

**REQUEST FOR PROPOSAL
COUNSELING SERVICES FOR MENTAL HEALTH EARLY ACTION ON
CAMPUS ACT
ILLINOIS VALLEY COMMUNITY COLLEGE DISTRICT No. 513
PROPOSAL #RFP-2022-P04**

Illinois Valley Community College (IVCC) is requesting proposals for licensed counseling services to align with the requirements of community colleges with The Mental Health Early Action on Campus Act that went into effect on July 1, 2020. The licensed counseling service will provide services to the college for a period of three (3) years with annual renewals at IVCC's discretion based on satisfactory performance.

ILLINOIS VALLEY COMMUNITY COLLEGE PROFILE

Mission: Illinois Valley Community College provides a high-quality, accessible, and affordable education that inspires individuals and our community to thrive.

Vision: Illinois Valley Community College is the preferred gateway to advance individual and community success.

The Purposes of IVCC are:

- The successful completion of courses and degrees required for effective transfer to baccalaureate degree programs.
- Occupational/technical courses, certificates and degrees leading directly to successful employment or transfer into baccalaureate degree programs.
- Courses and academic support services designed to prepare students to succeed in college-level coursework.
- Continuing education courses and community activities that encourage lifelong learning and contribute to the growth and enrichment of students in our community.
- Student support services to assist in developing personal, social, academic and career goals.
- Academic and student support programs designed to supplement and enhance teaching and learning.

In addition to IVCC's commitment to academics and workforce development, the college also promotes life-long learning and cultural enrichment.

IVCC enrolls 2,415 credit students annually, 1,519 whom attend full time.

As of August 2020, the college employed 79 full time faculty and 90 adjuncts with a total of 347 employees.

IVCC's comprehensive offerings include the following baccalaureate transfer degrees: Associate in Arts (A.A.), Associate in Science (A.S.), and an Associate in Engineering Science (A.E.S). An Associate in General Studies (A.G.S.) is also available. IVCC has 20 Career Programs (Associate in Applied Science

degrees) designed for employment after two years. A total of 44 certificate programs enable students to gain employment in two years or less.

INSTRUCTION TO BIDDERS

One (1) original and two (2) copies of the signed proposal must be submitted to:
Illinois Valley Community College District No. 513
Purchasing Department – Room C-343
815 North Orlando Smith Road
Oglesby, Illinois 61348

ALL PROPOSALS MUST BE IN A SEALED ENVELOPE MARKED “PROPOSAL FOR COUNSELING SERVICES” AND DELIVERED NO LATER THAN 10:00 A.M. APRIL 21, 2022.

Late proposals will not be considered. Proposals submitted by facsimile or email will not be accepted.

Questions should be directed to Michelle Carboni, Director of Purchasing, at (815) 224-0417 or michelle_carboni@ivcc.edu

The College reserves the right to accept or reject any or all proposals received or any parts thereof, or to negotiate separately with any vendors whatsoever if no acceptable proposals are submitted in order to best serve the interest of the College. The submission of a proposal indicates acceptance by the vendor of the conditions contained in this request for proposal (RFP), unless clearly and specifically otherwise noted in the submitted proposal and confirmed in the contract between the College and the vendor selected. The RFP is made for information and planning purposes only and does not obligate or bind the College contractually to accept any proposals submitted.

RFP Projected Timeline (Subject to Change)

Activity	Date
Release of RFP	March 30, 2022
RFP Response Due	April 21, 2022
Review of Proposals; Vendor Presentations (If Needed)	April 21 – April 29, 2022
Recommendation to Board for Vote at Board of Trustees Meeting	May 12, 2022
Respondent Notification of Award (pending Board approval and contractual arrangements)	May 13, 2022

ACKNOWLEDGEMENT OF ADDENDA:

Signature of a company official on an original document shall be construed as acknowledgement of receipt of any and all addenda pertaining to this specific proposal. Identification by number of addenda and date issued should be noted on all proposals submitted. FAILURE TO ACKNOWLEDGE RECEIPT OF ADDENDA ON PROPOSAL SUBMITTED MAY RESULT IN DISQUALIFICATION OF PROPOSAL.

PROPOSAL PROCEDURES:

No proposal shall be modified, withdrawn, or canceled for ninety days after the proposal opening date without the consent of the College’s Board of Trustees.

Pricing on this RFP must be firm and remain open for a period of not less than 180 days from the proposal due date. Any attempt to manipulate the format of the document, attach caveats to pricing, or submit pricing that deviates from the current format will put the proposal at risk.

