

Welcome

PR/Award Number: **P031S200014**Reporting Period: **10/1/2023 to 09/30/2024**Grantee Name: **College of the Mainland**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:	P031S200014	OPEID:	00709600	Unit ID:	226408
Program:	Title V Developing Hispanic-Serving Institutions				
Grantee Name (Institution Name):	College of the Mainland				
Project Title:	Pathways Accelerating STEM Success (PASS)				
Address 1:	1200 AMBURN RD				
Address 2: (Optional)					
City:	TEXAS CITY				
State:	TEXAS	Zip:	77591	Zip + 4:	
Institution Type/Control:	2-year Public	Grant Type:	Individual Development Grant		

Project Director

First Name:	Deborah	Last Name:	Fregia
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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.

The Title V PASS Grant has continued to support an increase in enrollment during this grant performance report, surpassing our target of a 5% annual increase in full-time equivalent (FTE) enrollment. Fall 2024 FTE enrollment reached 3,860, a 13.3% increase from Fall 2023 and a 25.6% increase from the baseline. Initiatives like the Summer Workshop in Math (SWIM) program have helped students improve their math placement, while Spanish translation services for enrollment coaches' outreach have expanded access to enrollment information. These results underscore the effectiveness of the Title V PASS Grant in driving enrollment growth, strengthening STEM education, and advancing our institutional objectives. The PASS grant has also bolstered STEM program competitiveness by funding the acquisition of SynDaver models and other specialized supplies, providing students with hands-on, industry-relevant learning experiences. These investments enhance COM's appeal to STEM students, preparing them for success in high-demand fields.

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

College of the Mainland's commitment to improving three-year graduation rates, a Title V PASS Grant objective, has yielded impressive results. In year 4 of the grant, COM achieved a 37% three-year graduation rate, surpassing initial targets. This success is due to the implementation of innovative academic support programs, including the expansion of the Engineering program, enhanced pathway-specific advising, and proactive academic coaching. Pathways technology, funded by the Title V PASS Grant, remains essential in tracking student progress and providing early interventions. Using predictive analytics, the system helps advisors identify at-risk students, delivering targeted support and reminders about graduation requirements. The consistent increase in graduation rates highlights the effectiveness of these initiatives, and COM remains committed to sustaining this momentum in line with institutional and state-wide success goals.

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

The Title V PASS Grant tracks fall-to-fall retention rates for tracked participants, with a goal of achieving a 1% annual increase. While Year 4 saw a retention rate of 61%, falling below the projected target, this presents an opportunity to strengthen and refine student support services. COM remains committed to enhancing student success through initiatives such as academic coaching, pathway planning, cultural enrichment activities, and financial literacy education. The college continues to leverage Title V PASS Grant resources to provide early intervention programs, expanded advising services, and career-focused support, ensuring that students receive the guidance they need to persist and graduate. Moving forward, COM will closely examine retention trends, identify key areas for improvement, and implement data-driven strategies to better support program participants, reaffirming its commitment to student success and long-term retention growth.

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

Facilitation of the Title V grant activity has the potential to provide additional funding through the recent House Bill 8 Texas legislation. House Bill 8 shifted the focus of funding for Texas community colleges from enrollment based to outcomes based. This means that funding is tied to specific performance metrics and outcomes achieved by the colleges, rather than simply the number of students enrolled. Title V grant activities have shown to have a positive impact on graduation, transfer, completion and persistence rates. All of which are outcomes measured in the new funding model for Texas aligning funding with desired student outcomes and prioritizing student success and completion.

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 Title V PASS Grant achieved key milestones in STEM education, student support, and academic persistence:

Summer Workshop in Math (SWIM) 2024:

21 students participated in intensive tutoring; 18 retook the TSIA2 MATH exam.

84% improved TSIA2 MATH scores; 63% increased diagnostic scores.

86% enrolled at COM for Fall 2024, exceeding the 59% campus average, reinforcing SWIM's role in retention.

Biology Bridge Program:

Expanded support for students entering Anatomy & Physiology (A&P).

53 students attended six interactive sessions on study skills, medical terminology, and cell structure.

96% reported improved understanding; 100% would recommend the program.

Students visited the Body Worlds exhibit, connecting classroom concepts to real-world applications.

