

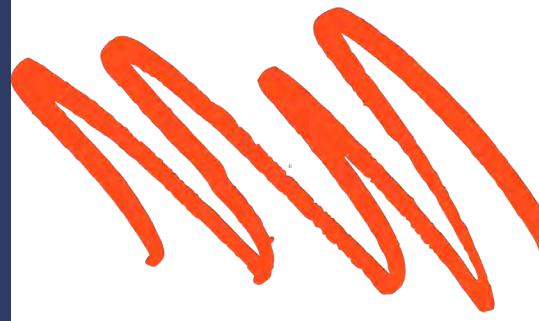
# Illinois Mental Health Access on College Campuses Learning Collaborative

## Resource Guide



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# Introduction

## *The Mental Health Access on College Campuses Learning*

Collaborative was formed in 2021 by advocacy organizations NAMI Chicago (National Alliance on Mental Illness) and Young Invincibles. The Collaborative is a space for higher education leaders to share and learn best practices in supporting student mental health on campus, both in a peer-to-peer capacity and with subject matter experts. This Resource Guide holds all the knowledge shared through the Collaborative during its first year, 2021-2022, to codify a knowledge base that leaders can utilize in the years to come.

The Collaborative has its origins in several years of Illinois advocacy efforts. In 2018, in response to new literature published showing an unaddressed mental health crisis at college and universities, NAMI Chicago and Young Invincibles began a long-term advocacy and programming campaign to transform the way Illinois' higher education institutions support student mental health.

In 2019, due in large part to our advocacy, Illinois signed into law the **Mental Health Early Action on Campus Act** (MHEACA). This Act created new requirements for public 2-year and 4-year college campuses across Illinois, addressing gaps in mental health services for students through training, peer support and community-campus partnerships. However, the Act was not funded, and therefore three years later the State still has not brought to life its planned Technical Assistance Center at the Illinois Board of Higher Education (IBHE). This leaves colleges and universities without a centralized source of knowledge and assistance to begin implementing the MHEACA's requirements.

Young Invincibles and NAMI Chicago stepped in and expanded our campus mental health work to begin filling the gap, founding the Mental Health Access on College Campuses Learning Collaborative. In its first year, the Collaborative hosted 5 Learning Events around campus mental health topics, focused on those that higher education leaders determined were of highest value in a survey of the state's 58 public colleges and universities. The events took place between November 2021 and June 2022 on the following topics:



1. Integrating Mental Health Awareness into Campus Culture (November 30, 2021)
2. Peer-to-Peer Programs: how they work, best practices, lessons learned, costs, and more (January 25, 2022)
3. Cultural Competency in Mental Health Services and Addressing Stigma in a Culturally Competent Way (February 22, 2022)
4. Preparing a Mental Health Response for a Campus-wide Tragedy (April 26, 2022)
5. Leveraging Community Resources and Partnerships to Increase Capacity (June 14, 2022)

Each Learning Event was two hours long, and featured a panelist of subject matter experts, Illinois campus leaders, and/or students talking about their successes, challenges and lessons learned. Learning Events attracted audiences of up to 80 virtual guests, representing over 40 of the state's 58 public institutions. Evaluation surveys after the event found that 96% of participants rated the events' quality as "very high" or "high". 100% of participants thought the takeaways would definitely or possibly contribute to and/or improve the efforts and practices at their institution.

While the COVID-19 pandemic has increased the awareness of the mental health needs of college students and other groups, mental health on college campuses is a growing crisis that predates the pandemic. In 2017, a study showed that one third of all US college students had been diagnosed with a mental health condition – a **14% increase** in the last decade – yet **only 25%** of college students receive treatment despite serious implications. In 2019, it was estimated that close to **30% of 18-25 year olds** struggled with mental health, the highest prevalence in any age group.

Pre-pandemic studies showed that students who struggle with mental health were **twice as likely** to drop out of college. For **Black, Latinx, and low income** students, dropout rates are **2.5x higher**. All these data points add to the longstanding unmet, growing mental health and wellness needs of all college students, particularly students of color.

The impact of COVID-19 has exacerbated the crisis and further highlighted the need for mental health services, education and screening. Some data on the impacts of the initial lockdown is already available. For example, a June 2020 **CDC** report on the impacts of COVID-19 showed that one in four 18-24 year olds considered suicide in the previous 30 days. In the Fall of 2020, **89%** of college students reported stress or anxiety due to COVID-19. Additionally, about **26% of students** who began college or university in 2019 did not return to school the next year during the pandemic, and 14% say mental health issues were the primary reason.

