It has been great to work with the different directors and staff in Learning Support Services (LSS). After being relieved of extra duties in August, 2004, the Associate Dean was able to focus on managing the Division. Many of the programs see an increase in services and new technology features have been added to better serve the students. Efforts have been made to bring the division closer together and function more collaboratively and benefiting from each other’s strong points. The following report from each program details these activities

**Academic Support Services**

Staffing issues seem to improve for this area this past year. The new administrator and coordinator/administrative support person completed their first full academic year; this continuity and their working styles have contributed to a sense of organization and professionalism that had been lacking in this area.

- **Tutoring Center** – Approximately 717 students received individualized tutoring services in Academic Year 2004/05 (9.5% increase from previous year). With staffing issues from previous years resolved, the Tutoring Center operated more professionally during 2004/05. This most likely contributed to the increase in number of students served. The peer tutoring program remained inactive. The coordinator successfully implemented the online appointment process and is working with other offices in the area to automate their appointment processes. The students took to the online system very quickly and it has been an asset to have accurate data on the tutoring activity. This may also be a contributing factor in the increase in numbers – a greater number of students could have been served in previous years but the data was not accurate. The coordinator organized three tutor training sessions (10.5 hours total) in Fall 2004 to meet the first level CRLA (College Reading and Learning Association) certification training requirement. The sessions were well attended and the tutors appreciated the level of professionalism in both the content and presentation of the material. These sessions will be repeated every Fall, with experienced tutors taking a role in presenting the material. The coordinator plans to submit the certification package during 2005/06. Looking forward, the Tutoring Center will be moving into smaller quarters in the new building during 2005/06. The move will have an impact on the student use of the center, but the intent is to heavily advertise the new location to make it as positive an impact as possible.

- **Math Learning Center** – Approximately 544 students visited the Math Lab during the Academic Year compared to 700 in the prior year. Using a random sampling, of 54 students out of 257 who received tutoring in the Math Lab during the Spring 2005 session, 96% completed their course with a P, R, or C- or better (all but two students were successful!). Peer tutors continue to supplement the paid staff.

- **Writing Center** – Approximately 486 students utilized the Writing Center in academic year 2004/05 compared to 750 in 2004/05.
Academic Advising and Counseling

The following is a summary of the initiatives undertaken during 2004-2005 to provide the best advising possible to our students given our limited resources. First and foremost, the accomplishments of this office are a collaborative effort from all who are involved. In addition to three full time staff (two of which oversee Transfer Counseling and Career Planning and Placement), the Office employs and relies on approximately fifteen part-time advisors. The key to making this successful is the creation and maintenance of an atmosphere that is supportive and team-oriented. To stress the importance of this, the number of students seen by the Advising Center from January 1, 2005 through May 31, 2005 was 3,765. (These contacts do not include the assistance provided to students who stop by for a quick logistical question.) Additionally, the staff developed for the first time a Mission Statement for Academic Advising and the Intake procedure of the Advising Center was revised and improved to engage students in a way in which was welcoming, supportive, responsive and consistent.

- Regarding retention initiatives, we continued our practice of contacting students when the following occurred: 1) mid-term warnings; 2) probation; 3) suggest students have an advisor conduct a degree audit when they have reached 30 plus credits; 4) suggest students visit an Advisor to review their educational goals and conduct a degree audit when 60 plus credits are accumulated; 5) reminded students who were enrolled in the previous semester to register for the upcoming semester. These five retention initiatives have all been recently developed by the Advising Center.

- Hosted a workshop for Learning Support Staff on guidelines to consider when psychiatric care may be needed for students. Developed a relationship with the Psychiatric Assessment Team at Cape Cod Hospital.

- Alison Frisbie, Terri Huff and Mary Olenick applied for and were awarded a Program Development Enhancement Grant to develop and implement a “Math Refresher Workshop” for new and returning students. These three hour workshops proved to be very successful in better preparing students to take the math CPT. The College has decided to continue this initiative and the Advising and Counseling Office will work closely with Enrollment Management staff in its coordination and implementation. Results were shared with Learning Support Staff and other campus groups.

- Kristina Ierardi and Lori Crawley developed from their own interest and initiative an Orientation DVD and Photo Directory. I believe burning those CD’s would make a great resource to give to new students when they register.

