Welcome	
PR/Award Number: **P031S200132**	Reporting Period: **10/1/2022 to 09/30/2023**
Grantee Name: **Santa Rosa Junior College**	Program Officer: **Kurrinn Abrams (kurrinn.abrams2@ed.gov)**

Grant Identification

Alaska Native and Native Hawaiian-Serving Institutions (84.031N, 84.031R, 84.031W, 84.031V), Asian American and Native American Pacific Islander-Serving Institutions (84.031L, 84.382B), Developing Hispanic-Serving Institutions (84.031S), Hispanic-Serving STEM and Articulation (84.031C), Master's Degree Programs at Historically Black Colleges and Universities (84.382G), Master's Degree Programs at Predominantly Black Institutions (84.382D), Minority Science and Engineering Improvement (84.120A), Native American-Serving Nontribal Institutions (84.031X, 84.382C), Predominantly Black Institutions (84.031P, 84.382A), Promoting Postbaccalaureate Opportunities for Hispanic Americans (84.031M), Strengthening Historically Black Colleges and Universities (84.031B, 84.031E), Strengthening Historically Black Graduate Institutions (84.031K), Strengthening Institutions (84.031A, 84.031F), and Tribally Controlled Colleges and Universities (84.031T, 84.031D)

General Information

PR Award Number:	P031S200132	**OPEID:**	00128700	**Unit ID:**	123013
Program:			Title V Developing Hispanic-Serving Institutions		
Grantee Name (Institution Name):			Santa Rosa Junior College		
Project Title:			Santa Rosa Junior College		
Address 1:			1501 MENDOCINO AVE		
Address 2: (Optional)					
City:			SANTA ROSA		
State:	CALIFORNIA	**Zip:**	95401	**Zip + 4:**	
Institution Type/Control:	2-year Public		**Grant Type:**		Individual Development Grant

Project Director

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Title		Project Director	
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Grant and Report Information

Reporting Period Start:	10/1/2022	**Reporting Period End:**	09/30/2023
Year Grant was Awarded:	10/01/2020	**Scheduled End Year:**	09/30/2025
Total Expected Duration of Grant (years):	5	**Year X/(from prior):**	3/5

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.

A. Is this a no cost extension year?

☐ **Yes**   ☑ **No**

B. Was this reporting period the final period of performance for this grant? (No performance occurred after September 30) *

☐ **Yes**   ☑ **No**

* If the answer is yes, Section 6 will be made available for institutions submitting their Final Performance Report.

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 performance period.

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

> Santa Rosa Junior College (SRJC) has been in the process of rebuilding enrollment after the 2017,2019, 2020 Firestorms, and the Covid 19 pandemic. With the awarding of the Lanzamiento grant in 2020, the College has begun to grow back student enrollment. The last year the College saw an increase in enrollment after two years of small declines (1% decline in 2021).
> * District enrollment Fall 2022 increased by 4% to 20,850.
> * The Hispanic/Latinx student population continues to grow from 38% to 40% in the same time frame.

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

> SRJC has seen a slight increase in graduation rates from the baseline year of 2019 to 2021. The services included in Lanzamiento are supporting students in the graduation and transfer pathway through transfer services, financial aid, and dedicated Lanzamiento counseling services.
> Overall SRJC"s 2 year (100%) graduation rate has increased from 3.5% (2020) to 4.0% (2022). The 3 year (150%) graduation rate increased from 11.1% (2019) to 11.8%(2021).
> Of note, the Hispanic/Latinx student population data shows there is improvement in the 3 year rate from 10.4% to 11.2%. The 2 year graduation rate has remained flat (3.2% to 3.1%), possibly due to additional required courses which were added by the California Community College Chancellors Office. A new requirement, completion of an Ethnic Studies course, has added an additional course requirement for students close to completing.