STEM Success Coach Initiatives:

New STEM Success Coach started in Spring 2024, supporting 165 STEM students.

Provided check-ins, early alerts, academic resources, internship opportunities, and calculator loans.

In Summer 2024, focused on STEM students with GPAs below 2.5, leading group coaching to improve performance and persistence.

These initiatives advance STEM pathways, student persistence, and career support, ensuring long-term student success.

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

The Title V PASS Grant supported key initiatives that enhanced student engagement, professional development, and STEM awareness:

Expanded Academic & Career Support:

- o Funded NetTutor for the Tutoring Center, providing advanced math and virtual tutoring for STEM students.
- o Continued support for Symplicity software, streamlining job placement and internship opportunities through Career Services.
- o Installed DeltaV GSU Software in the Process Technology program, equipping students with industry-standard tools for hands-on learning.

STEM Awareness & Engagement:

- o The STEM Success Coach led interactive campus events, engaging students in hands-on learning and career exploration.
- o Hosted "Duck Into STEM Day" for eighth graders, featuring activities like building circuits, launching balloon rockets, and medical cosplay with the Nursing department to inspire future STEM careers.

These initiatives reinforce the grant's impact on STEM education, student persistence, and career readiness. COM will continue working to institutionalize virtual tutoring, career services training, and STEM program expansion.

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

☐ Yes ☒ No

5. If your institution has experienced any unexpected outcomes because of this project, which affect, for better or worse, its capacity to fulfill the goals of the legislation, identify them here. Additionally, describe any challenges that you have had during the reporting period. Include, if applicable, your institution's plans to address these challenges.

Nothing to report.

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?

COM's programs are based on recommendations from the Center for Community College Student Engagement's report, A Matter of Degrees: Promising Practices for Community College Student Success (October 2013) and the Excelencia In Education paper, "Modeling HSI's: Campus Practices That Work for Latino Students" (2008), which advocate best practices for increasing educational attainment in Hispanic populations.

Center for Community College Student Engagement. A Matter of Degrees: Practices to Pathways, High-Impact Practices for Community College Student Success. October 2013.

https://www.ccsse.org/docs/Matter_of_Degrees_3.pdf

Excelencia in Education! Modeling Hispanic-Serving Institutions: Campus Practices that Work for Latino Students.

2008. <https://les.eric.ed.gov/fulltext/ED506008.pdf>

The PASS project will accelerate STEM success by further expanding COM's capacity in eight (8) of the 12 fundamental and time-tested practices: 1) Orientation, 2) Academic Advising/Goal Setting, 3) First Year Experience/Student Success Course, 4) Academic Support/Tutoring, 5) Community Outreach, 6) Transfer Paths, 7) Experiential Learning, and 8) Assessing Current and New Programs. These areas are accelerated through different pieces of the grant, as shown in the chart below. By using these best practices, the project will increase enrollment, retention, and graduation rates for tracked participants.

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.

In Summer 2024, the Summer Workshop in Math (SWIM) targeted students testing into co-requisite courses at College of the Mainland, following the adjustments made from our previous target student population. This new target group included students who may benefit from additional instruction before retaking the placement exam. A total of 18 students participated in the workshop, and 33% of those in attendance improved their math placement scores by the end of the session which is an increase from the 29% of students improving their scores in Summer 2023. This increase in scores is promising, as it suggests that the workshop is effective in helping students advance in their math placement, allowing them to begin their math courses sooner and potentially complete their degree requirements more quickly. For Summer 2025, we plan to continue targeting students in co-requisite courses and further refine our strategies to support their success.

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

Title_V_Logic_Model_Goal_2.pdf

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

☒ **Yes** ☐ **No**

7a. If yes, summarize the results of the formative evaluation.

Surveys were conducted at the conclusion of grant-funded events and workshops to gather student feedback, which is considered when planning future initiatives. Before and after the Summer Workshop in Math (SWIM) program, students completed surveys to assess their experiences and outcomes. This feedback was instrumental in refining this year's program, ensuring maximum impact on student satisfaction and improved TSIA2 test scores.

7b. Have the results of the formative evaluation yielded any improvements in your projects and/or campus?

