



THE CARDINAL REPORT

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Get It! Co-op, Commitment and Career

In February 2020, Madison Park senior Luis Campos was only a month into his paid Northeastern University Co-op placement when the Covid-19 pandemic threw school, work and the world into chaos. His on-site work disappeared. Then he graduated high school in June, still without the valuable in-person experience he had hoped would lead to a permanent job on Northeastern's electrical team.

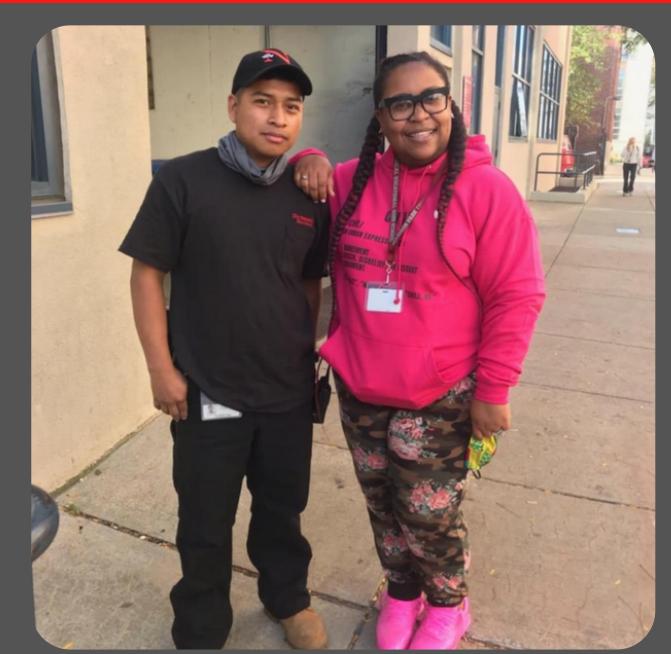
Campos did not give up. The university could not hire him as a regular employee until he proved himself, so when they offered him a part-time job in October 2020 to make up for his missed Co-op, he jumped at it. He worked hard to demonstrate his commitment and skill. A year later, Northeastern hired him full-time as an electrician, and if Campos decides he wants to join the union, Northeastern will help him through the process.

Campos proved how determination at Madison Park can pay off for students ready to make their professional way in the world. As a student, he qualified for the Co-op program by keeping his attendance and grades up, passing MCAS, and sticking with his electrical voc. It's not easy, but Campos encourages students to go for it.
“Don’t be nervous,” Campos says. “It’s worth it.”

For its part, Madison Park wants to make sure that Co-op students represent the school well. Students

must prove they are reliable and responsible before a Co-op employer will risk bringing them on their team.

“Businesses want to know that students will show up and work hard,” says LaTrelle Pinkney-Chase, the co-op program’s director.



Luis Campos and Mrs. Pinkney- Chase

Pinkney-Chase builds the community partnerships that lead to Co-op placements, and is a passionate advocate for students willing to put in the effort to excel. Her leadership helps make Madison Park's Co-op program shine as one of the school's strongest assets. It offers a real-world experience that can lead directly to a permanent job.

Want to see where Co-op can take you?

First, show the program that you can represent Madison Park:

90% on-time and attendance record

2.0 overall GPA, with no current failed grades

3.0 vocational GPA

Passed 10th-Grade MCAS

CULINARY ARTS PROGRAM

Culinary Arts Is Rewarding



Chef DeRocher, MP Culinary Arts Instructor

How long have you been working at MP?

This year marks the fifth year Chef DeRocher has been working at Madison Park. He has been teaching for 18 years in both general education and special education.

What is your background?

Chef DeRocher has more than 30 years of experience in Culinary Arts. He has worked in the industry in various capacities, from restaurant chef and food services manager to business owner. Recalling his first job washing dishes as a freshman in high school, Chef DeRocher says, "I am still washing dishes today!"

What do you do to inspire your students?

Chef DeRocher likes to remind students Culinary Arts is rewarding. You get to see the product of your work as "you see people enjoying the food you've prepared". It's ok to aspire to be just like your favorite TV chef, but students need to realize all the hard work behind their success.

What are 3 things students need to succeed in the Culinary Industry?

- Professionalism
- Physical endurance and stamina
- Teamwork

Math plays an essential role in Culinary Arts. In the kitchen, understanding measurement and ratios is necessary. Students need to be able to measure and weigh ingredients, and measure and adjust cooking temperatures.

What careers can Culinary Arts students pursue?

The MP Culinary Arts Program prepares graduates to work in professional kitchens or to pursue additional education in the fields of Food and Beverage, and Hospitality Management. Career options include:

Chef/Head Cook

Baker

Cook

Food and Beverage Service Worker

Food Preparation Worker

Food Service Manager

How has COVID-19 affected Culinary Arts?

The impact of COVID-19 has been devastating.

"It created even more inequity," DeRocher says. Cooking requires all five senses, and teaching was not practical in the remote setting. At home, students didn't always have access to the necessary kitchen equipment, tools and materials. This year, Chef DeRocher and the whole Culinary Arts team were happy to welcome the students back into the building and the kitchen! He also hopes to see more students in "the field," taking advantage of Co-op opportunities.