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

> In year 3, Lanzamiento continues to positively impact student retention - in part through the support services included in Lanzamiento designated sections. The additional support, especially in high risk courses (Math, English), has created a student-centric success environment.
> From the baseline year of 2019 to the present, there has been an 8% increase in retention for all students (56.3% to 64.26%) and the same increase in Hispanic/Latinx students (56.21% to 64.16%).
> The largest impact is seen is in part-time student retention, which from 2019 to 2022 increased by 13%. This number is the same for all students and for Hispanic/Latinx students:
> PT retention: 2019   2022
> All Students   33.94%   47.0%
> Hispanic/Latinx   33.45%   46.34%

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

> Santa Rosa Junior College (SRJC) has two grants this year, a Title V and a Title III part F. Both grants have contributed to the longer term fiscal stability at SRJC and are working in tandem to address retention, completion, graduation, and transfer rates for Latinx and other underserved populations.

> The Title V funding has allowed for the district to support institutional innovations and align process to be in line with the new state -funding formula (Student Success Funding Formula – SCFF). Included in the new funding formula are success metrics which align to student achievement, competition, and transfer and/or graduation. These metrics align with Lanzamiento' s goals allowing SRJC to bridge the transition from stability funding and onto the new state funding formula.

> After the devastating firestorms of 2017, 2019, 2020, the California Community College Chancellor's Office

continues to provide funding to SRJC at the pre-fire enrollment numbers. A combination of the firestorms and the worldwide pandemic created a drop in enrollments, which under the new state funding formula, would equal a corresponding drop in state funding. At the grants completion all pieces will be fully integrated helping SRJC to transition off of stability funding an on to the new statewide SCFF.

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

Major milestones in Year 3:
1. 132 Lanzamiento designated sections, with 3,960 students enrolled.
2. Community of Practices/ enrichment lecture series topics included:
University of California Puente Professional Development series, included Culturally Affirming Classrooms, Wellness and Mental Health, and reclaiming STEM Legacy
3. Increased Transfer Center programming focused at Latinx, including college tours to 4 CSU/UC transfer schools.
4. Integrated Student Support programs: Culturally responsive mental health coaches were integrated into Lanzamiento sections.
5. Peer Assisted Learning (PALS) supported 31 sections in the Fall and 32 in the Spring.
6. Lanzamiento team (5) attended AHSIE for Professional Development
7. College wide professional development on Lanzamiento and how to integrate services into the classroom, had 85 faculty members in attendance and brought in new faculty to the program.
8. First Generation College Experience Lecture Series
9 Transfer Celebration for Lanzamiento Students, students received "Lanzamiento – Together we Launch" pins for their graduation stoles.
10. Began institutionalization of 2 grant funded positions, without loss of services.

3. Identify any highlights that occurred during this performance period. Identify areas where technical assistance is needed to meet goals and objectives.

In year 3, Lanzamiento has become integrated into the College Community and instructors are asking to have class sections participating in the program. Through the work of the Lanzamiento Implementation team, Lanzamiento hosted a College Professional Development workshop with 85 faculty members in attendance. Active Lanzamiento faculty members shared how they use integrated services, shared curriculum they have developed to support Lanzamiento services with students, and best practices for working to support students. While this workshop occurred at the end of year 3,, it helped to set up the work for year 4.

Lanzamiento participated in SRJC's Transfer Day, awarding students who had participated in Lanzamiento with "Lanzamiento" launch lapel pins. College tours resumed after the pandemic - and highlighted college tours were to UC Berkley and San Jose State.

In August 2023, SRJC opened a large residence complex (dorms) on the Santa Rosa Campus - providing students with safe, affordable housing on campus. The addition of housing will have a huge impact on our large unhoused student population and combined with food pantry services is helping students to stay in school.

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, identify them here. Additionally, describe any challenges that you have had during the reporting period. Include, if applicable, your institution's plans to address these challenges.

