



State of Washington Collegiate Recovery Initiative Evaluation Project

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WSU Statewide Collegiate Recovery Conference
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Overview

- Defining collegiate recovery support
- Brief history of collegiate recovery supports
- Academic support needs and barriers for youth in recovery transitioning to college
- Overview of the environmental scan
- Questions and answers



WA Environmental Scan Foundational Definition



Collegiate recovery support is:
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.



What was our starting point?

- Since the first known collegiate recovery community was established at Brown University in the late 1970's, collegiate recovery has struggled to find consistency in definition.
- Up until about 2012, *collegiate recovery communities* was the common phrase used to describe communities of recovering students on higher education campuses.
- The convergence of Texas Tech University's research with Alexandre Laudet, 2011-2014, the early formation of ARHE, and the initiation of Transforming Youth Recovery's national seed grant program (2012) created a shift in defining, implementing, and researching collegiate recovery services.
- **2021 Eval Team** - TYR's 2017 CR Census, ARHE standards and the available peer reviewed literature into account when constructing our protocols.



What Does the Literature Say?

- Collegiate recovery **looks different at every school**, and is dependent on **campus culture, available resources, and student needs.**¹
- College is a **recovery-hostile environment**; CRPs provide a supportive space for students as they navigate this environment.²
- **Collegiate recovery services can include** recovery programming, peer support services, sober housing, social events, etc.³
- Success in CRPs is **hard to measure** but has been measured by students' ability to balance their academics and recovery simultaneously.¹



Understanding Academic Support Needs and Barriers for Youth in Recovery During the Transition to College

Purpose:

- In-depth examination of the factors that are involved in educational support for students in recovery during the transition into a collegiate setting

Two research questions:

- What **types of support** can facilitate recruitment, admission, and retention into college programs?
- What **barriers or challenges** exist that impede these processes?



Understanding Academic Support Needs and Barriers for Youth in Recovery During the Transition to College

Participants drawn from three groups:

- Alumni of WA State Recovery High Schools ($N = 3$)
 - Current/Past College Students ($N = 3$)
 - Parents ($N = 4$)

Responded to two study components:

- Online survey
- Structured interview



Understanding Academic Support Needs and Barriers for Youth in Recovery During the Transition to College

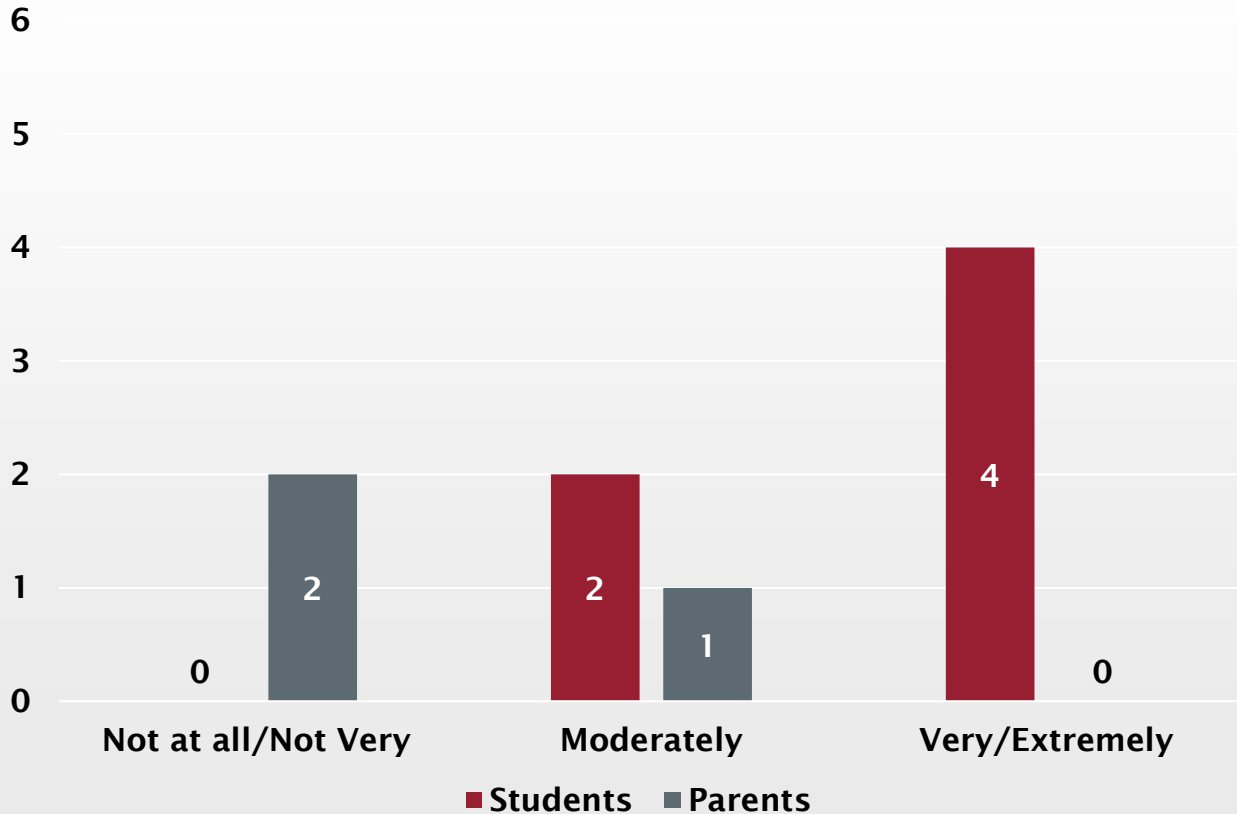
Online Survey:

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

- Financial Aid/Scholarships
- Academic Advising/Guidance
- Seminars/Workshops Study Skills
- Substance-Free Housing
- Recovery Housing
- Academic Tutoring
- Courses/Seminars on Addiction
- Substance-Free Social Activities



