

**Welcome**

PR/Award Number: **P031S200132**

Reporting Period: **10/1/2020 to 09/30/2021**

Grantee Name: **Santa Rosa Junior College**

Program Officer: **Kurrinn Abrams**  
(kurrinn.abrams2@ed.gov)

**Grant Identification**

**General Information**

<b>PR Award Number:</b>	P031S200132	<b>Unit ID:</b>	
<b>Program:</b>	Title V Developing Hispanic-Serving Institutions		
<b>Grantee Name (Institution Name):</b>	Santa Rosa Junior College		
<b>Address 1:</b>	1501 MENDOCINO AVE		
<b>Address 2: (Optional)</b>			
<b>City:</b>	SANTA ROSA		
<b>State:</b>	CALIFORNIA	<b>Zip:</b>	95401 <b>Zip + 4:</b>
<b>Project Title:</b>	Santa Rosa Junior College		
<b>Institution Type/Control:</b>		<b>Grant Type:</b>	Individual Development Grant

**Project Director**

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**Grant and Report Information**

<b>Grant Award Year:</b>	10/01/2020		
<b>Reporting From:</b>	10/1/2020 to 09/30/2021		
<b>Grant End Year:</b>	09/30/2025	<b>Total Duration of Grant:</b>	5 Yrs
<b>Program Officer:</b>	Kurrinn Abrams (kurrinn.abrams2@ed.gov)		

## Section 1

### Section 1: Executive Summary

All questions are limited to 1500 characters or less (approximately 250 words) unless otherwise stated. Keep in mind that all questions, unless otherwise stated, pertain to the reporting period indicated above.

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#### **1. The goals of Titles III, V, and VII grants are to strengthen an institution's capacity to serve low-income and minority students. Use the following questions to summarize how your grant is enabling your institution to fulfill the legislative intent of the Titles III, V, or VII program during the most recently completed grant period.**

The "Lanzamiento" initiative is taking our HSI work to scale in ways that were not present in the previous HSI grant program. It has institution-wide benchmarks in relation to course completion, transfer, grade point average, and completion of English and math courses within the first academic year. The "Lanzamiento" program design supports bold institution-wide impact, strategically aligning key student and learning support areas with a robust nexus of HSI designated course offerings that enroll over 3,000 students annually.

Furthermore, the "Lanzamiento" initiative is in alignment with other major college initiatives including the Student Equity and Achievement Program for historically underserved student populations, redesigned math and English pathways, and the development of a new Ethnic Studies Department.

Through this grant initiative, the College has also been able to engage within the HSI Community in ways that bring new organizational insight and capacity. Specifically, key grant personnel have presented at the 2021 HSI Project Director's Conference, Office of Post-Secondary Education, Hispanic-Serving Institutions (HSI) Division, "Project Directors' Panel" and the National Community College Hispanic Council's Annual Leadership Symposium.

This has led to the College being awarded a new HSI-STEM grant, which has been infused within the organizational structure and strategically positioned to further strengthen organizational capacity.

##### **1a. Summarize the impact your institution's Titles III, V, or VII grant has had on enrollment this year.**

Overall, fall enrollment has decreased in the past year from where enrollment was in the previous year. In the year prior to the Title V HSI "Lanzamiento" grant initiative (2019-20), overall student enrollment was at 27,774. During grant year 1, in 2020-21, overall, fall enrollment dropped to 25,186.

This enrollment decline is consistent with declined enrollment in community colleges throughout California, as a consequence of the COVID-19 pandemic, where many community colleges experienced enrollment declines that were much sharper than at Santa Rosa Junior College. In particular, neighboring community colleges within the Northern California region have shown more significant enrollment declines during this timeframe.

Notably, enrollment among Hispanic students increased from 6,383 to 7,125 during that timeframe and Latinx students currently account for 37.47% of all enrollments. As such, the Title V HSI "Lanzamiento" initiative appears to have, in-part mitigate the broader enrollment decline at Santa Rosa Junior College in grant year 1. This can be attributed to grant activities that engaged students and supported their academic progress and success. Specifically, this support structure included: Welcome and Connect Center programming, integrated tutoring, peer success coaching, embedded-Library support, dedicated mental health services, dedicated counseling, financial aid support, and transfer center workshops.

##### **1b. Summarize the impact your institution's Titles III, V, or VII grant has had on graduation rates this year.**

The Title V HSI "Lanzamiento" initiative has had a positive institutional impact on graduation rates this year.

