



Spring 2022

CORNERSTONE

WELCOME BACK

to the
CESA 3 Champion Games

... where everyone is a Champion!



Friday, May 13, 2022

(rain date - Monday, May 16th)

Boscobel High School Track

Register [Here](#) Today!

Annual Harnessing Abilities Summit Planned

Top Youth Apprenticeship Schools Honored

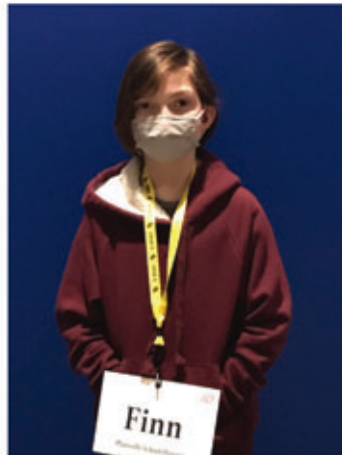
CESA 3 Math Menu for 2022-2023 School Year

CESA 3 Hosts the 2022 Sectional Spelling Bee

CESA 3 hosted the 2022 Sectional Spelling Bee in January at the Southwest Wisconsin Technical College Auditorium. We welcomed 36 top spellers from the following school districts: **Argyle, Benton, Black Hawk, Darlington, Fennimore, Iowa-Grant, Lancaster, Mineral Point, North Crawford, Platteville, Prairie du Chien, River Ridge, Riverdale, Seneca, Shullsburg, Southwestern, Wauzeka, Weston, and Prairie Catholic Schools.** The top six spellers will advance to the State-Level Competition to be held March 26th in Madison. Two alternates will also have the opportunity to advance, in case one of the six is unable to participate. We wish these spellers the best at the state competition! Special thanks to ~ Brad Van Epps, Pronouncer; Gregg Davis, Judge; Lisa Zabel, Judge; Kate Hennessy, Registration; and Marianne Krogen, Coordinator. And, a huge thanks to Southwest Wisconsin Technical College for the use of their beautiful auditorium!



Grace V. (Seneca)



Finn S. (Platteville)



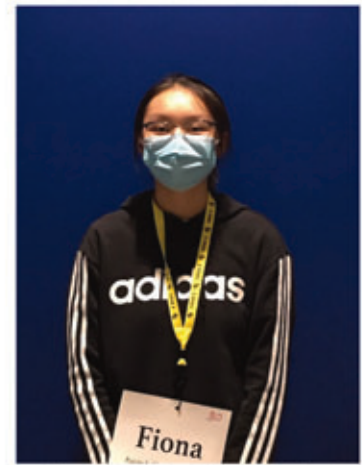
Logan K. (Fennimore)



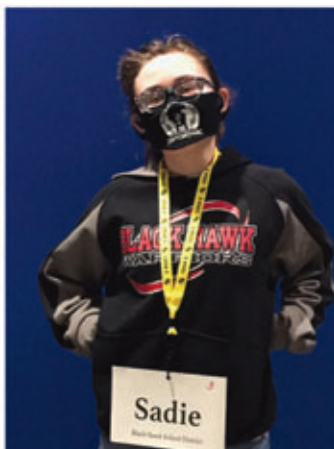
Sophia V. (Lancaster)



Deacon C. (Prairie du Chien)



Fiona C. (Prairie du Chien)



Sadie B. (Black Hawk)
Alternate



Ethan F. (Mineral Point)
Alternate

CORNERSTONE

Winter 2021-2022

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Youth Apprenticeship Profiles in This Issue

By: Chuck Keller, CESA 3 YA Coordinator

Pictured (at right) is Hunter Obert, Youth Apprentice from DeSoto School District, receiving YA graduation honor chords from Chuck Keller, Southwest Wisconsin Youth Apprenticeship Coordinator. Check out Youth Apprenticeship Student Profiles on pages 8-11 in this issue and to see more information on Hunter Obert.



Youth Apprenticeship Student Profiles (see pages 8-11)

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ESSER 3 (cont. from page 5)

Jamie Nutter



Is Your District Actively Seeking Continuous Improvement?



Jamie Nutter
Agency Administrator

Just over 100 years ago, the Spanish Flu lasted from approximately February, 1918 until about April, 1920. If that trend holds true, we are hopeful history will show that COVID-19 lasted from March, 2020 until May, 2022. Certainly, the numbers seem to be heading that way. As we transition from COVID-19 protocol, we hear often that we just cannot wait to get back to 'normal.'

For some, that means returning back to the practices that were in place pre-pandemic and to others it means simply to be engaged in school without personal protective equipment (PPE). In reality, returning to 'normal,' will mean that we will be transitioning to a new normal. As we end this year, our educators find themselves with one foot in the pandemic and one foot looking forward. We find ourselves wondering "What just happened?"

Events that occur in our lives that are new often do not make sense. Since we have not experienced them, we find ourselves trying to fit new scenarios into our existing worldly knowledge. Rather than looking for a new solution we try to use existing resources to solve the new problem. It is not until we think of alternative solutions that we are able to adapt to these new events.

Educational psychologist, Jean Piaget, referred to this process as 'cognitive dissonance.' We enter

a state of dissonance when we encounter something new that we have never experienced, which often creates confusion. We try to solve the problem using our existing strategies, which Piaget refers to as assimilation. Once we recognize that we must use new strategies and recognize the new information is different than our previous understanding, we have learned to 'accommodate,' according to Piaget. As a result of what started as confusion is transferred to new information. We have learned to adapt our current thinking.

It is clear the pandemic caused cognitive dissonance, but as Piaget's theory offers, this is an opportunity to adapt our thinking in new ways when it comes to education. With the strategies we leveraged throughout the pandemic, we learned new ways to use tools and processes in terms of student learning.

We have adapted and likely will keep the best parts of what we used in the educational process during the pandemic. Rather than thinking about 'normal' as a look back at pre-pandemic, we must challenge ourselves to think about 'normal' as post-pandemic. This is critical because during the pandemic, we became more aware of issues that are serving as barriers in our schools such as student mental health, student engagement, staff morale, the digital divide, and the impact of other opportunity gaps.

As we move forward, it will be challenging to address and prioritize each of these issues as there is not time in our students' development to address one and not the other. We must seek system solutions with a forward-thinking approach. We must be clear about the changes we want to see vs. the activities we want to implement.

If we focus on the change we want to see, then we are more intentional with the strategies and activities we are leading; whereas, if we focus on activities then we are simply hoping for the best. Keep in mind this is not

just limited to schools, other sectors are being required to make the same adaptations. As a result across many fields a model of change is being adopted known as 'Appreciative Inquiry.'

Appreciative Inquiry is a model of innovation that has been around since the 1990s, but the most recent events have made it more relevant in helping organizations move forward. This model uses what is referred to as a '**5-D' approach:**

D1-Define At the first stage the organization must clarify the focus and purpose of what needs to be achieved within the system.

D2-Discover (Appreciation) Through dialogue, discussion, and inquiry, leaders in the organization learn about what works well within the school. In other words, where are the current areas of excellence?

D3-Dream (What could be) This stage includes gathering past achievements and successes to imagine what the organization would look like with a new vision for the future. Employees and stakeholders get a chance to identify their hopes and aspirations for the future. This provides ownership from within.

D4-Design (What should be) In this stage leaders formulate strategies based on the strengths list in D2 to strive toward priorities in D3.

D5-Destiny/Delivery (What will be) The last stage identifies how the design is to be delivered and executed and how it might be embedded within the school. Teams within the school identify roles with the greatest likelihood of bringing about the desired change.

Example of Appreciative Inquiry

D1- A school district is experiencing employee shortage and seeks more qualified candidates for future vacancies.

(see Continuous Improvement, page 21)

ESSER 3: *Funding that is covering costs and providing tax relief - but beware of the cliff!*

By: Jamie Nutter, Agency Administrator

As board members, many of you have been engaged in conversations regarding ESSER 3. Those conversations have included aligning expenses with approved budgets on the application. Across the CESA 3 region there was a range in allocations depending on a variety of factors as outlined by the federal guidelines. Some districts were able to use the dollars to take care of building issues, while others are using the dollars to fill in budget holes, as a result, no new revenue combined with drastically increased expenses projected for the 2022-23 school year.

As we look forward to the 2022-2023 school year, there are a lot of variables that have collided. The first variable in the equation includes revenue. The Wisconsin Joint Finance Committee made the case that the federal government provided enough dollars for schools to not only address learning loss across the state caused by pandemic interruptions, but they also felt there would be enough additional dollars available to cover the expenses districts annually incur. They communicated their intention to substitute these resources in order to provide property tax and income tax relief. As a result, school districts were not given the authority to increase their revenue limit authority (unless authorized through referenda). By substituting these dollars, state expenses were decreased for the 21-22 and 22-23 school years. As a result of these savings and revenue exceeding projections, the state was able to approve a budget that brought in far more revenue than expenses resulting in an increase to state reserves by \$1.7 billion.

The second variable that collided is inflation. Though inflation is calculated in a few different ways, the calculation that is usually cited by school districts is the Consumer Price Index (CPI), which is calculated by the Wisconsin Employee Relations Commission (WERC). WERC lists CPI inflation each month for the next 6 months. (To see this data, simply Google 'WERC CPI Calculation') The figure being cited by most school districts currently is an

inflationary figure of 4.7%; however, that is the calculation for July 1, 2022. July 1, 2022 is the first day of the new school fiscal year. When looking at the latest calculations, WERC has posted CPI increases of 5.21% and 5.72% for August 1, 2022 and September 1, 2022, respectively. When looking at salaries only across the 31 districts of CESA 3, a 4.7% increase will cost a combined \$7.5 million (or an average of \$390 per student).

