

Nine Selected as Minnesota Teacher of the Year Finalists

Education Minnesota

Nine teachers from across the state have been named finalists in the 2021 Minnesota Teacher of the Year program.

An independent selection panel of 24 leaders in the areas of education, business, government and nonprofits

selected the finalists from a group of 25 semifinalists. There were 75 Teacher of the Year candidates for this program year.

Because of safety precautions related to the COVID-19 pandemic, the previously scheduled May 2 Minnesota Teacher of the Year banquet will take place later this year. More details on that event will be announced soon.

The selection panel is tentatively scheduled to meet in June to conduct individual interviews with each of the nine finalists and to cast votes for the 2021 Minnesota Teacher of the Year. For a look at how the selection process works, go to <https://www.educationminnesota.org/news/awards/teacher-of-the-year.aspx>.

The 2020 Minnesota Teacher of the Year, Qorsho Hassan, will announce this year's honoree at the 2021 event.

Education Minnesota, the statewide educators union, organizes and underwrites the Teacher of the Year program. Candidates include pre-kindergarten through 12th-grade, Early Childhood Family Education and Adult Basic Education teachers, from public or private schools.

- The Teacher of the Year and finalists speak to education organizations, community groups, students, legislators and media.
- Eligible candidates include pre-kin-

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dergarten through 12th-grade teachers, ECFE and ABE teachers from public or private schools. Candidates must hold at least a bachelor's degree and a license to teach in Minnesota; have taught at least five years; and intend to continue teaching. Colleagues, students, parents or anyone else may nominate a teacher.

- To enter the state program, nominees submit an entry portfolio, which includes their teaching philosophy, professional accomplishments and letters of recommendation.
- A panel of 20 to 25 community leaders selects honorees from the portfolios, choosing semifinalists and then finalists. The Minnesota Teacher of the Year is selected from a group of finalists.
- Minnesota's Commissioner of Education will nominate the 2021 Minnesota Teacher of the Year for the National Teacher of the Year program.
- Four Minnesotans have become National Teacher of the Year: Mary Beth Blegen, Worthington, 1996; Guy Doud, Brainerd, 1986; Robert Heyer, Mounds View, 1975; and Roger Tenney, Owatonna, 1966.

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North Branch Area High School Embraces Career Pathway Education

Sara Paul,
Superintendent
Coleman McDonough,
High School Principal
David Treichel,
Director of Teaching
and Learning
Pat Tepoorten,
Community Relations
Coordinator
Cole Nichols,
Tech Ed teacher

North Branch Area Public Schools (NBAPS) is a public school district

to the north of the Twin Cities metro area. It serves roughly 2,500 students. Over the past several years, and with the aid of a bond referendum, North Branch Area High School (NBAHS) has been in the midst of redefining the high school experience. Opportunities await for students- right out of high school, with a two-year degree or four-year degree. NBAHS is preparing students to embrace post secondary opportunities with a growth mindset and commitment to lifelong learning. Beginning with manufacturing and automotive career pathways, students are able to concurrently earn high school and college credit. With the support of our industry and post-secondary partners, learning extends beyond the classroom in a variety of ways including college visits, industry tours, job shadowing, and paid internships. These authentic learning experiences help students gain clarity about their career interests and empower them to accelerate into their future.



NBAHS Manufacturing Pathway

NBAHS is proud to offer a manufacturing pathway. The manufacturing industry not only employs nearly 10 percent of the country, it's a leader in technology and innovation. And it only continues to grow. Even in 2020, this sector recovered well while other sectors stagnated.

Students interested in the manufacturing pathway are learning how to MIG, TIG, and stick weld, in the welding classes. In machining they learn how to operate a manual lathe, manual mill, CNC mill, and make projects to a set tolerance on those machines. They also learn how to operate and make things using a t-shirt press, 3-D printer, and a vinyl cutter. In addition to the hands-on experiences, students also receive essential credentialing critical to employment, including but not limited to OSHA 10 certification.

The school's industry partners have stressed the importance of soft skill develop-

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Technology Education at Centennial High School



Andy Angell
 Technology Education Teacher
 Centennial High School

One of the goals of the Centennial School District’s strategic plan is to expand programming to address the vocational, college prep, and remedial needs of each student. At Centennial High School, the need to prepare students to enter into career and technical fields has taken a top priority. With the many advancements in manufacturing, students that choose this path are likely to be working in top-notch facilities with great benefits and pay upon high school graduation. Many employers are looking for students

with a strong desire to work, and with some added knowledge of manufacturing processes, this makes them a very strong candidate. Over the past five years at Centennial, the Technology Education department has responded to the need of preparing students and have implemented a series of Project Lead the Way classes including Introduction to Engineering Design, Principles of Engineering, Civil Engineering, and most recently, Computer Integrated Manufacturing.

Other courses that have evolved in preparing students for the skilled workforce include Small Engines, Robotics and welding. With the addition of new courses at Centennial we have

looked to industry to purchase equipment that would allow a seamless transition for students from high school to work. Centennial was able to purchase a HAAS Mini Mill five years ago which has allowed students from Computer Integrated Manufacturing classes to create their own parts using CAD software, write tool-paths, set up and machine them. The robotics team has also utilized the CNC mill to create custom parts. In addition, the Centennial super mileage team, also part of Centennial High Schools Small Engines and Welding class, used the CNC mill to machine custom parts for their car. Some parts included an F1-style steering wheel, brackets, and custom suspension components. The HAAS mini mill purchase was made possible through a \$15,000 Perkins grant and additional school district funding.

The most recent addition to Centennial High Schools tech. ed. program is welding. Over the summer of 2019 Centennial was able to purchase welding booths and in the 19–20 school year, students are learning how to cut, fabricate, and weld. There is a very high demand for people to enter into welding careers. Centennial has begun developing partnerships with local industry to support the program. Support from industry includes a recent donation of 5 new Mig welding guns from Minneapolis Oxygen Company. Just down the road from Centennial High School we were able take a tour of BERMO

so students could see what a career in Manufacturing and welding looks like.

Student enrollment grew from 89 students in 20–21 to 200 students in 21–22. Over 60 students enrolled in Small Engines and Robotics 1 earned their OSHA 10 General Industry safety certification in the fall of 2020. Despite the challenges of COVID-19, students in small engines and robotics have still completed hands-on welding projects. Students are also in the process of completing supermileage cars that we intend to race at next year’s MTEEA supermileage challenge.

Centennial has been awarded \$11,000 in grants from the Gene Haas Foundation to support students entering careers in manufacturing. This spring three student scholarships totaling \$2,500 for students entering technical education post-secondary in machine tool technology or in engineering with a manufacturing emphasis. Centennial also has a goal to continue working to expand and strengthen its partnerships with local manufacturing industries to facilitate internships and job placement for students.

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11 Partnerships Receive 2021 Youth Skills Training Grants



The state has announced the 2021 Youth Skills Training grants — a total of 11 partnerships across the state to develop and implement paid-learning opportunities for students 16 years of age and older.

The grants are part of a Minnesota Department of Labor and Industry's Youth Skills Training (YST@DLI) program, which was signed into law in 2017 to create and provide employment training for student learners ages 16 and older in high-growth, high-demand occupations.

The Youth Skills Training (YST) Program encourages, promotes and supports the development of local partnerships between schools, employers and community organizations. These local partnerships provide students with related classroom instruction, safety training, industry-recognized credentials and paid work experience in high-growth and high-demand occupations in the industries of advanced manufacturing, agriculture, automotive, health care and information technology. Successful applicants will demonstrate the ability

YST@DLI Youth Skills Training

to achieve these objectives through various means including outreach, education, training and supportive services for students.

YST@DLI grants will be awarded to the following 11 partnerships, which will receive and split \$1 million in funding. The partnerships represent over 30 school districts and more than 80 employer partners in advanced manufacturing, agriculture, automotive, health care, and information technology.

