

Superintendent's Progress Report



MINUTEMAN
A REVOLUTION IN LEARNING

Superintendent-Director
Edward A Bouquillon PhD

☐ **Mid-Cycle Progress Report, Step 4a, Due March 1**
☒ **End-of-Cycle Progress Report, Step 5a, Due May 1**

Evaluated by:
School Committee

The **Superintendent** completes this report bi-annually on progress made on each goal as they relate to the Administrative Leadership Superintendent Standards of Effective Teaching and the evidence supporting the review.

Leadership Goal #1: District/School Improvement

I will work with MSBA, SC, SBC, Architects, and OPM to develop processes and strategies necessary to promote focused feedback from students, faculty, staff, parents, community, and business partners on planning spaces in an effort to complete our Schematic Design for a school building accommodating 628 students, to be completed by December 1, 2015.

On
Target
☒

Off
Target
☐

Not
Started
☐

Administrative Leadership Superintendent Rubric Alignment (✓)

- ☐ Standard I: Instructional Leadership
- A. ☐ Curriculum Indicator
 - B. ☐ Instruction Indicator
 - C. ☐ Assessment Indicator
 - D. ☐ Evaluation Indicator
 - E. ☐ Data-Informed Decision Making Indicator
- ☐ Standard II: Management & Operations
- A. ☐ Environment Indicator
 - B. ☐ Human Resources Management & Development Indicator
 - C. ☐ Scheduling & Management Information Systems Indicator
 - D. ☐ Law, Ethics & Policies Indicator
 - E. ☐ Fiscal Systems Indicator

- Standard III: Family and Community Engagement
- A. ☐ Engagement Indicator
 - B. ☒ Sharing Responsibility Indicator
 - C. ☒ Communication Indicator
 - D. ☐ Family Concerns Indicator
- ☐ Standard IV: Professional Culture
- A. ☒ Commitment to High Standards Indicator
 - B. ☒ Cultural Proficiency Indicator
 - C. ☐ Communications Indicator
 - D. ☐ Continuous Learning Indicator
 - E. ☒ Shared Vision Indicator
 - F. ☒ Managing Conflict Indicator

Evidence Supplied at Mid-Cycle

- Schematic Design Submission by December 1, 2015
- SKANSKA Module 4 execution schedule
- Focus Group Documentation

Additional Evidence

- MSBA Letter, January 27, 2016

Comments (if applicable):

Leadership Goal #2: District/School Improvement

Throughout the year I will work with the Assistant Superintendent of Finance, SBC and SC to gain local approval of Bonding \$144.9M from our 16 member towns for the School Building Project. I will also work with appropriate stakeholders to create a mixed use development plan for the campus.

On
Target
☒

Off
Target
☐

Not
Started
☐

Administrative Leadership Superintendent Rubric Alignment (✓)

- ☐ Standard I: Instructional Leadership
- A. ☐ Curriculum Indicator
 - B. ☐ Instruction Indicator
 - C. ☐ Assessment Indicator
 - D. ☐ Evaluation Indicator
 - E. ☐ Data-Informed Decision Making Indicator
- ☐ Standard II: Management & Operations
- A. ☐ Environment Indicator
 - B. ☐ Human Resources Management & Development Indicator
 - C. ☐ Scheduling & Management Information Systems Indicator
 - D. ☒ Law, Ethics & Policies Indicator
 - E. ☒ Fiscal Systems Indicator

- Standard III: Family and Community Engagement
- A. ☐ Engagement Indicator
 - B. ☐ Sharing Responsibility Indicator
 - C. ☐ Communication Indicator
 - D. ☐ Family Concerns Indicator
- ☐ Standard IV: Professional Culture
- A. ☒ Commitment to High Standards Indicator
 - B. ☐ Cultural Proficiency Indicator
 - C. ☒ Communications Indicator
 - D. ☐ Continuous Learning Indicator
 - E. ☒ Shared Vision Indicator
 - F. ☒ Managing Conflict Indicator

Evidence Supplied at Mid-Cycle

\$144.9M Bond: Town Meeting Action of Minuteman's Annual Assessment and Bonding for the New High School (in process)

Additional Evidence

- Project Scope and Budget Agreement Letters
- Sample Bonding Module 5 PowerPoint Presentation

Comments (if applicable):

- The Town Meeting Action is still in process according to dates noted.
- The PowerPoint was used to support the building project. The Superintendent used it in speaking to various groups, and similar ones were developed for use at Town Meetings.

Superintendent's Progress Report



MINUTEMAN
A REVOLUTION IN LEARNING

Superintendent-Director
Edward A Bouquillon PhD

☐ Mid-Cycle Progress Report, Step 4a, Due March 1
☒ End-of-Cycle Progress Report, Step 5a, Due May 1

Evaluated by:
School Committee

Leadership Goal #3: Student Learning

I will support the development of the Minuteman Academy Model by providing the necessary resources to the Executive Team to allow for implementation of School Wide Goals: (1) To apply Professional Learning Community (PLC) best practices to deeply integrate CVTE & Academic Curricula, enhance literacy in all students, and provide executive function instruction for all students, and (2) To advance the use of technology to enhance teaching and learning, connect globally, and support secure operations.

On
Target
☒

Off
Target
☐

Not
Started
☐

Administrative Leadership Superintendent Rubric Alignment (✓)

☐ Standard I: Instructional Leadership

- A. ☒ Curriculum Indicator
- B. ☒ Instruction Indicator
- C. ☐ Assessment Indicator
- D. ☐ Evaluation Indicator
- E. ☒ Data-Informed Decision Making Indicator

☐ Standard II: Management & Operations

- A. ☐ Environment Indicator
- B. ☒ Human Resources Management & Development Indicator
- C. ☒ Scheduling & Management Information Systems Indicator
- D. ☐ Law, Ethics & Policies Indicator
- E. ☐ Fiscal Systems Indicator

Standard III: Family and Community Engagement

- A. ☐ Engagement Indicator
- B. ☐ Sharing Responsibility Indicator
- C. ☐ Communication Indicator
- D. ☐ Family Concerns Indicator

☐ Standard IV: Professional Culture

- A. ☐ Commitment to High Standards Indicator
- B. ☐ Cultural Proficiency Indicator
- C. ☒ Communications Indicator
- D. ☒ Continuous Learning Indicator
- E. ☒ Shared Vision Indicator
- F. ☐ Managing Conflict Indicator

Evidence Supplied at Mid-Cycle

- Professional Development Schedule
- Executive Functioning Professional Development Schedule
- District Determined Measures Professional Development Schedule
- Identify Academy Development Team (ADT)
- Out of State Site Visits

Additional Evidence

- Summer Work - ADT
- Digital Learning Curator Project: Description of our Digital Learning Curators; List of members
- Digital Literacy Course description—this was new this year and our ITS position was made also full time.
- Professional Development list for the CTE training on OneNote that we gave all year during the school day.

Comments (if applicable):

Summer work is being led by the Academy Development Team; Summer Work will be recruited by the ADT to support three areas: Curriculum Mapping; Minuteman 101; Senior Project/Portfolios

All CTE faculty received a structured year long Professional Development from Ed Tech staff on Office 365 OneNote.

Digital Learning Curators are a professional learning community of teachers who are promoting technology and assisting teachers with the use of technology in the classroom.

The ITS position went from .5 to 1.0 this year. This teacher is responsible for helping teachers using technology for teaching and learning and teaches the 9th-grade Digital Literacy and Citizenship course—new this year.

Leadership Goal #4: Professional Practice

I will provide the necessary resources to engage all staff to find the right student for the right program for the right reasons by implementing twenty-four new recruitment strategies which include mailings, promotional materials, a Showcase Day, a Career day, Shadow Days, Accepted Student Dinner, and an ice cream social.

On
Target
☒

Off
Target
☐

Not
Started
☐

Administrative Leadership Superintendent Rubric Alignment (✓)

☐ Standard I: Instructional Leadership

- A. ☐ Curriculum Indicator
- B. ☐ Instruction Indicator
- C. ☐ Assessment Indicator
- D. ☐ Evaluation Indicator
- E. ☐ Data-Informed Decision Making Indicator

☐ Standard II: Management & Operations

Standard III: Family and Community Engagement

- A. ☒ Engagement Indicator
- B. ☒ Sharing Responsibility Indicator
- C. ☐ Communication Indicator
- D. ☐ Family Concerns Indicator

☐ Standard IV: Professional Culture

- A. ☐ Commitment to High Standards Indicator

Superintendent's Progress Report



MINUTEMAN
A REVOLUTION IN LEARNING

Superintendent-Director
Edward A Bouquillon PhD

☐ Mid-Cycle Progress Report, Step 4a, Due March 1
☒ End-of-Cycle Progress Report, Step 5a, Due May 1

Evaluated by:
School Committee

- A. ☐ Environment Indicator
B. ☒ Human Resources Management & Development Indicator
C. ☐ Scheduling & Management Information Systems Indicator
D. ☒ Law, Ethics & Policies Indicator
E. ☐ Fiscal Systems Indicator

- B. ☐ Cultural Proficiency Indicator
C. ☒ Communications Indicator
D. ☒ Continuous Learning Indicator
E. ☒ Shared Vision Indicator
F. ☐ Managing Conflict Indicator

Evidence Supplied at Mid-Cycle

- Recruitment and Retention Plan
- Program Copy Point Brochure
- Promotional materials for Career Day, Showcase Day, Shadow Days, Girls in STEM, and Accepted Student Dinner Evening.

Additional Evidence

- Minuteman Brand Construct and Identity Guide
- Assessment of Program Effectiveness of Enrollment and Retention Measures (forthcoming June 2016)
- Number of Student Applications (forthcoming June, 2016)

Comments (if applicable):

- Enrollment and Retention measures will be shared with the SC when data is available, following this report.

ADDITIONAL Comments and evidence (if applicable):

See the following additional evidence:

- Spring, 2015 MCAS Results (PowerPoint)
- Perkins Standards
- Business Development (Co-op Placement New Partnerships, 2015-16 Advisory Committee New Members, Advanced Manufacturing Grant Award Letter)
- Article published in *School Administrator*, April 2015 (<http://minuteman.org/Page/195> and attached)
- Press Release Notice of Superintendent Appointment to the NOCTI Board, Nov. 2, 2015
- Superintendent Staff Feedback Survey 2016, Results and Comments
- Guidance Data: Graduation Rates (forthcoming June 2016)
- Guidance Data: Placement Rates (forthcoming June 2016)

End-of Cycle Progress Report Only (Begins 2017)	Administrator Comments and Rating on Impact of Student Learning		
Impact on Student Learning (Check only one.)	<input type="checkbox"/> Low	<input type="checkbox"/> Moderate	<input type="checkbox"/> High
Enter Analysis Here <i>[Growth over time, 2-years of data, rating required 2017]</i> District Determined Measures MCAS SGP (required) Academy Development Team Participation; 2016 data 15 Staff Participating (Moderate);			

Superintendent's Progress Report



MINUTEMAN
A REVOLUTION IN LEARNING

Superintendent-Director
Edward A Bouquillon PhD

☐ Mid-Cycle Progress Report, Step 4a, Due March 1
☒ End-of-Cycle Progress Report, Step 5a, Due May 1

Evaluated by:
School Committee

☐ Mid-Cycle Progress Report, Step 4a, Due March 1
☒ End-of-Cycle Progress Report, Step 5a, Due May 1

Edward Bouquillon
Superintendent's Signature:

4/28/2016
Date:

ADDITIONAL EVIDENCE: LEADERSHIP GOAL #1

Massachusetts School Building Authority

Deborah B. Goldberg
Chairman, State Treasurer

Maureen G. Valente
Chief Executive Officer

John K. McCarthy
Executive Director / Deputy CEO

January 27, 2016

Dr. Edward A. Bouquillon, Superintendent-Director
Minuteman Regional Vocational Technical School District
785 Marrett Road
Lexington, MA 02421

Re: Minuteman Regional Vocational Technical School District, Minuteman Technical High School

Dear Dr. Bouquillon:

I am pleased to report that the Board of the Massachusetts School Building Authority (the "MSBA") has voted to approve the Minuteman Technical High School Project (the "Proposed Project") in the Minuteman Regional Vocational Technical School District (the "District") to replace the existing Minuteman Technical High School on the existing site, contingent upon demonstrating sufficient demand for the proposed program offerings following the outcome of local efforts to update the Regional Agreement and community membership.

The Board approved an Estimated Maximum Total Facilities Grant of \$44,139,213, which does not include any funds for potentially eligible owner's or construction contingency expenditures. In the event that the MSBA determines that any owner's and/or construction contingency expenditures are eligible for reimbursement, the Maximum Total Facilities Grant for the Proposed Project may increase to as much as \$45,206,061. The final grant amount will be determined by the MSBA based on a review and audit of all project costs incurred by the District in accordance with the MSBA's regulations, policies, and guidelines and the Project Funding Agreement. The final grant amount may be an amount less than \$44,139,213.

Pursuant to the MSBA's regulations, the District has 120 days after the date of the MSBA's Board vote to acquire and certify local approval for an appropriation and all other necessary local votes or approvals showing acceptance of the cost, site, type, scope, and timeline for the Proposed Project. After receipt of the certified votes demonstrating local approval, the MSBA and the District will execute a Project Funding Agreement, which will set forth the terms and conditions pursuant to which the District will receive its grant from the MSBA. Once the Project Funding Agreement has been executed by both parties, the District will be eligible to submit requests for reimbursement for Proposed Project costs to the MSBA. The Project Scope and Budget Agreement signed by the District and the MSBA will form the basis for the Project Funding Agreement.

Page 2

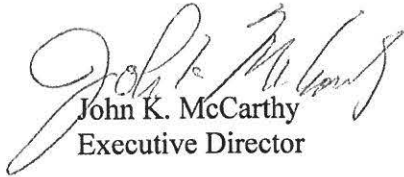
January 27, 2016

Minuteman Project Scope and Budget Agreement Board Action Letter

We will be contacting you soon to discuss these next steps in more detail, but in the meantime, I wanted to share with you the Board's approval of the Proposed Project in the Minuteman Regional Vocational Technical School District to replace the existing Minuteman Technical High School on the existing site, contingent upon demonstrating sufficient demand for the proposed program offerings following the outcome of local efforts to update the Regional Agreement and community membership.

I look forward to continuing to work with you during the MSBA's grant program process. As always, feel free to contact me or my staff at (617) 720-4466 should you have any questions.

Sincerely,



John K. McCarthy
Executive Director

Cc: Legislative Delegation
Jeffrey W. Stulin, Chair, Minuteman Regional Vocational Technical School Committee
Kevin Mahoney, Assistant Superintendent of Finance, Minuteman Regional Vocational Technical School District
Mary Ann Williams, Owner's Project Manager, Skanska USA Building, Inc.
Joe Milani, Designer, Kaestle Boos Associates, Inc.
Larry Trim, Designer, Kaestle Boos Associates, Inc.
File: 10.2 Letters (Region 4)

ADDITIONAL EVIDENCE: LEADERSHIP GOAL #2

TOWN MEETING ACTION ON MINUTEMAN'S ANNUAL ASSESSMENT AND BONDING FOR THE NEW HIGH SCHOOL - 2016					
		FY 17 Assessment	16(d) Bonding Vote	Debt Exclusion Vote	Certified Votes
Lincoln *	3/19/2016	Approved on 3/19/2016	"Passed Over" Article 27	Approved 174-112 on 3/28/2016	Received
Lexington	3/21/2016	Approved on 3/21/2016	Approved on 4/25/2016 by vote of 152-0	None	Requested
Concord	4/5/2016	Approved on 4/5/2016	Approved on 4/5/2016, subject to DE	Approved 745-259 on 4/14/2016	Received
Acton	4/4/2016	Approved on 4/4/2016	Approved on 4/4/2016	None	Received
Wayland *	4/7/2016	Approved on 4/7/2016	"Passed Over" on 4/11/2016	None	Received
Bolton	5/2/2016	Approved on 5/2/2016	Approved 5/2/2016, subject to DE	5/9/2016	
Lancaster	5/2/2016	Approved on 5/2/2016	Approved 5/2/2016, subject to DE	5/9/2016	
Stow	5/2/2016	Approved on 5/2/2016	Approved 5/2/2016, subject to DE	5/10/2016	
Dover	5/2/2016	Approved on 5/2/2016	Approved 5/2/2016, subject to DE	5/16/2016	
Sudbury *	5/2/2016	Approved on 5/2/2016		None	
Belmont	5/4/2016	5/2/2016	5/4/2016	None	
Needham	5/9/2016	5/2/2016	5/9/2016	None	
Boxborough *	5/9/2016			None	
Carlisle *	5/9/2016			None	
Weston *	5/9/2016			None	
Arlington	5/9/2016	5/9/2016	5/9/2016, subject to DE	6/14/2016	
* Withdrawing Town					
Town votes within 60 days of School Committee's 3/15/16 bonding authorization vote. Absence of a vote or a decision to "pass over" is deemed a "yes" vote.					
Last updated: 5/3/2016					



Massachusetts School Building Authority

Deborah B. Goldberg
Chairman, State Treasurer

Maureen G. Valente
Chief Executive Officer

John K. McCarthy
Executive Director / Deputy CEO

May 2, 2016

Dr. Edward A. Bouquillon, Superintendent-Director
Minuteman Regional Vocational Technical School District
758 Marrett Road
Lexington, MA 02421

Re: Minuteman Regional Vocational Technical School District, Minuteman Regional
Vocational Technical School

Dear Dr. Bouquillon:

Enclosed for your records, please find an original, fully-executed Project Scope and Budget Agreement and copies of Exhibits A and H for the Minuteman Regional Vocational Technical School Project in the Minuteman Regional Vocational Technical School District.

Please feel free to contact me if you have any questions.

Regards,



Julia Seibolt
Project Coordinator

Cc: Legislative Delegation
Jeffrey W. Stulin, Chair, Minuteman Regional Vocational Technical School Committee
Kevin Mahoney, Assistant Superintendent of Finance, Minuteman Regional Vocational
Technical School District
Mary Ann Williams, Owner's Project Manager, Skanska USA Building, Inc.
Joseph Milani, Designer, Kaestle Boos Associates, Inc.
Larry Trim, Designer, Kaestle Boos Associates, Inc.
File: 10.2 Letters (Region 4)



MINUTEMAN
A REVOLUTION IN LEARNING

April 14, 2016

George Driscoll, Jr. Deputy General Counsel
Massachusetts School Building Authority
40 Broad St. Suite 500
Boston, MA 02109

Dear Deputy General Counsel Driscoll:

In response to your March 14, 2016 correspondence, I am attaching, per the instructions included therein, the following documents related to the Minuteman District Project Scope and Budget Agreement:

- 1.) Three (3) signed originals of the PSBA
with three (3) signed originals of Exhibit A, Total Project Budget
Exhibit A, Proposed Schedule of Alternates
- 2.) Two (2) signed originals of Exhibit H, Reimbursement Rate Certification
- 3.) A certified copy of the vote of the Local Governing Body (The District School Committee) authorizing the District to enter into and be bound by the PSBA
- 4.) Two (2) signed originals of the Certification of Legal Counsel

The title, address, and facsimile number in Section 7.7 of the PSBA is correct; the date on the first and last pages of the three copies of the PSBA has been left blank; and we have retained a copy of all exhibits.

Please feel free to contact me if you need any additional information.