These numbers also impact the collision of the third variable, which is known as the Great Resignation or the Great Worker Shortage. School districts are not only competing with other school districts for employees, but the private sector has also started targeting educators because they know they are well educated and fall within a price range they can afford. This also impacts economic development and industry as they are also facing work shortages in several areas. They need more educated workers and are calling for schools to incorporate more life and employment competencies.

As all of these variables are contemplated, leaders in the area fear what is referred to as a "fiscal cliff." A fiscal cliff is defined as using one-time dollars to fund on-going expenses. Though there have been no guarantees by legislators, the solution will require legislators in 2023-2025 to back fill the ESSER dollars used in 2021-23 and then provide dollars for inflationary costs in 2023-25. In short, there will need to be four years' worth of new dollars while accounting for CPI in the next biennium. This will likely require the 2023-25 JFC to provide increases across the board that will include categorical aid for transportation, special education, and general revenues in order for school districts to break even.

What makes all of this so confusing for citizens, and even many of our school board members, is the term "school aids" when it is communicated. When school aids are increased, it does not always mean schools have more money to spend. It is really important

to understand when there are reports about school aids at the state level that in most cases it does not mean schools have more money to spend. The majority of school funding is for property tax relief. For example if schools were funded like they were prior to 1993, the average tax in CESA 3 this year would be around \$3,400/\$100,000 (a mill rate of \$34) of value for just the school portion versus the average of around \$962/\$100,000 (a mill rate of \$9.62). In other words, a home with a value of \$200,000 with the formula used in 1993 would on average have school taxes of \$6,800 versus \$1,924. That is because without state-aid, our property taxes would be responsible for the entire levy. With this example, you can tell how important these issues are to our Southwest Wisconsin communities. Though we are fortunate, there are downfalls to depending on this aid.

What in the formula determines why districts such as the majority of CESA 3 schools receive more state aid? The biggest influence is value/student. The average school district in Wisconsin has nearly \$900,000 of property value per student. CESA 3 schools average around \$550,000 of value per student. In terms of the formula, we do not have the property value to spread out shared cost, so more is provided to schools with lower property value. On the flip side when our local levy is required to cover more of the cost as a result of referenda, our property taxes are influenced a lot more than high property value districts. There are districts in Wisconsin with as little as \$200,000 of value per student and as high as \$9 million of value per student. Based on where we fall in the formula eligible expenses are reimbursed at different levels in terms of state aid.

As educational leaders we must understand revenues: A) Provide more dollars for districts to cover expenses and B) Substitute the levy to lower property taxes. Both A and B are part of the \$7.8 billion dollars state education budget. When equalized aid

(see ESSER 3, page 30)

CESA 3 Career & Life Ready Team Brings Professional Development Value to Schools

By: CESA 3's Career & Life Ready Team

The CESA 3 Career & Life Ready Team recently concluded its traditional 5-month professional development series where, despite a lack of regional substitute teachers and frequent strains of the virus still prevalent, 28 schools were either engaged virtually or at CESA and this was indicative of attendance overall.

"As our team recently reflected on our team's impact, we averaged over 85% attendance from October through February," concluded Tom Martin, Career & Life Ready Team member. Martin added, *"We owe our success to hard work and the robust relationships we have with our districts that enable us to remain servant led with the goal that every child is career and life ready."*

Districts were involved with numerous activities this year, despite the pandemic, which included the validation of Labor Market Information (LMI), Career and Technical Education (CTE) courses, credentials, work-based learning, and other components that went into the soon to be approved Regional Career Pathways (RCP) in Architecture & Construction and Patient Services maps.

CESA 3 partners submitted oral or print student success stories from its state award winning Youth Apprenticeship program, with this year's editions including narratives from outstanding female utility terrain vehicle technicians, farmers, health care professionals and more.



CESA 3 also took the lead in sharing new legislative language ensuring equity and access as it relates to Youth Apprenticeship by mandating that YA is perennially and prominently mentioned with each district's educational opportunities [Wisconsin 2021 ACT 83].

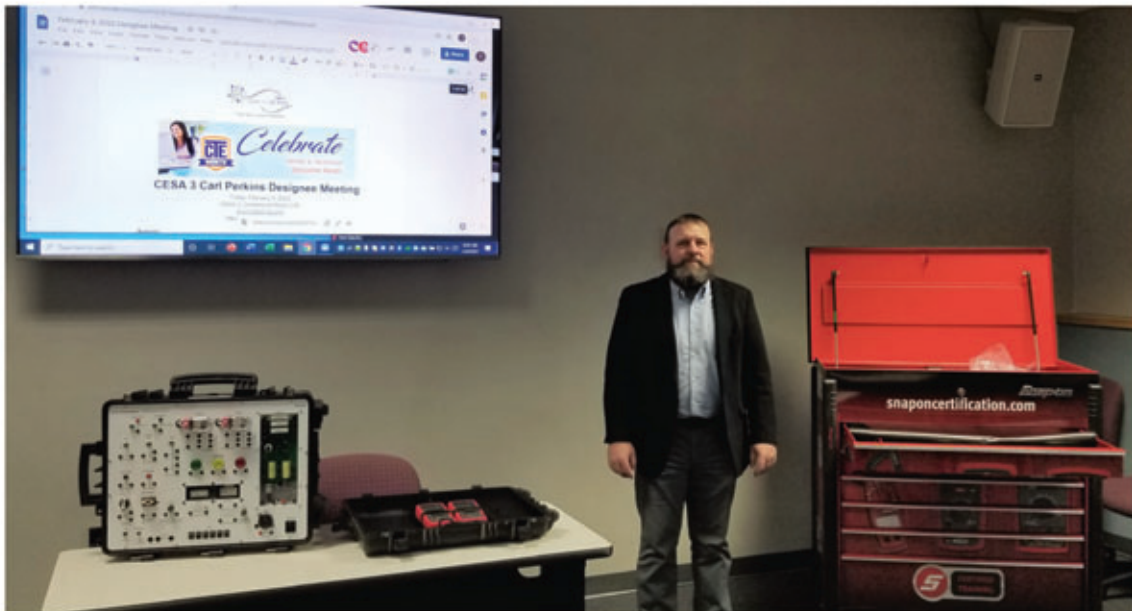
Chuck Keller summarized the discussions around Youth Apprenticeship in this manner, *"We worked hard this year to build high quality work-based learning opportunities for Youth Apprentices in each of our schools. The CESA 3 Youth Apprenticeship Program is a top-notch program that helps students with an academic and career plan to achieve success in a high skill, high wage, and high demand field of their choice. We focused on providing quality related instruction, including industry recognized certifications, for our Youth Apprentices. We constantly monitor the needs of industry.*

The instruction, training, and certifications our students achieve during their Youth Apprenticeship creates hiring signals to our employers to offer full-time employment after graduation. We continued to build bridges between our Youth Apprentices and Registered Apprentice employers in southwest Wisconsin and

beyond. And finally we continued to break down barriers so that all students could participate in work-based learning. Working efficiently and effectively together we again exceeded our expectations and participation goals for the Youth Apprenticeship program at CESA 3."

Finally, districts participated in the biennial Comprehensive Local Needs Assessment (CLNA). Martin added, *"the CLNA is essentially a gap analysis activity based on seven critical areas necessary for overall Career & Technical Education (CTE) programmatic success."*

Martin continued, *"as the Career & Life Ready Team, we provided our districts with Labor Market Information (LMI), Housing data, 2021 DPI Report Cards, Childcare data and of course they [districts] derived local data from their staff, students and parents. All this data was meant to give our 39 districts the information necessary to make strategic decisions as it related to the following seven areas: CTE course selection and graduation, work-based learning, industry recognized credentials, dual credit, career & technical student organization, equity & access and professional educator recruitment and retention."*



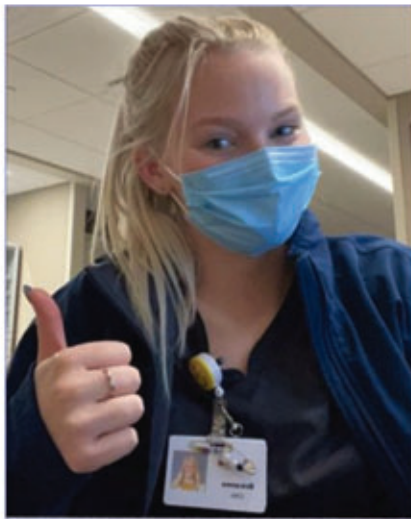
Martin added, “as a team, we immersed ourselves with each team’s data to determine common gap themes that would lead to enhanced adult practices ultimately leading to improved students’ career and life readiness. This was arduous work given the barriers [lack of substitutes and virus concerns] but as a team, we felt good that we were able to help each district begin to establish their own smart goals to get next year started off on the right foot.”

Added Martin, “the 2021 – 22 year has been a challenge, but you wouldn’t know it from our districts. Designees came in some cases an hour early to engage with us in order that they understand their roles and responsibilities, but more importantly take our updates, news and legislative work back to essentially improve student outcomes.”

“The Career & Life Ready Team would like to thank our districts for their support. We are only as good as our service. Thus, we are mindful that any negative experience takes away numerous positive ones. Thus we desire to maintain a healthy and respectful relationship with our cooperative members!,” Martin concluded. ■

YOUTH APPRENTICESHIP STUDENT PROFILES . . .

By: Chuck Keller and Tom Martin, Youth Apprenticeship Coordinators



Bre Durkee
Weston School District

Pathway: Health Science

Place of Employment:

Reedsburg Area Senior Life Center

Bre Durkee has been a model Youth Apprenticeship participant for the past two years. Knowing early on she wanted to go into the medical field, Bre completed her CNA training two years ago and has been busy working ever since.

