Recovery Support in and around Community College Campuses in the U.S.

www.transformingyouthrecovery.com
Transforming Youth Recovery
P.O. Box 5011
Reno, NV 89513

(775) 360-5672
www.transformingyouthrecovery.org

Permission to reproduce in whole or part for use in educational and other not-for-profit groups is granted with the acknowledgment of Transforming Youth Recovery as the source on all copies.

The contents of this publication is based on work by sr4 Partners LLC under contract and sponsored by Transforming Youth Recovery.

© Transforming Youth Recovery, February 2016
ACKNOWLEDGEMENTS

Transforming Youth Recovery (TYR) would like to recognize the following individuals for their contributions to this research. Without their contributions of expertise, time, and feedback this work would not have been completed. We are deeply grateful for their contributions to both the research efforts of TYR and the field at large.

Robert Ashford
Former Program Director for YPR and Program Director for the Collegiate Recovery Program at the University of North Texas

Amy Boyd Austin
President of the Association of Recovery in Higher Education and Founding Director of the University of Vermont’s Catamount Recovery Program

Tony Beatty
Instructor, Substance Abuse Counseling Program at Central Piedmont Community College

Andrew Burki
Founder and CEO, Life of Purpose Treatment

Kristen DeMay
Counselor at Truckee Meadows Community College

Alex Denstman
Director of Clinical Outreach at Father Martin’s Ashley and former student at Hartford Community College

Beau Dooley
Director, Center for Wellness Promotion at UNC Charlotte

Chesly Heard
Alcohol & Drug Abuse Counseling Program Chair, Midland College

Mary Hickey
Executive Director, TreeHouse Learning Community

Tom Hill
Senior Associate, Behavioral Health Technical Assistance Center at Altarum Institute

Justin Hughes
Former student at Salt Lake Community College

Loretta Lawson-Munsey
Coordinator, Substance Abuse Education, Anne Arundel Community College

Molly McGinn
Managing Partner, TreeHouse Learning Community

Melinda Mechur Karp
Assistant Director for Staff and Institutional Development at the Community College Research Center at Columbia University

Judy Raper
Director of Student Development at Greenfield Community College

Clayton Sponhaltz
Assistant Director, The Center for Collegiate Recovery, University of Texas at San Antonio

Regina Yaroch
Adjunct Faculty, Arts & Communication at Cape Cod Community College
# TABLE OF CONTENTS

Preface .................................................................................................................................................. 5

Introduction ........................................................................................................................................ 6

The Current Community College Landscape .................................................................................. 8

Research Questions and Methodology .............................................................................................. 23

An Examination of Recovery Support on Community College Campuses ........................................ 27

  Verified Community College Recovery Support Programs and Services ........................................ 29

  Unverified Community College Recovery Support Programs and Services ..................................... 36

  Prospective Community College Recovery Support Programs and Services ................................. 39

  The Student Perspective on Recovery Support on Community College Campuses .......................... 40

  Other Student Clubs and Organizations that May Be Considered Recovery Support ....................... 42

  Summary of Present and Prospective Collegiate Recovery Assets .................................................. 44

Findings to Inform Prospective Pilots ............................................................................................... 49

  Program Models Considered for Prospective Pilots ....................................................................... 50

  Prospective Pilot Descriptions ....................................................................................................... 53

  Measuring Awareness and Outcomes from Selected Pilots ............................................................. 59

Recommendations for Initiating Capacity Building Efforts .............................................................. 60
PREFACE

We approach every effort from a capacity-building perspective. Our intention is to help communities of people find and put into practice those things that can allow everyone to live their best lives. Specific attention is given to those at-risk for drug and alcohol substance use disorders or misuse. The 2014 National Survey on Drug Use and Health found that an estimated 27.0 million people aged 12 or older used an illicit drug in the past 30 days, which corresponds to about 1 in 10 Americans (10.2 percent). This percentage in 2014 is higher than those in every year from 2002 through 2013 and appears to reflect trends in marijuana use. Additionally, in 2014, 22.8% of underage people were current alcohol users, 13.8% were binge alcohol users, and 3.4% were heavy alcohol users. This reflects a public health issue that we are looking to address without hesitation.

Our studies seek to find those effective prevention, intervention, and recovery practices that we should be calling upon more often, in more places, with greater consistency. When we find places where such practices live and breathe, we commit to rapidly spreading that knowledge so that connected networks can take collective action.

Transforming Youth Recovery (TYR) has initiated this area of study to increase the capacity for community colleges in the U.S. to provide students in recovery the support and skills necessary to help them successfully obtain, transition to, or reclaim desired life and academic pursuits. Specific attention is being given to the protective role of social networks and community-based assets that can help students thrive in their community college experience.

In all we do, we stay ever mindful that change happens one community, one school, one student at a time.
INTRODUCTION

Community colleges, which enroll about 46% of the nation’s college students (~7.4 million students in the fall of 2013), are positioned to play a major role in determining how quickly educational attainment rises in the United States (American Association of Community Colleges 2015b). While the nation once led the world in educational attainment by a wide margin, that position has been lost over the past generation. Recent focus has been placed on regaining the lead by 2020, and community colleges will need to adapt significantly for the goal to be met. It is estimated that by 2020, 35% of job openings will require at least a bachelor’s degree and 30% will require some college or an associate’s degree (The White House, Office of the Press Secretary 2015). In January 2015, President Obama unveiled the White House’s America’s College Promise, a proposal to make two years of community college free for responsible students, letting students earn the first half of a bachelor’s degree and earn skills needed in the workforce at no cost (The White House, Office of the Press Secretary 2015). The increase in demand for a college educated workforce in addition to the trend toward expanding community college access indicates that the number of people enrolling in and attending community colleges in the future will likely increase.

America’s almost 1,200 community colleges (see www.utexas.edu/world/comcol/state/ for a complete listing) offer students affordable tuition, open admission policies, and convenient locations. Historically, they have been particularly important for students who are older, working, need remedial classes, or can only take classes part-time (The White House, Office of the Press Secretary 2015). As community college enrollment evolves, there is a need to better understand the role community colleges play in supporting students beyond their academic pursuits.

Transforming Youth Recovery has spent the past six months studying the landscape of recovery support in and around community colleges in the United States, and the role that community colleges play in the continuum of recovery support1 for young people in recovery.

---

1 According to working definitions from SAMHSA, recovery support is provided through treatment, services, and community-based programs by behavioral health care providers, peer providers, family members, friends and social networks, the faith community, and people with experience in recovery. Recovery support services help people enter into and navigate systems of care, remove barriers to recovery, stay engaged in the recovery process, and live full lives in communities of their choice (SAMHSA 2015).
Students in recovery from substance use disorders commonly face a disruption in education and need to find an educational setting that will allow them to begin reclaiming their academic goals. More specifically, students in early stages of recovery are in need of educational settings that welcome and understand students like them, and integrate with nearby recovery support programs and services. Given their role and position in the educational pathway in the United States, community colleges appear to be ideally suited to help support the enrichment of students in recovery. The question is: How might a community college evolve to support young people in recovery and better integrate with other community-based assets extending recovery support?

This study sets out to examine the landscape for recovery support in and around community colleges in the U.S. Among those community colleges where recovery support is being offered, researchers identify the community-based assets that are being used for recovery support and compare those assets being applied by two-year institutions to those being accessed by four-year institutions. Additionally, based on interviews with those offering or trying to offer recovery support, this study offers potential models for recovery support services and partnerships within the college community setting. Lastly, this research offers a discussion on the role the community college might play in supporting and serving students in recovery and offers a recommendation for initial capacity building in this realm.
THE CURRENT COMMUNITY COLLEGE LANDSCAPE

A landscape analysis is offered to highlight educational characteristics and trends that researchers feel both provide context for this study and illuminate areas for inquiry that can be addressed as efforts initiate to build capacity for recovery support in and around community colleges in the U.S. Where applicable, identified areas for inquiry have been called out for reference as approaches are developed, tested, and evaluated.

History of Community Colleges

Founded in 1901, Joliet Junior College in Illinois is the oldest existing public two-year college. In the early years, community colleges focused on general liberal arts studies. During the Depression of the 1930s, community colleges began offering job-training programs as a way of easing widespread unemployment. After World War II, the conversion of military industries to consumer goods created new, skilled jobs. This economic transformation along with the GI Bill created the drive for more higher education options. In 1948, the Truman Commission suggested the creation of a network of public, community-based colleges to serve local needs. Community colleges became a national network in the 1960s with the opening of 457 public community colleges - more than the total in existence before that decade. The number of community colleges has steadily grown since the 1960s. Each community college is a distinct educational institution, loosely linked to other community colleges by the shared goals of access and service. Open admissions and the tradition of charging low tuition are among the practices they have in common (American Association of Community Colleges 2000).
Growth In Number of Community Colleges Compared to Number of 4-Year Institutions

* Excluding branches prior to 1990 and including branches post 1990
Source: Digest of Education Statistics
Growth In Number of Students Attending Community Colleges Compared to Number Attending 4-Year Institutions

Source: Digest of Education Statistics
Purpose of Community Colleges

According to George B. Vaughan in The Community College Story, “Most community college missions have the basic commitments to: (1) serving all segments of society through an open-access admissions policy that offers equal and fair treatment to all students, (2) comprehensive educational program, (3) serving its community as a community-based institution of higher education, (4) teaching, and (5) lifelong learning. At the 2015 Community College Institute held in New Orleans, LA as a part of NASPA annual conference, Monty Sullivan, Chancellor of Delgado Community College said for students at community and technical colleges coming to campus is not about finding themselves, as the traditional college experience is typically billed, but instead it is about reaching goals. He went on to state that higher education should teach people to do something, not just give them a degree. Additionally, he indicated a need for programs to be relevant to the realities of students, industry partners, and the economy. These statements mark a transition point for community colleges and signal a future where many may see a shift from funding based on enrollment to funding based on the performance and relevancy of programs.

Student Population Shifts

Community colleges are not just serving those students who can’t afford or don’t have the test scores and grades to gain acceptance to four-year institutions of higher education. Community colleges are serving a majority non-traditional student population.2

Some schools say their average student age is trending upwards while others say it is trending down. It is expected that the minority populations at U.S. community and technical colleges will continue to grow in the years to come. According to a 2015 report of the American Association of Community Colleges, community college students make up 46% of all undergraduate students in the U.S. Across those students, 41% are first-time freshman, 53% are first-generation students, 56% come from single parent homes, 48% are veterans, and 51% are students with disabilities (American Association of Community Colleges 2015a). Although it is anticipated that community college enrollment will increase in the future due to a number of factors including the increasing cost of higher education and federal interest in improving the community college experience, enrollment at two-year institutions decreased by 3.5% between the fall of 2013 and the fall of 2014. (American Association of Community Colleges 2015b).