Changes or corrections may be made in the proposal documents after they have been issued and before proposals are opened. In such cases, the College will issue a written addendum describing the change or correction to all bidders of record. Such addendum shall take precedence over that portion of the documents concerned and shall become part of the proposal documents. Except in unusual cases, addendum will be issued to reach the vendors at least five (5) days prior to the date established for receipt of proposals.

Each vendor shall carefully examine all proposal documents and all addenda thereto and shall thoroughly familiarize themselves with the detailed requirements thereof prior to submitting a proposal. Should a vendor find discrepancies or omissions from documents, or should there be doubt as to their meaning, they shall, at once, and in any event not later than ten (10) days prior to proposal due date, notify the Director of Purchasing who will, if necessary, send a written addendum to all bidders. The College will not be responsible for any oral instructions. All inquiries shall be directed to the Director of Purchasing. After proposals are received, no allowance will be made for an oversight by the bidder.

SIGNATURE ON PROPSALS:

The College requires the signature on proposal documents to be that of an authorized representative of said company. Each bidder, by making her/his proposal, represents that she/he has read and understands the proposal documents and that these instructions to vendors are a part of the specifications.

TAX EXEMPTION:

The College is exempt from paying Illinois Use Tax, Illinois Retailers Occupation Tax, Federal Excise Tax, and Municipal Retailer’s Occupation Tax (Tax Exemption ID # E9995-5253-06)

INVESTIGATION OF BIDDERS:

The College will make any necessary investigation to determine the ability of the bidder to fulfill the proposal requirements. The College reserves the right to reject any proposal if it is determined that the bidder is not properly qualified to carry out the obligations of the contract.

INCURRED COSTS:

Illinois Valley Community College will not be liable in any way for any costs incurred by respondents in replying to this RFP.

PROPOSAL AWARD:

Award shall be made by the Illinois Valley Community College Board of Trustees to the responsible respondent whose proposal is determined to be the most advantageous to the College, taking into consideration price and the evaluation criteria set forth herein below. IVCC reserves the right to accept the RFP response as a whole or for any component thereof if it appears to be in the best interest of the College.

PROPOSED AGREEMENT:

Submit a sample of your company’s agreement with your proposal. IVCC reserves the right to require, as a condition of acceptance of any proposal, its own contractual terms, and any award is conditioned on the parties negotiating and entering into a mutually satisfactory contract. IVCC may require that the Proposer’s entire proposal be made an integral part of the resulting contract.

CERTIFICATION FORM:

Bidders must sign the enclosed Certification Form that refers to the Criminal Code of 1961 and to the Illinois Human Right Act dealing with Sexual Harassment. The signed Certification must be submitted with your proposal. Failure to do so may result in the rejection of your proposal.

EQUAL OPPORTUNITY EMPLOYMENT:

Respondent shall comply with the Illinois Human Rights Act, 775 ILCS 5/1-101 et seq., as amended, and any rules and regulations promulgated in accordance therewith, including, but not limited to, the Equal Opportunity Clause, Illinois Administrative Code, Title 44, Part 750 (Appendix A), which is incorporated herein by reference. In addition, the respondent shall comply with the Public Works Employment Discrimination Act, 775 ILCS 10/0.01 et seq., as amended. Furthermore, the respondent shall comply with Public Act 98-107, which requires nearly any party that contracts with a community college to post employment vacancies with the state’s job board: IllinoisJobLink.com.

LAW GOVERNING:

Any contract resulting from this RFP shall be governed by and construed according to the laws of the State of Illinois, without regard to conflict of law principles.

BUSINESS ENTERPRISE FOR MINORITIES, FEMALES, AND PERSONS WITH DISABILITIES ACT COMPLIANCE:

The College recognizes the importance of increasing the participation of businesses owned by minorities, females and persons with disabilities in public contracts. It is the policy of the College to promote the economic development of disadvantaged business enterprises by setting aspirational goals to award contracts to businesses owned by minorities, females, and persons with disabilities for certain services, to the extent provided by the Business Enterprise for Minorities, Females and Persons with Disabilities Act (“Act”), 30 ILCS 575/0.01 et seq. and the Business Enterprise Council for Minorities, Females, and Persons with Disabilities (“Council”) which serves to implement, monitor and enforce the goals of the Act.

W-9 FORM:

Please complete the enclosed W-9 form and return with your proposal. The following criteria will be used by the College to evaluate the proposals and to make a recommendation.

