Project Forward
Cape Cod Community College
2014-2015

A Vocational Training Skills Program since 1988
Nationally Recognized by the U.S. Department of Education

Photo by Project Forward Graduate Beryl Rosenblum

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Project Forward Information: www.capecod.edu/web/projectforward
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Campus Map: www.capecod.edu/web/about-us/campus-map

Cape Cod Community College Project Forward

Mission

Project Forward encourages students with significant learning difficulties to develop employability skills and become responsible learners and workers who, in an ongoing effort to improve self esteem and develop compensatory abilities, will:

- build vocational skills for increased independent living
- improve communication skills
- improve self-awareness and self-advocacy skills
- relate to others in constructive ways
- demonstrate a motivated and responsible attitude toward work

Program Description

Project Forward is a vocational skills training program at Cape Cod Community College for students with significant learning difficulties. Courses are designed to help students gain employability skills through a combination of classroom instruction at Cape Cod Community College and "real world" work site learning experiences. Ongoing, outcome-based diagnostic assessment, career counseling, and cooperative work experiences are provided to assist students making the transition from high school to the world of work or "underemployment" to a better job.

Project Forward recognizes that traditional college instruction, even with much tutorial support, may be unmanageable for students with significant disabilities and learning difficulties. At the same time, these students may wish to further their vocational skills and have the same social opportunities that other young adults have at the college level. Project Forward provides a transitional skills training experience within its own unique curriculum for these students using the instructors and facilities of the college. While at the college, Project Forward students also have the opportunity to join college clubs and activities and participate in the extra-curricular life of the college.

Project Forward is a non-credit program offered at Cape Cod Community College. Students may opt to coordinate their course of study at Project Forward with courses in developmental education (to improve basic reading, writing, and math skills) and/or areas of special interest at Cape Cod Community College. Students and parents need to be aware that enrollment in credit-earning college courses is an entirely separate process from Project Forward, a community services offering at CCCC.
Project Forward students represent a wide range of learning styles, strengths and challenges, as well as cultural diversity. Some students may have strong motor skills, but at the same time may have extraordinary difficulty with reading, while others may be skilled in math calculations, but have substantial difficulty using language effectively. Geographically, students hail from towns on Cape Cod as well as throughout Massachusetts. Some Project Forward students reside at the internationally renowned Riverview School in Sandwich, which provides for a diverse student body.

Philosophy of Learning and Assessment

Learning at Project Forward is a process of building skills and understanding for increased independent living. Instruction involves concrete, experiential, vocational skill development while nurturing self-esteem and encouraging active cooperation between student and teacher in the educational process. Within a supportive community college setting, students develop further understanding of their learning styles, learn to communicate their needs to others, and develop strategies to help compensate for areas of weakness or disability. Project Forward seeks to help students discover and develop areas of ability and skills which may lead to gainful employment.

Assessment at Project Forward is ongoing and diagnostic. Students are actively involved in the process so that they can further develop skills and strategies that lead to improved work-related performance standards for achievement are based on the student's ability to meet entry-level expectations for employability.

Progress reports will be issued to the student at the end of each semester. In addition, students may invite parents, case workers, counselors, etc. to attend their individual progress conference scheduled with the instructor(s) and Project Forward coordinator(s). In accordance with the Family Educational Rights and Privacy Act of 1974, progress reports are issued directly to the student and may be provided to others following the progress conference.

Application Policy and Eligibility Requirements

Openings in the Project Forward program are limited, and enrollment for qualified students is on a first-come, first-served basis. The application deadline for the fall semester is March 1. The application can be found at www.capecod.edu/web/projectforward/forms.

To be eligible for admission, students must submit a completed application, including a signed physician's physical exam and educational assessments listed on the application cover page. This assessment information is essential to help provide instructors with the necessary information regarding the student's learning profile, individual goal(s), and recommended learning strategies, including any recommended accommodations.

