

WHO Is First Gen?

A First Generation College Student is anyone who identifies themselves as the first in their family to obtain a post-secondary education. Massasoit Community College has a long history of supporting First Gen students in achieving their academic goals

WHAT Services are available for First Gen students?

Massasoit has many services available to assist all students throughout their education

- <https://massasoit.edu/student-services/first-gen-at-massasoit/>

Hours of Operation

- 8:00 am – 5:00 pm Monday through Friday

- General contact information 508-588-9100 x1402

Questions: Contact the Dean of Students Office

– deanofstudents@massasoit.mass.edu

This letter of introduction is the meet with you and discuss our program <http://projectacademy.org/trainer/index.html> that helps young adults learn skills and tools to improve their ability to be successful. It can be tailored to your needs that benefit income students.

Please call to set up a time when we can meet and discuss our program so I can get your feedback on the overall curriculum as well as potential for your specific needs.

I have attached a pdf file for your review as well.



Thank you in advance for your support

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Goal:

Create a better way to train at-risk young adults using life-skills, peer-learning and organizational knowledge to be successful in life and dealing with others. Our goal is to get the students to **think like an owner, learn life skills**, and understand how corporations and organization work.

Purpose:

The purpose of Project Academy is to serve the community by successfully preparing entry level people to be productive in the work environment & society. The program includes training these young adults to be “Thinking Technician”, who are productive employees by using and learning life skills in a project and mindset learning environment.

Problem we are solving:

- Society/Educational: young adults at-risk need life-skill learning to be part of making a better community member.
- Companies: Finding that new employees are missing the life skills, mindset and understanding what organizational culture is; to be successful. They become part of the employee team that adds value to the organization.

Benefits:



- Society in developing productive citizens
- Corporations/Organizations obtain productive members who provide positive value (Thinking Technicians).
- Individuals are provided with skills and values that will be beneficial for their whole life.

Program uniqueness:

The program focuses on teaching life-skills in a project-based environment to create a well-rounded individual who will fit into the work environment. It uses the concept of mindset thinking around the following:

- Develops their **learning skills** in a peer learning environment.
- Ownership mindset ... ***Think like an owner***
- Cultural Engineering mindset ... ***Provide engineering like tools to be successful doing a project***
- Growth mindset ... ***Your brain is like a muscle, use it or lose it***
- Team mindset ... ***To be successful. You need to work together***
- Brand mindset ... ***Who are you; strengths, goals and how to show others***
- Life skills ... ***Students become cognitively aware of life skills while doing activities***

Program structure:

The program being developed is a multi-month period of projects and classes and continuous monthly follow-ups. The process starts with the young adults learning about themselves and creating their own brand statement. We will tailor the program to meet the needs of the organization.

Our process uses peer learning teams that own their learning during the whole program. It is a hands-on approach which starts with learning about teamwork, then learning about problem solving, how company operates and their processes, followed by problem-solving community problems. The results are present back to the community.

Our emphasis is on teamwork, interpersonal skills, thinking skills (creativity, critical thinking, system thinking), use of thinking tools, problem solving skills, social/emotional learning and developing a positive attitude in the student which continuously improves both for the organization as well as student.



Thank you...

billw@projectacademy.org

Here are some suggestions for how you could improve your training program for at-risk young adults using life-skills, peer-learning, and organizational knowledge:

1. Incorporate hands-on activities and projects: One way to make your training program more engaging and effective is to incorporate hands-on activities and projects that allow students to apply what they are learning in a practical, real-world context. This can include role-playing exercises, case studies, or group projects that require students to work together to solve problems or complete tasks.
2. Use peer-learning strategies: Peer-learning can be a powerful way to engage students and help them internalize new information. You could try using techniques such as collaborative learning, where students work in small groups to discuss and solve problems together, or peer tutoring, where more advanced students help their peers learn new concepts.
3. Focus on life skills: In addition to teaching students about how corporations and organizations work, it's important to also focus on practical life skills that will help them succeed in the real world. This could include topics such as budgeting, time management, communication skills, and problem-solving.
4. Encourage ownership thinking: To help students think like owners, you could try incorporating activities and exercises that encourage them to take ownership of their learning and their future. This could include setting goals, developing action plans, and reflecting on their progress.
5. Use a variety of teaching methods: To keep students engaged and ensure that all learners have an opportunity to succeed, it's important to use a variety of teaching methods in your training program. This could include lectures, discussions, visual aids, and hands-on activities.



