

**2020—2021  
Annual Report**

**State of Washington  
Collegiate Recovery  
Support Initiative**



**Patricia Maarhuis, PhD, Co-PI  
Paula M. Adams, MA, Co-PI  
Jon Wallis, MA, Coordinator**

**July 2021**

**Contract Number: 1365-70126  
Washington State University, Pullman**

**Table of Contents**

Overview ..... 2

Initiative Goal and Purpose ..... 2

Summary of General Oversight..... 3

    Sub-Contractor ..... 3

    Seed Grant Awards ..... 3

    Seed Grant Implementation ..... 3

    State-Wide Education and Training ..... 4

State-Wide Evaluation of Collegiate Recovery Support Services: Overview..... 5

Implementation of Collegiate Recovery Supports ..... 8

    Required Items ..... 8

    Optional Items ..... 11

Summary: Development of State-Wide Collegiate Recovery Capital ..... 12

Seed Grantee Questionnaire and Final Report..... 13

    Funding ..... 14

    Value of Seed Grantee Education and Asset Mapping ..... 14

    Campus/Community Collaboration ..... 16

    Staffing and Time ..... 17

    Accomplishments/Barriers ..... 17

    Changes on Seed Grantee Campuses ..... 19

    Adaptations to Action Plans ..... 21

    Focus of Sustainability ..... 23

Summary of Findings ..... 24

Future Direction and Discussion ..... 27

References ..... 29

Appendix A: Seed Grantee Descriptions ..... 31

Appendix B: Seed Grantees Staff Biographies ..... 32

Appendix C: Seed Grant Action Plan Form..... 34

Appendix D: Required and Optional Items Listing ..... 37

Appendix E: Virtual Learning Community Schedule ..... 41

Acknowledgements ..... 42

**Suggested Citation**

Maarhuis, P., Adams, P., & Wallis, J. (July, 2021). *2020—2021 Annual Report: State of Washington Collegiate Recovery Support Initiative*. Pullman, Washington: Washington State University.  
<https://cougarhealth.wsu.edu/collegiate-recovery/>

## **Overview**

In 2020 the Washington State Health Care Authority (HCA) awarded the Health Promotion Department at Washington State University the contract to implement the 2020-2021 State of Washington Collegiate Recovery Support Initiative. State policy and legislation as well as the HCA funding provided the impetus for much-needed expansion of collegiate recovery supports at institutions of higher education (IHEs) across the State of Washington (see Acknowledgments on page 43).

This document provides information on the development, implementation, and evaluation of the 2020-2021 State of Washington Collegiate Recovery Support Initiative efforts and is a companion report to the *Reshaping the Conversation: Collegiate Recovery Supports and Services in the State of Washington: State of Washington Collegiate Recovery Support Initiative Evaluation Report 2020-2021* (Maarhuis et al., 2021).

The State of Washington Collegiate Recovery Support Initiative is in the very beginning stages of developing state-wide collegiate recovery supports. To that end, this first annual report works to provide initial findings and recommendations that will inform ongoing policy-making and legislative action, funding source development, community-based systems of care (National Council for Behavioral Health for the Indiana Family and Social Services Administration, 2020; SAMHSA 2010), and campus-based continuum of care (DeRicco, 2006; Drug Free Schools and Campuses Act - DFSCA, 1990) for students in recovery. Importantly, the State of Washington Collegiate Recovery Support Initiative efforts are firmly planted in a commitment to understand and to directly act upon the needs of students in recovery as well as to contribute to the growing body of literature and state resources on collegiate recovery support services.

## **Initiative Goal and Purpose**

Overall, the goal of collegiate recovery support is to offer students in recovery the opportunities that higher education offers by providing support services, preventing a return to substance use, and promoting successful academic performance.

Offering seed grant funds to IHEs in the State of Washington is part of the Collegiate Recovery Support Initiative project. The purpose of the seed grant program is to develop and sustain collegiate recovery support services statewide by offering seed grant opportunities to colleges and universities that are innovative, poised for this initiative, and want to make a meaningful contribution to their students.

The seed grant opportunity included several key components that led to gains in building recovery capital (Hennessy, 2017; Hennessy et al., 2019; Laudet and White, 2010) in Washington. These components included:

- direct funding for development and sustainment of collegiate recovery supports,
- best practices training on the intersection of collegiate recovery and harm reduction,
- technical assistance for developing collegiate recovery programs,
- asset mapping and support in developing campus/community recovery capital networks,
- resource sharing with stakeholder network throughout the State of Washington, and
- participation in open state-wide education and training opportunities.

Other elements of the Collegiate Recovery Support Initiative project are described in the report sections below including general oversight, state-wide education and training efforts, seed grantee

implementation of recovery support Action Plans, development of recovery capital, and recommendations.

### **Summary of General Oversight**

This section contains information and documentation on the services, staff, and other efforts related to the management of the State of Washington Recovery Support Initiative.

#### *Sub-contractor*

[C4 Innovations](#) (C4I) assisted WSU in the provision of services and staff as outlined in their subcontract Performance Work Statement. Project staff and the C4I team met weekly and collaboratively implemented the seed grant application, selection, and implementation; open and small group Virtual Learning Community (VLC) sessions; connection with national experts in the recovery field; planning for the Recovery Support Conference, as well as development and implementation of a state-wide evaluation of collegiate recovery support services in Washington State. C4I has promptly met sub-contracted requests and needs as the implementation process shifted and evolved. Given this, we anticipate that C4I staff and services will be retained for future collegiate recovery initiative efforts.

#### *Seed grant awards*

WSU provided individual campus seed grants of \$60,000 each available to IHE institutions in the State of Washington. WSU provided oversight of seed grant application, distribution, compliance, and evaluation processes for Gonzaga University, Green River College, and Whitman College (See seed grantee descriptions in Appendix A). Despite extensive marketing and advertisement, recruitment of IHEs for seed grant applicants proved to be highly challenging primarily due to the challenging 2020-2021 circumstances regarding the COVID-19 pandemic and the contract timeline. Related to these same circumstances, the seed grant sub-contracts and funds were formally distributed to the individual IHEs in late January 2021, giving minimal time for individual campus implementation. Despite these challenges, the seed grantees were successful in implementing their individual collegiate recovery support Action Plans on their respective campuses.

#### *Seed grant project implementation*

The seed grant project focused on the implementation of key elements on each IHE campus that provided a foundation for the development of sustainable collegiate recovery support services. There is lack of research regarding the long-term effectiveness of collegiate recovery programs (Reed et al., 2020); however, a small body of research has clarified key program components of collegiate recovery supports and services that are most effective in supporting students in their active recovery (Laudet et al., 2014; Staton et al., 2018; Vest et al., 2021) (see Maarhuis et al., 2021 for more information on the State of Washington Evaluation of Collegiate Recovery Support Services, 2020-2021).

Given this, specific implementation and administrative practices and supports services (see Action Plan Form in Appendix C, Required and Optional Items listings in Appendix D, and the VLC schedule in Appendix E) were selected for the seed grant project based on a literature review of efficacious collegiate recovery practices, consultation with C4I staff experts, and interviews with leadership in collegiate recovery programs nationally. Additionally, prior to the application process, most of the seed grantee collegiate recovery supports and services were non-existent or very basic and most of

the seed grantee staff members had minimal to no experience in working with student in recovery (outside of clinical intervention) or developing and implementing recovery supports and services.

Each of the seed grantee IHEs was a different type of institution: Green River College—two-year public community college in an urban setting, Gonzaga University—four-year private university with a religious affiliation in an urban setting, Whitman—four-year private college with no religious affiliation in a rural setting, Washington State University, Pullman—large four-year public university in a rural setting (see seed grantee descriptions in Appendix A for more information). Consequently, each seed grantee has a different campus culture, different administrative structure and funding, and serves different student populations. To address this context, flexibility was built into the seed grant implementation requirements, budget management, and compliance measures. Also, consistent technical support, regular consultation with collegiate recovery experts, and ongoing education opportunities for seed grantee staff were essential to the sustainability of the seed grantee efforts.

A campus Action Plan with specified collegiate recovery supports and service items was required for each seed grantee and documented on a quarterly basis. The Action Plan was developed based on the Required and Optional Items listings (see Appendices C and D) and the seed grantee coordinator knowledge of their respective campus needs. As needed, throughout the seed grant timeline, modifications were made to the seed grantee Action Plans with approval of the initiative Co-PI (P. Maarhuis). Modifications also were reviewed and discussed with fellow seed grantees during small group learning community sessions and in 1:1 recovery expert consultations. In other words, rather than focus on strict compliance with the initially developed campus Action Plan and listing of Required and Optional Items, there were consistent efforts made by WSU and C4I staff to provide a pragmatic and flexible framework of implementation supports for the seed grantee staff in order to enhance the potential for long term sustainability and efficacy of the individual campus support services.

### *State-wide Education & Training*

*Free and open VLC sessions available in the State of Washington.* WSU/C4I provided six VLCs to a state and national audience and had an average attendance of 65 participants per session. Recordings and transcripts are available at the WSU Collegiate Recovery Support webpage (n.d.). The state-wide educational opportunities were coordinated to provide educational opportunities for the Cohort 1 seed grant campuses. VLC speakers included a combination of national and state experts for each topic area and were widely marketed within the State of Washington. Contact information from the VLC registration was used to develop a lengthy contact list, used to market collegiate recovery initiative events and materials. Notably, when the registration and attendance listing was analyzed, the audience members were primarily from Washington State seed grantee campuses and national audience members (see Appendix E for the VLC and conference schedule).

*Provision of VLC sessions for all seed grant recipients.* Specifically for Cohort 1 seed grantees, WSU and C4I developed and implemented six small group and 1:1 VLC educational and supportive problem-solving sessions that focused on Action Plan development and implementation on individual campuses. The six small group sessions, combined with the above described six state-wide VLCs, totaled 12 educational and training opportunities through which seed grantee received direct technical assistance from subject matter experts.

*Planning and facilitation of a Collegiate Recovery Summit/Conference.* The State of Washington's 2021 Collegiate Recovery Conference—*Reshaping the Conversation: Integrating*

*Recovery Supports into Higher Education*— took place on Thursday, May 20 & Friday, May 21, 2021 and featured keynote addresses, breakout sessions, and expert panel discussions. Conference attendance on Day 1 was 122 participants and on Day 2 was 74 participants. Conference materials are available at the WSU Collegiate Recovery Support webpage (n.d.).

A brief evaluation survey provided to conference found that a strong majority of the survey participants responded “Excellent or Very Good” to the overall experience of the training, relevance of the training to their work, consistency of the training to stated goals, and opportunities to interact with peers and panelists. Further, all survey participants stated that they would likely attend future WSU collegiate recovery events. When the registration and attendance listing was analyzed, the conference attendees were from Washington seed grantee campuses and national audience members, similar to the six state-wide VLC sessions.

## **State-wide Evaluation of Collegiate Recovery Support Services**

### *Overview of the State of Washington Collegiate Recovery Support Services Evaluation*

As part of the 2020-2021 State of Washington Collegiate Recovery Support Initiative, WSU partnered with C4I to conduct a two-part evaluation from February to June 2021: *Evaluation Part 1— Understanding Academic Support Needs and Barriers for Youth in Recovery During the Transition to College* and *Evaluation Part 2—Environmental Scan of Collegiate Recovery Supports in the State of Washington*. A two-part process was selected in the first year of the State of Washington Collegiate Recovery Support Initiative specifically to better understand the individual experiences and life contexts of students in recovery and their parents in terms of educational supports as well as the availability and quality of collegiate recovery support services. The two parts of the evaluation were conducted separately; however, there was ongoing consultation and feedback between the two evaluation teams with oversight and direction by the initiative Co-PI, Patricia Maarhuis. Additionally, findings and recommendations from Evaluation Parts 1 and 2 are not linked, although there are intersecting concepts between the two separate projects, some of which are discussed below (see Maarhuis et al., 2021 for more information on the State of Washington Evaluation of Collegiate Recovery Support Services, 2020-2021).

### *Description of Evaluation Parts 1 and 2*

*Evaluation Part 1: Understanding Academic Support Needs and Barriers for Youth in Recovery During the Transition to College.* WSU Collegiate Recovery Support Services Initiative Evaluation Team conducted Evaluation 1. The purpose of this mixed-methods evaluation was to provide an in-depth examination of the factors that are involved in educational support for students in recovery during the transition into a collegiate setting. Specifically, this phenomenological research aimed to understand the educational needs and priorities for young people as they experienced transition from support systems in high school (i.e., recovery high schools) to collegiate settings. This study addressed three specific research questions:

- 1) How do students and parents define academic success?
- 2) What types of support can facilitate recruitment, admission, and retention into college programs?
- 3) What barriers or challenges exist that impede these processes?

The participants included three groups: Alumni of Washington State recovery high schools, current/past college students, and parents of students in recovery. Participants responded to two study components: An online survey and a structured interview.

