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## Exploring the World of Transportation

### Auto Opportunities Abound in the AASD Appleton Area School District

It's the start of the school day in the auto bay at Appleton East High School and students are already hunched over a snowblower, muttering about the carburetor. Their instructor, Pete Worley, is walking around offering tips and assistance. Worley sees the value of these real-world learning opportunities, "I feel that this program is so important for our school district and community. As I work with area businesses, I see the dire need for qualified technicians. This program feeds the needs of these businesses and gives the students a direct path to tech and to their future careers."

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### Jefferson Automotive The School District of Jefferson

The School District of Jefferson is one of 19 ASE certified high schools in Wisconsin. Innovation, consumer demands, and a rapidly-growing population have transformed the automotive service industry. Expertise in technology, problem-solving, and strategic thinking are now hallmarks of this profession and students at JHS are stepping up to the plate. Over the last several years the average yearly enrollment in automotive classes has risen to nearly 150 students. Notably, the increase in enrollment has also brought many more female students to the classes.

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### Kaukauna Automotive Technology Program Kaukauna High School

The Automotive Technology program at Kaukauna High School has continued to be a very popular program for students to become involved in. Each year 200-250 students take part in various courses offered in the automotive field at KHS.

The automotive instructor at Kaukauna Dan Van Boxtel put it this way, "the automotive courses here at Kaukauna are designed to help students help prepare for a number of possible career areas. Our program at Kaukauna High School is just working hard to try to make the transition from school to work easier for our students."

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### Cudahy High School's Brand New Automotive Technology Facility School District of Cudahy

The automotive technology program at Cudahy High School has an updated home. Over the summer of 2017, with support from the Ladish Foundation,

the entire auto shop was renovated, resulting in a state of the art facility that has led to additional course offerings and increased enrollment to meet students' interests and vocational needs. CHS auto teacher Luke Lechner notes that there are few high school automotive programs in the greater Milwaukee area. "It's refreshing to see that Cudahy values their automotive program. It's like a dream come true," Lechner said.

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# Exploring the World of Transportation

## City Stadium Automotive® at East High School Recognized as a Top 5 Midwest School for Utilizing New Ford Tech Curriculum

### Green Bay Area Public School District

Green Bay East High School's City Stadium Automotive® program was recently recognized by Ford Motor Company for their success in utilizing the New Ford Tech Automotive Career Exploration (ACE) curriculum. City Stadium Automotive® is in the top five schools in the Midwest for ACE courses completed. In 2015 the City Stadium Automotive® program was formed at East High School to fill a need for skilled automotive workers. The program focuses on teaching students about the diagnosis and troubleshooting of faults in automotive systems. Students in City Stadium Automotive® not only earn high school course credits, but they can also earn up to 29 college credits and a one-year technical diploma.



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## School District of Beloit & Beloit Memorial High School Automotive Program is Second to None!

### School District of Beloit

Beloit Memorial High School's automotive program is a NATEF certified program focused on not only technical skills but also has a strong emphasis on the soft skills that young men and women need in order to be successful in the workforce, regardless of the career path that they choose. The Automotive Program also offers apprenticeships to those students who are interested in careers in automotive repair or the automotive industry. The students learn about all mechanical aspects

of automotive repair as they progress through the courses, everything from basic vehicle maintenance to how an automatic transmission works. We are proud to have an outstanding partnership with our local technical college. We currently offer transcribed credit in all of our automotive courses.



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## Casimir Pulaski High School Automotive Milwaukee Public Schools

Casimir Pulaski High School is home to the only automotive program in Milwaukee Public Schools and has the only certified high school automotive program in Milwaukee County. A first-in-the-nation partnership with the Milwaukee Fire Department offers students more opportunities than ever before. With this new partnership, students will be guaranteed internships while in high school and careers post high school through the Department of Public Works, the Fire Department and others as our program grows.



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## Challenging Students to Achieve Their Goals and Dreams

### Cedarburg School District

Following a successful referendum campaign in the fall of 2018, work began this past summer on additions at three elementary schools, a new Tech. Ed. Engineering, Art and Design space at the high school, and remodeling at the middle school, grand opening set for fall 2020. As the district continues its construction of its new

Tech. Ed. Center, the school's auto program will have a new name: Transportation Lab. In addition to traditional automotive pathways, Cedarburg offers two different Capstone courses where students have the opportunity to create and follow their own learning focus.



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## Westosha Central STEM Aviation Program

### Westosha Central High School

Our STEM Aviation Program provides aviation education to high school students in grades 9–12, with 12 to 18 students participating per year. Students gather weekly for meetings, build sessions, and ground school. The Central High School STEM Aviation Program provides students a unique, inspiring, and empowering STEM (science, technology, engineering, and mathematics) education experience. Our program is designed to enhance students' technical, communication, teamwork, and leadership skills while fostering an appreciation for diverse cultures. We do this through a mentor-led program that inspires and ignites student, school, and community pride.



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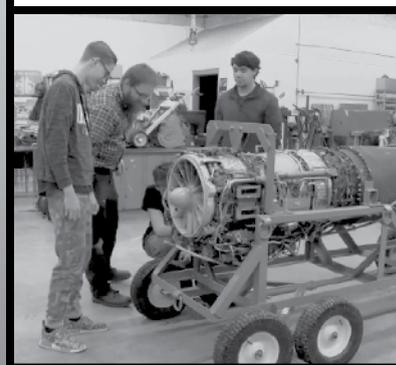
## Lakeland Union High School Students Get Hands-On

### Experience With Jet Engine; Learn About Air Force Careers

### Lakeland Union High School

Most people think a career in the Air Force means flying planes. A local recruiter wants young adults to know there are other jobs that can take them to new heights. Students in Adam Raddatz's engineering class got to inspect a General Electric J85 single-shaft turbojet engine. U.S. Air Force Staff Sgt. Jacob Gerdts says the engine is normally used in T-38 Talon test planes. "And they actually use it to train NASA astronauts as well," said

Gerdts. Raddatz said the kids in his classroom are used to looking at the inner workings of cars. "An engine like this the students would never get the opportunity to see," said Raddatz.



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## Logistics and Transportation Spotlight

# The Logistics and Transportation Industry in the United States



maritime transport, and truck transport. To serve customers efficiently, multinational and domestic firms provide tailored logistics and transportation solutions to ensure coordinated goods movement from origin to end user through each supply chain network segment.

**Logistics services:** This subsector includes inbound and outbound transportation management, fleet management, warehousing, materials handling, order fulfillment, logistics network design, inventory management, supply and demand planning, third-party logistics management, and other support services. Logistics services are involved at all levels in the planning and execution of the movement of goods.

The logistics and transportation industry in the United States is highly competitive. By investing in this sector, multinational firms position themselves to better facilitate the flow of goods throughout the world's largest consumer market. International and domestic companies in this industry benefit from a highly skilled workforce and relatively low costs. Spending in the U.S. logistics and transportation industry totaled \$1.4 trillion in 2016 (7.5 percent of U.S. GDP that year). Analysts expect industry investment to correlate with sector-specific growth in the U.S. economy. America's highly integrated supply chain network links producers and consumers through multiple transportation modes, including air and express delivery services, freight rail,

**Air and express delivery services (EDS):** Firms offer expedited, time-sensitive, and end-to-end services for documents, small parcels, and high-value items. An \$87 billion industry in the United States, EDS firms also provide the export infrastructure for many exporters, particularly small and medium-sized businesses that cannot afford to operate their own supply chain. Recent

EDS industry growth has been generated by the expansion of electronic commerce use by businesses and consumers.

**Freight rail:** High volumes of heavy cargo and products are transported long distances throughout the United States via rail network. Each day, this 140,000-mile system delivers an average of 5 million tons of goods and serves nearly every industrial, wholesale, retail, and resource-based sector of the economy. Freight rail moves more than 70 percent of the nation's coal, about 58 percent of its raw metal ores, 1.6 million carloads of wheat, corn, and other agricultural products, and 13.7 million intermodal containers and trailers that transport consumer goods.

