



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

Evaluation Report of the 2023-2024 State of Washington Collegiate Recovery Support Initiative

Julie Slay, Ph.D.

Patricia Maarhuis, Ph.D.



WASHINGTON STATE
UNIVERSITY



PRISM PARTNERS
GROUP

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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 evaluation report focuses on the progress of each of the seed grantees funded in the fourth year of 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 (Gaglio et al., 2013) and PRISM (Feldstein & Glasgow, 2008) public health frameworks in order to systematically capture core elements of the programs within multi-faceted internal and external contextual factors.

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. A combination of factors influences the development and outcomes of the sites. These factors include the campus setting, the maturity of the site (i.e., how many years it has received funding), staffing capacity and allotted time, and presence of sustainable funding. Sites are still working on long-term sustainability, and progress is varied.

First, the **combination of dedicated recovery staff, adequate allocated time, and campus-community relationships are the 3 most influential factors in terms of the development and implementation of recovery support provision on a seed grant campus.** In turn, these 3 factors have strong impacts on the

potential for sustainability of services post seed grant funding. Evaluation data suggests that, if one of these 3 components is missing, the CRS/S then has an incomplete and less effective administrative structure and is overall less impactful within their efforts in the development and implementation of recovery supports on campus.

Overall, at sites where there is braided funding for staff (e.g., staff positions are supported via other funding streams outside the SWCRSI seed grant), there is greater sustainability of recovery support services than at those seed grant sites where funds from the IHE or via other funding sources have not been allocated to support permanent CRS/S staff.

Additionally, there is a strong need for dedicated staffing, institutional funding/support and community partnerships to sustain recovery staffing through leave or unplanned absences to maintain service supports. Notably, sites that had basic staff capacity, but much less time to focus on recovery support development and needed campus/community partnerships, resulted in more limited campus impacts and overall less recovery capital development.

Sites have built strong relationships with local community organizations for ongoing referral and service provision on campus, but it is unclear whether those relationships and the service provision would be retained if staffing were to change at the CRS/S or the community organization.

Second, evaluation findings indicate that the **allocation of a dedicated physical CRS/S space on campus** appears to be a strong signal from the IHE administration that it is committed to investing long-term in collegiate recovery; however, to date, in neither case where there is a dedicated physical CRS/S space has dedicated university funding for a permanent CRS/S staff been allocated to coordinate the CRS/S space and services. Notably, there are multi-year grant funds (outside of SWCRSI seed grant funding) dedicated to 2 site staff recovery staff positions and dedicated space, which does indicate some administrative commitment and collaboration in retention of recovery support services.

Third, over the course of the evaluation, the findings have pointed to the **immediate and sustained delivery of services across the continuum of individual and community recovery capital supports** as being critical to effective and accessible collegiate recovery services. For example, students are benefiting from recovery coaching and groups, scholarships, and access to recovery capital. Sites are building a variety of partnerships within and outside of the IHE. For instance, CRS/S sites are connecting to other student groups on campus (e.g., veterans) and ensuring they are providing tailored supports for these groups. Sites are connecting to local recovery centers to refer students and potentially, to provide services for the CRS/S. Also, evaluation data indicate that sites are connecting with other community providers to offer harm reduction/overdose prevention training on campus.

Sites are reaching students in-person and online. Some sites are able to offer a dedicated and welcoming space for students to access recovery supports and materials (e.g., books and harm reduction supplies). CRS/S are tabling at on campus events to share information about their services and provide education about harm reduction and overdose prevention. They also provide social events to complement CRS/S programming and help to build a student recovery community and social capital. Additionally, sites are engaging with students and faculty in ally trainings to create a school environment that is void of

judgement and stigma for students in recovery.

It is clear that the SWCRSI continues to assist IHEs across the state to build and implement collegiate recovery services and supports that can benefit all students. Moving forward, the SWCRSI staff will utilize the findings and evaluation to continue the development of self-sustaining CRS/Ss across Washington.



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.

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 the Evaluation Reports from Year Two and Year Three (Maarhuis et al., 2022 and Kasmally et al., 2023). This report focuses on the establishment and implementation of CRS/Ss by each of the seed grantees funded through the HCA grant. Prism Partners Group (Prism) 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 included a brief but comprehensive update of the environmental scan as well as implementation that focused on:

- Identifying and examining elements that are key to the academic success and wellbeing of students in recovery; and
- Assessing implementation of activities of collegiate recovery seed grantees, focusing on reach, quality, impact of services, relationships, and supports.

Defining Collegiate Recovery

For the purpose of this year's evaluation, our team utilized the following definition of **collegiate recovery services and supports (CRS/Ss)** 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 first year of the SWCRSI and has been used throughout the course of the project to ensure consistency across reporting periods. This definition was developed as the field was quickly evolving. Currently, the CRS/S definition and model aligns now more closely with the definition provided by the Association of Recovery in Higher Education (<https://collegiaterecovery.org/standards-recommendations/>): A Collegiate Recovery Program (CRP) is a college or university-provided program that includes a supportive environment within the campus culture. CRPs reinforce the decision to engage in a lifestyle of recovery from addiction/substance use disorder. It is designed to provide an educational opportunity alongside recovery supports to ensure that students do not have to sacrifice one for the other.

Historically, ARHE did not emphasize harm reduction approaches in its conceptualization of CRPs. It has now incorporated harm reduction into the CRP model, and those elements are reviewed in the accreditation process (<https://collegiaterecovery.org/srcra/>). Notably, the SWCRSI has followed the harm reduction model inclusive of abstinence since 2020 as per the State of Washington Health Care Authority (HCA) policy. More information about ARHE's accreditation process can be found in the environmental scan.

CRPs have been in existence for over 40 years. The U.S. collegiate recovery field has experienced marked growth since 2010 and gained national recognition when the Office on National Drug Control Policy released a call to-action statement in 2018 for all Institutions of Higher Learning (IHEs) to disseminate recovery support and resources to their students (ARHE, n.d.a; DOS, 2017; TWHA, 2018). IHEs have a responsibility to support students in recovery, so they can continue to develop and fulfill their academic and personal potential.

Collegiate Recovery Programs in the State of Washington

The SWCRSI has worked toward collegiate recovery support service implementation for 4 years and, overall, includes five 2-year and five 4-year IHEs. In 2023-24, the SWCRSI funding and support service implementation shifted to a 4-year process, not a 3-year process as it had used in the past. Participating campuses are initially recruited into the project with readiness funding (\$5 to \$20K, depending on annual funding availability) with the plan to formally apply for seed grantee funding the following 3 years. The SWCRSI Administrator observed over time, and heard from grantees, that there were certain components that needed to be set in place prior to service delivery that takes time, and the expectation that the CRS/S would be fully implemented in the first year of full funding was not realistic for IHEs, especially if there was a lack of intentional supports for students in recovery on campus. The funding approach shifted and allowed for a smaller grant (readiness funds) to help the IHE prepare for

implementation, and then if sufficient progress was made, provide a seed grant to implement the key features of CRS/S.

This updated 4-year funding process moved the SWCRSI away from a state-wide “open call” for application toward the targeted recruitment of campuses in geographical areas where previous and current seed grantee campuses were already established. For example, the Spokane area was targeted for readiness funds in the summer of 2024 to potentially increase the student transfer and access to recovery supports between 2- and 4-year IHEs that received SWCRSI funds in the past or currently (i.e., from Spokane Falls Community College to Eastern Washington University – current grantee, and Gonzaga University, past grantee). Also, a mix of IHE campus types is required to develop a collegiate recovery ecosystem within a geographic location. As a result, campus recruitment changes were implemented since all the past and current seed grantee sites on the west side of the state were 2-year IHEs and all the past and current seed grantee campuses on the east side of the state were 4-year IHEs.

This 2023-24 evaluation assessed the implementation of three cohorts of seed grantees at different stages of their funding cycle. Subsequent reports will include readiness fund grantees. See Appendix A for a full summary of cohorts and status.

- Renton Technical College (Cohort 2) – third and final year
- Skagit Valley College (Cohort 2) – third and final year
- Eastern Washington University (Cohort 3) – second year
- Central Washington University (Cohort 4) – first year

Cohort 2 includes the grantees who were awarded funds during the 2021-2022 cycle. Although 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 (SBCTC), 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 SBCTC, 2020).

Cohort 3 included a single grantee, Eastern Washington University (EWU), that was awarded funds during the 2022-2023 cycle. The inclusion of EWU to the SWCRSI grantees added another public 4-year IHE, and findings from their first year were included in last year’s evaluation report. A new IHE, Central Washington University (CWU) became Cohort 4. Their seed grant was awarded during the 2023-2024 cycle, though they received readiness funds in the prior year.

These seed grantees represent public, two- and four-year institutions, includes both community and technical colleges, and IHEs that have clear educational pathways for justice-involved persons, which created an opportunity for this evaluation to explore similarities and differences between a wide range of IHEs and student experiences.

As noted above, during the 2023-2024 cycle, readiness funds were provided to one campus, Olympic

College. Olympic is a 2-year college that was honored by the Aspen Institute as one of the Top 10 Community Colleges in the nation. Olympic serves 8,500 hundred students annually at campuses in Bremerton, Poulsbo and Shelton. Olympic College is home to one of the largest military-connected student bodies in the state. One of the fastest growing populations at the college is Running Start, with more than 1,000 high school juniors and seniors taking classes. The evaluation design is not inclusive of sites receiving readiness funds; however, as the SWCRSI process has changed, future evaluations will include a formal assessment of the progress and outcomes of readiness sites.

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'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. (<https://www.skagit.edu/admissions/community-integration-program/>) 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.

Renton Technical College

Renton Technical College (RTC) 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. Their main campus is in Renton, a suburb located southeast of Seattle. RTC also operates several satellite locations throughout King County. At the time of this report, RTC had 7,503 students. Most students (59%) are persons of color; 25% are Hispanic/Latino, 23% are Asian, 21% are Black/African American, 4% are American Indian/Alaska Native, and 2% are Hawaiian/Other Pacific Islander. 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. Forty-three percent of students are female.

The RTC Wellbriety Center (<https://rtc.edu/student-life/support-resources/the-wellbriety-center/index.php>) collegiate recovery program was founded in December 2021 with SWCRSI funds and is

located within the Department of Workforce Education and Grants. Wellbriety supports initially were embedded within the RTC community re-entry 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).

Description of Seed Grantees: Cohort 3

Eastern Washington University

Eastern Washington University (EWU) is a public university in Cheney Washington, a suburb located 17 miles outside of Spokane. EWU offers liberal arts and professional undergraduate and graduate programs. 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. The university prides itself on being an access college with a large population (44%) of first-generation college students. Nearly 11,000 (10,746) students were enrolled at EWU in Fall 2023, which is larger than the population of Cheney. Additionally, 60% of students are female and 42% of students come from underrepresented race/ethnicity groups, including 16% Hispanic and 4% Black or African American.

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. (<https://inside.ewu.edu/bewell/eagles-for-recovery/>) 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 offers a student-based support group, activities with food, games, and information about recovery, and educational events. Of note, substance use supports and services for students are primarily located in Spokane which decreases access to these services by college students. Additionally, there is a paucity of substance abuse support and services in the Spokane area. The university participated in the National College Health Assessment in May of 2021 and 4% of respondents identified as being a person in recovery from drugs or alcohol.

Description of Seed Grantees: Cohort 4

Central Washington University

Central Washington University is a midsize four-year institution of higher education with a primary campus located in Ellensburg, Washington with about 10,300 students. Alongside of main campus, CWU also boasts enrollment at six university centers and two additional instructional sites within the state of Washington. A snapshot of CWU: Number of graduates each year: About 3,200, On-campus residents: 2,800, male/female ratio: 46%/54%, Students of color: 42%, First-year student retention: 71%, Washington state residency: 93.49%, Average class size: 20. While Central is seeking accreditation as a minority serving institution, the surrounding Kittitas County includes a predominately white population at 84.1% of 45,000 residents. Compared to other counties in Washington, Kittitas County boasts an “unusually high” number of residents working in farming, fishing, and forestry occupations. In the 2021 Community Health Needs Assessment, mental illness was the second leading cause of hospitalization for Kittitas County young adults (18-24). While substance use rates for the county are declining among youth populations, adult alcohol and cannabis use rates have increased approximately 2% from 2018-2021. Kittitas County also falls in a Rural Health Professional Shortage Area (HPSA) with ratio of residents to mental health providers of 610:1. Drug abuse and alcohol abuse were also listed as top two “risky behaviors” dubbed by community resident responses for the county. Wildcats for Recovery ([https://www.cwu.edu/student-life/health-wellness-services/wellness/CWU Collegiate Recovery Community.php](https://www.cwu.edu/student-life/health-wellness-services/wellness/CWU_Collegiate_Recovery_Community.php)), CWU's Collegiate Recovery Community, is a place for students to gather and feel supported. Anyone impacted by substance misuse or addiction is invited. Hosted in the Office of Health Promotion, the community engages in events, support groups, individual supportive consultation. Two staff, the Director of Health Promotion and a Program Coordinator lead the program. They offer sober social events on campus, ally training with students and faculty, and share recovery education and information about alcohol and substance use via social media.



Evaluation Framework and Questions

RE-AIM Framework

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

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

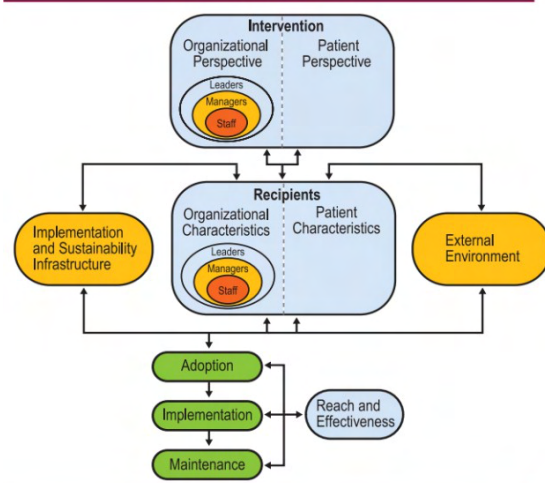
Table 1. RE-AIM Dimensions and Definitions

Dimension	Definition
<u>Reach</u>	the absolute number, proportion, and representativeness of individuals willing to participate in an initiative.
<u>Effectiveness</u>	the impact of an intervention on important outcomes, including potential negative effects, quality of life, and economic outcomes.
<u>Adoption</u>	the absolute number, proportion, and representativeness of settings and intervention agents who are willing to initiate a program.
<u>Implementation</u>	at the setting level, implementation refers to the intervention agents’ fidelity to the various elements of an intervention’s protocol.
<u>Maintenance</u>	the extent to which a program becomes part of the routine organizational practices.