Scholarships

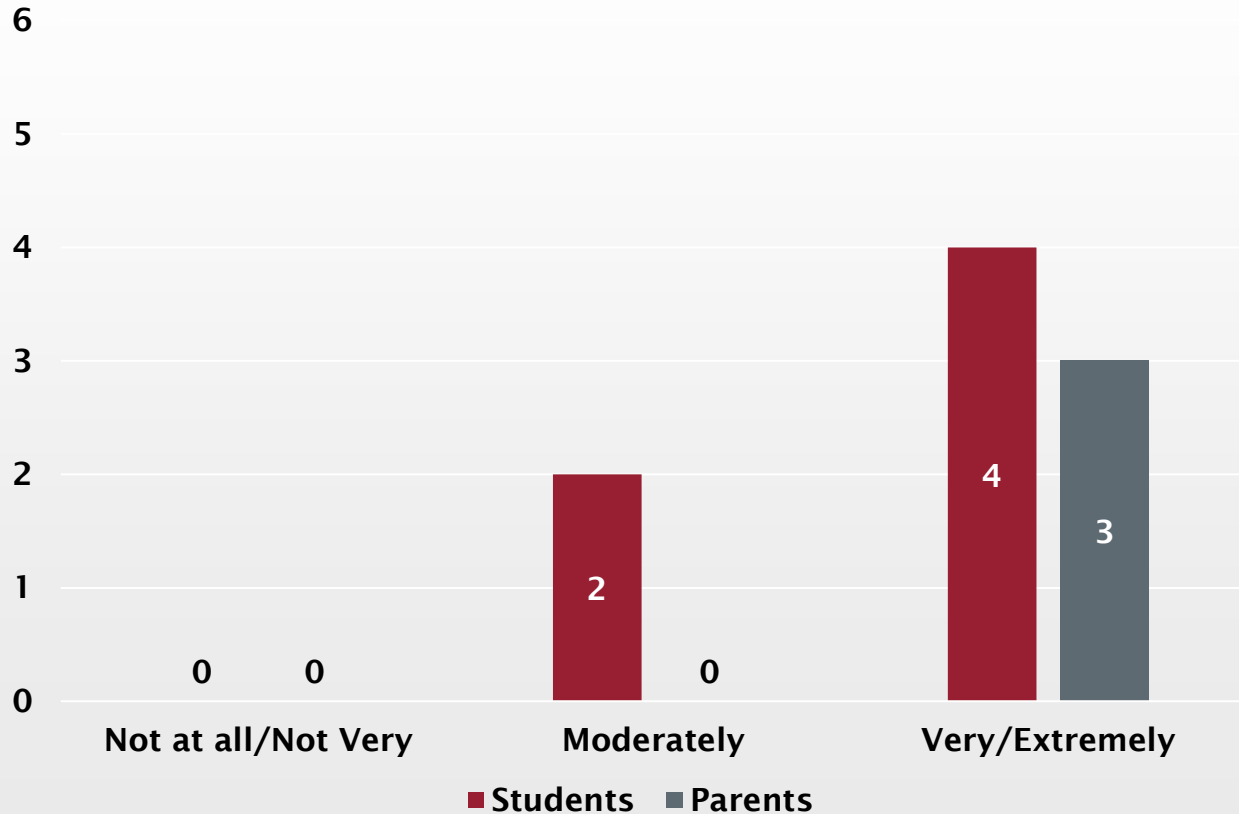


“[Lack of] Financial [support] had the potential of limiting my success”

“...[Alum or parents] who've gone through the program or are sober...they could help fund some of this depending on whether they are of means or not”