- Jenzabar efforts continued and I served on both the OPS and AUG groups. This product continues to frustrate our efforts to provide accurate computerized advising information. Notably, many of the functions that either do not work accurately or are unavailable in Jenzabar were effective and reliable tools in Aviion, Examples from my perspective include: 1) Student Need function does not work. This one tool could enable accurate and consistent advising not only from an Advisor’s perspective, but also from a student’s; 2) Campus Web does not allow for course search using course prefixes, making locating courses much more tedious than need be; 3) Campus Web is unable to allow easy access to student records by Advisors who work in the Advising Center. There is no provision for Advisors to search either by using either name or ID number. 4) Inability of Jenzabar to automate the assigning of advisees to advisors. Any assignments of this type are currently done one by one; 5) the silliness of needing to use Spring, 2004 to access data for Spring, 2005. These are concerns of mine in my role as Advising Module Manager and as such, they have an adverse effect on the ability to effectively advise students.

- Began sending weekly “Advising Tip of the Week” emails to highlight important dates as well as
introduce suggested advising techniques.

• Developed and distributed a postcard for advisors to use to contact their advisees.
• Attended the Region I NACADA conference in Montreal with Gretchen Farnham and Terri Huff. A report was prepared and shared with Advising and Learning Support Services staff.
• Alison headed up a project to develop a more effective and useful Associate in Arts graduation audit form in lieu of the Jenzabar product not working.
• Alison reviewed and recommended changes in the format of certificate programs. College level courses that were required for prerequisites to certificate courses were added to the course requirements. A more sequential listing of the courses was recommended. All recommended changes were welcomed and accepted by the deans and the new versions should appear online and in the next catalog.
• Faculty were assigned new students as advisees. This was a change from previous years when more senior students were assigned to faculty. Whatever way we parcel out advisees, unless alternative resources are identified and we keep current advises with their advisor, a large number of the new students coming in will be assigned to the Advising Center.

• **Transfer Counseling** – The Transfer Counselor worked with approximately 824 students in 2004/05 compared to 550 students in 2003/04. A list of highly transferable courses was developed for use by the advisors in the Advising Center. Two transfer fairs were held on campus. In addition, 138 students signed up for Joint Admissions in the Fall 2003 semester.

• **Career Planning and Placement** – A total of 39 in-classroom workshops were held on topics including Career Decision Making, Myers Brinngs Type Indicator, Resume and Cover letter Writing, Job Search Strategies, Interviewing, and co-op. In addition to the workshops, from June through December 2003, 275 students were met with individually about career and advising issues. 33 employers were booked to recruit at the Connector Hallway table throughout the year. Job announcements were received or pulled from a variety of sources and posted either on the job board or Career Planning and Placement section of the CCCC web site.

• **Goals for 2005-2006** – Continue to seek ways to best utilize Jenzabar in all aspects of advising. Provide Advising Training for new faculty. Actively participate in the suggestions provided by the Marketing Retention Sub-Group and implement where resources and staff permit. A separate memo is attached that outlines several projects the Counseling and Advising staff will work on to improve retention. It should be noted that without total commitment from the College and other areas, this important effort will not reach its fullest potential. Respond to changing demands and challenges to support best advising practices.

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**O’Neill Center for Disability Services**

205 students in the Fall 2004 and 192 students in the Spring 2005 received services through the O’Neill Center for a variety of disabilities. The number of students with a psychiatric disability remained comparable to last Fall and Spring at 49 in Fall 2004 and 42 in Spring 2005. The O’Neill Center provided assessment and development of Individualized Support Services Plans, and assessment and training in adaptive technology. In addition to the coordination of services, taping/reading – interpreter – notetaker – information/referral, we implement testing accommodations. Beyond the disability awareness outreach and training, we authorize and distribute handicapped parking placards.
Of special note on retention efforts:

- An A.I. video and luncheon was held for selected female students with Psychiatric disabilities. Of twelve women invited, ten participated, with one of the ten being a past student who was being encouraged to return. All 9 current students returned for the Spring 2005 and developed friendships among themselves.
- Employment of a part time faculty member as advisor – Lisa O-Halloran. She had 83% retention form Fall 2004 to Spring 2005 and will continue in this role for the coming year, drawing off our remaining ICI funds.
- O’Neill Center Open House (2 days)
- Survey of student computer learning needs and workshops designed to meet these needs in small groups and on-on-one.
- Student statistics moved to InfoMaker; more efficient retention tracking.