Sincerely,

Edward A. Bouquillon, PhD
Superintendent-Director

Attachments

cc: Julia Seibolt, Project Coordinator

[INSERT DATE] Presented by:
Minuteman High School
Edward A. Soucillon, Ph.D.,
Superintendent/Director

MINUTEMAN
A REVOLUTION IN LEARNING

Minuteman High School Building Project

*Giving Students a Competitive Advantage In
Today's Global Economy*

A REVOLUTION IN LEARNING

Your Minuteman High School

- Established in 1970 as a Career and Technical High School to serve member towns
- Rigorous academic courses coupled with high-quality, industry-supported career and technical education
- This powerful combination gives graduates a competitive advantage in the new global economy

MINUTEMAN
A REVOLUTION IN LEARNING

[2]

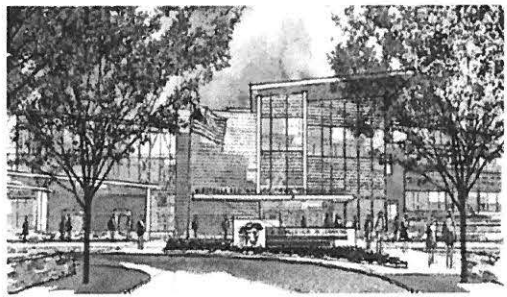
Your Minuteman High School

- Students have a full range of academic courses: foreign languages, math, science, English, social studies, AP, and other traditional high school offerings.
- Students access athletics, extracurricular activities, and co-op work opportunities.
- 100% Pass Rate on the MCAS

MINUTEMAN
A REVOLUTION IN LEARNING

[3]

A Vision for Our Future



MINUTEMAN
A REVOLUTION IN LEARNING

[4]

Features of this Project

- 628 Student Design Enrollment
- 257,745 Total Building Gross Floor Area
- \$119,200,892 Construction Budget
- \$144,922,480 Total Project Budget
- 44.75% Reimbursement of **Eligible Costs**
 - Eligible Costs defined in 963 CMR 2.16 Audit Procedures MSBA School Building Grant Program
- 30% Effective Reimbursement
- \$ 44.1 Million Dollar value of estimated reimbursement
- LEED Silver Certification

MINUTEMAN
A REVOLUTION IN LEARNING

[5]

Project Goals

- Implement a research based, data driven Academy
- Protect accreditation by addressing multiple outdated building code and access issues
- Provide a facility that motivates students to find their passion and purpose
- Intensify CVTE programming within an innovative educational plan
- Create a *campus* that is attractive, compelling and affordable

MINUTEMAN
A REVOLUTION IN LEARNING

[6]

Why Enrollment will increase

- Applications are up 15% from member towns (data)
- Increasing elementary enrollment in member towns (data)
- Increasing interest in Career and Technical Education confirmed by district Guidance staff (survey)
- DAPA Research Survey Shows Support (survey)
- Return on Investment of CVTE becoming clear



[7]

A Vision for Our Future



[8]

The NEW Minuteman Campus



[9]

Engineering, Construction & Trades Academy	Shared Services & Programs	Life Sciences & Services Academy
Advanced Manufacturing & Metal Fabrication 48.0501 / 48.0599 Automotive 47.0604 Carpentry 46.0201 Design & Visual Communications 50.0401 Electrical 46.0302 Multi-Media Engineering 09.0701 Plumbing & HVAC 46.0603 / 47.0201 Programming & Web Development 11.0201 Robotics Engineering Automation 15.0000 / 15.0403	Nursing & Wellness Services Library & Media Center Special Education Common Planning Time Academic Programs Chemistry Science Physics English Language Arts Mathematics Physical Education Common CVTE Competencies Health & Safety Entrepreneurship Financial Literacy Digital Literacy Career Guidance Work based Learning Internships & Coop Reading Consultancy Student Portfolios Executive Purpose Project Based Learning	Culinary Arts & Hospitality 12.0500 / 52.0901 Cosmetology 12.0404 Early Education & Care 13.1210 Health Occupations 51.0000 Environmental Science 15.0507 Biotechnology 15.0401 Horticulture & Landscaping Tech 1.0601

Supporting Innovation and Learning



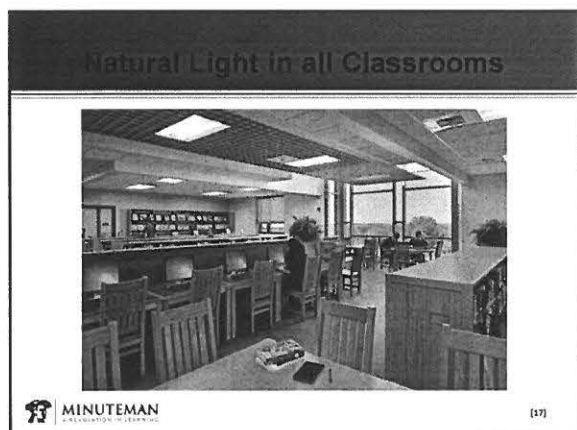
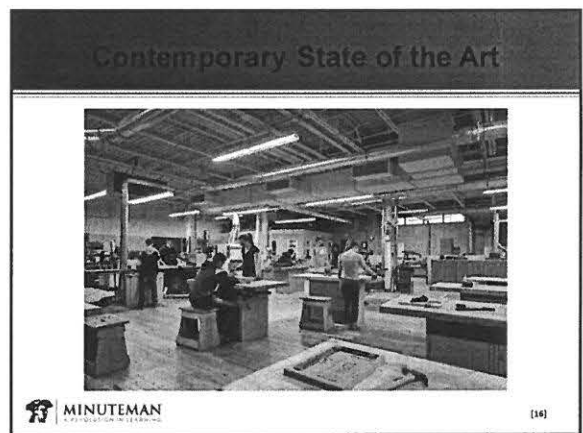
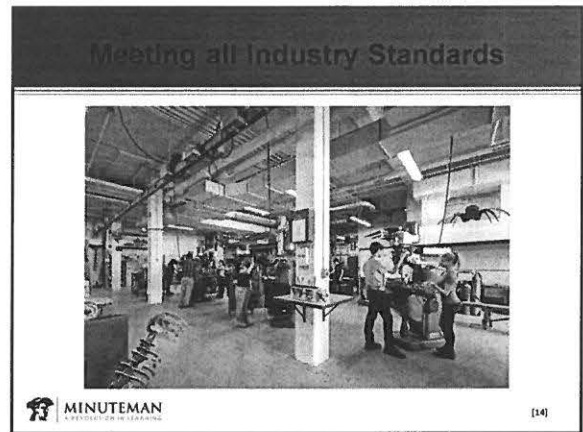
[11]

Academy Design Considerations

- Small School with Flexible areas
- Similar Curricula Contiguous
- Resources Shared
- Collaborative Applied Learning Spaces
- Practical Sustainability Throughout
- Support Workforce Education Priorities
- "Real World" Project Based Learning
- Enhance Support for ALL Students



[12]




Student Managed Restaurant and Public Meeting Spaces



MINUTEMAN
A REVOLUTION IN LEARNING

[19]

Giving Students Their Space



MINUTEMAN
A REVOLUTION IN LEARNING

[20]

The Cost of Doing Nothing

- We will lose up to \$44.1 million in state funds.
- We lose millions of dollars in capital fees from non-member towns.
- Our school's accreditation could be lost.
- Uncertainty will hurt enrollment, driving up per pupil costs to member communities.
- We will still need to spend \$106 million in repairs triggered by existing code dependent thresholds.
- We will make these repairs without state dollars.

MINUTEMAN
A REVOLUTION IN LEARNING

[21]

New Construction	Non MSBA Renovation
30.46% MSBA net reimbursement	100% cost to District
\$100M Net Cost offset by Capital Fee	\$106M Gross Cost with NO Capital Fee
2.5 years of new construction	Up to 10 years of construction
No displacement of students	Continual disruption and displacement
A not-to-exceed cost	Unknown costs and uncertain timeline
Right-sized new building	Building too large and not adaptable
Controlled operating costs resulting from a smaller, more efficient building	Uncertain (higher?) operating costs in a 1970s renovated building
Attract NEW member towns	Little interest in new members
New programs in modern building	Building not designed for Academies
Certainty for students, parents and member towns	Uncertainty

MINUTEMAN
A REVOLUTION IN LEARNING

[22]

High Quality Career and Technical Vocational High Schools

- These are larger than a traditional high school.
- Vocational technical high schools require more complex and distinctive learning spaces.
- Square footage must include all regular High School spaces PLUS Chapter 74 Career and Technical Education shop areas.
- Cost per SQ FT is higher and this project is comparable.

MINUTEMAN
A REVOLUTION IN LEARNING

[23]

Project Costs are in Line with Other New Vocational Technical Schools

DATE COMPLETE OR TO BE COMPLETED	TOTAL COST	\$/SQ FT*
Worcester Vocational Technical High School February 2006	\$90,000,000	\$705.00
Putnam (Springfield) Voc-Tech High School July 2012	\$124,000,000	\$567.00
Essex Agricultural and Technical High School June 2014	\$134,501,368	\$477.00
Minuteman Regional Voc-Tech High School Spring 2020	\$144,922,480	\$562.00


* Today's Dollars

MINUTEMAN
A REVOLUTION IN LEARNING

[24]

New School: Costs and Tax Impacts

- Total Project: WILL NOT exceed \$144.9M
- State Share: 44.75% of "eligible" costs
- "Net" state reimbursement: 30.46%
- State reimbursement: Up to \$44.1 million
- Annual tax impact on median homeowner:
\$17.50 to \$116.93


 MINUTEMAN
A COMMITMENT TO EXCELLENCE

[25]

Cost Impact FY20 – [Town Name]

Projected Annual Debt Assessment
\$ _____

Estimated Tax Impact to the
Median Homeowner
\$ _____

 MINUTEMAN
A COMMITMENT TO EXCELLENCE

[26]

Next Steps


- July 2016: Appoint a "Construction Manager at Risk" to prepare construction documents, and put the project out to bid.
- August 2017: Start construction. (Minuteman students stay in the existing building while the new school is under construction.)
- September 2020: Open new school to students.

 MINUTEMAN
A COMMITMENT TO EXCELLENCE

[27]


Why We Need to Act


- Build a modern facility that meets current building codes and access requirements
- Create an innovative Career Academy model to enhance student learning and meet changing labor market needs
- Preserve a \$44 million construction grant from the MSBA
- Protect the school's accreditation

 MINUTEMAN
A COMMITMENT TO EXCELLENCE

[28]

Our Future



 MINUTEMAN
A COMMITMENT TO EXCELLENCE


[29]

Invest in Our Students' Future

"These schools are a pathway to a brighter future. The skills they teach are widely in demand, and many of them are already well plugged into the job creators in their communities.

In an age when too many people are struggling to find work that pays well, these schools have so much to offer, and we should help them make that happen."

Massachusetts Governor Charlie Baker
State of the Commonwealth, January 21, 2016

 MINUTEMAN
A COMMITMENT TO EXCELLENCE

[30]

BACKUP SLIDES

The Cost of Doing Nothing

- Renovations that exceed 30% of assessed building value within 3 years require entire building be compliant with current ADA code
 - Assessed value = \$25M x 30% = \$7.5M
- Building Sprinkler system is required if renovations exceed \$8.2M
- Renovation Project will require multiple bonding requests from Town Meetings over the next 5 to 7 years

Why use a CM@RISK?

- Construction Management Methodology
- Encouraged by MSBA
- Adds 1% Reimbursement of Eligible Costs
- Flexibility in Bid Schedules likely to save money and time of construction
- Greater collaboration and ability to stay on Budget.

Assumptions and Projections to FY20

- All debt service in 3 bond issues:
 - 30 year term
 - Bond coupon yields 3.81% to 3.93%
- Enrollment Projection:
 - In-District Students – 458
 - Nonresident Students – 170
- Nonresident Student Capital Fee MSBA \$8,400/student

Process to Renovate 1970's Building

- Would need to begin Feasibility Study for renovation project
 - Disregard current 3 year feasibility study
 - Start over with new design team
- No MSBA funding or Capital Fee - funded 100% by member towns
 - Capital fee for nonresident students only applies to MSBA projects
- Potential cost increases due to unanticipated existing conditions

ADDITIONAL EVIDENCE: LEADERSHIP GOAL #3

ACADEMY DEVELOPMENT TEAM SUMMER WORK

(agendas and minutes of meetings on website: <http://minuteman.org/Page/609>)

MINUTEMAN 101

Preference	Team Member	Enlist Team Member
1st	Andie Merkowitz	George Clement
1st	Jack Dillon	Gary Sypteras
2nd	Teri O'Brien	Lisa Camagna
1st	Amy Perreault	Alissa Landau
1st	Carol Cohen	
2nd	John Fusco	
1st	Beth Nardone	
2nd	Erin Bordeau	

CURRICULUM MAPPING

Preference	Team Member	Enlist Team Member
1st	Erin Bordeau	Michelle Roche
2nd	Eric Marshall	Terry Regan
2nd	Maria Mastrocola	
1st	Teri O'Brien	
support	Anita Currier	
1st	John Fusco	
1st	Katie Smith	
2nd	Al St. George	

CAPSTONE / PORTFOLIO

Preference	Team Member	Enlist Team Member
1st	Gene DiPaolo	Michelle Roche
1st	Diane Dempsey	Rich Caruso
1st	Kyle Romano	Bill Blake
1st	Eric Marshall	Peter Kelleher
1st	Anita Currier	Katherine Anderson
1st	Maria Mastrocola	
1st	Al St. George	

Digital Learning Curators School Year 2015-2016

Stipend Position

Stipend = \$800

DLC—Digital Learning Curator—a select group of teachers, will participate in training, professional conferences, workshops and various other opportunities to build a common language and understanding that relates to technology embedded into the curriculum to improve student learning.

- Meet at least once a month
- Participate in no less than 75% of regularly scheduled meetings led by the Director of Educational Technology throughout the school year.
- Participation in one of the two afterschool professional development training (pdp available)
- Gain immediate access to the latest resources, including online materials, equipment, etc...
- Sharing of various electronic resources, hardware, software to colleagues on X2 or One Note with an email reminder.
- Attend designated workshops and conferences to expand the breadth of knowledge related to the use of technology in the curriculum
- Present at least twice a year at a regularly scheduled department meetings, faculty meetings and other special sessions; attendance sheet submission to Ed Tech Director
- Assist others with the use of technologies, i.e., for instruction, student information and data gathering
- Adoption of Office 365 as your standard in your classroom
- Participate in the Ed Tech Carousel
- Logs to be submitted at the end of the school year outlining the above requirements.
- Notification to the Director of Educational Technology of various presentations
- PDPs awarded

License

Expiration

Date of

Hire _____

Job Title Instructional Technology Specialist

Reports to Annamaria Schrimpf

Title Dir. of Educational Technology ☐ 22 PP ☐ 26 PP

Type of Position:

☐ Administrator

☐ Teacher

☐ Clerical

☐ Custodial

☐ Aide

☒ Other

☐ Full-time

☒ Part-time

☐ 186 Day

☐ 10 Month

☐ _____ Days

Hours _____ per week

☐ Exempt

☐ Nonexempt

Level _____ Step _____ Base _____

EPIMS Code _____

NATURE AND SCOPE OF WORK

The Instructional Technology Specialist provides instruction, training, and resources in order to facilitate the use of technology in the classroom that will increase teacher use and proficiency level. You will provide input in the development of a system-wide/building level programs that enables students to use technology as a learning tool. The Specialist will investigate and disseminate information on best practices for technology integration, sources of information on trends, research and applications related to technology use in the school program. The Specialist will adhere to all the Educational Technology procedures relating to software installation, hardware, inventory, backup plan and the numerous other procedures defined within the Educational Technology Department.

- Assists in the development and implementation of technology professional development including workshops and courses to teachers for both administrative and educational purposes
- Collaborates with teachers and other instructional staff to develop curriculum materials and specific lesson plans that integrate technology
- Ensures DESE Technology Literacy Standards and CTVE Standard 6 are integrated into the curriculum and ensures support for the teacher for a successful transition
- Gathers information documenting the effectiveness of the program, interprets this information, and provides constructive input in evaluation of the program
- Maintains current knowledge of technology and instructional practices that relate to the use of technology
- Provides resource information relating to new techniques and practices that relate to the use of technology and then enable students to use technology as a learning tool
- Communicates with school and district personnel, parents, and community to share information about the technology program
- Assesses the needs and plans for new technology of assigned schools and communicates these to the appropriate personnel or technology committee
- Follows a plan for professional development and actively seeks out opportunities to grow professionally
- Facilitates the use of computer labs
- Other responsibilities at the discretion of the Director of Educational Technology

QUALIFICATIONS FOR THE POSITION

- Certified as an Instructional Technology Specialist by the DESE
- Master's Degree preferred

CONDITIONS OF EMPLOYMENT

Equipment Used:

Physical Demands (if applicable):

Evaluation Schedule:

DATE
REVISED

APPROVED BY

Title

DATE HIRED

Minuteman does not discriminate on the basis of race, religion, color, sexual orientation, national origin, age, sex, or disability in admission to, access to, treatment in or employment in its programs and activities.



PROFESSIONAL DEVELOPMENT FOR CTV TEACHERS

2015-2016 School Year

NOTE: This is a fluid and very aggressive agenda for the topics listed.

DATES	TOPICS
November 19, 2015	Introduction of One Note and One Drive (Colleague presentation)
December 10, 2015	OneNote Notebook--Understand the anatomy and creation of OneNote Notebook--Learn and create the various elements of the OneNote Notebook
January 12, 2016	One Note--Review previous features of OneNote Notebook begin learning some of the features in the ribbon bar-- Insert (Pictures, Online Pictures, Screenshots, Record Audio, Record Video, Files, Hyperlinks, Page Templates, Screen Clipping) and Review (Spelling, Section, Linked Notes)
January 26, 2016	One Note--Continue learning One Note using previous created OneNote Notebook--apply the ribbon bar -- Insert (Pictures, Screenshots, Record Audio, Record Video, Files, Hyperlinks, Page Templates, Screen Clipping)
January 28, 2016	OneNote--Continue learning the multiple features listed on the ribbon bar -- Home (Dynamic Text, Clipboard, Tags, Email, Meetings) and History (Unread, Authors, History) and Exploration of Templates and How to print directly to OneNote
February 11, 2016	OneNote--Review and discuss possible applications in the classroom based on the elements learned in OneNote. Creation of an OneNote Notebook for professional use.
March 1, 2016	OneNote--Learn how to collaborate with colleagues using OneNote Notebook
March 3, 2016	Class Notebook--Introduction to Class Notebook Class Notebook--Collaboration, Content Library, Student Notebook Section
March 15, 2016	Class Notebook--Continue learning the features of Class Notebook--Collaboration, Content Library, Student Notebook Section and how to import students from X2
March 17, 2016	Class Notebook--Continue learning the features of Class Notebook--Collaboration, Content Library, Student Notebook
March 22, 2016	Class Notebook--Create and populate Class Notebook for one designated class of teacher's choice.
March 24, 2016	Class Notebook--Continue to populate Class Notebook
April 7, 2016	Class Notebook--Sharing of Class Notebooks to colleagues
April 26, 2016	Office 365--Email, Calendar, People--exploration of features
April 28, 2016	Office 365--Word, Excel, PowerPoint, OneDrive--client to cloud and local access
May 10, 2016	Office 365--Online collaboration using Word, Excel, PowerPoint, OneDrive
May 12, 2016	Office 365--Mobility across device
May 17, 2016	Skype in district communication and presentation tool. Debriefing and sharing

ADDITIONAL EVIDENCE: LEADERSHIP GOAL #4



MINUTEMAN
A REVOLUTION IN LEARNING

BRAND CONSTRUCT & IDENTITY

February 2016

TABLE OF CONTENTS



MINUTEMAN
A REVOLUTION IN LEARNING

BRAND OVERVIEW & STRATEGY MATRIX	3-4
COMMUNICATIONS OBJECTIVE.....	5
MESSAGING HIERARCHY	6-11
BRAND TAGLINE, VISION, PILLARS, CALLOUTS, ETC.	12
CREATIVE CONSTRUCT	13
BOILERPLATE LANGUAGE	14
MESSAGING STRATEGY TIPS.....	15
ELEVATOR SPEECHES BY SEGMENT.....	16-24
ORGANIZATIONAL COPY POINTS	25
PROGRAM COPY POINTS	26-33
BRANDING APPLICATION	34-40

MINUTEMAN BRAND OVERVIEW



MINUTEMAN
A REVOLUTION IN LEARNING

STRATEGY MATRIX

The Strategy Matrix illustrates the interconnectedness of a brand's defining elements. These variables come together to generate an overall strategy. Each piece of the matrix lends itself to insights and breakthroughs for the others.

Brand:

What is the essential focus of the brand?
What parts of the brand should be included in the strategy?

Audience:

Who is targeted?
What insights or trends could help develop the strategy?

Context:

What is best known about this market?
What events, developments or cultural shifts are vital to the strategy?

