# Reshaping the Conversation II: Collegiate Recovery Supports and Services in the State of Washington

*Evaluation Report of the 2021–2022 State of Washington Collegiate Recovery Support Initiative*


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C4 Innovations

# Table of Contents


*Executive Summary* ..... *4*

**Seed Grantees** ..... **4**

**Methods** ..... **5**

Evaluation Questions ..... 5

Policy Scan Update ..... 6

Data Sources ..... 6

**Findings** ..... **6**

Policy Scan Findings ..... 6

Federal and State Government Support ..... 6

Grantee Level Policy and Protocol Changes ..... 8

**Evaluation Findings** ..... **8**

Elements of Collegiate Recovery Programs ..... 8

**Reach of Collegiate Recovery Services and Supports** ..... **9**

Barriers to connecting with students ..... 9

Effective methods of outreach ..... 10

**Impact of Collegiate Recovery Services and Supports** ..... **10**

**Sustainability** ..... **11**

**Recommendations** ..... **11**

*Overview and Background* ..... *14*

**Defining Collegiate Recovery** ..... **14**

Descriptions of Seed Grantees ..... 16

**Evaluation Framework and Questions** ..... **19**

RE-AIM Framework ..... 19

PRISM Contextual Factors ..... 20

Evaluation Questions ..... 21

*Methodology* ..... *22*

**Environmental Scan Methods** ..... **22**

Policy Scan Update ..... 22

**Evaluation Methods** ..... **23**

Data Sources ..... 23

*Year 2 Updates* ..... *26*

**Policy Scan Update** ..... **26**

Federal and State Government Support ..... 26

*Findings* ..... *30*

**Elements of Collegiate Recovery Programs** ..... **30**

Conceptualization of Recovery ..... 30

Relationships help to establish and sustain CRS/Ss ..... 35

Supports, services, resources, and expertise ..... 36

**Reach of Collegiate Recovery Services and Supports** ..... **38**

CRS/Ss as reflections of student populations ..... 39

Barriers to connecting with students ..... 39

**Impact of Collegiate Recovery Services and Supports** ..... **43**
Students' Engagement in CRS/S Activities ..... 45
Recovery Capital ..... 45
Quality of Life ..... 46
**Sustainability** ..... **47**
Sustainability Activities & Planning ..... 47
***Mapping Findings to RE-AIM & PRISM*** ..... ***49***
RE-AIM ..... 49
PRISM ..... 50
***Discussion and Recommendations*** ..... ***60***
***Sources*** ..... ***66***
***Appendices*** ..... ***69***
**Appendix A. Student Survey** ..... **69**
**Appendix B. Student Semi-Structured Interview Questions** ..... **73**
**Appendix C. Seed Grantee Survey** ..... **76**
**Appendix D. Seed Grantee Semi-Structured Interview Questions** ..... **82**
***Contributor Biographies*** ..... ***85***
***Acknowledgments*** ..... ***87***
Suggested Citation ..... 88

# Executive Summary

Funded through a grant provided by Washington State's Health Care Authority (HCA), the State of Washington Collegiate Recovery Support Initiative (SWCRSI) is meant to support institutes of higher education (IHEs) throughout the State of Washington in developing self-sustaining collegiate recovery supports and services (CRS/Ss).

Overall, the WSU-HCA initiative intends to continue the development of collegiate recovery support services across the State of Washington using an approach that combines:

- Seed grantee education and skill development of best practices in harm reduction and recovery support,
- Technical and program development assistance for seed grantees,
- Facilitated campus network development to advance skills, share resources, and build sustainable connections within a recovery ecosystem, and
- Evaluation of individual- and organizational-level outcomes important to collegiate recovery support program impact and sustainability.

This evaluation report builds on a Year One Environmental Scan and Evaluation conducted between January and June of 2021 (Maarhuis et al., 2021) and focuses primarily on the establishment of CRS/Ss by each of the seed grantees funded through the HCA grant. C4 Innovations (C4) partnered with WSU with the goal of further supporting WSU's continued efforts to advance collegiate recovery supports and programs throughout the state of Washington. Evaluation activities include a brief but comprehensive update of the environmental scan, including a literature review update and a policy scan update, as well as implementation evaluation. Evaluation of implementation activities focused on:

- Further identifying and examining elements that are key to the successful transition to higher education for individuals in recovery; and
- Implementation activities of collegiate recovery seed grantees, focusing on reach, quality, impact of services, relationships, and supports.

## *Seed Grantees*

State of Washington Collegiate Recovery Grants are available to IHEs across the State of Washington in three-year funding cycles. This evaluation focuses on the implementation of two cohorts of seed grantees. Cohort One refers to see grantees that were awarded funding beginning with the 2020-2021 academic year, including. Cohort Two includes the most recent group of grantees who were awarded funds during the 2021-2022 cycle. This cycle focused specifically on community and technical colleges that did not have existing CRS/S in place. The grantees were:

- Gonzaga University (GU, Cohort One)
- Green River College (GRC, Cohort One)
- Washington State University, Pullman Campus (WSU, Cohort One)
- Whitman College (WC, Cohort One)
- Renton Technical College (RTC, Cohort Two)
- Skagit Valley College (SVC, Cohort Two)

Note: Due to staff turnover during the Fall of 2021, Whitman College could no longer meet the requirements for the 2021-2022 grant year. Due to this change in grantees, Whitman College was not included in the evaluation.

The seed grantees range from public and private four-year institutions to two-year community and technical colleges, which created an opportunity for this evaluation to explore similarities and differences between a wide range of IHEs and student experiences. Further, Gonzaga University and WSU had already established CRS/Ss at their institution prior to the WSU-HCA seed grantee funding and used funding to build out their programs; Green River College and Whitman College, on the other hand, did not have an existing program at the time of the award. Although Cohort Two seed grantees did not have existing CRS/Ss, they did have Re-entry Navigator Programs for students who were previously incarcerated, many of whom identified as being in recovery.

# *Methods*

C4 and WSU used the RE-AIM Framework (Reach, Effectiveness, Implementation, Maintenance), (Glasgow et al., 1999, 2003, 2004, 2019; Gaglio et al., 2013) to guide the examination of the seed grantee collegiate recovery supports and other related elements of the recovery ecosystem within the State of Washington. Further, to identify and examine the multifaceted internal and external contextual factors that influence collegiate recovery supports, the team used strategies based upon Glasgow and colleagues' recent expansion of the RE-AIM framework to include PRISM (Practical Robust Implementation and Sustainability Model) (Glasgow et al., 2019; McCreight et al., 2019). For more information about the RE-AIM and Prism Framework, see page 19.

## *Evaluation Questions*

The C4 and WSU team developed questions to guide the evaluation, keeping the RE-AIM and Prism dimensions in mind:

1) What elements of a collegiate recovery program, identified in phase one of the project, were implemented by seed grantees? These elements include a program based on identified student needs and wants, a shared understanding of terminology, strong lines of communication across the entire continuum of care, the development of policies that support collegiate recovery, and strengthened funding at all levels (IHE, state, and federal).
2) What reach did each collegiate recovery program have, whether in face-to-face activities, or online supports/information/activities, etc.?
3) What is the impact of the collegiate recovery program on student social experiences, recovery, and academic experiences?

### *Policy Scan Update*

In order to identify any new policies or change in existing policies that may have impacted students in recovery enrolled in IHEs throughout the State of Washington, we also conducted a policy scan of federal, state, and institutional-level policies that were enacted since June 2021. The team identified core areas of impact, including laws and policies that support or regulate collegiate alcohol or substance use prevention programs, collegiate alcohol or substance use treatment programs, such as Collegiate Recovery Programs (CRPs) or Collegiate Recovery Communities (CRCs), alcohol or substance use treatment programs specialized for young adults, collegiate mental and physical health programs, justice involvement, and educational policies. C4 also reviewed funding streams and examined whether these policies were attached to any funding sources.

### *Data Sources*

C4 and WSU used a mixed-methods approach to conduct the evaluation, drawing from multiple data sources including student interviews, staff interviews, and a document review of each seed grantees' quarterly and final reports.

## *Findings*

### *Policy Scan Findings*

### *Federal and State Government Support*

Since the publication of the Year One report, both the United States Federal and Washington State governments have expressed support for and intention to dedicate resources towards the growth of collegiate recovery efforts. In April of 2022, the White House released the *2022 National Drug Control Strategy* that addressed President Biden's priorities for curbing the opioid epidemic and supporting individuals in recovery. In addition to calls for strengthened harm reduction interventions, increased treatment accessibility, and treatment for justice-involved individuals, the administration also makes the case for collegiate recovery programs. Similarly, the State of Washington is funding and enacting increased recovery supports and services across a full continuum of care within community and campus settings (see section paragraphs below referencing specific legislation and funding sources).

#### Expansion of Pell Grant Eligibility

Starting in 2023, students who are incarcerated will be able to apply for and receive Pell Grants, reversing a limitation set by the 1994 Crime Bill. The bill also restores federal aid eligibility to students with histories of drug-related convictions. This movement will decrease the financial barriers faced by students in recovery with a criminal justice history (The Institute for College Access & Success, 2022).

#### Ongoing Impacts of the State v. Blake Decision

In February 2021, in a case called *State v. Blake*, the Washington Supreme Court issued a decision declaring the state's main drug possession statute unconstitutional and "void." Following the Blake decision, lawmakers passed SB 5476 (WA State Legislature, n.d.), a piece of legislation that decriminalizes drug possession, though as a misdemeanor, not a felony, and stipulates that before someone can be charged with a crime, they must be diverted to services at least twice.

Following the decision, the 2021 Blake Bill was introduced, which resulted in increased funding for the behavioral healthcare system, reduced the penalty for drug possession from a gross misdemeanor to a simple misdemeanor, and mandated law enforcement to offer pre-booking referrals to assessment and services in lieu of arrest. The bill includes $88 million in new spending to expand access to treatment and recovery support services, the centerpiece of which is a new statewide Recovery Navigator Program. This marks a major shift in how funding across the SUD continuum of care has traditionally been allocated, with funds historically focusing on treatment services only. The implications of this bill are far reaching for IHEs implementing CRS/Ss both in terms of available funding to support activities as well as the expansion of referrals and volume of students connected with recovery support services.

### Pathways to Recovery Act

Although not yet passed, the Pathways to Recovery Act, HB 1499 (WA State Legislature, n.d.) remains significant in terms of its potential to impact substance use recovery services. This bill proposes a new approach to promoting recovery and improving public safety by building a fully funded continuum of care and behavioral health system responses to individuals with substance use disorder.

### Opioid Overdose Reversal Medication

The Washington legislature passed SB 5195 (WA State Legislature, n.d.) which takes steps to address the epidemic of opioid overdoses by increasing immediate access to naloxone, a life-saving overdose reversal drug in order to decrease the risk of long-term health effects of overdose and overdose fatalities.

### Peer Professional Certification

As of Fall 2022, HB 1865 (WA State Legislature, n.d.) is in committee. This bill addresses the behavioral health workforce shortage and expanding access to peer services by creating the profession of certified peer specialists. Creating a peer certification would allow people with private insurance to access peer services for the first time. It would also allow insurance billing for peer services delivered in other settings such as emergency departments, primary care, and urgent care. Furthermore, it would create a career pathway for peers and improve the quality of peer services through uniform standards and continuing education.

### Removing health care coverage barriers to accessing SUD treatment services

HB 1464 (WA State Legislature, n.d.) remains in committee and is a proposed legislative act relating to removing health care coverage barriers to accessing substance use disorder treatment services through addressing concerns such as prior authorization for the services, the medical necessity review process, minimal coverage requirement, among others.

### Closure of Pharmaceutical Warehouse Distributor Tax Loophole

House Bill 2091 and Senate Bill 5952 (WA State Legislature, n.d.) were introduced in 2022 to assist in funding addiction recovery services by closing the pharmaceutical warehouse distributor tax loophole. Both bills remain in committee and closing the tax loophole will raise approximately $20 million per year.

Office of the Attorney General: Opioid Settlement Funds

State Attorney General Bob Ferguson announced that Washington state is expected to receive $518 million via a settlement with companies found to have played key roles in fueling the opioid epidemic with first payments to be distributed to Washington communities Dec. 1, 2022 (Office of the Attorney General, 2022). The Health Care Authority and the State Opioid Coordinator are named as leads for the administration of settlement funds, through the State Opioid and Overdose Response Plan (SOORP, 2021), the associated workgroups, and the executive sponsors. The SOORP is a flexible planning structure that addresses a full continuum of substance use needs and it includes Goal #5 – Support Individuals in Recovery. The SOORP Goal #5 Workgroup has provided recommendations to the State Opioid Coordinator for review, including funding for development of recovery supports in educational settings.

### *Grantee Level Policy and Protocol Changes*

In most IHEs, changes in policy and protocols (PP) can be gradual and the adoption process takes time. This too is the case regarding seed grantee attempts at policy and protocol changes in respond to recovery support provision. Given this, there are not sweeping PP changes across the participating IHEs; rather, the seed grantees considered the full context and process of recovery support implementation and made small or large adaptions on campus where possible. However, at the end of this grant year all IHEs now utilize a harm reduction approach within IHE substance use related PPs, as opposed to an abstinence based or enforcement-based approach. While the four-year seed grantees already used a Harm Reduction framework to address substance use concerns other seed grantees began the process to review and adopt harm reduction PP, seed grantees reviewed language used in policy/protocol for stigma reduction and developed non-punitive referrals for substance use concerns.

## *Evaluation Findings*

### *Elements of Collegiate Recovery Programs*

Definitions of recovery varied among students, and notably ranged from complete abstinence to recovery that embraced harm-reduction principles. The entryways into recovery varied from student to student, highlighting the many pathways that exist, including:

- inpatient or outpatient substance use treatment
- justice involvement
- recovery meetings
- help from family and friends
- engagement with their CRS/S.

Interview participants mentioned that their recovery journey was supported by multiple pathways and most noted that they started their recovery journey through their campus CRS/S or Re-entry Navigator program. Others started their recovery journey through a harm reduction approach, and while some remained there, others moved towards an abstinence-based recovery.

Student Relationships to Self and Lifestyle Change

All of the student participants discussed recovery in relation to their self-improvement, lifestyle change, and physical health. Students shared that recovery processes encompass personal progress and wellness, daily improvement, lifelong learning and re-learning, becoming a better version of themselves, getting away from unhealthy habits and environments, and regaining self-esteem and advocating for themselves.

Implementation of CRS/S

Collegiate Recovery Services need to be responsive to the needs of the students they serve, and therefore may look different for each IHE based on student body demographics, campus culture, and administrative buy-in or support for the program. Seed grantees and students noted several components of CRS/S that they believed were most important to be offered to students, including:

- dedicated spaces for meetings
- sober social events and activities
- academic support or informal studying and socializing
- individual support for each student
- student leadership
- substance free-housing or dorms
- student leadership and recovery coach trainings, and
- financial support

Relationships help to establish and sustain CRS/Ss

Students reported that individualized care and extra effort from the campus community and administrative staff were critical in reaching students in recovery and overcoming stigma and judgment to engage and maintain involvement in the recovery community. Having a referral system within the IHE, guidance and support from instructors, advisors, educational counselors, and other community members can help with retention and support them to continue their education successfully.

## *Reach of Collegiate Recovery Services and Supports*

The number of students in recovery attending CRS/S events and activities varied based on a number of contextual factors including COVID-19 related campus closures, changes to staffing, ease of recruitment, and the overall level of development of the campus CRS/Ss.

### *Barriers to connecting with students*

All student participants noted that they had not experienced any barriers in connecting with their campus collegiate recovery services and supports. Based on their previous experiences and observations, they discussed some of the potential barriers that, in general, students in recovery can experience in connecting with and participating in CRS/Ss. These potential barriers include the:

- lack of knowledge about the recovery supports on their campus
- lack of connection to campus community

- stigma and judgement around recovery and addiction
- the social impacts of COVID pandemic and general isolation from the campus and community, and
- conflicting family, work, and school priorities.

Notably, all students and many staff emphasized that stigma and fear of judgment may impact engagement with services. Most of the students interviewed were stable in their recovery and outspoken about their experiences, but acknowledged that, for those in early stages of their recovery, societal stigmatization and peer judgement discourage help-seeking, thus limiting access to access to services and support.

### *Effective methods of outreach*

Student interviewees extensively spoke about effective methods of outreach engagement on their campus. There were 5 themes about what facilitated CRS/Ss reach:

- Continuum of Care within Campus Recovery Supports,
- Student Recovery Community and Peer Support,
- Social Activities and Welcoming Environment
- Offering Multiple Pathways, and
- Marketing and Communication.

## *Impact of Collegiate Recovery Services and Supports*

Overall, the student participants noted that CRS/Ss have an impact in their recovery by (1) supporting them in different stages of their recovery, (2) retention or maintenance of their recovery, (3) improvement of their well-being, (4) by holding them accountable in their recovery, and (5) providing professional help and peer support. CRS/Ss create a recovery environment by proactively fostering community building, and peer support.

The impact of CRS/Ss on students' lives was enhanced through the judgement and stigma free recovery community environment, which contributed to the creation of social connections, a sense of normalcy, positive recovery identity development, and community bonding. Students identified that their academics and decision to continue their education is a path of and to recovery. The pursuit of an education gives the students a sense of purpose in their lives; students described a commitment to education—along with the help of their collegiate recovery community and peers—is what helps them to persevere and succeed academically and personally.

CRS/Ss create a campus environment where students in recovery can feel safe from judgment and receive support from staff and their peers in recovery. Student interviewees valued the consistent resources and community supports provided by their CRS/Ss and agreed that this support strengthened their recovery and helped them work through hardships. This finding was echoed by staff—interviewees mentioned that several students "dropped-in" to their recovery center or recovery houses for support.

## *Sustainability*

The most important component of creating sustainable CRS/Ss is finding a secure funding source. Currently, all grantees are reliant on the seed grant funding, although several are receiving supplemental funding from student fees. Staff shared that ideally they would receive consistent funding from their IHE, however there are many barriers to securing this type of funding. One staff member stated that "it's hard for administrators to delegate funds until they see a community," but it's difficult to estimate how many students will utilize and benefit from CRS/Ss in any given year. Administrators need to make the difficult decision of deciding what support services to allocate their limited funding to, and often opt to fund services that they are confident will serve a high proportion of students.

## *Recommendations*

**Recommendation 1:** Continue to use the harm reduction and socio-ecological models to address CRS/S development and the development of a continuum of care and supports that are based on student need in a collegiate setting.

**Recommendation 2:** IHEs that are beginning to develop CRS/S may benefit from a 2-step process that begins with (1) an interdepartmental workgroup in the first year of development and then (2) shifts to a stakeholder model of administrative implementation to for maintenance and sustainability.

**Recommendation 3:** Virtual Learning Communities (VLC) should include (1) an initial year of intensive training and education on CRS/S development and then a shift to and (2) seed grantee learning communities, paired with 1:1 mentorship and technical assistance from the PI or CRS expert

**Recommendation 4:** Continue to revise and submit Action Plans throughout CRS/S development and implementation.

**Recommendation 5:** In the first year of funding, IHEs should develop and use community and/or campus asset maps to identify and build partnerships with agencies and community members.

**Recommendation 6:** Sustain ongoing memberships in state and national agencies that allow for access to education& training opportunities, individual campus CRS/S marketing, and advocacy resources.

**Recommendation 7:** Continue to review and adopt formal and interdepartmental referral policies and protocols for problematic substance use as a means to structurally integrate comprehensive support services and develop of a full continuum of care on campus.

**Recommendation 8:** Continue to include CRS/S in Drug Free School and Campuses (DFSCA) Biennial Reports as to develop integrated and comprehensive policy and protocols and develop a full continuum of care on campus for substance use related concerns, including collegiate recovery.

**Recommendation 9:** Continue to use multiple marketing and communication platforms.

**Recommendation 10:** Include students in recovery in every aspect of implementation to enhance needs-based development, reach, maintenance, and sustainability of the CRS/S.

**Recommendation 11:** Increase opportunities for student involvement, such as peer recovery coaches and other student CRS/S employees. Consider expanding the role of student employees to include interdepartmental workgroup participation or collaboration with other IHEs during VLCs.

**Recommendation 12:** Continue to market and offer scholarships to students in recovery in order to increase the potential for academic success, to address student financial needs, for recruitment purposes, and to signal a welcoming campus environment.

**Recommendation 13:** Prioritize sustainability planning to retain and grow CRS/Ss on seed grantee campuses beyond SWCRSI funding.

*“[M]*y education and my recovery go hand in hand. There's no way to separate the two at this point. If I didn't have my education supporting me, I don't know where I would have been*.”*

*—Jess, student*

# Overview and Background

Funded through a grant provided by Washington State's Health Care Authority (HCA), the State of Washington Collegiate Recovery Support Initiative (SWCRSI) is meant to support institutes of higher education (IHEs) throughout the State of Washington in developing self-sustaining collegiate recovery supports and services (CRS/Ss). First funded in 2020, the collaboration between Washington State University (WSU) and HCA aims to establish a functioning recovery ecosystem so students in recovery can experience the opportunities that higher education offers.

