Project Forward
Cape Cod Community College

Vocational Education Program - Founded in 1988
Nationally Recognized by the U.S. Department of Education

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7/2019
Project Forward at Cape Cod Community College

**Mission**

Project Forward provides students with intellectual disabilities the opportunity to gain and maintain vocational skills, keys to independent living, and a path to social success at Cape Cod Community College.

**Program Description**

Project Forward is a Vocational Skills Education program at Cape Cod Community College. Courses are designed to help students who have intellectual disabilities gain employability skills through a combination of classroom instruction 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 tutorial support, may be unmanageable for students. At the same time, these students may wish to further their vocational skills and have the same social opportunities that other students have at the college level. Project Forward provides a transitional skills training experience within its own unique curriculum for these students provided by the instructors and facilities of the college. While at the college, Project Forward students also have the opportunity to join clubs and participate in extra-curricular activities.

Project Forward is a *non-credit, certificate* program. 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.**

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. Other students may be skilled in math calculations but have substantial difficulty using language effectively. Geographically, students hail from Cape Cod as well as other towns throughout Massachusetts. Some Project Forward students reside at the internationally renowned Riverview School in East 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 performance standards for achievement based on the student’s ability to meet entry-level expectations for employability.
Progress reports are issued to the student at the end of each semester. In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), progress reports are issued directly to the student and may be provided to others following the progress conference only if a student signature is on file.

**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. Project Forward’s courses are not semester to semester but rather run throughout the academic calendar year; therefore, a January admittance is not permitted without prior approval by the Director. The application can be found at [https://www.capecod.edu/projectforward/forms/index.html](https://www.capecod.edu/projectforward/forms/index.html).

Students must submit a completed application, including a signed physician’s physical exam and educational assessments. This assessment information helps provide instructors with the necessary information regarding the student’s learning profile, individual goal(s), and recommended learning strategies.

Once the application has been reviewed, qualifying students will receive a letter of acceptance and registration materials for the fall semester.

Qualified students are students with learning differences 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
- 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 to attend an Information Session, which gives an overview of the program, outlines application requirements, and includes a campus tour while classes are in session. Applicants may be requested to interview. Visit [https://www.capecod.edu/projectforward/information/index.html](https://www.capecod.edu/projectforward/information/index.html) to register for an Information Session.

**Tuition:**

- $2,260.00  Fall Semester Tuition
- $2,260.00  Spring Semester Tuition
- $4,520.00  Total Tuition per Year*

*Some students may be eligible for Pell Grants through FAFSA application

**Subject to change without notice and may not include some specific course materials. See additional course materials that may be required within the course descriptions.
Courses

First Year – Two Days/Week
- Vocational Career Exploratory – six hours/week; see descriptions
- Situational Safety – one hour/week (personal safety and community awareness)

Second Year – Two to Three Days/Week
- Vocational Concentration – six hours/week; see descriptions
- Workforce Seminar – one hour/week (Resume Writing/Interviewing, Job Seeking, Social Skills, Networking, Kitchen Safety/Food Prep)
- Work Study, 50 hours minimum in an academic year

Beyond Second Year – Two Days/Week (Permission of Vocational Instructor/Advisor Required)
- Vocational Concentration – see descriptions
- Work Study, 50 hours minimum in an academic year

Project Forward Electives*

Peer Leadership: The Project Forward Peer Leadership program is a yearly leadership training that exposes participants to a wide array of leadership opportunities in their role as mentors and community leaders among their peers. Peer Leaders engage in a day-long leadership seminar, monthly meetings, service learning opportunities, and community outings, all designed to provide a foundation for empowerment and growth.

Fitness: Through personalized, recreational, adaptive and active inclusive games and activities, students will be able to enjoy opportunities to improve self-esteem, confidence and a general well-being. Students will share the Life Fitness Facility, Recreation Fields, Weight Room and all Sports Equipment, provided by the Wellness and Project Forward programs, with their friends in the college community. This class is a year-long class.