The largest challenge SRJC continues to face is the rebuilding of student enrollment after the Covid 19 pandemic and prior years firestorms. In fall 23, the district is finally back to pre-pandemic and fire operations and student enrollment is increasing. Student support programs begun in the pandemic (laptop loans, hot spots, mental health services) have continued post pandemic and are providing a safety net for students who might not be able to attend college due to resources.
As mentioned earlier, the addition of dorms to the Santa Rosa Campus provides the College with another layer of support services for the under-represented, low- income, first gen student.

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

☑ **Yes**   ☐ **No**

    6a. Which Education Department evidence standard was required?

☑ **Tier 4: Demonstrates a Rationale (Logic Model)**

☐ **Tier 3: Promising Evidence**

☐ **Tier 2: Moderate Evidence**

☐ **Tier 1: Strong Evidence**

6b. Please cite the study/studies you included in your application to address the evidence standard. What specifically was the evidence-based intervention you proposed to implement in your funded application?

1.Wilkerson, S.L. (2008). An empirical analysis of factors that influence the first year to second year retention of students at one large, Hispanic Serving Institution HSI. Doctoral Dissertation, Texas A&M University, Office of Graduate Studies.
2.Pittaway, D.S., Shiring, R., & Lee, L. (2017). Course-embedded tutoring: Student success in postsecondary math. California: Coastline Community College.
3.Silverman, S.T. & Williams, R. (2014). Doing more with (even) less: Overcoming the community college's unique challenges through embedded instruction. Journal of Library Administration, 54(3): 241-250.
4.Mia Ocean, Robbie Allen, Carrie Thompson & Keston S. Lyman (2017) Team-based Course Design: Increasing Resource Utilization and Collaboration Across Campus, Community College Journal of Research and Practice, 41:12, 897-900, DOI: 10.1080/10668926.2016.1241961

Lanzamiento incorporated interventions that met the What Works Clearinghouse standards for "moderate evidence of effectiveness" which are integrated into the Logic model for Lanzamiento. The overarching goal of Lanzamiento is to improve academic success and completion for Hispanic/Latinx and low-income students using four strategies. Key to the success is the embedded and aligned learning support practices (Silverman, et al and Pittaway above).

6c. Are you implementing the evidence-based intervention as planned?

☑ **Yes**   ☐ **No**

6e. Describe any findings and/or information relevant to the intervention for this grant performance reporting period.

The largest impact noticed has been on student retention rates and most notably on the most vulnerable student, the part-time student. As the data earlier demonstrates student retention has increased year over year, since the implementation of Lanzamiento.
In year 4, we will be examining the impacts on specific courses and through student surveys to determine the perceived value of support services and the model of embedded services Lanzamiento provides.
6f. If Demonstrates a Rationale was selected in response to question 6a, please attach a copy of your original Logic Model.

Logic_model_Lanzamiento.pdf

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

☐ **Yes**   ☑ **No**

8. Was a project evaluation, assessment, or any other research related to the project conducted?

☑ **Yes**   ☐ **No**

8a. If yes, which of the following conducted the evaluation/assessment/research? Check all that apply.

☑ **A project evaluator hired specifically to evaluate or assess the project**

☐ **An office in your organization that routinely conducts evaluations or assessment**

☐ **A combination of external project evaluator and internal project evaluator**

☐ **Other researcher funded by the grant**

☐ **Other researcher not funded by the grant**

8b. If yes, please summarize your results.

During year 3, one external evaluator site visit was conducted by the external evaluation team from David Trujilo and Associates in September 2023. The visiting team had the following to say about Lanzamiento and its operations:
The Project's activities and services have positively impacted student completion and transfer rates during Year 3. This impact can be attributed to grant activities that have engaged students and supported their academic progress and success. Specifically, the HSI-designated courses and support structure included:

- Onboard programming.
- Integrated tutoring.
- Peer success coaching.
- Embedded library support.
- Mental health services.
- Financial aid support.
- Transfer services.