Once all materials have been reviewed, qualified students will receive a letter of acceptance and registration materials for the fall semester.

Qualified students are students with significant disabilities who have:

-a knowledge of their own learning style, strengths and weaknesses
-the ability to express their needs and advocate for themselves
-the skills and willingness to solve problems independently
-demonstrated vocational motivation and realistic vocational goals and the potential to work independently
-the ability to interact with peers, instructors and supervisors in a positive and constructive manner in the classroom, work and social settings
-demonstrated effective time management and organizational skills and the ability to focus on a task-at-hand for 30+ minutes
-the ability to control behavior, manage emotions, and recognize safety issues
-been free from disruptive behavior and do not pose a substantial health and/or safety risk to themselves or others.

-demonstrated the ability to use good judgment, maintain professional behavior, and perform with minimal supervision in a community college and employment environment

Program Visits and Interviews

Potential applicants and their families are encouraged to visit Project Forward and attend an information session, which gives an overview of the program and outlines application requirements. In addition, a tour of the campus and an opportunity to meet instructors and talk with current students is provided. Applicants may be requested to interview if warranted by the Admissions Review Committee. Visit www.capecod.edu/web/projectforward/information-sessions to register.

Current Program Cost:

$1,785 Fall semester
$1,785 Spring semester
$3,570.00 Total cost per year*

Note: Electives are included in the cost of tuition and are optional

***Subject to change without notice. There may also be additional fees for the ServSafe components of Basic Food Preparation and Café Operations, including the manual and exam.**

For more information, please contact:

Project Forward

508-362-2131 ext. 4763 (phone)
508-375-4072 (fax)

www.capecod.edu/web/projectforward
www.facebook.com/projectforward

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Cape Cod Community College
Project Forward
Course Requirements

First Year

Vocational Career Exploratory – see description
And Work/Life Skills
Or
Essential Work Skills-see description

And Work/Life Skills: Essential Skills

Second Year

Vocational Concentration
And Work/Life Skills: Transitional Employability Skills
And Work Experience: Internship
Or
Vocational Career Exploratory – see description
And Work/Life Skills

Beyond Second Year (Qualified students only)

Advanced Vocational Concentration (Permission of Vocational Instructor/Advisor Required)
And Work/Life Skills: Transitional Employability Skills
And Work Experience: Internship/Employment

Project Forward Electives*

4-H Club
Peer Leadership
Chorus
Drama
Art and the Entrepreneur
Life Fitness
Digital Photography (students must have their own digital camera)
Creative Writing

*Subject to change without notice

Peer Leadership
Each year, the Project Forward team selects students for a special training enabling them to become Peer Leaders and role models for others. Project Forward collaborates with Barnstable County UMASS/4H to provide this training and community outreach. To become a Peer Leader, you must demonstrate a high level of motivation and the leadership ability to empower students. Peer leaders participate in intensive workshop training regarding disability laws, rights, and access, and how to develop the self-determination skills for independent adult living. The goal of the Peer Leadership program is to empower Project Forward college students to inspire families and students to achieve full potential. Breaking stereotypes and providing the community with disability awareness is also a key goal.

If you would like to become a Peer Leader, put your best foot forward! Let your instructors know you are interested and show that you can take an active role as a model for others.

Vocational Career Exploratory

Description

Project Forward's Vocational Career Exploratory is a school-to-work transition program designed to provide a foundation of vocational and employability skills to help students prepare for the adult world of work and community living. Through hands-on, experiential learning and work experience in six vocational areas, students gain a broad-based repertoire of skills for employment, as well as interest and aptitude assessments to help them to make better career decisions. In addition, each of the vocational offerings stresses basic life skills, including home maintenance, personal cooking, personal computing, and social skills, which are reinforced in the Work/Life Skills course.

During the fall and spring semesters, the course sequence involves six, four to five week vocational rotations and an assessment period when students participate in individual progress conferences. At the end of the Exploratory year, students will receive a Certificate of Attendance for the six vocational areas of study. These certificates will be presented at the Project Forward Award Ceremony in May.