- American Nursing and Technical Institute
- Boys and Girls Clubs of Central Minnesota
- Burnsville Public Schools
- Eastern Carver County Schools
- Elk River Area Schools
- Hibbing Public Schools
- Hutchinson Public Schools
- Marvin and Warroad High School
- Southeast Service Cooperative

- White Bear Lake Area Schools
- Winona Area Chamber of Commerce

Grants can be used to create programs, recruit students and employers, provide training, transport students, and pay for student certifications.

Twenty-five local partnerships throughout the state applied for this fourth round of grants. These partnerships involve more than 70 school districts and 146 employers in five different industries. A fifth round of grant applications will open in fall 2021.

For more information about the Youth Skills Training Program or grant opportunities, contact:

- Rich Wessels, project manager, rich.wessels@state.mn.us or 651-284-5184
- Katherine Fischenich, program specialist, katherine.fischenich@state.mn.us or 651-284-5341
- Youth Skills Training Website: <https://www.dli.mn.gov/yst>

Source — Minnesota Department of Labor and Industry



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Jacket Manufacturing



Perham-Dent Public School District

Jacket Manufacturing is run by an assortment of people. The office and business managers are Cooper Brasel and Olivia Rosenthal. We both speak on behalf of Jacket Manufacturing, which is a student-run busi-

ness that is run through Perham High School. We will be explaining some of the products we make, how COVID has affected us and made us grow, and finally some goals and plans that we have for the next year or so.

Jacket Manufacturing performs a wide assortment of jobs. A few of our best sellers are our cutting boards and metals signs. Some of the other things that we make are stickers, laser engraving, fire rings, wooden flags, and so much more. Most of our business comes from custom designs that people want us to make. We pride ourselves on making these products to the best of our ability and we always have a new project that gets put up. Our workers include three

metalshop/welders, four woodworkers, two businesspeople, and our six freshmen who do a little bit of everything. It is good that we have all of these new people because they will be part of the business for a while, and it will be their job to train the new students with the skill sets that they have learned during their time here.

Jacket Manufacturing started in the fall of 2018. The students at the time had to come up with everything. The main goal of this class is to make it into a “job-like atmosphere” and the people who started this did a great job creating this business. What none of them could have predicted was COVID happening and shutting everything down. When school started back up again we had lost almost everyone, due to most of them graduating. We had a few people that returned but we needed more help. During our first trimester and partially during the second trimester, we went to school two days a week and we were in the shop for 2 hours a day. We recruited quite a few kids but they were just

freshmen who didn’t have a clue about what to do. When Thanksgiving came we went fully online until mid-January. We all had to come in from 11:15–2:17 on our opposite cohort days. This really was a struggle since most of the kids couldn’t drive yet. There also was the problem with having two people in one cohort and everyone else in the other one. A lot of communication was had and we all left a lot of notes hoping someone would find them. When we went through COVID it hit us hard but we all learned that communication is key. All in all, I think everyone was just happy to see people other than their families and to get out of the house.

Goals are something that you need to grow a business. Jacket Manufacturing has had a goal for the last two years. This was to set up a booster club and to get people who worked in it paid, whether through a scholarship or in actual money. We have set up a couple of business meetings to discuss this

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North Branch Embraces Career Pathway Education Continued from Page 1

ment, which is part of the program, including bringing those industry partners into the school to work with students to develop a better understanding of what employers are looking for in prospective employees. Resume building and mock interviews are just a couple of examples of the kind of soft skills students in the program can expect.

These manufacturing options are definitely of interest to students, and enrollment in classes such as welding, machining, manufacturing, automotive, has seen measurable increases for next fall. Those enrollment increases include both boys and girls, and NBAHS is always actively trying to recruit even more girls into the program.

Better together

Another dynamic that sets NBAHS apart is the collective approach to learning. NBAPS is so fortunate to have staff eager to learn with each other, and alongside industry partners, to provide the very best experiences for students. The community’s investment in district schools through a bond referendum has enabled the district to purchase new equipment. Instructor Cole Nichols models a growth mindset for students each and every day, eager to teach and learn alongside students. In addition, the district was fortunate to have welding expertise in Director of Buildings and Grounds Art Tobin. Not only did Tobin play a critical role in working with industry and post-secondary partners to ensure the correct machines were purchased, he came alongside instructor Cole Nichols to teach the welding courses and OSHA certification. At NBAPS, better together is alive and well!

NBAHS Automotive Pathway

The return of automotive courses to the NBAHS curriculum, after a long absence, is the story of a new superintendent, Sara Paul, and a group of students seeking to find meaning in their school experience. In the midst of a global pandemic, ensuring that students had access to courses meaningful to them this fall was a district priority. Paul asked the students about their interests and automotive courses were highly desired by the students. Immediately she was on the phone with a local community college (PTCC). Working together, PTCC and NBAPS created a course for students this fall. Word spread like wildfire and now just a few short months later NBAHS is planning to not only offer Auto 1 and Auto 2 with PTCC, the local Ford and Chevy dealerships have expressed interest in creating more “hands on” opportunities for automotive students. “Our students are overflowing with gifts and talents,” said Paul. “Every time we create opportunities to bring out a student’s passion for their education, we are living out our mission!”

Local partner involvement

NBAHS will be working closely with PTCC to offer a variation of their entry level Machining and Welding Classes as well as another college to offer their How To Make Almost Anything and Careers in Manufacturing and Safety Awareness classes. Local industry partners will provide internships and job shadowing opportunities, industry tours, guest speakers, and internships. These local partners are key to the success of the program and the providing of opportunities for students beyond the classroom. “We know we can’t do this without our local industry partners and I’m

excited by the commitment they have shown to work together to make this happen for our students, our school and our community,” said Principal Coleman McDonough.

Future plans

North Branch Area High School sees this change in direction as a chance to grow opportunities for students to learn outside the four walls of the school. “There is so much for them to learn in other venues and we want to make those opportunities a reality for any student who wishes to be a part of it,” said McDonough.

“Helping students lean into their passion is such a great place to start,” said Paul. “Ulti-

mately, we want to be part of helping each student find their purpose. A well-rooted sense of purpose provides resilience to bring success over the long haul. Riding the highs and lows of any career comes from finding your purpose.”

The district will continue to track industry trends to design programs that align to careers that provide liveable wages.