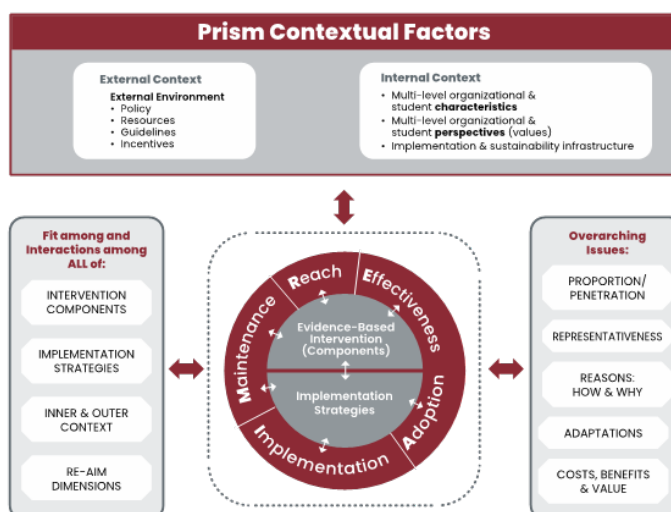
PRISM Contextual Factors

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).

The Practical, Robust Implementation and Sustainability Model (PRISM)



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 evaluation approach was guided by the following questions and mapped 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*
 - 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 that includes: environmental scan methods, including the update to the literature review and the update to the policy review; evaluation methods, including sustainability assessment, site visits, document review; and analysis.

Environmental Scan Methods

Policy Scan Update

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, policies that were enacted since June 2023.

The following approach and inclusion criteria were used to guide the review:

- Use internet searches to identify federal, state, and policies that may impact students in recovery at IHEs that were passed after June 2023
- Focus on United States federal legislation, Washington State specific legislation, and policies that impact United States universities only.

Evaluation Methods

Data Sources

Prism and WSU drew from multiple data sources including a sustainability assessment, staff interviews, site visits, technical assistance sessions, and a document review of each seed grantees' quarterly and final reports.

Sustainability Assessment

In prior evaluations, the former evaluator (C4 Innovations) 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. For this evaluation, Prism collaborated with WSU to update the assessment domains that impact implementation and long-term sustainability of CRS/Ss. The evaluator and WSU's principal investigator created ratings for each site separately using data from site visits, TA sessions and quarterly reports for each sustainability domain. This was a significant

departure from prior evaluations, where CRS/Ss completed the tool themselves. This approach allowed for a more objective assessment of a site's sustainability.

Prism and WSU compared rates and when ratings were not consistent, discussed data that were used to justify each rating, and collectively determined the rating that was most aligned with available data.

Below are brief descriptions of each domain.

- 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

Site Visits

Given the various stages of development of the cohorts during this year, Prism and WSU made site visits to each campus to document how their physical space was being leveraged to provide services and supports, and to gather input from campus and community partners about the impacts of the CRS/S and explore what more could be done to further the site's impact on students and the campus community, and discuss sustainability plans. Prism worked in partnership with WSU and the CRS/Ss to plan an agenda for the site visit (Appendix B for site visit planning materials). In the late winter and early spring, Prism and WSU met with each site for a full day, taking tours of the campus, meeting CRS/Ss staff, established and potential community partners, and campus partners. Conversations and observations at the site visit were used to complete the sustainability assessment and gather updated information from sites about their progress, achievements and challenges.

Document Review

Throughout the year, WSU developed 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 that were 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 24 (VERBI GmbH, 2023) to analyze the staff interviews and grantees' quarterly and final reports. 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.



Policy Scan Update

Between July 2023 and June 2024, there were no notable federal policy advancements directly related to collegiate recovery. State policy advancements included the approval of House Bill 2112, a Washington state bill that added a new section to the Revised Code of Washington (RCW) that requires IHEs to provide opioid and fentanyl awareness and education information to all students.

State Advancements

Adoption of House Bill 2112

In June 2024, House Bill 2112 was passed by the Washington state legislature and added a new law (Chapter 28B.10 RCW) that requires the following:

1. Each public and private institution of higher education shall provide opioid and fentanyl prevention education and awareness information to all students. Education may be offered in person or electronically. This education must be posted on each institution's public website for students, parents, and legal guardians to view.
2. Naloxone and fentanyl strips must be made available to students on campus in various accessible locations such as student wellness centers, student union buildings, and student housing.
3. Institutions of higher education must provide staff working in residence halls education and training on administering naloxone.

From 2022 through 2024, in response to the opioid overdose epidemic and in anticipation of forthcoming legislation, the SWCRSI initiative dedicated seed grantee education efforts—via monthly virtual learning community training sessions, individual technical assistance, and resource provision—to assist seed grantees in general implementation of campus overdose prevention supports as well as to prepare for specific HB 2112 implementation compliance. Additionally, grantees are well positioned to ensure their IHE campuses are compliant with HB 2112 as a result of the SWCRSI model that required harm reduction policies, procedures, and services, and connections with internal departments at their IHEs and external organizations in their communities to promote opioid overdose prevention.

Several Washington laws that were already established in advance of HB 2112 supported its adoption and implementation. These include:

1. RCW 4.24.300 – any person trying to help in a medical emergency is generally protected from civil liabilities
2. RCW 69.41.095 – the Naloxone Standing Order that allows for any person or “entity” (e.g., police department, homeless shelter) to obtain, possess, and administer naloxone. It also permits naloxone distribution under a prescriber’s standing order
3. RCW 69.50.315 – Washington’s Good Samaritan Law provided additional, specific protections against drug possession charges

Field Advancements

Standardized Review for Collegiate Recovery Advancement (SRCRA)

ARHE developed an accrediting program for collegiate recovery programs—the ARHE Standardized Review for Collegiate Recovery Advancement (SRCRA)—that launched nationally in April 2024 (AHRE, n.d.b). The accreditation criteria and process aim to consider the components of collegiate recovery programs that have shown to be effective, while respecting the individualistic and diverse nature of programs. The accreditation process includes an internal review by the CRP and an external review by ARHE. Findings from each review are shared with the ARHE Review Board, that then develops a Standardized Review Summary and Recommendations Report including the CRPs designation, feedback and recommendations. There are three designations for reviewed CRPs, they include:

- ARHE Reviewed Collegiate Recovery Program
- ARHE Developing Collegiate Recovery Program
- Conditional Designation

CRPs are evaluated based on criteria described in its assessment tool and are rated by reviewers based on whether the criteria are met (“Yes”), are partially met (“Developing”) and are not met (“No”). To receive an AHRE Reviewed rating, a CRP must meet an overall 80% threshold of the criteria in the assessment tool. Developing CRPs are rated below the 80% threshold and are then provided Technical Assistance by AHRE. Conditional Designation is when a CRP meets the 80% threshold, but they need to address a critical aspect of its sustainability. Once the program receives evidence of a plan to address the identified challenge, it may be issued a full designation. (<https://collegiaterecovery.org/srcra/>)

Notably, the AHRE’s accreditation process was launched in 2024 when the SWCRSI project and evaluation was well underway. The SWCRSI staff formally reviewed the SRCRA documents and interviewed ARHE staff to assure that the SWCRSI seed grantee project is in alignment with the SRCRA accreditation criteria and process. ARHE accreditation information was shared with all seed grantee sites in 2023-24. Individual seed grantee sites are encouraged to pursue ARHE accreditation but it is not required by the SWCRSI. Participation in the SWCRSI acts as a means to prepare a campus for the ARHE accreditation review process. Thus, the SWCRSI focuses on collegiate recovery support service (CRS/S) implementation and sustainability, not on collegiate recovery programs (CRPs) as defined in the ARHE SRCRA process.



Findings

Reach

Reach is defined as the absolute number, proportion, and representativeness of individuals willing to participate in an initiative.

Our team spoke with grantee staff, partners and reviewed final and quarterly reports to understand the *reach* of the CRS/Ss. The team first identified how provided services were related to a student's well-being and physical health, 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 SWRCIS 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. This was identified as a needed area of improvement, and in future evaluation efforts more precise data will be gathered related to reach as measured by numbers.

Students who were directly served by the CRS/S

The range in number of students services varied a great deal, and often the number of students reported by CRS/Ss was dependent on factors such as the developmental level of the site (i.e., how long they have included a deliberate inclusion of supports and services focused on students in recovery), its capacity to deliver services (facilities & staffing), campus culture, and the types of service provided.

One of the 2-year colleges provided in-person recovery meetings, 1:1 recovery coaching, community events, and student-centered social events. Weekly recovery meetings were well-attended, with 6 – 10 students regularly participating. The CRS/S also arranged for social activities to support students, such as an activity during finals week where a hot cocoa bar and fresh conchas were available for students, and therapy dogs were present to help with destressing. The event was a co-sponsorship between the CRS/S, Mental Health Matters Washington, the Student Life department and college administration. Other events included a sober bowling night, zoo trip, and park clean-up days. In our site visit, campus staff reported that these events were well-attended and created a connected community of students. A key factor in this CRS/S success at reaching students was that they partnered closely with a club for justice-involved students. Through this relationship, the CRS/S was able to gain momentum early on, share

resources, and facilitated connections with community organizations.

The other 2-year college, also in its last year of funding, operated using in-person and online approaches to reach students. At this college, some of its programs are intended to provide technical skills certifications within a short period of time (e.g., between 6 weeks to 9 months). Thus, students vary in how long they attend the college and have time to participate in CRS/Ss. On a weekly basis, the CRS/S site provided in-person student-led AA meetings in their dedicated physical space for such activities and provided online supports. They partnered with the Veterans Coordinator to advertise for recovery support groups geared toward Veterans. They also created computer stations at their center for students to use to participate in livestream events offered by The Phoenix (<https://thephoenix.org/movement>), an online community that supports physical and emotional wellness of persons in recovery. The CRS/S are also reaching students who may not know about recovery services, or do not see themselves in recovery. For instance, the CRS/S center is a “satellite library” for any texts related to recovery. For those students conducting research or are interested in a recovery-related book for any reason, they must go to the center. This was designed to encourage less stigma around recovery, and to “de-mystify” the center for students.

In both 4-year schools, there were some challenges in reaching students on a regular basis. At one CRS/S, they were able to establish weekly recovery meetings, but participation was limited due to inconvenient times when campus rooms were available. Once the site established a dedicated, physical location in the middle of the academic year, they could schedule meetings at more convenient times for students and engagement increased. Programming also increased, with events to encourage community such as outside games in their nearby yard on campus and a grand opening of their center with food and information about recovery services, though participation was limited due to limited staff time to recruit students and build a staff student community that was affiliated with the CRS/S. At the other 4-year, they were unable to establish any student support groups due to a university-wide hiring freeze, which prevented them from hiring the CRS/S site’s coordinator, delaying any hiring of staff to be trained and offer weekly recovery meetings. Instead, they reached both students and faculty through ally training and medication take-back activities. They also offered a couple of sober events at night.

Representativeness

All of the SWCRSI grantee CRS/Ss serve students who are in recovery, seeking recovery, interested in recovery, practicing harm reduction, or allies. All grantees are required to use a harm reduction approach and include programming that is aligned. Being inclusive is at the core of SWCRSI’s CRS/S model. Grantees are required to support multiple pathways to recovery, welcoming allies and others who do not identify as being “in recovery,” and welcoming students who are impacted by things other than substance use. For the most part, CRS/Ss report that the students they encounter represent their school population with one exception. At one of the 2-year colleges, their partnership with a Registered School Organization (RSO) that is focused on supporting justice-involved students does not necessarily represent the larger student body; however, the club is diverse racially and ethnically, by gender and by age. Also, the club is not exclusive, anyone is allowed to participate and holds the same values as the SWCRSI CRS/S

model.

Across the grantees, there is variation in their student populations and thus, who they tend to serve. The 2-year institutions often serve students across a greater age range, from mid-20s to 60s. Four-year IHEs are more likely to engage with 18 to mid-20s. Also, key differences are related to whether students are employed, are caretakers of family, and other off-campus responsibilities. Each CRS/S site has tailored their services to the populations that they serve and is sensitive to their unique needs and pathways to recovery.

Equity

Like past findings, grantees partnered with school offices, resources, and student groups to support students of multiple backgrounds and lived experience. For example, a couple of CRS/S sites are deliberately connected to re-entry navigators, helping justice-involved persons explore an educational pathway toward academic and vocational success. Justice-involved persons are disproportionately Black and Latinx (<https://www.sentencingproject.org/research/us-criminal-justice-data/>). CRS/S are uniquely aware of potential discrimination—given the stigma and bias toward those in recovery— and sites are deliberately building services that combat bias and build a welcoming environment. For example, one CRS/S site lead staff member is working directly with the local court and enforcement agencies to provide direct recruitment and support services to justice-involved persons, so that they thrive in college. CRS/S are also stocking their campus centers and/or connecting with other campus departments to provide access to food and other items (e.g., clothing, over-the-counter medicine, and hygiene supplies).

Further, site provision of paid positions and scholarships to undergraduate and graduate students in recovery directly addresses students' needs and individual recovery capital development through the providing financial resources, career development, and access to consistent recovery supports. For many low-income students, a paid position on campus makes possible simultaneous access to education, work experience, and recovery supports.

Students who were indirectly served by the CRS/S

All the IHEs offered campus-wide events, such as ally training and Narcan training. One acquired a vending machine that is stocked with Narcan that will be available to all students on campus. All sites have Deterra packets available to collect unwanted or expired medications and other drugs. Ally trainings include faculty, students and other school personnel, with potential benefit for all students on campus.

Many students, who access the overdose prevention trainings and supplies, do so with the motivation of helping fellow students, friends, family, and other community members. As described in the policy scan, the adoption of HB2112 and the preceding supportive laws related to overdose prevention measures directly and indirectly benefits students. For example, sites are distributing Narcan and Fentanyl testing strips after student and staff training held by CRS/S staff or their partner on- and off-campus (e.g., Student Health Services, Mental Health Matters of Washington (WA)). Notably, through an ongoing campus-community collaboration with this seed grantee site, Mental Health Matters WA conducts trainings that not only included students at the IHE, but also the surrounding community, demonstrating the potential for CRS/S to

be a catalyst for local recovery ecosystem development. Additionally, sites are purchasing and managing Narcan for automated external defibrillator (AED) stations across their campus and updating IHE maps that include information about where to access these life-saving overdose prevention measures.

