California Community Colleges  
Curriculum and Instructional Resources Division

<table>
<thead>
<tr>
<th>FISCAL YEAR</th>
<th>ID NUMBER</th>
<th>COLLEGE</th>
<th>DISTRICT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1989-90</td>
<td>89-0026</td>
<td>Chabot</td>
<td>Chabot-Las Positas</td>
</tr>
</tbody>
</table>

**DARAJA PROJECT: A Model Retention and Transfer for Black Students**

<table>
<thead>
<tr>
<th>FUNDING CATEGORY &amp; AWARD</th>
<th>ELIGIBLE PROGRAM</th>
<th>PROJECT CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant = $40,000</td>
<td>C ---Special Learning Needs Ed/Dis</td>
<td>Mentor Model</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROJECT PRODUCT</th>
<th>PROJECT TOPIC #1</th>
<th>PROJECT TOPIC #2</th>
<th>ACADEMIC SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Materials</td>
<td>Retention</td>
<td>Transfer</td>
<td>Inter-Disciplinary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROJECT DIRECTOR</th>
<th>PROJECT SUPERVISOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guadalupe Ortiz, Ass't Dean of Students</td>
<td>Ruth Self, Dean of Students</td>
</tr>
</tbody>
</table>

**PROPOSAL DESCRIPTION**

This project is designed to improve the retention and transfer rate of black students at the community college level. The project is an alternative educational project that addresses retention strategy and writing skills necessary to succeed in college. The project has 3 main goals: 1) reduce the number of black students who drop out, 2) increase the number completing English 1A, the transfer course, and 3) increase the number that transfers to four year college.
DARAJA Project: A Model Retention and Transfer Project for Black Students

The Daraja Project is a model project designed to significantly improve the retention and transfer rate of Black students at the community college level. The Project employs an English instructor, a Black counselor and Black professionals from the community in a team approach. Specific teaching, counseling and mentoring techniques are geared to the cultural/educational needs of Black students. The Project is an alternative educational project that addresses retention strategies and writing skills necessary to succeed in college. The Project has three main goals: (1) to reduce the number of Black students who drop out, (2) to increase the number completing English 1A, the transfer course, and (3) to increase the number that transfer to four-year colleges.
DARAJA Project: A Model Retention and Transfer Project for Black Students

1. Specific Educational Program Being Addressed

[NO “PROGRAM” ACCOMPANIES THIS DOCUMENT.]
2. Specific Problems Being Addressed

The Daraja Project recognizes that traditional teaching and support services have failed to meet the educational and social needs of Black students. The Project, initiated in Fall of 1988, is based on the Puente Project model for Chicano students. Puente was initiated at Chabot in 1981-82 to provide an alternative educational program that would address retention at the community college and improve writing skills necessary to complete the English transfer course. In the Puente Project model, Hispanic professionals from the community would also serve as mentors to the students in the Project. This approach has proven to be highly successful.

The Daraja Project model will also employ an English instructor, a Black counselor and Black professionals from the community to serve as mentors in a team approach. The Project also addresses the high drop out rate and low achievement and transfer rate of Black students. Statistics at Chabot show that 50% of the Black students are on academic deficiency. In 1987, only 5.3 percent of Black students transferred to the California State University system. A 1986 report by the California Postsecondary Education Commission (CPEC) reported that very few Black students enrolled at the community college use it as a bridge to four-year universities. State-wide, only 168 Black students transferred to the University of California, and 1,527 went on to the California State University. This we attribute to the lack of writing skills and lack of support needed to ensure a greater retention and completion rate.
3. Population To Be Served

[NO "POPULATION" ACCOMPANIES THIS DOCUMENT.]
4. Objectives

The Project has three main goals: (1) to reduce the number of students that dropout, (2) to increase the number completing English 1A, the transfer course, and (3) to increase the number that transfer to four-year colleges. The Project employs specific teaching, counseling, and mentoring techniques geared to the cultural/educational needs of Black students.
5. Workplan Narrative