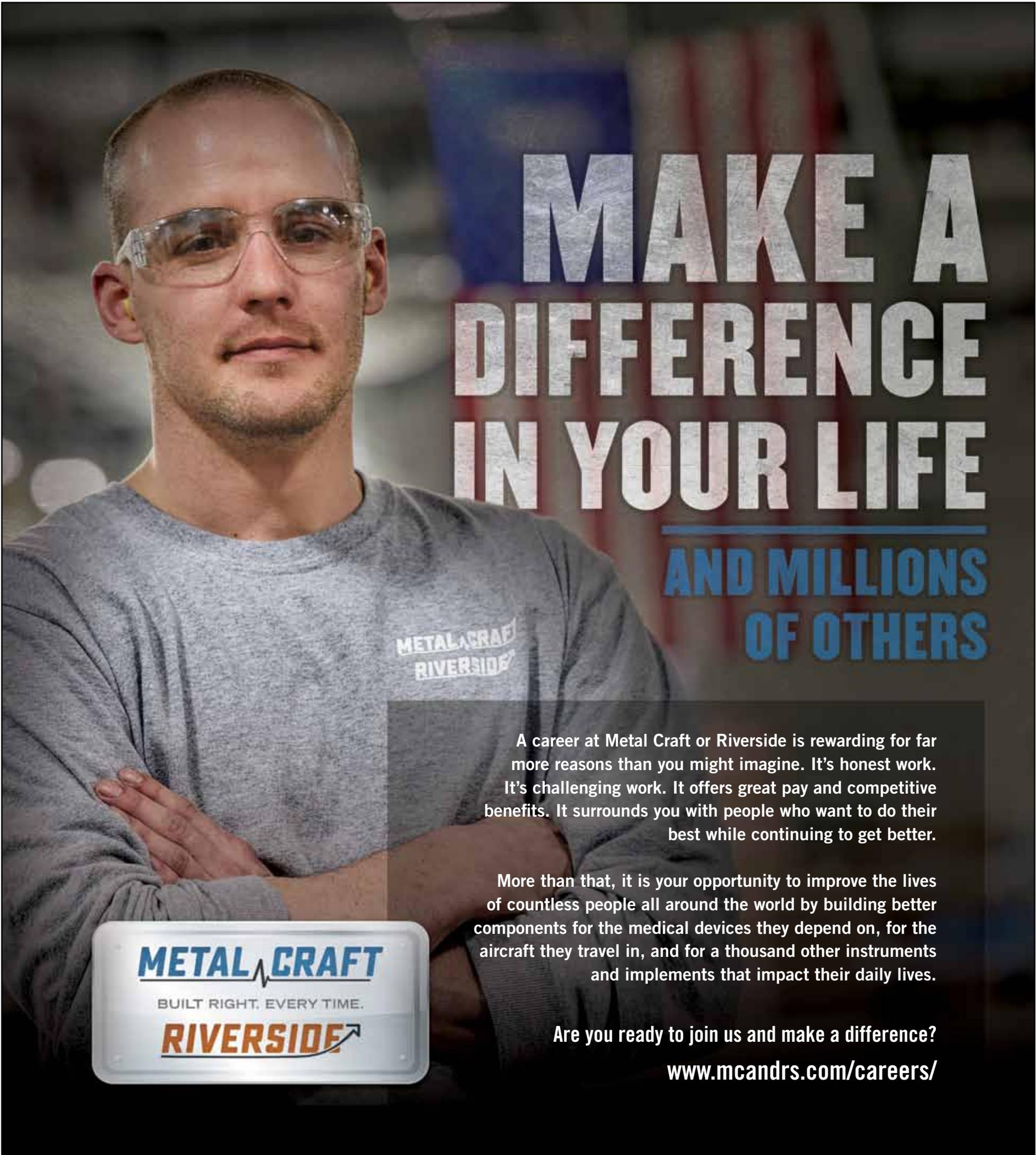
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Dan Moriarity, father of two students here at North Branch and owner of a custom metal fabricating company in Osceola, WI, came to the shop to talk with students about his business, local unions/job opportunities, and choosing the right education pathway for each individual, explaining to them how going into the trades and or tech school is a viable option and there are many opportunities in manufacturing. While he was here he also taught the students how to weld using a different style of MIG Welding, Spray Transfer. Students were able to take a try at it and see for themselves how it worked. Dan also talked with students and helped them improve their welding skills. Dan also donated a few sheets of metal for the students to cut up and use in their welding joints, and



also donated a bunch of other supplies for the students to use and for me to build the curriculum and program.



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Hutchinson's TigerPath Skilled Workforce Initiative



Miles R. Seppelt
Economic Development Director
City of Hutchinson

Visits with Hutchinson manufacturers have revealed a significant and growing shortage of skilled workers. The jobs are there, but no qualified individuals are available to fill them.

Hutchinson is not alone in this: research indicates that more than 12,000 skilled jobs in Minnesota are going unfilled *right now* owing to a lack of qualified workers. Nationwide that figure is over 600,000. According to an analysis done by Deloitte, between now and 2025 more than 2 million manufacturing jobs will go unfilled. The same situation exists in both the building trades and health care fields. Between now and 2029, the nation's skilled workforce shortage will worsen significantly as the remaining baby-boomer generation hits retirement age.

Currently about 44% of graduating high school seniors are going to a University to pursue a bachelor's degree, while only 33% of all jobs in the U.S. economy actually require that level of education. The reality is that *two-thirds of all jobs in the economy require 2 years or less of education*. This education/job market mismatch has resulted in escalating college costs, growing student debt, rising underemployment of college graduates and a growing shortage of the skilled workers our economy needs. Systemic change is needed.

The solution to all of these challenges can be found in our high schools. It rests with shifting away from the prevailing "college for all" paradigm and helping young people (and their parents) recognize that thousands of high-paying, high-demand career opportunities exist (and can be obtained with a 2-year degree or less) in the technical fields.

TigerPath

To address the situation, 28 partners from manufacturing, local government and education have developed the TigerPath Skilled Workforce Initiative. Comprised of

six overlapping and mutually supporting strategies, TigerPath takes a comprehensive approach to providing students with the skills they need to be successful in the 21st century and changing the attitudes that led to the existing "college for all" mentality.

The six strategies that make up the TigerPath Initiative are:

STRATEGY 1: Realign high school education by implementing the TigerPath Academies – a career academy model of education designed to help students discover their talents, develop their skills and build rewarding careers based on their own interests and aptitudes.

STRATEGY 2: Build seamless educational pathways between high school and college so that students can earn free college credit and industry-recognized credentials.

STRATEGY 3: Change outdated stereotypes about manufacturing, education & career choices, and gender in the workforce through tours of local precision high-tech manufacturers, job shadowing, a dedicated website and other marketing activities.

STRATEGY 4: Build school-employer relationships by implementing an internship program for high school students with local manufacturers and other employers, along with other initiatives such as "adopt a classroom."

STRATEGY 5: Dramatically upgrade technical education facilities & equipment at the high school. This will:

- Help change the stereotype students and parents have of manufacturing
- Get students inspired and excited about technical education & careers and,
- Provide first-class, real-world equipment for students to train on.

STRATEGY 6: Launch Tiger Manufacturing — an authentic manufacturing business based in the high school, run by

students, designing and manufacturing real products for real customers. Tiger Manufacturing will:

- Add relevance to coursework
- Provide a realistic work experience
- Build teamwork and soft skills
- Foster critical-thinking and problem-solving skills
- Teach entrepreneurship and business operations.

Results

Starting with the adoption of an academy model of education at Hutchinson High School, TigerPath has grown to become a community-wide effort to better prepare students for their future and provide our employers with the skilled workforce they need. Results so far:

- ▶ **The TigerPath Academies** have been implemented at Hutchinson High School.
- ▶ All 8th grade students now go through an **extensive mid-year counseling & registration** process that (a) culminates in their selection of a TigerPath Academy beginning in 9th grade, and (b) results in the development of an individualized four-year academic plan.
- ▶ **Enrollments have dramatically increased** in first year "pathway" classes

such as Welding I, Drafting Projections and Woods I – in many cases with more than 100 students enrolling in such courses each year.

- ▶ **Overall enrollments in career & technical education classes at HHS have more than doubled** since TigerPath was initiated.
- ▶ **28 partners have combined to raise \$1.56 million** to advance the TigerPath Initiative.
- ▶ The **Center for Technical Excellence** has been established at Hutchinson High School with new industry grade equipment, making possible state-of-the-art skills training for students.
- ▶ A new **Physical Science: Engineering** class has been launched at Hutchinson High School featuring a variety of automation / mechatronics trainers purchased from FESTO DIDACTIC. In its first year 140 students (including 45 girls!) took the class, necessitating five class sections.
- ▶ **Free college credit** is available to students for work being done in high school via articulation agreements, concurrent enrollment courses, PSEO and College

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Jacket Manufacturing Continued from Page 6



and we have accomplished quite a bit in these meetings. Our booster club will be made up of our business sponsors. Of course, we still hope to continue to grow as a business and currently have up to 20–25 kids working in this environment and getting hands-on experience.

Jacket Manufacturing is a student-run program, with everyone having a different skill set but all using them for this business. It is run through the Perham High School and we are very thankful to them for letting us do this.

The 2020–2021 school year was one for the books. Everyone was affected differently

and it was especially hard on businesses. Hopefully this program will continue throughout the years and continue to teach students how to persevere in hard times and problem solve their way through difficult times.

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Hutchinson's TigerPath Skilled Workforce Initiative Continued from Page 8

in the Schools (CIS) offered through the Minnesota State technical college system.