---

2 Non-traditional students are defined as meeting at least one of the following criteria: (1) Delays enrollment (does not enter postsecondary education in the same calendar year that he or she finished high school), (2) Attends part-time for at least part of the academic year, (3) Works full-time (35 hours or more per week) while enrolled, (4) is considered financially independent for purposes of determining eligibility for financial aid, (5) Has dependents other than a spouse (usually children, but may also be caregivers of sick or elderly family members), (6) is a single parent (either not married or married but separated and has dependents), (7) Does not have a high school diploma (completed high school with a GED or other high school completion certificate or did not finish high school).
The Diverse Purposes of Community College Students*

“I chose to go to community college because it allowed me to save thousands of dollars before I could transfer to where I wanted to go. I took my general education classes at community college and was able to transfer those credits and take more major-specific classes when I transferred to a 4-year school.”

“I was not a straight A, or even B, student in high school. I realized this too late to turn my grades around but still had the option to attend community college. There I was able to work on getting my grades up to a place where I could apply – and be accepted – to any school of my choice.”

“I came back from Afghanistan and didn’t have many skills outside of combat. I developed PTSD and see a counselor once a month. Community college provided me with a counselor and career advice to help me thrive.”

“My entire life I wanted to be a chef. I quit my job and enrolled in community college. Rather than spend 4 years in school, I could earn my associates degree and become certified by the American Culinary Federation and start working right away.”

“I was kicked out of high school for using drugs. I never walked at high school graduation. I spent the next couple of years drinking and doing drugs. Eventually I checked myself into rehab. Upon completion, I earned my GED and was able to enroll in community college and take a few classes while strengthening my recovery.”

“I have two daughters and teach group fitness classes during the weekdays while they are at school. I couldn’t leave my kids with a babysitter every night of the week and I couldn’t quit my job but I was able to enroll in night classes once a week to work on becoming a certified nursing assistant.”

“I returned from service and didn’t enjoy my job at home. I looked into the G.I. Bill benefits and realized it would help me pay to take credits to earn my degree. I have a working wife and kids so I needed flexible class hours so I enrolled in community college to take night and weekend classes.”
"I want to be a doctor but medical school is expensive. Before I take out loans and acquire debt, I need to make sure I really want to be in the field of emergency medicine. So, I enrolled in community college to get my emergency medical technician certification and work as an EMT."

"I am an alcoholic in recovery. Going to community college and taking classes keeps me occupied, driven, and goal oriented. I am working on my Addiction Studies Basic Certificate to help understand myself and help others like me."

"Coming out of high school, I wasn’t sure what I wanted to do. Rather than go to a four-year school and spend money that my parents and I didn’t have, I enrolled in community college. There I was able to take a variety of classes without declaring a major. I discovered my passion and could follow that to get my associate’s degree and eventually my bachelor’s degree."

"I retired when I was 55 years old from my job as a 7th grade teacher. I’ve always believed in education and life-long learning. I finally had time to get back to school to learn something I didn’t know before and continue helping people as a phlebotomist."

"I started out at a big four year university. The school was four times the size of my hometown. The lifestyle was not for me. After barely making it through my first year due to partying, I developed even worse drinking habits my second year. Halfway through my second year, I dropped out, moved home, and enrolled in community college. I could join classes right away and was in a much healthier environment."

"My sophomore year of college I studied abroad in Australia. Their semester schedule is very different than the United States’. I was done with my sophomore year in February and back in the United States at the beginning of March. I decided to enroll in community college classes from March through the summer after my sophomore year. It was the best decision of my life because I transferred those credits and I could graduate early."

*These statements we authored by researchers to illustrate the diverse purposes of community college students.*
Tuition, Fees, and Financial Aid

For 2014-2015 school year, the national average for community college tuition and fees (public, two-year, in district for full time students) was $3,347 compared to $9,139 at four-year institutions (American Association of Community Colleges 2015c). However, tuition and fees remain a concern and a potential barrier for many community college students. Financial aid plays a significant role in the lives of many community college students. However, financial aid at community colleges could change significantly in the years to come. If the adoption of America’s College Promise is widespread it may become irrelevant; however, the financial aid that many community college students need extends beyond traditional financial aid to things like child care, food on the table, and reliable transportation. Ivy Tech, Indiana’s state-wide community college system, has developed an emergency loan fund to address this need – many of their students are one step away from dropping out. This loan fund is used to help students fix their cars so they can keep attending classes, buy books, or arrange for a babysitter. The fund can give students a check that day and the loan is often forgiven when a student gets back on track and stays in school. This innovative solution has contributed to the retention and success of many students. Tuition, fees, and financial aid, although often monetarily less for a student at a community college often play an important role in student retention and success.

Student Services

At community colleges the vast majority of students do not fail for academic reasons. Instead they fail or dropout due to lack of motivation or irrelevance of curriculum. The ‘single stop’ model (offering all student services in a single room or location on campus) for student services is being applied successfully across many campuses to ensure that students are receiving the services that they need when they need them. Many community college students still have technology needs such as computers and printers so this remains a critical part of student services. Increasingly community colleges are paying attention to what they call ‘nonacademic student supports’ which will help these institutions better meet the needs of their students and may include supports such as career pathing, internship support, resume development, connections to community-based organizations, and more. Although these services vary greatly by institution there is a recognition that community colleges could and should be doing more to support their students beyond their classroom-based studies.

Counseling and Academic Advising

Anecdotally, the advisory services available to students on a four-year institution campus support the whole student – beyond their academic goals. In general, at two-year institutions, the services offered beyond academic instruction are much more limited. That said, counseling and academic advising are offered, albeit often in a limited form, at many two-year institutions. The terms counseling and academic advising are used interchangeably on some campuses while they mean very different things on other campuses. Ultimately, whether a student is decided or undecided on their academic program they typically meet with a counselor or academic advisor one to two times per semester. Based on observations made during the 2015 Community College Institute at NASPA, it appears that most community college students do not have a dedicated advisor – but instead a student may see a new advisor on each visit. At LaGuardia Community College
the ratio of students to advisors is approximately 800:1, which doesn't allow for dedicated assignments or the development of personal relationships. A September 2013 report by the Community College Research Center comments on this reality stating; “although an intensive and personalized approach to advising may be ideal, few community college students experience it. Due to financial constraints, most community colleges have high student advisor ratios, sometimes as high as 1,600 students to one advisor. As a result, student interactions with advisors are often rushed and infrequent” (Community College Research Center 2013). In a recent review, research by the Community College Research Center identified four key ways in which community college advising diverges from the developmental approach to advising including: (1) fragmented services, (2) no single point of contact, (3) focus on information provision, and (4) emphasis on serving incoming students. Many schools are working on implementing developmental advising and integrated services models relating personal goals to course work and learning goals.

**Student Success Courses**

Student success courses serve as extended college orientations for entering students. These courses—also known as College 101 or Introduction to College courses—typically impart college knowhow by providing information about campus policies and services, assistance with academic and career planning, and instruction in study habits and personal skills. They are based on the premise that nonacademic skills and behaviors are as germane to college success as academic preparation. The structure and focus of student success courses vary widely. Some are one-credit courses, and some are worth three credits. Sometimes success courses are combined with an academic course. Some focus primarily on college readiness skills, such as note taking, and others take a more holistic approach and include topics such as personal wellness. The courses are generally taught by adjuncts and support services staff. According to a 2009 survey of more than 1,000 two and four-year institutions, 87% of participating colleges offered a first-year student success course (Padgett & Keup 2011). A more recent survey of 288 community colleges found that 83% offered such a course (Center for Community College Student Engagement 2012).
Retention
Retention at community colleges continues to be a challenge. Over a five-year period, federal, state, and local authorities spent about $4 billion on community college students who began as first-time, full-time, degree-seeking students but did not return for a second year of school (Schneider & Yin, 2011). Research by Peter Crosta at the Community College Resource Center suggests that more students drop out en masse after the first term than at any other time (Crosta, 2013). And, according to one community college leader at the Community College Institute at NASPA, 40% of students who attend their orientation do not complete registration. The trouble with retention starts just after orientation, not with attendance at the first class. Awareness campaigns such as 'I Will Graduate' as well as strong mentoring programs have proven successful in increasing retention. Although community college enrollment decreased by 8% between fall 2010 and fall 2013, the total number of first-time awards increased by 2.5%. Community colleges contributed one million new postsecondary credentials between fall 2013 and fall 2014, either through students who earned associates degrees or certificates directly at the colleges, or through students who had significant preparation at the community colleges prior to transferring to four-year institutions (American Association of Community Colleges 2015d).

Residential Services
Residential services are often cited as an up and coming trend amongst community colleges; roughly one quarter of community colleges offer on campus housing. However, only one percent of community college students lived on campus in the 2011–12 academic year (American Association of Community Colleges 2015e).

Mental Health Services
The National Postsecondary Student Aid Study (NPSAS), which is conducted by the U.S. Department of Education, indicates that 28% of community college students experience mental illness/depression. Specially, 15% experience depression and 13% experience a mental emotional psychiatric condition. When researchers requested data specifically pertaining to substance use disorders the American Association of Community Colleges was not able to provide additional information.

Recovery Support at Four-Year Institutions
As of February 2015, Transforming Youth Recovery reports that there are 69 formalized collegiate recovery programs (CRPs) in the U.S. and 92 additional collegiate recovery efforts that are reflective of support services typically in the early stages of development. These combined indicate that there are 161 CRPs currently operating or launching in the U.S.

It is likely that the recovery support services on community college campuses may look more similar to those services offered at four-year institutions with large commuter populations than at traditional four-year institutions. Among the 161 CRPs currently operating or launching in the U.S., three of them have a population where 95% or greater of the student body does not live on campus (U.S. News and World Reports...
As a result, the CRPs at California State – Chico, University of Nevada – Las Vegas, and University of Texas – San Antonio should be referenced when community colleges are looking to offer recovery support services but are unsure as to which combination of services or assets may be most helpful on their campuses.

### Collegiate Recovery Programs and Efforts Growth 2013-2016

<table>
<thead>
<tr>
<th>Year</th>
<th>Efforts</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>2014</td>
<td>10</td>
<td>90</td>
</tr>
<tr>
<td>2015</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>2016</td>
<td>30</td>
<td>70</td>
</tr>
</tbody>
</table>

Collegiate recovery efforts are reflective of support services typically in the beginning stages of community development.

Collegiate recovery programs refer to more established or formalized recovery support communities typically in mature stages of development.

Number of CRPs currently operating or launching in the U.S.