ServSafe: The Project Forward ServSafe class is a semester long course designed for initial certification of food service owners and managers with the objective to:
- Increase safe food handling practices
- Gain a better understanding of HACCP principles
- Improve upon methods of purchasing, receiving, storing, preparing, and serving safe food
- Maintain a sanitary facility
- Understand the regulations and the inspection process
- Teach employees how to apply safe food handling practices
The course includes a ServSafe textbook, reproducible training materials, a food thermometer, examination, and ServSafe certificate upon successful completion of the exam. Certificate is valid for five years. Please note: You must attend classes to successfully complete this course.

Vocational Career Exploratory Descriptions

Animal Care
The purpose of this course is to expose the student to different animals with their unique characteristics and needs: present career and volunteer opportunities; introduce responsibilities in animal ownership; and promote personal safety around animals. Presentational methods employed include lecture, live animal visits, props, guest speakers and PowerPoint presentations. Various educational strategies will ascertain prior knowledge and vocabulary and will increase engagement. Through hands-on learning, the student will become better aware of their own personal comfort level around animals and their interest in animal care in the future.

Skills/Units Taught
- Importance and differing roles of animals
- Attributes, behaviors and needs of animals
- Career and volunteer opportunities with animals
- Responsibilities of animal ownership
- Safety around animals

Basic Food Preparation/Intro to Hospitality
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

Retail
The primary purpose of this course is to train individuals in the basic skills necessary to obtain non-modified, year-round Retail positions.
Skills/Units Taught

- Demonstrate effective customer service skills for any employment setting
- Commit to good business values
- Use a cash register with confidence
- Acquire a working vocabulary of common retailing terms
- Obtain an awareness of the many activities, problems, and decisions involved in successfully operating a retailing business
- Develop insights for deciding on specific career objectives among the great number of employment opportunities in the business world

Introduction to Healthcare Assistant

This course enables students to gain a broad knowledge of the skills needed to work in the caring/helping fields, such as in Elder Care. Some topics covered are: fire safety, personal safety, first aid, nutrition education, kitchen safety, ServSafe Certification preparation, human development, and activities coordination, with emphasis on serving as Dietary Assistant or Activities Assistant.

Skills/Units Taught

- Safety and First Aid
- Health and Nutrition
- Stages of Human Development, including facets of aging, myths and misperceptions

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/Intro to Mass Communications

An introduction to CCCC’s computer facilities and Microsoft Office 2016—in order to begin to develop confidence in how to manage the use of the college’s computer facilities and programs for use in both of these vocational pathways.

Skills/Units Taught

- Log on/off; utilize your college email account to communicate with others
- Microsoft Office – learn some essential Word 2016 basics
- Save and retrieve files
- Use simple graphics
- Create a communications bulletin board sign utilizing important News
- Create a personal business card
- Create a short PowerPoint presentation
- Write, correctly format, and deliver a PSA (public service announcement)—in as few words as possible—that could be read on the radio

Second Year (and beyond if eligible) Criteria

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 Project Forward Director to return for a subsequent year

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

- **Animal Care Assistant** (Animal Care Assistant, Shelter Worker, grooming, dog walking, etc.)
- **Basic Food Preparation II** (Baker’s Helper, Helper, Dietary Aide, etc.)
- **Café Operations & Customer Service** (coffee shop/restaurant worker/retail business)
- **Healthcare Assistant** (Dietary Assistant, Activities Assistant/Coordinator)
- **Hospitality** (Front Desk, function set-up, resort housekeeping, etc.)
- **Mass Communications** (oral & electronic communications)
- **Office Assistant** (retail sales helper, shipping & receiving clerk, office clerk, stocker & cashier)
- **Retail Assistant** (Sales assistant, Manager, Front Desk Operator)
Workforce Seminar

This course reinforces basic employability skills and concepts necessary for making the transition to increased independent living and employment in the 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.

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. Students leave this class with a portfolio, which includes workplace photos, letters of recommendation, and a resume.

Third Year

Qualified students have:

- demonstrated the maturity and self-determination to be competitively employed
- demonstrated/expressed desire to expand his/her vocational skills for current job
- demonstrated/expressed desire to develop new skills for job advancement

Animal Care Assistant

This course is designed to provide the fundamentals of basic animal care to students with a broad range of learning styles. 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.
Café Operations and Customer Service/Retail II

The primary purpose of this course is to train individuals in the basic skills necessary to obtain non-modified, year-round Retail positions. 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 effective customer service skills for any employment setting and commitment to good business values (“Customer is always right”) and overcome any fear of using a cash register. Students work in the Seashore Café in addition to class time and are expected to stand during a four-hour shift.

