

Starting a Pre-employment program

Need by the corporation & the students... *Demonstrate your understanding of the client needs*

<p>Corporation:</p> <p><i>We aim to create a new category of a “technician - exploration of the mind”; Who thinks like an owner and evaluates situation using question to learn new things</i></p>	<p>Companies need employees who can think independent and take ownership of problems and work in a team environment. They need to think both creatively and critical in their work.</p> <p>They need such life skills as SEL Interpersonal skills, communication skills, Goal setting, Decision making and Time management. These organizations need a program that can demonstrate long term positive value to their success.</p>
<p>Students:</p>	<ul style="list-style-type: none"> • The skills needed in our vastly complicated world, whether to earn a decent living or to be an active and informed citizen, are radically different from those required historically. • Quite simply, the world has changed, and our schools remain stuck in time. “Knowledge workers” have become obsolete. What the world demands today are “smart creatives,” the term that Eric Schmidt and Jonathan Rosenberg use to describe the kind of people Google needs to hire in their book How Google Works.. ... Wagner, Tony; Dintersmith, Ted (2015-08-18). Most Likely to Succeed: Preparing Our Kids for the Innovation Era .
<p>McKinsey & Company</p>	<p>We have found the best workforce-development solutions happen when leading employers come together to address the talent problem for an</p>





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	<p>entire sector. Assuming there are no antitrust issues, such collaborations can be attractive to industry competitors because the training costs are shared and the risk of poaching is limited. Such efforts typically take three forms: down a supply chain, with an anchor company taking the lead in encouraging its suppliers to participate; by a functional profession (for example, mechatronics) that is in demand by employers in different industries in the same location; and by sector, with competitors collaborating because they all face the same talent problem. One example of the latter is the Automotive Manufacturing Technical Education Collaborative, which includes 19 automotive companies and 26 community colleges in 13 states.</p>

Mission Statements

Broad ongoing enduring philosophy and direction:
Examples

The mission of The Project Academy is to advance the development in spirit and mind of students drawn from diverse cultural and social backgrounds and to inspire in them a commitment to the best self in the community, education and business world.

- To create a cultural system in our organization that supports the community.
- To be a leader in learning systems around skill training.
- To help make our students successful in life.



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Objective Statements

Perceived changes of state to accomplish missions:

Examples:

- To create a highly technical trained work force
- To achieve a high national financial rating
- To become a leader in industrial chemical production

Goal Statements

Specific planned targets as quantifiable values and time periods to meet objectives:

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Goal:

- **Achieve >90% acceptance rate in two years by our team members into the corporate world**
- **Be recognized as a world class pre-employment training organization in 5 years**
- **Be seen as an important community resource in 5 years**

The goal of the school's program is the formation of skilled and discerning minds in preparation for higher education, careers and lifelong learning. Students will understand that problems are opportunities. "The bigger the problem, the bigger the opportunity" (*Vinod Khosla*). Through its learning and collaboration, Project Academy also educates its students for service in the community and in today's global civilization.

The Project's objective and scope ... the end results the client can expect from choosing this approach... How does it satisfy the need?



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The objective of this program is to create a holistic learning environment that includes the needs of the community as well as the individual in a successful long-term employment. Our approach is to use project based learning while infusing life skills and mind-set thinking. The student will be a partner in the learning process.

The scope will focus on training skills and mind-set thinking that provides success in multiple industry sectors. We aim to create a new category of a “technician of the mind”; Who thinks like an owner and evaluates situation using question to open up new avenues of learning.

Describe our approach: ... How are we going to achieve the objectives and scope?