- ▶ **Community-based advisory committees have been established for each of the four TigerPath Academies** to monitor progress and develop action plans to expand community partnerships.
- ▶ **Students can now earn NIMS, OSHA 10 & Certified Nursing Assistant certifications** while in high school (with additional certifications to be added).
- ▶ **A dedicated website has been launched** (www.HutchTigerPath.com) to educate parents, students, employers and the community. Topics include (a) where jobs are in the economy, (b) how to pay for & pick a college, (c) info on the four TigerPath Academies, (d) career opportunities in each academy, (e) how employers can get involved, (f) resources for other communities desiring to implement their own version of TigerPath.
- ▶ A new full-time position — **TigerPath Coordinator** — has been established to implement a student internship program with local employers, act as a liaison between employers and the high school, coordinate with Ridgewater College and be an advocate for TigerPath in the com-

munity.

- ▶ **STEM Sisters and related initiatives have been launched at HHS** to counter outdated stereotypes about gender in the workforce and get more females engaged in engineering & technical education.
- ▶ **Job Fairs & Industry tours have been initiated** to show students what manufacturing looks like in the 21st Century and help them make connections with potential future employers.
- ▶ **A student internship program** for high school students with local manufacturers has been launched, funded by a Youth Skills Training (YST) Grant from the Minnesota Department of Labor & Industry.
- ▶ HCVN, Hutchinson's non-profit public access TV station, is producing a series of **career exploration videos** to help students learn about various career opportunities.
- ▶ **IGNITE — a hands-on, "next generation" job fair** — has been developed and will roll out in October.
- ▶ An on-line **TigerPath "job board"** has been established, providing a way for students to connect with local businesses

who are offering job shadow opportunities, internships or regular employment.

- ▶ We've recruited a crew of **15 student TigerPath ambassadors** who will help promote TigerPath with their peers and within the community.
- ▶ We've hired our **first female CTE teacher** — her presence will change stereotypes and help us recruit more females in the CTE area.
- ▶ **TigerPath is gaining considerable attention** from schools, economic development agencies, businesses and elected officials. Staff from the school district and the Hutchinson Economic Development Authority have been invited to make numerous presentations throughout Minnesota and groups visiting Hutchinson to tour the Center for Technical Excellence probably run into the dozens.
- ▶ TigerPath has become a multi-award-winning initiative. For their work on TigerPath
 - The Hutchinson public school district won a **2017 Local Government Innovation Award** from the Humphrey Institute of Public Affairs.
 - The City of Hutchinson won the **2017**

City of Excellence Award from the League of Minnesota Cities.

- Hutchinson's EDA Director was named **2018 Economic Development Professional of the Year** by the Economic Development Association of Minnesota.
- Hutchinson also won the **2018 Annual Economic Development Award** from the Mid-America Economic Development Council.
- Hutchinson was named as a **finalist in the Ady Advantage 2019 Midwest Talent Strategy Inventory**, which covered 12 Midwest states.
- ▶ **Most important of all — recent HHS graduates are taking jobs with local companies. We're providing the skilled workforce our companies need!**

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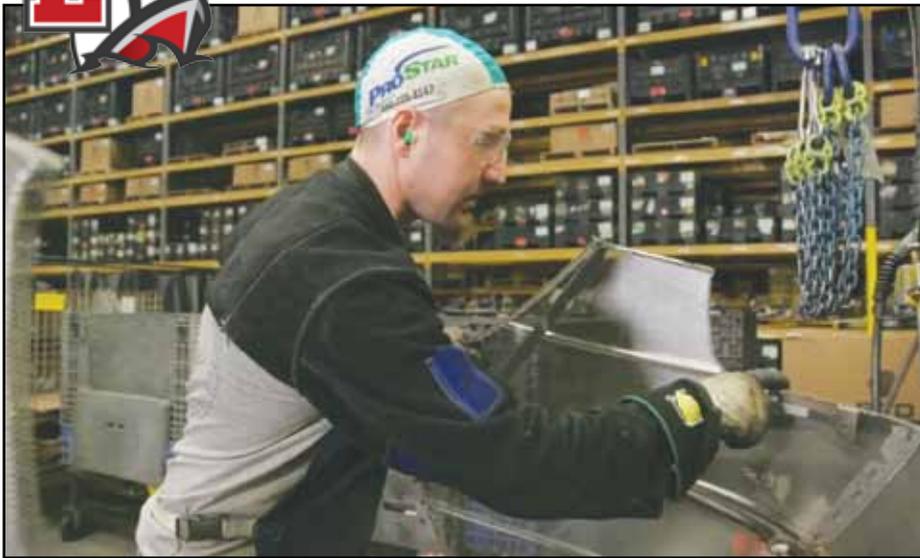
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Health care service providers



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Industrial engineering consulting firms
Industrial Sales Companies
Manufacturing Industries
Mining companies
Oil and gas producers
Pharmaceutical Companies
Public Utility Companies
Research facilities of educational and medical institutions
Retail organizations
Technological agricultural industries
Telecommunications companies



Supporting the Future of Manufacturing



BTD participated with Detroit Lakes High School (DLHS) and the MN Department of Labor & Industry (MNDLI) first semester to provide three DLHS students with experiences in advanced manufacturing. The program is structured through the Youth Skills Training grant from the MNDLI and exposes students to manufacturing occupations and opportunities while allowing them to build relationships with area businesses and professionals.

MNDLI awarded DLHS the grant last spring and provided \$90,000 to assist in creating experiences and exposure for 16- to 17-year-old students in three different areas, including advanced manufacturing. BTD partnered with DLHS to provide students with these experiences. The students work with mentors at BTD in different areas of manufacturing two to three hours each school day for a semester. They also are able to operate machines and equipment, which

gives them valuable hands-on experience. Students participating in the program earn minimum wage per grant requirement and two to three credits while getting exposed to manufacturing careers they are interested in.

DLHS and BTD plan to continue this relationship indefinitely and long beyond the 2-year grant cycle. A long-term commitment to this process will assist in area workforce demands for manufacturing and

provide students with high wage and high skill employment opportunities. A win-win for students, businesses and schools.

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Bemidji Career Academies

New Partnerships and Real-World Experiences



Brian Stefanich
Solway Elementary Principal
Bemidji Career Academies Director
Bemidji Area Schools

We are excited to partner with two new programs this year! Through our Minnesota Department of Labor grant and program -Youth Skills Training (YST) — we've been able to offer students paid internships in the areas of manufacturing, healthcare, automotive technology, information technology, and agriculture.

We've also been able to partner with the Boy Scouts and Brad Olson to implement their Exploring Program posts in businesses aligned with nearly all of our academies!

Automotive Technology Career Academy

The Automotive Technology Career Academy is a skills/aptitude based program designed to prepare graduating students with knowledge, skills, and hands-on experience to help prepare them to work in the fast-paced and rapidly changing field of automotive technology. Credits earned in this program will help the graduate enroll in a two-year Associate of Arts program or in an industry recognized course of study such as NATEF, AYES, or ASE certification to prepare them for a career in automotive technology or diesel mechanics. The Bemidji Career Academies have 51 boys & girls in grades 9-12 in the Automotive Tech-

nology Career Academy. We have 3 approved YST programs in Bemidji.

Manufacturing / Mechatronics Academy

We have had a strong partnership with the Minnesota Innovation Initiative (MI2) since 2014. Our students have the opportunity to take the following Mechatronics courses:

Mechanical Fabrication, AC/DC Electrical Systems, Basic Hydraulics and Rotating Electrical Machines). They can earn Manufacturing Skills Standards Certification (MSSC) CPT Safety and the National Manufacturing Metalworking Standards Certificate (NIMS). MI2's approach is innovative in that our courses and programs are designed by industry, yet each individual's program experience is tailored to help them succeed. Successful completion of coursework can lead to articulation credits in Electrical Construction, Industrial Maintenance/Mechanic; Automation Technology, Machine Technology, Production Technology, Engineering Technology. Since 2014, 83 high school students have participated in the program.