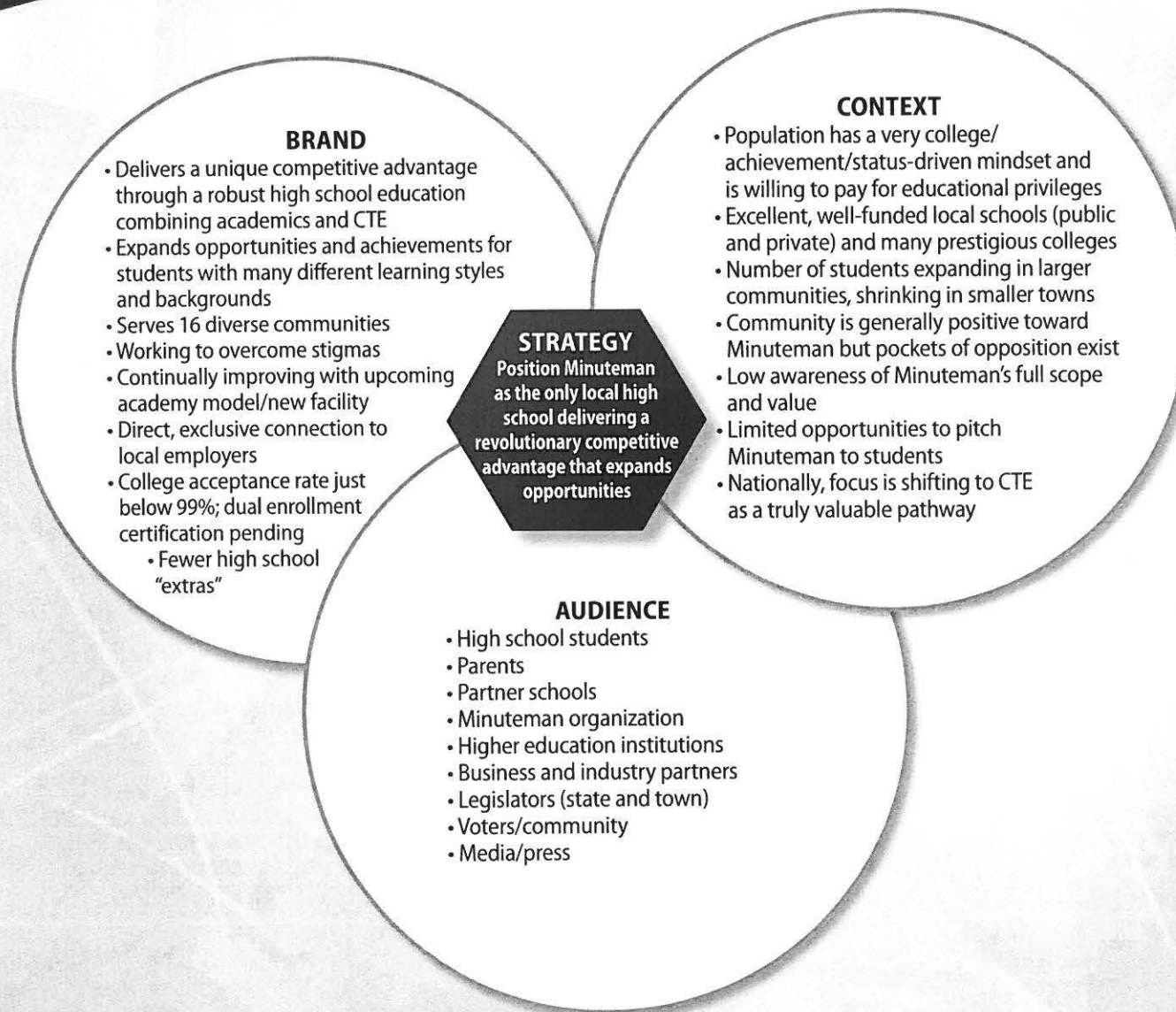
Strategy:

What is the overarching objective we need to communicate?

MINUTEMAN BRAND OVERVIEW



MINUTEMAN
A REVOLUTION IN LEARNING



MINUTEMAN BRAND OVERVIEW



MINUTEMAN
A REVOLUTION IN LEARNING

COMMUNICATIONS OBJECTIVE

**Build the target audiences' awareness of the revolutionary competitive advantage
Minuteman delivers through a quality high school education that combines robust
academics and career & technical training**

MINUTEMAN BRAND OVERVIEW



MINUTEMAN
A REVOLUTION IN LEARNING

MESSAGING HIERARCHY

The goal of this messaging hierarchy is to explore Minuteman's benefits and mine out the key value propositions. By approaching the message from various stances, we can craft a cohesive core message as the basis for the Minuteman story, which is encapsulated in the brand tagline and pillars. This story should be adapted to the driving priorities of each audience segment, as demonstrated in the elevator speeches.

What are we selling?

A high school education unlike any other, combining rigorous academics with hands-on career & technical learning to give students a revolutionary competitive advantage

What do we want to accomplish in the brand message?

- Present Minuteman as the first and only choice for an exclusive competitive advantage that expands students' options and opportunities upon high school graduation
- Emphasize the high quality of the overall Minuteman experience (encompassing technology, deep integration of curriculum, student engagement, instructors, support structures, etc.)
- Highlight the value of career & technical skills as a great return on investment for students headed to college, career, and beyond
- Define Minuteman as a place where education and purpose are connected

MINUTEMAN BRAND OVERVIEW



MINUTEMAN
A REVOLUTION IN LEARNING

MESSAGING HIERARCHY (CONT.)

With whom do we want to connect, and what do they want/fear?

- **High school students:** who want to get a unique advantage in high school, enjoy their high school years, get college credit in high school, graduate, prepare for and succeed in college, explore their career direction, get certified, and get high-wage jobs. They may fear stepping out of their comfort zone at their HS to come to Minuteman.
- **Parents:** who want their students to get a unique advantage in high school, prepare for college success, explore their interests and direction now rather than after HS graduation, get certified, and get high-wage, satisfying, self-sustaining jobs. They may fear that Minuteman offers a lower standard of education than a traditional high school.
- **Partner schools:** who want students to succeed and parents to be satisfied, as well as to further their school's reputation and funding. They may fear that Minuteman will attract more students than they want to send.
- **Minuteman organization:** who want to see Minuteman succeeding at all levels: with students, employers, and in the community, so they can feel pride in their work as part of a bigger picture. They may fear change.
- **Higher education institutions:** who want college-ready students who do not need remediation, more dual-enrolled students, workforce education connections, and reliable feeder schools. They may fear that Minuteman students are not ready for college-level work.
- **Business and industry partners:** who want a steady stream of skilled, professional, and certified workers. They may fear that Minuteman students do not have the skills to succeed in the workplace.
- **Legislators (state and town):** who want to be reelected, be responsive to their constituency, and improve the area workforce, thereby strengthening the local economy and attracting more businesses to the area. They may fear that supporting Minuteman might jeopardize other partnerships.
- **Voters/community:** that wants low taxes, wise use of existing tax dollars, an accredited Minuteman, positive economic development, a stable, productive, and civic-minded population, and personal enrichment opportunities. They may fear that Minuteman is not using existing tax dollars most effectively or that their taxes will go up.
- **Media/press:** who want positive local and community interest stories and possibly regularly occurring stories to fill space. They may be more indifferent than fearful toward portraying Minuteman positively.

MINUTEMAN BRAND OVERVIEW



MESSAGING HIERARCHY (CONT.)

How should the brand make them feel?

- **High school students:** *eager* to experience meaningful education where they are treated as professionals who can achieve great things
- **Parents:** *confident* that Minuteman offers their child an excellent high school education with an exclusive competitive advantage
- **Partner schools:** *convinced* that Minuteman is a great option for students of all backgrounds
- **Minuteman organization:** *excited* to be part of a valuable, successful, and evolving institution
- **Higher education institutions:** *sure* that Minuteman is helping them reach their goals by producing college-ready students in greater numbers
- **Business and industry partners:** *certain* that Minuteman graduates have the skills to succeed on all levels in the workplace
- **Legislators (state and town):** *assured* that Minuteman is effective in achieving its mission
- **Voters/community:** *supportive* of Minuteman's goals and vested in its success
- **Media/press:** *positive* toward Minuteman's mission and ready to applaud its efforts

What would they like about the brand?

- **Competitive advantage:** Students who gain both academic knowledge and career & technical skills are uniquely poised for success. In addition, developing college and career skills now gives them a unique edge over the traditional high school experience — expanding their opportunities and building their confidence.
- **Value:** At Minuteman, students get the full academic package of high school, plus a lifelong marketable skill they can use as a stepping stone in their future education.
- **Quality:** Rigorous academic and career & technical instruction, great training equipment, and excellent instructors provide a fully rounded learning experience.
- **Success:** No matter what your learning style, Minuteman sets you up to succeed both in high school and in college.
- **Direction:** Minuteman helps students discover their passion, giving them a clear pathway to achieve the goals they set for themselves.

MINUTEMAN BRAND OVERVIEW



MINUTEMAN
A REVOLUTION IN LEARNING

MESSAGING HIERARCHY (CONT.)

How can we simplify our audience segments?

Minuteman's audience is broad and diverse, with varying motivations and priorities. Dissecting each segment is beneficial, but it's also helpful to break the audience down into two main groups:

- The *stakeholders* in the students' success (parents, business and industry partners, higher education institutions, Minuteman organization, legislators, voters/community, and indirectly media/press)
- The *students* themselves

How should we speak to each audience?

Messaging should be crafted in two main voices:

- Stakeholder messaging: exude confidence and professionalism to demonstrate that Minuteman is not only up to date, but a leader/innovator in education. Assume solidarity and shared goals, using lots of "we" language to drive home the local spirit and investment of Minuteman.
- Student messaging: use modern, slightly edgy headlines and a somewhat casual, "real-world" tone to appeal to this segment, always coming back to the idea of a revolutionary competitive advantage to drive the value.

MESSAGING HIERARCHY (CONT.)

Why should they choose Minuteman over the competition?

- **Minuteman puts the student first.** By starting with each student's internal interests, abilities, and aptitudes, Minuteman is able to build a unique pathway that empowers the student to go further and achieve more. The learning is adapted to the student, not the other way around.
- **Minuteman offers a revolutionary competitive advantage.** The synergy of academic knowledge and technical skills is the single most important asset in the 21st-century American workforce — and Minuteman delivers this powerful educational edge during the high school years.
- **Minuteman connects Education with Purpose®.** Meaningful academics + experiential career & technical learning = purposeful education that prepares students for the real world of college and career.

How can we make Minuteman stand out?

Because the market is saturated with educational options, it is important to differentiate Minuteman from the pack by emphasizing two intertwined aspects of the Minuteman experience... **REVOLUTION** and **ADVANTAGE**. Minuteman *revolutionizes* the high school experience by integrating (not just adding) valuable career & technical skills within a rigorous academic curriculum. This leads to a *competitive advantage* unlike any other, because Minuteman students graduate already poised to succeed in their college and career experience.

MINUTEMAN BRAND OVERVIEW



MINUTEMAN
A REVOLUTION IN LEARNING

MESSAGING HIERARCHY (CONT.)

What is unique about the Minuteman package?

In a market saturated with educational options, understanding and communicating Minuteman's unique value proposition is critical. Other organizations may offer some of these benefits, but from a high-level view, only Minuteman delivers the full package of:

- The revolutionary integration of robust academic instruction and hands-on career & technical learning
- Project-based learning opportunities
- Industry certifications/licensures
- True college and career preparation (so much more than just classroom time)
- Highly qualified and distinctive instructors who want to mentor their students
- High-tech training equipment/labs for a positive experience and outcome
- Personalized, proven support for different learning styles
- Paid internships and employer networking
- Caring, inclusive environment where students are part of the Minuteman family

Strategic Focus:

Telling one story — how Minuteman delivers a revolutionary competitive advantage that expands options and opportunities — in diverse ways that resonate with each audience.

Tone:

Confident

Students: Energetic, casual, edgy, and experiential

Stakeholders: Compelling, professional, proactive, and expert

MINUTEMAN BRAND OVERVIEW



BRAND TAGLINE, VISION, PILLARS, CALLOUTS, ETC.

Brand Tagline

A REVOLUTION IN LEARNING. (existing)

REVOLUTIONIZE YOUR EXPECTATIONS. (TFS recommendation)

Brand Pillars/Alternate Tagline

Aspire. Accelerate. Achieve.

Mission

Minuteman collaborates with parents, communities, and business leaders to serve a diverse student body with multiple learning styles. Through a challenging integrated curriculum our students develop the academic, vocational, and technical skills necessary to be productive members of a global community. We value life-long learning that fosters personal and professional development in a safe and respectful environment.

Student Messaging Callouts

- Major in the Revolution.
- Be Revolutionary. Be Minuteman.
- Get In On the Revolution.
- Launch Your Learning Revolution.
- Rise to the Revolution.
- Make it Matter. Make it Minuteman.
- Are You Ready for the Revolution?
- High School. Revolutionized.
- Experience the Learning Revolution.

Stakeholder Messaging Callouts

- Revolutionary Results.
- Revolutionizing Your Results.
- Success Revolutionized.
- Revolutionizing the 21st Century Workforce.
- Where Aspirations Become Achievements.
- When It Matters, Make It Minuteman.
- Your Connection for Education That Matters.

Buzzwords

Revolution • Confidence • Unique • Purposeful • Quality • Exclusive • Direction • Achievement • Meaningful

MINUTEMAN BRAND OVERVIEW



CREATIVE CONSTRUCT

Communications Objective:

Build the target audiences' awareness of the revolutionary competitive advantage Minuteman delivers through a quality high school education that combines robust academics and career & technical training.

Brand Positioning:

Position Minuteman as a place where students can aspire, accelerate, and achieve their potential for true college and career readiness.

Brand Tagline: A Revolution in Learning. –or– Revolutionize Your Expectations.

Brand Value Proposition (students):

Are you ready for the revolution? At Minuteman, we've completely reinvented high school to deliver full academics alongside an exciting career & technical education. You'll aspire to your full potential, accelerate your learning, and achieve a revolutionary competitive advantage to get ahead in your college and career goals. Working alongside our highly experienced and professional instructors, you'll get to do something you love in a high-tech environment. It's a high school experience unlike any other — only at Minuteman! We offer the full package: college credit, national industry certifications, personalized learning, paid internships, student leadership opportunities, scholarships, and more! And with our proven college acceptance and success rates, it's easy to see how Minuteman makes the difference. You can do it — and we can help. Revolutionize your expectations and expand your opportunities at Minuteman today!

Brand Pillars: Aspire. Accelerate. Achieve.

Aspire.	Accelerate.	Achieve.
Direction	Quality	Advantage
Purpose	Support	Opportunity
Potential	Confidence	Success

MINUTEMAN BRAND OVERVIEW



MINUTEMAN
A REVOLUTION IN LEARNING

BOILERPLATE LANGUAGE

In information technology, a boilerplate is a unit of writing that can be reused over and over without change. By extension, the idea is sometimes applied to marketing content that remains consistent across a range of collateral to build equity through repetition. The Minuteman boilerplate language is designed to promote messaging continuity as a signoff on the back of brochures, at the bottom of program sell sheets, and anywhere else a concise, high-level value statement about Minuteman is appropriate.

INFORMAL:

Minuteman: A Revolution in Learning.

At Minuteman, we collaborate with parents, communities, and business leaders to serve a diverse student body with multiple learning styles. Through a rigorous integrated curriculum, our students gain both academic and career & technical skills for a revolutionary competitive advantage. Because we value lifelong learning that fosters personal and professional development, we challenge all students to aspire to their full potential, accelerate their learning, and achieve success in our 21st-century global community.

FORMAL:

About Minuteman

Minuteman is an award-winning regional high school that integrates robust academic and career & technical learning to deliver a revolutionary competitive advantage. The school serves a diverse student body with multiple learning styles, expanding opportunities for college and career success. As an accredited member of the New England Association of Schools & Colleges (NEASC), Minuteman challenges all students to aspire to their full potential, accelerate their learning, and achieve success in the 21st-century global community.

MINUTEMAN BRAND OVERVIEW



MINUTEMAN
A REVOLUTION IN LEARNING

MESSAGING STRATEGY TIPS

Use supportive, encouraging language. For many parents and students, attending Minuteman might initially sound complicated or overwhelming. Students may also be anxious about trying something new and stepping outside their comfort zone. Highlight the support structures in place that will ensure student success. But with that...

...**Don't present Minuteman primarily as a special ed solution.** Minuteman delivers a revolutionary competitive advantage to every student.

Write student content for students... and their parents. Generations Y and Z tend to be very connected with their parents and involve them in many life decisions. Therefore, it's important to write student-facing content with an eye to their parents, because it's likely they will be reading that literature as well.

Speak aspirationally. Minuteman often faces the stigma of being a "lesser" educational option. This means it's crucial to position the school as a challenging and engaging place where students can aspire to and achieve great things.

Use the student's name whenever possible.

Speak in the first person: We're here for you!

Guard against clichés. Subtle puns may be used in headlines. Alliteration in headlines and taglines may be appropriate if not overly forced.

Use bullet points to break up large blocks of copy and highlight critical information. Don't be overly wordy or repetitive.

Talk about the community and **exhibit local pride** wherever appropriate. Assume solidarity/common goals and communicate in a personable, warm tone.

Strive for a polished voice that is still friendly and approachable. Don't be afraid to use exclamation points (sparingly — and just one at a time) to communicate the energy and excitement of what Minuteman can do for the reader.

MINUTEMAN BRAND OVERVIEW



MINUTEMAN
A REVOLUTION IN LEARNING

TELLING THE STORY: ELEVATOR SPEECHES BY SEGMENT

You never know when you will have the opportunity to talk with someone about Minuteman and the competitive advantages it delivers. Preparing ahead of time and keeping the priorities of each segment in mind will help you be an effective ambassador and represent Minuteman in the best light. The following elevator speeches are not scripts for you to memorize, but examples to color with your own role, personality, history, and appreciation of Minuteman.

- **High school students:** who want to get a unique advantage in high school, enjoy their high school years, get college credit in high school, graduate, prepare for and succeed in college, explore their career direction, get certified, and get high-wage jobs. They may fear stepping out of their comfort zone at their HS to come to Minuteman.

*You know, at Minuteman, we're all about **revolution**. We've completely reinvented high school to deliver full academics alongside an exciting career & technical education. You'll **aspire** to your full potential, **accelerate** your learning, and **achieve a revolutionary competitive advantage** to get ahead in your college and career plans. It's a high school experience unlike any other, only at Minuteman! Freshmen can even choose their own electives here. You'll work alongside our highly experienced and professional instructors in a high-tech environment doing something you love — and you'll graduate high school ready for the real world.*

At Minuteman, it's the full package: college credit, national industry certifications, personalized learning, paid internships, student leadership opportunities, national competitions, scholarships, and more! And with our proven college acceptance and success rates, it's easy to see how Minuteman makes the difference. You can do it — and we can help. Would you like one of our brochures to find out more?



TELLING THE STORY: ELEVATOR SPEECHES BY SEGMENT (CONT.)

- **Parents:** who want their students to get a unique advantage in high school, prepare for college success, explore their interests and direction now rather than after HS graduation, get certified, and get high-wage, satisfying, self-sustaining jobs. They may fear that Minuteman offers a lower standard of education than a traditional high school.

*We're finding that a lot of people in the community aren't aware of everything Minuteman offers students. In a nutshell, we've **revolutionized** high school to deliver full academics alongside a valuable career & technical education. We help students **aspire** to their full potential, **accelerate** their learning, and **achieve a revolutionary competitive advantage** to get ahead in their college and career plans. This expands their options because they graduate truly college ready, no matter what their career goals. Minuteman is the local expert in this type of rigorous learning, and our professional, industry-recognized instructors really take the time to invest in each student.*

*At Minuteman, it's really the **revolutionary competitive advantage** we deliver that sets us apart. The synergy of academic knowledge and technical skills is the single most important asset in the 21st-century American workforce — and Minuteman delivers this powerful educational edge during the high school years. With our proven college acceptance and success rates, it's easy to see how Minuteman makes the difference. Our students can earn college credit, national industry certifications, paid internships, scholarships, and more. Quite simply, it's a high school experience unlike any other. Would you like a brochure to find out more?*



TELLING THE STORY: ELEVATOR SPEECHES BY SEGMENT (CONT.)

- **Partner schools:** who want students to succeed and parents to be satisfied, as well as to further their school's reputation and funding. They may fear that Minuteman will attract more students than they want to send.

*We're finding that there are still a lot of misconceptions about what Minuteman can do for students. In a nutshell, we deliver full academics alongside a valuable career & technical education to help students **aspire** to their full potential, **accelerate** their learning, and **achieve** a **revolutionary competitive advantage**. This expands their options because they graduate truly college ready and poised to reach their career goals. Minuteman is the local expert in this type of rigorous hands-on learning, and our professional, industry-recognized instructors really take the time to invest in each student.*

When students succeed, we all succeed. Though we honor different learning styles and build the educational experience around each student's needs, we're far more than just a vocational or special ed solution. We deliver a complete and challenging high school education to inspire every student to reach their college and career goals. Our students can earn college credit, national industry certifications, paid internships, scholarships, and more. And with our proven college acceptance and success rates, it's easy to see how Minuteman makes the difference. How can we work together to help students succeed?