The following steps will be followed and used to engage the students:

Steps:	Actions:
Culture & Value system with the student & family	Initial responsibility Commitment to each other. Thinking like a supportive team member and not just for themselves.
Understand the business & community systems	Build an organization of your company
Project based learning with life skills embedded	Doing a world or community problem and presenting the results to the community
Reflection and testing	Using questions to learn and improve what we do.
Reporting & Celebration	Inform the community of your results. Use the elevator pitch outline
Continuous learning follow-up	Continuous improvement/ Our products and process, ourselves (Always innovate)





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List of deliverables:

Documents:	<ul style="list-style-type: none"> • Pre-employment curriculum • Marketing Plan • Assessment Plan/Quality
Out-reach to business <i>Their needs</i>	Questionnaire .. <i>Their needs and involvement.</i>
Out-reach to community/ Students	Questionnaire .. <i>Their needs and involvement.</i>
Plan	<ul style="list-style-type: none"> • Financial • Facilities • Equipment • Team • Partnerships with other organizations • Holistic follow-up

List of benefits:

Benefits of Pre-Employment Training to the community:

- **Building a community and culture of a learning team:** Learn about and how to develop a learning culture that is like a sports team. How to handle disagreements and work together to solve a problem.



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Area	Benefits
Society: become an active member of their community	Character traits, Problem solving, Design thinking, Soft-skills, Social & Emotions learning (SEL)
Citizenship: See this as a responsibility of being a member of their community	Thinking skills (creative and critical thinking, questioning, reflection), Values, Character development
Work: Using ownership mindset thinking and skills, advance in the community of work	Process methods, Collaboration, Innovative thinking, Financial understanding
Lifelong learners: See learning as a way of improving yourself,	Excitement in learning, Risk taking, Feedback, Values

- Life skills: Thinking and acting like an owner

Attitude: Positive, Flexible' Focus
Team-Work: Respect, Listening, Conflict resolution, Cultural values
Social: Time management, Customer focus, Work ethics
Leadership: , Risk taking, Business focus, Design outlook
SEL: of self

- Taking each activity and looking and questioning it from multiple perspectives ... What have we learned?, What would we change to improve?

The projects organization and staffing:



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The training will be organized in classes of two teams' of 4/5 people in each team. The teams will work independent but can critic the others approach, methods etc. as learning tools.

Staffing will be three facilitators for the two teams & leadership.

Cost and timing:

Cost:	<p>Our goal is to make this a free cost program for the students. A possibility might be to have a payback system of future work in the community or this program improvement.</p> <p>We hope to raise the funds thru non-profit organizations.</p> <p>Overall cost is estimated to be:</p> <ul style="list-style-type: none">• Rent: \$60k/year• People \$200k/year• Equipment \$50k/year• Supplies: \$• Utilities: \$
Timing;	<ul style="list-style-type: none">• One-month for set-up• Four months training classes• One-month follow-up and support <p>Plan to do two programs / year.</p>

Our qualifications:



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New type of employee: *We aim to create a new category of a “technician - User of the mind”; Who thinks like an owner and evaluates situation using question to learn new things*

<ul style="list-style-type: none"> • Customer driven / Business owner 	<ul style="list-style-type: none"> • Facilitates processes within the organization
<ul style="list-style-type: none"> • Self-motivated 	<ul style="list-style-type: none"> • Personal / Business skills • Shows up
<ul style="list-style-type: none"> • Inter-personal Communication 	<ul style="list-style-type: none"> • Team/ Problem solver; Team focus- not self
<ul style="list-style-type: none"> • Risk-taker; learns from failure 	<ul style="list-style-type: none"> • Uses questions & curiosity to explore all learning opportunities
<ul style="list-style-type: none"> • Business 	<ul style="list-style-type: none"> • Balanced scorecard • End to End processing • Customer focus



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Training a different type of employee- Skills & Tools needed for today's work environment. Customer driven world.

Learning	How
Project based learning,, learning thru doing	<ul style="list-style-type: none"> • Team-work • Solving a real-world problem
Life-Skills	Infused during activities
Tools <ul style="list-style-type: none"> • Info-mapping • Flow-diagrams • Mind-mapping • Balanced scorecard used in financial measurements 	Practice methods to manage projects, processes and visualization <ul style="list-style-type: none"> • Critical thinking • System thinking • Questioning • Creative thinking • Process design • Decision making
Mind-set thinking <ul style="list-style-type: none"> • Ownership • Engineering cultural • Growth mindset 	Learn to think like an owner of your own business using design thinking skills.
Holistic learning environment	<ul style="list-style-type: none"> • Student centered • Long-term commitment
	<ul style="list-style-type: none"> •



