

CORNERSTONE



Lead. Act. Empower. Develop.

Learn how CESA 3 is helping cultivate a generation of changemakers poised to make a meaningful difference in society

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CORNERSTONE

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Cover photo by Ellen Olson

CESA 3 STAFF

ADMINISTRATION

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

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Jim Addison - Literacy Specialist
Meredith Biba - Elementary Literacy Specialist
Mary Joan Brilla - German Instructor - SRTNC
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Kristin Galle - Personalized/Digital Learning Coach
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Tarasa Lown - Grant Specialist
Katelyn Oellerich - Social Emotional Learning Coach/Consultant
Ellen Olson - Leadership Coaching/Educator Effectiveness Coordinator
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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
Tom Martin - Career and Technical Education Regional Coordinator
Susan McLimans - Career and Life Ready Team Office Manager

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Tricia Davis - Project SEARCH Instructor
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Krista Johnson - Early Childhood SEL Coach (Statewide)
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Nikole Smith - Special Education Director

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Amber Anderson - Physical Therapy Assistant
Courtney Draude - Speech and Language
Morgan Faulkner - Occupational Therapist
JoAnne Gratz - 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
Allison Pierce - Speech and Language
Julie Redfearn - Occupational Therapy Assistant
Emily Reinicke - Speech and Language
Becky Ruff - Speech and Language
Allyson Schwendinger - Speech and Language
Elizabeth Staidl - Vision Teacher
Lynn Umhoefer - Speech and Language
Shannon Van Pelt - Physical Therapy Assistant
Megan Yeomans - Educational Interpreter
Shelby Yingst - Speech and Language
Lisa Zabel - Deaf and Hard of Hearing Paraprofessional

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Learning opportunities in Milwaukee

Many of you were able to attend the state education convention in Milwaukee in January. It was great to talk and learn with you. At the convention, we witnessed Dodgeville School Board President and current CESA 3 Board of Control member, Mike Humke, get elected as the Wisconsin Association of School Boards (WASB) President for 2024. Congratulations, Mike! CESA 3 once again hosted a networking event where over 100 people interested in Southwest Wisconsin discussed opportunities for partnership and learning. Among the opportunities discussed was the rapid emergence of Artificial Intelligence (AI).

Many of us have been influenced by AI without likely even knowing it. For instance, a quick search about buying a new car can result in your Facebook page and email SPAM folder being filled with car deals, thanks to cookies. While this can be helpful, it also raises concerns, especially in schools with the introduction of new AI learning tools. We are constantly evaluating what is beneficial and what might be excessive. Though our schools have been required to implement robust monitoring software, leaders are faced with dilemmas about AI. Policies, rules, and handbooks addressing these issues will likely be presented to school boards soon.

One AI application gaining attention is ChatGPT. School board members unfamiliar with ChatGPT should take the initiative to research and experience it. Simply searching 'ChatGPT' on Google will provide access. ChatGPT acts as a digital assistant, generating customized responses to queries at impressive speeds. For example, it can produce a comprehensive article on making an apple pie or a speech for the National Honor Society Induction in minutes. However, the use of ChatGPT by students raises ethical questions about when it becomes too much of a crutch. Banning or blocking ChatGPT and similar AI tools is only a temporary solution. Eventually, policies and best practices for their use must be developed. Beyond writ-



Dr. Jamie Nutter

“The use of technology in education, whether appropriate or not, depends on the desired outcomes.”

ing essays and speeches, ChatGPT can analyze data patterns, and its paid version can even create images. Other AI tools can generate entire slide shows from a provided outline. ChatGPT, although relatively new, represents just a fraction of the potential applications of AI in education. The challenge is to balance these capabilities with ethical use, ensuring students are prepared to compete in an increasingly AI-integrated world.

The impact of AI is not limited to communication; it extends to trades and industries, such as the Industry 4.0 revolution in manufacturing, which integrates digital technology to improve efficiency and customization. By learning about Industry 4.0, students gain skills relevant to future job markets, including IoT, AI, robotics, and big data analytics. For example, smart factories and precision farming demonstrate how Industry 4.0 technologies optimize processes and increase efficiency without human intervention. Blocking access to these technologies does a disservice to students, who will encounter them after high school. The Department of Public Instruction (DPI) of Wisconsin has highlighted the significant impact of AI on education, advocating for adaptations in teaching, learning, and assessment methods. The evolution of AI presents challenges and opportunities for educational assessment, suggesting a shift towards alternative ap-

proaches that more accurately evaluate students' learning in the AI age.

Technology serves as an extension of our senses, bridging the gap between our limitations and imaginations. The use of technology in education, whether appropriate or

not, depends on the desired outcomes. Understanding our educational goals helps clarify how technology can serve as a valuable tool. CESA 3 has been proactive in offering professional development opportunities to enhance educator knowledge of AI, including discussions with experts and leveraging grants for assessment criteria development. As students' proficiency with AI surpasses that of their teachers, continued investment in teacher training and policy examination is essential for leveraging these rapidly evolving tools effectively.

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

Musings from a fellow Board member...

Board Members, first and foremost, thank you for your service. When you read this, many of you will have in recent months finished the process of attending community referendum meetings, having articulated what your version will do if approved.

With the CESA 3 Career & Life Ready's service area nearly 5000 square miles, I tend to reflect a great deal behind the wheel.

I think about how 28 out of our 31 bodies who did or will have done everything they could or can not to go to referendum, both in the last two years or the next two years.

In having exercised the fiscal declaration of a binding referendum twice as a member, I never left those meetings feeling giddy. Now while I could discuss school finance, my thesis instead centers on some themes that I hope you will embody with me.

You see, until the school funding formula is revamped, school districts will be mainly funded by student enrollment. As many of us continue to experience declining enrollment trends, I offer some items for you to consider when you are outside your meeting room.

Just three words: tradition, technology, and teamwork. Let me explain.

Tradition – Many of our calendars, whether personal, professional, or School Board-related, are predicated on certain items that allow us to commemorate (4th of July), grieve (the anniversary of a loved one) and for us as members to ensure that our districts comply.

What made me think about the word tradition were comments I've heard throughout this year about certain conventions that have been waning socially, but to many still have merit. Measurement, penmanship, eye contact during conversations, disagreement yet with decorum, attendance, trust, and work ethic. All of these have been applauded but are oftentimes dismissed by younger audiences.

Pertaining to measurement, the reason the Career & Life Ready Team brought the **Precision Measurement Instrument** (PMI) certification and kit to our region was that our industry partners were curt, though courteous, in their commentary on our students' inability to measure. Since 2017, your CTE Professional Educators



Tom Martin

with CESA 3 have enhanced that ability. With that said, what we've [CESA 3] found out is that the tradition of the English measuring system is losing its significance.

According to sources from John Deere Dubuque, 98 percent of measurements conducted there are now only in metric. Many employers, particularly those with worldwide clientele exclusively utilize metric metrology for their products.

So, while we used to give credence to the English system, we at CESA 3 are changing our tradition to emphasize metric measurement.

Traditions are important and define who we are as districts and a region. Are we though as Boards bound by traditions? I must be contrite that in thinking about education related issues recently that I am not as open as what I could be.

If indeed we hear as a reason for a precedent, "well, we've always done it that way," then perhaps we need to take a closer look.

Traditions have their place, but I believe as Board members we need to be malleable and responsive to the evolving world around us. There's not a better example of change than in technology.

Technology – Advocates for a handshake, a face-to-face conversation, being at work (and on time too!) certainly are not always fans of computers and especially cell phones. In my time here at CESA, the cell phone has evolved from boxed telephone to my model that notifies me of email, texts, Facebook messages, footsteps, aerobic respiration, and other biological notifications.

So, there presents itself a debate between tradition and technology. In our work for you at CESA 3 we have mediated on numerous occasions over the years between your Youth Apprentices and their employers regarding cell phone use.

While I will never take sides, what I ask of you fellow members is that as you are handed a phone or are asked to use a device, that you give technology the credit it is due.

Despite our frustrations when technology doesn't work or systems compromised, I simply ask that you invest time to understand the prominent role technology has and will continue to have.

In CESA 3's work with a soon-to-be advanced manufacturing academy, we will be leading students into a

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Tricia Davis photo

Alyson Hickman served in a custodial role.



Tricia Davis photo

Genesis Burtsfield has worked in the Disability Access Office.



Tricia Davis photo

Isaac Childs has worked at Greenwood Avenue Market.



Tricia Davis photo

Jacob Thomas-Coates has worked at Bridgeway Dining.

Project SEARCH interns shine in their second 10-week rotation

BY TRICIA DAVIS

A big shout out to our Project SEARCH Shining Stars! This year we have seven interns who continue to thrive and could not have done so without the guidance of their amazing supervisors! The interns have completed their second rotations and many goals have been met. The

10-week rotation included the following placements:

Genesis Burtsfield (Boscobel) was placed in the Disability Access Office and the Chancellor's Office, where she completed office tasks and witnessed professionalism in an office setting. Isaac Childs (Fennimore) worked at Greenwood Av-

enue Market (GWAM) where he learned cashier and customer service skills and what it takes to run a small store. Jacob Thomas-Coates (Dickeyville) was an intern at Bridgeway Dining and learned how to keep the dining area clean as well as serving at multiple food stations like pizza and stir fry. Matthew Jones



Tricia Davis photo

Jonathan Reed has worked at "The Crossing."



Tricia Davis photo

Katelyn Kitelinger served in a custodial role.



Tricia Davis photo

Matthew Jones served in a custodial role.



Tricia Davis photo

Genesis Burtsfield also worked in the Chancellor's office.

and Alyson Hickman (Dodgeville), and Katelyn Kitelinger (Cuba City) were each in custodial roles and learned how important it is to keep public buildings clean and inviting for guests. Jonathan Reed (Platteville) worked at "The Crossing" (a cafeteria) and learned the urgency of his role in gathering dirty dishes and silverware and wiping down tables for guests.

There is not enough gratitude for our interns' campus supervisors. The supervisors teach and train the interns in a "real world" manner with the goal of creating independent workers for their communities. To say the supervisors go above and beyond is an understatement. Please continue to watch for updates from our incredible Project SEARCH interns!

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

Tricia Davis is CESA 3's Project SEARCH Instructor.

Second annual Paraprofessional Summit planned

BY LISA AALGAARD

Paraprofessionals are an integral member of district support teams for children. The 1st Annual Paraprofessional Summit held last year at CESA 3 was very well-received by the participants, and we are excited about this year's summit on August 20, 2024. Last summer we enjoyed a day of learning around providing academic support, behavior strategies, and a variety of other topics, such as sign language, playground management, supporting math, collecting data, supporting intense behaviors, hot topics and more! Participants were able to choose which session to attend for each of the hours throughout the day. They had the opportunity to share best practices, learn from experienced professionals, and engage in discussions as well.

