the chancellor's office. He is pictured with his colleagues Debi and Lauren.

**Gavin Pelfrey, Platteville**

**What was something you did at this internship that you had never done before?**

"I worked with many things I was not completely familiar with and getting to do those tasks was very fun and rewarding. I enjoyed helping people in the office and learning new skills that are needed in the office setting. The thing I was most proud of was being asked to make a map from scratch of the third floor of Ullsvik Hall using PowerPoint."

Continued on page 29



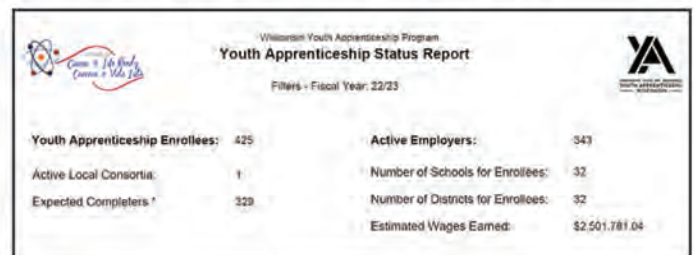
An astounding 425 students were enrolled in CESA 3's Youth Apprenticeship program in 2022-2023, up from 321 a year ago.

## Youth Apprenticeship program serves record numbers

BY CHUCK KELLER

The CESA 3 Career & Life Ready team Youth Apprenticeship program exceeded all expectations this year by serving a record number of students and businesses in southwest Wisconsin. A total of 425 students were enrolled this year as compared to 321 last year. This is a 132 percent increase. CESA 3 schools have Youth Apprenticeship participation rates three times the state average. The number of employers participating increased to 345, a 128 percent increase over last year. Employers are finding the Youth Apprenticeship is a superb talent acquisition program. Students participating in Youth Apprenticeships had an economic impact of over 2.5 million dollars (minimum) in wages earned. Agriculture and Healthcare were the two most popular pathways again this year because of strong student interest and strong business partnerships. Manufacturing, Marketing, and Transportation are strong growth areas this year.

The main reason for the continued growth and success of the Youth Apprenticeship program is the passionate dedication of our school based Youth Ap-



prenticeship Coordinators. Each CESA 3 school has a professional educator responsible for recruiting students to be a part of the program. This is in addition to their regular duties. Their hard work, sacrifice, and leadership is the force behind providing Youth Apprenticeship opportunities for their students.

If you would like to find out more about how the Youth Apprenticeship program can serve your community contact your local school-based coordinator or reach out to CESA 3 Youth Apprenticeship coordinators Jessica Helms, Tom Martin or Chuck Keller.

*Chuck Keller is a CESA 3 Youth Apprenticeship coordinator.*





Contributed photo

Shea Mueller(left), lead Pistons to Pathways instructor at the Boscobel Fillback dealerships, along and Pam LaFave of Southwest Wisconsin Workforce Development Board (right) present Youth Apprentices with tools and footwear vouchers they will utilize in the workforce.

## Partnership provides students more than \$100,000 in incentives

### CESA 3 teams with Southwest Wisconsin Workforce Development Board

BY CHUCK KELLER

The CESA 3 Career & Life Ready team partnered with the Southwest Wisconsin Workforce Development Board (SWWDB) to deliver over \$100,000 worth of industry specific incentives to qualifying Youth Apprenticeship students in southwest Wisconsin through the Apprenticeship Advantage program.

The source of this funding was American Rescue Plan Act (ARPA) dollars that SWWDB received through Governor Evers' Work-force Advancement Initiative. This grant supports regional workforce projects like the Apprenticeship Advantage (AA). For Youth Apprentices in southwest Wisconsin, the AA project funds and promotes 'earn and learn' career training and employment in high demand occupations. "COVID was far more detrimental to our youth than anyone could have ever imagined," said SWWDB CEO Rhonda Suda. "The Apprenticeship Advantage project supports the future workforce through a supported and incentivized introduction to careers and training available in southwest Wisconsin."

The funds were used to provide students with tools, footwear, and transportation vouchers as a part of this pioneering partnership between the agencies. Students in healthcare received scrubs, stethoscopes, manual watch-

es with second hands and footwear. Students in agriculture, construction, and transportation, received toolkits and leather work boots. All students received gas vouchers to aid them in going to night classes or to their workplace.

One of these night classes is the Pistons to Pathways Automotive Academy. Shea Mueller is the lead instructor of the Pistons to Pathway Academy at Fillback Boscobel.

Shea reported that since receiving the tools, he has seen a difference in the students' motivation and sense of purpose. He stated, "Having their own tools has helped them be more invested in their own education and they understand the huge advantage this was for them. It's strengthening their interest in continuing where there is a lack of qualified

*“The Apprenticeship Advantage project supports the future workforce through a supported and incentivized introduction to careers and training available in southwest Wisconsin.”*

workers.”

Purchasing tools and protective gear can be a barrier to employment for students. The Apprenticeship Advantage program helps to break down these barriers. If you would like more information on the Apprenticeship Advantage program please contact Jessica Helms, Tom Martin, or Chuck Keller at CESA 3.

*Chuck Keller is a CESA 3 Youth Apprenticeship Coordinator.*



Contributed photo

Pointer Nation joined members of CESA 3's Career & Life Ready team and 70 others from around Wisconsin at YA Day at the Capitol in March.

## Pointer Nation joins CESA 3 at YA Day at the Capitol

BY TOM MARTIN

Your CESA 3 Career & Life Ready team has for eight years allowed legislative stakeholders from across our great state to hear from Youth Apprentices what they've learned and how Youth Apprenticeship has afforded them success and opportunities beyond their high school walls!

For just the second time, CESA 3 was joined by its own daughters and sons. Students from the Lafayette County Construction Academy and Mineral Point High School came with Mineral Point High School principal Matt Austin and special needs educator Justin Leonard to enjoy what the day had to offer.

Mineral Point arrived on site to hear a welcome from Department of Workforce Development Deputy Secretary Pam McGillivray. From there, Pointer Nation, CESA 3's Career & Life Ready team, and 70 oth-

ers from around the state went to the first floor rotunda of the State Capitol for its now traditional photo.

*“The visits were really nerve-wracking at first, but after one or two, [the visits] seemed beneficial, particularly one in which the staffer was formerly a nurse. We had such a great conversation.”*

What Mineral Point learned during the photo was that a colleague of CESA 3's who had the very first Youth Apprentice back in 1992

was there. She came out of retirement to assist her consortium, so this photo had even more significance as you can see, we look like a YA tree with at the source, the very first YA coordinator in the middle. Super cool!

From there, students were joined by our award-winning team—Jessica Helms, Chuck Keller and Tom Martin—to provide student visits to our Assembly and Senate stakeholders.

“The visits were really nerve-wracking at first, but after one or two, they [visits] seemed beneficial, particularly one in which the staffer was formerly a nurse,” said Adrianna Longo, a Mineral Point senior who has a pathway to become a delivery nurse. “We had such a great conversation.”

Commented MacKenzie Aurit, Mineral Point senior who aspires to become an accountant with an



Contributed photo

*Representatives of Pointer Nation met with Wisconsin Representative Todd Novak during the 8th Annual YA Day at the Capitol on March 14.*

emphasis in Farm Business Management, “YA Day allowed us to get inspired! You never think of your career as a source of inspiration, but it sure was for staffers, which allowed the three of us to truly feel empowered when we left.”

Sydney Lee, Mineral Point senior who is still undecided as to her career pathway summed up YA Day.

“Joining Adrianna and MacKenzie was empowering in that it allowed us to tell our story...a story which means so much to us,” she said. “It was so humbling to confess just what YA did for me personally, but also my brother and essentially our family. YA has changed my life for the better.”