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_SRJC_Lanzamiento_Trujillo_Fall2023_002_.pdf

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	20,850		
Fall-to-Fall Retention %	56	59	61	64		
100% Time to Graduation Rate	2	4	4	4		
150% Time to Graduation Rate	0	14	12	0		

This section uses definitions based on the Integrated Postsecondary Education Data System definitions. IPEDS Definitions may be found at https://surveys.nces.ed.gov/ipeds/public/glossaryhttps://surveys.nces.ed.gov/ipeds/public/glossary

Fall Enrollment: This is an annual component of IPEDS that collects data on the number of students enrolled in the fall at postsecondary institutions. Students reported are those enrolled in courses creditable toward a degree or other recognized postsecondary credential; students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus or extension centers; and high school students taking regular college courses for credit.

Graduation Rate: This rate is calculated as the total number of completers within 100% and 150% of normal time divided by the revised adjusted cohort.

Retention Rate: A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.

2B Institutional Leadership

1. Have there been changes in institutional leadership (presidents, vice-presidents, provosts, etc.)?

☑ **Yes**   ☐ **No**

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

Santa Rosa Junior College welcomed it's 6th President in 2023 and it's first Latina leader in the Colleges' 106 year history. The positive impact of having the first Latina as President/Superintendent has given SRJC a boost as an HSI. The impact on the grant has been positive, under Dr. Garcia's leadership SRJC is transitioning practices and becoming a stronger Hispanic Serving College.

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

☐ **Yes**   ☑ **No**

2C Accreditation

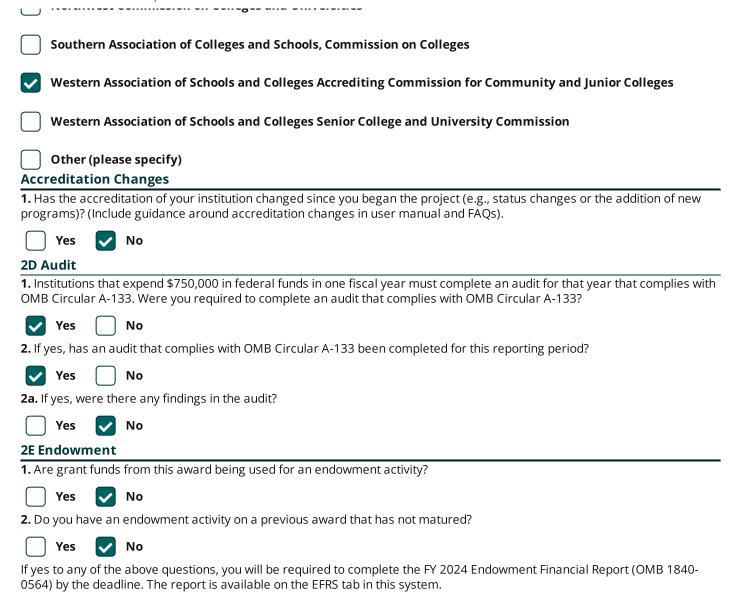**1.** Which is your institution's primary accrediting agency? [Please check only one]

☐ **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**

☐ 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 in federal funds in one fiscal year must complete an audit for that year that complies with OMB Circular A-133. Were you required to complete an audit that complies with OMB Circular A-133?

☑ Yes   ☐ No

2. If yes, has an audit that complies with OMB Circular A-133 been completed for this reporting period?

☑ Yes   ☐ No

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

☐ Yes   ☑ No

2E Endowment

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

☐ Yes   ☑ No

2. Do you have an endowment activity on a previous award that has not matured?

☐ Yes   ☑ No

If yes to any of the above questions, you will be required to complete the FY 2024 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 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 Program Allowable Activities Addressed by This Grant: 4

Grant Activity 1/4

Activity Name:

Increase Access, academic preparedness, and college readiness among entering Hispanic and low income students.

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 2023, the percentage of Hispanic, low income students completing transfer level math and English in their first academic year will increase by 3% from 10% to 13%.