"I have been a CNA for nearly two-years at both the Reedsburg Area Senior Life Center and the Reedsburg Area Medical Center. My job consists of helping my residents and patients with daily tasks that are harder for them due to age or health. These tasks include ambulating, hygiene tasks, etc. As well as getting scheduled vitals, removing IVs and catheters, and getting rooms ready for admits and cleaning up after a discharge.

I take pride in all that I have accomplished during this experience." ■



Ty Kershner
Ithaca School District

Pathway: Agriculture

Place of Employment: Kershner Cattle Co.

The Youth Apprenticeship program has offered me the opportunity to continue my education while also allowing me to pursue my agricultural work on the farm.

I have become more aware of the importance of being involved and pursuing further education to help me with my future career panning. I have been able to take a Farm Management Course through Southwest Tech. Also, with being a YA student in the agriculture pathway, I have strived to meet more goals in FFA. I was elected FFA Vice-President and won the Beef Proficiency Award.

The YA program was a life skills growing experience and I highly recommend the program for any upcoming students. ■

Wisconsin Youth Apprenticeship
A Different Kind of Classroom



Jacob Manning
Ithaca School District

Pathway: Agriculture
Place of Employment:
Manneo Dairy LLC

How has participating in the YA Program benefitted you?

Participating in the YA program has benefitted me in many ways such as teaching me new skills, improving my work ethic, and giving me an inside look into a field I plan on going into. I was able to take two dual-credit related instruction courses: Pistons to Pathway and Farm Management, which I earned six college credits at Southwest Tech. With these courses, I can take back what I have learned to my family farm. ■



Mackenzie Emerson
River Valley School District

Pathway: Health Science
Place of Employment: UnityPoint Health Meriter Hospital

Growing up I have always known I wanted to be a nurse. When I got to high school and found out about the opportunities I could have through the Youth Apprenticeship Program, I immediately signed up. I have now been in the program for a year and a half and have grown so much. Having the opportunity to be in the Youth Apprenticeship Program has solidified my decision to go to college to become a nurse.

Throughout my years of school, I've always been told that to succeed you need to work hard and have dedication. My hard work and dedication have finally paid off. I have been working as a CNA for two years at the Meadows Assisted Living and Memory Care. I absolutely love working there and feel very honored to be able to take care of other families, moms, dads, grandmas, grandpas, etc. Holding their hand as they pass away or giving them a shoulder to cry on during the holidays when their families aren't there to see them.

I've always known that I have wanted to be a nurse especially after growing up watching my mom and grandmother pursue their careers in nursing. I have always had the drive of wanting to help others and make sure they are treated the way that I would want my family members to be treated.

While working at the Meadows I have learned that there are people out there that just come to work for the money instead of coming to work to help people and treat them like family. When I go to work, yeah I want

(see Mackenzie Emerson, page 10)



Hunter Obert
DeSoto School District

Pathway: Architecture/Construction

Place of Employment: Miron Construction Co.

Hunter Obert began his Youth Apprenticeship with Miron Construction the summer before his senior year. Miron Construction offers students a youth apprenticeship program in which they can gain hands-on experience. The goal of the program is to encourage students to take part in the trade and labor workforce. "They allowed me to come and learn on their time, with their people, while getting paid" Obert said.

Hunter took advantage of his academic and career planning meetings with his school counselor which allowed him to have work release time his senior year. This work release time combined with the Youth Apprenticeship program allowed Hunter to get a head start, said Rick Seeley, general supervisor of Miron Construction. Because of his aggressive academic plan Hunter was able to graduate at the end of the first semester his senior year. "Hunter was

able to use this opportunity to get into the trades and start his career while he was actually still in high school," Seeley said. Hunter graduated on a Friday and the following Monday, Obert signed on at Miron Construction as a full time Registered Apprentice for the next four years. ■

(from page 9, Mackenzie Emerson)

money but my main priority is to make sure that the residents/patients are well cared for and get all the care they need and deserve.

I recently got accepted into Madison College. This is where I will start my journey to becoming a nurse. I was able to complete my high school credits a semester early which is enabling me to start my college journey early. I will be attending Madison College to complete my general credits and nursing degree. I plan to get my bachelor's degree in nursing and possibly my master's in nursing as well. I guess my overall goal is just to become a nurse and be the best one I can.

I have accepted a CNA position at UnityPoint Health Meriter Hospital working in the Mobile Unit. Now, I will get the opportunity to work with patients of many different ages. Whether it be elderly, middle-aged, expecting mothers, or newborns. My first day at the hospital will be January 25, 2022. I cannot wait to broaden my experience in the Youth Apprenticeship Program. Everyday I go into work it will be different. I will never be doing the same task and will learn so many new things before I even start the nursing program. I am most excited to work with the expecting mothers and newborns because I really want to become an OB nurse.

I would really like to thank Ms. Heidi Radel, River Valley High School Youth Apprenticeship Coordinator, for stressing the importance of being a Youth Apprentice. Ms. Radel works really hard to make sure that her students achieve their dreams. She keeps you motivated and always checks in to make sure your job is what you like and is something that fits you.

The Youth Apprenticeship Program has taught me so much whether it be about myself or about the healthcare industry in general. I feel very confident and ready to go into the healthcare field and cannot wait to see what the future has in store for me. ■

Paving Her Way to Prosperity!

By: Corinne Ihm, CIC/CISR - Tricor Insurance and Tom Martin, CESA 3 YA Coord.



Ally Ihm
Cassville School District

Pathway: Agriculture

Place of Employment: Ihm Dairy Farm

When you think of a student that can effortlessly attain outstanding achievement inside and outside the classroom, you can think of Allison "Ally" Ihm. She consistently reaches beyond what is expected of her, whether on the trail running cross-country, at home preparing her goats for the show ring or simultaneously attending high school and the local technical college.

Ally, age 17, is a senior at Cassville High School and will graduate in May 2022. She has also been achieving college credits through programs, such as the Youth Apprenticeship (YA) program at Southwest Technical College (SWTC), with an anticipated graduation of May 2023.

When you ask Ally about what the Youth Apprenticeship program has allowed her to attain, Ally says, "YA has allowed me to further my education and my career pathway, even beyond what I believed I could do. Through my parents, Ms. Schauer [Cassville Agriculture, Food and Natural Resources Professional Educator], SWTC Staff, Mrs. Martin [Cassville YA Coordinator] and Mr. Tom Martin,

CESA 3, I have before me a life I truly want to live."

Ally's passion for animals extends into her future career goals, as she hopes to attain an Animal Science degree. You will find Ally before the crack of dawn heading to work before class for four hours, then heading to class where she has a full twelve-credit course load. You'll also see her donating her time while being a member of the Wisconsin Electric Cooperative Association Youth Council.

When you ask Ally what she thinks of all she has accomplished, she says, "I don't think of what I do as extraordinary, but instead the result of the choices I've made to become the best I can be," said Ihm. "I truly looked at what was available to me and have taken the full advantage of my opportunities to obtain as much as what is afforded to me."

Ally also thrives as a student-athlete. She participated in volleyball, cross country, basketball, and track. She's also an outstanding member of the National Honor Society, Future Farmers of America, Forensics and the Student Council.

According to her teacher, Mrs. Martin, Cassville's Youth Apprentice Coordinator, "I don't know how Ally does it. She has so much on her plate, but you would honestly never know as she makes it all seem so effortless. She is a go-getter, is extremely organized, and has sights set on reaching her goals. I am so proud of her."

As for life beyond SWTC, Ihm commented, "I'm not sure what the future holds, but through YA and other programs, I have truly positioned myself for career and life success." Ally has a bright future ahead of her, and we're excited to see her thrive. ■



Skylar Ott
Cassville School District

Pathway: Powersports

Place of Employment: Prairie Motorsports

I am truly thankful for the opportunity Youth Apprenticeship has given me these last two years. At the start of my first year, I knew I wanted to be in the transportation industry; however, I just wasn't sure in what capacity. During my Junior year (year 1 YA), I participated in the Pioneer Ford Automotive Program. I thoroughly enjoyed this program but quickly found out I didn't want to work in Automotive. I love four-wheelers and dirt bikes and have always had a passion for riding and working on my ATVS.

This year (my second year of YA) I have had the opportunity to work at Prairie Motorsports. Working at Prairie Motorsports has helped me decide what my future holds. When I first started working at Prairie Motorsports I didn't think it would affect my future this much. Everyone would ask me what I wanted to do after high school and I would tell them I wasn't sure. Now, I know.

With the help of Rod, my boss at Prairie Motorsports, I plan on attending Iowa Lakes Community College to further my knowledge of powersports technology. Prairie MotorSports has offered to help with some of my college expenses and have unofficially offered me a position after I graduate.

None of this would be possible without the Youth Apprenticeship program and the help and guidance from Tom Martin at CESA 3 and Mrs. Martin at Cassville High School. ■

Lancaster Teacher Named Area Chamber of Commerce Educator of the Year



Lancaster Middle/High School Technology Education Teacher, Brian Knapp, was recently named the Lancaster Area Chamber of Commerce Educator of the Year. The Lancaster Area Chamber of Commerce honors an Educator of the Year during its annual banquet each February.

"Brian Knapp is an incredible asset for the students of Lancaster Middle School and Lancaster High School," said Lancaster High School Technology Education teacher Eric Mumm. *"Through his time at Lancaster Middle School, he has built lasting connections and relationships with his students."*

Knapp, a longtime educator at Lancaster Middle School, began overseeing Lancaster High School's building trades course this school year. *Mr. Knapp has done an incredible job with this program, particularly because of his diverse construction background and his supportive learning-friendly atmosphere,"* Mumm shared. *"Brian has taken an already-successful program and increased it by three-fold."*

Knapp also shares his time and talents outside the classroom as an assistant football coach, head boys basketball coach and head baseball coach.

