

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

Evaluation Report of the 2025-2026 State of Washington Collegiate Recovery Support Initiative

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Executive Summary

The State of Washington Collegiate Recovery Support Initiative (SWCRSI), launched in 2020, has been seeding the development of self-sustaining collegiate recovery supports and services (CRS/Ss) in Institutes of Higher Education (IHEs) throughout the State of Washington. Funded through a grant provided by Washington State’s Health Care Authority (WSU-HCA), the WSU-HCA Initiative advances collegiate recovery support services using an approach that combines:

- Grant funding to IHEs to establish and create sustainable CRS/S
- Grantee education and skill development of best practices in harm reduction and recovery support,
- Technical and program development assistance for grantees,
- Facilitated campus network development to advance skills, share resources, and build sustainable connections within a recovery ecosystem, and
- Evaluation of individual- and organizational-level outcomes important to collegiate recovery support program impact and sustainability.

This evaluation report focuses on the progress of each of the grantees funded in the sixth year of the HCA grant in their collegiate recovery support and services programs, and highlights efforts made related to implementation and sustainability.

Findings and recommendations in this report build on prior reports and continue to highlight the need for and importance of coordinated and responsive collegiate recovery supports and services across Washington State. A combination of factors influences the development and outcomes of the sites while receiving a SWCRSI grant. These factors include the campus setting and culture, maturity of the site (i.e., how many years it has received funding), staffing capacity and allotted time, and presence of complementary and sustainable funding.

Findings from this evaluation identified aspects that drive successful implementation and opportunities for SWCRSI sites to continue to grow, as described briefly below.

SWCRSI sites must have a dedicated leader with sufficient time to lead implementation of all core model elements. Consistent and committed leadership is essential to building and managing CRS/S, as strong leadership can work on the building blocks of to establish sustainable campus recovery services. Evidence from prior evaluations as well as this year’s evaluation suggests that, when there is an absence of upper administrative leadership, the program development stalls and there is strong potential for loss of any earlier gains made while leadership was in place. In addition, inadequate designation of the amount of time required to lead and manage CRS/S can negatively impact implementation and the potential for sustainability. SWCRSI site leadership must advocate for CRS/S on campus and in the community, oversee staff, manage the budget, and develop programs with students.

Campus partnerships are key to creating value for CRS/S and ensuring student access to CRS/S. CRS/S are designed to both support students in recovery but also to support overdose prevention, educate the campus community about recovery to de-stigmatize and normalize recovery, and improve educational services to all students. The CRS/S can offer many benefits to the campus while providing benefit to students in recovery through campus partnerships. For example, CRS/S staff can help students, referred by student conduct offices, who have conduct violations related to substance use.

HB 2112 can create a mandate for IHEs that can be leveraged to support implementation of comprehensive CRS/S that goes beyond harm reduction, though there is evidence that it has not.

Some sites have braided funding to support staff wages with HB 2112 funds to ensure that campuses are in compliance with state requirements while also providing comprehensive CRS/S. The legislation and compliance mandate gives credibility to the knowledge and capacities of CRS/S staff, which may result in matched funding from the IHE to CRS/S after campus administration can observe the value and benefit of CRS/S that include reduction. However, at the end of the evaluation year, there is now evidence of IHE administrators are using HB 2112 funds for their core funding at two prior sites, resulting in the loss of CRS/S staff and related responsibilities (e.g., follow-up with students who have a conduct violation related to substance use at one prior grantee site).

Student recovery staff are vital to development and maintenance of CRS/S. Sites with student staff are more likely to have an active group of students in recovery participating in CRS/S. Student staff bring knowledge about how to best attract and connect with students in need of recovery supports. Peer support is an evidence-based practice where individuals with lived experience provide support for others in recovery. Student staff who receive consistent and standardized training in peer coaching will help to ensure CRS/S are beneficial and of value to students and the campus community.

Technical assistance is a valued aspect of the SWCRSI model and post-grant participation in a statewide VLC can help to maintain strong CRS/S and provide a mechanism for campus collaborations.

Past SWCRSI sites continue to join VLCs as they find the information presented and collaboration with other sites beneficial. Collaborations among campuses with CRS/S have the potential to create a smoother transition for students in recovery were they to move from one IHE to another. Continued participation in SWCRSI VLCs can help to facilitate these types of connections among sites as well as advance their knowledge.

There is a growing ecosystem of collegiate recovery services and supports, seeded by SWCRSI, that has the potential to be a bridge for high school students in recovery who are seeking higher education in Washington state.

SWCRSI sites held a college fair for a recovery high school in Seattle to begin connecting to students in recovery who are seeking higher education in Washington state. This fair was the first of its kind and is a marker of a community of schools who are building a culture of acceptance and support for students in recovery. SWCRSI sites will need to work towards sustainable supports and services to continue to be a destination for persons in recovery.

Braiding funds can create sustainability for CRS/S and reinforce the benefit of them for the entire campus (Vest et al., 2025). CRS/S with multiple funding sources will be able to build the capacity to serve more students and sustain services in times of financial instability. Research in mental health services has demonstrated that short-term, restricted, and inconsistent funding can interrupt the delivering evidence-based interventions (Beidas et al., 2016). In this and prior SWCRSI evaluations, sites where funding was limited negatively impacted implementation, while sites with braided funding tended to have more comprehensive supports and services along with better relationships with campus

and community partners.

SWCRSI is seeding CRS/S across the state in two- and four-year IHEs to benefit students in recovery, their campus community and the immediate surrounding region. Findings suggest that sites are effectively implementing the model and demonstrating characteristics that signal sustainability.



Introduction and Background

In 2020, the Washington State Health Care Authority (HCA) awarded Cougar Health Services at Washington State University (WSU) to implement the State of Washington Collegiate Recovery Support Initiative (SWCRSI). State policy and legislation as well as the HCA funding provided the impetus for a much-needed expansion of collegiate recovery supports at institutions of higher education (IHEs) across the State of Washington. The funding was intended to seed collegiate recovery supports and services (CRS/S) at two- and four-year colleges across the state. SWCRSI defines collegiate recovery services and supports (CRS/Ss) as: Services and/or programs that provide support to students in higher education who are in or seeking recovery from substance use disorders and/or co-occurring disorders.

SWCRSI has supported the development of 10 CRS/S sites thus far. From the beginning, SWCRSI has been engaged in an evaluation of the implementation of the SWCRSI, specifically assessing the development and progress of establishing CRS/S programs in Institutions of Higher Education (IHEs). Evaluation findings are shared publicly without cost to contribute to a growing body of literature about collegiate recovery programs. Prior evaluation reports can be found at WSU's SWCRSI website (<https://studentcare.wsu.edu/chs/medical-services/harm-reduction-and-recovery-services/wa-state-collegiate-recovery-support-initiative/>).

The purpose of CRS/S is to provide support services to students in recovery, to prevent a return to substance use and promote successful academic performance. Additionally, the SWCRSI model includes a commitment to harm reduction, that is, to provide supports to prevent overdose for all students within the IHE. This particular design element may differentiate the SWCRSI model from other Collegiate Recovery Programs (CRPs) that are abstinence-based and/or from CRPs located in states that do not include harm reduction strategies in health policy and regulation (e.g., [statewide standing order to dispense naloxone](#), [distribution of fentanyl and other drug test strips](#), [mandated opioid and fentanyl prevention education and awareness at all state IHEs](#)).

Collegiate Recovery Programs

A Collegiate Recovery Program (CRP) is a college or university-provided program that includes a supportive environment within the campus culture. CRPs reinforce the decision to engage in a lifestyle of recovery from addiction/substance use disorder. It is designed to provide an educational opportunity alongside recovery supports to ensure that students do not have to sacrifice one for the other. CRPs have been in existence for over 40 years. The U.S. collegiate recovery field has experienced marked growth since 2010 and gained national recognition when the Office on National Drug Control Policy released a call to-action statement in 2018 for all Institutions of Higher Learning (IHEs) to disseminate recovery support and resources to their students (ARHE, n.d.; TWHA, 2018). IHEs have an opportunity for student retention as well as a responsibility to support students in recovery, so they can continue to

develop and fulfill their academic and personal potential. (Hennessy et al., 2021). The Association of Recovery in Higher Education (ARHE) supports CRPs, providing education, resources and a network of programs. It is an organization that specializes in supporting implementation and maintenance of CRPs and has developed an accreditation process to promote high quality collegiate recovery programs nationwide (<https://collegiaterecovery.org/srcra/>). Historically, CRPs did not include harm reduction supports and services. However, in 2023 the AHRE began to include harm reduction as an element of CRPs. To maintain consistency with language used in prior evaluations, CRS/S will be used to reference SWCRSI's sites.

State of Washington Collegiate Recovery Supports Initiative (SWCRSI)

WSU provides SWCRSI grants and oversight of each grant application, distribution, compliance, and evaluation processes. Grants are formally distributed at the start of the academic year. SWCRSI provides funding in the form of “seed” grants to develop CRS/Ss in colleges and universities that express interest, demonstrate readiness, and administrative commitment to the creation of a welcoming campus culture and sustainable support services that are inclusive of students in recovery.

From 2020 to 2023, seed grants were awarded annually, up to three years, based on a site's progress. In the fall of 2023, the grant opportunity expanded to a 4-year process, where campuses are initially recruited into the project with readiness funding (\$5 to \$20K, depending on annual funding availability) to prepare sites to formally apply for a seed grant funding the following year. This shift was the result of lessons learned in the SWCRSI evaluation and from seed grantee feedback. Grantees noted that certain components needed to be set in place prior to service delivery and that these components take time to build, such as administrative support, healthy and collaborative relationships with other student support services, and building processes that are fundamental to the model (e.g., student scholarships and inclusion of student staff). The funding approach shifted and allowed for a smaller grant (readiness funds) to help the IHE prepare for implementation, and then if sufficient progress was made, provide a seed grant to implement the key features of CRS/S.

Evolution of the Initiative

Since its launch in 2020, the SWCRSI Initiative has evolved in response to external factors that influenced how sites implemented CRS/S and how the sites were supported. For instance, the campus shut-downs due to the COVID epidemic began as SWCRSI's first cohort was preparing to launch in-person CRS/S, which significantly and negatively impacted the growth of sites that could not engage campus departments or students effectively during that time. Once campuses re-opened, the SWCRSI sites continued to provide some online services and supports, an approach that was not in the original design of the model. Technical Assistance (TA) also shifted as the provider learned more effective ways to support implementation. During the first year, the TA included monthly presentations by experts in the field. Though these didactic sessions were informative, they did not help sites manage their experience implementing the model on their campus. From the second year on, the TA provider (i.e., the SWCRSI PI) shifted group learning from more didactic TA to facilitated discussion among sites to learn from one another coupled with presenters that share tools and resources to improve site implementation of CRS/S via online conference calls (i.e., Virtual Learning Community, or VLC). Past and current grantees share their experiences and are facilitated to problem-solve unique and shared challenges together. The TA provider also leverages evaluation findings and their implications to help sites implement more effectively by sharing them in group meetings and incorporating the recommendations into site design

and TA provision. To further support implementation, the TA provider also sends ad hoc resource emails at least monthly and maintains an online resource hub of materials to aid implementers.

Washington State's adoption of House Bill 2112 in 2024 (see page 11 for more details) mandates Institutions of Higher Education (IHEs) to provide opioid and fentanyl prevention education and awareness. HB 2112, along with associated funding for implementation, added credibility to collegiate recovery services and supports with IHE administrations, which has allowed for an expansion of staff positions and services on campus to include CRS/S and harm reduction measures. However, HB 2112 does not have any accountability structures in place, allowing institutions to potentially use funds for other purposes. At the end of this evaluation year, the SWCRSI PI received communication from one prior grantee site that they lost their CRS/S staff because the IHE reallocated HB 2112 funds to the core budget, thus eliminating this staff position without consultation. A second seed grantee site reported that, although the staff have repeatedly requested access to the HB 2112 funds for overdose prevention efforts on campus, the upper IHE upper administration refused to designate any of the funds toward these requests and has not disclosed how the HB 2112 funds currently are being used on that campus. A third seed grantee site has received a portion of the HB 2112 funds for basic overdose prevention supply distribution with training and the IHE upper administration also has refused to disclose how the rest of the funds are being used on campus. A fourth past seed grantee site had 100% of their designated budget line for recovery services and staff wages shifted from an internal budget allocation to the less stable HB 2112 funding, resulting in a shift in the permanent recovery services focused staff position designation over to an annual non-permanent grant funded position. Though the SWCRSI has worked for years with seed grantee sites to grow braided and sustainable funding for campus positions and services, these four reported examples about changes in how HB 2112 funds are utilized by IHEs demonstrate a threat to the sustainability of collegiate recovery supports in Washington. Additionally, these four reported examples point to the potential of IHEs not fulfilling the overdose prevention and training mandate outlined in HB 2112 legislation unless accountability structures are in place.