Overall completion rates--transfer or degree completion--have increased within the grant period, rising from 6.6% in 2019-20 to 7.2% in 2020-21.

Latinx completion rates--transfer or degree completion--have also increased within the grant period, rising from 6.3%, in 2019-20 to 7.1% in 2020-21.

The proportion of Latinx degrees earned has also increased during the grant period, rising from 35.3% in 2019-20 to 36.1% in 2020-21.

The proportion of Latinx transfers has slightly decreased during the grant period, going from 31.4% in 2019-20 to 30.3% in 2020-21.

##### **1c. Summarize the impact your institution's Titles III, V, or VII grant has had on student persistence/retention this year.**

The Title V HSI "Lanzamiento" initiative has had a positive institutional impact on student persistence/retention this year.

The overall student Fall to Fall retention rate increased within the grant period, rising from 45.3% in 2019-20 to 45.5% in 2020-21.

The Latinx Fall to Fall retention rate increased within the grant period, rising from 47.9% in 2019-20 to 48.7% in 2020-21.

The overall student Fall to Fall retention rate increased within the grant period, rising from 45.3% in 2019-20 to 45.5% in 2020-21.

Term retention rates increased within the grant period, rising from 84.5% in 2019-20 to 86.5% in 2020-21 among all students.

Term retention rates increased within the grant period, rising from 82.9% in 2019-20 to 84.5% in 2020-21 among Latinx students.

**1d. Summarize the impact your institution's Titles III, V, or VII grant has had on fiscal stability this year.**

The District continues to receive fire relief funding from the California State Chancellor's Office, which provides a funding allocation based on pre-fire student enrollment figures, at 19,500 FTES, instead of actual enrollment figures, which have fallen below 17,500 FTES in the aftermath of regional wildfires and the COVID-19 pandemic. Fire relief funding remained in place throughout the grant period. Once the District is removed from fire relief funding, it will become subject to the Chancellor's Office's new Student-Centered Funding Formula, incorporating access and performance-based metrics and providing allocations according to a series of measurable student outcome indicators.

Institutional innovations that have been achieved through the Title V HSI "Lanzamiento" grant have prepared the College

to align with the new Student-Centered Funding Formula through accelerated and supported curricular pathways, reduced time to completion, a focus of completing transfer-level math and English in students' first academic year, reduction of equity gaps, and completion of associate degrees for transfer.

The new Student-Centered Funding Formula incentivizes Colleges to optimize funding levels by achieving student success metrics in the areas indicated above, areas which were established through the grant period and will become expanded, enhanced, and solidified in subsequent grant years. As such, the grant has made significant contributions to the institution's fiscal stability.

**2. Based on the goals set forth in your comprehensive development plan and/or grant application, summarize the major milestones reached during this grant period.**

Forty-seven, HSI-designated course sections, enrolling more than 1,300 students, were implemented in grant year 1.

Three separate, faculty-led, Communities of Practice, involving more than 30 "Lanzamiento" instructors, were held.

Grant personnel developed a comprehensive dual enrollment strategic plan, designed to increase participation and completion among the target population.

The Welcome and Connect Center developed a new student recruitment plan to increase participation among Hispanic and low-income students and infused new training segments for student success coaches.

The Financial Aid Office developed and conducted new comprehensive financial wellness presentations.

The Tutorial Center redesigned tutor training activities to incorporate new culturally relevant practices geared toward serving the target population.

The HSI librarian provided embedded support to more than 10 HSI designated, "Lanzamiento" course sections, covering research methods, information competency, and beyond.

Student Psychological Services developed a comprehensive mental health plan, designed to increase participation and completion among the target student population.

HSI counselors provided dedicated counseling sessions, transfer workshops, and referrals to students enrolled in HSI-designated, "Lanzamiento" course sections.

An HSI Steering Committee and Implementation Team were formed. All meeting agendas, minutes, and special reports are available at the HSI webpage: <https://hsi.santarosa.edu>.

### 3. What additional ways do you think the Education Department can support you in implementing the grant project?

The Education Department has been supportive in providing timely and accessible training, including the 2021 HSI Project Director's Conference and the Title V, Part A Developing Hispanic-Serving Institutions (DHSI) Program, 2020 Post-Award Webinar for New Grantees. It has also provided key resources, such as PowerPoint presentations, with useful links to additional information regarding compliance, best practices, and beyond.

