

Grant Progress Update

Reporting Period: July 1, 2021 to September 30, 2021

PR Award #: P031S200132

Institution Name: Sonoma County Junior College District

Project Title: The SRJC “Lanzamiento” Initiative

Project Director (PD): Dr. Robert Holcomb

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Program Management

1. Are there any changes to key personnel positions? If so, explain.
No.
2. Are there any changes to your scope, activities, or objectives? If so, explain.
No.

Program Performance – **Please provide an Activities Timeline/Progress report**

1. Describe activities and corresponding objectives and tasks completed for the reporting period.
 - a. Activity Description:
 - b. Activity Objective(s) and tasks completed:
 - c. If an activity has concluded, what was the impact or outcome?

All year 1 grant activities were achieved and correlate with considerable progress toward year 1 measurable outcomes and performance indicators, as shown below.

Completion of Math and English

By 2021, the percentage of Hispanic low-income students completing transfer-level math and English in their first academic year will increase from 5% to 7%. Achieved The percentage of Hispanic low-income students completing transfer-level math and English in their first academic year has increased to 11%.

Course Completion Rate

By 2021, the course completion rate among Hispanic low-income students will increase from 71% to 73%. Not Achieved The course completion rate for Hispanic low-income students fell to 69%.

Rate of Earning “A” grades

By 2021, the rate of earning “A” grades among Hispanic low-income students will increase from 30% to 32%. Achieved The rate of earning “A” grades among Hispanic low-income students increased to 35%.

Transfer Rate

By 2021, the transfer rate among Hispanic low-income students will increase from 25% to 27%. Achieved The transfer rate among Hispanic low-income students has increased to 30%.

An overview of all year 1 grant activities is provided in the template below.



HSI “Lanzamiento” Grant, P031S200132

Activities Timeline Progress Report, 9/30/21

HSI Area, Lead	Year 1 HSI Activity
Academic Affairs Laura Larqué	Implement 10 HSI-designated course sections designed to serve the target population. Link to evidence Complete ✓
HSI Area, Lead	Year 1 HSI Activity
Academic Affairs Laura Larqué	Implement two CoPs including 30 faculty members. Coordinate with other academic disciplines to begin designing CoPs. Link to evidence Complete ✓
HSI Area, Lead	Year 1 HSI Activity
Dual Enrollment Vanessa Luna Shannon	Develop a comprehensive dual enrollment strategic plan, designed to increase participation and completion among Hispanic and low-income students. Link to evidence Complete ✓
HSI Area, Lead	Year 1 HSI Activity
Welcome and Connect Center, Petaluma Student Success Team Hilleary Zarate Michelle Vidaurri	Design a recruitment plan to increase Hispanic and low-income student participation. Link to evidence Complete ✓

HSI Area, Lead	Year 1 HSI Activity
Financial Aid Drina Ochoa	<p>Create comprehensive financial wellness presentations including 5 Minute Financial Aid, 15 to 30-minute overview, to 60-minute comprehensive Financial Wellness.</p> <p>Make available to counselors and other faculty to gain interest/invitations for classroom presentations.</p> <p>Link to evidence Complete ✓</p>
HSI Area, Lead	Year 1 HSI Activity
Financial Aid Drina Ochoa	<p>Develop and implement Financial Aid Awareness Week (October) – a District-wide event focusing on increasing awareness and completion of FAFSA applications and promoting institutional scholarship opportunities.</p> <p>Link to evidence Complete ✓</p>
HSI Area, Lead	Year 1 HSI Activity
Tutorial Center Amy Flores	<p>Redesign PALS training activities to include new culturally relevant practices geared toward serving the target population.</p> <p>Link to evidence Complete ✓</p>
HSI Area, Lead	Year 1 HSI Activity
Welcome and Connect Center, Petaluma Student Success Team Michelle Vidaurri, Hilleary Zarate	<p>Redesign Success Coach training activities to include new culturally relevant practices geared toward serving the target population.</p> <p>Link to evidence Complete ✓</p>

HSI Area, Lead	Year 1 HSI Activity
Library Resources and Information Technology Loretta Esparza	Provide Course-integrated instruction for 10 HSI-designated course sections. Link to evidence Complete ✓
HSI Area, Lead	Year 1 HSI Activity
Student Psychological Services Bert Epstein	Develop a comprehensive mental health plan, inclusive of both individual therapy as well as workshops, all designed to increase participation and completion among Hispanic and low-income students. Link to evidence Complete ✓
HSI Area, Lead	Year 1 HSI Activity
Transfer Center Amy Merkel	Spring Semester: Offer “Create Your College List” workshop so students can research options and narrow down schools they are considering for transfer. Link to evidence Complete ✓ Link to evidence2 Complete ✓

Budget – Please provide a budget and budget narrative to support your answer to these questions.