In 2023, WSU and the HCA began to focus on creating collegiate recovery ecosystems, geographic places where nearby collegiate recovery programs could work together, to support each other's CRS/S and students, provide seamless supports for students moving among IHEs in the same region, and to more effectively engage with the surrounding geographic community shared by the colleges. Also, WSU and HCA assert that a mix of IHE campus types (two-year, four-year and private) is required to develop a collegiate recovery ecosystem within a geographic location. As a result, campuses are researched, selected and invited to apply to ensure greater diversity among funded IHEs rather than holding an open call for requests for proposals. In the summer of 2024, Spokane Falls Community College located in the Spokane area was targeted for readiness funds to increase overall access to recovery supports at two- and four-year IHEs and for students transferring between regional campuses. (i.e., sites that received past or current SWCRSI funds: Spokane Falls Community College, Eastern Washington University, and Gonzaga University). In the fall of 2025, Spokane Falls chose to decline a SWCRSI seed grant due to administrative priorities that did not allow for them to further develop CRS/S. Spokane Community College, a part of the Spokane Colleges, was invited to apply for a readiness grant due to its geography and prior knowledge of the accomplishments of Spokane Falls under its readiness grant. Spokane Community College applied and was awarded a readiness grant. Outcomes of work toward a recovery ecosystem is discussed in Findings.

For the last three years, the evaluation has shifted to a more developmental evaluation methodology where data are examined more frequently throughout the year to inform actions to potentially improve implementation, rather than a more traditional program evaluation where findings are shared at certain

points in time (e.g., annually). Additionally, there was an increased emphasis on collecting quantitative data to better capture SWCRSI site's reach on campus and in the community. The nature of recommendations from the evaluation have changed over time as well, with fewer and more targeted suggestions about aspects of implementation that have demonstrated to be more critical to success and sustainability, reflecting the maturity of the initiative, sites and changes in the funding landscape (e.g., HB 2112).

SWCRSI Model

The SWCRSI Model includes key program components that when implemented can help students to build and sustain recovery capital (Hennessy, 2017; Hennessy et al., 2019; Laudet and White, 2010). Recovery capital refers to capacities and resources that help individuals stay in recovery. They include human, social, cultural, financial, and community capital (Pars et al, 2023).

The SWCRSI model includes components that reinforce each other to aid colleges to effectively implement CRS/S:

- 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 provided by WSU
- asset mapping and support in developing campus/community recovery capital networks
- resource sharing with other SWCRSI past and current grantees to promote learning and practice
- participation in open state-wide education and training opportunities

There are two types of funding provided by SWCRSI – readiness funds and seed funds. Readiness funds is a small amount to support IHEs to get ready for the larger seed grant. This approach was developed as the result of input from sites that noted a large grant in the first year was difficult to spend, as IHE buy-in and development of campus relationships to carry out the SWCRSI model were priorities before funds could be spent on delivering CRS/S.

To support the Initiative, the SWCRSI PI provides technical assistance, manages a virtual learning community (VLC) of current and past grantees, actively engages with recovery-aligned organizations statewide to create an ecosystem of organizations that can support college students in recovery and existing CRS/S. This year, the PI had at least 324 contacts with current and prior seed grantees that include scheduled meetings, ad hoc calls and emails.

Technical Assistance

Technical assistance is a critical piece of the SWCRSI, as it provides education, guidance and support for current grantees. The Virtual Learning Community (VLC) complements technical assistance and encourages the development of an ecosystem of collegiate recovery services by including prior SWCRSI sites in addition to other organizations that can support students in recovery. This year, the SWCRSI PI connected with a recovery high school in Seattle, Interagency Recovery High School, and invited their administrative staff to attend a VLC. Through that engagement, SWCRSI sites agreed to support Interagency's first onsite college fair, with prior and current grantees tabling information about their college and services and that would be available.

Virtual Learning Community (VLC)

A total of 110 participants (staff, faculty, and student-staff Recovery Coaches, presenters) attended the 7 Virtual Learning Community (VLC) one-hour sessions during the 2025-2026 grant year. Highlights of VLC presentations this year include:

- A presentation on process addictions and problem gambling by the Health Care Authority, which resulted in inclusion of a standardized battery for problem gambling in WSU Counseling and Psychological Services (CaPS) as well as attendance by staff and students from EWU and CWU at the annual problem gambling conference in Vancouver, WA.
- Discussion between the Interagency Recovery High School staff, faculty and students with SWCRSI grantees that resulted in the development of the first recovery-focused college fair at the school.
- A train-the-trainer presentation on the use of fentanyl test strips

Additionally, VLCs provide a way for sites to exchange information and resources as well as get support from their peers. Meetings are held online and materials and recordings are available on a shared drive for SWCRSI sites.

Ecosystem Development

The PI develops and maintains relationships with organizations and individuals who are natural allies of collegiate recovery to connect such organizations to build an ecosystem of organizations that can coordinate, collaborate and work to support persons in recovery. Ecosystem actors include health care organizations and advocates, recovery advocates, recovery housing leaders, and education organizations (schools and advocates). As a result, SWCRSI past and current grantees participated in nine events that integrated the efforts of multiple types of campus and community recovery services to assist adolescents, young adults, and adults in recovery. Examples of events include the Eastern Washinton Behavioral Health Listening Session and the opening of the North Kitsap Recovery Resource Center and Café.

SWCRSI GRANTS 2025-2026

During the 2025-26 academic year, SWCRSI funded one readiness grantee and two seed grantees, each at different stages of their funding cycle. See Appendix A for a full summary of cohorts and status.

Table 1. SWCRSI Evaluation 2025-26 Grantees

Institution of Higher Education	Cohort	Year of SWCRSI Funding
Central Washington University	4	Third and final year
Olympic College	5	Second year
Spokane Community College	7	Readiness year

Central Washington University (CWU) was in its third and final year as a seed grantee, while Olympic College (OC) was in its second seed grant year. Both received readiness funds in the past. Lastly, Spokane Community College (SCC) received a readiness grant and is the second readiness grantee included in SWCRSI's annual evaluation (Table 1).

The SWCRSI CRS/S model includes key elements that provide 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). Given this, specific implementation and administrative practices and supports services were selected for the seed grant project based on a literature review of efficacious collegiate recovery practices, consultation with experts, and interviews with leadership in collegiate recovery programs nationally. These specifications or contract deliverables are referred to as “Required Items” for seed grantees, and they must implement these over the course of their grant. A recent qualitative study (2025) of 92 students from one college with CRS/S (Nichols et al., 2025) explored the needs and challenges experienced by students in recovery. Students reports both interpersonal and intrapersonal factors that challenge their ability to balance academic, vocational and recovery priorities while at college. The authors conclude that CRS/S may need to include academic and vocational supports, resources for mental and behavioral health, recovery-oriented spaces to socialize and promote a sense of belonging, ensure that students are connected to behavioral health services on campus or in the community, and engage in outreach and prevention to reduce return to use and stigma.

Flexibility was built into the seed grant implementation requirements, budget management, and compliance measures to address different campus cultures, services and administrative structures. Also, consistent technical assistance and ongoing education opportunities for seed grantee staff were included to promote effective implementation of CRS/S and encourage sites to build plans to sustain their CRS/S after the seed grants end. 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 B and C) 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 after discussions with the SWCRSI Principal Investigator at WSU.

HB 2112

In 2024, Washington state passed a bill, HB 2112, that mandates public and private institutions of higher education to

- Provide opioid and fentanyl prevention education and awareness information to all students,
- Make naloxone and fentanyl strips available to students on campus in accessible locations,
- Provide education and training on administering naloxone to staff in residence halls, and
- Allows for IHEs to obtain and maintain naloxone and fentanyl strips through a standing order.

Public IHEs can apply for free naloxone and fentanyl test strips from the state Department of Health or their local health department, even if the IHE has received funding from other sources for overdose prevention and supplies (e.g., HB 2112 funding).

SWCRSI provides technical assistance (TA) to its readiness and seed grantees to support implementation of campus overdose prevention efforts and HB 2112 compliance. Though this policy was not in place when SWCRSI was launched, it aligns closely with the commitment to harm reduction embedded in its model. SWCRSI sites can ensure HB 2112 compliance with partnership from campus administrators if implemented effectively.

Some sites have braided funding for staff with HB 2112 funds to increase overall sustainability as well as to ensure that campuses are in compliance with state requirements while also providing comprehensive CRS/S. The legislation and compliance mandate gives credibility to the knowledge and capacities of CRS/S staff, which may result in matched funding and/or long term retention of recovery supports from the IHE to CRS/S after campus administration can observe the value and benefit of CRS/S that include reduction. However, in the 2025-26 academic year, it was noted that the HB 2112 funds had been redesignated as “core funds.” This redesignation means that the definition of what the HB 2112 funds can be used for by IHEs has been significantly broadened to include general expenses that are not related to overdose prevention. Additionally, while the HB 2112 legislation identifies specific compliance measures for overdose prevention, are no designated penalties for IHEs for non-compliance with HB 2112.

At the end of this 2025-26 evaluation year, there is now evidence of IHE administrators are using HB 2112 funds for general core expenses that are not overdose or recovery related at three prior or current sites. This shift has decreased sustainability for collegiate recovery efforts state-wide as well as directly resulted in the loss of CRS/S staff positions, the loss of access to previously available funds for overdose & recovery support, and the loss of efficacious harm reduction services (e. g., follow-up with students who have a conduct violation related to substance use).

Of note, several IHEs in Washington are experiencing a significant decline in enrollment. This loss of revenue is negatively impacting institutional operating budgets, and administrators are seeking all available resources to maintain their core educational mandates. It remains unclear how these institutions will continue to meet HB 2112 requirements, particularly given that HB 2112 currently has no accountability structure in place to require compliance.



2025-2026 Grantees

Description of Seed Grantees: Cohort 4

Central Washington University

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

CWU's Collegiate Recovery Community ([https://www.cwu.edu/student-life/health-wellness-services/wellness/CWU Collegiate Recovery Community.php](https://www.cwu.edu/student-life/health-wellness-services/wellness/CWU_Collegiate_Recovery_Community.php)) is located in and operated by the Office of Health Promotion. It is designed as a place for students to gather and feel supported. Anyone impacted by substance misuse or addiction is encouraged to visit the center where CRS/S staff hold events and support groups and individual recovery coaching. Two staff, the Director of Health Promotion and Associate Director of Substance Misuse Prevention & Recovery Support lead the program with student staff recovery coach positions available, providing recovery coaching and recovery meetings as well as outreach and prevention. The Collegiate Recovery Community offers sober social events on campus, ally training with students and faculty, and share recovery education and information about alcohol and substance use via social media.

Description of Seed Grantees: Cohort 5

Olympic College

During the 2023-2024 cycle, readiness funds were provided to one campus, OC. OC is a 2-year college that was honored by the Aspen Institute as one of the Top 10 Community Colleges in the nation in 2015. OC has three campuses, locations include Bremerton, Poulsbo and Shelton. The three campuses span two counties (Kitsap and Mason). Bremerton is the most populous (43,505 per 2020 US Census) followed by Poulsbo (11,970) and Shelton (10,371). In the 2023-2024 academic year, 8,960 students were enrolled, 56% are full time students. Four out of 10 are students of color. The school is home to one of the largest military-connected student bodies in the state. One of its fastest growing populations at the

college is Running Start, with more than 1,000 high school juniors and seniors taking classes. Nearly 40% are first generation college students and 30% of students are economically disadvantaged. OC also has a Reentry Navigator available to support formerly incarcerated students in reaching their educational goals.

OC's CRS/S is located within the Well-being and Health Promotion office and referred to as Olympic College Recovery Rangers. There is a strong connection between the Recovery Rangers service and the OC behavioral health and substance use disorder professional academic programs and faculty, which enhances recovery coach recruitment and student staff professional development. Services are described as "Coaching, Connection and Celebration." During its readiness fund year (2023-2024), OC created processes and document to provide scholarships for students in recovery, created a job description to establish student recovery coaches, and built relationships with leaders on- and off-campus. The Director of Wellbeing and Health Promotion leads the Recovery Rangers, a position funded by student fees. They established a Recovery Ranger office that is staffed by student employees who offer weekly wellness groups. Student staff also provides one-on-one recovery coaching and participates in on-campus events such as Naloxone Overdose Prevention Training and other health-related workshops. The team also distributes harm reduction materials (e.g., naloxone and fentanyl test strips).

Description of Readiness Grantees: Cohort 7

Spokane Community College

During the 2025-2026 cycle, readiness funds were provided to Spokane Community College (SCC). SCC is one of two accredited institutions of Community Colleges of Spokane, the other campus being Spokane Falls Community College – a former readiness grantee from 2024-2025. The main campus is located in east Spokane with locations in Pullman and online. Spokane has many substance abuse and recovery services available in the community. For academic year 2024-2025, SCC served 9,587 students with 57% enrolled full-time. Nearly 36% are students of color.

SCC was recruited after SFCC declined a seed grant for 2025-2026. Similar to SFCC, SCC was chosen to further develop a collegiate recovery ecosystem in the Spokane region, due to its proximity to two former SWCRSI CRS/S sites – Gonzaga University and Eastern Washington University. SCC also had a re-entry navigator and workforce leader who were interested in establishing CRS/S after hearing about the student support for SFCC's build of the CRS/S during its readiness grant. Historically, both re-entry navigators and workforce leaders have been integral in building support and designing CRS/Ss during implementation (e.g., Renton Technical College and Skagit Valley College seed grantees). These staff often have many relationships across campus to draw on when created CRS/S.