The assigned Program Officer is highly supportive and responsive to our work, holding regular online "drop-in hours" and useful templates for quarterly reports, which help keep our local efforts organized and on-track. Particularly amid the challenging times presented by the COVID-19 pandemic, the levels of commitment and support from the Education Department to the field of HSI institutions with active programs has been noteworthy.

Perhaps a way to enhance the supportive network moving forward will be to offer in-person conferences and trainings, in Washington D.C., with built in opportunities for Project Directors to meet individually with corresponding Program Officers. Another idea would be to establish a journal or anthology of model HSI programs and best institutional practices and approaches.

### 4. Has your institution's project(s) contributed to evidence-based (a) research, (b) knowledge, (c) practice, and/or (d) policy over the past year?

Yes  No

**If so, how? Use quantifiable measures where possible. These may be presentations, publications, program development, and recommendations for policy changes due to the project.**

The Project Director and HSI Faculty Coordinator conducted a presentation at the National Community College Hispanic Council's Annual Leadership Symposium, in Long Beach, CA, on September 17, 2021. NCCHC is the premier organization for Hispanic leadership development in community colleges. The workshop was entitled, "Santa Rosa Junior College's Title V HSI 'Lanzamiento' Initiative: An Overview and Invitation."

The presentation proposed the "Lanzamiento" initiative as a comprehensive and strategic program model for supporting Latinx students based on the following Year 1 outcomes.

The percentage of Hispanic, low-income students completing transfer-level math and English in their first academic year has increased from 5% to 11%

The rate of earning "A" grades among Hispanic, low-income students has increased from 30% to 35%.

The transfer rate among Hispanic, low-income students has increased from 25% to 30%.

The PowerPoint presentation from this workshop presentation has been uploaded to this APR, as a supporting document.

### 5. If your institution has experienced any unexpected outcomes because of this project, which affect, for better or worse, its capacity to fulfill the goals of the legislation, tell us about them here. Additionally, tell us about any challenges, such as natural and national disasters, that you have had during the reporting period or that you anticipate in the coming year which may affect your ability to meet the goals of your grant. Include, if applicable, your institution's plans to combat these challenges.

Santa Rosa Junior College has experienced some of the challenges that are widely and commonly associated with the COVID-19 pandemic, such as declined overall student enrollment, reduced opportunities for in-person instruction and support services, and necessary, but burdensome, health and safety protocols. In response, the College has taken significant steps toward providing students with key resources, support, and instructional through multiple modalities: remote, in-person, hybrid, and hy-flex. Furthermore, the College has developed and implemented a strategic Plan for Safe Return to Campus, which is a comprehensive guide for faculty, staff, and students pertaining to the reopening of District sites.

While the challenges presented by the COVID-19 pandemic have extended to the rollout of the HSI "Lanzamiento" initiative, the grant Steering Committee, Implementation Team, key personnel, and other stakeholders, have continued to persevere and thrive in spite of external challenges and uncertainties.

Essentially, these challenges are being mitigated by the very grant goals, objectives, and resources that we are implementing: mental health services, dedicated counseling, financial aid programming, learning support services, Communities of Practice, and others. Virtually all year 1 objectives and performance indicators were achieved and a

Carryover Plan was approved by the Program Officer in order to strategically leverage year 1 carryover funds in grant year 2.

**6. Under the competition for which your grant application was funded, did you respond to any Education Department evidence standards?**

Yes  No

**7. Have you conducted any formative evaluation relating to your grant?**

Yes  No

**8. If you have conducted any other program evaluation, assessment, or research related to the grant, please summarize your results.**

Two external evaluation site visits were conducted by external evaluation team from David Trujillo and Associates during grant year 1. Site visits were held on Friday, February 26, 2021 and Friday, September 24, 2021, respectively.

In both instances, the "Lanzamiento" grant initiative was commended on its design, organization, rollout, implementation of year 1 grant activities, adherence to regulatory requirements, fiscal management, and achievement of year 1 grant goals and performance indicators.

Site visit summaries have been uploaded to this report, as supporting documents.