PROPOSAL SPECIFICATIONS

PURPOSE

The College is seeking to hire a licensed counseling service to assist in the implementation and compliance for the requirements found in the Mental Health Early Action on Campus Act in Illinois (110 ILCS 58/1). The Act can be found as Attachment 1 to this document.

CONTRACT PERIOD

The contract award will be effective from the date of contractual agreement. The contract shall have an initial term of three (3) years and will remain in effect at the College's discretion beyond the initial term for up to sixty (60) months. The contract shall also contain, a unilateral cancelation clause for Illinois Valley Community College any time within the first sixty (60) days of the contract, and a unilateral cancelation clause for the College at any time during the contract period with thirty (30) days written notice.

EVALUATION CRITERIA

Criteria	Maximum Points
Therapeutic Behavioral Services	50%
Social Work Services & Community Involvement	10%
Food	5%
Insecure Housing & Homelessness	5%
Legal Services & Compliance	30%
TOTAL	100%

After the initial evaluation, the top finalists may be requested to make a webinar or in-person presentation, or to further negotiate the terms and conditions of the contract. If notified, the firm must be prepared to present at a meeting at a later date and time. Specific instructions regarding the presentation will be included in the notification.

List of Services Required to Provide to IVCC

Therapeutic Behavioral Services

- Therapy services will be provided by licensed counselors and master's level interns to students attending Illinois Valley Community College (IVCC).
- A licensed therapist or licensed social worker duties:
 - A licensed therapist will take the higher risk or crisis clients on-site
 - Management of 2-3 masters level counseling interns
 - Supervision and training of masters-level interns
- Licensed therapist or licensed social worker can provide supervision training for master's level counselors or other Staff as deemed appropriate.
 - First aid mental health training
 - De-escalation training
- Licensed therapist or licensed social worker will also aid in the implementation and program development of Higher Education (110 IL 58/) Mental Health Early Action on Campus Act.
- **Additional areas of specialized therapy:**
 - Bilingual counseling
 - Veterans counseling/support
 - LGBTQIA
 - Couples counseling

Social Work Services & Community Involvement

Collaborate with IVCC Counselors and Staff to provide the following services:

Education

- Career Support
- Counseling
- Educational presentations
- School Involvement
- Scholarship Assistance
- Test Support
- Educational Presentations

Career Support: Assist students with building their resumes, job applications, and interview preparation.

Counseling: Provide a space for students to vent their stressors to support academic success.

School Involvement: Support involvement in academic activities and support school engagement.

Testing Anxiety: Assisting the students improves their concentration with various techniques to relieve the stress and anxiety associated with taking tests.

Education presentations: Provide information on various mental health concerns and its impact on education, student life, basic needs, and families.

Food

- Referrals to food community resources
- Supplemental Nutrition Assistance Program (SNAP)
 - *Snap*: Assist individuals with enrollment.

Insecure Housing & Homelessness

- Assistance with needs (social benefits, food, shelter, water, and clothing)
 - The Homeless and Near-Homeless Assistance Program
 - The Affordable Housing Program
- Community education
 - *Prevention*: Overall support system that focuses on preventing youth homelessness by addressing underlying causes before they escalate. This includes supportive families, schools, caring adults, and the child welfare system.
- Providing mental health support, providing resources, and strengthening their support systems
 - *Early Intervention*: Providing support for individuals who are recently facing housing concerns. This includes shelters and other resources to ensure no youth spends a night on the streets.
- Connecting the students to these shelters to be able to provide the students with their basic needs
 - *Long Term Housing Services*: Programs that provide support and resources for youth who cannot return home. This includes transitional housing but also programs that help youth develop independent living skills once they age out of the system.
- Be able to assist individuals with the application process
 - *Community Education*: Be able to provide resources and information to the community on how to help an individual that is struggling to meet their basic needs and who may be at risk of becoming homeless.
- The risk factors include financial risk due to loss of income, low income, gambling, change of family circumstances, mental health concerns, as well as substance abuse. Additional risk factors are the following: disengagement with school or educational institution, involvement in or exposure to criminal activities, domestic/family violence, discrimination, and employment challenges such as chronic unemployment.

Legal Services & Compliance

State License	Testing, plus supervision hours & Fee. Renewed every 2 years.
Continuing Education	36 hours every 2 years. State-approved educational sources only, with required testing of the CEU. 18 hours must be in person.
LCPC/LCSW Supervision	Limited Lic. = 1 hour per week minimum "supervision review session" with a supervisor.

