

Reshaping the Conversation III: Collegiate Recovery Supports and Services in the State of Washington.

Evaluation Report of the 2022–2023 State of Washington Collegiate Recovery Support Initiative

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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).

The WSU-HCA initiative advances 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 Year Three Evaluation Report focuses on the progress of each of the seed grantees funded through the HCA grant in their collegiate recovery support and services programs, and highlights efforts made related to implementation, equity, and sustainability. Findings were mapped to the RE-AIM and PRISM public health frameworks in order to systematically capture core elements of the programs within multifaceted internal and external contextual factors. In Year Three, the project and evaluation teams focused heavily on implementation and sustainability infrastructure, and these important areas are represented heavily in both the data, findings, and recommendations.

Key recommendations that emerged from the Year Three evaluation, which in this report are presented in tandem with key recommendations identified in prior years, include:

Recommendation 1-2023: Prioritize three core interrelated variables to promote long-term CRS/S sustainability: (a) adequate staffing, (b) ample available time for student and IHE staff to dedicate to CRS/S, and (c) internal and external relationships and connections.

Recommendation 2-2023: Increase access to programs and services within CRS/S development and administrative structure that addresses the social determinants of health and/or recovery capital development.

Recommendation 3-2023: Enhance diversity, equity, and inclusion (DEI) efforts within the IHE recovery community.

Recommendation 4-2023: Increase campus-wide training opportunities improving community-wide knowledge of the needs of students in recovery.

Recommendation 5-2023: Offer social events to create a safe, supportive campus environment and to improve community-wide knowledge of the needs of students in recovery.

Recommendation 6-2023: Utilize targeted administrative structures and responses to enhance sustainability.

Recommendation 7-2023: Be responsive to circumstantial instability, that may include staff turnover, broader IHE structural changes, or changes to administrative shifting priority areas.

Recommendation 8-2023: Braid on-campus and community recovery services and to support the multi-faceted and changing needs of students.

Recommendation 9-2023: Utilize a team of paid trained temporary student staff as Recovery Coaches for direct recovery support service implementation (all-recovery meetings, social events, recruitment activities) and permanent recovery staff positions for general support service coordination.

See complete recommendation list on page 58.

Findings and recommendations in this report build on prior reports and continue to highlight the need for and importance of coordinated and responsive collegiate recovery supports and services across Washington State.



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 Year Two Evaluation Report (Maarhuis et al., 2022). This report focuses on the establishment and implementation 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.

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.

The Association for Recovery in Higher Education (ARHE) is in the process of developing a formal accreditation process for CRS/Ss and will be launching a pilot in the Fall of 2024. This is a positive step for the field and will result in the standardization of support across the country.

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 1 refers to seed 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 or subsequent grant years. Due to this change in grantees, Whitman College was not included in this evaluation.

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

Cohort 2 includes the 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/Ss in place. The two Cohort 2 seed grantees were:

- Renton Technical College
- Skagit Valley College

Although the Cohort 2 seed grantees did not have existing CRS/Ss, they did have Re-entry Navigator Programs for students who were justice involved, 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).

Cohort 3 includes the most recent group of grantees who were awarded funds during the 2022-2023 cycle. The Cohort 3 grantee is:

- Eastern Washington University (EWU)

The addition of EWU to the SWCRSI grantees allows for the addition of another public 4-year IHE. Located on the east side of Washington State, Cheney is a rural college town located about 30 minutes away from Spokane, Washington.

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.

Description of Seed Grantees: Cohort 1

Green River College.

GRC is a public community college located in Auburn, Washington. Green River is certified as an Asian American, Native American, Pacific Islander-serving institution. Green River served 10,462 students in the 2020-2021 academic year. Fifty-two percent of students were female. Thirty-eight students identified as White, 14% as Asian, 13 as Hispanic/Latino, 7% as Black or African American, 1% as American Indian or Alaska Native, and 9% as two or more races. One in three were eligible for need-based financial aid. The majority of students at GRC are commuters. 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). (*IPEDS, 2022*).

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 in the Center for Transformational Wellness, which is a hub of recovery, violence prevention, and other wellbeing resources and support. This is a group space that provides recovery information, harm reduction resources, hygiene products and safer sex supplies, and refreshments. Gators Thrive has a dedicated half-time recovery coordinator position and multiple student-staff positions (Recovery Coaches & Doctoral Interns) for recovery support service development and implementation. 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. They 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 Transformational Wellness Center space as they are comfortable. Gators Thrive is considered small, as the program was just founded in 2021, but growing. Students participating in Gators Thrive can benefit from recovery-supportive activities and meetings; community referrals when needed; 1:1 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. (ARHE, 2021a).

Social Media: [GRC Center for Transformational Wellness](#), [Gators Thrive Instagram: @gatorsthive](#)

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 enrolled 7,381 students in the 2020-2021 school year. Gonzaga undergraduates tend to be highly involved in on- and off-campus experiential learning and extracurricular opportunities. Fifty-seven percent of students identify as Female. Sixty-nine percent of students identify as White, approximately 10% identify as Hispanic or Latinx, 6% as two or more races, 5% as Asian, and 1% as Black. 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 falls under the Division of Student Development at Gonzaga. OUR House works closely with the Health & Counseling Center on Campus, as OUR House staff are also employed by the Health & Counseling Center. 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](#), [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, Everett, and the Tri-Cities, as well as a Global campus. The Pullman campus has just over 17,800 students with 30% identifying as multicultural. WSU Pullman is home to 1,283 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. Cougs for Recovery has expanded services to the WSU Global Campus, which has over 3,800 students. A third of Global Campus students identify as first generation students and the average age of students is 31 years old (Washington State University, 2022.)

Washington State University's Cougs for Recovery program began as a small, registered student organization on campus in 2018. 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 more. Scholarships are awarded as available to students involved in recovery on campus to support their success in college. (ARHE, 2017).

Social Media: [CfR Cougar Health Services](#), [CfR Facebook](#) , [CfR Instagram: @cougsforrecovery](#)

Description of Seed Grantees: Cohort 2

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 served approximately 6,300 students in the 2020-2021 academic year. Fifty-six percent of students are women. Fifty-seven percent of students are White, 22% are Hispanic or Latinx, 6% are two or more races, 4% are Asian, 2% are Black, and 1% are American Indian or Alaska Natives. Thirty percent of its students are first-generation college students and 40% receive need-based financial aid. 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, 2019).

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 program that features collaboration between the Cardinals for Recovery community with the Breaking Free Club, a registered student organization serving justice involved 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. (ARHE, 2021b).

Social Media: [Skagit Valley Community Integration Program](#)

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. The campus is located on 30 acres just north of Northeast Third Street in Renton, Washington and operates several satellite locations throughout King County. 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.

Approximately 7,500 students were enrolled in RTC during the 2020-2021 academic year. Forty-four percent of students are female. Twenty-nine percent of students are White, 19% are Asian, 19% are two or more races, 17% are Black, 14% are Hispanic or Latinx, and 1% are American Indian or Alaska Natives (Renton Community College, 2023).

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. Wellbriety support services continue to be closely affiliated with the re-entry program; however, these supports are now operated as part of the RTC Workforce Education Department and affiliated grants in order to ensure broad and sustained resources and services for student success. 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 multiple student Peer Ambassadors 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 meetings and harm reduction tools 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 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: [The Wellbriety Center](#), [RTC Wellbriety Instagram @rtcwellbriety](#)

Description of Seed Grantees: Cohort 3

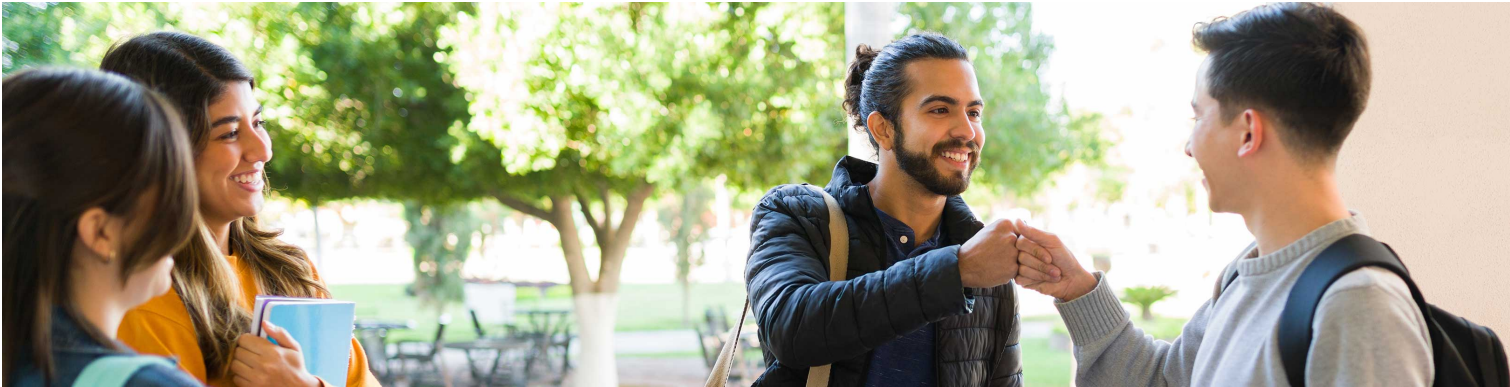
Eastern Washington University.

Eastern Washington University is a public university in Cheney Washington. Eastern Washington University prides itself on recruiting and supporting traditional college-bound students, non-traditional students, and those from underserved populations. EWU has a dynamic campus—some students attend classes online, some live in Spokane, and some commute to campus for in-person classes. Eastern Washington University is located in Cheney, Washington. Over 16,000 students were enrolled at EWU during the 2020-2021 academic year, which is larger than the population of Cheney. Fifty-eight percent

of students are White, 16% are Hispanic, 6% are two or more races, 4% are Black, 3% are Asian, and 1% is American Indian or Alaska Native.

Eagles for Recovery is EWU's collegiate recovery community for students who are recovering, thinking about going into recovery, and their allies. The program was founded in 2022. It is housed under the Counseling and Wellness Department and seeks to foster social connections and support as students navigate their recovery and academics. Two staff and two undergraduate student employees collaborate to distribute posters and flyers, share information and resources via Social Media, and create student events. Eagles for Recovery will offer a student-based support group, activities with food, games, and information about recovery, and educational events (ARHE, 2022).

Social Media: [Eagles for Recovery](#), [Instagram @eaglesforrecovery](#)



Evaluation Framework and Questions

RE-AIM Framework

RE-AIM Framework C4 and WSU used the RE-AIM Framework (Reach, Effectiveness, Implementation, Maintenance) (Glasgow et al., 1999; Glasgow et al., 2003; Glasgow et al., 2004; Glasgow et al., 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

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

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).

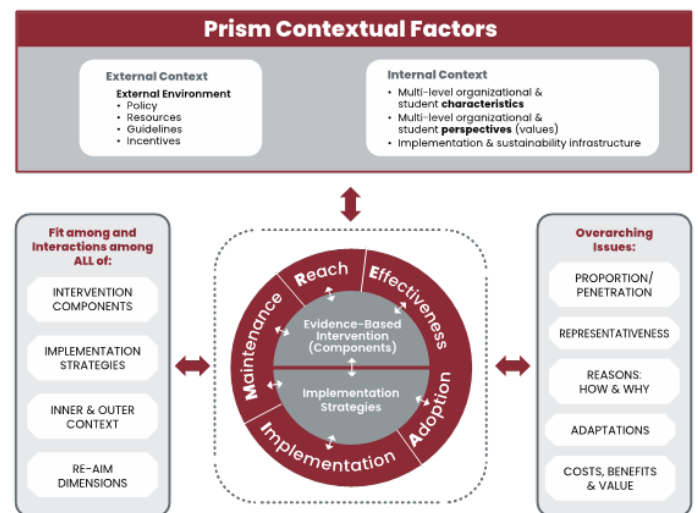
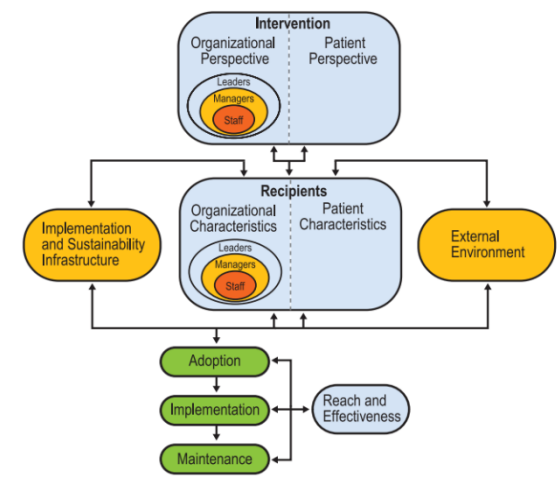
Throughout this evaluation, our team incorporated the PRISM model as part of the RE-AIM framework. This allowed us to identify and examine contextual factors impacting collegiate recovery programs, including identifying key elements that support access and utilization of recovery supports during transition to higher education and identifying gaps in the State of Washington ecosystem (Feldstein & Glasgow, 2008).

Evaluation Methods

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*

The Practical, Robust Implementation and Sustainability Model (PRISM)



Feldstein & Glasgow, 2008

- a. What relationships need to be established to support a collegiate recovery program that is based on identified student needs and backed by research? *Adoption*
 - b. What relationships need to be established to support the sustainability of a collegiate recovery program? *Adoption, Maintenance*
 - c. 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, Effectiveness*
- a. In what ways does the IHE work to ensure the collegiate recovery program is reflective of the entire student body? *Reach*
 - b. How are collegiate recovery programs providing holistic support to students in recovery? *Effectiveness*
 - c. What facilitated the reach? *Reach*
 - d. What barriers impeded reach? *Reach*
- 3) What progress are seed grantees making on creating sustainable CRS/Ss? *Maintenance*
- a. How embedded are the CRS/Ss within the IHE and surrounding communities? How much buy-in do grantees have from administration, staff, students, and community stakeholders? *Adoption, Maintenance*
 - b. How are stakeholders adapting to continually changing student bodies, policies and funding sources, best practices, and student needs? *Maintenance*
 - c. What domains of sustainability are grantees most concerned about achieving? *Maintenance*

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 conducted a policy scan of federal, state, and institutional-level policies that were enacted since June 2022.

