



GOVERNOR'S EMERGENCY EDUCATION RELIEF FUND II REPORT

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Executive Summary..... 4

Governor’s Emergency Education Relief Fund 5

Institutional Spending7

 Formula Grants 8

 Competitive Grants..... 14

Outcomes 20

 Tuition and Textbooks Assistance20

 Mentoring.....20

 Mental Health.....21

 Housing21

 Transportation21

 Technology/Distance Learning.....22

 Internship Stipends.....22

Recommendations..... 23

IBHE Digital Outreach Campaign 24

Appendix: Detailed Spending Data by Institution..... 27

EXECUTIVE SUMMARY

This report contains information on the Governor's Emergency Education Relief (GEER) II Fund and how the funds were expended by the awarded four-year institutions of higher education. This report includes information on the history of GEER funding, institutional spending, outcomes, recommendations, and communications campaigns.

Key Findings

- Institutions spent over \$10 million in GEER II funding with the most common use being financial aid. Financial aid related expenses accounted for 43% (over \$4 million) of GEER II funds. Overall, roughly 2,041 students across our institutional grantees received financial aid assistance.
- Institutions also focused substantial amounts of funding on mental health (23%) and basic needs (10%).
- Institutions reported that supports such as tuition assistance, mentoring, mental health, housing, transportation, technology/distance learning, and internship stipends, GEER II was essential for students most affected by the pandemic to stay in college.

GEER I

The federal Coronavirus Aid, Relief, and Economic Security (CARES) Act, (Public Law 116–136), enacted on March 27, 2020, created the Governor's Emergency Education Relief (GEER) Fund, subsequently referred to as GEER I funds. GEER I was implemented during the height of the COVID-19 pandemic with the primary goal of urgently disbursing funds to institutions so that the institutions could help their most vulnerable student populations. This included supporting efforts to enroll and retain low-income, underrepresented, and first generations students that might otherwise not enroll or return due to the pandemic. The majority of the GEER I funds were used towards direct student aid, such as paying outstanding balances on student accounts, microgrants, housing debt relief, retention scholarships, etc. GEER I, while foundational to the work completed in GEER II, is not the focus of this report. This report will provide detailed information on GEER II only.

GEER II

GEER II funding originated from the federal "The Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021, (Public Law 116-260), which was enacted on December 27, 2020. \$11,775,000 of GEER II funds were appropriated to the Illinois Board of Higher Education. \$9,935,000 was allotted for formula grants to public 4-year institutions and \$1,000,000 for competitive grants to independent, not-for-profit 4-year institutions, a total allocation of \$10,935,000 to institutions. \$650,000 was budgeted for IBHE Digital Outreach Campaigns, \$165,000 for IBHE Learning Renewal Coordination, and \$25,000 for IBHE Administrative Costs. For the purposes of this report, the funds provided by CRRSA for GEER are referred to as GEER II funds.

GEER II Objectives

As the pandemic wore on, education leaders became concerned by the impact on student learning and social emotional needs. The Illinois GEER II grant program was designed to encourage the funds be used to provide academic and social emotional learning supports for students most impacted by the COVID-19 pandemic, including African American, Latino, low-income, first generation, working adults, or rural students.

Academic Support examples included:

- Support enrollment, retention, and re-engagement initiatives that ensure academic progression for students most impacted by the COVID-19 pandemic, including African American, Latino, low-income, first generation, working adult, or rural students.
- Enhance the accessibility of academic advising and counseling resources for students most disadvantaged by COVID-10 circumstances.
- Evaluate and improve hybrid/remote learning models to develop long term digital strategic priorities.
- Improve quality of learning through altered classroom structures, educator professional development, and digital tools.

Social Emotional Learning Supports examples included:

- Develop and enhance partnerships with community organizations that connect students to comprehensive student support.
- Enhance the behavioral health resources or other supports for students most impacted by the COVID-19 pandemic, including African American, Latino, low-income, first generation, working adult, or rural students.
- Invest in infrastructure for mental health and wellness, including, but not limited to: Addressing gaps in mental health services on campus, developing a web resource that features information dedicated solely to the mental health resources available to students, and to distribute messages related to mental health resources through the online learning platform, during high stress periods of the year.
- Support students with structured engagement and enhanced communications.

Formula and competitive grants were awarded from the GEER II fund. The formula grant period began on July 1, 2021, and ended on September 20, 2023. Term extensions through December 31, 2023, were given to institutions

that needed more time to expend funds. The competitive grant period began on November 1, 2022, and ended on December 31, 2023.

Below the report will give an overall breakdown of how GEER II funds were spent by each institution.

INSTITUTIONAL SPENDING

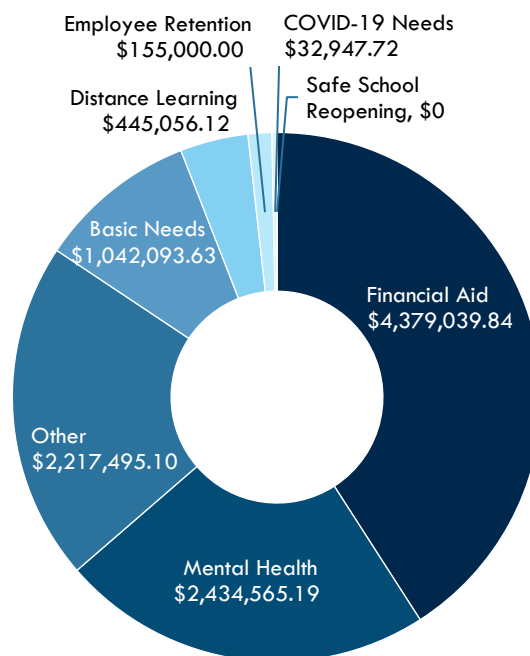
As part of the terms of the GEER II funding, the U.S. Department of Education required IBHE to complete a report that details the amount of funding spent by a set of provided categories. The table below lists the amounts expended throughout the entirety of the GEER II grant by federal category and IBHE abbreviation. The IBHE abbreviation will be used throughout the remainder of this report. Note that mental health is a basic need, but for the purposes of this report the mental health category was separated due to heightened interest in the topic.

Table 1: GEER II Formula and Competitive

Federal Categories of GEER II Funds	IBHE Category Abbreviation	Amount Expended
Provide financial aid grants for students (e.g., scholarships)	Financial Aid	\$4,379,040
Support distance learning and remote education	Distance Learning	\$445,056
Safe school reopening	Safe Reopening	\$0
Providing mental health services and supports	Mental Health	\$2,434,565
Providing basic needs for students (e.g., food, housing, course materials [non-technology], transportation, and childcare)	Basic Needs	\$1,042,094
Purchasing COVID-19 tests, health screening, and the healthcare needed to help students and faculty	COVID-19 Needs	\$32,948
Keeping faculty, staff, employees, and contractors at full salary levels who were at risk of unemployment due to pandemic-related factors	Employee Retention	\$155,000
Other: encompasses anything that did not fit in the provided categories (e.g., virtual tutoring application, improvements to student centers, summer bridge programming, peer mentors, and student conferences)	Other	\$2,217,495
Reference to the Appendix for usage details by institution		
	Total	\$10,706,198

Below is a graph depicting the overall use of GEER II funds by all awarded institutions based on each category mentioned above. Note that the Safe School Reopening category shows 0% in the graph due to no funds being spent. 0.3% of GEER II funds were spent within the COVID-19 Needs category, the graph depicts 0%.

Figure 1: Governors Emergency Education Relief Fund II



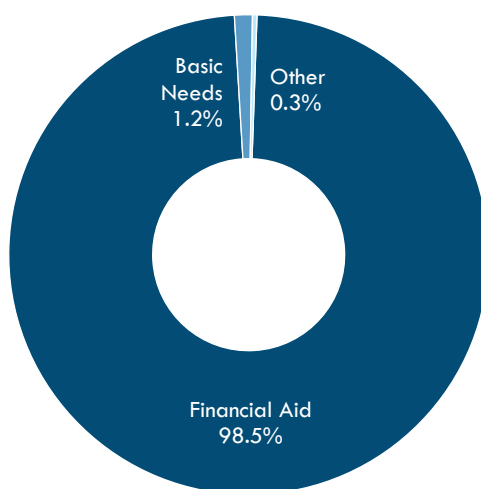
Formula Grants

Public 4-year institutions and the Illinois Mathematics and Science Academy (IMSA) were automatically awarded \$9,935,000 in GEER II awards through a formula grant process. For GEER II formula grants the goal of the allocation methodology was to provide equitable funding based on each institution's student need. This was accomplished through accounting for both the percentage and number of Pell eligible students at each public university. Universities with a higher percentage of Pell eligible students received more funding per student.

This section includes information on how each public institution utilized the GEER II formula grant including the total amount awarded, total amount expended, and main categories of spending. Please view the Appendix for detailed spending data by institution. Unlike the GEER I grant, public four-year institutions were not eligible to receive both a formula and competitive GEER II grant.

Figure 2: Chicago State University

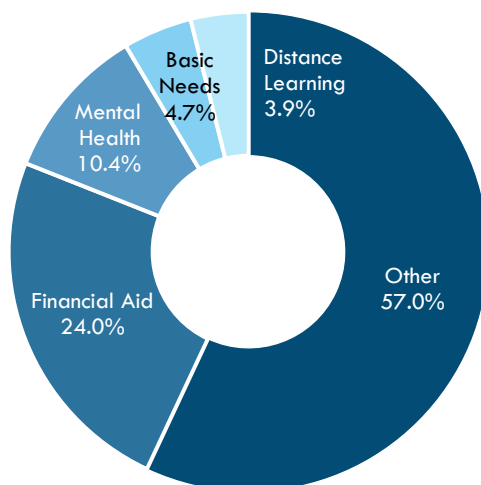
Total Awarded: \$407,613
Total Expended: \$407,613



Chicago State University used their funding in the following three main categories: Financial Need, Basic Needs, and Other; however, the majority of the funding went to Financial Aid. Some of the main uses of funds included transfer student tuition, emergency housing stipends, and a sign language interpreter.

