REQUEST FOR PROPOSAL
VIRTUAL LICENSED COUNSELING SERVICES FOR MENTAL HEALTH EARLY ACTION ON CAMPUS ACT
ILLINOIS VALLEY COMMUNITY COLLEGE DISTRICT No. 513
PROPOSAL #RFP2026-P02

INTRODUCTION

Illinois Valley Community College (IVCC) is requesting proposals for virtual 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. To better support our students, we are actively exploring ways to extend mental health services to evenings, weekends, and during college closures. The virtual licensed counseling company will provide services to the college for a period of (1) year with annual renewals at IVCC's discretion based on satisfactory performance.

ILLINOIS VALLEY COMMUNITY COLLEGE PROFILE

Mission: Illinois Valley Community College is dedicated to creating opportunities for students and our community by providing access to affordable, high-quality higher education and lifelong learning.

Vision: Illinois Valley Community College will foster personal and professional growth and well-being for our students and community through growing programs, updated facilities, and educational innovation.

IVCC's unduplicated FTE enrollment for FY2025 was 2,015 with 1,135 attending full-time. 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 more than 20 Career Programs (Associate in Applied Science degrees) designed for employment after two years. With over 40 certificate programs, students can launch their careers in two years or less.

INSTRUCTION TO BIDDERS

A copy of the signed proposal must be submitted to:
Illinois Valley Community College District No. 513
Purchasing Department – Room C343
815 North Orlando Smith Road
Oglesby, Illinois 61348

ALL PROPOSALS MUST BE IN A SEALED ENVELOPE MARKED "RFP FOR VIRTUAL COUNSELING SERVICES" AND DELIVERED NO LATER THAN 10:00 A.M. December 1, 2025.

Late proposals will not be considered. Electronic proposal submissions will be accepted and can be sent to purchasing@ivcc.edu; vendors, however, assume the risk of premature disclosure due to submission in an unsealed form. It is strongly suggested that vendors choosing to submit electronically also submit copies of the proposal in written form as specified above.

Please submit all questions to Michelle Carboni, Director of Purchasing, via e-mail.

Name	Phone	E-Mail address
Michelle Carboni	815-224-0417	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 vendor 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 the 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.

SCHEDULE OF EVENTS

Event	Date and Time
Request for Proposal Issued	**November 12, 2025**
Proposals Due and Bid Opening	**December 1, 2025**
Software Demos (Zoom)	**December 8-10, 2025**
Selection Notification	**January 21, 2026**
Services to begin	**January 22, 2026**

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 (60) sixty days after the proposal opening date without the consent of the College.
Changes or corrections may be made in the proposal documents after they have been issued and before proposals are received. 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 (5) five 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 (10) ten 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 tax exempt and therefore all proposal submissions should not include tax.

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 obligation 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:
The successful vendor, and/or any vendor, shall not proceed on this proposal until it receives a purchase order from the College. Failure to comply is the risk of the vendor.

PROPOSED AGREEMENT:
Please submit a sample of your company's agreement with your proposal. We will ask for the successful bidder to provide the annual cost, to be billed immediately upon approval.

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:
Illinois Valley Community College District No. 513 is an Equal Opportunity/Affirmative Action Employer, and parties doing business with the College must comply with the employment opportunity clause as required by the Illinois Fair Employment Practices Commission. The successful bidder must agree to conform to the current rules and regulations of the Fair Employment Practices Commission. Illinois Valley Community College District No. 513 is committed to a policy of non-discrimination on the basis of sex, handicap, race, color, and national or ethnic origin in the admission, employment, education programs, and activities it operates.

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 virtual licensed counseling service to expand access to mental health services in compliance with 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 a term of one (1) year 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.

PROPOSAL SUBMISSION REQUIREMENTS

All proposals must include:

- Company overview and relevant experience
- Comprehensive cost breakdown
- Adherence to security & privacy
- Staff qualifications and team structure

EVALUATION CRITERIA

Criteria	Maximum Points
24/7/365 Direct crisis support	50%
Data and analytics	20%
User-friendly mobile interface	15%
Security and privacy	15%
TOTAL	100%

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

CERTIFICATION FORM

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

Pertaining to the proposal titled: **Virtual Licensed Counseling Services for Mental Health Early Action on Campus Act – Proposal # RFP2026-P02**

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 *Section2-105 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 PROPOSAL TO:

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

Form **W-9**
(Rev. March 2024)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

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

Give form to the requester. Do not send to the IRS.

Before you begin. For guidance related to the purpose of Form W-9, see *Purpose of Form*, below.

Print or type. See *Specific Instructions* on page 3.

1 Name of entity/individual. An entry is required. (For a sole proprietor or disregarded entity, enter the owner's name on line 1, and enter the business/disregarded entity's name on line 2.)

2 Business name/disregarded entity name, if different from above.

3a Check the appropriate box for federal tax classification of the entity/individual whose name is entered on line 1. Check only **one** of the following seven boxes.

☐ Individual/sole proprietor ☐ C corporation ☐ S corporation ☐ Partnership ☐ Trust/estate

☐ LLC. Enter the tax classification (C = C corporation, S = S corporation, P = Partnership) . . . . .

Note: Check the "LLC" box above and, in the entry space, enter the appropriate code (C, S, or P) for the tax classification of the LLC, unless it is a disregarded entity. A disregarded entity should instead check the appropriate box for the tax classification of its owner.

☐ Other (see instructions)

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any)

Exemption from Foreign Account Tax Compliance Act (FATCA) reporting code (if any)

(Applies to accounts maintained outside the United States.)

3b If on line 3a you checked "Partnership" or "Trust/estate," or checked "LLC" and entered "P" as its tax classification, and you are providing this form to a partnership, trust, or estate in which you have an ownership interest, check this box if you have any foreign partners, owners, or beneficiaries. See instructions . . . . . ☐

5 Address (number, street, and apt. or suite no.). See instructions.

Requester's name and address (optional)

6 City, state, and ZIP code

7 List account number(s) here (optional)

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. See also *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number

___ – ___ – ____

or

Employer identification number

__ – _____

Part II Certification

Under penalties of perjury, I certify that:

1. 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
2. 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
3. I am a U.S. citizen or other U.S. person (defined below); and
4. 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**

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*.

What's New

Line 3a has been modified to clarify how a disregarded entity completes this line. An LLC that is a disregarded entity should check the appropriate box for the tax classification of its owner. Otherwise, it should check the "LLC" box and enter its appropriate tax classification.

New line 3b has been added to this form. A flow-through entity is required to complete this line to indicate that it has direct or indirect foreign partners, owners, or beneficiaries when it provides the Form W-9 to another flow-through entity in which it has an ownership interest. This change is intended to provide a flow-through entity with information regarding the status of its indirect foreign partners, owners, or beneficiaries, so that it can satisfy any applicable reporting requirements. For example, a partnership that has any indirect foreign partners may be required to complete Schedules K-2 and K-3. See the Partnership Instructions for Schedules K-2 and K-3 (Form 1065).

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS is giving you this form because they

Attachment 1

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:

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, 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

student's 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.)