**9. Please attach any evaluation results including formative evaluations, summative evaluations, journal articles, presentations, and publications relating to your grant projects. These documents may provide greater detail of your results, or items that you would like to highlight.**

NCCHC\_Presentation\_SRJC\_HSI\_Lanzamiento\_Initiative.pdf

SiteVisitMemo\_Lanzamiento\_Trujillo\_9\_24\_21.pdf

SiteVisitMemo\_Lanzamiento\_Trujillo\_2\_26\_21.pdf

Please indicate if the assessments were conducted by an evaluator hired specifically to monitor the grant, your institution's research office, or grant personnel (director, etc.).

Yes  No

**Section 2: Institutional Profile**

**Institutional Measures (GPRA indicators):**

The Government Performance and Results Act of 1993 (GPRA) is a statute that requires all Federal agencies to manage their endeavors and corresponding results. Each agency states what it intends to accomplish, identifies the resources required, and periodically reports its progress to Congress. It is expected GPRA indicators will contribute to improvements in accountability for the expenditures of public funds, improve congressional decision-making through more objective information on the effectiveness of Federal programs, and promote a new government focus on results, service delivery, and customer satisfaction. As of 2017, the GPRA indicators for Title III, Title V, and Title VII grants within the Higher Education Act (HEA) are (1) Enrollment, (2) Retention, (3) Graduation, and (4) Fiscal Stability.

**2A Institutional Measures (GPRA Indicators)**

Complete the following table up through the current Reporting Period. Your "Total Fall Enrollment" and "Fall to Fall Retention %" should come from the Fall Census Data.

Grant Year Collection Year	Pre-Grant (2019-20)	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)	Year 5 (2024-25)
Total Fall Enrollment	27,774	25,186				
Fall-to-Fall Retention %	45	46				

**2B Institutional Leadership**

1. Have there been changes in institutional leadership (presidents, vice-presidents, provosts, etc.) or in the Grant Leadership (project director, activity director, etc.)?

Yes  No

2. Have there been changes in grant leadership (project director, activity director, etc.)?

Yes  No

**2C Accreditation**

1. Which is your institution's primary accrediting agency? [Please check only one]

- Middle States Commission on Higher Education
- New England Association of Schools and Colleges, Commission on Institutions of Higher Education
- The Higher Learning Commission of the North Central Association of Colleges and Schools
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and Schools, Commission on Colleges
- Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges
- Western Association of Schools and Colleges Senior College and University Commission
- Other (please specify)

**Accreditation Changes**

1. Has the accreditation of your institution changed since you began the project (e.g., status changes or the addition of new programs)? (Include guidance around accreditation changes in user manual and FAQs).

Yes  No

**2D Audit**

1. Institutions that expend \$750,000 worth of federal funds in one year must complete an audit annually pursuant to 2 CFR part 200, subpart F. Were you required to complete an audit pursuant to 2 CFR part 200, subpart F?

Yes  No

2. If yes, has an audit pursuant to 2 CFR part 200, subpart F been completed?

**Yes**  **No**

2a. If yes, were there any findings in the audit?

**Yes**  **No**

## 2E Endowment

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1. Do you have an Endowment Challenge Grant that has not matured?

**Yes**  **No**

2. Are grant funds from this award being used for an endowment activity?

**Yes**  **No**

3. Do you have an endowment activity on a previous award not matured?

**Yes**  **No**

If yes to any of the above questions, you will be required to complete the FY 2022 Endowment Financial Report (OMB 1840-0564) by the deadline. The report is available on the EFRS tab in this system.

## **Section 3: Grant Project Status and Budget**

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### **3A Project Objectives**

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#### **1. What is the overall goal of your grant?**

The overall goal of the "Lanzamiento" grant initiative is comprised of the three following components:

1. Increase Access: Increase access, academic preparedness, and college readiness among entering Hispanic and low-income students
2. Improve Success: Improve course completion and success rates among Hispanic and low-income students
3. Promote Completion: Increase transfer, degree, and/or certificate completion among Hispanic and low-income students

#### **2. What is the expected long-term impact of the grant project on the institution?**

Achieving the goals of the proposed "Lanzamiento" initiative will improve academic achievement, persistence, and career success for members of the target student population.

Within the "Lanzamiento" framework, grant activities include: a comprehensive and aligned pre-matriculation and onboarding initiative, enhanced curricular pathways and instructional approaches, embedded and aligned learning support resources, and new transfer and completion programming.

Grant activities are crafted to increase the percentage of Hispanic low-income students completing transfer-level math and English in their first academic year, rates of earning "A" grades, course completion rates, and transfer rates.