Health Care Assistant

This course will cover the vast and growing industries in adult and elderly care. Students will learn the vocational, educational, and social skills needed to work as a Dietary Assistant, Elder Care Assistant, Assistant Activities Coordinator, Activities Assistant, etc. in a health care or residential setting. Basic First Aid, and CPR will be offered. Some curriculum topics include: the many facets of aging, including common myths and misperceptions, what contributes to successful aging vs. unsuccessful aging, and the impact of a “graying” America on all facets of society. Specific tasks taught include cleaning, setting-up/clearing for meal/snack time, light office work, and nutrition education. Students receive in-class CPR training. A RealCare Geriatric Sensitivity Simulation Program is used, including a Walker, Geriatrics Suit and a Geriatrics Glasses Kit.

Hospitality

The Hospitality Concentration provides the students with information on the history, organization and career paths in the Hospitality field.

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 working in a hotel setting, such as Front Desk, Beverage Services, Laundry and Housekeeping, Maintenance and Grounds, etc. Lastly, students will prepare for and take the ServSafe Certification Examination offered by the National Restaurant Association. Students may need to purchase the manual, test and a uniform shirt. The projected cost to the student is $150.00 and is not included in the cost of tuition.

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 Assistant**

This class is an introduction to the fundamentals of becoming an Office Assistant 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 also will 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” as expectations change), ability to multi-task, being courteous and being punctual. The student will extend knowledge and build proficiency in using the computer in various business settings, including, but not limited to, Microsoft Office Suite 2016 and Quickbooks.

**Work Study**

**Description and Purpose**

Project Forward’s Work Study component is a cooperative agreement between Cape Cod Community College, the student, and a local business for the purpose of gaining hands-on experience in his/her Concentration of study. Many local businesses provide our students with Work Studies 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. Project Forward provides job coaching as well as regular contact between the Workforce 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. Each student, in the Second Year and beyond, is required to complete a minimum of 50 hours in a Work Study over the course of the academic year.

**Prerequisites**

Work Study placement is the dual responsibility of the student and Project Forward. To qualify for Project Forward’s Work Study program, a student must:

- enroll in a second/third year Vocational Concentration
- demonstrate consistent or strongly emerging performance as documented in Project Forward progress reports

**Evaluations**

The student, the classroom Instructor, and the Work Study Job Coach will collaborate in the student’s Work Study evaluation. Conferences are student-driven, which means that students invite others to attend, such as a Parent or Advisor, they actively participate in the conversation, and they advocate for their Concentration choices for the following year.
Code of Conduct & Attendance

All college procedures and expectations, as outlined in the college’s Student Code of Conduct handbook, apply to Project Forward students and are available online at https://www.capecod.edu/student-handbook/code-of-conduct/index.html.

Students are expected to attend all classes and should notify the Project Forward office if they know in advance that they will miss a class. After two (2) absences, students will need to meet with their Project Forward Advisor and a letter will be placed in the student file. Up to four (4) absences and it is at the discretion of the administrative team as to whether or not the student will be allowed to remain at Project Forward or receive a Certificate at graduation. Extenuating circumstances should be reported to the Project Forward office so an exception can be made.

Students who continually arrive late to class or from break disrupt others, and the Instructor has the right to not allow the student back to class. In this situation, Project Forward staff ensures that the student has transportation to return home.

The Director of Project Forward has the right to dismiss a student from class for the duration of a class, or longer, if his/her behavior interferes with the teaching and learning of others or adversely affects the safety and/or health of others.

Graduation and Certificate Award Criteria

In May, every first year student, who meets the criteria below, will receive a Vocational Career Exploratory Certificate and participate in the Exploratory Certificate Awards Ceremony.