Figure 3: Eastern Illinois University

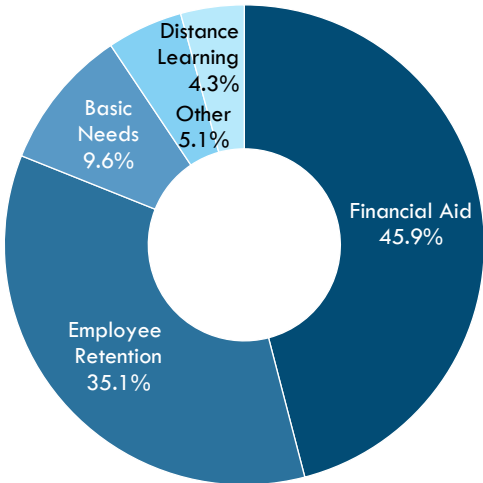
Total Awarded: \$453,671
Total Expended: \$453,671



Eastern Illinois University used their funding in the following five main categories: Financial Aid, Distance Learning/Remote Education, Mental Health, Basic Needs, and Other; the majority of the funding went to Other. Uses under Other funds included counselors, undergraduate peer tutors, virtual tutoring application Knack, and school supplies. Uses of funds also included 85 students receiving scholarships, the purchase of EdSight Chatbot for mental health checks, and the Freshman Connection mentorship program.

Figure 4: Governors State University

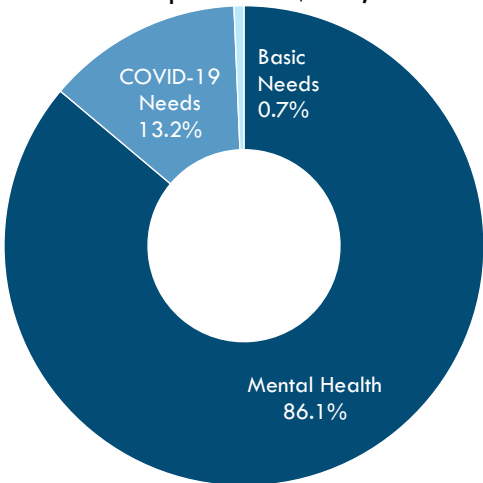
Total Awarded: \$447,928
Total Expended: \$447,928



Governors State University used their funding in the following five main categories: Financial Aid, Distance Learning/Remote Education, Basic Needs, Employee Retention, and Other. Some of the main uses of funds included 104 students receiving tuition assistance, hiring a full-time social worker, 136 students receiving a bookstore scholarship, and the GSU4U program that assisted students with housing, childcare, financial literacy, emotional support, health and wellness, and academic and career support.

Figure 5: Illinois Mathematics and Science Academy

Total Awarded: \$250,000
Total Expended: \$249,708

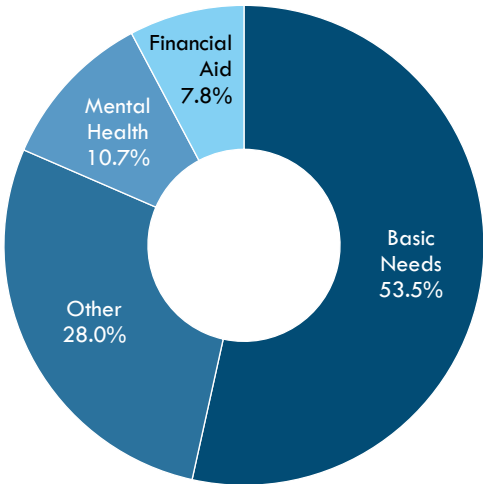


Illinois Mathematics and Science Academy used their funding in the following three main categories: Mental Health, Basic Needs, and COVID-19 Needs; with the majority of the funding being used for Mental Health. Some of the main uses of funds included hiring a Mental Health Counselor and Day Hall Monitors, the creation of their Behavioral Intervention Team (BIT) and their STEM pipeline program, PROMISE, that addresses the

challenges of culturally, linguistically, and economically diverse (CLED) students through year-round academic enrichment programming at low or no cost.

Figure 6: Illinois State University

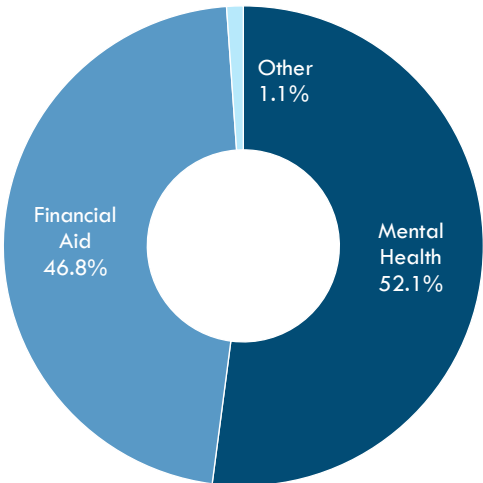
Total Awarded: \$709,272
Total Expended: \$709,272



Illinois State University used their funding in the following four main categories: Financial Aid, Mental Health, Basic Needs, and Other, with just over half of the funding going to address Basic Needs. Uses under the Basic Needs funds included stocking their Share Shop, E-textbooks, internship stipends to low-income students, and textbooks and access codes for their SOAR Scholars. Some of the additional uses of funds included paying off 46 student outstanding balances, Mental Health student events, Student Counseling Services professional development, and identity-based registered student organization (RSO) grants.

Figure 7: Northeastern Illinois University

Total Awarded: \$750,856
Total Expended: \$750,856

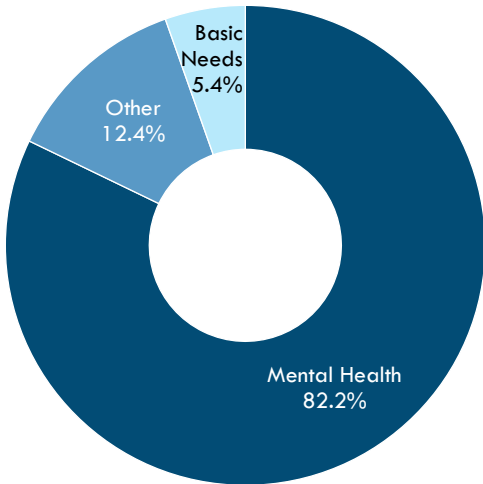


Northeastern Illinois University used their funding in the following three main categories: Financial Aid, Mental Health, and Other. Some of the main uses of funds included 107 students receiving housing and debt relief, hiring the Executive Director of Equity, Diversity, and Inclusion, and mental health programming for underrepresented students. NEIU’s mental health programming included workshops, the Joy and Wellness Program, and the Black Ensemble Theater production. These productions center the Black experience and affirm the cultural and

educational journey of Black communities in the United States, increasing sense of belonging for these students at NEIU, aiding in retention.

Figure 8: Northern Illinois University

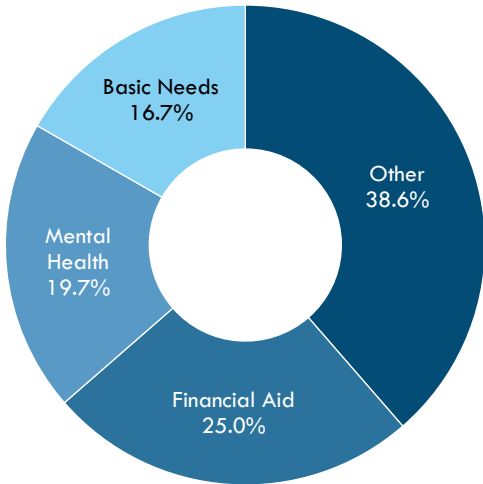
Total Awarded: \$1,196,940
Total Expended: \$1,024,114



Northern Illinois University used their funding in the following three categories: Mental Health, Basic Needs, and Other; with the majority of the funding going to Mental Health supports. Some of the main uses of funds included expanding the Student Wellness Center and Counseling and Consultation Services (CCS), contracting with Compassionate Edge Counseling Services for direct student referrals, Protocol contract for afterhours mental health crisis support, and transportation grants.

Figure 9: Southern Illinois University Carbondale

Total Awarded: \$840,603
Total Expended: \$840,603

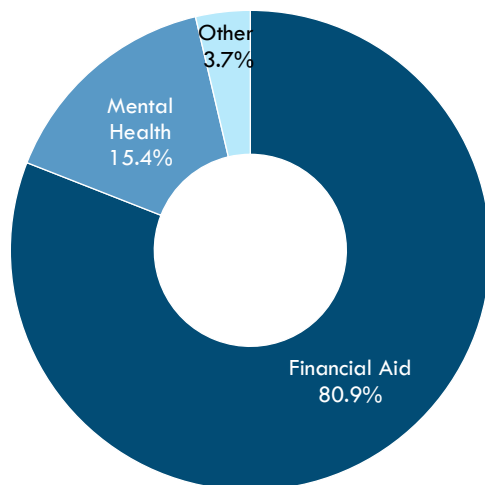


Southern Illinois University Carbondale used their funding in the following four categories: Financial Aid, Mental Health, Basic Needs, and Other. Uses under the Other fund include retention programming, adding writing labs and a study room into the Student Multicultural Resource Center, and sending minority male students to a conference which resulted in the creation of two new registered organizations for African American and Hispanic males. Some additional uses of funds included 179 low-income, first-generation, and/or underrepresented students receiving assistance towards outstanding balances/books/academic supplies, Counseling and Psychological Services (CAPS)

additional mental health services, and 120 students participating in Dr. Seymour Bryson Future Scholars bridge program.