SKILLS USA

Madison Park Students Earn Medals at SkillsUSA

Madison Park Technical Vocational High School recently attended the SkillsUSA Massachusetts Fall State Leadership Conference at the Best Western Royal Trade Center in Marlborough. Nine students attended this annual event. Students from Cosmetology, Hospitality Management, and Health Assisting represented our school. This year the conference was a one-day event that focused on experiential learning, as members developed framework skills and discovered chapter development strategies.



SkillsUSA Winners: Yirandy Troncoso-Baez earned two team gold medals while Ariel Gonzalez earned two team bronze medals.

Two students won medals for their respective teams. Yirandy Troncoso-Baez earned two team gold medals, while Ariel Gonzalez earned two team bronze medals. Additionally, three students received a Leader Award pin for successfully passing a SkillsUSA leadership test: Milah Guynn, Yirandy Troncosco-Baez, and Ashanti Malcolm.

Madison Park SkillsUSA Chapter Advisor LaTrelle Pinkney-Chase attended the event with the students along with Mr. Brian Harris (Hospitality Management) and Jason Samaha (ELA). The students came back energized and ready to move the MPTVHS SkillsUSA Chapter to the next level with monthly meetings and community outreach projects.

Madison Park TVHS is now preparing for upcoming SkillsUSA events in 2022. The Senior Adventures in Leadership (SAIL) Conference takes place in February; this is a SkillsUSA event specifically for Seniors to focus on resume writing, networking, and interviewing skills. The Spring District Conference is hosted in March, and the Annual State Conference will bring together students from across the state to focus on the hands-on application of project-based career activities.



Madison Park T.V.H.S. SkillsUSA Team

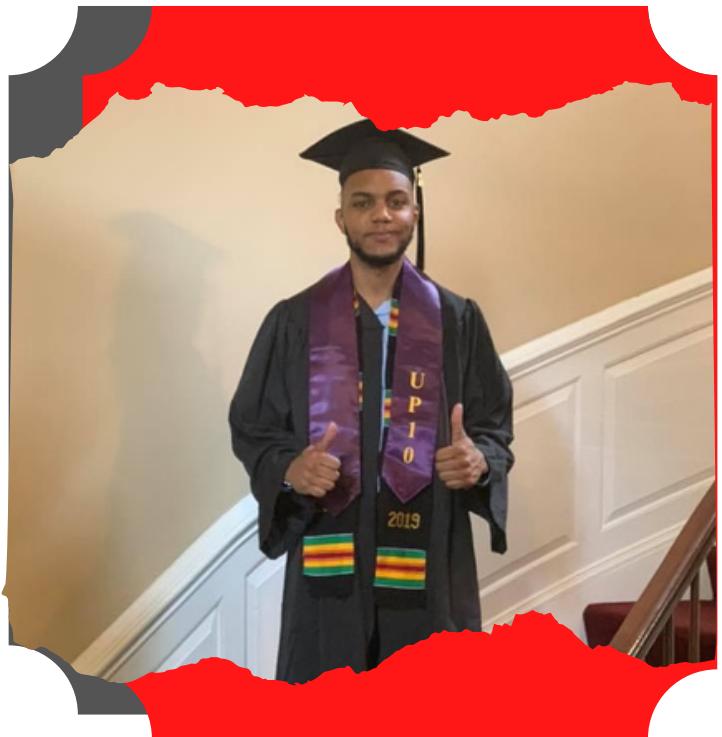
ALUMNI

It's Time to Give Back

Welcome back, Jazeel Mendes!

Jazeel Mendes immigrated to America at the young age of 10 in pursuit of his educational dreams and to escape the harsh poverty of Cape Verde. His father saw great potential in him and always encouraged him to follow his aspirations, set goals and work hard. The assimilation to American culture was not an easy task. Learning a new language and adapting to new cultures made it difficult for him to thrive. But as a result of hard work and determination, he graduated from Madison Park Technical Vocational High School in 2015 with high honors and was the co-captain of the soccer team. As a recipient of the Posse Scholarship, he received a full ride to Union College in upstate New York. Posse is a merit-based reward for students in Massachusetts with high academic and social standings, which Mendes certainly earned during his time as a Madison Park student. He graduated from Union College in May 2019 with a Bachelor's Degree in Sociology and a minor in History.

At Madison Park, Mendes was a student who always looked for opportunities and programs to improve his academic and social skills. Mendes says that he is "forever grateful" for programs such as Upward Bound, Ernest Young, Button Line, and Blue Cross Blue Shield. These programs at Madison Park helped plant the seed that continues to grow his interest and dedication to education. Mendes was the first in his family to attend college; his parents did not speak English, and it was not easy for them to maneuver the challenging and complicated process of applying to college. He relied on his teachers and



Jazeel Mendes has returned to Madison Park T.V.H.S. to help other students fulfill their dreams.