Measure Type:	**Date Measured:**	**Frequency Measured:**
Project	09/30/2023	Semester

Data Type: ○ Raw Number
● Ratio

Target	Actual
13.00 / 100 **13%**	9.00 / 100 **9%**

Grant Activity 2/4

Activity Name:

Curricular Pathways

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: On schedule

Performance Measure 1/1

Performance Measure Description:

Increase course completion rate among Hispanic, low -income students from 76% to 79% by 2023.

Measure Type:	**Date Measured:**	**Frequency Measured:**
Project	09/30/2023	Semester

Data Type: ◯ **Raw Number**

● **Ratio**

Target	Actual
79.00 / 100 **79%**	72.00 / 100 **72%**

Grant Activity 3/4

Activity Name:

Embedded and aligned learning support

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: On schedule

Performance Measure 1/1

Performance Measure Description:

By 2023, the rate of earning "A" grades among Hispanic and low-income students will increase from 35% to 38%.

Measure Type:	**Date Measured:**	**Frequency Measured:**
Project	09/30/2023	Semester

Data Type: ○ Raw Number
            ● Ratio

Target	Actual
38.00 / 100 **38%**	34.00 / 100 **34%**

Grant Activity 4/4

Activity Name:

Transfer and completion initiative

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 3 year 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: Change in schedule

Performance Measure 1/1

Performance Measure Description:

3-year transfer rates will improve from baseline year of 2019. This measure is being recalibrated based on the IPEDS definition.

Measure Type:	**Date Measured:**	**Frequency Measured:**
Project	09/30/2023	Semester

Data Type: ○ Raw Number
            ● Ratio

Target	Actual
12.00 / 100 **12%**	12.00 / 100 **12%**

3C Budget Status Report

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

The budget and expenditure table (below) accepts dollar amounts for the following line-item categories: Personnel, Student Personnel, Fringe Benefits, Travel, Equipment, Supplies, Contractual, Construction, Other, Endowment (if allowed), Scholarships (if allowed), and Student Stipends (if allowed).

The budget and expenditure table allows reporting by the above categories for the following seven columns:

- Carryover Balance from Previous Year
- Approved Budget
- Total Budget
- Expenditures
- Non-Federal Expenditures
- Carryover Balance (Will show the percentage and the actual number)
- Next Year's Actual Budget
- Changes (Y/N)

Changes by Line Item

Grantees checking the "Changes" box in the Budget and Expenditure Table can provide a narrative discussing relevant details on the corresponding line item. All major budgetary changes must receive approval from the Department.

Budget and Expenditure Table

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	168,072.62	339,550.00	507,622.62	357,377.78	0.00	150,244.84	29.60	313,794.00	☐
Student Personnel	0.00	77,000.00	77,000.00	76,618.98	0.00	381.02	0.49	90,973.00	☐
Fringe Benefits	228.21	113,535.70	113,763.91	113,763.91	0.00	0.00	0.00	103,023.00	☐
Travel	14,179.40	18,800.00	32,979.40	9,378.59	0.00	23,600.81	71.56	26,415.00	☐
Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	☐
Supplies	34,478.01	35,784.30	70,262.31	8,884.88	0.00	61,377.43	87.35	8,500.00	☐
Contractual	17,768.00	15,330.00	33,098.00	11,615.56	0.00	21,482.44	64.91	57,295.00	☐
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	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	☐
Total Direct Costs	234,726.24	600,000.00	834,726.24	577,639.70	0.00	257,086.54		600,000.00	
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	Actual Budget	Total Budget (B+C)	Expenditure	Non-Federal Expenditure	Carryover Balance	Carryover Percentage (G/D as %)	Next Year's	Changes

	(Previous Year)	(B+C)			(Current Year)(D-E)	(G/D as %)	Actual Budget*
Total	$234,726.24	$600,000.00	$834,726.24	$577,639.70	$0.00	$257,086.54	$600,000.00

*Not applicable in final (or extension) performance report.