Figure 10: Southern Illinois University Edwardsville

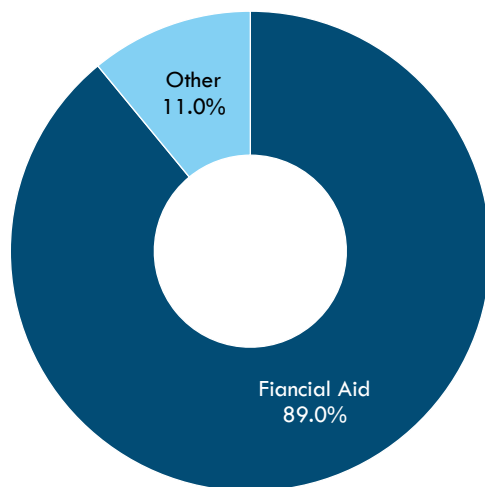
Total Awarded: \$624,059
Total Expended: \$624,059



Southern Illinois University Edwardsville used their funding in the following three categories: Financial Aid, Mental Health, and Other; with the majority of the funding used for Financial Aid. Some of the main uses of funds included paying off 335 student outstanding balances, Bettermind contract for teletherapy sessions, Togetherall contract for online peer support, and hiring a graduate assistant to guide students to GEER II resources.

Figure 11: University of Illinois Chicago

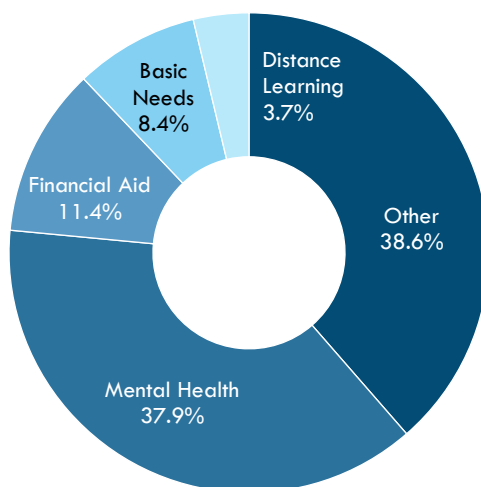
Total Awarded: \$2,461,756
Total Expended: \$2,461,756



The University of Illinois Chicago used their funding in the following two categories: Financial Aid and Other; however, a majority of the funding was spent on Financial Aid to students. 541 students received emergency funds and housing grants. Under the Other category, funds went towards three graduate students who supported GEER II grant activities, such as facilitating the emergency funds program.

Figure 12: University of Illinois Springfield

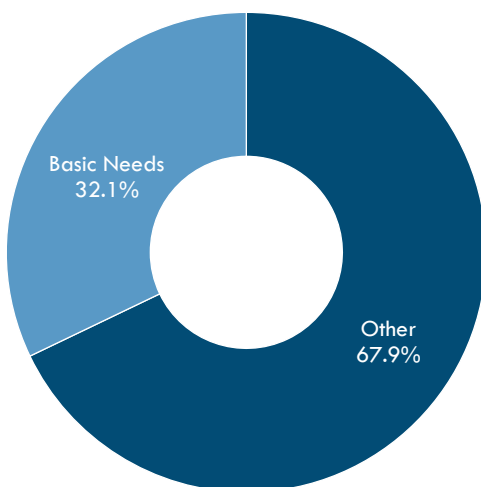
Total Awarded: \$164,798
Total Expended: \$164,798



The University of Illinois Springfield used their funding in the following five categories: Financial Aid, Distance Learning/Remote Education, Mental Health, Basic Needs, and Other. Some of the main uses of funds included 15 low-income, first-generation, and/or underrepresented students receiving scholarships, renting 16 mobile hotspots to provide students with reliable Internet access, providing mental health programming and assessments, nine housing insecure students receiving housing vouchers, and providing textbooks and meals to students in the summer bridge program and SMART START program.

Figure 13: University of Illinois Urbana-Champaign

Total Awarded: \$797,383
Total Expended: \$782,825

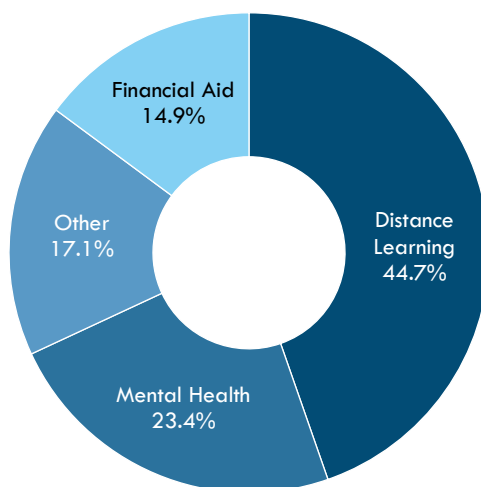


The University of Illinois Urbana-Champaign used their funding in the following two categories: Basic Needs and Other. Some of the main uses of funds included student housing, meals, personnel, and rental fees for early arrival programs for the Illinois Scholars Program, Conéctate in the La Cases Cultural Latina, and C-Squared. Funds also went towards purchasing academic tutoring software and covering Illinois Neurobehavioral Assessment Laboratory (INBAL) student assessments.

Figure 14: Western Illinois University

Total Awarded: \$840,211

Total Expended: \$830,877



Western Illinois University used their funding in the following four categories: Financial Aid, Distance Learning/Remote Education, Mental Health, and Other. Some of the main uses of funds included paying off 43 student outstanding balances, upgrading technology for the University Writing Center, Veterans Resource Center, Multicultural Center, Office of Student Engagement, and Outreach and Retention Office. Funds also went to the Slate management software contract, contract with EdSights and Signal Vine, updating emergency guides, and redesigned Memorial Hall study space.

Overall, out of the 13 institutions that received GEER II formula grants, the highest categories of spending were Financial Aid, Mental Health, and Other. Ten institutions spent 42.8% of the GEER II formula funds on Financial Aid. 21.5% of formula funds went towards Mental Health, specifically at nine institutions. Twelve institutions spent 20.2% of the GEER II formula grants within the Other category.

Competitive Grants

In addition to the GEER II formula grants, IBHE allocated \$1,000,000 to the GEER II competitive grants to give independent, not-for-profit institutions in Illinois access to funds to support their students most impacted by COVID. These competitive grants went through the following process.

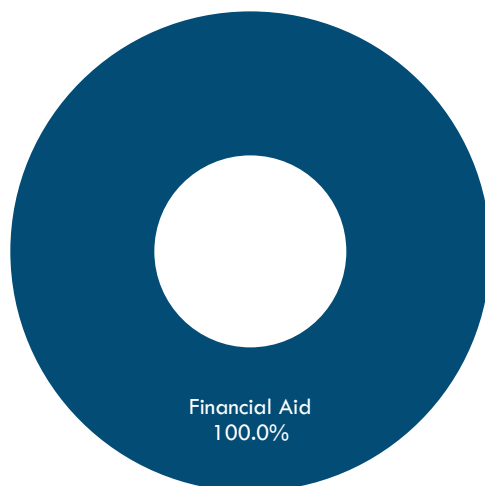
- 1) IBHE determined the following grant priority criteria:
 - a. The number of Pell-eligible students at their institution.
 - b. The extent to which the institution's plan serves additional underrepresented population(s) to support enrollment and/or retention.
 - c. How the institution describes and justified the approaches it will use to provide one or more Academic and Social Emotional supports.
 - d. The strength of the institution's plan to evaluate the success of these initiatives in terms of the enrollment/retention/completion outcomes of the identified student population(s).
 - e. The strength of institution's plan to use this grant to create systemic institutional change that will live on past the grant period.
- 2) A Request for Proposals (RFP) was posted to IBHE's website on August 30, 2022, and emails were sent out on August 29, 2022, to four-year, not-for-profit independent institutions of higher education to submit applications.
- 3) Institutions submitted applications by September 26, 2022, at 12pm.

- 4) IBHE scored proposals based on the provided grant priority criteria and anticipated funding eight individual grants at a maximum of \$125,000 to the highest overall scorers. Due to the top eight proposals not all requesting the maximum amount of \$125,000 each, the remaining funds were awarded to the institution in ninth place.

This section includes information on how each private institution utilized the GEER II competitive grant including the total amount awarded, total amount expended, and main categories of spending. Please view the Appendix for detailed spending data by institution.

Figure 15: Aurora University

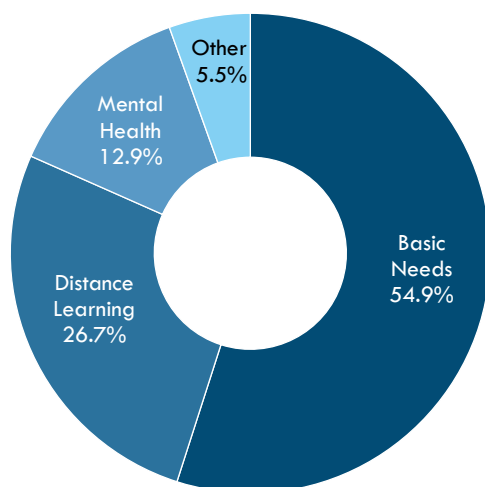
Total Awarded: \$125,000
Total Expended: \$125,000



Aurora University used their funding in Financial Aid category. Main uses of funds included 500 Pell-eligible students received awards if they participated in AU's January Jumpstart program and attended workshops on financial, academic, and career topics. The program's workshops were led by AU faculty that assisted the 1,787 participating undergraduate students by providing them the support needed to succeed in the upcoming semester.