Overall, the WSU-HCA initiative intends to continue the development of collegiate recovery support services across the State of Washington using an approach that combines:

- Seed grantee education and skill development of best practices in harm reduction and recovery support,
- Technical and program development assistance for seed grantees,
- Facilitated campus network development to advance skills, share resources, and build sustainable connections within a recovery ecosystem, and
- Evaluation of individual- and organizational-level outcomes important to collegiate recovery support program impact and sustainability.

This evaluation report builds on a Year One Environmental Scan and Evaluation conducted between January and June of 2021 (Maarhuis et al., 2021) and focuses primarily on the establishment of CRS/Ss by each of the seed grantees funded through the HCA grant. C4 Innovations (C4) partnered with WSU with the goal of further supporting WSU's continued efforts to advance collegiate recovery supports and programs throughout the state of Washington. Evaluation activities includes a brief but comprehensive update of the environmental scan, including a literature review update and a policy scan update, as well as implementation evaluation. Evaluation of implementation activities focused on:

- Further identifying and examining elements that are key to the successful transition to higher education for individuals in recovery; and
- Implementation activities of collegiate recovery seed grantees, focusing on reach, quality, impact of services, relationships, and supports.

## *Defining Collegiate Recovery*

Currently, the field lacks an agreed upon definition of collegiate recovery and what supports comprise collegiate recovery in IHEs across the United States. For the purpose of this evaluation, our team utilized the following definition of **collegiate recovery/collegiate recovery supports** to ensure a shared understanding during data collection, analysis, and reporting: *Services and/or programs that provide*

*support to students in higher education who are in or seeking recovery from substance use disorders and/or co-occurring disorders.* This definition was developed during the Year One Environmental Scan and Evaluation and will be used throughout the course of the project to ensure consistency across reporting periods.

### Collegiate Recovery Programs in the State of Washington

State of Washington Collegiate Recovery Grants are available to IHEs across the State of Washington in three-year funding cycles. This evaluation focuses on the implementation of two cohorts of seed grantees. Cohort One refers to see grantees that were awarded funding beginning with the 2020-2021 academic year, including:

- Gonzaga University
- Green River College
- Washington State University, Pullman Campus (WSU)
- Whitman College

*Note: Due to staff turnover during the Fall of 2021, Whitman College could no longer meet the requirements for the 2021-2022 grant year. HCA was consulted on the future use of the seed grant funds allocated for Whitman College and the WSU-HCA contract was amended. The WSU Team used the funds to cover the costs of Recovery Coach Training via CCAR and participation in the Association of Recovery in Higher Education (ARHE) conference for seed grantee students and staff. Due to this change in grantees, Whitman College was not included in the evaluation.*

Gonzaga University and WSU had already established CRS/Ss at their institution prior to the WSU-HCA seed grantee funding and used funding to build out their programs; Green River College and Whitman College, on the other hand, did not have an existing program at the time of the award.

Cohort Two includes the most recent group of grantees who were awarded funds during the 2021-2022 cycle. This cycle focused specifically on community and technical colleges that did not have existing CRS/S in place. The two Cohort Two seed grantees were:

- Renton Technical College
- Skagit Valley College

Although both Cohort Two seed grantees did not have existing CRS/Ss, they did have Re-entry Navigator Programs for students who were previously incarcerated, many of whom identified as being in recovery. The Re-entry Navigator Programs are supported through a partnership with the Washington Department of Corrections, the Washington State Board of Community and Technical Colleges, and Washington's community and technical colleges. The partnership has established a system to provide justice-involved individuals with the opportunity to complete their high school degree, prepare for college, earn college degrees, and learn high-wage and high-demand workforce skills (Washington State Board of Community and Technical Colleges, 2020).

The seed grantees range from public and private four-year institutions to two-year community and technical colleges, which created an opportunity for this evaluation to explore similarities and differences between a wide range of IHEs and student experiences.

## *Descriptions of Seed Grantees*

### Cohort One

Green River College

GRC is a public community college that is accredited by Northwest Commission of Colleges and Universities, and a U.S. DOE recognized accreditor. Green River is certified as an Asian American, Native American, Pacific Islander-serving institution. Green River served 16,741 students in the 2019-2020 academic year and 340 students lived in on-campus student housing. Most (59%) identified as non-White. Fifty-three percent of students were female. Two-thirds of students enrolled full-time, and one-third enrolled part-time. One in three were eligible for need-based financial aid. One in four had children, and the same proportion were the first in their families to attend college. The average student age was 21. Other populations of note at Green River are high school students earning college credit, through Washington State's Running Start program (2,282); international students (1,531); four-year applied baccalaureate students (675); military veterans (614); and students with reported disabilities (481).

Green River College's Collegiate Recovery Program, Gators Thrive, was established in January 2021 with SWCRSI funds and is located within the Student Affairs unit and shares space with the Violence Prevention Center, which is a hub of recovery and violence prevention resources and support. This is a group space that provides recovery information, resources, and support, hygiene products and safer sex supplies, and refreshments. Gators Thrive is dedicated to supporting all students in and seeking recovery from substance use by empowering them to make recovery-supportive decisions about their health and well-being and raising awareness of and normalizing recovery in our campus community. We utilize a harm reduction approach and the Substance Abuse and Mental Health Services Administration's definition of recovery, as a foundation and model for the services and support we provide. Any student in or seeking recovery, regardless of where they are at with their use and/or recovery, may join Gators Thrive programs, activities, and meetings, and use the Violence Prevention Center space as they are comfortable. Gators Thrive is considered small, as the program was just founded in 2021, but growing, and is coordinated by a .50 FT dedicated staff position. Students participating in Gators Thrive can benefit from recovery-supportive activities and meetings; community referrals when needed; peer mentorship; assistance in navigating higher education and recovery; a community of like-minded peers; educational, social, and service-learning opportunities; and hands-on anti-stigma efforts. Diversity is celebrated at Gators Thrive and there is a place for everyone here (Association of Recovery in Higher Education [ARHE], 2021a).

Social Media: GRC Center for Transformational Wellness, Gators Thrive Instagram

Gonzaga University

Gonzaga University is a private, Catholic, Jesuit, humanistic, liberal arts institution of higher education with its primary location in urban Spokane, WA. GU enrolls approximately 7,500 students currently, including undergraduate, masters, doctoral, law and medical students (through a partnership with UW). Gonzaga undergraduates tend to be highly involved in on- and off-campus experiential learning and extracurricular opportunities. Student demographics: A little over half of the student body identifies as female, while dozens do not identify within the gender binary. Over one-quarter (27%) of the study body identifies as students of color, and 14% are first generation. Nearly half the study body comes from the state of WA, and GU is also home to 123 international students from 44 different countries. Almost all (98%) of undergraduates receive some sort of financial aid and 13% are Pell-Eligible. Twenty-seven (27)

faith traditions are currently represented on campus, the largest subgroup (43%) made of Roman Catholics.

Gonzaga University's Collegiate Recovery Community began in the Spring of 2013 and expanded recovery supports in January 2021 with SWCRSI funds. OUR (Our Unique Recovery) House is the physical space provided on campus for students in recovery and those seeking sobriety. OUR House is one of the three functional areas of the Center for Cura Personalis (CCP), which falls under the Division of Student Development at Gonzaga. We have one Assistant Director for Wellness and Prevention Education in CCP, this position provides oversight for our small sized collegiate recovery community. Students lead two weekly recovery group meetings, and organize informal social gatherings and activities. Newcomers are invited to attend meetings and learn more about recovery. CCP staff members are also available to provide individual case management support to connect and refer students to other resources, both on and off-campus. Students in recovery who wish to room with another student in recovery may indicate so on their on-campus housing application (ARHE, 2013).

Social Media: OUR House, Instagram @gonzaga.recovery

Washington State University

Washington State College was established in 1890 as a land-grant institution. It has become a distinguished public research university, but its mission remains rooted in accessibility and public service. The main campus of WSU is located in Pullman, though there are also regional locations throughout the state in Spokane, Vancouver, Everette, and the Tri-Cities, as well as a Global campus. The Pullman campus has 19,900 students with 30% identifying as multicultural. WSU Pullman is home to 1,603 international students from 98 countries and, nationally, all 50 states are represented on campus. WSU offers Undergraduate, Masters, and Doctoral degrees with opportunities in research, internship, and study abroad within each degree.

Washington State University's Cougs for Recovery program began as a small, registered student organization on campus in 2018. In 2021, Cougs for Recovery became a support service within the Health Promotion Department, which is part of the Office of the Dean of Students and the Student Affairs Division. Recovery support and community development across multiple campuses are conducted by one .5 FTE administrative staff, one .5 FTE graduate assistant, and 6 student-staff Peer Recovery Coaches working approximately 10-15 hours per week. The Cougs for Recovery team utilizes a harm reduction approach to substance use and recovery, in order to develop a welcoming environment and efficacious support services. Specifically, the Peer Recovery Coach team provides support efforts through creating community *for* Cougs and *by* Cougs, fostering connections through similar experiences with fellow students, promoting awareness to stop or reduce substance use and other harmful behaviors, as well as providing supports & resources for student wellbeing and academic success. Weekly recovery support activities in person and via Zoom include all recovery meetings, Friday art night, 1:1 wellbeing planning sessions and mentoring, Wednesday writing jam, run/walk group, and more. Scholarships are awarded to students involved in recovery on campus to support their success in college. There is a place for everyone in Cougs for Recovery—those in recovery, those contemplating recovery, and allies—and diversity is highly valued (ARHE, 2017).

Social Media: CfR Health Promotion, CfR Facebook , CfR Instagram

## Cohort Two

### Skagit Valley College

Skagit Valley College has multiple campus sites in the Pacific Northwest that cover three counties: Skagit, Island and San Juan. SVC's main campuses are located in the cities of Mount Vernon and Oak Harbor. SVC operates with a one-campus mindset; all students and staff work/attend one college and have access to all services available. SVC serves a largely rural area, but the Mount Vernon and Burlington areas are steadily growing, particularly in their Latinx population. Skagit Valley College serves approximately 8,000 students annually. SVC serves a diverse student population. Reflecting the changes in the local community, SVC also has a growing Latinx student population, making up approximately 24% of the student body. SVC also serves students from our local tribal communities as well as serving a number of Black, Asian, and students from other backgrounds. SVC also serves a significant number of active-duty military, family of military, and veterans due to the presence of Naval Air Station Whidbey Island in Oak Harbor.

Skagit Valley College's collegiate recovery program is located within the Student Services division. Cardinals for Recovery began in December 2021 with SWCRSI seed grant funds. The recovery program at SVC is a hybrid program that links the Cardinals for Recovery community with the Breaking Free Club, a registered student organization serving formerly incarcerated students in their reentry process. A team of student-staff in recovery are hired provide peer recovery support, engage in community outreach and recruitment, as well as to implement community activities and events Two full-time student services staff dedicate part of their position hours to support the development and maintenance of the program. The recovery group at SVC is small and growing. Scholarships are awarded to students involved in recovery on campus to support their persistence and success in college. There are no requirements for recovery community membership and are open to all SVC students. Anyone who is interested in or currently engaged in a program of recovery is welcomed (ARHE, 2021b).

Social Media: SVC community reentry and recovery support

### Renton Technical College

Renton Technical College is a nationally recognized college committed to helping their diverse student population succeed. Their 63 percent graduation rate is the highest in the state among community and technical colleges—and among the highest in the country. And 85 percent of their graduates are employed nine months after graduation. RTC is a vibrant, inclusive community that welcomes students from all backgrounds and empowers them for success. RTC meets students where they are and moves them toward greater opportunity. The student body is 61 percent students of color, and welcomes immigrants, veterans, high school and students with disabilities – anyone who wants to succeed in college. The campus is located on 30 acres just north of Northeast Third Street in Renton, Washington and operates several satellite locations throughout King County. RTC one of 34 colleges in the State of Washington operated by the State Board for Community and Technical Colleges. The Renton Technical College service area encompasses the Renton, Kent, Auburn, Tahoma and Enumclaw School Districts and the central and south portions of the Seattle School District. RTC Full-Time Equivalent student allocation is 4,015, the average age is 29 and 58% of the student body identifies as female. While 44% of RTC students enroll in Professional Technical programs 32% come to RTC for Basic Studies, 11% for Apprenticeships, and 10% for General Education. For student and enrollment demographics please visit the Renton Technical College Fast Facts page: https://www.rtc.edu/fast-facts.

The RTC Wellbriety collegiate recovery program was founded in December 2021 with SWCRSI funds and is located within the Department of Workforce Education and Grants. The Wellbriety supports initially

began embedded within the RTC community reentry program for justice involved and previously incarcerated students. The Wellbriety continues to be closely affiliated with the re-entry program; however it is now co-operated with the Supporting Students Experiencing Homelessness grant in order to ensure the greatest resources and services for students. The program operates out of the Wellbriety Center, a designated space for students in recovery on the RTC campus. They have one Case Manager and one student Peer Ambassador working on recovery community development. The program is considered small but growing and is well-supported by the campus and administration. RTC Wellbriety hosts weekly recovery support group meetings for students, offers a variety of substance-free/sober activities throughout the year, offers scholarships to students in recovery, and has a growing recovery resource library at the Wellbriety center. They are currently developing a registered student organization focused on developing a recovery community at RTC. They utilize a harm-reduction approach to recovery; students who are exploring recovery, in active recovery, or who have been impacted by substance use by close friends/family are welcome (ARHE, 2022).

Social Media: RTC Wellbriety Instagram

# *Evaluation Framework and Questions*

## *RE-AIM Framework*

C4 and WSU used the RE-AIM Framework (Reach, Effectiveness, Implementation, Maintenance), (Glasgow et al., 1999, 2003, 2004, 2019; Gaglio et al., 2013) to guide the examination of the seed grantee collegiate recovery supports and other related elements of the recovery ecosystem within the State of Washington. Further, to identify and examine the multifaceted internal and external contextual factors that influence collegiate recovery supports, the team used strategies based upon Glasgow and colleagues' recent expansion of the RE-AIM framework to include PRISM (Practical Robust Implementation and Sustainability Model) (Glasgow et al., 2019; McCreight et al., 2019).

Table 1 describes the dimensions and definitions of the RE-AIM Framework.

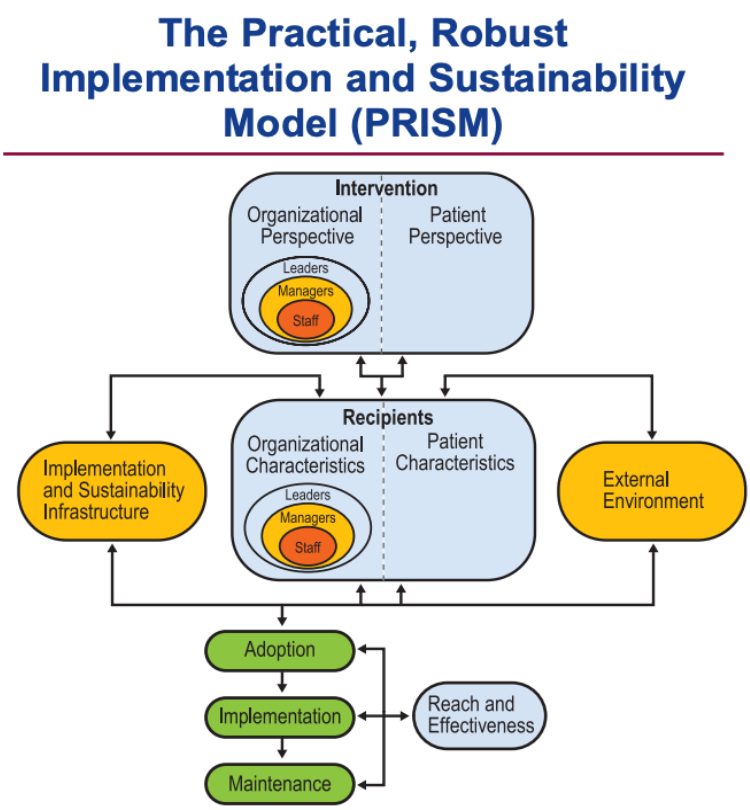
***Table 1. RE-AIM Dimensions and Definitions***

| *Dimension* | Definition |
|---|---|
| ***R**each* | The absolute number, proportion, and representativeness of individuals willing to participate in a given initiative. |
| ***E**ffectiveness* | The impact of an intervention on important outcomes, including potential negative effects, quality of life, and economic outcomes. |
| ***A**doption* | The absolute number, proportion, and representativeness of settings and intervention agents who are willing to initiate a program. |
| ***I**mplementation* | At the setting level, implementation refers to the intervention agents' fidelity to the various elements of an intervention's protocol. |
| ***M**aintenance* | The extent to which a program becomes part of the routine organizational practices. |

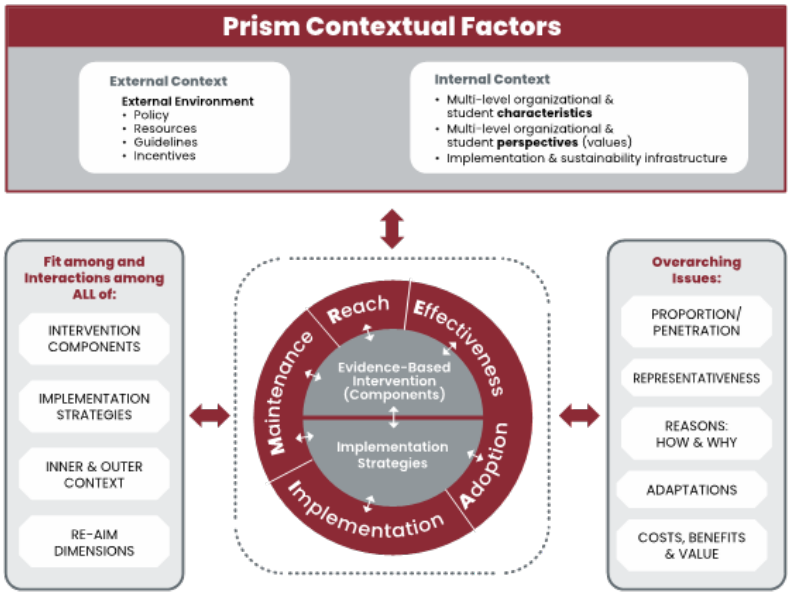
Following a description of evaluation findings, this report includes a mapping of finding to RE-AIM dimensions.

## *PRISM Contextual Factors*

Experts in dissemination and implementation science agree that contextual factors must be considered for successful uptake and sustainability of an intervention's implementation. While the model was developed for healthcare settings, it can be easily applied and adapted to programs being implemented in other settings (e.g., replace "patient" with "student" in this case). PRISM contextual factors, as shown in the figure below, will include external context such as state or federal funding and policies that support or impede collegiate recovery, state or federal guidelines for development and implementation of collegiate recovery supports. Internal context, at multiple levels include organizational (higher education and community referral sources) and student characteristics as well as organizational and student perspectives, and the infrastructure needed to support collegiate recovery programs (Feldstein & Glasgow, 2008; McCreight et al., 2019).




Throughout this evaluation, our team incorporated the PRISM model as part of the RE-AIM framework. This allowed us to identify and examine contextual factors impacting collegiate recovery programs, including identifying key elements that support access and utilization of recovery supports during transition to higher education and identifying gaps in the State of Washington ecosystem. Following a description of evaluation findings, this report includes a write-up of PRISM case examples demonstrating the importance of and variability in context across two grantees.




Adapted from Feldstein & Glasgow, 2008.

## *Evaluation Questions*

The C4 and WSU team developed questions to guide the evaluation and mapped them to RE-AIM dimensions:

1) What elements of a collegiate recovery program, identified in phase one of the project, were implemented by seed grantees*?* These elements include a program based on identified student needs and wants, a shared understanding of terminology, strong lines of communication across the entire continuum of care, the development of policies that support collegiate recovery, and strengthened funding at all levels (IHE, state, and federal). *Reach, Implementation, Maintenance*
    i. What relationships need to be established to support a collegiate recovery program that is based on identified student needs and backed by research? *Adoption*
    ii. What relationships need to be established to support the sustainability of a collegiate recovery program? *Adoption, Maintenance*
    iii. What kinds of supports, services, and expertise are in place and how are these supports related to:
        i) What evaluation participants identified as key elements of a collegiate recovery program? *Implementation, Adoption*
        ii) A sustainable collegiate recovery program? *Maintenance*
2) What reach did each collegiate recovery program have, whether in face-to-face activities, or online supports/information/activities, etc.? *Reach*
    i. In what ways does the IHE work to ensure the collegiate recovery program is reflective of the entire student body?
    ii. What facilitated the reach?
    iii. What barriers impeded reach?
3) What is the impact of the collegiate recovery program on student social experiences, recovery, and academic experiences? *Effectiveness, Maintenance*
    i. Which aspects of collegiate recovery programs had the most impact on students' experiences?

PRISM dimensions were incorporated into the evaluation as well. Broadly speaking, the updated literature and policy reviews were designed to capture environmental contextual factors related to innovative, emerging, best practices, cost-effectiveness, and other salient and influential contexts to the field. Considerations of interconnected intervention components, representativeness, and organizational and student characteristics and perspectives were captured within the evaluation and guided both protocol development, data collection, and analysis of data.

# Methodology

The following section describes the methodologies used in this evaluation: (1) environmental scan methods, including the update to the literature review and the update to the policy review, and (2) evaluation methods, including data sources, evaluation procedures, and analysis.