*Evaluation Part 2: Environmental Scan of Collegiate Recovery Supports in the State of Washington.* C4 Innovations evaluation staff worked with the WSU Collegiate Recovery Support Services Initiative Evaluation Team to conduct a comprehensive, mixed-methods environmental scan to examine and evaluate the availability and quality of collegiate recovery support services throughout the State of Washington. The scan intended to (a) identify formal and informal supports available to college students in recovery with a particular focus on the availability of collegiate recovery supports within the State of Washington; (b) the relationship between recovery high schools, community supports, and institutions of higher education; (c) types of public funding sources available to institutions of higher education collegiate recovery development and sustainability; and (d) state legislation or higher education policies that may indicate potential barriers to the cultivation of collegiate recovery statewide. The C4I team used multiple sources including current literature, a brief survey, policy review, and state- and community-stakeholder interviews. There were three research questions evaluation:

- 1) What collegiate recovery supports are currently available across the State of Washington and how are they linked to academic services within institutions of higher education (IHEs)?
- 2) What is the relationship between community recovery supports, recovery high schools, and IHE collegiate recovery program recruitment and retention services?
- 3) What funding is available at the state and federal levels to support the development and sustainability of higher education collegiate recovery programs? In what ways do funding sources differ in their requirements or priorities?

#### *Intersections between Evaluation Parts 1 and 2*

*Call for further research.* As with most evaluation reports, Evaluation Parts 1 and 2 intersect in the common call for further research in the new field of collegiate recovery; however, both projects noted the need for comprehensive research across multiple aspects of collegiate recovery support and services development as well as the dissemination and application of findings. Calls for further research include:

- development of a widely agreed-upon definitions for *recovery*, *collegiate recovery*, *collegiate recovery community*, and *collegiate recovery program*,
- efficacious collegiate recovery services and implementation practices for various types of IHEs,
- state and federal policy review and revision,
- adequate funding sources for program sustainability,
- examination of health equity and disparities,
- consideration of evolving life conditions and the needs of students in recovery who transition between campus and community environments and support services.

*Systems of care and a full continuum of care that address the complex needs of students in recovery.* Both Evaluation Parts 1 and 2 noted that life experiences of students in recovery include an evolving context with significant movement, fluctuation, and transition that impacts the students' living environments, social activities and relationships with peers, and access to reliable family and community supports and care services. One could note that the lives of many students are marked by an evolving context; however, without adequate supports and services, students in recovery risk significant negative impact to their wellbeing and academic success, including relapse and overdose. This context can result

in some students in recovery having to choose between maintaining their recovery or attending college. The experience of transitioning between social and educational environments and contexts (home, recovery high school, small community college campus, large university campus, treatment center, long time peer recovery community, new peer recovery group, no peer recovery group) directly impacted students' in recovery needs and requests for support services. Both Evaluation Parts 1 and 2 found that students in recovery and parents identified (via direct participant response or as requested services via interviewed staff at IHEs) the need for similar social and environmental supports and services on campus: Designated recovery housing, recovery meetings or mutual aid meetings, peer mentoring and peer recovery specialists, sober social activities, a collegiate recovery community or program, and others. As a result, within the separate discussion and recommendations of Evaluation 1 and 2, there are calls for a focus on simultaneous and sustainable implementation of interacting community-based systems of care and a campus-based continuum of care that meet the needs of students in recovery as they transition between social and educational environments and contexts.

*Four interacting factors critical to the support of students in recovery.* The need for review, revision, and alignment of four interacting recovery support factors were noted in Evaluation Parts 1 and 2. These four interacting recovery support factors are (a) state and federal policy and regulations, (b) adequate funding for collegiate recovery support implementation and sustainability, (c) provision of community-based systems of care, and (d) campus-based continuum of care services.

These interacting factors impact the questions of “who, what, when, where, and how” when addressing the needs of students in recovery within their evolving life context. Engaging in review, revision, and alignment of these four interacting factors begins with understanding the needs of students in recovery and their parents/guardians and then establishing funding and systems of care from that starting point. Federal laws, state legislation and policy, as well as funding are tools that recovery advocates, state legislators, state agencies, and university/college administrators can utilize to require and implement structural changes on campus and in the community.

Transparency and strategies for communication across stakeholders within these four interacting factors are critical to the development of systems of care and referral processes for health and education support services that, in turn, will increase the potential for wellbeing and academic success of students in recovery.

*Social justice and equity concerns.* Evaluation parts 1 and 2 found that students in recovery face unique life experiences and barriers that often force them to choose between maintaining their recovery or advancing their education, which are framed as a social justice and equity concern. Building and sustaining an interacting community-based system of care and a campus-based continuum of care works to address these social justice and equity concerns by providing continuous welcoming environments, culturally-based services, supportive relationships that promote wellbeing, recovery, and academic success. Additionally, the intersecting results and recommendations from both evaluations parts underscore that colleges and universities must provide a full continuum of support services noted as essential to wellbeing and academic success, which will require movement away from the persistent perception that the provision of recovery support services on IHE campuses are optional. In the Evaluation Part 1 students in recovery and parents identified these supports as designated recovery housing, recovery meetings or mutual aid meetings, peer mentoring and peer recovery specialists, sober social activities, a collegiate recovery community or program. As tools to address social justice and equity concerns, Evaluations 1 and 2 call for the use of current laws, regulation, and policy (e.g. the Drug Free Schools and Campuses Act and the Americans with Disabilities Act) for equal access to higher



education, the creation of a safe learning environment, the provision of reasonable accommodation, the provision of a system of care, and a full continuum of care for students.

### *Summary*

There is an oft repeated idea expressed within the field of collegiate recovery: No student should be in the dilemma of having to choose between pursuing higher education or their health due to structures and environments that are hostile to maintaining recovery. To that end, this evaluation project works to provide initial findings, analyses, and recommendations that will inform ongoing policy making and legislative action, funding source development, community-based systems of care, and campus-based continua of care for students in recovery—given that the State of Washington is in the beginning stages of development of collegiate recovery supports at IHEs. Importantly, the State of Washington Collegiate Recovery Support Initiative efforts are firmly planted in a commitment to understand and to directly act upon the needs of students in recovery as well as to contribute to the growing body of literature on collegiate recovery support services.

### **Implementation of Seed Grantee Collegiate Recovery Supports**

In addition to quarterly progress reports, seed grantees completed a final report at the end of the grant time period that included summaries of their respective collegiate recovery support implementation efforts focused on the Action Plans as well as the Required and Optional Listing items.

### *Required Items*

*Development of an inter-departmental recovery support workgroup.* The seed grantees all developed and utilized an interdepartmental workgroup to enact their respective Action Plans with varying levels of success, primarily due to the context of the COVID-19 pandemic and overall level of buy-in by campus administration. All four campuses took steps to increase the diversity of students, staff, and faculty involved in their workgroups, especially in terms of race/ethnicity. Two seed grant campuses developed new interdepartmental working groups with strong upper administration support and specifically focused on collegiate recovery support development. These two seed grantee campuses had a wide variety of student affairs departments represented as well as faculty and students consistently involved in their workgroups as well as Action Plan implementation. A third seed grant campus utilized an existing “Wellness Committee” and integrated collegiate recovery development into discussion and planning. The fourth campus utilized an existing collegiate recovery workgroup but was hindered by multiple staff layoffs and work re-assignments of workgroup members due to the COVID-19 pandemic. Recruitment of interdepartmental workgroup members proved to be highly challenging for this campus and the group shifted to a “stakeholder” meeting model, which allowed the core seed grant team to engage with faculty, students, and student affairs departments and implement their campus Action Plan.

Interestingly, the level of interdepartmental working group member investment and engagement in the implementation of the campus’ Action Plan was related to the upper administration level of support for sustained collegiate recovery support development, as per the seed grantee written and verbal reports. The seed grantee campuses with more upper administration support:

- had more consistent involvement of student affairs staff, faculty, and students in their Action Plan implementation and interdepartmental workgroup meetings;

- implemented their Action Plans more efficiently and effectively (e.g. quickly shifting Action Plans in response to context and student need with minimal hindrance by institution bureaucracy, utilizing evaluation to understand student and campus needs, consistent workgroup discussion and planning for post seed grant sustainability for recovery support);
- had a more visible presence on campus (e.g. designated meeting spaces, varied marketing/social media presence, designated recovery/wellness center or housing);
- had more sustainable supports implemented by the end of the grant period (e.g. funding for recovery support staff positions involving students/staff/AmeriCorps service members, ongoing formal relationships with community providers for recovery support services, and involvement by the IHE Development Office to secure future funding sources).

*Collegiate Recovery Support (CRS) Action Plan submission.* All seed grantees developed a Collegiate Recovery Support (CRS) Action Plan at the beginning of the seed grant and continued to revise the plan throughout the timeline. The use of a flexible CRS Action Plan in conjunction with a Required Items List and an Optional Items List had two purposes: (a) to serve a useful tool within the difficult and evolving contexts and circumstances of the COVID-19 pandemic, and (b) to be able to develop a pragmatic plan for implementation on each seed grant campus that accommodated different student population needs, varying levels of administrative support, and different campus cultures.

Seed grantee CRS Action Plans were submitted to the WSU contract team for review and feedback. As previously noted, changes to the CRS Action Plans were made with approval by the WSU contract team, discussed at Cohort 1 learning community groups and noted in progress reports. This process provided a structure for consistent planning and implementation between the four groups. Additionally, the process provided a means to check-in and problem solve with colleagues and experts as regular part of making changes and adaptations. Rather than focus on strict compliance with the original Action Plan submitted, changes and adaptations were expected and embraced by the seed grantee teams and the WSU-C4I contract team.

*VLC participation.* All seed grantees reported the VLC sessions as “very helpful” and that these directly resulted in positive shifts and changes to their respective campus Action Plan implementation. The VLCs assisted the four seed grant teams to establish vital relationships state-wide and nationally, which will assist future recovery support development efforts. Multiple workgroup members, students, and other campus stakeholders from each of the four campuses attended the six VLCs and reported that the information was important in developing a knowledge base about recovery and implementing Action Plans. Limitations to higher participation for the seed grantee campuses included time constraints, Zoom fatigue, and scheduling conflicts of students. In terms of the small group VLCs, the Cohort 1 seed grantees have developed a strong milieu – a sense of community – and continue in the post seed grant time period to reach out to each other for questions and mutual assistance.

*Attendance at and participation in statewide collegiate recovery summit.* All seed grantees participated in the collegiate recovery summit and presented on their individual collegiate recovery support efforts. During their conference presentations, all seed grantees reported a high level of excitement and satisfaction at how much had been accomplished on their respective campuses toward recovery support efforts. Additionally, seed grantee workgroup members and students, who attended the summit reported that this information was very helpful particularly around topics of harm reduction, the Native American community panel, and opportunities to network with other people developing/coordinating collegiate recovery communities.

*Community asset mapping project.* All seed grantees reported documentation of 20-40 community assets in their local area and described plans to continue to utilize the provided Excel sheet to add more assets after the seed grant period. The asset mapping exercise provided a means to locate resources and services specific to the needs of students in recovery, which are often different than the general adult population served in community settings. The asset mapping exercise directly led to multiple campus community partnerships/collaborations, sharing of service/program information, marketing of the collegiate recovery supports in the local community, formal referral and service agreements, and tours of local facilities.

*State/National Association Memberships.* The four seed grantee campuses purchased and utilized memberships with the Association of Recovery in Higher Education (ARHE), Washington Recovery Alliance (WRA), Higher Education Center for Alcohol and Drug Misuse Prevention and Recovery (HECAOD). Memberships were useful for education and training opportunities, marketing of the seed grantee recovery supports, facilitating collegial relationships/networking, and engagement in advocacy.

The ARHE membership page extended the collegiate recovery support marketing reach to a national audience and resulted in multiple student and parent inquiries to the seed grantee campuses. The ARHE provided marketing, information, resources, a national conference, and direct assistance from the Regional Representative.

Through the WRA membership, the seed grantee staff from two campuses were able to participate in Recovery Advocacy Day and speak directly to Washington State representatives or senators about the need for collegiate recovery support services. Being a WRA member provided the seed grantees with additional venues for marketing their respective recovery support programs. The WRA Executive Director presented at a VLC and conference about WRA services and resources. Multiple seed grantee staff and students attended the annual WRA conference.

HECAOD staff provided resource information and consultation for collegiate recovery support development to seed grantees. Specifically, seed grantees reported the HECAOD membership facilitated networking with other collegiate recovery colleagues, utilizing Q & A posts for quick consultation, access to draft forms and protocols for support development (housing, community partnership agreements), access to online assessment services, and staff trainings. Additionally, HECAOD staff provided VLC and conference presentations and a national marketing platform for the initiative project.

*Development & adoption of a formal referral policy and protocol for substance use disorder (SUD) or problematic substance use (PUD).* The four seed grantee campuses worked toward developing a SUD or PSU policy and protocol; however, none of the campuses completely finished this Required Listing item. Only one of the seed grantees had a foundational and inter-departmental protocol in place (pre-seed grant) for assisting and referring “students in distress”, including SUD or PSU to on- or off-campus services. The three other campuses had informal mechanisms in place that were enacted to refer students and that were usually conducted by long-employed staff in the Student Health Services or Office of the Dean of Students. Of these three, one campus was able to set up a formal protocol and Memorandum of Understanding (MOU) to begin referring students to a community -based service provider. Limitations to completing the policy/protocol task included the context of the COVID-19 pandemic, needing extra time to take on the development of community and campus relationships and formal MOU agreements, and the time needed to fully review and disseminate a new policy/protocol that impacts the whole campus or multiple campuses. All seed grantees plan to continue developing and

implementing their respective “students in distress”, including SUD and PSU policies and protocols, after the seed grant time frame as part of their sustainability planning.