Figure 16: Benedictine University

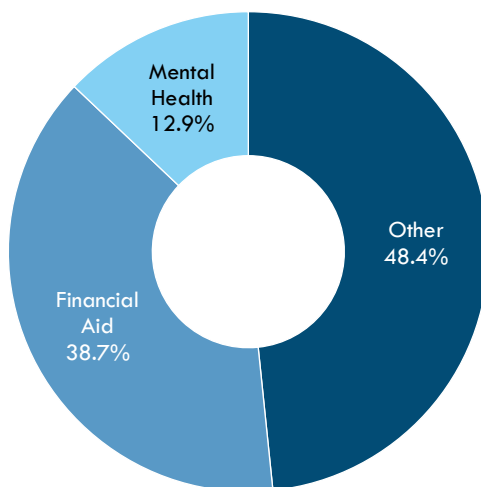
Total Awarded: \$116,929
Total Expended: \$116,929



Benedictine University used their funding in the following four categories: Distance Learning/Remote Education, Mental Health, Basic Needs, and Other; with a majority of the funding being used for Basic Needs. Uses of funds under Basic Needs included wi-fi hotspots and laptops, expanding the circulating textbook collection through their Book Buy Back program, appliances for the food pantry, and loaner appliances and supplies for residential students. Some additional uses of funds included Tutor.com subscription, telehealth health insurance for 52 students, mental health training for 16 Resident Assistants, and mental health and cultural literacy events.

Figure 17: East-West University

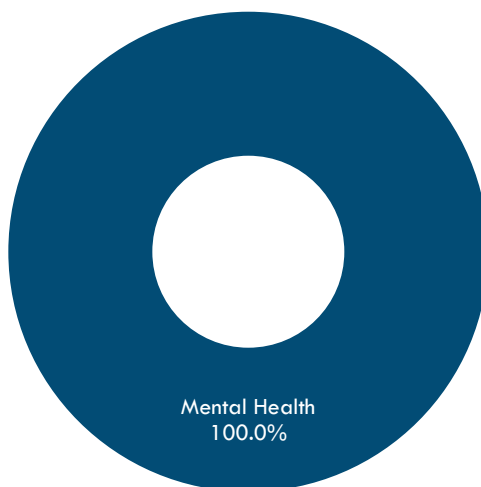
Total Awarded: \$125,000
Total Expended: \$125,000



East-West University used their funding in the following three categories: Financial Aid, Mental Health, and Other. Some of the main uses of funds included 25 high need students receiving scholarships, hiring a part-time specialized counselor and a career counselor, and tutoring services.

Figure 18: Illinois College

Total Awarded: \$50,644
Total Expended: \$50,550

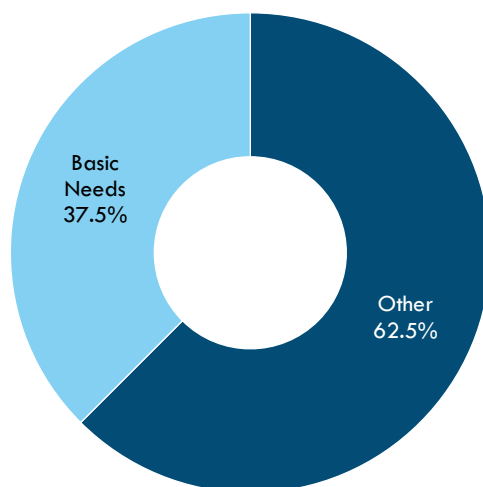


Illinois College used their funding in the Mental Health category. The main uses of funds went towards the train the trainer program for Mental Health First Aid training.

Figure 19: Millikin University

Total Awarded: \$124,285

Total Expended: \$124,285

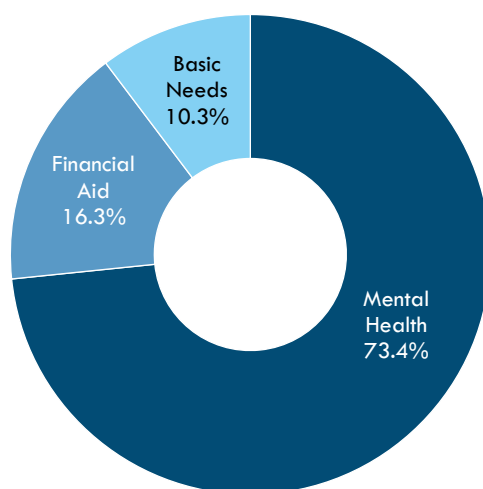


Millikin University used their funding in the following two categories: Basic Needs and Other; with a majority of the funding going to Other expenses. Some of the main uses of funds included 26 low-income, first-generation, and/or underrepresented students receiving Student Emergent Needs Funds for technology, utility bills, groceries, medical bills, and housing costs. Funds also went towards the EDGE+ Summer Bridge Program for peer mentors, technology, supplies, meals, and stipends.

Figure 20: National Louis University

Total Awarded: \$96,285

Total Expended: \$96,088

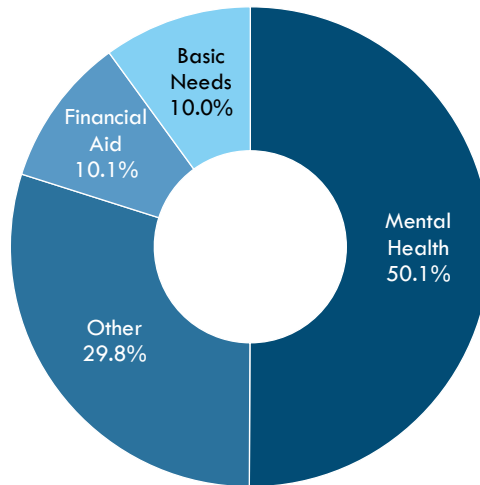


National Louis University used their funding in the following three categories: Financial Aid, Mental Health, and Basic Needs; with a majority of the funding spent on Mental Health supports such as hiring a part-time and full-time counselor and providing free ADHD and mood disorders testing. Funds were also disbursed to students facing food and housing insecurity and 12 students in need received scholarships.

Figure 21: North Park University

Total Awarded: \$115,698

Total Expended: \$110,685

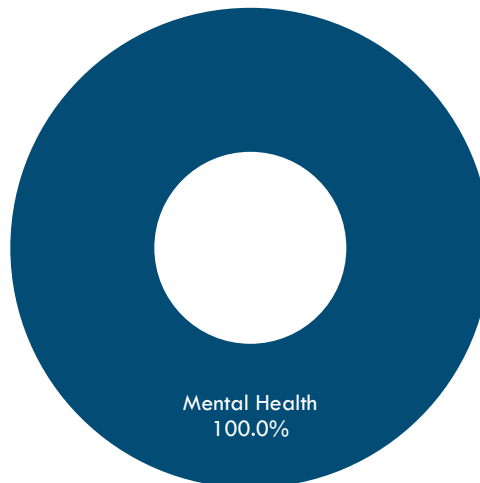


North Park University used their funding in the following four categories: Financial Aid, Mental Health, Basic Needs, and Other. Some of the main uses of funds included tuition relief and assistance to 17 students, mental health software and training, food vouchers, and a Peer Mentor Coordinator and 17 Peer Student Success Coaches.

Figure 22: Roosevelt University

Total Awarded: \$121,202

Total Expended: \$107,423

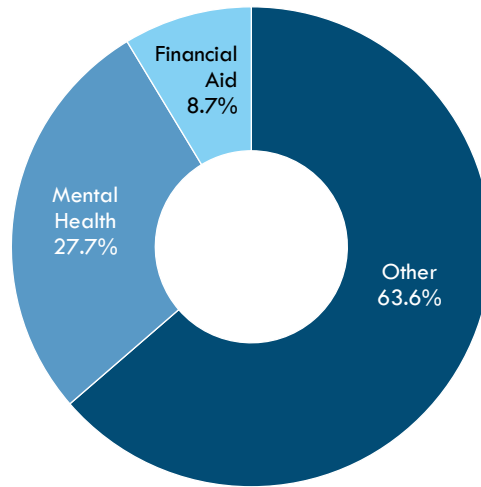


Roosevelt University used their funding in the Mental Health category. The main uses of funds included hiring consultants that assisted the institution in creating a mental health implementation plan, implementing mental health resources developed, and provided 12 professional development training and presentations to 178 staff, faculty, and peer-student leaders. 50 staff and faculty along with 20 peer-student leaders received Mental Health First Aid certifications.

Figure 23: Saint Xavier University

Total Awarded: \$124,957

Total Expended: \$106,565



Saint Xavier University used their funding in the following three categories: Financial Aid, Mental Health, and Other; with a majority of the funding going to Other. National Academic Advising Association (NACADA) Professional Development, and Student Connections contract. SXU's funds were also utilized to purchased 1,000 mental health wellness kits and provide 6 scholarships to low-income, first-generation, and/or underrepresented students.

Overall, out of the nine institutions that received GEER II competitive grants, the highest categories of spending were Financial Aid, Mental Health, and Other. Five institutions spent 21.7% of the GEER II competitive funds on Financial Aid. 35.8% of competitive funds went toward Mental Health, specifically seven institutions. Five institutions spent 25.6% of the GEER II competitive grants within the Other category.

OUTCOMES

Below are key programmatic outcomes and student testimonials that institutions recorded through the GEER II grant reporting process.

Tuition and Textbooks Assistance

Governors State University

The following are statements made by students at Governor State University about the impact that direct tuition assistance had on them:

- “GEER has helped me complete my degree by giving me financial support, without this help I would not have been able to complete this semester.”
- “They helped me with the financial tuition assistance. I was backed up on bills.”