Student Supervision	Varies by the school. Typically: 2-3 hours per week w/ supervisor ("session" plus observing).
Supervisor Requirements Treatment	Supervision specific training; review & approve all notes & plans. Best practice: review transcriptions or videos of sessions.
Time Requirements	Supervisor must be available 24/7 - return crisis calls within 15 min; urgent, 1 hour; regular 24 hours.
HIPPA / Informed Consent audits	Comply w/ HIPPA rules; report violations and conduct regular audits of records. All staff are required to be HIPPA trained. Informed consent & HIPPA forms to clients before treatment
Treatment Plan/Diagnosis	Every client gets a treatment plan: typically, 3-12 pages in length. Appx time is 1 hour to complete. Require supervisor review.
Notes	Notes made daily by therapist; typically, 10 minutes per session to write up. Require Supervisor review
Supervisor Supervision	Best Ethical Practices: Supervisor seeks supervision from outside sources as a "checks and balances" best practices.
Testing	Be given by or supervised by a fully licensed therapist or psychologist. All clients are given Suicidality risk testing.
Credit Card Processing	Adhere to file storage of financial information. Software handles this automatically. 3% processing fee.
Utilization Review	Health insurance companies may require review of health to approve coverage.
Student Internship Req.	Clinical Supervision weekly, observation of sessions, transcription of sessions (with client knowledge). Complete 500- 900 clinical training hours. Must see individuals and groups and conduct social work-related policy or community changes, as a requirement to graduate. Supervisor assigns tasks and tracks and approves hours.

Higher Education (110 ILCS 58/) Mental Health Early Action on Campus Act - COMPLIANCE

When applicable, collaborate and support IVCC Counselors and Staff to provide the following:

Sec. 25. Awareness. To raise mental health awareness on college campuses, each public college or university must do all of the following:

- Create monthly awareness campaigns regarding mental health issues
 - Ex: Suicide, eating disorders, domestic abuse, depression, anxiety, PTSD, etc. Contact information provided for suicide hotlines, food banks, shelters, national and local organizations are listed for each monthly awareness campaign. Information is tailored to the topic of the month.
- During midterms and finals information can be disseminated to inform students of study techniques and ways to reduce stress associated with exam preparation
 - Additionally, the week of midterms and finals, intern or counselor can set up a table to talk with students to offer support, suggestions, and quick coping tools

Sec. 30. Training:

- Behavioral Intervention Team (BIT)
 - Advisory support of which administrators and staff should comprise the BIT team
 - Find outside members such as hospital representative, etc.
 - Support the implementation of training for BIT members
 - Therapist available on call or in person to assist with the de-escalation and assessment of the students
 - Create additional panel to support housing and other territory support needs for the student in question.

Sec. 35. Peer support:

- Create the peer support programming
 - Work with local organizations and school based RSO's to assist in the implementation of these peer support programs.

Sec. 40. Local partnerships:

- Create partnerships with:
 - Local hospitals
 - Local mental health clinics
 - Non-profit organizations that assist with: insecure housing, food insecurities, LGBTQIA teens and adults, sexual assault survivors, veterans support, etc.

Sec. 45. Technical Assistance Center.

The Board of Higher Education must develop a Technical Assistance Center that is responsible for all of the following:

- Collection and analysis of data from the counseling services and its effects on student retention

Sec. 50. Evaluation. Each public college or university must evaluate the following programs under this Act in the following manner:

- Data collection of peer support program effectiveness
- Data collection on awareness training for staff and administration

CERTIFICATION FORM

**TO: ILLINOIS VALLEY COMMUNITY COLLEGE DISTRICT NO. 513
OGLESBY, IL 61348**

Pertaining to the proposal titled: Counseling Services – Proposal # RFP2022-P04

I/We, as the Bidder certify that I/we have not been barred from bidding on this project as a result of a conviction for either bid-rigging or bid-rotating under *Article 33E* of the “*Criminal Code of 1961*”

We also do hereby certify that we have a written sexual harassment policy in place in full compliance with *Section 2-105 of the Illinois Human Rights Act* and will, upon request, be able to provide such written policy to the Department of Human Rights.

NAME OF CONTRACTOR/BIDDER

TITLE

DATE

THIS FORM MUST BE RETURNED WITH YOUR BID TO:

Illinois Valley Community College District No. 513
Purchasing Department – Room C343
815 North Orlando Smith Road
Oglesby, Illinois 61348

**Request for Taxpayer
 Identification Number and Certification**

**Give Form to the
 requester. Do not
 send to the IRS.**

▶ Go to www.irs.gov/FormW9 for instructions and the latest information.