### *Optional/Recommended Items*

Seed grantees were required to select a minimum of three and a maximum of twelve items from the Optional Items Listing. These Optional Items were provided to the seed grantees to allow for flexibility in the development of recovery supports and expenditure of funds specific to each campus.

All four campuses implemented in the following seven Optional Items:

- trained for staff, faculty, and students,
- acquitted funds to hire staff and student staff positions beyond seed grant timeline,
- implemented scholarships for students in recovery and allies who engage in recovery support,
- planned and implemented campus community marketing and communication,
- developed recovery support website, social media and related digital sites,
- provided recovery library and resources in recovery support spaces,
- expanded community-based asset mapping, and
- developed formal relationships with campus and community assets.

These Optional Items were particularly useful (a) in building a foundational knowledge base among stakeholders and establishing an active and involved recovery community of students, staff, faculty on campuses with no collegiate recovery supports prior to the seed grant and (b) for campuses with some established recovery supports but with minimal recovery community engagement.

Other Optional Items utilized by one to two of the seed grantee campuses included:

- purchase of web-based tools and technical support to assist with assessment, intervention and referral (e.g. ScreenU),
- assessment/listening sessions with students in recovery,
- meeting with local recovery high school students and staff, and
- advocacy for ongoing long-term recovery support funding sources with the WRA and WA legislators.

These Optional Items worked to assess the needs of students in recovery and to increase communication between students in recovery and staff. Additionally, these Optional Items grew recovery capital as well as systems of care between stakeholders in the community and on campus.

The two seed grantee campuses that had already established recovery supports prior to the seed grant— but with minimal student engagement— were able to implement the following Optional Items:

- student-led all recovery meetings (virtual, one campus) and
- sober social events with food and activities (one campus, within the COVID-19 pandemic social distancing mandates and out-of-doors).

Some of the Optional Items were attempted by seed grantees but these efforts were not success, due to the structure and availability of campus resources/services, the COVID-19 pandemic context, or the ongoing assessment of students’ needs. For example, one seed grantee reported attempting to implement the Optional Item of purchasing and distributing nicotine cessation patches. Seed grantee staff researched smoking cessation options and were in discussion with campus health and counseling

services about how to provide cessation patches to students. One barrier to implementation was the difficulty of distribution of the cessation patches to students. Additionally, through further research and conversations with other IHEs, it was found that patches were less sought after by students than anticipated. Therefore, it was determined that the seed grantee would not use grant fund to purchase cessation patches. Also, the seed grantee Student Health and Counseling Services was unable to partner on this undertaking given the demands of the COVID 19 pandemic context. Instead, the seed grantee decided to extend support by increasing student awareness of already existing quit resources such as the State of Washington quit phone line and website.

### **Summary: Development of state-wide collegiate recovery capital**

A listed summary of the 2020-2021 development of state-wide collegiate recovery capital is provided below.

- 1) The seed grantees have developed a strong milieu – a sense of community - and have started to reach out to each other for questions and mutual assistance. Despite having four different types of institutions and student populations, there is much common ground and goodwill between the four seed grantees in their efforts to develop collegiate recovery programs and a state-wide ecosystem that supports inclusive recruitment efforts of underrepresented groups in higher education.
- 2) All four seed grantees joined the WRA, ARHE, and HECAOD and actively participated in those associations and communities.
- 3) Cohort 1 seed grantees have discussed the possibility of developing a state-wide collegiate recovery coalition as a stand-alone or as an additional focus in the WA CCSAP group (College Coalition for Substance Abuse Prevention). The purpose of the coalition would be for mutual support and sharing of resources and knowledge as well as advocacy for funding and ongoing development of a recovery ecosystem within WA state. The seed grantee group decided to wait on exploring the development of a coalition until more campuses in WA state have recovery support programs. In the meantime, the Cohort 1 and 2 VLC sessions in 2021-2022 will act as a coalition group.
- 4) All seed grantees reported forming working relationships with recovery oriented community-based services (local recovery coalitions, treatment and drop-in centers).
- 5) One seed grantee has established designated recovery support housing and social space, the first of its kind in the State of Washington. The seed grantee workgroup identified and purchased a house near campus to be used exclusively as a recovery and sober positive space, as a student residence, for recovery and wellness meetings, and social events.
- 6) All seed grantees reported building out a social media presence with resource information regarding their respective programs. Social media presence ranged from three seed grantees having basic website information to 1 campus having multiple media platforms with a high level of engagement and a large student and campus-community following.
- 7) The seed grantee small group sessions and 1:1s were important to developing a sense of community and a coalition among seed grant campuses and staff, which, in turn will help to develop recovery capital and recovery oriented systems of care within the State of Washington.

- 8) The six open VLCs provided to state and national audiences have concluded with an average of 65 participants across the sessions. The open VLCs resulted in an increase in awareness within the State of Washington across multiple agencies, IHEs, policy makers, advocates, etc. regarding the need for collegiate recovery supports and for a continuum of care across educational settings.
- 9) The penultimate VLC included staff and student speakers from the Navigator Re-entry Program for previously incarcerated students at Skagit Valley. All seed grantees have expressed interest in bringing the Navigator Program to their respective IHEs as a means to recruit under-represented student groups who may have need for recovery support.
- 10) The final VLC included a recovery support staff member from the Interagency Recovery High School in Seattle. This session provided a means to develop rapport with staff members at the Interagency school and the seed grantees for future recruitment and retention efforts.
- 11) The WSU Evaluation Team as well as one seed grantee made direct contact with both the Interagency Recovery High School Leadership (Public) and the Eastside Academy (Private) principals and counseling staff. The eval team and the seed grantees were able to meet virtually and email with both high school about the state-wide initiative efforts, pass along information about the seed grantee CRP programs for referral/recruitment, and discuss student/staff participation in upcoming evaluation/research projects. Administrators at both schools were highly interested in the opportunity to collaborate and to have CRPs in Washington to which they can refer their students.
- 12) One seed grantee has applied for and been awarded an AmeriCorps position to support collegiate recovery work in the next academic year, 2021-2022. Other seed grant campuses remain highly interested in developing this community resource.
- 13) Two seed grantee campuses participated in advocacy for ongoing long-term recovery support funding sources with WA legislators. The seed grantee teams were able to participate in advocacy activities with the WRA Advocacy Day and speak directly to our local rep/senator.

### **Seed Grantee Questionnaire and Final Report**

At the end of the seed grantee time period, all grantees were provided with a final report and questionnaire form to complete that included multiple program development and implementation questions. The topic heading, numbered questions, and a summary of the seed grantee responses are provided below.

The goal of completing this form was to provide information beyond basic compliance and implementation measures noted in the seed grantee quarterly progress reports. The questionnaire and final report provides important information from seed grantees on the adequacy of funding and staffing, the value of certain Required and Optional Listing Items within the Action Plans, pragmatically “what worked” and barriers to implementation, adaptations to Action Plans, gains made in development of recovery capital, and foci of recovery support sustainability efforts, and more. This feedback will inform future efforts in the 2021-2022 State of Washington Collegiate Recovery Support Initiative and is additional evaluation information that complements the findings of the State of Washington Collegiate Recovery Support Services Evaluation Report (Maarhuis et al., 2021).

## *Funding*

- 1) In addition to the \$60K in seed grant funds what other funds were made available to your campus recovery efforts during the seed grant time frame in the form of individual or organization donors, college/university dedicated funds, community org funds? How were these non-seed grant funds used (e.g. funding for staff positions, materials/equipment for the students in recovery group, etc.)?

For all seed grantees no additional non-seed grant funds were available for recovery efforts during the seed grant time frame.

- 2) For the time period after 6/30/21, what funds will made available to your campus recovery efforts (individual or organization donors, college/university dedicated funds, community org funds)? How will these post 6/30/21 funds be used (e.g. funding for staff positions, materials or equipment for the students in recovery group, etc.)?

All four seed grantees reported funds dedicated to campus recovery efforts for after 6/30/21. Primarily, dedicated funds were utilized for positions dedicated to campus recovery support services: Graduate Assistantships (x2 campuses), multiple student staff positions as peer educators (x1 campus), dedicated staff position (x1 campus), AmeriCorps Recovery Service member (x1 campus). One site noted that institutional funds will also be dedicated to post seed grant marketing and social media efforts

- 3) Was the seed grant fund amount of 60K per campus adequate for developing sustainable recovery supports on your campus? Why or why not? What, if anything, would you change about the amount and time frame of the seed grant funding?

All four seed grantees noted that the 60K seed grant amount was sufficient for foundational development of recovery supports; however all four seed grantees also reported that similar context and circumstances significantly impacted efforts to develop sustainable supports. All four campuses recommended longer periods of time for a 60K grant award for sustainable development, ranging from one year to three years, as developing a collegiate recovery program took longer and was more complex than anticipated.

## *Value of Seed Grantee Education and Asset Mapping*

- 4) Were the open state-wide VLC groups valuable to the recovery support effort on your own community? To your own professional development? How so? Why or why not?

The VLCs and the Collegiate Recovery Conference were very helpful to seed grantee staff, interdepartmental workgroups, student staff, and supportive staff/faculty on all four campuses. Respondents specifically named the VLC presentations on Multiple Pathways to Recovery (working with previously incarcerated students), the Intersection of Harm Reduction, as well as the Asset Mapping as particularly impactful. Impacts of participating in the VLCs included:

- appreciation for the opportunity to learn from experts in the field of collegiate recovery,
- useful in building a strong network of professionals,
- exposed to many of the recovery-oriented concepts for the first time,
- deepened the conversation in the campus workgroup and stakeholder meetings, and
- used what was learned when working towards project goals.

The VLCs were a useful and important tool to build a base of knowledge about collegiate recovery supports and services among IHE staff, faculty, and students within the State of Washington. As previously noted, most of the open state-wide VLCs were attended by seed grantee staff and a national audience outside of Washington, but not attended by other State of Washington IHE staff or recovery oriented community service agencies.

- 5) Were the seed grantee small group sessions and 1:1s with WSU/C4I valuable to the recovery support effort on your own community? To your own professional development? How so? Why or why not?

Seed grantee respondents stated that they “greatly benefited” from participating in the small groups and 1:1 sessions with WSU and C4I staff. Specifically, they noted that it was beneficial to hear what was working well for other seed grant campuses and suggestions from WSU and C4I experts. One respondent noted:

Given the fact that [seed grantee campus] did not have any specific recovery support prior to receiving the seed grant, and the program manager did not have any experience proving recovery support, those small group and individual check-ins provided an opportunity to ensure the college was on the right track, and to get ideas about how to set the program up. It would have been very difficult to establish the program without that kind of support.

Also, respondents stated that it was very helpful to get advice, pragmatically problem solve, express frustrations, and generally feel supported by the other IHEs that also had received seed grants. The strong rapport, humor, and openness between seed grantees helped with morale during the difficulties of the grant implementation and short timeline as well as the stress of the COVID-19 pandemic.

The seed grantee small group sessions and 1:1s were important to developing a sense of community and a coalition among seed grant campuses and staff, which, in turn will help to develop recovery capital and recovery oriented systems of care within the State of Washington.

- 6) Was the asset mapping (campus and community) activity valuable to the recovery support effort on your own community? To your own professional development? How so? Why or why not?

Seed grantee respondents noted that asset mapping was a new concept and skill for most of the seed grantee staff. All reported that the asset mapping project was very helpful in efforts to build partnerships with other supports, resources, referral services in the surrounding community. Extra funding to hire student staff via the seed grant was very helpful in expanding the asset list as well as reaching out to resources to expand these partnerships. One grantee noted that they were able to add resources such as other collegiate recovery communities, which has been helpful in learning more about how to best serve students and try new types of supports and services. Through the asset mapping process and seed grant funds, one seed grant campus created a formal Memorandum of Understanding (MOU) with a local community provider for services with students in recovery, including student-based weekly mutual aid meetings. Two campuses reported that, up until the end of the grant period, there was not staffing capacity or adequate time to start using the asset map to develop relationships, especially with community organizations.



Community and campus asset mapping was a highly useful exercise for seed grantees to begin the development of community-based systems care and a full continuum of care—inclusive of recovery supports and services—on their respective campuses.

### *Campus/Community Collaboration*

- 7) During the seed grant time frame which departments, organizations, or relationships on campus (outside of the interdepartmental workgroup) were developed and contributed to supporting students in recovery or seeking recovery? How and why?
- 8) During the seed grant time frame which departments, organizations, or relationships in the surrounding community were developed and contributed to supporting students in recovery or seeking recovery on your campus? How and why?