TELLING THE STORY: ELEVATOR SPEECHES BY SEGMENT (CONT.)

- **Minuteman organization:** who want to see Minuteman succeeding at all levels: with students, employers, and in the community, so they can feel pride in their work as part of a bigger picture. They may fear change.

*At Minuteman, you're part of a **revolution in learning**. We are committed to helping students **aspire** to their full potential, **accelerate** their learning, and **achieve a revolutionary competitive advantage**. Because of our unique integration of full academics and valuable career & technical skills, our students graduate truly college and career ready. Our employer and higher education partners trust the results we produce, and the community values our contribution to student success and a strong local workforce.*

*Why is Minuteman so **revolutionary**? The synergy of academic knowledge and technical skills is the single most important asset in the 21st-century American workforce — and with your contributions, we deliver this powerful **competitive advantage** during the high school years. Quite simply, it's a high school experience unlike any other — and we can't do it without you. Thanks for everything you do to make Minuteman the proactive first choice for our students!*

TELLING THE STORY: ELEVATOR SPEECHES BY SEGMENT (CONT.)

- **Higher education institutions:** who want college-ready students who do not need remediation, more dual-enrolled students, workforce education connections, and reliable feeder schools. They may fear that Minuteman students are not ready for college-level work.

*Times have changed, and Minuteman has changed with them. We've reinvented high school to deliver full academics integrated with valuable career & technical skills for an educational experience unlike any other. This helps students from all backgrounds to **aspire** to their full potential, **accelerate** their learning, and **achieve a revolutionary competitive advantage**. Our students graduate truly college ready, with expanded opportunities in whatever field they choose. Minuteman is the local expert in this type of rigorous hands-on learning that will help students achieve more in a new and changing economy.*

*What really sets us apart, however, is the accountability measures and personal investment we make in every student. We honor different learning styles and work with each student individually to build the educational experience around them. The result is that when our students graduate high school, they already know what they want to do and have developed the critical skills to maximize their college performance. Employers trust the results we produce, and that's why we talk about Minuteman delivering a **revolutionary competitive advantage**. We go beyond the ordinary high school experience to make the difference for our students. How can we work together to help more students reach their college and career goals?*



TELLING THE STORY: ELEVATOR SPEECHES BY SEGMENT (CONT.)

- **Business and industry partners:** who want a steady stream of skilled, professional, and certified workers. They may fear that Minuteman students do not have the skills to succeed in the workplace.

*As you may know, Minuteman is the area's go-to source for a **revolutionary** high school experience. We merge full academics with a valuable career & technical education to help students **aspire** to their full potential and **accelerate** their learning. This in turn helps you **achieve** a skilled, certified, and professional 21st-century workforce to power your business. No one else does what we do at this level, and the caliber of our students proves it. Alongside a rigorous academic schedule, our students are thoroughly trained in today's most high-demand career & technical skills, using industry-standard training equipment. They're not just taught, but mentored by our professional instructors, who consistently produce skilled, certified workers who graduate truly college and career ready.*

*And because our graduates have been coached to such levels of excellence, they take their work seriously and are committed to success both in their personal and work lives. It's a **revolutionary competitive advantage** for everyone, and it's why Minuteman makes the difference. We have internship, mentorship, job shadowing, and apprenticeship opportunities available — would you like a brochure to find out more?*



TELLING THE STORY: ELEVATOR SPEECHES BY SEGMENT (CONT.)

- **Legislators (state and town):** who want to be reelected, be responsive to their constituency, and improve the area workforce, thereby strengthening the local economy and attracting more businesses to the area. They may fear that supporting Minuteman might jeopardize other partnerships.

*I value your commitment to quality education that will make the difference for our region. At Minuteman, our education strategy is simple: we help students **aspire** to their full potential, **accelerate** their learning, and ultimately **achieve a revolutionary competitive advantage**. The synergy of academic knowledge and technical skills is the single most important asset in the 21st-century American workforce — and Minuteman delivers this powerful educational edge during the high school years. We strengthen our area workforce and economy by building the educational experience around each student as we expose them early on to exciting careers in today's most in-demand industries. Student by student, we're closing the skills gap in our community, and we take pride in that.*

*We also take pride in our highly experienced instructors, deep integration of curriculum, industry-standard training equipment, unmatched accountability measures, and proven college acceptance and success rates. Local employers know that we consistently produce skilled workers who have earned national certifications — it's a win-win for everyone. We deeply appreciate your support as we continue to deliver **education with purpose** here in our community.*

MINUTEMAN BRAND OVERVIEW



TELLING THE STORY: ELEVATOR SPEECHES BY SEGMENT (CONT.)

- **Voters/community:** that wants low taxes, wise use of existing tax dollars, an accredited Minuteman, positive economic development, a stable, productive, and civic-minded population, and personal enrichment opportunities. They may fear that Minuteman is not using existing tax dollars most effectively or that their taxes will go up.

*At Minuteman, we've **revolutionized** high school through the integration of full academics with valuable career & technical skills. Together, we're working hard to make the most of our resources and strengthen our local workforce and economy. That's why our strategy is to help students **aspire** to their full potential, **accelerate** their learning, and ultimately **achieve a revolutionary competitive advantage**. This helps everybody, because successful students become productive citizens who make our community the great place it is.*

Because we believe every student deserves a fantastic education, we honor many different learning styles as we build the educational experience around each student's individual needs. Our caring and professional instructors deliver a complete and challenging high school education to inspire every student to reach their college and career goals. And with our proven college acceptance and success rates, it's easy to see how Minuteman makes the difference. Our students can earn college credit, national industry certifications, paid internships, scholarships, and more. We also offer personal enrichment opportunities to everyone in the community through our Minuteman Community Education program. Would you like a brochure to find out more?

MINUTEMAN BRAND OVERVIEW



TELLING THE STORY: ELEVATOR SPEECHES BY SEGMENT (CONT.)

- **Media/press:** who want positive local and community interest stories and possibly regularly occurring stories to fill space. They may be more indifferent than fearful toward portraying Minuteman positively.

*As a high school that has **revolutionized** the learning experience, Minuteman is an exciting place to be. We deliver full academics plus a valuable career & technical education, helping students **aspire** to their full potential, **accelerate** their learning, and **achieve a revolutionary competitive advantage**. This expands their options because they graduate truly college ready, no matter what their career goals. The synergy of academic knowledge and technical skills is the single most important asset in the 21st-century American workforce — and Minuteman delivers this powerful educational edge during the high school years.*

Because we believe every student deserves a fantastic education, we honor many different learning styles as we build the high school experience around each student's individual needs. Our caring and professional instructors deliver a complete and challenging education to inspire every student to reach their college and career goals. And with our proven college acceptance and success rates, it's easy to see how Minuteman makes the difference. Our students can earn college credit, national industry certifications, paid internships, scholarships, and more. Quite simply, it's a high school experience unlike any other. Would you like a brochure to find out more?

MINUTEMAN BRAND OVERVIEW



MINUTEMAN
A REVOLUTION IN LEARNING

PROGRAM COPY POINTS

AUTOMOTIVE TECHNOLOGY

- Work on foreign, domestic, and alternative fuel cars and trucks in a high-tech precision industry
- Maintain, repair and fine-tune a wide range of vehicles alongside an ASE Master Technician in a full-service automotive center
- Troubleshoot complex automotive systems using advanced diagnostic equipment

CAREER FOCUS:

Prepared for immediate employment, advanced certifications, and further education

PAID INTERNSHIPS / CERTIFICATIONS / COMPETITIONS

BIOTECHNOLOGY

- Design and perform advanced laboratory experiments to solve biological and scientific mysteries
- Use cutting edge technology to isolate, manipulate, and alter DNA in the creation of mutated organisms
- Conduct hands-on research in forensics, cell biology, and genetic engineering

CAREER FOCUS:

Prepared for immediate employment and further education

INTERNSHIPS / COLLEGE CREDIT / COMPETITIONS

MINUTEMAN BRAND OVERVIEW



MINUTEMAN
A REVOLUTION IN LEARNING

PROGRAM COPY POINTS (CONT.)

CARPENTRY AND CONSTRUCTION

- Build an energy efficient house from the ground up for community sale
- Experience all aspects of residential and commercial construction including estimating, framing, roofing, and interior finishing
- Operate a wide range of power tools and work alongside professional carpenters and general contractors

CAREER FOCUS:

Prepared for immediate employment and further education

PAID INTERNSHIPS / COMMUNITY PROJECTS / CERTIFICATIONS

COSMETOLOGY AND BARBERING

- Express individual creativity by providing a wide range of artistic hair, nail, and skincare services
- Experience and run a modern full-service salon and spa
- Work alongside professional cosmetologists using the latest technology, trends, and name-brand products

CAREER FOCUS:

Prepared for state licensure, immediate employment, and further education

STATE LICENSURE / CERTIFICATIONS / COMPETITIONS

MINUTEMAN BRAND OVERVIEW



MINUTEMAN
A REVOLUTION IN LEARNING

PROGRAM COPY POINTS (CONT.)

CULINARY ARTS AND HOSPITALITY

- Cook and bake alongside professional chefs preparing gourmet appetizers, soups, salads, entrées, and desserts
- Join an award winning program and gain a competitive edge in cooking and baking competitions
- Be a key part of the team that creates a unique dining experience in our student-run restaurant and bakery

CAREER FOCUS:

Prepared for immediate employment and further education

PAID INTERNSHIPS / COMPETITIONS / CERTIFICATIONS

DESIGN AND VISUAL COMMUNICATION

- Express your unique artistic vision by creating dynamic illustrations, computer animations, and digital photographs
- Design, produce, and deliver a wide range of creative promotional materials for interactive web and print media
- Showcase your unique talents by creating a digital portfolio for college and career

CAREER FOCUS:

Prepared for immediate employment and further education

PAID INTERNSHIPS / COLLEGE CREDIT / COMPETITIONS

MINUTEMAN BRAND OVERVIEW



MINUTEMAN
A REVOLUTION IN LEARNING

PROGRAM COPY POINTS (CONT.)

EARLY EDUCATION AND TEACHING

- Experience the joy of making a difference in the life of a child in our accredited onsite child development center
- Create, research, and provide developmentally appropriate educational materials and activities that make learning fun and rewarding
- Influence the future of children by shaping their intellectual, social, emotional, and physical development

CAREER FOCUS:

Prepared for immediate employment and further education

PAID INTERNSHIPS / CERTIFICATIONS / COLLEGE CREDIT

ELECTRICAL

- Control electricity to power the world
- Design and install traditional and alternative energy systems for commercial and residential buildings
- Earn apprenticeship experience towards a journeyman's license while working with Master Electricians

CAREER FOCUS:

Prepared for continuing apprenticeship, immediate employment, and further education

APPRENTICESHIPS / PAID INTERNSHIPS / CERTIFICATIONS

MINUTEMAN BRAND OVERVIEW



MINUTEMAN
A REVOLUTION IN LEARNING

PROGRAM COPY POINTS (CONT.)

ENVIRONMENTAL SCIENCE AND TECHNOLOGY

- Save the planet through dynamic experiences focused on green, sustainable, and renewable resources
- Conduct field studies, experiments, and research projects with environmental professionals
- Care for animals, protect endangered species, and manage natural resources

CAREER FOCUS:

Prepared for immediate employment and further education

COLLEGE CREDIT / CERTIFICATIONS / COMPETITIONS

HEALTH ASSISTING

- Improve the well-being of others using professional medical equipment, technology, and techniques
- Explore a wide range of health careers through practical clinical experiences and rigorous academic coursework
- Participate in clinical rotations in long-term care facilities to enhance the quality of residents' lives

CAREER FOCUS:

Prepared for immediate employment and further education

EMT & EKG CERTIFICATIONS / CNA CERTIFICATION / PAID INTERNSHIPS

MINUTEMAN BRAND OVERVIEW



MINUTEMAN
A REVOLUTION IN LEARNING

PROGRAM COPY POINTS (CONT.)

HORTICULTURE AND LANDSCAPING TECHNOLOGY

- Use advanced technology and equipment to grow and maintain sustainable landscapes and farm-to-table produce
- Design, construct, and manage all aspects of landscaping, turf management, and greenhouse technology
- Work with experts in the field of horticulture and participate in national competitions

CAREER FOCUS:

Prepared for immediate employment, advanced certifications, and further education

PAID INTERNSHIPS / CERTIFICATIONS / SCHOLARSHIPS

PLUMBING AND HEATING

- Diagnose and repair commercial and residential piping systems alongside licensed Master Plumbers
- Design and install environmentally-friendly systems according to renewable energy regulations
- Build innovative and efficient boiler and gas systems

CAREER FOCUS:

Prepared for immediate employment and further education

PAID INTERNSHIPS / COMMUNITY PROJECTS / CERTIFICATIONS

MINUTEMAN BRAND OVERVIEW



MINUTEMAN
A REVOLUTION IN LEARNING

PROGRAM COPY POINTS (CONT.)

PROGRAMMING AND WEB DEVELOPMENT

- Power the modern world by writing code for apps, games, cyber security, and websites
- Develop creative and unique software solutions to complex problems
- Program in advanced languages such as HTML, PHP, JAVA, C++, CSS, and JavaScript

CAREER FOCUS:

Prepared for immediate employment and further education

COLLEGE CREDIT / PAID INTERNSHIPS / CERTIFICATIONS

ROBOTICS, ENGINEERING, AND AUTOMATION

- Build and program high-tech robots that follow your instructions
- Invent, design, and produce solutions for complex engineering challenges using mathematics, science, and technology
- Work individually and in teams to create, test, and modify projects alongside expert engineers

CAREER FOCUS:

Prepared for immediate employment, advanced certifications, and further education

COLLEGE CREDIT / PAID INTERNSHIPS / COMPETITIONS

MINUTEMAN BRAND OVERVIEW



MINUTEMAN
A REVOLUTION IN LEARNING

PROGRAM COPY POINTS (CONT.)

WELDING AND METAL FABRICATION

- Use cutting-edge manufacturing technologies to invent, design, and engineer precision parts and tools used worldwide in everyday products
- Solve challenging problems using high-tech materials, machines, and techniques
- Be a key part of a professional team in an advanced and efficient manufacturing environment

CAREER FOCUS:

Prepared for registered apprenticeship, immediate employment, and further education

PAID INTERNSHIPS / APPRENTICESHIPS / CERTIFICATIONS

MINUTEMAN BRANDING APPLICATION



MINUTEMAN
A REVOLUTION IN LEARNING



Teaser Postcard

MINUTEMAN BRANDING APPLICATION



MINUTEMAN
A REVOLUTION IN LEARNING

Copy Point Brochure

PROGRAMMING AND WEB DEVELOPMENT

- Develop the modern web by writing code for apps, games, other websites, and websites
- Develop mobile and tablet web applications to create responsive
- Programs in advanced languages such as HTML, PHP, Java, CSS, and JavaScript

CAREER FOCUS: Program for immediate employment and further education

COLLEGE CREDIT / PAID INTERNSHIPS / CERTIFICATIONS

ROBOTICS, ENGINEERING, AND AUTOMATION

- Build and program high-tech robots that follow your instructions
- Design, build, and program robots for complex engineering challenges using mathematics, science, and technology
- Work individually and as teams to create, test, and modify projects designed by experts

CAREER FOCUS: Program for immediate employment, advanced certification, and further education

COLLEGE CREDIT / PAID INTERNSHIPS / CERTIFICATIONS

WELDING AND METAL FABRICATION

- Use cutting-edge manufacturing techniques to design, build, and fabricate precise parts and products
- Design and build precision parts and products
- In a lot part of a professional welder is an advanced and efficient manufacturing technician

CAREER FOCUS: Program for immediate employment, advanced certification, and further education

PAID INTERNSHIPS / APPRENTICESHIPS / CERTIFICATIONS

MINUTEMAN
A REVOLUTION IN LEARNING

MINUTEMAN
A REVOLUTION IN LEARNING

100 MARKET BLVD. | SEABOARD, NC 28581
1-800-888-8888
MINUTEMAN.ORG

COLLEGE & CAREER OPPORTUNITIES

MISSION STATEMENT

Minuteman Education and Training, Inc. is a non-profit organization dedicated to providing high-quality, affordable education and training to students in the Southeastern United States. Our mission is to provide students with the skills and knowledge they need to succeed in the workforce and to provide them with the support and resources they need to achieve their dreams.

MINUTEMAN
A REVOLUTION IN LEARNING

COLLEGE & CAREER OPPORTUNITIES

AUTOMOTIVE TECHNOLOGY

- Work on the latest in automotive technology, from engine and transmission to the latest in safety and security
- Develop and test new automotive technologies and components
- Design and build automotive components and systems

CAREER FOCUS: Program for immediate employment and further education

PAID INTERNSHIPS / CERTIFICATIONS / COMPETITIONS

BIOTECHNOLOGY

- Develop and test new biotechnology products and systems
- Design and build biotechnology components and systems
- Design and build biotechnology components and systems

CAREER FOCUS: Program for immediate employment and further education

PAID INTERNSHIPS / COLLEGE CREDIT / COMPETITIONS

CARPENTRY AND CONSTRUCTION

- Build and test new construction projects and systems
- Design and build construction components and systems
- Design and build construction components and systems

CAREER FOCUS: Program for immediate employment and further education

PAID INTERNSHIPS / COMMUNITY PROJECTS / CERTIFICATIONS

COSMETOLOGY AND BARBERING

- Develop and test new cosmetology and barbering products and systems
- Design and build cosmetology and barbering components and systems
- Design and build cosmetology and barbering components and systems

CAREER FOCUS: Program for immediate employment and further education

COLLEGE CREDIT / CERTIFICATIONS / COMPETITIONS

CULINARY ARTS AND HOSPITALITY

- Develop and test new culinary arts and hospitality products and systems
- Design and build culinary arts and hospitality components and systems
- Design and build culinary arts and hospitality components and systems

CAREER FOCUS: Program for immediate employment and further education

PAID INTERNSHIPS / CERTIFICATIONS / COMPETITIONS

DESIGN AND VISUAL COMMUNICATION

- Develop and test new design and visual communication products and systems
- Design and build design and visual communication components and systems
- Design and build design and visual communication components and systems

CAREER FOCUS: Program for immediate employment and further education

PAID INTERNSHIPS / COLLEGE CREDIT / COMPETITIONS

EARLY EDUCATION AND TEACHING

- Develop and test new early education and teaching products and systems
- Design and build early education and teaching components and systems
- Design and build early education and teaching components and systems

CAREER FOCUS: Program for immediate employment and further education

PAID INTERNSHIPS / CERTIFICATIONS / COMPETITIONS

ELECTRICAL

- Develop and test new electrical products and systems
- Design and build electrical components and systems
- Design and build electrical components and systems

CAREER FOCUS: Program for immediate employment and further education

PAID INTERNSHIPS / CERTIFICATIONS / COMPETITIONS

ENVIRONMENTAL SCIENCE AND TECHNOLOGY

- Develop and test new environmental science and technology products and systems
- Design and build environmental science and technology components and systems
- Design and build environmental science and technology components and systems

CAREER FOCUS: Program for immediate employment and further education

PAID INTERNSHIPS / CERTIFICATIONS / COMPETITIONS

HEALTH ASSISTING

- Develop and test new health assisting products and systems
- Design and build health assisting components and systems
- Design and build health assisting components and systems

CAREER FOCUS: Program for immediate employment and further education

PAID INTERNSHIPS / CERTIFICATIONS / COMPETITIONS

HORTICULTURE AND LANDSCAPING TECHNOLOGY

- Develop and test new horticulture and landscaping technology products and systems
- Design and build horticulture and landscaping technology components and systems
- Design and build horticulture and landscaping technology components and systems

CAREER FOCUS: Program for immediate employment and further education

PAID INTERNSHIPS / CERTIFICATIONS / SCHOLARSHIPS

PLUMBING AND HEATING

- Develop and test new plumbing and heating products and systems
- Design and build plumbing and heating components and systems
- Design and build plumbing and heating components and systems

