

ILLINOIS COMMUNITY COLLEGE BOARD
FY 2022 Learning Renewal/GEER II 3rd Quarter Reporting Template
Due: April 30, 2022
Submit complete report to: ICCB.grantpayments@illinois.gov

COLLEGE:	Joliet Junior College
SUBMITTED BY NAME/TITLE: PHONE/EMAIL:	Dr. Stephanie McIntyre-Braun, Dean of Academic Intervention and Support and Dr. Angela Kaysen-Luzbetak, Dean of Student Success 815-280-2824/ sbraun@jjc.edu

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

ACADEMIC SUPPORT NARRATIVE

Describe the status of the Learning Renewal Academic Support work completed or in progress during this quarter. What milestones did you reach in the implementation of specific goals, activities, and tasks of the Academic Support plan (53.8% of allocation)? Please include direct student aid and EO 2021-20 work or funds expended as part of Academic Support funds.

No dollars were expended between July 1, 2021 and September 30, 2021. The fully executed GEER II Grant Agreement was signed by Dr. Judy Mitchell, representing JJC, on November 4, 2021, and Dr. Brian Durham, representing ICCB on November 9, 2021.

\$130,568.95 was expended between October 1, 2021 and December 31, 2021. An additional \$42,461.54 was expended from January 1, 2022 and March 31, 2022. See attached Report for breakdown by category/program expense. On November 22, 2021, Deputy Director, Jeff Newell, approved a budget modification to include the following expenses:

Budget Expenditure Categories	Revised Budget (approved 11.22.21)	Explanatory Notes
Personnel (Salaries & Wages)	\$40,165.19	Social Emotional Support: Funding from this grant will also allow JJC the opportunity to expand the provision of direct support services for at-risk students. The additional support for high-risk students is increasingly important as the pandemic continues to create academic, social, and emotional challenges. Four staff members (listed above) will each increase their weekly hours worked from 28 hours per week to 40 hours per week through June 30, 2022. The additional, nearly 200 hours per month will allow the SAC and CMAS the ability to serve more students both virtually and in-person. The college's ability to provide high-quality and timely hybrid services requires a different approach to staffing and hours of operation as students' needs have changed. The departments requesting support are student-facing areas that provide high-tech and high-touch support.
Fringe Benefits	\$35,798.07	
Supplies	\$111,556.99	Academic Support: Funding from this grant will allow Joliet Junior College (JJC) the opportunity to expand the student-based Laptop Borrowing Program. This program allows registered students the opportunity to borrow a laptop and charging cord for an entire semester. Should the student enroll in JJC classes the following semester, he/ she can renew the laptop loan.
Contractual Services	\$4,474.77	Active Minds guest speakers will present to JJC students, faculty, and staff on a variety of mental health topics. All programs include an overview of Active Minds, mental health national hotlines, JJC support services, and introductions to the JJC Active Minds Chapter advisers and members.
Indirect Costs/ General Administration	\$15,359.98	As approved in the State of Illinois Uniform Grant Budget Template, JJC budgeted \$15,359.98 in Indirect Costs. Within the Learning Renewal Plan Guidelines, under "Plan Information," it reads, "In addition, indirect costs are allowable but cannot exceed 8%." It appears the FY 2022 Learning Renewal/ GEER II Report should be updated, as it currently states, "Indirect cost not allowed." For this reason, JJC placed "Indirect Costs" within the "Other" Category/ Program Expense row.
TOTAL	\$207,355.00	

All "Academic Support" dollars were expended in Q2 (9.1.21-12.31.21).

Academic Support Outcomes:

- Greater numbers of students will continue their education and attain their JJC-related goals because of their access to technology – demonstrated in JJC persistence and retention rates for laptop borrowers
- All students who retrieve a laptop from Romeoville Campus will obtain a student ID in order to check out the laptop (and any future library materials)
- Project Manager will conduct research at the end of each semester regarding student success metrics (i.e. enrollment, persistence, retention, GPA, and graduation) to learn through this grant-funded initiative if there is a relationship between the provision of a laptop/ charger and increased success in the metrics listed above.

Academic Support Quarter Three Results:

Before diving into persistence and retention data, the researcher first looked into the demographic breakdown of those JJC students who borrowed grant-funded laptops. GEER II dollars allowed for the purchase of additional laptops for this program. For this reason, the data below looks at the program since its inception in March 2020.

It is interesting to note the demographic makeup of Laptop Borrowers as compared to JJC’s overall student demographic makeup. It appears that proportionately more Black/ African American students consistently participated in the Laptop Borrow program as compared to their Hispanic/ Latino or White counterparts. See “Ethnicity Comparison” table below.