## *Environmental Scan Methods*

### *Policy Scan Update*

In order to identify any new policies or change in existing policies that may have impacted students in recovery enrolled in IHEs throughout the State of Washington, we also conducted a policy scan of federal, state, and institutional-level policies that were enacted since June 2021. The team identified core areas of impact, including laws and policies that support or regulate collegiate alcohol or substance use prevention programs, collegiate alcohol or substance use treatment programs, such as Collegiate Recovery Programs (CRPs) or Collegiate Recovery Communities (CRCs), alcohol or substance use treatment programs specialized for young adults, collegiate mental and physical health programs, justice involvement, and educational policies. C4 also reviewed funding streams and examined whether these policies were attached to any funding sources.

C4 used the following approach and inclusion criteria to guide the review:

- Use internet searches to identify federal, state, and university-specific policies that may impact students in recovery at IHEs that were passed after June 2021.
- Focus on United States federal legislation, Washington State specific legislation, and policies that impact United States based universities only.
- Focus university-specific policy reviews on the collegiate recovery seed grantees: Gonzaga University, Green River College, Washington State University Pullman Campus, Renton Technical College, and Skagit Valley College. C4 reviewed updated policies that were submitted through the grantee quarterly and final reports from 2021-2022.

C4 used the following exclusion criteria:

- Exclude policies or laws that do not directly impact students enrolled in IHEs.
- Exclude bills that have not passed or legislation or policies that have been overturned unless considered key legislation.

# *Evaluation Methods*

## *Data Sources*

C4 and WSU used a mixed-methods approach to conduct the evaluation, drawing from multiple data sources including student interviews, staff interviews, and a document review of each seed grantees' quarterly and final reports.

### Student Interviews

Staff at each IHE identified students who were involved with campus collegiate supports in some capacity, either as student employees or by attending recovery support activities. Interested students volunteered to participate in this study and completed consent forms. Student identities were not shared with the study team; interviews were audio only and participants were given pseudonyms. A total of 12 students participated in interviews, representing students from Green River College, Gonzaga University, Skagit Valley College, and Washington State University. Students at Renton Technical College were not recruited for evaluation interviews due to the college's late start in implementation of grant activities.

Prior to the interview, study participants completed a brief quantitative survey that collected demographic data and information about the needs of students in recovery (Appendix A). The interviews were guided by a semi-structured interview protocol designed to better understand the student perspective of CRS/Ss (Appendix B). The interviewer began by asking the student about their experiences of recovery, their participation in the collegiate recovery supports on their campus, and their needs as a student in recovery. The interviews were scheduled for 45 minutes and were conducted on Zoom. Participants received a $50 cash incentive for participating in the study.

Student participants came from diverse backgrounds and recovery pathways (see Table 2). The majority (75%) of students interviewed were non-traditional college students above 30 years old, and 50% were above 40 years old. Most (75%) of the interviewed students identified as White or Caucasian, 8% identified as Native Hawaiian or Other Pacific Islander, 8% identified as mixed race, and 8% chose not to respond. Half of the student participants reported being involved with re-entry or navigator programs. Three student participants shared that they were experiencing homelessness or housing insecurity. Interview participants were all in different parts of their recovery journey, ranging from one month to 11 years (*Mdn* = 3 years).

***Table 2. Demographic Characteristics of Student Interviewees***

| *Sample Characteristics (N=12)* | *n* | % |
|---|---|---|
| *Gender* | | |
| *Men* | 3 | 25% |
| *Women* | 9 | 75% |
| | | |
| *Age range* | | |
| *20-29* | 3 | 25% |
| *30-39* | 3 | 25% |
| *40-49* | 6 | 50% |
| | | |
| *Recovery duration* | | |
| *1 month to 2 years* | 5 | 42% |

| | | |
|---|---|---|
| *2 to 5 years* | 5 | 42% |
| *5 or more years* | 2 | 16% |
| | | |
| *Justice-involved Students* | 5 | 42% |
| | | |
| *IHE Type* | | |
| *2-year* | 6 | 50% |
| *4-year* | 6 | 50% |
| | | |
| *IHE Setting* | | |
| *Urban* | 5 | 42% |
| *Rural* | 7 | 58% |

Staff Interviews

C4 worked in partnership with WSU to identify staff at each of the five IHEs to participate in semi-structured interviews about their experiences over the past year. To inform the staff interviews, C4 first conducted a brief questionnaire (Appendix C) asking each interviewee to rate their progress on each of the thirteen items they are required to report on in their quarterly reports. The questionnaire used a five-point scale with the following response options:

1 = No activity in this area

2 = Early discussions

3 = Beginning to take action

4 = Some progress

5 = Achieved success in this area

To follow, the interview began by exploring how each interviewee defined collegiate recovery. Questions then examined the current resources available on campus, recruitment and retention measures taken by staff, relationships with other departments within the IHE and community, barriers faced by students in substance use crisis, and the IHEs available services along the continuum of care (Appendix D). The interviews were scheduled for no more than 60 minutes and conducted on Zoom. The team interviewed 13 students.

Document Review

Throughout the year, C4 worked in partnership with WSU to develop the quarterly and final reports to ensure that seed grantees were capturing details on implementation items. Specifically, seed grantees were required to report on the thirteen mandated activities required as part of their funding agreements and additional items, selected from list of twenty-one optional items. Evaluation staff reviewed quarterly and final reports to capture the extent to which grantees were implementing the required and optional activities described in Table 3.

## Analysis

The evaluation team used *MAXQDA 2022 Pro* to analyze the student and staff interviews (VERBI Software, 2021). The team developed codes based on the RE-AIM framework and evaluation and qualitative protocol questions, identifying and defining codes *a priori* but also allowing for open coding as deemed appropriate. The team worked together to code interview transcripts, meeting to examine coded text and ensuring intercoder agreement throughout the process. The team discussed emerging themes and worked iteratively, reviewing evaluation questions, and examining the data as they relate to policy and literature review content as well as data gathered through the surveys.

# Year 2 Updates

## *Policy Scan Update*

C4 conducted a brief update of federal, state, and institution level policies (enacted after June 2021) that may impact the development and sustainability of collegiate recovery programs in the State of Washington. Policy advancements included upcoming federal and state policy objectives, updates to the Pell Grant, ongoing impact of the Blake decision, dissemination of upcoming opioid settlement funding, and policies and procedures at grantee institutions that further support collegiate recovery.

### *Federal and State Government Support*

Since the publication of the Year One report, both the United States Federal and Washington State governments have expressed support for and intention to dedicate resources towards the growth of collegiate recovery efforts. In April of 2022, the White House released the *2022 National Drug Control Strategy* that addressed President Biden's priorities for curbing the opioid epidemic and supporting individuals in recovery. In addition to calls for strengthened harm reduction interventions, increased treatment accessibility, and treatment for justice-involved individuals, the administration also makes the case for collegiate recovery programs. The Biden-Harris administration seeks to increase the number of collegiate recovery programs by 25% by the year 2025 (The White House, 2022). Similarly, the State of Washington is funding and enacting increased recovery supports and services across a full continuum of care within community and campus settings (see section paragraphs below referencing specific legislation and funding sources). The State of Washington Health Care Authority (HCA) and the Division of Behavioral Health and Recovery (DBHR) are the state agencies coordinate services to help individuals and communities with problems related to the use of substances and other mental health concerns.

Advocacy groups are part of recovery support development in the State of Washington and interact with various communities, campuses, coalitions, the state legislature, and the Governor's Office. Two of these advocacy groups include the Washington Recovery Alliance (WRA) and the Washington State Association for Substance Abuse and Violence Prevention (WASAVP). Promoting pro-recovery policy is central to the WRA (n.d.) mission and is conducted through setting annual legislative priorities and direct engagement with lawmakers about legislative changes. Additionally, the WASAVP (n.d.) prioritizes support for actions, initiatives, and policies that emphasize stopping initiation of substance use, or progression toward substance use disorders. These effective actions by the federal government, the State of Washington government, and state advocacy groups are a victory for the collegiate recovery community and show promise for the expansion of the field.

### Expansion of Pell Grant Eligibility

Starting in 2023, students who are incarcerated will be able to apply for and receive Pell Grants, reversing a limitation set by the 1994 Crime Bill. The bill also restores federal aid eligibility to students with histories of drug-related convictions. This movement will decrease the financial barriers faced by students in recovery with a criminal justice history (The Institute for College Access & Success, 2022). For more information regarding federal and state policies that impact students in recovery in higher education, please see the policy scan in the Year One evaluation report.

### Ongoing Impacts of the State v. Blake Decision

In February 2021, in a case called *State v. Blake*, the Washington Supreme Court issued a decision declaring the state's main drug possession statute unconstitutional and "void." Following the Blake decision, lawmakers passed SB 5476 (WA State Legislature, n.d.), a piece of legislation that decriminalizes drug possession, though as a misdemeanor, not a felony, and stipulates that before someone can be charged with a crime, they must be diverted to services at least twice.

Following the decision, the 2021 Blake Bill was introduced, which resulted in increased funding for the behavioral healthcare system, reduced the penalty for drug possession from a gross misdemeanor to a simple misdemeanor, and mandated law enforcement to offer pre-booking referrals to assessment and services in lieu of arrest. The bill includes $88 million in new spending to expand access to treatment and recovery support services, the centerpiece of which is a new statewide Recovery Navigator Program, which will accept referrals from multiple sources, including family members, emergency departments, and law enforcement to provide case management and proactive referrals to treatment and recovery support services. This marks a major shift in how funding across the SUD continuum of care has traditionally been allocated, with funds historically focusing on treatment services only. The implications of this bill are far reaching for IHEs implementing CRS/Ss both in terms of available funding to support activities as well as the expansion of referrals and volume of students connected with recovery support services.

### Pathways to Recovery Act

Although not yet passed, the Pathways to Recovery Act, HB 1499 (WA State Legislature, n.d.) remains significant in terms of its potential to impact substance use recovery services. This bill proposes a new approach to promoting recovery and improving public safety by building a fully funded continuum of care and behavioral health system responses to individuals with substance use disorder. The act seeks to establish a substance use recovery services plan to implement measures to assist persons with substance use disorder in accessing treatment and recovery support services that are low-barrier, person-centered, informed by people with lived experience, and culturally and linguistically appropriate.

### Opioid Overdose Reversal Medication

The Washington legislature passed SB 5195 (WA State Legislature, n.d.) which takes steps to address the epidemic of opioid overdoses by increasing immediate access to naloxone, a life-saving overdose reversal drug in order to decrease the risk of long-term health effects of overdose and overdose fatalities. The law requires hospital emergency departments and many certified and licensed behavioral health settings to distribute prepackaged naloxone to individuals at risk of an opioid overdose as a means of harm reduction.

Peer Professional Certification

Peers are people in recovery from addiction or mental health conditions who receive training to work with individuals who are presently struggling with similar challenges. As of Fall 2022, HB 1865 (WA State Legislature, n.d.) is in committee. This bill addresses the behavioral health workforce shortage and expanding access to peer services by creating the profession of certified peer specialists. Currently, behavioral health peers are not a recognized profession by the Department of Health. Creating a peer certification would allow people with private insurance to access peer services for the first time. It would also allow insurance billing for peer services delivered in other settings such as emergency departments, primary care, and urgent care. Furthermore, it would create a career pathway for peers and improve the quality of peer services through uniform standards and continuing education.

Removing health care coverage barriers to accessing SUD treatment services

HB 1464 (WA State Legislature, n.d.) remains in committee and is a proposed legislative act relating to removing health care coverage barriers to accessing substance use disorder treatment services through addressing concerns such as prior authorization for the services, the medical necessity review process, minimal coverage requirement, among others.

Closure of Pharmaceutical Warehouse Distributor Tax Loophole

House Bill 2091 and Senate Bill 5952 (WA State Legislature, n.d.) were introduced in 2022 to assist in funding addiction recovery services by closing the pharmaceutical warehouse distributor tax loophole. Both bills remain in committee and closing the tax loophole will raise approximately $20 million per year. The substance use disorder continuum of care includes three distinct parts: outreach, treatment, and recovery support. The state's investment in addiction services has historically focused on treatment. Outreach and recovery support services are critical to engaging individuals with substance use disorder treatment and helping them remain in recovery after treatment completion.

Office of the Attorney General: Opioid Settlement Funds

State Attorney General Bob Ferguson announced that Washington state is expected to receive $518 million via a settlement with companies found to have played key roles in fueling the opioid epidemic, with first payments to be distributed to Washington communities on December 1, 2022 (Office of the Attorney General, 2022). The Health Care Authority and the State Opioid Coordinator are named as leads for the administration of settlement funds, through the State Opioid and Overdose Response Plan (SOORP, 2021), the associated workgroups, and the executive sponsors. The SOORP is a flexible planning structure that addresses a full continuum of substance use needs and includes Goal #5 – Support Individuals in Recovery. The SOORP Goal #5 Workgroup has provided recommendations to the State Opioid Coordinator for review, including funding for development of recovery supports in educational settings.

Grantee Institution Level Changes

In most IHEs, changes in policy and protocol (PP) can be gradual and the adoption process takes time. This too is the case regarding seed grantee attempts at policy and protocols changes in respond to recovery support provision. One seed grantee report noted:

*"While some polices are clearly outlined and easily adopted on our campus, others are not, largely because while [IHE] continues to increase in size, in many ways, it still operates like a "mom and pop" institution. Dissemination [of the PP] has been introduced to offices on campus and we have asked for*

*consistent feedback as [the PP] remains new. [IHE] is slow to adopt new policies and procedures… Outlining the SUD procedure during Recovery Ally Trainings has proven beneficial in discussing the ways in which [the IHE] is called to help when staff become aware of a student experiencing a SUD."*

Given this, there are not sweeping PP changes across the participating IHEs. Rather, the seed grantees considered the full context and process of recovery support implementation and made small or large adaptions on campus where possible.

All seed grantees made changes to the formal adoption and notation of the harm reduction approach (CollegeAIM, 2018) within IHE substance use related PPs, as opposed to an abstinence based or enforcement-based approach. While the four-year seed grantees already used a Harm Reduction framework to address substance use concerns other seed grantees began the process to review and adopt harm reduction PP seed grantees reviewed language used in PP for stigma reduction and developed non-punitive referrals for substance use concerns. Notably, the most significant PP shifts that occurred were in Harm Reduction practices on campuses, including student conduct and mental health care network referrals, new practices of on-campus distribution harm reduction tools (e.g., Narcan, Fentanyl testing strips, Deterra disposal packets used to prevent abuse and reduce overdose). Overall, the above described PP changes resulted in seed grantee campus partners being more collaborative and knowledgeable about resources on campus and the needs of students in recovery.

Four-year campuses with a history of recovery supports on campus updated PPs already in existence, strengthened inter-departmental ties and referral structures–on campus and in the community. Four-year campuses had already established campus assets in place for student care and referral (e.g., student care network, student health & counseling services), which allowed for expanded efforts beyond basic student health care to the establishment of protocols and interdepartmental relationships with academic-focused supports and services (disability access and accommodation, Registrar's Office) and community agency referrals for recovery support. For example, at WSU the recovery support staff and the ACCESS Center were able to establish a protocol for referral between the 2 services regarding students in recovery and academic accommodation and disability services.

In general, 2-year campuses had fewer campus assets in place for student care and referral. As a result, they needed to develop interdepartmental and community relationships for student in recovery care or referrals. For example, one campus did not have a formal PPs in place to address the DFSCA federal regulation of a submitting the required bi-annual report. The seed grant compliance process as well as seed grantee training and resources provided the impetus to attend to the DFSCA regulation requirements and to put a continuum of substance use supports in place.

Seed grantees who hired student staff as recovery coaches and ambassadors developed internal PPs related to addressing student disclosures during support programs, established mandatory minimum training protocols for peer recovery coaches, and development of job descriptions for paid student-staff positions. Notably, many IHEs had PPs in place prohibiting or limiting the employment of students who are in recovery and/or justice involved. Some of the seed grantees were able to take administrative steps to address this concern, including revisions to Human Resources policies. The development of paid positions and revisions to policies are especially relevant for justice involved students in recovery, who often have difficulty finding employment and career development opportunities.

# Findings

Year Two of the State of Washington Collegiate Recovery Support WSU-HCA initiative focused on continuing to establish and strengthen CRS/Ss across the State of Washington. The following section describes evaluation findings: first, we describe the elements of collegiate recovery programs implemented by seed grantees; second, we describe the reach of the seed grantees' CRS/Ss, that is, how students learned about the programs, demographics of students involved, and barriers to engaging with the CRS/Ss; third, we highlight student experiences and describe the impact of collegiate on students' social and academic experiences and recovery.

## *Elements of Collegiate Recovery Programs*

### *Conceptualization of Recovery*

As noted in the introduction to this report, there continues to be a lack of a shared definition or understanding of collegiate recovery programs among researchers, IHE administrators and staff, individuals providing collegiate recovery supports, and students. In Year One of this project, the evaluation team acknowledged that the field lacks a consistent definition of collegiate recovery and recommended that grantees create definitions for their campuses based on the student body culture. In Year Two, each IHE worked to develop definitions and mission statements. During interviews, grantees shared that they encourage students to define recovery for themselves but acknowledged that, as IHEs, they are working on creating an institutional definition and understanding of recovery. Notably, Cohort One grantees were more confident in asserting that their campus shared a similar understanding of recovery, while Cohort Two grantees were still in the process of coming to a shared understanding with others outside of their CRS/S.

Student Experiences of Recovery

> *"It means different things for different people. It could mean sobriety, harm reduction, reduced use, or a source of support in what they're going through."* – Staff, Cohort One

At the beginning of each student interview, students were asked about their perspectives and experiences of recovery. Definitions varied among students, and notably ranged from complete abstinence to recovery that embraced harm-reduction principles. The entryways into recovery varied from student to student, highlighting the many pathways that exist, including inpatient or outpatient substance use treatment, justice involvement, recovery meetings, help from family and friends, and engagement with their CRS/S. Multiple students also disclosed their health status and co-occurring issues that impacted their recovery including depression, anxiety, sexual assault, and family history of addiction. Interview participants mentioned that their recovery journey was supported by multiple pathways and most noted that they started their recovery journey through their campus CRS/S or Re-entry Navigator program.

Others started their recovery journey through a harm reduction approach, and while some remained there, others moved towards an abstinence-based recovery.

Student Relationship to Self and Lifestyle Change

All the student participants discussed recovery in relation to their self-improvement, lifestyle change, and physical health. When discussing recovery in relation to self, participants described that recovery processes encompass personal progress and wellness, daily improvement, lifelong learning and re-learning, becoming a better version of themselves, getting away from unhealthy habits and environments, and regaining self-esteem and advocating for themselves.

*"[Recovery is] a time for you to try something different, and to get a lifestyle that you can maintain and to live without drugs or alcohol… taking a different path… finding different coping mechanisms for your stress, learning how to do that through recovery."* – Jeff, Student

Student Relationships to Family and Community

The majority of student participants described that they had lost and deteriorated their relationships with family members, or they had exhausted community resources before their recovery journey started.

*"My relationships were no longer there with other people, and now I learned how to have relationship with my children and my family and other people in the community and I'm able to give back to the Community and because the community has helped me a lot."* – Jessica, Student

Implementation Activities

WSU-HCA grantee IHEs are required to implement the following thirteen activities:

1) Maintenance (Cohort One) or Development (Cohort Two) of an interdepartmental recovery support workgroup
2) Seed Grantee Virtual Learning Community (VLC) Participation
3) Community Recovery Support (CRS) Action Plan submission
4) Community and/or Campus asset mapping project
5) Annual Memberships to the Higher Education Center for Alcohol and Other Drug Misuse, Prevention, and Recovery (HECAOD); Washington Recovery Alliance (WRA), and Association of Recovery in Higher Education (ARHE)
6) Development and adoption of a formal referral policy and protocol for substance use disorder or problematic substance use
7) Campus Recovery Support Marketing and Communication
8) Drug Free Schools and Communities Act Biennial Report and Campus Recovery Services
9) Student-based recovery support group
10) Recovery Scholarships
11) State-wide Recovery Support Evaluation Project Participation
12) Quarterly Report submissions
13) Final Report and Sustainability Plan

Additionally, as shown in Table 2, IHEs also selected any number of optional grant activities. Since the total number of required items increased between Year One and Year Two (from 10 to 13), grantees were allowed to select any number of optional items.