"Brian's dedication to the school and student-athletes is top-notch," Mumm said. *"It is teachers and coaches like Mr. Knapp that make this a great school for our students. I am happy that I get to work and share a department with him."* ■

Virtual Welders Impact Beloit Turner 'Right Out of the Box' By: Tom Martin, CESA 3 CLR Coordinator



Through its partnership with CESA 3's Career & Life Ready Team, Beloit Turner students have been instantaneously turned on to metallic manufacturing! Nolan Otremba's students immediately gravitate to the \$50,000 of Augmented Reality welding systems, provided as a service of CESA 3's Career & Life Ready Team.

"As I told Tom [Martin, CESA 3 Career & Life Ready Coordinator] some weeks ago, we literally received these [augmented reality welders] and the kids peeled open the boxes, read the directions and began welding," said Nolan Otremba, Professional Technology & Engineering Instructor.

"These welding systems will truly get our students to where we believe they need to be in order to serve our Beloit partners as well as those throughout Rock County," Otremba mentioned.

CESA 3's Career & Life Ready Team wrote (7) Wisconsin Department of Workforce Development (DWD) Technical Education Equipment grants totaling over \$350,000 with River Valley, Riverdale, Prairie du Chien, Juda, Southwestern, Beloit Turner and Richland Center to obtain (14) augmented reality welding systems.

The purpose of the Technical Equipment grant is to reimburse school districts for the purchase and installation costs of technical education equipment used in training and technical education in advanced manufacturing fields, including costs for equipment operation software and instructional materials to train students.

"Thanks to CESA 3, our kids advance so much and will be a benefit to our region," Otremba added. *"We have truly found a partner in CESA 3 and couldn't be happier having them work for us!"* ■

For more information on these welding systems, use your phone to scan the code:



CESA 3 Youth Apprenticeship Program Has Record Year!

By: Chuck Keller and Tom Martin, CESA 3 Youth Apprenticeship Coordinators

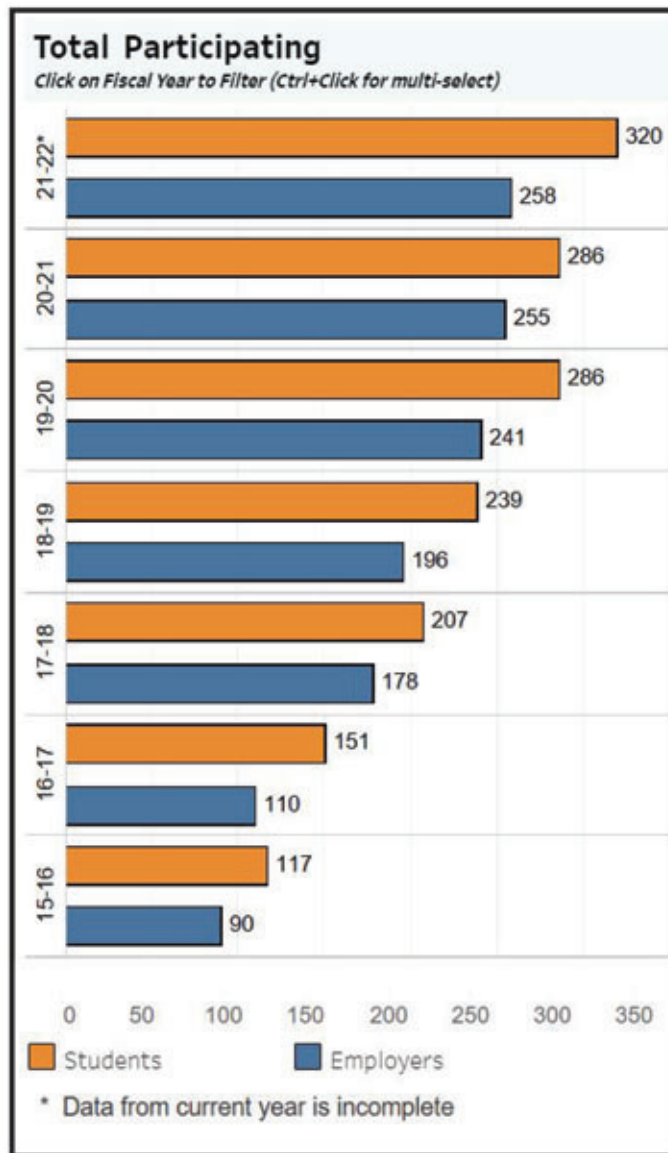


Report Name		Wisconsin Youth Apprenticeship Program	
YA-00 Status Report		Youth Apprenticeship Status Report	
Filters - Fiscal Year: 21/22			
Youth Apprenticeship Enrollees:	320	Active Employers:	258
Active Local Consortia:	1	Number of Schools for Enrollees:	32
Expected Completers *	249	Number of Districts for Enrollees:	32
Completers To Date **	3	Estimated Wages Earned:	\$1,716,389.83
* Enrollees who will graduate at end of year; other enrollees are in a two-year program.		Average Wage:	\$11.99

The CESA 3 Youth Apprenticeship program is a work-based learning program accredited by the Wisconsin Department of Workforce Development. To qualify, students must be a junior or senior, agree to work 450 hours per year in an approved career pathway, and take two semesters of instruction related to their pathway.

Our goal this year was to serve 289 students. Our actual total number of students served was 320. This is over a 400% increase in the last 8 years. Our students came from 32 districts and worked at 258 local employer sites in the region. The program has had a significant impact on the local economy. Our Youth Apprentices earned a minimum of \$1.71 million in wages this year.

CESA 3 is unique in that we pay for up to six postsecondary credits per student per year. That is a huge savings to the student and school district. If you would like to learn more about how your business or school district is participating in the Youth Apprenticeship Program, please contact Tom Martin (608-822-2154) or Chuck Keller (608-963-0605). ■



Boscobel Student “Pilots” New Aviation Youth Apprenticeship Pathway - First Aviation YA in Wisconsin

By: Chuck Keller and Tom Martin, Youth Apprenticeship Coordinators



Boscobel Youth Apprentice Grahame Loomis (L) with his mentor Jason Edwards (R) owner of Edwards Aircraft Service.

Boscobel student, Grahame Loomis, has always enjoyed engaging in hands-on learning, especially in his Technology Education classes. He knew he wanted a career where he could use his mechanical talents to creatively problem-solve. The stars aligned for Grahame when he was introduced to Jason Edwards, owner of Edwards Aircraft Service, by his Technology Education Teacher, Mr. John Moran. Mr. Moran and Mr. Edwards had created a career exploration partnership that afforded Boscobel students the opportunity to tour the Boscobel Airport and learn about all the opportunities there.

This career exploration led to an opportunity for Grahame to start a career in aviation with Edwards Aircraft Service as a Youth Apprentice. Under the mentorship of Jason Edwards, Grahame is working towards earning Federal Aviation Administration certification which allows a mechanic to inspect and maintain U.S.-registered civil aircraft.

Boscobel Guidance Counselor, Rhonda Scallon, was instrumental in assisting Grahame in qualifying for the Youth Apprenticeship Program. Ms. Scallon has one of the most active Youth Apprenticeship programs in southwest Wisconsin and is a program veteran. Even with all her experience, Rhonda was unsure of what pathway to place Grahame. It was discovered that one didn't exist. After explaining the situation to CESA 3 YA Coordinator Chuck Keller, it was found that the Department of Workforce Development (DWD) was finalizing plans to an Aviation Maintenance pathway beginning in the fall of 2022. Keller was able to obtain permission from DWD to “pilot” the program with Grahame this year.

DWD Youth Apprenticeship Coordinator, Olivia Conklin, who is responsible for rolling out the Aviation Pathway commented this was the perfect “pilot” site

Regional Career Pathways Update

By: Darla Burton, Regional Career Pathway Coordinator



In conjunction with a grant from the Wisconsin Department of Wisconsin, Regional Career Pathways, (RCP) and Prosperity Southwest, the CESA #3 districts have been working on completing their Regional Career Pathway maps in Architecture and Construction as well as Patient Services. Once students have identified their Academic and Career Plan (ACP), the Regional Career Pathway is an efficient way to zero in on specific coursework, post-secondary training and careers in the Southwest Wisconsin region. Students participate and complete a pathway by:

- Taking a sequence of aligned courses,
- Earning an industry-recognized credential,
- Enrolling in dual college credit classes,
- Participating in career-based and work-based learning experiences, and
- Accessing related Career and Technical Education (CTE) student organizations

For more information, please see <https://dpi.wi.gov/pathways-wisconsin>. Individual district maps will be posted soon at: <https://dpi.wi.gov/pathways-wisconsin/regional-pathways-project>

If you have any questions or would like more information, please contact Regional Career Pathway Director, Darla Burton at dburton@cesa3.org or at 608.822.2147. ■

(see Aviation YA, page 19)

Your School Could Become an Energy Bus Certified School

By: Ellie Olson, Leadership Coaching/
EE Coordinator



The Energy Bus is a book that was written by Jon Gordon. The Jon Gordon Companies has written a curriculum for schools in grades K-12 to bring the rules of the Energy Bus to life in schools. Ellie Olson has created a relationship with The Jon Gordon Companies to support schools that decide to make the decision to be a Certified Energy Bus School.