**Maritime:** This subsector includes carriers, seaports, terminals, and labor involved in the movement of cargo and passengers by water. Water transportation moves nearly 70 percent of all U.S. international merchandise trade, including 72 percent of U.S. exports by tonnage.

**Trucking:** Over-the-road transportation of cargo is provided by motor vehicles over short and medium distances. According to the American Trucking Associations, trucking revenues were \$676.2 billion in 2016. That year, trucks moved more than 10 billion tons of freight.

Employment of heavy and tractor-trailer truck drivers is projected to grow 6 percent from 2016 to 2026, about as fast as the average for all occupations. The economy depends on truck drivers to transport freight and keep supply chains moving. As the demand for goods increases, more truck drivers will be needed.

*Source — SelectUSA is a U.S. government-wide program led by the U.S. Department of Commerce.*

### America needs more truck drivers.

The trucking industry is facing a growing shortage of drivers that is pushing some retailers to delay nonessential shipments or pay high prices to get their goods delivered on time.

A report from the American Trucking Associations says more than 70 percent of goods consumed in the U.S. are moved by truck, but the industry needs to hire almost 900,000 more drivers to meet rising demand.

NPR

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## Auto Opportunities Abound in the AASD



*Kylie Harwell, Communications Coordinator  
Appleton Area School District*

It's the start of the school day in the auto bay at Appleton East High School and students are already hunched over a snowblower, muttering about the carburetor.

A few other students are peering up with flashlights at the chassis of an SUV suspended on a lift.

Another student is watching a YouTube tutorial video while using a socket wrench to remove the inside door panel of a sedan.

Their instructor, Pete Worley, is walking around offering tips and assistance. He helps one student remove a tire and talks them through their next steps.

This class, Auto Mechanics, provides students with the skills and knowledge necessary to troubleshoot and service brake systems found on automobiles and covers the principles of operation, construction, diagnosis and repair of the automobiles' basic accessories, batteries, starting system, and charging system.

All of these high school students are learning with professional tools on actual

vehicles with real problems.

Auto Mechanics is also a dual credit class with a nearby technical college and provides the students with nine post-secondary credits. This allows our students to earn high school credit and technical college credit at the same time.

Auto Mechanics is one of two dual credit options within the Transportation, Distribution & Logistics Career Cluster at Appleton East. Dual credit classes give students affordable access to rigorous college courses and helps them get a jumpstart on their college degree. Around 95% of our Auto Mechanics students go directly onto the college for further schooling after graduation.

AASD students can also learn more about careers in transportation through Youth Apprenticeship (YA) opportunities. YA integrates school-based and work-based learning to instruct students in employability and occupational skills defined by Wisconsin industries.

Students are simultaneously enrolled in academic classes to meet high school graduation requirements, in a youth apprenticeship related instruction class, and are employed by a participating employer under the supervision

of a skilled mentor.

Worley sees the value of these real-world learning opportunities, "I feel that this program is so important for our school district and community. As I work with area businesses, I see the dire need for qualified technicians. This program feeds the needs of these businesses and gives the students a direct path to tech and to their future careers."

The AASD works with area businesses to place students in relevant Youth Apprenticeship opportunities.

Students are able to spend sustained time in one focused area that allows them to see different facets of the industry and relevant careers. Students can not only earn credits but they'll also have confidence in whether a career in Transportation, Distribution, and Logistics is for them.

Oscar Nowakowski, an Appleton East Senior says "I always get asked what I want to do for a living. Youth Apprenticeship narrows down my choices but in a good way. It's an amazing program that lets students leave school to go to work and experience real life. With us being able to choose what we job we do, it forces us to make connections with employers and gives us actual work experiences."

Nowakowski continues, "most importantly, it narrows down what jobs we are interested in in the future and helps us decide

what we want to do for the rest of our lives."

Other classes offered range from Small Engines & Transportation, which is designed for the student who wants to learn the proper and safe use of hand and power tools to efficiently repair, troubleshoot, and rebuild small engines; to Auto ABC's which provides students with the knowledge to make economical decisions and take preventative measures to enhance the overall satisfaction of being an automotive consumer.

The AASD offers a Transportation, Distribution, and Logistics pathway that gives students real-world, interactive education using professional-level tools in advanced surroundings. Along with classes, dual credit options, and Youth Apprenticeship, students can take advantage of opportunities through CTE Internships, Job Shadows, Mentorships, and Launch events. Launch events are lunch and learn style events that allow students to visit 1-3 local companies and take a deeper dive into careers connected to their identified career cluster(s). These events are designed to be experiential with a focus on real people at real companies talking about their career paths.

[www.aasd.k12.wi.us](http://www.aasd.k12.wi.us)

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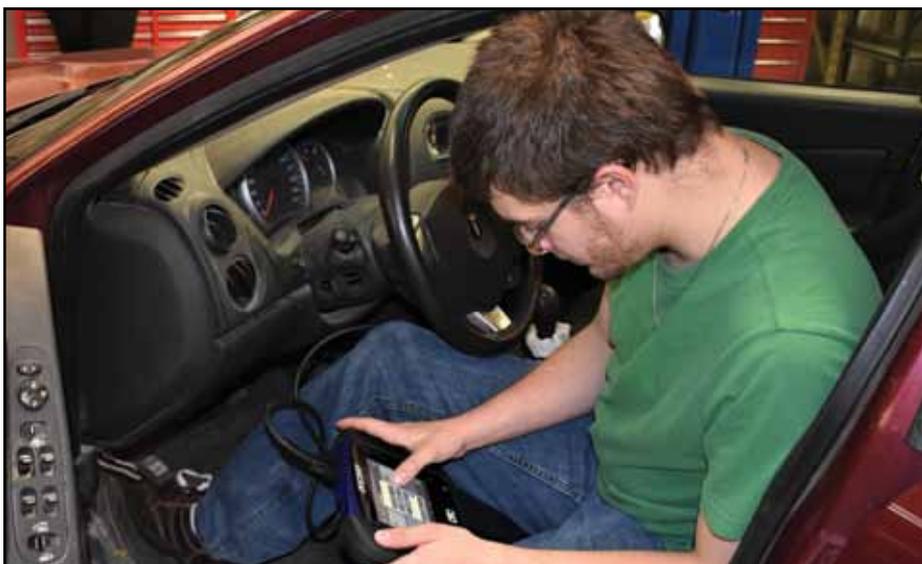
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# Jefferson Automotive



*Amanda Price  
Director of Communications  
The School District of Jefferson*

The School District of Jefferson is one of 19 ASE certified high schools in Wisconsin. The ASE Education Foundation is a non-profit organization that evaluates and accredits entry-level automotive technology education programs against standards developed by the automotive service industry. It also develops career-readiness education for students which fuse local partnerships, rigorous standard-based education, workplace experience, and mentorship together. Within the ASE structure, SDOJ offers several different class options from an introductory level class to specific classes on brakes, steering, suspension, engine performance and electrical. Advanced classes focus on engines, transmissions, and HVAC. In addition to ASE classes, our high school offers coursework on small engines and introductory autobody work. The facility itself is much larger than schools with comparable student populations. The auto shop is 4760 sq/ft. and can comfortably fit 13 vehicles, with 3 two-post hoists and a brand new Snap-On alignment machine in front of the fourth lift.

Innovation, consumer demands, and a rapidly-growing population have transformed the automotive service industry. Expertise in technology, problem-solving, and strategic thinking are now hallmarks of this profession and students at JHS are stepping up to the plate. Our students are constantly pushing to improve their knowledge and skills and see the value in developing the technical skills necessary for success in the automotive industry. By graduation, students have the opportunity to earn ASE Entry-Level Certifications (certifications similar to professional standards, with student-level passing scores.) Snap-On certifications, Subaru factory training, and Ford factory training are also available. Over the last several years the average yearly enrollment in automotive classes has risen to nearly 150 students. Notably, the increase in enrollment has also brought many more female students to the classes.