Our 16-, 17- and 18-year-old Mechatronics/ Manufacturing Academy students have the opportunity to explore the industry in our Youth Skills Training (YST) program through the Minnesota Department of Labor. Our students are offered career exposure, advanced training, certifications and paid internships. We have four approved YST programs with local businesses.

Sophomore Bre Wright

I've always enjoyed working with metal, making things, fixing things, whatever I could. The Youth Skills Training internship I am currently in at Bemidji Steel Company through the Bemidji Career Academies at Bemidji High School has 100% confirmed that. The job can be difficult at times, but it is so rewarding to see all your work done and sent to a happy customer. So far I have learned welding, how to use a sheer press, how to use a metal saw, how to use a metal press, and a few others, and I'm still learning how to use a number of other tools there. Although I don't know where my future in education will take me, I plan to stay at Bemidji Steel Company as long as I can. This job has taught me things that I don't think I could learn in a classroom, all the hands-on experience, I'm sure will be beneficial to me later on. At the end of the day I'm happy to go to work.

Alex Grasdalen Chief Operations Officer, Bemidji Steel Company

Our continued partnership with the Bemidji Career Academies has been extremely important in supporting the growth of our company over the last year. Recently we partnered to provide opportunities for younger students to work with us through the Youth Skills Training Program (YST) funded by the Minnesota Department of Labor and Industry.

This is how we can pay it forward and provide one-of-a-kind experiences for students to help them chart a path forward in their education and post high school direction.

Not only has this been beneficial for the students. They are working right alongside our value added services staff to support our production team. It has allowed the team to be more productive and reduce lead times. But what is most rewarding is to hear how the team has helped provide direction to the students for their future career path.

We believe in partnerships with our customers, vendors, the community and our employees. This is how we can partner with our next generation to provide career paths and a solid stable business for our other invested partners. I appreciate the staff and the support from the Bemidji Career Academies to make this possible.

Our goal is to build a pipeline of candidates from our qualified young academy graduates to enter the workforce and work with our Greater Bemidji Business and Industry companies. To become a sponsor, please contact Brian Stefanich at 218-209-0314 or email brian_stefanich@isd31.net

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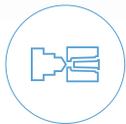
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Johnson Aerospace and Engineering High School



Scott Shaffer, Instructor
Johnson Aerospace and Engineering
High School

The aerospace program at JHS was established in 2013. The program was created to offer students a new class that was unlike any other in the state, or many in the country (still to this day). Through SPPS allocated funds as well as generous support from area businesses and organizations, the Flight Simulator Lab opened for students in the 2014–15 school year. Originally comprised of seven simulators, we have added two virtual reality (VR) stations, and plan to add more (VR) simulators this summer.

Students take the initial class in their 9th grade year, typically. The class is an “ab-initio” course, meaning we take them from zero hours and introduce them to the world of flying very quickly. Typically, on the second or third day of class, we are exploring the islands of the Caribbean Sea, followed by a trip home to St. Paul to check out our school and local sights. We have five dual-seat simulators allowing for a pilot/co-pilot experience, and two single seat (military style) simulators that are half-sphere in shape and gives a very immersive experience. The third student in the group is the “air traffic controller” and sits on the opposite side of the classroom controlling the simulator, moving them to different locations, etc. All students are connected via real aviation headsets and allows them to talk to each other. Our simulators currently run Prepar3D, an upgraded version of Microsoft Flight Simulator X. Last summer, Flight Simulator 2020 was released after a 14-year hiatus, and we will be installing that for our students during upgrades this summer.

There are two teachers in the JHS Aerospace program. Scott Shaffer has been at Johnson High School since the inception of the flight program, and Rob Mason joined in 2017. Both Scott and Rob are licensed pilots. Scott holds a Private Pilot license as well as multi-engine certification since 1995. Rob is also a Private Pilot, and is the proud owner of a Cessna 150 that is hangared at Lake Elmo Airport. Rob has over a decade of aviation experience, beginning his career as a Flight Attendant in 2008, and has worked in various positions as well. Rob also holds English licensure and has taught English at JHS in the past.

Our Aerospace courses are closely aligned

with the Engineering and Manufacturing pathway programs at JHS. Upon entrance to JHS, students choose a pathway, either Engineering, Aviation, or Manufacturing, and take courses based on those selections throughout their high school career.

If students decide to continue in the Aviation program, they will enroll in Aviation II and III. These courses are accelerated, advanced, and allow students to experience flying in all types of weather, emergencies, and learn rules and regulations of flying. Recently, we have begun teaching drone pilot curriculum in the Advanced classes, using student iPad apps as supplements. Upon completion of Aviation II, students should have gained enough knowledge to pass the FAA Drone Pilot certification exam and the FAA Private Pilot Written exam after Aviation III.

James Hanley, a junior student at JHS, recently received his Private Pilot certificate on his 17th birthday, the day he was eligible. His testimonial about the program is as follows:

My name is James Hanley and I am a junior at Johnson Senior High. I live in the Highland Park neighborhood on the other side of town. While I could go to my local high school that is 5 minutes away, I chose to commute 60 minutes to Johnson for one reason: The flight sim lab. I have always loved all things aviation and it has been my goal to fly for a living. I was overjoyed to hear about the facilities inside Johnson while I was in middle school. When I took a tour of JHS, I fell in love. Having the added knowledge and experience I learned in the aviation classes helped me earn my private pilot's license in the 2nd half of 2020; I passed my checkride on my 17th birthday.

I never thought that such amazing equipment would be readily available to me. Not to mention that taking the associated courses would help me with my private pilot's license study and give me credits towards graduation. I didn't think that it could get any better until the virtual reality sims were set up. These pieces of technology are even more amazing than I imagined. They make you feel like you are really in the cockpit! Given the proper certifications, these could be easily upgradeable to be used to log hours towards your license, saving the students lots of money.

Money is in my opinion the largest hurdle in getting your pilot's license. I worked 2 jobs over the summer to afford flying twice a week. I paid \$125 an hour for the plane and \$70 an hour for my instructor, and that is on the lower end

for the area. Multiply those by a minimum of 40 hours of flying and 20 hours of instruction and it becomes a HUGE number. With courses like ground school, which can cost upwards of \$200 available for free, this program already helps reduce that hurdle. If an airplane and instructor are made available at low cost or even free to those who need it, this eliminates that hurdle. While the need for pilots has subsided, for now, it will not go away. Affordable training will for sure allow people who want to become pilots, but never had the financial means, to do so.

Mr. Shaffer and Mr. Mason are very unique educators. They are not only engaged teachers, they are ambassadors for the aviation industry. Starting with nothing, they assembled hardware and wrote a curriculum, in turn making one of the best high school aviation programs out there. They both are excellent ambassadors for aviation: passionate and determined to help others achieve their goals. Overall, I couldn't imagine a better program to be a part of, it has made me a better student, and the pilot I've always dreamed of becoming. I cannot wait to see where this fantastic team takes this program next.

Our vision for the future includes the acquisition of a training aircraft, hangar space at STP airport, and the creation of a training

program to allow students to complete their courses at school for the first half of the day and come to the airport to fly for the second. Students are eligible for their Private Pilot certificate at age 17, and we have several students are ready to begin training. In the meantime, we would like to be able to establish a partnership with a local flight school, offering discounted flight training to our students.

I also encourage you to watch this short SPPS spotlight on our flight program.