The results of the formative evaluation have provided valuable insights that will guide improvements in both grant-funded initiatives and campus events. Feedback from surveys has highlighted areas for enhancement and adjustments to be made for future workshops, such as incorporating more personalized support and refining the structure of the program to better meet student needs. Additionally, the feedback will help inform broader campus events and workshops, ensuring that they are more aligned with student preferences and needs. These improvements will be implemented in Year 4 to further strengthen the impact of the grant.

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.

Attached is the external evaluation completed by Dr. Tim Culver with Ruffalo Noel Levitz.

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.

College_of_the_Mainland_TX_TitleV_eval_1024_TCulver.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	4,687	4,335	4,133	4,482	5,498	
Fall-to-Fall Retention %	58	57	68	61	59	
100% Time to Graduation Rate	18	20	22	22	24	
150% Time to Graduation Rate	37	37	38	37	38	

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

If yes, please explain in the space below.

College of the Mainland was re-accredited in Spring 2024. New programs during this project year include an AAS Radiologic Technology in Fall 2023 and a Dental Hygiene AAS in Fall 2024

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?

The expected long-term impact of the grant project on the institution is to increase academic options and enrollment for STEM students to include 4 new engineering degrees, and to increase support services surrounding STEM programs to increase retention and success rates.

3B Grant Activities

Number of Program Allowable Activities Addressed by This Grant: 1

Grant Activity 1/1

Activity Name:

Activity 1

Activity Description:

Improve STEM learning experience and Student Support Services.

Objective 1/2

Objective Description:

Objective 1: Improve STEM Learning experiences. Work has been completed toward this objective this year though the creation and purchase of several new Engineering labs, as well as improvements made to equipment and supplies students were using in our Biology labs. Additionally our STEM Success Coach has been working hard to identify barriers in our STEM students' paths and help them to be successful and to remain in the STEM field of their choice.

Objective Status: On schedule

Performance Measure 1/2

Performance Measure Description:

The number of declared Hispanic STEM majors will increase by three (3) percentage points annually, from 343 to 398. Anticipated target number of STEM majors after year 4 will be 386.

Measure Type:

GPRA

Date Measured:

10/30/2024

Frequency Measured:

Annually

Data Type: ☒ Raw Number
☐ Ratio

Target	Actual
386.00	377.00

Performance Measure 2/2

Performance Measure Description:

Full time equivalent (FTE) enrollment will increase 5% annually, from a baseline of 3091 in Fall 2019. Target for the end of Year 4 was 3757.

Measure Type:

GPRA

Date Measured:

10/30/2024

Frequency Measured:

Annually

Data Type: ☒ Raw Number
☐ Ratio

Target	Actual
3757.00	3860.00

Objective 2/2

Objective Description:

Improve STEM Student Support Services. Work has been completed towards this objective by our STEM Success Coach as well as our tutoring director and our STEM faculty. Students are being supported from enrollments through

graduation, and each student is tracked and checked in with multiple times by our STEM Success Coach and our STEM advisor. As barriers are identified they are removed and grant funding is used to develop new processes and opportunities for student growth and development.

Objective Status: On schedule

Performance Measure 1/3

Performance Measure Description:

Fall-to-fall retention rates for Hispanic Students will increase by one percentage point annually, from a baseline of 64% in Fall 2018 to Fall 2019. The target after Year 4 was 68%.

Measure Type:

GPRA

Date Measured:

10/30/2024

Frequency Measured:

Annually

Data Type: ☒ Raw Number

☐ Ratio

Target	Actual
68.00	61.00

Performance Measure 2/3

Performance Measure Description:

The percentage of first-time-in-college, Hispanic students enrolled at COM graduating within three years of enrollment will increase by 3 percentage points overall, with a one percentage point increase in years 3, 4, and 5. Baseline is 32% for Fall 2016 cohort. After Year 4, the target for this measure was 34%

Measure Type:

GPRA

Date Measured:

10/30/2024

Frequency Measured:

Annually

Data Type: ☒ Raw Number

☐ Ratio

Target	Actual
34.00	37.00

Performance Measure 3/3

Performance Measure Description:

The percentage of regular, non-dual credit students enrolled at COM applying for financial aid will increase by one percentage point annually over the Fall 2019 baseline of 54%. The target after Year 4 was 58%.