Students in the automotive classes point to the competitions made available to them as motivators for the work they do. The Jefferson High School SkillsUSA Chapter has been recognized as a Chapter of Excellence. Roughly 30 students are preparing to compete in a wide

variety of career-oriented competitions at the next SkillsUSA meet. They will also attend several other competitions at Universal Technical Institute and Madison College. Korbin Simdon, a senior in the Advanced Automotive class has found success in competitions. Last year he placed second in Districts and this year he took first. Simdon works as a light line tech at a local Ford dealership in Fort Atkinson, and has had a lifetime passion for everything automotive. Growing up on a farm offered him ample opportunity to hone his craft. Simdon points to instructor, EJ Pilarski for some of his recent success in his work and at competitions. “Mr. Pilarski has real-world experience. He knows what it is like to work in a real shop and has professional expectations for us. He has us fill out work and repair orders just as they do in commercial shops. What I’ve learned

of mine that I share with my students. I’ve spent a long time learning how to be a technician and I want to help my students find success in their future careers.” Pilarski’s goals for the future are to continue to grow his program and the level of education offered to students. He is proud that the program has reached the point where students can make decisions that influence the direction of the program moving forward. The car show in the spring and SkillsUSA are all completely student-run.

Pilarski believes it is critical for students to be as prepared as possible when entering the automotive workforce. The latest technology in the industry comes with a hefty price tag and in a time when classroom budgets are tight, Pilarski is always working to find creative solutions to have the best equipment available

“Innovation, consumer demands, and a rapidly-growing population have transformed the automotive service industry. Expertise in technology, problem-solving, and strategic thinking are now hallmarks of this profession and students at JHS are stepping up to the plate.”



in his classes I use on the job every day.”

Recently the students in SkillsUSA have taken on a new challenge, a Formula car. Students will be responsible for reengineering a Formula racecar for an actual racetrack competition. Simdon is anxious to get his wrench on the Formula car as this will be a new auto for him to be working with. “I love working on cars, but I’ve never had a chance to work on a Formula car before.” Instructor, EJ Pilarski knows the project will offer great experience. “They’ll be utilizing their motorsports knowledge not just to look at an auto in terms of repair, but actually to expand into engineering and fabrication, utilizing a lot of physics knowledge,” Pilarski said. This year’s competition will take place in May.

EJ Pilarski started at JHS immediately after graduating from college. Prior to obtaining his degree he worked in the automotive industry and is an ASE Master Technician. Pilarski says “Cars aren’t just what I teach, they are a passion

to offer real-world experience. Donations help him to provide the most current and effective education possible to the students at Jefferson high school. JHS Principal, Steve Dinkle said “Without a doubt, we have the most robust high school automotive program in this area of the state. We have an instructor who is extremely passionate about his discipline. We also have a variety of students who work hard, want to learn more and have a significant interest in the automotive industry. EJ has taken our automotive classes far beyond the classroom. Our students get to use their hands, get dirty, understand how and why things work along with learning some lifelong skills as well. We have multiple students each year that find success in youth apprenticeships.”

[www.sdoj.org](http://www.sdoj.org)





## Kaukauna Automotive Technology Program



*Dan Van Boxtel  
Technology & Engineering Instructor  
Kaukauna High School*

The Automotive Technology program at Kaukauna High School has continued to be a very popular program for students to become involved in. Each year 200–250 students take part in various courses offered in the automotive field at KHS {Kaukauna High School}. There are four levels of

courses students can take beginning with Outdoor Power equipment or Consumer Auto 1, then they can take Consumer Auto 2 as a second level course that goes much deeper into the systems of a vehicle. They can then take Applied Automotive Technology as the 3rd level course. This is a two trimester course that goes even deeper into automotive systems and then get involved in the Coop program as a Senior and work in an

area dealership as the 4th and final level of the KHS program.

During the Applied Automotive Technology course students receive credit from KHS but in addition can receive up to 4 college credits that can be applied towards a program at the technical college level. This dual credit program has been very popular because it enables students to work toward their high school diploma but also helps them get started on their next level of career training at a technical college. This has helped many of our students get a good start on their technical college journey and a great start on their career.

Many of the students who take the automotive courses at Kaukauna High School have gone into the automotive field, but a number of them have also gone into the engineering, design, as well as other related fields such as diesel mechanics and outdoor power equipment. For example one of our students in the

automotive program is working for a trucking company that has over 250 units of diesel equipment that they maintain and operate and he works with an experienced tech to learn how to do this. The automotive instructor at Kaukauna Dan Van Boxtel put it this way” the

“ Our society is changing and we must help students be ready to adapt to those changes that are ahead for them in their careers. Our program at Kaukauna High School is just working hard to try to make the transition from school to work easier for our students..

automotive courses here at Kaukauna are designed to help students help prepare for a number of possible career areas. Students need to have some basic skills that they can use in a variety of possible career fields. Our society is changing

and we must help students be ready to adapt to those changes that are ahead for them in their careers. Our program at Kaukauna High School is just working hard to try to make the transition from school to work easier for our students. Together we can help students find and reach their career goals and make that journey more enjoyable.

[www.kaukauna.k12.wi.us](http://www.kaukauna.k12.wi.us)

## Study Shows Hands-free Technology Is More Dangerous than Thought

*By Meemic Insurance*

If you think that you’re completely safe using hands-free mobile phone technology while driving your car, a new study says otherwise.

Mental distractions can persist for nearly 30 seconds after dialing, changing music or sending a text using voice commands, according to new research by the AAA Foundation for Traffic Safety.

The researchers discovered the residual effects of mental distraction while comparing new hands-free technologies in 10 vehicles and three types of smart phones (Google Now, Apple Siri and Microsoft Cortana). The analysis found that all systems studied increased mental distraction to potentially unsafe levels.

Researchers found that potentially unsafe levels of mental distraction can last for as long as 27 seconds after completing a distracting task in the worst-performing systems studied. That amount of time is the equivalent of driving three football fields at 25 miles per hour. The faster a vehicle is traveling, the further it would go during this time.

When using the least-distracting systems, drivers remained impaired for more than 15 seconds after completing a task.

The dangers are obvious: Drivers using phones and vehicle information systems

while driving may miss stop signs, pedestrians and other vehicles while their minds are readjusting to the task of driving.

The research indicates that the use of voice-activated systems can be a distraction even at seemingly safe moments when there is a lull in traffic or the car is stopped at an intersection. Mental distractions persist and can affect driver attention even after the light turns green.

Researchers rated the distraction level of the cars and smart phone technologies on a scale of 1-5, with anything above 2 deemed distracting enough to be a danger.

The best-performing system was the Chevy Equinox with a cognitive distraction rating of 2.4, while the worst-performing system was the Mazda 6 with a cognitive distraction rating of 4.6.

Among phone systems, Google Now performed best as the least distracting with a distraction rating of 3, while Apple Siri and Microsoft Cortana earned ratings of 3.4 and 3.8.

Using the phones to send texts significantly increased the level of mental distraction. While sending voice-activated texts, Google Now rated as a category 3.3 distraction, while Apple Siri and Microsoft Cortana rated as category 3.7 and category 4.1 distractions.



AAA Foundation researchers liken the categories as follows:

- **Category 1** — About as distracting as listening to the radio or an audio book.
- **Category 2** — About as distracting as talking on the phone.
- **Category 3** — About as distracting as sending voice-activated texts on a perfect, error-free system.

- **Category 4** — About as distracting updating social media while driving.

- **Category 5** — About as distracting as a highly challenging, scientific test designed to overload a driver’s attention.

For more safety information, visit [Meemic.com/Safety](http://Meemic.com/Safety).



# Cudahy High School Proudly Offers a Brand New Facility for their Automotive Technology Program



*Erin Shaughnessy  
Library Media Specialist  
School District of Cudahy*

The automotive technology program at Cudahy High School has an updated home. Over the summer of 2017, with support from the Ladish Foundation, the entire auto shop was renovated, resulting in a state of the art facility that has led to additional course

offerings and increased enrollment to meet students' interests and vocational needs.

The Ladish charitable foundation supports organizations involved with education, health care, and the arts. The entire technology education wing of Cudahy High School was renovated after receiving a grant from the company's foundation.