The "Lanzamiento" initiative will enact sustainable institutional transformation that will strengthen Santa Rosa Junior College's capacity to serve diverse student populations, including Hispanic low-income students, more equitably.



**3B Grant Activities**

**Number of Grant Activities: 4**

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**Grant Activity 1/4**

**Activity Description:**

Implement a comprehensive and aligned SRJC pre-matriculation and onboarding initiative, through dual enrollment, Welcome and Connect Center programming, and bilingual financial aid outreach. Culturally responsive mental health services and college navigation orientation.

**Objective 1/1**

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**Objective Description:**

By 2025, the percentage of Hispanic low-income students completing transfer-level math and English in their first academic year will increase from 5% to 20%.

- 2021 Target: increase by 2% (7%)
- 2022 Target: increase by 3% (10%)
- 2023 Target: increase by 3% (13%)
- 2024 Target: increase by 3% (16%)
- 2025 Target: increase by 4% (20%)

**Objective Status:** Completed

**Performance Measure 1/1**

**Performance Measure Description:**

By 2021, the percentage of Hispanic low-income students completing transfer-level math and English in their first academic year will increase from 5% to 7%.

<b>Measure Type:</b>	<b>Date Measured:</b>	<b>Frequency Measured:</b>
Project	12/31/1969	Quarterly

**Data Type:**  Raw Number  
 Ratio

Target	Actual
7.00	11.00
/	/
100	100
<b>7%</b>	<b>11%</b>

**Grant Activity 2/4**

**Activity Description:**

Institute enhanced curricular pathways and instructional approaches including HSI-designated, cross disciplinary course sections and academic pathways, faculty-led Communities of Practice. Provide Districtwide professional development activities for all employee groups that are geared toward serving the target population.

**Objective 1/1**

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**Objective Description:**

By 2025, the course completion rate among Hispanic low-income students will increase from 71% to 85%.

- 2021 Target: increase by 2% (73%)
- 2022 Target: increase by 3% (76%)
- 2023 Target: increase by 3% (79%)
- 2024 Target: increase by 3% (82%)
- 2025 Target: increase by 3% (85%)

**Objective Status:** Not Achieved

**Performance Measure 1/1**

**Performance Measure Description:**

By 2021, the course completion rate among Hispanic low-income students will increase from 71% to 73%.

**Measure Type:** Project      **Date Measured:** 12/31/1969      **Frequency Measured:** Quarterly

**Data Type:**  Raw Number  
 Ratio

Target	Actual
73.00	69.00
/	/
100	100
<b>73%</b>	<b>69%</b>

**Grant Activity 3/4**

**Activity Description:**

Establish embedded and aligned learning support resources, including integrated tutoring, peer coaching, and course specific information competency workshops.

**Objective 1/1**

**Objective Description:**

By 2025, the rate of earning "A" grades among Hispanic low-income students will increase from 30% to 45%.

- 2021 Target: increase by 2% (32%)
- 2022 Target: increase by 3% (35%)
- 2023 Target: increase by 3% (38%)
- 2024 Target: increase by 3% (42%)
- 2025 Target: increase by 3% (45%)

**Objective Status:** Completed

**Performance Measure 1/1**

**Performance Measure Description:**

By 2021, the rate of earning "A" grades among Hispanic low-income students will increase from 30% to 32%.

**Measure Type:** Project      **Date Measured:** 12/31/1969      **Frequency Measured:** Quarterly

**Data Type:**  Raw Number  
 Ratio

Target	Actual
32.00	35.00
/	/
100	100
<b>32%</b>	<b>35%</b>

**Grant Activity 4/4**

**Activity Description:**

Develop and implement a comprehensive transfer and completion initiative, designed to facilitate the student's journey from entering college through transfer completion. Integrating frequent and relevant transfer focused programs—workshops and university tours—into the student trajectory at SRJC.

**Objective 1/1**

**Objective Description:**

By 2025, the transfer rate among Hispanic low-income students will increase from 25% to 40%.

- 2021 Target: increase by 2% (27%)
- 2022 Target: increase by 3% (30%)
- 2023 Target: increase by 3% (33%)
- 2024 Target: increase by 3% (36%)
- 2025 Target: increase by 4% (40%)

**Objective Status:** Completed

**Performance Measure 1/1**

**Performance Measure Description:**

By 2021, the transfer rate among Hispanic low-income students will increase from 25% to 27%.