Developing relationships across campus (outside of the interdepartmental working group) as well as in the community was imperative to laying the foundation for infrastructure to building a robust and inclusive CRS Action Plan. During the seed grant time frame, seed grantees formed working relationships for recovery support development:

On Campus 1, several departments and groups demonstrated their commitment to supporting students in or seeking recovery including the Office of Health Promotion, Law School, Office of Student Conduct, Academic Advising & Assistance, Disability Access, Housing and Residence life and Student Involvement. Campus 1 worked with these offices to discuss collaboration in order to enhance student access to resources as well as in the development of a new policy related to SUD/PSU. In the community Campus 1 expanded relationships with numerous resources including treatment options.

On Campus 2, several departments and groups demonstrated their commitment to supporting students in or seeking recovery. The English and Humanities Divisions contributed time through faculty involvement on the scholarship review committee and attending the VLCs and Summit. The Financial Aid department provided guidance and feedback on how to establish a scholarship for students in recovery. The Judicial Affairs Office plans to restructure the sanction pathway for students from punitive to educational and reflective. Various offices plan to collaborate on educating incoming students at a high a risk for substance misuse and student code of conduct violations on harm reduction and recovery, and the Collegiate Recovery Program. Additionally, there was a strong connection made between the collegiate recovery work and the supports for formerly incarcerated students called the Navigator Re-Entry program. In the community, beginnings of a recovery ecosystem have emerged because of the seed grant. The Program Manager attended the Community Roundtable hosted by the County Library System. It is through that meeting that the seed grantee found out about a transitional housing program for women in recovery close to the college. The seed grantee coordinator met with a student, who attends a local recovery high school, and the conversation helped to shape the messaging and program development. The seed grant team was able to participate in advocacy activities with the WRA Advocacy Day and speak directly to our local rep/senator.

On Campus 3, the seed grant coordinator developed relationships with Intercultural Center, Student Health, Housing, Campus Safety, Athletics, a Greek Life representative, and brought offices and administrators together for the Motivational Interviewing Training. In the community a formal relationship with the local recovery center was initiated in an effort to create a comprehensive health and wellness approach and meet students' needs. Funding permitted development of recovery

meetings specific to students as well as SUD/PSU trainings for the campus staff, faculty, and community members.

On campus 4, the seed grant coordinator developed relationships with multiple departments including the Financial Services Office, Residence life, Office of the Dean of Students, Center for Community Standards, Center for Fraternity and Sorority Life, Counseling and Psychological Services, Health promotion, Human Development department, and the College of Pharmacy. In the community the primary relationship that we established and sustained was with the local community recovery center, in an adjacent town.

### *Staffing and Time*

- 9) During the seed grant time frame, what changed (if anything) in terms of how much time committed as well as who and how many staff are responsible for overseeing the Collegiate Recovery community/program effort?

All seed grantees utilized a “patchwork” of staff to cover the seed grant Action Plan. All seed grant campuses had staff members dedicated part-time to implementing their respective collegiate recovery support Action Plan. All of these staff members were employed already on the campuses and retained those job duties along with the seed grant implementation work, which was estimated at approximately 10 – 20 hours per week or more. Three of the four seed grant campuses tapped into already employed interns, graduate assistants, and administrative assistants to assist with seed grant projects (asset mapping, protocol development, “listening sessions”, scheduling and budgeting, marketing) and these collegiate recovery duties were added on to an already existing work schedule and tasks. Three of the four seed grant campuses temporarily hired undergraduate student staff to assist with seed grant projects (marketing and social media presence, staffing a coffee cart to meet and greet students, researching resources to develop recovery housing, etc. ). One campus reported utilizing the expertise of licensed counseling center therapists/staff to complete specific seed grant projects, provide expertise and consultation, and to provide coverage to free up time for the seed grant coordinator. One campus attempted to hire on a part time collegiate recovery support specialist with seed grant funding but were not able to complete all the hiring protocols until the very end of the grant period. While all seed grantee campuses reported benefits from the collaborative “patchwork” of staff working on the seed grant Action Plan, this did come with drawbacks including not enough time to complete all seed grant and other job duties, fatigue from extra duties, the non-sustainable practice of using temporary staff and student staff or adding extra duties to an already full time job. All seed grantee reported (written or verbal) the need for dedicated full time staff to build sustainable collegiate recovery programs.

### *Accomplishments/Barriers*

- 10) During the seed grant time frame, what were your 1-3 greatest barriers or challenges to implementation of recovery supports? Please be specific: Did any particular campus policies, protocols or long term “way of doing things” (established campus culture) cause barriers to the implementation of collegiate recovery programs?

All four seed grantees listed the greatest barriers to be the context of the COVID-19 pandemic, a virtual campus, and the extremely short timeline to implement the grant/contract. Other barriers mentioned by seed grantees included items that were more long term concerns:

- stubborn and long term “ways of doing things” on campus made implementation of new ideas and support services difficult,
- strong perception that attending to the needs of students in recovery is “optional,”
- lack of communication between departments and lack of follow through on stated commitments by colleagues for CRS development,
- lack of extensive formally adopted policies/protocols across campus created challenges when developing new policy/procedures,
- established campus culture that is highly accepting of environments and student communities that are hostile to sobriety/recovery (e.g. Greek community),
- lack of awareness of the presence of students in recovery on campus as well as their specific personal and academic needs, and
- lack of middle and upper level administration awareness of needed compliance with federal law (ADA & DFSCA) in terms of “reasonable accommodation” and a full continuum of care including “rehabilitation and re-entry” services.

11) During the seed grant time frame, what were your 1-3 accomplishments that were most beneficial to sustainable recovery supports and student success?

Seed grantees differed somewhat on their listing accomplishments that were “most beneficial to sustainable recovery supports and student success” as well as the result or outcome of specific accomplishments. Differences on the types of accomplishments were noted between seed grantees that had recovery supports in place prior to receiving seed grant funds and those that did not. As reported by the seed grantees, the “most beneficial to sustainable recovery supports” accomplishments had a cascading impact and multiple positive outcomes.

The “most beneficial” accomplishments noted by seed grantees are listed below.

- Establishing a core recovery support community of staff, faculty, and some students (primarily through the interdepartmental workgroup). This was most impactful when the workgroup contained a range of individuals—students to upper level administrators—who were consistently involved in meetings and in recovery-related tasks outside of meetings. Workgroup members were not just in consultation roles. This was key to distributing the workload of establishing a collegiate recovery community as well as communicating with upper administration about the need for recovery supports.
- Gaining upper administration support and action. Upper administrators went beyond verbalizing support for the student in recovery population and recovery supports—they took action. This translated into establishing approval for staff positions, designated recovery space, and development of formal SUD/PSU referral protocols.
- Scholarship funding for student tuition acted as a means to support individual students in recovery and academic success, to recruit student leaders into the campus recovery community, and to formally offer a means of student involvement in the campus recovery community through the specified scholarship criteria. Additionally, two campuses reported that the scholarships demonstrated to students in recovery that the college wanted to invest in them, and that they can positively contribute to the campus culture.
- Students, with oversight by a recovery support specialists, developed marketing, outreach, and advertising across multiple forms of media and interaction. This translated into increased student in recovery involvement and overall awareness/referrals by the campus community into the already existing recovery community/program.

One accomplishment by Campus 1 was the expansion of advertising and awareness of CRS services and a designated recovery space on campus, which was in place pre-seed grant. Social media, printed advertisement, “carting,” advertising in the morning campus-wide email and the student newspapers proved very effective. This campus was able to create an Instagram account and gain nearly 600 followers, which considerably increased reach to students. Another accomplishment was the hiring of five temporary student recovery assistants, many of whom identified as in recovery and were instrumental in marketing to their peers, increasing awareness for the recovery program and completing steps on the Action Plan from a student lens.

One accomplishment by Campus 2 was the purchase and establishment of a designated residence/house and a recovery social space that is focused on “wellness.” Another accomplishment was the establishment of an MOU between the seed grantee campus and a community service provider for harm-reduction and recovery meetings specifically for college students.

One accomplishment by Campus 3 was to be able to follow through on the DFSCA Biennial Report recommendations that were in place pre-seed grant. Another accomplishment was the implementation of a recovery support scholarship program including protocols, building relationships with Financial Services Department, and provision of four scholarships (\$4,000). The scholarships acted as a means of recruitment of student leaders to develop a recovery community on campus

One accomplishment by Campus 4 was the hiring of a recovery support services staff person and a commitment from the Vice President of Student Affairs guaranteeing the position will continue at .5 FTE for the next academic year. Another accomplishment was the recovery scholarship awards totaling nearly \$12,000 to students. The scholarships acted as a means of recruitment of student leaders to develop a recovery community on campus.

#### *Changes on Seed Grantee Campuses*

12) During the seed grant time frame, what changed (if anything) in terms of a designated space or recovery housing on your campus?

All four of the campuses reported positive changes in the amount of and invest in designated recovery spaces and/or designated recovery housing. Two of the seed grantees were able to establish new designated recovery spaces using seed grant funds. At one of the campuses a designated drop-in area within the student wellness center space was equipped with furniture and supplies/refreshments. At the other campus, a house was purchased next to campus to be used for designated recovery housing and already has four students contracted. At a third seed grantee campus, a designated drop-in center in a house next to campus was in operation pre-seed grant funding and funds were utilized to purchase needed supplies and equipment to make it a welcoming space. At the fourth campus, verbal support by upper administration was attained to develop designated space/recovery housing by 2022. Additionally, two designated spaces have been utilized for weekly mutual aid meetings and sober social activities.

13) During the seed grant time frame, what changed (if anything) in terms of your campus’ harm reduction approach as a result of developing collegiate recovery supports?

In terms of changes in regard to the use of a harm reduction approach, all for campuses reported a significant increase in training and education for staff, faculty, and students on harm reduction vs. abstinence-based models during the seed grant time frame, primarily through participation in the state-

wide VLCs, the small group VLCs, and training sessions organized by individual seed grant campuses. This resulted in:

- increased discussion and clarification on the inclusion of harm reduction vs. abstinence approaches within specific campus supports and services (e.g. within designated housing or recovery designated space, focus of mutual aid meetings, etc.),
- formal inclusion of the harm reduction approach in campus policies/protocols and within campus education/training sessions,
- formal inclusion of the harm reduction approach in marketing, advertising, and social media
- use of harm reduction and motivational interviewing techniques by staff, faculty, and student/peer educators, and
- a shift to the use of an “all recovery” format for mutual aid meetings instead of a specified format such as AA or NA.

Notably, the harm reduction approach taken by the seed grantees resulted in deeper shifts in campus culture and means to effectively communicate about substance use. For example, seed grantees reported multiple instances of students, who initially expressed interest in joining the recovery community and working towards reduced harm, then eventually these students decided to pursue abstinence in their own recovery, as a result of their membership and participation in the collegiate recovery community.

14) During the seed grant time frame, what changed (if anything) in terms of your campus’ approach to health equity and steps to dismantling structural prejudice and discrimination (e.g. racism, etc.) as a result of developing collegiate recovery supports?

In terms of the seed grantees approach to health equity and steps to dismantling structural prejudice and discrimination (e.g. racism, etc.) as a result of developing collegiate recovery supports, all of the seed grantees reported a purposeful focus on this concern by staff, faculty, and students—some of which was fueled by seed grantee participation in the state-wide and small group VLCs. Varying steps and approaches were taken specific to the needs of their student population, geographical location, and the level of development of recovery supports on campus and in the community.

Campus 1 took steps toward health equity through an examination of the service provision to ensure that they were meeting the needs of all students, hired students of color in student staff positions in order to increase the presence of diverse voices in the collegiate recovery conversation, and put designated recovery housing into place.

Campus 2 took steps toward health equity through education and training focused on learning about different pathways, barriers and experiences in recovery and reviewed marketing and resource materials to address inclusivity in terms of language and types of recovery supports offered.

Campus 3 took steps toward health equity through investment in students in recovery by offering scholarships, investment in multiple staff positions so more recovery support services can be provided to more students, and investment in recovery support provision post seed grant for previously incarcerated students—a student group that disproportionately includes a high number of individuals from communities of color.

Campus 4 took steps toward health equity through education and training with a focus on learning about different pathways, barriers and experiences in recovery, through exploring the potential of

setting up recovery supports specific for previously incarcerated students, and through planning to put designated recovery housing into place, post seed grant.

15) During the seed grant time frame, how did the development of a referral policy for SUD and PUD impact your campus? Your administrative or health departments? Students? What, if anything, changed?

Three out of the four seed grantee campuses had no SUD/PSU or “Student in Distress” policy and procedure prior to the seed grant award. In part, the actual implementation of the new SUD/PSU policy and protocols were highly impacted by the context of the COVID-19 pandemic and virtual campuses. Changes and impacts resulting from the SUD/PSU policy and protocol development included a shift from well-intentioned but informal processes that relied on individual staff members responding on a case-by-case basis. Now, three of the four seed grantees have written basic policies and protocols for responding to SUD/PSU on their respective campuses. The fourth seed grant campus that had a broader “Students in Distress” policy/protocol in place took the steps of writing up and formalizing interdepartmental actions and referral steps specific to SUD/PSU within the existing policy/protocol. Discussion between seed grantees in small group VLC session about the referral policy/protocol development resulted in the sharing of documents and problem solving through specific cases/scenarios as well as educational discussion on how the referral policy/protocol fits into DFSCA compliance. All campuses made strong gains in writing up a basic protocol and working through the steps of communication and referral across multiple departments; although, all campuses also reported that further development and implementation of the policy/protocol was part of their post seed grant sustainability plan. It is anticipated that SUD/PSU referral policy/protocol development and implementation will be furthered with the return of staff, faculty, and students to campus.