Vocational Offerings:

- **Animal Care**
- **Basic Food Preparation**
- **Basic Retail**
- **Child Care**
- **Maintenance/Landscape/Horticulture**
- **Office Technology**

Exploratory Goals: Students will:

- assess his/her personal career interests, aptitudes, and potential job matches
- develop fundamental employment skills in each vocational skill area
- develop fundamental life skills in the areas of food preparation, home maintenance, personal computing, and interpersonal skills

Essential Work Skills

The goal of this class is to expose the student to a variety of career options and assess their interests, aptitudes and potential job abilities. This class provides intensive support for students as they acquire the tools needed to be independent, navigate a work place setting, manage time, and develop the general maturity necessary for success. The small class size provides for hands-on experiences outside the classroom in various settings with approximately a 5:1 student to teacher ratio. The goal for students is that they will develop the necessary talents for success in both the classroom and work place. Qualified students will move to the Exploratory Rotations for their second year.

Topics include, but are not limited to:

- Exploring Project Forward Vocational Careers, including Basic Food Prep., Animal Care, Maintenance/Landscape/Horticulture, Office, Child Care and Retail
- Hands-on approach to learning with community volunteer experiences
- Life Skills – Managing time, maintaining appropriate work habits, achieving self-awareness, and developing and maintaining independence

Students qualified for consideration into the Exploratory program in the second year have:

- satisfactorily met expectations in the Essential Skills class
- demonstrated an emerging aptitude for the vocational area of choice
- demonstrated the potential to become independently employed
- permission of the vocational instructor and Project Forward Director

Vocational Career Exploratory Descriptions

Animal Care

This exploratory is designed to provide students with a basic knowledge of animal/pet care as well as to introduce them to the many different career options available.

The student will have an understanding of basic animal care and the careers available in this field. The student will know the correct way to approach a dog, the basic needs of all animals, how to identify many breeds of dogs and other types of pets. Through hands-on learning, the student will be able to identify their own personal comfort level around animals, which will help in their decision about whether to pursue animal care in the future.

Skills/Units Taught

Introduction to Canine, Feline and Equine Care
Career opportunities in Animal Care
Evaluation of comfort level and interaction around animals

Basic Food Preparation

This course is designed as a basic overview into the restaurant field. Students will explore the different job opportunities available as well as the basic skills needed to be successful in the field.

The student will be able to describe different types of job opportunities available in the Hotel/Restaurant field as well as:

- Understand culinary careers and basic personal cooking
- Identify some kitchen tools and work with them
- Understand kitchen safety and sanitation; personal hygiene
- Learn basic kitchen skills, including knife skills, oven time and temperature
- Understand basic Weights and Measures; cookie preparation
- Understand recipe concepts; reading a recipe
- Understand how important it is to work together as a kitchen crew

Skills/Units Taught

Recipe Concepts
Weights/Measures
Kitchen Safety
Food Safety
Knife Skills

Basic Retail

An overview of the basics found in the field of retailing; highlighting the various jobs available within this industry and what qualifications are needed to enter those fields.

Using hands on training and experiential learning tools the students will assess their ability and interest about working in this field.

Skills/Units Taught

Cash Register
BOGO, LOGO
Types of Retail Stores
Ticket and needle guns
Customer Service
Marketing and Advertising

Child Care Assistant

This course teaches students to be responsible, caring, trustworthy, respectful, competent child care providers. Fire safety, personal safety, as well as some first aid will be included. There will be a section on child development, which will include age appropriate behavior, discipline, and toys/activities. Nutrition will be covered, including healthy food choices and amounts for different age groups.

The goal of this course is for the student to gain a broader knowledge of children and how to care for them singularly and in groups. In addition, this course should give students enough experience with child care for them to decide whether or not to continue on in this field.