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

☑ **Yes**   ☐ **No**

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

The year 3 carry-over amount was $257,087. A request to utilize carry-over funds was requested from the Program Officer. The grant has had carry-over every year due to the start during the pandemic when many budgeted items were unable to be fully utilized. This has allowed us to cover the unexpected increase in costs from a large COLA in 2023, increase in pay for PALS and the increased benefit costs. As positions are being institutionalized in years 3 and 4, funds are being redirected to increase support in key goal areas. This includes the increase in academic counseling support, Success Coaches, and PALS. These services have been shown to be the most effective in terms of retention and grant goals.

Funds in grant year 4, have been allocated for professional development work with Dr. Gina Garcia, the addition of a grant support staff member, and increasing counseling support hours.

2. 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**

3. Do you wish to make any changes in the grant's activities for the next performance period?

☑ **Yes**   ☐ **No**

If yes, describe any changes that you wish to make in the grant's activities for the next performance period that are consistent with the scope, objectives, and/or personnel of your approved application. (*Further approval for these proposed changes may be required. Please contact your program officer.)

The scope of the activities is not being changed, however using the IPEDS data definitions and cohort model leaves the grant needing to adjust the baseline year data and subsequent years.

Have you notified or requested approval from your program officer?

☐ **Yes**   ☑ **No**

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. Complete the table below (if applicable) with information related to any partners you are working with.

6. Have you met your goals and objectives as outlined in your approved activities for this performance period?

☐ **No**   ☑ **Yes**   ☐ **Partially**

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, including innovative and customized instruction courses (which may include remedial education and English language instruction) designed to help retain students and move the students rapidly into core courses and through program completion. **Dollars Spent: $123,384.49** • Providing education, counseling services, or financial information designed to improve the financial literacy and economic literacy of students or the students' families, especially with regard to student indebtedness and student assistance programs under title IV. **Dollars Spent: $100,223.63**	$223,608.12
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, including innovative and customized instruction courses (which may include remedial education and English language instruction) designed to help retain students and move the students rapidly into core courses and through program completion. **Dollars Spent: $130,535.52**	$130,535.52
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, including innovative and customized instruction courses (which may include remedial education and English language instruction) designed to help retain students and move the students rapidly into core courses and through program completion. **Dollars Spent: $34,532.73**	$34,532.73
Grant Activity 4: Develop and implement a comprehensive transfer and completion initiative, designed to facilitate the	**LAAs:** • Tutoring, counseling, and student service programs designed to improve academic	$149,768.56

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.	success, including innovative and customized instruction courses (which may include remedial education and English language instruction) designed to help retain students and move the students rapidly into core courses and through program completion. **Dollars Spent: $140,791.18** • Articulation agreements and student support programs designed to facilitate the transfer from two-year to four-year institutions. **Dollars Spent: $8,977.38**	
Total Dollars Spent on All Activities		**$538,444.93**

Section 5 : Institutionalization

1. What are your institution's plans to institutionalize or assume the costs of one or more of the activities funded by this grant? How are you using data to inform institutionalization?

SRJC is in the process of identifying areas to be fully institutionalized at the completion of the grant cycle. In year 4, formative assessments will be conducted on key grant areas to determine the effectiveness of the service and identify funding to continue services at the grants conclusion. At the conclusion of year 4, two positions will be fully institutionalized:
1. Financial Aid Bilingual Specialist (year 4)
2. Bilingual Mental Health Specialist (year 3)

1a. Complete the fields below detailing your plans to institutionalize the identified activity.

We recognize that data related to institutionalization may not be available during the current reporting period. Please contact your Program Officer if you have questions about completing this section.

Grant Activity	Details

1. Increase Access, academic preparedness, and college readiness among entering Hispanic and low income...

Implement a comprehensive and aligned SRJC pre-matriculation and onboarding initiative, through dual enrollment, Welco...

LAA #1: Tutoring, counseling, and student service programs designed to improve academic success, including innovative and customized instruction courses (which may include remedial education and English language instruction) designed to help retain students and move the students rapidly into core courses and through program completion.