Now, more than two years into the pandemic we are learning more about the long-term impact on mental health and wellness on college campuses. In the 2020-21 school year, **a national survey** found that more than 60% of students met the criteria for at least one mental health concern. That's a 50% increase from 2013 and a stark contrast to the "one-third" statistic reported in 2017.

Campuses are taking notice of this crisis and are struggling to meet the mental health needs of students. In a December 2021 [national survey](#), college and university presidents ranked student mental health as the number one top issue of concern on campus that year. In the same survey, staff and faculty mental health and morale was also identified as a top concern. Currently, rates of service utilization are the lowest for students of color, even though these students experience the highest rates of symptoms of mental health conditions. This points to the need for expansion of mental health services and supports that meet the needs of and are delivered in ways that speak to a diverse array of students.

## Resources from Learning Collaborative Events

The following sections contain resources from the five Learning Events that the Collaborative hosted in the 2021-2022 school year. They are reported chronologically by topic.

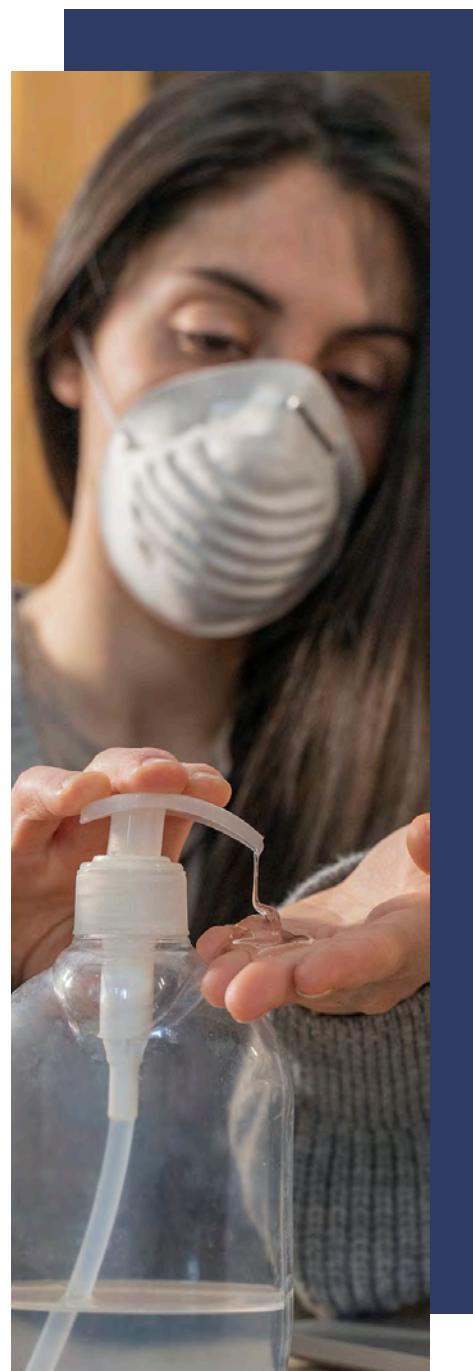
### Integrating Mental Health Awareness into Campus Culture

This discussion highlighted institutional efforts and tools to raise mental health awareness, including success and challenges.

#### Presenters

**Jessica Ulrich**, LCSW, Director, Southern Illinois University Edwardsville Counseling Services Adjunct Instructor, Department of Social Work, SIUE

- SIUE has used online mental health screening screen tools such as [Mental Health America](#) and [Mindwise](#).
- Grants have funded services which have trained students to become “Peer Educators”.
- The expansion of [\*\*“Mental Health First Aid”\*\*](#) training to 8 members of faculty can be accomplished through additional grant funding.



**Valerie Kern-Lyons**, LCPC, Professor, Clinical Mental Health & Academic Counselor, Coordinator of Advising & Counseling, Sauk Valley Community College

- Sauk Valley uses online screening tools to connect students with mental health resources on and off campus.
- An annual student orientation aimed at raising awareness about mental health conditions is being developed.
- The current new student orientation includes a mental health presentation.
- A new software, **NuroRetention**, is used to survey students with underlying mental health issues that may affect retention.
- One-third of the students of Sauk Valley completed the self-assessment, and those with underlying issues were notified within 24-hours.