*Table 2. Optional Items Chosen By Each State of Washington Collegiate Recovery Grant Recipient*

| ***Optional Items*** | **GU** | **GRC** | **RTC** | **SVC** | **WSU** |
|---|---|---|---|---|---|
| *1. Campus asset mapping & documentation of services/resources available* | | X | X | X | |
| *2. General training for staff, students, and faculty* | X | X | X | | X |
| *3. Specified professional training* | X | X | X | | X |
| *4. Web-based tools and technical support to assist with assessment, intervention, and referral* | | | | | |
| *5. Campus/community detox response policy and procedure* | | | | | |
| *6. Development & adoption of a "Good Samaritan" policy, protocols, and guidelines* | | | | | |
| *7. WA Prescription Drug Monitoring Program (WA PDMP)* | | | | | |
| *8. Cessation patches (Vaping and smoking)* | | | | | |
| *9. Medication/drug disposal packets* | | X | | | |
| *10. Medication disposal unit* | | | | | |
| *11. Drug take-back event or safe medication disposal programs* | | | | | |
| *12. Development of campus sober social events* | X | X | X | | X |
| *13. Development of a designated sober meeting place/space* | X | | X | | |
| *14. Collegiate Recovery Housing* | | | | | |
| *15. Campus and community marketing/communication* | | X | X | | |
| *16. Collegiate Recovery Community/Group website, social media, & related promo materials* | | | X | | |
| *17. Recovery ecosystem and inclusion: Development of recruitment & retention "pipeline"* | | X | X | X | X |
| *18. Recovery ecosystem and inclusion: Academic achievement, supports in enrollment & retention* | | X | X | X | X |
| *19. Sustainability & staff: Planning for & development of permanent university staff or GA positions* | | X | X | | |
| *20. Sustainability & staff: State of Washington Recovery Corps member placement application* | | | | | |
| *21. Seed grant staff wages (Temporary position)* | | X | X | X | X |
| *22. Other: Harm Reduction Tools and strategies* | | X | X | | |

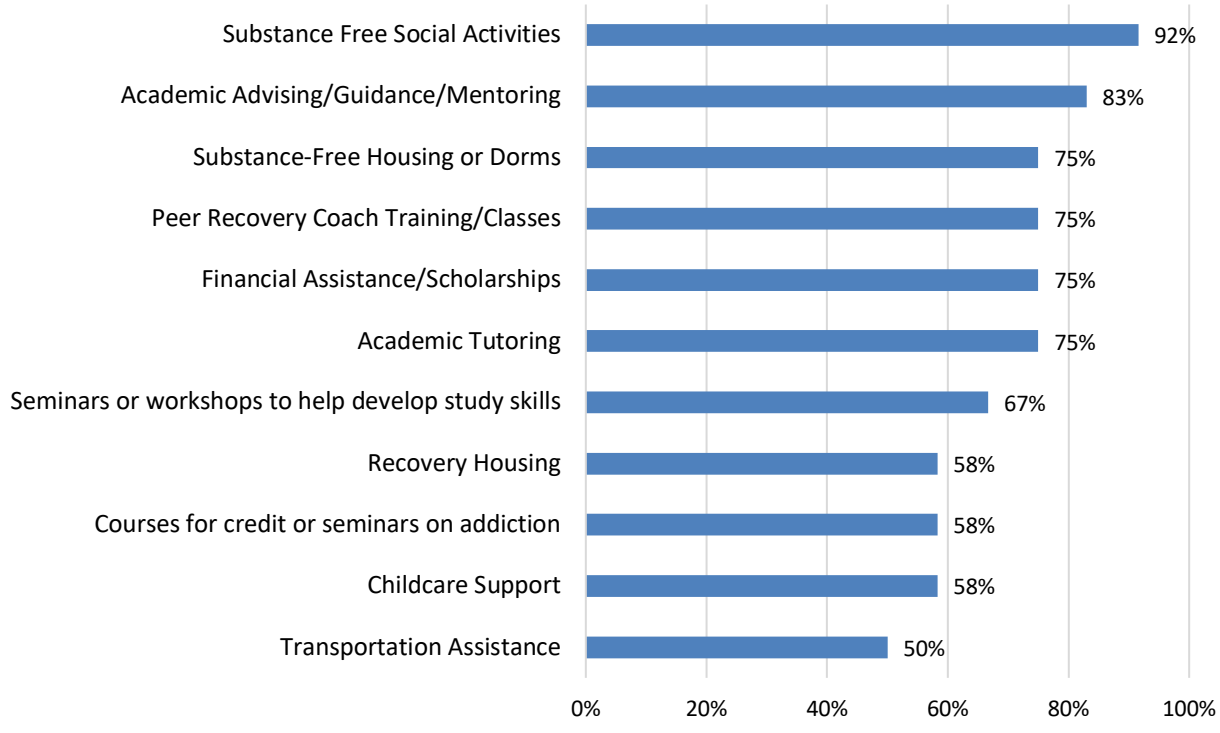
Collegiate Recovery Services need to be responsive to the needs of the students they serve, and therefore may look different for each IHE based on student body demographics, campus culture, and administrative buy-in or support for the program. Despite the variety in IHE types represented in

Cohorts 1 and 2, seed grantees mentioned several components of CRS/S that they believed were most important to be offered to students. These included dedicated spaces for meetings, CRS/S sponsored social events, informal studying and socializing, individual support for each student, and student leadership. Student responses were similar: students rated sober social activities, academic support, substance-free housing or dorms, peer recovery coach training, and financial support as the most important supports for CRS/Ss to provide (Figure 1).

All staff interviewees shared that the student voice was the most powerful tool in deciding what services and supports should be made available through their CRS/Ss. Students often express their needs through one-on-one conversations with program coordinators, recovery coaches, or graduate assistants. Staff also consulted interdepartmental workgroups, other seed grantees, and collegiate recovery literature to help inform these decisions.

> *"Students are great advocates; they don't realize how powerful they are when they ask administration to do things."* – Staff, Cohort Two

**Figure 1. Percent of students rating the need for services and supports as "Very Important or Extremely Important"**
**n=12**




Staff also emphasized the importance of helping students meet their basic living needs. CRS/Ss connected students in recovery with support in finding safe, recovery-friendly housing, financial resources to aid in food, childcare, or healthcare, and transportation stipends to support students in getting to and from off-campus recovery meetings.

> *"If basic needs aren't being met it adds so many barriers to students being able to achieve academically and feeling like they can maintain their recovery."* – Staff, Cohort One

### *Relationships help to establish and sustain CRS/Ss*

Students reported that individualized care and extra effort from the campus community and administrative staff was critical in reaching students in recovery and overcoming stigma and judgment to engage and maintain involvement in the recovery community. Having a referral system within the IHE, guidance and support from instructors, advisors, educational counselors, and other community members can help with retention and support them to continue their education successfully.

#### Relationships Within IHEs

Staff at each seed grant IHE were required to develop or maintain an interdepartmental recovery support workgroup, a community asset map, and develop or revise substance use referral policies and procedures. While the interdepartmental workgroups and policy development/revisal processes looked different across IHEs, all grantee staff mentioned that the work was valuable in helping them to identify people who are in or supportive of recovery and to build partnerships across administrative and academic departments.

Seed grantees acknowledged that time constraints and conflicting schedules made it difficult to convene their interdepartmental group on a regular basis. Grantee staff made adaptations to the group structure, which included developing an "advisory board" or "consultation committee" that provided high-level guidance and feedback on individual initiatives or creating a "stakeholder group" that allowed staff to engage with individuals off campus and adapt to varying levels of administrative support. Other IHEs created sub-committees to move forward specific initiatives. These interdepartmental groups included staff members from different academic departments, the Financial Aid Department, Academic Advising, the Office of Health Promotion, and the Counseling Center. Two grantees sought to include students in their groups, however scheduling challenges continued to be a barrier to creating a fully integrated student-faculty group.

These groups were not only able to advise on services offered to students, but also helped create a more consistent definition and understanding of recovery on campus. All grantees valued having support from other departments at their IHEs or organizations in their community, regardless of the structure of their group or how frequently they were able to convene.

#### Relationships Within the Community

When CRS/Ss did not have the resources or capability to support students, they connected students with other departments in the IHE or other organizations within the community. As part of their grant requirements, each CRS/S created community asset maps that included off-campus supports available for students. These off-campus supports ranged from AA/NA meetings, in-patient or out-patient treatment options, faith-based services, resources for justice-involved individuals, and co-occurring mental health treatment services. As grantees were located across the state, they each faced unique challenges in building out their maps. Barriers included finding culturally relevant services, support specific to non-traditional age students, resources that are accessible by public transportation or walking, and, during the height of the pandemic, services that were operating in person.

Many staff remarked in the interviews and quarterly reports that building relationships with other departments or community organizations was a difficult and time-consuming process. As both IHEs and organizations are short-staffed, collegiate recovery staff often had trouble getting in contact with community organizations to build those relationships.

Relationships with Other IHEs

WSU held monthly Virtual Learning Communities (VLCs), where representatives from all grantees met and engaged in co-learning and information sharing. Grantee staff overwhelmingly shared that the most valuable aspect of these VLCs is connecting with and learning from others. Notably, Cohort Two grantees remarked that they appreciated hearing about the successes and challenges that Cohort One faced in their first year and appreciated troubleshooting together.

*"Hearing from other IHE about what they are doing, what is working, and what their challenges have been helps the [our] team envision what might be possible and helps us avoid pitfalls."* – Staff, Cohort One

### *Supports, services, resources, and expertise*

During Year One of the WSU-HCA initiative, the Cohort One seed grantees identified adequate counseling services, dedicated recovery/sober safe spaces, activities, and housing as key elements needed to offer to students as part of a CRS/S. Additionally, staff stressed the importance of academic support including disability services, advising and tutoring, support from peers/individuals in recovery (both students and staff or faculty), accommodations for students seeking treatment, and access to student health services.

Most students interviewed expressed that they frequently attended the social, educational, and other events and activities offered by their CRS/S. Many students were also student employees hired by their CRS/Ss specifically for recovery community development (See section on ***Impact of Collegiate Recovery Services*** *on* page 43 for full description).

Scholarships

As part of their grant requirements, CRS/Ss also offered student scholarships. These scholarships not only provide financial assistance to students in recovery, but they were also a signal of recognition and acknowledgment of the ongoing challenges of practicing recovery and attaining academic success. Table 3 shows the information about the number of scholarship applications received, eligible, and students who received scholarships.

*"The recovery scholarships are something that is really important to us. I think it goes a long way toward creating a culture where this is not only recognized and accepted and talked about, but recovery is honored and rewarded."* – Staff, Cohort Two

***Table 3. Seed Grantee Scholarships***

| *Seed Grantee* | **Number of scholarship applications received** | **Number of students receiving scholarships** |
|---|---|---|
| *Green River College* | 9 | 7 |
| *Gonzaga University* | 5 | 5 |
| *Renton Technical College* | 5 | 5 |
| *Skagit Valley College* | 32 | 23 |
| *Washington State University* | 3 | 3 |

Some grantees noted that the requirement for eligible scholarship recipients to be Washington State residents was a barrier to awarding as many scholarships as they had hoped. Additionally, one seed grantee mentioned that this requirement provided a barrier to providing support to two indigenous students who are members of tribal nations located in other states. Following this feedback, HCA and WSU shifted the scholarship eligibility to all students, including state residents, non-state residents, and international students. This change will allow for a more diverse population of students to be awarded recovery scholarships in the upcoming academic year.

The availability of the scholarships not only helped spread the word about their CRS/S, but also provided opportunities for students in recovery to either continue their engagement with the CRS/S or provide a gateway for students to learn about and become consistent participants. Some grantees required that scholarship recipients maintain some form of participation in the collegiate recovery community, which often included attending all-recovery meetings and other CRS/S events. Similarly, other incentivized opportunities for students to become involved in their CRS/S such as access to work-study positions and professional certifications through the certified peer recovery coach trainings and opportunities for housing vouchers, food, and other basic needs, provided additional ways for students who are in recovery or interested in recovery to learn about and become a part of their CRS/S.

Structure of Collegiate Recovery Services and Supports

Each grantee's CRS/Ss were situated differently with their respective student affairs departments, depending on administrative support, university type and structure, as well as available staffing. (See ***individual IHE descriptions*** on page 16). Although many staff agreed that student-run clubs can be viewed by students as more welcoming than university supported services, being identified as a campus support can come with many benefits. These may include long term stability in the quality, number, and type of supports offered, stable funding for administrative/programmatic needs (staff salaries) as well as student-focused needs (scholarships and other personal/academic supports), additional referral pathways from campus and community sources, and the ability to join student orientation and recruitment events reserved for campus resources. All CRS/Ss primarily were run by existing IHE staff, who often took on these responsibilities in addition to their existing work. Using the seed grant funding, each grantee hired additional staff for program implementation, ranging from part-time undergraduate and graduate student positions to part time recovery coaches.

Notably, both Cohort Two seed grantees—RTC and SVC—purposefully imbedded their respective CRS/Ss within the Navigator or Community Reentry Programs for justice-involved students. Instead of offering broad-based recovery supports to the whole campus, these IHEs flipped the structure of their CRS/Ss to

first focus on a specific campus population and then to expand supports more broadly as the program grew and stabilized. This type of structure and CRC/S placement was utilized to address ongoing concerns about student recruitment and the lengthy amount of time needed to build up a recovery community on campus that occurs when CRS/Ss are broadly marketed and offered to the general student population (Vest et al., 2021; Jones, 2018). Additionally, this placement structure is doubly strategic in addressing the disproportionate number of persons in recovery within the justice-involved population as well as targeting social justice concerns and basic needs of historically marginalized student groups (Custer, 2018; Vilsaint et al., 2019; Wagner and Baldwin, 2020). Strategically targeting campus populations that have a disproportionate representation of students in recovery and those impacted by social justice concerns, can address risks of disenrollment, lack of academic achievement, or foregoing the pursuit of higher education altogether (Arria et al., 2013; McLeod et al., 2021; Mojtabai et al., 2015).

Despite both IHEs strategically focusing efforts on the justice-involved student in recovery population, the structural and developmental differences within the two Navigator and Community Reentry Programs significantly impacted (1) the speed of support implementation (e.g. All recovery meetings, scholarships), (2) number of student referrals and recruitment into the campus recovery community, (3) the ability of staff to take on the additional tasks of recovery support services within their already existing duties, (4) as well as the ability to address the basic needs of students in recovery through cross-departmental referral and services (e.g. Housing insecurity, co-occurring mental health issues, transportation needs).

Notably, the two IHEs who had Reentry programs had different outcomes at the end of grant year. One retained their CRS/S within the Community Reentry Programs. The other adapted their administrative structure and implementation to re-locate the CRS/S to within the Department of Workforce Education and Grants department. This transfer connected the CRS/S seed grant funding with another grant (The Supporting Students Experiencing Homelessness Grant), ensuring that students in recovery could access even more resources and services. RTC continued to work with the Reentry program, through referrals and the recovery support workgroup. This shift in Renton Technical College CRS/S structure effectively addressed the four (4) impacts and concerns listed in the previous paragraph.

Purposefully imbedding CRS/Ss within programs for justice-involved students can quickly and effectively recruit students into a campus recovery community and pragmatically, efficiently, and effectively respond to the needs of students in recovery through the adaption or retention of different CRS/S administrative structures and implementation processes.

## *Reach of Collegiate Recovery Services and Supports*

The number of students in recovery attending CRS/S events and activities varied based on a number of contextual factors, including COVID-19 related campus closures, changes to staffing, ease of recruitment, and the overall level of development of the campus CRS/Ss. Further, capturing reach in actual numbers continues to be a challenge due to the nature of the services offered under the CRS/Ss, such as offering social events or creating safe and inclusive spaces for programming, and not requiring students to sign in. In Year Three, the

evaluation team will work with WSU and grantees to establish a process for better estimating the "actual use" or estimated reach of some of the CRS/S services.

### *CRS/Ss as reflections of student populations*

In interviews, IHE staff indicated that diversity and representation within their CRS/Ss varied. Two schools specifically stated they felt their groups were representational of their IHE at large while one school felt their CRS/S was representative of their student population in all ways except age, with CRS/S students tending to be older (late 20's to 40's) than the broader student population. Despite this, the majority of students interviewed noted that they were appreciative of the diversity that did exist within their CRS/S. They noted the diversity in gender, major, and pathways of recovery. One student remarked that despite their differences, they all struggle with alcohol and drugs and were working towards improving their lives.

### *Barriers to connecting with students*

During Year One, Cohort One staff described a lack of knowledge about collegiate recovery and recovery support services at all levels of the IHE (from administration, faculty, and staff to students). They mentioned that information was promoted during new student orientation, but was often limited and, in many cases, just pointed students to a page on the IHEs website. Grantees also mentioned that students needed to be savvy and persistent when speaking to different departments about support available, as many staff would point them in the wrong direction or provide incorrect information. During Year Two, seed grantee staff noted that the grant funding and the requirement of developing an interdepartmental workgroup had helped spread the word about recovery in general, the CRS/S, and the services and supports available at their institution and within the broader community. Publicizing the CRS/S through social events (whether sponsored by the CRS/S or a table at a campus fair), advertising on social media, and other methods not only informed other students of the existence of the CRS/S, but faculty and staff as well.

All student participants noted that they had not experienced any barriers in connecting with their campus collegiate recovery services and supports. Based on their previous experiences and observations, they discussed some of the potential barriers that, in general, students in recovery can experience in connecting with and participating in CRS/Ss. These potential barriers include the (1) lack of knowledge about the recovery supports on their campus, (2) lack of connection to campus community, (3) stigma and judgement around recovery and addiction, (4) the social impacts of COVID pandemic and general isolation from the campus and community, and (5) conflicting family, work, and school priorities. These barriers were also cited by staff in interviews and quarterly/final reports. As part of their grant requirements, each IHE is reviewing and adapting policies, protocols, and procedures to reduce the barriers students encounter in a substance use crisis (see ***Policy and Protocol*** section, Grantee Institution Level Changes subsection on page 28).

*"I have so many classmates that are in recovery, and I mean so many, and I am so grateful to be a part of [the community] and I've known these people who are also going through their journey of being in recovery and going to school and those are hard decisions to make for an addict or recovering addict…. But even speaking with them, some of them didn't realize that the school had resources for them, and I think that's unfortunate. So, I'd like to see it put out there as a positive thing that, you know, this school supports this…. There's a lot of addicts out there who want to go back to school and need that support, need those resources."* —Ana, Student

The student participants discussed their willingness to raise awareness about the recovery supports and services on their campuses. Students play an active role in disseminating the information and engaging with their peers about recovery and recovery supports. As noted by one student, the lack of knowledge about the campus recovery resources can have an impact student recruitment and retention as well as successful graduation.

Some students at two-year colleges mentioned that a lack of connection to the larger campus community was one of the barriers to learn about the campus resources including collegiate recovery supports, which is exacerbated by the pandemic. These students noted that this disconnect may be because they were non-traditional college students and commuters and did not utilize campus resources as easily or as often as four-year students. Notably, commuter students expressed their preference to utilize virtual and online resources, such as attending recovery meetings online. Additionally, the two-year degree time-period created less time to engage and build relationships with students. One Cohort Two grantee was able to build upon their existing Re-entry Navigator program for students who were previously incarcerated, which provided them with a strong starting point from which to recruit and engage students.

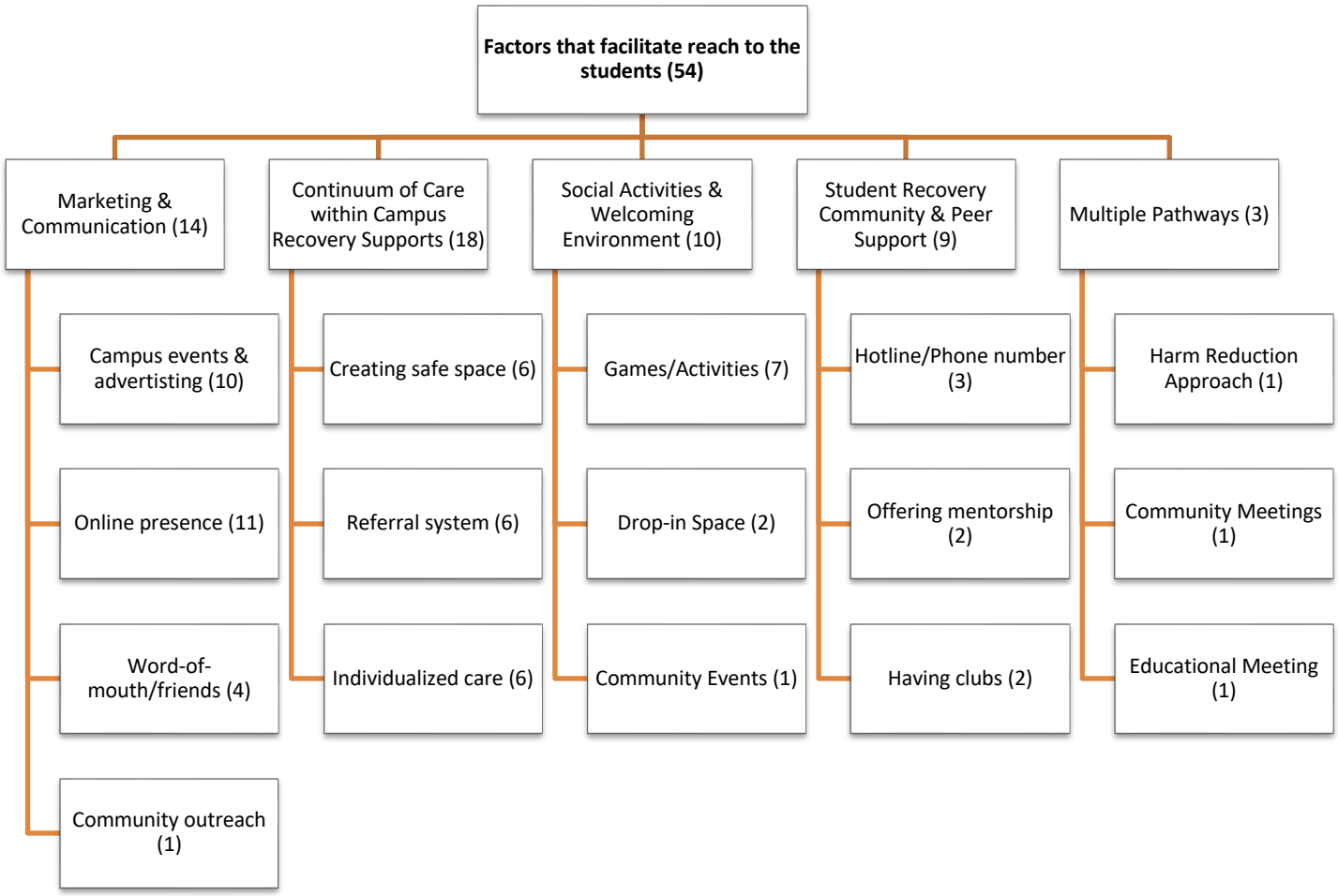
Most students discussed the context of COVID-19 pandemic and post-lockdown social anxiety as a barrier to connect and engage with the collegiate recovery community. During the pandemic, student recruitment, marketing, and communication, recovery meetings, and activities had to be re-designed to accommodate this landscape. Strong online presence became a solution to overcome the barriers of isolation and community disconnection.