Inspiring success and growth

One of the standout features of last year's summit was the keynote speaker, Ellie Olson, who inspired the paraprofessionals to enjoy their work and feel appreciated. Her message not only inspired attendees, but also underscored the vital role paraprofessionals play in fostering success and growth with the children they support.

Connect with peers

The summit also provided a platform for paraprofessionals to connect with peers. They had opportunities to network throughout the day, both within the learning ses-

sions, as well as during breaks. This allowed for the exchange of ideas, which also helped build community and collaboration that extended beyond the day at CESA 3. Attendees left the event with an expanded professional network and a renewed sense of purpose.

Save the Date for the 2nd Annual Paraprofessional Summit - August 20, 2024

As we anticipate the upcoming conference, we feel very excited about the opportunity to build on last year's event and make it even better! We aim to delve deeper into the topics they told us they need so that they can be better equipped

with the tools they need to thrive in their roles. We will explore new themes and topics in August, as well as those that resonated last year, that are particularly relevant to paraprofessionals.

The upcoming 2nd Annual Paraprofessional Summit holds the promise of being an even more enriching experience for paraprofessionals. As we await the opportunity to gather once again, the potential for growth, learning, and collaboration is evident. It is a testament to the importance of recognizing and celebrating the invaluable contributions of paraprofessionals in our schools and districts.



2nd Annual
**PARAPROFESSIONAL
SUMMIT**

 **August 20, 2024**
Registration coming soon!

Encourage your Paraprofessionals to attend this day dedicated to their work! They'll receive valuable resources and tools focused around:

Providing academic support | Behavior strategies | Playground management
Reading support | Supporting intense behaviors | And so much more!

They'll expand their professional networks, make valuable connections, and leave with a renewed sense of purpose.

Musings from a fellow board member

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world in which they will interact with and not work on machines. You see, the machines at John Deere and other places are giving us real time data and as well as are behaving intuitively as a result. Machines in our regions are telling us when they will need maintenance and on the exact part prior to the moment of it's expiration.

Laws have been enacted recently to notify us during this upcoming election season which images on ads are real, and which are generated using artificial intelligence.

While it infuriated me to drive through Yellowstone National Park trying to observe her beauty when my five sons were all on their phones, I must also remind myself that they can virtually tour and can request a US National Park Ranger to show them in real time what's happening today at the Park.

The object lesson in all of this is that despite our upbringing, we, as leaders of our districts, must understand and appreciate ChatGPT, Tiktok and other new mediums as they are a part of our student's lives.

This may mean we come together to understand how new technologies impact our students.

Teamwork – the tradition of the Wisconsin School Board in me witnessing my father in his over decade of service and now mine is that 31 of us do our own things. Now there's nothing wrong with that as Wisconsin is a local control state. As Dr. Nutter often tells us, unless he is physically unable to, we shouldn't mow his law when we know he is perfectly capable of doing it himself. His point is that while well intentioned, we can offend others by our intervention.

Well, I'm here to have you consider a few realities.

Our region's enrollments are declining.

And that elephant has been in the room for quite some time.

One district recently declared that they have seen a 14 percent decrease over the last eight years, and aside from one or two districts, many of us are seeing the same Baird projections.

I close out this piece to suggest that now is the time to create an economic/workforce development committee. How many know your County's Economic Development Director? If you don't know I would recommend that after you have reorganized this spring, that you meet with them, and not just once a year.

Are we aware of the impact AY McDonald in Dick-eysville will have in our region? If Broadband continues to be an issue for you, has your Board considered a letter to the Public Service Commission to inquire when the 1 billion dollars in Broadband funding will be released for grant funding?

Are you aware of housing projects, what your municipal boards are doing or dare I say it, what the neighboring schools are doing?

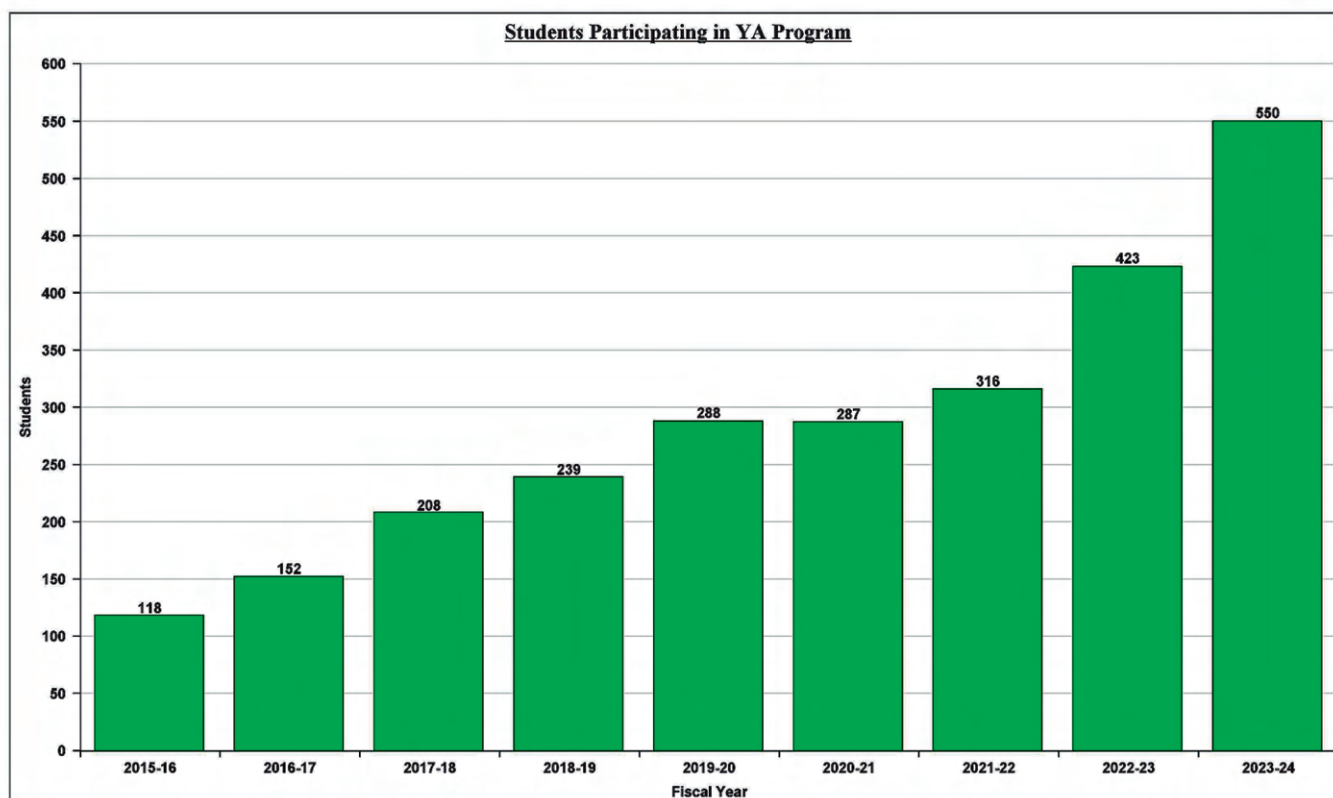
At the end of the day, 31 of us shouldn't be going on our own to stem the tide of enrollment, but together. If you live in Grant County, I realize it's one more meeting, but Ron Brisbois as your county Economic Director is an amazing champion for our region. I have already placed a call with our county's Mark Lee and will have a meeting with him yet this spring.

So, relish traditions but if they do not serve our

students, are they worth preserving? Technology is not going away. I too am old school in some capacities but must understand the role ChatGPT will have in our classrooms as our students do. Finally, contact your economic development coordinator, County Board, state legislators as to their plans to enhance our region. If what you hear doesn't get you energized, expect more.

Thank you once again for all you do for our students, from one Board member...

Tom Martin is a member of the Wauzeka-Steuben Board of Education and is a CESA 3 Youth Apprenticeship Coordinator.



Youth Apprenticeship program serves record numbers

By **CHUCK KELLER**

The CESA 3 Youth Apprenticeship program has set another participation record by exceeding over 500 students enrolled in 2023-2024. This is truly a team effort beginning in our schools with our teachers, school-based coordinators, and most importantly, students. They are at the core of our program. We could not host a Youth Apprenticeship program without our employers, of which we had 449 participate this year. Without businesses hiring and mentoring our students none of this would be possible. Finally, our post-secondary partners are instrumental in providing relevant career-related instruction to our Youth Apprentices.

The chart above shows the growth of the CESA 3 Youth Apprenticeship program. In 2016, CESA 3 hosted 118 Youth Apprentices. Now, eight years later, (2023-24) we enrolled over 550 Youth Apprentices. That is a 466 percent increase. We experienced a 30 percent growth over last year. At CESA 3 we take great pride in knowing that our region collectively has created a culture of excellence widely recognized in classrooms, business, and households throughout southwest Wisconsin.

Report Name: YA-00 Status Report
Refresh Date: 2/20/24 1:10 PM

Wisconsin Youth Apprenticeship Program
Youth Apprenticeship Status Report

Filters - Fiscal Year: 23/24



Youth Apprenticeship Enrollees:	550	Active Employers:	449
Active Local Consortia:	1	Number of Schools for Enrollees:	34
Expected Completers *	400	Number of Districts for Enrollees:	34
Completers To Date **	2	Estimated Wages Earned:	\$3,388,407.97
		Average Wage:	\$13.69

The economic impact is widely felt too. The Youth Apprenticeship program is a best-in-class talent acquisition program. Our 449 participating employers have distributed over \$3.4 million in wages to their Youth Apprentices plus additional resources in equipment and training. In return they are helping to develop and retain the next generation of workers by keeping local talent local.

If you would like to learn more about the CESA 3 Youth Apprenticeship program you can contact your local school district or CESA 3 representative: Tom Martin, Darla Burton, Jessica Helms, or Chuck Keller.

Chuck Keller is a CESA 3 Youth Apprenticeship coordinator.

Industry-recognized certifications kits available

Offered through your Education for Employment contract

Industry-recognized credentials (IRC) are certifications, credentials, or licenses that are vetted by employers and serve to recognize skill attainment needed for recruitment, screening, hiring, retention, advancement, or to mitigate workforce shortages. The IRC is endorsed by a nationally recognized trade association or an organization in a particular industry. An IRC is a verification of a student's qualification or competence through a technical education program.

The Department of Workforce Development and Department of Public Instruction partner to ensure that credentials approved for incentive grant funding act as hiring signals through immersive skilled experiences, certifications, diplomas, and degrees. It is important for schools that are solicited to buy curriculum leading to credentials to ensure that the certificates, while industry endorsed, have value with employers.