**Kelly Olson**, Assistant Dean of Students

Tim Paquette, Director of Counseling & Consultation Services, Northern Illinois University

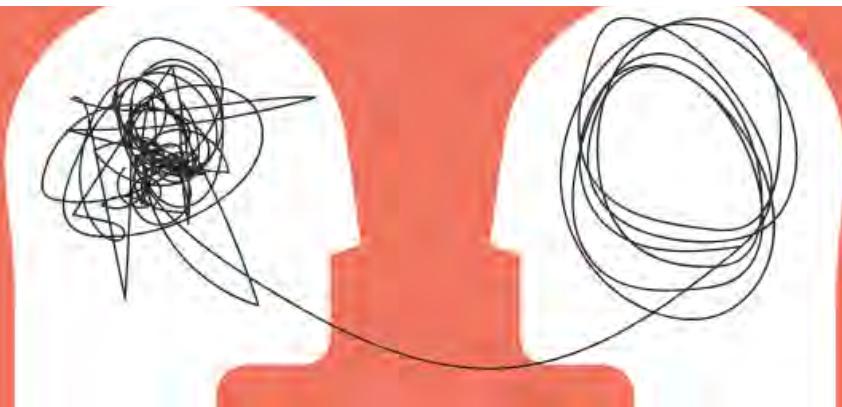
- The Threat Assessment Team has been required in Illinois since 2008. Since then, the program has grown. Expansions include the creation of: Director of Counseling & Consultation (Tim Paquette), Student Conduct Services, Disability Resource Center, NIU P.D., Human Resources, Housing and Residential Staff Members, General Counsel Office.
- The **A.S.I.S.T. Team** was created in March 2008
  1. A = Academic Administrative
  2. S = Student
  3. I = Intervention
  4. S = Support
  5. T = Team
- The team consists of members of Academic Advising, Dean's Associate & Assistant Dean of the College, Diversity Equity & Inclusion Team, Student Service Units.
- QPR (Question, Persuade, and Refer) and CARE (Concern, Ask, Refer, Encouragement and follow up) were used for faculty training.

### **Relevant Links and Resources**

- **Mental Health in America**
  - \* Mental Health in America is a community-based nonprofit dedicated to addressing the needs of those living with mental illness.
- **Southern Illinois University Edwardsville**
  - \* Southern Illinois University Edwardsville has been awarded \$1.8 million from the Health Resources and Services Administration (HRSA) to boost the number of qualified mental health providers, especially in rural communities.
- **Mindwise**
  - \* Mindwise provides support for the full continuum of mental health – from prevention to crisis response – with evidence-based solutions that educate and

prioritize health for all ages.

- **Mental Health First Aid**
  - \* Mental Health First Aid is a course that teaches you how to identify, understand and respond to signs of mental illnesses and substance use disorders.
- **NuroRetention**
  - \* NuroRetention is the software used by Sauk Valley to monitor successes and weaknesses in student retention through mental health screening.
- **Northern Illinois University**
  - \* Comprehensive mental health support is provided to students currently enrolled at Northern Illinois University.



## **Resources and Guidance on Peer-to-Peer Programs**

This discussion covered Peer-to-Peer Programs, exploring topics such as how they work, best practices, lessons learned, cost, and more.

### **Presenters**

**Lily Rocha**, Midwest Regional Director, Young Invincibles (YI)

- Students across the state are struggling, and mental health impacts retention.
- Although campuses are doing their best to provide for their students, the lack of resources hinders the full support and resources needed.
- The **Mental Health Early Action on Campus Act** would help solve this issue.

**Rachel Bhagwat**, Director of Policy at NAMI Chicago

- Peer-to-peer programming trains and empowers student leaders to provide effective mental health support to other students.
- People with lived experience are often more able to empathize with struggling individuals than a clinician can.
- Peer support programs can be more effective when paired with clinical support programs.
- The **Mental Health Early Action on Campus Act** would require campuses to develop

and implement a peer support program rooted in best practice.

- \* Important considerations include:
  - » Proper supervision by a licensed clinician of student peer providers.
  - » Appropriate training and scope of practice for peer providers.
  - » Policies and procedures for referring students to other supports and mental health providers.
- Professional support to the student leaders is also necessary to ensure their wellbeing.