Print or type. See specific instructions on page 3.	<p>1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.</p> <hr/> <p>2 Business name/disregarded entity name, if different from above</p> <hr/> <p>3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only one of the following seven boxes.</p> <p> <input type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____ <i>Note:</i> Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is not disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner. <input type="checkbox"/> Other (see instructions) ▶ _____ </p>	<p>4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):</p> <p>Exempt payee code (if any) _____</p> <p>Exemption from FATCA reporting code (if any) _____</p> <p><small>(Applies to accounts maintained outside the U.S.)</small></p>
	<p>5 Address (number, street, and apt. or suite no.) See instructions.</p> <hr/> <p>6 City, state, and ZIP code</p> <hr/> <p>7 List account number(s) here (optional)</p> <hr/>	<p>Requestor's name and address (optional)</p> <hr/> <hr/>

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number									
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Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here	Signature of U.S. person ▶	Date ▶
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General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (Interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.

HIGHER EDUCATION

(110 ILCS 58/) Mental Health Early Action on Campus Act.

(110 ILCS 58/1)

Sec. 1. Short title. This Act may be cited as the Mental Health Early Action on Campus Act.

(Source: P.A. 101-251, eff. 7-1-20.)

(110 ILCS 58/5)

Sec. 5. Intent. This Act is intended to address gaps in mental health services on college campuses across Illinois, including both 2-year and 4-year institutions, through training, peer support, and community-campus partnerships.

(Source: P.A. 101-251, eff. 7-1-20.)

(110 ILCS 58/10)

Sec. 10. Findings. The General Assembly finds all of the following:

(1) Mental health is a pressing and growing issue on college campuses across this State and the country. A recent national survey found that one in 4 college students are treated for or diagnosed with a mental health condition and one in 5 has considered suicide.

(2) About 75% of all mental health conditions start by age 24, with higher rates of diagnosed disorders in college-aged students. College counseling center directors believe mental health conditions among students on their campuses are increasing, signaling a growing issue that must be addressed.

(3) Students who come from low-income households are more likely to have a mental health condition.

(4) Between 2007 and 2017, the diagnosis rate of college students increased from 22% to 36%, indicating a higher need for services. Treatment rates over the same period increased by 15%.

(5) Young adults are less likely to receive mental health support than any other age group. College campuses can play a big role in addressing this challenge. Over 70% of Illinois high school graduates enroll in a postsecondary program shortly after graduation.

(6) College-aged students are more accepting of mental health services than the general population, but most struggle accessing them. An overwhelming 96% of college students reported they would provide support to peers whom they knew were thinking about suicide.

(7) Many students lack knowledge of mental health signs and symptoms and do not know how to help or where to refer their friends for services.

(8) Services offered by most college campuses are limited in scope and capacity, with 67% of campus counseling center directors saying that their campus psychiatric service capacity is inadequate or does not meet student demand.

(9) Combined with a dearth of available services, the

vast majority of students do not seek out services, and many students who complete a suicide never received on-campus services. Paying for community-based services is an issue for about half of students. Combining insufficient on-campus services with unaffordable community resources leaves students on their own.

(Source: P.A. 101-251, eff. 7-1-20.)

(110 ILCS 58/15)

Sec. 15. Purpose. The purpose of this Act is to accomplish all of the following:

(1) Further identify students with mental health needs and connect them to services.

(2) Increase access to support services on college campuses.

(3) Increase access to clinical mental health services on college campuses and in the surrounding communities for college students.

(4) Empower students through peer-to-peer support and training on identifying mental health needs and resources.

(5) Reduce administrative policies that put an undue burden on students seeking leave for their mental health conditions through technical assistance and training.

(Source: P.A. 101-251, eff. 7-1-20.)

(110 ILCS 58/20)

Sec. 20. Definitions. As used in this Act:

"Advisor" means a staff member who provides academic, professional, and personal support to students.

"Campus security" means a law enforcement officer who has completed his or her probationary period and is employed as a security officer or campus police officer by a public college or university.

"Linkage agreement" means a formal agreement between a public college or university and an off-campus mental health provider or agency.

"Mental health condition" means a symptom consistent with a mental illness, as defined under Section 1-129 of the Mental Health and Developmental Disabilities Code, or a diagnosed mental illness.