Evaluation

This evaluation includes grantees that represent public, two- and four-year institutions. The evaluation focuses on the progress of each site's implementation. In past evaluations, findings were organized by two primary frameworks that help to assess and promote the adoption and sustainability of evidence-based interventions. These frameworks, the RE-AIM Planning and Evaluation Framework (Glasgow et al., 1999; Glasgow et al., 2003; Glasgow et al., 2004; Glasgow et al., 2019; Gaglio et al., 2013) and PRISM (Practical Robust Implementation and Sustainability Model) (Glasgow et al., 2019; McCreight et al., 2019) were used to report implementation outcomes in prior evaluations. Evaluation questions were also mapped to the dimensions of both frameworks. Similar to last year, evaluation findings are organized by areas that reflect how sites are implementing CRS/S. These areas include Operations, Programming, Harm Reduction, Collaborations, Recovery Ecosystems, Technical Assistance, IHE Impacts, Student Impacts, and Sustainability. The RE-AIM and PRISM Frameworks, and evaluation questions can be found in Appendix C.

Methodology

The following section describes the data collection and tools used to gather data for this evaluation. Most data were qualitative in nature. Both qualitative and quantitative data were gathered. No statistical analyses were conducted on quantitative data due to the limited number of sites (3) resulting in a lack of statistical power.

Data Sources

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

Sustainability Assessment

The sustainability assessment tool has been helpful in identifying opportunities for sites to further their implementation plans to better prepare for the end of their grant with plans to sustain campus recovery support services. Similar to last year, the evaluation team created ratings for each site during the site visit and then met with the site staff to discuss the ratings as way to share evaluative data directly. This approach resulted in technical assistance for those sites that were experiencing challenges in specifically identified domain areas. This approach allowed for both an objective assessment of a site's sustainability by the evaluator and promoted greater transparency of the evaluation process with sites. Below are brief descriptions of each domain of sustainability (Table 2). Each domain is made up of items that are rated on a 7-point scale from Not at all true (1) to Very true (7). A domain score was calculated by taking the average of ratings in that domain.

Table 2. Domains of Sustainability

<i>Domain</i>	<i>Description</i>
1. Environmental Support	Has a supportive internal and external climate for the program.
2. Funding Stability	Establishing a consistent financial base for your program.
3. Partnerships	Cultivating connections between the program and its stakeholders.
4. Organizational Capacity	Has the internal support and resources needed to effectively manage the program and its activities.
5. Program Evaluation	Assesses the program to inform planning and document results.
6. Program Adaptation and Improvements	Has continuous quality improvement processes; takes actions that adapt the program to ensure its ongoing effectiveness.
7. Communications	Has strategic communication with stakeholders and the public about the program.
8. Strategic Planning	Uses processes that guide the program's direction, goals, and strategies.
9. Equity and Student Engagement	Ensures the program has the capacity to serve students with different needs

Site Visits

WSU conducted site visits at each campus to document how their physical space was being leveraged to provide services and supports, gather input from campus and community partners about the impacts of the CRS/S and explore what more could be done to further the site's impact on students and the campus community, and discuss sustainability plans. The evaluation team participated in site visits and engaged with campus administrators and leaders, CRS/S center staff and students who participate in the provision of recovery support services. Prism worked in partnership with WSU and the CRS/Ss to plan an agenda for each site visit (Appendix D for site visit planning materials). In the late winter and early spring 2025, Prism and WSU met with each site for a full day of observations and interviews that included campus tours and meeting with CRS/Ss staff, student-staff, established and potential community partners, as well as campus partners. Conversations and observations at the site visit were used to complete the sustainability assessment and gather updated information from sites about their progress, achievements and challenges. Also, this year, SWCRSI sites participated in a college fair at a Seattle-based recovery high school. The evaluation team attended to observe the event and capture any relevant data to the evaluation.

Grantee Documents

Seed grantees were required to submit three reports (i.e., quarterly reports) throughout the academic year, sharing their progress on the thirteen mandated activities required as part of their funding agreements and any additional items that they selected from list of twenty-one optional items. The readiness grantee was not required to report on mandated activities as readiness funds are designed for planning and preparation to deliver mandated activities under a seed grant. Reporting was modified, allowing grantees to add updates to the prior quarterly report rather than to summarize all progress to date each quarter, often replicating information shared in the prior quarter. Evaluation staff reviewed quarterly and final reports to capture the extent to which grantees were implementing the required and optional activities. The report modification allowed for developments to be easily tracked from one quarter to the next, and while also reducing the burden of reporting for grantees.

Additionally, sites were required to report more standardized, quantitative data, including number of students reached and number of students participating in CRS/S activities. The evaluation team built an

Excel document to track participating in events without capturing student names or other identifying information.

WSU's technical assistance records were also reviewed to understand the nature of supports provided to SWCRSI sites. These included records related to Virtual Learning Community (VLC) monthly meetings and correspondence between the PI and grantees.

Observation in Technical Assistance Provision

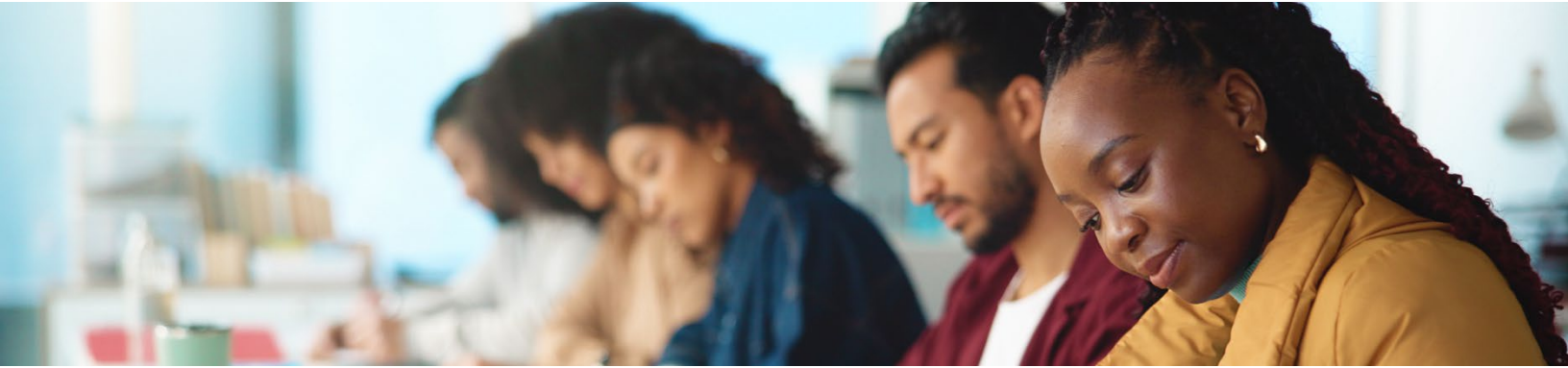
To more closely capture challenges experienced by CRS/S sites and technical assistance provision, the evaluator attended technical assistance sessions between WSU and grantees. These observations were helpful in documenting the development of support services at sites between quarterly reporting.

Quantitative Program Data

Technical assistance and documentation were provided to sites during TA sessions to support quantitative data collection and reporting. The quantity and quality of data in report submissions varied, with more robust data provided by the last quarter. Sites shared that they experience challenges collecting and reporting quantitative data due to lack of staff or limited staff time to build and use tracking systems.

Analysis

The evaluation team used MAXQDA 24 (VERBI GmbH, 2023) to code and analyze observations and grantees' quarterly and final reports. The team developed codes based on the RE-AIM framework and evaluation and qualitative protocol questions, identifying and defining codes a priori but also allowing for open coding as deemed appropriate. The team identified emerging themes and worked iteratively, reviewing evaluation questions, and examining the data as they relate to existing policies and practices by CRS/S sites.



Findings

CRP Operations

Across sites, the variables of sufficient staffing, leadership and funding were important elements of successful implementation of the SWCRSI model. When one or more of these variables was insufficient, support service implementation was impacted significantly. This has been observed over the course of the SWCRSI evaluation and data from this year's evaluation is consistent with previous findings.

Staffing

Staffing was mostly stable this year for both CWU and OC. For both sites, consistent staffing at the leadership level resulted in stable CRS/S throughout the school year. At CWU, the Assistant Director of the Office of Health Promotion lead the implementation of their Collegiate Recovery Community. The staff was hired in the middle of the 2024-2025 grant period and had participated in the first two years of the program's development leading media and communications and helping to manage prevention and recovery related activities. This provided stability in leadership and management of activities and the establishment of student staff positions. CWU lost their student staff recovery coach after the fall quarter and were unable to maintain student staff in spring quarter, which impacted the overall development of peer support services and broader recovery community development. At OC, the Director of the Office of Well-Being remained the leader of CRS/S, supported by a support staff and five Recovery Coaches that delivered supports and services. A faculty member provided supervision for the Recovery Coaches and their time was funded through the grant.

Governance

SWCRSI sites must establish a broad interdepartmental workgroup or a smaller stakeholder group that serves to connect CRS/S to other existing services on campus and/or in the community, to support implementation through increasing awareness of CRS/S within their own departments, and to serve as consultants as seed grantee sites develop programs that are specifically tailored to the student needs and campus culture. Often, there are natural connections between workgroup participants and the CRS/S site. Sites usually include representatives from: Dean of Students, Student Rights and Responsibilities (Conduct Office), Counseling/Wellness, Student Accommodations and Supports, Basic Food Employment and Training (BFET), WorkFirst, Re-entry Programs, Student Health, Housing and Residence Life, Campus Police, Faculty from a human services-related department. Evaluators have observed over time that academic faculty from Human Services Departments are frequently involved and prioritize connecting students to CRS/S as many students in the Substance Use Professional track are in recovery. Also, Student Rights and Responsibilities (Conduct) are a natural ally, as when students have code of conduct violations related to substance use, they can be referred to CRS/S for support services from recovery staff or peer recovery coaches. OC's Recovery Rangers includes a faculty member from the college's Social Sciences and Humanities Division whose focus is Behavioral Healthcare and

Substance Use Disorder. Both CWU and OC had established a workgroup or stakeholder group, though rather than meeting as a group, CRS/S leaders interacted with workgroup members individually and as needed rather than on a regular basis at a meeting.

Funding

Seed grants continued to use braided funding, that is, they are using complementary funding sources to support staff wages, operations and supplies. For instance, using HB 2112 funds to purchase harm reduction supplies and support staff salaries for CRS/S. Some are also using funds for their student health staff to administer trainings. At CWU, they partner with their foundation to fundraise and support CRS/S. As sites plan for sustainability, seeking funds to underwrite CRS/S staff and operations is a key feature of ensuring students have access to recovery supports in the long-term. A common approach among SWCRSI sites is to access on-campus work study and worker retraining funding to pay for student staff, training and internships, or other similar programs (e.g., Graduate Student Assistants, Substance Use Disorder Professional, Peer Support Specialists). Alternatively, CRS/S programs can provide opportunities for students to learn and provide services in exchange for class credit (such as practicum). OC is using this model as they move into their third year (see Staffing section).

Collegiate Recovery Services and Supports

Sites are reaching students, faculty, campus partners and the surrounding community with a variety of collegiate recovery services and supports. Services and supports include individual and group activities. All seed grantee sites are serving students regularly and developing a student recovery community on campus. Both CWU and OC established regular recovery meetings in-person and online.

3,876
college students
received some
form of support
service or outreach
at a SWCRSI
campus this year.

Recovery meetings and coaching

A key feature of CRS/S is having group and individual sessions, activities, and events available for students in recovery to develop recovery capital, recovery identity, and a recovery community. Access to a social network provide a means for “socially mediated transitions” (Bathish et al., 2017, p. 44) within the process of recovery and a safe space for students in recovery to get direct support from recovery coaches and their peers. Groups provide a private community, a safe place, for of students in recovery to get support from recovery coaches and their peers. Groups provide a private community, a safe place, for of students in recovery to get support from recovery coaches and their peers. Recovery coaching is a one-to-one, private interaction where a trained recovery coach can support students in their recovery. All seed grantee sites have trained recovery coaches. They access training from CCAR, an online resource offering recovery training and supports (<https://ccar.us>). Sites reported that the training was very helpful.

SWCRSI Recovery Meetings and Coaching Sessions

288 students attended recovery
meetings

63 students received one-on-one
peer coaching

Across sites, a total of 288 students attended recovery meetings, 63 received one-on-one peer coaching at OC. The average number of students attending groups each month vary widely across the two seed grantee sites, from one to 20.

Recovery events

CRS/S sites host fun, safe, and social campus events offering alternative, sober events for all students, not just those in recovery. Sites offered art activities like “Sip and Paint,” providing mocktails, snacks, canvas and paints in their recovery center or other campus location. Sites report that these are well attended and also help market who they are and what they offer.