To receive a First Year Exploratory Certificate, students must:

- demonstrate strongly emerging to consistent performance (as reflected in progress reports)
- attend classes regularly
- attend the Workforce Seminar course (if applicable) regularly ((exceptions (i.e., employment) must be granted by the Director and must be in writing))

Second year (and beyond) students who meet the additional criteria below, will be considered Graduates, will wear a cap and gown and will receive a Certificate of Completion in their Concentration.
• demonstrate strongly emerging to consistent performance (as reflected in progress reports)
• attend classes regularly
• attend the Workforce Seminar course (if applicable) regularly ((exceptions (i.e., employment) must be granted by the Director and must be in writing))
• complete at least four semesters enrolled in Project Forward
• complete at least two semesters of instruction in a vocational concentration in Project Forward
• obtain at least 50 hours of interning at a work site

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

**Frequently Asked Questions**

*Where are Project Forward classes held on campus?*

Project Forward classes are held all throughout campus and are the same classrooms and meeting spaces assigned to all students.

*How does my son/daughter become acclimated to campus?*

During the first several weeks, students become acclimated to campus by touring campus and visiting key locations, such as the Project Forward Office, Library, Cafeteria, Help Desk/Computer Lab, Fitness Center, and appropriate places to take breaks or spend down time.

*When do students receive a schedule of classes?*

For fall semester, students receive a schedule about two weeks before classes begin and then another schedule a few days before classes start that includes classroom locations that are available at that time. Over the winter recess, students receive a schedule about two weeks before classes begin that includes classroom locations that are available at that time.

*Are There Electives?*

Yes. The Project Forward Electives are only for students enrolled in the program. They are optional. Students sign up for an elective before the start of each semester. Students cannot take an Elective that interferes with vocational classes or Work Studies.

*When are Project Forward Classes Held?*

Students can expect to attend classes two-three days per week.

*How Does the College Communicate with Students?*

The primary vehicle of communication is email. For students, the address is generally firstname.lastname@capecod.edu. STUDENTS ARE EXPECTED TO CHECK THEIR COLLEGE EMAIL ON A REGULAR BASIS. Students will need to choose and remember a password.

*Will My Son/Daughter Leave Campus for Any Reason?*

Yes. First year students may periodically visit an off-site classroom related to an Exploratory class, such as a retail location. Project Forward provides transportation for Community students if public or private transportation is not available. The Riverview School provides transportation for their students. Students in a Concentration (2nd year and beyond) will attend an off-site classroom and/or a Work Study almost weekly depending on the Concentration. Project Forward provides transportation for Community students if public transportation is not available. The Riverview School provides transportation for their students.
Students are expected to perform in off-site locations as when on campus. This includes exhibiting professional and mature behavior, following directions, working as a team, and representing Cape Cod Community College in a positive manner. Students who do not meet the expectations may be removed from a Work Study and/or may not be permitted to attend off-site locations with the class.

Is there a Code of Conduct?
Yes. While the college does have a Code of Conduct, Project Forward has expectations that are specific to the program. In summary, students are expected to conduct themselves as though they were on a job site; treating others with respect and acting professionally and appropriately, etc. Students are reminded to not draw negative attention to themselves, to listen, to learn from others, and to let the teacher know if they have a problem that affects their work. For specifics, visit www.capecod.edu/student-handbook/code-of-conduct.

In college, no one is allowed to interfere with a student’s right to learn or the instructor’s right to teach. Disruptive behavior is not tolerated. In class, students sign a Student Contract demonstrating that they understand and agree to respect the rights and property of others.

Hats, or any other clothing that may be distracting to others, are not to be worn in class. Some classes have special dress requirements. Uniforms, if required, will be provided. Open-toed or high heeled shoes, dangling jewelry, and colored nail polish are not allowed in Basic Foods class for safety and sanitation reasons.

Cell phones, iPods and other technology must be turned off when students are in class UNLESS the use is required for a class lesson or project and by permission of the Instructor. Failure to comply with this policy will result in disciplinary action. Use of cell phones and/or iPods during class, if disruptive, will not be tolerated. Students should not bring a lot of money, jewelry, or expensive equipment such as laptop computers, digital cameras, iPods, etc. to college unless they are part of your class work. Any personal items left unattended may be stolen.

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 Assistant Vice President of Human Resources, Paul Alexander at 774-330-4307 or palexander@capecod.edu.

Requests for auxiliary aids and services regarding the Americans with Disabilities Act should be forwarded to the O’Neill Center for Disability Services at 774-330-4337.

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 774-330-4337.