Academic Advising

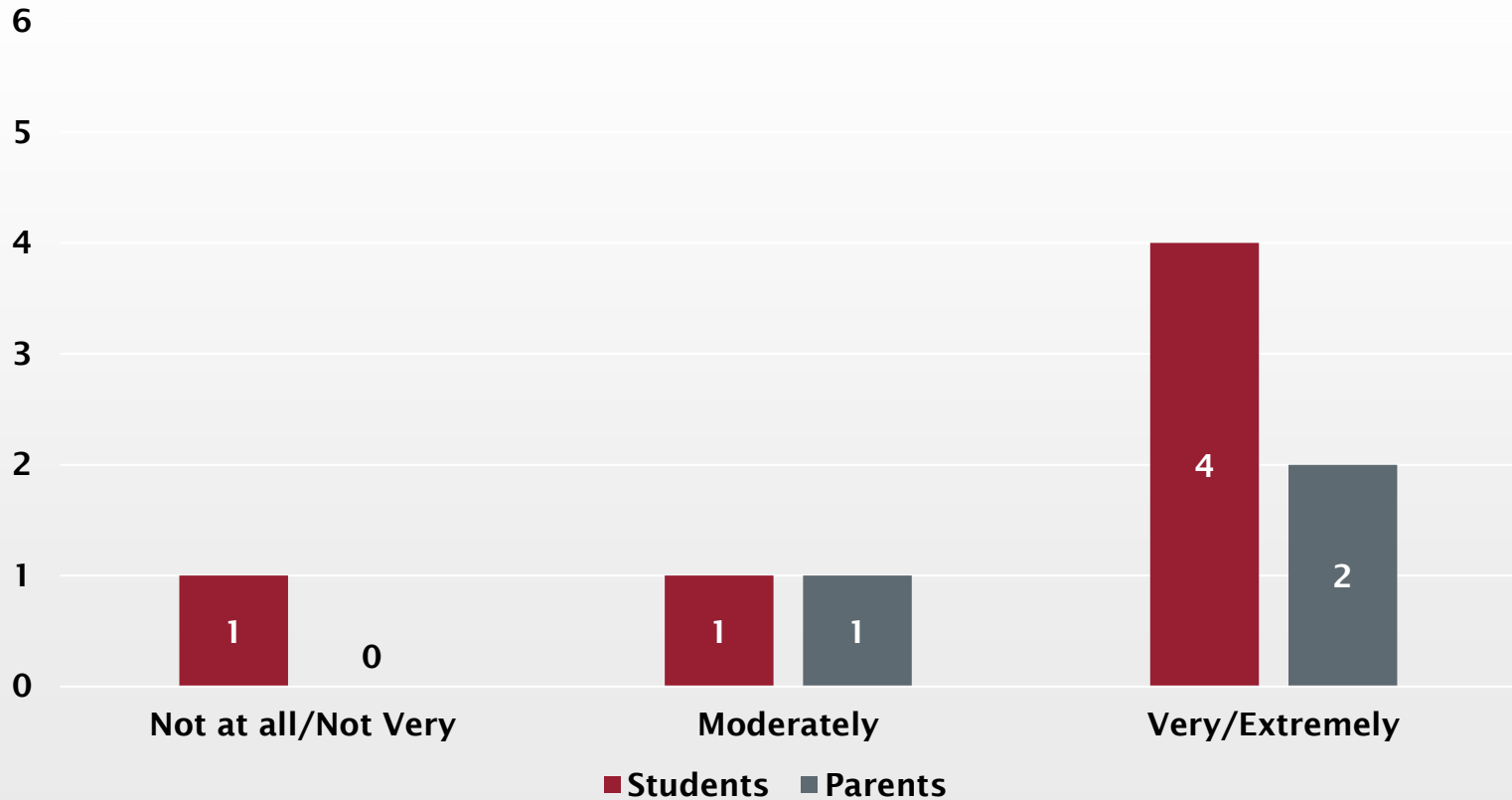


“...their support gives me the opportunity to be myself and that gives me confidence in my competencies. And knowing that I accept myself for who I am and I know my strengths and my weaknesses”

“...it was hard for her to try to figure out even who to talk to, like how to register for Class, how to get her classes paid for”