IRC Training Kits

CESA 3 provides training kits for school districts to reserve to teach industry recognized certifications to students as a benefit of your Education for Employment (E4E) contract. Education for Employment (E4E) is the coordination of work-

based learning systems to provide your students with academic and career planning services to prepare them to be career and life ready. Below is a list of training kits available on a first come, first serve basis for two-week intervals. Instructors must have completed the train-the-trainer session with Tom Martin to be able to teach the certification course. Scan the QR code (on page 30) to reserve your training kit today!

Precision Measuring Instruments – students are exposed to and interact with twenty-two of the most utilized measuring instruments throughout all occupations. CESA 3 recognized from its interaction with industry that our students were not as native to measurement analysis, computation, and conversion as they should be. Today, after awarding nearly 4,500 credentials to high school students, we are hearing

that students are much more adept at measuring with frequency and accuracy. We do not have formal research to connect the credentials to the change in skill, but firmly believe one has impacted the other.

Multimeter – students garner the functionality of a digital multimeter. Whether it's the elementary assessment of DC voltage or more complex

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Your Students Can Earn Industry Recognized Certifications!



The following training opportunities are provided to CESA 3 school districts at no charge as part of your Education for Employment (E4E) contract.

Once an educator is trained, your school district will have access to equipment and training to certify students through Snap-on and the National Coalition of Certification Centers (NC3).

To register, contact Tom Martin at tmartin@cesa3.org.

These certifications are eligible for the Career and Technical Education Incentive Grant.

Summer 2024 Train the Trainer Schedule

JULY 23, 2024

Precision Measurement Instrument

This certification focuses on six modules covering:

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

JULY 23, 2024

Multimeter

This certification includes training on the problem-solving capabilities of Snap-on digital multimeters — the same technology used by professionals in the workplace.

JULY 24 - 25, 2024

AC/DC Fundamentals

The AC/DC Training System is a state-of-the-art training system that is specifically designed to introduce students to the basic principles of electrical circuits, both in direct current (DC) and alternating current (AC).

JULY 30 - 31, 2024

Mechanical & Electrical Torque

In-depth knowledge of torque theory, and experience in wrench selection and torque application enable technicians to be productive, efficient, and safe when using torque instruments in a wide variety of industries.

Youth Apprenticeship Q&A

Brewer reflects on Youth Apprenticeship with Althus Commercial Real Estate

Editor's note: Carson Brewer, a senior at Albany High School, reflected on his past year as a Youth Apprentice with Althus Commercial Real Estate of Madison in the following Q&A. Carson is working under the master tutelage of Mitch Marty, with the career goal to become a commercial real estate agent.

BY TOM MARTIN

How did you become interested in pursuing a career in commercial real estate, especially at such a young age?

I've always had a passion for real estate, whether it was residential or commercial real estate. I couldn't drive past a building without thinking, "Wow what if I owned that." So why didn't I move forward and become a residential real estate agent? The simple answer is that I met Mitch Marty, my mentor and co-worker. He used to babysit me when I was very young. I ran into him again the spring of my Junior year of High School at a baseball game. We started catching up and Mitch mentioned that he does commercial real estate brokerage for a living. He also mentioned that he purchased some of his own investment properties and he was going to need some help fixing them up. I told him that I could help him any day he would need me in the summer after I was done pouring concrete for the day. Naturally, Mitch and I started building a relationship and he asked if I wanted



Carson Brewer

to come work for the company he works at. I couldn't believe that my dream of being in real estate was coming true in real time. But I was skeptical, so I told him that I was more interested in residential real estate. Commercial real estate felt too complex to me. Mitch then explained to me the pros of pursuing commercial real estate rather than residential real estate. The points he brought up were, "There are less commercial agents than residential agents, and you can do bigger deals in commercial real estate." Although my primary focus is commercial real estate I still participate in residential real estate. This conversation really encouraged me to take his offer and learn everything I could about commercial and residential real estate before I received my license.

Can you share some details about your youth

apprenticeship program and what attracted you to this specific opportunity?

My youth apprenticeship program allows for me to leave after my third class of the day. Which is approximately 11a.m. This opportunity was very attractive to me due to the fact that real estate is a game of time. It takes time for me to meet new people and build relationships with clients before I can get deals over the table. Therefore I love the fact that I can take the time to build lifetime professional relationships the second half of my school day.

What kind of tasks and responsibilities are you involved in on a day-to-day basis as a commercial realtor youth apprentice?

My day-to-day work changes day in and day out. Which is another reason why I love this opportunity so much. On most days I am expected to talk to five new people a day about their properties. Which can be hard in this day and age because a lot of proprietors don't want to give realtors such as myself, a time of day. Other tasks and responsibilities include, responding to co-operating agents, communicating with existing clients and exploring new marketing methods that will get us more business.

How do you balance your academic, social and personal commitments with your youth apprenticeship responsibilities?

It's not easy to sustain an equal balance between these three environments. But what I do to keep it as balanced as possible is strict and organized scheduling. For example, when my school day is finished I make a point to get all and any school work done so I can completely concentrate on my real estate responsibilities. When it comes to social and personal commitments I try and save those for the weekends because I don't do much real estate work on the weekends and if I do it's primarily on Saturday mornings.

Have you encountered any challenges in the real estate industry so far, and how have you overcome them?

In my short experience of doing real estate I've come to understand that whether it's commercial or residential real estate it's all a numbers game. You have to be able to hear the word "no" and deal with resistance. This is a very general challenge that I deal with on a daily basis. I understand this problem so I don't take it personally when I hear no. I just keep prospecting until

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Youth Apprenticeship Profile



Contributed photo

Zach Knebel, a Belmont High School junior, will be a Southwest Wisconsin Technical College graduate by the time the 2023-2024 school year comes to a close.

Youth Apprenticeship helps Belmont's Knebel 'realize his dream'

BY TOM MARTIN

"I just heard this presentation by Mary [Mary Johannesen, SWTC Career Prep and Dual Enrollment Coordinator] and I thought, 'Hey, I would like to do that.'"

These are the words of Zach Knebel, high school junior at Belmont High School. Zach is, as you are reading this, living a life similar to his peers except for the little fact that at the end of this school year, Mr. Knebel will be a Southwest Wisconsin Technical College graduate.

"Wait, what?"

"You said that Mr. Knebel was a high school junior, right?"

Yes, I did.

"So how does this happen? I thought high school students just earned their high school degree first and then advanced degrees after that."

Well, welcome to the changing world of academic and career planning and career readiness.

The presentation that Zach referred to at the top was one in which Johannesen frequently delivers on the Start College Now and CollEdgeUp programs at our region's high schools. Both programs provide high school juniors and seniors opportunities to earn college credits toward programs at the College.

In the case of Knebel, he wanted an entire program now.

You see, Knebel for this entire year has been a student in the College's CNC (Computer Numerical Control) Machine Operator/Programmer program. Knebel, has with Johannesen, Belmont High School, CESA 3 and CNC Instructor Jason Robbins soon become eligible to complete a 26-credit program in the

mornings at Platteville High School, while maintaining a full-time status at Belmont. This includes his participation in three sports, FFA and Youth Apprenticeship.

"I've had to juggle quite a bit, but as it stands now [February] I can see the end and I am very happy," Knebel comments.

Added Johannesen, "When Zach approached us [Johannesen and Robbins] it really had us think about the logistics in making it [CNC Program] happen for him. In getting to know Zach and in receiving his credentials from Belmont, we found that he could be a good fit. In observing him now, Zach has certainly lived up to the billing."

Robbins spoke on Knebel, "Zach is going to go places in the [CNC]

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Our students are *more* than a score

By JESSICA HELMS

How do you define ready? One of the goals of CESA 3's Career & Life Ready team is to bridge the connection between industry and education. We work with employers from across our region and consistently hear the same message, "we need people who will be reliable and show up on time" and "we need people who can communicate and work in teams."

Educators have the incredibly difficult responsibility for ensuring our students are college ready, career ready and life ready. Standardized test scores, which have traditionally been used as the primary readiness indicator, do not provide an accurate representation of our students' potential. You provide students with rigorous academic programs, personalized and career-specific learning experiences, along with social and emotional skills that prepare them for the ever-changing world. Your students are driven by ideas and innovations. They should not be defined by a single test score and should be able to demonstrate readiness in a variety of ways.

Redefining Ready! is a national initiative launched by the AASA (The School Superintendents Association) to introduce new



Jessica Helms photo

Grant County Economic Development Director Ron Brisbois spoke with Redefining Ready! cohort school districts Boscobel, Mineral Point, and North Crawford about the importance of ensuring students are career ready to address our region's workforce challenges. Ron added that the strength of our region's education system greatly contributes to the recruitment of businesses to our communities.

research-based metrics to more appropriately assess that your students are college ready, career ready and life ready. These new readiness indicators, developed from research by world-class organizations, more accurately reflect the educational landscape of the 21st century.

Redefining Ready! is connecting what industry is telling us and applying it in your district. It's creating a culture that everyone in your district lives and breathes every day to prepare students to be ready for whatever their future holds. It's connecting the expectations of the college classroom and the workplace and embedding it into the daily lives of your students. It's taking things that test scores can't demonstrate and creating

a measure. At CESA 3, we would be proud and honored to assist you in determining what this looks like for your district and provide the tools, resources, and connections necessary to create the framework and the inspiration for the work you do.

Who defines what's college and career ready?

Redefining Ready! is a step beyond your report card. Led by Lisa Arneson, Director of School Improvement, and Ellie Olson, Leadership Coaching/Educator Effectiveness Coordinator, our Redefining Ready! cohort allows you to review your data, consider how employability skills are taught and embedded in your district, and create your portrait of a graduate. The Redefining Ready! framework combines

your Education for Employment and Academic and Career Planning work with what you value and want students to know when they graduate. It supports a data driven process for continuous improvement that aligns to the shared objectives of your district - guiding your work to guide change in our region.

College Ready

Students are College Ready if they meet either the academic or standardized testing benchmarks. Research from world-class organizations indicates numerous factors that can significantly and more authentically demonstrate college, career and life readiness, including a 2.8 or higher Grade Point Average (GPA), enrollment in AP and IB classes and success on AP and IB exams, early college credits, completion of industry credentials, attendance records, participation in activities and community service.

Career Ready

Students are Career Ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of

the military.

Life Ready

Being Life Ready means students leave high school with the grit and perseverance to tackle and achieve their goals. Students who are Life Ready possess the growth mindset that empowers them to approach their future with confi-

dence, to dream big and to achieve big.

Join our Redefining Ready! Cohort

Join our Redefining Ready! Cohort to learn about the new research-based college and career readiness indicators and how you can implement winning strate-

gies for redefining student success in your district. In year one, we will work together to review your data, connect with industry representatives and regional economic development professionals, and create and implement your district's customized plan. In year two, we'll moni-

tor progress and adjust as needed. You're not alone in this work. CESA 3 is here to support you. Please talk with Lisa Arneson at larneson@cesa3.org or 608-822-2146.

