

Welcome

PR/Award Number: **P031S200014**Reporting Period: **10/1/2021 to 09/30/2022**Grantee Name: **College of the Mainland**Program Officer: **Robin Dabney (robin.dabney@ed.gov)**

Grant Identification

General Information

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

Project Director

| | | | |
|----------------------|------------------|--------------------|--------|
| First Name: | Deborah | Last Name: | Fregia |
| Title | Title V Director | | |
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Additional Contact Person Information

| | | | |
|----------------------|-----------------|--------------------|-------|
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Grant and Report Information

| | | | |
|--------------------------|------------------------------------|---------------------------------|-------|
| Grant Award Year: | 10/01/2020 | | |
| Reporting From: | 10/1/2021 to 09/30/2022 | | |
| Grant End Year: | 09/30/2025 | Total Duration of Grant: | 5 Yrs |
| Program Officer: | Robin Dabney (robin.dabney@ed.gov) | | |

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.

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 period.

College of the Mainland (COM) successfully completed year two of the Title V Grant entitled "Pathways Accelerating STEM Success (PASS)." The focus of this grant is to improve instructional support and academic attainment for Hispanic and low-income students. By increasing student services supports and instructional opportunities, student enrollment, retention and graduation rates should increase. This grant is also focused on increasing financial aid applications through improved financial literacy offerings, reducing financial obstacles for our students. Year 2 of the PASS grant welcomed students back to campus after much of the previous year was spent virtually.

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

This year, Title V made a positive impact on enrollment through many of its programs and efforts. Spring 2022 overall enrollment was up 3.6% over Spring 2023 enrollment, with a large (and somewhat expected) gain in face to face course enrollment after many months of virtual classes being the majority of our academic offerings to students. Additionally, one of our objectives in the grant is to increase full time equivalent (FTE) enrollment by 5% annually. While we are below our initial targets due to a drop in FTE during Covid, we did see an increase of FTE by 8.8% from last year to this year, with a total number of FTE of 3,074.

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

The three year graduation rates (a grant objective) at COM remained steady this year at 29%, but it is out hope with the new programs and coaching efforts, these numbers will begin to increase in coming years. Two year graduation rates increased by 2%, likely due to increased advising communications and the purchase of technology to monitor students who are close to graduating and may need assistance to complete.

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 includes as objective to measure the fall to fall retention rates for Hispanic students each year, with a target increase of 1% per year. This year our retention remained steady at 65%, but this was after a large increase 2 years ago from 59%, so we believe remaining steady will show that our efforts and programming are having a positive influence on our student population. Overall COM retention did make a large jump from 57% to 68% this year.

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 Texas legislated Success Point model. The underlying premise of the Texas Success Point model is student success at community colleges should not be deemed solely by end point event (e.g., degrees and transfer); but rather, as community college receive funding for intermediate steps, such as completion of developmental work and first college-level coursework that mark student success at community college.

2. Based on the goals set forth in your comprehensive development plan and/or grant application, summarize the major milestones reached during this grant period.

The Summer Workshop in Math (SWIM) and Intensive three week program aimed at increasing college math placement scores of incoming first year students interested in STEM fields, thus allowing them to begin their STEM degree plans earlier than they otherwise would have been able to. After two sessions of SWIM in Summer 2022, 68% of the participants were able to increase their placements scores, and thus the level of Math they initially entered into at the college. This program included intensive summer instruction and personalized tutoring, paired with college resources and advising. By Fall of 2022, the number of STEM majors at COM had increased by 55, an 18.6% increase over the previous fall numbers.

The percentage of COM students applying for financial aid has increased from a baseline of 54% to 67%. Efforts include inviting students to attend workshops presented by local financial institutions, classroom presentations, and one-on-one sessions on financial aid and financial literacy education. Outreach presentations were held at Blocker Middle School 21st Century program for the residents of Texas City, Friendswood ISD, and Dickinson Continuation Education Center. Overall, we were able to host 18 financial literacy sessions with a total of 602 participants and 14 Financial Aid workshops with 145 participants.

3. What additional ways do you think the Education Department can support you in implementing the grant project?

We currently feel supported and appreciate the quick responses from our Program Officer and the abundance and variety of training coming from the Office of Education HSI Division.

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, tell us about them here. Additionally, tell us about any challenges, such as natural and national disasters, that you have had during the reporting period or that you anticipate in the coming year which may affect your ability to meet the goals of your grant. Include, if applicable, your institution’s plans to combat these challenges.

This year we have 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?

- Demonstrates Rationale (Logic Model)
- Evidence of Promise
- Moderate Evidence
- 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://files.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 Hispanic and low-income students.

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

Yes No

6e. Describe the actual results of the intervention during the reporting period.

During this period we worked specifically through our Summer Bridge program (Summer Workshop in Math, SWIM) to implement many of these practices. Results showed students increasing not only their placement scores in Math to allow them to be closer to the beginning of a STEM college degree plan, but also showed a near 100% enrollment rate following the successful completion of the course (96% of students who completed the course proceeded to enroll in college courses for the fall semester). Results of retention and long term success can be reported in future APR years.