Advertising available supports

SWCRSI grantees are also leveraging communications to share information about CRS/S, recovery, sober events and more. Across three of the four campuses, they have over 1,200 followers across their Instagram accounts, as social media was a common pathway for these students to get connected with recovery supports. For the fourth IHE, the CRS/S site found that students did not use certain social media channels likely due to generational differences, and instead, uses the IHE's marketing channels by sharing posts with the school's communication staff so that CRS/S announcements are delivered with other important school information. Although not all followers will access recovery supports, they can benefit from the resources shared by the grantees.

As mentioned, grantees are using marketing approaches to inform the campus community about events and CRS/S to create a culture of support for students who seek recovery supports. CRS/S are leveraging different resources to advertise. Some have assigned undergraduate or graduate student employees to develop materials for distribution online or by flyer. Others are using existing marketing and communications personnel at the IHE to develop announcements and online resources. There is some data to suggest that online communications are insufficient at IHEs where the student population does not engage with online content through social media. This is an important reminder of a critical feature within the SWCRSI CRS/S model: The inclusion of student input in the development of supports and services that are consistent with the needs and preferences of that campus' student population. Findings from this evaluation report reiterate findings from the last—the creation of a diverse and extensive advertisement and recruitment plan is crucial to promoting reach and equity in the CRS/S development process.

Meeting the multifaceted needs of students

All seed grantee staff shared stories of students in recovery that benefitted from additional supports, and most frequently identified that their students struggled with having access to stable housing, food, and financial resources. To stay in college and be academically successful, students often needed support meeting their basic needs and building their recovery capital. IHEs partnered with on-campus organizations and funding sources to provide access to food pantries and other supports such as housing and mental health services. IHEs also offer students in recovery scholarships to decrease the financial burden of their education and to increase inclusion and a sense of belonging on campus. At many IHEs, scholarship recipients commit to participating in the CRS/S, allowing them close, ongoing access to resources provided.

Across the four seed grantees, \$20,000 in scholarships were awarded to 55 students (ranging from \$200 - \$625 per student depending on the site). These scholarships do not only provide financial support for students but connects them to the CRS/S community. Scholarship recipients are encouraged, if not

required, to participate in CRS/S programs and a few become student staff, running recovery groups and providing input into the development of other services and marketing for the CRS/S site.

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 with IHE staff and some of their on-campus champions 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. CRS/S sites were also provided monthly and as needed 1:1 TA sessions, where the principal investigator (Washington State University) offered consultation, problem solving and thought partnerships to support effective implementation of the SWCRSI design (see Implementation section). For example, TA sessions included coaching on how to work with campus partners such as financial aid and the IHE's foundation to administer scholarships in the short- and long-term. During TA sessions, grantees also are provided example policies, procedures and other protocols from peer grantees (or past grantees) that can be used to adapt to their own setting.

The evaluation design was to assess the implementation of the SWCRSI model at IHEs. As such, the evaluation did not include any assessments of individual student outcomes, rather it focused on how sites established and developed a structure within IHEs built on partnerships, collaboration and integration of services and supports that will benefit students in recovery. The evaluation approach for 2024-2025 will shift to include more quantitative measures of student participation in CRS/S and subsequent evaluations will shift toward measuring individual impacts when appropriate.

Staff Capacity, Time and Relationships

Over the course of the evaluation, immediate and sustainable delivery of services are critical to have effective and accessible recovery community supports, and that most often staff, time and relationships influence how effective the provision of such supports can be. We have observed that if one of these components is missing, the CRS/S is incomplete and less effective. Sites that were unable to allocate the necessary staff to build and maintain a variety of recovery services had limited impacts on students and the IHE. There is a need for dedicated staffing, institutional funding/support and community partnerships to sustain staffing through leave or unplanned absences.

Sites that had sufficient staff capacity, but little time to focus on recovery support development and needed campus/community partnerships, resulted in limited positive impact on students in recovery and overall campus recovery capital development. For example, the IHE that established a dedicated recovery space had little time to develop more comprehensive services for students or to build relationships with community-based organizations that could enhance their programming because they were working with their campus partners and managing the build of a recovery center. These examples are important lessons and reinforce the need for an initial planning grant (e.g., readiness funds) to develop plans and

develop on- and off-campus partnerships to deliver a holistic set of CRS/Ss. Additionally, there is a need for dedicated staffing and institutional funding/support to sustain that staffing through leave or unplanned absences.

Impact on IHE

The allocation of a dedicated space by the IHE is a significant sign of commitment and support to CRS/S. Establishing a CRS/S location on campus creates increased access to supports and services which benefits all students, not just those who identify as being in recovery. Importantly, two of the four CRS/S sites developed new recovery centers, physical locations that are coming welcoming spaces for all students to participate recovery groups, receive recovery coaching, access harm reduction training and supplies, find recovery materials and use to commune with other students or study. One of the centers is the first highly accessible/walk-in support service at the IHE that focuses on various aspects of student health including case management, supplies and resources, referral and warm hand-offs to campus partners. It is a warm social environment where peer support is offered in a confidential setting. The other center is also welcoming and offers similar supports within a main administrative building that officially opened in late spring.

Relationship building between CRS/S and IHE administration has led to meaningful changes that have the potential to improve and sustain the IHE's support for students in recovery. And in the spirit of the SWCRSI, CRS/Ss act as social change agents by introducing improved processes and procedures within the IHE to not only benefit students in recovery, but to normalize recovery, minimize stigma about persons in recovery, and create a more welcoming educational institution. At one site, they are piloting a new campus procedure when a student was found using substances on campus. Rather than sending the student to the conduct office at the IHE, they are diverted first to the CRS/S center, where the student will engage with recovery coaches at the recovery center to explore what supports would help the student to begin or remain on their recovery journey. Recovery-focused policy and procedure development such as this helps to interrupt punitive and exclusionary practices and reinforces harm reduction.

CRS/S are reaching across the campus to promote services and garner greater IHE support. At one IHE, a faculty member requires students to visit the CRS/S physical location as well as other campus services so that students are well oriented to the availability of recovery supports and other interrelated services. At the same IHE, the CRS/S is invited to present at new student orientation, and their scholarship application is shared on the IHE's financial aid page. As seen in the prior evaluation report, communicating about the value of the CRS/S transformational work to a variety of stakeholders (including counseling, medical providers, upper administrators, staff and faculty) can create positive impacts and decrease stigma about student substance use and recovery practice. Greater awareness of CRS/S and their presence on campus can, in turn, generate buy-in from staff and faculty members, who may then identify themselves as recovery allies.

At a 4-year CRS/S site, a faculty member personally impacted by a family member's overdose was motivated to create a fund within the IHE's foundation to provide scholarships for students in recovery.

The CRS/S has begun to partner with the faculty member and the IHE foundation to facilitate the development of a recovery scholarship for the campus that is similar to the one already established via SWCRSI funds.

Impact on Students

Establishing centers and services on campus and virtually can have positive benefits for all students. Based on interviews and data gathered during grantee site visits, CRS/Ss are contributing to positive student outcomes as reported by students themselves and others like staff and faculty. At one site, we heard from a school administrator that the CRS/S was crucial in helping to support a student in crisis, as the IHE was able to help the student access housing but wanted to be sure the student was connected to supports from both the counseling center and the CRS/S. At one IHE, there was very limited interaction with students in recovery, due to a lack of programming such as recovery meetings or sober social activities. However, at the site visit of this IHE, we heard about the potential benefits of establishing a campus CRS/S from student leadership.

In another IHE, collegiate recovery programming—scholarships, recovery coach employment, student organization leadership positions, as well as involvement in campus community collaborations & recruitment—were critical to the educational journey of several students, specifically providing opportunity to develop strong leadership skills. For example, two justice involved students in recovery graduated and were then accepted into a four-year IHE nearby.

Prior to attending the 4-year IHE, these students initiated meetings and communication between the 2-year IHE staff, the 4-year IHE staff, as well as SWCRSI staff to formalize smooth transitions and a “warm handoff” between the 2- and 4-year IHEs. These student leaders took action to ensure ongoing supports for justice involved students in recovery in transition between the 2- and 4-year campuses. At another IHE, a student participated in the SWCRSI evaluation site visit at the campus recovery center. This student shared how she found inspiration and support through the campus CRS/S. As a non-traditional student with a long history of substance abuse, she felt welcomed and indicated that she now had a place at the college where she felt comfortable and motivated.

Impact on Community

At a couple of CRS/S in this evaluation, the CRS/S are connected closely to community agencies and supports, enabling students to connect with off-campus resources. CRS/Ss also create pathways to education and social networks for individuals in the community. In two IHEs, recovery navigators help to connect justice-involved persons to the participating CRS/S site. At one site, the IHE’s Human Services degree is attractive to persons who have been involved in social service systems, as they know having a caring and knowledge navigator or case manager can significantly and positively influence their personal outcomes. At this IHE, the connection with the local community court is strong because of the leadership and relationships of the re-entry navigator with the CRS/S and IHE. At this same site, solid relationships with the local recovery café just blocks away allows students to access off-campus supports and the opportunity to have a consistent place to receive recovery supports once they leave the IHE. For two of the CRS/S sites, they are still developing relationships with community-based organizations so impacts

are not yet seen, primarily due to dedicated staffing and workload concerns.

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

IHEs are implemented harm reduction policies and practices as the result of the SWCRSI grantees. CRS/Ss drafted and implemented revised student codes of conduct and have drafted and in some cases, implemented new referral processes when a student is found to be misusing substances. As described above, at one of the 2-year IHEs the CRS/S site worked with its stakeholder group to draft a process to refer non-dangerous substance use issues to the CRS/S rather than sending the student to the conduct office. They are piloting this new referral process to assess its effectiveness. We have also seen the inclusion of harm reduction measures, as evidenced by the inclusion of Narcan in AED units across campus at one center, mentioned earlier in this report.

Relationships Among IHEs

All the IHEs reported that they found the Virtual Learning Communities (VLCs) useful. The VLCs offered a forum to learn from other site accomplishments and setbacks, to share their own thinking and activities, and to receive feedback from peer campuses. The community is designed to develop and maintain a supportive network of CRS/Ss so that they can learn and grow their sites based on the collective experience of present and past grantees. The VLCs include the funded grantees and can include past grantees, as well as readiness fund grantees. Though some IHE-specific challenges are not shared between 2- and 4-year institutions, the group continued to offer thoughts and ideas to one another. And in other cases, one IHE can provide a strong example of implementation which others could model. For instance, one site worked with the school administration to include Narcan in every AED unit on campus, and then updated the school’s map with this information. The site shared their experiences and other CRS/Ss are working toward a similar solution to implementing harm reduction and overdose prevention measures at their IHE.

Internal Relationships

Internal relations are also critical to the operation of CRS/Ss. Sites are building many relationships across the IHE to create a campus-wide support network for students in need of recovery supports and services. In our site visits, we observed participation in recovery support service development of high-level administrators including President, Vice President of Student Affairs and Department Chairs. At one IHE,

the VP of Student Affairs noted that the site's recovery support services were to be included in the campus' new strategic plan, prioritized under the wellbeing of all students. The President at one site shared that they were experiencing challenges with their budget but was committed to keeping the CRS/S center protected during any budget cuts. Two other sites have the support of various departments that have dedicated time and effort in the coming academic year to support the search and hire of recovery staff. Also, based grantee reports, administrators or their designee are included in cross-departmental workgroups and can support the successful implementation of CRS/Ss.

However, in some settings, the relationships are not strong enough to fully support the CRS/S fully, particularly into the future. At one site, there is very limited space available on campus, but there also has been a lack of will to identify a physical location for CRS/Ss by upper administration. None of the IHE foundations have agreed to allocate scholarship funds for students in recovery beyond SWCRSI funds. These are examples of threats the sustainability of the CRS/Ss and suggest these concerns should be taken into strong consideration during the use of readiness funds, in the application for SWCRSI funds, and early in the seed grantee implementation.

External Relationships

The inclusion of community organizations varied among the four IHEs. The 2-year IHEs were far more connected with community-based organizations, citing strong relationships and partnering to provide events and services for students. The CRS/S site's connection to the community courts is a good example of how beneficial external relationships can be.

The 4-year institutions were less developed in this area, likely due to their noted limitations (e.g., focus on building the physical location for one, lack of staff to implement for the other). During site visits, CRS/Ss were encouraged to invite community organizations and both had successful turnout. These connections were nascent and may flourish with time and attention in the coming year. If the CRS/Ss are not able to do so, they will miss the opportunity to link students to additional supports beyond what the IHE can provide, limiting the effectiveness of the CRS/S.

Referral policies to and/or support provision by off-campus agencies can provide services beyond the capacity of the IHE; however, this relationship-building posed a challenge for a couple of seed grantee sites. For example, to make effective referrals, a relationship between the IHE and the community organization needs to be established so that community organizations are prepared and understand the circumstances under which a referral is made. CRS/Ss need to have the time to develop these relationships on behalf of or with IHE administrators, gather input and establish the referral policy, and to formalize required MOUs or service contracts. Given the previously noted challenges of adequate staffing, allocated time and workload, these community relationship-building efforts can interfere with other support service implementation or be delayed if other campus recovery support services are prioritized.

Similarly, the location of the IHE influences the ability of the CRS/S to develop external relationship. In two different sites, there are unique barriers that make off-campus relationship-building a challenge. One

of the sites has a more unique physical location and its relationship to its community. It is a 2-year college where many students expect to gain a credential or certification to pursue a desired career path. The site's location is both adjacent to urban and suburban settings, and while the area has some social and health services, because of the faster turnover of students it is more challenging to make repeated and strong connections with community-based organizations through referrals. And students may also be less likely to see support from the institution that they do not see themselves attending for a long period of time.

Another site is in a rural community with a small population. As such, it has very few community-based resources. However, 20 miles away there are several health and recovery community resources available. This physical distance has produced a challenge for this particular CRS/S site, as the staff needed to take more time to connect and explore opportunities with these organizations that were not connected to the IHE before due to the distance. Despite the unique barriers to sustained impact on the IHE's surrounding community, both CRS/Ss still created an effective IHE-based center that offers supports and services, and they both plan to continue to explore other ways to connect to and engage with their surrounding community.