Many of GSU’s students who received bookstore scholarships would not have purchased their books without the assistance provided to them. In Spring and Summer 2023, 136 students received bookstore scholarships for a total of \$27,200. An additional \$15,000 was purchased for distribution in Fall 2023. Of the 136 who received bookstore scholarships, 123 either graduated or are still currently enrolled for a retention rate of 90.4%. Again, these numbers are well above the retention rate of students who did not receive assistance from GEER II funds.

- “GEER has provided me the opportunity to focus more on my studies while not being completely stressed with the financial costs. GEER has also allowed me to receive books needed for my courses.”
- “GEER has helped me with book vouchers, past due balance and a laptop.”
- “You helped a first-year college student to be able to purchase books for her degree!”
- “Helping with the purchase of books and any extra funds I have been able to use towards my education.”

Illinois State University

At Illinois State University GEER II funds made a significant impact by helping SOAR Scholars afford textbooks that they normally would not be able to purchase. Oftentimes, students who struggle the most financially will forgo purchasing textbooks. This puts students at a disadvantage in many courses. SOAR Scholars had their books on the first day of their classes, so they began the course on par with students without financial challenges.

Mentoring

Millikin University

GEER II funds were extremely useful for academic and emotional needs for students at Millikin University that participated in EDGE+, MU’s five-week summer bridge program. Having a small cohort of students and an upperclassmen mentor was able to help limit some of the anxieties that students had before coming to campus and before the start of the semester. They were able to create friendships with students in their cohort. Funds also went towards giving students a taste of living on campus within the freshman living communities. Millikin also used the GEER II grant to employ some of their faculty to help build relationships with students and their academic skill sets by teaching classes such as research strategies, writing fundamentals, professional communication, and college life skills. Students had the opportunity to get familiar with campus resources by having interactions with library staff, wellness coach, financial aid advisor, mental health counselors, the University Registrar, and Student Success Coaches.

Governors State University

Mentoring opportunities also led a Governors State University student to state, “I was partnered with a mentor throughout some semesters which helped me stay motivated and to maintain accountability in my academic success.”

Mental Health

Benedictine University

Benedictine University utilized their grant funds to hold campus events focusing on mental health. A year premium for health insurance was offered to 52 students. Without this benefit, these students would not have otherwise been able to have unlimited access to mental health providers with a \$0 copay.

Western Illinois University

Through the implementation of EdSights, WIU has been able to leverage AI technology through their RockyBot who answers student questions 24/7. In 2023, there were 25,000 interactions where WIU students were able to learn more about resources, finding support, and understanding ways to find success at their university. One of the top questions asked to EdSights has been “Where can I find information about counseling?”. Additionally, EdSights shares details on student wellbeing within four risk drivers; academic, engagement, financial, and wellness. Wellness focus includes homesickness, general health, mental health, and overall wellbeing. EdSights also answered questions related to accessing tutoring services, library hours, contacting academic advisors, and questions about registration processes.

Northern Illinois University

At Northern Illinois University, the Student Wellness Center experienced expansion to allow for the increased programming to promote the well-being and self-care of their students. GEER II funded laptop computers and tablets at the center allowed students access to completing health-related screenings, learning outcomes, and satisfaction surveys. The funds were also used for the continued professional development of multicultural competencies for the Counseling and Consultation Services (CCS) and Student Wellness staff to enhance their knowledge, skills, and abilities to meet the mental health and wellness needs of the diverse students they serve.

Housing

Chicago State University

Chicago State University put their GEER II funds towards their housing insecure students. Emergency housing stipends were provided to students with urgent housing needs. The goal of their fund allocation was to reduce barriers to persistence and retention. Many of CSU’s students would not be able to register for their next semester due to tuition balances. They focused on lowering obstacles and supporting academic success while reducing financial stress of their students. This helped their housing insecure students to perform in the classroom and maintain an academic standard that will allow them to graduate and succeed in their education.

University of Illinois Springfield

Similarly, students at the University of Illinois Springfield that received housing vouchers prevented them from being homeless during the academic year. Having a place to live brought them peace of mind, allowing them to concentrate on academics.

Transportation

Northern Illinois University

At Northern Illinois University, the Center for Student Assistance provided transportation grants to students to assist with costs for commuting to off-campus internships/clinical sites, experiential learning opportunities, and volunteer locations for course-related requirements. The GEER II grant allowed NIU to provide students with the financial means to widen their educational experiences and not be hindered by the financial burden of the basic need for transportation. The grant also allowed students to be engaged in experiences outside the DeKalb/Sycamore area where students are limited by public transportation.

Technology/Distance Learning

Governors State University

Governors State University used a portion of their funding towards students without proper internet access at home to complete their studies. Although most of GSU classes were in-person by the Spring of 2023, the COVID-19 pandemic shifted the mindset of institutions of higher education as students and faculty adjusted and adapted to online learning. As a result, some classes shifted to the online space and the learning management system of most classes require students to read materials and submit their assignments using technology. Of the 54 students who were awarded in Spring 2023, 49 students either graduated or are still currently enrolled, resulting in a retention rate of 90.7%. These numbers are well above the general retention rate of GSU students who did not receive direct assistance.

- A GSU student stated, "I honestly couldn't proceed with my degree without GEER. They assisted me financially and provided me with a computer and WiFi."

Internship Stipends

Illinois State University

Unpaid internships are often a hardship due to the number of hours worked at the internship site and the inability to work enough hours in a paying position. This is very problematic for low-income and underrepresented students. Illinois State University acknowledged this by awarding internship stipends to several students who demonstrated financial need.

RECOMMENDATIONS

Institutions were able to use the GEER II grant to support students most impacted by the COVID-19 pandemic, including African American, Latino, low-income, first generation, working adults, and rural students by providing financial aid grants, supporting distance learning and remote education, providing mental health services and supports, providing basic needs for students, keeping faculty/staff/employees/contractors at full salary levels who were at risk of unemployment due to pandemic-related factors, and much more. However, there is still much more work to be done to continue supporting the academic and social emotional supports of underrepresented college students.

IBHE has the following lessons learned for improve grant programs like the GEER II grant:

Institutions

- Institutions that identify the team consisting of key personnel that will ensure implementation of the grant were most successful in spending the majority of their allocation in a timely manner. Connect programmatic and fiscal staff to improve internal communication and collaboration. Consider departments on campus and faculty/staff that may also be involved in programmatic conversations.
- Institutions should anticipate difficulties with filling grant-funded temporary positions and consider alternatives, such as stipends or paying partial salary to current personnel that assist with the grant work.
- Institutions should use student-centered approaches. For funds meant to supplement student needs, consider approaches that do not negatively impact students' overall financial aid.
- Students most impacted by the COVID-19 pandemic, including African American, Latino, low-income, first generation, working adults, and rural students can benefit from the continued funding of supports such as those provided from the GEER II grant.
- Agencies should provide guidance to institutions on innovative programs on how to utilize and maximize their funds. Sharing across institutions through communities of practice or featuring successful programs are helpful tools.
- Good grant management requires strong partnerships between the agency and the institution. When agency staff are regularly analyzing spending and checking in with key personnel at these institutions builds working relationships and sheds light on any context missing from financial and narrative reports.

IBHE DIGITAL OUTREACH CAMPAIGN


GEER II funds were used by the Illinois Board of Higher Education (IBHE) for two digital marketing campaigns aimed at removing barriers to higher education access and completion for students in Illinois. Flowers Communications Group provided strategic communications support to meet the goals of the two awareness campaigns, which included development of strategy, media planning and buying, creation of creative assets, creative direction and design to support creative assets, and social media messaging.

The *Stay the Course* campaign is IBHE's initiative to encourage college eligible and college enrolled students to enroll (or stay enrolled) and complete their higher education. The *Stay the Course* media campaign ran on radio and streaming, social media, and digital displays.

The *FAFSA/First Generation* campaign, is to create awareness around the new simplified Free Application for Federal Student Aid (FAFSA) and to create awareness of the ISAC First Generation Scholars Network (FGSN). IBHE partnered with ISAC to ensure effective messaging for the target audience. Specifically for FAFSA, the objectives were to increase awareness among students and parents, high school counselors, policymakers, financial aid administrations at colleges and universities, and media, that a new, simplified 2024-2025 FAFSA was launching; ensure that students and parents get an FSA ID; and increase financial aid application completion in Illinois (completion of FAFSAs and Alternative Applications) and increase awareness of the benefits of completing a financial aid application. This became even more urgent as the rollout of the FAFSA was delayed and did not operate as anticipated.

For the ISAC First Generation Scholars Network, the main objective was to increase awareness among high school seniors who will be first in their families to attend college, as well as among high school counselors and college administrators. The FAFSA/First Generation campaign ran on radio and streaming, social media, digital displays, email marketing, and search engine marketing (SEM).

To the right and below are the graphics created for the *Stay the Course* and FAFSA/First Generation Campaign.



**You've Made
it This Far.**

Powering through those
challenges will pay off.

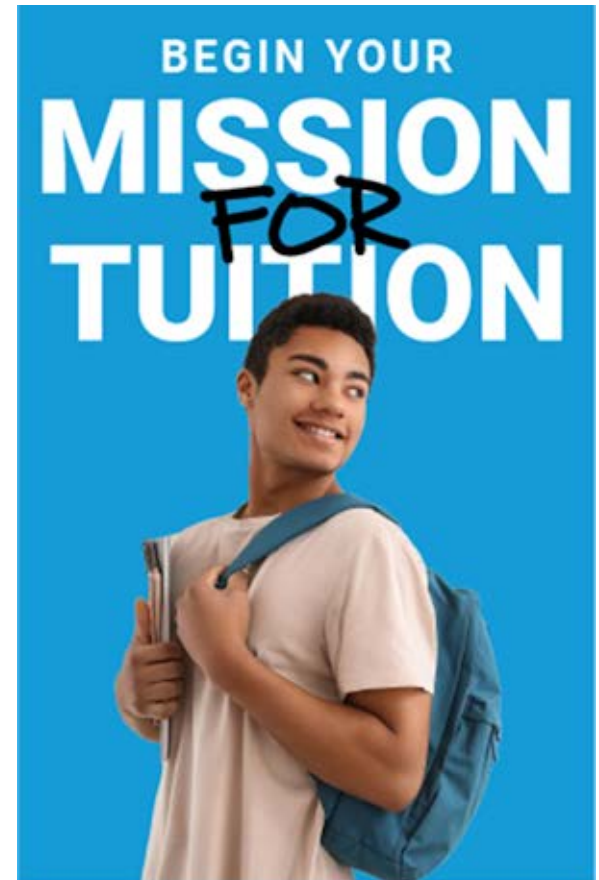
**Stay the
Course**



Got questions about FAFSA® Simplification and the new 2024-25 FAFSA®? ISAC can help.