"Public college or university" means any public community college subject to the Public Community College Act, the University of Illinois, Southern Illinois University, Chicago State University, Eastern Illinois University, Governors State University, Illinois State University, Northeastern Illinois University, Northern Illinois University, Western Illinois University, and any other public university, college, or community college now or hereafter established or authorized by the General Assembly.

"Recovery model" means the model developed by the federal Substance Abuse and Mental Health Services Administration that defines the process of recovery and includes the 4 major dimensions that support a life in recovery, which are health, home, purpose, and community.

"Resident assistant" means a student who is responsible for supervising and assisting other, typically younger,

students who live in the same student housing facility.

"Telehealth" means the evaluation, diagnosis, or interpretation of electronically transmitted patient-specific data between a remote location and a licensed health care professional that generates interaction or treatment recommendations. "Telehealth" includes telemedicine and the delivery of health care services provided by an interactive telecommunications system, as defined in subsection (a) of Section 356z.22 of the Illinois Insurance Code.

(Source: P.A. 101-251, eff. 7-1-20.)

(110 ILCS 58/25)

(Text of Section from P.A. 101-251)

Sec. 25. Awareness. To raise mental health awareness on college campuses, each public college or university must do all of the following:

(1) Develop and implement an annual student orientation session aimed at raising awareness about mental health conditions.

(2) Assess courses and seminars available to students through their regular academic experiences and implement mental health awareness curricula if opportunities for integration exist.

(3) Create and feature a page on its website or mobile application with information dedicated solely to the mental health resources available to students at the public college or university and in the surrounding community.

(4) Distribute messages related to mental health resources that encourage help-seeking behavior through the online learning platform of the public college or university during high stress periods of the academic year, including, but not limited to, midterm or final examinations. These stigma-reducing strategies must be based on documented best practices.

(5) Three years after the effective date of this Act, implement an online screening tool to raise awareness and establish a mechanism to link or refer students of the public college or university to services. Screenings and resources must be available year round for students and, at a minimum, must (i) include validated screening tools for depression, an anxiety disorder, an eating disorder, substance use, alcohol-use disorder, post-traumatic stress disorder, and bipolar disorder, (ii) provide resources for immediate connection to services, if indicated, including emergency resources, (iii) provide general information about all mental health-related resources available to students of the public college or university, and (iv) function anonymously.

(6) At least once per term and at times of high academic stress, including midterm or final examinations, provide students information regarding online screenings and resources.

(Source: P.A. 101-251, eff. 7-1-20.)

(Text of Section from P.A. 102-373)

Sec. 25. Awareness. To raise mental health awareness on college campuses, each public college or university must do all of the following:

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(2) Assess courses and seminars available to students through their regular academic experiences and implement mental health awareness curricula if opportunities for integration exist.

(3) Create and feature a page on its website or mobile application with information dedicated solely to the mental health resources available to students at the public college or university and in the surrounding community.

(4) Distribute messages related to mental health resources that encourage help-seeking behavior through the online learning platform of the public college or university during high stress periods of the academic year, including, but not limited to, midterm or final examinations. These stigma-reducing strategies must be based on documented best practices.

(5) Three years after the effective date of this Act, implement an online screening tool to raise awareness and establish a mechanism to link or refer students of the public college or university to services. Screenings and resources must be available year round for students and, at a minimum, must (i) include validated screening tools for depression, an anxiety disorder, an eating disorder, substance use, alcohol-use disorder, post-traumatic stress disorder, and bipolar disorder, (ii) provide resources for immediate connection to services, if indicated, including emergency resources, (iii) provide general information about all mental health-related resources available to students of the public college or university, and (iv) function anonymously.

(6) At least once per term and at times of high academic stress, including midterm or final examinations, provide students information regarding online screenings and resources.

(7) Provide contact information for the National Suicide Prevention Lifeline, for the Crisis Text Line, and for the mental health counseling center or program of the public college or university on the back of each student identification card issued by the public college or university after the effective date of this amendatory Act of the 102nd General Assembly. If the public college or university does not issue student identification cards to its students, the public college or university must publish the contact information on its website.

(Source: P.A. 101-251, eff. 7-1-20; 102-373, eff. 7-1-22.)

(Text of Section from P.A. 102-416)

Sec. 25. Awareness. To raise mental health awareness on college campuses, each public college or university must do all of the following:

(1) Develop and implement an annual student orientation session aimed at raising awareness about mental health conditions.

(2) Assess courses and seminars available to students through their regular academic experiences and implement mental health awareness curricula if opportunities for integration exist.