I hope these suggestions are helpful! Let me know if you have any other questions.

Regenerate response

How would I write an email requesting help to improve my goal of helping students?

Here's a sample email you could use to request help improving your goal of helping students:

Subject: Request for assistance with student training program

Dear [Name],

I am writing to request your help in improving a student training program that I am working on. Our goal is to help at-risk young adults develop life skills, think like owners, and understand how corporations and organizations work.

I am looking for suggestions on how we can make the program more effective and engaging for our students. Do you have any ideas or resources that you think might be helpful?

I would greatly appreciate any advice or assistance you can provide. Thank you in advance for your help.

Sincerely, [Your name]

Note: This is just one example of how you could structure an email requesting help. You may want to tailor the language and specific details to better fit your needs and situation.

How would I write an emailing request support in my goal of helping young adults entering college?

Here's a sample email you could use to request support in your goal of helping young adults entering college:

Subject: Request for assistance with college readiness program



Dear [Name],

I am writing to request your support in a college readiness program that I am working on. Our goal is to help young adults entering college develop the skills and knowledge they need to succeed in higher education and beyond.

I am looking for ways to make the program more effective and engaging for our students. Do you have any suggestions or resources that you think might be helpful?

I would greatly appreciate any advice or assistance you can provide. Thank you in advance for your support.

Sincerely, [Your name]

Note: This is just one example of how you could structure an email requesting support. You may want to tailor the language and specific details to better fit your needs and situation.

How can I improve my creating better text for my project?

Here are some tips for improving the text of your project:

1. Clearly define your purpose and audience: Before you start writing, take some time to think about the purpose of your project and who your audience is. This will help you tailor your language and content to be most effective for your intended audience.
2. Use a clear and concise writing style: To make your text easy to understand and engaging for your readers, try to use a clear and concise writing style. Avoid using jargon or overly complex sentence structures, and aim to get your point across in as few words as possible.
3. Edit and proofread carefully: After you've finished writing, take some time to edit and proofread your text carefully. Look for typos, grammatical errors, and awkward phrasing, and make sure that your text flows smoothly and is easy to follow.



4. Consider using visual aids: In addition to text, you may want to consider using visual aids such as graphs, charts, or images to help convey your ideas more effectively. Visual aids can help break up large blocks of text and make your project more visually appealing.
5. Get feedback from others: Consider seeking feedback from others, such as peers or colleagues, to get a fresh perspective on your text. They may be able to point out areas where your text could be improved or suggest new approaches to consider.

I hope these tips are helpful! Let me know if you have any other questions.

How can student learn more about themselves to create a brand statement for themselves?

There are several ways that students can learn more about themselves to create a brand statement for themselves:

1. Reflect on their values and goals: Encourage students to take some time to think about their values, goals, and aspirations. This can help them identify key themes and ideas that they can incorporate into their brand statement.
2. Consider their strengths and unique qualities: Ask students to consider their strengths, skills, and unique qualities that set them apart from others. These can be important elements to include in their brand statement.
3. Seek feedback from others: Encourage students to seek feedback from others, such as peers, friends, family, or mentors. These individuals may be able to offer valuable insights into students' strengths and qualities that they may not have considered on their own.
4. Research and explore: Encourage students to research and explore different careers, industries, and fields that interest them. This can help them identify potential areas of focus for their brand statement and give them a better understanding of their own interests and passions.
5. Experiment and try new things: Encourage students to experiment with different activities and try new things. This can help them discover new interests and passions, and also provide valuable



experiences and skills that they can draw upon when crafting their brand statement.

I hope these suggestions are helpful! Let me know if you have any other questions.

How can I facilitate a small group of students to learn and become a learning team with a charter and values?