School district administration, led by

superintendent Dr. James Heiden, believes technology and vocational educational programs are valuable educational opportunities for CHS students. Prior to the renovation, the outdated equipment and inefficient use of space did not allow students to make a smooth transition from their school experience to the workplace. Now, the new structure and components are the same as those found in local professional auto shops.

"We are grateful to the community and to the Ladish Foundation for their financial support. This support ensures that our students will receive a comprehensive high school education for the foreseeable future. We are truly blessed," Heiden said.

The updated facility has many new features that improve safety and efficiency. A non-slip floor provides for a safer environment. Enhanced lighting provides better visibility and energy efficiency unlike old fluorescent lighting. A well designed floor plan includes drop down features such as air hoses, LED lights, and outlets. The shop now boasts a new tire balancer and tire mounting machine, two new twin post lifts and one portable lift, as well as a dedicated classroom space.

CHS auto teacher Luke Lechner notes

that there are few high school automotive programs in the greater Milwaukee area. "It's refreshing to see that Cudahy values their automotive program. It's like a dream come true," Lechner said. He recalled his experience in a different school district when he would have to stop to fix a neglected machine in order to be able to finish a class demonstration.

"I find autos to be a practical course for my own knowledge. I realized I needed to know about my own car. The shop is amazing. It's huge and has so many tools that I've learned how to use. The bigger space makes it easier for people to work safely. It's one of my favorite classes," said recent graduate Carley Molloy.

For the 2019-20 school year, there are 109 students enrolled in an automotive tech course, including 7 female students. This accounts for nearly 15% of the student population. Additionally, there are 36 students enrolled in the small engines elective. Finally, two students are earning credit through Youth Apprenticeships as they work in the automotive field.

**Continued on Page 16**



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# Student Becomes the Teacher at Blackhawk Technical College

Automotive Instructor Sheldon Newkirk knows firsthand what it is like to be a Blackhawk Technical College student. He came through the college's Automotive Program as a non-traditional student. "My goal is to give students that same wonderful environment that I experienced," said Newkirk. Before starting the Blackhawk program, Newkirk gained hands-on experience in the Army as well as in the drag racing circuit in South Carolina.

The technology of the auto industry is constantly evolving. Cars today can have over 50 computers to help them run effectively and efficiently. It is important for instructors to not only teach this but to also learn the new technology to keep up with the changes. Educators need to stay up-to-date on the latest technology and be prepared to develop curriculum to stay on the forefront of training.

The program at Blackhawk teaches diagnosis and repair on automobiles and light trucks from bumper to bumper. Some of these courses include Brake Service, Steering and Suspension Service, Engine Repair, Heating and Air Conditioning, Drive Train Service, Electrical and Electronic Troubleshooting. Automotive instructors at Blackhawk teach all courses, so they are competent and experienced in all areas of automotive repair.

"Our students are a diverse group with more starting without any background in the

automotive industry," said Newkirk. "It is still a non-traditional field for females, but I am seeing that slowly change." In fact, female students in the program recently completed the fastest tire change during an in-class competition.

There are many opportunities for graduates of the Automotive Technician Program. Employers are searching for technicians that can communicate well, act professional with the ability to articulate verbally and written correspondence. Soft skills like promptness, reliability, accountability, and honesty are just a few quality characteristics that employers are seeking.

Employers in the region are always looking for qualified entry-level technicians to join their teams. "I urge all students to reach for the highest level of education that they can attain because they can use it anywhere, and in almost any capacity," said Newkirk. "This area is in dire need of entry-level technicians looking to grow and work with them."

Newkirk takes his role at the college personally. As a graduate of the program, he aims for the highest level of quality instruction. He enjoys the creative freedom faculty have in developing and delivering curriculum. This provides instructors the flexibility to meet the student's needs and demands in the high-tech learning environment.

Based on his experience as a Blackhawk



student, Newkirk is able to offer wisdom to his students. "Persistence is the key to success and our flexible programs have been developed to be adjustable for things that happen in our lives. Don't let life events overwhelm you because we have already thought about it and anticipated adjustments in the program just for you."

Newkirk added, "A student should choose Blackhawk Technical College because they

will not find a more personal, caring, and loving college with faculty who are experienced experts in their field. BTC is a great choice all around for quality education, ability to stay near home, and cost effectiveness that allows several choices in financing your education."

Learn more about the Blackhawk Technical College Automotive Program at

[www.blackhawk.edu](http://www.blackhawk.edu).

## Automotive Technician Program

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- Driver/Sales Representative
- Driver/Sales Workers
- Engineer
- Equipment Director
- Estimating Manager
- Expeditor



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- Flight Engineer
- Fork Lift Operator
- Helicopter Pilot
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- Import/Export Manager
- Import/Export Supervisor
- Industrial Tractor Operator
- Inventory Control Analyst
- Inventory Control Clerk
- Inventory Control Manager
- Inventory Control Supervisor
- Locomotive Engineer



- Logistics Analyst
- Logistics Coordinator Jobs
- Logistics Manager
- Logistics Specialist



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- Marine Oiler
- Materials Control Manager
- Materials Handler
- Materials Handling Supervisor
- Materials Planner
- Merchant Mariners
- Motorboat Operator

- Motor Racer
- Operations Manager



- Packaging Engineer
- Pilot
- Production Scheduler
- Public Transportation Inspector
- Rail Car Repairer
- Railroad Brake Operator
- Railroad Conductor
- Railroad Yard Worker
- Rail Yard Engineer
- Refuse and Recyclable Material Collectors
- Sailor
- Scheduler



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- Shipping and Receiving Supervisor
- Shuttle Car Operator
- Streetcar Operator
- Subway Operator
- Taxi Driver

- Top Distribution Executive



- Top Inventory Control Executive
- Traffic/Rate Analyst
- Traffic Clerk
- Traffic Director
- Traffic Manager
- Traffic Supervisor



- Train Crew Member
- Transportation Director
- Transportation Manager
- Transportation Planner
- Transportation Supervisor
- Travel Coordinator
- Travel Manager
- Truck Driver Supervisor
- Van Driver
- Yardmaster

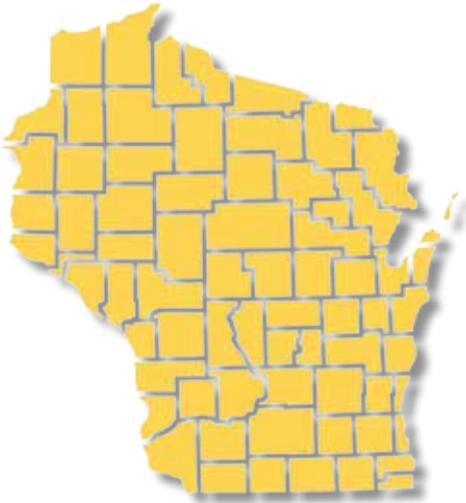
*Please note: This represents a broad and not conclusive list of careers within the world of transportation*

Explore Transportation Careers at

[www.transportationtodaywi.com](http://www.transportationtodaywi.com)

# In Transportation

## Wisconsin Counties and Cities offer Career Opportunities in Transportation



For this issue of Transportation Today WI, we contacted Wisconsin counties and municipalities to find out what career opportunities in the field of transportation they may currently have and expect to have in the future. We asked about internship and apprenticeship opportunities. We also inquired about the desired skill sets, level of education, and other important qualities for prospective employees.

We appreciate these cities and counties taking the time to share their thoughts with us. Their responses are below:

### **What types of positions are most needed now and in the future for your county or municipality?**

- We're looking for multi-skilled workers willing to drive plow trucks in winter and do other trade skills in the summer. Some of these skills include pouring and finishing concrete, carpentry, asphalt paving, operate various types of road building equipment, understand grades, elevations and basis plans. People willing to work in all types of conditions and weather.
- We have a need for CDL drivers and mechanics
- Our three main needs are for heavy equipment operator/drivers (CDL holders with heavy equipment background); mechanics (diesel mechanics with up to date training on IT aspects); and supervisors (civil engineering technology, supervision and management, and project management).
- We are looking for CDL qualified truck drivers and diesel mechanics. Employees who can grow and advance into management positions.

