While each of the college’s “special programs” have unique guidelines governing their focus and the utilization of resources, at the same time they all share the fundamental goal of advancing the college’s on-going commitment to student access, student equity and student success. The following are a few of the “notable accomplishments and significant ongoing/new activities” for each of our “special program” units:

**ASPIRE/TRIO**
- Continued to maintain at least an 85% matriculation rate whereby, at least 80% of the program’s 160 students maintained good academic standing as measured by a GPA of at least 2.0 or higher.
- 77% of the program’s 2005-06 cohort either were still enrolled at Chabot or either graduated from the college or transferred to a four-year college. (Note that the Federal grant standard is 55 %!)
- 24.5% of the 2005-2006 cohort either graduated with an AA degree or transferred to a four-year college or university. (The grant’s benchmark is 20 %.)

**DARAJA**
- Service Learning was incorporated as part of the DARAJA sponsored PSCN 7 course. Each student was required to complete at least 10 years of service learning hours during the current Spring 2008 semester.

**DSRC**
- Was able to provide more counseling hours and support services to students with disabilities by the college approving the hire of a FT tenured track counselor/instructor.
- The fill rate for all DSRC sponsored courses remained at over 100% (106 %.)

**EOPS/CARE/CalWORKs**
- For EOPS 74, 2% (314 students) of the cohort completed the academic year on “good academic standing” (cumulative GPA of 2.0 or better.)
- For CARE students 76.5% (52 students) completed the academic year on “good academic standing (cumulative GPA of 2.0 or better.)
- For CalWORKs we were able to re-establish our CalWORKs Work Study program.

**ETS/TRIO**
- Now in its second year of operation the program has firmly established itself in each of the four middle school and four high schools that the grant earmarked as the programs “target schools” and as a result, the program expects to reach its target goal of 600 participants by the end of the current school year.

**PUENTE**
- Data supplied by the college’s Office of Institutional Research shows that male students in the Puente program continue to show higher rates of matriculation and success in English IA than non-Latino male students (56% for non-Puente Latinos to 73% for male students in Puente.
- Similarly, the data shows that Latino students enrolled in Puente continue to succeed at a higher rate in English 102 than non-Puente, Latino students.
TANF/CDC

- 70% of our TANF/CDC students were on good academic standing by maintaining a cumulative GPA of 2.5 or better.
- 20% of our TANF/CDC students are eligible for the California Commission on Teacher Credentialing Associate Teacher Permit (fulfilling Dept of Ed Grant requirement).
- 20% of our TANF/CDC students are eligible for the California Commission on Teacher Credentialing Teacher Permit (fulfilling Dept of Ed Grant requirement).

PART B

In priority order our “special program” “top priorities” for the next two years (or longer) are as follows:

1A. Upgrade the current part-time, College Clerk II position for our DARAJA, Learning Community full-time. The DARAJA assistant is responsible for providing administrative assistance to the program as follows:
   a. Provide ongoing outreach and recruitment of new DARAJA students each semester.
   b. Maintain daily class attendance and student follow up; a research proven successful retention strategy.
   c. Assist the counselor/coordinator with maintaining the Mentor component of program including Mentor recruitment, communication, and maintenance of a Mentor database.
   d.
   e. Assist in staffing the DARAJA/Puente Computer Lab to ensure appropriate student behavior and usage.
   f. The cost of this increase would mean that an additional $30,000 needs to be added to the current DARAJA budget.

1B. Upgrade the current part-time assistant for our Puente, Learning Community to full-time. Similar to the aforementioned DARAJA request the current part-time Puente assistant is involved with similar administrative support activities, critical to the success of the programs students.
   a. The cost of this converting this College Clerk II position to full-time would require a budget augmentation of $48,600.

2. To further enhance and expand our existing DARAJA, learning community as follows:
   a. To expand DARAJA from its current one year program consisting of a learning community, to a two year program consisting of maintaining the learning community in the first year and adding a social-cultural community in year two. The second year social-cultural community would consist of field trips with the entire DARAJA community, while sharing the same counselor/coordinator and program assistant services that are currently available in a systematic manner to only first year students.
   b. To make this second year experience a reality, the DARAJA project would need an annual augmentation of $3,000 added to its current operational budget.

3. Augment (additional 10 hrs/wk) current part-time position (College Clerk I) for the TANF-CDC program. Clerk would:
   a. Provide ongoing outreach and recruitment of new TANF-CDC students each semester.
   b. Assist the program manager with planning/maintenance of new cohort requirement and service learning opportunities.
   c. Maintain Foundation for Community Colleges database
   d. Maintain records and coordination of TANF-CDC files.
   e. TANF-CDC project would need an annual augmentation of $8,500.