*"If I didn't have the support, I would have never come back to school…. I was on my last class before I graduated… and then [my instructor] found out that I was going to meetings…. I was treated really bad by her at my last class, and she kicked me out of the class…. After that, I just kind of walked away and wasn't ever going to go back to school. And now, somebody that was in [the recovery club] brought me back, and I felt supported. So that wouldn't have even been a thing for me, going back to school."* — Jessica, Student

All students cited the stigma and judgement surrounding addiction and recovery. The majority of the students were stable in their recovery and outspoken about their experiences, but acknowledged that, for those in early stages of their recovery, societal stigmatization and peer judgement discourage help-seeking, thus limiting access to access to services and support. They also noted that stigma and judgement can result in students leaving school or delaying their return to school. Student participants noted the importance of discussing and approaching the topic of recovery in subtle ways with new students. It can be that a student is not comfortable of disclosing their recovery status and discussing it openly with their fellow classmates or peers and instructors.

*"Unfortunately, a lot of people have a hard time sharing openly because they feel like they're going to be judged, for some reason, but we never judge anybody that shows up there, as long as you show up and you say what you want to say then we're more than happy to listen and understand what you're going through." —Cactus, Student*

Factors that facilitate reach to students




Student interviewees students extensively spoke about effective methods of outreach engagement on their campus. There were 5 themes about what facilitated CRS/Ss reach:

- *Continuum of Care within Campus Recovery Supports,*
- *Student Recovery Community and Peer Support,*
- *Social Activities and Welcoming Environment,*
- *Offering Multiple Pathways, and*
- *Marketing and Communication.*

> *"Some people don't reach out, because they don't want other people to know but they're really crying for help, so just having a way for people to do that without others knowing and just having a safe place, you know to call or text or email or a voice to hear, I think it's really important." – Kelsey, Student*

***Continuum of Care within Campus Recovery Supports***

All students remarked that the individualized care and clear demonstration of effort by the campus community and administrative staff to engage and support students in recovery. A strong referral system within the college, support from faculty and staff, and other college communities can help with the retention and support them to continue their education successfully.

Student participants shared the best ways to reach out to other students in recovery on their college campuses based on their own experiences (For specific examples see ***Code Map 1. Factors that Facilitate Reach to the Students***). Student participants also mentioned the value of community outreach and dissemination to further build out the campus recovery community.

Students and faculty both highlighted the importance of creating stigma free or welcoming environment, safe spaces, and destigmatizing recovery, engaging peer recovery coaches and mentors as a way of engaging students in early stages of recovery, or who are contemplating recovery. (See the sections on ***Social Activities and Welcoming Environment*** on page 42 and ***Stigma and Judgment*** on page 44 for details.)

**Recovery Community and Peer Support**

Seed grantees and students both recognized the importance of creating and fostering recovery communities and peer support. As campuses hired and trained recovery coaches and peer mentors, student participants highlighted the importance of recovery coaching and mentorship. Students appreciated proactive support and student recruitment, having a hotline/phone number for support, and having student-based recovery clubs are some of the effective ways to create recovery community and peer support. Often, recovery is a lonely process due to the changes in how, where, and with whom one socializes. Student participants noted that, if one does not have a recovery community, one can become isolated, and it becomes harder to seek or ask for help. In these circumstances, there is a risk of returning to substance use and other related harms.

> *"I would just stress the importance of having peers as recovery coaches, rather than allies, people with that lived experience. I know, when I was new in recovery, there were others telling me what I should do, there were counselors, other professionals and I found that I did not trust any of them as they hadn't experienced addiction. So just having that connection with someone who has been through a book or knows what has worked for them and can share their experience. I guess just in terms of the recovery coaches, just finding people who can connect and then relate." —Olivia, Student*

**Social Activities and Welcoming Environment**

Offering social activities and creating welcoming environments is one key way to reach students who are in recovery or contemplating recovery. Offering harm reduction strategies and multiple opportunities to socialize in fun and engaging activities without substance use can help to interest other students who are contemplating recovery. Students and staff highlighted the importance of introducing free, consistently available activities that that individuals in recovery can do on their own or with their families and friends. Having a dedicated space for socialization also can contribute to the recruitment and engagement of students, allies, and family members. Student participants described these types of activities as things that have the potential to make the path of recovery seem cool and socializing without substance use as normal.

*"…I forgot what it was like to actually just engage in normal things…just even going to a movie or even just going and spending the day at the beach. Because you're just so immersed into [drug culture], you just forget how to live again, and if we were* to *start doing activities things like going and hanging out at the beach or renting a campsite for the day and play[ing] volleyball… I think it's important to be engaging in activities that they can actually do by themselves if they aren't with the group, they can actually do this with their family…. It could give them ideas of fun things that they can do on their own*."
– Kelsey, Student

Offering Multiple Pathways To and Of Recovery

Student participants reported multiple pathways *to* their own recovery including treatment, justice involvement, recovery meetings, through supports from educational institutions, and through support of family and friends.

Student participants discussed the importance of CRS/Ss being inclusive of various pathways *of* recovery and backgrounds in order to engage more students in the recovery community on their campus. Staff echoed this, emphasizing their dedication to communicating these ideals with the rest of the student body (Pathways of recovery can include harm reduction, abstinence-based, spiritual, SMART recovery, Natural recovery, active lifestyles, and medication supported recovery). Staff noted that some students are more inclined to join campus recovery communities when they learn that sobriety is not a requirement of membership.

**Marketing and communication**

Marketing and communication are important elements of raising awareness about campus recovery resources and reaching and engaging students in recovery. Each seed grantee took a unique approach to recruitment of students based on the needs and culture of their IHE. Many IHEs connected with specific staff, faculty, and departments across campus, including academic departments, student affairs, counseling, conduct, housing, admissions, and financial aid. Some grantees hung flyers throughout their campuses, while others relied on word-of-mouth for advertisement. Students identified a range of effective marketing tools utilized by their CRS/S, including community outreach, regular email communication, online presence and social media outlets, representation in different campus events and fairs, dissemination of posters and flyers on campus, branding merchandise and swag, and word of mouth and referral from friends.

Social media promotion was consistently identified as the strongest method of recruitment by grantees and students (see individual campus social media links in the ***Seed Grantee Descriptions*** on page 16). Grantees market and create community on Instagram and Facebook through posts describing upcoming events, Instagram Reels and Stories, and TikTok. Grantee staff (including student employees) created content and connected with current and incoming students through direct messages and comments. Having strong online presence and communication (webpage, social media, email communication) helped students and/or parents to easily find information about the recovery services on campuses prior to applying or find contact information of staff to ask questions. Using social media as a recruitment and engagement tool varied widely across campuses, most notably by IHE type. One Cohort Two school remarked that as the majority of their students were not traditional college-aged students, students generally used social media to a lesser extent, and word of mouth and emails tended to be better marketing methods. Instead, social media was a tool for the schools' marketing team to be kept in the loop about events and activities so they could use it in their broader marketing and recruitment of the school.

## *Impact of Collegiate Recovery Services and Supports*

Overall, the student participants noted that CRS/Ss have an impact in their recovery by (1) supporting them in different stages of their

recovery, (2) retention or maintenance of their recovery, (3) improvement of their well-being, (4) holding them accountable in their recovery, and (5) providing professional help and peer support. CRS/Ss create a recovery environment by proactively fostering community building, and peer support.

Stigma and Judgment

The impact of CRS/Ss on students' lives was enhanced through the judgement and stigma free recovery community environment, which contributed to the creation of social connections, a sense of normalcy, positive recovery identity development, and community bonding. Students highlighted that receiving and providing peer support, receiving support from CRS/S staff members and re-entry program coordinators were extremely beneficial throughout their education. This support helped students to navigate the college and courses, access college and community resources, help with their retention and graduation, and help to strengthen students' recovery practice. Seed grantees also shared that just being a presence on campus was beneficial to the entire student body, whether or not they regularly engage in the community. Their presence helped to reduce stigma and increase knowledge about recovery.

Getting involved in CRS/Ss also impacts the students' overall sense of connection with their respective colleges, fosters social bonding between students, and builds an affiliated community of students in recovery. Peers in recovery—who come with lived experiences, who have made significant changes in their own lives, and who are committed to continue to make positive changes—can help to build trust among other students, who are early in their recovery or contemplating recovery. Further, their work as peers and connection with CRS/S staff helped to strengthen their recovery identity and hold themselves accountable to continue on their path of recovery.

> *"Students in recovery who meet with other departments are being told that there [are] recovery supports available. They are being validated and seen and are hearing that the college cares about their experience. As a person, when I'm meeting with a professional and they say "we have a program for this exact need that you're talking about" it makes me feel like I'm welcome even if I never access that need." —Staff, Cohort One*

Recovery and Academic Success

Students described recovery as being the foundation for all other life decisions. They unequivocally state that there is an interaction between their education and their recovery, in that one supports the other. Further, the decision to continue their education and returning to college is a path of and to recovery. While individual recovery practice is a means for one to have the ability to focus, fully attend, and retain knowledge, it is the pursuit of an education that gives the students a sense of purpose in their lives. Students described a commitment to education—along with the help of their collegiate recovery community and peers—is what helps them to persevere and succeed academically and personally. In challenging times, the students in recovery reiterated the importance of connecting with their peers in recovery. Furthermore, getting involved in the recovery community and CRS/Ss helped them to self-advocate, build relationships with their professors, and develop accountability in their own process of recovery and education.

*"When I first came to this college, and started going to class, …. I found myself trying to start again, and I had no idea. All I knew, is that I needed to stay, and I needed to go to school, because that was a roof over my head. I chose this major because that has given me an outlet for my recovery and the time I needed to heal. I feel like I have a voice now…I'd lost my voice in my addiction. And so, my education and my recovery go hand in hand. There's no way to separate the two at this point. If I didn't have my education supporting me, I don't know where I would have been."* —Jess, Student

Students' Involvement in Developing CRS/Ss

Since most of the interviewed students in recovery were also student employees of their CRS/S, they were closely involved in the planning and implementation of activities, marketing of resources, and initial development of their social media and online presence. The student participants reported that they felt proud to be the face of the recovery for their campus and described their commitment to implementing recovery supports and programs. Student participants noted that their lived recovery experience, combined with the formal peer recovery coach training, makes them an asset and a valuable addition to the CRS/Ss teams.

Some interview participants mentioned they experienced homelessness or housing insecurity. As a part of their CRS/Ss involvement, some of student participants did outreach and community service to the homeless and housing insecure population on their campus.

> *"Homeless outreach is something that I do a lot of. I think that would be fun for our group to do, whether it's making some meals together, sandwiches, getting little snack bags together or hygiene packs together and just going out and delivering those who are homeless population [in our town]. That is something that we're working towards right now." —Emma, Student*

### *Students' Engagement in CRS/S Activities*

The majority of the student participants reported frequent and regular attendance at the social, educational, and other events and activities offered by their respective CRS/S. The students mentioned attending or planning to attend different social events including art nights, concerts, in-person and virtual recovery meetings, community lunches and gatherings, annual graduation celebrations and so on. Although some of the students are involved and engaged in the CRS/Ss activities as a part of their student jobs, these social opportunities give sense of community and help build relationships and camaraderie. Offering virtual options for meetings also helped students to maintain social engagement during the pandemic. Other socialization opportunities that student participants expressed interest in were outdoors events such as hiking, going to a theater or concerts with the recovery group, as well as writing, journaling, and goal-setting workshops.

### *Recovery Capital*

The needs of CRS/Ss can be understood within a recovery capital model. Students were able to articulate how CRS/Ss impacted their personal and educational capital, community capital, and financial capital (Best et al., 2017; Best & Hennesy, 2021; Best & Iver, 2022; Rettie, 2018; Palombi et al., 2022; Worfler, 2016). Students expressed the multifaceted impact of CRS/S on their lives during interviews.

The majority of the student participants described that educational and career supports are extremely important for students in recovery. They discussed the importance of access to academic advising and tutoring, seminars to help develop study skills, courses on addiction and recovery coach training under this theme. Student interviewees stated that another reason to use existing seed grantee campus resources was the consistent quality of the advising and tutoring. On the other hand, student participants described judgement and stigma in response to the experience of recovery as one of the reasons for hesitancy in asking others for assistance or supports.

*"It would be nice too if there were academic tutoring centers or at least help the people that are still going to be in school. I am graduating soon, so I probably won't use stuff like that. ... [F]or the future of the program that those would definitely be beneficial, because if you come in and talk with people that are like minded and they will be judgment-free. If you do have troubles with stuff, they won't kind of look down on you as being superior because they understand stuff. They understand that it might take a little*

*longer for some people in recovery to get comfortable asking for help and being able to use that help, especially advising and tutoring." —Jeff, Student*

The student participants developed a sense of commitment within their recovery work to positively impact others within their community, which goes beyond their own college experience and academic pursuits. The students mentioned that getting formally trained as peer recovery coaches and the knowledge they gain through collegiate recovery programs will support their ability to create change and impact in other people's life beyond graduation. The investment of the seed grantee CRS/Ss in the training and professional development of the students in recovery gave these students the opportunity to gain knowledge, have purpose, and use their lived experience to make changes in other people's lives.

*"I value my experiences…immensely and they have invested in my education. [It has given] me an opportunity and opened doors for me by allowing me to go to Association of Recovery in Higher Education (ARHE) conferences and Washington Recovery Alliance (WRA) conferences. I get the experience of what it's like to both be an advocate for recovery and also learn how to, you know, help others—to lift them up and into recovery and strengthen their recovery as a recovery coach. That's not something that I would have been able to do on my own necessarily, both financially and to maintain my recovery. …I wouldn't have thought it out, because I didn't know it existed. In the fact that [I am] part of this bigger movement towards recovery on a national state* scale is amazing. And it's given me purpose, it's given me more value to my life and offered sustainability." —Jess, Student

Students also described their related and interacting needs regarding community capital development including supports groups for parents in recovery, getting connected with other college campuses offering recovery services, and networking with their peers in recovery. This theme was substantial among non-traditional student participants that constituted the majority of the sample.

*"I think it's really important for all of the colleges in like Washington State to somehow be able to collaborate and be able to like support one another because, even if it's not at the same college like we all want the same underlying outcome, which is further to be you know healthier students that are going to be able to flourish and have a successful time and outcome at their college." —Kelsey, Student*

### *Quality of Life*

CRS/Ss create a campus environment where students in recovery can feel safe from judgment and receive support from staff and their peers in recovery. Student interviewees valued the consistent resources and community supports provided by their CRS/Ss and agreed that this support strengthened their recovery and helped them work through hardships. This finding was echoed by staff—interviewees mentioned that several students "dropped-in" to their recovery center or recovery houses for support.

In addition to the sense of community the CRS/S provided, students reported the impact of their CRS/S involvement went beyond their college life. For example, becoming trained as a peer recovery coach and the knowledge they gained through the CRS/S would support their ability to impact other peoples' lives beyond college graduation. This investment in the form of training and professional development for students in recovery gave them an opportunity to expand their vision, gave them purpose, and use their lived experience to make changes in other people's lives.

Seed grantee staff were asked if they could provide examples of how students in recovery were flourishing academically, socially, and/or professionally. Staff shared a wide variety of examples ranging from students socializing and hanging out in the dedicated CRS/S space to socialize, do homework, sharing social media, and build community. Staff mentioned seeing students gain confidence by having their identity validated and because students had their recovery in check, they were able to focus on their academic goals.

> *"There are students who feel a sense of pride and that their identity is validated…I think students like that we are making it very visible and normal on campus." —Staff, Cohort Two*

## *Sustainability*

The most important component of creating sustainable CRS/Ss is finding a secure funding source. Both Cohort One and Cohort Two grantees are reliant on the seed grant funding. Several CRS/Ss are receiving some supplemental funding from student fees, which are dependent on student enrollment and are determined by yearly budget allocations. Staff shared that ideally, they would receive consistent funding from their IHE, however there are many barriers to securing this type of funding. One Cohort One staff member stated that "it's hard for administrators to delegate funds until they see a community," but it's difficult to estimate how many students will utilize and benefit from CRS/Ss in any given year. Administrators need to make the difficult decision of deciding what support services to allocate their limited funding to, and often opt to fund services that they are confident will serve a high proportion of students.

Although funding is important, there are several other actions that seed grantees are taking to build the sustainability of their CRS/Ss. During Year Two, several grantees held events and promoted them to the entire student population. Events included potlucks, recovery education events and presentations, wellness fairs, and art nights. These activities attract a wide variety of guests, including administrators, financial aid staff, counselors, community members, and students who don't identify as being in recovery. These activities serve several purposes. In addition to providing students in recovery with a needed support, they also increase awareness of the CRS/Ss, decrease stigma, and demonstrate the value of CRS/Ss on campus. This builds a community of individuals who are aware of and see the importance of CRS/Ss, and can encourage administration to continue to support these efforts.

### *Sustainability Activities & Planning*

At the time of the staff interviews, staff remarked that they were unsure about sustainability planning, citing the time and energy of searching for consistent funding, building relationships with administrators, and otherwise working to further embed the CRS/Ss as an ongoing support for students. Several conversations about creating a sustainability plan occurred during the spring, and at the time of their final report, staff identified key goals for the following year. Grantees will connect with other supports on and off campus, build out asset maps, and foster additional interdepartmental relationships. Staff will continue to build their communities by doing more on and off campus outreach, promoting student leadership and recruitment, and advertising scholarships.

Grantees are beginning to think creatively about ways to provide continued support for students in recovery, even without dedicated funding for CRS/Ss. One seed grantee is collaborating with another department on campus that has received a grant to support students experiencing homelessness. Part of this funding will be used to promote recovery services on campus, as stable housing and recovery can, and often do, go hand and hand. By "braiding in recovery services with other initiatives," this campus is ensuring that students in recovery can continue to receive support. Another seed grantee is

working to create a student government position related to recovery, which would provide a consistent, direct line of communication between students in recovery and the administration.