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 2022.
- 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 drew from multiple data sources including a sustainability assessment, staff interviews, and a document review of each seed grantees' quarterly and final reports.

Sustainability Assessment

C4 adapted the Program Sustainability Assessment Tool from the Center for Public Health Systems Science, George Warren Brown School of Social Work, at Washington University in St. Louis, MO. C4 collaborated with WSU to update 9 domains that impact long-term sustainability of CRS/Ss:

- **Domain 1:** Environmental Support – having a supportive internal and external climate for your program.
- **Domain 2:** Funding Stability – establishing a consistent financial base for your program.
- **Domain 3:** Partnerships – cultivating connections between your program and its stakeholders.
- **Domain 4:** Organizational Capacity – having the internal support and resources needed to effectively manage your program and its activities.
- **Domain 5:** Program Evaluation – assessing your program to inform planning and document results.
- **Domain 6:** Program Adaptation and Improvements – continuous quality improvement processes; taking actions that adapt your program to ensure its ongoing effectiveness.
- **Domain 7:** Communications – strategic communication with stakeholders and the public about your program.
- **Domain 8:** Strategic planning – using processes that guide your program's direction, goals, and strategies.
- **Domain 9:** Equity and student engagement – ensuring your program has the capacity to serve students with different needs

Semi-Structured Interviews

C4 worked in partnership with WSU to identify staff at each of the six IHEs to participate in semi structured interviews about their experiences over the past year.

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 A). The interviews were scheduled for no more than 60 minutes and conducted on Zoom. The team interviewed 14 staff members.

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.

Analysis

The evaluation team used MAXQDA 2022 Pro to analyze the staff interviews and grantees' quarterly and final reports (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 and documents, 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.



Updates to Year Two Content

Policy Scan Update

C4 conducted a brief update of federal, state, and institution level policies (enacted after June 2022) that may impact the development and sustainability of collegiate recovery programs in the State of Washington. Between June of 2022 and the writing of this report (June 2023), there were no notable federal policy advancements. State policy advancements included the update to the state opioid response and changes to the peer specialist. Grantees continued to work on harm reduction policies, procedures, and services and connections with internal departments at their IHEs and external organizations in their communities.

State Advancements

State Opioid Response Plan.

In 2022, the state released the 2021-2022 Washington State Opioid and Overdose Response Plan as an update to the 2018 Washington State Opioid Response Plan. The 2021-2022 Plan reflected necessary changes to establish a flexible planning structure that can address substance use needs as they evolve and emerge. The plan serves multiple purposes, describing the history and evolution of the opioid epidemic, and informing the use of federal, state, and local resources in response to substance use overdose deaths. It also serves to coordinate activities and avoid duplicative efforts across agencies and support linkages with stakeholders across state agencies, local governments, health care organizations, academic institutions, civic and philanthropic organizations, and members of the public in general. Lastly, the plan serves to guide state efforts to work with tribal governments.

There are five goals outlined in the response plan, beginning with the prevention of opioid and other drug misuse, identifying, and treating opioid misuse and stimulant use disorder, as well as ensuring and improving the health and wellness of people who use opioids and other drugs. The final two goals describe the usage of data and information to detect opioid misuse, monitor drug user health effects, analyze population health, and evaluate interventions, as well as supporting individuals in recovery.

In October 2022, the State of Washington reached a settlement in their lawsuit versus McKesson Corp, Cardinal Health Inc., and AmerisourceBergen Drug Corp, three companies that were found to have played key roles in fueling the opioid epidemic. The settlement will be up to \$518 million, of which \$476 million will be paid out over 17 years to 125 local governments, starting on December 1, 2022. The local

governments must spend the settlement money on approved uses, which were outlined in Exhibit E: List of Opioid Remediation Uses.

The list of remediation uses includes, among other things, increasing training and distribution of naloxone or other FDA approved drugs to reverse opioid overdoses, increasing distribution and education about MAT, expanding warm hand-off programs and recovery services and providing evidence-based treatment and recovery support for people with OUD within and transitioning out of the criminal justice system. It also includes funding for prevention programs and expanding syringe service programs.

The List of Opioid Remediation Uses impacts collegiate recovery in a myriad of ways, encouraging cities to use their funding over the next 17 years to provide treatment and recovery support services, including recovery housing, wrap-around services, treatment of trauma for individuals with OUD and family members, and to provide training on MAT for students. It also lists supporting or expanding peer-recovery centers, engaging community coalitions to support people in treatment or recovery, providing training and long-term implementation of SBIRT in key systems like schools and colleges, with a focus on youth and young adults. To prevent overdose deaths and other harms (Harm Reduction), the funding is recommended to go towards increased availability, distribution and training and education regarding naloxone and other drugs that treat overdoses as well as harm reduction strategies to students and peer recovery coaches.

Ongoing Impact of the Blake Decision.

The *Blake Fix*, (S.B. 5536) was signed into Washington State Legislature on May 16, 2023. Beginning on July 1, 2023, knowingly possessing counterfeit or controlled substances or using these substances in a public place constitutes a gross misdemeanor. These substances include, but are not limited to, fentanyl and other opioids, methamphetamine, heroin, and cocaine.

The *Blake Fix* also creates a “pre-trial” diversion program. Through this diversion program, individuals may elect to meaningfully participate in a treatment program in exchange for the state dismissing the charge. Additionally, this bill classifies opioid use disorder treatment facilities as essential public facilities (S.B. 5536).

Certified Peer Specialists.

State law SB 5555 defines Certified State Specialists in the state of Washington, beginning July 1, 2024, certified peer specialists and certified peer specialist trainees are established as new health professions that may engage in the practice of peer support services. Practice of peer support services means the provision of interventions by either a person in recovery from a mental health condition, substance use disorder, or both, or the parent or legal guardian of a youth who is receiving or has received behavioral health services. The person provides the interventions through the use of shared experiences to assist a client in the acquisition and exercise of skills needed to support the client's recovery. It also specifies that not everyone who practices Peer Support Services has to be a certified Peer Support Specialist, but they must be certified to bill health insurance or medical assistance for those services (S.B.5555).

The law also establishes the Washington State Certified Peer Specialist Advisory Committee (advisory committee). DOH and the HCA are encouraged to adopt the recommendations of the advisory committee on topics related to the profession of certified peer specialists. Beginning July 1st, 2025, it establishes Pathways to earn a certificate to engage in the practice of peer support services including Educational Course and Examination, Prior Experience and Apprenticeship. In order to receive a certificate to Engage in the Practice of Peer Support Services as a Certified Peer Specialist Trainee, the applicant must have met the attestation, education, and oral and written examination requirements for a peer specialist; or be enrolled in an approved apprenticeship program (S.B. 5555).

This State Law impacts Collegiate Recovery by formalizing and defining the CPS role, and requiring certification if services are being billed to health insurance or medical assistance. It also creates an advisory committee which can give recommendations to the Department of Health and Health Care Authority. Establishing pathways to earn certificates will also create standards for people who want to become CPS's and ensure that they receive proper training.

Institutes of Higher Education-Level Policies

As noted in the Year Two Evaluation Report, changes in policy and protocol can be gradual and the adoption process takes time. The seed grantees continued to make adaptations on campus where possible.

Notably IHEs from all cohorts continued to build out their asset maps and connections with community organizations. Common assets included sober support meetings, housing services, peer-based services, mental health and wellness organizations, and inpatient treatment and detox centers. IHEs also built out relationships with other organizations within their campus, including Student Conduct Offices, Athletic Departments, Greek Life, Counseling Centers, Disability Services, Campus Security and Public Safety, and more.

Similarly to Year Two, grantees promoted harm reduction approaches through changes to their formal referral policies, network referrals, and the promotion and distribution of harm reduction tools on campus (e.g., Narcan, Fentanyl testing strips, Detera disposal packets used to prevent abuse and reduce overdose). As IHEs partner and build relationships with other departments on campus, small changes have been made to processes and procedures. In some IHEs, other campus departments, faculty, or staff will notify and support a warm handoff to the collegiate recovery services and supports on campus.



Findings

Reach

Reach is “the absolute number, proportion, and representativeness of individuals willing to participate in a given initiative.”

Throughout this evaluation, our team spoke to grantee staff and reviewed final and quarterly reports to understand the *reach* of the CRS/Ss. The team first identified who was served by the IHE CRS/Ss and how these services were related to their holistic needs, and not just their needs directly related to their substance use. Our team also examined what facilitated and impeded reach, how IHEs promoted equity, and how the students served were reflective of the greater student body.

“*Reach*” is typically defined as an absolute number; however, the SWRCSI grantees do not collect specific demographic information of individual students. The grantees do not collect this data to protect the confidentiality and anonymity of students. Staff collect broad data on the number of students who regularly attend or utilize services.

Students who were directly served by the CRS/S

Students Served.

The number of students varied among different IHEs, due to their stage of development, campus culture and identified student needs, and services offered. The variability in reach cannot be attributed to one factor, but rather the interaction of several environmental factors.

One CRS/S with over 5 years of development, at a large, private IHE, with a dedicated space on campus, and strong campus, administrative, and community buy in had consistent involvement of 10 to 20 students during the academic year. They held regular weekly groups, 1:1 recovery coaching, and community events. Campus-wide events, such as Recovery Ally training, have strong attendance from the campus community with approximately 20 to 50 attendees per event.

Conversely, another CRS/S with over 5 years of development at a large, public IHE in a rural setting had approximately 2-3 students regularly attend all recovery meetings (outside of student staff participation). Community-wide events were extremely popular at this IHE: Narcan and harm reduction trainings saw over 50 participants across the semester. CRS/S staff noted that more students attended sober social

events with food present (an average of 4-6 students per event) and semester-end celebration events (20-25 students per event).

One Cohort 2 CRS/S at a small, 2-year college offered 1:1 recovery coaching, recovery meetings, and social events. During their first year of development, they partnered closely with a club for justice involved students. This helped them build momentum, share resources, and facilitated connections with community organizations. In the past grant year, 6-10 students regularly participated in the weekly recovery meetings. The CRS/S also offers community social events that have received positive feedback and engagement from students, such as a bowling event that saw over 30 participants.

A CRS/Ss in the first year of implementation focused on campus wide recruitment activities, Ally training, classroom projects, and kick-off events with 30 to 70 student & staff participants per event. Regular student attendance at weekly recovery groups and the development of a core community of students in recovery was challenging but expected to grow over time with recovery coach team development and ongoing recruitment efforts.

Representativeness.

All of the SWCRSI grantee CRS/Ss serve students who are in recovery, seeking recovery, interested in recovery, or allies. All grantee CRS/S utilize a harm reduction approach, which was a notably successful recruitment method. Supporting multiple pathways to recovery, welcoming allies and others who don't identify as being "in recovery," and welcoming students who are impacted by things other than substance use, broadly expand the reach of the recovery programming.

Grantees noted the variation in student populations at 2-year and 4-year IHEs. One grantee at a 2-year IHE noted, "[Our population] looks a lot different to the 4-year schools. We serve mostly adults who are in their late 20s through their 60s. We're not serving a lot of 18-20 year olds. The population we're serving is a lot different from 4 year colleges." Many community and technical college students are non-traditional students, who are returning to school or outside of the "typical" age range. Grantees note that community and technical college students often are balancing full-time employment, additional family needs, and off-campus responsibilities in addition to their recovery and education. All grantees reported that they serve a diverse student population—including students of different races, ethnicities, and faiths, non-traditional students, students with varying academic backgrounds and goals, justice-involved students, and students who employ various pathways to recovery.

"The program serves those who are interested in participating. The program is not specifically for individuals who are sober or recovering from one specific thing. We have a wide range of individuals who are recovering from multiple things—some are practicing harm reduction, others are sober. We serve a wide range of students." – Staff

Equity.

Grantees partner with other offices, resources, and student groups on campus to support students of multiple backgrounds and lived experience. One IHE's CRS/S closely partners with their re-entry and justice involved student populations. This partnership provides support to a student population that is

disproportionately Black and Latinx. One staff person shared that, in the past, these students were typically routed to “conduct proceedings,” rather than “support services.” Conversely, this intentional partnership promotes harm reduction and equitable access to support services. Other IHEs partner with local LGBTQ+ community organizations, programs that provide assistance to students with food insecurity, and departments that support students with disabilities.

Further, each IHE’s decision to offer paid positions and scholarships to undergraduate and graduate students in recovery directly addresses students’ needs and recovery capital development through the provision of financial resources and access to consistent recovery supports. For many low-income students, a paid position on campus makes access to education and recovery supports possible.

“These intentional collaborations allow us to tap into diverse perspectives in order to best support our recovery community in a holistic manner and to integrate recovery work in a broader health equity mission.”
– Staff

Students who were indirectly served by the CRS/S

Several IHEs offered campus-wide events, such as trainings on supporting special populations such as LGBTQ+ students, art shows, Mental Health First Aid training, and open mic sessions. IHEs also offered multiple free, on-campus and virtual Connecticut Community for Addiction Recovery (CCAR) Ally trainings that saw attendance from several departments on campus, including Counseling, Academic Advising, Disability Support Students, Sorority and Fraternity Life, Housing and Residential programs, Student Engagement, Career Services, and academic departments. This year there was an expansion of Narcan, Deterra, Fentanyl testing strips, and other harm reduction resources available to all students through the SWCRSI funds. SWCRSI grantees collectively have over 1,500 followers on Instagram, and social media was a common pathway for students to get connected with recovery supports. Although not all followers will access recovery supports, they can benefit from the resources shared by the grantees.