**Nancy Kerns**, Director of Student Counseling Services at Northeastern Illinois University

- NEIU's peer wellness coaching programs provide **1:1 peer support for students**, outreach programming, and linking to other services.
- The program targets students who are interested in psychology and mental wellness to provide hands-on experience and access to mental health professionals.
- An online application, which contains key information about the coaches, matches the student to a peer coach.
- Students who seek assistance through the program are asked about serious issues they may have experienced (e.g. loss, hearing voices, suicidal thoughts, etc.), and a counselor may be recommended instead of a coach.
- If more serious intervention is required, the student coach is able to recommend alternative mental health avenues.
- Peer coaches are compensated through federal work-study programs.

**Valerie Lyons** Coordinator of Advising and Counseling, Sauk Valley Community College

- The Sauk Valley **Peer Mentoring** program was launched in 2021.
- Mentors applied online upon meeting eligibility criteria such as minimum of 3.0 GPA, good standing at the institution, at least in their second semester at our institution, etc.
- The **M2 Peer Mentoring model** from Queens University, Canada was used for training, and all mentors were trained in Mental Health First Aid.
- As awareness of the program increased, referrals for mentors, email response rates, and personal request rates have all increased.

**Emily Lustig** Board Member, The Support Network

- **The Support Network** helps promote and address student mental health and wellbeing through the implementation, development, and collaboration of peer support initiatives.
- It provides the blueprint to facilitate effective peer-to-peer programs on college campuses.
- The model is for students by students; it originated from students, and it is led by students.
- Materials and advisory services, free of charge, are provided to launch, maintain, and grow an effective peer-to-peer model.

- TSM encourages collaboration and communication across campuses.



### **Relevant Links and Resources**

- **Mental Health Early Action on Campus Act**
  - » This is the full Mental Health Early Action on Campus Act.
- **Peer Mentoring - Northeastern Illinois University**
  - » This is the introduction page for the peer wellness coaches, where students can familiarize themselves with resources and before entering their first year.
- **Peer Mentoring - Sauk Valley Community College (svcc.edu)**
  - » This is the Sauk Valley Community College Peer Mentoring introduction page.
- **M2 Peer Mentoring Program Training Manual (bp-net.ca)**
  - » The Peer Mentoring Program Training Manual was used as a guide at Sauk Valley Community College to begin their Peer Mentoring Program.
- **Home | The Support Network**
  - » The Support Network empowers college students to create an inclusive community and support each other's mental well-being and day-to-day lives through peer-facilitated groups and community events.

### **Cultural Competence in Mental Health Services and Addressing Stigma in a Culturally Competent Way**

This event provided an opportunity for wellness providers to receive a thorough and relevant definition of Cultural Competency as well as provided tools to address stigmas that can arise when implementing greater cultural competency on campuses.

#### **Presenters**

**Chaka Holley**, CEO, A New Day Mental Wellness Center

- “Cultural sensitivity” is the awareness and appreciation of values, norms, beliefs, and characteristics of a culture that is not one’s own, accompanied by a willingness to accept and adapt to these differences accordingly.
- “Cultural competence” is the possession of the skills or knowledge that are appropriate for and specific to a given culture.
- Cultural competence can sometimes be reduced to a list of stereotypes.
- Cultural humility is a humble, respectful attitude towards individuals of other cultures that pushes one to challenge cultural biases, and it helps us realize we cannot possibly know everything about other cultures. We should approach learning about other cultures as lifelong goals and processes.

**Raine Yung**, Student, Harold Washington College

- Yung expressed that her mental health journey began in high school, and her entire family began seeing the same therapist.
- She was introduced to counseling services at Harold Washington and wanted to find a therapist who matched her background and identity more.
- She was denied access to her campus’s counseling resources due to her external access to therapy.

**Ashanti Thurman**, Student, Harold Washington College

- Her mental health struggles have predominantly been need-based.
- Having a service provider and access to providers who understand her identity, intersectionality, and her socio-economic status (SES) have been essential.

**Marissa Cirilo**, Clinical Counselor, Truman College

- There are differences between the student bodies and various **City Colleges of Chicago** (CCC) institutions, so the CCC wellness centers work to tailor each center to the needs of the students.
- Mental health conversations are necessary when talking about education– it is essential to discuss the barriers, not only through system-based approaches, but also in accessing mental health services on college campuses.
- Understanding what “access” means (what it looks like in different contexts and environments, i.e. community partnerships and supporting mental health services for staff) are two ways to address gaps in accessibility.
- Bringing students to the table to diversify the voices in this ongoing conversation is another key way to overcome the challenges that students face pertaining to access to services.

