Welcome	
PR/Award Number: **P031S240340**	Reporting Period: **10/1/2024 to 09/30/2025**
Grantee Name: **Santa Rosa Junior College**	Program Officer: **Robin Dabney (robin.dabney@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:	P031S240340	**OPEID:**	01288700	**Unit ID:**	
Program:			Title V Developing Hispanic-Serving Institutions		
Grantee Name (Institution Name):			Santa Rosa Junior College		
Project Title:			Transformando Initiative		
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

First Name:	Catherine	**Last Name:**	Prince
Title		Dean, Instruction and Strategic Program Development	
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)-524-4615	**Ext.**	
Cell Phone:			

Grant and Report Information

Reporting Period Start:	10/1/2024	**Reporting Period End:**	09/30/2025
Year Grant was Awarded:	10/01/2024	**Scheduled End Year:**	09/30/2029

Total Expected Duration of Grant (years):	5	**Year X/(from prior):**	1/5

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 rebuilding its enrollment after the community was impacted by the 2017,2019, 2020 firestorms and the Covid-19 pandemic. In year 1 of Transformando, SRJC's enrollment grew by 5.4% from 22,041 to 23,235. As this is only the first year of Transformando, it is too early to attribute the work of the grant to the increase in enrollment. The larger impact will be felt in completion of Math and English where funding had an early impact as completion rates increase by .5% from 12% to 12.5%.

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

In year 1, it is too early to asses the impact of Transformando on graduation rates. As with enrollment, the greater impact will be felt in completion of key GE courses, with a focus on Math and English.

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

In year 1, it is too early to asses the impact of Transformando on persistence/retention rates. As with enrollment, the greater impact will be felt in completion of key GE courses, with a focus on Math and English. Also the intentional check ins through the Student Success Coaches (SSC) also played an important role in keeping students engaged and connected to their academic journey. The SSC peers reached out to students in PALS supported sections 5 times per semester to check in on student progress, needs, and connect with support services. While it is too early to measure year 1 impact on student persistence/retention, anecdotally SSC peers report they referred 35 students in the first five weeks of the Fall 25 semester to basic needs center, counseling, Disability Resource Department, and financial aid.

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

With the addition of Transformando, the College was able to address Math, English, and ESL course completion to assist with the transition to the new state funding formula which links funding to retention, completion, and graduation. This contributes to the longer term financial stability of SRJC by providing the support to transition the college to the new state funding formula. (Student Success Funding Formula or SCFF) One aspect of this new formula is funding allocated on student's completion of English and Math in the first year of entering college. Through Transformando support, the college has brought in supports to address this need. Transformando is piloting an early intervention model for student success to ensure student engagement with support services before they fall too far behind to be successful. The other impact Transformando has had is in the redesign of online student support materials, with a focus on improving retention in key General Education courses. This part of Transformando will continue to have an impact years after the grant concludes. As a part of the long term fiscal stability for the college, increasing the online courses available as well as ensuring a higher student retention rate in those classes.

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.

The major milestones achieved in Year 1 include:
1. Launch of the online course development program.
2. 10 faculty attended the Online Teaching Conference.
3. Increased bilingual mental health services through the inclusion of a bilingual therapist.
4. PALS and Student Success Coaches cross training to ensure programs were working in tandem to support students in Math, English, and ESL classes.

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

1. In year 1, the Distance Education department partnered with Transformando to develop online student support services, select faculty to participate in a year long, course redesign project. Courses were selected to focus on areas of highest impact, general education courses in core disciplines which the majority of AA and transfer students need for completion.
2. As a result of prior participation in Dr. Gina Garcia's PAR research project on transforming HSI's, SRJC was selected to receive an Institutional Effectiveness Partnership Initiative (IEPI) technical assistance grant from the California Community College Chancellor's Office (CCCCO). This award has brought a peer expert team to SRJC to assist the college in increasing its effectiveness as an HSI, with a focus on serving our diverse student population.
3. The College has created an HSI Advisory Team of faculty, staff, students, administrators to provide an umbrella oversite group over all HSI focused initiative's.

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 biggest, continuing challenge facing Santa Rosa Junior College is the rebuilding of enrollment paired with the restructuring of the College's budget. The numerous challenges SRJC faced from 2017 firestorms and losses of housing and employment, to the Covid -19 pandemic caused a slower than anticipated regrowth of student enrollment. As the College emerges from this cycle of challenges it is growing back stronger and more efficient, with a focus on educational pathways students need to obtain gainful employment or transfer to a four year institution.
During the first year, the largest challenge to the project was the discontinuance of future years of Title V funding. The focus shifted to prioritize grant goals which would have the highest impact on student success and retention. An emphasis was also placed on ensuring grant funded goals would be institutionalized to benefit students in future years.

