

Welcome

PR/Award Number: **P031S200132**Grantee Name: **Santa Rosa Junior College**Reporting Period: **10/1/2023 to 09/30/2024**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:	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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Grant and Report Information

Reporting Period Start:	10/1/2023	Reporting Period End:	09/30/2024
Year Grant was Awarded:	10/01/2020	Scheduled End Year:	09/30/2025

Total Expected Duration of Grant (years): 5

Year X/(from prior): 4/5

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. SRJC was awarded the Lanzamiento grant in 2020 and through its implementation it has helped to support the rebuilding of enrollment and future growth through key program goals and student support services. In the fall of 2023, the College enrollment grew by 7.3% to 22,349. This growth exceeds past years of little to no growth and is a good indicator of the work SRJC is doing to bring students into the institution.

In the same time frame the underrepresented student populations continue to grow as well as reflected below (fall 23 enrollment):

- Hispanic +10.1%
- Black + 4%
- Asian + 13%
- White + 6%

This growth pattern has continued in 2024 - 25 as well.

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

SRJC has seen an increase in graduation rates at both the 100% (2 - year) and 150% (3 year) rates over the baseline rates established in 2020. Lanzamiento services included supporting students in degree completion and transferring to a 4-year institution of higher education. Overall, from the baseline year, there has been a steady increase in graduation rates with the 2 -year rate increasing from 3.5% to 4% and the 3-year rate increasing from 11.1% to 11.7%. Recent changes to graduation requirements for California Community Colleges has slowed graduation rates slightly as students add required courses to graduate.

Of note is the steady increase in improvement on the 3 year graduation rates of FT Hispanic/Latino students from 15.8% to 17.7% as well as a significant increase in the overall 3 year graduation rate from 17.2% (baseline) to 19.2% in 2023-24. This number will increase as final graduation numbers are reported in the system.

The 2-year rate remains flat (4%), as the impact of an additional graduation requirement added by The California Community College Chancellors Office has added an additional course to the graduation requirement as the demand for courses currently exceeds the availability of sections.

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

In year 4, Lanzamiento has continued to build on the retention impact seen in years 1-3, in part due to the support services students receive in designated Lanzamiento sections. From the baseline year (2019) to the present, there has been an 9% increase in retention of first year students overall. (56.3% to 65.1%) Again as seen in years 2 & 3, the largest impact was on the part-time student where there was a 20%+ increase in retention.

FT retention:	2019	2023-4	%change
All students:	71%	83.1%	12%
Hispanic/Latino:	70%	84%	14%

PT retention	2019	2023-24	%change
All students:	34%	55%	21%
Hispanic/Latino	34%	54%	20%

As the embedded supports in Lanzamiento sections support every student, not any specific population it has helped in retaining all underrepresented students enrolled.

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

SRJC received a third Title V grant in 2023, allowing the College to work across disciplines to focus on retention, completion, and graduation. All three grants are contributing to the longer term financial stability of SRJC as they provide 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 Lanzamiento support, the college has brought in supports to address this need - from the baseline year to the present the completion of Math and English by Hispanic, low-income students has increased from 5% to 12.9%. If, at the grant's conclusion, this trend continues it will have a direct impact on the future funding from the California Community College Chancellor's Office. At the grants completion all pieces will be fully integrated helping SRJC to increase its fiscal stability in future years.

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 4 include:

1. 10 Communities of Practice, with topics covering: Liquid Syllabus, Community Care, Teaching the Whole Student, Inca Mathematics.
2. 124 Lanzamiento Sections taught by 77 faculty with 3,720 students enrolled.
3. Student Success Workshops: financial aid, college success and study habits
3. Mental Health services 184 events, attended by 4,865 students. Provided individual therapy to 139 students. With the opening of residential housing on the Santa Rosa Campus, the mental health team provided workshops and consultations to dorm residents.
4. Creation of support video's for instructor use in the classroom including: Mental health, Work Exp, Transfer, and support services.
5. Student Success Coaches provided SRJC Ready a summer "jump start" program to ensure students have the information and tools needed to start the semester, includes information on scholarships, financial aid, support services available.
6. Spring Back into Action: Success Coaches along with Faculty mentors reached out to students who were struggling mid- Spring semester to get them back on track to complete the semester strong.
7. Transfer Center conducted 5 College tours, conducted workshops for transfer students which included how to finance a Bachelors degree, college application prep, and a transfer student panel where SRJC students who had transferred shared their experience.
8. Continued process of institutionalizing grant programs