# Mapping Findings to RE-AIM & PRISM

*RE-AIM*

In an effort to understand and organize the evaluation findings within the RE-AIM framework, the table below describes high-level evaluation takeaways mapped to RE-AIM dimensions, with considerations for changes in evaluation activities in Year 3.

| **Table X. RE-AIM Dimensions, Definitions, Findings, and Considerations for Year 3** | |
|---|---|
| **Dimension** | **Definition** |
| **REACH** | The absolute number, proportion, and representativeness of individuals willing to participate in a given initiative. |
| • Demographics and representativeness – information about student bodies and how they differ<br>• Rapid fire methods for reach: Instagram (and other social media), tabling, canvassing<br>• Methods of recruitment: referral strategies from community, within IHEs, word-of-mouth | |
| **REACH Considerations for Year 3:** Monitoring of quarterly reports to ensure reach numbers are being reported; more guidance to grantees; development of an "actual use" (slice) reach estimate | |
| **EFFECTIVENESS** | The impact of an intervention on important outcomes, including potential negative effects, quality of life, and economic outcomes. |
| • Synthesis of impact stories<br>• Quality of life impact<br>• Stability in housing/food/childcare related to QOL and economic outcomes<br>• Relationship to scholarships | |
| **EFFECTIVENESS Considerations for Year 3**: As potential to collect pre/post data from students involved is unlikely and has limited feasibility, semi-quantitative data on impact can be collected qualitatively through interviews with students | |
| **ADOPTION** | The absolute number, proportion, and representativeness of settings and intervention agents who are willing to initiate a program. |
| • In simple terms, number of schools adopting CRS/Ss<br>• Extent to which there is collaboration across departments, workgroups and who is on them (sports, Greek life, different disciplines, departments, etc.).<br>• Relationships with community organizations and use of asset maps<br>• Buy-in with administrators and other key stakeholders | |
| **ADOPTION Considerations for Year 3:** Interviews with administrators, aggregated visual of asset maps and how each IHE is connected within the community | |
| **IMPLEMENTATION** | At the setting level, implementation refers to the intervention agents' fidelity to the various elements of an intervention's protocol. |
| • Summary of implementation details mapped to required and optional elements<br>• Completion of requirements "on time," as noted by PI<br>• Summary of barriers to implementation | |
| **IMPLEMENTATION Considerations for Year 3:** Better design and use of semi-quantitative self-report assessments on implementation factors with each grantee | |

| **MAINTENANCE** | The extent to which a program becomes part of the routine organizational practices. |
|---|---|
| • Sustainability planning<br>• Elements that support sustainability and maintenance: relationships with community, administrators, inter-departmental relationships, etc.; relationships with community organizations, clubs, other organizations on campus help with sustainability and maintenance<br>• Written policies and procedures, strengthening of referral pathways; structure within IHE (i.e. where housed, etc.)<br>• Strengthening of presence/social media/etc. | |
| **MAINTENANCE Considerations for Year 3:** Work with grantees to utilize sustainability assessment tool and report findings in aggregate; create sustainability planning tool for grantees | |

## *PRISM*

A cross-site evaluation of collegiate recovery programs presents challenges in generalizability given the vast range of institutional contextual factors that influence implementation, such as resources, organizational climate, workflow, policies, administrative support, infrastructure, and inter-departmental and student dynamics. However, the PRISM framework is a key process model that can be used to understand the contextual factors that influence the RE-AIM implementation outcomes among seed grantees.

| **PRISM Domain** | | **Examples of Pre-Identified Contextual Factors and Evaluation Prompts** | **Evaluation Activity** |
|---|---|---|---|
| Intervention | Organizational Perspective | Have the barriers that students in recovery experience changed since last year? What has your IHE done to remedy some of the barriers identified last year? What barriers do they currently encounter?<br><br>What resources are currently available or will be in the near future at your IHE, either through your CRS/S or other departments on campus | Staff Interviews<br><br>Final Reports |
| | Student Perspective | Have you experienced any challenges or barriers to participating in any collegiate recovery supports or activities? Please explain.<br><br>Are you involved with your CRS/S to the amount that you want to be involved? Would you like to be involved more or less? | Student Interviews |
| Recipients | Organizational Characteristics | What efforts, if any, did your campus undertake to **encourage health equity and the participation of a diverse group** of students, staff and faculty in recovery support? | Quarterly Reports<br><br>Final Reports |
| | Student Characteristics | Demographics | Student and Staff Interviews |
| Implementation and Sustainability Infrastructure | | Overall, how will/ do the actions taken and accomplishments noted in this progress report inform and work toward | Quarterly Reports |

| | | |
|---|---|---|
| | recovery support **future recovery support programming and sustainability** on your campus?<br><br>If you are not fully funded, what are the barriers to securing sustainable funding? | Final Reports<br><br>Staff Interviews |
| External Environment | What federal, state, and institution level policies (enacted after June 2021) impacted the development and sustainability of collegiate recovery programs in the State of Washington? | Policy Scan Update |

The following case examples use the PRISM framework to describe and illustrate the CRS/S of two seed grantees as a way of highlighting the importance of and variability in the contexts in which grant activities took place. With a focus on program placement, student recruitment, and infrastructure elements, the case examples describe the following details:

**Intervention:**

1) The overall institutional and programmatic perspective of the CRS/S and specific successes identified.
2) The student perspective of the CRS/S.

**Recipients:**

3) The staffing, departmental, and fiscal structure of the CRS/S, alongside inter-departmental and community relationships. The placement of the program.
4) The target population (student body and actual students served by CRS/S).

**Implementation and Sustainability Infrastructure:**

5) Elements of the CRS/S infrastructure that contribute to success of program.

**External Environment**

6) Examples of how the broad community and institutional contexts influenced the success of the CRS/S.

**PRISM Case Example #1: Skagit Valley College, 2-year public IHE**

IHE Description:

Skagit Valley College (SVC) is located on the coast of northwestern Washington with multiple campus sites. SVC operates with a one-campus mindset, and all students and staff work/attend one college and have access to all services that are available. SVC serves a largely rural area, but the Mount Vernon and Burlington area are steadily growing, particularly in their Latinx population (Vance-Sherman, 2022). Skagit Valley College serves approximately 8,000 students annually and serves a diverse student population. Reflecting the changes in the local community, SVC also has a growing Latinx student population, making up approximately 24% of the student body (Skagit Valley College, 2021). SVC also serves students from local tribal communities as well as serving a number of Black and Asian, and students from other backgrounds. SVC also serves a significant number of active duty military, family of military, and veterans due to the presence of Naval Air Station Whidbey Island in Oak Harbor.

**Intervention:**

The overall institutional and programmatic perspective of the CRS/S and specific successes identified.

With the SWCRSI seed grant in 2021-2022, SVC began provision of recovery supports within the Counseling and Advising Center, specifically through a long-established Navigator Community Integration Program (CIP). The CIP provides a variety of services to students who are justice involved or previously incarcerated so they can pursue their educational, personal, and career goals. Expansion of recovery services to the general student population and other campuses is a long term goal of the SVC administration. Overall, the SVC administration is highly supportive of CRS/Ss and encourages the integration of these services across multiple departments. While recovery supports are targeted at the Mt. Vernon campus and within the CIP, the general student population of students in recovery are welcomed at recovery activities, events, services, and awards.

The student perspective of the CRS/S.

Overall, the general student population is very receptive to the SVC recovery community activities as demonstrated by positive social engagement at education and outreach events as well as the high number of recovery scholarship applications and awards (32 and 23 respectively), which resulted in increased student in recovery community recruitment and participation.

The Breaking Free student club and other student-led recovery supports are primary components of the CRS/S program at SVC. Justice involved students in recovery (Breaking Free Club leadership and Recovery Coaches) are passionate about recruitment and the purpose of the group, and ensure that the group meets weekly, over breaks, and that there is a consistent structure to follow for recovery support and community engagement. The students are instrumental in running weekly support meetings, and determine the two fold function of the student group: a group that supports students who are open and active in their recovery, and a group that supports students who are contemplating recovery. This form of dedicated and targeted recruitment has been successful for longer term and in-depth involvement in the SVC recovery community.

Ongoing intensive mentorship and advising through the CIP Navigator position is highly valued by students and considered essential to academic and personal success. Additionally, students highly value the incentivized and integrated recovery and academic supports such as paid Recover Coach positions

and training, internship and assistantship opportunities, as well as scholarship awards. Through these experiences, the justice involved students in recovery are able to gain valuable work experiences, build their resume, and demonstrate positive local community involvement. This approach provides financial, social, and academic stability in students' lives as well as a foundation for success in recovery and academics pursuits.

Recipients

The staffing, departmental, and fiscal structure of the CRS/S, alongside inter-departmental and community relationships. The placement of the program.

Within the CIP, the SVC collegiate recovery support team works in an integrated manner in their implementation of the campus recovery support action plan through "piggybacking" on current efforts that support students who are justice involved. SVC utilizes a stakeholder model of administration and implementation in order to engage with multiple departments and community agencies. SVC collegiate recovery administrative coordination is primarily provided by the full-time Student Success Navigator position within the CIP, as an "add-on" to existing duties. Assistance with administrative support is provided as an "add-on" to an already existing duties of other staff in the Advising and Counseling department, the Office of Student Equity and inclusion, and the Office of Student Life. Seven (7) trained Peer Recovery Coaches work as a structured core group of student/staff members to implement recovery community activities and complete Recovery Coach training.

The population (student body and actual students served by CRS/S).

Recovery supports are targeted to students who are justice involved or previously incarcerated, although there is recruitment of the general student population as well. The SVC Recovery support team utilizes a harm reduction approach to substance use and recovery, as per State of Washington policy, in order to develop a welcoming environment to a targeted campus community group of justice involved students through integrated support services that enhance academic success and personal wellbeing for students in recovery.

Specifically, the SVC Recovery support team describes support efforts as:

- "Student led" with the goal of outreach to and support of students both in recovery and those contemplating curbing or stopping their substance use.
- Targeted but providing multiple ways to recovery that are both public and anonymous in order to reach as broad a student population as possible.
- Fostering connections through similar experiences with fellow students as well as through outreach to the broader Skagit Valley community.
- Providing essential supports & resources for student wellbeing and academic success through integrated administration.

Student participation in SVC recovery support activities/events is stable and growing. Students involved in the SVC campus recovery supports often are involved in their own community-based recovery groups as well. The group is diverse in many areas (e.g., race/ethnicity, area of study) with primarily students in their late 20s to 40s. General recruitment efforts for recovery community engagement utilize multiple social media sites, marketing to the justice involved student population on campus and in community or institutional settings, the general campus population, and out to the Skagit Valley community. For example, Recovery Coaches have built connections with the local county public health department, met with health care providers, as well as dropping off supplies and providing resources to multiple

homeless encampments in the area. Through these efforts, the Recovery Coaches have brought back resources and harm reduction supplies to the SVC recovery community for student use and furthered recruitment and marketing of the SVC CIP and recovery supports. SVC students and staff note that student lived experience, combined with supportive staff to assist their ideas to become a reality, is a highly effective way to build a collegiate recovery program.

Implementation and Sustainability Infrastructure

Elements of the CRS/S infrastructure that contribute to success of program.

SVC purposefully embedded recovery supports into the CIP in order to:

- Address the high need for recovery supports on campus for justice involved students,
- Address concerns about the potential need for time and resource consuming recruitment efforts through a highly targeted recruitment approach to an already established student group on campus that already includes students in recovery, and
- Target and systematically integrate or braid recovery supports together with other department services (transportation support, housing security, work study and internships, scholarships, counseling and advising).

Results of these above stated efforts has allowed SVC to "hit the ground running with an active student club", grow student participation at a steady rate, and provide a variety of recovery services a stable group of regularly attending students in recovery in a short period of time of 6 months. Additionally, an example of growing SVC recovery supports for the general student population is use of the Screen U tool) to survey students, assess their needs, and expand support provision.

Five (5) specific elements work to develop recovery capital, develop a recovery ecosystem, and successfully sustain future recovery supports at SVC.

- Inclusion of recovery supports into CIP and the Breaking Free student club
- Funding: Multi-year seed grantee annual funding through the SWCRSI contract as well as secured registered student club funding via student government for the Breaking Free Club.
- Employment of student-staff 7 Peer Recovery Coaches as a structured core group of students to implement recovery community activities and events.
- Highly incentivized recovery community recruitment and participation through offers of
    - Recovery scholarship awards
    - Paid internships and targeted work/implementation opportunities for students in recovery to enhance academic/career success and financial stability.
    - Food and information/resources at recovery event/activities
    - Transportation vouchers and housing supports

External Environment

Examples of how the broad community and institutional contexts influenced the success of the CRS/S.

While SVC collaborates across departments, the CRS/S has remained focused on students and student-led efforts. SVC mid- and upper-level administrators are "very excited to make recovery support on campus a real and lasting thing." Multiple faculty members are actively involved in the administrative

development of recovery supports as well as specific weekly recovery activities. The work to integrate recovery supports into the fabric of the college continues moving forward.

Implementation of marketing and communications efforts across multiple social media platforms, staff & faculty training, as well as asset mapping for community resources have expanded the reach as well as referrals from community and campus departments and agencies. These marketing and community efforts include SVC Facebook sites and department webpages.

SVC is continuing to review and revise of college policies. Significant progress has been made on the inclusion of recovery support services in formal SVC policy, protocol, regulation compliance, and referral for support services (e.g. student standards violations for substance use, CARE team, inclusion in the Biennial Report for the Drug Free Schools and Campuses Act, collaborative interdepartmental referrals etc.). For example, the CIP worked with the HR department to revise their background check policy specific to hiring students, which enabled them to hire the group of students who identify as in recovery and who also have overlap as students who have been incarcerated.

Like other IHEs, SVC experiences budget concerns and limitation. To combat this, collaboration between the recovery support team and the SVC Foundation long term established funding sources through donations and other resources linked to justice involved student supports. Early efforts such as these in the recovery support implementation process will positively impact the stability and sustainability of the SVC supports services.

Involvement in state-wide and national associations and alliances (e.g. State Board for Community and Technical Colleges, Higher Education Center, Washington Recovery Alliance—WRA, Association for Recovery in Higher Education) as well as the coalition of fellow seed grantee campuses in the state of Washington have been important connections for staff education, networking, mentoring, and problem solving.

**PRISM Case Example #2: Washington State University, 4-year public IHE**

IHE Description:

Washington State College was established in 1890 as a land-grant institution. It has become a distinguished public research university, but its mission remains rooted in accessibility and public service. The main campus of Washington State University is located in Pullman, though there are also regional campus locations throughout the state in Spokane, Vancouver, Everette, and the Tri-Cities, as well as a Global campus. The Pullman campus has 19,900 students with 30% identifying as multicultural. WSU Pullman is home to 1,603 international students from 98 countries and, nationally, all 50 states are represented on campus. WSU offers Undergraduate, Masters, and Doctoral degrees with opportunities in research, internship and study abroad within each degree.

**Intervention**

The overall institutional and programmatic perspective of the CRS; or describe specific successes identified.

After approximately 4 years of CRS efforts via a small Registered Student Organization (RSO), the WSU Health Promotion department successfully integrated the *Cougs for Recovery* collegiate recovery support efforts into the department services in 2022, including a Peer Recovery Coach (PRC) team of student-staff providing support services on the Pullman and Global campuses. This administrative shift was undertaken to increase stability and sustainability of the recovery community and recovery supports on the Pullman and Global campuses. As upper administrative support allows, recovery supports can be expanded to other WSU campuses. Ally training and specific Cougs for Recovery support service training are offered semi-regularly to staff, faculty, and students across all WSU campuses.

The student perspective of the CRS/S.

Overall, the general student population is highly receptive to collegiate recovery and harm reduction efforts as well as the Cougs for Recovery community activities as demonstrated by positive social engagement at public tabling and outreach events, signing up on the internal contact list as allies or students in recovery, and engaging on social media sites.

More specifically, the most impacted students in recovery are those who engage with more than one of the highly incentivized as well as integrated recovery and academic supports such as paid Recovery Coach positions and training, internship and assistantship opportunities, regular mentorship, as well as scholarship awards. Students perceive these opportunities and supports as “life changing” and as the university “investing in me” and “valuing my life experiences.” Students who are involved in these multiple opportunities, note that they would not be able to be involved in the Cougs for Recovery community *and* be academically successful at the same time without the incentivized and integrated supports. In practice, the students in recovery describe the incentivized recovery supports that provide financial, social, and academic stability in their lives as a foundation for success in recovery and academically. Additionally, because of their very positive experiences, this group of students actively recruit other students in recovery, with whom they are personally acquainted, for increased involvement in Cougs for Recovery community activities and supports. This form of 1:1 recruitment has been most successful for longer term and in-depth involvement in the Cougs for Recovery community.

**Recipients:**

The staffing, departmental, and fiscal structure of the CRS/S, alongside inter-departmental and community relationships. The placement of the program.

The WSU Health Promotion CRS team utilizes a stakeholder model of administration and implementation in order to engage with multiple WSU departments and community agencies as well as to adapt to varying upper administration levels of support.

WSU collegiate recovery support team consists of a half-time Health Promotion (HP) Specialist to coordinate the CRS, a half-time Graduate Assistant, and 6 Recovery Coaches at 5 to 10 hours per week. All Health Promotion CRS team members are required to complete Recovery Coach training. Like many IHEs that implement CRS's, adequate staffing and internal funding continue as challenges to securing sustained WSU CRS services that adequately address students' needs.

The target population (student body and actual students served by CRS/S).

The HP Cougs for Recovery team utilizes a harm reduction approach to substance use and recovery, as per State of Washington policy, in order to develop a welcoming environment, an affiliated campus community group, and efficacious support services that enhance academic success and personal wellbeing for students in recovery. Specifically, the Cougs for Recovery team describes support efforts as:

- Creating community *for* Cougs and *by* Cougs
- Fostering connections through similar experiences with fellow students.
- Promoting awareness to stop or reduce substance use and other harmful behaviors.
- Providing supports & resources for student wellbeing and academic success.

Regular student participation (outside of the Recovery Coach team) in recovery support activities/events remains moderate but has significantly grown and stabilized with the integration of recovery supports into the HP department, the development of the Peer Recovery Coach team in 2022, and the expansion of support service type and frequency.

The Cougs for Recovery community is offered to the general student population and includes an even mix of undergraduate and graduate students in various areas of study as well as young adults and non-traditional students (adults, employed, with families). Purposeful efforts are made to increase the diversity of students (e.g. race/ethnicity, sexual orientation, etc.) involved in the Cougs for Recovery community through 1:1 Recovery Coach contacts and outreach to specified student groups. While WSU does not have a formal Navigator Community Re-entry program, multiple current and past students involved in Cougs for Recovery are justice involved and/or have been previously incarcerated. The negative impacts of being justice involved and/or previously incarcerated (e.g. lengthy probation, under employment or lack of employment history, financial instability, isolation and lack of sober social community/activities) were reduced through involvement in the Cougs for Recovery community (scholarship awards, paid work and career development, peer recovery coach training and certification, mentoring and advising, sober social activities, etc.).

**Implementation and Sustainability Infrastructure:**

The elements of the CRS/S infrastructure that contribute to success of program.

Five (5) specific actions have been undertaken that work to develop recovery capital, develop a recovery ecosystem, and successfully sustain future recovery supports at WSU.

- *Cougs for Recovery* integrated into the Dean of Students Office and the Health Promotion Department structure.
- Multi-year seed grantee annual funding through the SWCRSI contract.
- Secured internal WSU student government funding (S & A fees) for a Graduate Assistantship position and program funding for one Peer Recovery Coach.
- Employed and trained student-staff 6 Peer Recovery Coaches as a structured core group of students to implement recovery community activities and events.
- Highly incentivized recovery community recruitment and participation through offers of
    - Recovery Scholarship awards every semester
    - Paid internships and targeted work/implementation opportunities for students in recovery to enhance academic/career success and financial stability.
    - Food at every recovery event/activity

**External Environment**

Examples of how the broad community and institutional contexts influenced the success of the CRS/S.

Multiple broad community and institutional contexts, which are not necessarily unique to WSU, have impacted the development of CRS/Ss. The impacts of the Covid-19 pandemic, which included campus-wide closures and diminished opportunities to engage in in-person community activities are slowly resolving but continue to impact student involvement in the Cougs for Recovery community overall. Additionally, ongoing WSU budget constraints and lack of institutional funding dedicated to recovery support development continue to impact the stability and planning for sustainability of the Cougs for Recovery supports services.

Expansion of marketing and communications efforts across multiple social media platforms, staff and faculty training, as well as asset mapping for community resources have increased the visibility, acceptance and awareness, as well as referrals to the Cougs for Recovery community from community and campus departments and agencies—although these efforts do need to grow to maintain the numbers of students in recovery involved. These marketing and community efforts include Cougs for Recovery Facebook and Instagram sites.

Cougs for Recovery support services were included in formal WSU policy, protocol, regulation compliance, and referral for support services (e.g. student standards violations for substance use, inclusion in the Biennial Report for the Drug Free Schools and Campuses Act, collaborative interdepartmental referrals with the Access Center for disability accommodations and WSU Cougar Health clinic & counseling services, etc.). These campus connections will assist in ongoing recruitment efforts and work toward inclusivity of underrepresented student groups.

Involvement in state-wide and national associations and alliances (e.g. Washington Recovery Alliance - WRA, Association for Recovery in Higher Education) as well as the coalition of fellow seed grantee campuses in the state of Washington has provided invaluable staff education, networking, mentoring,

and problem solving as well as advocacy opportunities. For example, WSU students in recovery have had the opportunities to speak directly to state senators and representatives about their own experiences, the positive impacts of state policy, and the SWCRI funding for collegiate recovery.

# Discussion and Recommendations

The purpose of this evaluation was to examine the implementation of CRS/Ss by the State of Washington's Collegiate Recovery Seed Grantees. The evaluation measured the progress of Cohort One (received initial funding in the 2020-2021 academic year) and Cohort Two (received initial funding in the 2021-2022 academic year) through the lens of the RE-AIM and PRISM frameworks.

The evaluation team sought to understand the elements of a collegiate recovery program that were implemented by the five seed grantees; relationships that needed to be established to support collegiate recovery programs; the reach of the collegiate recovery program; and the impact of the collegiate recovery services and supports on student social experiences, recovery, and academic experiences.

**Recommendation 1:** Continue to use the harm reduction and socio-ecological models to address CRS/S development and the development of a continuum of care and supports that are based on student need in a collegiate setting.

Both staff and students expressed the value of the harm reduction policies enacted by their CRS/S. Students appreciated the ability to determine what recovery means to them, and the flexibility to allow it to change over time. Many students had falsely believed that "recovery" had to mean "abstinence," and felt more comfortable reaching out to the CRS/S knowing that they did not need to be sober to receive support. Moreover, the use of harm reduction—as opposed to an abstinence-based model—aligns with the State of Washington Health Care Authority policy as well as requirements within the SWCRSI contract. The recent publication by Vest and colleagues (2022) regarding a socio-ecological model for collegiate recovery programs also aligns with the PRISM and RE-AIM evaluation methods used for this report (see page 9).

**Recommendation 2:** IHEs that are beginning to develop CRS/S may benefit from a 2-step process that begins with (1) an interdepartmental workgroup in the first year of development and then (2) shifts to a stakeholder model of administrative implementation to for maintenance and sustainability.

