

Welcome

PR/Award Number: **P031S200132**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: | 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: | 10/1/2024 | Reporting Period End: | 09/30/2025 |
| Year Grant was Awarded: | 10/01/2020 | Scheduled End Year: | 09/30/2025 |

**Total Expected Duration
of Grant (years):** 5

Year X/(from prior): 5/5

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 it's 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 2024, the College enrollment grew by 5.4% to 23,235. This brings the total enrollment growth to 20% from the baseline of year 1 (19,297) and supports 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 24 enrollment):

- Hispanic +6.4%
- Black + 17%
- Asian + 6%
- White + 2%

This growth pattern has continued in 2025 - 26 as well. Rebuilding has been slow, but steady and a key element in the growth has been the increase in Dual Enrollment pathways with local high schools.

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 4% to 5% and the 3-year rate increasing from 11.7% to 12.9%. In the same time frame the Hispanic, first gen rates went from 2.9% to 4.9% (2-Year) and from 10.8% to 12.4% (3-yr). Recent changes to graduation requirements for California Community Colleges has slowed graduation rates slightly as the demand for required courses has created a bottleneck. Of note is the steady increase in improvement on the 3 year graduation rates of FT Hispanic/Latino students from 10.4% to 19.8% as well as a significant increase is the overall (all students) 3 year graduation rate from 17.2% (baseline) to 21.3% in 2024-25. This number will increase as final graduation numbers are reported in the system. The 2-year rate has moved from 4% to 5% as we adjust to the impact of an additional graduation requirement added by The California Community College Chancellors Office.

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

In Year 5, Lanzamiento has continued to build on the retention impact , 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 65.3%) Again as seen in years 2 & 3, the largest impact was on the part-time student where there was a 20%+ increase in retention.

All FT students: 71% (baseline) 79.4% Yr 5

Hispanic/Latino: 70% (baseline) 79.4% Yr 5

PT retention 2019 2024-25

All students: 34% (baseline) 48% Yr5

Hispanic/Latino 34% (baseline) 48% Yr 5

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, first generation students has increased from 5% to 12.5%. 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 5 include:

1. Institutionalize grant components to facilitate grant ending.
2. 103 Lanzamiento Sections, with a focus on Math, English, ESL for year 5.
3. Student Success Workshops: SRJC Ready, financial aid, college success and study habits
4. Mental Health services. Provided individual therapy to students. With the opening of residential housing on the Santa Rosa Campus, the mental health team provided workshops and consultations to dorm residents.
5. Creation of support video's for instructor use in the classroom including: Mental health, Work Exp, Transfer Process, and support services.
6. Transfer Center 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.
7. Increased Dual enrollment courses at local high schools.
8. Paired student success coaches with PALS to create an early support for students struggling early in the semester and link them to support services.

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. This dashboard continues to be beneficial in year 5 to faculty teaching in Lanzamiento. The dashboard allows a section by section review of academic course completion and grade distribution disaggregated by several demographic factors. (new student, ethnicity, first gen, online vs in person).
2. SRJC successfully concluded its participation in the Advocate, Create, and Transform HSI's to Improve Student Experiences research project. 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.

SRJC was invited to participate in a Participatory Action Research (PAR) project with Dr. Gina Garcia, funded by the SERN network. At the conclusion of the project the data from this work was included in a larger Community College HSI collective survey. The creation of the Lanzamiento dashboard created a vehicle for faculty to drill into their individual course success metrics and identify areas for improvement. As a result of this work, SRJC applied for and was awarded an Institutional Effectiveness Partnership Technical Assistance grant. This project has brought a team of professional experts to SRJC to assist the College continue the HSI Transformation work begun with Lanzamiento and Transformando assisting the district in institutionalizing the programs providing support to our Latino, first generation, and low income students in their college journey. This year long process includes constituent feedback and review of the work current DHSI grants have brought to SRJC. A facet of this was reviewing past and current HSI grants and the

impact on the initiation'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.

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 begun 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. Lanzamiento supported 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 from the baseline of 33.9% to 48%. Also of note is the increase in 3 year graduation rates from 11% to 12.9%.

In year 5, we continued to use the 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 and the Board of Trustees 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.

Title_V_HSI_Lanzamiento_Logic.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 5, two external evaluator site visits were conducted by the external evaluation team from David Trujillo and Associates in November 2024 and June 2025. The visiting team had the following to say about Lanzamiento and its operations:

Lanzamiento has effectively integrated HSI-designated courses and embedded student support into SRJC's academic framework. It has also contributed to enhancing the College's infrastructure and service delivery, directly supporting improved outcomes for Latinx, low-income, and first-generation students.

Importantly, the Project enjoys wide support across the institution—from faculty, staff, and union representatives to the Academic Senate. This broad endorsement has contributed to tangible improvements in institutional performance, including:

- Increased student course completion rates
- Higher rates of "A" grade attainment
- Improved first-year retention
- Elevated transfer rates for target student populations

As it nears the conclusion of its fifth year, Lanzamiento has prioritized the development of a cost-effective and sustainable plan to expand its Peer-Assisted Learning Support (PALS) model to additional HSI-designated courses. Key objectives of this expansion include:

- Deepening faculty collaboration with student support services
- Increasing student success and completion in targeted courses
- Strengthening the capacity of both HSI Projects and the Institutional Effectiveness, Research, and Planning (IERP) Office.

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_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 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 | 23,235 |
| Fall-to-Fall Retention % | 56 | 59 | 61 | 64 | 65 | 67 |
| 100% Time to Graduation Rate | 2 | 4 | 4 | 4 | 5 | 0 |
| 150% Time to Graduation Rate | 11 | 12 | 12 | 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 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?