Students and parents should get their FSA IDs now so they are ready to complete the 2024-25 FAFSA® in December.



The 2024-25 Free Application for Federal Student Aid (FAFSA®) launches in December.



EVERY QUESTION IS THE RIGHT ONE

Get Connected and Get Answers



START CONNECTING



EVERY QUESTION IS THE RIGHT ONE

Get Connected and Get Answers



START CONNECTING



APPENDIX: DETAILED SPENDING DATA BY INSTITUTION

The information below includes a description of spending for each category and the amount expended.

CHICAGO STATE UNIVERSITY		
Spending Category	Description of Spendings	Amount Expended
Financial Aid	<ul style="list-style-type: none"> Transfer student tuition Emergency housing stipends 	\$401,471
Basic Needs	<ul style="list-style-type: none"> Sign language interpretation for deaf students 	\$4,914
Other	<ul style="list-style-type: none"> Supplies 	\$1,228

EASTERN ILLINOIS UNIVERSITY		
Spending Category	Description of Spendings	Amount Expended
Financial Aid	<ul style="list-style-type: none"> 85 students received Freshman Connection Mentors and Mentees scholarships 	\$109,092
Distance Learning/ Remote Ed	<ul style="list-style-type: none"> Computers for students in need Computer monitors and keyboards for Panther Portal (student retention and support portal) 	\$17,689
Mental Health	<ul style="list-style-type: none"> EdSight AI Chatbot "Billy the Panther" <ul style="list-style-type: none"> Everything from academic progress and comfort to mental health check-ins Received over 26,400 student texts between September 8, 2022, and May 31, 2023 Vector Solutions <ul style="list-style-type: none"> Online education training programs for alcohol education, mental health and wellbeing, sexual violence 	\$47,291
Basic Needs	<ul style="list-style-type: none"> Freshman Connection weekly meals for mentors and mentees <ul style="list-style-type: none"> Mentees receive support from their mentors about the academic, social, and financial aspects of life on a college campus. 	\$21,150
Other	<ul style="list-style-type: none"> Salary <ul style="list-style-type: none"> Program Coordinator for Freshman Connections Counselors Graduate Assistants Undergraduate Peer Tutors Knack software: virtual tutoring app Supplies <ul style="list-style-type: none"> Planners, highlights, note cards, pens Therapy Training Membership dues 	\$258,450

GOVERNORS STATE UNIVERSITY		
Spending Category	Description of Spendings	Amount Expended
Financial Aid	<ul style="list-style-type: none"> • 104 students received • Tuition Assistance • Laptop/Computer • Bookstore scholarship 	\$202,855
Distance Learning/ Remote Ed	<ul style="list-style-type: none"> • Wi-Fi Assistance <ul style="list-style-type: none"> ◦ 54 students awarded 	\$18,900
Basic Needs	<ul style="list-style-type: none"> • Maintained full-time social worker • Maintained food pantry started from GEER I funds • GSU4U program <ul style="list-style-type: none"> ◦ Assist students with housing, childcare, financial literacy, emotional support, health and wellness, and academic and career support • Bookstore Scholarship <ul style="list-style-type: none"> ◦ 136 students received 	\$42,200
Employee Retention	<ul style="list-style-type: none"> • Three full-time employees <ul style="list-style-type: none"> ◦ Social Worker ◦ Student Success Coach ◦ GEER Coordinator 	\$155,000
Other	<ul style="list-style-type: none"> • First Generation Student Center 	\$22,566

ILLINOIS MATHEMATICS AND SCIENCE ACADEMY		
Spending Category	Description of Spendings	Amount Expended
Mental Health	<ul style="list-style-type: none"> • Mental Health Counselor • Day Hall Monitors • Behavioral Intervention Team (BIT) <ul style="list-style-type: none"> ◦ Campus-wide team responsible for identifying, assessing, and responding to students who need social-emotional support ◦ Received a total of 77 Student of Concern reports as of June 30, 2023, resulting in 80 intervention or action plans created in response ◦ Report concerns included: threatening language/behavior, student behavior – including aggressive, disrespectful or harassing behavior, anxiety/stress/depression, roommate conflicts, eating concerns, off behavior, self-harm, situational stress, suicidal ideation, and academic/attendance issues, with situational stress being the most frequently reported concern 	\$215,093
Basic Needs	<ul style="list-style-type: none"> • Promise Program <ul style="list-style-type: none"> ◦ After school and summer programming 	\$1,667
COVID-19 Needs	<ul style="list-style-type: none"> • Through June 30, 2023, the school counselors conducted 3,052 students visits the academic year 	\$32,948

ILLINOIS STATE UNIVERSITY		
Spending Category	Description of Spendings	Amount Expended
Financial Aid	<ul style="list-style-type: none"> 46 students received <ul style="list-style-type: none"> Outstanding balances, financial assistance need, registration blocks 	\$55,067
Mental Health	<ul style="list-style-type: none"> Student Events <ul style="list-style-type: none"> First Gen Friday Open-forum learning community and “empowerment zone” for first-generations students, professionals, and advocates <ul style="list-style-type: none"> Courtyard Calm Stress reliever events where students participated in activities aimed at reducing stress and increasing relaxation <ul style="list-style-type: none"> Multicultural Center mental health activities Journaling, relaxation techniques, stress reduction exercises, etc. Professional Development <ul style="list-style-type: none"> Student Counseling Services (SCS) staff completed a two week-long intensive training on eye movement desensitization and reprocessing therapy to help people with PTSD and other disorders that come from past traumatic events. Equipment/Technology <ul style="list-style-type: none"> 24 large screen monitors to enhance online one-on-one counseling services and Kognito online training 	\$76,104
Basic Needs	<ul style="list-style-type: none"> Share Shop <ul style="list-style-type: none"> Free resource-sharing store that includes clothing, shoes, accessories, small household items, textbooks, etc. E-textbooks <ul style="list-style-type: none"> GEER funds are estimated to have saved students over \$2 million in book costs Internship Stipends <ul style="list-style-type: none"> Unpaid internships are seen as a hardship to low income/underrepresented students Textbook and Access codes for SOAR Scholars (Supporting, Opportunity, Actualization, and Realization) 	\$379,258
Other	<ul style="list-style-type: none"> Identity-based Registered Student Organization (RSO) grants SOAR Scholars and Hope Chicago students programming <ul style="list-style-type: none"> Hope Chicago is a non-profit organization that aims to increase the number of students from low-resourced Chicago Public Schools to complete college. SOAR Scholars attended Black, Brown, and Beyond Male Summit Success Think Tank <ul style="list-style-type: none"> End result was to develop a strategic plan to increase retention and graduation rates and move closer to more equitable rates for all students Inclusive classroom renovation <ul style="list-style-type: none"> Main course offered is IDS 128: Thriving in College, Career and Beyond 8 additional sections offered SOAR Scholars and Underrepresented Honors students paired with peer mentors 	\$198,843

NORTHEASTERN ILLINOIS UNIVERSITY		
Spending Category	Description of Spendings	Amount Expended
Financial Aid	<ul style="list-style-type: none"> 107 students received <ul style="list-style-type: none"> Housing and debt relief 	\$351,471
Mental Health	<ul style="list-style-type: none"> Executive Director of Equity, Diversity, and Inclusion <ul style="list-style-type: none"> Coordinates teams with university-wide representation to build a more coordinated, widely available, accessible, appealing and culturally responsive programming and financial assistance awareness for students Activities for underrepresented students <ul style="list-style-type: none"> Workshops Ensemble Theater production Joy and Wellness Program 	\$390,997
Other	<ul style="list-style-type: none"> Peer coach <ul style="list-style-type: none"> Provide academic tutoring and life-skills learning 	\$8,388

NORTHERN ILLINOIS UNIVERSITY		
Spending Category	Description of Spendings	Amount Expended
Mental Health	<ul style="list-style-type: none"> Personnel Costs <ul style="list-style-type: none"> Peer Educators in Student Wellness Peer Academic Coaches for Center for Student Assistance and Huskie Academic Support Center Graduate Assistants for Student Assistance and Huskie Academic Support Center Student Wellness Center Expansion <ul style="list-style-type: none"> Furniture, massage chairs, programming supplies, laptop/computers, tablets Counseling and Consultation Services (CCS) Expansion <ul style="list-style-type: none"> Replacing outdated furniture and purchasing size-inclusive seating Purchasing supplies and furniture for wellness spaces <ul style="list-style-type: none"> Center for Black Studies Undocumented Student Resource Center Latino Resource Center Professional Development <ul style="list-style-type: none"> Conferences Online Training Books and resources to enhance multicultural competencies for the provision of mental health and wellness services JED Foundation Consultation <ul style="list-style-type: none"> Increase mental health awareness and resources for suicide and substance use prevention Compassionate Edge Counseling Services <ul style="list-style-type: none"> Expand mental health services by providing direct student referrals for up to 8 free sessions with BIPOC-identified counselors Protocall <ul style="list-style-type: none"> Afterhours mental health crisis support 	\$841,387