- Civil engineers and engineering technicians; heavy truck, heavy equipment and automotive repair technicians; heavy equipment operators; truck drivers.
- Diesel mechanics and CDL operators are in high demand as well as heavy equipment operators, as more people are retiring and that experience is being lost.
- Highway laborers and foremen.
- We have a need for operators.
- Open and expected positions include general maintenance patrols with CDLs; workers with a technical computer background for managing data and assets or shop/fleet.
- We will need skilled heavy duty vehicle technicians, IT personnel, leadership positions, and transit operators.
- We are seeking drivers, mechanics and supervisors.



### **What types of education are the most commonly needed with these positions?**

- High school, plus willingness to learn.
- Mechanics, 2-years diesel course preferred.
- One-year certificates or two-year diplomas.
- High school required for operators. Technical college required for diesel mechanics. Highly recommend technical college for operators for advancement opportunity. Military training is also very acceptable.
- BS in Civil Engineering, Associates in Civil Engineering Technology or related field, Associates in Diesel/Heavy Truck or Automotive Repair, High School diplomas.
- Trade schools.
- CDL, on the job snow plowing – most have part-time experience with a

landscaping firm or local town. Also construction work or landscaping work.

- High school diploma.
- GED or high School and a valid clear CDL. Knowledge of equipment/machinery — Basic Operation and Maintenance a plus but we will train as well.
- Technical college, or a degree in the specified field.
- Two-year degrees, apprenticeships or detailed work experience.

### **Do you offer Internships or Apprenticeships?**

(Half of our respondents indicated that their counties/municipalities did not offer internships or apprenticeships. The rest currently do offer internships or apprenticeships or are considering it.)

- Not currently but considering it for the future.
- Yes, in engineering and looking to add mechanical.
- Seasonal positions for exposure to tasks/work. Internships for technical positions.
- We are in the process of setting up a state certified apprenticeship for Transit Bus Mechanics. This will be a journeyman-type program, whereupon completion you will be a licensed journeyman.

### **What are the most important skills you are looking for?**

- Working with others.
- Mechanical aptitude; driving and operating experience; and construction/maintenance orientation.
- Operator skills, basic math, intro computer/tablet.
- Truck drivers; equipment operators; mechanical technicians with a focus to heavy equipment, ag equipment, diesel truck, and automotive; problem solving.
- Ability to maintain equipment, completion and certification of the schools.
- Competent to run equipment, but we can teach if they have basic skills.
- Ability to problem-solve.
- Ability to run/operate large equipment/machinery and large trucks with multiple attachments.

- Technical skills, leadership skills, IT skills.
- Ability to obtain and maintain CDL, basic mechanic knowledge, air conditioning EPA certification.



### **What are the most important qualities you are looking for?**

- Generally ambitious, hard-working, easy going, individuals who are willing to learn and take pride in what they do.
- Good attitudes. We can train to drive truck and plow.
- Conscientiousness (county employees are on-call, round the clock), commitment, motivation and ability to work in all kinds of environments (outside in all weather conditions, high stress locations like highway work zones).
- Work ethic, good attitude.
- Interest in public service, good work ethic, willing to learn, desire to work in an outdoor environment, problem solving, teamwork.
- Good attitude, ambitious, ability to problem solve and willing to do more than what is required.
- Positive attitude. Willing to think while at work
- Honesty, fairness, ambition.
- Common sense and sensibility, honest, dependable, reliable, timely, hardworking, and self-motivated. People who take responsibility for themselves and their actions; not always looking to blame somebody or something else. We are losing the ability to hire farm kids, as they are becoming few and far between.
- Credibility, honesty, integrity, the ability to learn and make the organization as a whole better.
- Basic personal skills — low drama, punctual, polite, get along with others, good attitude.

# See Inside the **NWTC** **TRANSPORTATION** **CENTER**

The NWTC Transportation Center is a 63,000-square foot facility located adjacent to the Green Bay campus on Packerland Drive.

The Transportation Center is home to the College's Automotive, Auto Collision and Diesel Medium and Heavy Truck programs.

## **The building includes:**

- ★ a diesel truck repair lab
- ★ an auto collision refinishing lab
- ★ two auto repair labs complete with a shared parts department
- ★ a transportation welding shop
- ★ a modern high bay demonstration lab for instructional and corporate partner use

The facility serves up to 96 auto tech students, 96 diesel truck repair students, and 32 collision and refinishing students annually.

### **DID YOU KNOW?**

The Transportation Center is designed to give students the familiarity of working in a dealership.



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Wisconsin Technical College

[nwtc.edu](http://nwtc.edu)





# City Stadium Automotive® at East High School Recognized as a Top 5 Midwest School for Utilizing New Ford Tech Curriculum



### Green Bay Area Public School District

Green Bay East High School's City Stadium Automotive® program was recently recognized by Ford Motor Company for their success in utilizing the New Ford Tech Automotive Career Exploration (ACE) curriculum. City Stadium Automotive® is in the top five

schools in the Midwest for ACE courses completed.

In 2015 the City Stadium Automotive® program was formed at East High School to fill a need for skilled automotive workers. The program focuses on teaching students about the diagnosis and troubleshooting of faults in

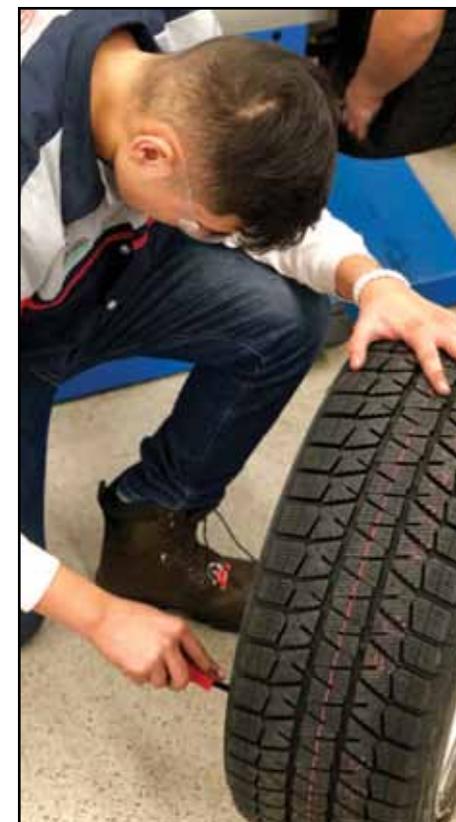
automotive systems. Students in City Stadium Automotive® not only earn high school course credits, but they can also earn up to 29 college credits and a one-year technical diploma. With the college credits, students will be prepared to enter the workforce or continue their education at the Northeast Wisconsin Technical College (NWTC) to earn a two-year degree or technical diploma.

In 2018 City Stadium Automotive® partnered with the New Ford Tech ACE program, which allows students to use Ford's service literature, web curriculum, and training materials. The students can also earn Ford training credentials required for Ford dealer technician certifications, which prepares students for a career in the automotive field.

On December 2, 2019, representatives from Ford Motor Company visited City Stadium Automotive® to recognize the achievements of the program and speak to students about the career opportunities available to them in the automotive field. The Green Bay Area Public School District is grateful for Ford's partnership and support.

In 2018, City Stadium Automotive® accepted a generous donation of a 2012 Ford Focus SEL from local dealerships Broadway Automotive and Dorsch Ford Lincoln Kia in partnership with Ford Motor Company. In order to receive this donation, City Stadium Automotive® had to complete the highest level of qualifications required through the New Ford Tech ACE program. The donation of a modern vehicle in the program's inventory has allowed students to become familiar with what they will diagnose and repair when working in the industry.

"CSA has been a first class example of one of the nation's leading high school automotive programs," said Brandon Dixon, Field Service Engineer for Ford Motor Company. "Ford Motor Company recognizes the need to support our franchised dealerships around



the country to nurture relationships in their communities in the area of youth career development. Whether a student develops career aspirations in automotive service, product engineering, computers, electronics or sales and marketing, high school auto shop is an excellent place to allow students to understand the hands-on, practical need for these career paths."

To learn more about City Stadium Automotive, visit [gbaps.org/CSA](http://gbaps.org/CSA).