Implementation

Implementation is "the intervention agents' fidelity to the various elements of an intervention's protocol." The team was interested in understanding how grantees approached implementing CRS/S activities, particularly on how they approached implementation of each required activity and whether they were able to effectively implement. Below is summative information about the extent to which each activity was implemented. Many examples shared earlier in this report are reflective of the required and optional activities. A brief summary is provided of each activity, highlighting where there were successes and instances where there were specific challenges to implementation.

Implementation of Required Activities

Grantee IHEs are required to implement the following thirteen activities:

1. Maintenance (Cohort 2) or Development (Cohort 3 and 4) 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 (Cohort 2 only)

1. Maintenance (Cohort 2) or Development (Cohort 3 and 4) of an interdepartmental recovery support workgroup

An interdepartmental campus workgroup is focused on development of recovery support services and implementation of the Campus Action Plan. At least, 3 university services represented, recovery peer support, and student representation are required.

All groups convened an interdepartmental recovery support workgroup. Each CRS/S created a mix of administrators, faculty and student support staff. For two sites, it was unclear how workgroup members were being leveraged, or whether they were committed to supporting the sites in the long-term. In future evaluations, a survey of workgroup members may be useful in understanding the impacts of the CRS/S workgroups. Some sites moved to convening a smaller number of stakeholders due to lack of staffing and available time among the larger workgroup members.

2. Seed Grantee Virtual Learning Community (VLC) Participation

All grantees participated in the VLC and additional 1:1 TA sessions. There were 7 VLCs, and at least one representative from each of the seed grantee sites attended. All sites noted in their quarterly reports and at site visits that the VLCs were helpful, and that the facilitator (the SWCRSI principal investigator) was deeply knowledgeable and an invaluable resource for them. VLCs included content related to HB 2112 implementation, evaluation tools and findings, site-specific presentations, and harm reduction training and implementation. Seed grantee sites also presented and helped one another problem-solve around issues like implementation of harm reduction training, distribution of related materials and building on- and off-campus partnerships.

3. Community Recovery Support (CRS) Action Plan submission

CRS Action Plans are created based on the IHE's application content, student needs, campus administrative resources, and the culture of the specific campus. Action Plans are updated quarterly and are used to address the need for adaptation and change, barriers, or instability within support service implementation. Plans include the action item, persons responsible, timeframe, resource requirements, expected barriers, measures of progress and goals. All grantees submitted action plans for review and were helpful in guiding technical assistance and grantee progress reviews. They are helpful for sites to identify areas that need more attention and development.

4. Community/and or campus asset mapping project

Each grantee prepared a spreadsheet of organizations and campus departments that they intended to develop or created existing relationships that could be used for the delivery of services and supports for students, and/or furthering the goals of the CRS/S (e.g., revised referral processes for students who may need recovery supports). Grantees were expected to connect with these resources over the course of their grant, adding new resources as they were identified. Maps were reviewed during TA sessions to better understand their progress toward building relationships with these assets.

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)

Sites were required to have 2 out of the 3 recommended memberships and required to utilize member services. Membership allows for access to trainings, on-line and print education outreach materials and resources, assessment and personalize feedback services, networking and consultation opportunities, etc. CRS/S reported some benefit 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). Limited time of staff and student employees did not allow for CRS/Ss to identify and take advantage of the available resources from these memberships. All became members of AHRE, though limited time of staff and student employees did not allow for some CRS/Ss to identify and take advantage of the available resources from these memberships.

6. Development and adoption of a formal referral policy and protocol for substance use disorder or problematic substance use

Seed grantees were required to conduct a needs review of multiple and interrelated communication and referral processes for students in distress, substance use disorder or problematic substance use. They were to update campus policy and protocols related to substance use and recovery to ensure that students would be provided with needed resources and services (either on campus or by 3rd party providers) for distress (with substance use/coping), substance use disorder or problematic substance use assessment, treatment, and other needed services. Special attention was to be paid to “difficult disclosures” to student staff and Peer Recovery Coaches and communication/referral protocols (e.g., disclosures of ongoing mental health concerns and return to use, including ideation of harm to self or others). All sites made progress toward adopting a formal referral protocol for substance use disorder or problematic substance use. Examples are cited earlier in this report. Sites with designated space/centers worked specifically on procedures/protocols for student referrals and integration of the center into other campus services as well.

7. Campus Recovery Support Marketing and Communication

Sites were required to produce marketing and communications content so that students and staff could easily locate program and staff contact information. This is considered essential to the recruitment and referral of students in recovery and the development of a state-wide recovery ecosystem. Sites varied in how marketing and communication were managed. At one site, a specific staff person who was tasked with producing communications for the administrative office where the CRS/S leadership was affiliated prepared social media material. Others used student staff or communications supports at their IHE to develop and push out communications via emails, school websites and social media sites.

8. Drug Free Schools and Communities Act Biennial Report (DFSCA) and Campus Recovery Services

All IHEs that receive federal funding and/or student financial aid are required to submit a [DFSCA Biennial Report](#). Substance use “rehabilitation and re-entry” or community/campus recovery supports are noted as part of the required “scope of care” for IHE student support services.

(<https://safesupportivelearning.ed.gov/sites/default/files/hec/product/dfscr.pdf>)

CRS/S sites contributed to the completion of the IHE’s required DFSCA Biennial report, specifically regarding regulation requirements for substance use related standards of conduct as well as program implementation (prevention, counseling, treatment, rehabilitation/recovery, and re-entry) . Of note, at one campus, they were out of compliance and the SWCRSI-funded grantee was able to identify this and address it, bringing the IHE into compliance and adding value to the IHE.

9. Student based recovery support group

Sites are required to develop a student-based recovery group and/or campus Registered Student Organization (RSO) that includes peer support involvement and coordination of meeting space (in person/virtual) for community based mutual aid support groups (e.g., weekly/daily support meetings and sober social activities (in person/ virtual). Three of the four sites offered student-based recovery support groups. Use of groups varied and were related to the maturity and quality of implementation Two of the sites, in their last year of funding, were providing regular support groups that were consistently attended (in-person or online). Whereas the third site offered groups but they were not well attended due to limited access to appropriate spaces and inconvenient times for students. This was slightly improved when the site established their physical center. The fourth site was not able to recruit student staff to be trained and lead recovery support groups during their first year of implementation.

10. Recovery Scholarships

Grantees were to administer Recovery Support Scholarships which would include marketing materials and distribution; developing a scoring rubric, scholarship and program criteria; establishing and managing an application review committee, and creating a protocol for application and award. Scholarships could be used as a means to recruit and retain students in recovery. Across sites, 55 students received a SWCRSI-funded scholarship. Each site was allotted \$5,000 for scholarships with the option of increasing that amount in their seed grant budget, and each chose to recruit in time periods that would be most helpful

for students. Many students receive financial aid in their first semester or quarter and may need additional funds throughout the academic year. Thus, sites chose to administer scholarships in latter quarters or semesters to avoid students being declared ineligible due to existing financial aid.

11. Statewide Recovery Support Evaluation Project Participation

Sites actively participated in the evaluation, particularly around site visits. This method, new to the evaluation process, was a participatory process. The evaluator, principal investigator and each CRS/S site built the agenda and invitation list for the in-person site visit. Site visits offered more in-depth information about implementation that was useful for this evaluation as well as for TA sessions. The evaluation process will continue to include site visits in subsequent years.

12. Quarterly Report submissions

All sites submitted quarterly reports. They were leveraged for this evaluation, and served as an important accountability tool for principal investigator. The evaluation team and principal investigator chose to refresh the reporting tools for the next year of funding to capture more quantitative data related to programs, and to streamline reporting for grantees.

13. Final Report and Sustainability Plan

All sites (except one) submitted a final plan which summarized their quarterly reports and outlines plans for the next year. The two grantees that were in their last year of funding submitted final reports with more detailed plans for sustainability. For each, they identified existing support on-campus, such as student organizations and dedicated staff using alternatives to fund staff as ways to sustain CRS/Ss. Both noted off-campus partners and funding sources (e.g., community court and the state's Re-entry Navigator Program) as key to their on-going implementation.

Optional Activities

All CRS/Ss engaged in several optional items, many of which were associated with required items described above. Table 2 outlines the optional items and which of the seed grantees implemented those items.

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

<i>Optional Items</i>	CWU	EWU	RTC	SVC
1. Campus asset mapping & documentation of services/resources available	X	X	X	X
2. General training for staff, students, and faculty	X	X	X	X
3. Specified professional training	X	X		
4. Web-based tools and technical support to assist with assessment, intervention, and referral	X	X		
5. Campus/community detox response policy and procedure			X	
6. Development & adoption of a "Good Samaritan policy, protocols, and guidelines	X	X		
7. WA Prescription Drug Monitoring Program (WAPDMP)				

8. Cessation patches (Vaping and smoking)	X	X		
9. Medication/drug disposal packets	X	X	X	
10. Medication disposal unit		X		
11. Drug take-back event or safe medication disposal programs	X			
12. Development of campus sober social events	X	X	X	X
13. Development of a designated sober meeting place/space	X	X	X	X
14. Collegiate Recovery Housing				
15. Campus and community marketing/communication	X	X	X	X
16. Collegiate Recovery Community/Group website, social media, & related promo materials	X	X	X	X
17. Recovery ecosystem and inclusion: Development of recruitment & retention "pipeline"				X
8. 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	X	
20. Sustainability & staff: State of Washington Recovery Corps member placement application				
21. Seed grant staff wages (Temporary position)	X	X	X	X
22. Narcan kit and/or Fentanyl testing strip training and distribution		X	X	X

Additionally, as shown in Table 2, IHEs also selected any number of optional grant activities. The most common are items that share information with the student, IHE and community about CRS/S, identification and development of a physical space for the CRS/S, creating and implementing sober, student activities to promote community, and hiring part-time student staff to actively participate and shape CRS/Ss. 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.

Maintenance

Maintenance is the extent to which a program becomes part of the routine organizational practices. For Cohorts 3 and 4, the CRS/S have yet to create a fully implemented site. For one of these sites, the foundation is laid with the existence of a physical center, history of student staff and scholarship implementation, and some experience delivering services and support. For another, there is still much to be done in terms of establishing a center where students can come to access recovery supports on a regular basis. Both sites also need to establish more relationships with community organizations to be able to offer more services to students while they are at the IHE, and to ensure they are linked to supports after they leave the IHE.

CRS/Ss in Cohort 2 have some important components that demonstrate they are part of the IHE's routine practices. One has a physical center that will remain after SWCRSI funding ends, with significant support from the administration as evidenced by the CRS/Ss inclusion in new student orientation. The site has

built relationships with community organizations to serve students while they are attending the IHE as well as offering on-campus services to support the wellbeing and academic pursuits of students in recovery.

The other Cohort 2 site has no physical center, but the presence of a re-entry navigator that is a close partner with the justice involved students club that existed prior to SWCRSI funding has strong potential to continue the work that has been enhanced by their participation in the initiatives. They have built CRS/Ss on- and off-campus with community partners and if relationships are maintained, the site will continue to support students in recovery.

Staffing challenges, as described in the *Effectiveness* section was a major factor in limiting CRS/S to realize stable maintenance. The evaluation data and a number of specific sustainability indicators noted for the Cohort 2 sites point toward the potential successful sustainability of recovery support services on these campuses; however, continued funding to ensure adequate staffing is the essential element for long term provision of recovery supports on campus. Further discussion about site sustainability and factors needed to establish *Maintenance* is shared below. Additionally, individual sustainability scores may not predict the ability for an IHE to absorb and maintain CRS/Ss over time, as the collection of strengths (i.e., sustainability factors) and stability of those strengths at the IHE are critical to maintaining collegiate recovery services and supports.



Sustainability Findings

Sustainability Assessment Data

In past evaluations, grantees were asked to complete the quantitative SWCRSI Sustainability Assessment Tool¹ (SAT) and to respond to questions related to program sustainability in semi-structured interviews. This year, for the first time, site visits were conducted to make observations of the site’s physical location and relationship of its location compared to other student services, as well as meet with staff and other supporters both on- and off-campus. Semi-structured group and individual interviews were used to gather data to assess site sustainability. Due to the shift in this methodology, comparisons to other sustainability assessment from prior evaluations is not advised. The change in method allows for a more consistent and less subjective assessment across sites.

Sustainability assessment tool scores were averaged to create an “all grantee” average score for each item and domain. In most domains, the variation between scores was high, ranging from a rating of 2 to 7 (the highest score). It was clear that two of the grantees – sites that were in the final year of funding –had greater strengths and possessed more program characteristics necessary for sustainability. The aggregated data charts provided below provide a general sense of the four grantees as a group and highlight the need to develop certain capacities more deeply in all sites, regardless of the age of the site.

¹ Adapted 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 average domain score for Environmental Support was a 6. The range of ratings was 2 to 7, suggesting significant variability across sites. Overall, sites have limited external supports (e.g., strong relationship with a community agencies) however; the variables of individual recovery champions internal support, public support and institutional influence are reported to be more stable. Additionally, more focused sustainability efforts on sites are needed to develop leadership support on campus, influence the institutional environment around recovery, and garner strong public support.

Item	1 = Not at all true 7 = Very true								
Champions exist who strongly support the program.	1	2	3	4	5	6	7		NA
The program has strong champions with the ability to garner resources.	1	2	3	4	5	6	7		NA
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
The program has leadership support from outside of the organization. (e.g., upper administration of a community-based organization has allocated staff to partner and provide services with the CRS/S)	1	2	3	4	5	6	7		NA
The program has strong public support.	1	2	3	4	5	6	7		NA
The program is able to influence institutional environment around recovery.	1	2	3	4	5	6	7		NA
Domain 1 Average:						6			

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

The average domain score for Funding Stability was 5. The range of ratings was 2 to 7, suggesting significant variability across sites. Overall, there are plans in place to support some aspects of sustainability. Other sites, earlier in the seed grant rotation, have more time to develop longer-term plans for financial sustainability. These sites can consider work study and worker retraining programs as mechanisms to fund student staff after SWCRSI funds end, especially if they are unable to work with their IHE's foundation to raise funds for CRS/Ss.