Ethnicity Comparison (p. 39 of Fact Book 2021)				
	2019-2020 Academic Year		2020-2021 Academic Year	
	JJC (Fall 2019) (n=14,318)	Laptop Borrowers (Mar. 2020-Jul. 2020) (n=26)	JJC (Fall 2020) (n=10,267)	Laptop Borrowers (Aug. 2020-Jul. 2021) (n=184)
Asian	3.2%	0.0%	3.1%	5.4%
Black or African American	10.3%	34.6%	9.8%	22.3%
Hispanic or Latino	29.1%	26.9%	28.7%	20.1%
American Indian/ Alaskan	0.4%	0.0%	0.4%	1.1%
Non-Resident Alien	0.0%	0.0%	0.0%	0.0%
Refuse Indicate/ Unknown	2.3%	7.7%	2.3%	6.0%
White	54.6%	30.8%	55.7%	45.1%

It is also interesting to note that an older student population participated in the Laptop Borrowing program. While students aged 25 years and older tend to represent about 25% of the entire student body, this same group comprised about 50% of all Laptop Borrowing participants. For years, JJC has discussed the implementation of programs designed to attract non-traditional students. While not the original intention of this service, JJC may have unintentionally discovered a program which attracts students aged 25-55 in particular. See “Age Comparison” table below

Age Comparison (p. 1 of Fall 2020 10th Day Census Report)				
	2019-2020 Academic Year		2020-2021 Academic Year	
	JJC (Fall 2019 Headcount) (n=14,318)	Laptop Borrowers (Mar. 2020-Jul. 2020) (n=26)	JJC (Fall 2020 Headcount) (n=10,267)	Laptop Borrowers (Aug. 2020-Jul. 2021) (n=184)
16 & Under	4.0%	0.0%	1.0%	0.5%
17-20	56.0%	26.9%	54.0%	35.3%
21-24	18.0%	23.1%	21.0%	15.8%

25-30	9.0%	15.4%	11.0%	18.5%
31-39	6.0%	7.7%	7.0%	19.6%
40-55	6.0%	19.2%	6.0%	9.8%
56-99	2.0%	7.7%	1.0%	0.5%
Unknown/ Not Reported	0.0%	0.0%	0.0%	0.0%

Based on the small but growing sample size, it appears there is a relationship between borrowing a laptop and increased persistence and retention rates. Reviewing Fall 2020 to Spring 2021 persistence rates, the overall persistence rate for all JJC students was 67.6%. As outlined in the “Persistence Rates” table below, 79.1% of all Laptop Borrowers persisted from the Fall 2020 semester to the Spring 2021 semester. Perhaps these students are more ambitious and actively sought out the Laptop Borrowing program. Perhaps these students are more engaged with faculty, advisors, and other populations who promoted this service. Perhaps these students have higher persistence rates because they had technology more readily available to them. A deeper dive may be necessary to determine specific reasons for success; however, it does appear there is a positive correlation between those students who borrowed a laptop and those same students’ persistence rates.

Persistence Rates (p. 46 of Fact Book 2021)		
20FL-21SP (JJC)	6,944	67.6%
20FL-21SP Laptop Borrowers (n=196)	155	79.1%

Reviewing Fall 2020 to Fall 2021 retention rates, the overall retention rate for all JJC students was 42.8%. As outlined in the “Retention Rates” table below, 58.2% of all Laptop Borrowers were retained from the Fall 2020 semester to the Fall 2021 semester. For all the reasons listed above, this population of students may have other commonalities that attracted them to this program. Again, however, it does appear there is a positive correlation between those students who borrowed a laptop and those same students’ retention rates.

Retention Rates (p. 47 of Fact Book 2021)		
20FL-21FL (JJC)	2,392	42.8%
20FL-21FL Laptop Borrowers (n=196)	114	58.2%

All students who pick up a laptop must show a Student ID; those who did not already possess a student ID were issued during the time of the laptop pick-up. The selection of staff to oversee the Laptop Borrowing Program was strategic as this position has the ability to issue Student IDs.

In addition to the results above, the researcher also tracked the number of Laptop Borrowing participants who earned an Associate’s Degree or a Certificate. As outlined in the “Graduates” table below, 69 total Associate’s Degrees and Certificates were awarded. It appears the number of degrees/ certificates earned is trending positively. 14 more degrees were awarded in Fall 2021 (24 awards) as compared to Fall 2020 (10 awards). Spring 2022 data is not yet available but may be reported in future quarterly reports.

