

Welcome

PR/Award Number: **P031S220133**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:	P031S220133	OPEID:	00709600	Unit ID:	226408
Program:	Title V Developing Hispanic-Serving Institutions				
Grantee Name (Institution Name):	College of the Mainland				
Project Title:	Pasos Hacia el Futuro: Improving Achievement through Culture, Community and Care				
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

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Grant and Report Information

Reporting Period Start:	10/1/2023	Reporting Period End:	09/30/2024
Year Grant was Awarded:	10/01/2022	Scheduled End Year:	09/30/2027

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

Year X/(from prior): 2/5

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.

This year College of the Mainland saw a 22% increase in fall enrollment from the previous year. When reporting specifically for the Title V Pasos objectives, there was a 31% increase in program participants during the same time frame. The support of the Title V Pasos grant during student orientation and enrollment events was able to bolster this number. Additionally events on campus supporting high school students and their families led to an increase in interest from this local community. Allowing families to engage at a higher level with the school lent support to our program participants and led to increases in their enrollment.

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

This year the Title V Pasos grant was able to focus more on the completion rates of students in workforce areas and saw growth of 33% in the number of grant program participants completing workforce degrees. Through focused improvements of lab equipment and supplies for key programs, students had additional supports in place to help them succeed, and programs also grew their competitiveness in surrounding industry, leading to an increased interest in these programs. Additionally, campus support of new workforce programs, which the grant was able to support through equipment and supply purchases led to increased spaces available to place students into the most competitive of programs. This also affected the overall three-year graduation rate of program participants, increasing from 30% to 37%.

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

This year, overall, COM saw a decline in retention numbers. However, the Title V grant worked hard this year to increase retention of first time in college (FTIC) students through the Peer Mentor program. Peer mentors attended all Education/Psych 1300 courses on a weekly basis to encourage another layer of belonging and community on campus. The college saw a movement toward 8-week courses, and the peer mentors were able to help students enroll in second 8-week courses as well as winter mini courses. Coaches on campus were able to help students through this transition with increased support services and events catering to this transition.

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

AS the new Texas funding model has taken effect, efforts have shifted on campus to concentrate more on completion. The Title V Pasos was already supporting these efforts prior to the new funding model, so success rates have been high in increasing graduating rates and completion of certificates and degrees. Specifically, Pasos has supported an increase of 33% of workforce degrees completed by program participants, increasing funding from the state and creating stronger fiscal stability at the 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 performance period.

During the 2023-24 grant period, the Pasos grant met many milestones and completed all activities included in the grant application. Highlights include:

-Full staff hiring

-Fiesta Comunidad, a large-scale community event highlighting college programs and cultural performances.

Included was a solar eclipse this year, so college science programs were able to highlight their skillsets and really bring the community together.

-Developing a new peer mentor program with our Psychology 1300 course to further assist first time in college (FTIC) students with feeling a connection to the college.

- Beginning the development of a large scale virtual new student orientation (NSO). To be completed May 2024.
- Expanding mental health services on campus to include in person therapy and a student resource center.

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

- 3/4 grant objectives for year 2 have been met or exceeded.
- Hosted more than 15 events during Hispanic Heritage Month.
- Continued success with professional panels from our community, bringing in professionals from a variety of professional areas to speak directly with interested students.
- No technical assistance is needed at this time to meet goals and objectives.

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

☒ **Yes** ☐ **No**

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

This year the Pasos grant introduced peer mentors to the College of the Mainland. These mentors have been pivotal in increasing a sense of community on campus, allowing students to go to someone they connect with and feel comfortable with for answers to a plethora of questions.

Additionally, the college has implemented a newsletter championed by the Title V Community Outreach coordinator. This newsletter combines upcoming events at the college with community events and then includes services and resources available to students and community members. The newsletter is published quarterly and has bridged the gap between the school with the local community. It has also resulted in an increase of the participation in both on campus and community events.

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://www.eric.ed.gov/fulltext/ED506008.pdf>

The Pasos project will accelerate Hispanic and low-income student success by further expanding COM's capacity in eight (8) of these 12 fundamental and time-tested practices: 1) Orientation, 2) Academic Advising/Goal Setting, 3) Academic Support/Tutoring, 4) Community Outreach, 5) Faculty engagement, 6) Transfer Paths, 7) Experiential Learning, and 8) Assessing Current and New Programs. . These areas are accelerated through different aspects of the grant, as shown in the original grant application. By increasing 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 any findings and/or information relevant to the intervention for this grant performance reporting period.

Interventions have included increasing the sense of belonging for our program participants on campus through multiple modalities. Through interventions such as Community outreach, faculty engagement and student programming, student enrollment and completion have increased (as reported above), and these efforts continue,

along with the additional interventions listed above during year 3.

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

[Logic_Models_Pasos_Grant.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 following each student event were presented and responses were collected and discussed in order to make immediate changes for future planning. Additionally, focus groups were conducted as part of our accreditation process, and these responses were used to not only drive our Quality Enhancement Plan, but also our grant programming on campus. One specific example would be: students wanted to learn about Career options earlier in their college application process. The Pasos grant has funded new technology allowing potential students to access our career software prior to applying in order to make a more educated choice of program of study during the application process, as opposed to having to make changes once enrolled.