(3) Create and feature a page on its website or mobile application with information dedicated solely to the mental health resources available to students at the public college or university and in the surrounding community.

(4) Distribute messages related to mental health resources that encourage help-seeking behavior through the online learning platform of the public college or university during high stress periods of the academic year, including, but not limited to, midterm or final examinations. These stigma-reducing strategies must be based on documented best practices.

(5) Three years after the effective date of this Act, implement an online screening tool to raise awareness and establish a mechanism to link or refer students of the public college or university to services. Screenings and resources must be available year round for students and, at a minimum, must (i) include validated screening tools for depression, an anxiety disorder, an eating disorder, substance use, alcohol-use disorder, post-traumatic stress disorder, and bipolar disorder, (ii) provide resources for immediate connection to services, if indicated, including emergency resources, (iii) provide general information about all mental health-related resources available to students of the public college or university, and (iv) function anonymously.

(6) At least once per term and at times of high academic stress, including midterm or final examinations, provide students information regarding online screenings and resources.

(7) Provide contact information for the National Suicide Prevention Lifeline (988), the Crisis Text Line, and a local suicide prevention hotline on each student identification card issued by the public college or university if the public college or university issues student identification cards. The contact information shall identify each helpline that may be contacted through text messaging. The contact information shall be included in the public college's or university's student handbook and also the student planner if a student planner is custom printed by the public college or university for distribution to students.

(Source: P.A. 101-251, eff. 7-1-20; 102-416, eff. 7-1-22.)

(110 ILCS 58/30)

Sec. 30. Training.

(a) The board of trustees of each public college or university must designate an expert panel to develop and implement policies and procedures that (i) advise students, faculty, and staff on the proper procedures for identifying and addressing the needs of students exhibiting symptoms of mental health conditions, (ii) promote understanding of the rules of Section 504 of the federal Rehabilitation Act of 1973 and the federal Americans with Disabilities Act of 1990 to increase knowledge and understanding of student protections under the law, and (iii) provide training if appropriate.

(b) The Technical Assistance Center under Section 45 shall set initial standards for policies and procedures referenced in subsection (a) to ensure statewide consistency.

(c) All resident assistants in a student housing facility, advisors, and campus security of a public college or university must participate in a national Mental Health First Aid training course or a similar program prior to the commencement of their duties. Training must include the policies and procedures developed by the public college or university referenced under subsection (a).

(Source: P.A. 101-251, eff. 7-1-20.)

(110 ILCS 58/35)

Sec. 35. Peer support.

(a) Because peer support programs may be beneficial in improving the emotional well-being of the student population, each public college or university must develop and implement a peer support program utilizing student peers to support individuals living with mental health conditions on campus. Peer support programs may be housed within resident assistant programs, counseling centers, or wellness centers on campus.

(b) Peer support programs must utilize best practices for peer support, including, but not limited to: (i) utilizing the tenets of the recovery model for mental health, (ii) adequate planning and preparation, including standardizing guidance and practices, identifying needs of the target population, and aligning program goals to meet those needs, (iii) clearly articulating policies, especially around role boundaries and confidentiality, (iv) systematic screening with defined selection criteria for peer supporters, such as communication skills, leadership ability, character, previous experience or training, and ability to serve as a positive role model, (v) identifying benefits from peer status, such as experiential learning, social support, leadership, and improved self-confidence, (vi) continuing education for peer supporters to support each other and improve peer support skills, and (vii) flexibility in availability by offering services through drop-in immediate support and the ability to book appointments.

(Source: P.A. 101-251, eff. 7-1-20.)

(110 ILCS 58/40)

Sec. 40. Local partnerships.

(a) Each public college or university must form strategic partnerships with local mental health service providers to improve overall campus mental wellness and augment on-campus capacity. The strategic partnerships must include linkage agreements with off-campus mental health service providers that establish a foundation for referrals for students when needs cannot be met on campus due to capacity or preference of the student. The strategic partnerships must also include (i) avenues for on-campus and off-campus mental health service providers to increase visibility to students via marketing and outreach, (ii) opportunities to engage the student body through student outreach initiatives like mindfulness workshops or campus-wide wellness fairs, and (iii) opportunities to support awareness and training requirements under this Act.