Item	1 = Not at all true 7 = Very true							
The program exists in a supportive state economic climate.	1	2	3	4	5	6	7	NA
The program implements an action plan to plan for and ensure sustained funding	1	2	3	4	5	6	7	NA
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
The program has a combination of stable and flexible funding.	1	2	3	4	5	6	7	NA
The program has sustained funding.	1	2	3	4	5	6	7	NA
Domain 2 Average:					5			

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

The domain score for Partnerships was 5. The range of ratings was 2 to 7, suggesting significant variability across sites. Grantees are making some progress towards building connections within and outside the campus community, but some sites experienced challenges to doing so including limited staff time, prioritizing the build of a physical center, focus on campus partnerships, and lack of local resources to partner with as described earlier. However, there is a lack of inclusion of community leaders generally, and specifically around developing program goals with sites. Community connections may be critical pieces to long-term sustainability, as community organizations can help to offset staffing, resource, and workload concerns through raising funds, providing services and ensuring the CRS/S is well supported outside of the campus.

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

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 5. The range of ratings was 2 to 7, suggesting significant variability across sites. Of note, there was not one item or set of items that were particularly strong in this domain; however, there is evidence of the CRS/S being connected to the campus' organizational structure and CRS/S leadership having the ability to manage its staff, including student staff, and resources. Similar to challenges with Domain 4 such as having limited time due to other priorities or having unfilled staff positions as described earlier in this report, the data indicates that there is a need for site leadership to focus on securing adequate and sustainable staffing levels to support its programmatic and fundraising goals.

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

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

The average domain score for Program Evaluation was 4. The range of ratings was 2 to 6, suggesting some variability across sites. Sites are generally not collecting and evaluative data for quality improvement or to gather evidence to demonstrate to the IHE and community that services are helpful. There is room for improvement for the sites in this domain, and sites are encouraged to set aside time and resources to conduct program evaluation activities to gather data to support future fundraising efforts. The principal investigator and evaluator plan to create simple and adaptable data collection tools for individual sites in 2024-25 to increase their ability to assess the impacts of their site. Additionally, program evaluation training could be offered to grantees past and present to increase their capacity to assess their CRS/Ss effectively.

Item	1 = Not at all true 7 = Very true							
The program has the capacity for quality program evaluation.	1	2	3	4	5	6	7	NA
The program reports short term and intermediate outcomes.	1	2	3	4	5	6	7	NA
Evaluation results inform program planning and implementation.	1	2	3	4	5	6	7	NA
Program evaluation results and data are used internally to demonstrate successes to funders and other key stakeholders.	1	2	3	4	5	6	7	NA
The program provides strong evidence to the public that the program works.	1	2	3	4	5	6	7	NA
The program has adequate staffing capacity to leverage data for funding and sustainability purposes.	1	2	3	4	5	6	7	NA
The program has adequate staffing skill to leverage data for funding and sustainability purposes.	1	2	3	4	5	6	7	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 5. The range of ratings was 2 to 7, suggesting significant variability across sites. For this group of grantees, a majority were very strong in this domain, while for one grantee it was an area for needed growth. Thus, the average score is not good representation of all grantees in this evaluation. For those that scored highly (6 or 7), these sites have 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.

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

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

The average domain score for Communications was 5. The range of ratings was 2 to 7, suggesting significant variability across sites. For some this domain is an emerging strength while others have greater 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 communicating support for recovery services as well as inadequate staffing may be barriers to effective communication strategies.

Item	1 = Not at all true 7 = Very true							
The program has communication strategies to secure and maintain public support.	1	2	3	4	5	6	7	NA
Program staff communicate the need for the program to the broader student body.	1	2	3	4	5	6	7	NA
The program is marketed in a way that generates interest.	1	2	3	4	5	6	7	NA
The program is marketed in a way that is appropriate and relevant to the community's culture.	1	2	3	4	5	6	7	NA
The program increases community awareness of the issue.	1	2	3	4	5	6	7	NA
The program demonstrates its value to the public.	1	2	3	4	5	6	7	NA
Leadership consistently and accurately communicates support for sustained recovery services.	1	2	3	4	5	6	7	NA
The program has adequate staffing capacity to engage in effective marketing and communication.	1	2	3	4	5	6	7	NA
The program has adequate staffing skill to engage in effective marketing and communication.	1	2	3	4	5	6	7	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. The range of ratings was 2 to 7, suggesting significant variability across sites, often due to the presence of a clear vision for CRS/Ss on their campus. Two sites were very clear about who they could provide CRS/Ss on- and off-campus, and had a team that was creative and connected to the IHE and the community. The other two sites were not connected well to community organizations, were still connecting to other campus supports in meaningful ways and had other priorities (establishing a physical location and the other managing the absence of a staff due to a hiring freeze). Having a strategic plan owned by CRS/S leadership along with their partners is a key pillar of sustainability, as such as plan requires ongoing organizational support, adequate staffing, and maintained funding sources. Overall, more organizational resources and support are needed to support growth and development in this domain, as robust and thoughtful plans for their future will be critical to long-term sustainability.

Item	1 = Not at all true 7 = Very true							
The program plans for future resource and service needs.	1	2	3	4	5	6	7	NA
The program has a long-term financial plan.	1	2	3	4	5	6	7	NA
The program has a sustainability plan.	1	2	3	4	5	6	7	NA
The program’s goals are understood by all stakeholders.	1	2	3	4	5	6	7	NA
The program clearly outlines roles and responsibilities for all stakeholders.	1	2	3	4	5	6	7	NA
The program utilizes student input to plan for future needs.	1	2	3	4	5	6	7	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 5. The range of ratings was 1 to 7, suggesting significant variability across sites. Two of the four grantees in this evaluation were stronger in this domain (scores between 5-7) compared to the other two grantees where scores were between 1 and 4. The lack of student engagement in two sites, because of prioritizing a physical center and lack of staff in the other, resulted in lower scores. Greater detail can be found in the Case Studies section of this report. Limited time for staff was often the reason for lower scores though in some cases staffing skills may be limiting programs' effectiveness in equity and student engagement practices. Additional supports and resources offered in TA sessions and VLCs related to this domain may be considered for sites with lower scores and that are continuing into another year of funding.

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

In sum, CRS/Ss that are rotating out of SWCRSI funding (Cohort 2) have higher levels of sustainability compared to Cohorts 3 and 4. However, both sites in Cohort 2 still need to develop longer-term plans for financial stability, incorporate more program evaluation to demonstrate their effectiveness to attract financial support and improve services and supports.

The domains of the Sustainability Assessment Tool are interrelated and reinforcing. For instance, if a program has not conducted adequate strategic planning, the program may implement services inconsistently and without focus as strategic priorities have not been determined. Given this, one or two challenges can impact all sustainability domains, as seen this year. Limited staffing, funding, number of years with SWCRSI funding, IHE setting, and other aspects of CRS/S discussed in this report can impact each domain. For Cohorts 3 and 4, a combination of factors influenced their ability to focus on sustainability. The sites in these cohorts need to have greater focus on implementing equitable supports and services, connecting with community organizations, strategic planning, program evaluation and financial planning. Each site has unique opportunities, one has significant support from the IHE's administration and a physical location, while the other has a faculty who is positioned to provide financial support for CRS/Ss beyond SCWRSI funding and strong marketing capacity. With these opportunities, greater progress towards sustainability could be made in the coming year.

SWCRSI SAT Domain Summary Chart		
DOMAIN	AVERAGE SCORE FOR DOMAIN	Score Range
Environmental Support	5	2-7
Funding Stability	5	2-7
Partnerships	4	2-7
Organizational Capacity	5	2-7
Program Evaluation	4	2-6
Program Adaptation	5	2-7
Communications	5	2-7
Strategic Planning	5	2-7
Equity and Student Engagement	5	1-7



Case Studies

The following are case studies of each CRS/S site. The purpose of these summaries is to provide a holistic understanding of how SWCRSI-funded grantees are implementing CRS/Ss across the state of Washington.

Cohort 2: Skagit Valley College Cardinals for Recovery

Skagit Valley College (SVC) has sites in three rural counties – Skagit, San Juan and Island counties. Across the campuses Skagit has just over 6,900 students enrolled in 2022-2023. Almost half of their student population (49%) are students of color – 35% identified as Hispanic/Latino, 7% as Asian, 4% as American Indian/Alaska Native, 4% as Black/African American and 1% as Pacific Islander. Two-thirds also identify as White - 66% (students may choose multiple race/ethnicities and may be counted twice in these data). A slight majority of its students are part-time (56%), 41% receive financial aid and just over a third have dependents (36%). The median age of students is 24.

History

In the 2023-2024 academic year, SVC's Cardinals for Recovery collegiate recovery supports and services program was in its third and final year of funding. By this time, it had established itself as an effective model for supporting students in recovery through its partnership with the campus' Breaking Free Club, Human Services academic program faculty, outside support organizations, and the community court to create pathways for persons in recovery to thrive at SVC.

Originally, SVC and the Navigator Program was enlisted for seed grant funding as a means to address student in recovery recruitment challenges found to exist within the initial implementation phase of collegiate recovery supports and services for the general student population. By targeting seed grant funding directly into a student sub-population—such as justice involved students that includes a disproportionate number of people in recovery—the amount of time, staff hours, and budget needed to recruit enough students to form a campus recovery community can be reduced. In turn, this more efficient and targeted means of student in recovery recruitment can support overall sustainability, stability, and generalization to the broader student body.

The Cardinals in Recovery is a unique model for collegiate recovery services, due to its leadership, local community court, and a registered student organization that supports justice-involved students in their reentry through an established community-campus ecosystem of support, relationships, and services. These features of the model offer a unique opportunity to better understand how the site functions and

how its strengths be replicated elsewhere.

Staffing model

SVC's collegiate recovery services are led by a seasoned, state-funded recovery navigator, and by the school's Title IX Coordinator. They provide scholarships for students in recovery and hire part-time student staff to run programs such as peer recovery groups. Turnover is a typical challenge for Cardinals for Recovery since many of SVC's students attend for only two years. In fact, three of the four students are leaving at year's end, and plans are already in place to replace these critical staff. Because of the strong relationship between the Breaking Free Club (registered student organization) and collegiate recovery services, and the support of faculty on campus, it is very likely that the student staff will be sustained through upcoming academic years.

Partnerships

Campus Partners

Cardinals for Recovery is located within Student Services, and is led by a recovery navigator, funded through state funds (Department of Corrections (DOC) and State board of community and technical colleges (SBCTC)) to provide behavioral health supports to persons who are justice-involved due to simple drug possession. The recovery navigator collaborates with the Breaking Free Club as well as the academic Human Services Department to identify students in recovery that are interested in supporting program development and implementation (e.g., student recovery support groups).

Also, the faculty of the Human Services Program are very supportive of Cardinals for Recovery, providing mentorship to students and lending support such as physical space for storage and for recovery groups. The Program also aligns with some career pathways that justice-involved persons with a history of substance abuse may be interested in – human services and peer support.

Despite support from certain school-based groups, Cardinals for Recovery has yet to have an established physical location due to limited space on campus. At the time of this report, there appeared to be a lack of support from the school's upper administration to find a location with no plan or commitment was in place. Despite this, Cardinals for Recovery is highly successful at using campus (academic rooms & outdoor venues) and community spaces (local recovery café, court & diversion program) for student recruitment, social events, and mutual aid groups.

Community Connections - Courts

The community court, created in 2020, is a model program in the state, is a jail diversion approach that helps persons who are abusing substances and/or experiencing behavioral health challenges to receive the services they need to be healthier and thrive while avoiding jail time. Such diversion programs have years of data demonstrating their effectiveness. In Skagit, there is a community court office that partners with Cardinals for Recovery and SVC academic programs (specifically, the Human Services program and its faculty) through which it creates links between persons in community court with services and

academic programs at SVC.

Connections with community organizations

A few blocks away from SVC in Mount Vernon, a thriving Recovery Café is available, offering free lunch daily to those who need it, and support to persons in recovery with on-site classes and support groups. Classes include journaling, beading and medication. Cardinals for Recovery is actively making connections and can make warm introductions for students to the Recovery Café to encourage use of the free support services and help students to make connections to build a community of persons in recovery. Both Cardinals and the Cafe similarly lift up students in recovery.

Cardinals for Recovery also partners with Mental Health Matters Washington, using its online mapping services that helps persons to identify and access health and behavioral health services in the area. Additionally, this campus-community partnership brought about regular Mental Health Matters Washington harm reduction and overdose prevention trainings and access to supplies (e.g., Naloxone) on the SVC campuses, in conjunction with Cardinals for Recovery outreach efforts. Without them, Cardinals for Recovery may not have been able to provide harm reduction services in this way due to the CRS/Ss budget constraints.

Services

Recovery and Harm Reduction Services

Cardinals for Recovery runs peer recovery support meetings weekly by its CCAR-trained work-study student staff team (i.e., peer recovery mentors) under supervision of the Reentry Navigator. The Title IX Coordinator held a Narcan Training in the fall of 2023 at SVC in partnership with Mental Health Matters WA. The training was also open to the public.

The Reentry Navigator, Title IX Coordinator, and peer recovery mentors presented to the Drug Court's Therapeutic Program to share information about Cardinals for Recovery and maintain a strong relationship to facilitate student referrals and connections.

Student and Community Engagement

In the Spring, Cardinals for Recovery helped to support SVC's annual Human Services Conference, led by the Human Services and Breaking Free Clubs. Agencies. The conference focuses on ensuring there are strong connections among community partners that can create opportunities for persons who are justice-involved. Organizations from around the region joined to learn about each other and strengthen relationships in support of the community and particularly those who are suffering from behavioral health and substance abuse challenges. Attendees included a faith-based program that fosters community and provides support to formerly incarcerated persons in recovery (Underground Ministries), the judge presiding over the community court along with representatives from the community court and probation, and the Sheriff's department. Faculty from SVC were also in attendance, and the school's president. This well-attended annual event works to positively reinforce personal and professional campus-community relationships between students, faculty, campus staff, and community agency staff.

As well, the conference is an experiential event that demonstrates to justice involved students in recovery, who are new to the collegiate experience, that acceptance, recovery, and a successful academic and professional career is possible.

Student scholarships are also in place through a partnership with the SVC Foundation that will take responsibility for the marketing and recruitment of eligible students. It is not clear that these scholarships will be funded to new sources once SWCRSI funding ends.

Next Steps

Cardinals for Recovery has built a set of strong relationships in and outside of SVC with a variety of collegiate recovery and harm reduction services to support SVC students. With strong campus support and connections to services in the community, it is possible for these collegiate recovery supports and services to continue beyond the SWCRSI funding. However, there are some potential challenges to its sustainability.