“I’m becoming a true believer in what CESA 3 is all about,” Austin said.



Contributed photo

*Pointer Nation Youth Apprentices from the Lafayette County Construction Academy enjoyed their conversation with Wisconsin State Senator Brad Pfaff about their experiences, career path and goals during YA Day at the Capitol.*

“Jessica, Chuck and Tom are so instrumental in helping me help our students become the best versions of themselves,” Austin said. “It was truly an honor to not only represent our school and community, but essentially our region! It was a great day!”

Justin Leonard concluded, “I am all about building leaders from within. From the classroom to the fields of play, leadership is my passion. What I saw today were over 100 student leaders, 14 from Mineral Point that are going to change the world for the better.”

“CESA 3 and Mineral Point are truly working together to ensure that every student is career and life ready.”

*Tom Martin is a CESA 3 Youth Apprenticeship Coordinator.*



Tom Martin photo

Happy Career & Technical Education professionals stop briefly for a moment during their tour of Sesquicentennial and Busby Halls, the home of UW-Platteville's College of Engineering, Math and Sciences on Feb. 3.

## Career & Life Ready team visits UW-Platteville

### Members from 26 CESA 3 school districts attend designee meeting

**BY TOM MARTIN**

CESA 3's Career & Life Ready team and members from 26 school districts ascended to our region's university, the University of Wisconsin-Platteville, for their last designee meeting of the 2022-2023 school year on Feb. 3, 2023.

One would think that such a visit took place periodically, but that wasn't the case.

"When conversing with colleagues [from UW-Platteville], we all came to realize that we [Career & Life Ready] may never have been there," stated Tom Martin, Career & Life Ready coordinator.

"As long as I can remember, a calculated effort to provide our k-12 partners with an overview of our facilities has never happened," replied Dr. Jodi McDermott, As-

***" I always thought I knew the amenities of Platteville, but Dr. Montgomery in particular showed us spaces I never knew about. "***

sistant Dean for Student Services.

From that realization came nearly a year of planning, which resulted in participants hearing

from the administration and faculty of two colleges, numerous departments and of two grants valued nearly \$6 million.

Friday, Feb. 3 was a brisk morning as schools

came in from the cold to the Markee Student Center's university rooms. From there, numerous University dignitaries welcomed our region.

These included: Dr. Chuck Steiner, Interim Dean College of BILSA (Business, Industry, Life Science and Agriculture); Dr. Phillip Parker, Acting Dean, College of EMS (Engineering, Math and Science); McDermott, who also serves as Assistant Dean of the College of BILSA (Business, Industry Life and Science); and Gretchen Bochenhauer, Construction Management Program Coordinator and Assistant Professor.

From there, participants were able to literally see spaces in the Industrial Studies and Agricultural Departments never seen before, provided solely

by Dr. Terri Montgomery, Department of Agriculture and Dr. Chris Carlson, Industrial Studies.

"I always thought I knew the amenities of Platteville, but Dr. Montgomery in particular showed us spaces that I never knew about," commented Jamie Rupp, Dodgeville Professional Agriculture, Food and Natural Resources Educator.

Rupp continued, "such an exclusive tour gave me a very different perspective on what the University is all about. To that end, I felt a synergy and excitement with what is happening [at UW-P] and plan to bring that back to my students".

Colleagues also learned from Dr. Krista Eiseman, Department of Agriculture about the new Meat Talent Development Grant. This grant will be UW-Platteville's means for which to enhance student learning around protein processing.

"While plans are still in the works, we [UW-P] are committed to working with our regional districts in order to address a real issue [drastic lack of regional meat processing facilities]," Eiseman added.

Unlike Dr. Eiseman, some University personnel had previous relationships with our colleagues and had the following to share.

"While it was great to see former colleagues, the interface we have planned for and with them is even



Tom Martin photo

*Gretchen Bochenhauer(left) and Jodi Pluemer, Director, Highway Technician Certification Program, work exclusively to enhance the talent prospects of both Construction Management and Construction Safety Management students. In learning high school students could attain this certification, we at CESA 3 have since been in contact with Jodi to see if we can offer this to upcoming Construction Academy students.*



Tom Martin photo

*CESA 3 educators enjoyed tours of UW-Platteville's Sesquicentennial Hall and Busby Hall, which left many speechless.*

more exciting," stated Ed Wiegman and Duane Elfering, Industrial Studies and Building & Construction Management/Technology & Engineering professional educator.

Both Wiegman and Elfering spoke of their roles as it relates to the Workforce Innovation Grant

(WIG). More to follow on this front.

After lunch, participants were led by Dr. Parker and Dr. Jodi Prosis, Assistant Dean of EMS of Sesquicentennial and Busby Halls, the homes of EMS. What participants witnessed left many speechless.

To that comment, when asked for a quote from our audience, the collective narrative was just nothing from your colleagues. So many were impressed by the investment and commitment by the University.

Dr. Prosis, spoke to the Workforce Innovation Grant (WIG) as it pertains to CESA 3's schools, "the University is committed to elevating the ability of every regional student. The partnership with CESA 3 is one we truly embrace and look forward to growing beyond WIG."

WIG is a 3 year nearly \$3 million grant to enhance advanced manufacturing between CESA 3, UW-Platteville and SWTC.

Caron Townsend, esteemed School Counselor, River Ridge, summed the day up as "excellent."

Near the end of the day, colleagues braved a little warmer weather to see the Construction Lab Site, that consists of the Commercial Construction Lab and Road and Infrastructure Lab, out at Cooper Living & Learning Center. While in its infancy, Duane Elfering promised those that concluded their day here Construction Career Day, October 4, 2023.

If you now regret missing this tour, don't worry. Plans for Feb. 7, 2025 are already underway for when we again as a region will celebrate CTE Month 2025 at our University.

# CESA 3 works toward professional legacy with Educators Rising

## Career & Life Ready team joins member schools at State Conference

BY TOM MARTIN

The CESA 3 Career & Life Ready team joined member schools Cuba City and Riverdale during the 2023 Educators Rising State Conference held March 1 on the University of Wisconsin-Stevens Point campus.

Educators Rising is a career and technical student organization (CTSO) with intra-curricular learning opportunities integrated into existing education and training programs. Educators Rising chapters provide classroom resources along with the opportunity to attend the State Conference where members, teacher leaders, and educators from around the state come together to showcase the skills they have gained in their education and training programs.

Your Career & Life Ready team is currently in the process of working with the University of Wisconsin-Platteville School of Education to work on regional solutions for which to support, mentor and promote Education as a viable and critical profession to regional growth. While this work is preliminary, CESA 3 would like to speak of regional efforts as soon as the 2024 - 25 year.

As well, we at the Career & Life Ready team are ready to make a very im-



Contributed photo

*Cuba City High School's Educators Rising delegation was accompanied by advisor Nancy Merwin at the 2023 State Educators Rising Conference in Stevens Point.*

portant announcement as it relates to Education. Please stay tuned for that, but in the meantime, a great deal was gained from the recent State Conference.

Dr. Jill Underly, State Superintendent of Public Instruction and former Superintendent of Pecatonica spoke passionately about her story of how Educators in her high school career invoked her to not only come out of her shell,

but as well to realize the immense privilege of becoming a Professional Educator.

From there, numerous competitive and professional development opportunities were availed to current and future educators alike. All in all, CESA 3 walked away inspired and motivated to move Educators Rising forward.

As School Board members, if this is a priority for

you, please contact us at the Career & Life Ready team to ensure that like Cuba City and Riverdale, we are moving our region forward.

Contact Tom Martin at [tmartin@cesa3.org](mailto:tmartin@cesa3.org) or (608) 822-2154 to learn more.