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Unique skill areas... covering how these technologies fit into a corporate world	<ul style="list-style-type: none"> • Data visualization • A.I integration • Robotic processing 											
Learning Format	<table border="1"> <tr> <td data-bbox="636 424 1052 512">15 min. of class learning</td> <td data-bbox="1052 424 1166 512"></td> </tr> <tr> <td data-bbox="636 512 1130 554">/discussion video's , tutorials</td> <td data-bbox="1130 512 1166 554"></td> </tr> <tr> <td data-bbox="636 554 987 596">30 min. of Exercise /</td> <td data-bbox="987 554 1166 596"></td> </tr> <tr> <td data-bbox="636 596 1019 638">Activities by the teams</td> <td data-bbox="1019 596 1166 638"></td> </tr> <tr> <td data-bbox="636 638 764 680">Break</td> <td data-bbox="764 638 1166 680"></td> </tr> </table>	15 min. of class learning		/discussion video's , tutorials		30 min. of Exercise /		Activities by the teams		Break		
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Introduction:

Our pre-employment program is designed to give young adults, who dropped out of school or have graduated HS but have little direction, the life skills and attitude training to become a successful part of the community.

The program is designed to include the community and business partners to ensure success for the individual. Needs of the young adult will be assessed; such as transportation, family commitments, legal and others to make the training possible and successful.

We look for young adults that have:

- o a positive Attitude:
 - a good Aptitudes **for doing certain** kinds of things easily and quickly.

Our approach is to train young adults to be productive and great employees with skills that make them valuable in most service or industrial jobs. These new employees have the life-skills that companies need to be successful in addition to the technical skills to do the job. The program is over a 16-week period and provides a holistic environment to the student.

Students are shown how to be an owner of their own business; what's involved with their customers, suppliers and staff. Thinking like an owner allows you to interface and understand your boss and constantly improving your skills.

Owners mindset thinking:

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Engineering mindset thinking	Activities around the process that cover all the details to make it successful. Its assuring that all the team are aware of items, deliverables are met, problems solved, and the customer is informed.
Growth mindset	Brain Plasticity... The brain is like a muscle ... Use it or lose it.

Elevator speech:

Present education leaves many students bored, not engaged in learning and finding it difficult to manage the complexities of life relating to the interface of society, schools and business. Our program will provide a fun environment around project based learning for these young adults.

We will demonstrate to the students that learning can be engaging by solving real world problems and provide the missing skills (LIFE SKILLS) like problem solving, Team operations, thinking skills, growth mindset, character development, financial literacy and societal values needed to succeed in today's environment.

Assessments of skills and learning will be analyzed by how the student used innovative approaches in problem solving and involvement of the community, businesses and educational organizations.

Mission:

The mission of The Project Academy is to advance the development in spirit and mind of students drawn from diverse cultural and social backgrounds and to inspire in them a commitment to the best self in the community, education and business world.

Goal:

The goal of the school's program is the formation of skilled and discerning minds in preparation for higher education, careers and lifelong learning. Students will understand that problems are opportunities. "The bigger the problem, the bigger the opportunity" (*Vinod Khosla*). Through its learning and collaboration, Project Academy also educates its students for service in the community and in today's global civilization.



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Values:

The school will foster a community-based culture of a learning environment, use of visual thinking process with all treated as adults and with respect. A school vest will be worn to signify connection to each other. **Key words are:** Empathy, Trust, Listening, Curiosity, Kindness, Persisting, Flexibility, Innovation, Entrepreneurship Continuous learning, Humor and Taking responsible risk.

Needs:

- The skills needed in our vastly complicated world, whether to earn a decent living or to be an active and informed citizen, are radically different from those required historically. Quite
- simply, the world has changed, and our schools remain stuck in time. “Knowledge workers” have become obsolete. What the world demands today are “smart creatives,” the term that Eric Schmidt and Jonathan Rosenberg use to describe the kind of people Google needs to hire in their book *How Google Works*. ... Wagner, Tony; Dintersmith, Ted (2015-08-18). *Most Likely to Succeed: Preparing Our Kids for the Innovation Era* .