**Measure Type:**

**Date Measured:**

**Frequency Measured:**

Project

12/31/1969

Quarterly

**Data Type:**  Raw Number

Ratio

Target	Actual
27.00	30.00
/	/
100	100
<b>27%</b>	<b>30%</b>

**3C Budget**

Enter your budget. If you click the "changes" box, a text field will display within that section for you to enter a line item budget narrative explaining the changes

A	B	C	D	E	F	G	H	I	
Budget Category	Carryover Balance (Previous Year)	Actual Budget	Total Budget (B+C)	Expenditure	Non-Federal Expenditure	Carryover Balance (Current Year)(D-E)	Carryover Percentage (G/D as %)	Next Year's Actual Budget	Changes
Personnel	0.00	358,347.00	358,347.00	263,107.09	0.00	95,239.91	26.58	376,844.07	<input type="checkbox"/>
Fringe Benefits	0.00	106,563.00	106,563.00	81,733.35	0.00	24,829.65	23.30	62,306.93	<input type="checkbox"/>
Travel	0.00	4,135.00	4,135.00	5,856.72	0.00	-1,721.72	-41.64	18,900.00	<input type="checkbox"/>
Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
Supplies	0.00	12,000.00	12,000.00	4,987.85	0.00	7,012.15	58.43	39,000.00	<input type="checkbox"/>
Contractual	0.00	7,500.00	7,500.00	11,720.00	0.00	-4,220.00	-56.27	14,780.00	<input type="checkbox"/>
Construction	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
Endowment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
Other	0.00	4,221.00	4,221.00	0.00	0.00	4,221.00	100.00	88,169.00	<input type="checkbox"/>
A	B	C	D	E	F	G	H	I	
Budget Category	Carryover Balance (Previous Year)	Actual Budget	Total Budget (B+C)	Expenditure	Non-Federal Expenditure	Carryover Balance (Current Year)(D-E)	Carryover Percentage (G/D as %)	Next Year's Actual Budget	Changes
Total	\$0.00	\$492,766.00	\$492,766.00	\$367,405.01	\$0.00	\$125,360.99		\$600,000.00	

### 3D Summary Budget Narrative

Please explain budget changes, as needed, particularly the use of funds from cost savings, carryover funds and other expanded authorities changes to your budget. Provide an explanation if you are NOT expending funds at the expected rate. Describe any significant changes to your budget resulting from modifications of Grant activities.

#### 1. Have all funds that were to be drawn down during this performance period been drawn down?

No  Yes

#### 2. Did you have any unexpended funds at the end of the performance period?

No  Yes

#### If you did, explain why, provide the amount, and indicate how you plan to use the unexpended funds (carryover) in the next budget period.

A detailed Year 1 Carryover Plan was approved by Program Officer Kurrinn Abrams on September 14, 2021. Below are excerpts from that Carryover Plan.

The largest percentage of the overall carryover amount, in personnel and fringe benefits, resulted in implementing fewer hourly assignments for PALS (embedded tutors), student success coaches, and Communities of Practice, than that which had been budgeted for those areas due to operating in remote modalities.

In grant year 2, as more in-person instruction becomes available and instructors become more familiar with embedding support resources within remote environments, PALS (embedded tutors), student success coaches, and Communities of Practice will become increasingly critical and operational.

As such, this is to request that the full year 1 carryover amount be authorized to be applied in grant year 2 toward those same areas, as follows: PALS (embedded tutors) \$40,000, Student Success Coaches \$40,000, Communities of Practice \$37,019.

This would provide key and critical support to students enrolled in HSI-designated course sections and instructors assigned to teach them, during the ongoing transition within remote instructional modalities and back to in-person teaching and learning. In doing so, it would directly support the goals and objectives of the grant initiative and foster momentum toward achieving defined measurable outcomes and performance indicators outlined in the grant.

#### 3. Do you anticipate any changes in your budget for the next performance period that will require prior approval from the Department (as designated by EDGAR, 34 CFR 74.25 and 80.30, as applicable).

No  Yes

#### 4. Is this a cooperative arrangement grant?

No  Yes

#### 5. Many grantees include community partners, other institutions of higher education, and secondary schools in their work. Please complete the table below (if applicable) with information related to any partners that you might be working with on your grant. Also describe if and how these partners roles have changed, and whether this had any impact on your ability to achieve your approved project objectives and/or grant activities.