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 4, the Office of Institutional Effectiveness built a Tableau Dashboard providing SRJC faculty with a tool to document the outcomes of participation in Lanzamiento. The dashboard provides academic course completion and grade distribution disaggregated by several demographic factors. (new student, ethnicity, first gen, online vs in person) The Lanzamiento dashboard was shared with participating faculty in the fall of 2023 and spring of 2024. (<https://fact-book.santarosa.edu/lanzamiento>) Course completion and improved academic performance are two of the four Lanzamiento goals.
2. SRJC was invited to be one of 2 Community Colleges participating in the Advocate, Create, and Transform HSI's to Improve Student Experiences. This year long research project was led by UC Berkeley faculty member, Dr. Gina Ann Garcia who guided the SRJC team in identification of 4 research questions which the team explored through the year. Data from this work has been included in a larger Community College HSI survey.

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

Yes No

If so, how? Use quantifiable measures where possible. These contributions can include those disseminated in a variety of formats, including presentations, publications, program development, and recommendations for policy changes due to the project.

This year, SRJC was invited to participate in a Participatory Action Research (PAR) project with Dr. Gina Garcia, funded by the SERN network. As a part of this work, the VP of Academic Affairs, Lanzamiento Program Director, and the Lanzamiento Faculty Coordinator were invited to present at the inaugural HSI Research Colectiva at UC Davis. Dr.

Garcia guided the SRJC team in identification of 4 research questions which were explored over the next 12 months. At the conclusion the data from this work was included in a larger Community College HSI collective survey.

As a contribution to practice, the creation of the Lanzamiento dashboard created a vehicle for faculty to drill into their individual course success metrics and identify areas for improvement.

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.

Some student support programs which began during the pandemic have continued and are now integrated in to the colleges ongoing budget (laptop loaners, food bank, safety net services) and are providing a vital service to students. In 2022-23, SRJC opened residential facilities on the Santa Rosa campus bringing dorm housing to a large unhoused student population. In 2023-24, Lanzamiento services extended to the dorm with mental health services. This additional support has been important to the under-represented, low-income, first-gen students who are in need of safe housing while attending college.

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 built a data dashboard to exam the the impacts of grant services on specific courses who participated in Lanzamiento. These findings were shared with the college community to identify best practices to use to support underrepresented, first generation students.

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 4, two external evaluator site visits were conducted (one in person, one via zoom) by the external evaluation team from David Trujilo and

Associates in November 2024. 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 4. This impact can be attributed to grant activities that have engaged students and supported their academic progress and success. Specifically, noted:

- Data indicates that students in Lanzamiento English sections had better completion rates than students in non-Lanzamiento English sections.
- Data indicates that persistence rates are better for students in PAL-embedded support courses than non-PAL participation classes.
- Communities of Practice for faculty continue to be solid and well-received.
- The new Lanzamiento data dashboard enhances student progress and outcomes tracking, supporting evidence-based pedagogy and course design improvements.

SRJC are now exploring alternative approaches to sustain HSI functions and skills. The College's approach emphasizes maintaining essential functions and skills rather than simply absorbing grant-funded staff positions. Strategies under discussion include:

- o Integrating new practices within existing departments.
- o Professional development for permanent staff to retain expertise.

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.

[Year_4_Eternal_Evaluator_Reports.pdf](#)

[HSI_Timeline_2013__2024.pdf](#)

[Sonoma_County_Junior_College_District_Audit_Report_2024.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	22,401	
Fall-to-Fall Retention %	56	59	61	64	65	
100% Time to Graduation Rate	2	4	4	4	0	
150% Time to Graduation Rate	12	14	12	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/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

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 2025 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, Hispanic, low-income, and first generation students.

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, first generation, and 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, first generation, and low-income students.

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 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 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:

Project

09/30/2024

Semester

Data Type: Raw Number

Ratio

Target	Actual
16.00	13.00
/	/
100	100

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 rates among Hispanic, low-income students from base line of 76% to 85% by 2025.

Measure Type:

Date Measured:

Frequency Measured:

Project

09/30/2024

Semester

Data Type: Raw Number

Ratio

Target	Actual
82.00	70.00
/	/
100	100
82%	70%

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

Measure Type:

Project

Date Measured:

09/30/2024

Frequency Measured:

Semester

Data Type: **Raw Number** **Ratio**

Target	Actual
42.00	35.00
/	/
100	100
42%	35%

Grant Activity 4/4**Activity Name:**

Transfer and completion

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 and low-income students will increase from 4% to 18%.