*Tom Martin is a CESA 3 Youth Apprenticeship Coordinator.*

# All business: Lancaster hosts FBLA Regional Leadership Conference

*More than 300 students were in attendance*

BY TOM MARTIN

Lancaster High School was transformed into southwest Wisconsin's mecca for business on Saturday, Feb. 4.

Lancaster was the 2023 host for the 13-county Region 4 Future Business Leaders of America (FBLA) Regional Leadership Conference, in which more than 300 students from numerous districts descended to parlay their months of preparation in order to potentially qualify for the state FBLA Leadership Conference in Green Bay.

Students in attendance were eligible to participate in one of 74 different competition areas. While many require that the students drive as far as four hours to compete, nearly 40 percent compete even before they arrive.

"Given the nature of some competitions, many students now conduct their activities online," stated Jennifer Wehrle, Lancaster High School Business and Information Technology (BIT) teacher and district FBLA advisor. "With that being said, we still witnessed over 300 students competing in a wide array of competitions whose objectives were to showcase their teamwork, process, preparation and professionalism as it relates to future business careers."



Robert Callahan photo

*Nathan Tranel, a 2015 Lancaster High School graduate and Visitor Services Coordinator at the University of Wisconsin-Whitewater, provided the keynote address at the FBLA Region IV Regional Leadership Conference.*

***“ FBLA captures the spirit of business. It allows students to identify a competition, seek the why, create a plan and whether as an individual or in a team, follow through to provide a solution to that why. ”***

Added Andy Richard, Wehrle's BIT team member at Lancaster, "FBLA captures the spirit of business. It allows students to identify a competition,

seek the why, create a plan and whether as an individual or in a team, follow through to provide a solution to that why."

The day consisted of events from 9 a.m. until noon, from which the professional development for the students took the form of Rob Bell, former professional speaker and management of Dick's, Inc.

**Continued on page 23**

# Jessica Helms joins CESA 3 Career & Life Ready team

BY JESSICA HELMS

Hello there! My name is Jessica Helms, and I am the newest member of the Career and Life Readiness team here at CESA 3. In my role as Youth Apprenticeship Coordinator, I will be joining Tom Martin, Chuck Keller, and Darla Burton in connecting high school students with local employers through the Youth Apprenticeship program. I will also be working closely with the Advance Southwest Wisconsin consortium consisting of CESA 3, Southwest Wisconsin Technical College, and UW Platteville, on the \$2.9 million Workforce Innovation Grant received last summer. The goal of the grant is to change the face of manufacturing in Southwest Wisconsin through partnerships with K-12 and higher education, workforce development, economic development boards and other regional groups. We believe that by uniting forces, we can share ideas, work through challenges, and grow the industry in our region.

Before coming to CESA 3, I proudly served at the Community Development Manager for the City of Fennimore where I was involved in the Fennimore Area Chamber of Commerce, Fennimore Industrial and Economic Development Corporation, and city government. There were many aspects of representing the community that I truly enjoyed, but most of all I enjoyed creating and broadening relationships with business owners and representatives, economic development professionals, community members, education leaders and instructors, students of all ages, and so many more. I am looking forward to continuing to develop these relationships through this position at CESA 3.

I have additional experience in marketing, communication, and non-profit management in the healthcare and higher education industries. One similarity that I very much enjoyed between the healthcare and higher ed industries is the ability to change lives. Throughout my time at Crossing Rivers Health in Prairie du Chien, I realized that healthcare providers are truly amazing people who do what they do every day to make a difference in the lives of others. Crossing Rivers Health had an amazing culture and values that made employees proud to come to work each day. My mom worked at Southwest Wisconsin Technical College, where I explored the halls and various programs at a young age. The campus felt like home to me, and I was thankful that I received the opportunity to work there in both the Foundation and Marketing departments. Similarly, Southwest Tech's vision is to change lives by providing opportunities for success.



Contributed photo

*I had the opportunity to attend the Winning with Wisconsin's Workforce event hosted at Blackhawk Technical College in Janesville by the Wisconsin Department of Workforce Development. The event discussed many regional economic trends, solutions, and opportunities including the Workforce Innovation Grant recently awarded to our Advance Southwest Wisconsin consortium consisting of CESA 3, Southwest Wisconsin Technical College, and the University of Wisconsin - Platteville.*

I am excited about serving our region as a Youth Apprenticeship Coordinator at CESA 3 because I believe all of these experiences will culminate into an opportunity to collaborate with both education and industry, allowing students to explore careers while still in high school to help them feel confident making decisions about their career pathway while assisting employers of the region with the workforce shortage experienced across all industries. I believe the Youth Apprenticeship program makes a difference in the lives of others while providing opportunities for success for our students, their families, and our employers. I am proud to be part of the CESA 3 family and I am very much looking forward to meeting and working with all of you.





## STUDENT BENEFITS OF THE YOUTH APPRENTICESHIP PROGRAM

### **They'll earn money while completing their education.**

Youth apprentices earn at least minimum wage. During the 2022-2023 school year, students in the CESA 3 district earned an average wage of \$13 per hour.



### **They'll develop valuable skills and gain work experience that can lead to future employment opportunities.**

Students are supervised and evaluated by an organization mentor to ensure they are reliable and accountable while receiving a well-rounded learning experience. Each year, employers extend permanent job offers to more than 75% of the graduating youth apprentices, making the YA program an excellent opportunity to a future career path.



### **They'll receive related instruction at no cost.**

A huge benefit to students in our YA program is the opportunity to receive related instruction such as certifications, college courses, or learning academies at no cost to the student or their high school. The Career and Life Ready team at CESA 3 will work with the student to determine related instruction options for their selected career pathway. CESA 3 pays for the value of six credits for a one-year apprenticeship or twelve credits for a two-year apprenticeship.



### **They'll apply classroom theory to real-life experience.**

Our youth apprentices value the ability to apply what they learn in the classroom to real-life experiences while working in their chosen career pathway. They are able to fully experience the career to ensure it will be a good fit for them before entering college or the workforce.

**Help your students get involved!  
Scan the QR code to learn how!**



## Youth Apprentice Profile

# Youth Apprenticeship experience leads Stibbe to SWTC

**BY CHUCK KELLER**

“My name is Kolten Stibbe and I work at Junction View Dairy LLC in Richland Center, Wis., as a farm manager.

“I help to manage our family’s farm operation of more than 1,700 head of cattle and 2,200 acres of crop land. My main responsibility is the planning and producing of crops to feed our livestock.

“Through the Youth Apprenticeship program at Richland Center High School, I’ve gained valuable skills from my

**Continued on page 17**



Contributed photo

*Kolten Stibbe, a member of the Youth Apprenticeship program at Richland Center High School, helps manage his family’s farm operation of more than 1,700 head of cattle and 2,200 acres of crop land in Richland County.*

## Youth Apprentice Profile

# Wastlick gains valuable skills working alongside pros

**BY CHUCK KELLER**

“My name is Carter Wastlick and I work at Wisconsin Metals in Reedsburg, Wis., as a metal fabricator.

“Through the Youth Apprenticeship program at Weston High School, I’ve gained valuable skills from working side by side welding professionals at Wisconsin Metals.

“This opportunity has allowed me to apply the knowledge I learned taking welding classes at Weston to become a more skilled welder which I hope to continue after

**Continued on page 17**



Contributed photo

*Carter Wastlick hopes to continue welding after his graduation from Weston High School. A member of the Youth Apprenticeship program, Carter works at Wisconsin Metals in Reedsburg as a metal fabricator.*

## Youth Apprentice Profile

# Youth Apprenticeship opens Hinz's eyes to her future

**BY CHUCK KELLER**

"My name is Lora Hinz and through the Youth Apprenticeship program I've been working at White Mound Dental Lab.