**Malika Muhammad Stewart**, Student, South Suburban College

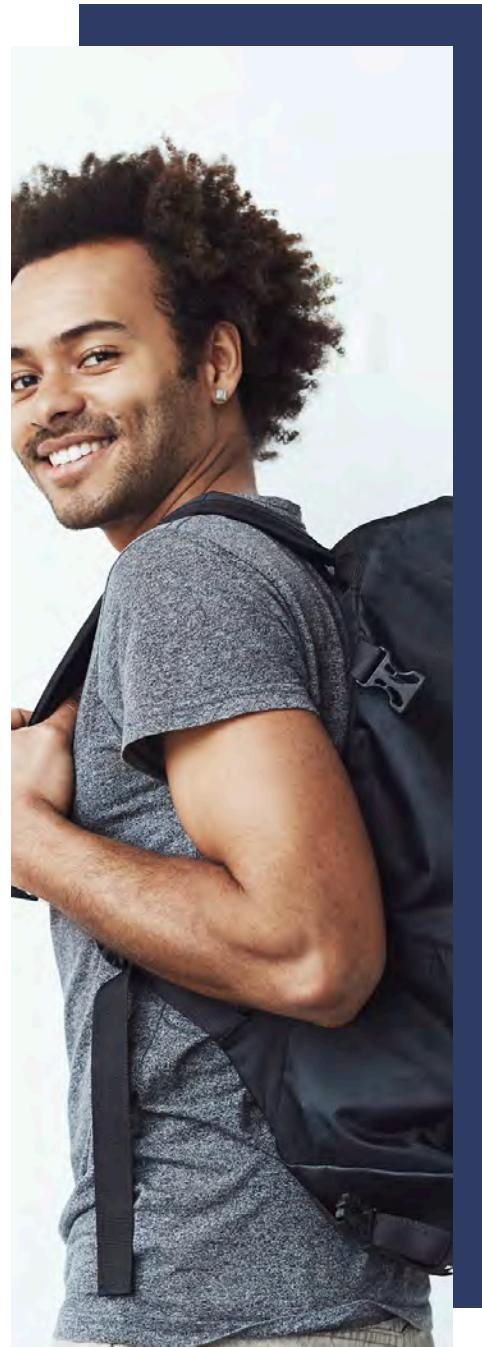
- Stweart shared an instance of being institutionalized when dealing with localized anxiety and felt that this experience was an overreach.
- Her voice was not heard in this process of expressing her own mental health concerns, which resulted in a less-than-ideal outcome.
- She discussed personal barriers to accessing mental health services, such as time constraints, access to medications, and feeling stigmatized in hospital settings.

**Dion Anthony Ruben**, Student, South Suburban College

- His cultural background has affected his mental health struggles and the struggle to find services in Chicago's Englewood community.
- He has also witnessed the visible effects of mental health struggles within his community.
- Even within the healthcare system, stigmas exist that prevent equitable access to quality care.

**Chris Smyre**, Assistant Professor, Director of Diversity, Equity, & Inclusion of Family & Community Medicine, SIU School of Medicine

- The **Med-Prep** program at Carbondale has a built-in counselor. It requires students to meet with the program, which establishes emotional security and touch-points for students to bring up concerns that they have.
- It is intentional with diversity in providers.
- An academic strategist helps normalize the process of receiving services when students' grades are suffering.
- Trauma specialists offer alternative perspectives on addressing one's issues and creates a bridge to therapy.
- It is designed to build therapeutic environments that affirm the students' diversity and operate from a strength-based perspective rather than a deficit-based perspective.



### **Relevant Links and Resources**

- **A New Day Mental Health Wellness Center Chicago**
  - » A New Day Mental Health Wellness Center Chicago is a counseling group of quality mental health care providers who provides services for small businesses, teens and adults.
- **City Colleges**

- » City Colleges gives students access to a quality education and ensures their success by providing them with the support to complete their program and move on to further education or a career.
- **SIU School of Medicine MedPrep**
  - » This is the SIU School of Medicine MedPrep homepage.

## **Preparing a Mental Health Response for a Campus-wide Tragedy**

This topic covered and explored lessons learned, successes, and challenges in preparing a mental health response for a campus-wide tragedy. How can we prepare to take care of students, faculty, and our helpers?

### **Presenters**

**Kasey Franco** Chief Education Officer, NAMI Chicago

- Planning should be done in advance to **respond to a crisis**— it should be proactive, not reactive. This allows for people to immediately go to action upon a crisis.
- A crisis team that can reach out to families, have overviews of the progression of the crisis, and determine the long and short term effects should be created.
- The crisis team should also create a database to keep track of incoming information and create accessible, online resources.
- It is crucial to take care of the “helpers”— they need just as much support as students and staff.