161
Recovery Support at Community Colleges

During the duration of this study, researchers verified recovery support services or programs existing at the following community colleges:

1. Anne Arundel Community College. Arnold, MD
2. Cape Cod Community College. West Barnstable, MA
3. Central Piedmont Community College. Charlotte, NC
4. Greenfield Community College. Greenfield, MA
5. Midland Community College. Midland, TX
6. Truckee Meadows Community College. Reno, NV

Based on referrals and general knowledge, researchers believe there are potentially recovery support services being offered at these community colleges, although they were unable to get confirmation of this during the study:

7. Lane Community College. Eugene, OR
8. Palm Beach State College. Lake Worth, FL (based on partnership with Life of Purpose treatment center)
9. Tulsa Community College. Tulsa, OK

Lastly there are a few other community colleges that researchers believe are considering recovery support for students:

10. Hartford Community College. Bel Air, MD
11. Holyoke Community College. Holyoke, MA
12. Naugatuck Community College. Waterbury, CT
13. Northampton Community College. Bethlehem, PA
14. Riverside City College. Riverside, CA
15. Yavapai College. Prescott, AZ

This list is certainly not exhaustive but reflects those places that were uncovered during the course of this study. With approximately 1,200 (1,685 including branches) community colleges in the U.S. and 15 discovered as offering or considering some form of recovery support program or service, it is likely that there is need being woefully unmet.
Community College Landscape By The Numbers

- **1,685** Total number of community colleges in 2014

- **6** Community colleges verified as offering recovery support programs or services

- **3** Community colleges unverified as offering recovery support programs or services

- **6** Community colleges prospectively offering recovery support programs or services
Community College Landscape At A Glance

<table>
<thead>
<tr>
<th>Trend</th>
<th>Area for Inquiry</th>
<th>Research Quote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose of Community Colleges</td>
<td>How might we build awareness among college administrators that students in recovery have ‘goals’ that require specific support structures on campus, and in the community?</td>
<td>At the 2015 Community College Institute held in New Orleans, LA as a part of NASPA annual conference, Monty Sullivan, Chancellor of Delgado Community College said for students at community and technical colleges coming to campus is not about finding themselves, as the traditional college experience is typically billed, but instead it is about reaching goals.</td>
</tr>
<tr>
<td>Student Services</td>
<td>How might we identify who is responsible for developing nonacademic student supports and equip them to support students in recovery?</td>
<td>Increasingly community colleges are paying attention to what they call ‘nonacademic student supports’ which will help these institutions better meet the needs of their students and may include supports such as career pathing, internship support, resume development, connections to community-based organizations, and more.</td>
</tr>
<tr>
<td>Counseling and Academic Advising</td>
<td>How might we create and disseminate an integrated model for counseling and academic advising specific to students in recovery?</td>
<td>Many schools are working on implementing developmental advising and integrated services models relating personal goals to course work and learning goals.</td>
</tr>
<tr>
<td>Topic</td>
<td>Question</td>
<td>Response</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Student Success Courses</td>
<td>What might a student success course look like for a student in recovery?</td>
<td>Student success courses are based on the premise that nonacademic skills and behaviors are as germane to college success as academic preparation.</td>
</tr>
<tr>
<td>Retention</td>
<td>How might we better collect rationale for departures and use that information to inform the development of nonacademic student services?</td>
<td>Research by Peter Crosta at the Community College Resource Center suggests that more students drop out en masse after the first term than at any other time (Crosta, 2013).</td>
</tr>
<tr>
<td>Mental Health Services</td>
<td>How might we create data collection systems that allow for better understanding of mental health and co-occurring disorder resource needs of community college students?</td>
<td>When researchers requested data specifically pertaining to substance use disorders the American Association of Community Colleges was not able to provide additional information.</td>
</tr>
<tr>
<td>Recovery Support at 4-Year Institutions</td>
<td>When implemented with fidelity, do recovery support services on a community college campus more closely reflect the combinations of practices at four-year institutions with large commuter populations or traditional, residential-based four-year institutions?</td>
<td>It is likely that the recovery support services on community college campuses may look more similar to those services offered at four-year institutions with large commuter populations than at traditional four-year institutions.</td>
</tr>
</tbody>
</table>
RESEARCH QUESTIONS AND METHODOLOGY

Primary Research Questions

As research initiated, the primary intent of this work was to uncover answers to the following questions:

• How might we examine, identify, and make known the landscape for recovery support in and around community colleges in the U.S.?
• What practices enable community colleges to best help young people in recovery successfully pursue their desired life and academic goals?

Secondary Research Questions

Additional lines of inquiry included the following:

• What is the general awareness amongst community college administrators, faculty, or staff of students in recovery enrolling in community colleges in the U.S.? Are there any definable barriers to access? Are there specific trends (e.g. residential options at community colleges) that indicate expanding resources?
• What type of recovery support assets can be offered and assembled on community college campuses to meet the needs of students in recovery? How do these assets differ from or reflect the 38 assets for building capacity on college campuses?
• What examples can we find of recovery support practices and partnerships that assemble in and around community colleges in the U.S.?
• What is the capacity-building approach for best integrating community colleges into the early stages of recovery for students?

Research Methodology

Like all TYR research undertaken to date, this study reflects an asset-based inquiry as researchers seek to identify and mobilize the personal, social, and institutional resources available to communities to build capacity for recovery support.

"Assessment of need is an essential state in program planning. For without understanding of population health needs within a specific context, interventions cannot be effectively targeted and are likely to lack relevance resulting in misdirected use of resources. The language of need remains the dominant paradigm in public health, but there has been a growing critique of what are termed 'deficit-based' approaches which focus on 'the failure of individuals and local communities'. Asset-based approaches view population health through a radically different lens, seeking to understand factors within communities that promote resilience and sustain health." (South, Guintoli & Kinsella 2015)
All web-based research and semi-structured interviews that were conducted as part of this study sought to uncover and understand the factors within community college communities that can promote resilience and help students in recovery adopt and sustain healthy behaviors.

The following is an outline of the research methodology.

1. Research and describe the historical presence of recovery support and other relevant trends on community college campuses. This research consisted of:
   - Secondary web-based research
   - A semi-structured interview with Melinda Mechur Karp, Assistant Director for Staff and Institutional Development at the Community College Research Center at Columbia University
   - A semi-structured interview with Tom Hill, Senior Associate, Behavioral Health Technical Assistance Center at Altarum Institute
   - A semi-structured interview with Amy Boyd Austin, President of the Association of Recovery in Higher Education and Founding Director of the University of Vermont’s Catamount Recovery Program
   - A semi-structured interview with Robert Ashford, Program Director for YPR and Program Director for the Collegiate Recovery Program at the University of North Texas

2. Research and describe existing recovery support programs or services at community colleges and their surrounding communities. This research consisted of:
   - A semi-structured interview with Judy Raper, Director of Student Development at Greenfield Community College (Greenfield, MA)
   - A semi-structured interview with Chesly Herd, Alcohol & Drug Abuse Counseling Program Chair, Midland College (Midland, TX)
   - A semi-structured interview with Regina Yaroch, Adjunct Faculty, Arts & Communication at Cape Cod Community College (West Barnstable, MA)
   - A semi-structured interview with Andrew Burki, Founder and CEO, Life of Purpose Treatment (located on the campus of Florida International University and Palm Beach State College)
   - A semi-structured interview with Loretta Lawson-Munsey, Coordinator, Substance Abuse Education, Anne Arundel Community College (Arnold, MD)

---

3 The term substance abuse is found throughout this report in titles, names of departments, etc. This language in generally held in the field as stigmatizing and researchers advocate that wherever possible, we acknowledge that addictive behaviors are a medical conditional and as leaders in the field, we should not be using stigmatizing language. Substance use disorder, substance use, and harmful use should be considered as alternatives.
Note: Researchers were unable to connect with Sharolyn Wallace at Tulsa Community College during this inquiry; researchers believe that recovery support services are being offered at Tulsa Community College; however, those services could not be verified.

3. Research and describe the partnerships among existing collegiate recovery programs at four-year colleges and universities with recovery support programs or services at community colleges. This research consisted of pursuing the following leads:
   • University of Nevada - Reno and Truckee Meadows Community College
   • Winona State University and Rochester Community College
   • The University of Texas at San Antonio and San Antonio Community College
   • University of North Carolina, Charlotte and Central Piedmont Community College

   Note: In practice, these collaborations were often ‘looser’ than researchers initially perceived. As a result, a joint interview between Winona State University and Rochester Community College was unnecessary, as a relationship did not exist. Ultimately, interviews were conducted with Tony Beatty at Central Piedmont Community College, Clayton Spanholtz at University of Texas San Antonio, and Kristen DeMay at Truckee Meadow Community College.

4. Research and describe the intentions and needs of individuals interested in starting recovery programs on their community college campuses. These individuals have reached out to Transforming Youth Recovery and have a current interest in this topic. This research consisted of:
   • A semi-structured interview with Alex Denstman, Director of Clinical Outreach at Fr. Martin’s Ashley and former student at Hartford Community College
   • A semi-structured interview with Molly McGinn, Managing Partner TreeHouse Learning Community and Mary Hickey, Executive Director, TreeHouse Learning Community (TreeHouse Learning Community has been cultivating a relationship with Yavapai College located in Prescott, AZ)

5. Research and describe the perceived needs of community college students in recovery in terms of the recovery support services that could be offered on campus that they could benefit from. This research consisted of:
   • A semi-structured interview with Alex Denstman, Director of Clinical Outreach at Fr. Martin’s Ashley and former student at Hartford Community College
   • A semi-structured interview with Justin Hughes, former student at Salt Lake Community College
AN EXAMINATION OF RECOVERY SUPPORT ON COMMUNITY COLLEGE CAMPUSES

To date, there has not been a well-known, coordinated effort around offering recovery support on community college campuses. Amy Boyd Austin, president elect of the Association for Recovery in Higher Education (ARHE) estimated that over the past year, two or three community colleges have reached out to ARHE looking to start a program on their campuses; however, at present, no community colleges are members of ARHE. Amy’s observation, which can be corroborated by this research, is that the professionals interested in offering recovery support services on community college campuses come from a myriad of areas including academic advising, student wellness, alcohol and drug certification programs, student services, and more.

The limited existence of recovery support on community college campuses may be a result of minimal student support infrastructure on community college campuses. Melinda Mechur Karp of the Community College Research Institute conducts research on all non-academic student support work that occurs on community colleges across the U.S. and has observed that colleges feel a moral imperative to change their approach to student services but they don’t have the resources to support this change. In discussing the advisors (sometimes called counselors) on community college campuses Melinda notes that the ratios for academic advising are incredibly high, that the relationship is not personal (often students aren’t even assigned an advisor), and that advising often consists of a 15-minute meeting per semester. This present state was informed by an assumption that students could get these resources elsewhere. However, Melinda notes a big movement within community colleges to start providing students better services indicating that advisors could be a key to future outreach to students in recovery.