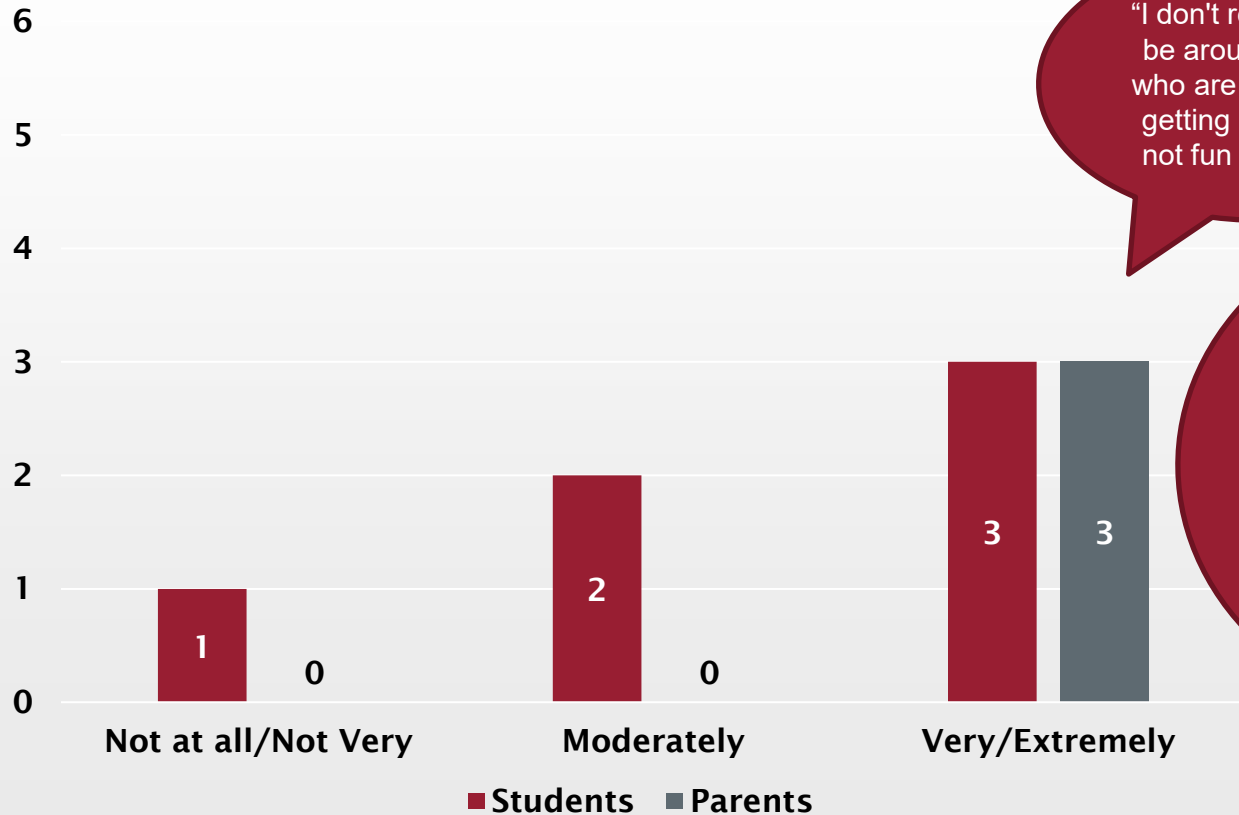


Seminars and Workshops





Substance-Free Housing

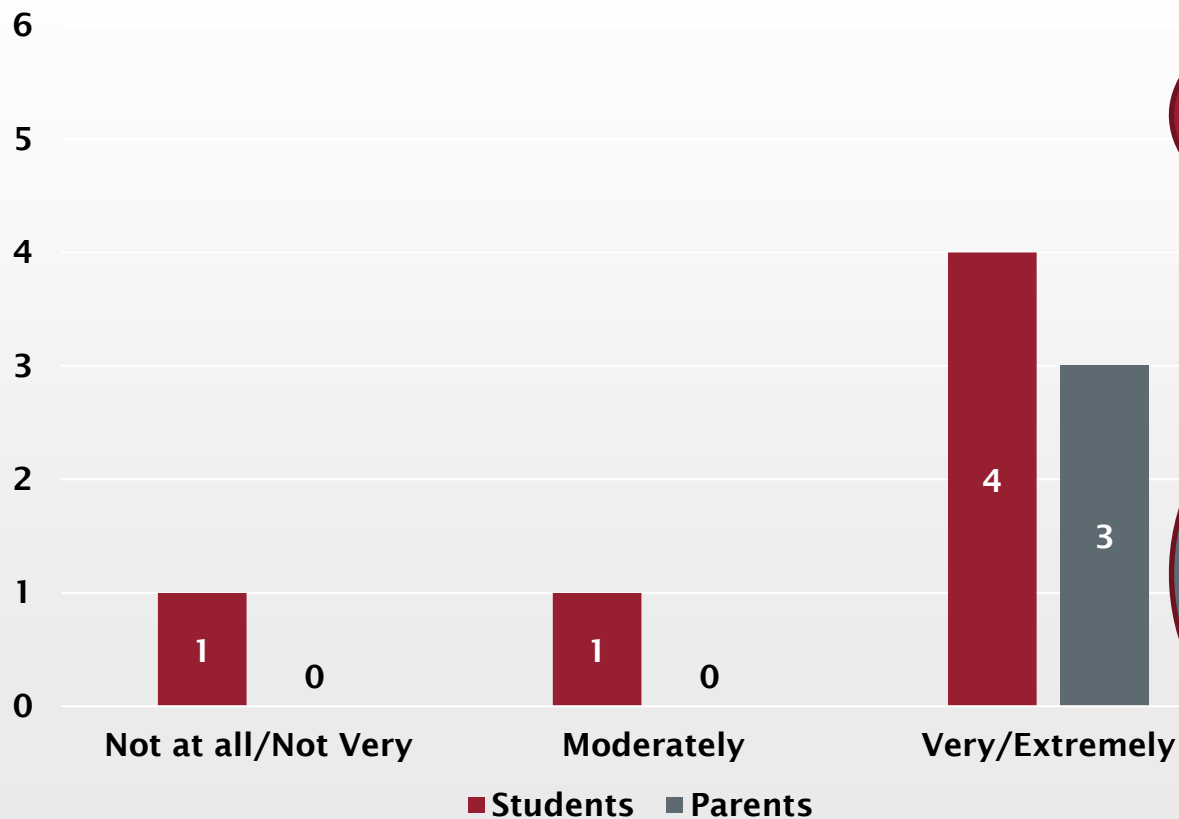


"I don't really like to be around people who are drinking or getting high that's not fun anymore"

"...every night in the dorms you hear ... someone outside yelling about something or you can smell things that you're in recovery about or you can hear people talking about things that you're in recovery about... it's really hard if it's all around you and you've just begun your recovery"



Recovery Housing

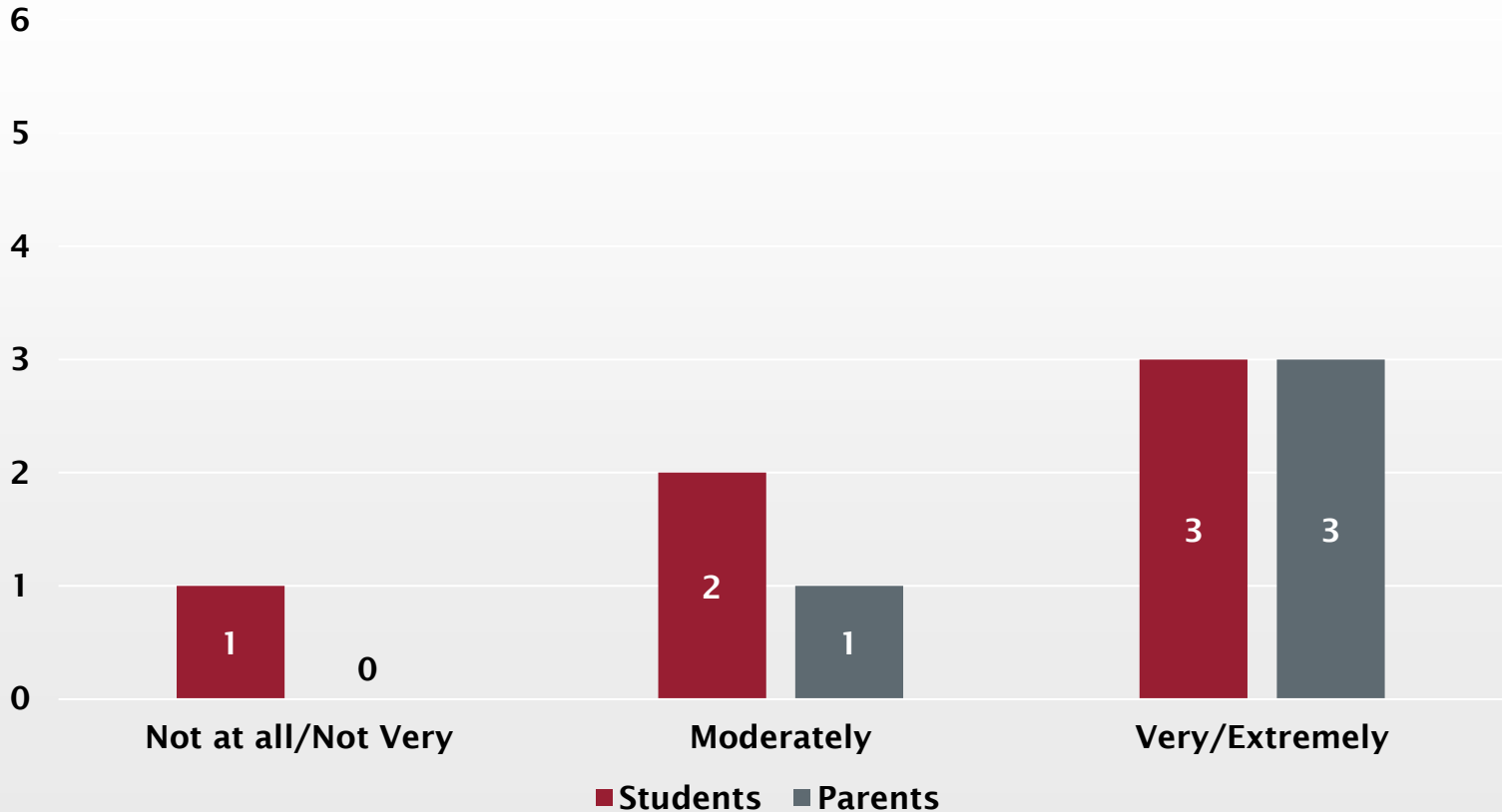


"...it would be so much easier if there was a spot or just designated area of in recovery housing or having or letting people have the option of not being in dorms their first year"

"I think the biggest barrier is knowing if she's going to have a sober community who she can really lean on and really trust. I think if she knew that she was going to be able to live in in sober housing or that she we're going to have at least a couple of other people who she already knew who are in recovery.. or small community, I think that would go a long way to helping her feel much more comfortable."