Though the relationship with the community drug court and probation is strong, funding for the reentry navigator and the court is reliant upon state and federal dollars. Funding for the reentry navigator was already suspended once during the course of this seed grant. Also, there is no physical location for collegiate recovery services due to limited space on the campus, limiting the ability to create a “drop-in” center for students in recovery. This will limit expanded programming, limit fundraising potential, and signals limited support by the school’s administration. Lastly, though there is a strong pipeline of students in recovery at SVC—primarily as a result of the partnerships with the community court and probation—establishing ongoing funding streams for Cardinals for Recovery leadership, programs and student scholarships is critical to maintain the recovery services they have established at SVC.

Cohort 2: Renton Technical College Wellbriety Center

Renton Technical College (RTC), located in Renton, Washington, is a community college in a suburb located southeast of Seattle. Renton has approximately 107,000 people, a majority are persons of color (59%) and over a quarter are foreign-born (28%, of which most are from Vietnam or Mexico). At the time of this report, RTC had just under 2,800 full-time students, and is as diverse as the city. Most students (59%) are persons of color; 26% are Hispanic/Latino, 23% are Asian, 21% are Black/African American 4% are American Indian/Alaska Native, and 2% are Hawaiian/Other Pacific Islander.

RTC has two satellite campuses in Renton. The main campus is in a neighborhood and runs along a major transportation corridor for the city. The campus has plenty of parking and is easy to get to from the highway. One of the satellites (Downtown Center) is closest to the highway and only 2 miles from the main campus, while the second (Annex) is just a few blocks away (.5 miles). The campus recovery services and supports are located in the Wellbriety Center, on the main campus. Its location is on the basement floor of a building that includes several student support offices (e.g., Disability Resource Services, Testing Services, Veteran's Services). There is some signage that helps students identify the Wellbriety's location, and the room itself is inviting and open. There are two desks for staff to have semi-private conversations with students, and in the center of the room are comfortable chairs and a couch for more informal socializing and meetings. The Center includes a small recovery library, resources from community-based organizations, a food pantry, and personal hygiene and sexual health items. They also offer financial counseling by appointment.

History

RTC received seed grant funding for three years and, in that time, has established important partnerships within and outside of the college to provide collegiate recovery support services (CRSS) for its students. In its second year, RTC established the Wellbriety Center, a physical location where students can access information, supports and services while on-campus, and in RTC's final year it continued to refine the Center and strengthen relationships with partners in and outside the campus to ensure long-term sustainability.

In the beginning, RTC's Recovery Navigator, a position within the Student Success Center, helped to develop the concept of RTC's Collegiate Recovery Supports and Services (CRSS) and secure a seed grantee. The Recovery Navigator helped to gather the foundational partnerships at RTC that resulted in a capable and competent team to build RTC's CRSS.

Staffing model

The Wellbriety Center's staff salaries and benefits are the result of braided funding from various state and private/corporate grants, including the SWCRSI funding, resulting in seed grants funds being focused on services and supports for students in recovery. Staff include a Student Resource Case Manager who both leads implementation of CRSS at the Wellbriety Center but also participates in another grant (Supporting Students Experiencing Homelessness pilot). The Executive Assistant for the Vice President of

Human Resources also plays a role at the Wellbriety Center, ensuring that students have access to recovery services and works with campus partners to support the Center. The Director of Grants at RTC serves on the Wellbriety Committee and is the Center's grant writer. Because of his position at RTC, he is able to identify grants that can support multiple campus departments and is a key contributor to the practice of "braided funding" at RTC. That is, he connects programs to work with one other to achieve specific grant goals, resulting in shared funding and collaboration across the campus.

Partnerships

Campus Partners

The Wellbriety Committee is a high-functioning campus-based workgroup that reflects student services across the campus and facilitates the center's supports and services, while also working on policy and procedure development and compliance with state and federal regulations, and increasing opportunities for braided funding with other student departments.

Its campus partners include College and Career Pathways, Benefits Hub, Vice President of Human Resources, College and Career Pathways, LRCC, Grants, Disability Resource Services, Professional Baking Faculty and a Student Intern. Together, they have established weekly AA meetings, a weekly open mic for students, host a food and clothing drive and support career fair and recruitment events. Also, the Wellbriety Center's Student Resource Case Manager makes presentations at student orientation about the Wellbriety Center and its collegiate recovery support services, and a link to the CRI scholarship is included in a list of linked on RTC's "Paying for College" webpage, which is broadly shared to all persons who have expressed interest in applying or after applying to RTC. Staff from the Wellbriety Center also participates in and learning community for students experiencing homelessness, and is seeking to explore opportunities to access funding to further support unhoused students who are in recovery. The Center is strategically aligned and connected administratively with the Workforce Education Unit at RTC, and the Center supports workforce initiatives at RTC (funded through the state's WorkFirst initiative) to identify and link students in recovery to other social service supports (e.g., food assistance) and workforce development services. These examples are evidence of the strong partnerships and campus support that has the potential to help it thrive into the future.

Connections with community organizations

The Wellbriety Center is located in an area where there are several community-based organizations that students in recovery may need. They have created an online map of these resources for easy access. Mapped services include: Addiction/Recovery Services; Affordable Housing Providers; Disability Support Services; Emergency Shelters; Eviction Prevention; Food Banks; Immigrant Support Services; LGBTQIA+ Support Services; Mental Health Services and Rental Assistance

RTC is seeking partnerships outside of RTC to connect with potential or existing students in the area who may be in recovery. For instance, they have reached out to a low-income housing development to learn

about the needs of its residents, and possibly bring recovery services to the housing complex.

Services

Student Engagement

The Wellbriety Center has found that sharing information and marketing through social media channels have not been ineffective in engaging students. This is likely due to the characteristics of students at RTC. Because it is a technical college, many of its students are older than the average 4-year college student and do not use social media in the same way that younger generations do. The Wellbriety Center uses their website, email and word-of-mouth as primary ways to increase awareness about their supports and services. They also have a self-referral form on their website for students to inquire about the Center's services. The Wellbriety Center is working with the Campus Center to establish some CRSS to exist at the Student Success Center inside of the Campus Center to increase its visibility and access to recovery supports.

Across its multiple grants, the Center offered student scholarships to support students in recovery as well as identify students to staff the Wellbriety Center and lead supports and services.

Recovery Services

Services are in-person and online. The Center offers weekly student-led AA meetings and support groups for Veterans in recovery in partnership with the SAFE Project (Stop the Addition Fatality Epidemic) on campus. Also, the Center livestreams content from The Phoenix at its student workstations in the Wellbriety Center, offering access to supports that require less staff time but allow for students to be in community at the Center. In fact, The Center provides a calendar of on- and off-campus recovery meetings and online meetings. Student staff are available to help students who walk into the Wellbriety Center to access supports and services that they need, and to get information about recovery.

Recovery staff participate in outreach opportunities on and off campus with other departments to communicate services available such as presenting at local community agencies and in local apartment buildings. Wellbriety staff also present at new student orientation, tabling at other school events, attend social events on campus outside of the Center. The Re-entry Navigator often walks justice involved students in recovery over to the Center to make a warm introduction and hand-off to Wellbriety staff.

The Wellbriety Center is also a welcoming space where students can spend time in community, participate in support groups, and receive confidential supportive counseling.

Next Steps

Not only has the Wellbriety Center established itself as a reliable and easily accessible resource at RTC for students in recovery but it also has contributed to development of potential future academic programs.

For example, the Wellbriety Committee & Center leadership is working with the Dean of Continuing Education to develop a Substance Use Disorder Professional Degree and working with other Deans to develop a Human Services and Substance Use Disorder Professional Counseling program.

The Wellbriety Center has the elements in place for long-term sustainability. It has developed a robust set of collegiate recovery supports and services at RTC. Its partnerships with campus administration and faculty suggest that the Center is providing value for the students and school. With its plans to work with faculty to build recovery-related academic programs, and partner with Student Life department to deliver sober events, the Wellbriety is expected to continue at RTC. Though highly motivated and adequate staffing along with highly integrated departmental cooperation as well as upper administration support are markers of sustainability, ongoing internal stable funding sources are required in the short-term, and if they are unable to establish a means on new funding, the Wellbriety Center may experience some instability in service supports.

Cohort 3: Eastern Washington University Eagles for Recovery

EWU is a midsize regional comprehensive institution offering high-quality liberal arts and professional undergraduate and graduate programs. Located in Cheney, Washington, the university has approximately 10,800 students. The university prides itself on being an access college with a large population (37%) of first-generation college students. Additionally, 60% of students are female and 42% of students come from underrepresented race/ethnicity groups, including 16% Hispanic and 4% Black or African American. Cheney is a suburb which is located 17 miles outside of Spokane, Washington. Substance use supports and services for students are primarily located in Spokane which decreases access to these services by college students. Additionally, there is a paucity of substance abuse support and services in the Spokane area. The university participated in the National College Health Assessment in May of 2021 and 4% of respondents identified as being a person in recovery from drugs or alcohol.

The campus is small and easy to get around. During its first year, CRS/S leadership sought out a recovery lounge space on campus. As they were seeking a space, they used seed grant funds to purchase items (i.e., furniture, equipment, supplies, etc.) for the recovery lounge. Notably, multiple administrators were key in securing and promoting the Recovery Lounge, include the Dean and Vice President of Student Affairs and the Senior Director of Counseling and Wellness. In the middle of its second year, the CRS/S opened their Recovery Lounge in Showalter Hall, the main administration building on campus. The Lounge is adjacent to the Veterans center and located on the first floor which gets heavy foot traffic and is in a high-profile location in the middle of the main hallway. Also, the building is adjacent to a grassy area that offers easy access to outside activities.

Eagles for Recovery had the grand opening of their center this year. There is a large lobby area that includes couches and a TV, a reception desk, and a recovery library. Within this area is a conference table for larger meetings. The center also has a small room with a door for private meetings, providing a place for students who are interested in confidential peer recovery support services. Eagles for Recovery is supported by EWU's Counseling and Wellness services, as the program coordinator for the Recovery Lounge is a substance use counselor there. Counseling and Wellness provides support services to promote the well-being of all students, offering access to basic needs resources, a food pantry (with locations throughout the campus, including the Recovery Lounge), counseling, coaching, and sexual wellness. This makes Counseling and Wellness a naturally aligned student support service for recovery services.

History

EWU was a strong candidate for a seed grant, as they have strong campus support for recovery-related services and access to community-based resources in Spokane to support students in recovery. In its first year as a seed grantee, the Eagles for Recovery established a recovery scholarship (awarded to five students) and hired two student employees to develop collegiate recovery services. Both student staff are CCAR-trained and have continued to support the Eagles for Recovery in its second year as a seed grantee.

Staffing model

The Senior Director of Counseling and Wellness Services leads the Eagles of Recovery program in partnership with a mental health counselor at Counseling at Wellness (.125 FTE, 5 hours per week). Their staffing model also includes two student employees. In this second year, one student was enrolled in the Master's in Social Work program at EWU and also studied Alcohol and Drug studies as an EWU undergraduate. The other student is an undergraduate and a Certified Nursing Assistant and is expected to graduate at the end of Eagles for Recovery's third and final seed grantee year. Each student is .36 FTE (14.5 hours per week). During the second year of funding 2023-24, the Senior Director took planned leave resulting in a temporary increase in duties for the Assistant Director and student-staff Recovery Coaches. At the time, though the Assistant Director only participated in the center for 5 hours a week, Eagles for Recovery continued to provide services with the leadership and contributions of its student staff. Both students in their second year of working there, they successfully led activities with limited support. One area that was impacted by the Senior Director's absence was regular partnership building with community-based organizations. With the Director's return, it is expected that these partnerships will continue to grow.

Partnerships

Campus Partners

Eagles for Recovery has dedicated support for the development of campus recovery supports among departments across the campus. The Vice President of Student Affairs has intentionally included recovery services as part of the school's draft of their strategic plan. In addition, the Assistant Vice President (AVP) of Student Life and Dean of Students is a strong champion and helped to draft the Eagles for Recovery first application. The AVP works closely with recovery services due to some of the observed changes in alcohol and drug use patterns with students, particularly those who reside on campus. The AVP noted that students are not as obvious when they are using as students were in the past, often due to the kinds of drugs that are being used. She mentioned that students are quiet in their use, often happening in their dorm rooms, and not in large parties or in obvious ways. The close partnership between the AVP and Eagles for Recovery has resulted in more effective and timely support services for students.

Eagles for Recovery as a component of EWU's Counseling and Wellness Services is a strength and signal of the university's commitment to normalizing and supporting students in recovery. Within the array of wellness services, students can become aware of recovery support services. They launched a referral process in the middle of their second seed grant year. They developed the process, and referral documentation, in partnership with the Dean of Students and leaders from the Student Accommodations and Support Services, Student Rights and Responsibilities, Sorority and Fraternity Life, Housing and Residential Life, PLUS, and Faculty Commons. The document, "How to Support a Student Struggling with Substance Use" was distributed to offices campus-wide and shared at their grand opening.

Connections with community organizations

Eagles for Recovery has created a presence in the school community and is providing much-needed recovery support services at EWU. In its last year, they will need to nurture and grow more community partnerships using some of the new relationships they started in their second year. Eagles for Recovery created and maintained a college and community asset map over the last two years, but their connections with community-based organizations were still forming. Notably, there are a few services in Spokane that could be strong partners, including the Recovery Café Spokane (a program of Community Minded Enterprises) and Peer Spokane, two organizations that could provide campus-based supports for Eagles for Recovery, and offer a connection to students who graduate and stay in the region. Additionally, there is some potential for Community Minded Enterprises to offer more than Recovery Café services, including tuition support. It will be important for Eagles for Recovery to continue to explore how community partners can enhance their services and benefit EWU students in recovery.

Services

Student Engagement

Eagles for Recovery is engaging students and the campus community with various events and activities while successfully collaborating with different departments throughout the first 2 years of seed grantee participation. For instance, in addition to the center's grand opening event, center staff participated in the Basic Needs Fair and set up a table offering information about recovery services at the Pence Union Building (PUB), where food services and meeting rooms are available, along with the offices of Student Life, Student Services and Student Organizations. They also collaborated with the student recreation club and hosted a yard games event on the campus mall, 46 students engaged and interacted with recovery staff. They partnered with Counseling and Wellness and supported events during the National Collegiate Alcohol Awareness week. Once they had their own space, Eagles for Recovery were able to hold events, such as a sober Paint and Sip event with mocktails, cookies and paint supplies, in their new lounge to encourage community building and offer a safe place to socialize.