Quarterly report data indicated that the most effective administrative structure for CRS development among seed grantees is the initial use of an interdepartmental recovery support workgroup for the first 6 months to 1 year. Then, it is recommended to transition to the use of a smaller core stakeholder group that works across targeted campus departments and community agencies for ongoing maintenance and sustainability of CRS/Ss. The interdepartmental workgroup can be retained for annual feedback, update, and advisory meetings. Further, it is recommended that there is student in recovery and faculty representation in both the interdepartmental workgroup and in the core stakeholder group.

**Recommendation 3:** Virtual Learning Communities (VLC) should include (1) an initial year of intensive training and education on CRS/S development and then a shift to and (2) seed grantee learning communities, paired with 1:1 mentorship and technical assistance from the PI or CRS expert

Seed grantee staff expressed the value of being able to share among seed grantee IHEs and cohorts to learn from each other. CRS/Ss are still a relatively new idea and seed grantee staff valued being able to learn from each other's experiences rather than reinventing the wheel as they developed their own programs. With CRS/Ss being diverse in programming and supports, with the focus on what the students at each IHE need and want, student employees should be involved in these conversations and provide opportunities to share ideas based on their own experiences as students in recovery and CRS/S members.

Quarterly report data indicated that a 2-step process in the structure and implementation of the VLC sessions as well as mentorship and technical assistance was beneficial to seed grantee teams in terms of state-wide and individual campus CRS/S development and sustainability. In 2020-21, the VLC sessions and a conference were highly focused on seed grantee and state-wide education and training by national experts on CRS/S development. These VLC and conference sessions were recorded and are publicly accessible on the SWCRSI website with seed grantees continuing to access the sessions as a means to train new CRS/S staff and students.

In 2021-2022, VLC seed grantees began to shift in their requests for more local peer support, group problem solving and discussion as well as ongoing access to understanding what was happening at peer seed grantee campuses. This was a shift away from expert provided general training and education toward more functional and pragmatic state coalition building for CRS/S development. Seed grantees also stated that they highly valued and requested more of the 1:1 mentorship & technical assistance meetings between the contract PI or CRS expert and the individual seed grantee campuses. These 1:1 sessions allowed for in-depth problem solving, resource provision, and discussion regarding campus-specific concerns. Given this, the structure of the VLC sessions shifted to match the above noted requests and needs of the seed grantee teams in February 2022. In the seed grantee Final Reports (June 2022), seed grantees expressed the need to continue the monthly VLC coalition-style sessions as well as ongoing of the 1:1 mentorship & technical assistance meetings in 2022-23.

In sum, to support state-wide as well as individual campus CRS/S and sustainability, it is recommended to implement a 2-step process that combines (1) an initial year of intensive training and education on CRS/S development and then a shift to (2) coalition-style VLC participation of state-wide seed grantees combined with 1:1 mentorship & technical assistance meetings between the contract PI or CRS expert and the seed grantees.

**Recommendation 4:** Continue to revise and submit Action Plans throughout CRS/S development and implementation.

Quarterly report data indicated that the overall CRS/S implementation process was furthered through the development of and the ongoing quarterly revision of the seed grantee Action Plan. The Action Plan is directly linked to the implementation of the Required Items and selected Optional Items as well as the problem solving, changes, and adaptations needed within the dynamic implementation process. In the seed grantee application process and during mentorship/consultation meetings with the SWCRSI PI, seed grantee teams were highly encouraged and empowered to develop their Action Plan as a working document that they could change and adapt, based on their campus and student needs. One seed grantee noted that use of the Action Plan is "always a helpful process because it outlines the work that

needs to happen and pushes those creating the action plan to be honest about what it will take to achieve those goals."

Notably, all seed grantees made significant changes and adaptations due to both internal and external contexts within their Action Plan in both 2020-21 and 2021-22 seed grantee time frames. In general, changes and adaptions to the Action Plan were implemented quickly—in days or weeks—and decisions about adaptations and changes were made collaboratively between members of the seed grantee campus workgroups, campus stakeholders, and the SWCRSI PI. Most adjustments or changes to the Action Plan were made to the due dates for completing a particular Required Item, administrative changes (e.g. shift from work group to stakeholder model), in response to particular student needs, or changes made to the budgeted amount of funding for a particular Required or Optional Item (e.g. increased funding for the number of scholarships awarded due to a high number of applicants). Seed grantees described the use of the Action Plan and the flexibility in implementation practice as pragmatic, empowering, and needs based as they worked to build a sustainable CRS/Ss within ever-shifting campus environments.

**Recommendation 5:** In the first year of funding, IHEs should develop and use community and/or campus asset maps to identify and build partnerships with agencies and community members.

Quarterly report data indicated that, especially in the first year of seed grant funding, the community and/or campus asset mapping processes was highly useful in establishing partnerships and for referrals between the campus and community services. Many of the community assets and collaborative partnerships developed in the first year were retained into the second year, resulting in a lower number of identified community assets required in the second year of funding. Some seed grantees shifted their asset mapping projects from the community in the first year to focus specifically expanding on campus assets and partnerships in the second year for recruitment purposes.

**Recommendation 6:** Sustain ongoing memberships in state and national agencies that allow for access to education& training opportunities, individual campus CRS/S marketing, and advocacy resources.

All seed grantees are required to maintain memberships in three state and national agencies: Washington Recovery Alliance (WRA), the Associate of Recovery in Higher Education (ARHE), and the Higher Education Center for Alcohol and Drug Misuse (HECAOD) for the first year and can reduce their memberships to two agencies in the second year of funding and beyond. Membership services that were most often accessed included staff & student online training, individual campus CRS/S online marketing (e.g., ARHE individual campus profiles), weekly recovery staff networking sessions, participation in annual state-wide advocacy sessions, online assessment services, and annual conference attendance. Quarterly report data indicated that the ongoing participation in national and state agency memberships was most beneficial to the seed grantee CRS/S development process, staff and student training, professional networking/consultation, and the marketing of individual campus support services. Participation and membership service access, however, did vary between those seed grantees that had CRS/Ss for a longer period of time, who accessed more member services and more often than seed grantees that were earlier in the CRS/S development process. Additionally, those seed grantees that accessed membership services the least did so primarily due to lack of staffing and other competing CRS/S development tasks. Overall, membership services were more widely accessed when a seed grantee campus was beyond the first year of CRS/S development and had stabilized program structure and staffing. Further evaluation is needed to understand if multiple state and national agency memberships are beneficial immediately or need be added in more gradually over time in the CRS/S development and sustainability process.

**Recommendation 7:** Continue to review and adopt formal and interdepartmental referral policies and protocols for problematic substance use as a means to structurally integrate comprehensive support services and develop of a full continuum of care on campus.

Please see page 26 for more information about policies and procedures, Grantee Institution Level Change.

**Recommendation 8:** Continue to include CRS/S in DFSCA Biennial Reports as to develop integrated and comprehensive policy and protocols and develop a full continuum of care on campus for substance use related concerns, including collegiate recovery.

Please see page 29 for more information about DFSCA.

**Recommendation 9:** Continue to use multiple marketing and communication platforms.

Quarterly report data indicated that sustained use of multiple marketing and communication platforms were important tools for recruitment, resource dissemination, outreach and social engagement. Seed grantees were successful in the use of varied marketing and communication tools in response to varying campus populations and environments (e.g., traditional vs. non-traditional and older adult student population). Inclusion of students in recovery in the development of messaging and the use of various social media platforms was essential for successful efforts in addressing student needs, communication about a welcoming environment, resource availability, and recruitment efforts.

**Recommendation 10:** Include students in recovery in every aspect of implementation to enhance needs-based development, reach, maintenance, and sustainability of the CRS/S.

Quarterly report data indicated that the inclusion of individual students in recovery and the student in recovery community in every aspect of implementation is essential to enhance needs-based development, reach, maintenance, and sustainability of seed grantee CRS/Ss.

While initial recruitment of students into the CRS/S implementation process and recovery community development was challenging, three primary elements were highly influential in the successful inclusion of student involvement in CRSS: (1) a strong focus on creating a welcoming environment, (2) ongoing and adequate funding to address basic student in recovery needs (paid work positions, academic support, scholarships, food served at events, transportation, and housing, etc.), and (3) responsive support provision for the varying campus populations, cultural groups, and how these students can be involved in a recovery community. Additionally, a promising implementation practice in the first 2 years of CRS/S implementation is highly targeted CRS/S development and recruitment within a specific student group and within the respective campus departments and community agencies serving those student groups (e.g., justice involved students in a Navigator Community Re-entry program), as opposed to outreach across the general student population. This practice of initial targeted recruitment and involvement of specific student populations requires further evaluation to fully understand the longer impact on reach, maintenance, and sustainability on the process of CRS/S implementation.

**Recommendation 11:** Increase opportunities for student involvement, such as peer recovery coaches and other student CRS/S employees. Consider expanding the role of student employees to include interdepartmental workgroup participation or collaboration with other IHEs during VLCs.

Student voices are critical in the development and sustainability of CRS/Ss. Paid student employment opportunities communicated to students that their experiences are valued and overall was helpful in CRS/S recruitment efforts. Specifically, paid student positions allow for consistent student leadership, advocacy, and promotion. Quarterly report data indicated that multiple seed grantees offered student employment opportunities and expanded the role to incorporate student voices in additional components of their collegiate recovery efforts, including conversations with administrators, community organizations, recovery high schools, and other seed grantees. The number and type of paid student in recovery positions offered varied among seed grantees depending on availability of staff to supervise student workers and to develop recovery-oriented duties. As well, the overall administrative stability of the implementation process impacted seed grantee ability to hire student staff. Notably, those seed grantees that experienced administrative instability and were without dedicated staffing, especially within the startup phase, were less likely to employ students in recovery, despite having grant funding to do so.

**Recommendation 12:** Continue to market and offer scholarships to students in recovery in order to increase the potential for academic success, to address student financial needs, for recruitment purposes, and to signal a welcoming campus environment.

Quarterly report data indicated that the marketing and provision of scholarships to students in recovery served multiple interrelated purposes in the implementation process of seed grantee CRS/Ss. Seed grantees varied their means of awarding scholarships as well as the frequency and amount of the award dependent on respective campus administrative structures (e.g., once per quarter/semester vs. once per academic year, highly targeted marketing vs. broad general marketing to all students). Ongoing review is needed of marketing practices and protocols for successful recovery scholarship provision that addresses student in recovery needs as well as CRS/S implementation purposes. Quarterly report data indicated that two seed grantee IHEs gave out fewer scholarships than they intended, due to barriers such as eligibility or low application rates. Seed grantee protocols required revision for clarity in regard to qualifications (e.g., self-identifying as being in recovery or an ally), confidentiality within the scholarship process, program criteria and recovery community involvement, as well as consistency in offering scholarships from semester to semester. Seed grantee staff noted that the scholarships were one of the ways students found out about their CRS/S and many students who applied for and/or received scholarship funding remained engaged with the CRS/S beyond just receiving the scholarship. Inclusion of students in recovery within the scholarship advertising process is important to ensure successful communication and advertising about scholarship availability and eligibility requirements.

**Recommendation 13:** Prioritize sustainability planning to retain and grow CRS/Ss on seed grantee campuses beyond SWCRSI funding.

Seed grantees are required to address sustainability planning in their Action Plans, quarterly reports, and in their final annual report at the end of the funding cycle. Reports and staff interviews indicated that the majority of seed grantee CRS/Ss currently are completely funded through the SWCRSI. Two seed grantee sites indicated that they have an ongoing relationship with their IHE Development department and foundations. One seed grantee indicated that they are combining multiple already existing grant-based programs, staffing, and funding streams to increase the potential for CRS/S sustainability over time. Over the past year, the United States Federal and Washington State governments have expressed plans to increase the number of collegiate recovery programs. Grantees can continue to monitor funding sources that could support the expansion or sustainability of their CRS/S. Additionally, grantees can use recent literature around cost effectiveness in conversations with school administrators. For example, one 2021 study showed that CRPs are a valuable business investment, and that for every dollar spent, there will be a return of $2.26 over the course of 10 years

(Gerber et al., 2021). The idea that CRPs are cost effective is also supported by Castedo de Martell et al.'s 2021 paper that describes a study of cost effectiveness using a societal model and two institutional models. In the societal model, which estimates cost effectiveness of CRPs compared to societal costs, including patient time and transportation costs, criminal justice costs, productivity, and other broader societal implications, CRPs had cost savings of $3,872.75 per quality-adjusted life year (QALY) gained when implementing a CRP. Two institutional models were also presented. The first calculated the cost-savings per student retained that otherwise would have been lost from withdrawing from courses or being expelled due to challenges related to their substance use. This model showed that IHEs could save $11,230.93 per student retained. The second institutional model looked at the cost of recruiting and admitting (onboarding) new students to replace those students who withdraw or otherwise leave due to substance use (the authors note this is a less common concern and tends to be focused on certain "elite" IHEs). This model showed cost savings of $14,581.30 per student retained (Castedo de Martell et al., 2021). CRS/S can calculate their own cost effectiveness using https://collegiaterecovery.org/media/.

Overall, grantees noted that they are reviewing a number of ways to ensure that their CRS/Ss are able to continue without this grant funding; however, an actionable plan to ensure that there are no gaps in support for students remains a concern for all grantee sites. Quarterly report data indicates that it is inadequate staffing and a high staff workload that contributes to the lack of time and ability for CRS/S staff to address sustainability and ongoing funding. Due to the three-year cycle of the seed funding, it is essential for Cohort One schools to prioritize this during the 2022-2023 academic year.

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# *Appendix A. Student Survey*

Welcome to the WSU Recovery Evaluation survey. Your responses in this survey are confidential.

Please confirm that you have read the informed consent form that your campus contact provided to you and signed in hard copy.

- Yes, I have read and agree to participate in this evaluation survey.
- No, I do not agree to participate in this evaluation survey.

Please enter the pseudonym (a fictitious name that is not your real name) you picked to sign up for the interview. This information will help us to link survey answers to your interview.

_____

How old are you? _____

You are eligible for the study. Please continue to the next screen where we will ask you several questions about yourself, including some background information. Other screens will then ask questions about your recovery experience.

Do you describe yourself as being in recovery from substance use disorder?

- Yes
- No
- Other (please specify) _____

This part of the survey will help us understand your personal characteristics. There may be limitations to the response options provided, and the response categories offered may not represent your full identity nor the language you prefer. We care about all identities and experiences and ask that you indicate which choice best describes you.

What sex were you assigned at birth?

- Male
- Female
- Intersex

What is your race/ethnicity? _____

Please pick the name of your college campus.

- Gonzaga University
- Renton Technical College
- Skagit Community College
- Greenriver College
- WSU Pullman

Where do you currently live?

- ○ Parent/guardian/other family members' home
- ○ Campus or university housing
- ○ Fraternity or sorority residence
- ○ Recovery housing
- ○ Off-campus or other non-university housing (e.g. rented apartment)
- ○ Temporarily staying with a relative, friend, or "couch surfing" until I find housing
- ○ Other (please specify)

Are you in the re-entry/navigator program designed to help students successfully to pursue their educational and career goals following their justice involvement and/or incarceration?

- ○ Yes
- ○ No

This next part of the survey will help us understand your experience as a person in recovery from substance use disorder. Please answer these questions to the best of your ability. You may skip any question or leave any response blank.

How long have you been in recovery? (number of months) _____

Please indicate below how important the following types of support are for achieving and maintaining recovery and academic success during college.

| | Not at all important | Slightly important | Moderately important | Very important | Extremely important |
|---|---|---|---|---|---|
| Financial assistance/scholarships | ○ | ○ | ○ | ○ | ○ |
| Academic advising/guidance/mentoring | ○ | ○ | ○ | ○ | ○ |
| Seminars or workshops to help develop study skills | ○ | ○ | ○ | ○ | ○ |
| Substance-free housing/dorms | ○ | ○ | ○ | ○ | ○ |
| Recovery housing | ○ | ○ | ○ | ○ | ○ |
| Courses for credit or seminars on addiction/recovery | ○ | ○ | ○ | ○ | ○ |
| Substance-free social activities | ○ | ○ | ○ | ○ | ○ |
| Academic tutoring | ○ | ○ | ○ | ○ | ○ |
| Peer Recovery Coach training/classes | ○ | ○ | ○ | ○ | ○ |
| Transportation assistance | ○ | ○ | ○ | ○ | ○ |
| Childcare support | ○ | ○ | ○ | ○ | ○ |

Please write in any additional supports or services that you believe are important in achieving or maintaining recovery and academic success during college that WERE NOT included in the above list.

_____

Please answer these statements in regards to your Collegiate Recovery Program (CRP).

| | Yes, my CRP has this | Yes, my CRP has this and I have accessed it | Yes, my CRP has this but I have not wanted/needed it | No, my CRP does not have this and I don't want it/need it | No, my CRP does not have this but I wish it did |
|---|---|---|---|---|---|
| Financial assistance/scholarships | ○ | ○ | ○ | ○ | ○ |
| Academic advising/guidance/mentoring | ○ | ○ | ○ | ○ | ○ |
| Seminars or workshops to help develop study skills | ○ | ○ | ○ | ○ | ○ |
| Substance-free housing/dorms | ○ | ○ | ○ | ○ | ○ |
| Recovery housing | ○ | ○ | ○ | ○ | ○ |
| Courses for credit or seminars on addiction/recovery | ○ | ○ | ○ | ○ | ○ |
| Substance-free social activities | ○ | ○ | ○ | ○ | ○ |
| Academic tutoring | ○ | ○ | ○ | ○ | ○ |
| Peer Recovery Coach training/classes | ○ | ○ | ○ | ○ | ○ |
| Transportation assistance | ○ | ○ | ○ | ○ | ○ |
| Childcare support | ○ | ○ | ○ | ○ | ○ |

What is your year in college?

- ○ 1st year undergraduate
- ○ 2nd year undergraduate
- ○ 3rd year undergraduate
- ○ 4th year undergraduate
- ○ Master's
- ○ Doctorate
- ○ Not seeking degree
- ○ Other (please specify) _____

What's your enrollment status?

- Full time
- Part time
- Other (please specify) _____

Are you a member of a social fraternity or sorority?

- No
- Yes

What is your approximate cumulative grade average?

- A+
- A
- A-
- B+
- B
- B-
- C+
- C
- C-
- D+
- D
- D-
- F

# *Appendix B. Student Semi-Structured Interview Questions*

**Understanding the impact of the collegiate recovery program on student social, recovery, and academic experiences and their support needs**

**The Collegiate Recovery Support Evaluation Project**

**Interview Script: CRC Student**

**Explanation/Purpose of Interview:** Hello, my name is _____. Thank you for agreeing to participate in this conversation about your school's collegiate recovery program, its impact on students' lives and other support needs of college students in recovery.

Do you remember taking a short online survey about collegiate recovery supports when you signed up for your interview appointment with [campus contact name]? This interview today will build on the questions from that survey about your experience of recovery and collegiate recovery supports and services.

In particular, our research is focused on three main questions: 1) What is the impact of the collegiate recovery program on student social experiences, recovery, and academic experiences? What are the activities that are most impactful? 2) What are the academic and community related support needs of students in recovery? 3) What are the effective ways to reach, involve and engage a diverse group of students in CRPs on college campuses?

**Voluntary Participation**: I hope that you will feel comfortable enough to open up, to answer the questions as best as you can, and to talk honestly about how you feel. There are no trick questions; there are no right or wrong answers. If there are any questions you do not wish to answer, just let me know that you wish to "pass" on that question. Also, you can stop the interview at any time, or take breaks if you need to. I expect that this interview will take about 30-45 minutes.

**Recording the interview:** We would like to audio record these interviews, to ensure that we accurately capture what you share. These audio recordings will be transcribed by study staff and your name will be replaced with pseudonyms to protect your confidentiality. We will not use your name or any identifying information in any reports that would reveal your identity to the reader. If at any time you wish for me to stop audio recording, I will honor your request. Is that okay with you?

1) What does the word "recovery" mean to you? What is your definition of recovery?
2) How long have you been in recovery? You can be as specific or general as you would like.
3) Can you share how and when you learned about recovery?
    a. How did you start your own recovery journey? [*Prompts: Was it before college, after entering college? Did you learn about it through the collegiate recovery program or somewhere else? Something else?*]
    b. Prompt or follow up: Describe how your path of recovery supports your academic commitment and success.
4) How did you learn about the collegiate recovery program at your college/university?
    a. What do you think are the best ways to reach students, so they know the program exists?

b. Are the students participating in the recovery supports on your campus reflect the whole student body in terms on experiences, identities or backgrounds?
    i. If so or if not, is that a benefit or a barrier for your campus recovery community group (e.g. currently, focused on those that are justice involved population, who need their own group OR currently only focused on those that are justice involved population and a more diverse group would be beneficial)
    ii. If not, is that a barrier to joining for those students, who might have different life experiences and identities than those who are currently in your campus recovery group/community?
c. How did your involvement in CRP impact your feelings of connection to the larger campus community?