CAREER FOCUS: Program for immediate employment and further education

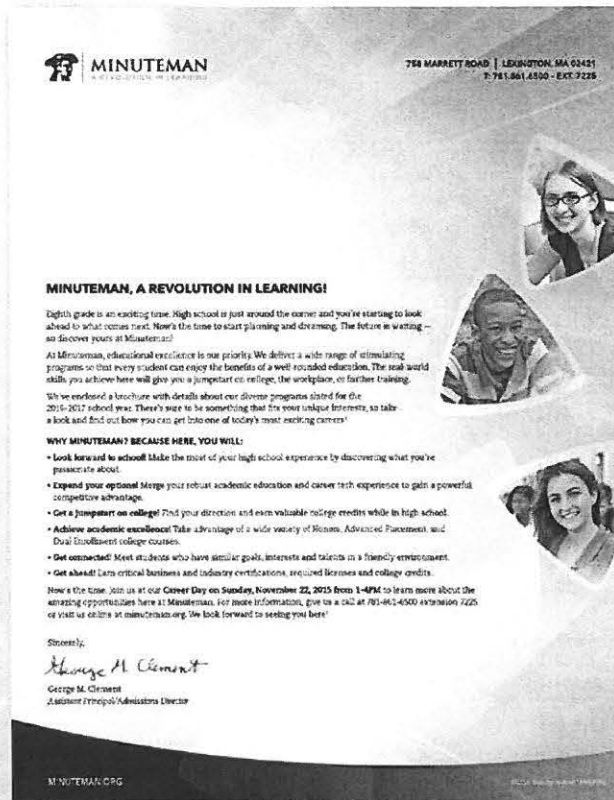
PAID INTERNSHIPS / COMMUNITY PROJECTS / CERTIFICATIONS

MINUTEMAN
A REVOLUTION IN LEARNING

MINUTEMAN BRANDING APPLICATION



MINUTEMAN
A REVOLUTION IN LEARNING

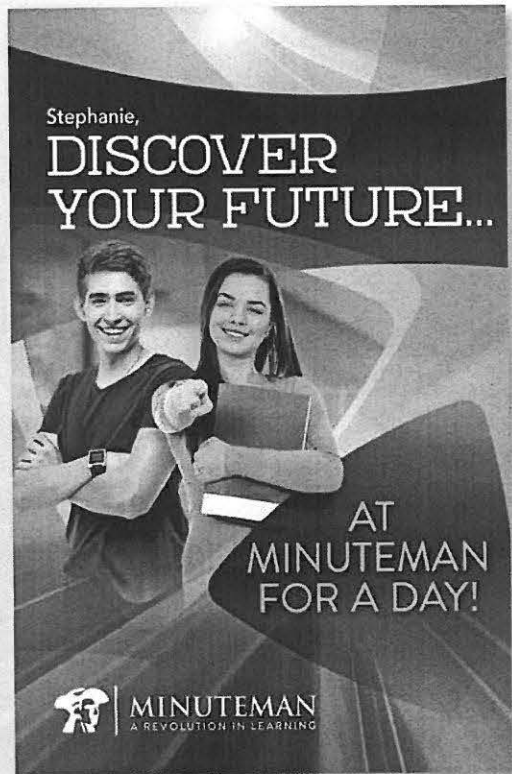


Brochure Letter and Laser Sheet

MINUTEMAN BRANDING APPLICATION



MINUTEMAN
A REVOLUTION IN LEARNING

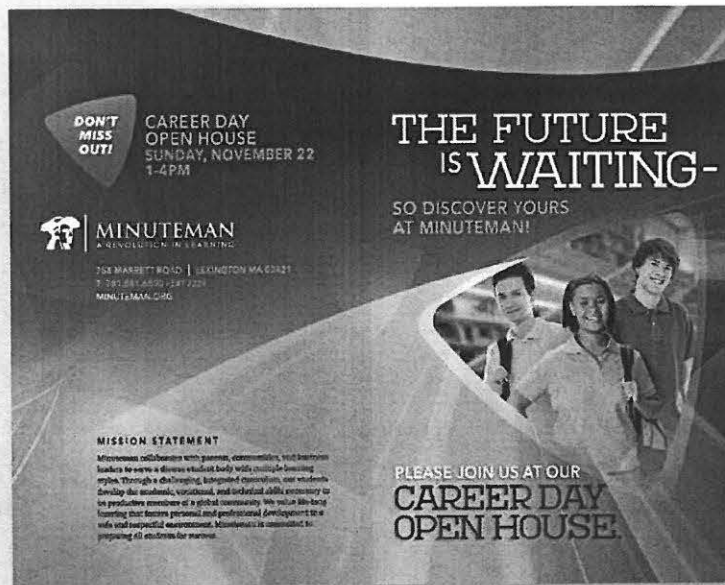


Minuteman for a Day Postcard

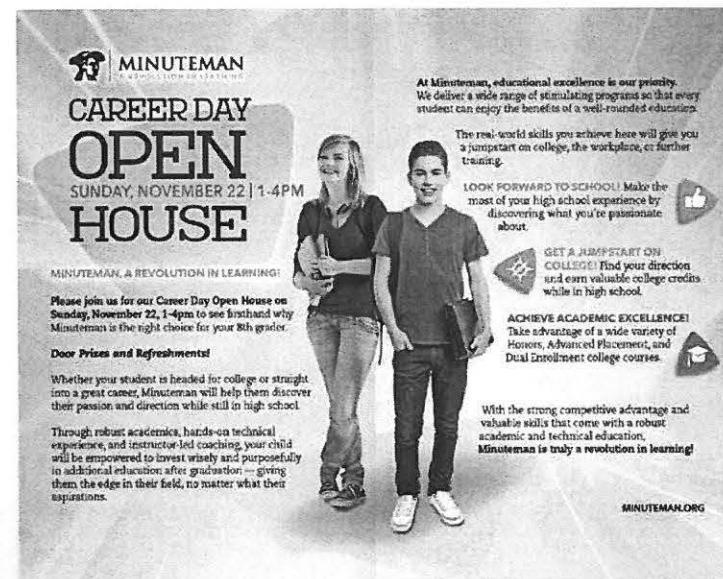
MINUTEMAN BRANDING APPLICATION



MINUTEMAN
A REVOLUTION IN LEARNING



Open House Invitation

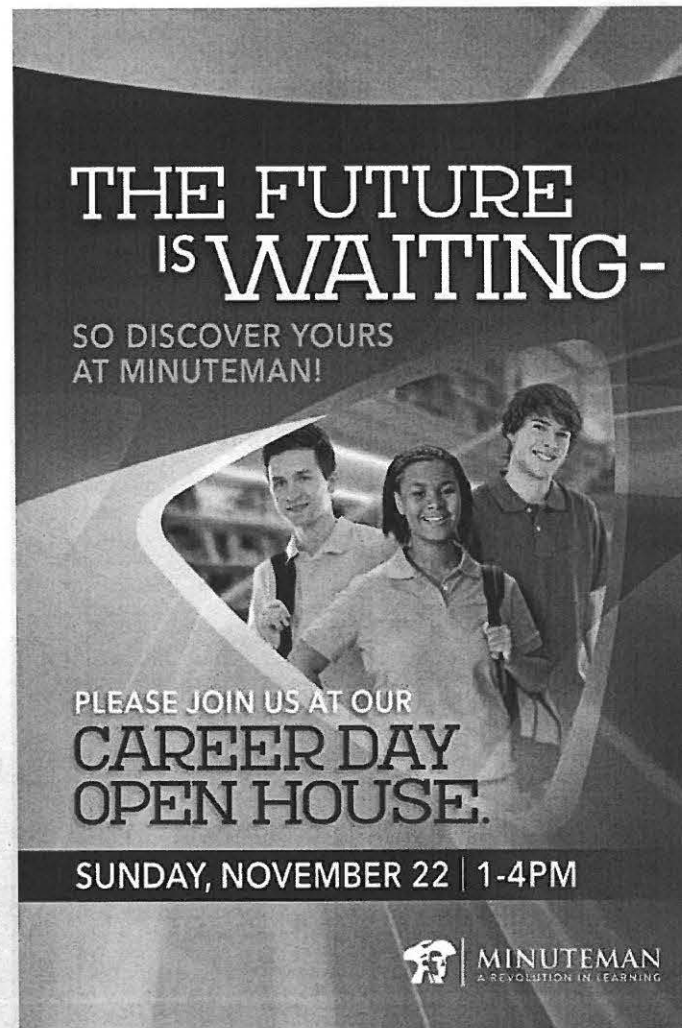


MINUTEMAN BRANDING APPLICATION



MINUTEMAN
A REVOLUTION IN LEARNING

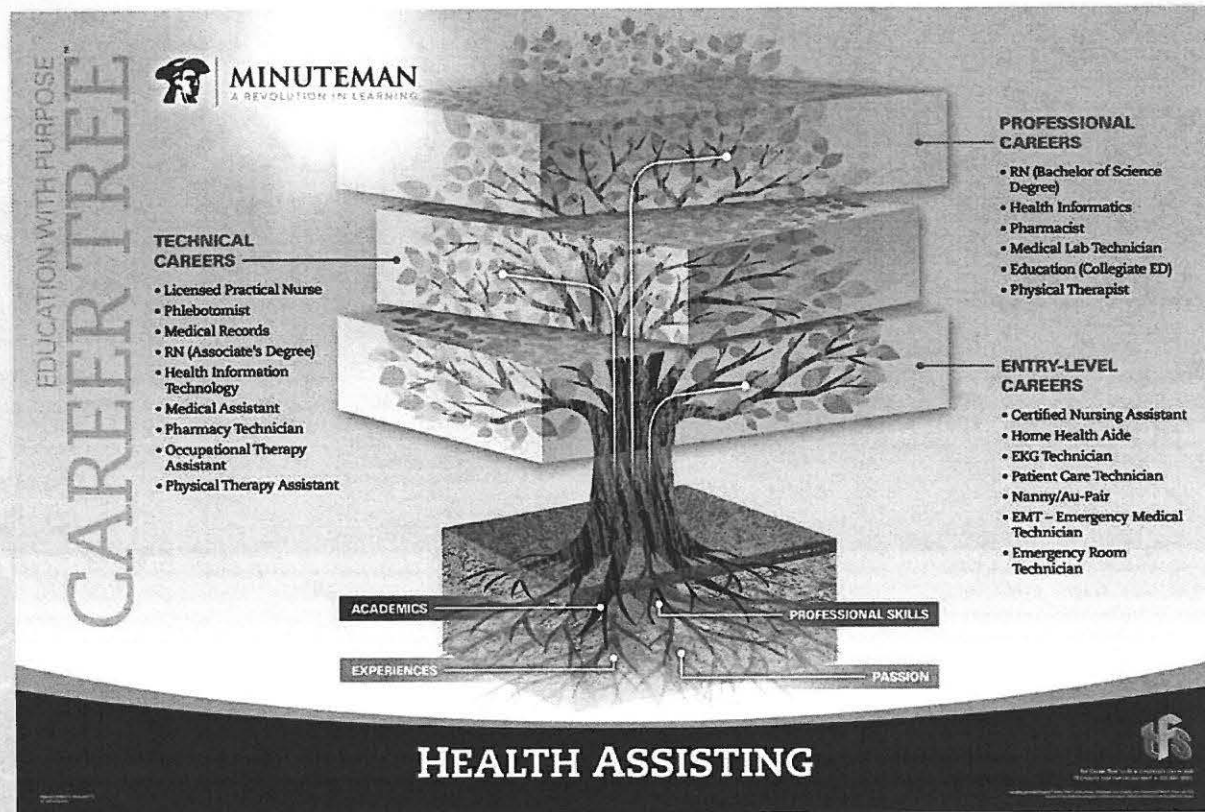
Open House 12x18 Poster



MINUTEMAN BRANDING APPLICATION




MINUTEMAN
A REVOLUTION IN LEARNING



Career Tree Wall Graphic

ADDITIONAL COMMENTS AND EVIDENCE

October 13, 2015 presented by
William J. Blake, Jr.
Director of Curriculum,
Instruction and Assessment

 **MINUTEMAN**
A REVOLUTION IN LEARNING

**Spring 2015 MCAS &
Accountability District Results
Grade 10**


William J. Blake, Jr., Director of Curriculum,
Instruction and Assessment

A REVOLUTION IN LEARNING

Minuteman Career & Technical High School

SPRING 2015 MCAS RESULTS

- English Language Arts
- Mathematics
- Biology
- Chemistry


 **MINUTEMAN**
A REVOLUTION IN LEARNING

[2]

Minuteman Career & Technical High School

Spring 2015. Notables include:

- **Consistent first-time pass rates in all disciplines**
- **Increases in Advanced + Proficient in all disciplines**
- **Historic performance in ELA (97% A+P)**
- **12% increase in ELA A+P = highest of CTE schools**


 **MINUTEMAN**
A REVOLUTION IN LEARNING

[3]

Minuteman Career & Technical High School

MCAS Spring 2015 Notables:

- **Improvement in Every Category in Biology**
- **Strong Special Education Student Performance in all Categories in All Test Subjects**
- **Strong performances by Students who placed below grade level in grade 9 Reading and Math (value added)**


 **MINUTEMAN**
A REVOLUTION IN LEARNING

[4]

Minuteman High School

Professional Development Relevant to MCAS


- **Collaborative problem-solving using rich mathematical tasks**
- **Shifting Standards of Mathematical Practice**
- **Instructional strategies that promote student engagement in mathematical reasoning**
- **Collins Writing and MCAS**
- **Co-Teaching**

 **MINUTEMAN**
A REVOLUTION IN LEARNING

[5]

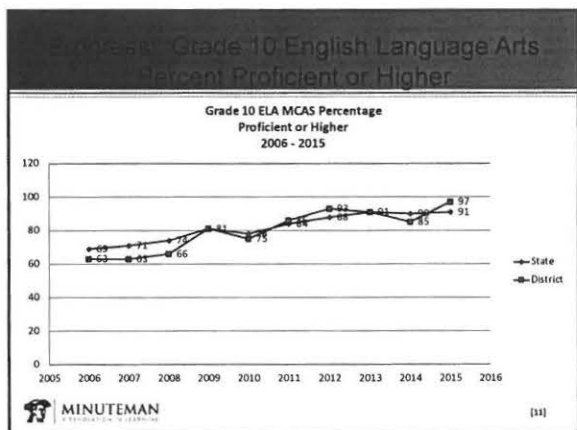
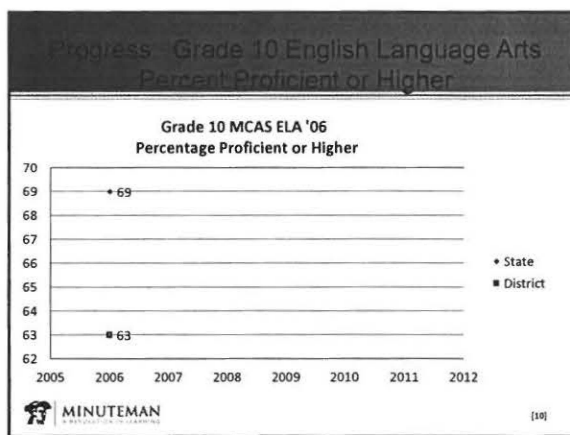
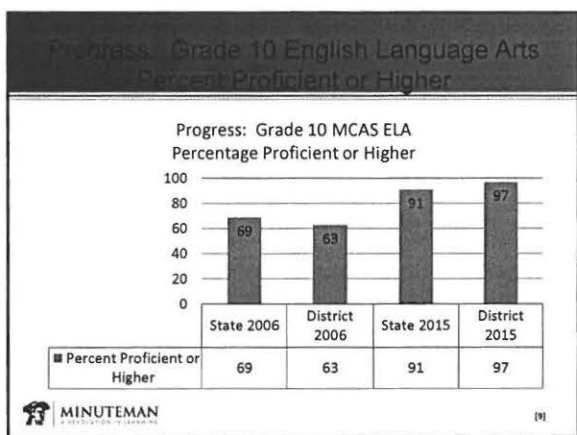
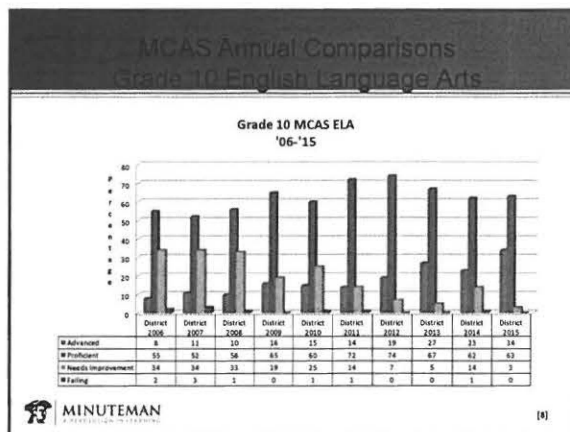
Minuteman Career & Technical High School

- **Strategies in place for students who need to retest are as follows**
 - (After-school help sessions in all subject areas for 6-7 weeks prior to the retest)
 - Saturday morning help sessions 4-5 weeks prior to retest
 - Individualized student performance reports shared
- **Strategies in place for Spring MCAS testing for class of 2012 are as follows**
 - Data analysis, conclusions, recommendations
 - Reports shared and reviewed with department lead teachers
 - Item analysis, comparisons, and revised instruction in all departments
 - In-class test preparation in all subject areas
 - Saturday morning help sessions for Math, ELA, and Science
 - Open-response question preparation in all disciplines, academic and vocational
- **Strategies in place for students who did not pass at 240 in Math and/or ELA**
 - Meetings with guidance department
 - An Educational Proficiency Plans (EPP) for each student
 - Parent contact and confirmation of the plan

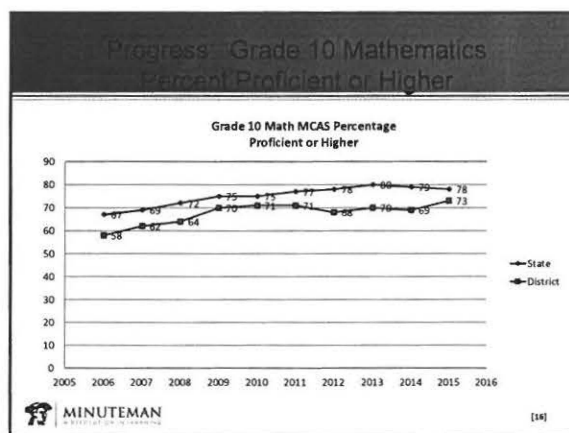
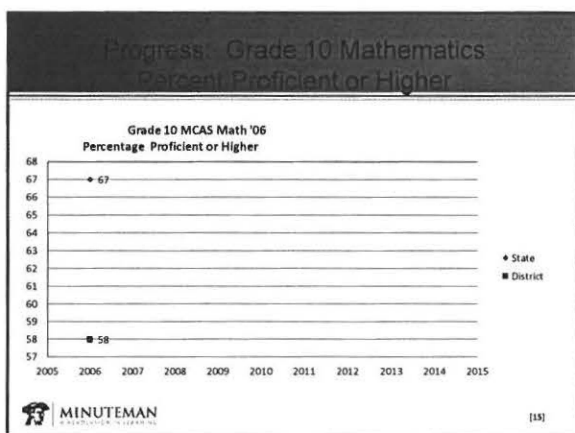
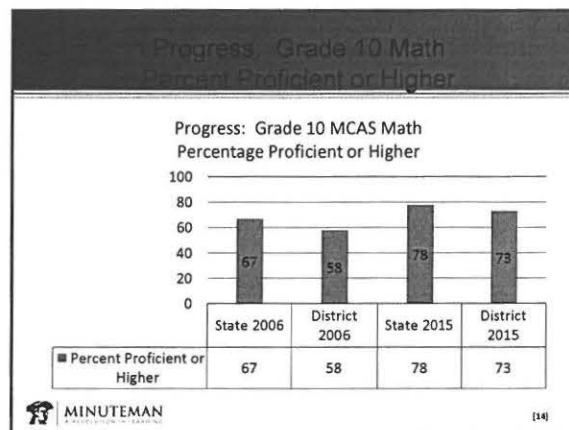
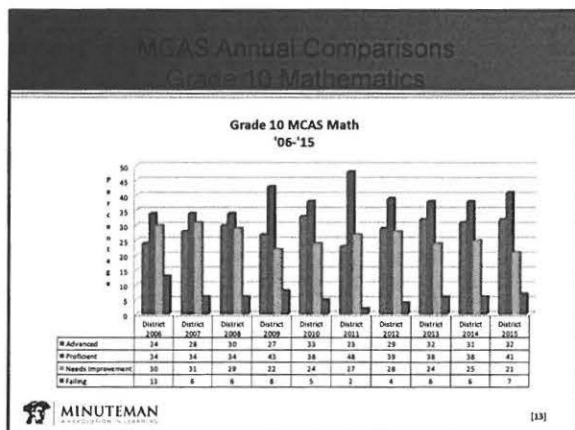
 **MINUTEMAN**
A REVOLUTION IN LEARNING