#### *Adaptations to Action Plans*

16) During the seed grant time frame, what changes and adaptations did you make to your original Action Plan and objectives noted in your seed grantee application? Why did you make the specific adaptations? How did you make the specific adaptation?

Seed grantees were provided with an implementation structure and relationship with WSU and C4I to that was flexible and highly responsive to the anticipated need for changes and adaptations on each campus. In other words, the oversight of the seed grantees was focused on collaboration, problem solving, creativity, pragmatism, and sustainability as opposed to singular and highly specified compliance measures for each Action Plan item.

In making changes and adaptations to their original campus Action Plan and objectives, respondents reported that the context of the COVID 19 pandemic and the short seed grant timeline were the primary reasons (the “**why**”) for making changes and adaptations to their campus Action Plan.

The interacting factors that resulted in making changes and adaptations to campus Action Plans included:

- over time, becoming more aware of the needs of students through survey evaluation and conversation with students in recovery and their parents;
- the level of support, cooperation, or interest from upper administration or key departments on campus for the development of recovery supports and services on campus (not related to the COVID-19 context);

- the short seed grant timeline;
- the context of the COVID-19 pandemic (virtual campus, no in person work meetings, no in person social activities, lack of staff time and attention due to COVID-19 related duties, Zoom meeting fatigue, as well as distraction and stress related to the COVID-19 pandemic by staff, faculty, and students alike);
- the length of time needed for the campus hiring process for staff and student staff to carry out seed grant Action Plan;
- the length of time needed for the development, changes, and adoption of substance use and harm reduction related processes and protocols; and
- grant-related duties added to an already full-time work schedule for seed grantee staff.

From the listing above there were two factors consistently contributed to making changes and adaptations that were unrelated to the contextual concerns of COVID 19 pandemic and short seed grant time line: the increased awareness or assessment of the needs of students in recovery on the seed grantee campuses and the level of support, cooperation, or interest from upper administration or key departments.

The other above listed factors were all highly contextual in terms of being related primarily to the COVID-19 pandemic and the very short grant timeline. Consequently, all campuses were virtual for most of the seed grant timeline and most of the campuses did not have a group of student in recovery identified or involved in campus recovery supports. As a result, the recruitment and retention of students in recovery into specific recovery support services/programs on campus and in-person were not significant factors within the changes and adaptations to Action Plans. This is significant in that often times collegiate recovery staff are burdened with the **double-task** of recruiting and retaining students in recovery as well as developing and implementing recovery support services **at the same time**. For Cohort 1 seed grantees this was not the case.

Seed grantees were highly pragmatic and creative in making quick and needed changes and adaptations to their original campus Action Plans and objectives. These situation often were discussed in the small group, 1:1 sessions, or over email with the seed grantees relying on each other and the WSU or C4I staff for problem solving and help.

The **“how”** and specifically **“what”** seed grantees did to make changes and adaptations included:

- over time, more quickly assessed if an Action Plan item was viable for implementation or not, then took immediate action (sought permission to make changes or re-allocate funds, modification of a specific Action Plan item, took item off of the Action Plan),
- re-allocated funds from one Action Plan item (e.g., staff training or hiring of staff) to another (e.g., offering student scholarships or purchase of supplies/equipment for designated campus recovery space),
- secured upper administrative support and funding to complete the Action Plan item after the seed grant time period,
- shifted non-seed grant related duties to other staff members, utilized administrative assistant staff to be more efficient with time/scheduling, or intermittently asked colleagues for coverage in order to complete seed grant tasks,
- shifted approach to marketing and recruitment to students in recovery from in-person activities and techniques to exclusively using social media platforms with a high frequency of targeted posts, which increased social media traffic and interaction,

- used out-of-doors settings for social gatherings with students in recovery (e.g., outdoor movie night or watching sports event out of doors on a screen) and for marketing/recruitment on campus (e.g., meeting and greeting students with a “Recovery Coffee Cart” and engaging in socially distanced conversation),
- shifted from in-person mutual aid meetings to a Zoom meeting platform,
- shifted from a workgroup model to a stakeholder model to accommodate for lack of administrative and staff buy-in.

### *Focus of Sustainability*

17) Going forward, post 6/30/21, what is your primary focus in terms of sustaining recovery support efforts on your campus?

All seed grantees reported the following three foci in terms of sustaining recovery support efforts on their respective campuses after the seed grant funding time period: (a) Hiring and training of students as graduate assistants, peer supports, student staff for program implementation; (b) ongoing collaboration with on-campus and community partners; and (c) development of sober social events and peer-based outreach and allyship. These three foci are oriented toward the development of a campus-based recovery community in terms of peer supports, recruitment, and retention, of students in recovery.

Notably, for the first year of implementation for the seed grantees, these types of student in recovery recruitment and retention objectives were hindered because of the previously discussed context and circumstances of the COVID-19 pandemic. While not being able to focus on student in recovery and retention within a campus community was initially seen as a negative factor, it did allow seed grantees time, funding, and energy to focus on addressing other foundational aspects of recovery supports (administrative support, interdepartmental workgroup, policies and protocols, scholarships, staffing, etc.). Inadvertently, this situation may contribute to the long term sustainability of the seed grantee programs, as these campuses were not burdened with the double-task of building the campus recovery supports as well as recruiting and retaining students in recovery into the support services.

On Campus 1, the MOU with the community center for recovery support services and student recovery support group will be sustainable beyond the life of this gran. The ongoing staff and student trainings will be helpful and the introduction of Wellness Peers will give our students the chance to gain knowledge, skills, and have advocacy on issues related to health and wellness. Purchase of the designated recovery house will work to sustain and solidify recovery support efforts.

For Campus 2, several components of recovery efforts will remain sustainable once the grant timeline is over. There is now a guarantee that the Recovery Support Specialist position will continue to be institutionally funded after the grant is over, and there will be the addition of two AmeriCorps members to the team, one supporting students in recovery and one supporting formerly incarcerated students. These three dedicated staff individuals will drastically increase the person-power devoted to recovery work and will ensure that work continues into the 2021-2022 academic year. Grant funds were used to purchase items that will shift the current drop in center into an area where students can gather that can serve as a drop-in space for students in or seeking recovery, as well as a space to offer a variety of meetings. The Recovery Support Specialist will continue to offer and facilitate Recovery Ally Trainings for the campus community both as open opportunities at least once each quarter and by request. Campus 2 continues to reach out to other support areas on campus, including but not limited to Judicial Affairs, Veteran Services, TRiO, and Disability Support Services, to provide training to staff to build



allyship skills and increase campus community awareness of campus recovery supports. The Recovery Support Specialist will also record a Recovery Ally Training video for the recovery website so the campus community may view the training at a time.

Campus 3 will have the opportunity to rehire a Recovery Graduate Assistants to continue on throughout the 2021-2022 academic year. The position has been instrumental in much of the student support, marketing and outreach achieved during the grant period. Having this position as part of the team will allow for a more peer-based focus as well as increased collaboration with on and off campus partners.

Efforts on Campus 4 will be focused on development of sustainable and foundational services that directly address the needs of students in recovery. The hiring of a Recovery Graduate Assistant to continue recovery support provision throughout the 2021-2022 academic year will greatly assist these efforts. These sustainable and foundational supports include on-campus recovery housing/designated space (relapse prevention, sober community development), scholarships (academic support, recruitment for the student recovery group), and development of sober social events via the student group (Weekly art group, movie night, etc.). Already our number of students and the level of diversity in the students in recovery group has grown due to continued outreach and marketing efforts. Additionally, efforts will be made to reach out to recovery high schools and two-year institutions to further develop a state-wide recovery ecosystem and recruitment pipeline.

### **Summary of Findings**

A listed summary of the 2020-2021 Annual Report findings is provided below.

- 1) The Initiative project was funded through HCA and was implemented through the collaborative efforts of WSU Health Promotion Staff as well as the sub-contractor C4I team and national experts, who were utilized for state-wide education and consultation.
- 2) Despite the challenging 2020-2021 circumstances regarding the COVID-19 pandemic and the contract timeline, the seed grantees implemented their individual Action Plans for recovery supports on their respective campuses and have sustained these services after the seed grant time period. It is highly likely that in 2021-2022 there may be ongoing difficult circumstances that will impact seed grantee recruitment and involvement, as the COVID-19 pandemic circumstances continue to significantly impact State of Washington IHEs.
- 3) Each of the seed grantee IHEs were a different type of institution. To address this context, flexibility was built into the seed grant implementation requirements, options, and compliance measures. Also, consistent technical support, regular consultation with access to experts, and ongoing education opportunities for seed grantee staff were seen as essential to the success and sustainability of the seed grantee efforts.
- 4) All seed grantees reported that use of the Action Plans and Required/Optional Items listings were a flexible and effective means of systematic implementation for foundational recovery supports on their respective campuses as well as the development of recovery capital. Although not all seed grantee campuses were able to implement every Required Item or selected Optional Item fully, all campuses did adapt their Action Plans to their circumstances, made strong gains toward their objectives, and built continued recovery support development into their sustainability plans. Additionally, all seed grantee campuses secured a basic level of on-going administrative support on

their respective campuses (e.g., staff and student staff positions, designated recovery spaces) on their campuses beyond the seed grant.

- 5) Free VLC sessions were made available to IHEs in the State of Washington. WSU/C4I provided six VLCs to a state and national audience and had an average attendance of 65 participants per session. When the registration and attendance listing was analyzed, the audience members were primarily from Washington seed grantee IHEs and national audience members (i.e., participants from outside the State of Washington).
- 6) The State of Washington's 2021 Collegiate Recovery Conference: Reshaping the Conversation: Integrating Recovery Supports into Higher Education took place on Thursday, May 20 & Friday, May 21, 2021 and featured keynote addresses, breakout sessions, and expert panel discussions. When the registration and attendance listing were analyzed, audience members were primarily from seed grantee IHEs and national audience members.
- 7) As part of the 2020-2021 State of Washington Collegiate Recovery Support Initiative, Washington State University (WSU) partnered with C4I to conduct a two-part evaluation from February to June 2021: *Evaluation Part 1—Understanding Academic Support Needs and Barriers for Youth in Recovery During the Transition to College* and *Evaluation Part 2—Environmental Scan of Collegiate Recovery Supports in the State of Washington* (see Maarhuis et al., 2021).
- 8) The specific gains made toward the development of state-wide collegiate recovery capital, a recovery oriented system of care, and campus continua of care.
  - The IHE seed grantees have developed a strong milieu have started to reach out to each other for mutual assistance. Having a supportive network or coalition of IHEs, staff, and students is imperative to sustaining the development of a state-wide collegiate recovery system of care and a continuum of care on campuses in the State of Washington.
  - The seed grantee small group sessions and 1:1s were important to developing a sense of community and a coalition among seed grant campuses and staff, which, in turn will help to develop recovery capital and recovery oriented systems of care within the State of Washington.
  - Steps toward development and adoption of a formal referral policy and protocol for substance use disorder or problematic substance use brought further into focus the need for a deeper examination of the existence—or lack thereof—of consistently and effectively implemented community systems of care and a campus continuum of care. There was in-depth discussion and research by the WSU and C4I team into appropriate models for and the regulation of community systems of care and a campus continuum of care in terms of substance use and recovery support services. (See Maarhuis et al., 2021 for more information in the State of Washington Evaluation of Collegiate Recovery Support Services, 2020-2021).
  - Initial contact was made between seed grantees and State of Washington recovery high school administrators; however, this is an area that will require ongoing development in subsequent years in order to create sustained working relationships, knowledge about the needs of students in recovery, and mechanisms for recruitment to higher education.
  - Initial contact was made between seed grantees and State of Washington policy makers, legislators, and advocacy groups; however, ongoing development is required to further create sustained funding, recovery oriented state policy and regulation, as well as state-wide systems of care that are all based on the needs of students in recovery.