Graduates (Laptop Borrowers by semester)	AA	AAS	AGS	AS	CA	CC	TOTAL Graduates
Spring 2020	0	0	0	0	1	0	1
Summer 2020	0	1	0	0	1	0	2
Fall 2020	3	6	0	0	1	0	10

Spring 2021	1	10	2	4	7	8	32
Summer 2021	0	0	0	0	0	0	0
Fall 2021	2	5	3		7	7	24
TOTAL	6	22	5	4	17	15	69

Table Notes: “AA” denotes Associate in Arts; “AAS” denotes Associate of Applied Sciences; “AGS” denotes Associate of General Studies; “AS” denotes Associate of Science; “CA” denotes Certificate of Achievement; “CC” denotes Certificate of Completion.

SOCIAL EMOTIONAL SUPPORT NARRATIVE

Describe the status of the Social Emotional Support work completed or in progress during this quarter.

What milestones did you reach in the implementation of specific goals, activities, and tasks of the Social Emotional Support plan (46.2% of allocation)? Please include direct student aid and EO 2021-20 work or funds expended as part of Social Emotional Support funds.

Per the application, student aid distribution was not allowed.

Social Emotional Support Outcomes:

- Increased access to support services in English and Spanish.
- Follow-up support will be provided for at-risk students identified as academically struggling and/ or at-risk for stopping out due to the pandemic.
- Early identification of students struggling financially or medically that can be assisted by other support services.

Social Emotional Support Quarter Three Results:

Student support and retention during the pandemic continues to be a top priority. GEER II funds provided staff the opportunity to work additional hours. The Student Advising Center (SAC) increased the hours of two professional and one clerical staff member. The Center for Multicultural Access and Success (CMAS) also increased the hours of one professional staff member.

Updated (Effective March 2022). Staffing challenges provided an opportunity to redirect grant funds to support social emotional health and wellness as well as academic support for a high-risk group of student athletes. As the research indicates, student-athletic retention and mental health has declined throughout the pandemic. Moving into a post-pandemic world, support from grant dollars allowed an increase in hours worked for a one Student-Athlete Retention Specialist. This staff member works directly with student athletes monitoring academic persistence, as well as providing coaching and support to increase a student’s likelihood of completion. Data is tracked in a student advising software tool and data will be available at the end of the semester.

These staffing changes provided additional support for student-athletes requiring mental health support; students may meet with this newly grant-funded staff member and transition to a mental health advocate in the Office of Student Rights and Responsibilities.

PARTNERSHIP NARRATIVE

Please describe the status of collaborative partnerships you have developed or enhanced and how the institutional, community, industry, and secondary partners are contributing to the implementation and success of the Learning Renewal Academic and/or Social Emotional supports.

One great example of collaborative partnerships developed as a result of this grant includes a meeting held between Joliet Junior College and Illinois Valley Community College. As a result of the February 28, ICCB Learning Renewal Plan – Academic Support virtual meeting, Dr. McIntyre-Braun from JJC had an opportunity to share the implementation and tentative outcomes of the Laptop Borrow Program. Staff/administration from IVCC were also in attendance at this February meeting. The following week, Bonnie Campbell, Associate Vice President for Academic Affairs, and Crystal Credi, Special Populations Transition Specialist, arranged to meet with Dr. McIntyre-Braun, Dean of Academic Intervention and Support; Erica Reyes, Director of Academic Intervention and Accommodation Services; and Elizabeth Bell, Supervisor of Tutoring and Learning Center. In addition to the laptop loan discussion, the group discussed technology tutoring which allows students a space to ask about learning management system, email, or other “JJC Tech” questions. Additionally, JJC purchased Innovative Educator online workshops to allow students a virtual opportunity to attend workshops about college success, test-taking tips, reducing test anxiety, study skills, etc. This information was also shared by JJC.

In summary, the discussion was a great first step to sharing positive outcomes of grant initiatives, and allowing peer institutions to learn from each other.

DATA

Please provide a detailed summary of the data collected during the quarter on students served, broken out by Academic Support and Social Emotional Support, as well as any direct student aid funds expended.

See “Academic Support Narrative” section for corresponding data.

Below is the data collected from the Social Emotional Support portion of this grant.

	Students Served (Jan. 2022)	Students Served (Feb. 2022)	Students Served (Mar. 2022)	Total Students Requesting Support in Spanish (undup.)	Total Number of Staff (12 hours per week each)
SAC	101	87	101	143	2 Bilingual Success Coaches: First Year Experience Specialists
SAC ESL	60	45	51	156	1 (Bilingual Frontline Support)
CMAS	74	33	61	19	1 (Specialist)
TOTAL	235	165	213	318	

Table Notes: “SAC” denotes Student Advising Center retention, outreach, academic advising, coaching support; “SAC ESL” denotes Student Advising Center ESL Support through New Student Orientation, translation support, virtual online assistance; “CMAS” denotes Center for Multicultural Access and Success retention, outreach, academic advising, coaching.