Jessica Helms is a CESA 3 Youth Apprenticeship Coordinator.



REDEFINING READY!

Our students are more than a score.



COLLEGE READY

Academic Indicators

GPA 2.8 out of 4.0 and one or more of the following academic indicators:

- Advanced Placement Exam (3+)
- Advanced Placement Course (A, B or C)
- Dual Credit College English and/or Math (A, B or C)
- College Developmental/Remedial English and/or Math (A, B or C)
- Algebra II (A, B or C)
- International Baccalaureate Exam (4+)

Standardized Testing Benchmarks

(minimum score)

SAT Exam:

- Math (530)
- Reading and Writing (480)

ACT Exam:

- English (18)
- Reading (22)
- Science (23)
- Math (22)

College Readiness Placement Assessment
(determined by post-secondary institution)

Additional Factors that Contribute to College Success

- Earning As, Bs, Cs
- FAFSA Completion
- Enrollment in career pathway course sequence
- College Academic Advising
- Participation in College Bound Bridge Programs
- Senior year math class
- Completion of a math class after Algebra II

CAREER READY

Career Cluster Identified and two or more of the following benchmarks:

- 90% Attendance
- 5 hours of Community Service
- Workplace Learning Experience
- Industry Credential
- Dual Credit Career Pathway Course
- Two or more organized Co-Curricular activities

In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military.

LIFE READY

Being LIFE READY means students leave high school with the grit and perseverance to tackle and achieve their goals by demonstrating personal actualization skills of self-awareness, self-management, social-awareness, responsible decision making, and relationship skills.

Students who are LIFE READY possess the growth mindset that empowers them to approach their future with confidence, to dream big and to achieve big.

Our nation's schools provide social and emotional support and experiences to equip students with life skills to succeed in the present and in the future.

While little research exists in the LIFE READY realm, CESA 3 is joining the AASA and the Redefining Ready! campaign to studying how to best measure these life ready skills.

Join our Redefining Ready! Cohort

Join our Redefining Ready! Cohort to learn about the new research-based college and career readiness indicators and how you can implement winning strategies for redefining student success in your district. In year one, we will work together to review your data, connect with industry representatives and regional economic development professionals, and create and implement your district's customized plan. In year two, we'll monitor progress and adjust as needed. You're not alone in this work. CESA 3 is here to support you. Please talk with Lisa Arneson at larneson@cesa3.org or 608-822-2146.



Jessica Helms photo

Matt Kepler, an Ithaca High School student, is the first youth apprentice student to work at Rockwell Automation.

Rockwell Automation launches Youth Apprenticeship program

Initiative is to address workforce challenges in the region

BY JESSICA HELMS

Rockwell Automation, a leading provider of industrial automation and digitalization solutions, has collaborated with CESA 3 and area school districts to launch a youth apprenticeship program in their Richland Center facility to provide high school juniors and seniors the opportunity to explore careers in the manufacturing industry. The goal of this initiative is to address the increasing workforce challenges in the region and actively contribute to the creation of a local workforce pipeline for the manufacturing industry. As the demand for skilled workers in the manufacturing industry continues to grow, Rockwell Automation is taking proactive steps to bridge the skills gap. By establishing a youth apprenticeship program in Richland Center, the company aims to cultivate the talent of young individuals while serving the needs of the community.

"We're excited to launch this youth apprenticeship

program in Richland Center," said Glen Brunner, Quality and ROS Manager at Rockwell Automation. "It is our commitment to not only address the workforce challenges but also contribute to the long-term prosperity of the community and the region. By providing young individuals with the necessary skills and experience, we empower them to pursue rewarding careers in the manufacturing sector."



Glen Brunner

Rockwell Automation is collaborating with local school districts, educational institutions, and community organizations to ensure the success of this youth apprenticeship program. By working together, they aim to create a comprehensive and well-rounded educational experience for the apprentices, combining both theoretical knowledge and

practical training.

The Youth Apprenticeship program is a Wisconsin Department of Workforce Development program that provides high school juniors and seniors with the opportunity to gain hands-on experience and training in their chosen career pathway while allowing employers to develop a qualified and committed workforce. CESA 3 coordinates the program for the school districts in the Southwest Wisconsin region including schools in Grant, Crawford, Iowa, Lafayette, and Richland Counties. In addition, each CESA 3 school district designates a staff member as the school-based youth apprenticeship coordinator.

At Rockwell Automation, youth apprentice students work with professionals in the industry while gaining valuable knowledge and skills that align with the requirements of the modern manufacturing sector. Matt Kepler, a student at Ithaca School District and the first youth apprentice student to work at Rockwell Automation, strongly believes that his experience has given him several new opportunities.

“I have gained knowledge working in manufacturing that I didn’t think I would have in high school. I have been given new opportunities to succeed and the work is challenging, which I enjoy. I would recommend youth apprenticeship to any other upcoming students as it provides many new opportunities and several new experiences that will be helpful after high school.”

“I have gained knowledge working in manufacturing that I didn’t think I would have in high school. I have been given new opportunities to succeed and the work is challenging, which I enjoy. I would recommend youth apprenticeship to any other upcoming students as it provides many new opportunities and several new experiences that will be helpful after high school,” shared Kepler.

By investing in the youth of the region, the company aims to cultivate a skilled workforce that can meet the

current and future demands of the industry. Through this program, Rockwell Automation envisions creating a sustainable workforce pipeline that will support the growth and development of the local economy.

Brunner has been instrumental in the establishment of the new manufacturing industry alliance, Southwest Wisconsin Alliance for Growth (SWAG) in Manufacturing. The mission of SWAG in Manufacturing is to create an environment that supports the growth of a sustainable manufacturing workforce in Southwest Wisconsin by collaborating with our communities to build awareness about what manufacturing has to offer. The establishment of SWAG in Manufacturing is a goal of the Wisconsin Economic Development Corporation Workforce Innovation Grant awarded to Southwest Wisconsin Technical College, CESA 3, and UW-Platteville.

“SWAG in Manufacturing is a partnership developed to help communicate the positive aspects of manufacturing in our region and create methods to assist our future workforce in making manufacturing the career of choice in Southwest Wisconsin,” Brunner shared. “It is critical that we come together as communities to develop plans to highlight the positive aspects of manufacturing tied to the growth of our residents and communities in Southwest Wisconsin. Together, we can 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. By uniting forces, we can share ideas, work through challenges, and grow the industry.”

CESA 3’s goal within the Workforce Innovation Grant is to increase the number of youth apprentice students working in the Manufacturing pathway.

“The connections and relationships we are building with our educational partners and industry representatives through the Workforce Innovation Grant and SWAG in Manufacturing are the key to implementing youth apprenticeship programs in the manufacturing pathway in our region,” shared Jessica Helms, CESA 3 Youth Apprenticeship Coordinator. “At CESA 3, we provide resources and guidance to help manufacturers implement these programs locally, while providing opportunities to connect education and industry. Our goal is to increase the number of students participating in



Jessica Helms

Continued on page 25



Photo courtesy of Jason Kreul, Fennimore Times

Mike Dietrich, Vice President of LAB Midwest, demonstrates new advanced manufacturing equipment that students participating in the Advanced Manufacturing Academy will have the opportunity to utilize to Kiley Cates, River Valley School District Board member.

River Valley School District unveils Advanced Manufacturing Academy

BY JESSICA HELMS

CESA 3 and the River Valley School District unveiled new advanced manufacturing technology that will be the hub of a regional manufacturing academy initiative to equip students with the knowledge and skills revolutionizing the industry at an open house hosted in December 2023.

“The CESA 3: Advanced Manufacturing Academy is designed to prepare students for cutting-edge advanced manufacturing careers with the hub of this state-of-the-art educational initiative located at River Val-



Jessica Helms

ley High School. The long-term goal of the Academy is for students to earn up to nine industry recognized credentials, complete a one- or two-year Manufacturing Youth Apprenticeship, and gain up to 12 college credits,” explained Tom Martin, CESA 3 Youth Apprenticeship and Carl Perkins Coordinator.

The Academy will implement Industry 4.0, a four-course curriculum series specifically for advanced manufacturing to include Introduction to Mechatronics, Introduction to Industrial Control Systems, Introduction to Industrial Robotics, and Introduction to Industrial Internet of Things taught by River Valley Technology Education instructor Robby Jacobson. The equipment and curriculum have been provided by LAB Midwest, a mission-driven company and the largest distrib-

utor of technical education learning systems in the Midwest. They collaborate with educators to align their programs with the needs of industry and provide curriculum, eLearning, and hands-on training systems to equip the next generation of STEM and workforce talent. LAB Midwest has played an integral role in the creation of the project and has worked closely with both CESA 3 and River Valley School District to refine and implement the academy.

“Ultimately, school is a setting which facilitates activities for students in order to provide them with the tools necessary to make more informed choices about next steps in life,” commented Loren Glasbrenner, District Administrator at River Valley School District. “Academic and Career Planning in

coordination with great course work become part of our overall vision for every student to leave us career, college and/or community ready. Students need to be critical thinkers, collaborate, and solve real-world problems, and persevere when tough choices need to be made. This equipment will build opportunities in River Valley which will help shape our students, their futures, and our community.”

See the WMTV News coverage!



The academy open house received the attention of Madison’s WMTV 15 news. Scan the QR code to see the news clip!

“I am so excited to be part of the implementation of this equipment. Our community, employers, and students will benefit from this opportunity,” added Jacobson.

Kickstarted by a \$50,000 award from a Wisconsin Economic Development Corporation (WEDC) Fab Lab Grant in 2023, this phased project provides advanced manufacturing skills and enriches learning with real world experiences such as job shadowing, industry tours, and career camps. This project aligns with the goals of the Workforce Innovation Grant awarded to CESA 3, Southwest Wisconsin Technical College, and the University of Wisconsin - Platteville, which is focused on education and training for the manufacturing industry.

“The goal of this Academy aligns perfectly with CESA 3’s goal of the Workforce Innovation Grant,



Photo courtesy of Jason Kreul, Fennimore Times

River Valley School District Administrator Loren Glassbrenner talks about the advanced manufacturing academy with Madison’s WMTV 15.



Photo courtesy of Jason Kreul, Fennimore Times

Robby Jacobson demonstrates new advanced manufacturing academy equipment to his fellow River Valley Technology Education teacher T.J. Wunnicke and Building Automation Products, Inc. (BAPI) Senior Project Manager Jonathan Hillebrand. BAPI is a premier sensor manufacturer for HVAC/R based in Gays Mills.

which is to increase the number of youth apprentice students working in manufacturing,” shared Jessica Helms, CESA 3 Youth Apprenticeship Coordinator. “We will collaborate with our newest industry alliance, SWAG (Southwest Wisconsin Alliance for Growth) in Manufacturing, to provide the foundation and training specific to the needs of manufacturing in our region to

students while they are still in high school. Combined with youth apprenticeship, this training will expose students to high skill, high wage, high demand careers to create a local workforce pipeline for our region’s manufacturing industry.”