This past year, the adaptive computer lab served 92 students in the Fall 2004 and 78 students in the Spring 2005; 846 Fall 2004 and 659 Spring 2005 appointment hours for computers were utilized.

**Learning Disabilities Support Services Program**

Dr. Richard Sommers provided services to 184 students with documented learning disabilities, helping them succeed in college. He strives to maintain an appropriate level of in-service training for faculty, staff and tutors and to continue to evaluate and improve the consistency and quality of the program.

- Each student has an Individualized Educational Plan (IEP).
- 41 new incoming (Fall Semester 2005) students with documented LD and TBI have been interviewed and IEP’s are being developed. Interviewing continues through summer and the final count will not be known until September 6, 2005.
- Wednesday evening hours has provided easier access to services for students and their families unable to attend daytime appointments. It has also increased personal contact with evening instructors, providing them with some additional orientation to section 504 and ADA regulations and effective teaching approaches.
- The Academic Support Team (formerly called the LD support Group) met 13 times during the 2004-2005 school year. In addition to the support and therapeutic function of the group, they tackled the 15th annual presentation to high school students with learning disabilities on Thursday, November 4, 2004, at the Studio Theatre. There were approximately 80 individuals in attendance. Of interest, the new student activity period has helped greatly to increase attendance at the meetings.

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**Perkins Career & Technical Education Grant Final Report**

**Allocation for 2004-2005: $205,697**

In 2004-2005, the Perkins Grant funded over 20 positions at the College. All except one are part time positions. Perkins supported seven positions in the Coaches & Mentors Student Support Services Program, the Academic Advisor for Career & Technical Programs/Nontraditional Coordinator, two Tech
Prep advisors, three academic tutors, six student interns, and partially funded the salary of the manager of the Instructional Technology Center. In addition, didactic and clinical dental hygiene tutors were hired on an as-needed basis. Perkins also funded various professional development activities, including 4 Retention Project mini-grants and curriculum development for the Massage Therapy Program. New initiatives, program highlights and outcomes are noted below.

- **Coaches & Mentors Student Support Program** - 144 career & technical students received highly individualized support this year through one-on-one tutoring, academic advising, study skills instruction, career counseling, job placement assistance, skills-building workshops, and comprehensive mentoring and support. The Director of the program closely monitors the progress of each participant, and serves as an advocate if problems arise. The director served as an academic advisor to 58 students, and logged 280 appointments, 94 more than last year. The PT Career Specialist assisted students in clarifying realistic career goals and helped students approaching graduation get ready for the job market. The Career Specialist served as an academic advisor to 28 students and logged 125 student appointments, 75 up from last year. In addition to a strong tutoring component, there is a strong emphasis on advising. Four PT Coaches & Mentors staff members provided tutoring and academic advising to students and 782 appointments were logged, almost 200 more than last year. The higher appointment numbers can be attributed to increased student outreach and improved record keeping. Two new C&M tutors were trained last fall as advisors and took on a small caseload in spring 2005. Approximately 350 students have as their advisor a professional staff paid through Perkins funds. 84% of the students enrolled in the fall of 2004 returned for the spring 2005 semester. 74% of students who signed up for Coaches & Mentors in F2003 were still enrolled one year later.

- **Academic Advisor for Career & Technical Programs/Nontraditional Coordinator** - This professional staff member served as an academic advisor to 156 students, which is 30 more than last year. 79% of her advisees enrolled in fall 2004 returned for the spring 2005 semester; 2% up from last year. In addition to advising duties, the advisor ran a support group for nontraditional students, and was awarded a retention project mini-grant, “Nontraditional Career Choices”. As a result of this award, a panel presentation on nontraditional careers was held on April 28, 2005, and 5 panelists spoke about their experiences on “Paths Less Traveled.” This panel will soon appear on CT3TV. A webpage on nontraditional career choices is currently in development, and a brochure on nontraditional careers has been designed.

- **Tech Prep Advisors** - To improve completion rates for Tech Prep students, two Tech Prep Advisors were hired in summer 2004 and each were assigned a caseload of 25 students. Fall 2005 outcomes are still being determined.