NORTHERN ILLINOIS UNIVERSITY, *continued*

Spending Category	Description of Spendings	Amount Expended
Basic Needs	<ul style="list-style-type: none"> • 222 students received • Transportation grants 	\$55,400
Other	<ul style="list-style-type: none"> • Five guest speakers <ul style="list-style-type: none"> ◦ Focused on student belonging, connectivity, mental health, academic success for underrepresented and BIPOC-identified students ◦ Met with Housing and Residence Life as part of training and orientation process for Community Advisors and Graduate Student Hall Directors ◦ Met with diverse students and student leaders in Fraternity and Sorority Life to discuss how to support the college transition, mental health messaging, and academic success ◦ Met with staff across the Division on Student Affairs to emphasize strategies and best practices to meet the comprehensive needs of underrepresented students ◦ Three speakers presented on Latino, Black, and Undocumented student concerns. Group discussions that highlighted strategies for campus-wide support to assist with college transition, mental health, and personalized services for retention and academic success 	\$127,327

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

Spending Category	Description of Spendings	Amount Expended
Financial Aid	<ul style="list-style-type: none"> • 179 students received <ul style="list-style-type: none"> ◦ Low-income, first-generation, and/or underrepresented population 	\$210,016
Mental Health	<ul style="list-style-type: none"> • Counseling and Psychological Services (CAPS) additional mental health services • Student Multicultural Resource Center (SMRC) support staff • Additional tutors and graduate assistants <ul style="list-style-type: none"> ◦ Provided academic services, tutoring, and mentoring 	\$165,558
Basic Needs	<ul style="list-style-type: none"> • Dr. Seymour Bryson Future Scholars <ul style="list-style-type: none"> ◦ Students earned 8 college credits ◦ Summer Bridge <ul style="list-style-type: none"> ▪ 120 students participated ▪ Housing contracts provided 	\$140,485
Other	<ul style="list-style-type: none"> • Supplies • Contract • Training and Education • Student conferences <ul style="list-style-type: none"> ◦ Minority male conference <ul style="list-style-type: none"> ▪ Created new mentors and partnerships ▪ Two new registered organizations created for African American and Hispanic males • Retention Programming • Student Multicultural Resource Center (SMRC) improvements <ul style="list-style-type: none"> ◦ Two writing labs ◦ Study Room 	\$324,544

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE		
Spending Category	Description of Spendings	Amount Expended
Financial Aid	<ul style="list-style-type: none"> 335 students received <ul style="list-style-type: none"> Outstanding balances 	\$505,174
Mental Health	<ul style="list-style-type: none"> Bettermind <ul style="list-style-type: none"> Teletherapy sessions During grant period, 64 individual counseling sessions and 4 workshops 209 registered users Togetherall <ul style="list-style-type: none"> Provides monitored online peer support 	\$95,971
Other	<ul style="list-style-type: none"> Graduate Assistant <ul style="list-style-type: none"> Guide students to GEER II resources Equipment for Graduate Assistant 	\$22,914

UNIVERSITY OF ILLINOIS CHICAGO		
Spending Category	Description of Spendings	Amount Expended
Financial Aid	<ul style="list-style-type: none"> 541 students received Emergency funds <ul style="list-style-type: none"> Housing grants Past-due utilities and rent DuSable Scholars: Black undergraduate students majoring in STEM <ul style="list-style-type: none"> Stipends Housing grants L@S GANAS: Latino fellows and/or mentors <ul style="list-style-type: none"> Stipends 	\$2,191,964
Other	<ul style="list-style-type: none"> Three Graduate Students <ul style="list-style-type: none"> Supported the activities of the GEER II grant 	\$269,792

UNIVERSITY OF ILLINOIS SPRINGFIELD		
Spending Category	Description of Spendings	Amount Expended
Financial Aid	<ul style="list-style-type: none"> 15 students received <ul style="list-style-type: none"> Underrepresented, first-generation, rural, low-income 	\$18,791
Distance Learning/ Remote Education	<ul style="list-style-type: none"> Information Technology Services office rented 16 mobile hotspots (MiFi's) through AT&T <ul style="list-style-type: none"> Provided reliable Internet access for students with poor connectivity at home and trouble finding public internet access 	\$6,158
Mental Health	<ul style="list-style-type: none"> Counseling Center staff member <ul style="list-style-type: none"> Provide various mental health programs <ul style="list-style-type: none"> Individual and group counseling Mindfulness and stress reduction workshops Symptom reduction psychoeducation Alcohol and other drug education workshops Mental health assessments 	\$62,466

UNIVERSITY OF ILLINOIS SPRINGFIELD, continued

Spending Category	Description of Spendings	Amount Expended
Basic Needs	<ul style="list-style-type: none"> • Nine housing vouchers <ul style="list-style-type: none"> ◦ Student facing housing insecurity 	\$13,775
Other	<ul style="list-style-type: none"> • Learning Assistants/Peer Tutors • Summer Bridge program <ul style="list-style-type: none"> ◦ Offered to incoming freshman students with GPAs lower than 2.75 ◦ Training on academic skills and resources needed to succeed in college ◦ Provided food to students ◦ Textbooks and materials • SMART START: offered to underrepresented minority junior and senior high school students from Southeast, Lanphier, and Springfield High to promote sense of belonging, encourage them to enroll in college courses, and completed 3-credit hour course <ul style="list-style-type: none"> ◦ Textbooks ◦ Lunch when they were on campus ◦ Partial salary to faculty teaching courses to these students 	\$63,608

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN

Spending Category	Description of Spendings	Amount Expended
Basic Needs	<ul style="list-style-type: none"> • Early Arrival Programs: Provided orientations, faculty engagement opportunities, development workshops, community-building opportunities. Providing historically underserved students a wide range of educational, personal, social, and cultural opportunities <ul style="list-style-type: none"> ◦ Illinois Scholars Program: Bridge Program <ul style="list-style-type: none"> ▪ Student Housing and meals provided ◦ Conéctate in the La Cases Cultural Latina <ul style="list-style-type: none"> ▪ Student Housing and meals provided ◦ C-Squared: A Partnership between BNAACC and La Casa Cultural Latina <ul style="list-style-type: none"> ▪ Student Housing and meals provided 	\$251,407
Other	<ul style="list-style-type: none"> • Early Arrival Programs <ul style="list-style-type: none"> ◦ Program Coordinator ◦ Student Leader Guides <ul style="list-style-type: none"> ▪ Housing and meal costs • Illinois Scholars Program <ul style="list-style-type: none"> ◦ Staff <ul style="list-style-type: none"> ▪ Instructor ▪ Graduate students ▪ Undergraduate mentors ◦ Campus Recreation facility access passes for ISP Bridge Program 	\$531,418

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN, *continued*

Spending Category	Description of Spendings	Amount Expended
Other, <i>continued</i>	<ul style="list-style-type: none"> Rental Fees <ul style="list-style-type: none"> Orientation events <ul style="list-style-type: none"> Table and chair rental Printing, posters and directional signs for early arrival programs, name tags/badges, completion certificates Leadership meetings on campus life Development workshops <ul style="list-style-type: none"> Printing Educational supplies Community-building events Academic Tutoring Software Illinois Neurobehavioral Assessment Laboratory (INBAL) student assessment fees to cover screening assessment for incoming Illinois Scholars Program students 	\$531,418, <i>continued</i>

WESTERN ILLINOIS UNIVERSITY

Spending Category	Description of Spendings	Amount Expended
Financial Aid	<ul style="list-style-type: none"> 43 students received <ul style="list-style-type: none"> Outstanding balances from Fall 2022 semester for first year students Funds awarded to first-generation, Pell-eligible, and/or underrepresented students who attended the summer bridge program 	\$123,476
Distance Learning	<ul style="list-style-type: none"> Laptops, docking stations, and monitors for staff within the retention and student success area Upgraded technology for the University Writing Center Slate management software <ul style="list-style-type: none"> Streamlining communication, enhancing the student experience, and speeding up processing time in relation to student support, applications, and success Slate and Carnegie Dartlet <ul style="list-style-type: none"> Supporting design and implementation of Slate product EdSights <ul style="list-style-type: none"> AI technology: RockyBot Reaches out to students to identify if they may benefit from additional support During the GEER II grant process, over 25,000 texts were received Supported direct outreach to students after an off-campus shooting that occurred in March 2023 Signal Vine <ul style="list-style-type: none"> Has allowed academic advisors to increase communication and share information related to course registration, internships, and scholarships Information related to academic success workshops, campus events, and other insights are able to be shared on a mass level Supported direct outreach to students after an off-campus shooting that occurred in March 2023 	\$371,109

WESTERN ILLINOIS UNIVERSITY, *continued*

Spending Category	Description of Spendings	Amount Expended
Mental Health	<ul style="list-style-type: none"> Emergency guides <ul style="list-style-type: none"> Highlighting important resources with additional focus on mental health and wellness resources <ul style="list-style-type: none"> First update in over 30 years Multicultural Center resource awareness <ul style="list-style-type: none"> Includes the Gwendolyn Brooks Cultural Center, the LGBTQA+ Resource Center, Casa Latina Cultural Center, and the Women's Center 	\$194,522
Other	<ul style="list-style-type: none"> Mentoring Outreach <ul style="list-style-type: none"> Enhanced student outreach and support efforts occurring through the Office of Retention Initiatives, Multicultural Center, Transition and Academic Skills Center/New Student and Family Program, and our First Year Advising Center University Writing Center Increased Access <ul style="list-style-type: none"> Enhanced signage, seating, and structure within Malpas Library leading to easier awareness and access for students Redesigned Memorial Hall study space Technology Enhancements <ul style="list-style-type: none"> Veterans Resource Center, Multicultural Center, Office of Student Engagement, Outreach and Retention Office Computer Lab Enhancements <ul style="list-style-type: none"> Collaborative space, technology, and furniture 	\$141,770