9) Seed Grantee Questionnaire and final report:

- Funding. All four seed grantees noted that the 60K seed grant amount was sufficient for foundational development of recovery supports; however, context and circumstances of the short timeframe of the grant period as well as the context of the COVID-19 pandemic highly impacted their choices about how to use the funding. All four campuses recommended longer periods of time for a 60K grant award for sustainable development, ranging from one year to three years. For all seed grantees no additional non-seed grant funds were available for recovery efforts during the seed grant time frame. All four seed grantees reported ongoing funds, in the form of staff positions, dedicated to campus recovery efforts after 6/30/21.
- Staffing and Time. All seed grantees utilized a “patchwork” of staff to cover the seed grant Action Plan. While all seed grantee campuses reported benefits from collaboration with staff working on the seed grant Action Plan, this came with drawbacks including not enough time to complete all seed grant and other job duties, fatigue from extra duties, the non-sustainable practice of using temporary staff and student staff or adding extra duties to an already full time job. All seed grantee reported the need for dedicated full-time staff to build sustainable collegiate recovery programs.
- Education and small group sessions. The VLCs were a useful and important tool to build a base of knowledge about collegiate recovery supports and services among IHE staff, faculty, and students within the State of Washington. Seed grantee respondents stated that they “greatly benefited” from participating in the small groups and 1:1 sessions with WSU and C4I staff. Specifically, they noted that it was beneficial to hear what was working well for other seed grant campuses and suggestions from WSU and C4I experts.
- Community and campus asset mapping. This exercise was a highly useful for seed grantees to begin the development of community-based systems care and a full continuum of care—inclusive of recovery supports and services—on their respective campuses. Developing relationships across campus (outside of the interdepartmental working group) as well as in the community (3rd party providers) was imperative to laying the foundation for infrastructure to building a robust and inclusive CRS Action Plan.
- Barriers. All four seed grantees listed the greatest barriers to development and implementation of recovery supports to be the context of the COVID-19 pandemic and the extremely short timeline to implement the grant/contract. Other barriers mentioned by seed grantees included items such as stubborn and long term “ways of doing things” on campus made implementation of new ideas and programs difficult, lack of extensive formally adopted policies/protocols across campus created challenges when developing new policy/procedures, the perception that attending to the indicated needs of students in recovery is “optional” among others.
- Accomplishments. Seed grantees differed somewhat on their listing accomplishments that were “most beneficial to sustainable recovery supports and student success” as well as the result or outcome of specific accomplishments. Differences on the types of accomplishments were noted between seed grantees that had recovery supports in place prior to receiving seed grant funds and those that did not. Primarily, the “most beneficial” accomplishments reported on included:
  - establishment of a core recovery support community of staff, faculty, and some students primarily through the interdepartmental workgroup,
  - upper administration verbal support and action,
  - scholarship funding for student tuition, and
  - increased marketing, outreach, and advertising across multiple forms of media.

- Changes on seed grantee campuses. All four seed grantee reported positive changes in the amount of and invest in designated recovery spaces and/or designated recovery housing. Additional changes included:
  - increased in training and education for staff, faculty, and students on harm reduction vs. abstinence-based models,
  - increased focus on health equity within recovery support development, and
  - campus-wide SUD/PSU response policy and protocol development.
- Adaptations to Action Plans. Respondents reported that the context of the COVID 19 pandemic and the short seed grant timeline were the primary reasons (the “why”) for making changes and adaptations to their campus Action Plan. There were two factors consistently contributed to making changes and adaptations that were unrelated to the contextual concerns of COVID 19 pandemic and short seed grant time line: (a) the increased awareness or assessment of the needs of students in recovery on the seed grantee campuses and (b) Level of support, cooperation, or interest from upper administration or key departments. The recruitment and retention of students in recovery into specific recovery support services/programs on campus and in-person were not significant factors within the changes and adaptations to Action Plans. This is significant in that often times collegiate recovery staff are burdened with the double-task of recruiting and retaining students in recovery as well as developing and implementing recovery support services at the same time.
- Focus of sustainability. All seed grantees reported the following in terms of sustaining recovery support efforts on their respective campuses after the seed grant funding time period: (a) Hiring and training of students as graduate assistants, peer supports, student staff for program implementation; (b) ongoing collaboration with on-campus and community partners; and (c) development of sober social events and peer-based outreach and allyship. Seed grantee campuses were not heavily burdened with the double-task of building the campus recovery supports and recruiting/retaining students in recovery into the support services at the same time. These circumstances did allow seed grantees time, funding, and energy to focus on addressing other foundational aspects of recovery supports, which may contribute to the long term sustainability of the seed grantee programs.

## **Future Direction and Discussion**

Based on the above noted findings the following steps will be taken for implementation and advancement of the State of Washington Collegiate Recovery Support Initiative for 2021-2022.

### 1) Structure and management of the Initiative contract

The structure and management of the 2020-2021 State of Washington Collegiate Recovery Support Initiative will be continued in a similar manner in 2021-2022 with the exception of the open state-wide education elements. Specifically the conference and the state-wide VLCs will not be offered; however, closed small group VLC sessions and 1:1 consultation will be provided specifically for Cohort 1 and Cohort 2 in 2021-2022. The focus of the Initiative in 2021-2022 will be on development and implementation of recovery support services in 2-year public, private, or tribal colleges. In order to build sustainability and recovery capital, seed grant funds will be continued for the 2020-2021 Cohort 1 seed grantees (up to \$20,000) and there will be a seed grant application process for up to three Cohort 2 IHEs (up to \$40,000 – \$60,000).

## 2) Structure and management of seed grantee project

The 2021-2022 structure and management of the seed grantee project will continue in 2021 – 2022 for Cohort 1 and Cohort 2.

In order to develop a supportive network or coalition of collegiate support services providers, Cohorts 1 and 2 will meet during VLCs and engagement between seed grantees outside of VLCs will be encouraged. Further, to expand the notion of a network or system of supports and a referral system between IHEs, the development of social media and communications materials will be generated that summarily describe Cohorts 1 and 2 campuses and available support services.

To address concerns regarding the lack of adequate staffing as well as the double-task of building the campus recovery supports and recruiting as well as retaining students in recovery into the support services at the same time, the Cohort 2 application will include questions about already existing populations of students in recovery on campus, who have ongoing involvement in staffed campus program (e.g. Navigator Re-entry programs for previously incarcerated students). Additionally, future seed grant applications may include the criteria of “matching funds or supports” for applicants, most likely, in the form of IHE funds directed toward permanent recovery specialist staff positions that are put in place before the end of the seed grant timeline.

The ongoing development of community systems of care and a campus continuum of care for substance use and recovery support services will be emphasized with Cohort 1 and 2 through multiple venues: The adoption of a formal referral policy & protocol for substance use disorder or problematic substance use, asset mapping and relationship building with community service providers, written DFSCA biennial report descriptions and alignment DFSCA regulation with recovery support services offered, as well as VLC trainings and 1:1 consultations specific to these topics.

## 3) Specific recovery supports in the Required Items listing

The Required and Optional Items listings utilized for the seed grantee Action Plans will continue in 2021-2022. There will be an increase in the number of Required Items and no specifically mandated number of Optional Items for Cohort 1 and 2 seed grantees to address in their respective campus Action Plans. The following items were moved up from the Optional Items listing and added to the Required Items listing:

- recovery support scholarships,
- campus recovery support marketing & communication,
- establishment of a student-based recovery support group, and
- inclusion of recovery support services description in the seed grantee DFSCA Biennial Report.

The four Required Items listing additions were selected based on the seed grantee written feedback, adaptations made during the seed grant process, and VLC group discussions between seed grantees. Additionally the findings in the Evaluation Report of the 2020-2021 State of Washington Collegiate Recovery Support Initiative (Maarhuis et al., 2021) also were taken into consideration in making this change. Included with the already listed Required Items, these new items were noted by the seed grantees to be effective in:

- generating a sense of belonging and of being welcomed for students in recovery,

- recruiting and involving students in recovery in campus support services,
- assisting in inclusion of students in recovery in support service development that is based on assessment of their needs,
- generating sustained interest and active support for recovery services by IHE faculty, staff, and upper administration,
- generating community and campus relationships and collaborations,
- taking steps toward formally adopting policies/protocols across campus to address the needs of students in recovery in an interdepartmental and sustainable manner, and
- positively shifting the staff and administrator base of knowledge about and actions taken in regard to required federal regulations and the state policy concerning support service provision for SUD and students in recovery.

#### 4) Evaluation

The evaluation of the State of Washington Collegiate Recovery Support Initiative will build upon the two-part 2020-2021 report: *Evaluation Part 1— Understanding Academic Support Needs and Barriers for Youth in Recovery During the Transition to College* and *Evaluation Part 2—Environmental Scan of Collegiate Recovery Supports in the State of Washington* (Maarhuis et al., 2021). The focus of the mixed methods evaluation will center on the seed grantee implementation of the Required Items Listing and Action Plans for 2021-2022 including outcomes, adaptations, barriers, contexts and circumstances, and sustainability. The revised Required Items Listing for 2021-2022 will be utilized across Cohort 1 and 2.

Intermittently, throughout the seed grant period, all seed grantees described the need for comprehensive assessment in terms of the number of students with SUD and PUD and other interrelated health concerns on their respective campuses (e.g. implementing the National College Health Assessment - NCHA, n.d.). Additionally, all seed grantees described the need for evaluation and assessment in order to understand the individual and group needs of students in recovery on their respective campuses (e.g. focus groups, “listening sessions” with students, staff and faculty, short surveys, etc.). Both of these types of evaluation and assessment were noted to be essential for a continuous focus on the needs of students in recovery, for sustainable recovery community and capital development, for efficacious recovery support service development and implementation, as well as for garnering administrative support and sustainable funding. The WSU contract team will provide resource materials and technical assistance to individual seed grantees to address assessment and evaluation needs on their respective campuses as well as the means to use these data effectively (Project One, 2005).

#### 5) Social justice, health equity and disparities related to collegiate recovery

Health equity and steps to dismantling structural prejudice & discrimination through seed grantee recovery support development will remain central to the Initiative project through specific VLC trainings, 1:1 consultations, and the initiative evaluation efforts. Special attention will be made in the seed grantee recruitment and application process to IHE campuses that serve under-represented student groups.

## References

- DeRicco, B. (2006). *Complying with the Drug-Free Schools and Campuses Regulations [EDGAR Part 86]: A guide for university and college administrators*. Revised. Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention. <https://safesupportivelearning.ed.gov/sites/default/files/hec/product/dfscr.pdf>
- Drug Free Schools and Campuses Act (DFSCA) (1990). Federal Register, Vol. 55, No. 159, Aug. 16, 1990, pp. 33580–33601. (34 C.F.R. pt. 86). <https://www.govinfo.gov/app/details/FR-1990-08-16>
- Hennessy, E. A. (2017). Recovery capital: A systematic review of the literature. *Addiction Research & Theory*, 25(5), 349–360.
- Hennessy, E. A. & Finch, A. J. (2019). Adolescent recovery capital and recovery high school attendance: An exploratory data mining approach. *Psychology of Addictive Behavior*, 33(8), 669–676. DOI: 10.1037/adb0000528
- Laudet, A. B., Harris, K., Kimball, T., Winters, K. C., & Moberg, D. P. (2014). Collegiate recovery communities programs: What do we know and what do we need to know? *Journal of Social Work Practice in the Addictions*, 14(1), 84–100. Retrieved from [ptpmcrender.fcgi](http://ptpmcrender.fcgi) (europepmc.org)
- Laudet, A. B., & White, W. (2010). What are your priorities right now? Identifying service needs across recovery stages to inform service development. *Journal of Substance Abuse Treatment*, 38(1), 51-59. <https://doi.org/10.1016/j.jsat.2009.06.003>.
- Maarhuis, P., Ferreira, K., Cleveland, M., Battis, J., Harper, K., Karimova, K., Kasmally, A., & Wallis, J. (2021). Reshaping the conversation: Collegiate recovery supports and services in the State of Washington. Evaluation Report of the 2020-2021 State of Washington Collegiate Recovery Support Initiative. Pullman, Washington: Washington State University. <https://cougarhealth.wsu.edu/collegiate-recovery/>
- National College Health Assessment (NCHA) (n.d.). American College Health Association. [https://www.acha.org/NCHA/NCHA\\_Home](https://www.acha.org/NCHA/NCHA_Home)
- National Council for Behavioral Health for the Indiana Family and Social Services Administration. (2020). *Trauma Informed, Recovery-oriented System of Care Toolkit*. [https://www.thenationalcouncil.org/wp-content/uploads/2021/01/IN-gov\\_TI-ROSC\\_Toolkit\\_Final\\_4.20.pdf?daf=375ateTbd56](https://www.thenationalcouncil.org/wp-content/uploads/2021/01/IN-gov_TI-ROSC_Toolkit_Final_4.20.pdf?daf=375ateTbd56)
- Project One (2005). Center for the Study for Addiction and Recovery. Texas Tech University. <https://www.depts.ttu.edu/hs/csa/docs/1.pdf>
- Reed, B. J., Almaguer-Botero, A. P., Grizzell, S., & Watts, J. (2020). Collegiate recovery programs: Helping college students in recovery succeed. *Rehabilitation Research, Policy, and Education*, 34(2), 58–72. <https://doi.org/10.1891/re-19-07>
- Staton, S. C., Melekis, K., & McCarthy, P. (2018). A review of collegiate recovery communities and recommendations for implementation on a small residential campus. *Innovative Higher Education*, 43(6), 447–462.
- Substance Abuse and Mental Health Services Administration (SAMHSA). (2010). *Recovery-Oriented Systems of Care (ROSC)*. SAMHSA Resource Guide. [https://www.samhsa.gov/sites/default/files/rosc\\_resource\\_guide\\_book.pdf](https://www.samhsa.gov/sites/default/files/rosc_resource_guide_book.pdf)
- Vest, N., Reinstra, M., Timko, C., Kelly, J., & Humphreys, K. (2021). College programming for students in addiction recovery: A PRISMA-guided scoping review. *Addictive Behaviors*, 121, 106992. <https://doi.org/10.1016/j.addbeh.2021.106992>
- WSU Collegiate Recovery Support webpage (n.d.). <https://cougarhealth.wsu.edu/grant-projects/>

## APPENDICES

### Appendix A

#### Seed Grantee Descriptions

##### **Green River College**

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

##### **Whitman College**

Whitman College is a small, residential four-year liberal arts college located in rural Walla Walla, Washington. Whitman provides a rigorous liberal arts education of the highest quality to passionate and engaged students from diverse backgrounds. Whitman began as a college in 1882 and has been coeducational and independent from its founding. Fall 2020 enrollment (impacted by the pandemic) is 1360 students. About one-third are from Washington State. Most are traditional-age students. Thirty-three students are community-college transfers, including eight who have transferred as juniors from neighboring Walla Walla Community College through the Gateway Program, which encourages students from diverse backgrounds to pursue a liberal arts education at Whitman. Whitman's student body is the most diverse in its history: twenty-six percent of students identify as domestic students of color and another 10 percent are international students. Over 14 percent of students identify as first-generation-to college. In addition, Walla Walla is a small, rural community with few support services—one often must travel 1 hour to the Tri-Cities to access assistance.