#### 6. Do you wish to make any changes in the grant's activities for the next budget period?

No  Yes

#### 7A. Were there any changes to key personnel during this reporting period?

No  Yes

#### 7B. If yes, did you receive approval from your Program Officer?

No  Yes

#### 8. Have you met your goals and objectives as outlined in your approved activities for this reporting period?

No  Yes  Partially

#### 9. Provide any other appropriate information about the status of your project including any unanticipated outcomes

**or benefits from your project in the space below:**

In this first grant year, the HSI Implementation Team was able to assemble and work collaboratively toward implementation of all year 1 grant activities. It also functioned with strong support and guidance from the HSI Steering Committee. Most Year 1 performance indicators surpassed Year 1 benchmarks. Furthermore, having emerged within the HSI professional community, by attending and presenting at multiple conferences, was a milestone and new horizon for the College, which only became an HSI in 2014.

The only notable shortcoming was not achieving the year 1 performance indicator pertaining to course completion. The course completion rate for Hispanic low-income students fell to 69%, from 71%.

Year 1 carryover funds are being directed toward Year 2 activities that are aimed at improving course completion and getting back on track with respect to that particular performance indicator in year 2 and subsequent grant years.

**Section 4: LAAs**

**LAAs**

Grant Activity	LAAs	Total Dollars Spent
<p><b><u>Grant Activity 1:</u></b></p> <p>Implement a comprehensive and aligned SRJC pre-matriculation and onboarding initiative, through dual enrollment, Welcome and Connect Center programming, and bilingual financial aid outreach. Culturally responsive mental health services and college navigation orientation.</p>	<p><b><u>LAAs:</u></b></p> <ul style="list-style-type: none"> <li>• Tutoring, counseling, and student service programs designed to improve academic success. <b><u>Dollars Spent: \$55,526.53</u></b></li> <li>• Providing education, counseling services, or financial information designed to improve the financial literacy and economic literacy of students or the students’ families with regard to indebtedness and student assistance programs under subchapter IV. <b><u>Dollars Spent: \$94,491.66</u></b></li> </ul>	<p><b>\$150,018.19</b></p>
<p><b><u>Grant Activity 2:</u></b></p> <p>Institute enhanced curricular pathways and instructional approaches including HSI-designated, cross disciplinary course sections and academic pathways, faculty-led Communities of Practice. Provide Districtwide professional development activities for all employee groups that are geared toward serving the target population.</p>	<p><b><u>LAAs:</u></b></p> <ul style="list-style-type: none"> <li>• Tutoring, counseling, and student service programs designed to improve academic success. <b><u>Dollars Spent: \$59,147.81</u></b></li> </ul>	<p><b>\$59,147.81</b></p>
<p><b><u>Grant Activity 3:</u></b></p> <p>Establish embedded and aligned learning support resources, including integrated tutoring, peer coaching, and course specific information competency workshops.</p>	<p><b><u>LAAs:</u></b></p> <ul style="list-style-type: none"> <li>• Tutoring, counseling, and student service programs designed to improve academic success. <b><u>Dollars Spent: \$39,019.01</u></b></li> </ul>	<p><b>\$39,019.01</b></p>
<p><b><u>Grant Activity 4:</u></b></p> <p>Develop and implement a comprehensive transfer and completion initiative, designed to facilitate the student’s journey from entering college through transfer completion. Integrating frequent and relevant transfer focused programs—workshops and university tours—into the student trajectory at SRJC.</p>	<p><b><u>LAAs:</u></b></p> <ul style="list-style-type: none"> <li>• Tutoring, counseling, and student service programs designed to improve academic success. <b><u>Dollars Spent: \$17,510.35</u></b></li> <li>• Articulation agreements and student support programs designed to facilitate the transfer from two-year to four-year institutions. <b><u>Dollars Spent: \$101,709.65</u></b></li> </ul>	<p><b>\$119,220.00</b></p>
<p><b>Total Dollars Spent on All Activities</b></p>		<p><b>\$367,405.01</b></p>

## Section 5: Institutionalization

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### Grant Activity 1

Implement a comprehensive and aligned SRJC pre-matriculation and onboarding initiative, through dual enrollment, Welcome and Connect Center programming, and bilingual financial aid outreach. Culturally responsive mental health services and college navigation orientation.

