

**FY 2021 GEER Reporting**  
**State Agency/Grantor: Illinois Community College Board**

<b>Grantee Name</b>		<b>CSFA Number</b>		<b>Appropriation Number(s) by Agency (For Agency Use Only)</b>				
Joliet Junior College		684-00-2455						
<b>FEIN Number</b>	<b>DUNS</b>	<b>Program Name &amp; Description</b>			<b>Date Prepared</b>			
36-2638684	69959013	FY21 GEER Grant			1/5/21			
<b>Street Address</b>		<b>City, State, ZIP Code</b>			<b>Agreement Period</b>			
1215 Houbolt Road		Joliet, IL, 60435			7/1/20-6/30/21			
<b>Report Period</b>		<b>Mandatory Match %</b>		<b>Indirect Cost Rate</b>		<b>Indirect Cost Base:</b>		
10/1/2020-12/31/2020		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>						
<b>Program Restrictions:</b>		<b>Explanation of Restrictions:</b>						
Yes <input type="checkbox"/> No <input type="checkbox"/>								
Category/Program Expenses	Grant Expenditures				Current Approved Budget			
	Quarter 1 Dates: 7/1/2019-9/30-19	Quarter 2 Dates: 10/1/19-12/31/19	Quarter 3 Dates: 1/1/2020-3/31/2020	Quarter 4 Dates: 4/1/2020-6/30/2020	Total	Approved Budget	Remaining Balance Available	Expend%
Personnel Services (Salaries and Wages)	\$839.85	\$11,764.55			\$12,604.40	\$33,453.48	\$20,849.08	37.68%
Fringe Benefits	\$1,248.96	\$6,407.01			\$7,680.34	\$22,134.55	\$14,454.21	34.70%
Travel					\$0.00	\$0.00	\$0.00	0.00%
Equipment					\$0.00	\$0.00	\$0.00	0.00%
Supplies	\$4,216.80	\$19,400.00			\$23,616.80	\$158,592.47	\$134,975.67	14.89%
Contractual Services		\$12,289.50			\$12,289.50	\$21,339.50	\$9,050.00	57.59%
Consultant		\$5,925.00			\$5,925.00	\$10,000.00	\$4,075.00	59.25%
Training and Education		\$745.00			\$745.00	\$4,490.00	\$3,745.00	16.59%
Other		\$88,380.00			\$88,380.00	\$88,380.00	\$0.00	100.00%
General Administration/Indirect					\$0.00	\$0.00	\$0.00	0.00%
<b>TOTAL EXPENDITURES</b>	<b>\$6,305.61</b>	<b>\$144,911.06</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$151,241.04</b>	<b>\$338,390.00</b>	<b>\$187,148.96</b>	<b>44.69%</b>
<b>GRANTEE CERTIFICATION (2CFR 200.415)</b>								
By signing [authorizing] this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the [related] expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).								
<b>Name of Authorized Grantee Representative:</b>		<b>Date:</b>		<b>Title:</b>				
Cristine Rodriguez		1/5/21		Accounting Manager				
<b>Email:</b>	crodrigu@jic.edu			<b>Telephone Number:</b>		815-280-2575		
<b>State Staff Authorization:</b>		<b>Approved Date:</b>		<b>Title:</b>				

ILLINOIS COMMUNITY COLLEGE BOARD  
FY 2021 GEERS Quarter 1 reporting template

Due: January 30, 2021

Submit complete report to: [iccbfinance@iccb.state.il.us](mailto:iccbfinance@iccb.state.il.us)

<b>COLLEGE:</b>	Joliet Junior College
<b>SUBMITTED BY: PHONE/EMAIL:</b>	Angie Kaysen Luzbetak, Dean, Student Success

*Provide a narrative for each section below. If you need additional space, you may expand the fields.*

**NARRATIVE**

Describe services, supports, and efforts that have been completed or experienced during this quarter. *Please include any successes and barriers.*

## **Successfully Completed Initiatives**

### **Coaching and Retention Support**

*Additional Advising/Success Coaching Implemented.*

The Student Advising Center and Project Achieve have increased support for the Spanish Speaking College Hotline, web-questions, coaching and retention outreach, and orientation services.

### **Technology Support**

*Technology Support for Students.* Long-term technology access provided to eligible students via the purchase of 160 tablets with data plan access.

*Assisted Technology for Non-Native English speaking students and students with disabilities.* The GLEAN software solution launched December 2020. GLEAN is the notetaking support/assistance with 50 licenses for multiple learners access.

- As of January 5, 2021,
  - The Disability Services office created an online training and resource site which provides information and systematic instructions for GLEAN (and other available resources) designed to assist students with disabilities and non-native English speakers. The development and launch was a collaborative effort with Academic Affairs and the iCampus team.
- Two training sessions are scheduled for staff/faculty and student leaders on January 11 and 12, 2021.

*Technology and Training Support for Career Services and Student Advising Staff.*

Career Services will launch Handshake in February 2021. Handshake is a unique online employment resource that provides a customized experience connecting students with potential employers based on job skills available and attributed required for positions. Handshake creates an environment that supports the individualized needs of the job seeker and the employer.

Career Services staff are participating in intensive training to better assist with remote resume building, employment coaching, and job seeking skills/strategies. Training is through the National Career Development Association for Career Practitioners and the Professional Association of Resume Writers and Career Coaches.