While participation in ARHE by community colleges has been limited, other national organizations have much higher participation by key stakeholders in the community college arena. According to Robert Ashford, national Program Director for Young People in Recovery (YPR), most of their members start at two-year academic institutions. As a result, YPR’s education workshops and academic mentoring programs were developed to assist aspiring students in recovery in choosing a school, applying to college, developing an academic plan, and providing an academic mentor to help students in recovery reach their academic goals. YPR’s experience
and interest in this area may prove to be an asset to community colleges and is likely a model that other recovery community-based organizations may be able to replicate as they work to build capacity for recovery supports on community college campuses. Historically, community college partnerships with community-based organizations (not specifically recovery-based) have occurred on an as needed basis. Although these partnerships have not been the result of a coordinated effort where they do exist, they tend to be beneficial to both the community college and the broader community and are something to consider when looking to build capacity for recovery support services on a community college campus.

Almost all community colleges have student-based organizations and a few of the community colleges currently offering recovery support services on their campuses do so through such organizations. In general, student participation in student organizations is typically low and affinity-based student organizations are the most likely to succeed. Additionally, due to the transient nature of the student population on community college campuses an involved faculty or staff advisor and sponsor willing to recruit and assist with continuity is key to the success of most student organizations on community college campuses. There are a few student service organizations on community college campuses that were cited by individuals interviewed as potential models for recovery support services. The examples included veteran’s services, disability services, and TRIO which is designed to provide services for students from disadvantaged backgrounds.

Community College Recovery Support Programs and Services
A number of recovery support programs and services being offered on community college campuses have been uncovered through inquiries made to Transforming Youth Recovery, web-based research, study interviews, and referrals made by interviewees. The following section provides a summary of recovery support programs and services that researchers have identified. Those programs and services are classified into the following groups:

- **Verified**: Researchers conducted a semi-structured interview with a representative of the community college who described the programs and services being offered.
- **Unverified**: Descriptions of programming are offered but were derived from secondary sources; a semi-structured interview was not conducted.
- **Prospective**: The name of the school was mentioned during semi-structured interviews but no secondary sources describing the programs and services could be found and a semi-structured interview was not conducted with a representative from the school.
Anne Arundel Community College employs a Coordinator of Substance Abuse Education who has responsibility for prevention education, case management for students/faculty/staff in recovery, and advising the on-campus collegiate recovery program. In order to conduct prevention education efforts on campus, the Coordinator of Substance Abuse education trains students as peer health educators using the BACCHUS curriculum and then is supported by students to implement recovery related events and activities. Case management for students, faculty, and staff emerged due to an observed need. The CRC/P called SPEAR (Spreading Prevention Education and Awareness Resources) exists to develop a community for students in recovery. SPEAR focuses on peer recovery support, 12-step meetings, health coaching, prevention, and education. The group can refer students in need to tutoring, financial assistance, and food pantry resources. It is estimated that in October 2015, SPEAR served 18-20 students. Each year, the substance abuse education budget is about $350. In addition to that, SPEAR has a budget as a recognized student organization.

About three years ago the Coordinator for Substance Abuse Education wrote a grant for coalition building; the awarding of the grant allocated space and training for peer health educators. That grant came and went but the group was permitted to keep the allocated space. The space is staffed through students in federal work study who apply to and accept a job specifically for students in recovery who take on the role of a student peer support specialists willing to support other students in recovery. Each semester, the Coordinator of Substance Abuse Education and the peer support specialists go to classrooms to raise awareness about their programs and offerings.

**Collegiate Recovery Assets Mentioned as Commonly Present at Anne Arundel Community College**

- Individuals available for 1:1 recovery support (coaching, guiding, support, mentoring).
- Individuals who are dedicated staff for a collegiate recovery program (faculty, staff, students; full or part-time).
- Mutual aid support groups near or on campus for students in recovery (i.e. AA, NA, GA, and other 12-step meetings in addition to groups such as Celebrate Recovery, SMART Recovery, eating disorder recovery, Teen Challenge, etc.)

---

4 The list of collegiate recovery assets is offered in the description of each verified program as researchers hypothesize that the assets that are likely to contribute to the building of recovery capacity at a 4-year institution are the same as those required on a 2-year campus but that the prioritization of those assets is likely to vary. For a complete listing of collegiate recovery assets visit: [http://www.transformingyouthrecovery.org/resources/38-assets-building-collegiate-recovery-capacity-rev-august-2015](http://www.transformingyouthrecovery.org/resources/38-assets-building-collegiate-recovery-capacity-rev-august-2015)
• Physical space that is dedicated for students in recovery to gather and meet.
• Organizations, departments, and services that a collegiate recovery program can refer students to if they need outside services (treatment centers, mental health professionals, counselors, psychologists, etc.).
• Organizations, departments, and services that can refer students to a collegiate recovery program (judicial affairs, academic counselors, mental health counselors, treatment centers, etc.).
• Students in recovery who are interested in growing the recovery community on campus.
• Individuals who can serve as positive mentors (professional, recovery, or as a general role model) for students in recovery.
• Students in recovery who are interested in mentoring other students in recovery (vocational, recovery, or as a general role model).
• Organizations, groups, and clubs that enable students to gain and practice leadership skills (through internships, community service, mentoring, through participation in student-led organizations, etc.).

Cape Cod Community College. West Barnstable, MA

Regina Yaroch, Adjunct Faculty in Arts & Communication

Recovery support services on the Cape Cod Community College campus take place in the form of a student club. Between eight and ten years ago, Regina gave students an assignment to select a community issue and build a campus communication plan around that issue; a group of students selected the opioid epidemic in Cape Cod. At the end of the semester, the students weren’t content with taking their grades and moving on so they convened a few more times and eventually asked Regina to be their faculty advisor for a student club. The club was formed and the students named it STOP (Students Opposed to Pills). Today the club operates as START (Students Achieving Recovery Together) and focuses on education and awareness topics as well as sponsoring AA meetings on campus. Initially there was considerable skepticism from the institution but in time they have received additional support. The student club has relatively low participation. In recent years faculty received a grant from the school’s foundation to research what else the campus could do to support students in recovery but to date little action has been taken. The most successful events put on by the student club have included arts-based events such as hosting screenings of movies covering recovery related topics. The club has also hosted song-writing workshops and partnered with a local organization called Calmer Choice, which focuses on bringing mindfulness to K-8 education. In December of 2015 they received grant money to fund a 6-hour/week position for a senior special program coordinator in the recovery and wellness program, which is currently being advertised. Additionally, the college hosted a screening of the film “Heroin: Cape Cod, USA” on December 17th.

Following the interview, Regina took one of the interview questions researchers asked her to the START club. She asked students, “What resources can a community college provide in order to support students in recovery?” The students responded with two answers immediately and unanimously: (1) an onsite counselor
and (2) peer-to-peer support network. They described the latter as a hotline where students could call peers who have received training from the college. Lastly, they mentioned that a physical space that could serve as a drop-in center for students in recovery would be very useful.

**Community-Based Assets Mentioned as Commonly Present at Cape Cod Community College**

- Students in recovery who are interested in growing the recovery community on campus.
- Mutual aid support groups near or on campus for students in recovery (i.e. AA, NA, GA, and other 12-step meetings in addition to groups such as Celebrate Recovery, SMART Recovery, eating disorder recovery, Teen Challenge, etc.)
- Organizations, groups, and clubs that have an interest in supporting students in recovery (i.e. community, religious, or school organizations).

**Central Piedmont Community College. Charlotte, NC**

*Tony Beatty, Instructor, Substance Abuse Counseling Program*

The Central Piedmont Community College Collegiate Recovery Community (CRC) exists to provide regular opportunities for students in recovery from addictions to engage in sober activities and support meetings and to provide opportunities for fellowship, encouragement, and spiritual growth. The program seeks to help recovering students manage the stress of college, maintain their sobriety, and be successful in their academic pursuits. Lastly, the program is a resource to the general student body by offering opportunities to discuss matters related to substance use disorders and recovery from addictions and alcoholism and by providing resources in the form of outside speakers, videos, books, and articles. Recovery support services on the Central Piedmont Community College campus take place in the form of a student club. The impetus for the club was a student who heard a presentation about CRC’s in her introductory substance abuse class and was interested in getting the club started. In the spring of 2015 the CRC received official recognition from the college as a student organization. The club has a dedicated room that can fit approximately 12 people. The CRC at Central Piedmont Community College offers a dedicated space for students in recovery, weekly planning meetings, and support groups twice per week. The CRC plans and partakes in campus activities to promote recovery including a mocktails table and a coat drive for treatment programs in the community. During the week, one support group is offered at 12pm while the second is offered at 4:30pm. These groups were designed to take place at times when students are on campus. When appropriate the students from the CRC and the program sponsor take an active role in the educating and developing awareness around recovery; the program sponsor has offered a professional development course for faculty and staff at the school and has presented on starting a CRC at multiple conferences.
Community-Based Assets Mentioned as Commonly Present at Central Piedmont Community College

- Students in recovery who are interested in growing the recovery community on campus.
- Physical space that is dedicated for students in recovery to gather and meet.
- Organizations, groups, and clubs that have an interest in supporting students in recovery (i.e. community, religious, or school organizations).
- Organizations, groups, and clubs that facilitate involvement in community service, philanthropy, and civic engagement (speaking at high schools, service projects, etc.).
- Departments within the University that offer courses on subjects related to addiction and recovery for course credit.

Greenfield Community College. Greenfield, MA

Judy Raper, Director of Student Development

Recovery support services on the Greenfield Community College campus take place in the form of a student club, 12-step fellowship, dedicated space, and an ally organization. Recovery-based programming on the campus was initiated about five years ago. The services and programs have been the most successful when there is a student who is passionate and there are a couple of people willing to support that student. This past year was the program’s least successful year; due to lost funding for the club and cancellation of the AA meetings due to low attendance. When the club was thriving 30-50 people attended events and 8-9 actively participated in the club. A great deal of focus and much effort has been made in developing faculty and staff support for students in recovery including a sticker campaign on faculty and staff doors where the stickers read, “Got recovery?” On campus, each semester brings new challenges and successes. And, services are offered based on student demand. The schools website advertises the following in regards to recovery support services:

**On Campus AA Meeting:** On campus AA meeting that happens every Wednesday at noon. It does not meet over the summer or during vacation periods.

**Monthly Meetings:** Monthly meetings for students in recovery and their allies. Information about these meetings is advertised on the website, via student email, and on the TV monitors around campus.

**Peer Mentors:** We also have peers who are outstanding students with long standing sobriety to assist you in identifying academic resources that might prove useful to you.

**Counseling Services:** Counseling services are available at GCC. While the intention is not to offer long term counseling and is not a substitute for being active in a program of recovery, you may find that talking to a counselor about some of your challenges enhances your connection to the college and your academic success.
Formal Relationship with Local CBO: Lastly we have a formal partnership with the Recover Project, which is located on Main Street in Greenfield. A peer driven program, the Recover Project, offers tremendous social and emotional support to those struggling to stay clean and sober.