**Professional Development**

The Teaching & Learning Institute brought together 20 new educators at the college in August 2004 for a four-day professional development seminar. Perkins partially funded this PD new faculty/staff orientation. Perkins provided $6,500 in funding to the Retention Project. The following four mini-grants were selected for funding: “Nontraditional Career Choices”, “Criminal Justice Retention Project”, “Online Tutorial Support”, and “Surveying Our Leavers”. Projects were implemented in spring 2005 and the findings will be presented at the first annual Perkins Postsecondary Conference on June 9. The Perkins Director along with representatives from the Professional Development Committee oversaw the implementation of these projects.
The first annual Perkins Postsecondary Conference “In Quest of Best Practices” will be held on June 9, 2005 at Mount Wachusett Community College. The Director of the Perkins Grant took a leadership role in organizing this conference and in establishing the Perkins Director’s Roundtable. 13 staff members from the college will be attending this conference.

In fall 2004, 20 students participated in the Introduction to Business learning community. 20 Early Childhood Education students became members of the National Association for the Education of Young Children. Their memberships entitled them to discounts at NAEYC conferences and provided them with information regarding the education of young children.

- **Curriculum Development**
  A part-time consultant was hired with Perkins funds to develop curriculum for the massage therapy certificate program. Approximately $4800 of Perkins funds supported this effort. This summer, the massage curriculum development effort will continue. In addition a part-time consultant will be hired with Perkins funds to update the medical coding course.

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### TRIO – Advantage – Student Support Services Program

**Program Accomplishments**

- March 24, 2005 Program funded by the U.S. Department of Education for 4 years (09/01/2005 - 8/31/2009) to serve 175 students; previously served 150 students.
- March 8, 2005 ADVANTAGE Supplemental Grant Aid, awarded $21,300 to 25 ADVANTAGE Students.
- December 10, 2004 Approved work-study student to assist with clerical duties in the ADV. Office
- February 21, 2005 Annual Performance Report successfully submitted to U.S. Department of Education Performance Outcomes:
  - These numbers are based on participation of 150 students: Persistence - exceeded outcome by 15% (percentage of students who returned in the fall); Good Academic Standing – exceeded outcome by 3% (percentage of students that maintain a 2.0 or higher); Transfer – did not meet outcome (Program did not transfer proposed number of students); Administration – met outcome 100% (program complied with administrative requirements)
- January 10, 2005 - New Part-time Technology Secretary started
- Extended counseling hours on Wednesday night during Fall 2004 semester
- Established New York Times newspaper reading workshop fall 2004
- Provided 1,260 hours of counseling service and 1,215 hours of tutoring service in 2004/2005 compared to 996 (counseling) and 906 (tutoring) for 2003/2004.
- The 2005 ADVANTAGE students grade point average: 2.66 (162 students), semester: 2.42. Compared to 2.54 (200 students) and semester 2.14 in 2004.

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### Tech Prep

The Tech Prep program provides free support to students entering post-secondary education remediation. From the high school classes of ’05-’07, we have approximately 900 registered Tech Prep students from our consortium. These students come from 14 high schools including Martha’s Vineyard, Wareham and both Plymouth HSs. Since the students are officially registered, they are entitled to participate in a variety of services, activities and special events.
Here are some interesting statistics particularly related to the graduates of our member high schools who come to CCCC:

- In the Fall of 2004, 297 former Tech Prep (TP) students enrolled here. Eighty-six were first time students. They registered for 1,026 courses. This represents $307,500 in tuition.
- In the Spring of 2005, (Jenzabar's SP '05), 260 TP students registered/enrolled in 819 courses. Thirty-seven students were first timers. They paid $299,970 in tuition. Totals for this past academic year equal $675,000 income for the college. These figures are rounded, but close, to make a point. Interestingly, the State gave us $125,000 to run Tech Prep and the College was able to benefit in terms of tuition revenues.

We do know that Tech Prep is NOT intended to be a moneymaker for post-secondary institutions and that the real benefits to students in Career and Technical Education are multifaceted. Therefore, during this current program year (ends in August, 2005) our activities are clustered around four focus areas. Here are a few, easily documented outcomes:

- College Readiness and Interventions: Implementation of the Tech Prep College Advantage.
- We expanded our original developmental course offerings to include a five week CPT prep course which identified those students in need of more academic work in reading, writing and mathematics instruction. Students were then enrolled in follow-up classes which were designed to fulfill the elective requirements for high school credit and to allow students to increase their CPT scores.
- Part Three of this experience was a combination of pre-advising, pre-registration for college courses and workshops on TP career pathways including vocational assessments.
- A summer program will offer students a free option to enroll in Foundations of Writing and/or Elementary/Intermediate Algebra. These courses will begin on July 5th and run through the third week in August. Culminating projects will focus on career pathways. Member high schools have agreed to offer elective credit if a students receives a grade of B- or better.