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

Yes No

8. If you have conducted any other program evaluation, assessment, or research related to the grant, 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.

PASS_Eval_2021_22_Title_V_Year_2.pdf

Please indicate if the assessments were conducted by an evaluator hired specifically to monitor the grant, your institution's research office, or grant personnel (director, etc.).

Yes No

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 | | | |
| Fall-to-Fall Retention % | 58 | 57 | 68 | | | |
| 2-Year Graduation Rate (2-Year) | 18 | 20 | 22 | | | |
| 4-Year Graduation Rate (2- & 4-Year) | 37 | 37 | 38 | | | |

2B Institutional Leadership

1. Have there been changes in institutional leadership (presidents, vice-presidents, provosts, etc.) or in the Grant Leadership (project director, activity director, 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.

Created a General Engineering degree program and an AAS Information Technology- Cloud Computing program option for students.

2D Audit

1. Institutions that expend \$750,000 worth of federal funds in one year must complete an audit annually pursuant to 2 CFR part 200, subpart F. Were you required to complete an audit pursuant to 2 CFR part 200, subpart F?

Yes No

2. If yes, has an audit pursuant to 2 CFR part 200, subpart F been completed?

Yes No

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

Yes No

2E Endowment

1. Do you have an Endowment Challenge Grant that has not matured?

Yes No

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

Yes No

3. Do you have an endowment activity on a previous award not matured?

Yes No

If yes to any of the above questions, you will be required to complete the FY 2023 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 overall goal of your grant?

Improve STEM Learning experience and Student Support Services.

2. 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 Grant Activities: 1

Grant Activity 1/1

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 number of STEM majors after year 2 will be 364.

| | | |
|----------------------|-----------------------|----------------------------|
| Measure Type: | Date Measured: | Frequency Measured: |
| GPRA | 11/01/2022 | annually |

Data Type: Raw Number
 Ratio

| Target | Actual |
|--------|--------|
| 364.00 | 345.00 |

Performance Measure 2/2

Performance Measure Description:

Full time equivalent (FTE) enrollment will increase 5% annually, from a baseline of 3091 in Fall 2019. Anticipated FTE enrollment after year 2 will be 3408.

| | | |
|----------------------|-----------------------|----------------------------|
| Measure Type: | Date Measured: | Frequency Measured: |
| Project | 11/01/2022 | annually |

Data Type: Raw Number
 Ratio

| Target | Actual |
|---------|---------|
| 3408.00 | 3074.00 |

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 (1) percentage point annually, from 64% to 69%. After year 2, fall to fall retention rates should be at 66%.

Measure Type:

GPRA

Date Measured:

11/01/2022

Frequency Measured:

annually

Data Type: **Raw Number**

Ratio

| Target | Actual |
|--------|--------|
| 66.00 | 65.00 |

Performance Measure 2/3

Performance Measure Description:

Three-year graduation rates for Hispanic students will increase by three (3) percentage points overall, from 32% to 35%. After the second year, we do not expect to see an increase (only expect increases in years 3, 4, and 5).

Measure Type:

GPRA

Date Measured:

11/01/2022

Frequency Measured:

annually

Data Type: **Raw Number**

Ratio

| Target | Actual |
|--------|--------|
| 32.00 | 29.00 |

Performance Measure 3/3

Performance Measure Description:

The number of students applying for financial aid will increase by one (1) percentage point annually, from 54% to 59%. After the second year, we expect a rate of 56%.

Measure Type:

Program

Date Measured:

11/01/2022

Frequency Measured:

annually

Data Type: **Raw Number**

Ratio

| Target | Actual |
|--------|--------|
| 56.00 | 67.00 |

3C Budget

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

| 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 | 20,000.00 | 288,905.00 | 308,905.00 | 252,984.00 | 0.00 | 55,921.00 | 18.10 | 262,750.00 | <input type="checkbox"/> |
| Student Personnel | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | <input type="checkbox"/> |
| Fringe Benefits | 5,200.00 | 70,271.00 | 75,471.00 | 46,295.00 | 0.00 | 29,176.00 | 38.66 | 63,467.00 | <input type="checkbox"/> |
| Travel | 29,600.00 | 23,000.00 | 52,600.00 | 20,064.00 | 0.00 | 32,536.00 | 61.86 | 23,000.00 | <input type="checkbox"/> |
| Equipment | 62,075.00 | 69,145.00 | 131,220.00 | 53,781.00 | 0.00 | 77,439.00 | 59.01 | 69,643.00 | <input checked="" type="checkbox"/> |

Please state the changes made to Equipment below:

Money was carried over for lab equipment that was not purchased due to delay in construction of laboratories but was approved to be carried over into the 2022-23 budget year and is slated to be used as intended during that budget year.