We are still using the same method we did 100 years ago

We need to provide an education that interests our students and gets them deeply engaged in their own learning, and that teaches all of our students what they need to be successful in their 21st-century lives.

To change, that is, both **how we teach** and **what we teach**, in ways that reflect our current and future realities. Changing the “how” means creating a pedagogy that works for today’s students. Changing the “what” means creating a curriculum that is future-oriented and engaging to today’s students, while remaining useful and rigorous.

How to Teach – **Changing Our Pedagogy to “Partnering”**

We need to move from the teacher talking and the students taking notes. (“My teachers just talk and talk and talk” is by far the students. biggest complaint about school.) ***In partnering, the students do what they do – or can do – best, which is finding information, using technology and other resources, and creating. The teachers do what they do best, which is asking the right questions, ensuring quality and rigor, vetting, and adding context and appropriate scaffolding.***

- Use project base learning where students have ownership of their learning



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What we teach

Knowing our students ... education plan for the student

In the current system – or at least the public portion, which is most of it – there is an almost total lack of **curricular emphasis on character**, i.e., becoming a good person in addition to a good student

- Children need to feel successful and do it with community
- Communication and Problem Solving
- Character and Passion
 - **Empathy**
 - **Ethics**
 - **Values**

Organizational support:

Community and state organizations are fostering after-school programs to supplement competency-based schools with learning for college and career readiness. Young people need a range of knowledge, skills, abilities, and disposition in order to be successful. Schools cannot do the work alone. This provides opportunity for Project Academy to provide an after-school program that makes students successful at the intersection of society, education, and business. In Massachusetts, the following is happening:

- The bill (H4033) endorses summer learning and studies
- <http://www.summerlearning.org/page/2016FundingGuide>
- <http://www.massafterschool.org/>

The school will focus on the following skills with learning happening using project-based activities in a collaborative environment:

- Problem solving
- Collaboration
- Innovation & Entrepreneurship
- Thinking skills (critical and creative thinking, questioning, reflection)
- Character skill development
- Study skills
- Financial literacy and business skills
- Quality processing and measurements
- Learning using assessment and feedback
- Brain plasticity, Growth mindset





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- Web tools for blogging, portfolio management and presentations

Customers ...various market segments

The age of the potential students is those that are between High School and their career or college.

The School will service the following potential customer base:

- After school parents
- Home school parents to supplement their content based learning
- On-line learning organizations that need a face-face learning facility
- High school drop outs
- Career changing adults who are re-entering the work force
- Existing after school programs
- Industrial work force programs

Uniqueness:

Provide supplementary soft-skills, collaboration skills, Problem solving to students that are an afterthought in present schools. These skills are not subject matter skills but life skills to support the student in work, dealing and interface with society, businesses and citizenship. The school will have a learning culture where projects are owned by the students and set their own project learning targets. Students will be provide with a group of mentors who they can choose for support as needed.

- On-line community support for continuous education after school ends
- Building on the strengths of the students

Products:

The school will offer the following courses brought on line gradually based on community support and needs:

- Present proposed plan
- Year-long college preparation
- Individual half year courses focused on Work, Society, Financial literacy and Thinking skills.
- Focus on senior citizen's needs.

Partnerships:

The school will establish partnerships with commercial (business) organizations and non-profits that have tools that can be used for learning. This will be an integrated part of the learning curriculum.



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Process & Operations:

A set of meeting will be held with the community to determine perceived needs. The school will focus on providing learning around developing character skills; business processes, financial understanding and doing collaborative project based learning exercises. The school will have a learning culture where projects are owned by the students and set their own project learning targets. The school will use commercial tools that are used in industry for support of their projects as well as connection to companies and community organizations. Students will have ownership of the planning and managing the relationships.

Students will be initially assessed on their strengths and learning plans will be developed for the calendar year that build on those strengths. They will work in collaborative teams doing project-based learning in the 3 disciplines of society (community), education and business.