##### **Gonzaga University**

Gonzaga University (GU) is a private, Catholic, Jesuit, humanistic, liberal arts institution of higher education with its primary location in urban Spokane, WA. GU enrolls approximately 7,500 students currently, including undergraduate, masters, doctoral, law and medical students (through a partnership with UW). Gonzaga undergraduates tend to be highly involved in on- and off-campus experiential learning and extracurricular opportunities. Student demographics: A little over half of the student body identifies as female, while dozens do not identify within the gender binary. Over one-quarter (27%) of the study body identifies as students of color, and 14% are first generation. Nearly half the study body comes from the state of WA, and GU is also home to 123 international students from 44 different countries. 98% of undergraduates receive some sort of financial aid and 13% are Pell-Eligible. Twenty-seven (27) faith traditions are currently represented on campus, the largest subgroup (43%) made of Roman Catholics.

##### **Washington State University**

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



## Appendix B

### Seed grantee staff biographies

#### Green River

Kelsey Barrans has a master's in social work with a concentration in community centered integrative practice. She has been the program manager for the Green River College (GRC) Violence Prevention Center for the last two years and is currently overseeing the development of the Collegiate Recovery Program for the college. Prior to GRC, Kelsey worked at a local domestic violence service organization for 10 years providing advocacy to survivors of abuse and supervising a housing program dedicated to unhoused survivors who were in recovery and parenting.

Sarah Postel, MEd has worked in higher education for over 15 years. She has experience serving students from outreach through first quarter advising. She has been the director of the Assessment and Testing Center at Green River College for the last 9 years. Sarah has her MEd in student development administration and serves on the student affairs leadership team. Sarah is passionate about equitable access to education for all students. She has been involved in the creation of interpersonal violence prevention services at Green River and is excited to be adding collegiate recovery and formerly incarcerated supports for students.

#### Whitman College

Rae Chresfield, Ph.D., NCC. Rae received a B.S. in Behavioral Science from the University of Maryland University College, an MA in Mental Health & Wellness from New York University, and a Doctorate in Counselor Education from the State University of New York, Buffalo. In addition, Rae was trained as a nurse, educator, and researcher and brings those experiences together into the role of Associate Dean of Health and Wellness. As a clinician, Rae's explores the whole client, including their experiences, culture, context, and beliefs to create and facilitate client growth and mental health.

Brandon Weimer, MA, LMHCA, NCC. Brandon received a B.S. in Psychology from Weber State University and a Masters in Clinical Mental Health Counseling from Antioch University. His previous counseling experience includes working in partial hospitalization treatment programs where he was part of a multidisciplinary team utilizing evidence-based practices to treat a wide-range of client challenges and complaints. As a clinician, Brandon strives to bring an integrated and balanced combination of humanistic optimism and care and evidence-based practicality into individual, group, and family settings.

Patrick Lincoln EdS, LMHC. Patrick received his MA and EdS in Clinical Mental Health Counseling from James Madison University and has worked in a variety of community and residential settings as a counselor since. He is trained in a variety of Evidence-Based Practices, most significantly EMDR, and is fluently bilingual Spanish/English.

#### Gonzaga University

Sydney Cheifetz is the Alcohol and Other Drugs Health Educator in the Office of Health Promotion at Gonzaga University. She received her Master of Public Health with a concentration in Global Health and Epidemiology from Oregon State University where she served at the collegiate recovery community graduate assistant. Her primary area of focus has been infectious disease prevention, global vaccination initiatives and collegiate health promotion with an emphasis on collegiate recovery. In her current role, she coordinates Gonzaga's BASICS program, the OUR House recovery program and uses a harm reduction approach to educate and empower students on the topic of substance use and holistic well-being.

Jenna Parisi is the Director of the Office of Health Promotion at GU. *She* received her Master of Science in Public Health with a concentration in Health Education and Health Communication from the Johns Hopkins Bloomberg School of Public Health and is a Certified Health Education Specialist. Her primary area of focus for nearly the past decade has been collegiate health promotion with an emphasis on alcohol and other drugs, in settings that include state health agencies, non-profits, and higher education. In her current role, she supervises a team of student affairs professionals and student employees. Jenna is responsible for providing leadership to implement and

educate others about a public health approach to student well-being, including directing the development, implementation, and analysis of periodic student health surveys.

### **Washington State University**

Paula Adams, MA, Director of HP, Co-PI

Currently in the position of director of health promotion at Washington State University, Paula Adams has 19 years of experience in prevention, health education, and health promotion in higher education. She has a master's degree in strategic communication and is near completing a doctoral degree in prevention science. Paula led writing and implementation of \$1 million in federal grants to bring collaborative, systemic change to Washington State University Pullman around sexual violence prevention and suicide prevention. She is particularly adept at building efficiency and effectiveness into systems while maintaining equity.

Patricia Maarhuis, PhD, Co-PI:

Patricia has worked in collegiate substance use prevention and recovery support for over 20 years. Currently, she oversees program development and research in WSU CHS HP services. As well, she has authored or edited publications and reports on education, culture, and high-risk health experiences. Patricia serves as Co-PI of the WSU-HCA Collegiate Recovery Support Initiative and will focus on state-wide IHE and WSU Pullman implementation of recovery support programs.

Jonathan Wallis, BS, Recovery Support Project Coordinator:

Jon helped launch the Collegiate Recovery Program (C4R) at Washington State University while finishing his undergraduate studies in Psychology. He's now in the second year of graduate school at Seattle University to become a therapist. Jon will serve as the Project Coord. for the WSU-HCA Collegiate Recovery Support grant.

**Appendix C**

State of Washington Collegiate Recovery Support  
Seed Grant Action Plan Form

Note: See definitions on the last page for SMART objective development

Campus: \_\_\_\_\_

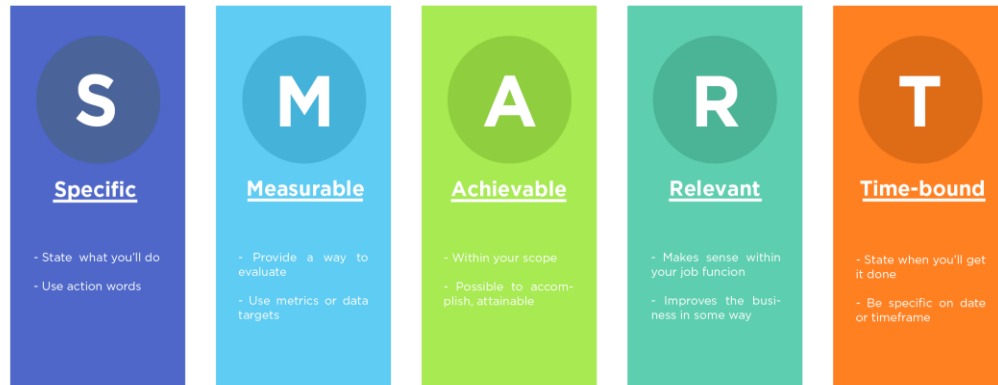
**A. Action Plan**

Action Item	Persons or Depts Responsible?	Time Frame?	Re-source?	What are the potential barriers?	How will you know that you are making progress? What steps are you taking? Or what are your benchmarks?	How will you measure or determine that your goal has been reached? Evaluation or documentation?	Completed as per steps, benchmark, eval, or documentation? Y/N
1. Development of an inter-departmental recovery support workgroup							
2. VLC participation							
3. Community Recovery Support (CRS) Action Plan submission							
4. Community asset mapping project							
5. Memberships (annual)							
6. Development & adoption of a formal referral policy & protocol for substance use disorder or							

problematic substance use							
7. Summit/VCL presentation materials & preparation							
8. Participation in statewide collegiate recovery summit							
9. Quarterly report submissions							
10. Final report & sustainability plan							
Optional Item							
Optional Item							
Optional Item							
Optional Item							
Action Item	Persons or Depts Responsible?	Time Frame?	Re-source?	What are the potential barriers?	How will you know that you are making progress? What steps are you taking? Or what are your benchmarks?	How will you measure or determine that your goal has been reached? Evaluation or documentation?	Completed as per steps, benchmark, eval, or documentation? Y/N

**Extra Notes:**

## B. SMART Objective Definitions:



- Action items are like specific objectives: Explains what you would like to accomplish. The Action Plan Items should be SMART.
- Action step: Describes the detailed steps needed to accomplish the goal. List each step (usually they are sequential) necessary to achieve the Action Item (using as much space as needed). Identify who, what, where, when how as much as possible.
- Person responsible: Describes who will be in leading the action step and is accountable for its completion.
- Time Frame: Describes when this action step will occur (may give either start/stop dates or a completion date).
- Resources: Describes resources to be utilized to achieve this objective (e.g., new partnerships, consultants, training curricula, etc.).
- Barriers: Describes what may prevent you from completing the action step.
- Progress/steps: Describe specific, usually sequential, actions you will take to complete the task.
- Benchmark: Something that serves as a standard by which the action item accomplishments can be measured (e.g. ARHE standard, NCHA data, internal campus measure, etc.)
- Evaluation or performance measure:
  - Formative evaluation: Formative evaluation occurs during program development and implementation. It provides information on achieving program goals or improving your program.
  - Process evaluation: Process evaluation is a type of formative evaluation that assesses the type, quantity, and quality of program activities or services.
  - Outcome evaluation: Outcome evaluation can focus on short- and long-term program objectives. Appropriate measures demonstrate changes in health conditions, quality of life, and behaviors.
  - Impact evaluation: Impact evaluation assesses a program's effect on participants. Appropriate measures include changes in awareness, knowledge, attitudes, behaviors, cost/benefit, and/or skills.

## Appendix D

### Required and Optional Items Listing

#### A. Required Items Listing:

Required Item	Cost	Compliance measure	Notes
1. Development of an inter-departmental recovery support workgroup	N/A	Submission of workgroup member names, titles, and dept/affiliation within 30 days of award. Attendance of a minimum of 2 work group members at VLC sessions & at Recovery Support Summit/	Development of an <b>interdepartmental campus workgroup</b> that is focused on development of recovery support services and implementation of the CRS Action Plan (at least 3 university services represented, recovery peer support, and student representation required)
2. VLC participation	N/A	Seed grant recipient workgroups/teams will be required to confirm availability to fully participate in regularly scheduled webinars, plenary topics, and CRS Action Planning sessions as part of the seed grant application process. Required participation in VLC session is 80% of the total number of sessions by a minimum of 2 members of the work group at each session, which will be tracked by the Contract Coordinator.	Should they be unable to attend, the work group members are expected to communicate with the Contractor via email prior to or within one week after a missed VLC session regarding their plan to make up or attain any missed information or activity.
3. Community Recovery Support (CRS) Action Plan submission	N/A	Document submitted within 45 days of award. Specific CRS Action Plan items must include (a) all <u>Required Items</u> ; (b) those 3-12 items selected from the <u>Optional</u> listing; and can include (c) <u>Other</u> independently developed items submitted to the Contract Coordinator for approval.	A. Individual campus CRS Action Plans are based on initial campus application content, student needs, campus administrative resources, and the culture of the specific campus. B. The CRS Action Plan consists of a mix of individual/group-level and environmental-level harm reduction and recovery support strategies based on campus and student needs. C. The CRS Action Plan will be documented on Logic Model or SMART forms provided by the Contractor D. Documentation will include goals, measurable objectives, a timeline, and means of evaluation for each CRS Action Plan item. E. The CRS Action Plan must address post-grant sustainability of campus recovery supports and a section on “Plan for Sustainability” will be included in the quarterly as well as end of project reports.