Marketing and Awarding Credit: Over 3900 registered students dating back to 1994 were entered in Jenzabar, given a TP attribute and a valid CCCC ID#. All high schools articulated course credits were posted to a CCCC unofficial transcript with a letter grade. Any TP student who enrolls in at least one CCCC course will be automatically awarded their TP credit thereby assuring full use of all TP courses on an "official" transcript. Additional accomplishments in the marketing arena include the distribution of TECH PREP banners to all member high schools. The publishing of a new brochure along with the booklet "Tech Prep A to Z." have increased visibility of the program in the TP community. Plans to create TECH PREP newsletters in member high schools will be part of the project based learning outcomes for the summer program.

2+2 and 2+2+2 Program Development preceded in the areas of articulated course competency review and articulated course professional development. The October 2004 Conference for practitioners' sponsored by TP emphasized pathways to choices/programs of study; rigorous academics; postsecondary transition activities, and opportunities for advanced credit through course articulation. These themes provided the framework for this years' professional and program development. Key pathways’ concentrations are: IT, Early Childhood, ET, Hospitality/Tourism; Medical Services/Health Careers; Construction, Technology, and apprenticeship opportunities for Chapter 74 Vocational/Technical students.

Postsecondary Transition Activities: Campus Visits to CCCC are essential opportunities for TP students to experience first hand "the college connection." CPT testing, workshops on admissions and
financial aid are part of the regular agenda. Students are eligible to have their pictures taken and receive an ID. Faculty members often speak with students about specific areas of career preparation and/or college academic concentrations. Students who are former graduates of participating schools offer extra insights into college life and conduct tours of the campus. These popular field trips have been extended into late June to give as many students the opportunity to visit and begin to think and plan for their future education as well as explore career options.

Cape Cod, Martha’s Vineyard & Nantucket School To Careers Partnership

Connecting Activities Grant – School to Careers Operating Budget from DOE

- Two new school have joined the STC Partnership; Mashpee High School in FY05 and Harwich High School in FY06 – 10 high schools for the 10 year anniversary of the School To Careers Partnership in 2006 is exciting as it demonstrates the value School To Career programs offer the secondary schools in our region. Over 240 students, employers, secondary & post-secondary school staff joined the STC Partnership on May 6th for the 4th Annual Employer Appreciation Breakfast to celebrate successful mentoring at the workplace.

- School To Careers initiatives in FY05 served 786 students across 9 school districts explored 905 internships in work based learning placements with 547 employers in our community this year. 839 of the 905 placements used the Massachusetts Work Based Learning Plan to evaluate performance. The Cape & Islands School To Careers Partnership has leveraged $1,414,913.00 in private sector, qualifying wages in FY05. The leveraged wages measures the private sector dollar commitments for School To Careers brokered placements in a 2:1 ratio meaning for every Connecting Activity grant dollar spent in our area, in order to re-apply for annual funding, we must be able to demonstrate a two dollar private sector match; with an operating budget of approximately $125,000 annually, we must document a minimum of $350,000 our Partnership leveraged four times that amount!

- Professional Development activities include 1) Mashpee High School Teacher, Michael Looney doing a teacher externship experience this summer in science, technology & communications at C3TV in Yarmouth. Mike will be spending a month at the television station creating a crosswalk of skill attainment & competencies aligned with the Science, math & Technology Curriculum Frameworks put forth by the Massachusetts Department of Education. The teacher externship will impact over 200 Mashpee students in grades 9-12 during the 2005-2006 school year as Mike shares his externship experience and newfound knowledge back in the classroom by rewriting his curriculum. 2) Art Teacher Workshops provided at the Cape Museum of Fine Arts for over 84 local artisans through our collaboration with the Museum we have expanded outreach to art teachers and due to the success of the ARTWORKS student internship program. 3) Convening STC Coordinators to provide them with technical assistance on implementing the grant, 8 times/year here on campus.