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

The information gathered through surveys will be used during year 4 to make changes and improvements to grant and campus events and workshops.

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.

All milestones were met and the grant was found in 100% compliance.

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 (2021-22)	Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25)	Year 4 (2025-26)	Year 5 (2026-27)
Total Fall Enrollment	4,133	4,482	5,498			
Fall-to-Fall Retention %	68	61	59			
100% Time to Graduation Rate	22	22	24			
150% Time to Graduation Rate	31	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 of 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 enrollment, retention, success rates and completion of program participants enrolled at COM. Additionally, to develop relevant programming both on campus and in the surrounding community to bridge the gap between the college and the community it serves.

3B Grant Activities

Number of Program Allowable Activities Addressed by This Grant: 1

Grant Activity 1/1

Activity Name:

Pasos Hacia el Futuro: Improving Achievement through Culture, Community, and Care

Activity Description:

Increase enrollment, retention, success rates and completion of Hispanic students enrolled at COM by developing culturally relevant programming both on campus and in the surrounding community and supporting academic programming across campus, particularly in the area of Workforce programs.

Objective 1/2

Objective Description:

College of the Mainland will make transformative changes to the institutional culture, both on campus and in the community. This will be accomplished through developing new programming developed by the two grant coordinators. This will include family events, community events, and student events that are culturally relevant and timely.

Objective Status: On schedule

Performance Measure 1/2

Performance Measure Description:

The number of degree seeking Hispanic students enrolled at COM will increase 2% annually, from a baseline of 1057 in Fall 2021.

Measure Type:

GPRA

Date Measured:

11/01/2024

Frequency Measured:

annually

Data Type: ☒ Raw Number

☐ Ratio

Target	Actual
1100.00	1696.00

Performance Measure 2/2

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 2020 to Fall 2021.

Measure Type:

GPRA

Date Measured:

11/01/2024

Frequency Measured:

annually

Data Type: ☐ Raw Number

☒ Ratio

Target	Actual
65.00	61.00
/	/
100	100
65%	61%

Objective 2/2

Objective Description:

College of the Mainland will strengthen student support services surrounding work based learning, workforce programming and mental health. This will be accomplished through the work of our Career Center and the eventual hire of our Career Coordinator (Not to be hired until year 2 of the grant), as well as the purchase of equipment to support workforce programming and growth across campus. Additionally, a supporting our students through the increase of access to mental health services will support this objective.

Objective Status: On schedule

Performance Measure 1/2

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 29% for Fall 2018 cohort.

Measure Type:GPRA

Date Measured:11/01/2024

Frequency Measured:annually

Data Type:☐ Raw Number
☒ Ratio

Target	Actual
29.00	37.00
/	/
100	100
29%	37%

Performance Measure 2/2

Performance Measure Description:

The number of Hispanic students earning a workforce degree will increase each year by two percent, starting from a baseline of 111 in the 2021-2022 academic year.

Measure Type:Project

Date Measured:11/01/2024

Frequency Measured:annually

Data Type:☒ Raw Number
☐ Ratio

Target	Actual
116.00	200.00

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	0.00	380,141.00	380,141.00	227,738.00	0.00	152,403.00	40.09	362,500.00	<input checked="" type="checkbox"/>
Please state the changes made to Personnel below: Delays in hiring staff and the director providing in kind support led to some significant personnel cost savings. This was reported in our carryover request and used for approved activities during year 3.									
Student Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
Fringe Benefits	0.00	100,559.00	100,559.00	45,976.00	0.00	54,583.00	54.28	95,620.00	<input checked="" type="checkbox"/>
Please state the changes made to Fringe Benefits below: Cost savings due to delayed staff hiring.									
Travel	0.00	14,800.00	14,800.00	5,731.00	0.00	9,069.00	61.28	14,800.00	<input type="checkbox"/>
Equipment	183,531.00	5,000.00	188,531.00	282,112.00	0.00	-93,581.00	-49.64	14,000.00	<input checked="" type="checkbox"/>
Please state the changes made to Equipment below: Some of the things originally earmarked as supplies ended up being over the threshold and were purchased from the equipment line item.									
Supplies	0.00	5,500.00	5,500.00	18,815.00	10,000.00	-13,315.00	-242.09	12,000.00	<input checked="" type="checkbox"/>
Please state the changes made to Supplies below: Some of the things originally earmarked as supplies ended up being over the threshold and were purchased from the equipment line item.									
Contractual	130,000.00	46,000.00	176,000.00	41,147.00	0.00	134,853.00	76.62	46,000.00	<input checked="" type="checkbox"/>

Please state the changes made to Contractual below:

One of the contractual items we had planned for was charged not as a contract but under other as a special service.