"While working at White Mound Dental Lab I learned how to pour up models, and how to remove plaster from the work space. I worked on impressions, and what materials need to be mixed together in the right proportions to make the proper mixture for impression, and models. I also would bring the cases to the doctors office and when I was not working on cases I was practicing proper sanitation of all workstations.

"This experience has taught me great skills and has opened my eyes to

what I would like my future to look like."

In addition to working at White Mound Dental Lab, Lora was president of her local FFA Chapter and a member of 4-H. As a member of her high school trapshooting team, she was the top female shooter in the state two years running. Lora also earned industry-recognized Precision Measuring certifications through Weston High School.

Lora will be attending Southwest Wisconsin Technical College in the fall.

To learn more about CESA 3's Youth Apprenticeship program, contact Chuck Keller (ckeller@cesa3.org), Tom Martin (tmartin@cesa3.org) or Jessica Helms (jhelms@



Contributed photo

*Lora Hinz has gained valuable experience working at White Mound Dental Lab in Hillpoint. A Weston High School senior, she will be attending Southwest Tech in the fall.*

cesa3.org).

*Chuck Keller is a CESA 3*

*Youth Apprenticeship Coordinator.*

## Kolten Stibbe

**Continued from page 16**

teachers and through my 4-H experience. I also took advantage of the Beginning Farm Management class taught by Southwest Wisconsin Technical Col-

lege.

"This opportunity has allowed me to understand how important the business side of agriculture is and helped me to decide to attend Southwest Tech for Ag Business in the fall."

In addition to his Youth Apprenticeship experi-

ence, Kolten played football and wrestled while at Richland Center. Kolten is a member of the National Honor Society and was named the Technical Excellence Scholarship Winner.

To learn more about CESA 3's Youth Appren-

ticeship program, contact Chuck Keller (ckeller@cesa3.org), Tom Martin (tmartin@cesa3.org) or Jessica Helms (jhelms@cesa3.org).

*Chuck Keller is a CESA 3 Youth Apprenticeship Coordinator.*

## Carter Wastlick

**Continued from page 16**

graduation."

In addition to his Youth Apprenticeship experience, Carter is a member

of the Weston Baseball team and Weston Archery Club. Carter volunteers in his time supporting the Cazenovia Polar Bear Plunge to fight against cancer. Carter plans to attend Southwest Technical

College for welding in the fall.

To learn more about CESA 3's Youth Apprenticeship program, contact Chuck Keller (ckeller@cesa3.org), Tom Martin (tmartin@cesa3.org) or

Jessica Helms (jhelms@cesa3.org).

*Chuck Keller is a CESA 3 Youth Apprenticeship Coordinator.*

## Riverdale Youth Apprentice Scrapbook



Contributed photo

*Hannah, a senior at Riverdale High School, works as a CNA at Greenway Manor. Hannah started her Youth Apprenticeship journey by taking the CNA course at Southwest Wisconsin Technical College through their partnership with CESA 3. After graduation, Hannah intends to enroll in Southwest Tech's nursing program. With the help of CESA 3, she has started her nursing coursework while still in high school, and will have her pre-core classes completed before graduation!*



Contributed photo

*Henry, a junior at Riverdale High School, works at Meister Cheese in Muscoda. He started with their maintenance department. He loves welding and fixing machines to help minimize production down time. Being a Youth Apprentice is helping Henry work toward his Welding Technical Diploma. Next year, he plans to graduate high school and Southwest Tech.*



Contributed photos

*David, a Riverdale High School Junior, works as a Youth Apprentice at Community First Bank in Muscoda. He works as a teller, has been the voice of the bank in a radio commercial, and has even had the chance to use his Spanish language skills to help a customer! David is planning on pursuing a career in education after high school.*

## Riverdale Youth Apprentice Scrapbook



Contributed photos

*Jenna (left) and Lauren (right) Wiitanen, a Riverdale senior and junior, work as Youth Apprentices at their family business, Liberty Labs. They help raise and train lab puppies to be adopted by loving families. Aren't the pups adorable? Being a Youth Apprentice has helped prepare Lauren and Jenna in their future careers through the related instruction provided by CESA 3.*



Renee Nelson photos

### **Artwork by Fennimore students displayed at CESA 3**

*Masterpieces by Fennimore Elementary School students were displayed at CESA 3 last winter.*



Joëlle Doye photo

Members of CESA 3's Career & Life Ready team joined Mineral Point Superintendent Mitch Wainwright, Mineral Point High School principal Matt Austin and members of the Wisconsin Department of Public Instruction's contingent during a Feb. 21 visit to Mineral Point during CTE Month 2023.

## Mineral Point dazzles DPI during CTE Month

**BY TOM MARTIN**

Every so often, Wisconsin Department of Public Instruction (DPI) officials visit schools throughout the state during CTE (Career & Technical Education) month, which is in February. In conjunction with CESA 3, Mineral Point was nominated and chosen this year as our region's representative.

Duy Nguyen, Assistant State Superintendent, DPI, brought a delegation of officials to Mineral Point on Tuesday, Feb. 21. What the guests witnessed at Mineral Point left them speechless.

The day began with a formal welcome by Mineral Point Unified School District Superintendent Mitch Wainwright, along with Mineral Point High School principal Matt Austin and numerous student leaders of Mineral Point's FBLA, FFA and SkillsUSA organizations. FBLA, FFA and SkillsUSA are Career & Technical Student Organizations (CTSO'S) that provide students opportunities to grow in terms of leadership and technical proficiency.

From there, the contingent went to the Agriculture, Food and Natural Resources facility of Agriculture

teacher Mike Robinson, where students were beginning their spring plant sales, by transplanting seedlings into the literally thousands of planters Mineral Point has for two weekends around Mother's Day.

After that, participants transitioned to witness students welding and cutting the Mineral Point district logo from their plasma cutter.

The tour then went to the wide world of Technology Education teacher Kyle Carey. Four participants heard from numerous students creating woodworking projects, t-shirts, sublimated products, laser engraved projects and all around the design process.

Participants then went on to see Kristin Staver's Wake Up Mineral Point television studio and program. At the start, everyone witnessed Mineral Point's incredible video board that was designed in Mr. Carey's program, built by Mr. Carey's and Robinsons students and finally is programmed by Mrs. Kippalee Bakken's (Business & Information Technology) students. Where one school spent \$125,000, Mineral Point spent just over \$10,000 for a larger board with greater capabilities.

The Wake Up Mineral Point idea and studio was



Joëlle Doye photo

*Mineral Point Unified School District Superintendent Mitch Wainwright admired the work of senior Brendan Lynch on the tour.*



Joëlle Doye photo

*Mineral Point High School's Agriculture, Food and Natural Resources facility was one of many tour stops.*



Joëlle Doye photo

*Kyle Carey, Technology Education teacher, shared his emphasis, everything starts with the design process, during the Department of Public Instruction's CTE Month tour at Mineral Point High School.*



Joëlle Doye photo

*Mike Robinson, Mineral Point Agriculture, Food and Natural Resources teacher, smiles with great enthusiasm about the special guests from DPI who visited his program.*

shared to the tour by English teacher Kristin Staver, who wanted to have Mineral Point have a greater voice in the community. From that arose Wake Up in which students every morning derive the content, create the script and then coordinate the 5 - 10 minute episode.

The tour ended with Business and Marketing teacher Kippalee Bakken, who spoke to her Business & Information Technology program, her thriving FBLA chapter and finally, her vision for Youth Apprenticeship, financial literacy in the form of the Southwest Wisconsin Instructional Financial Literacy Event (SWIFLE), and goals she had for every Pointer.

Deputy Superintendent Nguyen concluded by summarizing his gratitude to the immense preparation led by High School Counselor Erika Brunson. His take-aways include DPI's emphasis in advocating for enhanced Career & Technical Education funding for the

upcoming state budget.