“The initiation of advanced

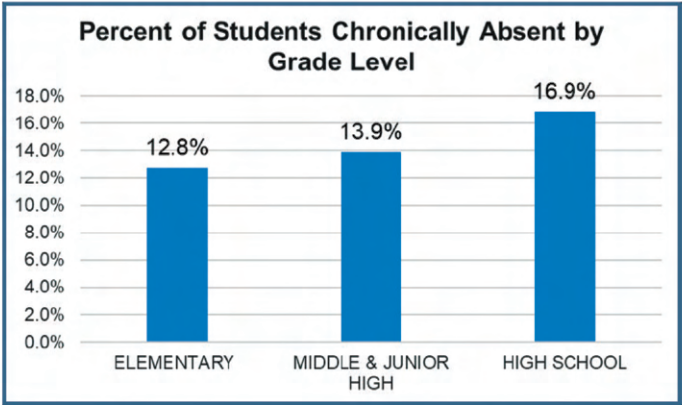
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Tackling chronic absenteeism in CESA 3

BY DR. LISA ARNESON

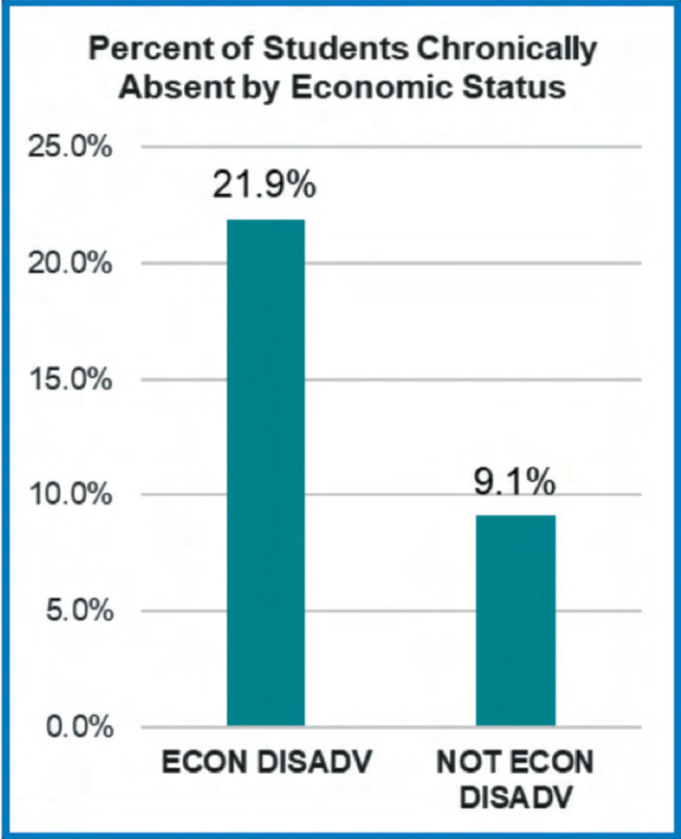
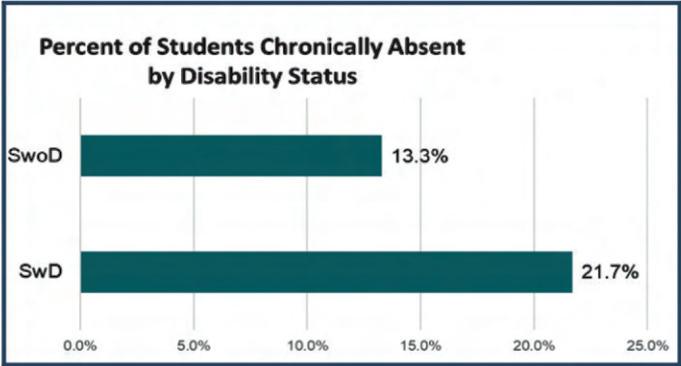
Chronic absenteeism, defined as missing 10 percent or more of the school year for any reason, has long-lasting impacts on students’ academic achievement, social development, and future success. This pervasive issue affects schools across the nation, underscoring the need for effective strategies to improve student attendance. The impact of chronic absenteeism has been an ongoing study of the educational leaders attending School Improvement Division (SID) meetings throughout this year. The numbers are startling.

The chart below, summarizing 2021-22 certified data from DPI, shows the percent of students chronically absent by school type, allowing us to examine trends across elementary schools, middle schools and high schools in CESA 3. Given that a student must miss at least 18 days of school to be considered chronically absent, a significant number of students are missing a significant number of days of school in our 31 districts. Additionally, improvement strategies are vastly different for elementary students compared to high school students, requiring school leaders to implement different approaches.



The numbers are even more dire when we look at students from vulnerable populations. The charts on this page examine chronic absenteeism for students with disabilities and students from poverty in CESA 3. The discrepancies indicate that we have much work to do in order to better support all students in our schools.

Chronic absenteeism undermines the educational process by limiting students’ access to learning opportunities and resources available at school. Research indicates that students who are chronically absent are at a significant disadvantage academically. They are less likely to read proficiently by the end of third grade, more likely to fall behind in subsequent grades, and face increased



risks of dropping out before completing high school.

The effects of absenteeism are cumulative, with negative impacts that can extend beyond schooling into adulthood, affecting job prospects and the ability to participate fully in society. Job attendance was the number one concern of employers at a recent business panel that met with educators at CESA 3. We clearly heard that more and more employees are just not showing up to work in Southwest Wisconsin.

How can we improve chronic absenteeism in CESA 3? Consider the following strategies:

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The impact of a coach approach to leadership

By ELLIE OLSON

In the ever-evolving landscape of education, the role of effective leadership cannot be overstated. As educational institutions strive to retain their talented educators and attract new ones, adopting a coaching approach to leadership has emerged as a powerful strategy with far-reaching impacts. By prioritizing mentorship, professional development, and individualized support, leaders can foster a culture of growth and empowerment, ultimately enhancing both teacher retention and recruitment.

Firstly, a coach approach to leadership cultivates a supportive environment where teachers feel valued and empowered. Rather than simply dictating directives, leaders who adopt a coaching mindset actively engage in dialogue, listening attentively to teachers' concerns, goals, and aspirations. This collaborative approach not only boosts morale but also instills a sense of belonging and investment in the institution. When teachers feel supported and appreciated, they are more likely to remain committed to their role and the organization, thus bolstering retention efforts.

Moreover, the emphasis on professional development inherent in a coach approach serves as a catalyst for growth and innovation within the teaching community. By providing ongoing training, feedback, and opportunities for skill enhancement, leaders equip teachers with the tools they need to thrive in their

roles. This commitment to continuous learning not only enhances job satisfaction but also fosters a culture of excellence that attracts top talent. Prospective teachers are drawn to institutions that prioritize their professional growth and offer avenues for advancement, making recruitment efforts more effective.

Furthermore, a coach approach facilitates personalized support tailored to individual needs and aspirations. Recognizing that each

ens teacher loyalty and commitment to the institution.

Additionally, this approach fosters a culture of collaboration and shared responsibility, wherein teachers feel empowered to take ownership of their professional development and contribute to the collective success of the institution. By fostering a sense of community and teamwork, leaders inspire a spirit of camaraderie and mutual support among educators. This collaborative ethos not only enriches the teaching experience but also enhances institutional cohesion and resilience. Teachers are more likely to remain loyal to institutions where they feel connected to their peers and invested in the collective mission.

In conclusion, the adoption of a coaching approach to leadership has a transformative impact on teacher retention and recruitment. By prioritizing mentorship, professional development, personalized support, and collaboration, leaders create an environment where educators

feel valued, empowered, and invested in their professional growth. As a result, institutions that embrace a coaching mindset not only retain their talented teachers but also attract new ones, ensuring a vibrant and thriving educational community for years to come.

Ellie Olson, a professional certified coach, is CESA 3's Leadership Coaching/Educator Effectiveness Coordinator.



teacher brings unique strengths and challenges to the table, leaders who adopt a coaching mindset provide targeted guidance and mentorship. Whether it's addressing specific areas for improvement, navigating professional transitions, or pursuing career advancement opportunities, teachers benefit from personalized support that addresses their specific needs and aspirations. This personalized approach not only nurtures individual growth but also strength-



Katelyn Oellerich photo

CESA 3's Katelyn Oellerich was chosen as a speaker for a mini-session at the annual convention of school psychologists in New Orleans earlier this year.

Using cognitive behavioral therapy, mindfulness to support students with anxiety

BY KATELYN OELLERICH

More than 5,000 school psychologists come together annually to learn from experts in their field, with the intent to leave feeling inspired and energized with new strategies to support their practice. This year, the annual convention of school psychologists was held in New Orleans, Louisiana. I was grateful to be chosen as a speaker for a mini-session which focused on supporting student anxiety with the use of cognitive behavioral therapy and mindfulness based strategies. Below are some of the highlights from my presentation, a workshop which is also being shared with interested educators across our region.

The components of Anxiety

Having the ability to quickly respond to a threatening situation can be incredibly adaptive. Jumping out of the way to quickly dodge a car, staying still to try and hide from a potential threat, or running away when you see a poisonous snake in the woods. A certain level of worry can serve as a motivator to get students to show up to class, study for tests, and save money for the future. Where worry differs from anxiety is when it becomes severe, persistent, and when it interferes with everyday life. Anxiety can impact an individual's self view, thinking process, and their ability to self-regulate.

Reframing with Cognitive Behavioral Therapy

Through the use of cognitive behavioral therapy (CBT) individuals learn to recognize that thoughts, emotions,

and behaviors are all interconnected. Therefore, when we recognize a feeling of stress/worry/anxiety, we can reflect and ask whether we might be thinking an irrational thought (e.g.; I never get to do anything fun) and consider how that thought may be able to be reframed to be more accurate (e.g.; I'm bummed I don't get to go to the movies tonight). Our actions can also be considered by recognizing what is within our control (our actions), while letting go of that which is out of our control (other's actions). Our students tend to do well with our support in thinking through these processes with the use of questions that indicate curiosity, including:

- What might be the worst that could happen? How likely is that to happen? What could be something positive that may happen?
- What is within your control? What is outside of your control?
- How does this thought serve you?
- What would happen if you didn't do (insert behavior of stress here)?

The Importance of Validation

Before we begin to dig into thoughts and actions, it's crucial that we reflect understanding and validation of the realness that is being felt through the emotions that are coming up for this individual. A validating statement shows that you're listening without judgment

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Is your school focused on *compliance* or *commitment*?