Sites participate regularly “table” during campus events to provide information to students about CRS/S on campus (Figure 1). Their presence in school events can help to normalize recovery, and work toward creating a more inclusive and recovery-friendly campus. For instance, CWU set up a table on CWU’s “Quit Day”, a campaign led by the Office of Health Promotion. CWU shared resources on its CRS/S and the highlighted the state’s Heal Without Limits/Rat Park campaign that intends to de-stigmatize substance use recovery and addiction.

Figure 1. CWU’s Collegiate Recovery Community Table



Across SWCRSI, 49 unique events to provide outreach, awareness and establish a welcoming culture for students in recovery were provided by both seed grant campuses, reaching 3,055 students. The most common events include tabling, participation in new student orientation, naloxone training, and class presentations. Details for each seed grantee are displayed in Figure 2. Additionally, sites provided peer recovery coaching for 63 students and held group recovery meetings. See Figure 3 for OC’s Recovery Meetings information page on their website.

Figure 2. Unique Events and Students Reached by Grantee

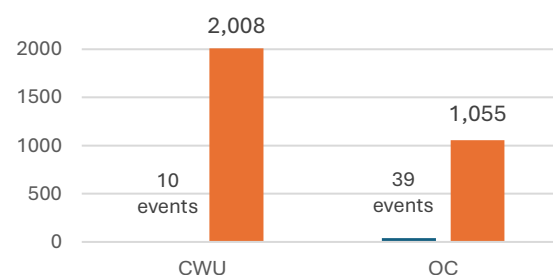


Figure 3. Example of Communications about Recovery Groups

WEEKLY WELLNESS AND RECOVERY SUPPORT GROUP

The Olympic College Weekly Wellness Meeting welcomes all who struggle with substance use, are affected by addiction, or support the recovery lifestyle. They offer an opportunity to focus on the hope found in recovery. These meetings are facilitated by Recovery Rangers, OC's certified Peer Coaches.

We look forward to seeing you every Wednesday while school is in session! 3 -4 pm on the OC Bremerton Campus, Bldg. 10 Room 139/140.

If you would like more information please reach out to RecoveryRangers@olympic.edu

Be Well. Do Well!

This work is supported by the [Washington State Collegiate Recovery Initiative Grant](#).

Student Scholarships

Sites also provide students in recovery with scholarships. Twenty students received \$500 scholarships this year (i.e., 10 from CWU, 10 from OC). CWU's CRC has established a relationship with a unique fund with the CWU Foundation. A couple in the school community seeded a fund that has the potential to support the CRC, including scholarships, in the future. With the support of the CWU's CRC, the foundation's annual giving campaign raised \$12,000 in support of recovery (Figure 4). OC explored a partnership with their school's foundation, though they were unable to establish an agreement. OC will continue to develop their relationship with the foundation to help create a fund for scholarships in its last seed grantee year.

Harm Reduction

Within the seed grant deliverables, sites could select from optional items to implement as part of their CRS/S. Of these optional items, harm reduction and overdose prevention supply purchase and distribution were commonly selected due to the HB 2112 mandates and funding for IHEs, requiring them to make harm reduction materials (i.e., naloxone, fentanyl test strips) and overdose prevention training available to all students. A total of 257 units of naloxone were distributed by grantees (CWU, 148; OC, 109 during training and tabling events. Sites are also distributing Detera safe drug disposal packets.

The role that CRS/S could have been an important one to the IHE, as CRS/S staff could play a lead role in HB 2112. However, with changes to the designation of HB 2112 funds at the tail end of the 2025-2026 grant cycle, this assumption no longer holds true.

\$10,000

in scholarships
supported 20 students in
recovery at CWU and OC.

*Figure 4. CWU
Campaign for Recovery
Scholarships*



Cross-site Recovery Ecosystem

Overall, compared to past years, the multi-site campus ecosystem development increased in number of events and services that integrated the efforts of multiple types of campus and community recovery services to assist adolescents, young adults, and adults in recovery. It is anticipated that many of these events will occur again and could encourage new events across the state. These events included:

- Co-sponsorship of the Eastern Washington Behavioral Health Listening Session at WSU Pullman by WSU, EWU and CWU CRS/S
- Collaboration with the DMAC Foundation to increase access to safe and free rides for students at night – Gonzaga, CWU, OC, and WSU signed MOUs with the foundation
- Participation at the Western Regional Conference on Problem Gambling (organized by the Evergreen Council on Problem Gambling – CWU and EWU attended)
- Participation in the second annual Spokane Collegiate Recovery Walk – Gonzaga, EWU, Spokane Falls Community College, SCC. WSU attended (see Figure 5 for flyer)
- Participation in the first ever Interagency Recovery High School College Fair – Six former grantees and the three current cohorts attended with recruitment materials

In addition to WSU and SWCRSI technical assistance, former grantees Gonzaga University and EWU were helpful coaches for SCC as it was readying its campus for a seed fund application. Ideas about how to build a recovery community were shared among current and former grantees, and they participated in each community events. Like last year, the Spokane sites participated in a joint walk for Collegiate Recovery Week, including Gonzaga, SCC, EWU, WSU and Spokane Falls Community College, demonstrating the continued growth of a regional ecosystem (Figure 5). Under SCC's leadership, nearly all the Spokane sites participated in SCC's Reentry and Recovery Community Resource Fair in the spring of 2026.

Following the third VLC, a college fair event was planned at a recovery-focused high school in Seattle that included teachers, staff, students, and parents from the Interagency Recovery High School (Figure 6). The SWCRSI PI worked with the school and grantees to develop a 3-hour event for

Figure 5. Communication Flyer for Spokane's Collegiate Recovery Walk



Figure 6. Students visiting with CRS/S staff at the Recovery College Fair at Interagency Recovery High School



students and parents to learn more about recovery services and supports available at SWCRSI sites. Washington Recovery Alliance (WRA), an organization that is advancing substance use recovery and mental health wellness by increasing public awareness and understanding of recovery and shaping public policy to better support persons in recovery. The fair was the first of its kind at the school. School leadership recruited graduates to present on their experience in college during the event as well.

As sites and community partners become aware of students who may be transitioning from one institution to another, they can work together to help the student successfully transition knowing that they are recovery supports available to them when they do so. In the future, these sites are being encouraged to track student transfers and student outcomes.

Technical Assistance

The Principal Investigator (PI) provided technical assistance in multiple ways: monthly, one-hour check-ins with each site team, facilitation of a monthly, one-hour Virtual Learning Community meeting with all current and past sites (include readiness fund sites), and ad hoc communications and meetings as needed. In monthly sessions, at VLCs, and at annual site visits the campus recovery staff commented on how helpful the technical assistance is to their site development. Grantees share in meetings (VLC, technical assistance and end of year interviews) about the benefits of the technical assistance provided in one-on-ones and VLCs. The PI had 324 contacts across the three grantees and former grantees this year, covering items such as:

- Reviews of the site's progress toward implementation of required and optional items
- Problem solving expected and unexpected challenges, for example, staffing, programming, scholarship and building partnerships
- Connecting sites with funding from other sources
- Facilitation of CCAR training
- Increasing awareness of recovery-related events (e.g., problem gambling conference)

The Virtual Learning Community (VLC) sessions (seven) included topics that support CRS/S implementation and increase knowledge about related services locally and across the state. For example, presentations included content such as:

- Leveraging findings from the SWCRSI evaluation to strengthen site programs
- How to promote sustainable CRS/S
- Building a bridge from recovery high schools to CRS/S at IHEs
- Fentanyl test strip training
- Awareness of the Healing Without Limits campaign to promote de-stigmatization of addiction and recovery

The PI continued to maintain an online shared drive that include resources for sites, some of which were developed by the current or past sites. For instance, the drive includes Recovery Ally trainings and materials, example scholarship applications and processes, referral policies, job descriptions and examples of flyers and media for recovery outreach. All of the technical assistance provided in its various forms are cited as important by sites to learn about what a collegiate recovery program can do in their school and surrounding communities.

Sustainability

During site visits, the evaluation team discussed aspects of sustainability with the two seed grantee site teams, capturing areas of strengths and challenges. Like prior years, there are areas of sustainability that are stronger for most sites, and areas that need improvement. In this section, aspects of each domain will be discussed across sites to illuminate areas where current sites are implementing in a manner than aligns with sustainability, and to identify domains where sites should focus their development. Domains are taken from the Program Sustainability Tool (Luke et al., 2014).

Domains have multiple items that are rated on a scale of 1 to 7. Average ratings of progress demonstrate that both seed grantee sites are investing in sustainability (Table 3). Scores were derived before knowledge of the shift in the designation of HB 2112 funds and budget challenges across IHEs that occurred in the last quarter of the grant period.

Domains where we see the highest ratings across sites are Organizational Capacity (6.9) and Environmental Support (6.7). Both grantees (CWU and OC) housed CRS/S within their Office of Health Promotion. Areas where more attention may be needed include Funding Stability, Program Evaluation and Partnerships – these domains received the lowest average ratings (6.2 – 6.4) (Table3).

Table 3. Average Rating by Sustainability Tool Domain

(Possible Range 1 – 7)	
<i>Domain</i>	<i>All sites</i>
Environmental Support	6.7
Funding Stability	6.1
Partnerships	6.3
Organizational Capacity	6.9
Program Evaluation	6.2
Program Adaptation	6.6
Communications	6.6
Strategic Planning	6.6
Equity and Student Engagement	6.4

Sustainability Domain Analysis

Domain 1: Environmental Support Establishing a consistent financial base for your program	Average Score: 6.7
This domain reflects the presence of a supportive internal and external climate for programs. Items include having champions that support CRS/S and contribute funding. Leadership support from within the IHE and outside of the campus are other aspects of this domain, including public support. Across both seed grantee sites, we see the presence of champions on campuses, often school administrators (e.g., Deans and faculty members) with varying levels of commitment. Where there is strong support for the CRS/S, braided funding for the CRS/S is present (e.g., use of student fees, relationship with college foundation), and collaborations with campus departments and off-campus organizations are present (related departments and community recovery organizations). Both sites are working toward site sustainability by having a local recovery ecosystem that connects the IHE's site to the surrounding community. Examples such as OC's referral relationship with The Poulso Recovery Cafe and CWU's referral relationship with the Kittitas County Recovery Community Organization demonstrate that sites are engaging with the community to garner support while benefitting students.	

Domain 2: Funding Stability Establishing a consistent financial base for your program	Average Score: 6.1
Currently, both seed grantees have worked in the past year to create sustainable funding streams. CWU has an established relationship with its foundation, though they are continuing to define policies around how foundation funds can be used for CRS/S. For OC, their relationship with the OC Foundation is still nascent and further discussions are needed. They attempted to establish a recovery fund this year, but the foundation deferred the decision to the next program year. Sites have been creative about finding funding and more permanent solutions to budget concerns by connecting with their campus to embed CRS/S into existing departments. For example, at OC, funds were used for a faculty member to become a CCAR Certified Facilitator. In the future, new Recovery Ranger staff can receive training "for free" from the faculty member. Additionally, they purchased a large stock of CCAR materials for future use. At CWU, a donor's contribution to the foundation has solidified funding for recovery student scholarships, though committed funding for CRS/S student staff is still unclear.	

Domain 3: Partnerships Cultivating connections between your program and its partners	Average Score: 6.3
CRS/S implementers must cultivate connections with their partners, as partners play an important role in sustainability. Partners can add resources or capacities to a CRS/S and also advocate for CRS/S on and off campus. Partners can also help to amplify CRS/S priorities by co-sponsoring events, connecting the CRS/S with other organizations, and offering ways to support CRS/S activities either through direct delivery (e.g., offsite recovery meetings) or partnerships (e.g., offering a one-day pop-up health clinic on campus). There is evidence that sites are successfully engaging in partnerships with groups on- and off-campus. At CWU, they worked with their foundation to raise funds for the foundation's recovery-related fund and work collaborating with community partners (e.g., local emergency room) to understand the frequency CWU students are accessing community recovery and substance use-related supports. OC created referral relationships and protocols with a number of community partners, including Recovery Café Poulsbo, Kitsap Mental Health Services and the Suquamish Tribal Wellness Center.	

Domain 4: Organizational Capacity Having the internal support and resources needed to effectively manage your program	Average Score: 6.9
Having the internal support and resources needed to effectively manage the CRS/S is critical to sustainability. Strong and stable student staffing is part of establishing organizational capacity, and SWCRSI sites where there is both IHE leadership and student leadership have more consistent and positive connections with students and school administration, along with well-developed or developing CRS/S. Sites that are connected and aligned to campus departments that are values-aligned are more likely to be sustainable. For instance, for both seed grantees, CRS/S are embedded in campus departments that promote healthy behaviors and well-being. This allows the CRS/S to share ideas and resources effectively. There is strong evidence that CWU and OC has the internal support and resources that they need to manage the program, though at CWU there are challenges with maintaining student staff that will need to be addressed as it launches without SWCRSI funds (see CWU's case study).	