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Students with Brandon Dixon, Field Service Engineer for Ford Motor Company

## Beloit Memorial High School Automotive Program is Second to None!



School District of Beloit

Beloit Memorial High School's automotive program is a NATEF certified program focused on not only technical skills but also has a strong emphasis on the soft skills that young men and women need in order to be successful in the workforce, regardless of the career path that they choose. The Automotive Program also offers apprenticeships to those students who are interested in careers in automotive repair or the

automotive industry. The facility is first-class and located in the Eclipse Center at a former Sears Automotive auto shop. It's impressive by any standards.

The students learn about all mechanical aspects of automotive repair as they progress through the courses, everything from basic vehicle maintenance to how an automatic transmission works. While we do cover all aspects, there is a significant emphasis placed on the

skills that are need at the entry level. It's more practical to spend more time on something like brakes, and have them at a higher level of proficiency in that instead of spending more time on something like engine rebuilding, which as a professional technician these students may never perform.

This isn't the "shop class" from twenty years ago that many of us envision, all of our CTE (Career and Technical Education) courses here at BMHS have a career path linked to them.

It is critical to have programs as we have at BMHS as there are many students who will not attend a traditional four-year college for any number of reasons. These reasons aren't always tied to academics, as many people believe. There are family, economic, and personal situation that the young men and women need to deal with while deciding which post-high school track they'll pursue. Instructors always stress to students that there IS success available without a four-year college degree.

We are proud to have an outstanding partnership with our local technical college. We currently offer transcribed credit in all of our automotive courses. What does this mean? It means that by successfully completing all of the classes and Shop Math, a student can earn enough credits for the entire first semester of the Automotive Technician program at the college at no cost to the student. In today's world of rising costs for higher education this is a significant opportunity for our students.

In accordance with NATEF (National Automotive Technicians Education Foundation) requirements, we have an advisory board that meets twice a year to give input on what skills and processes need to be taught in our curriculum in order for graduating student to have the skills that they need so that they can hit the ground running upon graduation. We also work

together to place students into apprenticeships so that they have an opportunity to start their careers off early and on the right foot.

Students learn a broad spectrum of information from shop safety, what is a screwdriver used for, on up to how to perform actual vehicle maintenance and repair in a professional workplace setting. Students learn on the same types of equipment that they will see when

working in their post-BMHS careers. Our advisory board members are outstanding in that they are always willing to lend a helping hand when it comes to maintaining the latest tools so that students will have relevant skills upon entering the professional workforce.

We utilize 21st-century skills of communication, collaboration, critical thinking, and creativity which are essential to being successful anywhere, but especially so for an automotive technician. In real life situations our students will need to be able to communicate with customers and coworkers, work as a team. While no diagnostic scenario is the same we teach our students that creativity and critical thinking are a must. Here at BMHS professionalism is also part of our grading in all of our CTE courses.

Plans are in the works to bring in live work on staff members vehicles as a way of gaining some workplace experience in the classroom. We currently have a unit on Shop Simulation, where the students are simply given a car and a concern, then they need to write the work order, diagnose and estimate the problem, sell the job and complete the task. All within industry flat-rate time.

[www.sdb.k12.wi.us](http://www.sdb.k12.wi.us)

## Cudahy High School Automotive Technology Program Continued from Page 10



### Career Pathways

The automotive career pathway includes courses in Small Engines, Autos I, Autos II, and, for the first time, Autos III. After successful completion of Autos II, students are eligible for placement in an apprenticeship program. The growth of the automotive program continues to create additional choices for advanced students.

"We have added Autos III [with 13 students currently enrolled] which can lead into the programs in college, further youth appren-

ticeship options, and directly to a career in the automotive industry," said technology education teacher Tom Backes.

While other school districts may choose to eliminate automotive tech programs, Cudahy High School proudly offers a brand new facility with modern equipment intended to prepare students for the workforce.

[www.cudahy.k12.wi.us](http://www.cudahy.k12.wi.us)





# Casimir Pulaski High School Automotive



*Luis Vallejo, Pulaski High School  
Milwaukee Public Schools*

Casimir Pulaski High School is home to the only automotive program in Milwaukee Public Schools and has the only certified high school automotive program in Milwaukee County. Pulaski's automotive program was the first to become certified by the ASE Education Foundation, formally known as NATEF. We have continuously stayed certified and have just finished our 5-year recertification. As a certified program, an advisory committee made up of dealership owners and industry

professionals review our training so we can offer what is needed in the automotive industry today.

We have three fully functioning automotive shops that are used to teach our students everything from basic technical skills to advance automotive diagnostics. Our introductory courses are offered to the entire school; here students will learn basic automotive fundamentals and are taught basic technical skills that can be used outside the automotive world. As students progress, they are offered more advanced and rigor-

ous courses where they will dig deeper into how automobiles work, what makes them fail, how to diagnose the failures and how to repair them. We teach students with the newest and most advanced diagnostic equipment to give them a running start on their careers. Students who wish to pursue a career in the automotive industry are given the opportunity to take industry certifications and to work at partner dealerships where they receive mentoring and training by professional master certified technicians.

We recently began a first in the nation partnership with the Milwaukee Fire Department to offer student more opportunities than ever before, giving students real life training on real fire trucks and equipment, which were donated by the Milwaukee Fire Department. With this new partnership, students will be guaranteed internships while in high school and careers post high school through the Department of Public Works, the Fire Department and others as our program grows.

We have come a long way in the past few year with our program, growing it and making it a place where students get a whole new world of opportunities. In the past few years, we have placed students at various dealerships and locations throughout the city, everywhere from local new car dealerships to Derco a Lockheed Martin branch. Our students are

One thing to note in particular is that Luis Vallejo the only automotive teacher is a young man who was working for Toyota but was adamant about teaching at Pulaski even though he realized that the pay would not be the same as he was making in industry but his commitment is greater than that as he is a Pulaski grad and wanted students to experience the same joy he did from being a part of the automotive program. So you see its a challenge to find trade teachers as you are making a sacrifice.

—Ms. Lolita Patrick, Principal  
Pulaski High School

receiving more industry certifications every year making them more valuable to employers looking to hire. Our industry partners have taken notice of our program and are more eager than ever to help our program thrive for our current and future students.

[www5.milwaukee.k12.wi.us/school/pulaski](http://www5.milwaukee.k12.wi.us/school/pulaski)

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# Cedarburg School District Challenging Students to Achieve Their Goals and Dreams



*Karen Egelhoff*  
Communications Coordinator  
Cedarburg School District

In the over 130 years of providing quality education, Cedarburg School District prides itself in knowing its roots while leaning into the future. Cedarburg has a strong commitment to continuously monitoring and providing what is going to be best for students, both in the present and future. Cedarburg School District (CSD) continues to analyze changing educational needs, workplace environments and skills demands while engaging the community; the cornerstone of our success.

Cedarburg's commitment to excellence requires a perpetual assessment of our practices and how we are meeting the needs of all students in preparing for a rapidly changing future; not only be forward-focused but also be future-focused. It is now a well-known fact that careers are evolving rapidly: so rapidly, in fact, that it is becoming increasingly difficult for schools to even predict what the workplace will demand in the next 5, 10, or 20 years. We know that students will enter a workforce that requires digital literacy and that STEAM (science, technology, engineer-

ing, art and math) has emerged as critical components in many — if not most — future careers. The district is learning through current higher education and employers that we need students who are better at initiating ideas and thinking creatively in unpredictable situations.

Over the past three years, the district examined facility and instructional needs in multiple ways to maintain the Dis-

trict's high academic standards. Through the development of a Long Range Master Plan, it was identified that planning for anticipated enrollment growth, supporting teaching and learning and improving safety and security as the top priorities to address. At that same time, the district initiated a Tech. Ed. Advisory Team which consisted of an impressive group of area community and business leaders to fulfill its mission to create an accessible and highly sought after advanced manufacturing, engineering and art and design learning experience. The goal was to inspire, cultivate and excite students through a comprehensive series of course offerings within technical education, engineering, art and design, which reflect industry standards provided in a cutting-edge environment. There was an overwhelming level of support to participate in the process and provide guidance and input on program development, outcomes, curriculum, industry standards and design. One of the six recommendations from the Advisory Team was to complete a facilities upgrade to include collaborative learning spaces, with specific attention made towards the integration and redesign of Cedarburg High School (CHS) Tech. Ed., Transportation and Art

Departments. Following a successful referendum campaign in the fall of 2018, work began this past summer on additions at three elementary schools, a new Tech. Ed. Engineering, Art and Design space at the high school, and remodeling at the middle school, grand opening set for fall 2020.