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 2026, 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:

Project

Date Measured:

09/30/2025

Frequency Measured:

Annual

Data Type: ☐ Raw Number ☒ Ratio

| Target | Actual |
|--------|--------|
| 20.00 | 13.00 |
| / | / |
| 100 | 100 |

20%

13%

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 2026.

Measure Type:

Project

Date Measured:

09/30/2025

Frequency Measured:

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 2026, 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 2026, 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:09/30/2025

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:09/30/2025

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) | Expenditure | Non-Federal Expenditure | Carryover Balance (Current Year)(D-E) | Carryover Percentage (G/D as %) | Next Year's Actual Budget* | Changes |
| Personnel | 80,420.95 | 302,000.00 | 382,420.95 | 300,099.67 | 0.00 | 82,321.28 | 21.53 | 82,321.28 | <input type="checkbox"/> |
| Student Personnel | -5,851.86 | 57,973.00 | 52,121.14 | 64,083.12 | 0.00 | -11,961.98 | -22.95 | -11,961.98 | <input type="checkbox"/> |
| Fringe Benefits | -6,065.53 | 110,219.00 | 104,153.47 | 75,981.83 | 0.00 | 28,171.64 | 27.05 | 28,171.64 | <input type="checkbox"/> |
| Travel | 41,254.46 | 17,284.00 | 58,538.46 | 6,858.42 | 0.00 | 51,680.04 | 88.28 | 51,680.04 | <input type="checkbox"/> |
| Equipment | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | <input type="checkbox"/> |
| Supplies | 67,519.86 | 29,443.00 | 96,962.86 | 19,302.19 | 0.00 | 77,660.67 | 80.09 | 77,660.67 | <input type="checkbox"/> |
| Contractual | 46,205.86 | 16,910.00 | 63,115.86 | 17,111.75 | 0.00 | 46,004.11 | 72.89 | 46,004.11 | <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 | 223,483.74 | 533,829.00 | 757,312.74 | 483,436.98 | 0.00 | 273,875.76 | | 273,875.76 | |
| 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-Federal Expenditure | | 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 | \$223,483.74 | \$533,829.00 | \$757,312.74 | \$483,436.98 | \$0.00 | \$273,875.76 | \$273,875.76 |

*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 finishes year 5 funds are being redirected to increase support in key goal areas. This included the increase in academic counseling support, Success Coaches, Dual Enrollment, 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. | <u>LAAs:</u> <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. <u>Dollars Spent: \$126,525.89</u> | \$126,525.89 |
| <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. | <u>LAAs:</u> <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. <u>Dollars Spent: \$34,543.52</u> | \$34,543.52 |
| <u>Grant Activity 3:</u> Establish embedded and aligned learning support resources, including integrated tutoring, peer coaching, and course specific information competency workshops. | <u>LAAs:</u> <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. <u>Dollars Spent: \$90,512.52</u> | \$90,512.52 |
| <u>Grant Activity 4:</u> 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. | <u>LAAs:</u> <ul style="list-style-type: none"> Articulation agreements and student support programs designed to facilitate the transfer from two-year to four-year institutions. <u>Dollars Spent: \$4,563.53</u> <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 | \$144,211.79 |

| | | |
|---------------------------------------|--|--------------|
| | instruction) designed to help retain students and move the students rapidly into core courses and through program completion. <u>Dollars Spent:</u> \$139,648.26 | |
| Total Dollars Spent on All Activities | | \$395,793.72 |

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,... | | |
| 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 Student Success Coaches Dual Enrollment Services Financial Aid Specialist | 1. Year 3 Mental Health Practitioner funding was assumed by SRJC through local mental health tax funds and increased from PT to FT. 2. Financial Aid position was institutionalized at the start of year 4. 3. Dual Enrollment Services were expanded through the addition of a Dual Enrollment counselor, Dual Enrollment Director, and expanding Dual Enrollment through CCAP agreements. 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 (\$) | | |
| 126525.89 | | |
| 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 Communities of Practice | In year 5 , Professional Development activities were provided through a sharing of resources with other | |

PALS (Peer Assisted Learning Support)

SRJC funds, allowing for a lower cost and broader reach. SRJC Academic Senate is responsible for on-going CoP's.

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 (\$)

34543.52

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**

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.
3. Curating a collection of books and resources for use by faculty and for professional development.

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 (\$)

90512.52

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 (\$)

139648.26

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

College and University Tours have been integrated into the Transfer Center.
Transfer information presentations have been recorded for use in class presentations or inclusion in online course shells.

Total Financial Cost (\$)

4563.53

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

During year 5, 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 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. SRJC's Academic Senate is responsible for on-going faculty CoP's as a part of their Professional Development responsibility.

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 5 was the increase cost of staffing due to a new fiscal burden as a recently completed salary review study has increase 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 on the key grant goals.

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 it's fourth HSI grant, Transformando. With three HSI grants, SRJC has applied for an been awarded an Institutional Effectiveness Partnership Technical Assistance grant. This project brings a team of professional experts to SRJC to assist the College continue the HSI Transformation work begun with Lanzamiento and Transformando assisting the district in institutionalizing the programs providing support to our Latino, first generation, and low income students in their college journey. This year long process includes constituent feedback and review of the work current DHSI grants have brought to SRJC. A facet of this was reviewing past and current HSI grants and the impact on the initiation'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

10/1/2024 to 09/30/2025

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

Phone Date