Skills/Units Taught

Fundamentals of Child Care
Safety and First Aid
Health and Nutrition
Stages of Child Development
Children's Literature

Maintenance/Landscape & Horticulture

This course is designed as an overview into both the Landscape and Maintenance Fields. Students will explore the different job opportunities available in each as well as some of the basic skills needed to be successful in the field.

The student will be able to describe different types of job opportunities available in each field. The student will have been exposed to practical work experience within the field during class time. The student will be able to:

- Identify basic landscaping tasks
- Identify basic Plants/Shrubs/Trees
- Identify basic insects both beneficial and pests
- Master skills of basic measurement
- Identify basic maintenance jobs
- Engage in basic landscaping and maintenance tasks

Skills/Units Taught

Career Opportunities in Landscape/Horticulture & Maintenance
Assembly of Products
Tree and Shrub Identification
Use of Hand Tools
Units of Measurement

Office Technology

A beginner's introduction to Cape Cod Community College's computer facilities, students use protocol and rules, and Microsoft Office 2007 to begin to develop confidence in how to manage the use of the college's computer facilities and programs.

Skills/Units Taught

Microsoft Office – Word 2007 Basics
Insert Symbols, Clip Art, Graphics
Business Homework Pages
Keyboarding
Create Bulletin Board Signs
Create PowerPoint Presentations

Work/Life Skills: First and Second Year

This course is designed to reinforce basic employability skills and concepts necessary for making the transition to increased independent living and employment in the adult community. Through simulated role play, hands-on applications, and group discussions, students learn strategies to cope with community and work experience situations that may arise. Students maintain career education portfolios as a personal assessment of their progress.

Topics include: introduction to adult laws, including rights and responsibilities with regard to employment, transportation, and accommodations, how to access various community resources such as college facilities, and events, newspapers, directories, libraries, transportation, and state and federal government agencies, and how to develop behavior appropriate to the community and the workplace.

Second Year (and beyond if eligible)

Vocational Concentration

Qualified students have:

- satisfactorily completed Project Forward vocational career exploratory courses
- demonstrated at least an emerging aptitude for the vocational area of choice
- demonstrated the potential to become independently employed, and
- permission of the vocational instructor and Project Forward Director

Qualified students elect to study in one of eight occupational areas with anticipated employment:

- **Animal Care Assistant** (Animal Care Assistant, shelter worker, grooming, dog walking, etc.)
- **Basic Food Preparation II** (baker's helper, cook helper, dietary aide, etc.)
- **Basic Retail II** (handling money, floor assistant, customer service, stocker)
- **Café Operations/Customer Service** (coffee shop/restaurant worker)
- **Child Care Assistant** (Day Care Assistant, Babysitter, Camp Counselor, etc.)
- **Hospitality** (Front Desk, function set-up, resort housekeeping, etc.)
- **Maintenance/Landscaping/Horticulture** (maintenance worker, landscape worker, custodian, stocker & housekeeper, etc.)
- **Mass Communications** (oral & electronic communications)
- **Office Technology** (retail sales helper, shipping & receiving clerk, office clerk, stocker & cashier)

Animal Care Assistant

This course is designed to provide the fundamentals of basic animal care to students with a broad range of learning disabilities. Included in our class are safety practices, sanitation procedures, proper housing (crating) or stabling, provision of exercise, basic grooming of small and large animals, recognizing signs of illness and means of disease prevention and appropriate health care. We stress the importance of

teamwork as well as independent task completion. Additionally, we will learn to use kennel and farm tools, weighing and measuring, basic record keeping, basic first aid for animals, and animal-related vocabulary.

To prepare our students to work in an animal care field, such as those of a kennel or barn; as a grooming or veterinary assistant, shelter worker, etc. Students also learn the fundamentals of dog walking and/or sitting.