Eagles for Recovery also engage students online. In their second year, they have revamped their website under the leadership of one of the student employees. The other student employee maintains their Instagram as well to be sure students who prefer getting information online can still connect with Eagles for Recovery. At the time of this report, they had 231 Instagram followers. These sites offer information about recovery-related education, services and activities held by the recovery center and EWU offices.

Recovery Services

Student-based recovery meetings have been established and are on-going, weekly services. Referred to as All Recovery Meetings, they are student-led and now held in the Recovery Lounge. Staff have seen an increase in students dropping into the Lounge since its opening and attendance in All Recovery Meetings has increased slightly. The CRS/S expects this to continue as awareness of the Recovery Lounge grows.

Through its relationship with the campus Food Pantry, they have been able to distribute 35 Detera packets, offering a safe way to dispose of drugs. Eagles for Recovery has not been able to implement any other harm reduction measures on campus (e.g., Narcan distribution or training) during this year due to limited staff capacity. Partnerships with other campus departments may help to support this type of activity in the future.

Next Steps

Eagles for Recovery has many of the foundational pieces in place to make it a successful collegiate recovery services center at EWU. It established student-centered recovery services, retained capable, knowledgeable and committed staff, and maintained campus support. Where it can continue to grow is to further partner with the campus to deliver harm reduction activities beyond Detera distribution, and develop deeper partnerships with community-based organizations that can connect campus services with complementary services in the surrounding community.

Cohort 4: Central Washington University Wildcats for Recovery

Central Washington University (CWU) is a midsize four-year institution of higher education with a primary campus located in Ellensburg, Washington with about 10,300 students. Alongside of main campus, CWU also boasts enrollment at six university centers and two additional instructional sites. A snapshot of CWU: Number of graduates each year: About 3,200, On-campus residents: 2,800, Male/female ratio: 46%/54%, Students of color: 42%, First-year student retention: 71%, Washington state residency: 93.49%, Average class size: 20. While Central is seeking accreditation as a minority serving institution, the surrounding Kittitas County includes a predominately white population at 84.1% of 45,000 residents. Compared to other counties in Washington, Kittitas County boasts an “unusually high” number of residents working in farming, fishing, and forestry occupations. In the 2021 Community Health Needs Assessment, mental illness was the second leading cause of hospitalization for Kittitas County young adults (18-24). While substance use rates for the county are declining among youth populations, adult alcohol and cannabis use rates have increased approximately 2% from 2018-2021. Kittitas County also falls in a Rural Health Professional Shortage Area (HPSA) with ratio of residents to mental health providers of 610:1. Drug abuse and alcohol abuse were also listed as top two “risky behaviors” dubbed by community resident responses for the county.

Ellensburg is described as a farming community that is rich with services to support persons in recovery. The town includes the Kittitas County Recovery Community Organization (KCRCO), a place where all staff and volunteers are in recovery and provide a supportive environment for persons to access peer support, recovery meetings, Narcan training, and a variety of classes and events (e.g., Yoga for Recovery, family-focused events). Started by a CWU faculty, this organization is well connected to other related service providers throughout the county, including behavioral health and substance use treatment facilities. Due to its proximity to established service organizations that could be leveraged to build a recovery center for the students at the university, CWU was awarded readiness funds in 2022 to prepare the university for a seed grant to establish a CRSS in 2023.

History

Wildcats for Recovery provides few student recovery services within the Office of Health Promotion; rather, it conducts most of its training in other rooms across campus. Wildcats for Recovery has limited online presence, which is mostly focused on education about alcohol and drug use. Its seed grant began in the fall of 2023 after having received some readiness funds in the months before. Though the site laid some groundwork in 2023 and has the potential to successfully sustain CRSSs, Wildcats for Recovery experienced significant challenges and delays to progress in its first year as a seed grantee.

Staffing Model

CWU’s Wildcats for Recovery site is led by a team of two CWU staff, the Director of Health Promotion and a Program Coordinator within CWU’s Office of Health Promotion. The original staffing structure for Wildcats for Recovery included a full-time staff with deep expertise in student recovery services that

would lead and support all campus recovery support services. However, prior to the seed grant start, the staff identified for this position left CWU employment, and a campuswide hiring freeze began, preventing the hire of a replacement staff. As a result, the Director and a Program Coordinator stepped into service implementation but were unable to commit to the full number of hours needed to provide adequate coordination of recovery support services and full seed grant compliance. Also, CRSS development responsibilities were split. The Program Coordinator took the lead on marketing and communications. The Director worked on building relationships to deliver CRSS elements (e.g., participating in a campus collaborative focused on student wellness) and designing campus recovery services (e.g., Ally Training for faculty and staff).

Barriers and challenges

Due to this limited staff capacity and the CWU hiring freeze, some elements of the proposed campus service plan were not implemented. One key feature of the SWCRSI seed grant project is the development of on-campus peer support services (e.g., individual and group) or Recovery Coaching. Notably, CWU staff did not have the allocated time or the ability to recruit and hire student staff who would be responsible for peer support. Additionally, CWU staff did not implement any Fall 2023 student scholarships, which would have allowed them to identify potential student staff for Fall 2023 or early Spring 2024. Another limitation to support service development in Fall 2023 was internal CWU policies that did not allow for any fiscal expenditures until the sub-contract agreement for the grant funds was fully complete, which did not occur until late fall 2023. This internal campus policy significantly shortened the time frame for support service implementation and for compliance with sub-contract deliverables from 1 year to approximately 9 months.

Partnerships

Buy-in from campus partners and tailoring workgroups for program needs

Wildcats for Recovery established an Interdepartmental Recovery Support Workgroup—a group of CWU personnel from across the campus—to support in student recovery services, ultimately to create a campus where students in recovery feel welcomed and included. Campus departments include Housing and Residence Life, Student-Athletic Services, Benefits and Human Resources Operations, Student Disability Services, Student Life Club, Policy and Risk coordinator, Health and Wellness, and Student Rights and Responsibilities. This group met periodically and expressed commitment and support of recovery services while also providing suggestions about how to access resources for students in need; however, they were not well-positioned to provide insights into how students in recovery can overcome some of the barriers they face in a collegiate setting as they had limited familiarity or knowledge with the unique needs of students in recovery. It became clear that a smaller workgroup was necessary to create and launch student- and recovery-centered services.

In the last months of their first year of seed grant funding, the team created a smaller and focused recovery workgroup that includes the Director of Wellness and Health Promotion, representative from

the local Kittitas County Health Network, and the Executive Director of the Kittitas County Recovery Community Organization. Thus, moving ahead, Wildcats for Recovery plans to rely more heavily on the CWU Collegiate Recovery Community Workgroup which includes community-based organizations that can help to fill gaps that exist on campus for students in recovery, and provide input on services that could be campus-based without duplicating existing supports in the community.

Creating concrete connections among campus partners in support of student needs

An important step in the building of campus-based student recovery services is establishing a referral process for students in recovery, or students who are misusing and need help. In this first year, Wildcats for Recovery completed a campus-affiliate referral process and includes the offices of student health, student counseling, case management and health promotion. An information/referral form is completed and submitted to the student's chart, so providers are alerted to the student need for recovery supports and harm reduction services. In support of this process, Wildcats for Recovery provided SBIRT training (Screening, Brief Intervention and Referral to Treatment) for Student Health Services so that they can be more aware of how to screen for behavioral health and recovery needs and make quick referrals.

Services

Establishing communication and information channels on campus and virtually

Wildcats for Recovery is also using communications around campus (through posters) and online (Facebook and Instagram) to educate students about the risk of alcohol and drug use, and where to get help. Of note, these communications are branded as the Wellness and Health Promotion Office, relaying to students that the information is coming from a campus-based office that they can access in-person.

Building capacity of students, staff and faculty to be aware of and support students in recovery.

Wildcats for Recovery amplifies their priorities during recovery ally training with two sessions held in their first year for students, staff and faculty. In fact, after the first training, the program provided an Ally training that targeted staff and faculty, as they have a unique position within the campus community and with students. Both staff and faculty can have strong and trusted relationships with students which could serve as a conduit to needed health and recovery services. These trainings are also a place where participants share their own resources and knowledge with one another, building community among allies which has the potential to create stronger networks for recovery supporters on campus. The program is using feedback from trainings to improve them as well, such as building in role play components.

CWU Student Health Services, a workgroup partner and essential campus service, provides Naloxone Training for students and staff that help to raise awareness and ensure the campus community knows how to deliver the overdose prevention and harm reduction intervention.

Additionally, at the Office of Health Promotion (OHP), other harm reduction tools such as free drug disposal packets for home use (Deterra) are available. And, the OHP has a physical space for students in recovery/sober identified students for meetings and social interactions are available when requested.

Leveraging community partnerships to create beneficial programming

Wildcats for Recovery staff also participate in the community-based substance misuse and recovery working of the Kittitas County Health Network where they connect with a number of relevant organizations including the local recovery center, recovery treatment services, hospital, city jail, policy department and school district. As a result, Wildcats for Recovery leveraged these collaborative relationships to support two drug take-back events in the last year, one in the fall and one during the “move-out” week on campus. At these harm reduction events CWU students could dispose of any medications and drugs safely and without judgment.

Establishing a recovery scholarship

Wildcats for Recovery staff were able to develop scholarship application form and process, advertise and award funds in the Spring quarter. Scholarship students are asked to attend at least one recovery meeting, participate in a discussion about collegiate recovery to develop services, and will have an opportunity to hold a student leadership position and/or become a peer recovery coach. Though they were unable to recruit student assistants (Recovery Coaches) due to the university’s hiring freeze, they began conversations with community- based recovery center to determine if the partner could offer recovery meetings on campus.

Next steps

Wildcats for Recovery serves as a persuasive case in the development of sustainable campus recovery support services in terms of the need for timely and adequate levels of staffing as well as the need for pragmatic commitment and follow through from campus administration in the development process. Given the significant challenges implementing the collegiate recovery support services with very few staff hours, Wildcats for Recovery is looking forward to revisiting the possibility of hiring a full-time staff to commit to the collegiate recovery services. If they are unable to acquire this hire, established services and activities at CWU may not continue, despite the campus and community partnerships created this year.

Also, in the last quarter of this first seed grant year, a CWU staff member announced that they would work with the university to establish a fund to support collegiate recovery services to help prevent further student overdose-related deaths. Wildcats for Recovery has been working with the staff and CWU administration to explore how funds may be able to support Wildcats for Recovery, which would serve as a crucial step toward sustainability if staffing challenges were resolved.



Summary and Recommendations

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. There is evidence that sites are implementing activities that will benefit students and the IHE. Students are benefiting through recovery coaching and groups, scholarships, and access to recovery capital. Sites are building a variety of partnerships within and outside of the IHE. For instance, CRS/S sites are connecting to other student groups on campus (e.g., veterans) and ensuring they are providing tailored supports for these groups. Sites are connecting to local recovery centers to refer students and potentially, to provide services for the CRS/S. We are also seeing sites connecting with other community providers to offer harm reduction/overdose prevention training.

Sites are still working on their sustainability, and progress is varied. First, the **combination of dedicated recovery staff, adequate allocated time, and campus-community relationships are the three most influential factors in terms of the development and implementation of recovery support provision on a seed grant campus.** In turn, these factors have strong impacts on the potential for sustainability of services post seed grant funding. Evaluation data suggests that, if one of these three components is missing, the CRS/S then has an incomplete and less effective administrative structure and is overall less impactful within their efforts in the development and implementation of recovery supports on campus.

Overall, at sites where there is braided funding for staff (e.g., staff positions are supported via other funding streams outside the SWCRSI seed grant), there is greater sustainability of recovery support services than at those seed grant sites where funds from the IHE or via other funding sources have not been allocated to support permanent CRS/S staff.

Additionally, there is a strong need for dedicated staffing, institutional funding/support and community partnerships to sustain recovery staffing through leave or unplanned absences to maintain service supports. Notably, sites that had basic staff capacity, but much less time to focus on recovery support development and needed campus/community partnerships, resulted in more limited campus impacts and overall less recovery capital development.

Sites have built strong relationships with local community organizations for ongoing referral and service provision on campus, but it is unclear whether those relationships and the service provision would be retained if staffing were to change at the CRS/S or the community organization.

Second, evaluation findings indicate that the **allocation of a dedicated physical CRS/S space on campus** appears to be a strong signal from the IHE administration that it is committed to investing long-term in

collegiate recovery; however, to date, in neither case where there is a dedicated physical CRS/S space has dedicated university funding for a permanent CRS/S staff been allocated to coordinate the CRS/S space and services. Notably, there are multi-year grant funds (outside of SWCRSI seed grant funding) dedicated to 2 site staff recovery staff positions and dedicated space, which does indicate some administrative commitment and collaboration in retention of recovery support services.

Third, over the course of the evaluation, the findings have pointed to the **immediate and sustained delivery of services across the continuum of individual and community recovery capital supports** as being critical to effective and accessible collegiate recovery services. For example, students are benefiting from recovery coaching and groups, scholarships, and access to recovery capital. Sites are building a variety of partnerships within and outside of the IHE. For instance, CRS/S sites are connecting to other student groups on campus (e.g., veterans) and ensuring they are providing tailored supports for these groups. Sites are connecting to local recovery centers to refer students and potentially, to provide services for the CRS/S. Also, evaluation data indicate that sites are connecting with other community providers to offer harm reduction/overdose prevention training on campus.

Sites are reaching students in-person and online. Some sites are able to offer a safe and welcoming space for students to access recovery supports and materials (e.g., books and harm reduction supplies). CRS/Ss are tabling at on campus events to share information about their services, and provide education about harm reduction and overdose prevention. They also provide social events to complement CRS/S programming and help to build a student recovery community. And sites are engaging with students and faculty in ally trainings to create a school environment that is void of judgement and stigma for students in recovery.

It is clear that the SWCRSI continues to assist IHEs across the state to build and implement collegiate recovery services and supports that can benefit all students. Moving forward, the SWCRSI staff will utilize the findings and evaluation to continue the development of self-sustaining CRS/Ss across Washington.

Recommendations

Below is a list of recommendations to grow effective, sustainable collegiate recovery services and supports based on findings from the evaluation of the 2023-2024 seed grantees. Recommendations from prior evaluations are listed in Appendix C. Notably, many of the recommendations year-over-year are similar in nature and focus on the importance of building partnerships early in implementation, centering students and including them in the development and maintenance of the IHE's CRS/S, ensuring staff have the capacity and time to oversee implementation, acquiring demonstrable supports from the IHE such as dedicated space(s) for CRS/S with funded staff and student positions, and securing dedicated funds for financial sustainability.