Much of the learning occurs thru group conversations among the team members and working on the project. The results will be presented to the community at the mid-point and end of the project. What happens when thing don't follow a script? You do three things

- Notice the anomaly
- Ask a question
- Find an explanation

Understanding something means either determining that what we have witnessed is consistence what our expectations, in which case the cycle simply finishes, or else determine that an event has failed your expectations. If your expectations have not been satisfied, you must wonder why and demand an explanation from others or create one on your own. An important question is, what becomes of your new explanation?

There is a critical step in the normal understanding cycle: Alter the failed expectation,

Students will be taught the importance of measurements for assessment, Feedback and using them to track their progress. They will set and use their own learning targets. They will learn the importance of having conversations with themselves when things are not quite right and changes needed. The basic learning will be using problem solving and building a community that adds value.

Integrated within their projects will be the use of soft-skills (problem solving, executive functions, character development, communication, organization, etc.) between students and the school community.



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What are the learning outcomes:

By the end of this course, the students will be able to:

- Clearly articulate the nature of the design process
- See the World as a place of excitement and inspiration
- Use assessment strategy and feedback as learning tools
- Use of relevant soft-skills in their life and interface with society
- Begin the steps to become a lifelong learner
- Understand the processes within a business and personnel finance
- Understand that problems are opportunities in life

Listed below are areas of team discussion and actions regarding the project:

How are we going to organize ourselves?

Setting the environment for the students:

- Imagination
- Have doubt and wonderment
- Testing / failure
- Quality processing
- Consultation / collaboration
- Extensions, refinements and elaboration
- Synthesis
- Thinking skills development (creative, critical, questions and meta-cognitive reflection)
- Guidelines for working together
- Students are viewed as **active authors** of their own development

Which problem will we work on?

What is the problem we are going to solve?

Frame the problem and write it down

Your frame is how you narrow and pinpoint what you choose to solve. Better framing leads to better solutions.

What facts do we know?

- What are the constraints / requirements?
- Areas of discussion and inclusion



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	<ul style="list-style-type: none"> How do we integrate social skills, emotional skills and thinking skills into this project?
What do we need to know more of?	
Finding lots of options	Reflection. Creative thinking, Iteration of tasks
Narrowing the choices (Shaping) <ul style="list-style-type: none"> Mundane Innovative Magical 	<ul style="list-style-type: none"> Critical thinking How are we going to test our approach? What requirements do we have to achieve?
Decision making	Using the requirements and weights pick the best choice
How do we know we are successful?	<ul style="list-style-type: none"> Develop rubrics (learning targets) and review requirements
Incorporate in the learning	<ul style="list-style-type: none"> Thinking skills Character/Strength's Social skills
Sketch and Map the best fits	Test
Update the possible solution	Review other approaches, Test and Reflect
Report and defend work, using verbal, art and written media	Reflection

Uniqueness of the program:

- Teachers do development/ assessment and research on learning
- Organization structure is non-silo based
- Students do their own assessment on how to judge projects and their learning
- Focus on students strengths
- Learning by developing solutions to real issues verses a scripted approach
- Focus on stretched goals/objectives
- A culture of support for the students
- Availability of mentor support

Mentor support option:

A team of mentors from different business and social organizations will be available to support the student. A mentor fair will occur where mentors present themselves to the students. The student will have to opportunity to pick someone they would like to get support from. These mentors will be trained in our program and how they can support a student.



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The teachers as the facilitator:

We need to focus on modeling for the students the way to ask questions based on the desired outcomes to demonstrate that learning is achieved by getting the students to understand how they gathered the data & use skillful thinking to make a conclusion.

In addition, we need to model the meta-cognition aspects on how we arrived at a learning point. By providing examples & engaging students in role playing, we can demonstrate how we arrived at a particular point. The teacher will be able to identify the expected outcome and question the students on how they achieved this outcome. In addition, the students will assess themselves on their compliance with the ground rules that were established in the beginning of the project.

The goal for the teacher is to create an environment that supports learning and construction of knowledge by the student. **It is not about teaching but student learning.** There is too much data to know it all.

Students will be part assessment strategy in participating in setting the learning targets with the teacher. Learning targets will be by skill level with students and community giving the feedback. **Badges as translators of competency**

Create skills targets (**badges**) like:

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