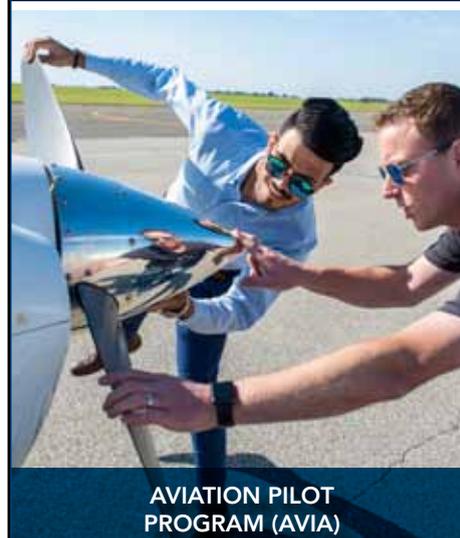
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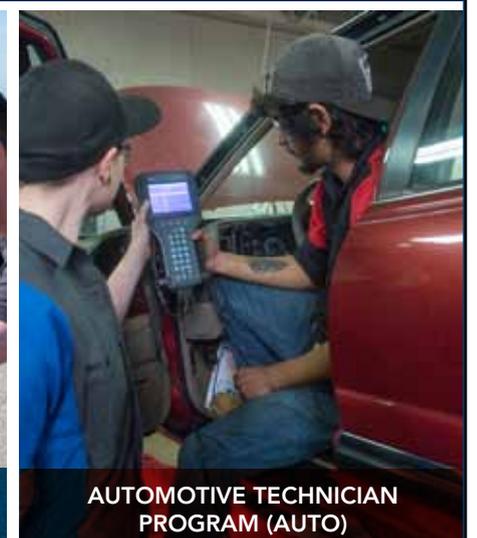
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High School Heavy Duty Truck Students Sample a Parallel Career Option



Tom Ledoux, Intermediate District 917

A group of students in the Heavy-Duty Truck Program at Intermediate District 917 in Rosemount got to experience a unique opportunity recently by spending a class session at *Extreme Sandbox* in Hastings Minnesota.

What's *Extreme Sandbox*? They are a company that offers the unique experience of performing several operations with heavy equipment in a controlled environment for both individuals that want to fulfill a bucket list item up to corporate retreats. Due to a sponsorship,

they offered this student session.

The training started with a heavy equipment technician who just finished his Post-Secondary education telling the entire group about his educational pathways including an apprenticeship program and what a day on the job entails for him. Then things got serious and after reviewing safety guidelines and basic controls for both a bulldozer and excavator safety vest were donned and they headed out to try their hands at moving some dirt. After they got to operate the equipment it was back to the classroom to identify and review major fluids used in the systems of the machines they just operated, some of the maintenance procedures performed by a heavy equipment technician and identifying major components on the equipment. That session was great, but all of the students still had beaming smiles from being able to operate either the bulldozer or the excavator.

Each student came away with an experience most people will never have and a solid overview of the Heavy Equipment Technology Career Field as well as documentation of their day thru hundreds of shared pictures thanks to NDSCS's Jim Johnson.

The Heavy-Duty Truck Technology program, taught by Tom Ledoux at Intermediate District 917 offers many things besides fun field trips throughout the year. Students learn entry level employment skills, get a good over-



view of the physical demands for this job, learn the importance of troubleshooting a failure to perform the correct repair, demonstrate proper repair documentation and use their analytical thinking skills as needed. These are all things that they will need to be successful in diesel engine and heavy-duty truck technology careers.

Specific tasks that students perform are diesel engine and heavy-duty truck component identification and terminology, systems overhaul of various parts of a semi-truck diesel engine and drivetrain components, vehicle safety

inspections, heavy truck engine troubleshooting diagnostics and preventative maintenance procedures. The different welding procedures that are practiced covers:

- Oxygen — Acetylene welding and torching
 - Wire Feed (Mig) on steel and aluminum including 120 volt and 480 volt welders
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- Basic forklift inspections and operation as

Continued on Page 18



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Faribault Automotive Program Provides Knowledge, Hands-On Experience



*Matt Steichen
Community Relations Coordinator
Faribault Public Schools*

Jon Hausen became interested in a career in the automotive field a long time ago, when he was a kid working on cars with his dad. When he got to Faribault High School, he took every class available in the automotive department. By the time he graduated in 2018, he was armed with the knowledge and experience he needed to pursue a career in the field.

As a senior, Hausen started an internship through the FHS automotive department. He's still working there while he takes college classes in pursuit of an Associate of Applied

Science Automotive Technology degree.

"Some of the stuff we started to cover in college, I was three steps ahead. I was able to breeze through it and help other people out," Hausen said. "I got a lot of hands-on training during high school that you won't get just sitting behind a desk."

Knowledge and hands-on experience are the two main things Faribault High School automotive technology teacher Kevin Paukert hopes students take away from his classes. It helps that they have access to some state-of-the-art equipment, including an alignment machine that uses cameras, hydraulic lifts, and diagnostics scanning tools. The program is accredited by the Automotive Service Excellence (ASE) Education Foundation, which requires all equipment be up to date and meet industry standards.

Students also have a variety of vehicles to work on. Fords, GMs, Chryslers, Volkswagens, Hondas and Toyotas are lent to the

program for educational purposes.

"Our shop is outfitted just about as well as any automotive outfit in town," Paukert said. "Students should be very familiar with any equipment needed for an entry-level position. Most of what we have here is the same as they would see in the industry."

Students can get their start in the automotive department by taking a one-semester elective, intro to auto. Auto 1 is the next step and covers primarily electrical components for one semester. In Auto 2, students start to learn the skills they would need to start working in a shop: how to change belts, how to change oil, how make basic brake repairs, and how to rotate tires.

Students who compete those three courses can take Auto Services as juniors. The two-hour block course covers steering and suspensions, engine repair, engine performance and more advanced brake and electrical work. Paukert said the goal for this course is for students to be able to pass the tests necessary to receive several different ASE certifications.

All these classes can be used toward college credit in several colleges — if the student earns a B average and gets a recommendation from Paukert.

Once a student completes Auto Services, they're eligible to receive credits through a

paid internship during their senior year.

"It's a good feeling. I like to see them grow to where there's a lot less instruction from me, less guidance, when they have issues they're trying to tackle," Paukert said. "With automotive technology, things are constantly changing, so you can't always teach them how to solve something. But you can teach them how to find the information they need to solve the problem themselves."

Paukert said the automotive program isn't just for students who want to work in a shop. Students interested in careers in sales, or as service advisors or service writers, would all benefit from a better technical understanding of how vehicles work.

"Coming through the automotive program doesn't definitely mean they're going to be a technician. There are a lot of other jobs in the industry where you need the knowledge," he said. "I think it's a great opportunity to get to try it out in a high school setting before they're really committed to it and see if it's something they're interested in."

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See you in September,

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WB Working Together to Shape the Future

624 White Bear Lake Area Schools



Jenny Moore, Career Pathways Coordinator
White Bear Lake Area Schools — Career Pathways

White Bear Lake Area Schools (WBLAS) is continuing to see their Career

Pathways program evolve into quality learning experiences for all students. The purpose of WBLAS Career Pathways is to help high school students make informed decisions about their career choice, assist in appropriately matching their post-secondary plans based on their career choice, and ensure that all students have equitable access to careers. Currently, there are seven Career Pathways in Automotive, Business, Construction Skilled Trades, Education, Engineering & Manufacturing, Health & Wellness, and Information Technology. Career Pathways Coordinator, Jenny Moore, adds that “the current career pathways address the unique workforce demands in the NE Metro Area, as well as create and align educational opportunities based on the workforce demand. Helping our students and the surrounding community ensures we are nurturing working relationships for years to come.”

The Automotive Career Pathway has seen much success in its three years of implementation. Automotive Career Pathway Instructor, Derek Doescher, has put the program on the

map for school districts to learn from. Doescher’s vision for the future is to “have a program that sets all students up for success after high school. Whether the student chooses to pursue a career in the Automotive Industry or a different career field, my goal is for them to use what they learn in the Automotive Career Pathway courses, as well as, their employability skills and personality traits to help them be successful.”

Since the beginning, the Automotive Career Pathway has received multiple grants to help foster pathway growth, has added a variety of job and experiential learning opportunities, implemented ALLDATA Certification, and is currently the leader in Minnesota for Automotive Career Exploration (ACE) Ford Safety Modules. To date, there are 143 active users with over 528 safety modules completed. The safety modules include, but are not limited to, shop safety, brakes, and basic electronics. All of these initiatives support the ultimate goal for the Automotive Career Pathway to become an Automotive Service Excellence (ASE) Certified Program when the new White Bear Lake Area High School opens in Fall of 2024.