BY MATT RENWICK

At the end of the first session of the twelve part Assessment Professional Learning series, I asked the participating teachers and leaders about the experience. What did they learn? What might we do differently tomorrow?

Among the positive comments was one consistent critique:

“I wish we had more colleagues here from different districts to share ideas with and learn from.”

In my brief time at CESA 3, this is something I have noticed as a trend: school districts will focus on the urgent sometimes at the expense of the important, particularly professional learning and continuous improvement.

When I ask educators in the region what is preventing them from being able to engage in more professional development, here are a few comments I am consistently hearing:

- “We cannot find substitute teachers.”
- “We have so many required initiatives, and not enough time to do them all well.”
- “There are too many student behaviors for me to leave my school right now.”

As a former principal and classroom teacher, I get it. I’ve contended with all of these challenges. It can be easier to deal with what we know than to take on something new.

And yet if the vast majority of our time is devoted to managing and complying with the daily tasks of today, how are we growing for a better tomorrow? How are we staying current with the research literature on what is most effective for teaching, learning, and leading? How can we begin to become more adaptive and less reactive to our current obstacles, to find new ways of responding to them?

Victoria Bernhardt, educational researcher, consultant and author, has discovered differences between schools focused on compliance and schools focused on commitment.

- Compliant-focused schools tend to concentrate more on what is and how they are being measured. For example, a school may focus on a small set/group of students to try and raise their achievement levels. While this approach might benefit those students and

even raise a school’s report card rating, other kids do not benefit.

- Commitment-focused schools embrace learning how to meet every kid’s needs and ensure all students achieve. As an example, administrators and teacher leaders analyze schoolwide data in order to determine what might be contributing to a certain group of kids being successful. They then ask, “What is in place here that we could replicate or scale so all students can benefit?”

Note: This “tale of two schools” isn’t starkly different from each other. What’s unique about the commitment-focused school is they take on a lens of achieving **schoolwide excellence**. All students deserve a great education. In compliance-focused schools, the perspective may be narrowed to one group’s experience. Improvements are made to improve their outcomes, plus a report card ranking or set of test scores. But the general school experience is largely the same.

To close, how can a compliance-focused school realign their vision toward one of commitment? Bernhardt offers the following recommendations:

- Use diverse data sets to create a richer picture of your school’s current reality. Collect, organize, and analyze your demographic data and your current processes along with your school’s current achievement results.
- Define your current challenges as a group, not in isolation. Gather input from your teachers and community to understand their perceptions about what your school is doing well and where improvements could be made.
- Clarify your vision of what you want to achieve as an organization. What does success look like if all of your students were successful learners? Be specific. The clearer the desired outcomes, the more likely you will achieve them.
- Create shared decision making structures to support plans toward achieving your vision and outcomes. Members of your learning community will feel more invested in the changes needed to be made when they feel they have input in the process.

If you need a partner in this transition from compliance to commitment, please reach out to a CESA #3 staff member to learn more about how we can support you in your journey to excellence.

Matt Renwick is CESA 3’s Systems Coach.



Matt Renwick

Integrating Soft Skills in Schools for Future Success

How do we include soft skills in our schools?

BY DR. LISA ARNESON

In today's rapidly evolving world, the emphasis on academic achievement in schools, while essential, overlooks a crucial component of student development: soft skills. Also known as employability skills, social-emotional skills, or behavioral skills, these competencies are critical for success in college, careers, and life. At a recent business panel at CESA 3, Glen Brunner of Rockwell Automation shared, "We can teach people what they need to know to perform the job. What we can't teach are the soft skills and behaviors to get along with others, show up on time, and problem solve." So that leaves educators, charged with preparing graduates for life beyond high school, in a quandary. How do we include soft skills as part of a guaranteed and viable curriculum in our schools?

Soft skills encompass a broad range of interpersonal, emotional, and organizational abilities that enable individuals to navigate their environment, work well with others, perform effectively, and achieve their goals with complementary hard skills. These include time management, communication, teamwork, problem-solving, critical thinking, emotional intelligence, and resilience. Unlike hard skills, which are often discipline-specific and taught through traditional academic curricula, soft skills are more nuanced, involving personal attributes and behaviors that enhance an individual's interactions, job performance, and career prospects.

Soft skills matter in a number of ways. They foster:

- Workplace Readiness: Employers increasingly recognize the

Continued on page 31

SOFT SKILLS ESSENTIAL FOR STUDENT SUCCESS

1

TIME MANAGEMENT

Allocate time productively and effectively. Get to work on time, follow deadlines, and prioritize tasks.

COMMUNICATION

Self expression both verbal and non verbal. Share perspective and actively listen to and understand other perspectives.

2

3

TEAMWORK

Cooperation with others. Understand objectives. Provide support. Communicate. Actively listen to others.

4

PROBLEM SOLVING

Identify problems, research situations and processes behind problems, understand the complexities and solutions to determine the best resolution.

5

6

CRITICAL THINKING

Think on purpose. Consciously seek out and evaluate information. Make informed decisions. Respond rationally to situations and challenges.

7

EMOTIONAL INTELLIGENCE

Recognize emotions, understand what they mean, and how they affect people. Self-awareness, self-regulation, motivation, empathy, and social skills.

8

RESILIENCE

Endure when things get tough, learn from difficult situations, and emerge stronger as a result.

Knebel realizes his dream

Continued from page 11

industry. While soft spoken, Zach is uber-focused on the assignment, project, or presentation ahead of him. When we designed the program, we strategically placed it inside Platteville High School for high school students. With that said, we weren't ready for students as young as Zach, but he came ready for us."

Knebel reflected some more on the experience, "Jason's program really opened my eyes beyond what Belmont could provide me. Mr. Heisner [Belmont Agriculture, Food & Natural Resources & Technology & Engineering Professional Educator] has left an indelible image on me in his brief time here, but he told me that he couldn't provide anywhere what Jason could. I now see my final year of high school in a whole new lens."

Knebel now is seeking employ-

“I realize that with everything going on in my life that an Apprenticeship is another major time commitment, but it’s what I want to do. I feel empowered to approach an employer now with skill sets that will immediately benefit them.”

ment to complete a two-year Youth Apprenticeship. With this acumen from Robbin's program, he likes his prospects.

"I realize that with everything going on in my life that an Apprenticeship is another major time commitment but it's what I want to do,"

Knebel added. "I feel empowered to approach an employer now with skill sets that will immediately benefit them."

Added Kim Knebel, Zach's mother, "I see Zach now and how everyone [Belmont, SWTC, CESA 3] has helped him realize his dream. As a mother, I am so happy for him. He's found his life's passion and done so with a year remaining in high school. Who does that? Huh?"

Concluded Mr. Matt Wolch and Mrs. Maryellen Engleke, the School to Work Team at Belmont, "With us being new this year, we didn't know what was possible [in Youth Apprenticeship]. Zach represents for us now a trajectory we can put some of Belmont's shining stars on to guide us here in Belmont way beyond graduation!"

Tom Martin is a CESA 3 Youth Apprenticeship Coordinator.

Brewer reflects on Apprenticeship

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I get a yes.

Without indulging in personal information, can you describe a memorable or challenging experience you've had while working on a commercial real estate project?

Throughout all the commercial real estate projects I've been involved in at Altus Commercial Real Estate so far, the most intriguing/memorable experience I've had is when we were working with a cooperating brokerage on listing some multi-family properties. I was able to sit down and work with some of the best commercial real estate agents in the industry and learn how and why they valued certain properties and why they did it that way.

How do you stay updated on market trends and developments in the commercial real estate sector?

This is easier than most people expect. After you study

and do some research on what's happening in Madison and the surrounding areas it's all about staying consistent on marketing websites that other commercial real estate agents use. I am constantly on commercial and residential real estate marketing websites. Therefore I am always aware of what is available and what stuff is selling/leasing for. It also helps to go to public networking events that investors and other commercial real estate agents go to.

What skills or knowledge do you think are essential for success in the commercial real estate field, and how are you developing those skills through your youth apprenticeship?

Hands down the most essential skill to have in commercial real estate is the ability to communicate. My youth apprenticeship is helping me develop my communication skills because I can only communicate with people after I'm done with school. This forces me to plan and communicate accordingly, whether it's with co-workers, clients or cooperating brokers. If you can't communicate efficiently it causes chaos among

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Learn. Empower. Act. Develop.



Ellie Olson photo

Benton, Cuba City, Lancaster and Potosi students participated in a L.E.A.D. workshop in February. A focus of L.E.A.D is Energy Leadership so students have language for awareness to make choices on how they react to situations. It was a great day of learning!

CESA 3 empowers teen leaders through L.E.A.D.

BY ELLIE OLSON

Schools in the CESA 3 region have an opportunity to be part of a Teen Relationship Service which includes teen leadership development. L.E.A.D. (Learn. Empower. Act. Develop) takes place at CESA 3 for area high school students. Ellie Olson, leadership coach, facilitates this three series workshop and is certified through iPEC (Institute for Professional Excellence in Coaching) and a professional certified coach with the International Coach Federation.

In the realm of personal development and leadership training for teenagers, L.E.A.D. stands out as a transformative program. Developed based on the principles outlined by Bruce D. Schneider, the renowned author of "Energy Leadership" and

founder of iPEC (Institute for Professional Excellence in Coaching), this workshop offers a unique approach to nurturing young leaders. At its core, L.E.A.D. embodies the essence of learning, empowerment, action, and development, guiding participants through a journey of self-discovery and growth.

The first workshop in the series is understanding the seven Levels of energy. Central to the L.E.A.D. workshop is the concept of the seven levels of energy, as created by Schneider. These levels represent various states of consciousness and perspectives that individuals can inhabit. Ranging from the lowest level of energy, characterized by victimhood and apathy, to the highest level of energy, marked by a sense of possibility and empowerment,

understanding these levels is pivotal in unlocking one's leadership potential. Through experiential activities and reflective exercises, participants in the L.E.A.D. workshop gain insight into their dominant energy patterns and learn strategies to elevate their energy to more productive and empowering levels.

The second workshop is identifying and overcoming blocks. In addition to exploring the seven levels of energy, the L.E.A.D. workshop equips participants with the tools to identify and overcome the blocks that impede their personal and leadership growth. These blocks may manifest as limiting beliefs, fears, or self-doubt, hindering individuals from fully embracing their

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Darla Burton photo

SWAG in Manufacturing members, from left: Glen Brunner, Quality & ROS Manager at Rockwell Automation in Richland Center; Michelle Winkers, Human Resources Manager at Meister Cheese in Muscoda; Eric Klang, Director of Operations & CI at Seats Inc. in Reedsburg and Richland Center; Gloriane Noble, Human Resources Manager at Building Automation Products, Inc. (BAPI) in Gays Mills; and Jason Knapp, Plant Engineering & Security Manager at 3M in Prairie du Chien discuss employer needs and answer questions from Career and Technical Education educators during a Carl Perkins Designee meeting hosted by the Career & Life Ready team at CESA 3.