- Regional Initiatives that STC has taken a lead role include 1) the P21 Initiative, Coren Peacock is a member of the Core Planning Committee working towards a Cape-wide Appreciative Inquiry conference this fall; other CCC membership on the committee includes Lois Andre and Earle Bloor. The main objective of P21 is “for each region to develop 3 to 5 strategies for change in youth service delivery at the local/regional level and to inform needed changes in state agencies’ policies and practices that affect service delivery.” 2) The Youth Employability Skills Certificate Program collaboration amongst STC, the WIB, Career Opportunities and the CC Chamber of Commerce to improve the basic skills of entry-level workers will pilot the program this fall at CCCC. The 20-hour curriculum and training manual is being developed by Coren Peacock, Martha Burzycki of Career Opportunities and Courtney Garcia of the Workforce Investment Board. 3) The Economic Self-Sufficiency Committee of which Coren Peacock, Manager of the Partnership is one or over 20 members who worked diligently for the last six months on the March 29th, 2005 Cape Cod
Workforce Resource Fair at the Hyannis Campus. It was estimated between 400-500 students and members of the community participated in the event.

- Marcia Raftery, hospitality teacher at Barnstable High School was chosen as the 2005 Massachusetts Restaurant Association’s Teacher of the year. Marcia has been teaching at Barnstable for many years and has been the lead teacher in the district for the ProStart program since it began at Barnstable in 2002. A total of 5 Cape & Islands school districts with several hundred students implement ProStart.

Diploma Plus Program

- Expanded in FY05 from serving 2-3 high schools to 7 school districts; went from 12 to 45 youth enrolled.
- In FY05 I have grown the financial support and community partners for this program from $25,000 to an operating budget of $150,000 to support student needs on campus such as tutoring, cost of classes, text books and appropriate staffing.
- Diploma Plus students have taken a total of $234,108.00 in college coursework at Cape Cod Community College since 1999 (these retention numbers do not include other post-secondary schools or training programs)
- All 7 school districts despite many of their budgets having been at zero% increase in three years agreed to a $300 per pupil increase in FY06 to help decrease the funding shortfall their total per pupil contribution will be $1300; up from $1000 in FY05
- Diploma Plus at Cape Cod Community College has been recognized for:
  - Diploma Plus has a 98% Graduation Rate – Highest in the state compared to 10 other Diploma Plus alternative programs across Massachusetts
  - Diploma Plus has a 85-90% Retention Rate at Post-Secondary Education or Training Programs; the highest in the state compared to 10 other Diploma Plus alternative programs across Massachusetts
  - By Commonwealth Corporation in 2004 as having the “Best Internship Placements in the state” due to the School To Careers 1:1 supervisor as a mentor model
  - In 2001 by the Department of Education for the DP Internship model being ideal for replication.
  - Diploma Plus has been selected for presentations at higher education conferences in October 2004 by The College Board, November 2004 by the Learning Assistance Association of New England due to the program’s reputation of excellence in the areas of student support services, program graduation rates and successful student retention and in June 2005 Diploma Plus was chosen to present for the Perkins Postsecondary Conference, "In Quest of Best Practices" by the conference committee due to having “creative ideas and being an exemplary program”.
  - Commonwealth Corporation of Boston supported the FY05 expansion of the Cape’s Diploma Plus Program with the highest FY05 grant award in the state at $50,000 (CCCC is the only rural site) CCCC has been a leader in the DP Statewide Network, exceeding the annual work plan every year since its inception in 1998.
  - Diploma Plus students have volunteered over 260 hours of their time in every town in Barnstable County at 27 non-profit organizations this fall 2004-spring 2005 including major group service projects partnering with Habitat For Humanity Youth Build Project; CCCC on campus initiatives= Habitat Bake Sale fundraiser and a luncheon for the clients of Nauset Inc. working in collaboration w/Jim Miller at CCCC’s Zammer Institute.
  - AmeriCorps Cape Cod member placed with Diploma Plus Program & staffed the CCCC CS Resource Room 2/days a week throughout the school year
ARTWORKS: The School To Careers Art Internship Program for talented juniors and seniors.
- 41 juniors and seniors from 14 high schools participated this year in ARTWORKS and were mentored by 38 artists across Cape Cod
- Coren Peacock, STC Manager, David Willard, Board Chair of the STC Leadership Committee and Elizabeth Ives-Hunter, Director of the Museum spoke to a crowd of over 480 students, artists, family members, legislators, teachers, high school and CCCC administrators who were in attendance at the student artist and their mentor reception held May 17, 2005 in the main gallery of the Cape Cod Museum of Art.