In addition to industry recognized credentials and experiential learning, students are encouraged to enroll in any of the Automotive



Career Pathway courses which are Car Care, Small Engines & Transportation Systems, Motor Sports Technology, Automotive Technology I, and Automotive Technology II. Students also have access to 916 Career & Technical Center’s Automotive Technology and Diesel Trucks & Engine Technology pro-

Continued on Page 18

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Dr. Burrage Appointed to National CTE Advisory Council



Robbinsdale Area Schools

Robbinsdale Area Schools Interim Superintendent Dr. Stephanie Burrage has been appointed to a national career and technical education (CTE) advisory council.

The nonprofit association for the information technology (IT) industry and workforce, Computing Technology Industry Associa-

tion (CompTIA), recently formed a National Career and Technical Education Advisory Council to lead a national dialogue focused on accelerating career pathways in technology. The council will include representatives from all 50 states, the District of Columbia and Puerto Rico, and Dr. Burrage will be Minnesota's representative.

"Career and technical education is vitally important to providing scholars with a real-world education," said Dr. Burrage. "I'm thrilled to be part of this advisory council and believe our work will help shape the future of technology curriculum across the country and here in District 281."

Specifically, Dr. Burrage and the council will focus on areas such as technology trends and emerging tech, best practices for instruction, professional development for instructors, credentialing and certification programs, grants and other funding sources, articulation agreements and connecting with industry employers.

"We strongly believe that CTE will play a critical role in our recovery from the

COVID-19 pandemic, which has devastated household finances and changed educational plans for many families," said Angel L. Piñeiro Jr., vice president, strategic academic relationships, at CompTIA. "With the help of an elite group of educators and other leaders, we intend to raise national awareness of CTE as a creator of opportunities for careers that will provide a better way of life for multiple generations to come and to do so in a way that addresses digital inequity head-on."

Members of the council will serve two-

year terms. For more information about CompTIA or the National Career and Technical Education Advisory Council, visit the CompTIA website (<https://connect.comptia.org>).

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High School Heavy Duty Truck Students

Continued from Page 15

well as after passing on the simulator students with a driver's permit or license may have an opportunity to drive a diesel-powered semi and drive with a trailer if they do well with the truck. Curriculum covering smaller heavy equipment repair and operation and other small gas and diesel engine powered equipment will be offered 2021–2022 school year.

Career opportunities in The Heavy-Duty Truck/Diesel Fields right now are surging. The stigma attached to people in these careers as grease monkeys are long gone. With technologies like automatic manual transmissions, autonomous vehicles, collision avoidance, electrical multiplexing and intelligent vehicle systems today's mechanic is called a technician who has to be well versed in the mechanical, electrical and numerous computerized systems to keep those trucks running safely down the road.

For more information contact Tom Ledoux: Thomas.ledoux@isd917.org (651) 423-8334

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"We feed the 3 big programs at the technical college: Auto Body, Auto Repair, and Welding each year. We try to run as close to a real-world auto shop as possible," said Tony. "Working with kids and seeing them in college or on the job within the transportation industry is my biggest thrill."

Career Pathways at White Bear Lake

Continued from Page 17

grams of study. Furthermore, students who are ready to commit to the career field, can register for the Automotive Career Pathway to develop a more individualized and in-depth career plan.

Recently, WBLAS Career Pathways received a Youth Skills Training (YST) Grant from the MN Department of Labor & Industry (MN DLI) to Train Tomorrow's Technicians. The purpose of the YST Grant is to train students for today's workforce and the imminent changes the Automotive & Transportation Systems Industry is facing. From retirement to vehicle model changes, it is more important than ever to equip students with the skills they need on and off the floor. Doescher will serve as the YST Grant Coordinator during the duration of the grant. The YST Grant will also include work to intentionally recruit under-represented populations in the Automotive & Transportation Systems Industry by providing career exposure opportunities on- and off-campus including job shadows, job site tours, guest speakers, panel discussions, and relevant employment for an estimated 60 students with participating employers.

Most notable in the Automotive Career Pathway is the Autonomous Vehicle (AV) Pilot Project starting summer of 2021. The AV Project includes a self-driving shuttle route around White Bear Lake which includes a stop at WBLAHS - South Campus for students to learn about operating and maintaining the vehicles of tomorrow. All Automotive Career Pathway students will have an opportunity to learn and experience first hand what self-

driving vehicles are all about, as well as, other students interested in Engineering, Information Technology, Sustainability, and other related careers. Doescher knows that teaching cutting edge technology, like autonomous vehicles, is crucial for a Technology Education Program to succeed. "By the time students are out in the industry, the technology will be completely different than what we have today. I need to help these students think about the future and learn about new technologies so the industry does not pass them by" says Doescher. In addition to Doescher's school year commitment, he is also leading the first ever Connected & Automated Vehicle (CAV) Camp. To date, 18 organizations have partnered together to make this a reality for the local community.

As WBLAS Career Pathways continues to offer relevant coursework, experiential learning opportunities, and industry recognized credentials based on the local workforce needs, the commitment to developing and nurturing the whole student is proof that working together to shape the future is the answer to the unique workforce demands all communities are facing today. To learn more about WBL Career Pathways, visit <https://wblahs.isd624.org/academics/career-pathways> or email jennifer.moore@isd624.org.

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Leadership in Review, MN — 2020–2021

Echo Park Elementary's Qorsho Hassan is Teacher of the Year



Qorsho Hassan, a fourth-grade teacher at Echo Park Elementary in the Rosemount-Apple Valley-Eagan school district, is the 2020 Minnesota Teacher of the Year. "I build strong relationships in order to know every single student as an individual. I challenge systems of oppression such as poverty and racism by demanding more resources for my students and their families. I believe that if students are in a learning space where they feel safe, seen and heard, they will succeed."

Front Page, Fall 2020, Vol 1

Wayzata CTE Coordinator is ACTE National Award Finalist

Jean Rakun currently serves as the Career and Technical Education (CTE) and Perkins Coordinator for Wayzata Public Schools in Wayzata, Minnesota. Rakun is also the secondary Perkins leader for the Hennepin West



pathways for over 14,000 high school CTE students.

Front Page, Fall 2020, Vol 1

Central Middle School's Ashley Farrington is National Outstanding Assistant Principal



Principal. "I spend a lot of time engaging

Perkins Consortium—a partnership of eleven high schools and two community/technical colleges. Her charge is creating innovative opportunities and access to high wage, in-demand career

pathways for over 14,000 high school CTE students.

Front Page, Fall 2020, Vol 1

with our teachers and administrators and have always recognized that Ashley is a special young man. I have found him to be very bright, a high-quality person, an excellent educator and someone with a great future," wrote Chace B. Anderson, Superintendent of Wayzata Public Schools, in his letter of recommendation for Farrington.

Front Page, Fall 2020, Vol 1

Eight Minnesota Schools Receive National Blue Ribbon School Recognition



Centennial Elementary School Centennial School District

Our entire staff, including paraprofessionals, custodians, food service staff, bus drivers, and all others who work at our building believe in fostering a team approach. Our staff dedicates much time and attention to learning about each student, promoting confidence and a willingness to take risks in their learning.

Grey Cloud Elementary School South Washington County Schools

All teams members embrace our shared ownership in creating and maintaining a safe and welcoming environment with a persistent focus on student growth. We build strong relationships, provide individualized instruction, and maintain high expectations for both students and adults.

Houston Elementary School Houston Public Schools

Excellence has become the tradition at Houston Elementary School. Striving for excellence in academics, in respectful treatment of others, in being helpful and generous, and in working to be a positive citizen in the school and community is now the mission of the students at Houston Elementary School.