Community-Based Assets Mentioned as Commonly Present at Greenfield Community College

- Students in recovery who are interested in growing the recovery community on campus.
- Physical space that is dedicated for students in recovery to gather and meet.
- Organizations, groups, and clubs that have an interest in supporting students in recovery (i.e. community, religious, or school organizations).
- Individuals available for 1:1 recovery support (coaching, guiding, supporting, mentoring).
- Mutual aid support groups near or on campus for students in recovery (i.e. AA, NA, GA, and other 12-Step meetings in addition to groups such as Celebrate Recovery, SMART Recovery, eating disorder recovery, Teen Challenge, etc.).
- Individuals trained as drug and alcohol counselors in the areas of addiction and recovery.
- Students in recovery who are interested in mentoring other students in recovery (vocational, recovery or as a general role model).
- Organizations, groups, and clubs that can provide students in recovery access to recovery resources in the broader community (support programs, counseling, housing, etc.).

Midland Community College

Chesly Heard, Director, Alcohol and Drug Counseling Program

Recovery support services on the Midland College campus take place in the form counseling services. Approximately 10 years ago a grant was awarded to the school to open a behavioral health center on the campus. The grant of $60,000, from The Meadows Foundation, paid for the salary and necessary renovations during the first year; the center has been able to sustain funding since. The behavioral health center allows students studying to be licensed alcohol and drug counselors to complete their practicum on the campus. The college website advertises the following services:

Counseling: The MCBHC is a component of the Alcohol and Drug Abuse Counseling (ADAC) Program at Midland College. The purpose of the MCBHC is to serve Midland College students/faculty/staff/Permian Basin Community members that may be having difficulties in their lives. The MCBHC is a teaching clinic that allows ADAC Practicum Students to gain valuable clinical experience in applying the counseling process through a strict supervisory process. The MCBHC is available for a variety of services. These services include and may not be limited to the following:
• Substance abuse counseling
• Individual counseling
• Family counseling
• Couples and relationship counseling
• Mental health counseling
• Behavioral counseling

**Academic Programming:** Midland College offers an alcohol and drug abuse counseling (ADAC) program of study covering the 12 core functions of Alcohol and Drug Abuse Counseling. The certification program offers courses necessary to qualify as a Counselor Intern with the Texas Department of State Health Services. The Associate of Applied Science Degree program offers a course of study in ADAC along with basic courses that would be applicable to a career in alcohol and drug abuse counseling.

Midland Community College does not currently offer a 12-step meeting on campus; 12-step fellowship has been offered in the past but has failed to flourish. Efforts in partnership with the local treatment center are currently underway to reinstate the meeting. There is a desire to expand services outside of the counseling center to offer a more social, peer-based recovery support program.

Additionally, in December 2015/January 2016 the program was awarded approximately $53,000 that will be used for scholarships for students in the ADAC program. Students will ‘earn’ their scholarships by mentoring an identified ‘at-risk’ student across campus.

**Community-Based Assets Mentioned as Commonly Present at Midland Community College**

• Individuals who are influential within the University and/or in the broader community and are interested in advocating for students in recovery.
• Individuals licensed or trained to support both mental health (ADHD, anxiety, depression, etc.) and substance use disorders (alcohol and other drugs).
• Individuals trained as drug and alcohol counselors in the areas of addiction and recovery.
• Organizations, groups, and clubs that can provide students in recovery access to recovery resources in the broader community (support programs, counseling, housing, etc.).
• Departments within the University that offer courses on subjects related to addiction and recovery for course credit.
• Organizations that provide financial assistance for students in recovery (scholarships, grants, etc.).
Truckee Meadows Community College. Reno, NV

Kristen DeMay, Professional Counselor

Recovery support services at TMCC come in the form of N-RAP (Nevada Recovery and Prevention Community). N-RAP is housed in the counseling center and has existed on campus for about one and a half years. For the past two semesters the program has partnered with University of Nevada Reno; UNR provided N-RAP at TMCC an intern to help with classroom outreach, meeting facilitation, and building community relationships. One semester, the intern was a certified peer support specialist. The following semester the intern was completing the internship for a course at UNR. Additionally, this past semester, N-RAP at TMCC approached the Financial Aid, Scholarship and Student Employment office and secured a student worker funded through the federal work-study program. Other recovery support services at TMCC include: 15-25 classroom visits per semester, a lounge, a number of other recovery support meetings (depending on the schedule of the students workers), and recently a student club. N-RAP currently has approximately 10 students involved on a regular basis which is the right number given the current space available. Currently, in order to support N-RAP they are pulling time from full-time counselors; however, they have no funding for the program.

Community-Based Assets Mentioned as Commonly Present at Truckee Meadows Community College

- Physical space that is dedicated for students in recovery to gather and meet.
- Organizations, departments, and services that a collegiate recovery program can refer students to if they need outside services (treatment centers, mental health professionals, counselors, psychologists, etc.).
- Organizations, department, and services that can refer students to a collegiate recovery program (judicial affairs, academic counselors, mental health counselors, treatment centers, etc.).
- Students in recovery who are interested in growing the recovery community on campus.
- Individuals licensed or trained to support both mental health (ADHD, anxiety, depression, etc.) and substance use disorders (alcohol and other drugs).
- Individuals who can help students in recovery build self-efficacy (confidence, social skills, budgeting, general life-skills, etc.).
- Individuals who can serve as positive mentors (professional, recovery, or as a general role model) for students in recovery.
- Organizations, departments, and services that can provide the general population (students, faculty and staff) with education and training to increase understanding of substance use disorders, and recovery (presentations, newsletters, events, orientations, new hire training, etc.).
- Organizations, groups, and clubs that can provide students in recovery access to recovery resources in the broader community (support programs, counseling, housing, etc.).
UNVERIFIED COMMUNITY COLLEGE RECOVERY SUPPORT PROGRAMS AND SERVICES

Lane Community College. Eugene, OR

According to their website, Lane Community College is host to The Recovery Center which, “offers comprehensive and confidential substance abuse prevention services for students and staff. Services include information, referral, and individual and group counseling about issues that affect students, staff, and their families. Support groups are available to support recovery or simply to gain information on a variety of issues including alcohol and other drug abuse, smoking cessation, eating issues, parenting, co-dependency, and related problems. The center suggests a wide variety of choices based on each individual’s circumstances. The center does not advocate for any particular program of recovery or self-help.

The Recovery Center facilitates the formation of student-run support groups on topical issues such as Narcotics Anonymous and Alcoholics Anonymous. While these meetings are listed in the community as being open meetings, they are facilitated by Lane students and therefore are subject to change from term to term. They are not held during finals week and school breaks. All services are open to currently enrolled Lane Community College students (and their families) in credit, Adult Basic and Secondary Education, and Workforce Development classes. There is no cost to students or their families. Professionally trained staff provides most services. Trained volunteers and students provide information and referral services. All services provided are confidential. Information is not released without student permission, except upon court order. Office hours for fall, winter, and spring terms are 9 a.m. to 5 p.m., Monday through Friday. The center is closed summer term” (Lane Community College 2015).

However, this information could not be validated during the course of this research and therefore analysis of assets is not listed below.

Palm Beach State College. Lake Worth, FL

Andrew Burki, Founder and CEO Life of Purpose Treatment

Palm Beach State College is uniquely co-located on the campus of Florida Atlantic University; the same campus is also home to Life of Purpose Treatment. Life of Purpose is the first primary treatment center on college campuses in the United States. At Life of Purpose, their mission is to foster success in recovery and direction in the lives of clients by providing truly specialized, academically focused substance use disorder treatment services. As a result of this unique co-location, students in or seeking recovery at Palm Beach State College and students at Life of Purpose receive support from both organizations. Although the formation of the CRP at Palm Beach State College is in its early stages, recovery support is offered nearby. Currently, there is good institutional support at Palm Beach State College for the CRP and students are already benefitting from recovery support offered at Life of Purpose Treatment in the form of open recovery.
meetings, academic support such as tutoring, academically focused aftercare, recovery tailgate events, ropes courses, paintballing, glow in the dark frisbee, and much more.

**Community-Based Assets Mentioned as Commonly Present near Palm Beach State College**

- Individuals available for 1:1 recovery support (coaching, guiding, supporting, mentoring).
- Individuals who are influential within the University and/or broader community and are interested in advocating for students in recovery.
- Mutual aid support groups near or on campus for students in recovery (i.e. AA, NA, GA, and other 12-Step meetings in addition to groups such as Celebrate Recovery, SMART Recovery, eating disorder recovery, Teen Challenge, etc.).
- Physical space that is dedicated for students in recovery to gather and meet.
- Individuals available to assist with fundraising support of a collegiate recovery programs (i.e. write grants, solicit donations, run fundraisers, etc.).
- Individuals licensed or trained to support both mental health (ADHD, anxiety, depression etc.) and substance use disorders (alcohol and other drugs).
- Individuals trained as drug and alcohol counselors in the areas of addiction and recovery.
- Individuals who can help students in recovery build self-efficacy (confidence, social skills, budgeting, general life-skills, etc.).
- Individuals who can provide students in recovery with academic guidance (i.e. tutoring, counseling, etc.).
- Individuals who can serve as positive mentors (professional, recovery, or as a general role model) for students in recovery.
- Organizations, groups, and clubs that have an interest in supporting students in recovery (i.e. community, religious, or school organizations).
- Organizations that promote awareness of collegiate recovery beyond the University (peer groups, government programs, research, associations, etc.).

**Tulsa Community College. Tulsa, OK**

Although not interviewed during this study, Tulsa Community College may be the most cited community college offering recovery support services among those in the national collegiate recovery space. According to their website, TCC offers a student organization, a monthly meeting, academic programming, scholarships, and a community coach program.

**Student Organization:** On it’s website, Tulsa Community College advertises TACKLE: Total Addiction Counseling and Knowledge from Life Experience as their student organization. Annual dues are $5.
**Monthly Meeting:** Additionally, they advertise a monthly meeting that has the mission of, “provides peer support, service opportunities, social activities, and programs designed to encourage students in recovery to use education as a means of improving their self-confidence, decision-making skills, ethics, civility, and interpersonal relationships”.

**Academic Programming:** In regards to academic programming TCC states, “For students interested in addiction, prevention, and recovery, our hub at TCC is the Center for Addiction Prevention, Recovery, and Support Services (CAPRS)”.

**Scholarships:** TCC also offers scholarships stating, “TCC has a Recovery Scholarship funded by private donations, which is designated for students who have reclaimed their lives and their academic focus. Successful TCC Recovery Scholarship applicants must:

- Have completed a minimum of six months continuous recovery from all identified addictive disorders.
- Play an active part in the TCC student organization, TACKLE.
- Submit a one- or two-page essay describing their recovery journey and their academic goals.
- Submit two letters of recommendation from individuals who can attest to the quality of his/her recovery and to his/her potential for academic success (one letter may be from a family member).
- Maintain enrollment in a minimum of six credit hours at Tulsa Community College while on scholarship.
- Maintain a 3.0 GPA for courses completed while on scholarship.