As each CRS/S builds out their visibility on campus, they work towards creating a safe space for students in recovery to feel welcome and like valued members of their campus community (Snethen et al., 2021). One grantee described one of the goals of their program: *“I’d like for all of the students [at our IHE] to feel like they know and understand what our [collegiate recovery program] is and feel safe to access it. I want assurance that they feel and know that.”*

Advertising available supports

Grantees have developed extensive plans for advertising the CRS/S available at their IHE. Staff emphasized the importance of creating and maintaining an online presence. Several grantees employed undergraduate or graduate students as social media managers who were able to manage their social media accounts (e.g., Facebook and Instagram), webpages, and emails. The majority of IHEs noted that social media was the most effective way of reaching students. However, two-year community and technical college grantee staff remarked that their non-traditional students don’t often check social media and are better reached through text messages or in-person recruitment. Several IHEs have begun to use online course management systems (e.g., Canvas) to advertise services. These pages can increase visibility for all students, but especially those who are completing some or all classes virtually, or who

have minimal connection to their campuses and may be unaware of the CRS/S available on their campuses.

IHEs are still coping with the consequences of the COVID-19 pandemic. CRS/S staff are eagerly welcoming students back to campus and are capitalizing on in-person recruitment activities. These include in-class presentations, hanging flyers, making stickers, tabling, and joining orientation events for incoming students and their families.

As Cohorts One and Two become more established at their IHEs, grantee staff emphasize the importance of diversifying their methods to reach more students. One Cohort 1 grantee staff person noted, “*We promote [our program] through social media. But who are the students we are missing? What has prevented those students from hearing about it or accessing it?*” Creating a diverse and extensive advertisement and recruitment plan is crucial to promoting reach. IHEs may build partnerships with existing student-serving organizations, staff who frequently interact with students, and other resources to help spread the word about available CRS/S. One stakeholder emphasized that many students at their IHE are more comfortable seeking assistance from familiar supports or locations, and by partnering with these supports, IHEs CRS/S can reach students who may not be as comfortable outwardly seeking support.

Meeting the multi-faceted needs of students

Seed grantee staff noted that students in recovery could benefit from additional supports, and most frequently identified that their students struggled with having access to stable housing, food, financial resources, and transportation. Students often needed support meeting their basic needs and building their recovery capital. In order to meet this need, IHEs partnered with other on- and off- campus organizations and funding sources to provide access to food pantries, transportation supports, support around building financial literacy, housing, and disability support. IHEs also offer students in recovery scholarships to decrease the financial burden of their education. At many IHEs, scholarship recipients commit to participating in the CRS/S, allowing them close, ongoing access to resources provided.

Effectiveness

Effectiveness is defined as “the impact of an intervention on important outcomes, including potential negative effects, quality of life, and economic outcomes.”

To understand the *effectiveness* of the CRS/Ss, our team spoke to IHE staff to hear about their perspectives of the impact of the services on the student body, community, and IHE. Our team also reviewed their quarterly and final reports to understand their methodology in improving outcomes for each population.

Both immediate effectiveness and stable effectiveness (sustainability) rely on the interaction of three core interrelated variables: staffing, time, and relationships. Having adequate levels of qualified staff—including permanent IHE staff and student staff—is a crucial component to having the capacity to

provide the services to meet the multifaceted needs of students (ARHE, 2020; SAMHSA, 2019). Oftentimes, CRS/Ss are understaffed and underfunded, which results in IHE staff having limited availability and time that they can dedicate to recovery service provision. Additionally, IHE staff lean on recovery focused supports available in the community, including additional recovery meetings, inpatient and outpatient treatment, and programs that support students experiencing housing instability or food insecurity. Building these external relationships in the community takes a significant amount of staff time. Regardless, the IHE student staff collaborated closely with community-based organizations to provide services to students in recovery. Overall, lower levels of effectiveness and program instability within CRS/Ss were reported on seed grantee campuses with fewer dedicated staff and student staff positions, which resulted in less available time for program implementation and lower level of development of community partnerships.

"This work really requires multiple people...multiple full-time people. There were multiple conversations around how to get students on board, how to widen the team, and leverage students...at a certain point that's not a solution. That's not a sustainable solution. A sustainable solution is hiring enough full-time staff to do the work."

Impact on Students

Collegiate recovery programming had meaningful and deep impact on the students who utilized their services, creating a sense of community, safety, and support that, in turn, resulted in success not only academically but in recovery practice as well. Social supports and programming are reaching students at key points in their recovery and life transitions by connecting them to peers in recovery as well as vital resources before, during and after their matriculation. This combination of targeted and needs-based service support provision during a time of life transition resulted in an overall increase in individual as well as campus recovery capital development (Best & Iver, 2022; Best et al., 2017; Best et al., 2021; Rettie, Hogan, & Cox, 2019; Palombi et al., 2022; Worfler, 2016).

IHEs shared stories of students who chose to attend or re-enroll in an IHE because of their recovery community and supports. Students who receive scholarships or other academic support can become powerful ambassadors for recovery on campus, opening others' eyes to the existence of programming. Presentations from CRS/Ss to other student groups, clubs and residence halls resulted in stronger community ties, conversations, and awareness, as not all students identify as being in recovery. Episodes of problematic substance use that otherwise might be dismissed as "normal" collegiate behavior may be viewed through a different lens, and open opportunities for recovery.

The SWRCSI grantees seek to impact the personal, educational, community, and financial capital of students to support recovery practice and academic success. Recovery capital development is highly visible at CRS/S at 2-year IHEs as these campuses shifted toward a "one-stop shop" for case management and connection to recovery supports that are combined together with community referrals as well as financial, housing, transportation, economic, & food supports. At larger 4-year IHEs, recovery capital development is less centralized, but

"The education resources, community partners that we're bringing in, conversations, and putting on events can impact our student body even if you are not directly impacted by substance misuse. You know that you can be supported." – Staff

still evident through referrals to multiple separate departments that provide the above-noted services and offerings to students in recovery and the broader student body.

Impact on Community

Across the different programs, staff have reported that there has been significant bidirectional movement between local communities and recovery programs. Staff from Collegiate Recovery Programs create the bridge to community agencies and supports, enabling students to connect with off-campus resources, accessing SUD agencies and counselors through relationships built by the CRS/S. CRS/Ss also create pathways to education and social networks for individuals in the community, with little barrier to entry. At one IHE, individuals do not have to be students in order to participate in CRS/S, and these activities in turn provide community, bringing people into contact with the institution, staff and programming offered on campus. The support network can then produce opportunities for recruitment for individuals in recovery, opening up the door for people who may not have envisioned themselves in an IHE. A recovery staff person stated, *"We will continue the sober support group even after this funding ends. It's a really great recruiting tool and entrance into college for students in recovery. They can find their support network at the college and then become students."*

Impact on IHE

On an institutional level, the relationship building between CRS/S and administration has led to significant mindset and service provision shifts, increased conversations about the impact of substance use on academic success and student retention, and the revision of campus policies. Through thorough reviews of campus policies and procedures, CRS/S made strides towards interrupting campus enforcement of the codes of student conduct that can be punitive and exclude students from campus resources. Instead, there have been attempts to route students to support, thus taking a harm reduction and needs and strengths-based approach in problem solving student substance use and recovery concerns. Communicating the value of this transformational work to a variety of stakeholders (including counseling, medical providers, upper administrators, staff and faculty) created positive impacts and decreased stigma about student substance use and recovery practice. Greater awareness of CRS/S and their presence on campus in turn generated buy-in from faculty members, who increasingly identified themselves as recovery allies. Faculty expressed relief that they could refer students to programs and trust that they received appropriate support after that referral. True collaboration grew out of this relationship, as seen through examples of faculty members featuring the CRS/S in coursework and referencing information about the program in their syllabi. These connections demonstrated the positive relationship between recovery support and academic success to administrators (Waqar 2022).

"Busting through the stigma. [We] address through upper administration that the means to academic success and well-being is the community. It's not an external support service, doing a quick intervention and backing out."— Staff

Adoption

Adoption is “the absolute number, proportion, and representativeness of settings and intervention agents who are willing to initiate a program.”

We sought to learn about the internal and external relationships, policy changes, and buy-in necessary to support the development and provision of CRS/S that are student-centered, sustainable, and in alignment with current best practices in CRS/S. To understand *adoption*, our team spoke to grantee staff, reviewed internal policies and procedures, and reviewed the grantees’ quarterly and final reports.

Internal Policy Changes

Making alterations to set policies and procedures can be a time-intensive process, and CRS/S put significant effort into revising student codes of conduct and updating referral processes. When they ran into challenges, CRS/S also utilized informal policies and inter-departmental relationships to increase access to programming. At one IHE, one significant source of informal referrals came from additions to Campus Housing applications. This grantee was able to add in questions asking students about their preferences regarding recovery housing, recovery “accountability partners,” and being added to the recovery email list on campus. Even in situations where IHEs were unable to provide substance-free recovery housing, CRS/S were able to collaborate with campus housing departments to provide some support for students in recovery.

As a result of the SWRCIS grant, IHEs have instituted or reviewed already existing reporting systems or forms that enable faculty and staff to refer students to recovery services and resources. Students in recovery have access to basic campus-based care networks (i.e., Counseling or Case Management). In response to any gaps in departmental communication, CRS/S worked to strengthen their connections and relationships with departments such as Campus Housing and Student Conduct, so when students are cited for substance misuse, they are referred to recovery services as a part of or instead of student conduct proceedings.

Grantee staff also shared that organizational change, including administrative turnover and shifting priorities were a significant challenge as they sought to update policies. Frequent changes to administrative staff meant that relationships between CRS/S and departments built over time could be severed abruptly, and CRPs worked to reconnect in these situations.

"We have made great strides in changing procedures on campus to route students with substance use concerns directly to [our CRS/S]. The former protocol was to send them through the conduct process. As this procedure is established and receives buy-in around campus through proven success, we continue to work to revise the official policy related to on-campus substance use." – Staff

Relationships Among IHEs

Multiple CRPs reported that they found the Virtual Learning Communities "highly useful," and a valuable space to problem solve and receive feedback on current strategies and new ideas, such as harm reduction focused Narcan trainings. The community created a supportive network, sharing professional development opportunities, resources and insights, and informing next steps for grantees. CRS/Ss at the

beginning of their grant period were able to learn from groups further along in the implementation of their recovery work, and those in Cohort 1 were able to revisit and reassess previous goals.

The mix of 4-year and 2-year IHEs showcased multiple pathways to program creation and sustainability, but some grantees also expressed that the differences in culture between community and technical schools and larger, public colleges made it difficult to troubleshoot issues specific to their 2-year colleges. They were able to highlight, however, that they were able to gain insight on inclusive hiring practices and other logistical details through discussions with other programs.

"Having the opportunity to gain insight into other programs barriers and how they overcame those, and also just looking into sustainability plans at other colleges was extremely helpful for us to conceptualize what this process looks like and gave us some ideas of our own looking ahead."

—Staff

Internal Relationships

Programs shared examples of strong relationship-building within their institutions, making connections across departments and collaborating to benefit students. Grantees consistently flagged counseling services as key partners in their work and pointed to the faculty counselors integrating recovery in their programming as an indicator of the longevity and impact of the grant work. Academic and technical departments rallied around recovery programming, and Nursing, Social Work, Communication, English, Fine Arts, and Forestry departments all recognized the distinct need for it on their campus. Faculty offered CRS/S staff opportunities to speak to their classes, were given trainings on recovery and resources available, included recovery-focused class projects and internships or practicums, and showed up in person to meaningful community events. New student employees also infused fresh ideas and experiences to CRS/S, assisting with social media and community events, furthering the sustainability the programs themselves.

"One committee member will become CCAR coach certified in the upcoming year. This will create more of a partnership between the counseling department and with recovery. Given that the two fields work with an overlapping student demographic and students with similar experiences, it is only natural that the two departments work closely together to support students in multiple pathways: peer support and counseling." – Staff

External Relationships

CRS/S brought together community members to guide implementation and development of their programs. Outside partnerships were important for consulting purposes. At one IHE, a collaboration with LGBTQIA+ organizations sought to increase access & responsiveness for LGBTQIA+ students on campus. Another IHE is connected to a local mental health organization that has a formal referral protocol. Community-based organizations were indispensable, both enabling referrals to outpatient recovery sources, providing recovery support training, harm reduction tools & strategies, and building necessary capacity and filling in the gaps where there were staffing shortages at IHEs. Campus recovery community connection with drug and community courts encouraged some justice-involved individuals to apply to those IHEs. These connections significantly reduced barriers for justice-involved populations as students were confident that they could receive the support they needed in an IHE setting. At one IHE, participation in the CRS/S was offered as part of some students' parole requirements.

CRS/S benefitted from memberships with the Washington Recovery Alliance (WRA), Association of Recovery in Higher Education (ARHE), and the Higher Education Center for Alcohol and Drug Misuse (HECAOD). Staff and student employees received invaluable resources, attended webinars and trainings, and were able to connect with other IHEs nationally who could provide guidance on implementation and funding. Further, CRS/S were able to draw attention to these resources during VLCs, boosting the knowledge of the SWCRSI grantees.

CRS/S built out asset maps for community resources to refer students to. They consistently reviewed these maps to ensure that the organizations were active and built connections with key contacts at these community-based organizations. These relationships helped students receive support outside of their IHE. For example, one grantee observed that students at their IHE sometimes preferred to receive support *outside* of the college. They were able to act as a funnel for students to get connected to recovery groups and activities. Grantees at several schools reported that relationships with community organizations were bi-directional, and often acted as referral sources for students who were interested in applying for IHEs.