2021 Target: increase by 2% (6%)

2022 Target: increase by 3% (9%)

2023 Target: increase by 3% (12%)

2024 Target: increase by 3% (15%)

2025 Target: increase by 4% (18%)

Objective Status: On schedule**Performance Measure 1/1****Performance Measure Description:**

Develop and implement a comprehensive transfer and completion initiative to facilitate the student journey from entering college through transfer completion. Integrating frequent and relevant transfer focused programs - college tours as well as workshops to prepare for transfer will improve the student trajectory at SRJC.

Measure Type:

Project

Date Measured:

09/30/2024

Frequency Measured:

Semester

Data Type: **Raw Number** **Ratio**

Target	Actual
15.00	10.00
/	/
100	100
15%	10%

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)	Non-ExpenditureFederal Expenditure	Carryover Balance (Current Year)(D-E)	Carryover Percentage (G/D as %)	Next Year's Actual Budget*	Changes	
Personnel	150,244.84	313,794.00	464,038.84	395,535.28	0.00	68,503.56	14.76	324,210.00	<input type="checkbox"/>
Student Personnel	381.02	90,973.00	91,354.02	91,354.02	0.00	0.00	0.00	17,050.00	<input type="checkbox"/>
Fringe Benefits	0.00	103,023.00	103,023.00	103,023.00	0.00	0.00	0.00	90,562.00	<input type="checkbox"/>
Travel	23,600.81	26,415.00	50,015.81	8,761.35	0.00	41,254.46	82.48	20,000.00	<input type="checkbox"/>
Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
Supplies	61,377.43	8,500.00	69,877.43	2,357.57	0.00	67,519.86	96.63	25,000.00	<input type="checkbox"/>
Contractual	21,482.44	57,295.00	78,777.44	32,571.58	0.00	46,205.86	58.65	57,000.00	<input type="checkbox"/>
Construction	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
Endowment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
Total Direct Costs	257,086.54	600,000.00	857,086.54	633,602.80	0.00	223,483.74		533,822.00	
Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
A	B	C	D	E	F	G	H	I	
Carryover Balance		Total Budget		Non-ExpenditureFederal		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	\$257,086.54	\$600,000.00	\$857,086.54	\$633,602.80	\$0.00	\$223,483.74	\$533,822.00

*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 4 carry-over amount was \$223483.74. A request to utilize carry-over funds was requested from the Program Officer and granted. 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 2024, increase in pay for PALS and the increased benefit costs. As positions are being institutionalized as the grant enters year 5 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 elective in terms of retention and grant goals.

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

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
<u>Grant Activity 1:</u> Implement a comprehensive and aligned SRJC pre-matriculation and onboarding initiative, through dual enrollment, Welcome and Connect Center programming, and financial aid outreach. Culturally responsive mental health services and college navigation orientation.	<p>LAAs:</p> <ul style="list-style-type: none"> 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. <p>Dollars Spent: \$108,349.10</p> <ul style="list-style-type: none"> 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. <p>Dollars Spent: \$75,650.72</p>	\$183,999.82
<u>Grant Activity 2:</u> Institute enhanced curricular pathways and instructional approaches including HSI-designated, cross disciplinary course sections and academic pathways, faculty-led Communities of Practice. Provide Districtwide professional development activities for all employee groups that are geared toward serving the target population.	<p>LAAs:</p> <ul style="list-style-type: none"> 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. <p>Dollars Spent: \$49,113.03</p>	\$49,113.03
<u>Grant Activity 3:</u> Establish embedded and aligned learning support resources, including integrated tutoring, peer coaching, and course specific information competency workshops.	<p>LAAs:</p> <ul style="list-style-type: none"> 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. <p>Dollars Spent: \$83,439.32</p>	\$83,439.32
<u>Grant Activity 4:</u> Develop and implement a comprehensive transfer and completion initiative, designed to facilitate the	<p>LAAs:</p> <ul style="list-style-type: none"> Articulation agreements and student support programs designed to facilitate the transfer 	\$171,762.23

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.

from two-year to four-year institutions.

Dollars Spent: \$6,579.03

- 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: \$165,183.20

Total Dollars Spent on All Activities

\$488,314.40

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 continues to identify areas to be fully institutionalized at the completion of the grant cycle. In year 4, a formative assessment was conducted on key grant areas to determine the effectiveness of the service to assist with the process of institutionalizing practices and programs. At the conclusion of year 4, two positions have been fully institutionalized:

1. Financial Aid Bilingual Specialist (year 4)
2. Bilingual Mental Health Specialist (year 3)

In year 4, the Lanzamiento Librarian created a library collection, library guide, and trained the library staff to continue academic support in future years.