Cedarburg School District holds true to its mission and beliefs as evidenced by their development of innovative, forward leaning new course work for their high school students. As the district continues its construction of its new Tech. Ed. Center, the school's auto program will have a new name: Transportation Lab. Committed to a comprehensive high school learning experience, the district is ensuring all students have access to coursework that aligns with a variety of career pathways so that each student is able to make a commitment towards an academic and career plan best aligned with their interests.

In addition to traditional automotive pathways, Cedarburg offers two different Capstone courses where students have the opportunity to create and follow their own learning focus. Two years ago, five students in the PLTW Engineering Design & Development (EDD) course with an interest in automotive transportation, designed and created the first High Mileage Car which competed at the SkillsUSA Road America Super Mileage competition last spring. In their first year

of competition and after designing their competition car from the ground up, the student-built car averaged an incredible 180.8 miles per gallon in their competition. Their model has since been the focus of other student groups toward greater design and efficiency. A group of students for next year have already identified the Wisconsin Formula Student USA racing competition as the focus for their engineering design and build toward their Capstone learning project.

As an addition to the Transportation section of next year's CHS Course Guide, a new course is being offered called Drone 101. In this course students will apply knowledge learned in Algebra, Art, and Science classes which will help them solidify their understanding of the world around them. Students will learn to fly drones safely, program flight paths of drones, build drones, and create maps from data collected by drones. These skills are applicable to associate degree courses, apprenticeships, college courses, and the job market. Additionally, the course content will provide students with the necessary core content and flight experience to navigate the certification assessment required to fly drones in the open airways.

[www.cedarburg.k12.wi.us](http://www.cedarburg.k12.wi.us)



Conceptual design for the new Transportation Lab at Cedarburg High School

- Engineering
- Construction Management
- Asphalt Production
- Site Design & Development
- Equipment Maintenance
- Bridges & Structures
- Milling & Pulverizing
- Aggregate Materials
- Excavation & Grading
- Quality Control
- Site Concrete
- Fabrication & Repair Shop



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# Workforce Development

Jackie J. Spoor,  
Pavement Engineer  
Wisconsin Concrete Pavement Association

As we enter a new decade, 2020 brings on yet another year of searching for good, quality employees. You can see it all around you in advertisements on your social media feeds, billboards, brick and mortar store signs, and word of mouth — people are hiring everywhere. The question arises — If there are jobs available then why can't they get filled? It has been our understanding after taking a deep dive into this that people are lacking experience. So, with that in mind we have been working with a couple organizations to help our industry grow and flourish with workforce development in mind.

I'll highlight a couple of groups and what they are doing to make a huge impact:

## Highway Technician Certification Program (HTCP)

This program works directly with Wisconsin Department of Transportation (WisDOT) for their Concrete Certification throughout the state. This program provides class lecture and laboratory components to certify individuals to properly test concrete. Why mention this program? Because HTCP

has partnered with UW-Platteville to get their curriculum weaved into their junior level materials class. Each student then has the option to get their 3-year Certification through the HTCP program at a reduced price. WCPA also offers scholarships to a handful of students each semester to offset the cost. We consider this a win-win because we are educating the next generation and the students come out a step above their peers. They are now marketable on a whole new level.

## UW-Platteville Industrial Studies – Construction Management

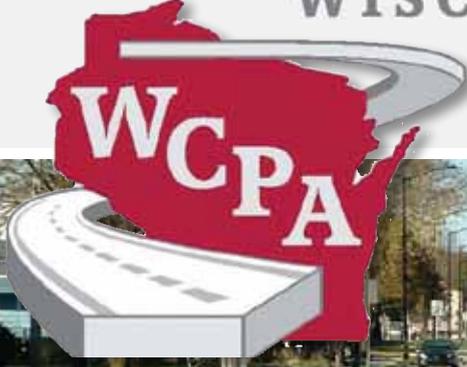
Providing real-world construction site skills was the goal for UW-Platteville's Industrial Studies Department. In the fall of 2020, they will be offering a *new* Major — Construction Management. We here at WCPA are excited about this because they offer a laboratory portion that is like no other. A required class for this major is the commercial construction 'horizontal' lab. Co-director Mark Albers who conceptualized the lab noted that nearly 98 percent of his graduates went to work in commercial construction, so the emphasis needed to



change. This lab incorporates pouring concrete, setting forms, setting beams, finishing concrete, running fork-lifts, compacting soil, and much more. The students also learn how to read drawings properly which as you can imagine catapults their skillsets and separates them once again from their peers.

So, when it comes to workforce development we are focusing on experience and gaining the proper certifications early so that once on the job the employees can flourish and not fumble.

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Pictured Here: STH 42 in the City of Two Rivers. It was constructed by Wisconsin Department of Transportation, the City of Two Rivers, and WCPA Contractor Member Vinton Construction Company. It was the recipient of the 2018 Gold Award for the National Excellence in Concrete Pavement in the Category of Municipal Streets and Intersections, less than 30,000 SY.

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# Westosha Central STEM Aviation Program



Our STEM Aviation Program provides aviation education to high school students in grades 9–12, with 12 to 18 students participating per year. We have a workshop at Westosha Central High School in Paddock Lake, Wisconsin. Students gather weekly in this dedicated space for meetings, build sessions, and ground school.

Westosha Central High School is one of a handful of participating high schools across the nation. The Central High School STEM Aviation Program provides students a unique, inspiring, and empowering STEM (science, technology, engineering, and mathematics) education experience. Our program is designed to enhance students' technical, communication, teamwork, and leadership skills while fostering an appreciation for diverse cultures. We do this through a mentor-led program that inspires and ignites student, school, and community pride.

This program is the only of its kind in the region. There are three other programs in Texas and one in Oregon. See more about this exciting program at [falconaviation.org](http://falconaviation.org).

## The Planes

We started building Falcon 1 in October 2014 and finished exactly 1 year, 1 month and 1 day from the time we set the first rivet. Falcon 1 originally stayed local and students got to use it for flight instruction.

Falcon 1 has been sold and that money will go back into the foundation to support the purchase of our third aircraft. The students' second plane, the F2 Talon, was completed in October, 2018 and on November 21st it passed FAA inspection. Congratulations to all involved!

We are currently working on a F3 Tiercel.

*From Anthony Medina  
President of Westosha Central's Aviation Club*

Westosha Central's Aviation Program has honestly changed my life. Before high school I knew that I wanted to do something that I would enjoy for the rest of my life, but I didn't quite know what that something was. Now, since joining the club, I've decided that I am going to pursue a degree

## What led you to join the club?

My freshman year I was involved in multiple sports, but I still wanted to join a club. The Aviation Club was promoting that they were about to embark on building a new plane. With the support from my mom, I applied and got in. Since I was little I would look at the big airliner planes flying when playing in my grandparent's back yard and go to local air shows, so when I was accepted into the program I knew that I would fit right in.

## Give us an overview of the program at Westosha Central High School

The Westosha Central High School's aviation program has a quote that says, "mentors build the students . . . students build the aircraft." The airworthiness certificate is in the hands of the students, our mentors only call out what needs to be done and/or fix. I had to learn how to read figures showing how to build an aircraft, perform annual and 100 hour inspections, and much more.

**Continued on Page 21**



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# Westosha Central STEM Aviation Program Continued from Page 20



## What planes have you worked on and flown? Tell us something about your first flight and where you are now?

I've worked on and finished F2, now I am currently working on our third plane F3. Most of my flight training was in the first plane F1 which I did not build. My first solo flight was in a busy traffic pattern during December of 2018, all I can remember is following the checklist and doing everything by the book. Unfortunately I am currently not flying, F1 was sold off late in the summer and since then F2 has been in the paint shop. However, I am close to become a private pilot. I only have to log a couple more hours and take my written exam so I can be able to take my checkride.