Implementation

Implementation is “the intervention agents’ fidelity to the various elements of an intervention’s protocol.” Our team was interested to understand what grantees identified as key elements of a collegiate recovery program and how they were implemented at grantee sites. We spoke to grantees about how implementation activities were impacted by their student body needs and campus culture.

Implementation Activities

Grantee IHEs are required to implement the following thirteen activities:

1. Maintenance (Cohort 1 and 2) or Development (Cohort 3) 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.

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

<i>Optional Items</i>	EWU	GU	GRC	RTC	SVC	WSU
1. Campus asset mapping & documentation of services/resources available	X		X	X	X	X
2. General training for staff, students, and faculty	X	X	X	X	X	X
3. Specified professional training	X					
4. Web-based tools and technical support to assist with assessment, intervention, and referral	X	X		X	X	X
5. Campus/community detox response policy and procedure						
6. Development & adoption of a “Good Samaritan” policy, protocols, and guidelines				X		
7. WA Prescription Drug Monitoring Program (WA PDMP)						
8. Cessation patches (Vaping and smoking)	X					
9. Medication/drug disposal packets	X		X	X		X
10. Medication disposal unit	X					
11. Drug take-back event or safe medication disposal programs						
12. Development of campus sober social events	X	X	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	X	X	X	X
16. Collegiate Recovery Community/Group website, social media, & related promo materials	X	X	X	X	X	X
17. Recovery ecosystem and inclusion: Development of recruitment & retention “pipeline”			X		X	
18. Recovery ecosystem and inclusion: Academic achievement, supports in enrollment & retention	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		X				
21. Seed grant staff wages (Temporary position)	X	X	X	X	X	X

Note: Some seed grantee campuses may have already completed optional items but did not specifically list it in their formal Action Plan document, as they were completed prior to this grant period.

Student Voice and Peer Support Services

Interview participants overwhelmingly identified student voice as the most important component of CRS/S implementation. Staff are committed to having services be co-led with students and prioritize hiring graduate and undergraduate staff as trained recovery coaches or peer support providers. Grantees discussed changes or adaptations they made to existing services based on feedback from students, including changing the types of support services offered, time of events, holding meetings on Zoom instead of in-person, or canceling events based on student feedback. The ability to implement these efficacious adaptations was enhanced by the ongoing inclusion of needs-focused input by the student staff recovery coaches directly provided to campus administrators and recovery staff.

“Work in any institution takes time. We can’t go from having nothing to having a robust program that students will trust that will always exist overnight. Especially if it’s not being led by students.”

At several IHEs, activities changed as students graduated and new members joined, who had different needs and interests. The evaluation data showed that CRS/S offerings are fluid and that grantees were able to adapt and change depending on the current needs identified by the student population.

Staff

Having a stable, broad network of “champion” staff is essential to the sustainability and success of CRS/S, as opposed to ongoing reliance on an individual staff person acting as a recovery “champion.” For example, during the first year of implementation, CRS/S leadership and expertise can determine how services are implemented on campus. After the first year the SWCRSI evaluation data suggests that it is essential to broaden the staff leadership to include individuals from various departments and different administrative levels within the IHE to diversify the resources provided, create additional connections, and forge a more sustainable structure as students graduate and the student body changes. For example, one IHE’s CRS/S efforts were led by a staff person with a background in veteran affairs. They initially created an asset map with many resources targeted towards veterans and primarily served veterans. In years two and three, this IHE broadened its leadership, built relationships with other departments and upper administration, and connected with community organizations. They were able to significantly build out their asset map to include a plethora of resources for *all* students. Not only does this allow for more expansive services, but it also promotes sustainability. One grantee reflected on the dedication of CRS/S: *“In order to have a project like this, you have to have folks who really believe in this work.”*

At IHEs, there was consistent and significant instability in all levels of staffing at IHEs. This made program growth, policy and procedure changes, and sustainability conversations incredibly difficult because staff were not able to build the necessary momentum to grow their programs. Specifically, the “revolving door” of upper administration staff changes meant that recovery staff needed to re-build relationships, educate, and gain buy in from new upper administrative staff multiple times over the grant period. Campuses with action-oriented collaboration at various levels of the administration (student staff to recovery coordinator to director to upper administration positions) reported higher levels of stability and sustainability in recovery support service provision.

Funding

Seed grant funding is provided in a three-year cycle. In the first year, IHEs are given \$60,000, in the second year \$40,000, and in the third year \$20,000. There was a change made to funding amounts per year based on seed grantee feedback given in the 2021-2022 reports, as funding was initially \$60,000 in year one, \$20,000 in year two, and \$20,000 in year three. This change to the funding amount, in addition to the SWCRSI team's ability to provide funds earlier (late summer), allowed for grantees to gradually build out services throughout their three year participation in the seed grant project. All grantees were provided ongoing technical assistance around funding and staffing sustainability through VLC content, funding resources, and consultations with SWCRSI staff.

At several grantee IHEs, administration has expressed verbal support for the CRS/S available on campus. Administration shared how valuable the CRS/S are for students and attended recovery art shows, end-of-year events, and other celebratory events that welcomed all members of the IHE community. Despite the verbal support and public showing of buy-in, administration at several IHEs did not commit to providing any ongoing or stable funding for CRS/S or dedicated recovery staff positions. Seed grantees adapted to these circumstances and supplemented their funding with S&A fee funds, donations through campus development offices, and braided funding with related services on campus (e.g., funding for programs justice involved students or unhoused students). Some of the Cohort 1 grantees were able to secure ongoing financial support from their IHE through a commitment to identify the CRS/Ss as a necessary resource for students or embedding the CRS/S in the Student Life department.

Impacts of COVID-19

In the 2022-2023 seed grant reports, grantees reported fewer direct impacts of the COVID-19 pandemic. However, the residual impact of the pandemic through staffing shortages, staff workload, and administrative instability. One Cohort 3 grantee acknowledged that they had made significant strides in reaching students and promoting services over the past year: *"For a year and a half or two years of this grant we were in COVID. We've seen a lot more shift in interest in the program after a full year of [being back] in person. Who knows what the program would be if we didn't have to shut things down for a few years."*

Physical location of IHE

Implementation details were impacted by the physical location of the IHE. Urban and rural campuses had different implementation structures and connection with external resources: IHEs located in rural areas had limited partnership options due a lack of local community organizations. IHEs in more urban areas were able to develop strong relationships, referral sources, and opportunities for trainings and consultations with external organizations. For example, one IHE was able to partner with a local LGBTQIA+ serving organization. The organization was able to review and provide feedback on the IHE's CRS/S materials, offer services to the students in recovery at this IHE, and offer trainings to faculty and staff about LGBTQIA+ issues and how they intersect with recovery.

Location also impacts recruitment. One staff person at a rural IHE shared, *“It’s not in a large residential area, so the program at this campus would have to intentionally recruit people into the program.”* Several staff reported that students in recovery also may experience significant financial barriers that make accessing services difficult, and IHEs in more populated areas were able to draw on community organizations as referral sources more frequently than IHEs in rural locations. One staff person at an urban campus shared an example of a local community organization that they developed a strong partnership with: *“[This organization] provides resources for students around financial literacy, transportation vouchers, access to food pantries, etc. We work closely with them, and there’s someone who works [there] who serves on [our IHE’s collegiate recovery committee]. We make referrals in both directions.”* Other IHEs invited local substance use organizations to table at campus events, further cementing their connection with organizations in communities.

CRS/S in rural areas needed to consider transportation barriers when building asset maps and referral networks. In addition to providing direct support with transportation, these IHEs found virtual resources that could be offered to students as additional supports. Notably, access to virtual supports were identified as beneficial for *all* CRS/Ss, not just those located in rural communities. One Cohort 1 IHE’s CRS/S leaned on adding virtual and nationally available supports after they believe they exhausted the locally available resources. Another Cohort 1 IHE developed a list of virtual supports for students in their global campus, who exclusively attended courses online and were located all across the country.

“Regardless of people being in recovery, [our rural location is] a challenging environment for people without a lot of resources.” – Staff

Physical location of CRS/S on campus

Having a dedicated space on campus was frequently identified as the “ideal implementation scenario” by grantees. They also noted that this “dedicated space” should be located in an easily accessible location on campus among other supports, which increases visibility among students and decreases stigma. Grantees also recommended that the center be staffed by trained staff or peer Recovery Coach, with whom the students can engage. Seed grantees are focused on developing dedicated space or centers on campus and not on campus recovery housing at this point in their support service development.

Department at IHE

CRS/S services should be housed in a department that provides direct student support or is associated with wellness and has access to stable funding for services and staff positions. Staff strongly believe that CRS/S should be associated with supports or departments such as counseling and mental health services, student life, student services, or social services. Two Cohort 1 IHEs noted that instability in department structure is detrimental to recruitment, sustainability, and on-campus partnerships. The lack of buy-in from administration means that staff are using their already limited time to advocate for students and appropriate placement of CRS/S, rather than building up the services and supports offered. Staff shared that they were just *“trying to keep their heads above water,”* rather than focusing on support provision, community partnerships, and meeting the needs of students. One grantee noted that

successfully moving into a more appropriate department was crucial to the long-term sustainability of their program: *“That is what changed us from ‘this might not be sustainable at all,’ to ‘this could be a long term service.’”*

Although CRS/S are ideally housed in or associated with student wellness or support service departments, collaboration across departments is essential. Inter-departmental partnerships help CRS/S further embed themselves within the campus, promoting sustainability and growth. It also boosts recruitment, awareness-building, and referral networks.

Size of IHE

Staff at smaller IHEs recognized that they may have an easier time getting administrative buy-in and policies and procedures adopted because of their lack of bureaucracy and ability to develop close relationships with others on campus. One staff member at a 2-year school shared, *“That’s an advantage of a small college. You know everybody at your college so you can make those relationships with other departments better than you could at a bigger university.”*

Maintenance

Our team spoke with grantees about their vision for a sustainable CRS/S and plans for expansion and embedding their services in their IHEs.

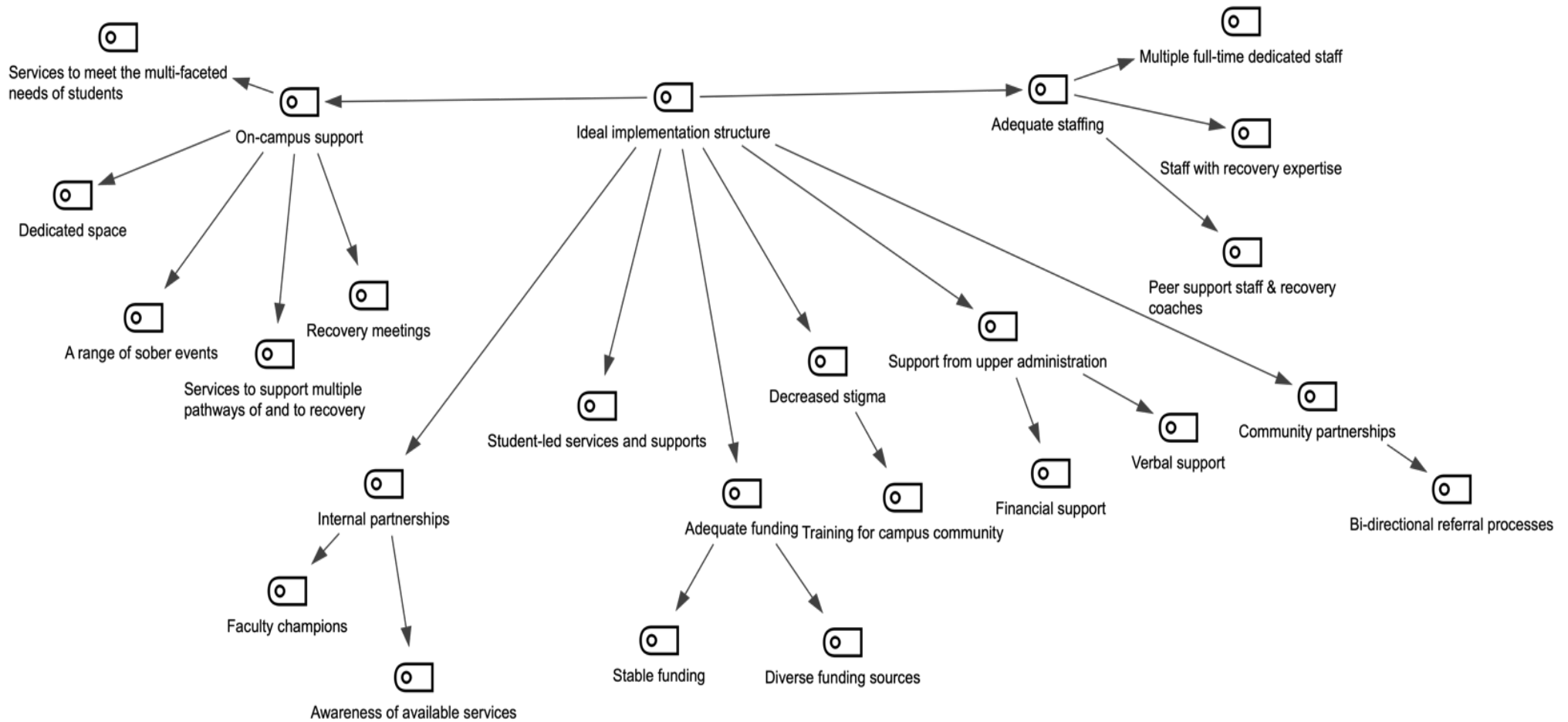
Ideal Needs-based Implementation Scenario

During interviews, grantees were asked to describe their vision for a perfect implementation structure at their IHE. Staff most frequently identified having multiple full-time staff with recovery expertise as crucial to successful and sustainable implementation. This staff should be trained to meet with students 1:1, have a background in recovery, and can dedicate their time to building the sustainability of the CRS/S. Grantees emphasized that this work cannot be completed by one person or one champion—it requires support from multiple staff at varying levels throughout their IHEs.