What does this mean? If a school becomes a Certified Energy Bus School, the staff and students have decided to commit to working to live the rules of the Energy Bus. These rules help adults and children have a mindset to live life in a positive way. Lessons are taught in the classrooms and the whole school takes time to reflect and learn about the rules in staff meetings and at assemblies:

1. You're the driver of your bus
2. Desire, vision, and focus move your bus in the right direction
3. Fuel your ride with positive energy
4. Invite people on your bus and share the vision
5. Don't waste energy on those who don't get on the bus
6. No energy vampires allowed
7. Enthusiasm attracts passengers
8. Love your passengers
9. Drive the purpose
10. Have fun and enjoy the ride

If you see the Certified Energy Bus School Symbol in a school, you know that school is taking steps each day to think with a growth mindset, be positive which impacts productivity, and create a culture that you can feel and experience by just walking into the main entrance. Please contact Ellie Olson for more information. ■

CESA 3 Math Menu for the 2022-2023 School Year

By: Kristin Galle, Personalized/Digital Learning Coach
Ellie Olson, Leadership Coaching/EE Coordinator

CESA 3 is eager to share our Math Menu for the 2022-2023 school year. What is the Math Menu? This is a place where Ellie Olson and Kristin Galle have planned and scheduled out a year of math professional learning opportunities for all educators PK-12. Our keynote speaker to kick off the 2022-2023 school year is Peter Liljedhal, the author of *Building Thinking Classrooms in Mathematics*.

Our team at CESA 3 is looking forward to supporting districts in this work. With your district registration to the keynote speaker, you get full access to the materials from Peter Liljedahl to use for the entire 2022-23 school year. This means a team can participate live, and then share their learning and Peter's materials with your entire district during your professional learning time throughout the year.

Keynote Speaker: Peter Liljedhal, Author of *Building Thinking Classroom in Mathematics*

Audience: K-12

Date: August 2nd & August 3rd

Time: 8:30 AM - 11:30 AM

Cost: \$2,500 per district/\$750 per teacher
(with one-year access to the videos)



Peter Liljedhal

The year-long professional development is supporting the vision of Wisconsin Mathematics Education. CESA 3 is here to guide our teachers and school leaders in the process of exploring the Wisconsin Mathematics Vision with multiple learning opportunities. We look forward to working with you in 2022-2023 to learn and grow for all of the students in our region. ■ For more information, please contact:

Kristin Galle
kgalle@cesa3.org
608-732-5460

Ellie Olson
eolson@cesa3.org
608-379-2218

~ Please see Math Menu 2022-2023 on pages 16 & 17 ~



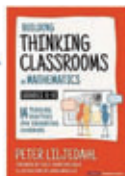
MATH MENU

2022-2023

KEYNOTE

THINKING CLASSROOM IN MATHEMATICS WITH PETER LILJEDAHL

DATES: 8.2.22 & 8.3.22
PLATFORM: ZOOM & SCHOOLGY
TIME: 8:30 - 11:30 AM
COST: \$2,500 PER DISTRICT/ \$750 PER TEACHER
AUDIENCE: K-12



YEAR LONG EVENTS

AFTER "MATH": MS/HS NETWORK MEETING

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

TEAM/DEPARTMENT COACHING AND PERSONALIZED PD

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

INITIAL MATH EDUCATOR COACHING/MENTORING

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

FORMATIVE MATH ASSESSMENT SERIES

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

IN-DISTRICT COACHING

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



Contact Information:

Kristin Galle (kgalle@ces23.org) Ellie Olson (eolson@ces23.org)

SUMMER 2022

PURPOSEFUL QUESTIONING IN MATHEMATICS

DATE: 7.18.22
TIME: 8:30 AM - 9:30 AM
PLATFORM: ZOOM WEBINAR
COST: \$25
AUDIENCE: K-5

PURPOSEFUL QUESTIONING IN MATHEMATICS

DATE: 7.18.22
TIME: 10:00 AM - 11:00 AM
PLATFORM: ZOOM WEBINAR
COST: \$25
AUDIENCE: 6-12

IDENTITY, PRACTICES, EQUITY, BELIEF

DATE: 7.19.22
TIME: 9:00 AM - 10:00 AM
PLATFORM: ZOOM WEBINAR
COST: \$25
AUDIENCE: K-12

ASSISTING STUDENTS STRUGGLING WITH MATHEMATICS: INTERVENTION IN THE ELEMENTARY

GRADES
DATE: 8.9.22
TIME: 9:00 AM - 10:00 AM
PLATFORM: ZOOM WEBINAR
COST: \$25
AUDIENCE: K-6

SUPPORTING ELS IN MATH

DATE: 8.9.22
TIME: 10:30 AM - 11:30 AM
PLATFORM: ZOOM WEBINAR
COST: \$25
AUDIENCE: K-12

LEARNING TRAJECTORIES AND EARLY LEARNING MATH: COUNTING, SUBITIZING, COMPOSING

DATE: 9.17.22
TIME: 8:30 AM - 11:30 AM OR 12:00 PM - 3:00 PM
LOCATION: CES 3, FENNIMORE, WI
COST: \$25
AUDIENCE: K-5

Register: www.myquickreg.com

Dates and Time subject to change

MATH MENU

2022-2023

FALL 2022

MATH MODELING (3-PART SERIES)

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

IDENTITY, PRACTICES, EQUITY, BELIEF

DATE: 11.15.22
TIME: 9:00 AM - 10:00 AM
PLATFORM: ZOOM WEBINAR
COST: \$25
AUDIENCE: K-12

FACT FLUENCY

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

ASYNCHRONOUS PD

MATH STANDARDS (PHASE 1)

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

BUILDING NUMBER SENSE 4K-3

DATES: 10.18.22, 11.7.23, 5-9.23
PLATFORM: SCHOLOGY
COST: \$300 PER TEACHER
AUDIENCE: 4K-3

STANDARDS OF MATH PRACTICES

(TEACHER AND STUDENTS SMP)

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

SPRING 2023

DIGGING INTO THE MATHEMATICAL SHIFTS (5-PART WEBINAR SERIES)

DATES: 1.16.23, 1.23.23, 1.30.23, 2.6.23, 2.13.23
TIME: 3:45 PM - 4:45 PM
PLATFORM: ZOOM WEBINAR
COST: \$25 PER WEBINAR
AUDIENCE: K-12

DIGGING INTO THE MATHEMATICAL SHIFTS/ PRACTICES

DATES: 1.16.23
TIME: 9:00 AM - 11:00 AM
PLATFORM: ZOOM WEBINAR
COST: \$50
AUDIENCE: PRINCIPALS

FACT FLUENCY

DATE: 2.7.23
TIME: 3:45 PM - 4:45 PM
PLATFORM: ZOOM WEBINAR
COST: \$25
AUDIENCE: K-5

IDENTITY, PRACTICES, EQUITY, BELIEF

DATE: 3.28.23
TIME: 3:45 PM - 4:45 PM
PLATFORM: ZOOM WEBINAR
COST: \$25
AUDIENCE: K-12



Contact Information:
Kristin Galle (kgalle@cesaz.org) Ellie Olson (eolson@cesaz.org)

Register: www.myquickreg.com
Dates and Time subject to change

Iowa-Grant M.S. Student Highlighted in "Hearing Our Way" Magazine

By: Jen Richardson, Lisa Zabel, and Pam Kurihara
Cesa 3 Deaf and Hard of Hearing Department



In the Winter Edition of the "Hearing Our Way" magazine, 6th grade student, Evelena Lindscheid, from Iowa-Grant Middle School was featured. "Hearing Our Way" is a magazine for kids and teens with hearing loss that is published four times a year. This is a great magazine for students to learn and grow as individuals with hearing loss.

In Evy's article, she shared her hearing journey from her diagnosis as a baby to getting her cochlear implants at age one to becoming a middle schooler at Iowa-Grant Middle School. Evy talked about her love of animals and spending time at her grandparents farm. Evy wrote about overcoming obstacles

when it comes to her hearing loss and how her experiences have led her to traveling to conferences in Kansas City and Philadelphia to talk about her Cochlear Implants.

In the article, Evy talks about how important it has been for her to have a friend in her class with hearing loss. In fact, her friend, Lyla Moen-Hines was featured last summer in the Sibling Spot section of "Hearing Our Way"! Evy's article concludes with Evy sharing her future goals and giving her best advice to other kids with hearing loss, "*When life gets you down, get back up and try again! There may be some people that don't believe in you along the way, but all that matters is that you believe in yourself.*"

Evy was thrilled to be selected as the feature article for the magazine. She worked hard to include valuable information for others with hearing loss to read. Evy is proud to be a role model to others with hearing loss. She wants others to know that they are TOUGH and even though they only have one voice, that voice can be strong! **Congratulations Evy, we are proud of you!** ■

For more information and to subscribe, please visit:
www.hearingourway.com

(Reprinted with permission from "Hearing Our Way" Magazine.)

DHS Student Speaks About Optimism

By: Jen Richardson, Lisa Zabel & Pam Kurihara
Cesa 3 Deaf and Hard of Hearing Department



Each year the International Optimist Club sponsors a Communication Contest to give students who are Deaf or Hard-of-Hearing an opportunity to present their ideas to an audience and better prepare themselves for the future.

The Platteville Optimist Club makes the contest available locally because they believe that students should be given a chance to express their thoughts and ideas. They believe this is a wonderful opportunity for students who are deaf or hard of hearing to present their ideas to the community. The Optimist Club judges participants based on content and presentation and awards scholarships at the district level.

Erick Tomas, freshman at Dodgeville High School, entered the contest last spring. The topic for his speech was, "*Healing the World through Optimism*". Erick was nominated to write the speech by his former teacher, Terri Ellis. Erick, his mom, Julie, and his D/HH teacher, Pam Kurihara, worked on the speech as part of his weekly Deaf and Hard of Hearing sessions.

Erick gave his speech virtually at the local and then the district level. Last May, he was awarded a scholarship that was presented to him by Maxine Lane, local Optimist Club member. Erick's speech touched on the three biggest issues he feels work against being optimistic in our world: getting along with others, learning about differences, and taking care of our planet.

Erick talked about countries getting along better with each other by showing compassion for each other. He feels that people need to learn more about other cultures so they can be more tolerant of differences. He also discussed the toll pollution has taken on our planet. He believes that taking care of our planet would help the environment, animals and humans. Optimism, to Erick, means that if you throw kindness out to someone you get kindness back.