[6]

MCAS Annual Comparisons Grade 10 English Language Arts										
Performance Level	District 2006	District 2007	District 2008	District 2009	District 2010	District 2011	District 2012	District 2013	District 2014	District 2015
Advanced	8	11	10	16	15	14	19	27	23	34
Proficient	55	52	56	65	60	72	74	67	62	63
Needs Improvement	34	34	33	19	25	14	7	5	14	3
Failing	2	3	1	0	1	1	0	0	1	0



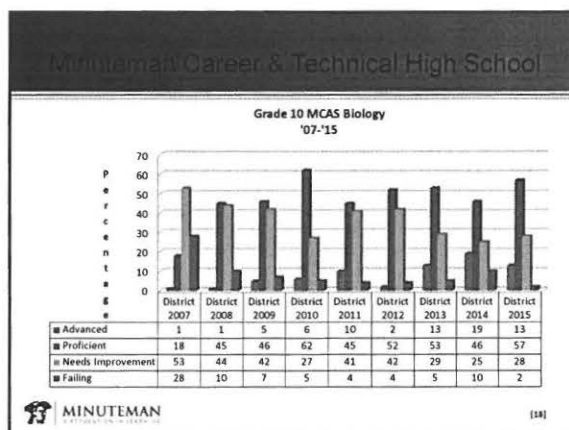
MCAS Annual Comparisons Grade 10 Mathematics										
Performance Level	District 2006	District 2007	District 2008	District 2009	District 2010	District 2011	District 2012	District 2013	District 2014	District 2015
Advanced	24	28	30	27	33	23	29	32	31	32
Proficient	34	34	34	43	38	48	39	38	38	41
Needs Improvement	30	31	29	22	24	27	28	24	25	21
Failing	13	6	6	8	5	2	4	6	6	7

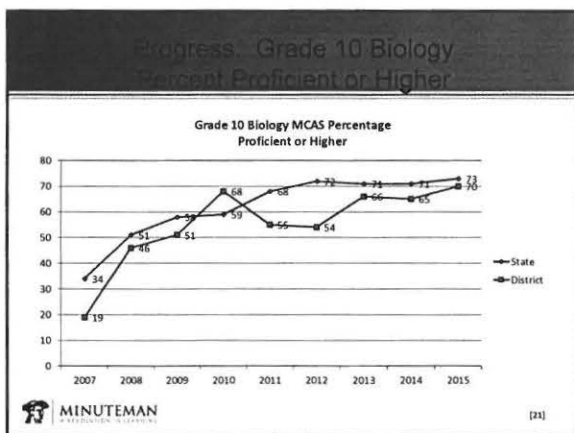
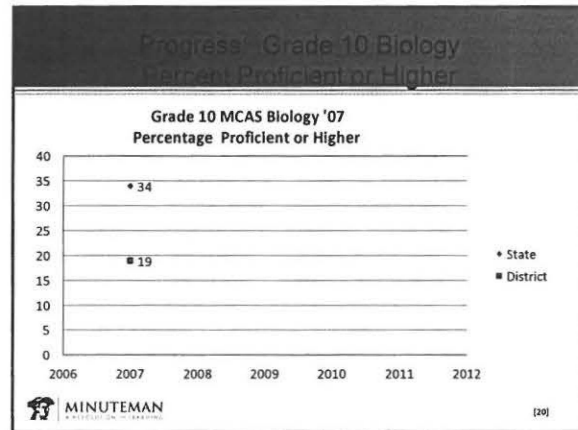
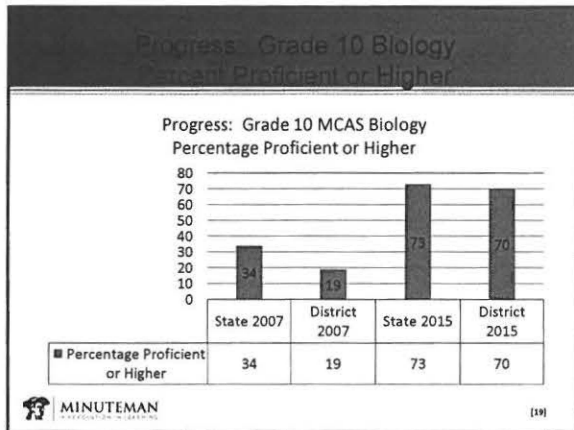


**MCAS Annual Comparisons
Grade 10 Biology**

Performance Level	District 2007	District 2008	District 2009	District 2010	District 2011	District 2012	District 2013	District 2014	District 2015
Advanced	1	1	5	6	10	2	13	19	13
Proficient	18	45	46	62	45	52	53	46	57
Needs Improvement	53	44	42	27	41	42	29	25	28
Failing	28	10	7	5	4	4	5	10	2

MINUTEMAN
AN INDEPENDENT SCHOOLS

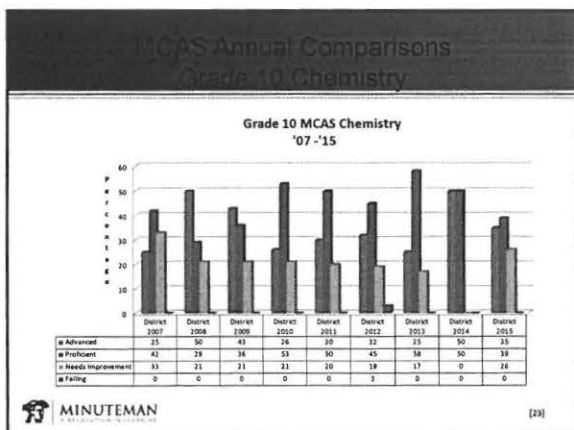




MCAS Annual Comparisons
Grade 10 Chemistry

Performance Level	District 2007	District 2008	District 2009	District 2010	District 2011	District 2012	District 2013	District 2014	District 2015
Advanced	25	50	43	26	30	32	25	50	35
Proficient	42	29	36	53	50	45	58	50	39
Needs Improvement	33	21	21	21	20	19	17	0	26
Failing	0	0	0	0	0	3	0	0	0

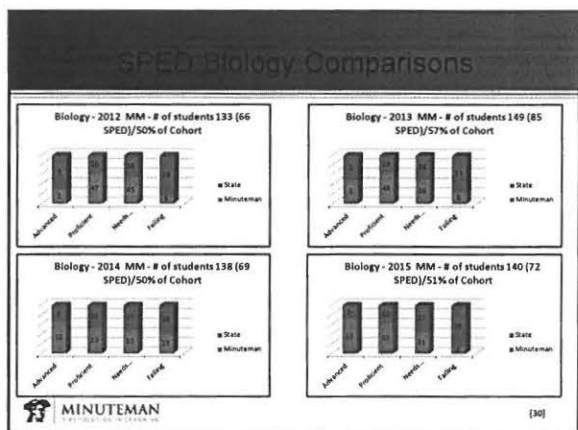
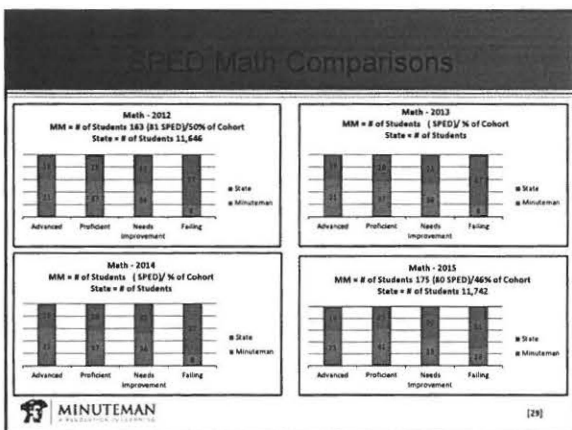
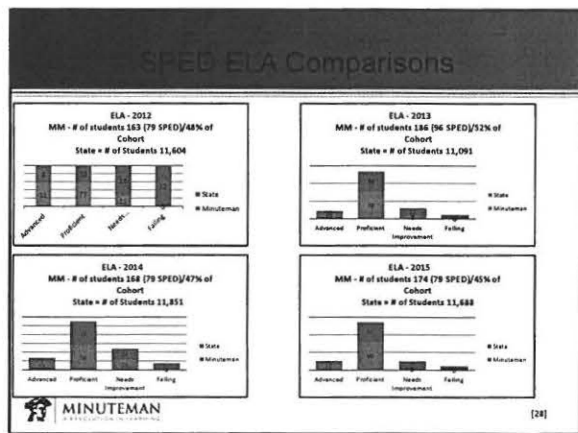
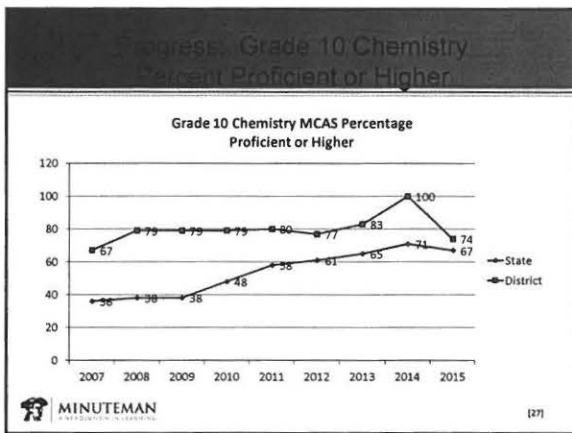
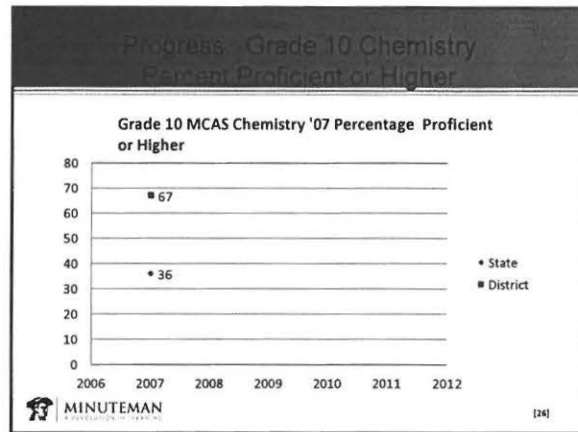
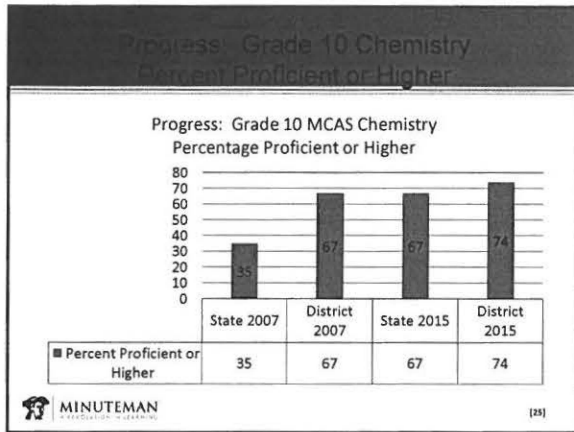
MINUTEMAN
[22]

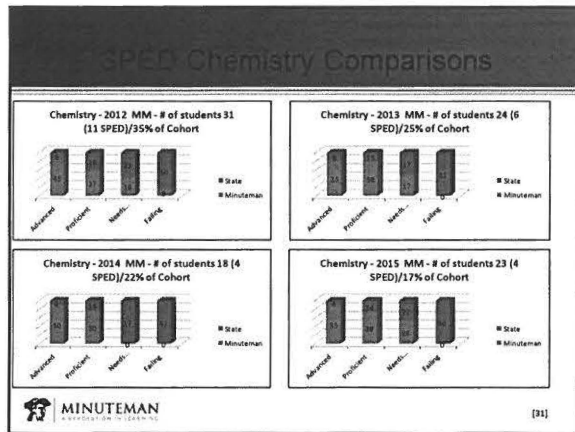


Grade 10 Chemistry
State/District Average 2007 & 2015

Performance Level	State 2007	District 2007	State 2015	District 2015
Advanced	11	25	28	35
Proficient	24	42	39	39
Needs Improvement	26	33	19	26
Failing	39	0	14	0

MINUTEMAN
[24]





Appendix C - Local Adjusted Performance Level Negotiation Chart for Year 9

This chart lists the State Adjusted Performance Levels on each core indicator for Perkins Performance Year 9 (2015-2016). The negotiation process is outlined in Section 4 of this Workbook. Note that the cells for the State Adjusted Performance Levels will be populated after ESE reaches agreement on them with USED. Districts will be notified when the cells are populated so that negotiations will be completed by October 30, 2015 per Section 4 of this Workbook.

District
Name: Minuteman High School

District
Negotiator: Michelle Roche

State
Liaison: Gary Gomes

Core Indicator	State Adjusted Performance Level for Perkins Performance Year 9	Proposed Local Adjusted Performance Level for Perkins Performance Year 9	Final Agreed-Upon Local Adjusted Performance Level for Perkins Performance Year 9	Minuteman's Actual Performance Level in Year 8	Date Agreement Reached
Academic Attainment – Language Arts 1S1	87.0%	87.0%	87%	93.21%	11/17/2015
Academic Attainment - Mathematics 1S2	75.0%	75.0%	75%	68.52%	11/17/2015
Technical Skill Attainment 2S1	86.0%	86.0%	86%	98.26%	11/17/2015
Completion 3S1	97.1%	97.1%	97.1%	92.44%	11/17/2015
Graduation Rates 4S1	92.0%	92.0%	92	90.54%	11/17/2015
Placement 5S1	97.0%	97.0%	97%	98.55%	11/17/2015
Nontraditional by Gender Participation 6S1	22.0%	18.0%	18.0%	17.33%	11/17/2015

Core Indicator	State Adjusted Performance Level for Perkins Performance Year 9	Proposed Local Adjusted Performance Level for Perkins Performance Year 9	Final Agreed-Upon Local Adjusted Performance Level for Perkins Performance Year 9	Minuteman's Actual Performance Level in Year 8	Date Agreement Reached
Nontraditional by Gender Completion 6S2	21.0%	16.%	16.%	15.22%	11/17/2015



2015-16 Co-Op Placement New Partnerships
April 2016

Ayacht Technology Solutions
Capeless Plumbing & Heating
Caron Electric
Conformis
Finally Flowers
Homestead Plumbing and Heating
Integrasense, Inc.
Joseph P. Barrell Plumbing and Heating
Leary Automotive
LexMedia
Marquis Tree
McDonald Contracting LLC
Nashawtuc Country Club
New Horizon Technologies
Not Your Average Joe's
Party City - Natick
QuietLogistics
Quinn Electric
Shancakes
State Electric Corp.
TeaForte
Tibur Landscaping
Unified Mechanical
VistaPrint
Winters Company
WoodsEdge Child Care Center
Woolard Contracting



2015-16 Advisory Committee New Members
April 2016

Advanced Manufacturing, Ken Martin, Engineering Manager, Vaccon Company, Inc., Medway, MA, business/industry
Advanced Manufacturing, Liem V. Tran, Director of New Program Development, Wentworth Institute of Technology, Boston, MA, post-secondary
Advanced Manufacturing, L. Sandro Russo, Engineering Manager, Prattville Machine and Tool, Lynnfield, MA, business/industry
Automotive Technology, Bob Lane, General Manager, Direct Tire & Auto Service, Watertown, MA, business/industry
Automotive Technology, Russ Mercier, Admissions Representative, UTI, Springfield, MA, post-secondary
Automotive Technology, Barry Steinberg, President/CEO, Direct Tire and Auto Service, Watertown, MA, business/industry
Biotechnology, Gregg Babcock, Ph.D., Executive Director, Research, Visterra, Inc., Marlborough, MA, business/industry
Carpentry, Ken Maltais, , Billerica, MA, business/industry
Cosmetology, Karen Scanlon, , Waltham, MA, parent
Cosmetology, Amber Scanlon, Student, , Waltham, MA, student
Culinary Arts and Baking, Heather Shastany, Director of Food Services, Minuteman High School, Lexington, MA, business/industry
Culinary Arts and Baking, Lucille Barker, , Minuteman High School, Lexington, MA, business/industry
Culinary Arts and Baking, Michael Levitt, , Lexington, MA, community
Culinary Arts and Baking, Couet Cyrille, Executive Chef, Aramark, Boston, MA, post-secondary
Culinary Arts and Baking, Coleen Beattie, Culinary Arts LABB Teacher, , Lexington, MA, community
Culinary Arts and Baking, James E. O'Connor, Executive Chef, Ridge Club, Natick, MA, business/industry
Design and Visual Communications, Catherine Maxwell, Student, , Arlington, MA, student
Design and Visual Communications, Joe Bianco, Student, , Natick, MA, student
Engineering, Ed Piekielek, Lab Manager, The MITRE Corporation, Bedford, MA, business/industry
Engineering, Heinz Bachmann, President, CustomRF, Inc., Stow, MA, business/industry
Health Assisting, Lillian Duray Council, Student, , Arlington, MA, student
Health Assisting, Julie Kremer, , , Arlington, MA, parent
Health Assisting, Amanda Sullivan, , , Arlington, MA, student
Health Assisting, Kristen Sullivan, , , Arlington, MA, industry_Alum
Health Assisting, Sharon Donnelly (Keohane), Nursing Acuity and Workload Measurement Program Director, Brigham and Women's Hospital, Newtonville, MA, industry_Alum
Horticulture and Landscaping, Steve Davis, Sales, Ideal Concrete Block, Westford, MA, business/industry
Marketing, Brian Yurovich, Financial Advisor, Edward Jones, Lexington, MA, community
Marketing, Jacqui Davis, , Virtually Here, LLC, Burlington, MA, industry_Alum
Metal Fabrication and Welding, Bobby Malkasian, Welding Instructor, Wentworth Institute of Technology, Boston, MA, post-secondary
Metal Fabrication and Welding, Steven Del'Bosque, Student, , Watertown, MA, student
Metal Fabrication and Welding, Thomas Spurr, Student, , Acton, MA, student
Metal Fabrication and Welding, Ernie Chandler, Metal Fabrication and Welding Teacher Assistant, Minuteman, Wakefield, MA, faculty
Multi-Media Engineering, Kathleen Maloney, , Suffolk University, West Roxbury, MA, industry_Alum
Multi-Media Engineering, Owen Curtin, Owner/Engineer, The Bridge Sound and Stage, Lexington, MA, post-secondary
Multi-Media Engineering, Chris Scully, Assistant Superintendent for Curriculum and Instruction, , Taunton, MA, business/industry
Plumbing, Darren Chapman, GM / VP, Atlantic Heating & A. C., Arlington, MA, parent
Programming and Web Development, Leonid Tunik, CEO, Empow Studios, Lexington, MA, business/industry
Programming and Web Development, Bill Donaldson, Chief Engineer, The MITRE Corporation, Medfield, MA, business/industry
Robotics and Automation Technology, Alex Seriy, Senior Technical Sales Specialist, IBM, Needham, MA, parent
Robotics and Automation Technology, Chris Mills, , Waltham, MA, student
Robotics and Automation Technology, Greg Thompson, Vice President, Bedford Carwash, Acton, MA, parent
Telecommunications and Fiber Optics, Stavros Ioakimidis, , , Arlington, MA, student



THE COMMONWEALTH OF MASSACHUSETTS
WORKFORCE SKILLS CABINET

CHARLES D. BAKER
GOVERNOR

KARYN E. POLITO
LIEUTENANT GOVERNOR

February 25, 2016

Edward A. Bouquillon, Superintendent-Director
Minuteman Regional Voc Tech
758 Marret Road
Lexington, MA 02421

Dear Mr. Bouquillon,

Thank you for submitting an application to the 2016 Mass. Skills Capital Grant Program. The Workforce Skills Cabinet received 68 applications requesting over \$18 million in funding. As you can imagine, the selection process was highly competitive.

I am pleased to inform you that Minuteman Regional Voc Tech was approved for a grant in the amount of \$500,000.

Please be advised that this award letter does not constitute a contract with the Commonwealth of MA for the grant award specified above. Minuteman Regional Voc Tech should not proceed with any purchases/work on this project, which is expected to be reimbursed through the Skills Capital Grant Program, until a contract has been fully executed between the awardee and the MA Executive Office of Housing and Economic Development (EOHED). This letter of award is subject to the awardee's completion of all necessary documents/forms confirming the project plan as outlined in the submitted application and shall not confer any rights onto Minuteman Regional Voc Tech.