Domain 5: Program Evaluation Assessing your program to inform planning and document results	Average Score: 6.2
Both sites reported quantitative and qualitative data required of the grant, and in some cases collected their own to inform program planning. For example, CWU engaged with recovery scholarship students to understand their relationships with recovery to inform their programming. At OC, Recovery Coach student staff share their experiences with community partners and students to shape services and assess effectiveness. Both sites track harm reduction supply distribution and facilitation of overdose prevention training. All are tracking scholarship applications and awards, recovery group attendance and general reach data.	

Domain 6: Program Adaptation and Improvements Taking actions that adapt your program to ensure its ongoing effectiveness	Average Score: 6.6
Campuses gain skills and knowledge about CRS/S development over time. Program adaptation and improvements are often the result of building processes to measure and increase effectiveness that result in confident changes in programs and improved services. These types of activities require regular reviews and decision-making structures so that adaptations can be implemented. Sites are adapting and responding to feedback through TA and at their sites from on- and off-campus partners, staff and students. For instance, CWU is considering how to incorporate gambling addiction into their CRS/S after attending the problematic gambling conference. Sites should continue to actively assess their CRS/S and adapt when needed while also tracking how changes have impacted the site and students.	

Domain 7: Communications Strategic communication with partners and the public about your program	Average Score: 6.6
This domain includes communications strategies that are used for students, the campus, and the public. Sites have had to adapt their communication strategies to align with the needs of their students. Both sites are using Instagram to share information with the community about events and services. OC also uses a Facebook page to share information. Each site leverages existing campus websites of the department that houses the CRS/S to share information about service offerings. All sites also use print materials (e.g., flyers and posters) to community with students. CWU's CRC lead staff leads on communications development while at OC, a staff and students create material. Of note, at OC students received a communications training from the school's communications team to build their capacity and align messaging with OC's policies.	

Domain 8: Strategic Planning Using processes that guide your program's directions, goals, and strategies	Average Score: 6.6
Sites are implementing CRS/S using the SWCRSI required and optional items as a guide. This structure helps sites to plan; however, sites also need to systematically create CRS/S priorities and objectives that align with the campus and community culture and the creation of a recover ecosystem. The practice of strategic planning should continue after SWCRSI funds end and will help sites to invest in sustainable program development that will ensure CRS/Ss become an integral part of their campus. Each site has the leadership, knowledge and capacity to effectively implement CRS/S.	

Domain 9: Equity and Student Engagement Ensuring your program has the capacity to serve students with different needs	Average Score: 6.4
This domain reflects the results of the infrastructures that are set up to engage students and ensure equity. Sites are making efforts to reach out to all students on campus and provide a variety of services that meet individual student needs. Sites are engaging with students in multiple ways (one-on-one, in groups, in recreational and social events) though they are not collecting student characteristics to be able to ensure they are meeting the needs for all types of students. As sites mature, it will be important to develop ways to capture what strategies are being used to deliver CRS/S students, and how they are modified to ensure equity.	



Case Studies

The following are case studies of each CRS/S site for 2025-26. The purpose of these summaries is to provide a holistic understanding of how SWCRSI-funded grantees are implementing CRS/Ss across the state of Washington.

Cohort 4: Central Washington University Collegiate Recovery Community

History

Due to its proximity to established service organizations that could be leveraged to build a recovery center for the students at the university, CWU was awarded readiness funds in 2022 and a seed grant in 2023, 2024 and its final grant in 2025. The Office of Health Promotion housed CRS/S. During its readiness fund period, and prior to the seed grant start, the staff identified for the lead CRS/S position left CWU employment, and a campuswide hiring freeze began, preventing the hire of a replacement staff. As a result, the Director and a Program Coordinator within the Office of Health Promotion stepped into service implementation at the start of its first seed grantee year; however, were unable to commit to the full number of hours needed to provide adequate coordination of recovery support services and full seed grant compliance. Moreover, internal CWU policies that did not allow for any fiscal expenditures until the sub-contract agreement for the grant funds was fully complete, which did not occur until late fall 2023. This internal campus policy significantly shortened the time frame for support service implementation and for compliance with sub-contract deliverables from 1 year to approximately 9 months.

The Director and Program Coordinator split program development responsibilities. The Program Coordinator took the lead on marketing and communications. The Director worked on building relationships to deliver CRS/S elements (e.g., participating in a campus collaborative focused on student wellness) and designing campus recovery services (e.g., Ally Training for faculty and staff). There were few direct recovery-focused student services provided by staff or peer student staff. A scholarship process was established and implemented in Spring 2023, as were social media posts (Instagram) that shared content focused on education about alcohol and drug use. They established and implemented a scholarship process in Spring 2023, engaged with social media (Instagram) sharing content that focused on education about alcohol and drug use. However, by the end of its first seed grant year, the Health Promotion department still lacked a designated staff person who had adequate dedicated time to grow a presence on campus, build relationships with community organizations and no student staff. This resulted in significant challenges and delays to seed grantee recovery support implementation.

In its second seed grantee year (2024-2025), CWU established its Collegiate Recovery Community (CRC) and mid-year, announced that the Program Coordinator would take the helm as an Assistant Director, after failed searches to recruit a staff from outside CWU during the first academic quarter. The Program Coordinator was already familiar with the purpose of the CRS/S and the SWCRSI model. Subsequently,

students were identified to participate in recovery coaching training to provide CRS/S and to grow greater awareness of CRS/S on campus. The Assistant Director continued leadership of CRS/S at CWU in its final seed grantee year (2025-2026).

Staffing Model

The CWU Collegiate Recovery Community (CRC) is led by a team of two CWU staff, the Director of Health Promotion and a full-time Assistant Director of Substance Misuse Prevention. They also have student staff that provides input and delivers outreach, prevention and input into recovery supports and services programming. Recovery coach training has been a challenge for student staff as their schedule prevented them from attending the CCAR Recovery Coach Education training. The staff model could be more effective with student staff as recovery coaches, as this might attract more students interested in recovery meetings.

Also, other staff in OHP assisted with the CRC. For instance, CRC student staff did not have the time to work on maintaining CRC's social media and communications, so a Wellness Ambassador of OHP created marketing and communications pieces about the CRC and its CRS/S. Wellness Ambassadors are students who connect their peers to wellness resources.

Partnerships – On Campus

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

In the last months of their first year of seed grant funding, the team created a smaller and focused recovery workgroup that includes the Director of Wellness and Health Promotion, representative from the local Kittitas County Health Network, and the Executive Director of the Kittitas County Recovery Community Organization (KRCRCO). In its second year, they relied more heavily on the CWU Collegiate Recovery Community Workgroup which includes community-based organizations that can help to fill gaps that exist on campus for students in recovery and provide input on services that could be campus-based without duplicating existing supports in the community. However, CWU was unable to execute a Memorandum of Understanding with the KRCRCO to conduct recovery meetings on campus, resulting in limited recovery supports until student recovery staff were hired.

In its third and final grant year, there is some progress building on campus partnerships, though it has been challenging as there has been staff turnover and loss of relationships that were built in the past. The team reports greater confidence in campus partners to screen for and refer care for students who are struggling with substance, online and social media use disorders. Though referrals are not being

tracked due to challenges with newly implemented student engagement software.

A philanthropic gift to the CWU Foundation has seeded recovery scholarships and funding for student staff in perpetuity in the Sage Francois Fund for Recovery, during CRC's second grant year. Scholarships for students in recovery allows the CRS/S site to increase awareness among students about recovery supports and services. Scholarships applications also help the CRS/S identify students who could be hired to work as recovery coaches. CWU is the first site where this type of commitment exists and will contribute to the CRS/S site's sustainability. As well, the philanthropic gift works to strengthen braided funding sources for the site. The Collegiate Recovery Community ran a successful funding raising campaign during its third year in support of the Sage Francois Fund for Recovery. They raised over \$12,000 in two weeks.

Partnerships – Off Campus

CWU has built a strong relationship with a local recovery services provider, Peers Rising, formerly Kittitas County Recovery Community Organization. Peers Rising provides recovery meetings and services for youth and adults. Though students are referred to Peers Rising, data are not being collected to track referrals to and from the partner.

Services

At the end of its second year as a seed grant campus, CWU had moved forward from earlier challenges of adequate staffing and direct recovery support service provision. With its student recovery coaches in place, the CWU Collegiate Recovery Community began holding weekly all recovery support groups in a more private and comfortable space within the Office of Health Promotion. In its third year, it continued to provide meetings for a short time but lost the student recovery coach in the first quarter. The Assistant Director continued to table at campuswide events to increase awareness of the CRS/S at CWU and provide education about substance use and harm reduction materials. Harm reduction materials such as free drug disposal packets for home use (Detera) and a small stock of Naloxone are available at the Office of Health Promotion (OHP). The OHP receives free Naloxone from the Kittitas County Public Health Department.

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

Next steps

CWU Collegiate Recovery Community housed in the Office of Health Promotion has built a model of sustainable leadership if the Office continues to include collegiate recovery as a priority of its work. With access to student scholarships through the CWU Foundation, there is greater likelihood to identify and hire students to help provide recovery education and coaching for students in recovery. The team plans to continue to work with community partners, particularly Peers Rising and the Kittitas Public Health Department, to extend existing community-based recovery services and overdose prevention to CWU's students.

To learn more about what students' needs on campus, the CRC held student group conversations to hear how students are experiencing substance use to that they can develop student-driven services. Additionally, the team has also started to consider online and social media addiction, and gambling as areas that they will explore and learn about more deeply for future prevention and programming efforts. Lastly, the CRC will continue to work with community agencies to devise ways to track CWU student use of services outside the campus and build more robust referral networks to help students get the help that they need.

Cohort 5: Olympic College Recovery Rangers

History

OC received readiness funds in 2023-2024 and seed funds for the following two academic years (2024-2025 and 2025-2026). During their readiness grant, they attended VLCs and worked with school administration to prepare the campus to offer CRS/S. During that process they determined that a new department and staff position was necessary to lead this work and hired a Director of Wellness and Health Promotion. Once seed funds arrived, OC was ready to quickly bring on recovery staff and start providing recovery services. They established a leadership team, built during their readiness year, that meets monthly to reviews program plans and set priorities.

Staffing Model

The Recovery Rangers CRS/S at OC are led by the Director of Wellness and Health Promotion, which also includes the Recreation Department. Student fees fund the Director's position, serving as a model for braided funding to support CRS/S development. This allowed for funds to support staff in their first and second seed grantee year. The Director oversees manages a leadership team that includes faculty from Social Services and Humanities (with paid hours designated for supervision of student recovery coaches), five student recovery coaches, and a staff person in the Basic Food Employment and Training (BFET) program in Student Services. The team sets priorities and support service development and implementation.

OC worked toward building a sustainable approach to recruiting and retaining a strong student staff to provide CRS/S. A significant milestone this year was the successful completion of a Recovery Coach Academy in March, led by a faculty member from Social Services and Humanities. This faculty member became a certified recovery coach trainer through CCAR (<https://ccar.us>) and is now able to train students to be recovery coaches and support CRS/S across all OC campuses. This builds important sustainability for the Recovery Rangers program, as training will not require paying tuition for each trainee. SWCRSI has paid for student and CRS/S staff training during each site's grant and invested in the training of a trainer at OC this year. Into the future, the site can use funds for other programming rather than CCAR training for student staff since there is a local trainer at OC. Additionally, the Office of Wellness and Health Promotion has also been established as a practicum site for the Bachelor of Applied Behavioral Health Science (BASBH) program, embedding the program into OC's academic structure and ensuring another way to involve students in the provision of CRS/S.

Services

Recovery Rangers has grown its recognition significantly due to its multiple outreach strategy. So much

so, that the Recovery Rangers was honored by the school and voted Best Student Group for the academic year 2025-26. It is featured in the mandatory new student orientation, and its Facebook and YouTube pages continue to grow. Between February and May 2026, the number of Facebook followers and posts increased (by 35% at 87 followers and by 88% at 182 posts, respectively). Also, the team has developed a regular tabling and flyer promotion cycle. The staff wear Recovery Ranger branded t-shirts so that they are easily recognized on campus and introduce themselves to their classrooms. Staff completed OC Communications training and Canva design training to produce their own materials as well, building the capacity of the CRS/S staff to create their own materials and to build a library of materials they can use into the future. The team also updated the Wellness and Health Promotion website to include a section dedicated to their collegiate recovery program.

Recovery Rangers deliver a variety of supports and services on campus. Recovery Rangers tabled at campus events to increase awareness of their program and regularly conduct events on campus, delivering wellness and recovery programs (e.g., Naloxone training, Mental Health First Aid, Mindfulness). They also promoted harm reduction by providing 4 Naloxone training and maintain overdose response boxes around campus that are regularly stocked by Recovery Ranger staff. Recovery coaches held office hours available Monday – Friday and provide one-on-one recovery coaching in a small centrally located office space.

They promoted OC Recreation events to encourage students to engage in healthy physical activities and provided a weekly recovery/wellness group at the Bremerton and Shelton campuses. They also offered a weekly virtual recovery/wellness group. Lastly, they provided 10 recovery scholarships to help students reach their educational goals. Though they established a meeting at the Shelton campus, they have not been able to identify and recruit a consistent student staff for services at each satellite campus (Poulsbo and Shelton).