He would like the world to be a positive, peaceful place where a hopeful future is possible. He believes that the world can be a better place.

Erick was excited to be able to present his ideas to the Optimist Club. Even though he was nervous to speak, he felt good about sharing his message to others. A big thank you to the Optimist Club of Platteville for sponsoring this event. Congratulations to Erick for his hard work! We are proud of you, Erick! ■

(from page 14, Aviation YA)



the program. DWD is looking to support rural airports in Wisconsin to train and attract the next generation of labor force. Edwards Aircraft Service, Jason Edwards, and the Boscobel Municipal Airport are perfect examples of what this program is designed for. Jason Edwards' qualification to deliver the Aviation Maintenance Fundamentals curriculum and his willingness to mentor Grahame makes this an ideal situation.

For more information about this program please contact CESA 3 YA Coordinators Chuck Keller or Tom Martin. ■

Creating a New Level of Achievement for Students in English/Language Arts

By: Brad Van Epps, Educator Development & Support



Brad Van Epps from CESA 3 has been providing coaching for Weston's English Language Arts teachers over the past two years. During his visits, he observes and coaches Weston's English educators in their classrooms.

Tammy Braun and Linda Champagne have been working hard at changing the ELA curriculum at Weston and are asking more of their students. They are already seeing results from this new effort.



The junior high and high school students always enjoy when Mr. Van Epps, the "book guy" comes to Weston even more than his recorded or live virtual book talks.

Weston Schools, with the effort of curriculum director Molly Kasten and the assistance of Brad Van Epps, are creating a new level of achievement for those students in English/ Language Arts. ■



From the ESL & Title III Department...

By: Valerie Shaw, CESA 3 English Learner Support & Programming

CESA 3 Professional Development for ALL Teachers!

The English Language Learner/Title III division at CESA 3 is pleased to announce Professional Development opportunities that will enhance all teachers' abilities to work directly with English Learners. Each year our districts enroll more English Learners and all teachers need to be prepared to work with all English Language Proficiencies. With targeted Professional Development, districts can rest assured that teachers will be well prepared to plan and implement best practices for all students, regardless of their language background.

For questions or more information, please contact Valerie Shaw, ESL Director/Title III Program Coordinator at CESA 3 - vshaw@cesa3.org. ■

INTERVENTIONS!

This year, CESA 3 purchased Essential Skills Reading K-3 and Nessy.com as the interventions that you can use with English Learners in your districts. As an added member benefit, you have Consortium Credits based on your district Title III allocations, which gives you a certain amount of intervention seats at no additional cost this year.

There are some districts who have not used any of the interventions this year so if you haven't accessed these interventions yet, please

reach out to Valerie Shaw for assistance - vshaw@cesa3.org.

These interventions will go through summer 2022, so think summer school as well as how you can use these interventions now until the end of the school year!

If you have been using these interventions, please email vshaw@cesa3.org with feedback! Additionally, if you have other interventions you'd like to try, please let her know. ■

PILOTS!

Scholastic W.O.R.D. - free of charge - a six-month Pilot running from October 1, 2021-April 1, 2022 with unlimited seats! This pilot ends April 1, 2022 and we hope your teachers have taken advantage of it. If they have and they would like to use it again next year, please have them reach out to us.

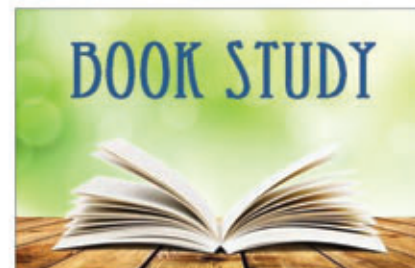
Scholastic W.O.R.D. *supercharges vocabulary acquisition and deepens comprehension* for students in Grades K-5. By teaching new words in context across the content areas, W.O.R.D. builds vocabulary in service of knowledge, new words in context across the content areas, W.O.R.D. builds vocabulary in service of knowledge.

With flexible 20-minute sessions, W.O.R.D. is the digital solution for vocabulary and word study—an essential component of any comprehensive literacy program

W.O.R.D. fits into any existing *K-5 literacy program* with digital instruction that students can access anytime, anywhere and from any device.

If interested for NEXT school year, please email Valerie Shaw, vshaw@cesa3.org. ■

BOOK STUDY for Professional Development



We've had a great time learning about English Learners and the strategies that work best! One of the books that we read this year is *"Unlocking English Learners' Potential-Strategies for Making Content Accessible"* (by Fenner and Snyder). I highly recommend it! If you have suggestions for next year's book study or want to be notified so you can participate in our book studies, please let me know.

Our book studies are stress-free discussions of what we've read in order to digest and react immediately, instead of waiting for weeks for discussion. The fast pace will be enjoyable and we will all leave feeling that we've learned a lot in a short amount of time that is applicable to any classroom or district! ■

Newsletters!

Be sure to let me know if you are not receiving the CESA 3 ELL & Title III Newsletters! We want to make sure you are informed on all things about English Learners/Title III! To be added to the list, please email Valerie Shaw at: vshaw@cesa3.org

ELD Standards Implementation

DPI will be requiring all Wisconsin districts to implement the WIDA ELD standards into all classrooms and provide evidence at the classroom levels of language objectives and LIEP (Language Instruction Education Plan).

What does this mean? The focus is shifting to recognize that ALL teachers are language teachers, regardless if you are teaching ELs or native speakers new content and academic vocabulary.

This does not negate the need for ESL teachers, but rather provides clarity and focus for all districts to formulate robust, standards-based content and language objectives that will help ALL students reach academic proficiency in every content area.



Title III Meetings

This year, we've had drop-in Zoom Title meetings for anyone who had questions about English Learners. We will continue to do so but also be aware that you can schedule an appointment with Valerie Shaw anytime to discuss specifics to your individual district needs.

In addition, DPI has not had regular Title III meetings as in the past, but be advised that I will reach out to all when any updates on Title III and English Learners are communicated to me from the State level.

Questions? Suggestions? Concerns? Please take time to reach out! vshaw@cesa3.org

(from page 4, Continuous Improvement)

They create a goal to recruit five certified teachers for each new vacancy.

D2- Current employees share what they appreciate about being employed in the district. Those items are tallied and discussed while leaders gain an understanding of why and when those positive items were implemented into the district.

D3- The district gathers data from current college students in the school of education about the attributes that would be a part of their dream district. They are also asked about what draws their attention to certain employers as they seek jobs. Current employees are asked what input they have in regard to what would make their current employment situation even better. They might be asked what would have been more helpful in their first few years at the district both in terms of working conditions, financial incentives, and benefits.

D4- The district examines what was learned from D2 and how new strategies learned in D3 can be added or replace D2. The district formulates strategies with the purpose of achieving D1.

D5- The district identifies individuals responsible for specific actions identified in D4. This might include the school board examining benefits. It could be a group of teachers responsible for recruiting new individuals into the district. It could be principals identifying recruitment strategies. It could be social media campaigns. In this stage action must occur from individuals within the organization.

This process can be used with any identified improvement needs within a school. Its purpose is to recognize the legacy, traditions, and strengths of a district to maintain an identity while engaging in a process that adapts the organization to maintain its effectiveness and relevancy.

The point is, we are in a much different place than we were pre-pandemic. If we are not dynamic and cannot adapt, then students and teachers will find schools that better meet their needs

and expectations. Appreciative Inquiry is one of many models to consider school improvement. It really does not matter what model a district uses as long as its members understand that they must identify key priorities in the continuous improvement cycle. ■



Improvement Leadership in Rural Schools: Is it on Your Calendar?

By: Lisa Arneson, PhD
Director of School Improvement

The unique challenges that rural school leaders encounter daily pull them in multiple directions. From driving bus to subbing to contact tracing, the to-do list of most rural leaders often means leading continuous improvement efforts to ensure equitable outcomes for all students gets pushed to the bottom of the list. In order to better support continuous improvement in our schools and elevate the leadership skills necessary for change, we are proud to introduce our new Improvement Leadership Workbook, ready for use in the 2022-23 school year.

In a 12-month calendar format outlining two leadership team meetings per month, CESA 3's Improvement Leadership Workbook fosters shared leadership and teaming, strategic data use beyond traditional test score analysis, and materials and resources to support school leaders in leading improvement work. Users of the workbook can be assured that it is built upon a solid research-base in school improvement and change theory, and the workbook is aligned to DPI's

(see Improvement Leadership, page 30)

What Does a Speech Language Pathologist Do?






By: Ashley Alvrado, Speech and Language Pathologist

Have you ever wondered what a *Speech Language Pathologist (SLP)* does? Thankfully, May is on the way and is recognized as Better Speech Language Hearing Month (BSLHM).

What does an SLP do?