If you have any questions about the award, please feel free to contact Juan Vega, Assistant Secretary for Communities and Programs, at juan.vega@state.ma.us.

Congratulations on your selection and thank you for your participation in the Skills Capital Grant Program. I look forward to news on the accomplishments of your project.

Sincerely,

Governor Charles D. Baker

JAMES A. PEYSER
SECRETARY,
EDUCATION

RONALD L. WALKER, II (CHAIR)
SECRETARY, LABOR AND
WORKFORCE DEVELOPMENT

JAY ASH
SECRETARY, HOUSING AND
ECONOMIC DEVELOPMENT

AASA
THE SCHOOL SUPERINTENDENTS ASSOCIATION

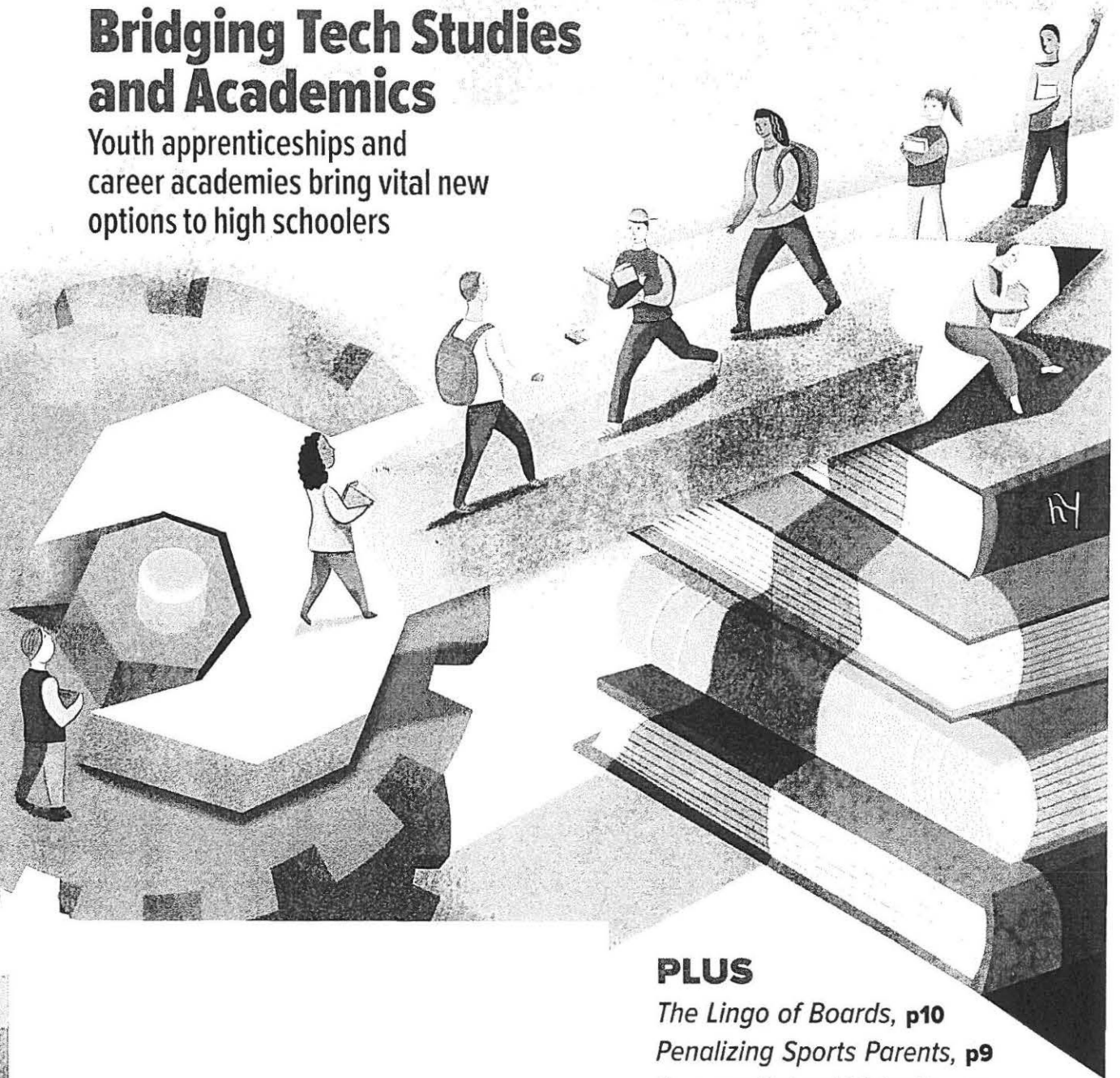
School Administrator

APRIL 2015

ESSENTIAL INSIGHTS AND COMMENTARY FOR SCHOOL SYSTEM LEADERS

Bridging Tech Studies and Academics

Youth apprenticeships and
career academies bring vital new
options to high schoolers



PLUS

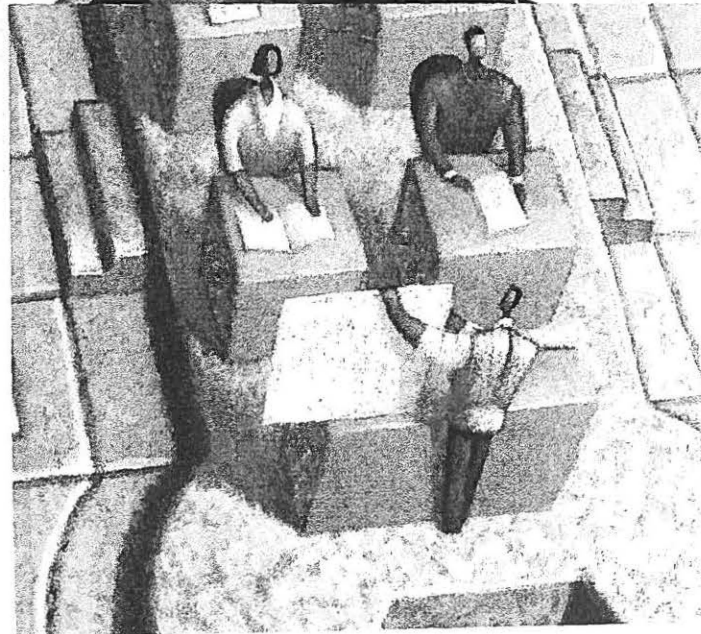
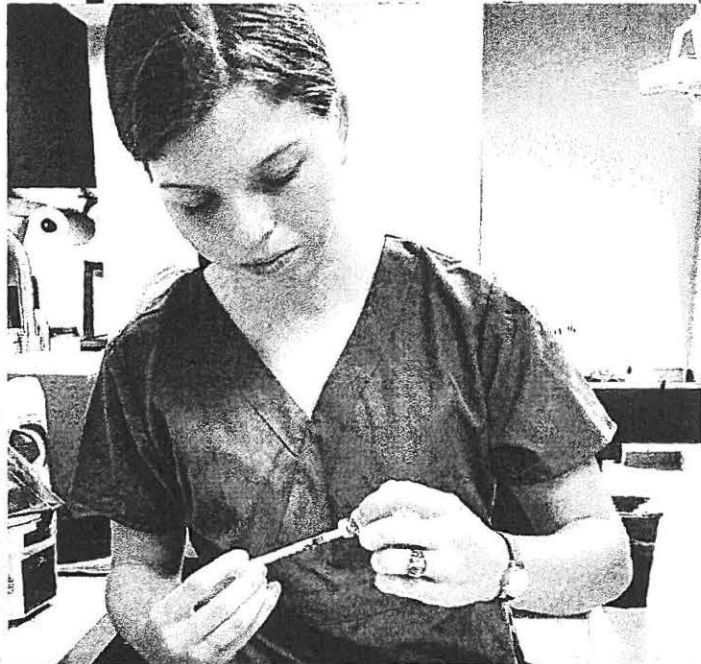
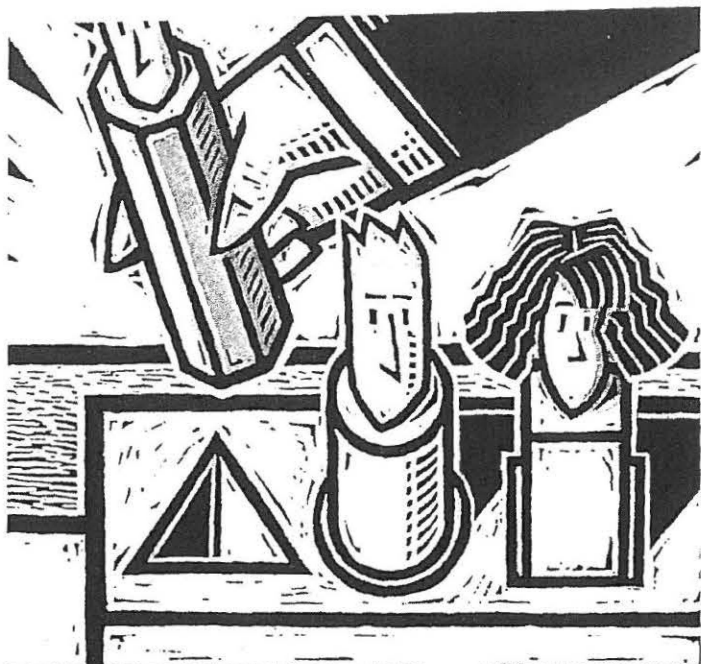
The Lingo of Boards, p10

Penalizing Sports Parents, p9

Summer School Virtually, p13

Best of the Blogs, p7

NON-PROFIT ORG.
U.S. POSTAGE PAID
ROCKFORD, IL
PERMIT NO. 781



School

APRIL 2015 • NUMBER 4 VOL. 72

16 The Apprenticeship Alternative

BY PAUL RIEDE

Work-based learning is taking hold in high schools from Georgia to Wisconsin that have forged valuable partnerships with local employers with skilled needs. But creating wider appeal and committing resources for more career prep remain challenges for educators.

20 A mix of hands-on work and classroom studies

22 Additional resources

23 Time for a Redesign

BY TERRY B. GRIER

The importance of matching a school district's career and technical education to the demands and needs of the local labor market. The author describes what he's learned about building the Futures Academy.

26 College and Career Ready

BY CHANEY W. MOSLEY

In Nashville's career academies, students gain readiness for work and further study through authentic experiences provided by partnerships with local employers and higher education.

28 David Stern: What constitutes an effective academy?

30 Additional resources

31 Career Skills vs. Academics: Not an Either/Or Proposition

BY EDWARD A. BOUQUILLON

When students graduate from high school, the superintendent wants them to answer two key questions: What do I do well? And what do I love to do?

33 Additional resources

34 Partners With Purpose

BY ALLEN S. GROSSMAN, ANN LOMBARD AND JAN W. RIVKIN

School districts and companies typically fail to pursue mutually beneficial opportunities, according to a national study at Harvard Business School led by the authors. But, they say, some superintendents are finding new, deeper ways to work with business beyond a financial gift.

37 Superintendent's memo to CEOs

"Data and our experience confirm that it's a myth that high-achieving, low-income students are fine on their own." PAGE 11

FRONTLINE

6 STARTING POINT

The editor's appreciation for education lawyers willing to share practical counsel.

6 STATE OF THE SUPERINTENDENCY

District-Paid Dues

The degree to which school boards provide support to the superintendent for professional memberships.

7 BEST OF THE BLOGS

Brief excerpts from five of the more intriguing blog postings by superintendents of late.

8 ETHICAL EDUCATOR

Cutting Arts or Sports?

The panel wrestles with a scenario over cost cutting that will eliminate one valued program or another.



9 LEGAL BRIEF

Can Parents Be 'Expelled' for Bad Behavior?

BY V. WAYNE YOUNG

Disruptive behavior by athletes' parents is no longer uncommon. Laws sanctioning misbehavior directed toward educators applies to the sidelines.

10 BOARD-SAVVY SUPERINTENDENT

Speaking the Language of Board Meetings

BY RYAN DONLAN

A former superintendent's proactive measures prevent communication breakdowns at school board meetings by identifying six behavior types.

11 MY VIEW

Disregarding Data Harms Low-Income Students

BY HAROLD LEVY

The former chancellor of New York City schools warns about ignoring research findings about giving talented, low-income students the support to keep up with wealthier peers.

12 MY VIEW

Helping Principals Beat the Clock

BY JOAN McROBBIE

The need for a process providing administrators with what they most want — tools to know what's happening in their classrooms and support teachers' needs.

13 FOCUS: CREDIT RECOVERY

A District's Move to Virtual Summer Coursework

BY AMY GARRETT DIKKERS

How the New Hanover County Schools in Wilmington, N.C., transitioned to online summer high school classes, especially for credit recovery.

RESOURCES

38 BOOK REVIEWS

- ▶ *Accountability Is the Key: Unlocking School Potential through Enhanced Educational Leadership*
- ▶ *I Got Schooled: The Unlikely Story of How a Moonlighting Movie Maker Learned the Five Keys to Closing America's Education Gap*

38 ABSTRACT

Superintendent Certification

A doctoral dissertation identified the importance of research-based skill sets and areas of knowledge among superintendents.

AASA INSIGHT

42 PRESIDENT'S CORNER

In the Shadow of Reauthorization

BY DAVID K. PENNINGTON

Why we'd welcome your backing of AASA's prescription for ESEA as it relates to accountability and assessment.

43 EXECUTIVE PERSPECTIVE

Four Champions of Children in Our Profession

BY DANIEL A. DOMENECH

A tribute to this year's best in the school system leadership field.

44 SCHOOL SOLUTIONS

An Effective Teacher for Every Student

BY BOBBI DEPORTER

Professional development tailored to close student learning gaps.

46 PEOPLE WATCH

The latest collection of career updates in the superintendency.

47 PROFILE

Lillian M. Torrez

BY KRISTIN C. HUBING

The superintendent in Taos, N.M., has come a long way from a difficult childhood.

PLUS

4 READER REPLY

40 INDUSTRY SPOTLIGHT:

SCHOOL SAFETY

BY BRETT ST PIERRE

The school environment can improve its state of security through visitor management systems.

48 LEADERSHIP LITE



School Administrator (ISSN 0036-6439) is a benefit of membership in AASA, The School Superintendents Association, 1615 Duke St., Alexandria, VA 22314. Telephone: 703-875-0772. Fax: 703-841-1543. Annual membership dues in the association are \$441 (active members), of which \$110 covers a subscription to *School Administrator*. *School Administrator* is published monthly except July. Send address changes to AASA, Membership Division, 1615 Duke St., Alexandria, VA 22314. Copyright 2015 by AASA. All rights reserved. Printed in USA.

Career Skills vs. Academics: Not an Either/Or Proposition

A Massachusetts district helps all students discover
where they belong in high school and beyond

BY EDWARD A. BOUQUILLON



When students graduate from my high school, I want them to be able to answer two key questions: What do I do well? And what do I love to do?

At Minuteman High School, in a sweeping 16-town district west of Boston, we offer career and technical education in 19 majors, ranging from carpentry and cosmetology to biotechnology and engineering technology. We couple that with rigorous academic instruction, including Advanced Placement courses.

We might ask this pair of questions in slightly different ways, and we might get different answers from the same student a year or two into their high school education — but those are the fundamental questions we focus on at Minuteman and in career and technical education, or CTE.

After 20-plus years as a school administrator, I am convinced that they're the right questions, and we would all benefit if more schools asked them.

The Case for CTE

Bringing more high-quality career and technical education into American high schools could help students make better decisions about their futures — and better decisions for our nation and its economy.

Career and technical education has

advanced tremendously in the last few years as a result of high-stakes testing, changes in the global economy and the shifting job market.

While CTE may not be the answer for all students, I think almost all of us would agree that a more vigorous focus on career awareness and career development would be welcomed by students and families.

The crush of college debt on young people, many of whom can't find work after they leave college, is a serious drain on households and the economy. And as Harvard University's Pathways to Prosperity Project found, far too many high school graduates who get into college are leaving without a degree.

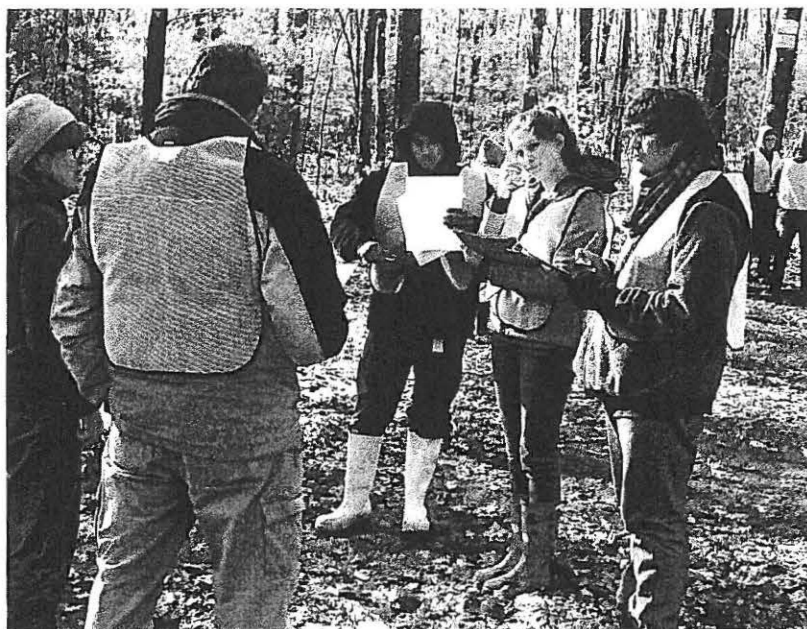
Debating whether schools should focus on *either* career skills *or* academics is ridiculous. It isn't an either/or proposition. A high school education must include both, and the result must resonate for the student in a personal way.

Purpose and Joy

Academic instruction is a major part of a CTE student's preparation. Why? Employers want to hire employees who have a strong grounding in English, math, science and technology. These skills are necessary for success in today's ultracompetitive labor market. It is absolutely essential for those who switch careers later on.

What employers want in addition to technical skills are employees who are satisfied in their jobs. People are naturally happy and productive when the job fits not just their skill set, but connects to what motivates them internally. Through CTE, students can learn to recognize their abilities, aptitudes and interests and work toward a profession that gives them purpose and joy.

Career and technical education is ideal for young men and women who are open to learning about themselves and the world around them. These are students who seek a robust high



Students in the Environmental Science and Technology program at Minuteman Career and Technical High School in Lexington, Mass., are helping to conduct an environmental site assessment project in a neighboring town along with the land owner and their teacher.

school experience that gives them a firm foundation in challenging academics, critical thinking, interpersonal skills, professional training and team problem solving. Directly connecting these academic and occupational skills to what a student is passionate about is the secret to engaging students in their learning. They are challenged, tested and gratified as never before.


Articulating Experience

When I speak to potential students and to their families, I promise that Minuteman will help them answer these two fundamental questions: What do I love to do? What do I do well? The questions are simple, yet they are the basis for lifelong learning and a successful college and career experience. When a school is committed to helping the student answer them, educators engage the student and act as a profound influence in guiding the student's choices.

These questions require a young person to reflect in a way that recognizes the value of their own experience. It is a respectful question that connects — in a singularly powerful way — a student's internal thinking about themselves to their school.

At Minuteman, we assume that what students are able to describe about what they love to do is meaningful. Within it are the keys to unlock information that leads to effective decision making about a student's CTE program choices. Getting young people to talk about what they love to do is easy, and many are willing to share.

With some students, asking what they do well requires a bit more coaching because their life experience is relatively brief. They may not have had opportunities that tested them in obvious ways. But asking them about what sports they may have played, if they built something, researched a project, wrote a song, planned a trip, raised money for a charity, created an



opportunity, had an idea that worked or wrote an e-mail that was well received are simple cues that can trigger reminders about something they did well.

When students can describe in a sentence or two an experience when they knew they were doing something well and loved doing it, we have helped them identify what we define as an achievement. Some students are reluctant to accept that "building a tree fort" or "designing a tapestry" or "planning a fundraiser" are really achievements.

The idea runs directly counter to everything they have heard — from parents, middle school guidance counselors or their teachers. For too many young learners, their grade point average, their SAT score, their high-stakes testing marks, their class rank and their college acceptance letter are the accepted measures of achievement in school. Certainly these measures are important, but they don't provide our students with meaningful awareness of who they are and what they ought to consider in their life choices. Knowing what you do well and love to do is powerful.