Rockwell Automation

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youth apprenticeship in the manufacturing industry will create a regional workforce pipeline of prequalified, educated, and trained employees ready to work in the industry.”

At Southwest Tech, the goal of the Workforce Innovation Grant is to help the region’s workforce excel and increase their career potential in the post-pandemic manufacturing sector.

“Through our partnership with CESA 3 and UW-Platteville, we aimed to bridge the gap between education and industry,” shared Holly Straka, Workforce Innovation Grant Coordinator at Southwest Tech. “By providing high quality training and bringing industry leaders together, we are creating pathways for students to acquire relevant skills and education, and for employers to access a highly skilled



Holly Straka

workforce. Together, we are shaping a future where education and industry seamlessly come together, establishing a foundation for a strong and sustainable local workforce pipeline.”

To learn more about youth apprenticeship, scan the QR Code or contact Jessica Helms at jhelms@cesa3.org or 608-822-2141.

To learn more about SWAG in Manufacturing, scan the QR code or reach out to Holly Straka, Workforce Innovation Grant Coordinator at hstraka@swtc.edu. New members are always welcome.

Jessica Helms is a CESA 3 Youth Apprenticeship Coordinator.

Learn more about Youth Apprenticeship



Learn more about SWAG in Manufacturing





Renee Nelson photos

Top spellers at the 2024 Regional Spelling Bee were, clockwise from top left: Avery Hahn, Southwestern; Elise McCrea, River Valley; Tegan Pugh, Platteville; and Nuzaira Rabbani, Platteville.

Best of the Best: CESA 3 hosts 2024 Regional Spelling Bee at SWTC

BY RENEE NELSON

CESA 3 hosted the 2024 Regional Spelling Bee at Southwest Wisconsin Technical College in late January. We welcomed 58 top spellers from the following school districts: Barneveld, Belmont, Benton, Black Hawk, Boscobel, Cuba City, Darlington, Fennimore, Highland, Iowa-Grant, Lancaster, Mineral Point, Platteville, Potosi, Prairie du Chien, Richland, River Ridge, River Val-

ley, Riverdale, Seneca, Shullsburg, Southwestern, Wauzeka, Weston, and Prairie Catholic Schools.

Congratulations to our top four spellers (in alphabetical order): Avery Hahn, Southwestern School District, Grade 8; Elise McCrea, River Valley School District, Grade 5; Tegan Pugh, Platteville School District, Grade 7; and Nuzaira Rabbani, Platteville School District, Grade 8. Our first alternate was Sean Mc-

Granahan, Darlington School District, Grade 8; and our second alternate was Reece Krantz, Lancaster School District, Grade 7.

The top four spellers advanced to the State-Level competition, which was held on March 16 at the Mitby Theater of Madison College, Madison. Our two alternates also had the opportunity to advance, in the case

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Advance Manufacturing

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manufacturing within the River Valley School District highlights the steps being taken within our communities to help our next generations see the opportunities in front of them upon graduation from their K-12 education. The partnerships with business/industry, education, and community members to help share the tools and expertise is what is needed to help keep Southwestern Wisconsin growing,” added Glen Brunner, Quality & ROS Manager at Rockwell Automation in Richland Center. Rockwell Automation is a leading provider of industrial automation and digitalization solutions with a manufacturing facility in Richland Center.

To learn more about the Advanced Manufacturing Academy, please feel free to contact Jessica



Photo courtesy of Jason Kreul, Fennimore Times

Hunter Ring of Ring Brothers in Spring Green tests out the new advanced manufacturing equipment while talking with Jacobson and fellow River Valley Technology Education Teacher Carla Carmody. Ring Brothers build iconic street machines desired all over the world, design and produce aftermarket parts, and work on local cars in their auto body shop.

Helms, CESA 3 Youth Apprenticeship Coordinator, at jhelms@cesa3.org or 608-822-2141.

Jessica Helms is a CESA 3 Youth Apprenticeship Coordinator.

Advance Manufacturing Academy Model a national semi-finalist

Final phase of Career Z Challenge slated for July 2024

The Advanced Manufacturing Academy model is one of 81 semi-finalists across the nation for the Career Z Challenge sponsored by the U.S. Department of Education, Labor, and Commerce. The Challenge was issued to schools, non-profit organizations and local educational agencies seeking creative solutions to expand high school student access to high-quality work-based learning to prepare students in grades 9 – 12 to contribute to today's workforce and propel them into careers of the future. Schools, non-profit organizations, and local educational agencies in urban and rural communities across thirty-five states submitted entries.

“Employers are struggling to fill open positions. In 2022, there were more than 11 million job openings and only 6 million unemployed workers. Work-based learning increases opportunities and access for students to explore and develop skills to become contributing members of today's workforce and succeed in their future careers,” said U.S. Secretary of Education Miguel Cardona.

As a Career Z Challenge semi-finalist, CESA 3 is receiving technical assistance to support the refinement and implementation of the proposed work-based learning ecosystem plan from Kaptive, a national strategic communications firm helping clients navigate

change. All Semi-finalists and finalists, including CESA 3, are eligible to receive targeted technical assistance including professional development support, webinars and training, networking with a community of peers, as well as a portion of a \$2.5 million prize pool.

The final phase of the Career Z Challenge will occur in July 2024, with the grant award announcement in August 2025. The lessons learned from this challenge will inform resources and models that will foster growth and expansion of high-quality, sustainable work-based learning experiences for students nationwide.

Introducing CESA 3's K-5 Teacher Network

Fostering collaboration and sharing resources

The K-5 Teacher Network intends to support teachers across the CESA 3 region by fulfilling the need for a collaborative network that empowers educators to share ideas, resources, and experiences.

At the heart of the K-5 Teacher Network is the Mighty Networks Online Community—a place where educators can

engage in discussions, share best practices, and seek advice from peers. Whether it's brainstorming ideas for a new lesson plan or seeking support during challenging times, this online community provides a space for teachers to connect and collaborate.

Participants also get access to monthly Morning Meeting templates

that serve as a structured framework for starting the day with connection and engagement. Additionally, members gain access to a monthly booklist and book talk video featuring Miss Molly and Jim, the Guy with the Bow Tie.

Lastly, there are opportunities for monthly Zoom gatherings, providing educators with the time to connect and share

experiences. Knowing the importance of collaboration, the K-5 Teacher Network seeks to connect teachers, share resources, and make a positive impact in the classroom.

At CESA 3, we are constantly finding new opportunities to increase collaboration opportunities and work together to improve student outcomes in our region.

Supporting students with anxiety

Continued from page 20

and recognize the truth of their emotions. However, to truly validate and support others it's crucial to normalize how we talk about emotions. This can be done by:

- Modeling our own emotions and experiences - "I'm so disappointed we didn't get to go to that restaurant, I was really looking forward to the dessert."
- Regularly doing emotion check-ins across the class - draw how you're feeling on a sticky and write your name on the back and place it on the chart paper.
- Including emotions in-school work - when writing a story, identify the feelings of the different characters.
- Incorporating emotions into games - add emotion related questions on Jenga, identify an example of a different emotion each time the color changes in Uno, play memory with emotions and share an example each time you get a pair.

Normalizing emotions also should incorporate talking about how the emotions are felt within the body. Often, our body can recognize emotions before we cognitively recognize the emotion. Therefore, if we can become familiar with our own unique physical cues of starting to become anxious (e.g.; stomach hurting, heart racing, jaw tight), we can begin utilizing coping strategies more quickly and potentially reduce anxiety related symptoms.

Incorporating Mindfulness

Mindfulness techniques offer tools that support a nonjudgmental awareness of the present moment,

which can positively impact feelings of anxiety. The focus of mindfulness is to be present in the moment without being reactive to thoughts and feelings as they arise. Mindfulness regulation practices can be incorporated throughout many events in the day including art activities, body movement (yoga, walking), mindful breathing, and acts of gratitude. Practices that are often taught to students include:

- Coloring with calming music
- Journaling
- Physical movement
- Finger breathing - breathe in while tracing up finger and breathe out while tracing down finger
- Counting
- Writing 3 things of which you're grateful

Anxiety in southwest Wisconsin Students

With around 50 percent of students across our region self-reporting symptoms of anxiety, it is imperative that we incorporate strategies to support anxiety within our school systems. Educators and families can offer regulation through validating a student's experience, normalizing all emotions, recognizing and impacting faulty interactions across thoughts/behaviors/emotions, and prompting the use of mindfulness based techniques. Starting to acknowledge and support anxiety when kids are in school can offer them positive coping strategies that can be utilized throughout their lives.

Katelyn Oellerich is CESA 3's Social Emotional Learning Coach and Consultant.

UW-P students learn tips to be an effective substitute teacher

BY BRAD VAN EPPS

The Wisconsin legislature last year made a new law allowing university Education students of at least junior standing to obtain a Substitute Teacher License. This was an effort to begin to address the serious sub shortage throughout the state.

Brad Van Epps visited UW-Platteville on Jan. 31 to provide a training to serve two purposes. One, to explain the license application process to UW-P students, and two, to give the 27 students tips on how to be an effective substitute teacher.

Brad was also invited before the workshop to visit with members of UW-P's Aspiring Educa-

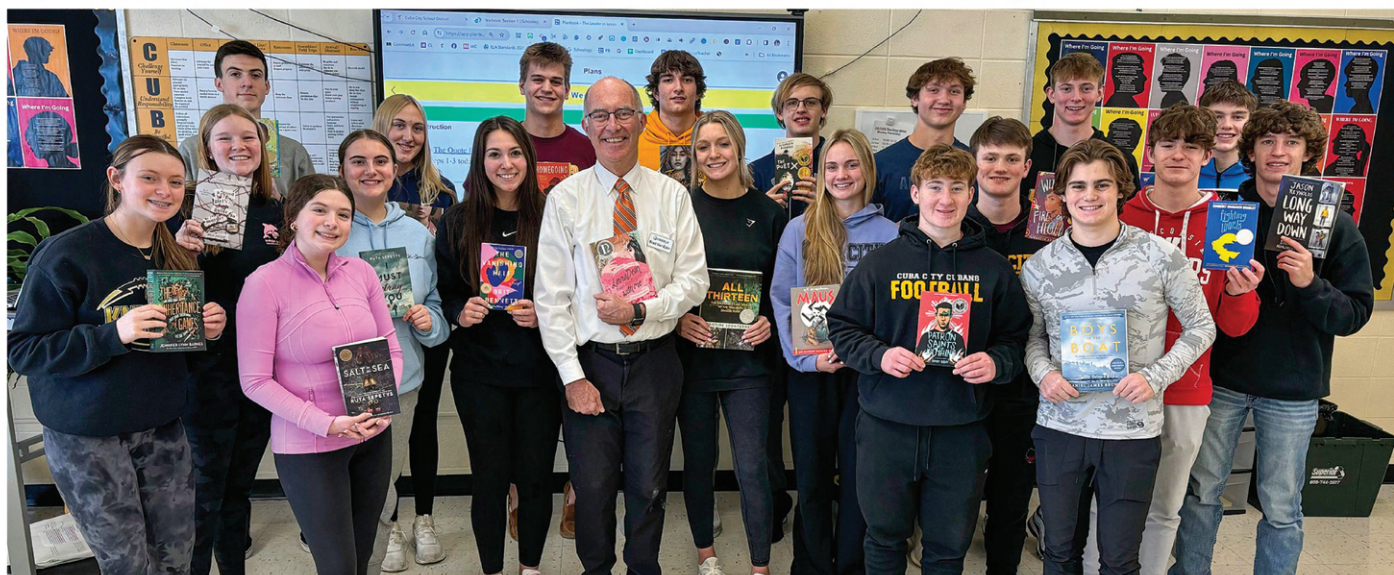


Contributed photo

CESA 3's Brad Van Epps visited with 27 University of Wisconsin-Platteville students in late January to share tips on how to be an effective substitute teacher.

tors group to chat about education. CESA 3 is proud of its connection to UW-P and their School of Education.