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. Mann-Levesque, E. (2018) Improving community college completion rates by addressing structural and motivational barriers. Report, Brookings Institution https://www.brookings.edu/research/community-college-completion-rates-structural-andmotivational-barriers/
2. 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
3. Lasota, R.R. & Zumeta, W. (2016). What matters in increasing community college students' upward transfer to the baccalaureate degree:
4. Bettinger, Eric P., Lindsay Fox, Susanna Loeb, and Eric S. Taylor. 2017. "Virtual Classrooms: How Online College Courses Affect Student Success." American Economic Review, 107 (9): 2855-75.DOI: 10.1257/aer.20151193
5. Edmunds, J. A., Gicheva, D., Thrift, B., & Hull, M. (2019). Project COMPASS: Final Evaluation Report. Greensboro, NC: The SERVE Center, University of North Carolina at Greensboro. (*Meets WWC Standards

without Reservation)
6. 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,

Primary studies used in program design are #'s 1,2,5

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

- [x] **Yes**
- [ ] **No**

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

With a truncated funding time frame, the priorities for funding focused on the following areas:
- Improving completion rates in first year Math and English courses.
- Strengthening the connection between student support services to ensure students received support early in the semester.
- Improving online courses to improve student retention and success.
- Streamlining online student support services to increase resource utilization for the distance education student.

The only findings available at the end of year 1 is the improvement in completion of Math and English in the first year from baseline of 12% to 12.5%.

6f. If Demonstrates a Rationale was selected in response to question 6a, please attach a copy of your original Logic Model.

Transfomando_Logic_Model.pdf

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

- [ ] **Yes**
- [x] **No**

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

- [x] **Yes**
- [ ] **No**

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

- [x] **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 1, two external evaluator site visits were conducted by the external evaluation team from David Trujilo and Associates. The visiting team had the following to say about Transformando and its operations:
"It is our overall assessment that the essential ingredients are securely in place for a successful project. The Transformando Project builds upon SRJC’s positive traction as an HSI. The project has a strong, well-organized design. The team is being assembled and oriented to their roles. The project has a sufficient budget to implement its objectives and SRJC has the data gathering and analysis capacity to measure and assess project milestones. We observe no major issues or concerns about the potential success of the project, inclusive of leadership, institutional support, and synergistic alignment with ongoing initiatives."

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_Transformando_TitleV_DFTA_June2025.docx

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 Institutional Services 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 (2023-24)	Year 1 (2024-25)	Year 2 (2025-26)	Year 3 (2026-27)	Year 4 (2027-28)	Year 5 (2028-29)
Total Fall Enrollment	22,041	23,235				
Fall-to-Fall Retention %	65	67				
100% Time to Graduation Rate	5	0				
150% Time to Graduation Rate	0	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**

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**

- [x] **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**
- [x] **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?

- [x] **Yes**
- [ ] **No**

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

- [x] **Yes**
- [ ] **No**

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

- [ ] **Yes**
- [x] **No**

2E Endowment

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

- [ ] **Yes**
- [x] **No**

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

- [ ] **Yes**
- [x] **No**

If yes to any of the above questions, you will be required to complete the FY 2026 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?

The Transformando Initiative is designed to strengthen and enhance the academic pipeline of Hispanic low-income students from early engagement to engaged alumni When the grant ends in 2029, Transformando will have enacted sustainable institutional transformation that will strengthen SRJC's capacity to serve diverse student populations long into the future.
Three program goals are:
1. Improve Success: Improve course completion of Math and English in the first year of college and improve online course completion and success rates among the targeted population (noted above).
2. Belonging: Foster belonging in college with Hispanic, low-income, first- generation, and underrepresented students through curriculum development and professional development activities for all employee groups serving the targeted population.
3. Cohesion: Unify student support services to better serve targeted population and provide a seamless journey from entry to graduation or transfer.
The Initiative's core activities will increase postsecondary education access, affordability, completion, and post enrollment
success and meet student social, emotional, and academic needs while addressing the impact of Covid 19
on students, educators, and faculty (CPP1&2).

3B Grant Activities

Number of Program Allowable Activities Addressed by This Grant: 2

Grant Activity 1/2

Activity Name:

Increase student completion rates for transfer-level math and English in their first academic year.