AURORA UNIVERSITY

Spending Category	Description of Spendings	Amount Expended
Financial Aid	<ul style="list-style-type: none"> 500 students received <ul style="list-style-type: none"> 100% of students were Pell recipients Awards offered to undergraduate students who complete three January Jumpstart program workshops, registered for the Spring 2023 workshops, and completed a final January Jumpstart survey <ul style="list-style-type: none"> Workshop topics: financial, academic, and career 	\$125,000

BENEDICTINE UNIVERSITY

Spending Category	Description of Spendings	Amount Expended
Distance Learning/ Remote Education	<ul style="list-style-type: none"> Tutor.com <ul style="list-style-type: none"> The Academic Support Center activated a subscription to assist students needing extra help beyond their on-campus tutoring services Offered in multiple languages During the grant period 415 sessions had been activated, 40 student users 	\$31,200

BENEDICTINE UNIVERSITY, *continued*

Spending Category	Description of Spendings	Amount Expended
Mental Health	<ul style="list-style-type: none"> • Telehealth Health Insurance <ul style="list-style-type: none"> ◦ Assisted 52 students with 100% coverage of a 12-month premium <ul style="list-style-type: none"> ▪ Unlimited access to mental health providers with a \$0 copay ▪ Services included behavioral healthcare for diagnosis, treatment, and medication management • Counseling Department Awareness <ul style="list-style-type: none"> ◦ Activity supplies for sessions ◦ Training Materials • Training <ul style="list-style-type: none"> ◦ 16 Resident Assistants trained on mental health issues • Mental Health and Cultural Literacy events <ul style="list-style-type: none"> ◦ Bringing awareness, education, and resources related to relevant topics 	\$15,074
Basic Needs	<ul style="list-style-type: none"> • Enhanced Library Services <ul style="list-style-type: none"> ◦ Textbooks for loan ◦ 10 Laptops ◦ 5 Wi-Fi Hotspots ◦ Expansion of circulating textbook collection through the Book Buy Back program <ul style="list-style-type: none"> ▪ Bucks for Books program receiver 429 current but used textbooks from 100 students, which are now available for loan to students • Food Pantry Upgrades <ul style="list-style-type: none"> ◦ Refrigerator, freezer, shelving, baskets • Residence Life Services <ul style="list-style-type: none"> ◦ 10 to 20 microwave and minifridge loans per semester ◦ 8 to 20 housekeeping supplies loans daily • Refurbished Student Center 	\$64,249
Other	<ul style="list-style-type: none"> • Diversity, Equity, and Inclusion (DEI) Healing Circles <ul style="list-style-type: none"> ◦ The goal was for faculty and staff to learn more about the specific needs of minority and marginalized students ◦ Professional DEI and Reflection facilitators ◦ Lunch • Two professional memberships <ul style="list-style-type: none"> ◦ Staying up to date on current issues and best practices to enhance teaching and learning practices • Our Quality Matters subscription renewal <ul style="list-style-type: none"> ◦ Professional development to faculty to improve course quality • Tutor.com <ul style="list-style-type: none"> ◦ Subscription to provide students with virtual tutoring services in over 250 subjects, 24 hours a day, 7 days a week, in three different languages 	\$6,406

EAST-WEST UNIVERSITY		
Spending Category	Description of Spendings	Amount Expended
Financial Aid	<ul style="list-style-type: none"> 25 students received <ul style="list-style-type: none"> Criteria: high financial need, cumulative GPA of 2.5 or higher, must enroll for Fall 2024 quarter, must graduate with bachelor's degree 	\$48,395
Mental Health	<ul style="list-style-type: none"> Part-time Specialized Counselor <ul style="list-style-type: none"> Particularly served students overcoming COVID-19 barriers, who have emotional programs, or who have been exposed to traumatized events <ul style="list-style-type: none"> Many EWU students come from neighborhoods which are in the top ten areas afflicted by gun violence in Chicago 	\$16,148
Other	<ul style="list-style-type: none"> Career Counselor <ul style="list-style-type: none"> Assisting students with exploring and identifying career options, job searching and job fairs, and interview and resume building workshops Tutoring Services 	\$60,457

ILLINOIS COLLEGE		
Spending Category	Description of Spendings	Amount Expended
Mental Health	<ul style="list-style-type: none"> Train the trainer program <ul style="list-style-type: none"> Multiple sessions with two Mental Health Professionals (MHP) <ul style="list-style-type: none"> Trained in Mental Health First Aid Instruction on mental health issues, role-playing, and guidelines for recognizing when to refer students to a counselor Paid training for faculty, staff, and selection of student leaders <ul style="list-style-type: none"> Student housing covered for returning to campus earlier for training Training books for future training sessions Mental Health First Aid training <ul style="list-style-type: none"> Two members of the Center for Academic Excellence underwent formal training 	\$50,550

MILLIKIN UNIVERSITY		
Spending Category	Description of Spendings	Amount Expended
Basic Needs	<ul style="list-style-type: none"> Student Emergent Needs Fund <ul style="list-style-type: none"> 26 students received <ul style="list-style-type: none"> Qualifications: low-income, first generation, and/or underrepresented minority student Examples for use: technology, utility bills, groceries and/or meal plans, medical bills, and housing costs 	\$46,612

MILLIKIN UNIVERSITY, *continued*

Spending Category	Description of Spendings	Amount Expended
Other	<ul style="list-style-type: none"> EDGE+ Summer Bridge Program <ul style="list-style-type: none"> Peer mentors 5 faculty members as instructors 32 laptops Academic supplies <ul style="list-style-type: none"> Backpacks, pens, pencils, flash drives, folders, planners, nametags, notebooks, and highlighters EDGE Plus students received three meals each weekday, and two meals on the weekends EDGE Plus student stipends <ul style="list-style-type: none"> As they are required to stay on campus five weeks during the summer, therefore not being able to work summer jobs, stipends were disbursed each week 	\$77,673

NATIONAL LOUIS UNIVERSITY

Spending Category	Description of Spendings	Amount Expended
Financial Aid	<ul style="list-style-type: none"> 12 students received <ul style="list-style-type: none"> Asked to write about their tuition needs, articulate their career aspirations tied to their academic pursuits, and convey how the scholarship would alleviate their stress 	\$15,693
Mental Health	<ul style="list-style-type: none"> Part-time and Full-time Counselor hired <ul style="list-style-type: none"> Waitlist eliminated for 2022-2023 school year Outreach efforts and class engagements expanded Psychological Assessment Program Pilot <ul style="list-style-type: none"> Provided free access to ADHD and mood disorders testing 	\$70,502
Basic Needs	<ul style="list-style-type: none"> Funds for students facing food and housing insecurity 	\$9,893

NORTH PARK UNIVERSITY

Spending Category	Description of Spendings	Amount Expended
Financial Aid	<ul style="list-style-type: none"> 17 students received <ul style="list-style-type: none"> Required to submit a needs-based assessment survey and request tuition relief/assistance 	\$11,169
Mental Health	<ul style="list-style-type: none"> Software Training Tablets <ul style="list-style-type: none"> Peer mentors working with student mentees Intake tablets for the mental health center reception area 	\$55,417
Basic Needs	<ul style="list-style-type: none"> Food vouchers Supplies Clothing 	\$11,084
Other	<ul style="list-style-type: none"> 17 peer student success coaches Peer mentor coordinator 	\$33,015

ROOSEVELT UNIVERSITY		
Spending Category	Description of Spendings	Amount Expended
Mental Health	<ul style="list-style-type: none"> Consultants <ul style="list-style-type: none"> Creation of a mental health implementation plan <ul style="list-style-type: none"> Series of strategic planning meetings that included staff, students, and consultants Resulted in RU Mental Health Philosophy, outlining series of mental health resources and activities to be woven into institution Implementation of mental health resources developed <ul style="list-style-type: none"> Faculty and student blog posts Students videos on mental health List of mental health resources Creation of a mental health advisory board Recommendations for the mental health director Providing academic tutoring and socio-emotional support 12 Professional Development Training and presentations <ul style="list-style-type: none"> 178 participants: Staff, faculty, and peer-student leaders Mental Health First Aid certification <ul style="list-style-type: none"> Certified 50 staff/faculty and 20 peer-student leaders Part-Time Psychology Doctoral student 	\$107,423

SAINT XAVIER UNIVERSITY		
Spending Category	Description of Spendings	Amount Expended
Financial Aid	<ul style="list-style-type: none"> 6 students received <ul style="list-style-type: none"> Low-income, first-generation, and/or underrepresented population 	\$9,406
Mental Health	<ul style="list-style-type: none"> Over 1,000 mental health wellness kits <ul style="list-style-type: none"> Stress management items, self-care and hygiene items, and mental health literature Counseling Center's "Award Ceremony for Ascending Leaders in the BIPOC Community" <ul style="list-style-type: none"> Supplies Keynote Speaker Student Scholar-Leader Honoraria for presentation on mental health related research 	\$30,062
Other	<ul style="list-style-type: none"> National Academic Advising Association (NACADA) Professional Development <ul style="list-style-type: none"> Over a dozen faculty and academic advisors attended NACADA Conference 2 external reviewers from NACADA <ul style="list-style-type: none"> Evaluated and assessed SXU's academic advising operations Recorded webinar series and trainings for on-demand use Yearly NACADA membership for 10 faculty and staff Student Connections, LLC <ul style="list-style-type: none"> Call-center agency to provide outreach to past applicants who stopped-out during the COVID-19 pandemic Project Director 	\$69,097