Grantees also identified the importance of having administrative buy-in through ongoing communication with the student body, dedication to changing policies and procedures to best support students in recovery, and ongoing financial support. One staff person noted that *“leadership messages that go out periodically that normalize serving students in recovery on a campus”* would go a long way in building out services, decreasing stigma, and creating a safe space for students in recovery on campus.

Figure 1 shows additional staff-identified components of the ideal implementation structure of a CRS/S.

Figure 1. MaxQDMap A. Codes and sub-codes for the staff-identified *Ideal Implementation Structure*



Expanding CRS/S

The SWRCSI grantees have been successful in expanding their services during the grantee period. They built internal and external partnerships, expanded asset maps, catered services to marginalized populations, and expanded their reach. Several IHEs secured partial or complete funding for CRS/S outside of the initial seed grant funds.

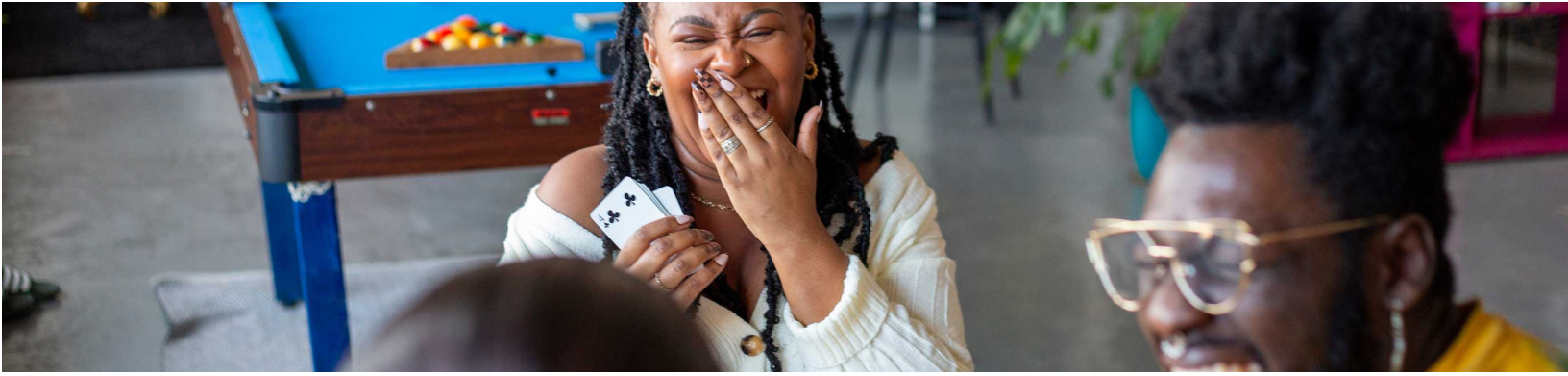
During interviews, staff shared their plans for expanding their CRS/S in coming years. They most frequently identified the importance of offering more resources to students, including services that are not specific to their substance use recovery. The recovery staff expressed the desire to connect with other programs on campus, including services that support justice-involved students, food insecure students, housing insecure students, and non-traditional students.

Interviewees also shared plans for building connections with external community supports—bringing in community speakers, partnering with local organizations to offer additional supports, and create additional referral pathways. Some grantees shared their data-driven strategic plans, creating opportunities for staff to attend trainings and webinars about best practices in collegiate recovery, and seeking out external funding sources.

“I’d love to be able to offer more resources to students – students who are food insecure, housing insecure, etc. We do our best, but I’d love for us to be more connected in each way.”

Several staff noted the importance of campus knowledge and education in sustainability. *“[We need to] infuse the college with knowledge about recovery. In an ideal world, everyone in the college would know how to respond when someone talks to them about recovery.”* Grantees made plans to decrease stigma through campus Recovery Ally Trainings, CRS/S presence at campus resource fairs, and increasing their overall visibility on campus. Notably, one grantee is planning to include trainings about recovery in new employee orientation, ensuring that recovery knowledge is “ingrained in the system,” and staff are aware of the importance of recovery support and where to direct students in need of services. Grantee staff are strong advocates for students in recovery, and this advocacy is crucial to service expansion.

“Getting creative will be our best avenue. We need to communicate their needs, and talk about why our students need this.”



SUSTAINABILITY FINDINGS

Grantees were asked to complete a quantitative sustainability assessment tool¹ and to respond to questions related to program sustainability in the semi-structured interviews. Semi-structured interview questions were designed to complement the sustainability assessment findings and are described below.

Sustainability Assessment Data

Sustainability assessment tool scores were averaged to create an “all grantee” average score for each item and domain. An average score was generated for grantees with more than response per site. Standard deviation was also calculated; the majority of items had low variation in scores (scoring 1-2 points higher or lower than the average). This indicates that programs are more or less experiencing similar strengths and weaknesses on sustainability items.

¹Adapted from Program Sustainability Assessment Tool, Center for Public Health Systems Science, George Warren Brown School of Social Work, Washington University, St. Louis, MO.

DOMAIN 1: Environmental Support: Having a supportive internal and external climate for your program.

The domain score for Environmental Support was a 5, with all items scored as 5 or less. Items 1-3 had more variation in scores than items 4-6. While internal support, public support and institutional influence are satisfactory, interviewed grantees indicated that external and larger organizational leadership support is lacking. One grantee rated consistently low external support with higher public support and influence. Potential items for future assessment could include the level or sphere of influence of individual champions, buy-in, and active investment (work time and funding) in recovery support throughout different levels of institutional staff and faculty. and other support sources as a way of identifying which may be more sustainable to program maintenance.

Item	1 = Not at all true			7 = Very true				
	1	2	3	4	5	6		7
1. Champions exist who strongly support the program.	1	2	3	4	5	6	7	NA
2. The program has strong champions with the ability to garner resources.	1	2	3	4	5	6	7	NA
3. The program has leadership support from within the larger organization. (e.g., regular meetings, inclusion in budget, resource allocation)	1	2	3	4	5	6	7	NA
4. The program has leadership support from outside of the organization.	1	2	3	4	5	6	7	NA
5. The program has strong public support.	1	2	3	4	5	6	7	NA
6. The program is able to influence institutional environment around recovery.	1	2	3	4	5	6	7	NA
Domain 1 Average:					5			

DOMAIN 2: Funding Stability: Establishing a consistent financial base for your program.

The domain score for Funding Stability was 4, with all items scored as 5 or less. Variation was higher for items 4 and 5, indicating disparate experiences of stable, flexible, and sustainable funding. Grantee scores indicate that programs should focus on building funding sustainability and diversity in order to enhance economic stability. Grantees did indicate that resources are more or less used to develop and implement a recovery services action plan and to pursue funding from a variety of sources. In the future Year 4 sustainability assessment, efforts will be made to quantify stable, flexible, and sustainable funding sources outside of seed grant funding to limit issues of subjectivity on these items.

Item	1 = Not at all true			7 = Very true				
	1	2	3	4	5	6	7	
1. The program exists in a supportive state economic climate.	1	2	3	4	5	6	7	NA
2. The program implements an action plan to plan for and ensure sustained funding	1	2	3	4	5	6	7	NA
3. The program has or is actively pursuing funding from a variety of sources. (e.g., braided funding with other departments, access to institution funding foundation or development office, S&A fees – student fee money, national or state grants, work study, state AmeriCorps funding, etc.)	1	2	3	4	5	6	7	NA
4. The program has a combination of stable and flexible funding.	1	2	3	4	5	6	7	NA
5. The program has sustained funding.	1	2	3	4	5	6	7	NA
Domain 2 Average:				4				

DOMAIN 3: Partnerships: Cultivating connections between your program and its stakeholders.

The domain score for Partnerships was 4. Items in this domain had higher variation than other domains; grantee responses were considerably varied in terms of engaging and partnering with community members and organizations and having adequate staffing capacity and skills to provide effective services and supports. These items are crucial to providing robust programming and are central to ongoing sustainability planning and capacity building for all grantees.

Item	1 = Not at all true			7 = Very true				
	1	2	3	4	5	6	7	
1. Diverse community organizations are invested in the success of the program.					5			NA
2. The program communicates with community leaders.				4				NA
3. Community leaders are involved with the program.				4				NA
4. Community members are passionately committed to the program.				4				NA
5. The community is engaged in the development of program goals.				4				NA
6. The program has adequate staffing capacity to engage in serving students with different needs			3					NA
7. The program has adequate staffing skill to provide effective services/supports for students with different needs.			3					NA
Domain 3 Average:				4				

DOMAIN 4: Organizational Capacity: Having the internal support and resources needed to effectively manage your program and its activities.

The domain score for Organizational Capacity was 4, with all items averaging 5 or less. Items in this domain had low variation, and each grantee responded fairly consistently across items (for example, one grantee scored low on all items). Grantee averages were middle-of-the-road in terms of systems and infrastructure, staffing, and administrative support. Notably, higher levels of embeddedness of the seed grantee program in a department/office structure, the efficient management of staff and resources, and strong student staffing had slightly higher scores in Domain 4. Overall, the data indicate that the level of leadership support, as demonstrated by investment in sustained and adequate staffing, impacted the capacity and effective management of recovery supports. As with Domain 3, items in Domain 4 are crucial to planning and effective programming and should be central to ongoing sustainability and capacity building conversations.

Item	1 = Not at all true			7 = Very true				
	1	2	3	4	5	6	7	
1. The program is well integrated into the operations of the organization.				4	5	6	7	NA
2. The program is embedded within a department or office that lends well to sustainability.				4	5	6	7	NA
3. Organizational systems are in place to support the various program needs.				4	5	6	7	NA
4. Leadership effectively articulates the vision of the program to external partners.				4	5	6	7	NA
5. Leadership efficiently manages staff and other resources.				4	5	6	7	NA
6. The program has adequate staff to complete the program's goals.				4	5	6	7	NA
7. The program has adequate staffing resources to complete the work.				4	5	6	7	NA
8. The program has strong/stable student staffing.				4	5	6	7	NA
9. The program has adequate staffing to pursue sustainable funding sources.				4	5	6	7	NA
10. Leadership invests in the program by providing adequate staffing.			3	4	5	6	7	NA
Domain 4 Average:				4				

DOMAIN 5: Program Evaluation: Assessing your program to inform planning and document results.

The domain score for Program Evaluation was 4, with all items scored as 5 or less. Items in this domain had low variation. Reporting of short and intermediate terms and the use of evaluation results to inform program planning and implementation scored slightly higher. Again, a lack of adequate staffing to use leverage data for funding and sustainability purposes points to a critical capacity need. While data and continuous quality improvement are important aspects to building effective programming and planning for sustainability, these items may not be as crucial for grantees as they prioritize staffing, capacity, and champion issues. Grantees further along in their funding should have more emphasis on these items than grantees earlier in their planning phase.

Item	1 = Not at all true			7 = Very true				
	1	2	3	4	5	6	7	
1. The program has the capacity for quality program evaluation.				4				NA
2. The program reports short term and intermediate outcomes.					5			NA
3. Evaluation results inform program planning and implementation.					5			NA
4. Program evaluation results and data are used internally to demonstrate successes to funders and other key stakeholders.				4				NA
5. The program provides strong evidence to the public that the program works.				4				NA
6. The program has adequate staffing capacity to leverage data for funding and sustainability purposes.			3					NA
7. The program has adequate staffing skill to leverage data for funding and sustainability purposes.				4				NA
Domain 5 Average:				4				

DOMAIN 6: Program Adaptation and Improvements: Continuous quality improvement processes, taking actions that adapt your program to ensure its ongoing effectiveness.

The domain score for Program Adaptation and Improvements was 6, with all items scoring a 6. Items in this domain had very low variation. Clearly, this domain is an area of strength for grantees, with scores reflecting the willingness and flexibility to be able to build a responsive program, adapt to the institutional environment, make programmatic decisions that allow for the removal of components that are ineffective, and using student input to inform programmatic improvements. Notably, within the seed grant process, the parameters of the grantee were set up for adaptation and flexibility as a key tenet of sustainability; having the freedom to make budget adjustments, change action plan, and work with the program director to tweak the program to be responsive to student and campus needs were built in as core grant elements. This particular strength of the program in general, while no accident, should be highlighted as a success of the grant from its inception.

Item	1 = Not at all true 7 = Very true							
	1	2	3	4	5	6	7	
1. The program is responsive to best practices and new research and information (e.g., reviews and adapts strategies as needed).						6		NA
2. The program is able to proactively adapt to changes in the institutional environment.						6		NA
3. The program makes decisions about which components are ineffective and should not continue.						6		NA
4. The program uses student input for making changes and adaptations.						6		NA
Domain 6 Average:						6		

DOMAIN 7: Communications: Strategic communication with stakeholders and the public about your program.

The domain score for Communications was 5, with all items scored between 4 and 6. This domain also had low variation, with programs scoring somewhat consistently with each other. This is clearly another emerging strength for grantees as they find their stride in communication strategies. A strength and highlight in the sustainability data is that Grantees scored a 6 on their programs’ capacity to market in a way that is appropriate and relevant to the community’s culture. Notably, and in line with areas for improvement in other domains, the role of leadership in investing in recovery services, verbally and financially, and inadequate staffing may be barriers to effective communication strategies.

Item	1 = Not at all true			7 = Very true				
	1	2	3	4	5	6	7	
1. The program has communication strategies to secure and maintain public support.					5			NA
2. Program staff communicate the need for the program to the broader student body.					5			NA
3. The program is marketed in a way that generates interest.					5			NA
4. The program is marketed in a way that is appropriate and relevant to the community’s culture.						6		NA
5. The program increases community awareness of the issue.					5			NA
6. The program demonstrates its value to the public.					5			NA
7. Leadership consistently and accurately communicates support for sustained recovery services.				4				NA
8. The program has adequate staffing capacity to engage in effective marketing and communication.				4				NA
9. The program has adequate staffing skill to engage in effective marketing and communication.					5			NA
Domain 7 Average:					5			

DOMAIN 8: Strategic Planning: Using processes that guide your program’s direction, goals, and strategies.