Partnerships – On Campus

Recovery Rangers also participate in new student orientation to promote and build awareness of their CRS/S. To ensure they are reaching all students of different backgrounds and identities, they are connecting with the Diversity Advisory Council on campus, and exploring partnerships with Military and Veteran Programs and the Multicultural Center. Wellness and Health Promotion staff connected with the OC Re-entry program navigator to work toward including justice involved students in the campus recovery supports. They have established a referral process and procedures for students in need of substance use and recovery services.

Leveraging the build of a scholarship process established last year, they awarded multiple recovery scholarships in collaboration with the OC Financial Aid office. However, the team worked with the OC Foundation to use grant dollars to seed a fund at the Foundation for current and future scholarships, though the OC Foundation declined for this grant year. There is a possibility that they will be able to establish a recovery scholarship fund in their third year as a seed grantee.

Partnerships – Off Campus

Recovery Rangers has been working with off campus partners to establish referral relationships, including Recovery Café Poulsbo, Kitsap Mental Health Services and the Suquamish Tribal Wellness Center. This promotes greater access to health and recovery services for OC students. Their partnership

with Peninsula Community Health Services continued has continued, providing pop-up health clinics monthly at the Bremerton campus. Last year, they launched a partnership with Kitsap Public Health District to form a lived experience advisory board to inform county policies and resource planning, helping to ensure local services are meeting the needs of the community. This year the Recovery Rangers have continued to be active leaders on the Kitsap Public Health District's Substance Use Recovery Effort (SURE) team.

Next Steps

Overall, the program shows steady, meaningful growth in services, partnerships, and campus presence, with scholarship delivery, establishing a practicum position and local capacity to train recovery coaches. They will continue to pursue recruiting a staff for each satellite campus and revisiting the creation of a recovery scholarship fund within the OC Foundation to promote long-term scholarship sustainability beyond the grant period. Lastly, though they have robust referral pathways establishing within OC and with off campus partners, tracking referral sources have been challenging, and the team plans to implement a protocol to collect these data more effectively in the coming school year.

Cohort 7: Spokane Community College

SCC was recruited for a readiness grant in the summer of 2025 after its sister college, Spokane Falls Community College, chose to decline a seed grant. SCC is also close to former SWCRSI sites (Eastern Washington University and Gonzaga University) and had both a re-entry navigator and workforce administrator who expressed interest in establishing CRS/S at SCC. They were both familiar with the work that SFCC did during their readiness year, so they were open to the opportunity. And, in other SWCRSI sites, the combination of re-entry navigators and workforce can set a stable foundation for CRS/S.

During the readiness grant, SCC connected with EWU, Gonzaga and SFCC to learn more about how to build and effectively integrate recovery services and supports within the college setting. They participated in VLCs and started to engage with SCC students. They started an email campaign, sending all students a letter introducing SWCRSI, the potential for recovery services on campus, and an invitation for students to be involved. This letter was both to inform students and gauge interest in CRS/S. They also posted information about the grant and potential for CRS/S in the Student Services Newsletter to encourage student participation. Students responded, and the team made a list of students who agreed to help.

After learning about other sites and seeing that students were interested, the site leaders connected with the mental health counseling leader to propose they start facilitating AA and NA meetings on campus, how they could set up a referral process for students who need recovery supports, and invited them to be a stakeholder in the design of the CRS/S. The re-entry navigator attended CCAR training to learn more about recovery. By the second quarter give students were interested in becoming recovery coaches and they partnered with student leadership to have an art walk made up of art that intends to support students in recovery and destigmatize recovery in a central location on campus. Also, they are planning to use a vending machine available on campus and stock it with naloxone, fentanyl test strips, Plan B, and other prevention and harm reduction stock.

Working off of their momentum, in the final quarter of the grant period, they kicked off their stakeholder workgroup in an in-person meeting. They discussed priorities and set up monthly meetings for the next academic year. Five students have agreed to be recovery coaches, one who will attend CCAR training over the summer so that they can start providing recovery meetings and peer coaching at the start of the academic year.

Shortly after the stakeholder kickoff meeting, the team began planning a health-focused resource fair to build relationships with community supports and connect them to the campus specifically for students in reentry programs and/or in recovery. The Reentry and Recovery Resource Fair had over 50 vendors that included recovery-centered providers (see Figure 7 for flyer).

*Figure 7. SCC
Resource Fair Flyer*





Summary

Evaluation findings for these sites provide additional evidence to support findings from prior evaluations with a particular emphasis on the following:

WA state college students are accessing CRS/S. Based on data reported by SWCRSI sites this year, 3,876 students received some type of collegiate recovery service and/or support at this year's funded grantees. CRS/S, which include recovery coaching, recovery groups, harm reduction education and training, academic and financial support, and referrals to needed health and social services. SWCRSI sites are doorways to services and supports that promote resiliency and retention in school.

Site leadership remains a critical component of successful implementation. CRS/S leaders can ensure that efforts are made to build campus partnerships with upper administration and adjacent programs (e.g., the Veterans Center, Workforce Development, Re-entry Navigators, and Multicultural Centers); to establish community collaborations with organizations capable of providing recovery supports and other needed services, such as health care; to ensure that students are engaged in the development and maintenance of CRS/S; to recruit collegiate recovery staff and foster their professional development; and to oversee fundraising and budget management.

Campus partnerships are key to creating value for CRS/S and ensuring student access to these services. Collegiate recovery services remain a relatively new concept for many IHEs, and some may assume that such services benefit only students in recovery. However, CRS/S has the potential to offer far more to campus communities. These programs are designed not only to support students in recovery, but also to advance overdose prevention, educate the campus community about recovery in order to destigmatize and normalize it, and improve educational services for all students. In this way, CRS/S can offer substantial benefits to the broader campus while continuing to serve students in recovery directly. The OC Recovery Rangers' award for Best Student Group exemplifies the value that these supports and services bring to OC's student community.

Student recovery staff are vital to development and maintenance of CRS/S. Sites with student staff are more likely to have an active group of students in recovery participating in CRS/S. Student staff bring knowledge about how to best attract and connect with students in need of recovery supports. Peer support is an evidence-based practice where individuals with lived experience provide support for others in recovery. Student staff who receive training in peer coaching will help to ensure CRS/S are beneficial and of value to students and the campus community.

The Virtual Learning Community and technical assistance helps site maintain strong CRS/S while also providing a mechanism for collaborations with other SWCRSI campus and allied organizations. Ultimately the collection of these activities and direct connections made by the SWCRSI PI has supported a growing ecosystem of collegiate recovery programs across the state that can benefit new and existing college students in Washington State. This year, former SWCRSI grantees continued to join

VLCs as they found the information presented and collaboration with other sites beneficial. Collaborations and relationships between CRS/S have the potential to create smoother transition for students in recovery were they to move from one IHE to another. If aware, the CRS/S site from the student's school could facilitate a warm hand-off to the school that the student is transferring to. Also, the VLC was able to connect with a recovery high school in Seattle and through strong facilitation by the SWCRSI PI, current and former grantees were able to hold a college fair at the high school, potentially building pipelines from the high school to IHEs with CRS/S in place.

Braiding funding serves as a strategy for mitigating economic instability. Research in mental health services has demonstrated that short-term, restricted, and inconsistent funding can interrupt the delivering evidence-based interventions (Beidas et al., 2016). In this and prior SWCRSI evaluations, sites where funding was limited negatively impacted implementation, while sites with braided funding tended to have more comprehensive supports and services along with better relationships with campus and community partners. Even with the changes in and loss of HB 2112 funds for CRS/S at multiple SWCRSI sites, one program with braided funding was able to continue to support the student staff whereas, at another site, the staff position with the salary reliant solely on HB 2112 funds was eliminated.



Recommendations

Below is a list of recommendations to grow effective, sustainable collegiate recovery services and supports based on findings from the evaluation of the 2025-2026 grantees. Recommendations from prior evaluations are listed in Appendix E. Notably, many of the recommendations year-over-year are similar in nature and focus. Generally, they have reflected the following:

- Build partnerships early in implementation
- Ensure staff have the capacity and time to oversee implementation
- Acquire demonstrable supports from the IHE such as dedicated space(s) for CRS/S with funded staff and student positions
- Secure dedicated funds for financial sustainability, braided funding if available
- Center students and include them in the development and maintenance of the IHE's CRS/S

As SWCRSI has matured, the process of selecting sites has changed from a broadly distributed request for proposal process to a research-based selection of campuses with foundational strengths seen in successful CRS/S. Technical assistance has also become more targeted and intense. As a result, recommendations to SWCRSI have become more focused on the core elements where evidence suggests that the initiative's resources can have the strongest influence on effective and efficient implementation.

2026-01: Examine how sites are using the Healing Without Limits Campaign and its impact on their own communications to determine if additional investment in the production of materials is warranted.

2026-02: Provide funds to existing and past grantees to expand their CRS/S or work to deepen campus commitment to CRS/S as a "Phase II" of the SWCRSI. This may be particularly important for sites that relied on HB 2112 funds to support CRS/S.

2026-03: Continue to provide a virtual learning community for past and present SWCRSI sites that encourages collaboration, networking and problem-solving to maintain the current collegiate recovery ecosystem. Consider including other relevant organizations as guest speakers or attendees to expand connections to CRS/S.

2026-04: Continue to provide technical assistance through one-on-one coaching with sites as well as a curated virtual learning community. Both supports provides a space for problem-solving, opportunities for networking and cross-site collaborations that will build a collegiate recovery ecosystem within regions and across the state.

Appendix A

SWCRSI Current and Past Grantees

Collegiate Recovery Services and Supports Site	Institute of Higher Education	Cohort and Years Funded
OUR House Collegiate Recovery Community	Gonzaga University	Cohort 1, 2020-2023
Center for Transformational Wellness	Green River College	Cohort 1, 2020-2023
Wellness House	Whitman College	Cohort 1, 2020-2021
The Wellbriety Center	Renton Technical College	Cohort 2, 2021-2024
Cardinals for Recovery	Skagit Valley College	Cohort 2, 2021-2024
Eagles for Recovery	Eastern Washington University	Cohort 3, 2022-2025
CWU Collegiate Recovery Community	Central Washington University	Cohort 4, 2023-2026 Readiness Funds 2022-2023
Recovery Rangers	Olympic College	Cohort 5, 2024-2026 Readiness Funds 2023-2024
The Circle	Spokane Falls Community College	Cohort 6, 2025-2026 Readiness Funds 2024-2025
Unnamed	Spokane Community College	Cohort 7, 2025-26 Readiness Funds 2025-2026

Appendix B

Required and Optional Items

Required Items: As a means to develop and sustain specific campus collegiate recovery support services, the SWCRSI seed grant recipients will include all items from the Required Items listing in their Action Plan with implementation and reporting conducted through the lens of sustainability/non-sustainability of campus recovery supports post-SWCRSI seed grant funding.

Required Item	Compliance measure
1. Seed Grantee Virtual Learning Community (VLCs)	a. 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 and 1 student from the recovery community. Contractor to track attendance. b. Lead a minimum of 1 VLC session within the 2025-26 seed grant timeframe, which will be scheduled in collaboration with the SWCRSI PI.
2. Inter-departmental recovery support workgroup OR stakeholder group	a. Submission of stakeholder or workgroup member names, titles, and dept/affiliation. b. Description of workgroup or stakeholder group work on the implementation of the campus CRS Action Plan in each Quarterly Report. Description will include administrative structure and interactions with upper management and campus departments. Submission of meeting agenda and minutes when possible. c. Document submission: Agendas, action items & meeting minutes for workgroup meetings.
3. Memberships (1 year)	Notes: 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. As needed, optional seed grant funding can be used to purchase these services and materials, as they are designated in the individual Campus Action Plans. a. Document submission: Membership purchase/invoice. Payment (receipts) from at least 1 of the listed organizations. b. Listing of memberships on tracking sheet on tracking sheet c. Listing of membership benefits, service, or resources accessed or purchased on tracking sheet (trainings /webinars, networking, online assessment services, conference attendance, consultation, CRP program description and marketing, etc.).
<u>Washington Recovery Alliance (WRA)</u>	
<u>Association of Recovery in Higher Education (ARHE)</u>	
<u>Higher Education Center (HECAOD)</u>	
4. Campus recovery support marketing & communication	Campus recovery support marketing & communication: a. Development, launch, and maintenance of a website or other type of social media (e.g., Facebook) that contains campus-specific information regarding recovery support staff contact info and a basic program description. If a campus recovery support webpage or other social media site already exists, provide the link in tracking sheet and in Quarterly report. b. Documents/graphics: Provide examples of print or digital marketing in email attachment or in appendix of this Quarterly Report c. Documents: As appropriate, provide social media analytics that align with stated communication and marketing goals (e.g. Annual Social Media Report).