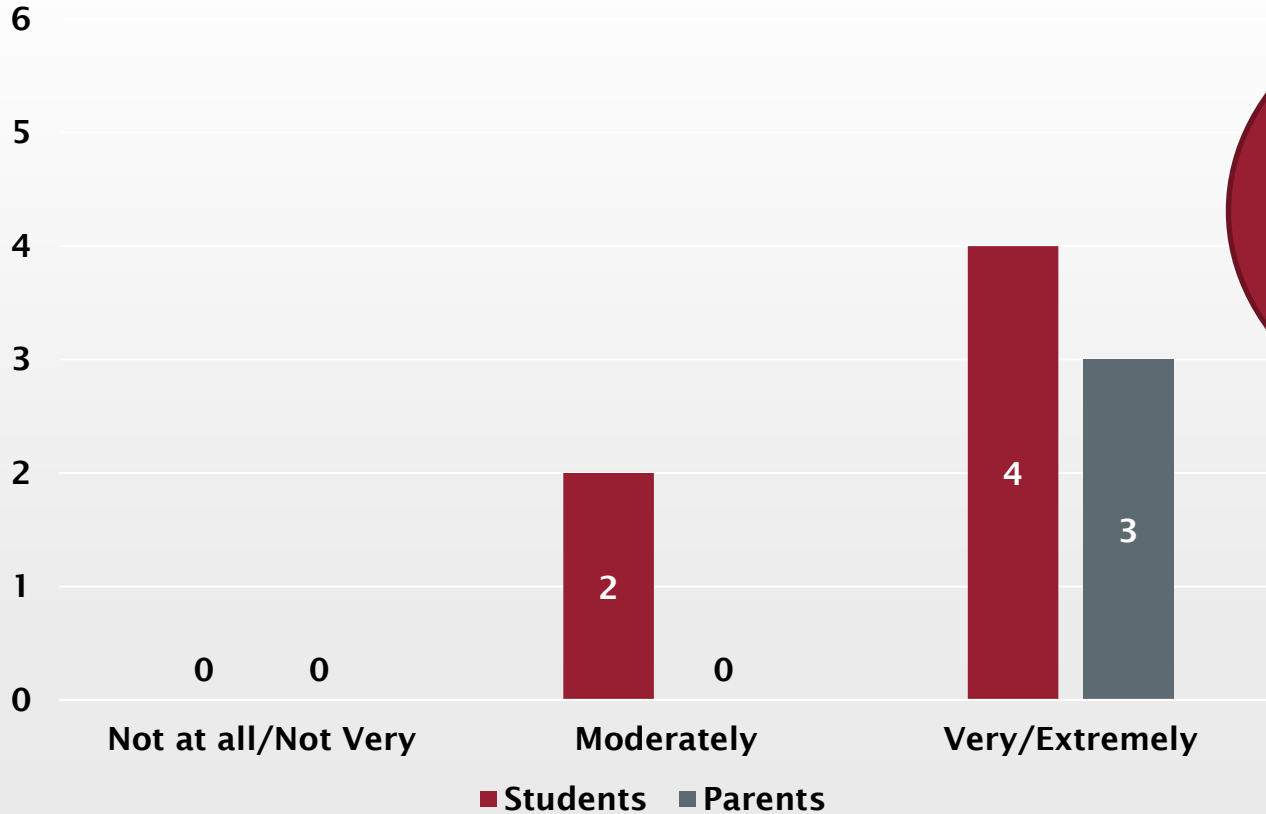


Academic Tutoring





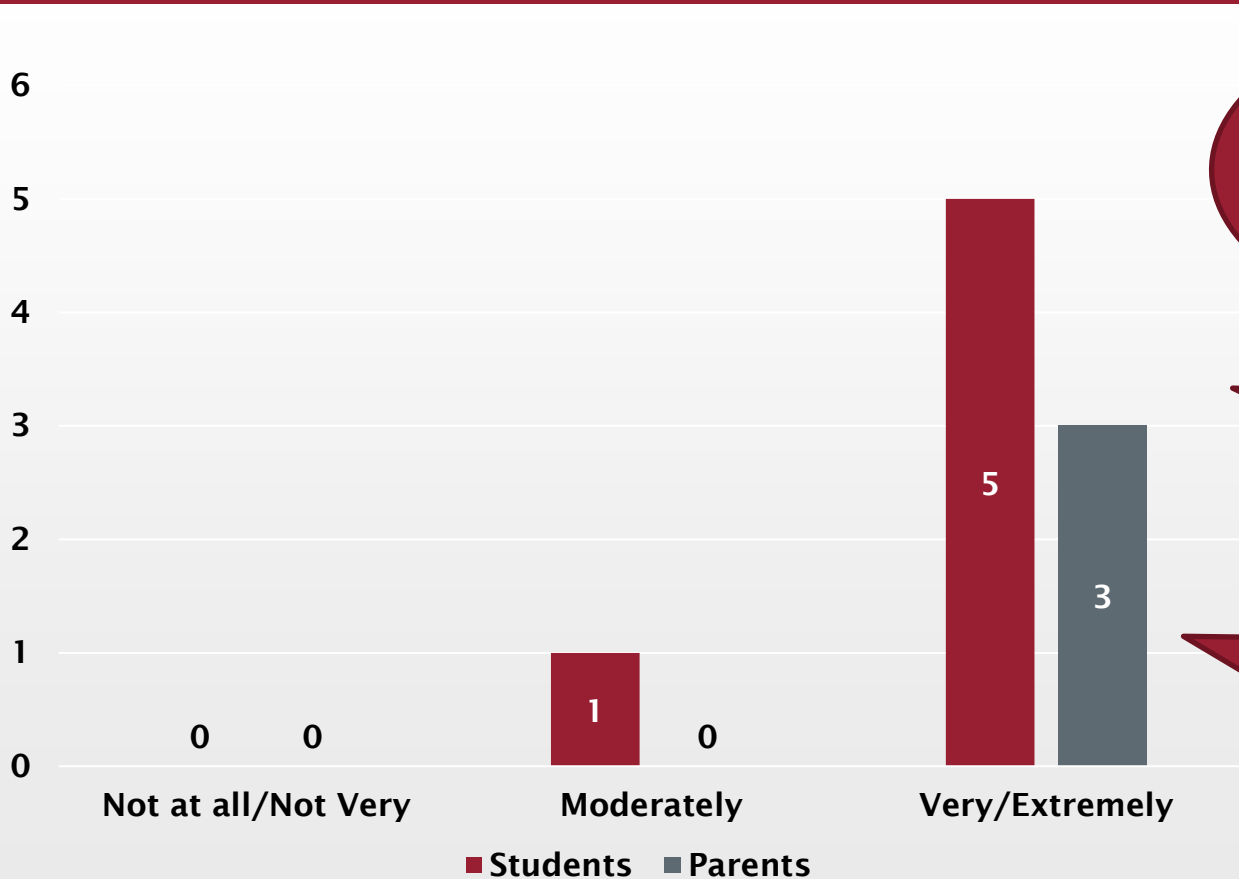
Courses and Seminars



“...Also, getting credit for learning about the disease... that's huge... that that would be a really big step for somebody in recovery...to learn about your problem because, like I literally need that education to function in society”



Substance-Free Social Activities



"I have a hard time doing things for myself. But [University CRP] has been a really easy consistent free way of... sharing with a group of people that are supportive and understand your situation and aren't judgmental, which is great."

"The community is really the key piece"

"a group in college that shows you what those things are for the kids that are students that just got sober and don't know who they are, how to become who they are so that they can be introduced into real life."



Other Resources (Not Listed)

Recovery-based meetings

Club-based resources

Having a medium where
students can meet other
students in recovery

Strong and
active
community of
students in
recovery

Help finding
peer groups
of supportive
students and
faculty



Other Resources (Not Listed)

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Club-based resources

Having a medium where
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Strong and
active
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Regular mental
health
counseling/therapy

Counseling
availability

Help finding
peer groups
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students and
faculty

Therapy



Other Resources (Not Listed)

Recovery-based meetings

Club-based resources

Having a medium where students can meet other students in recovery

Strong and active community of students in recovery

Regular mental health counseling/therapy

