Welcome	
PR/Award Number: **P031S200132**	Reporting Period: **10/1/2021 to 09/30/2022**
Grantee Name: **Santa Rosa Junior College**	Program Officer: **Kurrinn Abrams**
	(kurrinn.abrams2@ed.gov)

Grant Identification

General Information

PR Award Number:	P031S200132
Unit ID:	123013
Program:	Title V Developing Hispanic-Serving Institutions
Grantee Name (Institution Name):	Santa Rosa Junior College
Address 1:	1501 MENDOCINO AVE
Address 2: (Optional)	
City:	SANTA ROSA
State: CALIFORNIA **Zip:** 95401 **Zip + 4:**	
Project Title:	Santa Rosa Junior College
Institution Type/Control: 2-year Public	**Grant Type:** Individual Development Grant

Project Director

First Name:	Catherine	**Last Name:**	Prince
Title		Project Director	
Email		cprince@santarosa.edu	
Office Phone: (707)-527-4763	**Ext.**	**Cell Phone:**	(209)-329-5739

Additional Contact Person Information

First Name:	Robert	**Last Name:**	Holcomb
Email:		rholcomb@santarosa.edu	
Office Phone: (707)-527-4615	**Ext.**	**Cell Phone:**	(562)-213-8462

Grant and Report Information

Grant Award Year:	10/01/2020
Reporting From:	10/1/2021 to 09/30/2022
Grant End Year: 09/30/2025	**Total Duration of Grant:** 5 Yrs
Program Officer:	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.

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 previous HSI grants. 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 initiative supports institution -wide impact, strategically aligning key student and learning support areas with a robust nexus of HSI designated course offerings. 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.

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

The District continues to navigate enrollment challenges associated with the pandemic, increased living costs in Sonoma County, and California wildfires. Lanzamiento activities and student support components inherent to the College's Title V grant contributed to mitigating the broader enrollment challenges at Santa Rosa Junior College. The decline in enrollment is consistent with enrollments in community colleges throughout California. While there has been an overall decline at SRJC, enrollments in Lanzamiento sections and support programs continue to remain robust.

• District-wide, the total fall 2021-2022 enrollment was 17,421, with Latinx students representing 38% of that student population. In 2020 - 2021, Hispanic/Latinx student enrollment was 37% of the total fall headcount.

• The fall 2021-2022 enrollment represents an overall 1% decrease from overall 2020-2021 enrollment. However, while overall numbers declined, the College saw an increase in enrollment for Latinx/Hispanic students.

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 for degrees awarded in 2021, the average time to degree was 7.1 years, while in 2022 the time to degree decreased to 6.7 years, as students moved from an average 6.5-units per term to a higher 7-unit per term load.

• The 2020-2021 year outcomes support an overall district 2-year graduation rate of 2.4%.

• Of the degrees granted in 2021-2022, Latinx students accounted for 36% of the awards, with no increase from 2020 - 21.

The longer term impact of Lanzamiento on improving graduation rates will become more apparent in years 4 and 5 and a decrease in years to graduate will be an additonal measure of grant success.

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

In year 2, the work of Lanzamiento is beginning to become apparent in student retention for Hispanic/Latinx students. The overall student retention rate in 2021-22 was 47%, where the Latinx student retention rate has increased from 49% in 2020 -21 to 50% in 2021-22.

Term retention rates remain strong and increased from 84% to 85.1% among Latinx students.

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

Santa Rosa Junior College continues to receive fire relief funding from the devastating fire storms in 2017, 2019, and 2020 from the California Community College Chancellors Office providing funding to the college at the pre-fire enrollment numbers. A combination of the fire storms and a slow return to in person operations has created a drop in enrollments and associated state funding. The fire relief funding provides the district with stability funding to allow for a return to pre- fire, pre - pandemic support.

The Title V funding has allowed for the district to support institutional innovations and align process to be in line with the state -funding formula. Lanzamiento' s goals align with the new state formula which includes a focus on completion of transfer-level math and English in the first academic year, reduced time to degree completion and transfer, and a reduction of equity gaps. The Title V funding is supporting SRJC in this transition and at the grants completion all pieces will be fully integrated.

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.