Here are some steps you can follow to facilitate a small group of students to learn and become a learning team with a charter and values:

1. Define the purpose of the learning team: Begin by clearly defining the purpose of the learning team and explaining the benefits of working in a collaborative group setting. This can help students understand the value of being a part of the team and give them a sense of ownership and responsibility.
2. Establish ground rules: Next, establish some ground rules for the learning team to follow. These can include things like being respectful of others' opinions, actively participating in discussions, and being on time for meetings.
3. Develop a charter: Work with the students to develop a charter that outlines the goals and objectives of the learning team, as well as the roles and responsibilities of each member. This can help provide a clear roadmap for the team and ensure that everyone is working towards the same goals.
4. Establish team values: Encourage the students to think about the values that are important to them as a team. These could include things like teamwork, respect, integrity, and responsibility.
5. Encourage active participation: To encourage active participation and foster a sense of ownership among the students, try to incorporate a variety of activities and exercises that allow them to share their ideas and opinions. This could include group discussions, brainstorming, or role-playing exercises.



I hope these suggestions are helpful! Let me know if you have any other questions.

Regenerate response

How do I teach students to analyze a problem to insure that they a solving the root cause and are documenting there process?

Here are some steps you can follow to teach students how to analyze a problem and solve the root cause:

1. Encourage students to define the problem clearly: First, encourage students to define the problem as clearly as possible. This may involve breaking the problem down into smaller, more manageable parts.
2. Encourage students to gather and analyze data: Encourage students to gather and analyze data related to the problem. This could include collecting data through research, observations, or experiments.
3. Encourage students to identify potential root causes: Encourage students to think critically about the problem and identify potential root causes. This may involve brainstorming ideas and considering a range of possible explanations.
4. Encourage students to evaluate and select a solution: Once students have identified potential root causes, encourage them to evaluate the pros and cons of each solution and select the one that is most likely to be effective.
5. Encourage students to document their process: Encourage students to document their process as they work through the problem-solving process. This could involve keeping a record of their data, observations, and thought process, as well as any solutions they try.

I hope these suggestions are helpful! Let me know if you have any other questions.

Regen

How should I get students excited about learning and become life-long learners?



Here are some strategies you can use to get students excited about learning and become life-long learners:

1. **Make learning relevant and meaningful:** One of the most effective ways to get students excited about learning is to make it relevant and meaningful to their lives. Try to connect the material you're teaching to their interests, experiences, and goals.
2. **Encourage a growth mindset:** Encourage students to develop a growth mindset, which is the belief that intelligence and abilities can be developed through effort and learning. This can help students see learning as a positive and ongoing process, rather than something that is fixed or predetermined.
3. **Foster a positive and supportive learning environment:** Create a positive and supportive learning environment that encourages students to take risks and make mistakes. This can help students feel more comfortable asking questions and exploring new ideas.
4. **Encourage curiosity and creativity:** Encourage students to ask questions and explore new ideas, and provide them with opportunities to be creative and think outside the box. This can help foster a love of learning and a desire to continue learning throughout their lives.
5. **Make learning fun:** Try to make learning fun and engaging for students. This could include incorporating games, hands-on activities, and other interactive elements into your lessons.

I hope these suggestions are helpful! Let me know if you have any other questions.

How do we get society to see the benefits of questions in life?

There are several strategies you can use to help society see the benefits of asking questions in life:

1. **Share stories and examples:** Share stories and examples of how asking questions has led to positive outcomes, such as new insights, solutions to problems, or personal growth. This can help illustrate the value of questioning and encourage others to do the same.
2. **Encourage a culture of questioning:** Encourage a culture of questioning within your community, school, or organization. This could involve promoting a growth mindset, encouraging curiosity and creativity, and providing opportunities for open discussion and dialogue.
3. **Educate others about the benefits of questioning:** Share research and information about the benefits of questioning, such as its role in critical thinking and problem-solving. This can help others see the value of questioning and encourage them to embrace it in their own lives.
4. **Model questioning behavior:** As a role model, you can model questioning behavior yourself and encourage others to do the same. This could involve asking open-ended questions, seeking out new information, and being curious about the world around you.
5. **Encourage a love of learning:** Encourage a love of learning in others by helping them see the value of continuing to learn and grow throughout their lives. This can involve sharing your own love of learning and encouraging others to explore new subjects and ideas.