| | | | | | | | | | |
|-------------|------------|-----------|------------|------------|------|-----------|-------|-----------|-------------------------------------|
| Supplies | 100,039.00 | 61,539.00 | 161,578.00 | 150,019.00 | 0.00 | 11,559.00 | 7.15 | 48,500.00 | <input type="checkbox"/> |
| Contractual | 0.00 | 40,000.00 | 40,000.00 | 22,017.00 | 0.00 | 17,983.00 | 44.96 | 76,500.00 | <input checked="" type="checkbox"/> |

Please state the changes made to Contractual below:

A large contract (Simplicity, \$16k) did not renew within the budget cycle this year, but did renew in October, so will be shown in the next budget year.

| | | | | | | | | | |
|--------------------|------------|------------|------------|------------|------|------------|-------|------------|--------------------------|
| 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 | 47,140.00 | 47,140.00 | 8,378.00 | 0.00 | 38,762.00 | 82.23 | 56,140.00 | <input type="checkbox"/> |
| Total Direct Costs | 216,914.00 | 600,000.00 | 816,914.00 | 553,538.00 | 0.00 | 263,376.00 | | 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 | \$216,914.00 | \$600,000.00 | \$816,914.00 | \$553,538.00 | \$0.00 | \$263,376.00 | | \$600,000.00 | |

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. Have all funds that were to be drawn down during this performance period been drawn down?

No Yes

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

No Yes

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

At the end of this performance period, the amount left in G5 was \$263,376. This amount includes approximately \$100k that was encumbered in supplies and equipment and later spent during the three months following the closing of the fiscal year. The remaining funds were carried over to be spent on the purchase of a piece of software to be used by the Petrochemical Process Technology (PTEC) department to train students on top industry standard machinery. This software has been requested by industry partners that employ many of our students post-graduation, and they have identified it as the best software package for teaching students how to use operator and diagnostic tools for their PTEC machinery. This carryover request was approved by our program officer.

3. 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

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. Please complete the table below (if applicable) with information related to any partners that you might be working with on your grant. Also describe if and how these partners roles have changed, and whether this had any impact on your ability to achieve your approved project objectives and/or grant activities.

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

No Yes

7A. Were there any changes to key personnel during this reporting period?

No Yes

8. Have you met your goals and objectives as outlined in your approved activities for this reporting period?

No Yes Partially

If "no" or "partially" please explain:

We have met all of our goals as far as our activities were outlined, but did not meet several of our measurable targets as outlined in our objectives. We attribute missing these targets to the drops we saw during Covid in enrollment, because while we are still seeing the gains in our numbers that we predicted we would see through our grant activities, our baselines dropped tremendously during the year that Covid hit, causing our outcomes to not meet our initial target numbers which were based on pre-Covid baselines.

9. Provide any other appropriate information about the status of your project including any unanticipated outcomes or benefits from your project in the space below:

We have found that our focus on STEM in this grant has led to new community partners and new programming we were not expecting, including new internships opportunities and new program initiatives we otherwise may not have been a part of. Adding our new Engineering programs as options for our students has opened discussions with businesses interested in other Engineering degrees and certificates. Additionally, we have strengthened the relationships with our area high schools by being able to host more STEM related programming on campus and support their STEM programming with our own student outreach volunteers.

Section 4: LAAs

LAAs

| Grant Activity | LAAs | Total Dollars Spent |
|--|--|----------------------------|
| <p><u>Grant Activity 1:</u></p> <p>Improve STEM learning experience and Student Support Services.</p> | <p><u>LAAs:</u></p> <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: \$221,800.00</u> • Tutoring, counseling, and student service programs designed to improve academic success. <u>Dollars Spent: \$337,320.00</u> • Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services. <u>Dollars Spent: \$8,000.00</u> • Providing education, counseling services, or financial information designed to improve the financial literacy and economic literacy of students or the students’ families with regard to indebtedness and student assistance programs under subchapter IV. <u>Dollars Spent: \$5,000.00</u> | <p>\$572,120.00</p> |
| <p>Total Dollars Spent on All Activities</p> | | <p>\$572,120.00</p> |

Section 5: Institutionalization

Grant Activity 1

Improve STEM learning experience and Student Support Services.

Financial Cost (\$)

0.00

Approved Line Items

Nothing during year 2

Institutionalization Plan

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

2. In the space provided below please explain any notable experiences you have had in institutionalizing this project. Please list any considerable challenges, successes, or failures.

After the second year of this grant, College of the Mainland has new Engineering majors as well as new Engineering laboratories and completed curriculum for both new majors, with a third majors' curriculum well on its way. Challenges this year included a delay in the build out of several STEM labs creating a delay in spending on some of the equipment and supplies, but those labs are now completed and spending is catching up.

3. 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 Texas legislated Success Point model. The underlying premise of the Texas Success Point model is student success at community colleges should not be deemed solely by end point event (e.g., degrees and transfer); but rather, as community college receive funding for intermediate steps, such as completion of developmental work and first college-level coursework that mark student success at community college. 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

10/1/2021 to 09/30/2022

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: Title V Director

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

03/09/2023

Report Submitted

This report was submitted by **Dr. Warren Nichols** on **03/09/2023**.

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