**Amy Buwick** Director, University Counseling Center, Western Illinois University

- Safety, predictability, and social connectedness must be addressed first.
- There must be a point person to coordinate with counselors.
- Basic needs can be taken care of, such as providing food and supplies to people in need after a tragedy occurs.
- The roles must be delegated for effectiveness.
- It is important to develop a folder/file, such as a resource guide, with emergency contacts and common reactions for crises so people can understand what's going on and how to appropriately respond to it.
- **Yik Yak** is an anonymous message board that allows people/students to voice opinions that WIU has used to conduct more targeted outreach efforts.



**Jessica Contreras**, Student Wellness Advocate, Joliet Junior College

- **The Student Mental Health & Wellness Program** provides brief individual counseling, case management, staff/faculty consultation.
- Healing from community violence, trauma, & grief has been supported by partnering with community resources.
- When planning and implementing a crisis response and communications plan:
  - ◆ Areas for potential growth include:
    - » Implementing a new program with procedures for a large tragedy response
    - » Understanding roles & leads
    - » Supporting Faculty/ Staff
    - » Creating communication & dissemination of information
    - » Understanding immediate need & supporting levels of communication
    - » Confidentiality, liability, screening, & consent

**Mary Burk & Katie Schacht** Counselors

**Stephanie Davinman** Dean of Counseling Services, Parkland College

- Counselors are on call one day a week; if a student is in distress and needs individual service, the counselor will be present. This model has helped in crisis situations.
- Email communication is vital— instructors are emailed about available resources, as they also feel stress regarding traumatic events.
- Parkland College has collaborated with different student groups in light of hate crimes to find all the support and resources available to students.
- Listening sessions have been conducted for gun violence.
- Emailing students about available counseling services has been proven to be helpful.
- Connecting with students and providing **mental health services** with at-risk groups in times of crisis is also important.

**Kelly Olson** Assistant VP & Dean of Students, Northern Illinois University

- Tragedies are approached by assigning someone to connect with the individuals who were most impacted.
- Transparency is incredibly valuable. The families of the victims should be able to control transparency and what is being publicized.
- NIU has established a campus of community-based organizations that connect with community entities.
-

## **Relevant Links & Resources**

- **[Yik Yak](#)**
  - » Yik Yak is a survey board to obtain unfiltered feedback from students and staff. This site's impact on college campuses has had a complicated history, but some colleges are now using it as a tool to receive student feedback and promote wellness
- **[Mental-Health-Brochure.pdf \(jjc.edu\)](#)**
  - » This is Joliet Junior College's Student Mental Health & Wellness Program brochure which provides information about brief individual counseling, case management, and staff/faculty consultation.
- **[Health and Wellness | Joliet Junior College \(jjc.edu\)](#)**
  - » Joliet Junior College's mission is to provide professional mental health services and consultation services for their students. This page outlines the different services provided.
- **[Responding to Crises | NAMI: National Alliance on Mental Illness](#)**
  - » NAMI believes that public policies and practices should promote access to care for people with mental health conditions. NAMI supports the development and expansion of mental health crisis response systems in every community.
- **[Online Mental Health Resources \(parkland.edu\)](#)**
  - » This is Parkland College's mental health resource website which lists services available to their students.

## **Leveraging Community Resources and Partnerships to Increase Capacity**

This event provided an opportunity for on campus wellness providers to connect over various methods of partnering with healthcare providers both public and private within the extended communities surrounding their institutions, as well as some of the challenges and strategies they have used to overcome them.

**Jessica Contreras**, LCPC, Student Wellness Advocate, Joliet Junior College

- **JCC** has partnered with **Will County Health Department's** insurance navigators and has met with local agencies, including private doctors and smaller health offices, in Joliet.
- There has been a “handoff” in partnership trying to fill gaps in healthcare/mental health options for students.
- JCC is working to reduce barriers in health insurance and care for students by having navigators come to campus to help them transition to care off campus.
- A list of guidelines list of guidelines for students seeking services, including cost, type of services, and the insurance that various offices take is beneficial for the process of transitioning to off-campus care.