I hope these suggestions are helpful! Let me know if you have any other questions.



How can I better connect to organizations that support young adults to use my learning process?

Here are some steps you can take to better connect with organizations that support young adults to use your learning process:

1. Research and identify potential organizations: Begin by researching and identifying organizations that support young adults and align with your learning process. Look for organizations that have a mission and values that align with your own, and that have a proven track record of success.
2. Reach out and make contact: Once you have identified potential organizations, reach out and make contact. You could send an email introducing yourself and explaining your learning process, or you could try to connect with someone from the organization via social media or networking events.
3. Build relationships: As you make contact with organizations, try to build relationships with key individuals who can help you learn more about the organization and its work. This could include volunteering, interning, or participating in events or activities organized by the organization.
4. Share your learning process: Once you have established a relationship with an organization, share your learning process with them. Explain how your approach can benefit young adults and discuss potential ways you could work together to support their growth and development.
5. Follow up and stay in touch: After you have made initial contact with an organization, be sure to follow up and stay in touch. This can help you maintain your connection and keep the door open for future collaboration.

I hope these suggestions are helpful! Let me know if you have any other questions.

How does one analyze a problem and document the results?

Here are some steps you can follow to analyze a problem and document the results:

1. Define the problem clearly: Begin by clearly defining the problem you are trying to solve. This may involve breaking the problem down into smaller, more manageable parts.
2. Gather and analyze data: Next, gather and analyze data related to the problem. This could include collecting data through research, observations, or experiments.
3. Identify potential root causes: Think critically about the problem and identify potential root causes. This may involve brainstorming ideas and considering a range of possible explanations.



4. Evaluate and select a solution: Once you have identified potential root causes, evaluate the pros and cons of each solution and select the one that is most likely to be effective.
5. Document your process: As you work through the problem-solving process, be sure to document your process. This could involve keeping a record of your data, observations, and thought process, as well as any solutions you try.

I hope these suggestions are helpful! Let me know if you have any other questions.

How does one prevent students from using your service?

It's not clear from your question what you mean by "using your service," so it's difficult for me to provide specific guidance on how to prevent students from doing so. However, here are a few general suggestions that may be helpful:

1. Communicate your expectations clearly: Make sure that students understand your expectations and any rules or guidelines that apply to your service. Clearly communicate what is and is not acceptable behavior, and be consistent in enforcing these expectations.
2. Set boundaries: If you feel that students are using your service in a way that is inappropriate or disruptive, it may be necessary to set boundaries to protect your own well-being and the integrity of the service. This could involve setting limits on the frequency or duration of interactions, or requiring that students follow certain rules or guidelines.
3. Seek support: If you feel overwhelmed or unable to effectively manage student use of your service, seek support from a supervisor or mentor. They may be able to offer guidance or suggest strategies for managing the situation.
4. Consider alternative approaches: If you feel that students are not benefiting from your service, or if you are having difficulty managing student behavior, it may be worth considering alternative approaches or strategies. This could involve modifying your service or seeking out additional resources or support.

I hope these suggestions are helpful! Let me know if you have any other questions.

How does the teacher prevent the students from using AI systems to create answers for them?

Here are some strategies that teachers can use to prevent students from using AI systems to create answers for them:



1. Use plagiarism detection software: One way to prevent students from using AI systems to create answers is to use plagiarism detection software. This can help identify when students are copying and pasting text from external sources and alert the teacher to the issue.
2. Encourage students to cite their sources: Encourage students to cite their sources when using information from external sources. This can help make it more difficult for students to pass off AI-generated text as their own work.
3. Monitor students' online activity: Teachers can also monitor students' online activity to help identify when they may be using AI systems to generate answers. This could involve using tools such as web filters or monitoring software.
4. Educate students about academic integrity: Educate students about the importance of academic integrity and the consequences of cheating. This can help discourage students from using AI systems to create answers and encourage them to do their own work.
5. Encourage critical thinking and problem-solving: By encouraging students to think critically and solve problems on their own, teachers can help reduce the temptation for students to use AI systems to generate answers.