As well, members of the DPI team shared their thoughts on what they witnessed. The tenor of these comments was simply in awe, amazement and admiration for the work Mineral Point does for its students.

CESA 3's Career & Life Ready team was thrilled when Mineral Point was nominated and then honored this year.

If your school would like to be nominated for a CTE Month visit, please contact the Career & Life Ready Team: Jessica Helms (jhelms@cesa3.org), Darla Burton (dburton@cesa3.org), Chuck Keller (ckeller@cesa3.org) or Tom Martin (tmartin@cesa3.org).

*Tom Martin is a CESA 3 Youth Apprenticeship Coordinator.*

# Jacob Martin named 2023 Technical Excellence Scholar

*Exclusive commendation earned by just over 800 students statewide*

Jacob Martin, son of Sharon and Tom Martin, was named Wauzeka-Steuben's Technical Excellence Scholar (TES) for 2023. The TES is an exclusive commendation only earned by just over 800 students statewide each year. Jacob, due to his commitment to his life's pathway of becoming both an auto and diesel technician has earned the opportunity to be awarded the TES.

CESA 3, along with Wauzeka-Steuben and his family, allowed Jacob to shine in the following manner:

Martin was a graduate of CESA 3's award winning Pistons to Pathways program. Pistons to Pathways is CESA 3's strategy to enhance the occupational pipeline for the Transportation industry in Southwest Wisconsin. In its sixth year, dealerships like the Fillback family of dealerships have benefited immensely from Chuck Keller's vision.

"Pistons was really cool because they [Fillback's Ford in Prairie du Chien] had the equipment we don't have on the farm," Martin said. "Mike [Rymarz] was a tremendous instructor who taught me so much and allowed me to flourish with students who needed assistance. I would highly recommend



Contributed photo

*Jacob Martin, a Wauzeka-Steuben High School senior, was named the school's Technical Excellence Scholar for 2023. He was also a graduate of CESA 3's award-winning Pistons to Pathways program.*

Pistons to anyone as it shaped the professional I aspire to become."

As well, because of Chuck Keller, Career &

Life Ready Coordinator at CESA 3, Martin was afforded OSHA 10 Certification and is now eligible for the illustrious Wiscon-

sin Auto and Truck Dealers Association (WATDA) Scholarship, the even

**Continued on page 29**



# CESA 3's Martin presents at WTEA State Conference

**BY TOM MARTIN**

Tom Martin, member of CESA's Career & Life Ready team and a member of the Wisconsin Technology & Engineering Association Board of Directors, was nominated to present at its 54th Annual Conference, March 8-10 at the Chula Vista Resort and Conference Center in Wisconsin Dells.

Martin's presentation, entitled "Page 9 Information: An inquiry based approach toward change" was delivered to membership as a means for self improvement. Martin said in anticipation of the presentation, "as it relates to the state's report card, Career & Technical Education Professionals contribute a tremendous amount to the success of our future. What I fo-

cused on were the quartet of measures on page nine of the report card: a) advanced courses, b) dual enrollment, c) industry-recognized credentials and d) work-based learning. These I believe are worthy of consideration and ultimately strategic professional development."

Martin added, "as it pertains to these four [measures], what I wanted colleagues to look at in anticipation of Educator Effectiveness goals for next year is a) focusing on just one of the four items and b) when one does just how impactful that one practice could be."

As an example Martin spoke to the impact that credentials have in today's workforce. "In our ChatGPT, industry 4.0 and

soon 5.0 world we live in, we owe it to our students to immerse them in third party assessments which prove to stakeholders that indeed they are ready to say what their outcomes say they can do."

Martin continued on that point saying, "according to a US Census Bureau report, students are apt to make an additional \$2,200 per year for each credential they earn. That's real revenue for the student and for the employer, a return of investment that allows them to provide those enhanced wages," Martin said.

The why for this presentation was to utilize page nine of the report card for growth and improvement. "In this frenetic age we live in, Professional Educators need as much support

as they can get," Martin said. "This is in no way to assume that they can not do things on their own, on the contrary, if support people like those on our Career & Life Ready team can save them [Educators] time, money and effort, I believe the report card and ultimately our students will benefit."

For more information on how Martin and members of the Career & Life Ready team can empower your Career & Technical Education team, please contact him at 608-822-2154 or [tmartin@cesa3.org](mailto:tmartin@cesa3.org).

*Tom Martin is a CESA 3 Youth Apprenticeship Coordinator.*



Robert Callahan photo

*As FBLA Region IV Vice President, Lancaster High School senior Paige Lolwing opened the Conference at Lancaster High School on Feb. 4.*

## All business

**Continued from page 13**

From there, the moment of truth awaited each and every participant. With only the top three teams or individuals advancing, tension mounted until the results were unveiled.

While not everyone advanced, that is never the point.

"The mission of FBLA is to bring business and education together in a positive working relationship through innovative leadership and career de-

velopment programs. The specific goals of FBLA are to: Develop competent, aggressive business leadership. Strengthen the confidence of students in themselves and their work," Wehrle said. "Students at all phases of their high school career gained invaluable experience and learned much more about themselves and their teammates. That to me means everything."

Taking care of business is what I would say.

*Tom Martin is a CESA 3 Youth Apprenticeship Coordinator.*

## Pivoting business to impact our region



Contributed photo

*CESA 3 regional business and information technology professionals surround (middle) Mary Bartling, Daniel Nugent and Dr. Caryn Stanley of the University of Wisconsin-Platteville's School of Business during their historic Feb. 15 meeting.*

## Educators convene at UW-Platteville to learn about future collaboration

**BY TOM MARTIN**

In a second such historic meeting in two weeks, this edition involved our Region's Professional Business & Information Technology Educators and members of the University of Wisconsin-Platteville School of Business. Both entities convened recognizing that each needed to work together for the betterment of all.

Dr. Leslie Hollingsworth, Dean of UW-Platteville's School of Business, opened the day with a programmatic overview of the School.

Hollingsworth explained the phenomenon of "global nomads" of which are making up more of the global business workforce.

"These are colleagues amidst us who perform contractual or just-in-time work for firms in which they have no permanent identity, no naturalization papers, no citizenship," she commented.

The other concept that Hollingsworth stressed to the more than 600 students in the School is that of International Competence.

"With an ever-flattening world,

we [School of Business] really encourage our students to study abroad in order that when they are professionally engaged, their interactions with international markets are not foreign to them. Knowledge of what transpires in Thailand, Germany, the UK, Austria would be synonymous with what they do here," she said.

***" We are partnering with industrial members who embrace a platform of positive mindset. "***

A couple of other trends Hollingsworth identified were the role technology plays in business.

"In 2017, there were 150 technology-based companies. Today, there are over 9,500, in which many specialize in fields like social media. These [companies] have simply morphed overnight, even during

the pandemic," she said.

Hollingsworth went on to counter a notion submitted from our professionals that business is simply devoid of math.

"Many dispel the lack of math [in business], but we have research that says that if a student takes statistics before they take calculus, they fare better than the other way around. In fact one of the hot jobs in the world right now is the Algorithm Bias Auditor. Algorithmic auditing refers to a range of approaches to review algorithmic processing systems. It can take different forms, from checking governance documentation, to testing an algorithm's outputs, to inspecting its inner workings. Such analysis takes a great deal of math in order to make ethical decisions," she explained.

The last item Hollingsworth spoke to is the concept of corporate social responsibility.

"We are partnering with industrial members who embrace a platform of positive mindset," she concluded.

**Continued on page 30**

# How do values impact leading? Four steps to be a better leader

BY ELLIE OLSON

Brene Brown is a renowned social scientist and author who has also written and spoken extensively about the importance of values in our personal and professional lives.