**Community Coach Program:** The aim of the program is to provide students with addictive backgrounds a supporter on campus who will encourage and offer guidance in dealing with any problems they confront while pursuing their education. Another objective is to increase familiarity and understanding of addiction and recovery for students, staff, faculty, and administrators. Finally, while students participating in the program are strongly encouraged to establish meaningful peer relationships with each other through sponsored social activities and other means, the primary objective is to nurture the relationship between students and the entire campus community. Community Coaches must have contact (i.e., phone, e-mail, office visit, etc.) with each student at least twice a month. One meeting should be one-on-one, and the other on a group level. Community Coaches are expected to make time to meet with their students, to stay informed of the students' academic and personal development, and to advise, mentor, and generally provide guidance to the students.

However, this information could not be validated during the course of this research and therefore analysis of assets is not listed below.
PROSPECTIVE COMMUNITY COLLEGE RECOVERY SUPPORT PROGRAMS AND SERVICES

There were a number of other community colleges that were mentioned during the course of this study as places where recovery support services may be offered; however, we were unable to collect additional information via an interview or web-based research. Those schools include:

- Hartford Community College. Bel Air, MD
- Holyoke Community College. Holyoke, MD
- Northampton Community College. Bethlehem, PA
- Naugatuck Community College. Waterbury, CT
- Riverside City College. Riverside, CA

An interview with representatives from TreeHouse Learning Community describing their partnership with Yavapai College was conducted but representatives from the school were not cited as directly offering services so although promising, this effort has been listed in the prospective section.

Yavapai College in Partnership with TreeHouse Learning Community. Prescott, AZ

Molly McGinn, Managing Partner TreeHouse Learning Community
Mary Hickey, Executive Director TreeHouse Learning Community

TreeHouse Learning Community is a small, co-educational residence and study support program for college students, ages 18-30, who are committed to a path of recovery, self-discovery, and higher education. TreeHouse has worked closely with Yavapai College, also located in Prescott, as TreeHouse has had students attending Yavapai for the past five years. TreeHouse is uniquely positioned to support the development of recovery support services at the community college; the organization is interested in helping the school gather and find students, help negotiate for space, and become an advocate for the extension of services. Yavapai has a desire to support more students in recovery and is aware that they have an under met need on their campus. There are approximately nine students at Yavapai who are ‘geared up and ready to go’ and the administration is on board for starting a club and bringing a 12-step meeting to campus. At Yavapai, they have identified that counselors need to help support this work. According to Molly and Mary an ideal combination of recovery support services may include: (1) streamlined advisement, registrations, admissions, and priority registration, (2) 12-Step meetings, and (3) a resource center where students can have access to a substance free space for studying and tutoring.

TreeHouse has a partnership with Arizona State University in Tempe to provide off campus housing, academic coaching, and a meeting center for college bound students. Yavapai College like all community colleges in Arizona has a clear guaranteed transfer admissions path from their AA degree programs into
ASU for students with at least a 2.5 GPA. For a student in recovery at Yavapai this means that they will have an immediate recovery community to join and they bring recovery experience and passion into that community. The potential power of the community college systems, to prepare and supply high potential and high performing students into their respective state institutions is significant. These students perform better academically than their non-recovery peers and have a 29% higher graduation rate. The power of the collegiate recovery movement is likely to be enhanced if a network of regional or state community colleges that are linked to at least one state university with a CRP/CRC is created.

Community-Based Assets Offered at Yavapai College

No recovery support services are currently offered at Yavapai College; however, due to the groundwork laid by TreeHouse Learning Community they are ready and interested in beginning to offer services. Preliminary discussions between TreeHouse students and Yavapai administration have begun and meetings will begin in early 2016.

THE STUDENT PERSPECTIVE ON RECOVERY SUPPORT PROGRAMS AND SERVICES ON COMMUNITY COLLEGE CAMPUSES

The student perspective is invaluable when looking to develop or enrich student services. Justin Hughes, a recent graduate of Salt Lake Community College, and Alex Denstman, a former student at Hartford Community College, reflected on their experiences as community college students and the recovery support services that they felt they could have benefitted from during separate semi-structured interviews.

Alex, a student from Maryland
Alex now works for Fr. Martin’s Ashley located in Havre de Grace, Maryland and has been working with Hartford Community College, exploring the possibility of offering recovery support services on the community college campus. From his perspective, he feels that any college/university-based recovery support program can thrive when supported by a local treatment provider. He feels that they could teach students how to use their outpatient center and other resources that could greatly benefit community college students as they navigate their academic and recovery journeys. Based on Alex’s experience the perfect combination of recovery support services that could be offered on a community college campus would include:
• An area for students to hang out;
• Recovery support meetings on campus during high traffic times;
• Recovery sensitivity integrated into freshman orientation;
• Student-led education for other students;
• Workshops for outbound students in recovery;
• Scholarships for students in recovery.

Justin, a student from Utah
Justin graduated from Salt Lake Community College in October of 2015. He recalls signing up for community college when he first got into recovery and there being a number of ‘hurdles’ to overcome including registering for the selective service and filing the appropriate FAFSA paperwork. Justin did not have a car and rode his bike to campus. In the absence of 12-step meetings on campus, he attended 12-step meetings off campus. Because he has a felony, finding full-time meaningful work was challenging. As a result, he balanced school-work with a couple of part-time jobs and volunteering with the social work club on campus. Based on Justin’s experience the perfect combination of recovery support services that could be offered on a community college campus would include:

• Having a student club or organization sponsored by the school;
• A student club or organization having enough resources to do things (look to disability resource centers as a model);
• 12-step fellowship on campus;
• Other general resources allocated specifically for students in recovery such as tutoring and financial aid.

Based on the information collected through all of the semi-structured interviews above it is critically important that services are developed in partnership with students with their preferences, needs, and interests being treated as ‘true north’. Without student engagement, the potential for sustainability of recovery support services is lost.
OTHER STUDENT CLUBS AND ORGANIZATIONS THAT MAY BE CONSIDERED RECOVERY SUPPORT AND INFORM PRELIMINARY MODELS

Web-based research and the semi-structured interviews uncovered a set of potential, specific recovery support assets on community college campuses. These assets include primarily existing student clubs that have missions complementary to recovery support services. These assets should be considered and potentially leveraged when offering recovery support services on a community college campus. Below is a list of these potential assets.

**DARC (Drug and Alcohol Recovery Counselors) Club**
Manchester Community College used the following to describe this club: The purpose of this organization is to promote awareness of substance abuse issues. The club strives to bring public awareness to the DARC program and to drug and alcohol abuse education and treatment. DARC clubs are active on many community college campuses and may be potential assets when building capacity for recovery support if a relationship can be developed.

**Active Minds**
Bishop State Community College used the following to describe this club: Active Minds is a campus organization that gives students opportunities to educate and create awareness of issues concerning mental health. The organization seeks to remove the stigma associated with mental illness. Front Range Community College used the following to describe this club: The Active Minds Chapter of FRCC Westminster is a student club dedicated to helping students live healthier lives by providing resources that promote balance, stress reduction, and a positive focus on mental and emotional wellness. Active Minds clubs are present on many community college campuses and may be potential assets when building capacity for recovery support if a relationship can be developed.

**LifeSavers**
Arkansas Northeastern used the following to describe this club: LifeSavers is a club promoting abstinence from all drugs. The members must be drug free as an example to other students. LS will provide the facts about drugs by sponsoring educational lectures; discussion groups and free literature to ANC students and the area schools. We will invite students to join LS every semester and strive to create a positive environment for ANC students. LifeSavers clubs are present on many community college campuses and may be potential assets when building capacity for recovery support if a relationship can be developed.
**BACCHUS Student Club**

National Park College used the following to describe this club: The BACCHUS chapter has been active on National Park College campus for more than 20 years. Each year events and activities are conducted to provide a variety of opportunities for everyone to participate in non-alcoholic and drug free fun activities. The BACCHUS Network is celebrating over thirty-five years supporting student leadership in promoting health and safety and saving students’ lives since 1975. This international organization has grown to be the largest active student organization in Higher Education today. The BACCHUS (Boost Alcohol Consciousness Concerning the Health of University Students) Student Club events and activities raise awareness concerning healthy choices about alcohol and other drug issues. The sponsored activities and booths provide educational information, interaction, and fun non-alcoholic and drug free events where participants may also win prizes. During some of the activities, the food, games, and ideas shared help to provide a socially and culturally acceptable atmosphere for our diversified campus and community. BACCHUS clubs are present on many community college campuses and may be potential assets when building capacity for recovery support if a relationship can be developed.
SUMMARY OF PRESENT AND PROSPECTIVE COLLEGIATE RECOVERY ASSETS

Throughout the semi-structured interviews that were conducted, interviewees cited a number of collegiate recovery specific assets that they were either currently offering students in recovery, assets that they had offered to students in recovery in the past, or assets that they desired to support students in recovery. All assets that were described fit into the framework of the 38 assets for building collegiate recovery capacity – those assets that reflect the potential college-specific people, places, and groups that can be assembled into practices to help students in recovery thrive in the fullness of the college experience.\(^5\) That said it is very likely that community colleges may prioritize these assets differently than collegiate recovery programs at four-year institutions of higher education given the differences in student population, infrastructure, and cultural norms. Additionally, it is likely that when mapping such assets on or near community college campuses, community colleges and their students in recovery may ascertain that more community-based assets are necessary due to the lack of student services infrastructure. Researchers hypothesize that the list of assets for building recovery capacity on community college campuses is likely the same as the list of assets for building collegiate recovery capacity but that the prioritization of assets and the practices deployed may vary.