Also in year 4, the Transfer Counselor and Work Experience faculty created online presentations for use at the grant's conclusion - these presentations are now included in online courses and available to show in class.

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,...	<p>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.</p>
<p>1a.</p> <p>Approved Expenditures</p> <p>Bilingual Mental Health Practitioner PT Student Success Coaches Dual Enrollment Services</p>	
<p>1b.</p> <p>Institutionalization Plan</p> <p>Year3 Mental Health Practitioner funding was assumed by SRJC through local mental health funds and increased from PT to FT. Dual Enrollment Services were expanded through the addition of a Dual Enrollment counselor and SRJC expanding Dual Enrollment through CCAP agreements and the hiring of a Dual Enrollment Director. Opportunities for absorbing other costs associated with specific grant activities within the College are being explored and will be solidified going forward.</p>	
<p>Total Financial Cost (\$)</p> <p>108349.10</p>	
<p>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.</p>	
<p>1a.</p> <p>Approved Expenditures</p> <p>Financial Aid Specialist FT</p>	
<p>1b.</p> <p>Institutionalization Plan</p> <p>Financial Aid position was institutionalized at the start of year 4.</p>	
<p>Total Financial Cost (\$)</p> <p>75650.72</p>	
<p>2. Curricular Pathways</p> <p>Institute enhanced curricular pathways and instructional approaches including HSI-designated, cross disciplinary course...</p>	

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

Professional Development
Communities of Practice
PALS (Peer Assisted Learning Support)

1b.

Institutionalization Plan

In year 4, Professional Development activities were provided through a sharing of resources with other SRJC funds, allowing for a lower cost and broader reach of training.

PALS were refocused to support first year Math & English courses related to transfer which concentrated the resource on the largest area of need.

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

Total Financial Cost (\$)

49113.03

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

HSI Librarian
PALS

1b.

Institutionalization Plan

HSI Librarian has institutionalized her work through the following:

1. Training other staff librarians to support courses.
2. Developing an online library guide for students and instructors with books, articles, and other material to support courses.

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

Total Financial Cost (\$)

83431.32

4. Transfer and completion

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

LAA #1: Articulation agreements and student support programs designed to facilitate the transfer from two-year to four-year institutions.

1a.

Approved Expenditures

Lanzamiento Transfer Counselors

1b.

Institutionalization Plan

Transfer Counselors have prepared videos and other materials to be used by faculty to assist students in the transfer process.

Two pieces of legislation will continue the work started by Lanzamiento 1. California's AB928 will assist in institutionalizing transfer counselors through

the development of local materials to assist students in the transfer process and streamline the transfer process.
 2.CA AB928 Cal-GETC - which establishes a singular lower division pathway for students transferring to a University of California or a California State University.

Total Financial Cost (\$)

165183.00

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

College & University tours
 Transfer Workshops

1b.

Institutionalization Plan

None at the present but are being reviewed for future support.

Total Financial Cost (\$)

6579.00

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

During year 4, funding became available to hire externally 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) and professional development to be more in depth and are bringing 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 4 was the increase of hourly employee pay (PALS) and a large COLA for all employees. Year 5 will also have an additional fiscal burden as a recently completed salary review study has increased classified employee pay. These two items increased personnel costs and created a budget challenge. In response, a focus was placed on key service areas - e.g. PALS for Math & English to focus resources where best used.

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 2024, Santa Rosa Junior College was awarded its fourth HSI grant, Transformando. With three HSI grants, SRJC has been invited to participate in a HSI Transformation Project as one of two community colleges working with Dr. Gina Garcia funded by the Student Experience Research Network (SERN). This year long project involved all of the current HSI grants and college stakeholders in a project to help us identify areas of improvement in the institution to better serve underrepresented, first generation, low income Hispanic students. This year long process included the student voice, collection of student and constituent feedback and has led to a further project beginning in year 5. Reviewing past and current HSI grants and the impact on the institution's ability to provide the services and support through this process will also provide SRJC with a comprehensive guide to gaps and opportunities in the College.

Certification

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

1. Reporting Period

10/1/2023 to 09/30/2024

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

Robert Holcomb

Email

rholcomb@santarosa.edu

Phone

(707)-527-4615

Date

04/11/2025

Report Submitted

This report was submitted by **Robert Holcomb** on **04/11/2025**.

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