5) How involved are you with the collegiate recovery program? That is, what activities do you attend and how frequently do you participate?
    a. Are you involved with your CRP to the amount that you want to be involved? Would you like to be involved more or less?
        i. If you wanted to be more involved, what would increase your involvement? [*Prompts: times that better suit needs, types of activities offered, transportation, childcare, cost, etc.]*
        ii. If you're involved more or less than you want to be, what makes you say that? What is the situation/context of your current level of involvement? What could make it feel more balanced for you? (Note on "more than you want to be: This could be a situation of the student being on parole/court ordered and having to attend meetings/activities but wanting to work more because the student needs money to pay rent.....)
    b. What do you think are the best ways for the university to maintain engagement or in a relationship with students in recovery on your campus?
6) Since you became involved in your collegiate recovery program, what types of services and supports have you accessed or been involved in? [*Prompts: social activities like art nights or pizza nights, recovery meetings, tutoring, scholarships, workshops, substance-free or recovery housing, etc.]*

***Note**: Pull up the student's survey answers and ask them to elaborate their answers. Let the student know that you are pulling up their survey responses to just ask a few clarifying questions. Reiterate that their answers and the interview are confidential.*

*Such as,*

*What specific activities would interest you? Could you give us an example?*

*What kind of transportation assistance do you need?*

*Would you need childcare to be more involved?*

7) In what ways have these recovery support activities positively and/or negatively impacted
    a. your recovery?
    b. your social life?
    c. Your finances? (e. g scholarships, employability, etc.)
    d. your academic experience?
    e. other aspects of your life?

8) Have you experienced any challenges or barriers to participating in any collegiate recovery supports or activities? Please explain.
9) What other needs do you have to:
    a. maintain recovery?
    b. have a social life you are happy with?
    c. succeed academically and reach your academic goals?
    d. be satisfied with any other aspects of your life?

What haven't I asked about—related to recovery supports on campus—that you would like to tell me?

Do you have any questions for me?

Thank you so much for your time and participation in this interview. I hope through this evaluation, we will be able to help other students in recovery be successful as well as to help inform the programs and individuals who support students in recovery.

Again, thank you, I really appreciate your time.

# *Appendix C. Seed Grantee Survey*

**Collegiate Recovery Seed** Grantee **Pre-Interview Survey: Cohort One**

The purpose of this survey is to learn more about your progress as you continue to develop collegiate recovery supports on your campus. We are collecting your name and school to track responses. We will not share this information with others at your institution.

Name:

School:

For each required item, please select the option that you believe most accurately describes your progress as of April 2022. You will have an opportunity to elaborate on your answers in the upcoming interview with the evaluation team.

1) **Maintenance of an interdepartmental recovery support workgroup**: Convene workgroup each quarter
   (a) No activity in this area
   (b) Early discussions
   (c) Beginning to take action
   (d) Some progress
   (e) Achieved success in this area
   (f) Sustained success in this area
2) **Seed Grantee** Virtual **Learning Community (SGVLC) Participation:** At least two workgroup members must attend 80% or more VLCs
   (a) No activity in this area
   (b) Early discussions
   (c) Beginning to take action
   (d) Some progress
   (e) Achieved success in this area
   (f) Sustained success in this area
3) **Community Recovery Support (CRS) Action Plan submission:** Develop and submit an updated action plan with each quarterly report
   (a) No activity in this area
   (b) Early discussions
   (c) Beginning to take action
   (d) Some progress
   (e) Achieved success in this area
   (f) Sustained success in this area
4) **Community and/or Campus asset mapping project:** A list of 3 additional campus or community recovery resources not previously listed for the 2020-21 community asset mapping project
   (a) No activity in this area
   (b) Early discussions
   (c) Beginning to take action
   (d) Some progress
   (e) Achieved success in this area

(f) Sustained success in this area

5) **Memberships (annual)**: Membership in 2 or 3 organizations and use of 2 membership benefits or resources (trainings/ webinars online assessment surveys, consultation, CRP program description and marketing, etc.)
   (a) No activity in this area
   (b) Early discussions
   (c) Beginning to take action
   (d) Some progress
   (e) Achieved success in this area
   (f) Sustained success in this area
6) **Development & adoption of a formal referral policy & protocol for substance use disorder or problematic substance use:** Review and update the referral process developed in 2020-2021 and evaluate the need for further interdepartmental and campus-community policy/ protocol development
   (a) No activity in this area
   (b) Early discussions
   (c) Beginning to take action
   (d) Some progress
   (e) Achieved success in this area
   (f) Sustained success in this area
7) **Campus Recovery Support Marketing & Communication:** Develop and launch a website or other form of social media that contains campus-specific information about recovery support available
   (a) No activity in this area
   (b) Early discussions
   (c) Beginning to take action
   (d) Some progress
   (e) Achieved success in this area
   (f) Sustained success in this area
8) **DFSCA Biennial Report and Campus Recovery Services:** Include a description of the campus-specific recovery support services in the federal DFSCA biennial review and report
   (a) No activity in this area
   (b) Early discussions
   (c) Beginning to take action
   (d) Some progress
   (e) Achieved success in this area
   (f) Sustained success in this area
9) **Student-based recovery support group:** Development of student-based recovery group and/or Registered Student Organization including peer support involvement and coordination of meeting space for community based mutual aid support groups (support meetings, sober social activities, etc.)
   (a) No activity in this area
   (b) Early discussions
   (c) Beginning to take action
   (d) Some progress
   (e) Achieved success in this area
   (f) Sustained success in this area

10) **Recovery Scholarships**: Develop a recovery support scholarship, including an application, marketing, scoring rubric, scholarship and program criteria, application review committee, protocol for application and award, etc.

(a) No activity in this area
(b) Early discussions
(c) Beginning to take action
(d) Some progress
(e) Achieved success in this area
(f) Sustained success in this area

Collegiate Recovery Seed Grantee Pre-Interview Survey: Cohort Two

The purpose of this survey is to learn more about your progress as you continue to develop collegiate recovery supports on your campus. We are collecting your name and school to track responses. We will not share this information with others at your institution.

Name:

School:

For each required item, please select the option that **you believe** most accurately describes your progress as of April 2022. You will have an opportunity to elaborate on your answers in the upcoming interview with the evaluation team.

1) **Development of an interdepartmental recovery support workgroup**: Create and convene workgroup each quarter
   (a) No activity in this area
   (b) Early discussions
   (c) Beginning to take action
   (d) Some progress
   (e) Achieved success in this area
   (f) Sustained success in this area
2) **Seed Grantee Virtual Learning Community (SGVLC) Participation:** At least two workgroup members must attend 80% or more VLCs
   (a) No activity in this area
   (b) Early discussions
   (c) Beginning to take action
   (d) Some progress
   (e) Achieved success in this area
   (f) Sustained success in this area
3) **Community Recovery Support (CRS) Action Plan submission:** Develop and submit an updated action plan with each quarterly report
   (a) No activity in this area
   (b) Early discussions
   (c) Beginning to take action
   (d) Some progress
   (e) Achieved success in this area
   (f) Sustained success in this area
4) **Community and/or Campus asset mapping project:** A list of 15 community recovery resources not previously listed for the 2020-21 community asset mapping project
   (a) No activity in this area
   (b) Early discussions
   (c) Beginning to take action
   (d) Some progress
   (e) Achieved success in this area
   (f) Sustained success in this area

5) **Memberships (annual)**: Membership in 2 or 3 organizations and use of 3 membership benefits or resources (trainings/ webinars online assessment surveys, consultation, CRP program description and marketing, etc.)
   (a) No activity in this area
   (b) Early discussions
   (c) Beginning to take action
   (d) Some progress
   (e) Achieved success in this area
   (f) Sustained success in this area
6) **Development & adoption of a formal referral policy & protocol for substance use disorder or problematic substance use:** Develop a referral process for substance use disorder and/or problematic substance use
   (a) No activity in this area
   (b) Early discussions
   (c) Beginning to take action
   (d) Some progress
   (e) Achieved success in this area
   (f) Sustained success in this area
7) **Campus Recovery Support Marketing & Communication:** Develop and launch a website or other form of social media that contains campus-specific information about recovery support available
   (a) No activity in this area
   (b) Early discussions
   (c) Beginning to take action
   (d) Some progress
   (e) Achieved success in this area
   (f) Sustained success in this area
8) **DFSCA Biennial Report and Campus Recovery Services:** Include a description of the campus-specific recovery support services in the federal DFSCA biennial review and report
   (a) No activity in this area
   (b) Early discussions
   (c) Beginning to take action
   (d) Some progress
   (e) Achieved success in this area
   (f) Sustained success in this area
9) **Student-based recovery support group:** Development of student-based recovery group and/or Registered Student Organization including peer support involvement and coordination of meeting space for community based mutual aid support groups (support meetings, sober social activities, etc.)
   (a) No activity in this area
   (b) Early discussions
   (c) Beginning to take action
   (d) Some progress
   (e) Achieved success in this area
   (f) Sustained success in this area

10) **Recovery Scholarships**: Develop a recovery support scholarship, including an application, marketing, scoring rubric, scholarship and program criteria, application review committee, protocol for application and award, etc.
    (a) No activity in this area
    (b) Early discussions
    (c) Beginning to take action
    (d) Some progress
    (e) Achieved success in this area
    (f) Sustained success in this area

# *Appendix D. Seed Grantee Semi-Structured Interview Questions*

**WSU Collegiate Recovery Evaluation Year 2—Seed Grantees**
**Semi-Structured Interview Protocol**

Purpose

Hello, my name is ____. Thank you for your time today. The purpose of this interview is to capture the individual experiences of the State of Washington's Collegiate Recovery Seed Grant recipients. Some of this interview will entail expanding on or providing context to information you've provided in the quarterly reports. Everything you say during this interview will remain confidential; I hope you'll feel comfortable speaking candidly with me as we discuss your experience with and knowledge of collegiate recovery services and supports. Of course, you can refuse to answer any question for any reason. Your responses do not impact your current or future seed grant funding in any way. This interview will take no more than one hour of your time. Do you have any questions for me before we begin?

Recording

I would like to record the interview to supplement my notes. Are you comfortable with being recorded?

___Yes

___No

Publication

Sometimes we like to use quotes to highlight key points or experiences. The quotes are always de-identified and will not be connected to your name or institution. Is this something you would be comfortable with, or would you prefer we not use any quotes from your interview? It is entirely up to you.

___Yes, you may quote

___No, you may not quote

Questions

[Note to interviewer: Don't forget to tie in quarterly report information as needed throughout the interview to ask for expansion or clarifying information.]

1) It will help to begin this interview with a shared understanding of what collegiate recovery actually means and how you define collegiate recovery based on your experience. What does "collegiate recovery" mean to you?
    a. Is this definition shared with others on your campus?
    b. What are the core components of a collegiate recovery program?
2) How long have you been involved in collegiate recovery work/support of collegiate recovery services and supports?
    a. Has your experience always been in your current university/college/institute of higher education [if applicable]?
    b. If not, what other university/college/institute of higher education?

We are interested in hearing more about your university's services. I will also ask you questions more broadly about pathways for students in recovery as they transition to college, resources available to them as they transition, students seeking assistance in the initiation of recovery, as well as resources that help them succeed after they have settled into the higher education setting. Again, some of this may have come up in your quarterly reports, but we are looking to gather additional context and information.

3) What resources are currently available or will be in the near future at your IHE, either through your CRP or other departments on campus? [Probe: A physical space for recovery students on or near campus, recovery or substance-free housing, peer support; academic advising or support, financial assistance/ scholarships]
    a. How were the decisions made about what services to offer? [Probe: Have you conducted any surveys/ needs assessments/ focus groups to assess student needs?]
    b. *For Cohort 1:* Have you added or removed any services in the past year?
        i. IF YES: Which services? How did you make those decisions?
4) What resources do you think are most important for colleges to offer in order to help students in recovery succeed once they are in college? [Probe: social supports, academic supports, medical support]
5) How do you connect with students in recovery? How do students on campus hear about the CRP?
6) What relationship does your CRP have with other departments within your institution? [Probe: other academic departments, sports teams or clubs, administration]
7) What is the relationship between your IHE and local community recovery supports and recovery high schools?
    a. What would be needed to support you in further developing these relationships?
    b. Are you aware of specific recruitment and retention measures taken by your campus with Recovery High Schools and students in recovery?
8) *For Cohort 2 Grantees:* What are the barriers students encounter in a substance use crisis situation? [Probe for: what the referral process to treatment looks like, what is the academic medical withdrawal process, what is the process for re-enrolling after completing treatment, are there any punitive/ disciplinary measures taken, are parents notified of incidence]
9) *For Cohort 1 Grantees:* Have the barriers that students in recovery experience changed since last year? What has your IHE done to remedy some of the barriers identified last year? What barriers do they currently encounter?
10) In what ways is your IHE providing a full continuum of care, that is services and supports covering: prevention, referral, intervention, harm reduction strategies, and recovery/reentry support services? Please describe some examples for each category:

    a. Prevention
    b. Referral
    c. Intervention
    d. Harm reduction
    e. Recovery/Reentry
11) How are collegiate recovery services funded within your university?
    a. If you are not fully funded, what are the barriers to securing sustainable funding?

b. Have you begun to develop a sustainability plan to ensure your program is able to continue if seed grantee funding is no longer available? Who is involved in the planning process? Are there any challenges to developing this plan?

12) Can you provide a few examples of how students in recovery are flourishing academically, socially, or professionally?

13) Before we finish, we would like to quickly run through the required and optional items to make sure we haven't missed any important information:

a. Required Item #1: Maintenance (Cohort 1) or Development (Cohort 2) of an interdepartmental recovery support workgroup
b. Required Item #2: Seed Grantee Virtual Learning Community (SGVLC) Participation
c. Required Item #3: Community Recovery Support (CRS) Action Plan submission
d. Required Item #4: Community and/or Campus asset mapping project
e. Required Item #5: Memberships (annual)
f. Required Item #6: Development & adoption of a formal referral policy & protocol for substance use disorder or problematic substance use
g. Required Item #7: Campus Recovery Support Marketing & Communication
h. Required Item #8: DFSCA Biennial Report and Campus Recovery Services
i. Required Item #9: Student-based recovery support group
j. Required Item #10: Recovery Scholarships
k. Required Item #11: State-wide Recovery Support Evaluation Project Participation
l. Required Item #12: Quarterly Report submissions
m. Required Item #13: Final Report submission

14) Is there other information about collegiate recovery in your university/state that you would like to share?

Thank you so much for your time and for your helpful comments. If you have any questions or additional thoughts, please feel free to reach out at any time. This evaluation project will be concluding in June 2022 and the report will be available over the summer. We will make sure that you are aware of the report once it is published and available.

# Contributor Biographies

WSU Evaluation Team

**Patricia Maarhuis, PhD, WSU Health Promotion, Co-PI:** Patricia Maarhuis serves as the WSU Collegiate Recovery Initiative Co-PI with a focus on state-wide IHE and WSU Pullman campus implementation of recovery support programs, including oversight of the initiative evaluation project and the multi-campus seed grant project. She has worked in collegiate substance use prevention and recovery support program development and implementation for over 20 years. Patricia has authored or edited publications and reports on the intersections between education, culture, and high-risk health experiences.

**Konul Karimova, MA, Recovery Support Campus Coordinator:** Konul Karimova joined the Collegiate Recovery Support Initiative project in 2021 and served as the Recovery Coordinator for WSU Pullman campus through 2022. Konul holds a master's degree in Women's and Gender Studies and is in the process of completing her doctoral degree in Prevention Science. Her research interests include implementation, adaptation, and evaluation of evidence-based programs.

C4 Innovations Evaluation Team

**Adrienne Kasmally, BA, Evaluator, C4 Innovations:** Adrienne Kasmally is an evaluator at C4 Innovations. She has led evaluations on sexual and domestic violence prevention programs and policies that emphasize the importance of person-centered, trauma-informed care. She has also worked on evaluations on housing, homelessness, adolescent suicide prevention, and substance use prevention and treatment. Ms. Kasmally has worked on the Washington State Collegiate Recovery Initiative Evaluation since 2020.

**Jennifer Battis, MRes, Evaluator, C4 Innovations:** Jennifer Battis is an evaluator with over 10 years of experience leading evaluations and providing technical assistance to local and cross-site projects across the United States. Ms. Battis received her master’s degree in social research (MRes) from the University of Aberdeen, Scotland, and has since worked on evaluations focusing on substance use treatment, criminal justice and specialty courts, juvenile justice and juvenile diversion programs, victim assistance programs, and human trafficking.

**Caty Wilkey, MPH, MSW, C4 Innovations:** Caty Wilkey, MSW, MPH has conducted evaluations on substance use prevention and treatment, mental health, child welfare, racial equity, and public health programs. She has led evaluations of SAMHSA grants including Recovery-Oriented Systems of Care, Targeted Capacity Expansion-HIV, State Adolescent and Transitional Aged Youth Treatment Enhancement and Dissemination, and Strategic Prevention Framework Partnerships for Success, CDC grants including Partnerships to Improve Community Health and Community Transformation Grants, and ACF Title IV-E Child Welfare Waiver Demonstrations projects. Ms. Wilkey is Co-Principal Investigator of the Conrad N. Hilton Foundation -funded initiative testing a substance use prevention intervention for adolescents. In her evaluation work, Ms. Wilkey is interested in equitable evaluation and a focus on involving community stakeholders in evaluation design and implementation.

WSU Collegiate Recovery Support Initiative Staff

**Paula Adams, MA, Director of HP, Co-PI.** Currently in the position of director of health promotion at WSU, Paula Adams has 19 years of experience in prevention, health education, and health promotion in higher education. She has a master’s degree in strategic communication and is near completing a

doctoral degree in prevention science. Paula led writing and implementation of $1 million in federal grants to bring collaborative, systemic change to WSU Pullman around sexual violence prevention and suicide prevention.

**Konul Karimova, MA, Recovery Support Campus Coordinator.** See biography above.

**Patricia Maarhuis, PhD, WSU Health Promotion, Co-PI.** See biography above.

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**Land Acknowledgements**

Evaluation Team

Members of the *C4 Innovations* team worked on this report on unceded Naumkeag, Massa-adchu-es-et, Pawtucket, Wabanaki, N'dakina, and Aucocisco lands. The C4 team acknowledges the violent genocides and repeated violations perpetrated by invaders through the colonial period and beyond. We affirm that these acknowledgments are insufficient; they do not undo the harm and violence that has and continued to be perpetrated against indigenous people, their land, and water.

Seed Grantees

*Washington State University* is located on the homelands of the Niimíipuu and the traditional homeland of the Pelúuc Band of Indigenous People. We acknowledge their presence here since time immemorial and recognize their continuing connection to the land, to the water, and to their ancestors.

*Gonzaga University* currently resides on the homelands of the Spokane Tribal People. Gonzaga University wishes to recognize the Indigenous peoples who have been dispossessed and displaced from their ancestral and spiritual homes and the taking of their land through colonization. Gonzaga University further acknowledge that the land where the School of Leadership Studies is located holds the cultural DNA and the Spirit of the First People of this place: "The People of the River." The Spokane Tribe's ancestors inhabited much of northeastern Washington, which consisted of approximately 3 million acres. It is their ancestors who are here and bring forth the power of this place. Gonzaga University asks that they also assist us with respecting the practices and the knowledge that comes from the land.

Gonzaga University recognizes that land acknowledgement is only a first step towards honoring the contributions of Native Americans and Indigenous peoples today and continue to strive towards policies and practices that bring about justice and reconciliation. Gonzaga University is grateful to be on this land, for the people that stewarded it, and ask for its support as they work to manifest their intentions during this gathering of hearts, minds, and spirits.

*Green River College* acknowledges that they are gathered upon the ancestral lands of the Seattle area's Federally Recognized Indian Tribe—the Muckleshoot Indian Tribe, who historically lived throughout the areas between the Cascade Mountains and Puget Sound, what is also known as the Salish Sea. Muckleshoot is party to both the Medicine Creek and Point Elliot Treaties. These treaties reserve governmental rights to the Muckleshoot people and recognize their "Usual and Accustomed Territory, "where they hunt, fish, gather, trade, govern, and live. These areas include DiDelaliV, (Dz-zah-lah-luch), what is now known as the city of Seattle and surrounding region. * DiDelaliV, (Dz-zah-lah-luch)—is the traditional Muckleshoot place name for Seattle and means: the shaking ground place. Muckleshoot remains a strong Sovereign Nation and are invaluable contributors to our state history, identity, economy, and culture.

*Skagit Valley College* acknowledges that they are on the traditional and unceded territories of the Coast Salish Peoples, especially on Swinomish Indian Tribal Community, Upper Skagit Indian Tribe, Samish Indian Nation, Nooksack Indian Tribe, and Sauk-Suiattle Indian Tribe. SVC commits to understanding the longstanding histories of each of these nations and our place within these histories, to support students from each of these nations who attend SVC to pursue their educational goals and to build relationships that support indigenous organizations.

*Renton Technical College* sits uninvited on the ancestral land of the Puget Salish people, including the Duwamish, Suquamish, Snoqualmie, Tulalip, and Muckleshoot Nations. RTC is grateful to the original inhabitants of this land, upon which they gather and dialogue. They also acknowledge our increasingly virtual world, in which RTC's work is done across multiple indigenous lands, in some cases, away from Puget Salish territories. RTC thanks the original caretakers of our local lands and waters, who are still here.

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# Reshaping the Conversation II: Collegiate Recovery Supports and Services in the State of Washington

*Evaluation Report of the 2021–2022 State of Washington Collegiate Recovery Support Initiative*

WASHINGTON STATE UNIVERSITY

C4 Innovations