Recommendation 1-2024: Prioritize building relationships on campus and in the community to ensure CRS/S are able to deliver services effectively to students when unplanned shifts occur within the CRS/S structure (e.g., abrupt changes in staff availability, delays in hiring).

SWCRSI CRS/S sites are new to the IHEs and its surrounding community, and need to establish

themselves as important and critical supports for all students early in implementation. While implementing and building buy-in and commitment to CRS/S, it is possible that changes in staff, staff time and priorities will occur as they would in stable, long-standing programs. However, in nascent programs, such challenges can prevent full implementation. Thus, it is imperative for sites to establish strong relationships early on so that when changes occur and threaten implementation, partners will be available to support and creatively problem-solve with CRS/S staff.

Recommendation 2-2024: Ensure that CRS/S permanent staff (i.e., not temporary or student staff) have adequate time and resources dedicated to support and manage CRS/S administrative responsibilities and service delivery. Use temporary staff to deliver services and supports, and create ways to reach out to students and advertise CRS/S and build a community of students.

Permanent staff can provide greater stability to a growing and development CRS/S site, and can provide continuity across the grant years, ensuring that partnerships on and off campus are cultivated and maintained. Temporary staff, specifically student staff, can augment the site by being a link for the student community to the CRS/S. Student staff will have more familiarity with the student culture on campus, and may develop marketing and communications that speak louder to students than traditional methods as well as programming that attracts students in recovery and their allies.

Recommendation 3-2024: Establish dedicated staffing and institutional funding/support to sustain staffing through leave or unplanned absences.

It is clear that when staff do not have dedicated and protected time to implement CRS/S, program development slows or halts. Sites should consider ways to work with their IHE and community partners to identify staff who can temporarily replace staff who have left on leave or permanently, until a replacement is hired or the staff returns from leave. These plans should be discussed far before a staffing challenge occurs at the CRS/S interdepartmental workgroup and with relevant off campus partners (e.g., nearby recovery centers).

Recommendation 4-2024: Leverage required items and the evaluation's tools (e.g., the sustainability assessment) to have discussions with stakeholders and staff about building sustainable funding and practices.

There are required activities, such as the campus-based interdepartmental recovery support workgroup and the community asset map, that CRS/S must accomplish as a way to identify and engage with persons on and off campus who can help to support and problem-solve when challenges arise. These activities should continue past grant funding to create stable relationships on and off campus. Also, evaluation tools such as the Sustainability Assessment should be shared with on and off campus partners to invite them to think through how to build sustainability into the operations of the CRS/S. Doing so will create greater and sustained commitment to CRS/S from its partners as they learn more deeply about the design of the CRS/S program and what is needs from on and off campus partners to thrive.

Recommendation 5-2024: Effectively recruit students to create social events that provide a safe, supportive campus environment, and to improve community-wide knowledge of the needs of students in

recovery.

Students are a key feature to CRS/S. Students are deeply familiar with the campus culture and can inform services, supports and programs to engage the student community in ways students will identify with. Students can also inform marketing and communications, and provide recovery supports through group leadership and recovery coaching. Recruit students through recovery scholarships, work study, and connections to academic programs that are aligned with recovery (e.g., human services, graduate program for substance use counseling).

Recommendation 6-2024: Partner closely with school administration and departments to identify and secure opportunities for them to demonstrate their commitment to the CRS/S.

Through partnership engagement in workgroups or one-on-one, the CRS/S must garner deep support and co-ownership of the CRS/S' success with the IHE so that the IHE can effectively support the CRS/S when changes occur, or its sustainability is threatened. CRS/S leadership should be clear with IHE partners what form and structure the support could look like, such as funding, dedicated physical spaces for CRS/S use, and naming recovery supports in its public descriptions of student services.

Recommendation 7-2024: Seek diverse and multiple funding streams to support the CRS/S, ideally braiding funding for the CRS/S and other student services.

Braided funding has allowed some CRS/Ss to grow and thrive. For instance, one site used work study to bring in student staff for recovery coaching and groups. This approach is one way to meet staff needs while also connecting with the IHE in a different way that may help to normalize and maintain recovery services on campus. Engaging with the IHE's foundation may be another way to build a funding stream, especially for student scholarships.

Recommendation 8-2024: Continue to include programs and services that address social determinants of health and/or recovery capital development to support the whole student.

Sites reported that many students in recovery have financial and housing needs. Access to scholarships and food (e.g., from campus-based food pantries) are ways that CRS/Ss can help students build recovery capital to support their recovery and academic pursuits.

Recommendation 9-2024: Build referral protocols with existing student-serving organizations and offices to spread the word about available CRS/S, especially for those students who are more comfortable seeking assistance from familiar supports or locations, to reach students who are less comfortable outwardly seeking support.

Students can experience challenges learning about and navigating the school environment. This can be particularly true for students in 2-year IHEs that do not spend much time on campus beyond class time. It is important to educate and connect with administrative departments and faculty so that they are aware of CRS/S. A way to create these connections is to work on referral policies across the campus, which will raise awareness, encourage recover allies, and combat stigma associated with students who are in recovery.

Recommendation 10-2024: Utilize the SWCRSI project to prepare for state requirements related to recovery supports at IHEs

From 2022 through 2024, in response to the opioid overdose epidemic and in anticipation of forthcoming legislation, the SWCRSI initiative dedicated seed grantee education efforts to assist seed grantees in general implementation of campus overdose prevention supports as well as to prepare for specific HB 2112 implementation compliance. By the end of their grant year, grantees were well positioned to ensure their IHE campuses are compliant with HB 2112 as a result of the SWCRSI model that required harm reduction policies, procedures, and services, and connections with internal departments at their IHEs and external organizations in their communities to promote opioid overdose prevention.

Recommendation 11-2024: Allocate time and resources to conduct program evaluation activities to gather data to support future program development and fundraising efforts.

CRS/S sites should develop mechanisms to gather stories of impact from students who have benefitted from its programs. These stories can help the CRS/S to amplify the importance of recovery supports and garner greater and sustained support from the IHE. Such data can also help to raise funds beyond the IHE to stabilize and augment core services, such as student scholarships. Equally important is a means to gather data about how to improve the CRS/S from the perspective of students and partners.

Appendix A

SWCRSI Current and Past Grantees

Collegiate Recovery Services and Supports Site	Institute of Higher Education	Cohort and Years Funded
OUR House Collegiate Recovery Community	Gonzaga University	Cohort 1, 2020-2023
Center for Transformational Wellness	Green River College	Cohort 1, 2020-2023
Wellness House	Whitman College	Cohort 1, 2020-2021
The Wellbriety Center	Renton Technical College	Cohort 2, 2021-2024
Cardinals for Recovery	Skagit Valley College	Cohort 2, 2021-2024
Eagles for Recovery	Eastern Washington University	Cohort 3, 2022-2025
Wildcats For Recovery	Central Washington University	Cohort 4, 2023-2025, Readiness Funds 2022-2023
Recovery Rangers	Olympic College	Cohort 5, 2024-2025 Readiness Funds 2023-2024
TBD	Spokane Falls Community College	Readiness Funds Site, 2024-2025

Appendix B

Campus Site Visits Planning Document

There are three (3) Site Visit Objectives

1. To collect data that will inform the SWCRSI evaluation questions and development of individual campus case studies for the annual evaluation report. See section E. below for listing of evaluation questions and the RE-AIM/PRISM framework, which were reviewed in the November 2023 VLC.
2. To document the physical development and administrative structure of your center and/or support service provision locations.
3. To understand the environments that students experience when receiving recovery supports.

Site Visit Rationale

We are interested in conducting site visits to document the physical development and administrative structure of your center and/or support service provision locations (even if you are co-located with other services) and to better understand the environments that students experience when receiving recovery supports. Site visits will inform our evaluation questions and complement other data sources to help us understand how each campus is implementing the essential elements. This year, we aim to create case studies, providing details for each center separately to both acknowledge similarities and highlight differences and the reasons for them across campuses. If you have multiple locations where activities occur, for instance, case management occurs in an office while social activities occur elsewhere, then we'd like to see them both. There is research that has demonstrated that the environment in which services take place can influence the experience and outcomes of persons receiving mental health-related services (Snethen et al., 2021). It is suggested that such places can contribute to health and recovery. Additionally, site visits will give us an opportunity to meet you, your staff and partners. This can be particularly important to reinforce the importance of your center and/or support service provision sites with campus administration, faculty, students, and partners.

Planning the day

For our site visit, we are proposing the following components, which may occur in different order based on the capacity and availability of you, your team, and invited guests. We look forward to meeting you in person!

Draft Agenda

1. Welcome breakfast
 - a. We provide a morning beverage service with light foods to share and meet center staff
 - b. Invite center staff and students that are more involved in center activities
 - c. We will facilitate a discussion that explores both current procedures and activities, and plans for the future. We will also discuss your virtual offerings.
2. Campus walk
 - a. If applicable, we would like to understand where other campus services and/or partners

- are in relation to your center (even if you are co-located with other services).
- b. This might be an opportunity to meet your campus partners on the walk, or representatives might join us for a catered lunch
3. Lunch with guests
 - a. We will provide lunch for up to 10 persons
 - b. The site selects a restaurant in advance so that we can pre-order meals for delivery
 - c. If possible, off-campus partners representatives attend
 - d. If possible, school administration/faculty attend
 - e. The evaluation team will facilitate a discussion about benefits and challenges to partnerships, and future opportunities
 4. Off-campus visits
 - a. If applicable, we would like to visit off-campus sites that you partner with to experience those spaces. We do not expect to have meetings that off-campus locations unless that is best for you and your partners

Suggestions for invited guests to participate in conversations and discuss their role in your program:

- Campus faculty
- Campus administration
- Campus health services
- Campus counseling, behavioral health, student foundational needs, WorkFirst, Grant Management services
- Off-campus partners
- Center/Recovery support services staff, volunteers
- Students who are actively involved in the center/using services

Appendix C

Recommendations from Past Evaluations

Recommendations from 2021-2022 Evaluation

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

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

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

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

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

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

members.

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

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

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

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

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

Notably, all seed grantees made significant changes and adaptations due to both internal and external contexts within their Action Plan in both 2020-21 and 2021-22 seed grantee time frames. In general,

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

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

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

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

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

development and sustainability process.

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

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

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

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

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

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

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

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

Recommendation 11: Increase opportunities for student involvement, such as peer recovery coaches

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

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

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

Inclusion of students in recovery within the scholarship advertising process is important to ensure successful communication and advertising about scholarship availability and eligibility requirements.

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

Seed grantees are required to address sustainability planning in their Action Plans, quarterly reports, and in their final annual report at the end of the funding cycle. Reports and staff interviews indicated

that the majority of seed grantee CRS/Ss currently are completely funded through the SWCRSI. Two seed grantee sites indicated that they have an ongoing relationship with their IHE Development department and foundations. One seed grantee indicated that they are combining multiple already existing grant-based programs, staffing, and funding streams to increase the potential for CRS/S sustainability over time. Over the past year, the United States Federal and Washington State governments have expressed plans to increase the number of collegiate recovery programs. Grantees can continue to monitor funding sources that could support the expansion or sustainability of their CRS/S. Additionally, grantees can use recent literature around cost effectiveness in conversations with school administrators. For example, one 2021 study showed that CRPs are a valuable business investment, and that for every dollar spent, there will be a return of \$2.26 over the course of 10 years (Gerber et al., 2021). The idea that CRPs are cost effective is also supported by Castedo de Martell et al.'s 2021 paper that describes a study of cost effectiveness using a societal model and two institutional models. In the societal model, which estimates cost effectiveness of CRPs compared to societal costs, including patient time and transportation costs, criminal justice costs, productivity, and other broader societal implications, CRPs had cost savings of \$3,872.75 per quality-adjusted life year (QALY) gained when implementing a CRP. Two institutional models were also presented. The first calculated the cost-savings per student retained that otherwise would have been lost from withdrawing from courses or being expelled due to challenges related to their substance use. This model showed that IHEs could save

\$11,230.93 per student retained. The second institutional model looked at the cost of recruiting and admitting (onboarding) new students to replace those students who withdraw or otherwise leave due to substance use (the authors note this is a less common concern and tends to be focused on certain "elite" IHEs). This model showed cost savings of \$14,581.30 per student retained (Castedo de Martell et al., 2021). CRS/S can calculate their own cost effectiveness using <https://collegiaterecovery.org/media/>.

Overall, grantees noted that they are reviewing a number of ways to ensure that their CRS/Ss are able to continue without this grant funding; however, an actionable plan to ensure that there are no gaps in support for students remains a concern for all grantee sites. Quarterly report data indicates that it is inadequate staffing and a high staff workload that contributes to the lack of time and ability for CRS/S staff to address sustainability and ongoing funding. Due to the three-year cycle of the seed funding, it is essential for Cohort 1 schools to prioritize this during the 2022-2023 academic year.

Recommendations from 2022-2023 Evaluation

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 SWCRSI 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.

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.

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.

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. 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.

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.

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 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.

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.



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.

Prism Partners Group Evaluation Team

Prism Partners Group, led by Julie Slay, PhD, President and Principal Consultant: Prism supports nonprofits, foundations, and public organizations by actively promoting a culture of learning and reflection, creating opportunities for leaders and staff to translate data into meaning and action. We are researchers that first consider the current and historical context of what we are assessing and then how data will be used and by whom, to ensure that we include as many perspectives as possible to create a holistic and informed collection of data with which to make decisions, develop strategies and evaluate outcomes.

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Land Acknowledgements

Evaluation Team

Prism Partners Group is located on the homelands of the Snoqualmie, Duwamish, Cayuse, Umatilla and Walla Walla nations. The people of these nations are still here, and we are grateful to have the opportunity to work in this territory.

Principal Investigator

Washington State University is located on the homelands of the Niimípuu 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.

Seed Grantees

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-Suiaole 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.

Central Washington University honors the native people and land on which CWU is located in Kittitas County. Central Washington University acknowledges the people who have been on this land since time

immemorial The Ellensburg campus is on lands ceded by the Pshwanapum and other bands and tribes of the Yakima Nation in the Treaty of 1855. The Yakama people remain committed stewards of this land, cherishing it and protecting it, as instructed by elders through generations. We are honored and grateful to be here today on their traditional lands, and give thanks to the legacy of the original people, their lives and their descendants.

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Julie Slay, Ph.D.

Patricia Maarhuis, Ph.D.



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