Activity Description:

Establish embedded and "just in time" aligned learning support resources rooted in educational research and best practice to improve course completion for Hispanic, low- income, and first generation students. By 2028, the percentage of Hispanic and low-income students completing transfer-level math and English in their first academic year will increase from 12% to 22%. (when grant was written baseline was 8%, it has since gone up)
This objective was not measured as it is an annual measurement and the first full year has not been completed.

Objective 1/1

Objective Description:

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

Measure Type:	Date Measured:	Frequency Measured:
Program	09/30/2025	Semester

Data Type: ◯ **Raw Number**

Target	Actual

● **Ratio**

12.00 / 100 **12%**	13.00 / 100 **13%**

Grant Activity 2/2

Activity Name:

Improve online course completion and success rates among Hispanic, first generation, and low income students.

Activity Description:

Provide online course development to faculty in key course disciplines with highest student need.

Objective 1/3

Objective Description:

By 2029, the successful online course completion rate among Hispanic and low-income students will increase from 64% to 75%.
This objective has not been measured as it is still in implementation stage. Online courses and supports have not been completed. This will be measured in year 2 after the full rollout

Objective Status: Not Achieved

Performance Measure 1/1

Performance Measure Description:

Online Course completion rate among Hispanic and low-income students.

In year 1 this was not measured - the data below is a place holder for outcomes pending year 2 results.

Measure Type:	Date Measured:	Frequency Measured:
Project	09/30/2025	Annual

Data Type: ○ **Raw Number**

● **Ratio**

Target	Actual
64.00 / 100 **64%**	1.00 / 100 **1%**

Objective 2/3

Objective Description:

Foster sense of belonging for Hispanic, low income, and first-generation students through implantation of culturally relevant curriculum. Institute enhanced curricular pathways and instructional approaches rooted in educational research and best practice. By 2029, the course completion rate among Hispanic and low-income students will increase from 70% to 83%.

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

Course completion rates among Hispanic and low-income students.

Measure Type:	Date Measured:	Frequency Measured:
Project	09/30/2025	Annual

Data Type: ○ Raw Number

● **Ratio**

Target	Actual
70.00 / 100	67.00 / 100
70%	**67%**

Objective 3/3

Objective Description:
Cohesion: Unify student support services to better serve Latinx/ Hispanic, first -gen, low-income students in a seamless process to facilitate the student's journey from entering college through transfer or graduation. By 2029, increase 3-year degree completion and/or transfer rate from 11% to 25%. (Baseline data updated)

Objective Status: Change in schedule

Performance Measure 1/1

Performance Measure Description:

Increase in 2 and 3 year Degree or Transfer rate among Hispanic and low-income students.

Measure Type:	Date Measured:	Frequency Measured:
Project	09/30/2025	Annual

Data Type: ○ Raw Number

● **Ratio**

Target	Actual
11.00 / 100	5.00 / 100
11%	**5%**

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	0.00	376,052.00	376,052.00	96,646.41	0.00	279,405.59	74.30	315,925.00	☐
Student Personnel	0.00	36,000.00	36,000.00	15,810.13	0.00	20,189.87	56.08	25,000.00	☐
Fringe Benefits	0.00	123,394.00	123,394.00	24,948.48	0.00	98,445.52	79.78	62,844.20	☐
Travel	0.00	23,429.00	23,429.00	19,627.20	0.00	3,801.80	16.23	5,772.97	☐
Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	☐
Supplies	0.00	20,000.00	20,000.00	12,425.61	0.00	7,574.39	37.87	6,000.00	☐
Contractual	0.00	21,125.00	21,125.00	0.00	0.00	21,125.00	100.00	15,000.00	☐
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	0.00	600,000.00	600,000.00	169,457.83	0.00	430,542.17		430,542.17	
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	
	Carryover Balance		**Total Budget**	**Expenditure**	**Non-Federal**	**Carryover Balance**	**Carryover Percentage**	**Next Year's**	**Changes**

Budget Category	(Previous Year)	Actual Budget	(B+C)		Expenditure	(Current Year)(D-E)	(G/D as %)	Actual Budget*
Total	$0.00	$600,000.00	$600,000.00	$169,457.83	$0.00	$430,542.17		$430,542.17

*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?

- [x] **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.

Work has begun on all objectives, however the budget in year 1 was not fully expended. A delay in hiring of a Program Director and the eventual decision to continue grant leadership under the current Program Director (district funded employee) has freed up funds to increase to direct program supports. (Student Success Coaches, PALS, Mental Health) . As well as to provide funds for a year 2.