In her work, Brene Brown describes values as the beliefs and principles that guide our lives and inform our decisions and actions. According to Brown, values are the bedrock of our identity and the foundation upon which we build our lives.

Understanding how values impact our lives and paying attention to those values will increase a leader's ability to lead. Taking the time to learn

what your employees value and acknowledging those values in your daily actions will impact your team to be its best for everyone.

Knowing your own values and the values of your staff can help you as a leader be more effective in several ways which include the follow:

**1. Clarifying goals:** When you understand your own values and those of your staff, you can better align your goals with those values. By creating goals that align with shared values, you can motivate and inspire your team to work towards a common purpose.

**2. Building trust:** When you demonstrate that you

understand and respect the values of your staff, they are more likely to trust and respect you in return. This can lead to improved communication and a more positive work environment.

**3. Encouraging staff engagement:** By understanding the values of your staff, you can create opportunities for them to use and develop those values in their work. This can lead to increased engagement and job satisfaction.

**4. Resolving conflicts:** Conflicts can arise when values clash. By understanding the values of your staff, you can better understand their perspective and work toward

finding a solution that satisfies everyone's values.

In summary, knowing your own values and the values of your staff can help you create a more positive and effective work environment by aligning goals, building trust, encouraging engagement, and resolving conflicts. When actions are aligned to our values, we are more productive and more satisfied in our work. Consider how you as a leader know and learn what your staff values.

*Ellie Olson is CESA 3's Leadership Coaching/Educator Effectiveness Coordinator.*

## Willow

Continued from page 3

still getting a good education. The Berlin public transit system is so good that my friends and I were able to go all over the city for fairly cheap and see all of the amazing street art and diverse food that Berlin is known for as well as all of the cool hidden away places that only locals know about.

Berlin is also a super convenient city to travel from. I was able to travel all over Germany as well as some other countries like Czechoslovakia, Italy, and Denmark. I had such



Mary Joan Brilla photo

*In addition to Berlin, Willow also traveled to Czechoslovakia, Italy and Denmark.*

an amazing time on all my travels and it all started because I was interested

in the German language and culture.

Willow Grace Rothenberg

# Stay current with the latest trends in assessment with CESA 3

By KRISTIN GALLE

As the educational landscape continues to evolve, it is important for teachers to stay current with the latest trends in assessment. The 3D Assessment for the Science Classroom series of virtual meetings offered by CESA 3 provided an excellent opportunity for educators to explore a variety of methods and formats of classroom assessments that measure student learning as prescribed by the Next Generation Science Standards (NGSS).

During the sessions, participants were guided through a "must have" checklist of quality 3D assessments and invited to bring along one of their current assessments to be analyzed. This approach allowed educators to identify the qualities that make an assessment truly three-dimensional and to revise or create new assessments that meet these standards.

By the end of the series, participants had a deeper understanding of the elements of 3D assessment for NGSS, and were equipped with the skills to analyze and revise their own assessments to meet these elements. The knowledge gained through this program will help educators to better measure student learning and to

design assessments that effectively support student growth and success.

In a constantly evolving educational environment, it is important for teachers to have access to high-quality professional development opportunities like 3D Assessment for the Science Classroom. By staying current with the latest trends and methods in assessment, educators can help their students to achieve their full po-

tential and prepare them for success in the 21st century.

Are you ready to take your science teaching skills to the next level? Join us in the 2023-2024 upcoming school year for more opportunities to enhance your professional development in science education. Stay tuned for a variety of workshops and sessions designed to keep you up-to-date with the latest teaching methods and best practices,

and help your students succeed in the exciting world of science. Don't miss out on this chance to become the best science educator you can be!

*Kristin Galle is a CESA 3 Math/Science/Technology consultant, Library 21 coordinator and Digital Learning Coach.*



## Enroll now for CESA 3 Math Menu in the 2023-2024 school year

By KRISTIN GALLE

Mathematics is a critical subject that plays a fundamental role in shaping students' academic and professional futures. It is essential to provide teachers with the most up-to-date information and best practices to impact student learning and achievement. This is where Math Menu comes in.

Math Menu, offered by CESA 3, is an innovative service that provides access to live events and a professional learning library for the cur-

rent school year. Districts that subscribe to Math Menu will benefit from the most recent and relevant professional development opportunities for teachers. With Math Menu, teachers will have access to the most current information and strategies to deliver quality math instruction and meet the diverse needs of their students.

One of the unique features of Math Menu is the networking opportunities it provides for all teachers who teach mathematics. Teachers will

be part of an online community where they can share ideas, experiences, and best practices with each other. This collaboration will help teachers stay informed about new trends in math instruction and continually improve their teaching practices.

Math Menu is designed to help teachers examine principles of formative assessment with a focus on establishing conceptually-based

Continued on page 29

# CESA 3's Math It Up conference a resounding success

BY KRISTIN GALLE

CESA 3's Math It Up conference was a resounding success, providing educators with valuable insights into the revised Mathematics State Standards for the state of Wisconsin.

Attendees had the opportunity to explore the eight Mathematical Practices for Students and Teachers and learn how they affect teaching on a daily basis. They also gained an understanding of the five important shifts from previous standards to the 2021 Wisconsin Standards for Mathematics, including three shifts that have been expanded upon to emphasize advancing educational equity in mathematics, and two new and unique shifts to Wisconsin.

The conference also delved into

the attributes of mathematical modeling as highlighted in the Wisconsin Standards for Mathematics (2021), providing attendees with engaging grade band experiences to connect mathematical modeling to their own educational settings. With the knowledge gained from the conference, educators left with ready-to-use strategies to improve engagement and results in their classrooms.

Attendees praised the conference's presenters, Ellie Olson and Kristin Galle, for their ability to present current topics in mathematics and enrich the learning experiences of teachers, which will ultimately impact their students for years to come. The training also correlated well with standards-based grading,

providing attendees with even more tools to apply to their classrooms and curriculum. Overall, the Math It Up conference was a great opportunity to learn, collaborate, and apply new concepts in mathematics to all things applicable to the classroom. Attendees left the conference excited to implement their take-aways and eagerly looking forward to the next opportunity to learn and grow.

To learn more about CESA 3's math offerings for the 2023-2024 school year, contact Kristin Galle ([kgalle@cesa3.org](mailto:kgalle@cesa3.org)) or Ellie Olson ([eolson@cesa3.org](mailto:eolson@cesa3.org)).

*Kristin Galle is a CESA 3 Math/Science/Technology consultant, Library 21 coordinator and Digital Learning Coach.*

---

## Virtual Partner Fair touts 12 education partners, 80 educators from CESA 3 region

BY KRISTIN GALLE

Education is evolving, and with the rise of virtual learning, educators need to find innovative ways to engage their students while making their lives simpler. Educators in the CESA 3 region had the opportunity to connect with partners in education who are committed to making learning fun and life simpler at the Virtual Partner Fair on Feb. 23.

The event brought together 12 education partners, including Mind-Play/Literacy Solutions, Defined Learning, Really Great Reading, Class Link, Edpuzzle, IMAGO, FEV Tutor, PowerSchool, PBS Wisconsin Education,

IXL, Sphero, and 80 educators from the CESA 3 region. Each partner led an information session during the day, providing educators with valuable insights into their products and services.

The Virtual Partner Fair was an excellent opportunity for educators to explore new resources, tools, and technologies to improve their students' learning experience. It also provided an opportunity for education partners to showcase their products and services to educators who are looking to maximize the use of their products and get the most bang for their buck.

The sessions were de-

signed to be engaging and interactive, allowing educators to ask questions and get hands-on experience with the products. Each session was recorded and made available for viewing on February 24th and 25th, allowing educators to come in and out of the event as they please.