Based on the interviews conducted, collectively, community colleges currently identified as offering recovery support programs and services for their students indicated the presence of 23 of the 38 collegiate recovery assets. The table below indicates the 23 assets that researchers heard were present and the number of times each asset was mentioned:

<table>
<thead>
<tr>
<th>Asset Name</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in recovery who are interested in growing the recovery community on campus.</td>
<td>5</td>
</tr>
<tr>
<td>Physical space that is dedicated for students in recovery to gather and meet.</td>
<td>5</td>
</tr>
<tr>
<td>Organizations, groups, and clubs that have an interest in supporting students in recovery (i.e. community, religious, or school organizations).</td>
<td>4</td>
</tr>
<tr>
<td>Individuals available for 1:1 recovery support (coaching, guiding, supporting, mentoring).</td>
<td>3</td>
</tr>
<tr>
<td>Mutual aid support groups near or on campus for students in recovery (i.e. AA, NA, GA, and other 12-step meetings in addition to groups such as Celebrate Recovery, SMART Recovery, eating disorder recovery, Teen Challenge, etc.)</td>
<td>4</td>
</tr>
<tr>
<td>Organizations, groups, and clubs that can provide students in recovery access to recovery resources in the broader community (support programs, counseling, housing, etc.).</td>
<td>3</td>
</tr>
<tr>
<td>Individuals trained as drug and alcohol counselors in the areas of addiction and recovery.</td>
<td>3</td>
</tr>
<tr>
<td>Individuals who can serve as positive mentors (professional, recovery, or as a general role model) for students in recovery.</td>
<td>3</td>
</tr>
<tr>
<td>Students in recovery who are interested in mentoring other students in recovery (vocational, recovery, or as a general role model).</td>
<td>2</td>
</tr>
<tr>
<td>Departments within the University that offer courses on subjects related to addiction and recovery for course credit.</td>
<td>2</td>
</tr>
<tr>
<td>Individuals licensed or trained to support both mental health (ADHD, anxiety, depression, etc.) and substance use disorders (alcohol and other drugs).</td>
<td>3</td>
</tr>
<tr>
<td>Organizations, departments, and services that a collegiate recovery program can refer students to if they need outside services (treatment centers, mental health professionals, counselors, psychologists, etc.).</td>
<td>2</td>
</tr>
<tr>
<td>Organizations, departments, and services that can refer students to a collegiate recovery program (judicial affairs, academic counselors, mental health counselors, treatment centers, etc.).</td>
<td>2</td>
</tr>
<tr>
<td>Asset Type</td>
<td>Count</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Individuals who can help students in recovery build self-efficacy (confidence, social skills, budgeting, general life-skills, etc.)</td>
<td>2</td>
</tr>
<tr>
<td>Individuals who are influential within the University and/or broader community and are interested in advocating for students in recovery.</td>
<td>2</td>
</tr>
<tr>
<td>Organizations, groups, and clubs that enable students to gain and practice leadership skills (through internships, community service, mentoring, through participation in student-led organizations, etc.).</td>
<td>1</td>
</tr>
<tr>
<td>Individuals who are dedicated staff for a collegiate recovery program (faculty, staff, students; full or part-time).</td>
<td>1</td>
</tr>
<tr>
<td>Individuals available to assist with fundraising support of a collegiate recovery programs (i.e. write grants, solicit donations, run fundraisers, etc.).</td>
<td>1</td>
</tr>
<tr>
<td>Individuals who can provide students in recovery with academic guidance (i.e. tutoring, counseling, etc.).</td>
<td>1</td>
</tr>
<tr>
<td>Organizations, groups, and clubs that facilitate involvement in community service, philanthropy, and civic engagement (speaking at high schools, service projects, etc.).</td>
<td>1</td>
</tr>
<tr>
<td>Organizations that promote awareness of collegiate recovery beyond the University (peer groups, government programs, research, associations, etc.).</td>
<td>1</td>
</tr>
<tr>
<td>Organizations, departments, and services that can provide the general population (students, faculty, and staff) with education and training to increase understanding of substance use disorders and recovery (presentations, newsletters, events, orientations, new hire training, etc.).</td>
<td>1</td>
</tr>
<tr>
<td>Organizations that provide financial assistance for students in recovery (scholarships, grants, etc.).</td>
<td>1</td>
</tr>
</tbody>
</table>

This table presents only those assets that were mentioned during the course of interviews and is meant to be representative. In order to present a complete picture of the assets that are currently present on the campuses offering recovery support programs and services interviewed during this study a more comprehensive survey would be required; however, this begins to paint the picture of the similarities and differences in the assets that may be assembled to support students in recovery on a two-year campus versus a four-year campus.
FINDINGS TO INFORM PROSPECTIVE PILOTS

Across the community colleges interviewed there are examples of practices that are being implemented to support students in recovery on a community college campus. However, to date, researchers have not found a demonstration of the combination of programs and services that are funded and staffed in a way that will result in long-term institutionalization of support services for students in recovery; this finding was corroborated by statements made by those interviewed.

As a result, this research finds that not enough is known about the collegiate recovery assets and resulting practices that are needed to support students in recovery on a community college campus and recommends that a series of 1-year pilots be conducted in order to better understand which assets should be cultivated to build capacity in this area. Identified prospective pilot models include the following:

1. An adequately funded student-club with a focus on recovery support and an engaged staff or faculty sponsor;
2. A student support program that is modeled after Federal TRIO Programs from the U.S. Department of Education and is staffed by community college staff or faculty;
3. An on-campus student support program staffed by the Young People in Recovery organization (YPR) or another comparative community-based organization;
4. An on-campus student support program staffed by a local treatment center or other for-profit recovery-based community organization;
5. A student support program that is funded as an extension of an established CRP/C on a nearby four-year institution of higher education; and,
6. A collegiate recovery program that is supported through early stage grants and technical assistance from Transforming Youth Recovery (TYR) as demonstrated at four-year institutions of higher education.

The first two pilots would utilize community college resources to offer recovery support services whereas the remaining four pilots would require partnerships with external resources. These external resources are hypothesized to offer tremendous value as they are intended to mimic the student service infrastructure that is present at four-year institutions but is often absent on two-year campuses. The learning derived from these pilots would then inform future funding and programmatic models and help guide funders and community college administrations interested in offering support.
programs and services for students in recovery. This is in contrast to present grant programs for collegiate recovery programs (CRPs) at institutions of higher education, which have benefited from research that has identified and evaluated that community-based assets associated with effective CRPs in the United States.

**Program Models Considered for Prospective Pilots**

A number of program models were cited by those interviewed as prospective approaches when considering recovery support services on community college campuses. These models were often cited when interviewees were asked to provide examples of programs on community college campuses that seem to have high student engagement. The following is a brief description of each program or service model, why they exist, and what they may look like on community college campuses. These models were explored when considering the recommended formats for prospective pilots. The models appear to be primarily funded through the Federal TRIO program; however, there are likely other funding mechanisms that are supporting such models.

**Veteran’s Services**

Veteran’s services on community college campus may be funded through a U.S. Department of Education’s TRIO program called Upward Bound. Veterans Upward Bound is designed to motivate and assist veterans in the development of academic and other requisite skills necessary for acceptance and success in a program of postsecondary education. The program provides assessment and enhancement of basic skills necessary for acceptance and success in a program of postsecondary education. The program provides assessment and enhancement of basic skills necessary for acceptance and success in a program of postsecondary education. The primary goal of the program is to increase the rate at which participants enroll in and complete postsecondary education programs. All Veterans Upward Bound projects must provide instruction in mathematics through pre-calculus, laboratory science, foreign language, composition, and literature. Projects may also provide short-term remedial or refresher courses for veterans who are high school graduates but have delayed pursuing postsecondary education. Projects are also expected to assist veterans in securing support services from other locally available resources such as the Veterans Administration, state veterans agencies, veteran associations, and other state and local agencies that serve veterans.

Other services can include:

- Education or counseling services designed to improve the financial and economic literacy of participants
- Instruction in reading, writing, study skills, and other subjects necessary for success in education beyond high school
- Academic, financial, or personal counseling
- Tutorial services
- Mentoring programs
- Information on postsecondary education opportunities
• Assistance in completing college entrance and financial aid applications
• Assistance in preparing for college entrance exams
• Information on the full range of Federal student financial aid programs and benefits
• Guidance and assistance in alternative education programs for secondary school dropouts that lead to receipt of a regular secondary school diploma, entry into general education development (GED) programs, or postsecondary education (Department of Education 2015a).

The services described are in line with the perceived and expressed needs of students in recovery on a community college campus. As a result, TRIO represents prospective models for offering recovery support services on community college campuses.

Disability Services
Disability resources, sometimes called accessible resources, are prevalent on many community college campuses as a tactic for compliance with Title II and Title III of the Americans with Disabilities Act and section 504 of the Rehabilitation Act. These programs often advertise offering comprehensive services for students with disabilities. The specific services may include:

• Individual consultation with a qualified disability program advisor
• Advocate on the students behalf with faculty and staff
• Course selection and scheduling as they relate to a documented disability
• Development of independent, lifelong learning skills for future career or educational endeavors
• Access to Assistive Technology software housed in an Adaptive Lab as well as individual training and support from Lab Staff
• Specialized equipment checkout: Smart Pens, laptops, digital recorders, FM Systems
• Interpreting Services
• Alternative Format Services: large print, e-text, Braille, raised diagrams

The services described are in line with the perceived and expressed needs of students in recovery on a community college campus. As a result, these pre-existing services represent a prospective model for offering recovery support services on community college campuses.

Educational Opportunity Centers and Other TRIO Programs
The Federal TRIO Programs through the U.S. Department of Education are outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post baccalaureate programs. TRIO also includes a training program for directors and staff of TRIO
projects. The recipients of the grants, depending on the specific program, are institutions of higher education, public and private agencies, and organizations including community-based organizations with experience in serving disadvantaged youth and secondary schools. Combinations of such institutions, agencies, and organizations may also apply for grants. These entities plan, develop, and carry out the services for students. While individual students are served by these entities, they may not apply for grants under these programs. Additionally, in order to be served by one of these programs, a student must be eligible to receive services and be accepted into a funded project that serves the institution or school that student is attending or the area in which the student lives.

These services often take the form of Educational Opportunity Centers. The Educational Opportunity Centers program provides counseling and information on college admissions to qualified adults who want to enter or continue a program of postsecondary education. The program also provides services to improve the financial and economic literacy of participants. An important objective of the program is to counsel participants on financial aid options, including basic financial planning skills, and to assist in the application process. The goal of the EOC program is to increase the number of adult participants who enroll in postsecondary education institutions. Projects include: academic advice, personal counseling, and career workshops, information on postsecondary education opportunities and student financial assistance; help in completing applications for college admissions, testing, and financial aid, coordination with nearby postsecondary institutions, media activities designed to involve and acquaint the community with higher education opportunities, tutoring, mentoring; education or counseling services designed to improve the financial and economic literacy of students, and programs and activities previously mentioned that are specially designed for students who are limited English proficient, students from groups that are traditionally underrepresented in postsecondary education, students with disabilities, students who are homeless children and youths, students who are in foster care or are aging out of foster care system, or other disconnected students (Department of Education 2015b).

It may be worth approaching Federal TRIO Programs to advocate for the inclusion of students in recovery in the target populations for such grants. If such efforts are not effective then these models should certainly be considered when striving to build capacity for recovery support services on community college campuses.

**Land Grant Universities, Cooperative Extension Systems and Recovery Support**

A land-grant university (also called land-grant college or land-grant institution) is an institution of higher education in the United States designated by a state to receive the benefits of the Morrill Acts of 1862 and 1890. There are 110 land-grant universities in the U.S. This partnership of federal, state, and local governments was authorized to bring educations resources from universities to local communities in 1914.