The domain score for Strategic Planning was 5, with all items scored between 4 and 6. This domain also had low variation. Grantees indicated that they are strong in planning for future resource and service needs as well as utilizing student input to plan for the future. These strengths are key pillars of sustainability and grantees should continue to prioritize them. More resources and support to engage in long-term financial planning, building understanding among stakeholders, and outlining the roles and responsibilities for all stakeholders are needed.

Item	1 = Not at all true			7 = Very true				
	1	2	3	4	5	6	7	
1. The program plans for future resource and service needs.						6		NA
2. The program has a long-term financial plan.				4				NA
3. The program has a sustainability plan.					5			NA
4. The program’s goals are understood by all stakeholders.				4				NA
5. The program clearly outlines roles and responsibilities for all stakeholders.				4				NA
6. The program utilizes student input to plan for future needs.						6		NA
Domain 8 Average:					5			

DOMAIN 9: Equity and Student Engagement: Ensuring your program has the capacity to serve students with different needs.

The domain score for Equity and Student Engagement was 6, with all items scoring a 4 or higher. This domain had low variation. This is clearly a major strength and passion for grantees, and resources and staff time spent on building the infrastructure to engage students and highlight equity have clearly been effective. These strengths are highlighted especially in light of the financial and staffing challenges; as often under these circumstances, programs struggle to focus on equity and prioritize student engagement. Again, inadequate staffing and staffing skills may be limiting programs’ effectiveness in equity and student engagement practices, aligning with challenges identified in other domains.

Item	1 = Not at all true			7 = Very true				
	1	2	3	4	5	6	7	
1. The program has the capacity to serve the “whole student” and addresses diverse and overlapping needs, such as housing, food, childcare, and transportation needs.					5			NA
2. The program serves justice involved students.						6		NA
3. The program serves historically marginalized students, such as BIPOC and LGBTQ+ students.						6		NA
4. The program serves non-traditional students.						6		NA
5. The program serves students experiencing disproportionate outcomes, including BIPOC students, justice-involved students, low-income students, etc.						6		NA
6. The program serves the needs of students who experience disproportionate access to services, including BIPOC students, justice involved students, low-income students, etc.						6		NA
7. The program demographics are representative of the student body.						6		NA
8. The program provides culturally relevant services.					5			NA
9. The program engages diverse students in planning and implementing services and supports.					5			NA
10. The program has adequate staffing capacity to engage in serving students with different needs				4				NA
11. The program has adequate staffing skill to provide effective services/supports for students with different needs.				4				NA
Domain 9 Average:						6		

Qualitative Data

The following qualitative questions were associated with Domains 1, 3, and 7 of the sustainability assessment: *What progress are seed grantees making on creating sustainable CRS/Ss? (Probe: How embedded are the CRS/Ss within the IHE and surrounding communities? How much buy-in do grantees have from administration, staff, students, and community stakeholders?)*

In general, grantees have strong individual champions with readily available resources to support the CRS/S. The support and buy-in was primarily from the general public and campus community, while internal and external leadership support was rated lower on their self-reported Sustainability Assessments. Grantees reported having a moderately diverse network of community organizations who are invested in the program, as they developed robust community asset maps throughout the grant period. Adequate staffing, time, and staffing skill limited their ability to build relationships and improve buy-in. Although grantees have been using their limited time to build these relationships, success could be improved with more time, resources, and a dedicated staff person who can build these connections. One IHE with strong internal and external buy-in and sustainability plan noted that having a staff person who could dedicate their time to building relationships was an essential component of their IHE's first year of funding: *"Having someone to establish those connections with external entities [in our first year] was a game changer. That was her focus, she wasn't doing anything else. That allowed us to set up some really great relationships."* CRS/S staff need a significant amount of time to build connections and foster relationships, and this is a core component of creating a sustainable program.

Strategic stakeholder and community communication is an emerging strength for grantees. Most grantees have hired undergraduate or graduate students to support social media and other student communications, ensuring that programs are marketed in ways that are appropriate and relevant for the community. These culturally relevant communication strategies will help build and secure public and community support and demonstrate its value to the community, furthering sustainability.

The following qualitative question corresponds to Domains 2, 4, 5, 6, and 8: *How are stakeholders adapting to continually changing student bodies, policies and funding sources, best practices, and staffing?*

Student Body Needs

Student bodies are constantly changing – as students graduate and new students in recovery become involved with CRS/Ss, the needs of the community evolve. It is imperative for IHEs to be prepared to adapt to these ongoing evolutions, and staff rated themselves as moderately successful in using research and student input to make changes to the service and support provision and structure. Student employees can provide invaluable knowledge of the needs of their student body. The use of student employees correlate with high self-reported engagement with a variety of student populations and culturally relevant services. Low staff capacity (e.g., number of part- and full-time staff positions and hours dedicated to recovery supports) can hinder growth in this domain, but grantees report engagement with students as a crucial capacity builder.

Policies and Funding Sources

Insecure funding resources were consistently reported as one of the most pressing threats to program sustainability. IHE funding for student services is dependent on enrollment rates, which has been an ongoing consequence of the COVID-19 pandemic. Seeking out additional funding sources (e.g. additional grants, community partnerships for braided funding, and financial supports from IHE foundations) takes staff time. Staff noted that they do not have capacity to seek out stable and flexible funding, leverage evaluation results for funding, or create a long-term financial plan, which was evident throughout the sustainability assessment results and qualitative data.

Best Practices

Consistent program adaptation and improvements is a significant strength for grantees. SWRCSI grantees are responsive to best practices and research, proactively adapt to changes in their IHE, make decisions about which components are ineffective, and use student input for making changes. Staff also use their internal evaluation results to inform planning, implementation, and dissemination on efficacy. With additional staff capacity, this practice of consistent program adaptation and improvements can be a key area of growth in subsequent grant years, ensuring that students are receiving support that is rooted in evidence-based practices and identified student need.

Staffing

Adequate staffing was overwhelmingly identified as the most significant concern for grantees. For most staff, supporting the CRS/S is an additional responsibility, tacked onto their existing job duties. Across all domains, staff reported that they did not have adequate staffing capacity or staff skill to complete the necessary tasks for sustained and efficacious service provision. Further, staff explained in interviews that having one “recovery champion” on campus resulted in instability and long-term insecurity. Staff expressed concern that if they left their positions, the structure of services and supports would crumble. Almost all grantees said that having a dedicated staff position for collegiate recovery could greatly improve their sustainability.



Case Examples

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.

Recipients:

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

Implementation and Sustainability Infrastructure:

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

External Environment:

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

PRISM Case Example #1: Green River College

GRC is a public community college located in Auburn, Washington. Green River is certified as an Asian American, Native American, Pacific Islander-serving institution. Green River served 10,462 students in the 2020-2021 academic year. Fifty-two percent of students were female. Thirty-eight students identified as White, 14% as Asian, 13 as Hispanic/Latino, 7% as Black or African American, 1% as American Indian or Alaska Native, and 9% as two or more races. One in three were eligible for need-based financial aid. The majority of students at GRC are commuters. 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) (IPEDS 2022).

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 in the Center for Transformational Wellness, which is a hub of recovery, violence prevention, and other wellbeing resources and support. This is a group space that provides recovery information, harm reduction resources, hygiene products and safer sex supplies, and refreshments. *Gators Thrive* has a dedicated half-time recovery coordinator position and multiple student-staff positions (Recovery Coaches & Doctoral Interns) for recovery support service development and implementation. *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. They 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. Students participating in *Gators Thrive* can benefit from recovery-supportive activities and meetings; community referrals when needed; 1:1 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. (ARHE 2021a).

Intervention:

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

Green River College (GRC) was in the first cohort of SWCRSI seed grant recipients in 2020-2021. The IHE had no formal collegiate recovery services and supports in place prior to the grant, so the *Gators Thrive* program was truly built from the bottom up. The CRS/Ss were developed with the support from students willing to share their experiences, faculty and staff who identify as being in recovery, as having family members in recovery, or as allies, and GRC administration. The Collegiate Recovery Program, *Gators Thrive*, offers support for students who identify as being in recovery from any harmful behavior, such as substance misuse or negative thought patterns from mental health issues. The GRC administration is supportive of *Gators Thrive*, despite their lack of available funding resources to dedicate to the program.

Recipients:

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

At the start of the grant, *Gators Thrive* was a part of testing and assessment, which was not an appropriate fit for the CRS/Ss. *Gators Thrive* was subsequently moved to become part of the Center for Transformational Wellness (CTW), which is housed under Student Life. The CTW includes support for the social and emotional wellness of the Green River community and provides five programs for GRC students: (1) Violence Prevention and Support, (2) Collegiate Recovery, (3) Wellness Support, (4) Child Care Support, and (5) Parental Resource Support.

Moving *Gators Thrive* and the CTW to Student Life helps facilitate recruitment, student engagement, and program visibility, as student life is an extremely active part of the campus community. This position will support the sustainability of the program as Student Life is well-funded and well-engaged with by students. *Gators Thrive* is physically located in the “Benefits Hub,” which will facilitate smoother interdepartmental referrals and allows *Gators Thrive* students access to a group meeting space and an office for the recovery support specialist. Notably, the office is now a one-stop-shop for multiple support services, which increases visibility to the program among all students who visit the Benefits Hub, regardless of the reason they were referred to the office. The move to Student Life also comes with reliable funding, sustainability, and stability.

Gators Thrive is staffed by the Director of the Center for Transformational Wellness, a .5 FTE Recovery Support Specialist (RSS), and four social work interns. The CCAR-certified RSS is responsible for a case load of students and warm hand-offs to other services on campus, such as the registrar for enrollment support. The social work interns add additional capacity to the team by attending key meetings and trainings and sharing valuable resources that can be relayed to students at GRC.

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

GRC’s recovery supports are targeted to all students who are in recovery or interested in recovery. They define recovery as “healing from harmful behavior such as substance misuse or negative thought patterns from mental health issues.” *Gators Thrive* believes there are multiple pathways to recovery, and practices harm reduction but also provides support to students practicing sobriety.

GRC’s student population includes a more diverse range of ages than traditional 4-year colleges. This older population has shown more interest in one-on-one meetings with the recovery support specialist. Students also prefer to participate in group activities sponsored by community organizations, rather than the college. *Gators Thrive* has begun to refer students to a local organization, Recovery Beyond, for outdoor social activities.

Implementation and Sustainability Infrastructure:

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

Seven specific actions have been undertaken that work to develop recovery capital, develop a recovery ecosystem, and successfully sustain future recovery supports at GRC within the 3 year seed grant process.

- *Gators Thrive* within the Center for Transformational Wellness (CTW) became a part of Student Life and are housed in the Benefits Hub, securing a stable funding source, increasing student engagement, and simplifying internal referrals.
 - + Long-term planning to adapt recovery support service implementation within the CTW. This model will include case management, braided funding from multiple community & campus sources that addresses individual student and campus recovery capital (housing and food insecurity, scholarships, transportation, harm reduction tools/equipment, childcare, etc.), and student academic success.
- Administration, staffing, and broad campus support.
 - + Maintenance of a large interdepartmental workgroup for annual consultation with a shift to a smaller stakeholder group in Year Three that meets regularly for recovery support service implementation planning.
- Secured ongoing funding for a half-time Recovery Support Specialist post SWCRSI seed grant funding.
- Collaborated with Campus Housing to revise their housing application to support students in need of recovery services. They added questions about:
 - + Whether the student identified as being in or being interested in recovery.
 - + Whether the student would like to be paired with a recovery accountability partner in their suite.
 - + Whether they consent to be added to the recovery email list.
- Staff, Faculty, & student training:
 - + Trained the RSS and one collegiate recovery committee member through CCAR Recovery Coach Academy.
 - + Recovery Ally training to employees and students at the college which directly impacted student referrals and scholarship applications.
- Swiftly adapted *Gators Thrive* to better serve student needs and the GRC's campus community:
 - + Built out an asset map that supported a broad range of services for all ages and populations.
 - + Based on student feedback, created an Alcoholics Anonymous (AA) style meeting that allows for multiple pathways to recovery, not just abstinence.
 - + Provision of harm reduction tools and equipment directly to students such as Narcan kits, Fentanyl testing strips, and training videos.
 - + Provision of recovery support services specific to the needs of the veterans on campus through 1:1 recovery coaching, veterans specific recovery meetings in the GRC Veterans Center, and use of veteran specific resources through the [SAFE](#) Project.
 - + Connections made with partners on campus working to serve students who are justice involved to address interrelated recovery needs and increase access to support services.

- + Developed a deep connection with community organizations that allow for seamless referral processes. For example, GRC recovery staff consulted with the Rainbow Center in Tacoma to increase the accessibility and responsiveness of the CRP, and Center for Transformational Wellness in general, for LGBTQIA+ students.
- Social Media Marketing & Communication.
 - + Development and use of multiple social media platforms over the 3 year seed grant process.
 - + Created a Canvas page in Year Three of seed grant funding that includes program information, outside community resources, and crisis information, Alcoholics Anonymous resources, resources around basic needs, and information about scheduling one-on-one meetings with the RSS.

External Environment:

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

Multiple broad community and institutional contexts have impacted the development of CRS/Ss. *Gators Thrive* has developed strong relationships with community organizations, which allow for reciprocal referral processes, population-specific supports catered towards students of various identities, including Veterans and LGBTQ+ students, and supports located across King County and Pierce County, as GRC students live in both counties.