Counseling availability

Therapy

Help finding peer groups of supportive students and faculty

Transitioning in employment

Education of overall campus about addiction



Summary and Next Steps

Common Themes:

- Importance of substance-free or recovery housing
- Substance-free social activities
- Counseling/Therapy services
- Supportive peer culture

Next Steps:

- Formal analysis of the qualitative interview data
- Explicit connections to structural data?



Environmental Scan

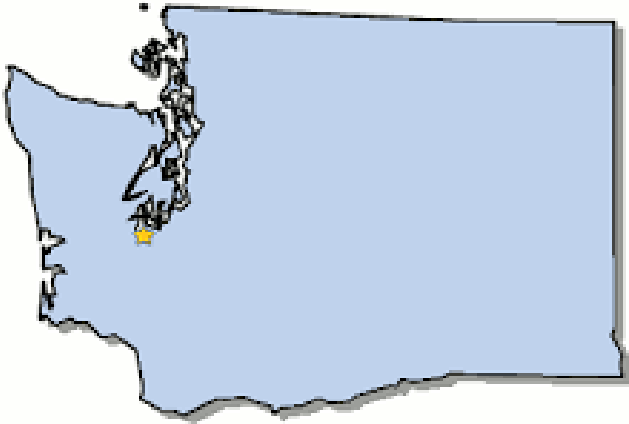
Evaluation Questions



1. What collegiate recovery supports (including Collegiate Recovery Programs and Communities) are currently available across the State of Washington and how are they linked to academic services within institutes of higher education?
2. What is the relationship between community recovery supports, Recovery High Schools, and institutes of higher education collegiate recovery program recruitment and retention services?
3. What funding is available at the state and federal levels to support the development and sustainability of higher education collegiate recovery programs? In what ways do funding sources differ in their requirements or priorities (including the availability of one-time or ongoing funding opportunities)?



Environmental Scan Methodology



- Literature Review
- Policy Review
- Survey
- Qualitative Interviews



Environmental Scan Survey Data

Background:

- During April 2021, brief survey was sent to counseling and admissions staff at every higher education institution throughout the State of Washington.

Purpose:

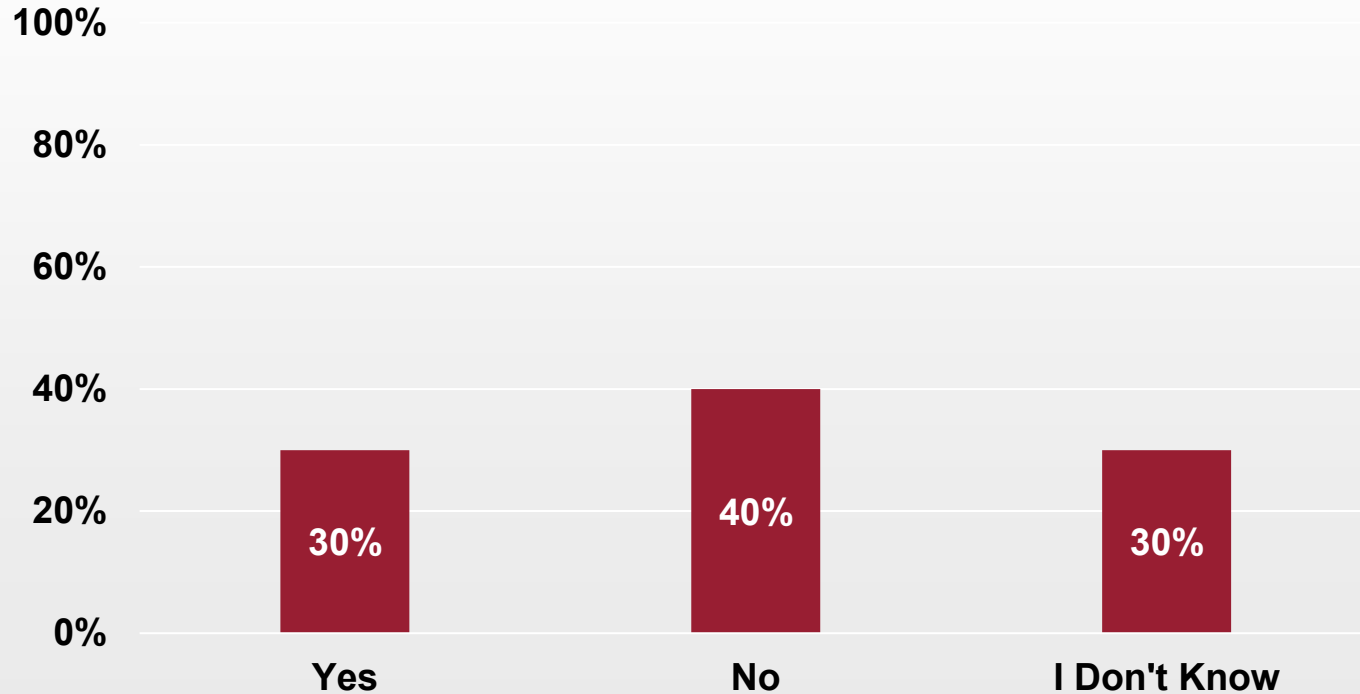
- To identify the availability of collegiate recovery supports and services available to students, regardless of experience in formal collegiate recovery programming.