Measure Type:

GPRA

Date Measured:

10/30/2024

Frequency Measured:

Annually

Data Type: ☒ Raw Number

☐ Ratio

Target	Actual
58.00	57.00

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	147,426.63	171,229.50	318,656.13	163,723.80	60,512.45	154,932.33	48.62	207,466.00	<input checked="" type="checkbox"/>
Please state the changes made to Personnel below: Year 4 had salary savings due to the new STEM Success Coach beginning a few month into the grant year. Another grant position, the Engineering Faculty was also vacant for a portion of this grant year performance period. We also hired a new Title V Administrative Assistant and only paid this position 50% of their salary from the grant which originally planned for a 100% Administrative Assistant salary.									
Student Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
Fringe Benefits	61,048.81	56,268.00	117,316.81	30,395.16	0.00	86,921.65	74.09	48,516.00	<input type="checkbox"/>
Travel	20,310.38	23,000.00	43,310.38	13,803.42	0.00	29,506.96	68.13	23,000.00	<input type="checkbox"/>
Equipment	-78,515.34	66,988.50	-11,526.84	222,554.79	0.00	-234,081.63	2,030.75	87,556.00	<input checked="" type="checkbox"/>
Please state the changes made to Equipment below: The majority of our previous year carryover (reviewed and approved by the Program Officer) was moved to Equipment to spend on the SynDaver models for our science department.									
Supplies	17,395.52	43,600.00	60,995.52	83,633.44	0.00	-22,637.92	-37.11	68,822.00	<input checked="" type="checkbox"/>
Please state the changes made to Supplies below: Some of the salary savings from the previous year was moved to Supplies to fund the cost of supplies for our STEM programs.									
Contractual	79,733.00	35,000.00	114,733.00	10,130.00	0.00	104,603.00	91.17	84,000.00	<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	-37,512.56	203,914.00	166,401.44	156,206.44	0.00	10,195.00	6.13	80,640.00	<input type="checkbox"/>
Total Direct Costs	209,886.44	600,000.00	809,886.44	680,447.05	60,512.45	129,439.39		600,000.00	
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	
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
Total	\$209,886.44	\$600,000.00	\$809,886.44	\$680,447.05	\$60,512.45	\$129,439.39		\$600,000.00	

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

3D Summary Budget Narrative

Please explain budget changes, as needed, particularly the use of funds from cost savings, carryover funds and other expanded authorities changes to your budget. Provide an explanation if you are NOT expending funds at the expected rate. Describe any significant changes to your budget resulting from modifications of Grant activities.

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

☒ Yes ☐ No

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

During Year 4, the college was able to spend most of the budgeted line-item funding including previous carryover funds. However, there was some cost savings due to staffing shortages.

- The STEM Success Coach position was filled in January 2024 and funded for nine months during Year 4.
- The Administrative Assistant position was filled in February 2024 and funded for eight months during Year 4. Additionally, this position was only 50% effort instead of the original 100% that was planned for in the grant application.
- The Engineering Faculty funded partially through the grant also had a vacancy for a portion of the year.

We plan to allocate these funds strategically to enhance student support and STEM education as written in the carryover budget request approved by our Program Officer in December 2024. This includes:

- Maintenance costs for the SynDaver models,
- Equipment for the new Instrumentation and Electrical Program,
- STEM programming, and
- Professional development.

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

If "no" or "partially" please explain:

We have successfully implemented all planned activities for Year 4 and continue to see positive momentum in our initiatives. While some measurable targets, fell slightly short this year, we are still making significant progress. The gains we are seeing in enrollment and student support services demonstrate the impact of our grant activities, even as we navigate shifts in student persistence post-Covid. Our baselines dropped during the year that COVID hit, causing our outcomes to not meet our initial target numbers which we base don pre-COVID baselines. With our continued focus on student engagement and support, we are confident that we will meet our long-term goals and build on the strong foundation that we have established.

Section 4: LAAs

LAAs

Grant Activity	LAAs	Total Dollars Spent
<u>Grant Activity 1:</u> Improve STEM learning experience and Student Support Services.	<u>LAAs:</u> <ul style="list-style-type: none"> • Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes. <u>Dollars Spent: \$371,395.00</u> • 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: \$265,356.00</u> • Creating or improving facilities for Internet or other distance education technologies, including purchase or rental of telecommunications technology equipment or services. <u>Dollars Spent: \$40,600.00</u> • 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. <u>Dollars Spent: \$3,090.00</u> 	\$680,441.00
Total Dollars Spent on All Activities		\$680,441.00

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?