I hope these suggestions are helpful! Let me know if you have any other questions.

New Items 12/20/2022

Want to use questions as a learning tool, what would you suggest?

Asking questions can be a very effective way to learn new information and to deepen your understanding of a subject. Here are a few tips for using questions as a learning tool:



1. Start by identifying the key concepts or ideas you want to understand. This will help you focus your questioning and ensure that you are asking the most relevant and useful questions.
2. Look for opportunities to ask questions throughout the learning process, not just at the end. For example, you might ask a question after reading a passage or watching a video, or while you are working on a problem or project.
3. Try to ask open-ended questions that require more than a simple yes or no answer. These types of questions can stimulate deeper thinking and encourage a more thorough exploration of the subject.
4. Consider asking a variety of types of questions, including factual, conceptual, and analytical questions. Factual questions test your knowledge of specific details, while conceptual questions help you understand the underlying principles and ideas. Analytical questions require you to apply your knowledge and reasoning skills to solve a problem or evaluate a situation.
5. Don't be afraid to ask for help or clarification if you don't understand something. Asking questions is a natural part of the learning process and can be an important way to build your knowledge and skills.

How do we use peer learning in a group of students?

Peer learning is a teaching and learning approach in which students work together to help each other learn. It can be an effective way to facilitate learning in a group of students, as it allows students to learn from each other and to develop their own understanding of the subject through discussion and collaboration.

There are a few key steps you can follow to use peer learning in a group of students:

1. Establish clear goals and expectations for the peer learning activity. This can help ensure that the activity is focused and that all students understand what they are working towards.
2. Divide the students into small groups, and give each group a specific task or problem to work on.



3. Encourage students to share their knowledge and ideas with their peers. This can be done through discussion, collaboration on projects, or by working on problems together.
4. Provide guidance and support as needed, but try to allow students to take the lead and figure things out on their own. This can help students develop their problem-solving skills and encourage them to take ownership of their learning.
5. Encourage students to reflect on their learning experiences and to share what they have learned with the rest of the group. This can help consolidate their understanding and allow them to learn from each other's experiences.

How can I combine business process into a learning environment for learning life skills?

There are a few ways you can incorporate business processes into a learning environment to help students learn life skills:

1. Use real-life examples: Use examples of business processes from your own workplace or from other organizations to illustrate important life skills such as teamwork, communication, problem-solving, and decision-making.
2. Practice role-playing: Have students practice role-playing different roles within a business, such as a manager, employee, or customer, to help them develop communication and interpersonal skills.
3. Create simulated business projects: Give students a problem or challenge to solve, and have them work in teams to develop a solution using business processes. This can help students learn skills such as project management, decision-making, and problem-solving.
4. Incorporate business simulations: Use online business simulations or games to give students the opportunity to practice business processes in a controlled environment. This can help them learn skills such as financial management, marketing, and strategy development.
5. Use case studies: Present students with real-life examples of businesses facing challenges or making decisions, and have them analyze the situation and suggest solutions using business processes. This can help students develop critical thinking and problem-solving skills.



What is a great learning model for students to help them enter college or a career?

One effective learning model for students preparing to enter college or a career is the experiential learning model. This model emphasizes hands-on, experiential learning opportunities, such as internships, apprenticeships, and service learning projects, that allow students to apply their knowledge and skills in real-world settings.

Experiential learning can help students develop a range of skills that are valuable in both college and career, including problem-solving, communication, teamwork, and critical thinking. It also provides students with the opportunity to explore different career paths and to gain valuable work experience that can make them more competitive in the job market.

Another effective learning model for preparing students for college and career is the flipped classroom model, in which students watch lectures and complete assignments online outside of class, and then use class time to work on projects and engage in collaborative learning activities. This model allows students to learn at their own pace and can be particularly effective for students who learn best through hands-on, interactive experiences.

Overall, the most effective learning model will depend on the needs and learning styles of the individual student. It may be helpful to try a variety of approaches and see what works best for each student.