Response Rate: 19.4%

We will give you an opportunity to complete the survey at the end of our session today!



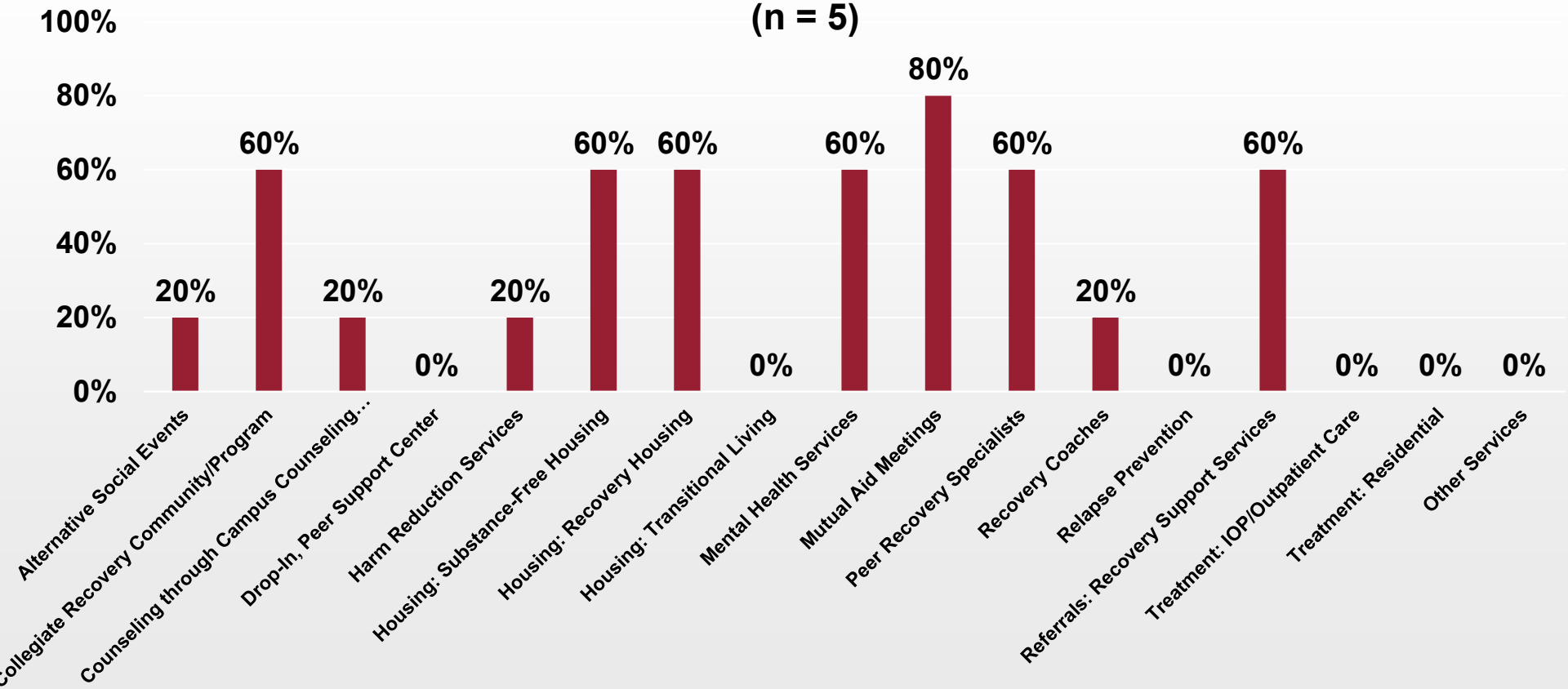
Do you receive funding for recovery support services? (n = 10)