**Silvia Donatelli**, Counselor, College of DuPage

- COD hosted a mental health resource fair to inform the community of COD's needs, allow counselors to meet community providers, and administer a spotlight on mental health.
- There is now a **website** that makes campus, community, and hotline resources accessible to students and faculty. It discusses cost, services available and types of insurance each resource accepts.
- COD has a student assistance plan (SAP), which is a formal contract with a provider that gives sessions to students. Unfortunately, it has become a barrier to seeking more expansive/creative community partnerships.
- The SAP may not be the best allocation of COD's mental health budget as it costs about \$8k/year for a contract, and there are some years when the resource is barely used.

**Terra Schultz** Regional Partnership Director  
**Haley Staats** LPC, Clinical Solutions Consultant, Mantra Health

- **Mantra Health** is a virtual health clinic built specifically for college campuses. It specializes in teletherapy, psychiatry and pricing services.
- Mantra's Medical Director Dr. Nora Feldpatch provides frameworks and processes for evaluating and vetting university partnerships.
- Dr. Feldpatch encourages universities to ask these questions of potential partners:
  - How do they prioritize the standard of care?
  - What is their approach to the population?
  - How do they ensure that they are experts in their field and consistent with care?
  - How much time are your providers allowed to spend with students?
  - Who are their providers? Do they specialize in your population?
  - How do you ensure that they are up to date on evidence-based practices?
- Mantra creates a safe operating handbook for each college partner that gathers resources available at each school to better direct students to available resources.
- A Partner Success Manager is assigned to each of Mantra's university partners and meets regularly with counseling/wellness services to ensure that the program outcomes are being met.
- Mantra also considers more specific needs of students



- on campus, such as non-traditional students and bilingual students.
- They suggest that schools look for services that charge by the hour instead of the student population.

## **Relevant Links and Resources**

- **The Joliet Community College Wellness Center**
  - » The Joliet Community College wellness center homepage includes links to various services on and off campus.
- **Will County Health Department**
  - » The Will County Health Department homepage details services available to the general community in assisting with attaining health services.
- **The College of DuPage**
  - » The College of DuPage community resource guide contains online resources on campus available to the greater community.
- **Mantra Health**
  - » The Mantra Health homepage includes links to current partners and information on available services.

## **Student Stories**

### **Cree** Graduate of a public university

**Cree** struggled with her mental health for many years, and it further declined in college. After a suicide attempt and brief stay in inpatient care her sophomore year, she was referred to her school's Disability Resource Center.

*"I tried to get services through our counseling center only to have to wait many weeks for an appointment; a common occurrence amongst the students I personally knew... It took several more months for me to finally get consistent professional help. I spent my entire college career struggling to balance the complex and messy world of mental health while not being able to take any time off due to the constraints of my full-ride scholarship and my inability to afford college for even a semester without it."*

### **Melissa** Senior at a public university

**Melissa** has suffered from mental health issues from a young age, college took a toll on her mental wellbeing. She was suffering from anxiety attacks, migraines, constant fatigue, and a lack of energy and motivation.

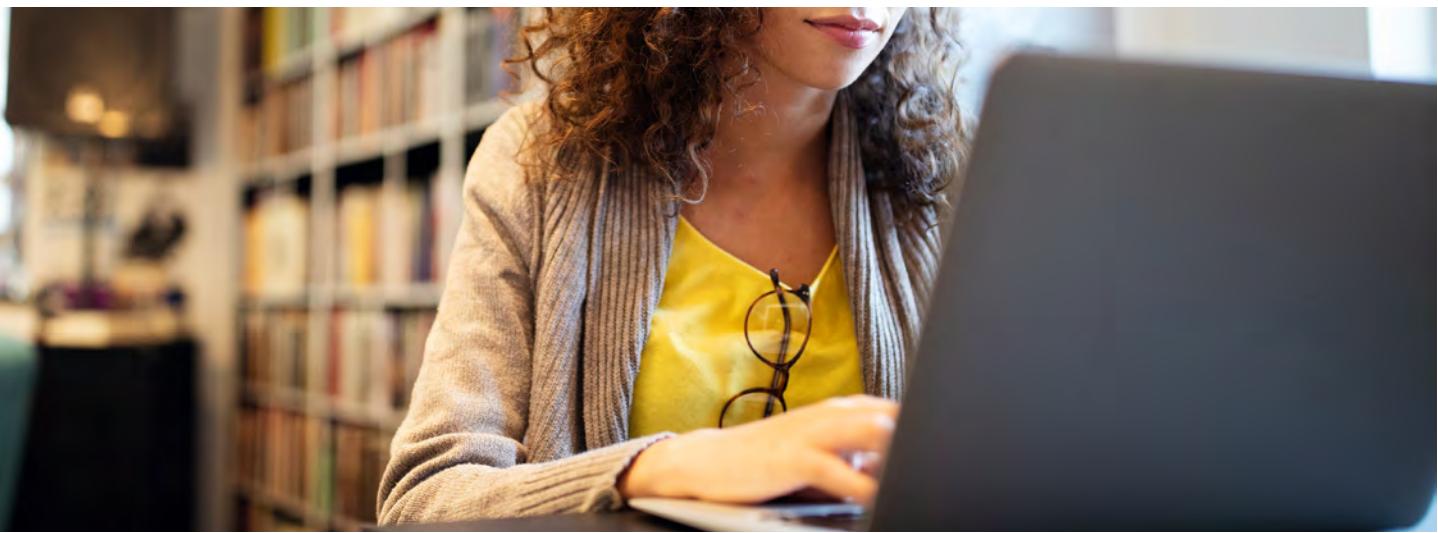
*"I decided the best course of action was to reach out to the counseling services at my school... There is still room for improvement in getting students to battle mental illness and acquire adequate help. For instance, students are only allowed to meet with a therapist one-on-one for a limited number of times a semester. This is an issue for those who may require regular treatment with a counselor to function in their school life. If a student*