Student Development Success Coaches and advisors will participate in a February 2021 training designed to enhance skills and tools that connect students with academic pathways in a remote environment. This is a collaboration with the National Academic Advising Association (NACADA).

### **Financial Support**

*COVID Related Support.* To date, eligible students have been awarded \$88,380.

### **Remote Learning Support Modules**

In collaboration with the Tutoring and Learning Center at JJC, 8 additional modules have launched to support remote and on campus academic success. The following modules are available on the Tutoring and Learning Center (TLC) website; and, are used as part of the retention intervention plan for those struggling academically and/or personally:

1. Academic Integrity
2. The Difference between High School and College and Study Tips and Note Taking Skills
3. First year student success, how to teach time management and behavioral change
4. Overcoming Procrastination: Causes and Cures
5. Student self-advocacy, 4 critical areas to help students help themselves
6. Success Strategies for First Generation Students
7. Success Strategies for Students on Probation
8. Financial Literacy

### **Mental Health and Student Engagement**

*Mental Health Advocate Support.* The pandemic has increased demand for mental health support. In a comparison of the data from October 2019 thru December 2019 to the data of October 2020 thru October 2020, the Wellness Advocates saw a 113% increase of students to the wellness programs/services. For a small team this increase is significant as the numbers grew from 103 students to 219. Furthermore, the request for individual appointments also increased by 59% (466 in 2020 compared to 294 in 2019).

- Access to professional development support via professional membership with American Counseling Association/American College Counseling Association is in progress.
- Access to Doxy Pro software launched in January 2021. Doxy Pro is a secure/HIPPA compliant platform for staff to use with students. It provides confidential and compliant remote counseling.

#### *Mental Health First Aid for Fall 2021.*

The Office of Student Activities (under the Office of Student Rights and Responsibilities) hosted 2 success sessions on November 17 and 19, 2020. In attendance were 7 students and 19 employees.

- *Mental Health First Aid for Spring 2021.* The following dates are confirmed for the spring 2021 sessions: March 2, March 4 and March 12, 2021.

#### *National Student Leadership and Diversity fall 2020.*

- The NSLD conference was hosted on Saturday, October 17, 2020. Five JJC student leaders proudly participated. The conference focus was specific to supporting student-to-student retention efforts by creating and engaging in student support during the pandemic. Focusing on students that have limited access and opportunities to ensure they stay on their academic path during the pandemic.

**DATA**

Please provide a detailed summary of the data collected during the quarter.

### **Assisted Technology for Non-Native English speaking students and students with disabilities.**

The GLEAN pilot launched in December 2020, prior to the two-week holiday break. Students working with Disability Services professionals were invited to participate in a testing/training environment. Upon completion and assessment, the tool will be available campus-wide. Providing time to update training instructions and/or training modules to ensure ease of use. The target date is January 18, 2021.

### **Remote Learning Support Modules**

The additional remote learning modules have gone live as January 5, 2021. Students can access the resources via the Tutoring and Learning Center (TLC)

(<https://www.studentlingo.com/jjc/abc37fdc-ec15-41de-8e67-6b2fcdc27071>). All students currently enrolled for spring 2021 courses will receive a communication and invitation to utilize the Student Lingo modules via the Communication Center.

### **Mental Health First Aid for Fall 2020**

Qualitative data was shared with the OSA Manager from the November 2020 session. The following themes were identified as positive outcomes.

- *Theme 1:* Participants identified value of new ‘tools’ when assisting students.
  - Clarifying and/or learning the distinctions and strategies that offer students’ reassurance verses offering advice during times of crisis.
  - Developing response strategies to provide support to the person in crises verses allowing oneself to respond from a place of personal experience and/or feelings.
  - Developing sharp listening skills.
- *Theme 2:* Participants identified new tools and skills sets that will be transferable/valuable in their everyday professional and personal settings.
  - Developing a keen sense of awareness of students’ struggles and applying new tools to assist at the front-line.
  - Empathetic and supportive lens for student support as mental health challenges are prevalent.

### **Student Mental Health and Wellness Advocacy**

- Since the start of Covid-19 until the end of last year (3/16/2020 – 12/31/2020), the Student Wellness Program has serviced a total of 341 students and has had a total of 1,011 individual sessions.
- From 10/1/2020 to 12/31/2020, the program saw 219 new students and provided 466 individual counseling sessions.

The Case Management Coordinator conducted outreach to 143 students who were impacted by Covid-19. Outreach included following up on submitted Covid-19 forms, assessing for needed academic support, connection to resources, and connection to mental health services.

- 110 students utilized the MindWise platform to screen for mental health concerns. Since the start of the pandemic (3/2020), 368 students’ completed screenings.
- Most diagnosed diagnosis and concerns for students continues to be Generalized Anxiety Disorder or stress related concerns.
- The largest increase in services was in October and November:
  - October: 81 new students and 204 appointments

- November: 92 new students and 192 appointments
- In preparing for Spring 2021, the program has updated their video platform (Doxy.me) to a Clinic setting, which will increase the access students have to services, better facilitate crisis with colleague and administrative support, and increase the quality of support and services the program can provide on a virtual platform. Students continue to have access to an online portal to request appointments any time of the day and to complete their intake paperwork.
- Staff continue to increase their competency and training as it relates to Covid-19 and the impact it has on mental health in order to better support students and staff.

**BARRIERS**

List any barriers the college encountered during the quarter

Challenges during the second quarter were timing and responsiveness issues with vendors. Receiving accurate invoices was challenging.