Speech Language Pathologists (SLPs) work to prevent, assess, diagnose, and treat speech and language deficits across the lifespan. (Connected Minds Speech via teacherspayteachers.com, Better Speech and Hearing Month Handouts and Posters)

A speech language pathologist treats difficulties with:

Treatment Areas	Other Names		What it is
Speech Sounds	referred to as "articulation"		how we say and put sounds together into words
Fluency	referred to as "stuttering"		How our speech flows
Social Language	referred to as "pragmatics"		How we follow social rules
Receptive Language			How we understand what we hear or read
Expressive Language			How we understand words or symbols to tell others what we are thinking
And More!	Voice Disorders	Cognition and Memory	Swallowing and feeding disorders

(Adapted from Speech Cube's "What is an SLP?" Handout via teacherspayteachers.com)

An SLP can support classroom skills such as:

Reading and Writing:

Vocabulary, word finding, reading comprehension, inferencing, figurative language, pronounce and discriminate sounds, describing

Math:

Following complex directions, sequencing, math vocabulary

(Information gathered from Beautiful Speech Life, "How an SLP can help a classroom teacher (BSHM)" via teacherspayteachers.com)

Interesting Facts:

- The 2nd most common reason for special education services in public schools is speech/language impairment (ASHA, 2015)
- 11% of children ages 3-6 have a speech, language, voice, or swallowing disorder and by the first grade, roughly 5% of children have noticeable speech disorders (ASHA, 2019)
- Ellen DeGeneres, Amy Schumer, Steve Jobs, Fergie, and Jenifer Love Hewitt all have moms that are/were SLPs
- 1 in every 10 Americans (28 million) have some form of hearing loss (asha.org)



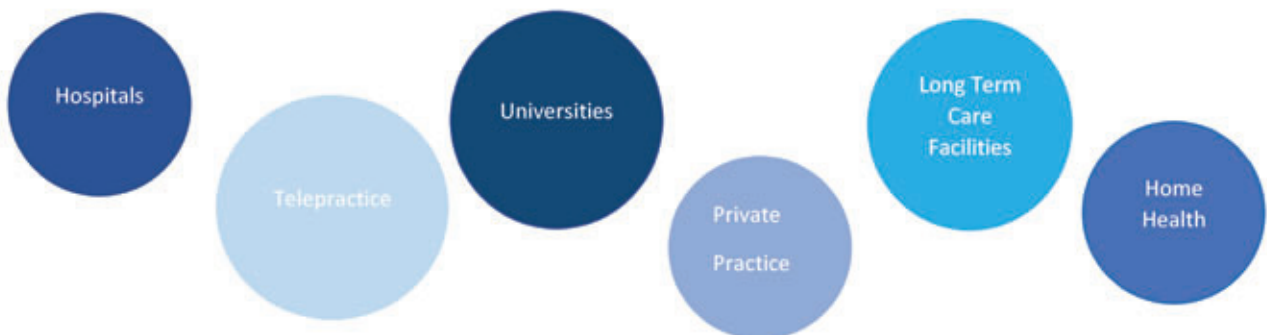
(Facts gathered from Speech to the Core and The Speech Chicks resources on teacherspayteachers.com)

How can you practice vocal hygiene to prevent voice disorders as an educator?

- Stay hydrated
- Reduce caffeine intake
- Use audio enhancement systems/microphones
- Get plenty of sleep
- Take vocal rest as often as you can

(Information from Sunny Day Speech BSHM vocal hygiene tips handout via teacherspayteachers.com)

Where do SLPs work besides schools?



(Information from Connected Minds Speech via teacherspayteachers.com, Better Speech and Hearing Month Handouts and Posters)

Logo for Better Hearing & Speech Month 2022, featuring a stylized ear and the text "2022 Better Hearing & Speech Month CONNECTING - PEOPLE".

Each **MAY**, Better Hearing & Speech Month (BHSM) provides an opportunity to raise awareness about communication disorders and the role of ASHA members in providing life-altering treatment.

Project SEARCH Happenings

By: Dave Gluch & Jim Nelson
Project SEARCH
Instructors

Project | SEARCH®



(This is a continuation from the Winter 21-22 Issue of *Cornerstone* - highlighting Project SEARCH Interns.)

Project SEARCH program is focused on providing education and training to young adults with intellectual and developmental disabilities. This is all accomplished through an innovative workforce and career development model that benefits the individual, workplace, and community as well as through a team approach between our collaborating partners.

What does the model look like?

Through an internship format, this nine-month program follows an academic school year calendar and is geared towards 10-12 selected students who will be entering their last year of a transitional high school program. A host business (UW-Platteville) provides internship opportunities in multiple departments across the campus.

To further enhance the students total immersion in the workplace, there is an onsite classroom/work space in Doudna Hall which is home to the interns, instructor (provided by CESA3) and job coaches (provided by the Hodan Center). Interns participate in three, 10-week internships to explore a variety of career paths during this important transition from school to work experience.

On March 11th, the interns completed their second of three ten-week internships. Interns were placed in Dining Services at The Crossings and Bridgeway, Student Activities Desk at the Markee Pioneer Center, Custodial at Ullsvik and Warner Halls, Department of Performing and Visual Arts, and the Office for Students with Disabilities.

Please contact Dave Gluch: dgluch@cesa3.org or Jim Nelson: jnelson@cesa3.org for more information. ■



Sam Gilmore waiting on customers at the Bridgeway Stations Dining Hall

Sam Gilmore

"Hi, I'm Sam Gilmore. I went to school in **Boscobel**, and I am now attending Project SEARCH at the University of Wisconsin – Platteville. I just finished up my internship rotation at the Bridgeway Stations Dining Hall and will be moving on to the Pioneer Crossing Dining Hall where I will work as a floor supervisor as well as assist in the dish room. I am enjoying Project SEARCH and appreciate working with all the people on campus. After I graduate from Project SEARCH on June 2nd, I would like to work at the Boscobel Dairy Queen or the Boscobel Kwik Trip."



Payton Gibson with his supervisor Nancy at Jamba Juice

Payton Gibson

"My name is Payton Gibson, and I went to **Cuba City High School**. I have been at Project SEARCH all year and have enjoyed being in this program very much. I have friends here on campus from my high school and it's nice to see them once in a while. My last internship was at the Jamba Juice in the Bridgeway Dormitory. I worked with Nancy. She and I waited on the students and made the smoothies for them. I also got to run the cash register. My next internship will be in the custodial department on the UW-Platteville campus. After I'm done with Project SEARCH, I would like to work in Cuba City with the city maintenance department."



Tom Abell with three of his co-workers from UW-Platteville

Tom Abell

"Hello, my name is Tom Abell. I am from **Potosi**, Wisconsin and I have been at Project SEARCH this year learning about job skills through my internships on the campus. My last internship was in the Students with Disabilities



Harnessing Abilities 2022

“WORKING on Inclusive Employment Opportunities”

August 23, 2022

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

Those attending will leave with ready-to-go plans for next steps in either gaining employment or providing a business model open to inclusive employment opportunities for all community members.

WHO SHOULD ATTEND: Employees and their Supporters, Businesses/Employers, Educators, Supportive Agencies, and those wishing to be inclusive for all community members.

WHAT THE DAY WILL LOOK LIKE:

A Keynote Panel Speaking on -

- We did it and you can too, from the perspective of local employers, employees, educators, and supportive agencies.

Interactive Panels in the Areas of -

- How to plan for employment for all
- How to start your employment plan
- Who to have on your team

Vendor Networking

Learning from a Work Incentive Benefits Specialist

NEW THIS YEAR: Youth Track - Opportunity for youth from CESA 3 High Schools to build leadership and employment skills.

Cost: \$45.00/attendee (includes lunch) - payment prior to event is encouraged. Please make checks payable to CESA 3-Harnessing Abilities. Cash payments need to be for exact amount. School district or agency personnel can be invoiced by CESA 3. Please register at MyQuickReg.com. Contact Rose Cutting for more information: rcutting@cesa3.org.

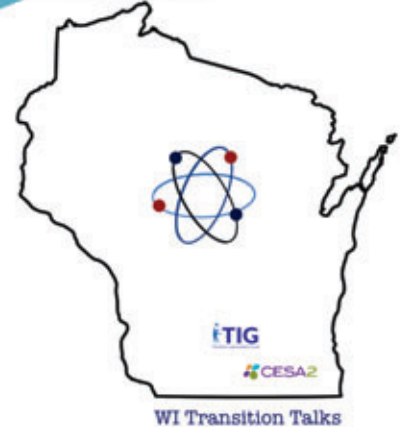
Register Today - Space is Limited!



Prairie du Chien
Area School District



Wisconsin Transition Talks Podcast



Join Brian Kenney from the Transition Improvement Grant (TIG) and Stacy Duffy, the Transition Specialist at CESA 2, for an exciting new podcast series, entitled, “Wisconsin Transition Talks with Brian and Stacy.” Each episode features a guest interviewee and focuses on transition topics related to improving post-secondary outcomes for students with IEPs.

These free podcasts are available on the first and third Thursday (starting August, 2021) of each month, with the first featured topic of Youth Build and Redefining Ready. Future Podcast topics include:

- Post-Covid Best Practices for Student Mental Health
- Promoting Inclusion through the use of Assistive Technology
- Post-secondary Transition Planning - Connecting Youth Apprenticeships & Registered Adult Apprenticeships
- Beyond Age 18
- CTE / STW - Industry Credentials /Certificates
- Inclusion: Assistive Technology
- Delivering SDI Minutes in the General Education Setting
- Post Secondary Planning and Prep - Bridging secondary to post-secondary (Think College)
- Delivering Pre-ETS services
- And many more!

The Wisconsin Transition Talks podcast can be found on the Transition Improvement Grant website at: <https://witig.org/course/tig-podcasts/> or the CESA 2 website at: <https://www.cesa2.org/services/wi-transition-improvement/>

River Ridge H.S. Students Participate in Mini-Business World at CESA 3

By: Linda Dilley, River Ridge H.S. Teacher

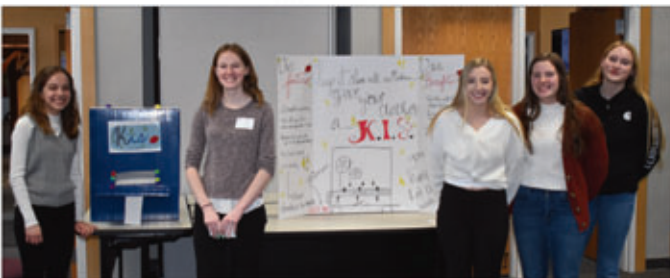
River Ridge Future Business Leaders of America (FBLA) students attended Mini Business World, "we loved seeing these young entrepreneurs' ideas! Thank you to all the **Wisconsin Sponsors** and **Wisconsin Business World** for the fun day and to **CESA 3** for hosting." ~ Linda Dilley, Business Education Teacher, FBLA & Yearbook Adviser for River Ridge High School.