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	90,757.00	47,400.00	138,157.00	93,658.00	10,000.00	44,499.00	32.21	54,400.00	<input type="checkbox"/>
Total Direct Costs	404,288.00	599,400.00	1,003,688.00	715,177.00	20,000.00	288,511.00		599,320.00	
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	\$404,288.00	\$599,400.00	\$1,003,688.00	\$715,177.00	\$20,000.00	\$288,511.00		\$599,320.00	

*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 the 2023-2024 budget year, College of the Mainland was able to spend some of the year 1 budgeted line item funding, however, significant underspending did occur in the Personnel and Benefits line items due to hiring delays with

almost all grant funded positions. Because of these factors, a significant portion of these line items was not used.

The carryover funds that remain from the 2023-24 budget were approved for the following:

Equipment: \$183,531. This will include the purchase of a C-arm for the Radiation Technology program. A C-arm is a portable X ray machine that is used in operating rooms during surgery. Having this piece of equipment will help students be more proficient in interventional radiology and will allow them to be more competitive in the workforce once they have graduated from COM's Radiologic Technology program.

Contractual: \$130,000. This will include an increase to our Mental Health Services on campus to contract with a local mental health provider to see students in person who are struggling with mental health and do not have insurance or other means to address their needs. It would also be used to conduct a safety audit of campus. and enter into a contract with Communities in Schools for an on-campus pilot program.

\$50,000. This will include the \$50,000 previously budgeted for the communitywide cultural engagement event outlined in our grant which has been scheduled for the new fiscal year.

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 met all of our goals, exceeding many, except for our retention goal. The college as whole is struggling with retention and we are hopeful that some additional programming and a move to an 8-week course schedule will help build these numbers back up.

Section 4: LAAs

LAAs

Grant Activity	LAAs	Total Dollars Spent
<u>Grant Activity 1:</u> Increase enrollment, retention, success rates and completion of Hispanic students enrolled at COM by developing culturally relevant programming both on campus and in the surrounding community and supporting academic programming across campus, particularly in the area of Workforce programs.	<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: \$232,112.00</u> Purchase of library books, periodicals, and other educational materials, including telecommunications program materials. <u>Dollars Spent: \$50,000.00</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: \$373,065.00</u> Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education. <u>Dollars Spent: \$60,000.00</u> 	\$715,177.00
Total Dollars Spent on All Activities		\$715,177.00

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 many of the events and workshops currently being developed under the Pasos grant in order to continue to serve the Hispanic population of students on campus in future years. Additionally, the fall community engagement event will eventually be absorbed and funded through the college budget. College of the Mainland will also absorb both the Title V Community Outreach Coordinator (named as the "external" coordinator in the grant application), as well as the Career Experience Coordinator positions. These roles will begin a financial absorption in year 3, on a 25%, 50%, 75% increase of funding coming from the college each year.

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. Pasos Hacia el Futuro: Improving Achievement through Culture, Community, and Care		
Increase enrollment, retention, success rates and completion of Hispanic students enrolled at COM by developing cultural...		
LAA #1: Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.		
1a. Approved Expenditures Workforce equipment to support the start up of the Surgical Technology AAS as well as the EMS and Fire programs on campus.	1b. Institutionalization Plan All of this equipment has been labeled with the grant identifiers and logged into the on campus tracking system, as per COM procedures. All this equipment is has been identified as capitol purchases and will be tracked by the department that uses it once the grant has been completed.	
Total Financial Cost (\$) 232112.00		
LAA #2: Purchase of library books, periodicals, and other educational materials, including telecommunications program materials.		
1a. Approved Expenditures Laptops to increase the laptop loaner program already in place on campus.	1b. Institutionalization Plan These laptops have been tagged with grant identifiers and also logged into our IT system and treated as all other IT equipment is on campus. These laptops will remain housed in our library for student access for the remainder of the grant and beyond.	
Total Financial Cost (\$) 50000.00		
LAA #3: 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 The majority of these funds are to pay our staff providing student services, as well as our mental health support.	1b. Institutionalization Plan Several of the staff members included in this LAA will be institutionalized by the completion of this grant. Beginning in year 3, the college will begin funding	

their salaries at 25%, increasing by 25% each year until the grant is completed at the college then will pay 100% of their salaries and benefits.

Total Financial Cost (\$)

373065.00

LAA #4: Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.

1a.
Approved Expenditures

Money to pay the Community Outreach Coordinator, who is working with local libraries and elementary and middle schools to present culturally relevant programming mixed with "college going" programming.

1b.
Institutionalization Plan

These programs, once completely developed, can be handed over into our Enrollment Management department who can continue to run them with their employees. Additionally the Community Outreach Coordinator will be absorbed over the next four years beginning in year 3 of the grant at a 25%, 50%, 75% college funding model until the position is 100% funded by the college after the grant is completed

Total Financial Cost (\$)

60000.00

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

None at this time.

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 completion 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

P031S220133

3. Project Title

Pasos Hacia el Futuro: Improving Achievement through Culture, Community and Care

4. Recipient Information

Name: College of the Mainland

Address: 1200 AMBURN RD , TEXAS CITY, TEXAS 77591

5. Contact Information

Name: Courtney Byers

Title: Title V Director

Phone: (409)-933-8962 Ext:

Email: cbyers2@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.