Participating in the Virtual Partner Fair offered many benefits for educators. It allowed them to connect with a network of like-minded individuals and industry experts, gain access to the latest tools and resources, and get inspired to try new approaches in their teaching.

In conclusion, the Vir-

tual Partner Fair was an excellent opportunity for educators to connect with partners in education who are committed to making learning fun and life simpler. With the sessions being recorded and available for viewing for two additional days, educators can continue to benefit from the wealth of knowledge shared during the event. By taking advantage of this event, educators can enhance their teaching and help their students achieve success.

Don't miss out on the 3rd annual Partner Fair on Feb. 29, 2024! This is your chance to connect with industry experts, explore

**Continued on page 32**



Renee Nelson photos

## Smiles aplenty at 29th annual CESA 3 Champion Games

*CESA 3 held its 29th annual Champion Games at Boscobel High School on Monday, May 15. Due to torrential rains the day before, several activities were relocated to Boscobel's neighboring Kronshage Park. More than 1,300 people were in attendance, including students, chaperones and volunteers. Thank you to all who made the day possible!*

## **Tuvshin**

**Continued from page 3**

vocabulary. A highlight I have is when my class created our own German movie. The process of filming and scripting was a lot of fun!

In 2019, I participated in the Congress and Bunde-

stag Youth Exchange. This study abroad program allowed me to experience German culture and improve my language comprehension through complete immersion. I made many German friends with whom I keep in contact today and gained extraordinary memories. This program is also a full-

ride scholarship! I highly recommend this program to anyone who wants to experience German society!

My interest in and love for the language influenced my decision to major in German. Studying German in college allowed me to go deeper into the history and un-

derstanding of the language and society. Many colleges offer a range of opportunities for students, such as interning at a German company or doing research in Germany. If you are still deciding what language you should learn, pick German!

## **Project SEARCH**

**Continued from page 5**

**What is something you will miss about this internship?**

“What I will miss most about this internship is working with Lauren and Debi. They were both so nice and taught me a lot. I will miss talking with student workers who came into the office. I really like to help people

and in the Chancellor’s office I was able to be of help to many students.”

Enrollment for the 2023-2024 year is now open and applications are being accepted. If you would like more information on the Project SEARCH program please feel free to reach out to Jim Nelson at [jnelson@cesa3.org](mailto:jnelson@cesa3.org).

*Tricia Davis is CESA 3’s Project SEARCH instructor.*

## **Jacob Martin**

**Continued from page 22**

more prestigious Horatio Algiers Scholarship and numerous others.

Jacob fortified his resume with a Wisconsin Youth Apprenticeship working with Roy’s Concrete,

Patch Grove. “Roy’s allowed me to repair numerous gas and/or diesel vehicles in his fleet,” Martin said. I gained so much insight and because of Chuck [Keller] my dreams are right before me.”

Finally Martin thanks his parents for their constant support. “Mom and Dad have been there through

it all for me,” he said. “These four years were challenging, but they never gave up on me and because of their determination and love, I stand here today ready to realize my dreams,” Martin said.

If you have students like Jacob, please contact Chuck Keller, [ckeller@cesa3.org](mailto:ckeller@cesa3.org) or 608-963-0605.

## **Math Menu**

**Continued from page 26**

mathematics learning targets. This approach helps teachers gather and analyze evidence of students’ thinking and provide feedback to students using best practices from research on feedback. Math Menu also encourages teachers to closely involve students in processes that will help them move their own learning forward.

Math Menu is more than just a service for districts and teachers. It is also an opportunity to improve student achievement. The regional data for the 2021-2022 Forward Math Exam and ACT Math Exam shows that there is a significant opportunity for improvement. The percentage of students who are proficient or advanced in mathematics is relatively low, particularly for economically disadvantaged students and

students with disabilities. By subscribing to Math Menu, districts and teachers can work together to improve these statistics. With access to the most current and relevant professional development opportunities and networking opportunities, teachers will be better equipped to deliver quality math instruction and meet the diverse needs of their students. Together, teachers and districts can make a difference in

student achievement and set them on the path to success.

To learn more about Math Menu for the 2023-2024 school year, contact Kristin Galle ([kgalle@cesa3.org](mailto:kgalle@cesa3.org)) or Ellie Olson ([eolson@cesa3.org](mailto:eolson@cesa3.org)).

*Kristin Galle is a CESA 3 Math/Science/Technology consultant, Library 21 coordinator and Digital Learning Coach.*

## Pivoting business

Continued from page 24

Hollingsworth was pleased to then invite members of his faculty to speak exclusively about their programs.

Mary Bartling, Associate Professor of Supply Chain Management, spoke to how her 36 years of experience at Harley Davidson shaped her approach to this ever-changing world.

"When designing the Apache cycle for example, I relay to students that I was responsible for purchasing, materials, design, everything from concept to construction. This experience I bring to my classes every day," Bartling said.

Daniel Nugent, Associate Professor of Accounting, spoke to the need for accountants, countering what our professional educators have been told.

"What I hear from industry is that there is a catastrophic need for accountants," Nugent said. "For example, the 87,000 IRS agents that would have been hired were only meant to conduct forensic accounting work for major crimes. When there is a major crime, chances are money is involved."

From there, Dr. Caryn Stanley, Human Resources professional, spoke to the negative connotations of the profession but quickly dispelled them, noting that with positive corporate culture, communication is a key skill set.

"Imagine a situation where as a professional, you need to respond on the spot," Stanley commented. "Now imagine where you can learn those skills while in a Career & Technical Student Organization, Forensics or 4-H. That's what we are looking for from your students when they elect this program."

Dr. George Krueger, Professor of Marketing, spoke about the fundamentals of marketing.

"What you can provide [at the high school level] is for students to understand the why? Have them begin with the end in mind [when it comes to marketing] and then when building different strategies students have fundamental processes of each so that when they reach out to their client, the array of strategies allows that client to feel like the students have covered all the bases," Krueger said.

Hollingsworth then opened the floor for questions back to Bartling, Stanley, Nugent and Krueger.

After lunch, Dr. Lindsay Hollingsworth, Dean of the School of Education, introduced herself and then col-

lectively, the Hollingsworths introduced Dr. Austin Rickels, School of Education.

Dr. Rickels, formerly an 11-year Professional Educator from Lena-Winslow, Ill., spoke about his research, work and passion around resiliency.

Rickels addressed concerns from our professionals on a lack of engagement, pride and perseverance, especially of our male students when it comes to academics.

As Todd McKay, Business Education teacher and Dean of Students at Riverdale School District, stated during a sharing portion, "COVID allowed students, especially our males, to seek the minimum when it came to grades and effort. This behavior has now transcended out from the classroom to the halls, where discipline has increased to extracurricular activities, where students aren't as apt to participate."

With the why in mind, Rickels spoke of his own frailty as a young man and in how his humanity, coupled with his desire to learn about the impact he was making with his students, allowed him to come to a sound strategies which he uses with Platteville's future teachers today.

"The E+R=O Mindset means (Event + Response = Outcome) allows me to frame for my students that if they want [an outcome] that despite what can sometimes

be traumatic events, the response must be resilient enough to overcome them. This was what I told my former students [at Lena-Winslow] and now at UW-Platteville,"

he shared. "In the classroom [as a first year educator] nothing goes to script. What you thought you knew, you now no longer can use, you need to adapt or risk losing that class. That happened to me. My first two years, as I now reflect, were not good. Thus we need to find the grit, resolve, resilience, whatever you call it to endure, learn and grow.

"E + R = O changed my life and I'm sure it will for you too."

At the end, feedback was given and soon another meeting with goals and objectives will be established in order that together we can move our region forward.

Much thanks goes out to Dr. Hollingsworth, Mary Bartling, Dr. Caryn Stanley, Daniel Nugent, George Krueger and Sara Denucci, Administrative Assistant to the School of Business for such an excellent day!