Instruction is based on the learning styles and cultural values of Black students. Specially designed non-traditional instructional approaches will use student experiences and group instruction to improve writing skills. Teaching writing skills in English 101 in Autumn Quarter and English 102 in the Winter Quarter will be based on an eight step process utilized in the Puente Project. This process includes pre-writing, drafting, sharing/responding, rewriting, editing, proofreading evaluation and publishing. By the Spring Quarter, students will have developed skills required for English 1A: Composition and Analysis of Non-Fiction. Skills required in English 1A include reading, writing, and critical thinking with particular attention to rhetorical patterns, logical analysis, and expository and argumentative prose. Each quarter, students will do a great amount of writing and sharing of written essays in small groups. During the first two quarters, writing topics will be primarily based on personal experiences and issues relevant to Black students. In the developmental writing period, Autumn and Winter quarters, emphasis in class is on developing writing skills of students in a non-graded setting. Since many of these students have not had many positive writing experiences, the emphasis is for student to develop self-confidence in their writing ideas and improve skills based on the eight-step process. Included in the daily writing assignments, student maintain a daily diary of class sessions which are shared with both the instructor and counselor. Quarterly visits of mentors are included as part of the writing assignment and writing process. All students are required to meet with the instructor at least twice quarterly in his office.

A Black counselor works closely with the instructor in selecting students to participate in the Project. Initial selection is based on a three step process. Students are selected based on English Placement Test eligibility for English 100W, the writing skills improvement laboratory, a writing sample to assess writing skill level and a personal interview with the counselor. The counselor assists the instructor helping facilitate class discussion, provides feedback to student's writing, suggests topics and reading materials and issues relevant to Black students. All students in the class are required to meet regularly with the counselor for academic and personal advisement, support, assistance with writing assignments and pairing students with mentors throughout the year. The counselor refers students who need financial aid assistance, child care information, employment assistance, etc., to the respective campus service representatives for this assistance.

Throughout the year, the Project counselor recruits Black professionals from the community to serve as mentors. Mentors receive an orientation to focus on the mentor-mentee relationship. Students are paired with mentors who match their personal and career interests. The mentors serve as role models to the students. This experience will show students that they too can attain their career aspirations. It also provides students insight into their own educational and personal aspirations.

Mentors are actively recruited throughout the year by the counselor and staff assistant. Mentors
are recruited through personal referrals, service agencies and professional Black organizations. A mentor's list will be compiled providing a cross-section of professions such as business, medicine, law and educational fields. The paper will be part of the writing assignment.

In the Winter and Spring Quarters, students write about their meeting with their mentor. Both the instructor and counselor will outline mentor visits and papers required of the students each quarter. The staff interact continuously with mentors in matching students with mentors, on student progress, and planning quarterly meetings and activities with mentors. A handbook will be developed to assist both mentors and mentees to facilitate the mentorship experience.

In conjunction with the Daraja Project, the counselor will teach a weekly seminar for Black students during the Autumn Quarter. Psychology-Counseling 20, the College Experience class uses group discussion, video tapes, mentor lectures and readings to learn how to be successful in college. Emphasis is placed on skill areas such as goal-setting, note taking, study techniques and personal problem solving.

A. Staffing: List of all personnel who will actually be performing the activities described in the Work Statement.

<table>
<thead>
<tr>
<th>Staff</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Don Skiles, Instructor</td>
<td>7-9 hours per week</td>
</tr>
<tr>
<td>Dr. Carolyn Greene, Counselor</td>
<td>15-20 hours per week</td>
</tr>
<tr>
<td>Mr. Guadalupe Ortiz, Asst. Dean</td>
<td>5.0 hours per week district paid)</td>
</tr>
<tr>
<td>Staff Assistant</td>
<td>30.0 hours per week</td>
</tr>
<tr>
<td>Three English Writing Scorers</td>
<td>10 hours each total</td>
</tr>
</tbody>
</table>

Subcontractors

To evaluate the improvement level of the students, three holistic English instructors will be hired to read and score papers. The local state university will be contacted to identify instructors familiar with this type of scoring. They will score pre-writing sample and compare with post-writing sample.

B. Experience: Personnel involved with the Daraja Project have extensive experience working with minority students in teaching, counseling or retention activities. Each have experience working in similar retention projects or in activities designed to improve retention rate of minority students.