Cape Cod College Bound Program

Cape Cod college Bound is a program designed to offer low-income eighth graders from the Dennis-Yarmouth Regional School System an opportunity to learn about the benefits of attending college and the goals that they need to set in high school in order to be a college candidate. Students are selected based on their family income, parent’s educational status and personal potential.

- The program serves 30 students each school year, 15 from each of the two Dennis-Yarmouth middle schools. During the school year, students meet once a week with college bound staff to discuss topics such as personal goals, study skills, career options, the college application process and course selections for high school. Students also participate in several field trips during the school year to various colleges and cultural events.
- College Bound also offers a summer program that provides classes in math, science, language arts and computer science. The summer program meets three days a week for the month of July and serves approximately 25 students.

Cape Cod Community College Project Forward

Project Forward has had a successful 2004-05 academic year with 80 students each semester. We expect enrollment to increase by 10-20% in the upcoming academic year. At the present time we have accepted 90 students which include first year exploratory, second year, and third year students.

Our staff has worked hard to revise our curriculum in all areas. We are also working to improve our work-study and job placements opportunities for our students. This year we have worked with the following employers for our internships:
- **Basic Foods:** Old Country Buffet, Trader Joe’s, Shaw’s, Stop & Shop, RHCI, Millennium Cafe, Fame Cafe, The Cape Codder, The Ebb Tide Restaurant and Friendly’s.
- **Child Care:** Cape Cod Child Development, Head Start, YMCA, Bright Promises, Stepping Stones, and the Cape Cod Children’s Museum.
- **Animal Care:** MSPCA, Kingston Animal Hospital, Zooquarium, Dr. Dave, Bonnie Fellow’s Grooming, The Animal Inn, Debbie’s Pet Land and The Devine Canine.
- **Maintenance:** Nauset, Inc., USCG Otis, Dennis DPW, Zooquarium, Habitat for Humanity, and CCCC.
• **Retail/InfoTech**: Home Depot, Christmas Tree Shops, CHIP’s House, Picture This, The Gap, Olympia Sports, RHCI, and CCCC.

Many of our students have taken advantage of some of the main stream courses this year. Most have worked closely with Dr. Sommers and indications are that the trend will continue this year as well.

We have worked closely this year with the Mohawk Valley Community College, Utica, NY. They will be starting a program similar to Project Forward in the fall with 14 students. We were successful in marketing our curriculum to Mohawk, and are anticipating a visit with them sometime in the upcoming year. We have also been working with Massasoit and Bristol Community Colleges, who are also planning to start similar programs.

We held our 16th Certificate Ceremony on May 24, 2005. We had 32 students in caps and gowns who received their certificates. We also had 7 young men from Paul McCormick’s Basic Foods/Sanitation Class who passed a difficult exam to receive their ServSafe Certification presented by the National Restaurant Association Educational Foundation. Christianne Ricchi, a parent of a Project Forward student, and member of the National Educational Board was there to present the certificates. As in past years, we received many positive comments about our graduation ceremony. Our “product” is ever-changing and making great strides every year! I am very proud of what our students accomplish in the relatively short time they are with Project Forward and admit that I find it more and more difficult each year to say good bye!

I was very surprised this spring to be selected among Cape Cod Life’s “400 People Who Brighten Our Lives”. I still do not know who nominated me for the honor of “Unsung Hero”. To quote from the magazine’s write-up:

> “Peter Daley has his hands full with good works, that is, as director of Cape Cod Community College’s award winning program, Project Forward. Daley coordinates a maverick vocational training skills program for students with significant learning disabilities. It is a model for similar endeavors nationwide.”

Next fall we will be offering a new vocational option tentatively titled “Mass Communication”. A draft of the curriculum is attached. This course will be taught by Lisa Zinsius, Director, WKKL Radio. Reaction from parents and students has been very enthusiastic!

Additionally, we are adding a unit of “sex education” to our Life Skills curriculum. This will be taught by Joanne McCarthy who is a licensed marriage and family counselor and currently teaches the Child Care and Life Skills classes.