*needs that type of steady support, they recommend joining one of the therapy groups available to students. However, these groups are challenging to get into and don't have widely accessible times for busy college students... One of the biggest setbacks that makes it hard for colleges to support their students' mental well-being is funding. Colleges and universities need the staff and resources to fully support all our students suffering from either short or long-term mental health concerns while earning their degrees."*

### **Eram** Junior at a public university

**Eram** always seemed like she had her life together on the outside— but she was quietly suffering with her mental health on the inside. After multiple thoughts of attempting suicide, she decided to reach out for help, but unfortunately, her expectations were not met.

*"It took me four years to reach out for help... but to this day, I don't have a therapist. "The waitlist is about a year long," they told me when I asked for an appointment, "Your insurance doesn't cover the cost," providers would consistently break it down to me, "We don't have enough people to help everyone reaching out." This is what they told me for months...I don't want other students to go through what I'm going through. I believe that every student has the right to obtain help to create their definition of a successful future. There's always a story behind an individual dropping out, acting out, or being unmotivated. I'm positive that if any college in the U.S. were to obtain multiple resources for students to reach out without any issues, graduation rates would drastically increase, and the career success rate would follow as well."*



### **Feedback from Higher Education**

*"Preparing college students for entry into society requires more than an academic diploma. We need to ensure that our students are mentally prepared for the ever-changing world that we live in and are able to identify and access the support they need to become and stay mentally fit. College campuses represent the future of our country, work-*

*places, families and educators.”*

*“Thank you for energizing me and helping me to remember why I chose to be a counselor. I appreciate meeting my colleagues across the state, hearing their stories, listening to their pearls of wisdom, and sharing time together! Without our Zoom technology and NAMI/YI’s interest in connecting us with these important topics, we would truly be operating in our own silos.”*

## Acknowledgements

*NAMI Chicago and Young Invincibles would like to thank the following members of the Collaborative’s Steering Committee for 2021-2022: Mackenzie Montgomery (Illinois Community College Board), John A. Charles (Southern Illinois University Systems), Rikeesha Phelon (SIU School of Medicine), Anne Althoff (City Colleges of Chicago), Eilene Ladson (Ada S. McKinley Community Services), Kathryn Chapman (City Colleges of Chicago, Belle Counseling and Wellness), and Alison Greene (College of DuPage). We are also grateful to Mac Grambauer and Autumn Gage at McAlpine Consulting, who made the Collaborative possible. Last, we extend our gratitude to the legislative leaders who have advocated fiercely for campus mental health in the Illinois General Assembly, including Speaker Chris Welch, Chairperson La Shawn Ford, Chairperson Deb Conroy, and Chairperson Katie Stuart.*

*For additional information about this initiative, or with follow-up questions, please contact Lily Rocha, Midwest Regional Director of Young Invincibles ([lily.rocha@younginvincibles.org](mailto:lily.rocha@younginvincibles.org)) or Rachel Bhagwat, Director of Policy at NAMI Chicago ([rachelb@namichicago.org](mailto:rachelb@namichicago.org)).*