Brad Van Epps is CESA 3's Educator Development & Support Coordinator.



Contributed photo

Grant allows for purchase of more than 400 books

CESA 3 was awarded a \$4,200 grant this winter to provide free books to 14 classrooms in Platteville, Cuba City and Potosi. The Ann and Leo Stoll, Jr. Foundation's grant resulted in the purchase of more than 400 books for those classrooms who all support CESA 3's "Brad the Book Guy" program. Brad Van Epps collected suggestions from some of the teachers and for others, curated the purchases to put great books in the hands of young readers. Van Epps is pictured with Cuba City High School students and their new books.

IRC kits available

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duty cycle reading, students not only learn the why of each function, but can now apply it to real world problems in their CTE courses, Youth Apprenticeship programs and soon, life.

AC/DC Fundamentals – these certifications have been specifically developed to give students the knowledge and skills required to enable them

to work safely and effectively with electricity. The lab components of the training offer the student the opportunity to build, test and troubleshoot AC/DC circuits and examine the operating voltages and currents related to proper circuit operation. Technicians will use various in-



struments to make circuit measurements and calculations.

Torque – torque is universal in the applications seen throughout industry. Students understand the concept both mathematically and scientifically as a life cycle. By the end, students can look for a reading,

know its tolerance, but most importantly have strategies in tow to utilize if the adhesion is not made properly.

Mechatronics – This is now a new discipline which marries mechanical engineering with electronics. With the advancement of AI (Artificial Intelligence), students are designing and building machines that now think on their own.

L.E.A.D.

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potential. By fostering awareness and providing techniques for shifting perspectives, the workshop empowers teens to break free from these barriers and step into their authenticity and power.

The third workshop in the series is about making conscious choices as a leader. A fundamental aspect of the L.E.A.D. workshop is cultivating awareness to make conscious choices. Schneider's work emphasizes the importance of taking ownership of one's thoughts, emotions, and actions, recognizing that every

moment presents an opportunity to choose how to respond. Through mindfulness practices and practical tools, participants learn to pause, assess, and intentionally respond to life's challenges, rather than reacting impulsively based on ingrained habits or external circumstances. This heightened level of consciousness enables teens to navigate the complexities of leadership with clarity, integrity, and resilience.

As participants progress through the L.E.A.D. workshop, the journey of growth and development does not end with the program's conclusion. Rather, it serves as a catalyst for ongoing personal and leadership evolution. Armed with newfound

insights, skills, and a supportive community, participants of the workshop are empowered to continue their journey making positive contributions to their communities and the world at large. By instilling a sense of purpose, confidence, and agency in young leaders, L.E.A.D. cultivates a generation of changemakers poised to make a meaningful difference in society.

Ellie Olson, a professional certified coach, is CESA 3's Leadership Coaching/Educator Effectiveness Coordinator.

Spelling Bee

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that one of the four spellers was unable to participate.

We extend special thanks to Judy Felsenthal, pronouncer; Brad Van Epps, lead judge; Gregg Davis, judge; Ann Dolan, judge; and Kate

Hennessy, registration, for their valuable contributions. In addition, thank you to the members of our CESA 3 team: Jamie Nutter, Courtney Rounds, Meredith Biba, Jim Addison and Renee Nelson.

Our sincere gratitude to the Southwest Wisconsin Technical College Team for their invaluable partnership, collaborative efforts,

and generosity in allowing CESA 3 the use of their beautiful auditorium. The event was a great success, bringing joy to our region's top spellers and their families, and the venue was truly exceptional.

Renee Nelson is CESA 3's administrative assistant.

Soft skills

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value of soft skills, often placing them on par with, or even above, technical abilities. A workforce equipped with strong communication, teamwork, and problem-solving skills is more adaptable, collaborative, and capable of meeting the challenges of a dynamic professional environment.

- **Academic Success:** Soft skills contribute to academic achievement by enabling students to engage effectively in the learning process, work cooperatively in group settings, and navigate the challenges of their educational journey.

- **Life Skills:** Beyond the classroom and workplace, soft skills are essential for personal development, healthy relationships, and active citizenship. They enable individuals to manage stress, make informed decisions, and contribute positively to their communities.

How might schools prepare students for the complexities of adult

life by prioritizing teaching and assessing soft skills alongside academic content? Here are some ways we can support our educators in CESA 3:

- **Curriculum Design:** Incorporating soft skills education into existing curricula, using project-based learning, collaborative assignments, and other pedagogical strategies that naturally foster these competencies.

- **Professional Development:** Providing teachers with the training and resources to effectively teach and model soft skills within the classroom setting.

- **Assessment Practices:** Developing tools and methods for the meaningful assessment of soft skills, allowing for feedback and growth in these areas.

- **School Culture:** Fostering a school environment that values and promotes soft skills through policies, practices, and interactions that reflect the importance of these competencies.

By equipping students with the interpersonal, emotional, and organizational competencies they need

to thrive, we can ensure they are prepared not only for the challenges of the workplace but for a successful and fulfilling life. As educators, policymakers, and stakeholders, let's advocate for and implement comprehensive educational strategies that recognize the full spectrum of skills our students need to succeed in the 21st century and beyond.

References

- **Partnership for 21st Century Skills:** <http://www.p21.org/>

- **Collaborative for Academic, Social, and Emotional Learning (CASEL):** <https://casel.org/>

This article draws on the expertise of leading educational organizations and the growing body of research highlighting the importance of soft skills for success in all areas of life. While direct citations are not provided, the concepts and strategies discussed are widely endorsed by educators and researchers alike.

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

Tackling chronic absenteeism

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- **Examine attendance data regularly:** Is there a system in place to accurately track and analyze attendance data? This enables early identification of students at risk of chronic absenteeism and the development of targeted interventions.

- **Ensure engaging learning environments:** To what extent does our district motivate students to attend school regularly by creating a school culture that values attendance and providing engaging, relevant, curriculum?

- **Offer personalized support:** Have school leaders examined the barriers to regular attendance and provided personalized support for students and families who need it? This includes addressing transportation issues, health problems, and providing mental health support.

- **Increase family and community engagement:** In what ways might educators strengthen partnerships with families and community organizations to address broader issues contributing to absenteeism, such as housing insta-

bility, safety, and access to health care?

CESA 3 staff routinely provide training, coaching and support for these strategies and more. Chronic absenteeism is a complex issue that requires a collaborative effort between schools, families, and communities to effectively address. Working together, we can reduce absenteeism rates and ensure all students have the opportunity to succeed academically and beyond.

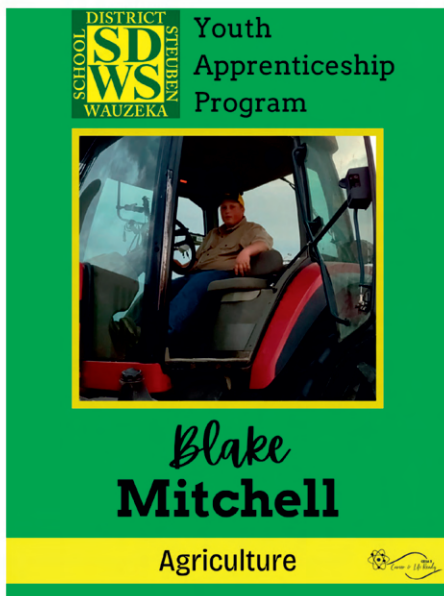
References

- **Attendance Works:** <https://www.attendanceworks.org/>

- **U.S. Department of Education, Office of Elementary and Secondary Education:** <https://www2.ed.gov/>

This newsletter synthesizes insights and recommendations from leading educational organizations and research on the topic of chronic absenteeism. While direct citations from these sources are not provided, the strategies and impacts discussed are widely supported within the educational community.

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



Youth Apprenticeship Honors Banners

The Youth Apprenticeship program is an elite work-based learning program. Statewide, only about 6.5 percent of eligible students participate. CESA 3 schools have, on average, a participation rate of 18 percent, nearly three times the state average. To honor our students for going over and above, CESA 3 prints large-scale, high definition, banners for our graduating seniors at no cost. These banners are proudly displayed in the student's school during the school year. The student gets to keep the banner after graduation. If you would like to learn more about the CESA 3 Youth Apprenticeship honors banners program you can contact your local school district or CESA 3 representative: Tom Martin, Darla Burton, Jessica Helms, or Chuck Keller.

Brewer reflects on Apprenticeship

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anyone involved in the process.

Are there specific aspects of commercial real estate that you find particularly interesting or rewarding?

A certain aspect of commercial real estate that I find particularly interesting is participating in an industrial transaction. When participating in an industrial transaction typically you are working with a blue collar tenant and their needs are to a minimum. For instance I was just working with an industrial tenant where his only criteria was x amount of SF, ceiling height, certain sized garage doors and if there was enough natural light for when his employees were working in the warehouse. This makes the transaction so much easier for every

“My apprenticeship has helped me more than I will probably ever know.”

party involved. That is the most interesting aspect but the most rewarding part of being in commercial real estate is making people's investment and business dreams come true.

How has your apprenticeship experience influenced your future goals within the real estate industry?

My apprenticeship has helped me more than I will probably ever know. Essentially it gave me a nine month jumpstart to start practicing real estate and connecting with other real estate professionals. During the time of my apprenticeship I witnessed first-hand how successful someone can become in the real estate industry, whether that's residential or commercial real estate.

Tom Martin is a CESA 3 Youth Apprenticeship Coordinator.

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