Major milestones in year 2 include:
1. 129 Lanzamiento designated sections, with 4,360 students enrolled.
2. Community of Practices/ enrichment lecture series topics included:
Music from the Huasteca Region in Mexico
Witches, Spirits, and the Supernatural in Colonial Mexico
The Whole City is a Monument to White Supremacy: Saving History by Tearing Down Confederate Monuments
Equitable Grading Practices
First Generation Experience: Strategies for Success
The Home Within: Immigration Culture and Homesickness
3. Increased Transfer Center programming focused at Latinx, first gen, low income students. Topics included "Transfer 101". Summer Transfer Boot Camp. Survey of 1,500 students participating in a Lanzamiento designated section.
4. Integrated Student Support programs: Culturally responsive mental health staff coaches were integrated into 12 Lanzamiento sections in 2021 - 22.
5. Financial Aid workshops and "Cash for College" presentations - all students in a Lanzamiento section were invited to participate.
6. Student Success Coaches "Spring Back into Action" outreach program, connecting with students who were receiving a "U" at midterm to offer student support and mentor to get back on track.
7. SRJCReady first summer activity that occurs after the warm hand-off from the SRJC Student Outreach Team. 310 new students were onboarded to SRJC.
8. Success Coaches "deployed" a referral form for faculty to connect students who are struggling with a coach to assist them.

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

The assigned Program Officer is highly supportive and responsive to our work and the "office hours" plus the "lunch and learn" series she has offered have been extremely helpful. I have appreciated the extra support she offers us in the field and her time to answer questions and assist. I look forward to the in person Program Director meeting this spring and an opportunity to learn more from the DHSI team.

One item which is a challenge - at a Community College we measure transfer and graduation at 2,3,6 years more than 2 and 4 (as this form has). Is there a way to change the form for 2 year colleges to make the measures more in line with our trends? (and the same for the 4 year IHE's who are 4 and 5 years) We consider 3 years more of the new standard as our student is the working student who does not take the traditional fulltime load.

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

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.

As reported in year 1, the continuation of the COVID-19 pandemic into year 2 created some unexpected challenges and some benefits as well at Santa Rosa Junior College. SRJC has had a slow reopen of the district and it wasn't until the fourth quarter of year 2 when the College fully reopened. The continuation of remote offerings and services allowed more flexibility for students seeking assistance. Mental health, counseling, financial aid, support coaches all provided services via Zoom allowing the students access outside of the 8-5 traditional hours. This was a positive impact for the working student who might not have taken the time to seek services in person.
Year 2 had a mix of online and in-person courses designated as Lanzamiento sections. The College provided substantial support to students in the form of lap tops, hot spots, food distributions, vaccinations, and on campus testing. Students also had increased financial support from our financial aid and scholarship funds. These additional supports in both year 1 and 2 provided a safety net for students during a critical time. At the same time, increased access to services through Lanzamiento and the addition of the "Spring Back into Action" in Spring 22 helped with student retention (as demonstrated by the increase in retention this year).

As year 2 ended and the College has returned to more in person services, the challenge is to maintain important online services while balancing a return to a new normal.

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 the external evaluation team from David Trujillo and Associates during year 2, March 11, 2022 and September 2022. In both instances, the "Lanzamiento" grant initiative was commended on its organization and implementation of year 2 grant activities, adherence to regulatory requirements, fiscal management, and achievement of year 2 grant goals.
Site visit summaries are 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.

SiteVisitMemo_Lanzamiento_Trujillo_Fall2022.pdf   SiteVisitMemo_Lanzamiento_Trujillo_Spring2022_rev.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	27,682	19,297	17,421			
Fall-to-Fall Retention %	45	45	47			
2-Year Graduation Rate (2-Year)	2	0	0			
4-Year Graduation Rate (2- & 4-Year)	0	0	0			

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**

1a. If yes, how has this affected the grant?

In July 2022, Dr. Robert Holcomb was promoted to VP of Academic Affairs from his prior position as Dean and Program Director for HSI/Lanzamiento program. This change has positively impacted the grant as the new VPAA has a thorough understanding of the grant, its goals, and timelines. All other grant personnel have stayed the same.

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

☑ **Yes**   ☐ **No**

2a. If yes, how has this affected the grant?

With the promotion of the former program director, Catherine Prince has taken on the role of Program Director at SRJC. As an experienced grant manager, there has been little impact on the grant management and has helped to bring two Department of Education grants under the same person better aligning the grants in the district.