Basic Food Preparation II

This course provides the fundamentals of personal and professional cooking, including instruction on the basic principles of cookery and their relation to methods of preparation, nutrition and cost control; followed by practice in the demo-kitchen. Principles of kitchen safety and sanitation, product identification, and learning to work efficiently as a team are key themes throughout the course. Students become familiar with, and comfortable in, an industrial kitchen as they learn various hands-on skills, such as: manipulative, basic knife, basic pastry dough, baking, preparing and sautéing soups and sauces; the use and care of tools; the use of the oven, sauté pan, surface burners and grill surface. Additional concepts include: time and temporary ratios, timing, weights and measures, recipe concepts, and culinary vocabulary. Second semester, students take the ServSafe Exam offered by the National Restaurant Association. There may be an additional fee for the instructional manual and exam.

Basic Retail II

Students will acquire the ability to understand a working vocabulary of common retailing terms and business practices; highlighting various jobs available within this industry and what qualifications are needed to enter those fields.

Using hands-on training and experiential learning tools, the students will assess their ability and interest about working in this field.

Café Operations/Customer Service

The primary purpose of this course is to train individuals in the basic skills necessary to obtain non-modified, year-round retail positions. Second semester, students take the ServSafe Exam offered by the National Restaurant Association. There may be an additional fee for the instructional manual and exam.

Students will:

- Demonstrate good customer skills for any employment setting
- Demonstrate commitment to good business values: “Customer is always right“
- Overcome fear of using the cash register
- Total order and give back correct change

Students work in the Seashore Café in addition to class time and are expected to stand during a four hour shift.

Child Care Assistant

This course provides students with the vocational, educational, and social skills needed to function as a teacher's assistant in a daycare setting. These skills include understanding: boundaries between teachers
And children, different types of child care settings, and the team approach to teaching as well as independent task-completion.

Students who participate in this program will gain an understanding of ages and stages of child development, character development, speech development, and developmental differences in children, the use of toys in developing skills in storytelling and the use of literacy boards and will also gain an understanding of the importance of art/music in a child's development.

Safety issues both in the classroom and on the playground will be stressed and basic first aid & CPR will be taught and a certification will be issued upon completion.

Additional concepts will include: cleaning and disinfecting toys, water temperature for safety and cleaning, set-up/clean-up for meals/snacks, assisting children in learning bathroom procedures/hand washing, nap time procedures, and with putting on/taking off winter clothing.

Hospitality

Hospitality Concentration is designed to provide the students with information on the history, organization and career paths in the Hospitality field. The students will gain knowledge of hospitality and lodging, procedures and jobs in said fields with several case studies to be utilized along with onsite training.

The student will be able to describe the divisions of the hospitality industry. The student will have been exposed to the many facets of the Hospitality Industry and have had experience in working in a hotel setting in settings such as Front Desk, Beverage Services, Laundry and Housekeeping, Maintenance and Grounds, etc.

Maintenance/Landscape & Horticulture

This course is designed to give the student an overview of the basics related to the estate maintenance, landscaping, and horticultural industries.

The course will also enlighten the students as to what careers are available within this industry and what

qualifications are needed to enter and advance in this occupational field.

Through hands-on, experiential learning and work experiences, students will develop fundamental employment skills and life skills relative to home and estate landscaping and maintenance.

Mass Communication

This course explores such media as newspapers, film, books, radio, television, and Internet. The aims of the course are to enable the student to better understand the media-oriented environment in which we find ourselves and to explore careers in this area. Students will practice and gain stronger communication skills through group exercise and discussion. While discussions and activities center around media concepts, the student will grasp a greater perspective of how the media influences their daily lives.

The overall goal of the course is to improve the student's skills in communication by providing relevant knowledge and opportunities to apply that knowledge. Through group exercise and discussion, students will strengthen communication skills and become critical users of the media. Students will learn how to differentiate from the many messages presented to them daily through media. Students will practice articulation skills through recording and working in an actual radio station.