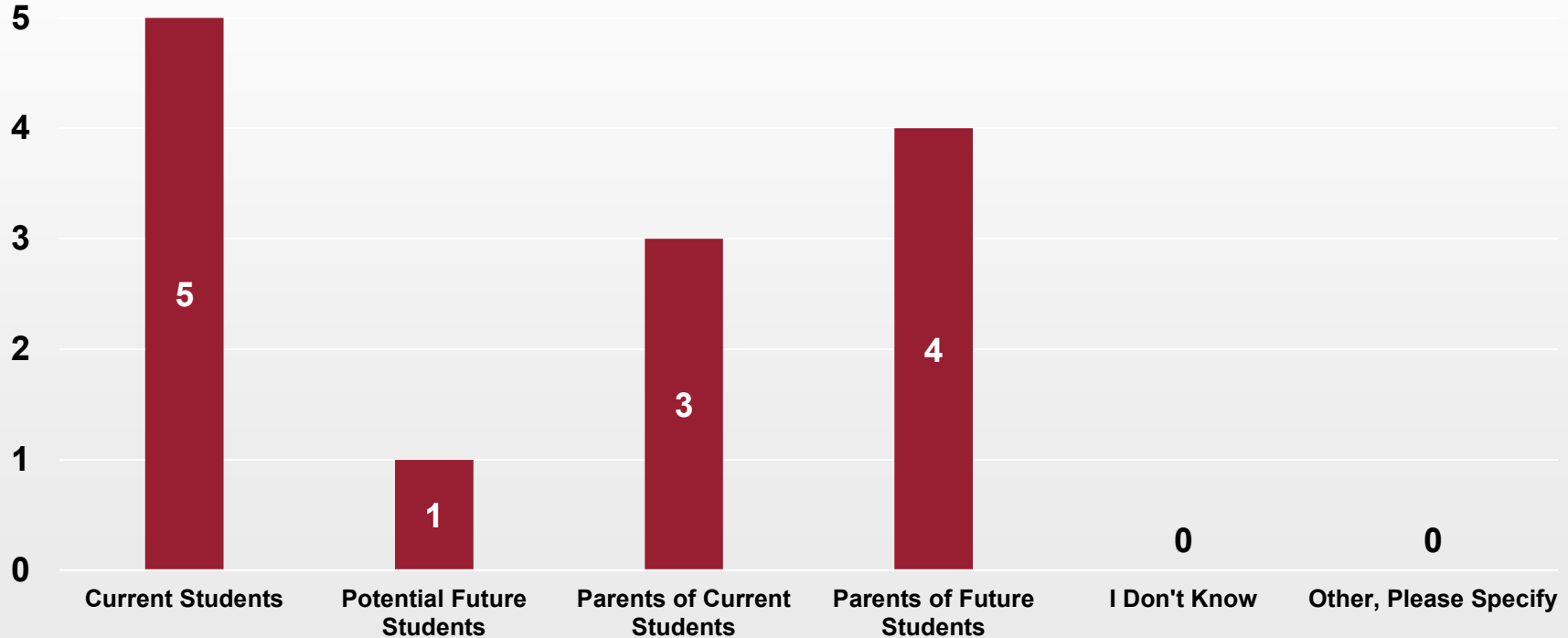
Which services were requested by current/potential future students or parents?

(n = 5)





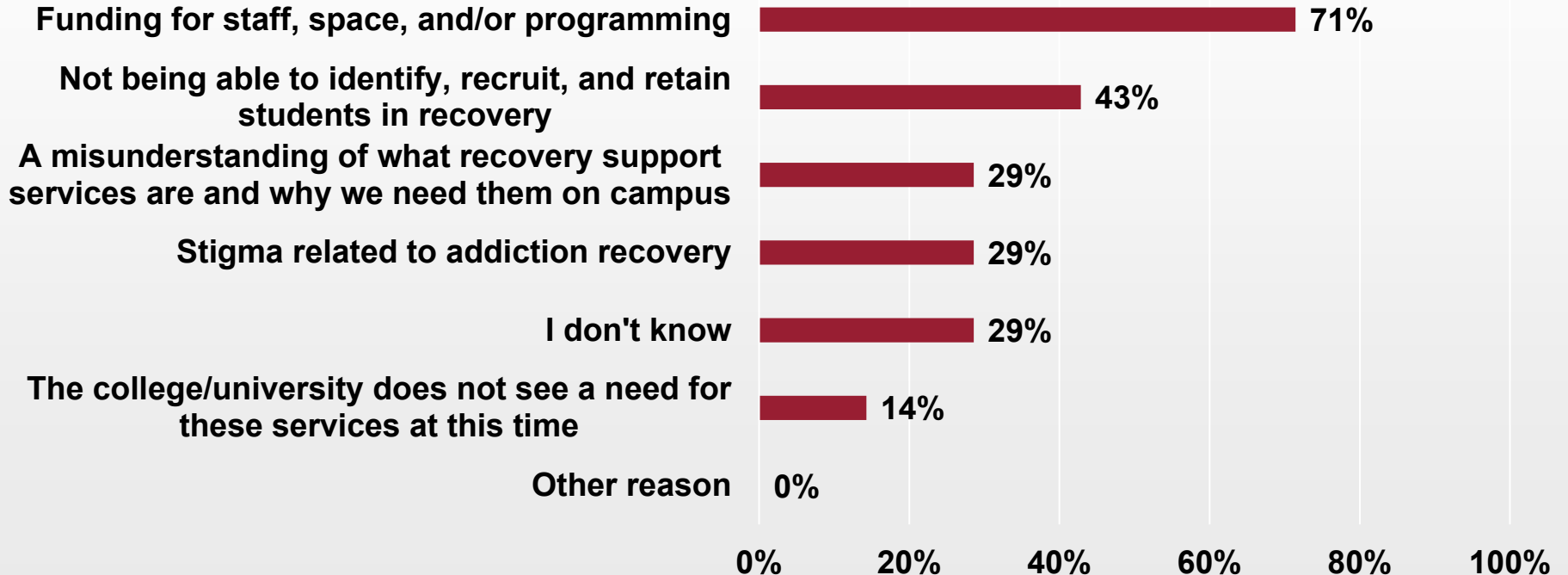
Who requested the services? Please select all that apply. (n = 5)





What is the biggest barrier to implementing additional recovery support services on your campus? Please select all that apply.

(n = 7)





Preliminary Themes

- Support is needed from the top down, both at the policymaker and institution levels
- Students who live on campus often do not view themselves as part of the surrounding community
- The ability to attain sustainable funding is a major challenge to the establishment of collegiate recovery programs
- The majority of policymakers at the state, county, local, and school levels are not aware of the needs of higher education students in recovery



Questions?



References

- 1: Reed, B. J., Almaguer-Botero, A. P., Grizzell, S., & Watts, J. (2020). Collegiate Recovery Programs: Helping College Students in Recovery Succeed. *Rehabilitation Research, Policy, and Education*, 34(2), 58-72.
- 2: Beeson, E. T., Whitney, J. M., Peterson, H. M. (2017). The Development of a Collegiate Recovery Program: Applying Social Cognitive Theory within a Social Ecological Framework. *American Journal of Health Education*, 48(4), 226-239.
- 3: Harris, K. S., Kimball, T. G., Casiraghi, A. M., Maison, S. J. (2014). Collegiate Recovery Programs. *Peabody Journal of Education*, 89(2), 229-243, DOI:10.1080/0161956X.2014.897095