Highland Elementary School Independent School District 196 Rosemount-Apple Valley-Eagan

Highland has a two-fold approach of technology and use of outdoor spaces to make distance learning work in our school and district. It became immediately clear that

technology is vital to lessen the digital divide between different socioeconomic groups for distance learning. Secondly, our school has made excellent use of unique outdoor learning spaces. We built an Environmental Learning Garden at our school in 2006.

Jefferson Elementary School Mankato Area Public Schools

Everything we do with and for our students and families connects back to our district mission of Assuring Learning Excellence and Readiness for a Changing World. We work hard every day to hold ourselves to that mission.

Northside Elementary School St. James Public Schools

As a Turnaround Arts partner school, we value the creativity and diversity of our student body. By incorporating the arts across subject areas, both students and staff are able to share their strengths through various mediums. Teachers meticulously build relationships and create cultures of learning within their classrooms to set all students up for success.

Richmond Elementary School ROCORI School District

Our school is rich in tradition and is the pride of the community. Richmond Elementary has strong relationships with students, families and the community where the understanding that it is a partnership to set high expectations for our students and provide the support all students need to be successful.

Sunset Hill Elementary School Wayzata Public Schools

Sunset Hill is fortunate to have a more racially and economically diverse student body than the district overall. This has allowed us to offer our students ongoing learning experiences that embrace different perspectives and beliefs. In turn, we have been able to build a strong community with healthy relationships, which have become the core of our work.

Pages 17 and 19, Fall 2020, Vol 1

Robbinsdale Teacher Named Minnesota Association of Alternative Programs Staff Member of the Year



Linda Valentine, a graphics instructor at Robbinsdale Academy-Highview, in Golden Valley, has been named staff member of the year by the Minnesota Association of

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This program has changed my perspective. Everything I'm doing – from my instruction in the classroom to how I collaborate with my colleagues – I'm now able to see from the lens of an administrator.

– **Todd Bergeson**, 7th grade math teacher,
Dilworth-Glyndon-Felton (Minnesota) Middle School

”



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Scott Gengler, Wayzata High School is the 2021 High School Principal of the Year



Wayzata Public Schools

Scott Gengler has been a school administrator for 20 years and served as Wayzata High School principal for the past seven

years. Scott considers school culture to be his greatest responsibility and that culture is shaped by the school's purpose. Wayzata High School's focus is that every student graduate is prepared for post-secondary success, regardless of race, class, gender or ability. This purpose has become known as the "Wayzata Promise" over Scott's tenure. The promise is a commitment shared by all staff to ensure that each student is afforded an opportunity to learn and grow in a safe, secure, nurturing and supportive environment. "We are here for you" is part of the school's motto.

Scott has fostered innovation and creativity by creating the "WHS HUB." This user-friendly, student-focused web-based tool that helps staff communicate, innovate and collaborate. In 2019 the Wayzata HUB was awarded a Local Government

Innovation Award by the University of Minnesota Humphrey School of Public Affairs. Students share that the creation of the Honors Mentor Connection (HMC) greatly impacted their learning. "HMC" is a class that allows students to pursue research in a field that interests them and are instructed on how to reach out to principal investigators at local labs/colleges to seek a research position.

Staff share that Scott's core belief is that "each and every student deserves an opportunity to thrive, and staff are encouraged to develop learning opportunities that immerse students in hands-on and real-world learning. Mr. Gengler realizes our school's role in society's broader network for students, and he seeks opportunities for staff and students to plug into that network".

An initiative that has impacted many

learners at Wayzata is that of Courageous Conversations. Scott sought ways to amplify student and staff voices on a variety of issues both in, and out of the school. These monthly meetings give students, teachers and staff an opportunity to see and hear each other in ways that break down communication barriers and the constraints of an academically packed, skills-driven class session. This initiative moved some teachers to tears and to action because of the honesty and insight of student voices.

Courtesy of Minnesota Association of Secondary School Principals (MASSP)

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Leadership in Review, MN — 2020–2021 Continued from Page 19

Alternative Programs (MAAP). Toni Boyden, principal at Highview, said Valentine is the heart of the school, and deserving of the recognition. "Linda has given her soul to teaching and maintains high standards and integrity in her work with our students," said Boyden.

Page 20, Spring 2021, Vol 1

Blaine High School's Sue Zemlin named Music Teacher of the Year



Longtime music teacher, Sue Zemlin, was named Music Educator of the Year by the Minnesota Music Educators Association (MMEA). She has been director of vocal music at Blaine High

School - Center for Engineering, Mathematics and Science (BHS) since 1992. "I am lucky to be in a profession that provides constant growth, curiosity, and creativity. Music education is vital to the growth of every human being," said Zemlin.

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WEM Outstanding Educator Awards



Pages 21 & 22, Spring 2021, Vol 1

Wayzata Teacher Named Recipient of \$15,000 Outstanding Educator Program Award



Amanda Laden was honored with an Academic Challenge Coach Award, which recognizes teachers who are exemplary coaches of student teams that participate and compete in academic challenges. Laden has been teaching and coaching for 21 years and currently teaches Biology and Human Anatomy. In addition to teaching, Laden coaches Science Bowl.

Amanda Laden was honored with an Academic Challenge Coach Award, which recognizes teachers who are exemplary coaches of student teams that participate and compete in academic challenges.

Thief River Falls Educator Named Recipient of \$15,000 Award for Excellence



Darcy Reese, a teacher at both Lincoln High School and Franklin Middle School in Thief River Falls, was a recipient of a state 2020 WEM Outstanding Educator Award. She

is one of two recipients of the Ethics in Education Award, which recognizes educators who embody ethical behavior and promote ethical development for students through classroom or school activities, policies or curriculum.

Rochester Educator Named Recipient of \$15,000 Award for Excellence



Monica Steinmetz, a teacher at St. Francis of Assisi School in Rochester Catholic Schools, was a recipient of a 2020 WEM Outstanding Educator Award. She is one of two recipients

of the Teacher Achievement Award, which recognizes exemplary teachers who support, inspire and assist students to attain greater learning as evidenced by student achievement.

Mahtomedi Educator Named Recipient of \$15,000 Award for Excellence



Virginia Mancini, a teacher at Mahtomedi Middle School in Mahtomedi, was surprised with the news that she is a recipient of a 2020 WEM Outstanding Educator Award. She is one

of two recipients of the Teacher Achievement Award, which recognizes exemplary teachers who support, inspire and assist students to attain greater learning as evidenced by student achievement.

Zimmerman Educator Named Recipient of \$15,000 Award for Excellence



Tammi Hendrickson, a teacher at Zimmerman Elementary School in Zimmerman, was a recipient of a 2020 WEM Outstanding Educator Award. She is one of two recipients of the Ethics in

Education Award, which recognizes educators who embody ethical behavior and promote ethical development for students through classroom or school activities, policies or curriculum.

Nine Selected as Minnesota Teacher of the Year Finalists



Layne Bell

Hopkins Public Schools, Hopkins High School —Hopkins Achievement Program alternative program, language arts, 9th-12th.



Natalia Benjamin

Rochester Public Schools, Century High School, EL and ethnic studies, 9th-12th.

The field of possible candidates for this year's Minnesota Teacher of the Year honor has been narrowed to 9. A selection panel of 25 community leaders chose the finalists from an initial field of 75 candidates from across the state.



Kim Marty-Goblirsch

Medford Public Schools, Medford High School, language arts, 9th-12th.



Todd Hunter

Anoka-Hennepin School District, Anoka High School, science, 10th-12th.



Eugenia Popa

Saint Paul Public Schools, Harding Senior High School, ESL, 9th-12th.



France Roberts

Wayzata Public Schools, Meadow Ridge Elementary School, elementary education, 1st.



Sandra Stephens

South Washington County Schools, Nuevas Fronteras Spanish Immersion, elementary education, kindergarten.



Jessica Stewart

Osseo Area Schools, Osseo Senior High School, social studies, 9th-12th.



Lauren Wheeler

Minneapolis Public Schools, Thomas Edison High School, fitness for life/health, 9th-12th.



Abdul Wright '16 MA-Education, 2016 Minnesota Teacher of the Year

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