Office Technology

This class is an introduction to the fundamentals of Office Technology including: office procedures, filing, sending and receiving email, problem solving skills and communication skills needed to perform customer service in a retail/business setting. The student will also be introduced to work related vocabulary and the components of a strong work ethic including flexibility (coping with customer requests and learning to "switch gears" and respond to changing expectations), ability to multi-task, being courteous and punctual. The student will extend knowledge and build proficiency in using the computer in various business settings, including, but not limited to, Microsoft Office 2007 components: Word, Publisher, Excel and PowerPoint in order to learn fundamental skills necessary to be successful in a Retail or Office setting.

Internships

Description and Purpose

Project Forward's Internship is a cooperative agreement between CCCC, the student, and a local business for the purpose of gaining hands-on experience in his/her field of study. Many local businesses provide our students with Internships or as we call them; "classrooms in the community", which offer the students

the opportunity to apply the skills they have learned in the classroom to the work place.
Project Forward provides job coaching as well as weekly contact between the vocational Coordinator and the business for the purpose of assisting students with connecting classroom activity to the work site and providing the student with accommodations and feedback as needed.

Prerequisites

Internship placement is the dual responsibility of the student and Project Forward. To qualify for Project Forward's internship program, a student must:

enroll in a second/third year Vocational Concentration
have Project Forward progress reports reflecting consistent or strongly emerging performance

Evaluations

Evaluation of student's internship performance will be shared by the student, the college contact person, and the work supervisor.

Graduation and Certificate Award Criteria

In May, every student who meets the criteria below will receive a Certificate and participate in the Certificate Awards Ceremony. Students who meet the additional criteria will wear a cap and gown and be considered Graduates.

To receive a Certificate, students must:

- demonstrate strongly emerging to consistent performance (as reflected in progress report)
- attend classes regularly (no more than five non-medical absences per semester)
- attend the Life Skills course regularly ((exceptions (i.e., employment) must be granted by the Director and must be in writing))

To wear a cap and gown at the Ceremony and be considered a Graduate, students must

ALSO:

- complete at least four semesters enrolled in Project Forward
- complete at least two semesters of instruction in a vocational concentration in Project Forward
- successfully complete at least one Internship

Students who return to Project Forward beyond a second year will be recognized as an "Advanced Student" and will receive a Certificate but will not wear a cap and gown.

Any situations that fall outside of the above criteria will be at the discretion of the Administrative Team.

A Message for Parents

Having a son or daughter enter college is a challenge for all parents. It is important to understand the differences between special education laws that apply to secondary schools vs. the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Essentially, the difference is that the onus of responsibility for attaining support shifts from parents to the adult individual with the disability. This can be very frustrating for parents who have been actively involved in the educational process as their child progressed through school. In the adult world, educators and employers cannot legally share information with you without your son or daughter's consent.

Whether a student has a disability or not, the greatest challenge for parents of postsecondary students is knowing when and how to be supportive while still encouraging self-determination and independence. Project Forward has been commended by the U.S. Department of Education for promoting self-determination skills in young adults. For most of our students, these skills must be directly taught as part of the educational process. Developing awareness of one's individual learning style, rights and responsibilities, and skills for self-advocating, setting goals, making decisions, and marketing oneself for employment are part of our curriculum.

In order to be successful, adults must learn to develop an internal locus of control—the ability to see themselves as causal agents rather than passive recipients in the events of their lives. When individuals operate with an internal locus of control, they feel they have control over what happens to them, and they can see the relationship between their actions and the outcomes. This may mean being able to learn from making mistakes and developing the resilience to "pick oneself up by the bootstraps". Or, it may mean developing the self-advocacy skills to acquire necessary support and accommodations on the job. Most importantly, our students must learn to assert themselves to avoid overdependence and becoming victims of exploitation by others.