Career Exploration

Then we ask each student a follow-up question: What was most satisfying about that for you? This question is revealing in its ability to bring more motivated abilities to the surface. In speaking with students, we listen for key phrases or words that connote action, such as "I organized my friends to," "I wrote a report that," "I designed," "I used my laptop to," "I convinced my school to," "I taught myself" and so on. These statements help us connect the students to one of the CTE programs that best fits them by looking at the specific environment in which the program operates and how it matches the natural inclinations described.

A lot goes into learning how to listen to students and assist them in

discovering what they find most satisfying. Counselors and teachers should be familiar with simple interest inventories, learning style assessments and online career exploratory applications. All these can provide data that can be used to revisit the questions that all students need to answer.

At Minuteman, all incoming freshmen participate in a half-year career exploratory program that gives them the opportunity to investigate each of the career pathways we offer. Through this experience, students develop an appreciation of the world of work, they get a sense of what fits them, and they often discover what's not a good fit. How much better to find that out while you're still in high school rather than when you're in college spending thousands of dollars!

Minuteman graduates are accepted into the nation's prominent colleges and universities, including Tufts, MIT and other top-tier schools. They excel because they are highly focused, prepared, motivated and already accustomed to the rigors of a challenging education.

We emphasize the difference between a career and a job. A career provides growth, demanding challenges and choices, upward profes-

sional and economic mobility and potentially impressive earning power.

Desperate for Answers

As a parent and as a long-time educator, I am concerned about our young people. Far too many are like nomads, wandering in a vast uncharted desert, unsure of where to go, what to do and how to locate food, water and shelter. I see too many of them returning to their parents' homes, bouncing from one job to another or transferring from one college to another, desperately seeking answers to fundamental questions that should have been posed — and answered by them — years before.

American high schools need to take an honest look at what we are here for and how we can prepare our young people for satisfying lives in college and in their careers.

I believe being able to answer two simple questions is the foundation for our students' achievement of individual economic opportunity. My hope is that all schools will begin to ask them. ■

EDWARD BOUQUILLON is superintendent-director of Minuteman Regional Vocational Technical School District in Lexington, Mass. E-mail: e.bouquillon@minuteman.org. Twitter: @DrBMMHS

Additional Resources

The author suggests these resources that relate to his article:

- *Managing Yourself, Managing Others* by Steven M. Darter, SIMA International, Cheshire, Conn.
- "The Promise of High-Quality Career and Technical Education: Improving Outcomes for Students, Firms, and the Economy" by Harry J. Holzer, Dane Linn and Wanda Monthey, The College Board and The Georgetown Law Center on Poverty, Inequality, and Public Policy. http://bit.ly/georgetown_career_and_tech_education_report
- "The Changing Face of Career and Technical Education Part II" by Michael F. Fitzpatrick, Blackstone Valley Regional Vocational Technical School District, Upton, Mass.
- "Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century" by William C. Symonds, Robert Schwartz and Ronald F. Ferguson, Pathways to Prosperity Project, Harvard University Graduate School of Education, Cambridge, Mass., http://bit.ly/pathways_to_prosperity

For Release:

January 20, 2016

Contact:

Steven C. Sharek

(781) 861-6500, ext. 7360

ssharek@minuteman.org

**Minuteman Superintendent Elected to
National Career and Technical Assessment Board**

LEXINGTON – Dr. Edward A. Bouquillon, Superintendent at Minuteman High School, has been elected to the board of trustees of a national organization that is the leading provider of competency-based career and technical assessments in the country. Dr. Bouquillon will serve on the 11-member board of NOCTI (formerly known as the National Occupational Competency Testing Institute) based in Michigan.

NOCTI creates assessments and testing for students studying in career and technical education programs in high schools and technical colleges throughout the nation.

“I’m pleased and honored to join the NOCTI team,” said Dr. Bouquillon. “Throughout my career, I’ve been a strong advocate for competency-based testing and assessment.”

Dr. Bouquillon is the only person from New England to serve on the volunteer board. The other ten members come from Illinois, Pennsylvania, California, Idaho, Kansas, Michigan, Wisconsin, Missouri, Ohio and Georgia.

On its website, NOCTI (www.nocti.org) describes itself as “the largest provider of industry-based credentials and partner industry certifications for career and technical education (CTE) programs across the nation.”

The NOCTI Board sets policy and oversees the organization’s budget. It normally meets twice a year. NOCTI will cover the costs of Dr. Bouquillon’s travel to board meetings.

Dr. Bouquillon has served as a vocational school administrator in both Massachusetts and Vermont. He recently served as President of the Massachusetts Association of Vocational Administrators (MAVA), the largest professional association for vocational administrators in Massachusetts. He serves on the governing body of the Alliance for Vocational Technical Education (AVTE), a new statewide organization dedicated to increasing access to high-quality vocational-technical education in Massachusetts.

Dr. Bouquillon has more than 25 years of experience in education. He holds a doctorate in Workforce Education and Development from Penn State University, a Masters in Agriculture

Industry from Penn State University, and a Bachelor of Science in Occupational and Vocational Education from the University of Connecticut.

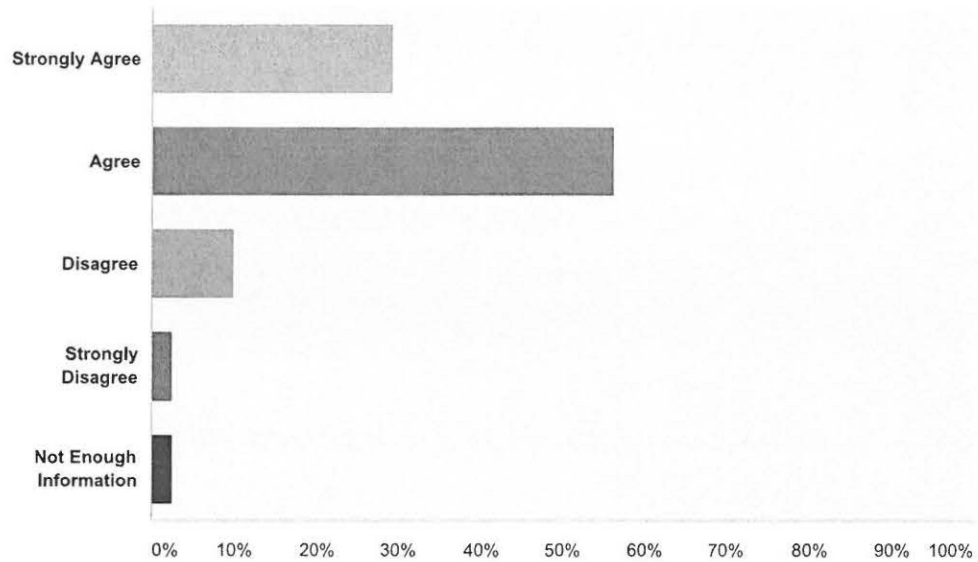
Minuteman is an award-winning regional high school. The school gives its graduates a competitive advantage in the new global economy by delivering robust academics and powerful career and technical skills.

###

Superintendent Staff Feedback Survey

Q1 Technology is available at Minuteman to enhance teaching and learning.

Answered: 82 Skipped: 0

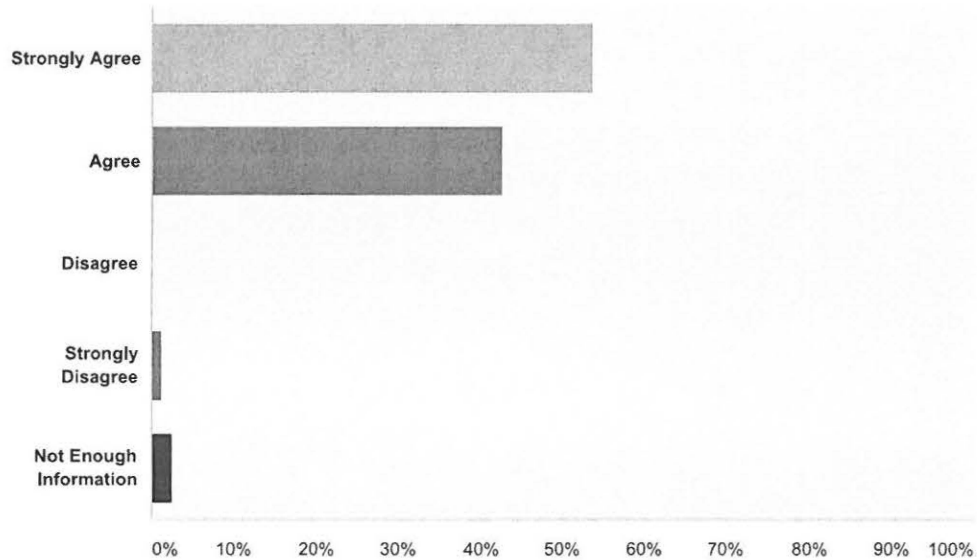


Answer Choices	Responses	
Strongly Agree	29.27%	24
Agree	56.10%	46
Disagree	9.76%	8
Strongly Disagree	2.44%	2
Not Enough Information	2.44%	2
Total		82

Superintendent Staff Feedback Survey

Q2 The superintendent has provided adequate opportunities for stakeholders (parents, students, teachers, business) to influence the development of the new building.

Answered: 82 Skipped: 0

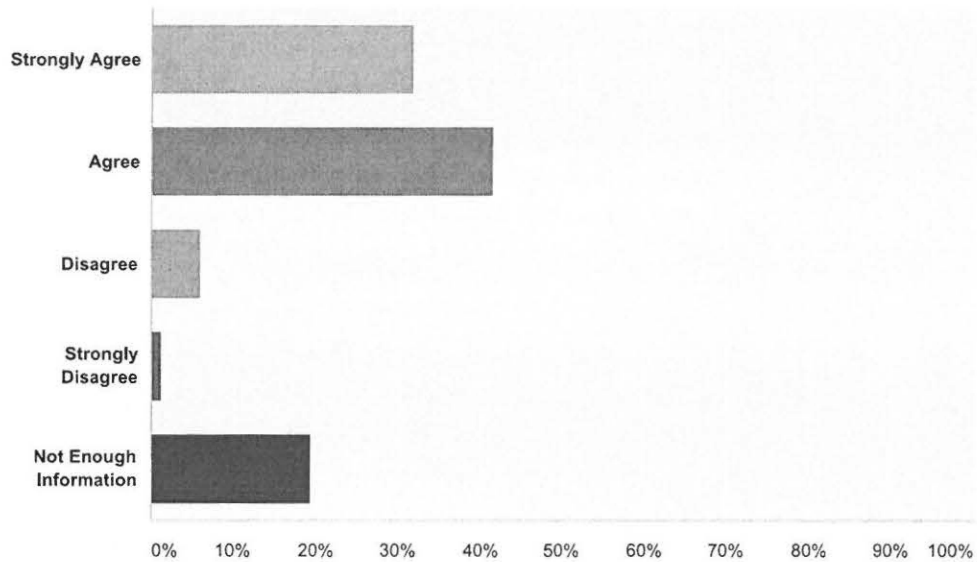


Answer Choices	Responses	
Strongly Agree	53.66%	44
Agree	42.68%	35
Disagree	0.00%	0
Strongly Disagree	1.22%	1
Not Enough Information	2.44%	2
Total		82

Superintendent Staff Feedback Survey

Q3 The Minuteman Academy Model, once implemented, is a better way to support teaching and learning.

Answered: 82 Skipped: 0

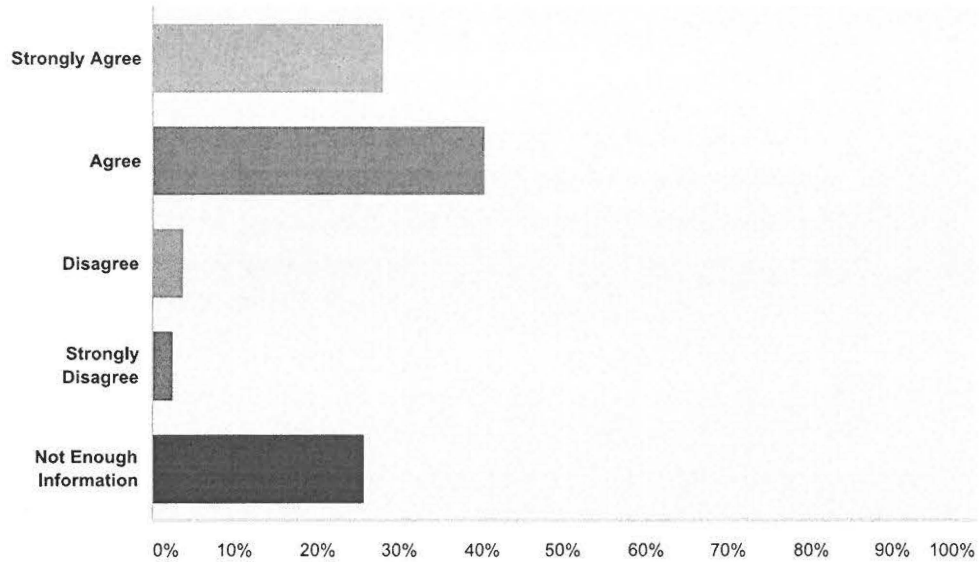


Answer Choices	Responses	
Strongly Agree	31.71%	26
Agree	41.46%	34
Disagree	6.10%	5
Strongly Disagree	1.22%	1
Not Enough Information	19.51%	16
Total		82

Superintendent Staff Feedback Survey

Q4 The work of the Academy Development Team will strengthen our Professional Learning Community here at Minuteman.

Answered: 82 Skipped: 0

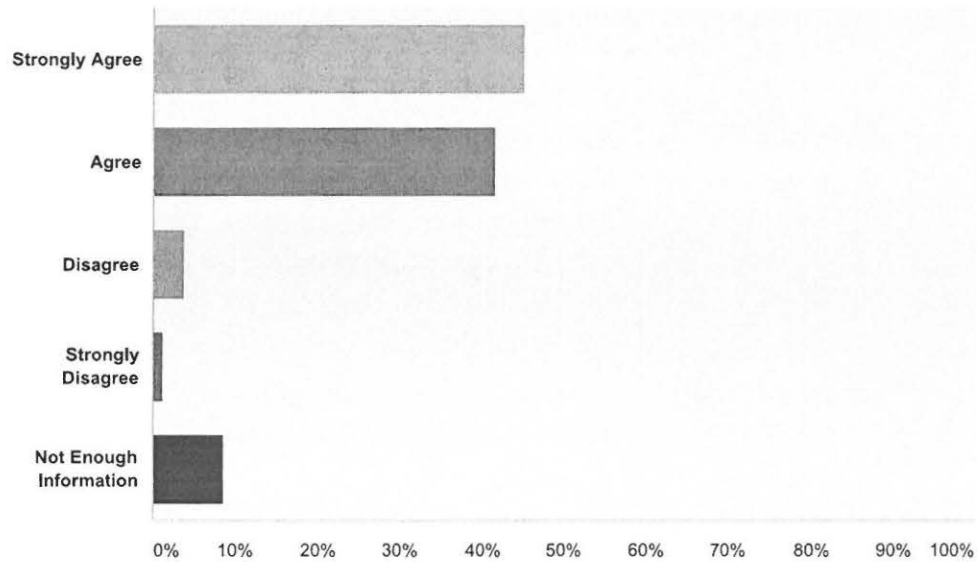


Answer Choices	Responses	
Strongly Agree	28.05%	23
Agree	40.24%	33
Disagree	3.66%	3
Strongly Disagree	2.44%	2
Not Enough Information	25.61%	21
Total		82

Superintendent Staff Feedback Survey

Q5 Minuteman is on the pathway to increase enrollment and retention through a robust recruitment program.

Answered: 82 Skipped: 0



Answer Choices	Responses	
Strongly Agree	45.12%	37
Agree	41.46%	34
Disagree	3.66%	3
Strongly Disagree	1.22%	1
Not Enough Information	8.54%	7
Total		82

Superintendent Staff Feedback Survey

**Q6 Do you have any other comments,
questions, or concerns?**

Answered: 25 Skipped: 57

Superintendent Staff Feedback Survey

Q6 Do you have any other comments, questions, or concerns?

Answered: 25 Skipped: 57

#	Responses	Date
1	Manual Response #2 - Hand Copy	5/2/2016 2:09 PM
2	Manual Response 1 - Hard Copy	5/2/2016 2:08 PM
3	The technology available has improved, but the connectivity/ network issues and disruptions have made use of the updated technology difficult.	5/2/2016 12:20 PM
4	I'm excited about the new building and the academy model!	5/2/2016 12:04 PM
5	Technology people should be here to help us.	5/2/2016 12:00 PM
6	Like anything, I need to see the academy model in action, at Minuteman, to see if it can work better than what we have now.	5/2/2016 11:59 AM
7	working extremely hard toward these goals	5/2/2016 11:51 AM
8	Keep up the good work!	4/29/2016 7:58 PM
9	Poor morale affecting staff.	4/29/2016 5:51 PM
10	1) Students that have repeatedly assisted with recruitment are getting burnt out. 2) I was wondering if anyone has evaluated the use of tv/satellite and actors to accomplish recruiting needs ?	4/28/2016 2:18 PM
11	None at this time, thank you.	4/28/2016 11:51 AM
12	Applaud your unflappable efforts!	4/28/2016 11:45 AM
13	Technology needs to become more consistent, and user friendly. We offer good tech, but there are too many issues day in/day out.	4/28/2016 8:55 AM
14	I see a rising need for school wide implementation of higher BBQ standards.	4/28/2016 8:48 AM
15	Technology is available to enhance teaching and learning, at times internet access can be a challenge to stay connected and to synchronize files with office 365.	4/28/2016 8:38 AM
16	I appreciate your leadership role in moving the school forward with both the Academy Development Team and Enrollment & Retention Teams. Your leadership is moving us forward.	4/28/2016 8:34 AM
17	Although technology may be available, it is not easily accessible at times and the internet connection is unreliable, making planning difficult.	4/28/2016 8:19 AM
18	Dr. B has been working tenaciously to improve the quality of education for Minuteman students. His efforts are both highly appreciated and contagious.	4/28/2016 8:15 AM
19	We are under great leadership!	4/28/2016 8:05 AM
20	I believe that the original, current, and 15-year mission of vocational education must be fully understood from a national perspective.	4/28/2016 8:03 AM
21	- There is no way to tell if the Academy model will better support teaching and learning at Minuteman until it is tried. It seems like a positive direction but it is also possible that it will not be a model that works for our students and we need to keep that evidence-based approach in mind. - It is unclear what you mean by Professional Learning Community. Do you mean our ability to complete professional development? Our ability to share what we do with other teachers and thus learn from each other? This needs to be defined. - In my opinion, what we need, regardless of whether or not the academy model is used, are periods set aside to focus on teacher and service provider collaboration. The focus should allow discussion of what helps specific students learn and succeed and also discussion of how to use differentiated instruction and students' vocational lessons in academic classes effectively. - Service providers (counselors, school psychologists, speech-language pathologist) are not often considered in Minuteman-wide goals, professional development, and initiatives. This needs to change as they provide important expertise regarding how to help students with disabilities more effectively access their curriculum. They also have expertise about how students without disabilities learn and cope. Their input should not be sought only when a student is in trouble, but as a regular part of the teaching process and classroom management for all students. Their expertise is underutilized at Minuteman.	4/28/2016 7:45 AM

Superintendent Staff Feedback Survey

22	no	4/28/2016 7:21 AM
23	I wish the school would do another survey about the direction of our current technology. Many, me included, feel the forced shift to Microsoft 365 has been an unnecessary waste of time and resources. The students will not be able to take it with them when they leave, and when they do, they will once again return to the world of Googledocs that most of them come to us with when they enter into school. For a school with such a high degree of executive functioning issues it's alarming that we force students to adjust to something totally alien to their experience in elementary and middle school, instead of capitalizing on what they already have experience with.	4/27/2016 9:55 PM
24	The implementation of the academy model, along with a schedule change will certainly have a great impact on the rigor and integration that is possible with the curriculum. I also think that the addition of 8th grade events for students and parents along with a clear outline of what a student will leave Minuteman with upon graduation and the emphasis that the teachers are experts in their field will have a direct impact on increased enrollment. All of these initiatives help to reinforce to the greater community that CTE today is not your grandfathers vocational school.	4/27/2016 9:21 PM
25	While I agree there is technology available the support is not reliable and has been steadily decline over the past couple years.	4/27/2016 4:32 PM