1a.	**1b.**
Approved Expenditures	**Institutionalization Plan**
Bilingual Mental Health Practitioner, PT	Year 3 Bilingual Mental Health moved from PT, grant funded to fulltime, institution funded.
Student Success Coaches	
Dual Enrollment Services	Dual enrollment expenses have been absorbed by the College in a partnership with the Sonoma County Office of Education.

Total Financial Cost ($)

59344.92

LAA #2: Providing education, counseling services, or financial information designed to improve the financial literacy and economic literacy of students or the students' families, especially with regard to student indebtedness and student assistance programs under title IV.

1a.	**1b.**
Approved Expenditures	**Institutionalization Plan**
Financial Aid Bilingual Specialist, FT	Financial Aid position to be institutionalized in year 4

Total Financial Cost ($)

100223.63

2. Curricular Pathways

Institute enhanced curricular pathways and instructional approaches including HSI-designated, cross disciplinary course...

LAA #1: Tutoring, counseling, and student service programs designed to improve academic success, including innovative and customized instruction courses (which may include remedial education and English language instruction) designed to help retain students and move the students rapidly into core courses and through program completion.

1a.	**1b.**
Approved Expenditures	**Institutionalization Plan**
Professional Development - workshops	Professional Development and Communities of Practice have been redesigned to provide a better learning environment for faculty at a lower cost.
Communities of Practice	
PALS	
	Opportunities for absorbing other costs associated with speciêc grant activities within the organization

are being explored and will be solidiêed going forward.

Total Financial Cost ($)

130535.52

3. Embedded and aligned learning support

Establish embedded and aligned learning support resources, including integrated tutoring, peer coaching, and course...

LAA #1: Tutoring, counseling, and student service programs designed to improve academic success, including innovative and customized instruction courses (which may include remedial education and English language instruction) designed to help retain students and move the students rapidly into core courses and through program completion.

1a.

Approved Expenditures

PALS
HSI Librarian

1b.

Institutionalization Plan

PALS are being focused on highest need, entry level English & Math sections, decreasing the number as the grant ends.

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

HSI Librarian is developing online library resources guide that will be used when funding ends and updated by all librarians.

Total Financial Cost ($)

34532.73

4. Transfer and completion initiative

Develop and implement a comprehensive transfer and completion initiative, designed to facilitate the student's journey fro...

LAA #1: Tutoring, counseling, and student service programs designed to improve academic success, including innovative and customized instruction courses (which may include remedial education and English language instruction) designed to help retain students and move the students rapidly into core courses and through program completion.

1a.

Approved Expenditures

Lanzamiento Transfer Counselors

1b.

Institutionalization Plan

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

Total Financial Cost ($)

140791.00

LAA #2: Articulation agreements and student support programs designed to facilitate the transfer from two-year to four-year institutions.

1a.

Approved Expenditures

College & University tours
Transfer Workshop

1b.

Institutionalization Plan

None at the present

Total Financial Cost ($)

8977.38

1c. In the space provided below please list any considerable challenges, successes, or failures regarding the

institutionalization of one or more activities.

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 Communities of Practices (CoP) to be more in depth and are brining in outside experts to lead them. This narrow and deep focus will provide more meaningful trainings for faculty participating in Lanzamiento and bring an outside fresh perspective to the college. 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.
The largest challenge in year 3 was the increase of hourly employee pay (PALS) and a large COLA for all employees. These two items increased personnel costs and created a budget challenge.

2. How 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. With the two HSI grants, SRJC has been invited to participate in a HSI Transformation Project as one of two community colleges working with Dr. Gina Garcia. This year long project involves stakeholders throughout the college, together looking to build a strong serving institution for the Latinx and other BIPOC students enrolled at the JC. The funding for this program comes from the Student Experience Research Network. Staff from both HSI grants are involved in the project along with students and college administrators.

Certification

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

1. Reporting Period
10/1/2022 to 09/30/2023

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	04/05/2024

Report Submitted

This report was submitted by **Robert Holcomb** on **04/05/2024**.

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