"Stand-Able"



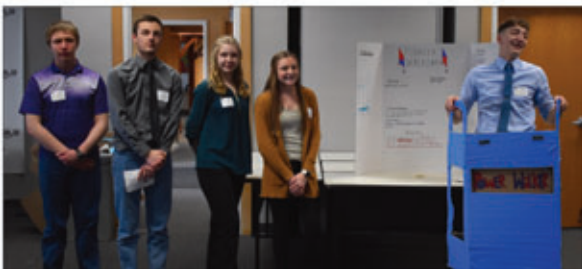
"Companion Communicator By: Bark"



"Give Your Clothes a K.I.S."



"EZ Sauce"



"Pioneer Walking"



"Bangin' Birthdays"



"Invisa-Hat"

Lit Wars 2022

By: Meredith Biba, Elementary
Literacy Specialist

On March 8th, CESA 3 welcomed the following schools to compete in Lit Wars 2022: **Barneveld, Benton, Cuba City, Fennimore, Iowa-Grant, Lancaster, Platteville, Potosi, Richland, Riverdale, Wauzeka, Weston** (and St. Mary of the Assumption School, Richland Center). In preparation, 4th & 5th grade students are asked to read 6 different novels. Students answered a total of 150 questions throughout the morning! Wow!!!!



Math Wars

By: Meredith Biba, Elementary
Literacy Specialist

THANK YOU to all 13 schools that joined us today for our 5th Grade Math 24 Competition! Those districts include: **Argyle, Cuba City, Darlington, Fennimore, Iowa-Grant, Lancaster, North Crawford, Platteville, Richland, Riverdale, Wauzeka, Weston** (and St. Mary of the Assumption School, Richland Center). Double Digits are a challenge and these kids make it look easy!



Top Youth Apprenticeship Schools Honored

By: Chuck Keller and Tom Martin, Youth Apprenticeship Coordinators

Ithaca and River Valley School Districts were recognized for being the top in Youth Apprenticeship (YA) participation by the CESA 3 Career and Life Ready Team. Both schools had 30 students each enrolled in the YA program this year. Combined, the two schools had 60 of the 320 Youth Apprentices in Southwest Wisconsin this year. One secret to the success of both schools are strong Career and Technical Education programs and the relationships they have developed with businesses in their communities. If you would like more information on how you can help your school become a top Youth Apprenticeship school, please contact Tom Martin (608.822.2154) or Chuck Keller (608.963.0605).



Chuck Keller (at left) with River Valley Career and Technical Education Teachers Carla Carmody, Heidi Radel, Shari Graffunder, Robby Jacobson and River Valley District Administrator, Loren Glasbrenner



Chuck Keller, Monica Kershner, Ithaca School-to-Work Coordinator, and Julie Prouty, Ithaca District Administrator



(from page 5, ESSER 3)

is increased or school levy credits are increased, these dollars substitute for the responsibility of the local property tax. The reason it is confusing is because when the headlines of the newspaper or news station reports increases to school funding, there is a misconception schools are getting more dollars. In reality they may have the same dollars to cover costs, but fewer dollars are coming from the levy.

Let's take a look at a very simple explanation. Let's say that District A has a revenue limit of \$10 in this year. Now let's assume the district receives 70% of its revenue from equalized aid. That means \$7 will come from the state and leaves \$3 for the local levy. Now let's say it is reported that next year equalized aid is going to be increased by 1% but the revenue limit will stay the same. That now means next year, the school is still going to receive \$10 in revenue.

The only difference is that the state is providing \$8 and the local levy now drops to \$2. In this example the state substituted tax dollars, but did not provide more for the school. Though this works out well for the local taxpayers, the school district's expenses are likely increasing. In this example, the district has to make a plan to cover next year's increased costs with the same \$10 they had last year.

Now, let's continue this simplified scenario to see how it plays out. We know in the example in the previous paragraph, the state substituted a dollar so the local taxpayers will see their local levy drop to \$2. If inflation is at 5% in this example, now the district has to cover \$10.50 while being \$.50 short. In order to have a balanced budget, they either have to cut \$.50 worth of expenses or find a way to increase revenue by \$.50.

In other words, even though the state provides more dollars, the district did not receive more revenue to cover expenses because the revenue limit was not allowed to be increased. Instead, it just changed the amount the state covered. In short, $8+2=\$10$, $7+3=\$10$, $5+5=\$10$. In order to cover

increased costs, the school district needs the \$10 portion of the equation to increase in order to cover the \$10.50 worth of expenses.

Now, let's look at how revenue is being covered this year with the same simple example. We now need \$10.50 in this example to cover the new expense. The state is covering \$8 and the levy is still covering \$2, but ESSER 3 dollars are covering the 50 cents. That will help many districts break even in the upcoming fiscal year.

However, as we think about what will be needed in the next biennium, expenses will likely bump up to \$11.50. That means to keep the local levy at \$2 to cover the new expenses, the state will now have to provide \$9.50. In this simple example, that equals 18.75%. This makes sense because there will be no federal dollars to substitute. That means the state will have to make up for the federal dollars and account for increased costs for two years in front.



This is just one example of one configuration, but it provides an example in simple dollars with what we are up against. There are also other revenues to consider other than the levy. There are categorical aids that cover costs such as transportation, special education, and supplemental per pupil aid. In short, to provide more dollars the state is projecting more revenue collections because of the economy and catch up with the state reserves (AKA: The Rainy Day Fund).

If the state is not able to provide dollars to help us balance our budgets then we may have to change our expectations. Cutting is likely not the answer as many districts cut their way to balanced budgets for several years in a row. If the state does not provide the revenue equal to the inflationary costs, then districts will likely consider operational referenda.

As we contemplate these scenarios, we must ask ourselves these questions. Is it realistic for us to think we can maintain a tax rate similar to the simple example above of \$2? It's hard to fathom.

Though these are hard decisions, many of us in leadership positions never had to have an annual meeting in front of dozens of taxpayers proposing \$20 mill rates like board members in the 1980s and early 90s were required to do. Even in our most heated COVID meetings, we still did not face what many boards faced when required to propose \$20 mill rates in order to balance the budget. On the contrary, never in history have we asked so much of our schools and without state-aid we would not be able to meet those expectations.

Leaders at both the state and local levels have tough jobs. Though the formula and state budget is a complex process, hopefully this article was able to add to your perspective as local leaders. ■

(from page 21, Improvement Leadership)

Continuous Improvement Criteria and Rubric, as well.

CESA 3's Lisa Arneson introduced the Improvement Leadership Workbook at this year's Wisconsin Association of School Boards (WASB) Convention in Milwaukee; it was well received, with a number of school districts outside of our region expressing interest in using it. While it will be made available to any school district in Wisconsin, it was designed to support the needs of the school leaders in CESA 3.

The Improvement Leadership Workbook appears on the new District Contracts. CESA 3 leaders interested in elevating continuous improvement in their schools can access the workbook for half price as part of membership to the School Improvement Division, making it easier than ever to put school improvement on their calendars. As always, CESA 3 staff are dedicated to providing implementation support and coaching with this and other improvement efforts in our districts. ■

Early Childhood Special Education 2021-2022 Discussions

Come join this opportunity to share, learn and connect with your colleagues around a focus topic. Each session will have a designated topic, guiding questions and a facilitator to support discussion between participants. There will be no formal presentation. Come with your questions and be ready to brainstorm and problem-solve with fellow educators.

Audience: Early childhood special education teachers and any related service providers who work with young children with disabilities.

Meeting times are 3:30-4:30 p.m.

Monday, April 18, 2022

Using Evidence Based Practices

Tuesday, May 17, 2022

Inclusive Measurement Tools



How to Join the Meetings:

<https://tinyurl.com/ECdiscussion21>

Meeting ID:
847 0134 0510

Passcode: 894907

Dial by your location
+1 301 715 8592 (DC)
+1 312 626 6799 (Chicago)

Questions:

Michelle Ogorek
WI Statewide EC Coordinator
mogorek@cesa1.k12.wi.us

**Please
Note!**

***NO Registration Required**
Just click on the zoom link or
enter it into your browser on
the day of the meeting.

Southwest Wisconsin Sibshops Spring 2022 Workshops

Southwest Wisconsin Sibshops now has an email: swwisibshops@gmail.com. If you have any questions, please contact Lindsey Kirschbaum! If you haven't liked us on Facebook yet, check us out at Southwest Wisconsin Sibshops. Here are the dates for our Spring workshops:

SW WI Sibshops

presents



Sibshops

Spring 2022 Workshops
April 23rd, May 21st, June 18th
9:30a-12p
CESA #3
1300 Industrial Drive; Fennimore

Upcoming WASB Workshops at CESA 3



New School Board Member Gathering

Tuesday, April 19th ~ CESA 3
7:00-9:00 p.m.

Discover more about your new role!

Attend the New School Board Member Training in your area to deepen your understanding of the laws that affect board service. We'll also introduce you to the practices — we call it "governance" — that can make you more effective. Finally, we'll introduce you to services offered by the Wisconsin Association of School Boards to help you carry out your mission.

There is no cost or need to register for the 2022 New School Board Member Gathering.

WASB Spring Workshop

Thursday, May 12th ~ CESA 3
6:00-8:30 p.m.

To understand what makes a school board work — what makes it effective — you have to understand its role. A school board is like the conductor of an orchestra or the navigator of a ship. It plots a course and assembles a team to arrive at the destination.

We call this process "governance," and it's a big word. It's a continuous process that sets a vision for a district and provides the strategic direction and resources to meet it. This year's theme is "Governing for Excellence."

The registration fee is \$105 (dinner is included). **Please register at WASB.org.**

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