Tutors, success coaches, and mental health support staff are all hired and working towards the grants objectives.

The creation of the online course development program, hiring a instructional course designer, selecting courses for inclusion, and identifying areas for improvement began in January of 2025 and now fully implemented. Currently faculty are engaged in course redesign and will receive compensation when courses are finished and reviewed. Online course development training occurred over the summer and continues to the present.

While no budget activities are being modified, the continuation of the Program Director resulted in a salary savings in year 1, the PD worked with the program officer to revise the budget as appropriate. A no cost extension has been granted and the new budget approved by the program officer.

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).

- [x] **No**
- [ ] **Yes**

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

- [ ] **Yes**
- [x] **No**

4. Is this a cooperative arrangement grant?

- [x] **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**
- [x] **Yes**
- [ ] **Partially**

Section 4: LAAs

LAAs

Grant Activity	LAAs	Total Dollars Spent
Grant Activity 1: Establish embedded and "just in time" aligned learning support resources rooted in educational research and best practice to improve course completion for Hispanic, low- income, and first generation students. By 2028, the percentage of Hispanic and low-income students completing transfer-level math and English in their first academic year will increase from 12% to 22%. (when grant was written baseline was 8%, it has since gone up) This objective was not measured as it is an annual measurement and the first full year has not been completed.	**LAAs:** • Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction. **Dollars Spent:** **$9,339.12** • 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:** **$61,481.96**	**$70,821.08**
Grant Activity 2: Provide online course development to faculty in key course disciplines with highest student need.	**LAAs:** • Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction. **Dollars Spent:** **$20,734.51** • Other Activity : Strategic Enrollment Management Training/ professional development for faculty and administrators to improve enrollment. Online student success material development for student course success. **Dollars Spent:** **$15,367.00**	**$36,101.51**
Total Dollars Spent on All Activities		**$106,922.59**

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?

In year 1, SRJC received notice of all Title V funding being discontinued after the conclusion of the "No- cost Extension" (NCE) year, September 30th, 2026. With this change in funding status, the decision was made to focus grant resources on grant goals which would have the greatest impact at the conclusion of funding. The priorities became to increase student enrollment and retention through unifying student class supports (PALS and Student Success Coaches) and improving online curriculum and support. Both of these items will leave behind supports which should help the institution in future years to continue to grow and retain Latino, low-income, and first generation students.

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 student completion rates for transfer-level math and English in their first academic year.

Establish embedded and "just in time" aligned learning support resources rooted in educational research and best practice...

LAA #1: Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.

1a. Approved Expenditures	1b. Institutionalization Plan
Mental Health Counselors	Opportunities for absorbing other costs associated with specific grant activities are being explored and will be solidified by the conclusion of the NCE year.

Total Financial Cost ($)

9339.20

LAA #2: 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	1b. Institutionalization Plan
Student Success Coaches PALS	Opportunities for absorbing other costs associated with specific grant activities are being explored and will be solidified by the conclusion of the NCE year.

Total Financial Cost ($)

61481.96

2. Improve online course completion and success rates among Hispanic, first generation, and low income students.

Provide online course development to faculty in key course disciplines with highest student need.

LAA #1: Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.

1a. Approved Expenditures	**1b. Institutionalization Plan**
Online course designer Faculty Professional development Faculty online Course Development program	Opportunities for absorbing other costs associated with specific grant activities are being explored and will be solidified by the conclusion of the NCE year.

Total Financial Cost ($)

36101.00

LAA #2: Other Activity

1a. Approved Expenditures	**1b. Institutionalization Plan**
Enrollment Management training	Opportunities for absorbing other costs associated with specific grant activities are being explored and will be solidified by the conclusion of the NCE year.

Total Financial Cost ($)

3600.00

1c. In the space provided below please list any considerable challenges, successes, or failures regarding the institutionalization of one or more activities.

In year 1, there is nothing to report here.

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.

As mentioned earlier, through the Title V funds received, SRJC was the recipient of an Institutional Effectiveness Partnership Resource Team grant (PRT).

Certification

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

1. Reporting Period
10/1/2024 to 09/30/2025

2. PR Award Number
P031S240340

3. Project Title
Transformando Initiative

4. Recipient Information
Name: Santa Rosa Junior College
Address: 1501 MENDOCINO AVE , SANTA ROSA, CALIFORNIA 95401

5. Contact Information
Name: Catherine Prince
Title: Dean, Instruction and Strategic Program Development
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)-524-4615	01/29/2026

Report Submitted

This report was submitted by **Robert Holcomb** on **01/29/2026**.

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