The Covid-19 continues to impact the implementation of CRS/S on all campus, including GRC. The pandemic was most impactful during the 1st and 2nd years of funding, and GRC made quick and pragmatic adaptations based on students' needs. *Gators Thrive* made a rapid shift from in person supports to virtual supports and then back to in person support services during the Covid-19 pandemic and campus closure. *Gators Thrive* also made significant adaptations to move from group-based activities in Year One to individual recovery coaching in Years Two and Three, based on levels of student engagement and feedback at the end of the seed grant process.

Gators Thrive advertises services through Instagram, Facebook, Canvas, direct email outreach, print materials, and on-campus recruitment efforts. Not only has *Gators Thrive* secured stable funding through Student Life, but they also continue to seek out relationships with other groups on campus that may overlap with students at *Gators Thrive*, such as justice involved populations or students experiencing homelessness. Notably, GRC has secured both dedicated funding and a permanent staff position to support RSS/S on campus.

Involvement in state-wide and national associations and alliances (e.g., Washington Recovery Alliance – WRA, Association of Recovery in Higher Education – ARHE) and the coalition of fellow seed grantee campuses in the state of Washington has provided valuable staff education, networking, mentoring, and problem solving. For example, *Gators Thrive* received valuable implementation advice and support from others on the national ARHE listserv.

PRISM Case Example #2: 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 enrolled 7,381 students in the 2020-2021 school year. Gonzaga undergraduates tend to be highly involved in on- and off-campus experiential learning and extracurricular opportunities. Fifty-seven percent of students identify as Female. Sixty-nine percent of students identify as White, approximately 10% identify as Hispanic or Latinx, 6% as two or more races, 5% as Asian, and 1% as Black 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* falls under the Division of Student Development at GU, but works closely with the Health & Counseling Center on Campus. Student staff 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](#), [OUR House Instagram: @gonzaga.recovery](#)

Intervention:

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

Gonzaga University (GU) was in the first cohort of SWCRSI seed grant recipients in 2020-2021. Although *Our House* was already well-established prior to the SWCRSI funding, the seed grant money allowed GU to further develop and expand on the services already being provided through this community. *OUR House* has a physical "house" just a few minutes off campus, where staff hold weekly-all recovery meetings, community lunches, drop-in hours, and other social events. *OUR House* also has a fully stocked kitchen, living room with a TV and recovery literature, and various spaces that can be used for schoolwork, peer support, or socializing. This space is available to *OUR House* members 24/7. The school administration and student body have strong buy-in for the community, and eager to see this service continue for students after the SWCRSI funding ends.

Recipients:

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

OUR House is the Health & Counseling Center, with oversight and supervision by a Counselor with a background in substance use, addiction, and recovery. *OUR House* is staffed by three part-time graduate students. The program is well-embedded within GU and has close partnerships with other departments on campus. The CRS/S staff communicate with the Dean of Student Affairs about any changes to the SWCRSI

grant required Action Plan. They've partnered with the Financial Aid Office, Student Accounts Office, Provost for Student Affairs, and Dean of Student Affairs to understand student scholarships and ways to ensure that *OUR House* has stable funding as they prepare to cycle out of the seed grant. *OUR House* also collaborates with a number of other departments on campus to update their substance use referral processes.

In addition to graduate and undergraduate student support, *OUR House* is hoping to secure funding from GU for a .5 FTE staff person. Their sustainability plan includes close collaboration with the Dean of Student Affairs, securing institutional funding, seeking out funding from donors or outside sources, and cementing *OUR House* as a necessary student support service.

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

OUR House creates a community of students who connect through similar experiences and efforts to stop or reduce their use of substances or other potentially harmful behaviors. *OUR House* welcomes students who are practicing sobriety, reduced use, or harm reduction. Their definition of recovery is not limited to substance use or alcohol use; they welcome students who identify as having experiences with other negative behaviors, including gambling addiction, pornography addiction, or disordered eating.

OUR House is a growing community. There are currently 20 members who participate regularly. They are representative of the student body, and include a variety of genders, race and ethnicities, and majors and academic interests. *OUR House* prioritizes diversity through their use of an inclusive definition of recovery, support for multiple pathways to recovery, and a strong relationship with other offices and resources on campus that work to support students from multiple backgrounds and lived experiences.

Implementation and Sustainability Infrastructure:

Six specific actions have been undertaken that work to develop recovery capital, develop a recovery ecosystem, and successfully sustain future recovery supports at GU within the 3-year seed grant process.

- Employing and widely advertising their belief that there are multiple pathways to recovery.
 - + *OUR House* offers campus wide training sessions and distribution of Narcan, Deterra, and Fentanyl testing strips for overdose prevention.
- View their action plan as a “living document,” and make consistent updates and changes based on the evolving needs of students.
 - + *OUR House* prioritizes student feedback and makes adaptation to programs to effectively serve the student body. They hire undergraduate and graduate student workers to support the collegiate recovery community and provide guidance in the stakeholder group.
- Secured funding for recovery support services post seed grant including institutional funding as well as community donors.
- Switched from an interdepartmental workgroup to a stakeholder model.
 - + This change was made due to staffing changes and availability of group members to schedule and ensure participation in meetings. This switch allowed for greater collaboration,

dividing action items among team members, and progressing through the grant requirements.

- Efficiently moved to a new physical location on campus when they unexpectedly lost access to their old location. See External Environment section below about multiple interrelated impacts on the successful move to a new location.
- Actively recruits younger students (first- and second-year students) to ensure that the house can be sustained across the years, and that the community isn't predominantly made up of graduating students.

External Environment:

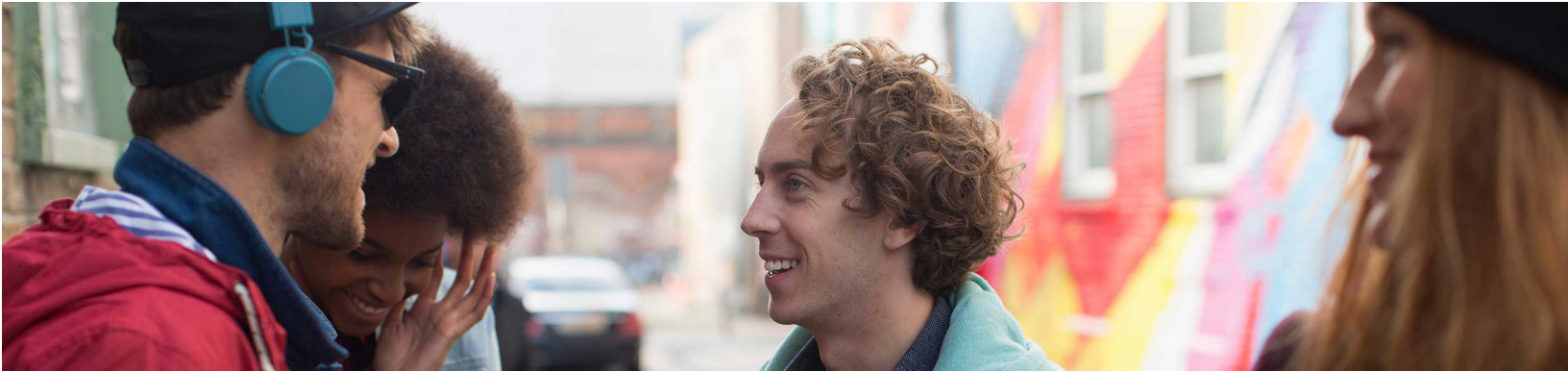
Examples of how the broad community and institutional contexts influenced the success of the CRS/S.

Multiple broad community and institutional contexts have impacted the development of CRS/S at GU. *Our House* has built a strong culture of interdepartmental collaboration and works closely with other departments on campus to constantly improve the CRS/S and ensure that students receive support from multiple avenues, including disability, financial, and academic supports. GU prioritized recovery support development and implementation across multiple levels of staff positions, including upper administration, supervisory staff, direct recovery support staff, and student staff). The multitiered levels of support allowed *OUR House* to flourish despite the significant and numerous staffing, recovery space, administrative challenges.

OUR House advertises their services through regular advertisements in campus-wide email updates, Instagram, Facebook, print materials, campus-wide open houses, and twice weekly "office hours." In addition to providing support on campus, *OUR House* has created an asset map that includes campus, community, and nation-wide support resources. This wide range of resources provides support for students who are more comfortable accessing help or resources outside of GU.

During the 2022-2023 academic year, GU unexpectedly lost access to their original on-campus space. Staff quickly adapted, finding a new "house" and coordinating a move that made the transition smooth for the *OUR House* members; the house was only shut down for 24 hours! This adaptation is evidence that their community could withstand significant changes with minimal impacts for the community or service delivery.

Over the summer, the *Our House* staff will be seeking out ongoing recovery-focused educational opportunities that their schedules don't allow for during the school year. This includes the ARHE conference and SAFE project workshops and webinars.



Recommendations

Below is a list of recommendations to grow effective, sustainable collegiate recovery services and supports. This listing takes into account recommendations from past evaluations (Maarhuis et al., 2022; Maarhuis et al., 2021) and findings from the current grant period. These recommendations are interrelated and should build upon each other; they are not self-standing or self-contained.

Recommendations Included from Past Evaluations

Recommendation 1-2022: 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.

CRS/S that support multiple pathways to and of recovery, socio-ecological models, and recovery capital will improve reach and effectiveness for a variety of student populations. Staff and students continue to emphasize the value of these models in their CRS/S. The use of harm reduction and socio—ecological models in recovery are endorsed by State of Washington policy and recommended practices as well.

Recommendation 2-2022: 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.

A sustained and effective CRS/S implementation and administration structure is a 2-step process that begins with (1) a broad-based interdepartmental workgroup in the first year of development and then, in subsequent years, (2) shifts to a smaller core group in a stakeholder model of administrative implementation for maintenance and sustainability. This stakeholder model includes staff members in various departments and levels of the IHE administration.

Recommendation 3-2022: IHE membership in Virtual Learning Communities (VLC) that 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 a CRS/S expert.

Year Three Findings continued to support the ongoing benefit for VLCs. Several Cohort 3 seed grant staff expressed the desire for these community meetings to continue after seed grant funding concluded as they were key to successful implementation and sustainability planning.

IHEs are encouraged to continue participating in monthly Virtual Learning Community (VLC) meetings as a coalition of collegiate recovery campuses. The primary goals of the VLC are to grow partnerships and consultation between grantees, facilitate co-learning, and strengthen student referrals between campuses as a means to grow a network of collegiate recovery supports across the state of WA. Having the opportunity to share lessons learned and leverage the experiences of fellow grantees encourages cross-pollination of successful strategies and innovative solutions to implementation barriers. IHEs are not implementing CRS/S in a vacuum; instead, one of the primary purposes of the SWCRSI is to build statewide capacity and generate knowledge and best practices related to launching, implementing, and sustaining impactful CRS/S programs. Seed grantees should continue to lean on these supports and shared learning opportunities as often as possible. Additionally, Cohort 1 seed grantees who are no longer receiving funds can continue to participate in VLC meetings as a means to enhance sustainability.

Recommendation 4-2022: Continue to revise and submit Action Plans throughout CRS/S development and implementation.

Adaptation and flexibility was built in to the SWRCSI grant process. Grantees had freedom to make budget adjustments, change action plans, and work with the program director to tweak the program and be responsive to student and campus needs. In past evaluation years, the team noted the importance of revised action plans in the development and implementation of CRS/S. Findings from Year Three indicate that these revisions are also essential to creating sustainable CRS/S.

Recommendation 5-2022: In the first year of funding, IHEs develop and use community and/or campus asset maps to identify and build partnerships with agencies and community members.

Community and campus asset maps provide students with access to a wide array of services that may not be directly available through CRS/S, including case management, inpatient substance use treatment, support for housing, food, or income instability, and other needs. Further, this allows for increased adoption and embeddedness of CRS/S on campus and within the community.

Recommendation 6-2022: Sustain ongoing memberships in state and national agencies that allow for access to education & training opportunities, individual campus CRS/S marketing, and advocacy resources.

In Year Three, grantees continued to utilize memberships to access training and technical assistance, marketing support, funding resources, and professional development opportunities. This utilization of membership benefits worked to further the CRS/Ss path toward sustainability and enhance recovery staff qualifications.

Recommendation 7-2022: Maintain review and adoption of 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 (Maarhuis et al., 2021) on campus.

In Year Three, Grantees expressed the importance of campus and community referral policies and protocols in creating supportive pathways for students and potential students to access services. These connections embed services within the IHE and greater community, increasing sustainability.

Recommendation 8-2022: Inclusion of CRS/S in DFSCA Biennial Reports in order 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.

The inclusion of CRS/S in the DFSCA Biennial reports is essential for the documentation of provision of services along the full continuum of care for substance use on campus as well as for compliance with DFSCA regulation. Grantees in their first and second year of funding continue to add information about recovery services in these reports. Grantees in subsequent years of funding need to update the information annually.

Recommendation 9-2022: Use multiple marketing and communication platforms that meet the needs of the student population and campus culture.

In Year Three, the team noted the difference in four and two year campus social media use. In general, four-year IHEs tended to utilize social media to recruit new members, decrease stigma on campus, and spread the word about recovery services available. Two-year campuses tended to use social media to connect with other organizations to increase community knowledge and opportunities for braided supports.

Recommendation 10-2022: Maintain annual marketing and offers for 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.

Scholarships are continually noted as an essential support for students in recovery, and grantees note that they continue to seek out ways to expand their scholarship offerings and embed them within the financial aid departments.

Recommendation 11-2022: Prioritize sustainability planning to retain and grow CRS/Ss on seed grantee campuses beyond SWCRSI funding.

In addition to creating a sustainability plan, it is beneficial for CRS/Ss to complete a formal “sustainability assessment” process annually. This allows recovery teams to understand their strengths and weaknesses, and what domains must be improved to create a more sustainable CRS/S.