#### Financial Cost (\$)

150,018.19

#### Approved Line Items

An approved line item is in the process of being identified.

#### Institutionalization Plan

Opportunities for absorbing various costs associated with specific grant activities within the organizational areas in which they reside have been presented and will be further examined and solidified in subsequent grant years.

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### Grant Activity 2

Institute enhanced curricular pathways and instructional approaches including HSI-designated, cross disciplinary course sections and academic pathways, faculty-led Communities of Practice. Provide Districtwide professional development activities for all employee groups that are geared toward serving the target population.

#### Financial Cost (\$)

59,147.81

#### Approved Line Items

An approved line item is in the process of being identified.

#### Institutionalization Plan

Opportunities for absorbing various costs associated with specific grant activities within the organizational areas in which they reside have been presented and will be further examined and solidified in subsequent grant years.

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### Grant Activity 3

Establish embedded and aligned learning support resources, including integrated tutoring, peer coaching, and course specific information competency workshops.

#### Financial Cost (\$)

39,019.01

#### Approved Line Items

An approved line item is in the process of being identified.

#### Institutionalization Plan

Opportunities for absorbing various costs associated with specific grant activities within the organizational areas in which they reside have been presented and will be further examined and solidified in subsequent grant years.

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### Grant Activity 4

Develop and implement a comprehensive transfer and completion initiative, designed to facilitate the student's journey from entering college through transfer completion. Integrating frequent and relevant transfer focused programs—workshops and university tours—into the student trajectory at SRJC.

#### Financial Cost (\$)

119,220.00

#### Approved Line Items

An approved line item is in the process of being identified.

#### Institutionalization Plan

Opportunities for absorbing various costs associated with specific grant activities within the organizational areas in which they reside have been presented and will be further examined and solidified in subsequent grant years.

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## 2. In the space provided below please explain any notable experiences you have had in institutionalizing this project. Please list any considerable challenges, successes, or failures.

In Year 1, preliminary discussions pertaining to institutionalization of the "Lanzamiento" initiative have taken place at HSI Steering Committee meetings, Implementation Team meetings, and external evaluation site visits.



Opportunities for absorbing various costs associated with specific grant activities within the organizational areas in which they reside have been presented and will be further examined and solidified in subsequent grant years.

**3. Has the grant facilitated or contributed to bringing additional resources to your institution, for example, new Federal, State, or local dollars that can be attributed partly to your grant activities? Please explain.**

This has contributed toward the College being awarded a new \$4.69 million, HSI-STEM grant, which has been infused within the organizational structure and strategically positioned to further strengthen organizational capacity.

When fully implemented, this initiative will address the institutional challenges, which are creating roadblocks to success for Santa Rosa Junior College's Latinx, low-income and first-generation students in STEM and allied health pathways. To these ends, the grant will be used to:

- Develop a STEM/Health Learning Student Success College Orientation
- Create articulation and transfer pathways for new STEM degrees with multiple four-year universities
- Increase the number of Associate of Science for Transfer degrees
- Update existing course articulations and transfer agreements
- Generate undergraduate research opportunities for students
- Provide opportunities to shadow STEM faculty and industry professionals
- Form and support inter-institutional faculty STEM working groups

## Certification

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You do NOT need to send a signed certification form to ED or upload a signed certification form.

### 1. Reporting Period

10/1/2020 to 09/30/2021

### 2. PR Award Number

P031S200132

### 3. Project Title

Santa Rosa Junior College

### 4. Recipient Information

Name: Santa Rosa Junior College

Address: 1501 MENDOCINO AVE , SANTA ROSA, CALIFORNIA 95401

### 5. Contact Information

Name: Robert Holcomb

Title: Project Director

Phone: (707)-527-4615 Ext:

Email: rholcomb@santarosa.edu

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### 6. Authorized Representative

(The Institutions President or someone with the institutional authority to sign off on federal sponsored agreements) **To the best of my knowledge and belief, all data in this performance report are true and correct.**

#### Name

Dr. L. Jane Saldaña-Talley

#### Email

lsaldana-talley@santarosa.edu

#### Phone

(707)-524-1514

#### Date

03/11/2022

### Report Submitted

This report was submitted by **Dr. L. Jane Saldaña-Talley** on **03/11/2022**.

If you have additional questions, or need to make changes, please [contact](#) the Help Desk or your Program Officer.

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