We at Project Forward are committed to partnering with parents toward helping our students develop these necessary skills for survival in the adult world. Young adults often unload everyday worries on parents and

then go about their lives. It is often difficult for parents to determine which problems your young adult may be able to solve on his or her own, and which require more support on your part. Talking directly with your son or daughter should always be the first step. The resources, emotional support, and the advice you provide can be very empowering in helping your young adult actively face the challenges of growing up.

Please do not hesitate to contact us if you need help assessing the situation. Please understand that we will need to involve your son or daughter in the discussion, either by attaining their consent or by arranging a conference call. Many of our students are reassured to know that we are all working together toward the goal of helping them become more independent. If your son or daughter is receiving services from another agency as well as Project Forward, please encourage inter-agency communication which may or may not happen automatically. For our students, communication between parents, educators, and adult service providers is important!

As a parent, you know your youngster better than anyone else. We value any insight you can provide us that will assist us in helping your son or daughter reach his or her full potential. For example, one parent told us that her daughter is very competent performing repetitive food preparation tasks, such as slicing and dicing, but that she has difficulty "shifting gears" from one task to another. The mom made the analogy of shifting gears in a car with manual transmission. A better understanding of her daughter's learning style helped the Project Forward team develop strategies and signals to help the student more effectively "shift gears" across the curriculum. When the young woman occasionally "dug in her heals", knowing that her instructors understood that this was simply part of her learning style helped her assume more responsibility when it came to dealing with changes.

When parents, educators, and students work together to promote independent problem-solving and self-determination skills, the outcomes for our students are empowering. We value your input as mentor, advocate, and advisor, with the understanding that our mutual goal is to teach your son/daughter to become his/her own advocate.

When it comes to making decisions about course choices and sharing pertinent educational information, please remember the importance of working together and involving your son or daughter in any discussions we may have.

Certainly, please be sure to inform us of any serious situations --- concerns or changes with regard to health and safety, medications, or social issues that require support. Sometimes students require a medical leave of absence to address physical or mental health issues. This is not a problem, but we do need you to provide us with the information that we need to know. One of the requirements of Project Forward is that we ask that your son or daughter "call in", just as they would do at work, if they are unable to attend class. If extenuating circumstances make it difficult for your son or daughter to contact us themselves, please give us a call or email to let us know what is going on.

How Parents Can Help

- You are welcome to attend your son or daughter's progress conference at the end of each semester.
- Provide Project Forward with any information you deem pertinent, especially if it may not be documented elsewhere.
- Encourage your son or daughter to articulate their disability and needed accommodations…and feel free to contact us with your insights.

- If your son or daughter is being funded by an adult service agency such as MRC, DPH or DDS, DCF or a local school system, please encourage communication between them and Project Forward. Please encourage your son or daughter to invite the rehab counselor or special education liaison to Project Forward progress conferences.
- If your son or daughter is enrolled in a residential program and you live at a distance, Project Forward provides a copy of all progress reports to you if you are your child's legal guardian. If you would like more information, a conference call can be arranged with the student, parents, and Project Forward representatives.
- Encourage your son/daughter to call Project Forward when absent. If he/she is unable to do so on his/her own, please call for them, or designate a support provider to do so. It is extremely important that we know it is an excused absence vs. AWOL. And, it is an important employability skill. We tell the students that they do not need to provide personal information about the reason for their absence—they just need to let us know they will not be attending class.
- Communications are important. Please do not hesitate to give us a call or email!

Frequently Asked Questions

What if my son or daughter has an IEP?

Project Forward has been recognized by the U.S. Dept of Education and the MA Board of Higher Education as one of Cape Cod Community College's "best practices" as a model program to help students make the transition from high school to the adult world. Some high schools have enlisted Project Forward to help students gain transition skills in the areas of postsecondary education, employment, and community experience.

Although individualized educational plans (IEPs) are not considered legal documents at the postsecondary level, Project Forward honors IEPs **only when the plan is initiated by the secondary school**. We are happy to participate in the planning process as much as is feasibly possible. The Project Forward team will not engage in any contentious or legal issues involved in the IEP process or placement. Once enrolled in Project Forward, the student is considered to be an adult and is treated as one would be treated in an adult community or employment setting.