Dr. Carolyn Greene, Project Counselor - Dr. Greene has twenty years of experience working with high risk minority population. She designed and initiated Project Succeed and Project Math Success to provide individualized counseling and math tutoring for Black students. Its intent was to allay math anxiety and to interest more Black students in engineering and science careers. The Daraja Project is also concerned with more Black students completing their general education and transfer requirements. Students also receive individualized counseling throughout the academic year and continue with
the counselor after completion of the Project.

Guadalupe S. Ortiz, Administrative Project Director Mr. Ortiz is the administrative
director for both the Puente and Daraja Projects. He has worked with special projects
such as Puente for the past three and a half years. Puente was created to address the
high drop out rate and low transfer rate of Chicano students. The Daraja Project
replicates the same methodology for Black students. Mr. Ortiz will coordinate efforts
between the Puente staff and the Daraja staff to implement the same type of approach
and activities.

Mr. Don Skiles, Instructor - Mr. Skiles has taught at the university and at the community
college level for the past eleven years. Most recently he worked for a predominantly all
Black community college. He taught non-standard English classes. Educational
background includes extensive technical and creative writing, two key writing
approaches used in the Project. Background also includes publishing, film, and writing
consultant.

Staff Assistant - A staff assistant will be hired if funding is approved. Assistant will
provide much needed professional and clerical support which is needed in a start-up
project such as Daraja. The assistant will assist with recruiting mentors, orienting
mentors, corresponding with professional Black organizations, assisting with student
recruitment and selection, data collection and clerical duties for evaluation purposes.

Three English Instructors - Three English instructors will be hired who have experience
in holistic scoring techniques. The local state universities will be contacted to
recommend individuals who will score the pre-writing and post-writing samples.

We have enclosed a copy of the resume for each staff member assigned to the Daraja
Project. These include Guadalupe S. Ortiz, Assistant Dean of Students, Dr. Carolyn Greene,
Project Counselor, and Mr. Don Skiles, Project English Instructor.

Work Statement --- Revised 6/29/89
PROGRAM SCHEDULE: Definition of Products and Benchmarks Within Total Time
Allowed

September 1989 Students are recruited to participate in the Project. Their English
Placement Test scores must indicate eligibility for English 100W
(pre-cursor to English 1A). Orientation meetings are held to
inform eligible students of the Project and the expectation for
participants.
PERSONNEL: Counselor, Instructor

Sept-Dec 1989 Seminar on The College Experience-Psych. 20
PERSONNEL: Counselor
English 101 class meets. Pre-test writing sample is administered. Comparative writing samples will be taken from other English 101 classes.

PERSONNEL: Instructor, Counselor

The counselor assists the instructor in small group instruction.

PERSONNEL: Instructor, Counselor

Counselor and instructor weekly planning meetings.

PERSONNEL: Counselor, Instructor

Mentors are recruited from the community to enlist participation.

PERSONNEL: Counselor, Staff Assistant

Counselor meets with students individually for academic and personal advisement.

PERSONNEL: Counselor, Staff Assistant

Regular counseling meetings with students. Monitors attendance, calls those who are absent.

PERSONNEL: Counselor, Staff Assistant

Monthly staff organizational/planning meeting.

PERSONNEL: Assistant Dean, Staff

Compilation of descriptive information regarding writing technique and topics to be used. Counselor and instructor utilize articles concerning Black experience in class.

PERSONNEL: Instructor, Counselor

Provides information regarding financial aid eligibility.

PERSONNEL: Counselor

Counselor pairs mentors with students.

PERSONNEL: Counselor

Final writing assignment for Autumn Holistic scoring instructors are identified for pre-post writing samples.