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

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 2023 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

3A Project Objectives

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

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

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 2022, the percentage of Hispanic, low income students completing transfer -level math and English in their first academic year will increase from 7% to 10%.

Measure Type:	Date Measured:	Frequency Measured:
Project	09/30/2022	Semester

Data Type: ◯ Raw Number
● Ratio

Target	Actual
10.00	8.00
/	/
100	100
10%	**8%**

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

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 2022, the course completion rates among Hispanic, low - income students will increase from 73% to 76%.

Measure Type:	**Date Measured:**	**Frequency Measured:**
Project	09/30/2022	Semester

Data Type: ○ Raw Number

● Ratio

Target	Actual
76.00 / 100 **76%**	71.00 / 100 **71%**

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 2022, the rate of earning "A" grades among Hispanic low-income students will increase from 32% to 35%.

Measure Type:	**Date Measured:**	**Frequency Measured:**
Project	09/30/2022	Semester

Data Type: ○ Raw Number

● Ratio

Target	Actual
35.00 / 100 **35%**	38.00 / 100 **38%**

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 2022, the transfer rate among Hispanic low-income students will increase from 27% to 30%

Measure Type:	**Date Measured:**	**Frequency Measured:**
Project	09/30/2022	Semester

Data Type: ◯ **Raw Number**

⬤ **Ratio**

Target	Actual
30.00	0.00
/	/
100	0
30%	

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	95,239.91	266,087.08	361,326.99	249,378.60	0.00	111,948.39	30.98	245,191.00	☐
Student Personnel	0.00	123,000.00	123,000.00	122,944.61	0.00	55.39	0.05	223,425.00	☐
Fringe Benefits	24,829.65	90,098.35	114,928.00	101,490.80	0.00	13,437.20	11.69	77,499.00	☐
Travel	-1,721.72	28,497.72	26,776.00	4,620.60	0.00	22,155.40	82.74	6,270.00	☐
Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	☐
Supplies	7,012.15	70,147.85	77,160.00	3,685.99	0.00	73,474.01	95.22	6,270.00	☐
Contractual	-4,220.00	26,390.00	22,170.00	14,780.00	0.00	7,390.00	33.33	26,260.00	☐
Construction	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	☐
Endowment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	☐
Other	4,221.00	-4,221.00	0.00	0.00	0.00	0.00	0.00	600,000.00	☐
Total Direct Costs	125,360.99	600,000.00	725,360.99	496,900.60	0.00	228,460.39		1,184,915.00	
Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	☐

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	$125,360.99	$600,000.00	$725,360.99	$496,900.60	$0.00	$228,460.39		$1,184,915.00	

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.

The year 2 carry-over amount was $ 234,726. A request to utilize carry over funds was request from the Program Officer and granted. Remote operations and a slow reopening during the pandemic impacted spending of grant funds. Budgeted positions (faculty coordinator and counseling position) came in lower than planned. Other factors were for the 2nd year carry over: no in person College tours ($15,000) and in person transfer workshops for students.   Remote operations created a cost savings in the use of consumable items as the grant utilized more electronic documents, online meetings, and other web-based tools. The largest area of carry-over is in personnel and fringe benefits. All of these carryover amounts are directly related to the COVID-19 pandemic and corresponding shift to remote operations including instruction, student services, and overall grant management.

In grant year 3, with in-person instruction increasing and instructors become more familiar with embedding support resources within the classroom, PALS, College Tours, student success coaches, and Communities of Practice will become increasingly critical. In YR 3, the faculty coordinator and the counselor hours were increased to cover increase in demand for program services. A support person will be hired to support grant goals in qtr 4.

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 grant year 2, SRJC was able to implement all activities in the grant but continued to struggle with remote working conditions.

Santa Rosa Junior College remained in a mostly remote operations until August 2022 when a measured reopening began. This brought new obstacles to achieving grant objectives. To mitigate the damage to student GPA's the College adopted a liberal course withdrawal policy for students struggling in the online environment. This had an unintentional (negative) outcome on credit course completion rates, with a target of 76% the actual came in at 71.3%. This is the 2nd

year that the grant has not increased course completion rates as planned.