## Are you/the club working on a new plane?

Yes! The first two planes that we built was the Van's RV-12, now we're onto something better. F3 is an RV-12is, meaning that it



## Tyler Moats on his solo:

After about 19 hours of flying, I (finally) soloed. All around, it was a pretty cool experience. I did a few takeoffs and landings with my instructor and then he hopped out and it was all me. The solo wasn't too bad . . . it was a little bumpy but nothing to complain about. However, it felt pretty great to know that I had the skills to operate an aircraft and the confidence to actually do it. Now that I'm done with my solo I can't wait to pursue and eventually get my license.

*From the fall, 2019 newsletter*

is fuel injected. There are other small features added to the plane but fuel injection on this experimental aircraft is the coolest addition.

## What are future plans for the club/program?

Keep building. Eagle's Nest / the Aviation Club will always be around. We recycle our funds by selling the built planes for new kits. We think what will end up happening that a student will take over in the future after college and settling down.

## We Welcomed Five New Members This Fall: Jocelyn Almanza, Laura Beinecke, Austin Dawson, Logan DePerte, Adam Massie

### Jocelyn Almanza

My name is Jocelyn Isabel Almanza and I am 15 years old, I have two older sisters, and I have four pets. I like to build toy robots and do archery for fun or just put Lego sets together for my baby cousin. I live in Salem, WI and I

“Our The Westosha Central High School's aviation program has a quote that says, mentors build the students . . . students build the aircraft. The airworthiness certificate is in the hands of the students, our mentors only call out what needs to be done and/or fix.”

am in the 9th grade (freshman) in Central High School where I attend the aviation club. In aviation, I have experienced many new things to me like going to a hangar. During my first time at the Burlington hangar, even though it was very cold, it was a really fun learning experience. Another thing that was new to me was all the tools we use to put the plane together and all the parts. I joined this club because I want to take the things I have learned and apply it to my future study and future job. The things I learn will also open new doors for me and make me see things differently that I probably would not have seen before. I also had a lot of free time that I thought could be spent better and it definitely is spent better. I joined because I want to try new things and so far I am learning and experiencing many new things that I would never imagine I could experience!

### Laura Beinecke

My name is Laura Beinecke. I've been a part of aviation for about a month now. Before joining, I had never been in an airplane. Within the first couple weeks I had flown in a plane that my fellow students had built- the same plane that I'm currently helping build. It was an absolutely amazing experience and I now cannot wait to start ground school. It's almost surreal to think that I'm now a part of building a real, functioning aircraft as a high school student. I've already learned quite a bit. Aerospace engineering has interested me for



years, and this is a great way for me to gain experience in that field. I'm typically a perfectionist with my work and I pay close attention to detail, so that is very useful in building a plane. One little mistake can make a huge difference. I always look forward to going to aviation every week. As much as we have to stay focused and get things done, it's always a fun time. All the other members make it interesting. I regret not joining sooner, but I'm glad that I have the opportunity to be a part of this amazing group for my junior year and, hopefully, my senior year as well.

### Austin Dawson

Hi my name is Austin Dawson. I'm currently a freshman at Westosha Central High School and a first year member of the aviation club. I joined the aviation club due to my fascination with building pretty much anything. Also, who wouldn't want to be able to say that they have their pilot's license and have built a plane before? But all jokes aside, the aviation club at Central is extremely fun with

Continued on Page 22





## Lakeland Union High School Students Get Hands-On Experience with Jet Engine; Learn About Air Force Careers



*Stephen Goin*

Most people think a career in the Air Force means flying planes.

A local recruiter wants young adults to know there are other jobs that can take them to new heights.

At Minocqua's Lakeland Union High School Friday, students in Adam Raddatz's engineering class got to inspect a General Electric J85 single-shaft turbojet engine.

U.S. Air Force Staff Sgt. Jacob Gerdts says the engine is normally used in T-38 Talon test planes.

"And they actually use it to train NASA astronauts as well," said Gerdts.

Friday, students learned how they could obtain a career working with military flight equipment.

"Regular engines, are really ... like they're complex but I don't think I've ever

seen anything so complex," said 10th grade student Ryan Busche.

Raddatz said the kids in his classroom are used to looking at the inner workings of cars.

"An engine like this the students would never get the opportunity to see," said Raddatz.

In addition to the hands-on learning experience, students spoke with Gerdts and Airman Kyler Jahner about air force vocations other than pilot.

"I think a lot of people are misled to think that the air force is all about pilots, "we're all pilots in the air force," but no we have to have support," said Gerdts.

According to Gerdts, the Air Force has more than 150 different occupations. Gerdts himself worked in aircraft maintenance after he enlisted in 2013.

In 2019, the Air Force surpassed its goals recruiting nearly 35-thousand airmen. Gerdts hopes a few students around North and Central Wisconsin could join the ranks of his fellow airmen soon.

"I didn't expect to get such a positive reaction out of the students," said Gerdts.

Students like Busche are already considering jobs in the engineering field. He says his focus could shift from automobiles to airplanes.

"I've always had that thought, maybe working on planes," said Busche.



Raddatz said he loved having the opportunity to spark new careers interests within his students.

"Whatever the students want to do after high school we want to let them have the opportunity to be exposed to that," said Raddatz.

Gerdts reminded students Friday that the Air Force can cover the cost of a college education.

Gerdts visited other north and central Wisconsin schools this week including campuses in Rhinelander and Antigo.

*Reprinted with permission from WJFW – December 13, 2019*

[www.luhs.k12.wi.us](http://www.luhs.k12.wi.us)

## Westosha Central STEM Aviation Program Continued from Page 22



builds only on Fridays and Saturdays which makes it seem like an upcoming fun event instead of a daunting chore or obligation that you always have to do. The atmosphere in the club and workshop is always positive with everyone having fun working together to build a plane. In fact in my time at the club so far, I don't think I've seen or heard one argument. The adult leadership in the club is extremely plentiful. On normal build days,

we always have Mr. Senft, the leader of the club, there with us to ensure we're riveting the right pieces or guide us if we get confused or stuck on a step. Along with Mr. Senft, we also have parents of the members sometimes helping with builds and teaming up with members to help build. Overall, the club is very educational and fun and I'm extremely glad that I chose to join.

### Logan DePerte

My name is Logan DePerte. I have 2 younger siblings. My family just moved to Pleasant Prairie, Wisconsin from Beach Park, Illinois. I am in all honors classes this year as a Freshman and participated in the Gifted & Talented program in middle school all 3 years too. I love all things aviation-related. I have loved airplanes since I was 9. I have self-taught myself about the different types of airplanes. When I see an airplane, I can tell you what model the model of a plane is as long as it is a commercial aircraft. I like playing flight simulators such as Infinite Flight. I also really like flight planning for family and friends including checking all the flight schedules and gate information. I am a huge baseball fan and but I am more into the statistics of baseball. I love to talk baseball with anybody that has somewhat knowledge of the sport. I am also a huge Chicago Cubs fan! My experiences so far in the Aviation program are amazing. I have learned many things that I didn't know before such as deburring. I have learned the importance of teamwork and communication, especially when building a real-life flying aircraft. I chose to be in the program because I love aviation and planes. I also joined because

### 2020 NASA Wisconsin Space Grant award

Aviation is the stepping-stone to Space. Since the Wright Brother's first flight to Neil Armstrong walk on the moon to current SpaceX and Blue Origin's adventures, aviation has been the building blocks to space. NASA and the Wisconsin Space grant team recognizes these first steps and supports programs that provide these pathways. The Central High STEM Aviation Program has been selected to receive the 2020 NASA Wisconsin Space Grant award in the area of Program Outreach. This grant will allow us to continue to provide STEM education and aviation experiences to the students at Central High School.

I want to be a pilot when got older and thought this program would be great for my hopeful future career in the world of aviation.

*From the fall, 2019 newsletter*

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