4. Community asset mapping project	N/A	<p>Documentation of the seed grant recipient recovery support resources that will be organized in accordance with the Recovery Resource Hub categories and provided to the Contractor in an Excel file within 90 days of receipt of seed grant funds.</p> <p>Listed recovery resources must be within the county, in which the IHE is located, and a minimum of 20 resources is required.</p>	<p>Written documentation provided to the Contractor cannot include resources already listed on the Recovery Resource Hub prior to the receipt of seed grant funding. Resources in the counties surrounding the IHE location can be listed if the minimum of 20 resources cannot be met. All documented resources will be uploaded into the Recovery Resource Hub by the seed grant recipient as the website allows. Currently, due to the COVID-19 pandemic, the Recovery Resource Hub is not allowing for the upload of new resource information; however, this circumstance may change between July 2020 to June 2021.</p>
5. Memberships (annual)	Total = \$3,250	<p>Documentation of payment (receipts) from each of the 3 listed organizations within 45 days of award.</p>	<p>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. Optional seed grant funding can be used to purchase these services and materials, as they are designated in the individual campus Action Plans.</p>
Higher Education Center for Alcohol and Other Drug Misuse, Prevention, & Recovery (HECAOD)	\$2,500		
Washing-ton Recovery Alliance (WRA)	\$300		
Association of Recovery in Higher Education (ARHE)	\$450		
6. Development & adoption of a formal referral policy & protocol for substance use disorder or problematic substance use	N/A	<p>Documentation of a formally adopted referral policy and protocols provided to the Contractor within 90 days of award.</p> <p>If IHE already has a referral PP, a copy of the formally adopted document can be submitted.</p>	<p>A formal referral process for substance use disorder or problematic substance use ensures that students will be provided needed resources and services, either on campus or to 3<sup>rd</sup> party providers, for substance use disorder or problematic substance use assessment, treatment, and other needed services. Include reference to multi-department collaboration and referral (E.g., Student health services, Dean’s office, Student conduct &amp; campus behavioral code, Police, Residence services, Greek community, faculty &amp; academic services, etc.).</p>
7. Summit/VCL presentation materials & preparation	NA	<p>1 presentation on the IHE seed grant award and CRS Action Plan at the conference.</p>	<p>Presentation on seed grant award and CRS Action Plan will be approved by and developed in collaboration with Contractor and Sub-contractor. Presentation types can include panel presentation &amp; discussion, poster presentation, presentation on a specific campus program or process of implementation, etc.</p>

8. Participation in statewide collegiate recovery summit	NA	Attendance for 50% of total conference time.	May 20 <sup>th</sup> & 21 <sup>st</sup> , 8:30 PT – 12:30 PT. Seed grantees are highly encouraged to have as many workgroup and campus partners in attendance as possible.
9. Quarterly report submissions	N/A	Written document provided to the Contractor.	December 14, 2020 March 15, 2021 June 1, 2021
10. Final report and sustainability plan	N/A	Written document provided to the Contractor.	June 15, 2021

**B. Optional Items Listing (non-exhaustive)**

Seed Grant recipients will select a minimum of 3 and a maximum of 12 items from the Optional/Recommended Listing below, based on their respective student and campus needs and the development of their CRS Action Plan. Upon approval by the Contract Coordinator, the Seed Grant recipients can include other items

Optional Items	Examples and Notes
1. Campus asset mapping & documentation of services/resources available	Conduct detailed campus asset mapping and assessment of services/resources available with emphasis on how the services/resources work in an integrated manner with students in recovery. Can use same categories as Recovery Resource Hub site, but as applied to departments and services on campus. Can utilize as a descriptive listing and/or place resources and services onto an interactive digital campus map.
2. General training for staff, students, and faculty	Many trainings available via HECAOD, WRA, and ARHE membership. E.g., Recovery coach training, Recovery peer listening or peer counseling, Peer support training, Recovery ally training, etc.
3. Specified professional training:	Medical clinic, pharmacy staff, behavioral health, and Counseling staff training for assessment, tx, and referral of substance use disorder, problematic substance use, and relapse prevention. Many trainings available via HECAOD, WRA, and ARHE membership resources/benefits. E.g., Training for SBIRT, medication-assisted tx, medication-assisted recovery, opioid overdose prevention, behavioral health and recovery, specified SUD assessment, etc. Training to obtain state and/or national certifications/CEUs in the area of substance use disorder tx, relapse tx, and assessment practices.
4. Web-based tools and technical support to assist with assessment, intervention, and referral	Many tools and resources available via HECAOD, WRA, and ARHE membership resources/benefits. E.g., HECAOD ScreenU® Package: Web-based tool—SBIRT (screening, brief intervention, referral to treatment) to an unlimited number of students for alcohol, prescription drugs and marijuana – for behavioral health clinic. E.g., HECAOD ScreenU Technical Assistance: Targeted online and telephone support that will help get ScreenU up and running.
5. Campus/community detox response policy and procedure	Develop and adopt a campus/community detox response for university students: Procedure, protocols, and formal agreements between university health services, detox service providers, police, student housing, etc. Include policy and procedure on follow up with students, who have accessed detox services.
6. Development & adoption of a “Good Samaritan” policy, protocols, and guidelines	Good Samaritan Guidelines ensure that students receive prompt and appropriate attention in the event of substance intoxication or overdose. Refer to the <a href="#">Washington State Good Samaritan laws</a> and guidelines. Include reference to multi-department collaboration and referral (E.g., Student health services, Dean’s office, Student conduct and campus behavioral code, Police, Residence services, Greek community, faculty and academic services, etc.)



7. WA Prescription Drug Monitoring Program (WA PDMP)	University clinic and pharmacy staff to work with the WA PDMP. Set up and evaluate clinic/pharmacy protocols to regularly update PDMP records and monitor for prescription drug misuse among the student population. Include implementing and evaluating means of individual education/counseling with students, who receive prescriptions, about misuse, risks and consequences of diversion, and proper disposal techniques.
8. Cessation patches (Vaping and smoking)	Student access to free cessation patches for nicotine/tobacco through pharmacy, clinical or psychological services. Seed grant funding to purchase and distribute patches. Can include education on or access to online cessation programs (State of Washington – 2morrow program) and/or behavior health and counseling services to aid in successful cessation.
9. Medication/drug disposal packets	Safe disposal: Student access to free or low-cost drug disposal packets for home use (E.g., Deterra). Can include education or marketing program on safe storage and disposal of prescription medications. SG funding to purchase packets.
10. Medication disposal unit	Installation of a permanent safe medication disposal unit on campus. Includes development and implementation of state/federal policies, protocols, and laws specific to the installation and use of a medication disposal unit. Can include education or marketing program on safe storage and disposal.
11. Drug take-back event or safe medication disposal programs	Development of semi-regular event/program. This program must be a collaborative, conducted in-line with state/federal guidelines, and can include student-based recovery groups, RSOs, peer support, peer health educators, Greek community, university staff, and police, etc. Can include education or marketing program on safe storage and disposal of prescription medications.
12. Student-based recovery support groups	Development of student-based recovery group and/or campus Registered Student Organization (RSO). E.g., Weekly/daily support meetings and sober social activities (in person/virtual). Includes peer support involvement and coordination of meeting space (in person/virtual) for community based mutual aid support groups. Student-coordinated sober social activities can be combined with the RSO activities/events.
13. Development of campus sober social events	Development of sober social events for “high risk times” (weekends, late night, mid-terms, finals, etc.) as well as daily/weekly sober social events and wellbeing practice (yoga, running group, breakfast club, movie night, etc.). Include involvement of peer supports and/or student-based recovery group in development and implementation of sober social events and wellbeing activities. Include other university departments and student groups (University recreation, student involvement/life, Greek community, residence life, etc.).
14. Development of a designated sober meeting place/space	Physical space for students in recovery/sober identified students for meetings, “hanging out”, and social events. E. g., A recovery café, a physical space for the recovery RSO, etc. Must include policy and protocols for harmful or high-risk situations such as the presence of intoxicated individual or the distribution of intoxicants in the designated sober place/space. Include recovery student and peer support in process.
15. Collegiate Recovery Housing	Residential program development with on-campus or off campus recovery housing (university affiliated, stand-alone housing with trained support staff, <u>not</u> just “sober” rooms on a residence hall floor). Include training for residential staff and development of specific policies and protocols (peer support, mental health supports, relapse prevention/intervention, etc.) needed in university affiliated housing. Include recovery students in process.
16. Campus and community marketing/communication	Can include: a. Development and implementation of marketing/communication plan for general recovery support services/resources, recovery support groups, and supportive spaces available on campus and in surrounding community.

	b. Development of a broader university marketing/communication plan for recruitment, inclusion, and support of recovery students into the student body and retention efforts.
17. Collegiate Recovery Community/Group website, social media, and related promotional materials	Design and administer a specific Collegiate Recovery Community or RSO Recovery group website, social media, and related promotional materials in conjunction with related departments, student recovery support group, and peer support. Can be part of broader campus and community marketing/communication plan.
18. Recovery ecosystem and inclusion: Development of recruitment & retention “pipeline”	Work with admissions, enrollment, and new student/transfer orientation programs to formally integrate and sustain the recruitment/retention of recovery students into future university recruitment & retention planning, visits, tours, and other community activities. Can include recovery high schools, in/outpatient groups, parole officers & previously incarcerated persons, service providers, etc. Include recovery student and peer support in process.
19. Recovery ecosystem and inclusion: Academic achievement and supports in enrollment and retention	Work and plan with academic departments, student advising, student life department, and senior leadership to develop and sustain programs and services that promote academic achievement and supports in enrollment and retention of students in recovery (examples: assignment to academic advisors trained in recovery support, faculty training, etc.). Include recovery student and peer support in process.
20. Sustainability & staff: Planning/development of permanent staff or GA positions	Planning for, development of, secure funding for permanent university staff or GA positions that will provide recovery support services on campus, with a post June 2021 placement. Seed grant funds cannot be used for RC member fee.
21. Sustainability & staff: State of Washington Recovery Corps member placement application	Application for Recovery Corps (RC) of Washington member placement in 2021 at the IHE seed grant campus as part of the CRS Action Plan process. Seed grant funds cannot be used for RC member fee.
22. Seed grant staff wages (Temporary position)	Temporary staff or student staff position to coordinate and implement seed grant CRS Action Plan.

## Appendix E

### Collegiate Recovery Virtual Learning Community (VLC)

The VLC Community was a six-part webinar series from December 2020 through April 2021, covering topics on how to construct a sustainable Collegiate Recovery Program/Community.

<b>VLC 1:</b> Introduction to Collegiate Recovery: History, Current Trends in Programming and Research, and WA’s Vision for Collegiate Recovery in the State Plenary, Dec. 3 <sup>rd</sup> . <b>SG 1:</b> Dec. 10 <sup>th</sup>
<b>VLC 2:</b> Collegiate Recovery Data Collection for beginners, Jan. 7 <sup>th</sup> . <b>SG 1:1</b> sessions
<b>VLC 3:</b> Asset Mapping, Feb. 18 <sup>th</sup> <b>SG 2 &amp; 3:</b> (2 hours) Feb. 11 <sup>th</sup>
<b>VLC 4:</b> Cultivating Campus & Community Partnerships for Recovery t Sustainability Planning, March 4th <b>SG 1:1</b> sessions
<b>VLC 5:</b> Multiple Pathways of Recovery and the Intersection of harm reduction, April 1 <sup>st</sup> <b>SG 6:</b> April 15 <sup>th</sup>
<b>VLC 6:</b> A Focus on Student Recruitment and Retention, April 29 <sup>th</sup> <b>SG 6:</b> May 6 <sup>th</sup>
<b>Virtual Conference/Summit:</b> Reshaping the Conversation: Integrating Recovery Supports May 20 <sup>th</sup> & 21 <sup>st</sup> , 8:30 PT – 12:30 PT

## **Acknowledgements**

Thanks to Rep. Lauren Davis (32nd District), Rep. Joe Schmick (9th District), Dr. Noel Vest, and colleagues for their work on House Bill 1528: *Concerning Recovery Support Services*, which set policy and provided funding for the State of Washington Collegiate Recovery Support Initiative.

This work was supported by the State of Washington Health Care Authority (HCA) (Contract number 1365-70126). We appreciate the support and resources of the State of Washington HCA provided to the WSU Collegiate Recovery Support Initiative team. Special thanks to these HCA staff for their assistance:

Amy Dura, MA: Adolescent Substance Use Disorder, Co-occurring Program Manager,  
Department of Behavioral Health and Rehabilitation (DBHR)

Liz Venuto, MSW: Supervisor of School Age Youth Integrated Services

Martha Aby, PhD: Healthy Transitions Grant Project Director, Department of Behavioral Health  
and Rehabilitation (DBHR)

**2020—2021  
Annual Report**

**State of Washington  
Collegiate Recovery  
Support Initiative**



**Patricia Maarhuis, PhD, Co-PI  
Paula M. Adams, MA, Co-PI  
Jon Wallis, MA, Coordinator**

**July 2021**

**Contract Number: 1365-70126  
Washington State University, Pullman**