*Tom Martin is a CESA 3 Youth Apprenticeship Coordinator.*

***"E + R = O changed my life and I'm sure it will for you too."***



## *The impact of your culture*

Continued from page 2

But illustrating a healthy culture starts during the interview. Prospective employees see and feel a school's culture during their interviews and visits, and they will be more excited about working there if they see others expressing satisfaction" (Independent School Management, 2023). During this challenging time, almost every article and study reference the relationship between positive climates and healthy school cultures to their desired outcomes. Though many school boards and leaders have read or heard the impact of school culture, many have not studied its components to understand strategies to improve or maintain it. School culture is more than being greeted at the door or having a cool website. It involves all of the senses of its members, and it must be understood to describe it if we want our districts to engage in improving our cultures. The next few paragraphs will provide a technical overview to provide leaders and CESA 3 school board members with a better understanding of the components of school culture. Hopefully, this brief overview will help readers identify how their districts are engaging in strategies that will lead to improvement of overall culture.

In the 1960s, MIT professor Edgar Schein studied the relationship of organizational culture with profit margins and employee experiences of several companies. Through the study, Schein learned that organizational culture existed for two reasons. The first is to the degree employees interact with one another and get along. The second is the accepted strategies the organizations adopted to solve external problems. He described that organizations have three levels within culture, which he labeled as: 1. Artifacts, 2. Espoused values, and 3. Shared assumptions. By the 1990s, school districts started to study the work of Schein in order to improve employee relations and student outcomes.

If districts are truly interested in improving their cultures for any reason (student achievement, recruitment, retention, etc.), they must understand the premise of Schein's work as his research is linked to most present day studies. When talking with people about culture, they tend to describe the feeling they have or how they want others to speak about their school. To truly understand a school's culture, we must understand all three levels.

Schein describes the artifact level as how we communicate with those outside our organization. Those are the people outside our school walls such as people in the community, students or staff we might be recruit-

ing, or any outside audience that we are trying to influence. Many would describe this as the district's brand or how the organization appears on the surface. Today we do this with our social media platforms, newsletters, websites, marketing campaigns, slogans, mission statements, modernization of our facilities, our landscaping, signage, and any other strategies to leave a good perception about our schools. For example, we may want outside people to feel our physical spaces are safe, modern and innovative, our teachers provide rigor and relevance while being kind, leaders make decisions putting students' needs first and students are smart, fit, and nice. As a result, we highlight those attributes on our communications.

The second level is what Schein refers to as Espoused Values. These are the interactions and expectations within the school walls. They are reflected in our policies, practices, and traditions. Priorities are represented within what we enforce or how we spend our time and resources. There are not right answers per se, but the culture is greatly impacted by what we say we stand for and its alignment with what actually happens. Our students, staff, and leaders influence what happens within the walls of the school and the norms of what is accepted influence the description of the culture.

The third and deepest level is what Schein refers to as Shared Assumptions. This is the level that happens within the minds of the members of the district. It is the collective beliefs of what the members perceive actually happens vs. what we communicate. At this level, the members reconcile what is being communicated in the first two levels to what they perceive to be the true values. In other words, is the culture that is being communicated in the first two levels a reality of what the members perceive is happening. For teachers their perception is based on attributes of climate such as professional collaboration in regard to curriculum and behavior, collegiality and interactions, and teacher efficacy and commitment.

If we choose to positively impact cultures in our schools, we must first be able to identify what we value in a culture and then recognize how it is represented. As members of a district, our values must align at all levels. If they are truly important, then our hiring processes will reflect our district's values. At the same time, if we want to improve or maintain our culture, we must understand which of Schein's levels that we are leveraging. For example, if we are leveraging our social media and website platforms, we know we are utilizing a level one strategy. If we are initiating a campaign

Continued on page 32

## Herb Kohl Educational Foundation announces 2023 Scholarship and Award recipients

The Herb Kohl Educational Foundation announced 306 Wisconsin students, teachers, and administrators are the recipients of the organization's 2023 Student Excellence and Initiative, Teacher Fellowship and Principal Leadership awards this spring.

Student Excellence and Initiative Scholarships of \$10,000 will be awarded to 190 graduating high school students who have demonstrated academic excellence and have displayed a broad range of activity and leadership in their community. Teacher Fellowship awards of \$6,000 will be presented to 100 teachers who were nominated for their leadership and service in and outside the classroom, their ability

to inspire a love of learning and to motivate their students. Principal Leadership awards of \$6,000 will be given to 16 principals for setting high standards for instruction, achievement and character, and creating a climate to best serve students, families, staff and community.

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 Foundation, the Wisconsin Department of Public Instruction, regional Cooperative Educational Service Agencies (CESA), the Association of Wisconsin School Administrators,

and the Wisconsin Homeschooling Parents Association.

Congratulations to our CESA 3 winners!

**Student Excellence:** Lilly Geary, Kickapoo; Madysen King, Darlington; Ella Woodworth, Shullsburg.

**Student Initiative:** Tamryn Arndt, Kickapoo; Bryonna Caya, Seneca; Marissa Cleary, Highland; Emma Rood-Reuter, Benton; Brooke Traver, Potosi.

**Excellence in Teaching- Teacher Fellows:** Ashley Calderon-McHugh, Mineral Point Middle and High School Choir; Kirsten Reichmann, Wauzeka-Steuben High School Science; Cheryl Schober, Platteville School District Library Media Specialist.

---

### Partner Fair

Continued from page 27

innovative tools and resources, and gain valuable

insights into the latest trends in education. Join us as we come together to make learning fun and life simpler for educators and students alike. Mark your

calendars and get ready to elevate your teaching to the next level!

*Kristin Galle is a CESA 3 Math/Science/Technol-*

*ogy consultant, Library 21 coordinator and Digital Learning Coach.*

---

### The impact of your culture

Continued from page 31

within our district or changing policy, we are initiating a level two strategy. If we are simply promoting a strategy for the sake of change without understanding its impact on all three levels, then we might not be contributing to overall positive change. If we do not understand how we are influencing the overall culture, then it will be difficult to sustain the changes we hope to make. We must also understand that our cultures are all unique and our districts have one.

As we examine culture and its impact on recruitment and retention, it is clear math and numbers play a critical role. We must understand the number of experienced staff who are retiring. As they retire a great deal of values are leaving with them. What they value is not necessarily what the new generation of teachers value. We must understand salaries and benefits in terms of

numbers. Many of our new teachers are able to access their parents' insurance plans and possess crushing debt, so robust health insurance might not be relevant. We must understand that the number of positive or negative words and actions as school board members influence the amount of money it will take for someone to work for us. Most of our handbooks and benefits today are based on the last time master agreements were negotiated nearly 15 years ago. What was important to employees then, may or may not be important to employees now. Just because we are not required to ask for input anymore, doesn't mean we shouldn't. Gathering input may take the guesswork out of trying to figure out what new employees want and expect. Maybe the most important number to understand is that our students will spend nearly 15,000 hours in school. The staff privileged to be in those positions, directly reflect our priorities, policies, and practices.

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

# In Focus

*Many of the 29th annual CESA 3 Champion Games activities were moved to Boscobel's Kronshage Park, which neighbors Boscobel Middle/High School's athletic complex.*



CESA 3  
 1300 Industrial Drive  
 Fennimore, WI 53809

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

## 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.



**John Gibson**  
 Partner-Vice President,  
 Program Business  
 (608) 338-1189



**Brent Straka**  
 Partner-Senior Employee  
 Benefits Specialist  
 (608) 473-1028



**Alyssa Germaine**  
 Manager,  
 Risk Management Services  
 (608) 473-1141



**Bob Bellrichard**  
 Claims Advocate  
 (608) 473-1152



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