1. Are there are any changes to your budget?

A detailed Year 1 Carryover Plan was approved by Program Officer Kurrinn Abrams on September 14, 2021. As such, \$117,019.12 is authorized to be applied in grant year 2, as follows:

- PALS (embedded tutors) \$40,000.00
- Student Success Coaches \$40,000.00
- Communities of Practice \$37,019.12

Budget Summary Chart

	Current Available Balance	Remaining expenditures in FY 2021	Ending account balance expected on September 30, 2021
1. Personnel	\$148,463.87	\$60,453.60	\$88,010.27
2. Fringe Benefits	\$36,923.75	\$11,468.43	\$25,455.32
3. Travel	\$6,000.00	\$6,000.00	\$0.00
4. Equipment	N/A	N/A	N/A
5. Supplies	\$3,802.15	\$2,790	\$1,012.15
6. Contractual	\$8,221.38	\$5,680	\$2,541.38
7. Construction	N/A	N/A	N/A
8. Other	N/A	N/A	N/A
9. Total Direct Costs (lines 1-8)	\$203,411.15	\$86,392.03	\$117,019.12
10. Indirect Costs	N/A	N/A	N/A
11. Training Stipends	N/A	N/A	N/A
12. Total Costs (lines 9-11)	\$203,411.15	\$86,392.03	\$117,019.12

Supporting Narrative

The total year 1 carryover amount is \$117,019.12, with \$1,012.15 in supplies, \$2,541.38 in contractual, and the vast majority, \$113,465.59, in personnel and fringe benefits. All of these carryover amounts are directly related to the COVID-19 pandemic and corresponding shift to remote instruction, student services, and overall operations.

The use of Zoom meetings, electronic document-sharing, and overall remote operations, reduced spending on supplies, such as paper, ink, and other types of office consumables.

Actual expenditures for the two separate year 1 external evaluations came in moderately under the budgeted amount resulting in that additional surplus.

The largest percentage of the overall carryover amount, in personnel and fringe benefits, resulted in implementing fewer hourly assignments for PALS (embedded tutors), student success coaches, and Communities of Practice, than that which had been budgeted for those areas. Again, this was due to the logistics of operating in remote modalities. Various instructors, who would have incorporated these embedded grant resources for in-person instruction, opted to instead emphasize other grant resources—mental health services, financial aid workshops, and transfer center programming—which integrated more seamlessly in remote modalities. It is important to note that benchmarks for all year 1 grant activities, including those pertaining to PALS (embedded tutors), student success coaches, and Communities of Practice, were achieved.

In grant year 2, as more in-person instruction becomes available and instructors become more familiar with embedding support resources within remote environments, PALS (embedded tutors), student success coaches, and Communities of Practice will become increasingly critical and operational. As such, this is to request that the full year 1 carryover amount of \$117,019.12 be authorized to be applied in grant year 2 toward those same areas, as follows:

- PALS (embedded tutors) \$40,000.00
- Student Success Coaches \$40,000.00
- Communities of Practice \$37,019.12

This would provide key and critical support to students enrolled in HSI-designated course sections and instructors assigned to teach them, during the ongoing transition within remote instructional modalities and back to in-person teaching and learning. In doing so, it would directly support the goals and objectives of the grant initiative and foster momentum toward achieving defined measurable outcomes and performance indicators outlined in the grant.

Reflect on Year 1 Grant Implementation

1. Have you hired/onboarded all key personnel for the grant? If not, what key personnel is forthcoming?

Yes, all key personnel are well in place.

2. What task or objective is the priority for the next reporting period?

Review of, and beginning steps toward, year 2 grant activities are the priorities for the next reporting period.

3. What went well in year 1?

In year 1, the HSI Implementation Team was able to assemble and work collaboratively toward implementation of all year 1 grant activities. It also functioned with support and general guidance from the HSI Steering Committee. Attainment of most year 1 performance indicators was also a positive outcome of year 1. Finally, having emerged within the HSI professional community, by attending and presenting at multiple conferences, was a milestone and new horizon for our College, which only became an HSI in 2014

4. What didn't go well in year 1? Please discuss any challenges you experienced.

There were clear challenges relating to the COVID-19 pandemic, including operating primarily in remote modalities, but our HSI team was able to adapt effectively. The only notable shortcoming was not achieving the year 1 performance indicator pertaining to course completion.

- By 2021, the course completion rate among Hispanic low-income students will increase from 71% to 73%. Not Achieved The course completion rate for Hispanic low-income students fell to 69%.

The carryover funding is being directed toward year 2 activities that are aimed at improving course completion and getting back on track with respect to that particular performance indicator in year 2.

Program Officer

1. What support was helpful during this first year?

Program Officer Kurrinn Abrams was incredibly helpful in year 1 by being approachable, accessible, and responsive to our questions and considerations. She also communicates clearly and regularly with relevant information.

2. How can your Program Officer better support you in year 2?

She can just continue to operate as she did in grant year 1.

3. What resources would be helpful going forward?

Another Project Director's Conference, similar to the one held this year, would be beneficial.

Is there anything else you would like to share?

Thank you for the continued partnership.