(b) Through a combination of on-campus capacity, off-campus linkage agreements with mental health service providers, and contracted telehealth therapy services, each public college or university shall attempt to meet a benchmark ratio of one clinical, non-student staff member to 1,250 students. If linkage agreements are used, the agreements must include the capacity of students providers are expected to serve within the agency. Two years after the effective date of this Act, and once every 5 years thereafter, the Technical Assistance Center developed under Section 45 must propose to the General Assembly an updated ratio based on actual ratios in this State and any new information related to appropriate benchmarks for clinician-to-student ratios. The updated benchmark must represent a ratio of no less than one clinical, non-student staff member to 1,250 students.

(c) Each public college or university must work with local resources, such as on-campus mental health counseling centers or wellness centers, local mental health service providers, or non-providers, such as affiliates of the National Alliance on Mental Illness, and any other resources to meet the awareness and training requirements under Sections 25 and 30 of this Act.

(Source: P.A. 101-251, eff. 7-1-20.)

(110 ILCS 58/45)

Sec. 45. Technical Assistance Center. The Board of Higher Education must develop a Technical Assistance Center that is responsible for all of the following:

(1) Developing standardized policies for medical leave related to mental health conditions for students of a public college or university, which may be adopted by the public college or university.

(2) Providing tailored support to public colleges or universities in reviewing policies related to students living with mental health conditions and their academic standing.

(3) Establishing initial standards for policies and procedures under subsection (a) of Section 30.

(4) Disseminating best practices around peer support programs, including widely accepted selection criteria for individuals serving in a peer support role.

(5) Developing statewide standards and best practices for partnerships between local mental health agencies and college campuses across this State.

(6) Collecting, analyzing, and disseminating data related to mental health needs and academic engagement across this State.

(7) Housing data collected by each public college or university related to Section 50 and analyzing and disseminating best practices to each public college or university and the public based on that data.

(8) Monitoring and evaluating linkage agreements under Section 40 to ensure capacity is met by each public college or university.

(9) Facilitating a learning community across all public colleges or universities to support capacity building and learning across those institutions.

(Source: P.A. 101-251, eff. 7-1-20.)

(110 ILCS 58/50)

Sec. 50. Evaluation. Each public college or university must evaluate the following programs under this Act in the following manner:

(1) Awareness and training programs under Sections 25 and 30 must be monitored for effectiveness and quality by the public college or university. Monitoring measures shall include, but are not limited to: (i) increased understanding of mental health conditions, (ii) reduced stigma toward mental health conditions, (iii) increased understanding of mental health resources available to students, (iv) increased understanding of resources for mental health emergencies available to students, and (v) viewing each mental health resource website or mobile application of the public college or university.

(2) Peer support programs under Section 35 must be monitored for effectiveness and quality by the public college or university. Monitoring measures shall include, but are not limited to: (i) improved symptomatology, (ii) if needed, connection to additional services, (iii) student satisfaction, (iv) wait time for drop-in appointments, (v) wait time for scheduled appointments, and (vi) satisfaction with the training curriculum for peer supporters.

(3) Local partnership programs under Section 40 must be monitored for effectiveness and quality by the public college or university. Monitoring measures shall include, but are not limited to: (i) wait time for drop-in appointments for on-campus or off-campus telehealth therapy providers, (ii) wait time for scheduled

appointments for on-campus or off-campus telehealth therapy providers, (iii) the ratio of clinical, non-student staff to student population and the number of linkage agreements and contracts in place based on student population, (iv) student satisfaction with on-campus or off-campus telehealth therapy providers, (v) range of treatment models offered to students, (vi) average length of stay in treatment, (vii) number and range of student outreach initiatives, such as telehealth mindfulness workshops or campus-wide wellness fairs, and (viii) number of students being served annually.

(Source: P.A. 101-251, eff. 7-1-20.)

(110 ILCS 58/55)

Sec. 55. Funding. This Act is subject to appropriation. The Commission on Government Forecasting and Accountability, in conjunction with the Illinois Community College Board and the Board of Higher Education, must make recommendations to the General Assembly on the amounts necessary to implement this Act. The initial recommendation must be provided by the Commission no later than December 31, 2019. Any appropriation provided in advance of this initial recommendation may be used for planning purposes. No Section of this Act may be funded by student fees created on or after July 1, 2020. Public colleges or universities may seek federal funding or private grants, if available, to support the provisions of this Act.

(Source: P.A. 101-251, eff. 8-9-19.)

(110 ILCS 58/99)

Sec. 99. Effective date. This Act takes effect July 1, 2020, except that Section 55 and this Section take effect upon becoming law.

(Source: P.A. 101-251, eff. 8-9-19.)