"I am blessed to have met my school counselor, Mr. Gomes, who took me and many other students under his wing to push and challenge us to apply to college and to every scholarship available," Mendes says. "Mr. Gomes nominated me for the Posse scholarship, and coached me and connected me with other Posse Scholarship recipients to help me prepare for this opportunity that made a huge difference in my life."

Mendes is appreciative of his time at Madison Park Technical Vocational High School, and now he is returning to the school as a Youth Counselor for the Project Reach program. He sees it as a time for him to give back to the school that embraced and energized him, and that gave him the tools and confidence to be successful. His goal is to support and guide other

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The Sproul Company

World-class STEM Courseware from MIT to Madison Park Technical Vocational High School

Tomorrow's job landscape will not look like today's! As educators, it is our job to provide students with the educational technology and career skills these new jobs will require. Project based, hands-on STEM education will be key and, to be most effective, these classes must be tied to tomorrow's technologies.

Autonomous vehicles will be a major factor in the future economy, driving transformations that are just beginning but will impact virtually every industry. Some of today's jobs will disappear, but new ones will be created. The MIT Beaver Works Summer Institute (BWSI) developed hands-on courseware for high school students, so they can understand, and work with, autonomous vehicle technology. In 2020, that world-class courseware was adapted and

Cardinal Works courseware is now offered at Madison Park Technical Vocational High School (TVHS) in Roxbury. We want educators everywhere to be aware of this future-focused opportunity, so they can bring it to their schools.

Preparing for Tomorrow's Jobs

Students who are comfortable with tomorrow's technologies will be able to navigate the roads of economic change; those who are mystified and unsure will be stuck in traffic. This hard reality applies to kids from underserved communities with life-altering consequences. Limited access to computer technology already puts them at a disadvantage and they are vulnerable to being left farther behind as future technologies emerge. Educators must look ahead and identify the technologies that are coming.

Autonomous Vehicles Are the Next Wave

Autonomous vehicle technology starts with advanced sensors that can see, hear, and measure road surface conditions. The sensor data goes to a vehicle computer, where it is combined with GPS and road map information. A human provides the vehicle's destination. Using all this, the computer's software makes decisions that drive electronic commands controlling the vehicle.



The autonomous model cars are programmed by students.

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Our defense industry has already mastered this complex process. Autonomous air, land, and sea vehicles are now essential to virtually all defense operations, resulting in tens of thousands of new defense jobs.

The next wave will transfer this technology into the commercial world, with billions of dollars already invested by companies like Ford, Toyota, GM, Volkswagen, Intel, Tesla, and even Walmart. Autonomous cars will move people, of course, while autonomous trucks, networked with railroads and ships, will deliver products across town and across the globe.

Experts disagree about the speed of this change but all acknowledge that in 25 years (or less) the job openings for a truck driver will be equivalent to those for a blacksmith. We must give students the skills to work with autonomous vehicles, because the old jobs will be gone.

Future-focused Education

Unsurprisingly, MIT stepped up to meet this education need. Since 2016, the BWSI program has been offered to selected high school students, focused on teaching STEM skills using a hands-on approach. Students work together in small groups to complete engineering projects, developing their own solutions to design challenges.

RACECAR has proven to be an extremely effective way to teach complex engineering concepts. Students who complete the course are comfortable with all the technology components used by an autonomous vehicle, from sensors to software. Most importantly, they are confident in their own ability to work with those technologies.

Adapting STEM Courseware for Madison Park

There are thousands of students who would benefit from the BWSI hands-on technical education approach. To that end, The Sproul Company (TSC) has collaborated with BWSI to roll out a program called “Cardinal Works” that is bringing RACECAR, and other world-class MIT courseware, to public high schools.

The initial offering of RACECAR began at Madison Park TVHS in Roxbury. Madison Park teachers were trained by the BWSI experts and, in January 2020, they began using the courseware in a Saturday School program. When COVID intervened, they continued the Saturday program as remote learning. The culmination was an outdoor event in the summer, where the student-programmed model car successfully navigated itself through a track, achieving a tremendous victory over a host of COVID challenges.

Autonomous model cars are programmed by students

Student enthusiasm was terrific. “It was so cool when the car we programmed really drove itself all the way through the track.” Said one student. “Our team worked really hard and finally all the pieces came together. I was so excited.”

Building on the Saturday School success, Madison Park incorporated RACECAR into an elective course, Introduction to Computer Science, implemented with BWSI’s car simulation software. Since September, students have been learning STEM and project management skills using this world-class courseware.

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Teachers Love the Flexibility

A key feature of the RACECAR curriculum is its flexibility. "We try to keep the pace one step ahead of the student's skills," said Michael Berger, co-teacher of the Madison Park program. "Sometimes an idea just clicks. When it does, we add that component to the project and move on. The next topic may be more of a challenge, so we stick with it for a while until it is really clear how it works."

"It is most definitely not 'teaching to a test.'" Added Jonathan Chery, who joined the teaching team in the fall. "I feel like I can be creative, using what I know about my students to adapt the material."



RACECAR simulation software

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A special thank you to the teachers, students, and staff that contributed to the Cardinal Report Newsletter. For more information, email: bcruthird@bostonpublicschools.org.