	d. Tracking sheet: Provide names of students involved in social media development process. e. Tracking sheet: Inclusion of campus and community partnerships on social media sites and in social media campaigns. f. Tracking sheet: As appropriate, number of total social media followers (FB and/or IG) in monthly columns. g. Tracking sheet: Date of SWCRSI link and description included on seed grantee social media site(s). The social media site must include a link to and information about involvement in the SWCRSI project.
5. Recovery Scholarships	Notes: Development and implementation of Recovery Support Scholarships including application, marketing, scoring rubric, scholarship and program criteria, application review committee, protocol for application and award, etc. Provision of documents specific to Recovery Support Scholarships includes: a. Tracking sheet: Total applications, number of awards, amount of each award b. Documents: Provide scholarship documents in email attachments or in Quarterly Report Appendix. Documents to include application, campus recovery program/participation criteria if awarded scholarship, social media links, scholarship marketing plan, scoring rubric, member listing of application review committee, protocol for application and award.
6. Policies, procedures, referral processes: Development of multiple campus communication & referral processes regarding substance use & harm reduction.	Notes: A formal referral process for harm reduction, substance use disorder, problematic substance use ensures that students will be provided needed resources and services, either on campus or to 3rd party providers, for substance use disorder or problematic substance use assessment, treatment, and other needed services. a. Conduct a review of the referral processes and other processes/policies/procedures for harm reduction, substance use disorder, and/or problematic substance use that were developed in the previous year(s) in order to evaluate the need for further interdepartmental and campus-community policy/protocol changes and adaptations. Develop plan and provide regular progress updates to address needed policy/protocols/procedures for harm reduction, substance use disorder and/or problematic substance use. b. Tracking sheet; Provide listing of current processes, policies, & procedures for substance use disorder and/or problematic substance use. c. Tracking sheet: Provide listing of needed and/or "in development" processes, policies, & procedures needed for development of recovery support services. d. Tracking sheet: Provide listing of newly developed campus policy/protocols/procedures based on listed assessment of current/needed & in development. e. Documents: Provide current as well as newly developed campus policy/protocols/procedures via email attachment or in Quarterly Report appendix.
7. Peer support: Student-staff Recovery Coach team and ongoing provision of	Notes: The development of a student-staff Recovery Coach (RC) team, student-based recovery group, and/or campus Registered Student Organization (RSO) is essential to the efficiency and sustainability of collegiate recovery support service development.

formal peer recovery coach training	a. Development of student-staff RC team, student-based recovery group, and/or campus Registered Student Organization (RSO) including peer support involvement and coordination of meeting space (in person/virtual) for community-based support activities. b. Peer recovery coach training (e. g. CCAR, Recovery Coach Academy) is provided to all student-staff working as recovery coaches or in a leadership position within the student recovery group. c. Documents: Provide RC personnel documents that can include student-staff Recovery Coach team description, individual job descriptions, number of team members, major area of study, supervision meeting schedule, procedures/protocols for hiring, training, new hire recruitment. d. Tracking sheet: Provide listing of RC team names, hire date, work focus.
8. Development of student need-based campus recovery support service provision & outreach	Notes: The development of student need-based campus recovery support service provision & outreach is essential to the efficiency and sustainability of collegiate recovery support service development. This recovery support service provision, recruitment, and outreach includes RC Team leadership, student recovery community involvement, and coordination meeting space (in person/virtual) for community-based activities and recovery capital development. Document in the Quarterly Report and in Excel tracking forms including, a. Development and implementation of student need-based campus recovery support service provision plan through campus & community partnerships that includes weekly/monthly groups/activities, 1:1 recovery coaching, recovery center development, sober social activities, addresses harm reduction and basic needs of the recovery community, training/education opportunities, regular recruitment activities. b. Documents: Provide a copy of a calendar of events/activities/services/supports for the group over the past quarter. c. Documents: Provide communication, scheduling, marketing documents in email attachments or Quarterly Report Appendix that describe recovery support service provision and outreach. d. Tracking sheet: Provide monthly total attendance. e. Tracking sheet: Provide total monthly hours. f. Tracking sheet: Provide monthly Recovery Center walk-in traffic total (as appropriate) g. Tracking sheet: Weekly/Monthly group: Monthly total # of sessions/appt. h. Tracking sheet: Events: Provide monthly total # of sessions. i. Tracking sheet Peer RC 1 to 1: Monthly total # of sessions/appt. j. Tracking sheet: Provide monthly number of Recovery Coaches trained. k. Tracking sheet: Provide monthly number of students (non-RCs) trained (e.g. Ally Training). l. Tracking sheet: Provide monthly number of staff/faculty trained (e.g., Coacher Vision, Ally Training). m. Tracking sheet: Other total sessions as needed (indicate type).
9. Development of campus recovery ecosystem for students in recovery.	Notes: The development of a campus ecosystem for student in recovery is focused on asset mapping, recovery capital development, academic achievement, and retention support through the development of recruitment “pipeline” as well as academic and student affairs department partnerships. Recovery ecosystem development includes

	between-department communication and active referral of students in recovery by staff and faculty into campus recovery support services. a. Documents: Provide copies of any formal campus partnerships/MOUs in email attachment or in Quarterly Report appendix. b. Documents: Provide communication, scheduling, marketing documents in email attachments or Quarterly Report appendix that describe the campus departments partnership. c. Tracking sheet: On campus asset mapping form provide listing of at least 3 potential campus partners for resources & services, and collaborative means of recruiting students in recovery. d. Tracking sheet: Documentation on campus asset mapping form of (at least) 2 recovery-focused and active collaborations & partnerships between the seed grantee recovery supports & campus departments. e. Tracking sheet: Number of referrals/recruitment of students in recovery from campus partnerships.
10. Development of community ecosystem for students in recovery.	Notes: The development of a community/campus ecosystem for student in recovery is focused on asset mapping, recovery capital development, and retention support through the development of recruitment “pipeline” as well as campus/community collaborations and partnerships. a. Documents: Provide copies of any formal campus community partnerships/MOUs in email attachment or in Quarterly Report Appendix. b. Documents: Provide communication, scheduling, marketing documents in email attachments or Quarterly Report Appendix that describe the campus/community partnership. c. Tracking sheet: On community asset mapping form provide listing of at least 3 potential community partners for resources and services, and collaborative means of recruiting students in recovery. d. Tracking sheet: Documentation on community asset mapping form of (at least) 2 recovery-focused and active collaborations and partnerships between the seed grantee recovery supports & community agencies. e. Tracking sheet: Number of referrals/recruitment of students in recovery from community partnerships.

Optional Items: Items from the Recommended/ Optional Listing chart) can be included in the seed grantee action plan but are not required. The items in each list were included as best practices for individual/group and environmental prevention, protective strategies, and recovery support. When implemented in an integrated and sustainable manner, the required and recommended items work toward the development of individual and community recovery capital and sustainable recovery support services.

Optional Items	
1.	General substance use/recovery training for staff, students, and faculty
2.	Specified substance use/recovery professional training:
3.	ARHE accreditation process for CRCs: SRCRA
4.	Development of a designated sober meeting place/space
5.	Collegiate recovery housing
6.	Campus/community detox response policy and procedure
7.	WA Prescription Drug Monitoring Program (WA PDMP)
8.	Cessation patches (Vaping & smoking)
9.	Harm Reduction & Overdose Prevention supply purchase & distribution.
10.	Medication disposal unit
11.	Drug take-back event or safe medication disposal programs
12.	Web-based tools and technical support to assist with assessment, intervention, and referral
13.	Sustainability & staff: Planning for & development of permanent university staff or GA positions
14.	Sustainability & staff: State of Washington Recovery Corps member placement application
15.	Seed grant staff wages (Temporary position)
16.	Federal DFSCA (Drug Free Schools and Communities Act). Documentation of campus recovery support services involvement/inclusion.
17.	State Good Samaritan Law RCW 69.50.315. Documentation of campus recovery support services involvement/inclusion.
18.	State HB 2112 - 2023-24: Concerning opioid and fentanyl prevention education and awareness at institutions of higher education. Documentation of campus recovery support services involvement/inclusion

Appendix C

SWCRSI Evaluation Frameworks and Questions

PRISM

Experts in dissemination and implementation science agree that contextual factors must be considered for successful uptake and sustainability of an intervention's implementation (Feldstein & Glasgow, 2008; McCreight et al., 2019). While the model was developed for healthcare settings, it can be easily applied and adapted to programs being implemented in other settings (e.g., replace "patient" with "student" in this case). PRISM contextual factors, as shown in Figure 8, will include external context such as state or federal funding and policies that support or impede collegiate recovery recovery, state or federal guidelines for development and implementation of collegiate recovery supports. Internal context, at multiple levels include organizational (higher education and community referral sources) and student characteristics as well as organizational and student perspectives, and the infrastructure needed to support collegiate recovery programs.

PRISM + RE-AIM

Throughout this evaluation, our team incorporated the PRISM model as part of the RE-AIM framework (Figure 9, Table 4). This allowed us to identify and examine contextual factors impacting collegiate recovery programs, including identifying key elements that support access and utilization of recovery supports during transition to higher education and identifying gaps in the State of Washington ecosystem (Feldstein & Glasgow, 2008).

Figure 8. PRISM Components

The Practical, Robust Implementation and Sustainability Model (PRISM)

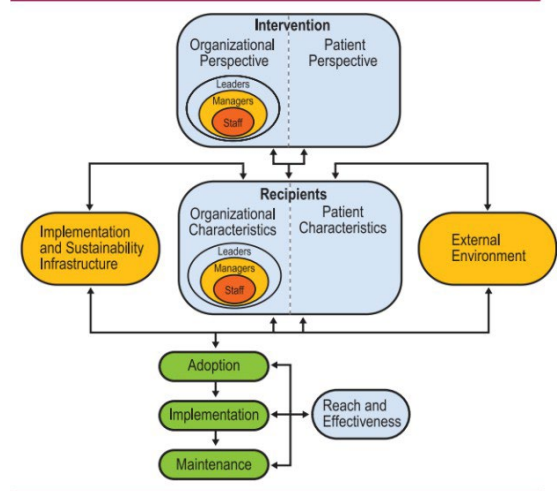


Figure 9. RE-AIM Framework

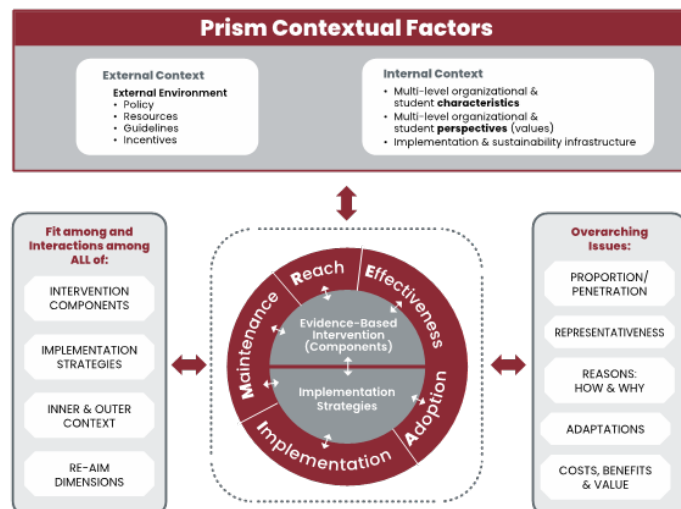


Table 4. RE-AIM Framework

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

Evaluation Questions

The evaluation approach was guided by the following questions and mapped to RE-AIM dimensions:

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

Effectiveness

- What facilitated the reach? *Reach*
- What barriers impeded reach? *Reach*

3. What progress are seed grantees making on creating sustainable CRS/Ss? *Maintenance*

- How embedded are the CRS/Ss within the IHE and surrounding communities? How much buy-in do grantees have from administration, staff, students, and community stakeholders? *Adoption, Maintenance*
- How are stakeholders adapting to continually changing student bodies, policies and funding sources, best practices, and student needs? *Maintenance*
- What domains of sustainability are grantees most concerned about achieving? *Maintenance*

Appendix D

Site Visit Planning Document

Site Visit Objectives

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

Site Visit Rationale

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

Planning the day

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

Draft Agenda

1. Welcome breakfast
 - a. We provide a morning beverage service with light foods to share and meet center staff
 - b. Invite center staff and students that are more involved in center activities
 - c. We will facilitate a discussion that explores both current procedures and activities and plans for the future. We will also discuss your virtual offerings.
2. Campus walk
 - a. If applicable, we would like to understand where other campus services and/or partners are in relation to your center (even if you are co-located with other services).
 - b. This might be an opportunity to meet your campus partners on the walk, or representatives might join us for a catered lunch
3. Lunch with guests

- a. We will provide lunch for up to 10 persons
- b. The site selects a restaurant in advance so that we can pre-order meals for delivery
- c. If possible, off-campus partners representatives attend
- d. If possible, school administration/faculty attend
- e. The evaluation team will facilitate a discussion about benefits and challenges to partnerships, and future opportunities

4. Off-campus visits

- a. If applicable, we would like to visit off-campus sites that you partner with to experience those spaces. We do not expect to have meetings that off-campus locations unless that is best for you and your partners

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

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

Appendix E

Recommendations from Past Evaluations

Recommendations from 2020-2021 Evaluation

Recommendation 1-2021: Continue to use the harm reduction and socio-ecological models to address CRS/S development and the development of a continuum of care and supports that are based on student need in a collegiate setting.