The college plans to institutionalize and absorb costs for personnel listed on the grant (Engineering Curriculum faculty, STEM Success Coach, and Tutors) beginning in year 3 (moving from 100% to 75% funded, and then 25% less each year until the college is funding 100%). The Summer Workshop In Math (SWIM) intends to be institutionalized and broadened to include more college resources as the program grows in participant number and length of program.

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. Activity 1	
Improve STEM learning experience and Student Support Services.	
LAA #1: Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	
1a. Approved Expenditures Science and Engineering Equipment Instructional supplies Process Technology Equipment and Software SynDaver Synthetic Human Models	1b. Institutionalization Plan All equipment and supplies were labeled per the college and Title V grant procedures. The equipment and supplies will be used through the end of this grant period and will remain at College of the Mainland for future use after the Title V PASS Grant ends with the college planning to take on costs of any maintenance for these items.
Total Financial Cost (\$) 371395.00	
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 STEM Success Coach Salary Engineering Curriculum Faculty Salary Tutoring via NetTutor Pathways software Summer Workshop In Math Instruction, testing, Tutoring and supplies	1b. Institutionalization Plan The college has started to absorb the costs for personnel listed on the grant during Year 3. The Engineering Curriculum Faculty, STEM Success Coach and tutors began to move from 100% grant funded to 50% grant funded in Year 4. Then the positions will be 25% grant funded through Year 5 of the grant. After year 5, the college plans to fund these positions 100%. The Summer Workshop in Math (SWIM) program is intended to be institutionalized as the program expands and is revised to include more college resources.
Total Financial Cost (\$) 265356.00	
LAA #3: Creating or improving facilities for Internet or other distance education technologies, including purchase or rental of telecommunications technology equipment or services.	

1a.**Approved Expenditures**

Laptops
Computers for the Chemistry lab
Calculators
Technology equipment

1b.**Institutionalization Plan**

These purchases were labeled per the college and Title V grant procedures. The equipment and supplies will be used through the end of this grant period and will remain at College of the Mainland for future use after the Title V PASS Grant ends with the college planning to take on costs of any maintenance for these items.

Total Financial Cost (\$)

40600.00

LAA #4: Providing education, counseling services, or financial information designed to improve the financial literacy and economic literacy of students or the students' families, especially with regard to student indebtedness and student assistance programs under title IV.

1a.**Approved Expenditures**

Translating and providing financial aid information in Spanish and English
Financial aid support tool

1b.**Institutionalization Plan**

The grant helped with translation of documents and flyers for our Financial Aid office as well as a support tool for financial literacy. These documents and flyers will be available through the grant period and beyond. Beyond the grant, the department will continue to offer Spanish translation after seeing the positive impact with student families and increase in students applying for Financial Aid.

Total Financial Cost (\$)

3090.00

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

None.

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.

Facilitation of the Title V grant activity has the potential to provide additional funding through the recent House Bill 8 Texas legislation. House Bill 8 shifted the focus of funding for Texas community colleges from enrollment-based to outcomes-based. This means that funding is tied to specific performance metrics and outcomes achieved by the colleges, rather than simply the number of students enrolled. Title V grant activities have shown to have a positive impact on graduation, transfer, completion and persistence rates. As the grant increases student success rates in gateway Math courses, as well as student retention and graduation rates, the college receives additional success points which translates to additional funding from the state.

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

P031S200014

3. Project Title

Pathways Accelerating STEM Success (PASS)

4. Recipient Information

Name: College of the Mainland

Address: 1200 AMBURN RD , TEXAS CITY, TEXAS 77591

5. Contact Information

Name: Deborah Fregia

Title: Associate Dean of Student Services

Phone: (409)-933-8801 Ext:

Email: dfregia@com.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

Dr. Warren Nichols

Email

wnichols@com.edu

Phone

(409)-933-8271

Date

04/10/2025

Report Submitted

This report was submitted by **Dr. Warren Nichols** on **04/10/2025**.

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