SUCCESSSES

Highlight any successes the college has experienced with implementing Academic Supports and Social Emotional Supports.

See "Academic Support Narrative" section for successes.

Social Emotional Successes:

Student access to support services and increased research on pandemic student success provided insight into the critical need for sustainable mental health support for high risk-students. JJC's student body comprises 51% first-generation college students. Having intentional outreach done by staff who were provided additional hours through grant funding was a success.

Success rates were monitored by cohort groups and direct service and follow-up was significant. Without grant funding providing additional staff hours that would be have extremely challenging.

CMAS provides coaching, advising, financial literacy programming, and social and emotional support programs in collaboration with other Student Development areas. The increase in hours for one Specialist provided a significant number of students access to one-on-one support. CMAS does extensive outreach and retention follow-up ensuring students are successful academically and have personal needs met to continue to achieve.

The staff described in the above chart are frontline positions. January through March 2022 is a critical time frame as teams are preparing students for summer and fall enrollment. Post-pandemic outreach has been time consuming as students' priorities have changed. The additional support continues to benefit students as early indicators of summer and fall enrollment trends look positive and student caseloads are full. Team members continue to provide high-tech/high-touch support for students and additional follow-up for those at-risk.

BARRIERS


List any barriers the college encountered during the quarter, including any financial issues, with implementing Academic Supports and Social Emotional Supports.

Academic Support Barriers:

Barriers include technology; the ALMA Library System (asset management and laptop checkout technology) does not automatically import new students. This is a manual batch process; the Laptop Loan program has encountered new students unable to check out a laptop because they are not yet in ALMA. No student is denied; but the technology limitations mean the student must call ahead or return on another date to acquire a laptop.

FY 2021 GEER Reporting

State Agency/Grantor: Illinois Community College Board

Grantee Name		Grant Number	CSFA Number	CFDAs	Appropriation Number(s) by Agency (For Agency Use Only)	
Joliet Junior College		GEERII-52522	684-00-2455	84.425C		
FEIN Number	DUNS	Program Name & Description				
36-2638684	69959013	FY22 Learning Renewal/GEER Grant				
Street Address		City, State, ZIP Code	Agreement Period			
1215 Houbolt Road		Joliet, IL 60435	7/1/20-6/30/22			
Report Period	Final Report for Award		Mandatory Match %	Indirect cost not allowed.		
1/1/22 - 3/31/22	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	No <input type="checkbox"/> Yes <input checked="" type="checkbox"/>	All reports must be submitted by the due dates in the grant agreement to:		
Program Restrictions:	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Explanation of Restrictions:		ICCB.grantpayments@illinois.gov		
Grant Expenditures						
Category/Program Expenses	Due 10/30	Due 1/30	Due 4/30	Due 7/30	PY Total Expended 7/1/2020-6/30/2021	Approved Budget
	Quarter 5 Dates: 7/1/21-9/30/21	Quarter 6 Dates: 10/1/21-12/31/21	Quarter 7 Dates: 1/1/2022-3/31/2022	Quarter 8 Dates: 4/1/2022-6/30/2022		Total
Personnel Services (Salaries and Wages)	\$0.00	\$6,343.91	\$14,390.21			\$20,734.12
Fringe Benefits	\$0.00	\$2,982.03	\$21,539.98			\$24,522.01
Travel	\$0.00	\$0.00	\$0.00			\$0.00
Equipment	\$0.00	\$0.00	\$0.00			\$0.00
Supplies	\$0.00	\$111,556.99	\$0.00			\$111,556.99
Contractual Services	\$0.00	\$0.00	\$3,400.00			\$3,400.00
Consultant	\$0.00	\$0.00	\$0.00			\$0.00
Training and Education	\$0.00	\$0.00	\$0.00			\$0.00
Other	\$0.00	\$9,686.02	\$3,131.35			\$12,817.37
TOTAL EXPENDITURES	\$0.00	\$130,568.95	\$42,461.54	\$0.00	\$0.00	\$173,030.49
GRANTEE CERTIFICATION (2CFR 200.415)						
By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal 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).						
Name of Authorized Grantee Representative:		Date:	Title:			
Cristine Rodriguez		04/20/2022	Accounting Manager			
Signature of Authorized Grantee Representative:						
						
Email:	Telephone Number:					
State Staff Authorization:		Approved Date:		Title:		