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

Recommendation 2-2021: IHEs that are beginning to develop CRS/S may benefit from a 2-step process that begins with (1) an interdepartmental workgroup in the first year of development and then (2) shifts to a stakeholder model of administrative implementation to for maintenance and sustainability.

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

Recommendation 3-2021: Virtual Learning Communities (VLC) should include (1) an initial year of intensive training and education on CRS/S development and then a shift to and (2) seed grantee learning communities, paired with 1:1 mentorship and technical assistance from the PI or CRS expert

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

Quarterly report data indicated that a 2-step process in the structure and implementation of the VLC sessions as well as mentorship and technical assistance was beneficial to seed grantee teams in terms of state-wide and individual campus CRS/S development and sustainability. In 2020-21, the VLC sessions

and a conference were highly focused on seed grantee and state-wide education and training by national experts on CRS/S development. These VLC and conference sessions were recorded and are publicly accessible on the SWCRSI website with seed grantees continuing to access the sessions as a means to train new CRS/S staff and students.

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

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

Recommendation 4-2021: Continue to revise and submit Action Plans throughout CRS/S development and implementation.

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

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

shifting campus environments.

Recommendation 5-2021: In the first year of funding, IHEs should develop and use community and/or campus asset maps to identify and build partnerships with agencies and community members.

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

Recommendation 6-2021: Sustain ongoing memberships in state and national agencies that allow for access to education& training opportunities, individual campus CRS/S marketing, and advocacy resources.

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

Recommendation 7-2021: Continue to review and adopt formal and interdepartmental referral policies and protocols for problematic substance use as a means to structurally integrate comprehensive support services and develop of a full continuum of care on campus.

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

Recommendation 8-2021: Continue to include CRS/S in DFSCA Biennial Reports as to develop integrated and comprehensive policy and protocols and develop a full continuum of care on campus for substance use related concerns, including collegiate recovery.

Recommendation 9-2021: Continue to use multiple marketing and communication platforms.

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

Recommendation 10-2021: Include students in recovery in every aspect of implementation to enhance needs- based development, reach, maintenance, and sustainability of the CRS/Ss.

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

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

Recommendation 11-2021: Increase opportunities for student involvement, such as peer recovery coaches and other student CRS/S employees. Consider expanding the role of student employees to include interdepartmental workgroup participation or collaboration with other IHEs during VLCs. Student voices are critical in the development and sustainability of CRS/Ss. Paid student employment opportunities communicated to students that their experiences are valued and overall was helpful in CRS/S recruitment efforts. Specifically, paid student positions allow for consistent student leadership, advocacy, and promotion. Quarterly report data indicated that multiple seed grantees offered student employment opportunities and expanded the role to incorporate student voices in additional components of their collegiate recovery efforts, including conversations with administrators, community organizations, recovery high schools, and other seed grantees. The number and type of paid student in recovery positions offered varied among seed grantees depending on availability of staff to supervise student workers and to develop recovery-oriented duties. As well, the overall administrative stability of the implementation process impacted seed grantee ability to hire student staff. Notably, those seed grantees that experienced administrative instability and were without dedicated staffing, especially within the startup phase, were less likely to employ students in recovery, despite having grant funding to do so.

Recommendation 12-2021: Continue to market and offer scholarships to students in recovery in order to increase the potential for academic success, to address student financial needs, for recruitment purposes, and to signal a welcoming campus environment.

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

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

Recommendation 13-2021: Prioritize sustainability planning to retain and grow CRS/Ss on seed grantee campuses beyond SWCRSI funding.

Seed grantees are required to address sustainability planning in their Action Plans, quarterly reports, and in their final annual report at the end of the funding cycle. Reports and staff interviews indicated that the majority of seed grantee CRS/Ss currently are completely funded through the SWCRSI. Two seed grantee sites indicated that they have an ongoing relationship with their IHE Development department and foundations. One seed grantee indicated that they are combining multiple already existing grant-based programs, staffing, and funding streams to increase the potential for CRS/S sustainability over time. Over the past year, the United States Federal and Washington State governments have expressed plans to increase the number of collegiate recovery programs. Grantees can continue to monitor funding sources that could support the expansion or sustainability of their CRS/S. Additionally, grantees can use recent literature around cost effectiveness in conversations with school administrators. For example, one 2021 study showed that CRPs are a valuable business investment, and that for every dollar spent, there will be a return of \$2.26 over the course of 10 years (Gerber et al., 2021). The idea that CRPs are cost effective is also supported by Castedo de Martell et al.'s 2021 paper that describes a study of cost effectiveness using a societal model and two institutional models. In the societal model, which estimates cost effectiveness of CRPs compared to societal costs, including patient time and transportation costs, criminal justice costs, productivity, and other broader societal implications, CRPs had cost savings of \$3,872.75 per quality-adjusted life year (QALY) gained when implementing a CRP. Two institutional models were also presented. The first calculated the cost-savings per student retained that otherwise would have been lost from withdrawing from courses or being expelled due to challenges related to their substance use. This model showed that IHEs could save \$11,230.93 per student retained. The second institutional model looked at the cost of recruiting and admitting (onboarding) new students to replace those students who withdraw or otherwise leave due to substance use (the authors note this is a less common concern and tends to be

focused on certain “elite” IHEs). This model showed cost savings of \$14,581.30 per student retained (Castedo de Martell et al., 2021). CRS/S can calculate their own cost effectiveness using <https://collegiaterecovery.org/media/>.

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

Recommendations from 2021-2022 Evaluation

Recommendation 1-2022: Continue to use the harm reduction and socio-ecological models to address CRS/S development and the development of a continuum of care and supports that are based on student need in a collegiate setting.

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

Recommendation 2-2022: IHEs that are beginning to develop CRS/S may benefit from a 2-step process that begins with (1) an interdepartmental workgroup in the first year of development and then (2) shifts to a stakeholder model of administrative implementation to for maintenance and sustainability.

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

Recommendation 3-2022: IHE membership in Virtual Learning Communities (VLC) that include (1) an initial year of intensive training and education on CRS/S development and then a shift to and (2) seed grantee learning communities, paired with 1:1 mentorship and technical assistance from a CRS/S expert.

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

IHEs are encouraged to continue participating in monthly Virtual Learning Community (VLC) meetings as a coalition of collegiate recovery campuses. The primary goals of the VLC are to grow partnerships and consultation between grantees, facilitate co-learning, and strengthen student referrals between campuses as a means to grow a network of collegiate recovery supports across the state of WA. Having the opportunity to share lessons learned and leverage the experiences of fellow grantees encourages cross-pollination of successful strategies and innovative solutions to implementation barriers. IHEs are not implementing CRS/S in a vacuum; instead, one of the primary purposes of the SWCRSI is to build

statewide capacity and generate knowledge and best practices related to launching, implementing, and sustaining impactful CRS/S programs. Seed grantees should continue to lean on these supports and shared learning opportunities as often as possible. Additionally, Cohort 1 seed grantees who are no longer receiving funds can continue to participate in VLC meetings as a means to enhance sustainability.

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

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

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

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

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

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

Recommendation 7-2022: Maintain review and adoption of formal and interdepartmental referral policies and protocols for problematic substance use as a means to structurally integrate comprehensive support services and develop of a full continuum of care (Maarhuis et al., 2021) on campus.

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

Recommendation 8-2022: Inclusion of CRS/S in DFSCA Biennial Reports in order to develop integrated and comprehensive policy and protocols and develop a full continuum of care on campus for substance use related concerns, including collegiate recovery.

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

information annually.

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

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

Recommendation 10-2022: Maintain annual marketing and offers for scholarships to students in recovery in order to increase the potential for academic success, to address student financial needs, for recruitment purposes, and to signal a welcoming campus environment.

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

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

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

Recommendations from 2022-2023 Evaluation

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

Adequate levels of qualified staff, including permanent IHE staff and student staff, allows for successful development and implementation of CRS/S that meet the multi-faceted and dynamic needs of students. These staff must have ample available and dedicated time to build these programs out. Dedicated staff also have time to build connections with other staff, faculty, and departments at IHE. These connections can result in IHE policy and procedure changes to support students in recovery (e.g., recovery-friendly housing options, DFSCA reports), interdepartmental referrals, and creating a recovery-friendly campus community. Staff must also build relationships with community organizations to expand program offerings for students beyond the scope of CRS/S. Programs with more dedicated staff and internal and community-based connections had higher self-identified levels of sustainability and effectiveness. Further, these IHEs were able to secure ongoing funding outside of the SWCRSI grant funding and embed themselves within the campus community.

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

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

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

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

Recommendation 15-2023: Increase campus-wide training opportunities improving community-wide knowledge of the needs of students in recovery. One of the most effective strategies for addressing stigma related to recovery, expanding reach, and demonstrating inclusivity is to enhance campus-wide training opportunities. Training events serve the dual purpose of increasing the visibility of CRS/S programs while enhancing knowledge of recovery principles and resources and signaling philosophies of harm reduction and inclusivity. Important topics to highlight include the availability of services, student opportunities to get involved, information about referral and resource availability, as well as access to harm reduction strategies and tools (e.g., Recovery Coach training, Ally training, Narcan and Fentanyl test strip training, and distribution). IHEs that are “thinking outside the box” on community knowledge building have successfully tapped hard-to-reach populations and built unlikely but crucial partnerships with other campus entities. IHEs could consider the following questions as starting points to increase community knowledge building: Who is not represented in our current partnerships? Who may have access to groups and sub-populations who are underrepresented in our services? What existing events can we align with to enhance knowledge of recovery supports? What groups may welcome additional resources and training opportunities?

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

Social events are highly effective yet “low-hanging fruit” for IHEs to offer throughout the year as a means to increase reach and create and model safe and supportive environments. Some IHEs are

partnering with other clubs to leverage the momentum of other social events and to align objectives (e.g., clubs for justice- involved students have shared goals of creating safe and supportive environments). Social events with food, activities and games and welcoming allies can create welcoming and inclusive environments that encourage students to stay connected and participate in other CRS/S programming. Further, these events go beyond the stereotypical campus party scene or and all-recovery or AA meetings. CRS/S events can be fun, welcoming, normal-feeling, and aesthetically rich. Offering sober events during other campus events where substance use frequently takes place (such as sports games or concerts) offers safe and supportive social alternatives for students in or seeking recovery.

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

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

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

Although IHE administration may provide verbal “buy-in,” recovery staff and administrators must quickly respond to circumstantial instability. Collaborative support along the vertical through-line allows for a pragmatic, action-oriented, and swift response. When there are administrative changes, recovery staff must be prepared to respond quickly and effectively to decrease this instability’s effect on students involved with the CRS/S. This collaborative effort supports sustained recovery support service provision. See Case Studies #1 & #2 on pages 50-57.

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

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

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

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

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

Recommendations from 2023-2024 Evaluation

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

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

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

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

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

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

partners (e.g., nearby recovery centers).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Prism Partners Group

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

Acknowledgements

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 Liz Venuto and Chloe Wilkins, Contract Management, Division of Behavioral Health and Recovery (DBHR).

Land Acknowledgements

Principal Investigator

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

Prism Partners Group

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

Grantees

Central Washington University honors the native people and land on which CWU is located in Kittitas County. Central Washington University acknowledges the people who have been on this land since time immemorial. The Ellensburg campus is on lands ceded by the Pshwanapum and other bands and tribes of the Yakima Nation in the Treaty of 1855. The Yakama people remain committed stewards of this land, cherishing it and protecting it, as instructed by elders through generations. We are honored and grateful to be here today on their traditional lands, and give thanks to the legacy of the original people, their lives and their descendants.

Olympic College honors and acknowledges that the land on which we meet, learn, and work is the aboriginal territory of the People of the Clear Salt Waters, specifically the Suquamish and Duwamish Tribes (for OC Bremerton and OC Poulsbo) and the Squaxin Island and Skokomish Tribes (for OC Shelton). We also acknowledge and appreciate the enduring presence and deep traditional knowledge of the Indigenous People with whom we share this land today. We pay our respects to the People of the Clear Salt Waters and their Elders—past, present and emerging. We also acknowledge the important role the Suquamish and Duwamish Tribes (for OC Bremerton and OC Poulsbo) and the Squaxin Island and Skokomish Tribes (for OC Shelton) continue to play within the People of the Clear Salt Waters' territory.

We are honored to acknowledge that the Spokane Colleges, and our main campuses for Spokane Falls and Spokane Community College, are located on the traditional and sacred homelands of the Spokane Tribe of Indians. We also provide services in a region that includes the traditional and sacred homelands of the Coeur d'Alene Tribe, Confederated Tribes of the Colville Reservation, Kalispel Tribe of Indians and Nez Perce Tribe. We pay our respect to tribal elders both past and present as well as to all indigenous people today. This land holds their cultural DNA and we are honored and grateful to be here on their traditional lands. We give thanks to the legacy of the original people and their descendants and pledge to honor their stewardship and values.

Suggested Citation

Slay, J. & Maarhuis, P. (2026). Reshaping the conversation VI: Collegiate recovery supports and services in the State of Washington. Evaluation Report of the 2025-2026. State of Washington Collegiate Recovery Support Initiative. Pullman, Washington: Washington State University.



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