PERSONNEL: Instructor
Jan-March 1990

Students successfully completing English 101 enter English 102.
PERSONNEL: Instructor, Counselor, Staff Assistant

Continuation of recruiting mentors and provide orientation, make mentor-student assignments.
PERSONNEL: Counselor, Staff

Weekly counselor and instructor planning meeting.
PERSONNEL: Counselor, Instructor

Monthly organizational/staff meeting.
PERSONNEL: Assistant Dean, Staff

Get acquainted reception/orientation parents, students, faculty.
PERSONNEL: Assistant Dean, Counselor

Counselor visits/calls Black professional organizations and individuals to enlist participation as speakers.
PERSONNEL: Counselor, Staff Assistant

Counselor meets with students for advisement and counseling.
PERSONNEL: Counselor

Begin preparation of a journal of Daraja student writings.
PERSONNEL: Instructor, Counselor, Staff Assistant

Speaker(s) invited to class.
PERSONNEL: Counselor

Holistic scoring English instructors are identified for pre-post writing samples.
PERSONNEL: Assistant Dean, Instructor, Counselor

Instructor and counselor continue writing assignments based on writing process.
PERSONNEL: Instructor, Counselor

Students meet with mentors. Visit is both for role modeling and to gather information for paper.
PERSONNEL: Instructor, Counselor, Mentors

Student’s first mentor draft paper due.
PERSONNEL: Instructor
March-June 1990

Student successfully completing English 102 begin English 1A, Composition and Analysis Non-Fiction. Last two steps of the writing process are emphasized.

PERSONNEL: Instructor, Counselor

Instruction in 1A focuses on final draft writing and critical thinking skills. Reading materials emphasize the Black experience. Students continue to share writings but with emphasis on publishing final papers.

PERSONNEL: Instructor, Counselor

Students meet with mentors. First draft is due.

PERSONNEL: Instructor, Counselors, Mentors

Mentors visit class to discuss their accomplishments.

PERSONNEL: Counselors, Mentors

Student's second draft is due.

PERSONNEL: Instructor

Student meets with counselor to plan Fall 1990 program

PERSONNEL: Counselor

Recruits new class for Fall 1990 Project.

PERSONNEL: Counselor, Staff Assistant

Continue recruiting mentors.

PERSONNEL: Counselor, Staff Assistant

Year-end data collected regarding persistence rate, GPA's, class load and major subject requirements.

PERSONNEL: Instructor, Staff Assistant, Counselor

Publication of journal of student writings.

PERSONNEL: Instructor, Staff Assistant

End of academic year reception for graduates of the Project.

PERSONNEL: Assistant Dean, Instructor, Counselor, Staff Assistant
Post-writing sample taken. Scorers read and evaluate.
PERSONNEL: Scorers

Completion of 1st year results and dissemination of findings.
PERSONNEL: Assistant Dean, Counselor, Instructor, Staff Assistant
6. Expected Outcomes

We believe this model can be replicated at other colleges and achieve the same results. The extensive data collected and daily information compiled will yield the strengths of the Project as well as any areas needing review. Chabot College is committed to continuing the Project after completion of the grant. The Project has been scheduled for the 1989-90 year.
7. Evaluation Plan

The evaluation of the Project will be based on three criteria: (1) What changes would occur in the writing skills of Project students during the year-long program, (2) The course completion rates, retention rates, enrollment in academic classes, and grade point averages of the Project students, and (3) What teaching and counseling techniques were used by the instructor and counselor and how different were they from other community college teachers.

Pre- and post-writing samples will be collected for comparison. The writing samples will be scored by English instructors from local four-year universities. Assessment expectations are a marked improvement in the Grade Point Average (G.P.A.) of students, improvement in the persistence rate when compared to the general Black and white student population, and enrollment in academic courses relevant to degree or transfer requirement within the Project funding period. Longitudinal assessment will be conducted after students have completed the Project to focus on the transfer rate of participants.

In its first quarter of operation, 26 of the 29 students who started the Project are still enrolled. Our expectation is that this markedly high retention rate will continue through English 1A. Clearly, the retention rate for Black students is significantly improved when compared to the average retention rate of Black students in the first quarter of attendance.
8. Dissemination Plan

The grant provided by the Fund for Instructional Improvement will allow for compilation of research data, refinement and research of project teaching and counseling data, provide for ongoing teaching of Project, mentor training and recruitment, research of student participation, evaluation of Project components and development of dissemination presentation for general distribution. The dissemination plan includes information for each component and its relationship and effectiveness in the Project.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]