Recommendations from 2022-2023 Evaluation

Recommendation 12-2023: Prioritize three core interrelated variables to promote long-term CRS/S sustainability: (a) adequate staffing, (b) ample available time for student and IHE staff to dedicate to CRS/S, and (c) internal and external relationships and connections.

Adequate levels of qualified staff, including permanent IHE staff and student staff, allows for successful development and implementation of CRS/S that meet the multi-faceted and dynamic needs of students. These staff must have ample available and dedicated time to build these programs out. Dedicated staff also have time to build connections with other staff, faculty, and departments at IHE. These connections can result in IHE policy and procedure changes to support students in recovery (e.g., recovery-friendly housing options, DFSCA reports), interdepartmental referrals, and creating a recovery-friendly campus community.

Staff must also build relationships with community organizations to expand program offerings for students beyond the scope of CRS/S. Programs with more dedicated staff and internal and community-based connections had higher self-identified levels of sustainability and effectiveness. Further, these IHEs were able to secure ongoing funding outside of the SWRCSI grant funding and embed themselves within the campus community. See page 25.

Recommendation 13-2023: Increase access to programs and services within CRS/S development and administrative structure that addresses the social determinants of health and/or recovery capital development.

Individuals cannot sustain or initiate recovery when their social, environmental, and physical realities are not conducive to (or are in conflict with) recovery. In order to meet this need, IHEs can continue to partner and increase collaboration and access points to other on- and off-campus organizations, programs, and funding sources to provide access to food pantries, transportation, and support around building financial literacy, housing, and disability support. While recovery scholarships offset some costs, IHEs can creatively connect internal and external case management and other services into the CRS/S programs by inviting organizations with shared recovery and other wellness objectives to build out access points within the CRS/S programs, provide resource materials, and linking students to services. Additionally, opportunities for students to use their work in CRS/S towards internship or credit hours, or to provide professional development opportunities for students to become certified peer support staff or recovery coaches could enhance financial opportunities for individuals and programs alike. See pages 25 and 37 for more on the social determinants of health that are related to recovery.

Recommendation 14-2023: Enhance diversity, equity, and inclusion (DEI) efforts within the IHE recovery community.

Initiatives to reach diverse student populations need to be robust and inclusive in order to meet the needs of the full student body. IHEs can enhance diversity by building new and strategic partnerships both on and off campus. Partnerships with existing entities such as the Black Student Union, Indigenous student centers, Latinx cultural centers, multi-cultural groups, LGBTQIA+ groups, Black fraternities and sororities, and specific dormitories are easy places to start to enhance partnerships. IHEs may want to set hiring benchmarks for diversifying recovery coaches; for example, making sure that at least 40% of coaches on staff represent minoritized populations. Additionally, IHEs may want to explore additional diversity, equity, and inclusion (DEI) supports and consultation available at the school. There may be faculty experts, other university centers, or external organizations locally who have successfully expanded reach and services to be more equitable. IHEs can lean on these partnerships to leverage lessons learned and to prioritize actionable steps on meeting the needs of these specific populations. See pages 23 and 47.

Recommendation 15-2023: Increase campus-wide training opportunities improving community-wide knowledge of the needs of students in recovery.

One of the most effective strategies for addressing stigma related to recovery, expanding reach, and demonstrating inclusivity is to enhance campus-wide training opportunities (see page 27) Training events serve the dual purpose of increasing the visibility of CRS/S programs while enhancing knowledge of recovery

principles and resources and signaling philosophies of harm reduction and inclusivity. Important topics to highlight include the availability of services, student opportunities to get involved, information about referral and resource availability, as well as access to harm reduction strategies and tools (e.g., Recovery Coach training, Ally training, Narcan and Fentanyl test strip training, and distribution). IHEs that are “thinking outside the box” on community knowledge building have successfully tapped hard-to-reach populations and built unlikely but crucial partnerships with other campus entities. IHEs could consider the following questions as starting points to increase community knowledge building: Who is not represented in our current partnerships? Who may have access to groups and sub-populations who are underrepresented in our services? What existing events can we align with to enhance knowledge of recovery supports? What groups may welcome additional resources and training opportunities?

Recommendation 16-2023: Offer social events to create a safe, supportive campus environment and to improve community-wide knowledge of the needs of students in recovery.

Social events are highly effective yet “low-hanging fruit” for IHEs to offer throughout the year as a means to increase reach and create and model safe and supportive environments. Some IHEs are partnering with other clubs to leverage the momentum of other social events and to align objectives (e.g., clubs for justice-involved students have shared goals of creating safe and supportive environments). Social events with food, activities and games and welcoming allies can create welcoming and inclusive environments that encourage students to stay connected and participate in other CRS/S programming. Further, these events go beyond the stereotypical campus party scene or and all-recovery or AA meetings. CRS/S events can be fun, welcoming, normal-feeling, and aesthetically rich. Offering sober events during other campus events where substance use frequently takes place (such as sports games or concerts) offers safe and supportive social alternatives for students in or seeking recovery. For more on social events, see page 22.

Recommendation 17-2023: Utilize targeted administrative structures and responses to enhance sustainability.

To promote sustainability, CRS/S development and implementation efforts need to decrease reliance on the work of an individual “recovery champion” (i.e., one staff member who heavily advocates for collegiate recovery supports on campus) or single department for CRS/S sustainability. Promote buy-in along a vertical throughline throughout the IHE to increase stability through staff turnover and changing IHE structures. This vertical throughline could include undergraduate and graduate student staff, recovery coordinators, faculty across departments, staff across departments, directors, and upper administrative positions. Further, engaging several recovery champions can result in advocacy along the administrative structures. See page 39.

Recommendation 18-2023: Be responsive to circumstantial instability, that may include staff turnover, broader IHE structural changes, or changes to administrative shifting priority areas.

Although IHE administration may provide verbal “buy-in,” recovery staff and administrators must quickly respond to circumstantial instability. Collaborative support along the vertical through-line (described in recommendation 16) allows for a pragmatic, action-oriented, and swift response. When there are administrative changes, recovery staff must be prepared to respond quickly and effectively to decrease this

instability's effect on students involved with the CRS/S. This collaborative effort supports sustained recovery support service provision. See Case Studies #1 & #2 on pages 50-57.

Recommendation 19-2023: Braid on-campus and community recovery services and to support the multi-faceted and changing needs of students.

Create a network of support services, both on and off campus, to support the various needs of students. This network of services can provide students support for things like housing, food, and income instability, counseling or case management, recovery groups, or justice-involvement services. Additionally, some students may prefer off-campus resources that allow for more anonymity away from their IHEs, access during school vacations or closures, and long-term connections that can be utilized after they graduate.

Braided funding resources promotes long-term sustainability as internal and external funding sources (i.e., funding dependent on enrollment, IHE changing budgets, grant periods, or funding from donors) change. Braided funding also allows for students in recovery to access a wide variety of supports as students are able to tap into services like food banks, case management, and financial support that may be beyond the scope of their IHE CRS/S. See page 37 and 40.

Recommendation 20-2023: Utilize a team of paid trained temporary student staff as Recovery Coaches for direct recovery support service implementation (all-recovery meetings, social events, recruitment activities) and permanent recovery staff positions for general support service coordination.

Recovery staffing must be extensive, sustained, and at adequate levels to provide various support services that are based on student need. Undergraduate and graduate student staff can provide direct recovery support service implementation as Recovery Coaches, leaders of sober social events, campus/community outreach, or all-recovery meeting leaders. This enhances student recruitment efforts, stabilizes attendance, and provides students in recovery paid positions, internship hours, and opportunities for professional development. With paid Recovery Coaches providing much of the direct support services, the permanent IHE recovery staff can then lead general support service coordination, on- and off-campus community asset building, advocacy with upper administration, and funding. See descriptions of staffing pages 7-12 and sustainability findings related to staffing on page 39.



Team & Acknowledgements

WSU Evaluation Team

Patricia Maarhuis, PhD, WSU Cougar Health Services, PI: Patricia Maarhuis serves as the WSU Collegiate Recovery Initiative 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.

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 specializes in youth- and young-adult wellness program development and evaluation, including substance use prevention and early intervention, recovery, suicide prevention, and housing and homelessness. Ms. Kasmally has worked on the Washington State Collegiate Recovery Initiative Evaluation since 2020.

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.

Lee Locke-Hardy, BA, C4 Innovations: Supports the Operations and project teams in the role of Operations & Technical Support Coordinator, which they were promoted to from Operations Assistant. In their current role, Mx. Locke-Hardy serves as the first point of contact for C4 when people reach out, and coordinates the

hiring and recruiting process. They also provide technical support to C4 staff, partners and participants on a variety of platforms. They ensure that meetings, courses, and webinars utilize best practices, and that staff receive responsive and efficient technical support. Mx. Locke-Hardy also works closely with clients to troubleshoot any technical issues, providing customer support with meeting participants.

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.

Patricia Maarhuis, PhD, WSU Cougar Health Services, 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, and Mohican 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.

Eastern Washington University resides within the traditional homelands of the Spokane People and other tribes who are connected through their shared history of this region. This land holds their cultural DNA and it is their Ancestors who are here and bring forth the knowledge of this place—the knowledge that comes from the land.

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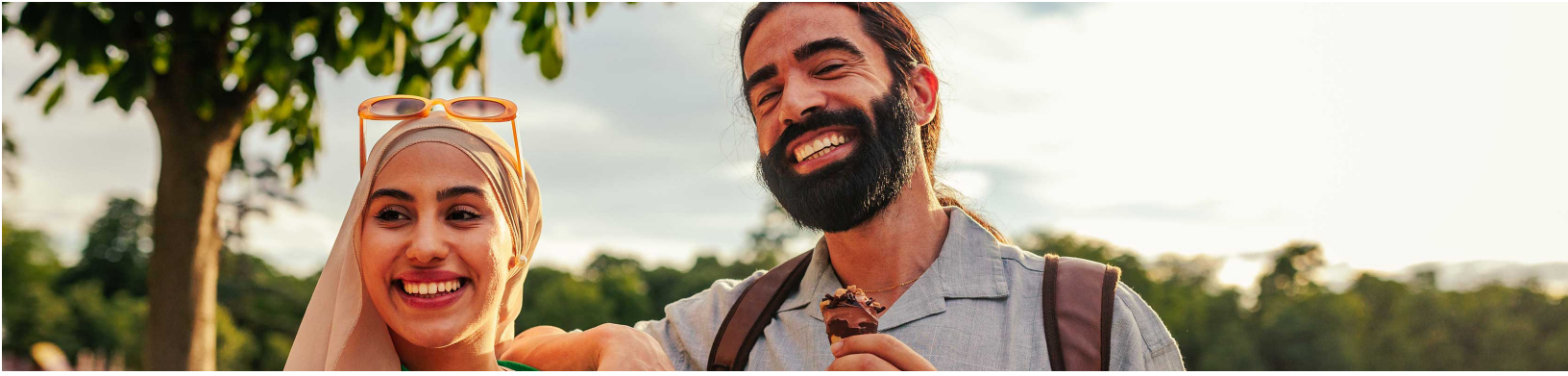


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APPENDIX A

WSU Collegiate Recovery Seed Grant

Year Three Staff 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. 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

Interview Questions

The focus of this interview is going to be on sustainability and implementation. Please consider responses over the past year or the past years, whichever is applicable.

- 1) What are the key characteristics of the setting in which your program was implemented? Please describe elements of the setting that facilitated success, and elements of the setting that may have presented barriers to successful implementation. (ADOPTION, RE-AIM)
- 2) What supports or threats to the program exist within your institution? What supports or threats to the program exist within the broader community? (ADOPTION, RE-AIM)
- 3) Please describe the relationships and collaborations with departments, workgroups, and other entities on campus or beyond. For each connection, please describe the strength and nature of the connection. What are strategies that you use to maintain and strengthen those connections? (ADOPTION, RE-AIM)
- 4) Thinking about the students who benefited from the program, who did the program most serve? Who may have been underserved? (REACH, RE-AIM)
- 5) Please speak to ways in which your program has implicitly or explicitly addressed issues related to health equity. (REACH, RE-AIM)
 - a. In what ways does your program serve historically underserved student populations?
 - b. In what ways does your program address, for example, the social determinants of health that may intersect with recovery for your student population?
- 6) Which elements of the program were most crucial to success? (IMPLEMENTATION, RE-AIM)
- 7) Describe the ideal circumstances under which the program is implemented at your institution. Be as specific as possible. Please describe the setting, staffing, resources, training, and internal and external champions that would support an ideal implementation scenario. (IMPLEMENTATION, RE-AIM)
- 8) Please describe individual-level, program-level, and institutional-level changes that have occurred as a result of your program. Were there any unintended consequences? How likely is it that your program will produce lasting effects for individual participants? (EFFECTIVENESS, RE-AIM)
- 9) What are your plans for ensuring the program's sustainability? What are you doing to maintain and grow the program? (MAINTENANCE, RE-AIM)
 - a. What are the barriers to securing sustainable funding? (IMPLEMENTATION & SUSTAINABILITY INFRASTRUCTURE, PRISM)
 - b. What kind of resources and support do you need to ensure and actively pursue sustainability?
- 10) What do you believe is the *institution's perspective* of the program? What do you believe is the *students' perspective* of the program? (INTERVENTION PERSPECTIVE, PRISM)
- 11) 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? (INTERVENTION PERSPECTIVE, PRISM)

What other information about collegiate recovery in your university/state would you like to share with the evaluation team?

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 2023

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.

Reshaping the Conversation III: Collegiate Recovery Supports and Services in the State of Washington.

Evaluation Report of the 2022–2023 State of Washington Collegiate Recovery Support Initiative

Adrienne Kasmally

Patricia Maarhuis

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WASHINGTON STATE
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