Addressing the Math/ English completion in the first year, in year 3 Lanzamiento students will be enrolled in Lanzamiento Statistics section which will provide a supportive environment for student success.

Transfer rate data was not available for the current cohort.

Year 3 carryover funds are being directed to support activities focused on course completion and assisting students as the College is returning to in person instruction.

Section 4: LAAs

LAAs

Grant Activity	LAAs	Total Dollars Spent
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.	**LAAs:** • Tutoring, counseling, and student service programs designed to improve academic success. **Dollars Spent: $116,700.91** • 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. **Dollars Spent: $94,004.85**	**$210,705.76**
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.	**LAAs:** • Tutoring, counseling, and student service programs designed to improve academic success. **Dollars Spent: $58,787.58**	**$58,787.58**
Grant Activity 3: Establish embedded and aligned learning support resources, including integrated tutoring, peer coaching, and course specific information competency workshops.	**LAAs:** • Tutoring, counseling, and student service programs designed to improve academic success. **Dollars Spent: $71,945.05**	**$71,945.05**
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.	**LAAs:** • Tutoring, counseling, and student service programs designed to improve academic success. **Dollars Spent: $103,113.53** • Articulation agreements and student support programs designed to facilitate the transfer from two-year to four-year institutions. **Dollars Spent: $4,620.60**	**$107,734.13**
Total Dollars Spent on All Activities		**$449,172.52**

Section 5 : Institutionalization

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 ($)

210,706.76

Approved Line Items

1. Mental Health Specialists
2. Other approved line items are in the process of being identified.

Institutionalization Plan

In year 3, student mental health services will begin to be institutionalized thanks to a county wide sales tax providing funds for mental health services in the community. By year 4 those services will be completely covered by external funds.
Opportunities for absorbing other costs associated with specific grant activities within the organization are being explored and will be solidified going forward.

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 ($)

58,787.58

Approved Line Items

1. Professional Development Activities, Communities of Practice.
2. Other approved line items are in the process of being identified.

Institutionalization Plan

Professional Development and Communities of Practice are being redesigned to provide a better learning environment for faculty at a lower cost.

Opportunities for absorbing other costs associated with specific grant activities within the organization are being explored and will be solidified going forward.

Grant Activity 3

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

Financial Cost ($)

71,945.05

Approved Line Items

Approved line items are in the process of being identified.

Institutionalization Plan

Opportunities for absorbing other costs associated with specific grant activities within the organization are being explored and will be solidified going forward.

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 ($)

107,743.13

Approved Line Items

Approved line items are in the process of being identified.

Institutionalization Plan

Opportunities for absorbing other costs associated with specific grant activities within the organization are being explored and will be solidified going forward.

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.

The transition at the end of year 2 to a new Program Director has allowed grant leadership to place new eyes on Lanzamiento' s budget, goals, and objectives. During year 3, funding has become available to hire fully funded culturally responsive mental health service practitioners. The grant leadership team is working with other District programs to institutionalize key student success programs (success coaches) to allow them to continue after grant funds have ended.
As the College has returned to more in person operations, Lanzamiento has shifted from several Communities of Practices (CoP) run throughout the year to one CoP a semester, spread out over the semester and led by an outside student retention facilitator. This narrow and deep focus will provide more meaningful trainings for faculty participating in Lanzamiento.
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 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.

In 2022, Santa Rosa Junior College was awarded it's third HSI grant, a HSI- STEM grant. While also reported at the end of year 1, this year the implementation of this grant has provided a new and renewed synergy at the College. The awarding of the HSI STEM grant to the College prompted two local funders to contribute an additional $1.2 million/ over 5 years to support HSI programs at SRJC.
1. Mental Health Specialists
2. Other approved line items are in the process of being identified.

Certification

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

1. Reporting Period
10/1/2021 to 09/30/2022

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: Catherine Prince
Title: Project Director
Phone: (707)-527-4763 Ext:
Email: cprince@santarosa.edu

6. Authorized Representative
(The Institution's President or someone with the institutional authority to sign off on federally sponsored agreements) **To the best of my knowledge and belief, all data in this performance report are true and correct.**

Name	**Email**
Robert Holcomb	rholcomb@santarosa.edu

Phone	**Date**
(707)-527-4615	03/16/2023

Report Submitted

This report was submitted by **Robert Holcomb** on **03/16/2023**.

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