What if I am my son or daughter's legal guardian?

Most students in Project Forward do not have legal guardians. Some parents have limited guardianship of various forms that do not impact college participation. If your guardianship is expected to impact your son or daughter in college, you must present written documentation to Project Forward. Because self-determination is a critical skill for survival in the adult world, Project Forward treats all students enrolled in the program as adults. If you are a legal guardian of an adult, our policy is to involve the student as much as is feasibly possible, although we are able to discuss issues privately with you if the need arises.

Resources

National Center on Secondary Education and Transition
Institute on Community Integration
University of Minnesota, Minneapolis, MN 55455
http://www.ncset.org/publications/default.asp

This site has excellent information for students and families, including the following:

Preparing for Employment: On the Home Front (March 2006)
NCSET Parent Brief
This brief describes ways in which youth and families can help youth effectively explore work-based learning outside of school settings.

Supplemental Security Income (Part 1 of 3): A Bridge to Work (March 2003)
NCSET Parent Brief
This parent brief is part 1 of a 3-part series on supplemental security income. This brief gives parents of youth with disabilities practical information about how youth can use Social Security work incentives to facilitate a gradual transition from dependence on Supplemental Security Income (SSI) to partial or complete financial independence. Social Security work incentives allow a recipient of Supplemental Security Income to earn wages while maintaining SSI cash benefits and Medicaid. Background information, definitions, and specific financial criteria for using SSI work incentives are included.

Parenting Postsecondary Students with Disabilities: Becoming the Mentor, Advocate, and Guide Your Young Adult Needs (March 2002)
NCSET Parent Brief
This brief focuses on the importance of involving parents in the transition from high school to the post-secondary environment, and provides concrete recommendations to help parents learn to mentor and advocate for their post-secondary youth. Includes parent resources and references.

IDEA 1997 Transition Issues: The IEP for Transition Aged Students (July 2002)
NCSET Parent Brief
This brief explains the requirements for transition under IDEA, the composition and functioning of the Individual Education Program (IEP) Transition Team, and special factors for the IEP Team to consider. It also outlines the roles of students, parents, educators, school staff, and agency staff on the IEP Transition Team.

Self-Determination for Postsecondary Students (June 2004)
This article defines self-determination and gives concrete suggestions for helping students develop an internal locus of control. Excellent! http://www.ncset.org/topics/sdpse/default.asp?topic=7

The Institute for Community Inclusion (ICI) is a national disability research and training center based at the University of Massachusetts Boston with additional offices at Children's Hospital Boston. ICI promotes the inclusion of people with disabilities in their communities through training, consultation, clinical and employment services, and research. http://www.communityinclusion.org/

Affirmative Action

Cape Cod Community College is an Affirmative Action/Equal Opportunity Employer. We encourage applications from candidates who will enrich and contribute to the cultural and ethnic diversity of our College and we do not discriminate on the basis of age, race, creed, color, religion, marital status, gender, sexual orientation, veteran status, national origin, or disability status in its education programs or in activities as required by the Title VI Civil Rights Act of 1964; Title IX, Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and regulations promulgated thereunder; 34 C.F.R. Part 100 (Title VI), Part 106 (Title IX), and Part 104 (Section 504); and the Americans with Disabilities Act of 1990. All inquiries concerning application of the above should be forwarded to the College's Coordinator of Affirmative Action. All questions, concerns, or complaints should be forwarded to the Human Resources Office at 508-362-2131 x: 4306.

Requests for auxiliary aids and services regarding the Americans with Disabilities Act should be forwarded to the O'Neill Center for Disability Services at 508-362-2131 x: 4533.

This notice is available in large print, on audio tape, and in Braille from Human Resources or the O'Neill Center for Disability Services at 508-362-2131 x: 4533.