The Cooperative Extension System is a nationwide, non-credit educational network supported by the land-grant university located in each state as is funded by the U.S. Department of Agriculture, state, and county funds. At the local level, extension offices are staffed by one or more experts who provide useful, practical, and
research-based information to agricultural producers, small business owners, youth, consumers, families, and others in rural areas and communities of all size.

Many cooperative extension networks at state levels provide information and non-formal education about drug and alcohol abuse, including information to raise awareness about the dangers of abuse. However, many do not provide information or specific programs about where to find support.

In recent years, partnerships have emerged between cooperative extensions and other organizations to offer health promotion to local communities. Health Extension, based out of the Academic Health Centers are partnering with their cooperative extension compatriots in promoting health in local communities; these program are asking communities to identify their own local health needs and working to mobilize university resources to meet those needs.

This trend indicates that the partnership between the land-grant universities, cooperative extension systems, and health extension systems may be an asset in building capacity for recovery support services. 18 states are currently implementing Health Extension.

**Prospective Pilot Descriptions**

Prospective pilot descriptions are offered below. Implementing such pilots will provide the application necessary to derive capacity building strategies and inform practices for dissemination to community colleges as more community colleges desire to build capacity for recovery support services and programs. Current experiences of organizations will certainly be considered as researchers derive learning from the prospective pilots; however, properly resourced pilots will allow researchers to better understand the full benefits of recovery support services when properly resourced while at the same time, support students in recovery who will benefit from such offerings. The lessons derived from these pilots can inform future funding and implementation strategies of TYR.

1. **An adequately funded student-club with an engaged staff or faculty sponsor**

   Student clubs are one of the most common modalities for engaging community college students in services and programs outside of the academic classroom. Student clubs currently exist on almost every community college campus, they are relatively easy to get started, student-initiated and run, typically are provided a small amount of funding, and often require the sponsorship of a staff or faculty advisor. Many student clubs on community college campuses only serve a small number of students and those interviewed mentioned that they are most effective when there is at least one extremely engaged student. Researchers believe that a student-club with adequate funding to roll-out key initiatives would be effective in educating the student population on recovery, attracting students to participate in the club and providing the sense of community, and peer-based recovery support that students in recovery are interested in. The engaged staff or faculty sponsor is recommend for sustainability and guidance purposes.
Recommended Pilot Initiation Requirements

i. Pilot is conducted at site(s) with an existing recovery related student club.

ii. Pilot is conducted at site(s) with an engaged faculty/staff advisor.

Recommended Pilot Learning Loop

i. Members of the student club in partnership with faculty/staff advisor develop and submit a proposal to TYR for funding in two areas: (1) a membership growth/engagement strategy and (2) keystone activities.

ii. TYR reviews, provides feedback, and funds activities.

iii. A standardized tool created by TYR that can measure awareness of need and institutional support is deployed and data is supplied to TYR.

iv. Members of the student club in partnership with faculty/staff advisor participate in a mid-year and end of year focus group facilitated by researchers to gather learning.

v. Members of the student club in partnership with faculty/staff advisor write a final report at the end of the year that provides metrics and qualitative data on number of students served, time invested, funding usage, a prioritization of the 38 assets, etc.

2. A student support program modeled after TRIO programs staffed by community college staff or faculty

As described above, TRIO Programs are Federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO includes programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post baccalaureate programs. These programs are designed to support the unique needs of these niche populations. On a community college campus, TRIO programs often take the form of a resource center wherein there is a staffed room or desk in which students who are members of that niche population can go and receive services ranging from tutoring to job assistance to counseling to help navigating unfamiliar systems. Researchers believe that a resource such as this would require either a full-time dedicated staff person or a staff/faculty member supplemented by an individual or set of appropriately trained student workers. These individuals could create a sense of community amongst those benefitting from the services, conduct awareness activities to ensure people know the resource exists on campus, help individuals navigate the academic system, help individuals connect to external recovery services as well as offer recovery support services such as 12-step fellowship. Positioning such resources in a student success center or other central location/high visibility area on campus is recommended.
Recommended Pilot Initiation Requirements

i. Pilot is conducted at site(s) with an engaged faculty/staff member who is interested in growing recovery support services on campus.

ii. Pilot is conducted at site(s) where there is some institutional awareness and support for serving students in recovery.

iii. Space in the form of a desk co-located with other student support services or room has been identified and is available.

Recommended Pilot Learning Loop

i. The engaged faculty/staff member develops and submits a proposal to TYR for funding in three areas: (1) a growth/engagement strategy to influence number of individuals served and frequency of use, (2) keystone activities, and (3) staffing plan.

ii. TYR reviews, provides feedback, and funds plan.

iii. A standardized tool created by TYR that can measure awareness of need and institutional support is deployed and data is supplied to TYR.

iv. Faculty/staff and available students participate in a mid-year and end of year focus group facilitated by researchers to gather learning.

v. Faculty/staff and available students write a final report at the end of the year that provides metrics and qualitative data on number of students served, time invested, funding usage, a prioritization of the 38 assets, etc.

3. An on-campus student support program staffed by YPR or another community-based organization

This pilot may include the establishment of a student club listed above or the application of the TRIO model but instead of being staffed or led by community college employees, the staffing is offered through a partnership with a local YPR chapter or other recovery focused community-based organization when a YPR chapter is not nearby. Researchers believe that YPR’s core focus on delivering services around employment, education, housing, and health for young people in recovery align well with the recovery support services desired by students in recovery on a community college campus. It is hypothesized that YPR could leverage portions of their existing My Recovery is E.P.I.C., LYNX, and Phoenix programs to begin offering recovery support services on community college campuses and then develop or facilitate new or additional programming and services based on student needs. Additionally, their network of 87 chapters across 30 states is looking for additional activities and ways to support young people in recovery and this partnership with community colleges may be a promising way to offer recovery support services on community college campuses.
**Recommended Pilot Initiation Requirements**

i. Pilot is conducted at site(s) with an engaged faculty/staff member who is interested in growing recovery support services on campus.

ii. Pilot is conducted at site(s) where there is some institutional awareness and support for serving students in recovery.

iii. Space in the form of a desk or room has been identified and is available.

iv. A local YPR charter or other local community-based organization is available and interested in supporting students in recovery on the campus.

**Recommended Pilot Learning Loop**

i. The engaged faculty/staff member in partnership with YPR or a local CBO develops and submits a proposal to TYR for funding in three areas: (1) a growth/engagement strategy to influence number of individuals served and frequency of use, (2) keystone activities, and (3) staffing plan.

ii. TYR reviews, provides feedback, and funds plan.

iii. A standardized tool created by TYR that can measure awareness of need and institutional support is deployed and data is supplied to TYR.

iv. Faculty/staff, YPR or local CBO, and available students participate in a mid-year and end of year focus group facilitated by researchers to gather learning.

v. Faculty/staff, YPR or local CBO, and available students write a final report at the end of the year that provides metrics and qualitative data on number of students served, time invested, funding usage, structure of services, a prioritization of the 38 assets, etc.

4. **An on-campus student support program staffed by a local treatment center or other for-profit recovery-based community organization**

   Much like the pilot described above this pilot may include the establishment of a student club or the application of the TRIO model but instead of being staffed or led by community college employees, the staffing is offered through a partnership with a local treatment center. Fr. Martin’s Ashley is currently in conversations to offer this support at Hartford Community College and in many ways Life of Purpose is already offering this at Palm Beach State College. How these organizations might uncover and combine assets and practices to support community college students in recovery is unknown; however, researchers believe that this is a model worthy of exploration.

**Recommended Pilot Initiation Requirements**

i. Pilot is conducted at site(s) with an engaged faculty/staff member who is interested in growing recovery support services on campus.

ii. Pilot is conducted at site(s) where there is some institutional awareness and support for serving students in recovery.
iii. Space in the form of a desk or room has been identified and is available.

iv. A local treatment center is available and interested in supporting students in recovery on the campus.

**Recommended Pilot Learning Loop**

i. The engaged faculty/staff member in partnership with the local treatment center develops and submits a proposal to TYR for funding in three areas: (1) a growth/engagement strategy to influence number of individuals served and frequency of use, (2) keystone activities, and (3) staffing plan.

ii. TYR reviews, provides feedback, and funds plan.

iii. A standardized tool created by TYR that can measure awareness of need and institutional support is deployed and data is supplied to TYR.

iv. Faculty/staff, local treatment center, and available students participate in a mid-year and end of year focus group facilitated by researchers to gather learning.

v. Faculty/staff, local treatment center, and available students write a final report at the end of the year that provides metrics and qualitative data on number of students served, time invested, funding usage, structure of services, a prioritization of the 38 assets, etc.

5. **A student support program that is funded to leverage the support of an established CRP/C on a nearby 4-year campus**

As is currently taking place at University of Nevada-Reno and Truckee Meadows Community College this pilot would look to formalize the relationship between a 4-year institution with an established CRP/C and a nearby 2-year institution in their offering of recovery support services. The two institutions would commit to partnering on a certain number of activities and services in order to uncover how the combined efforts might impact how assets and practices are combined to build capacity.

**Recommended Pilot Initiation Requirements**

i. Pilot is conducted at site(s) with an engaged faculty/staff member at both the two-year and four-year institutions who is interested in growing recovery support services on campus.

ii. Pilot is conducted at site(s) where there is some institutional awareness and support for serving students in recovery.

iii. The four-year institution has an established CRP and is interested in extending services and programming to a nearby two-year institution.

iv. The proximity of the institutions is within a reasonable distance such that proximity does not hinder effective collaboration.\(^6\)

---

\(^6\) The 2015 Collegiate Recovery Asset Survey Monitor indicates that the average proximity of a collaborating asset to a collegiate recovery program is 15.8 miles and the average proximity of a friend to a collegiate recovery program is 19.0 miles.
Recommended Pilot Learning Loop

i. In partnership, the engaged faculty/staff member at each institution develop and submit a proposal to TYR for funding in three areas: (1) a growth/engagement strategy to influence number of individuals served and frequency of use, (2) keystone activities, and (3) staffing plan.

ii. TYR reviews, provides feedback, and funds plan.

iii. A standardized tool created by TYR that can measure awareness of need and institutional support is deployed and data is supplied to TYR.

iv. Faculty/staff and available students participate in a mid-year and end of year focus group facilitated by researchers to gather learning.

v. Faculty/staff and available students write a final report at the end of the year that provides metrics and qualitative data on number of students served, time invested, funding usage, structure of services, a prioritization of the 38 assets, etc.

6. A student support program that follows the TYR grant playbook that was applied at 100+, 4-year institutions

Lastly, for the final pilot researchers recommend implementing what was utilized for grantee institutions the benefited from Transforming Youth Recovery’s inaugural early stage grant program in order to better understand whether the variable of being a two-year institution impacts the effectiveness of that program. At this pilot, the participating organization would be provided a $10,000 grant to pursue capacity-building activities and be provided technical assistance from Transforming Youth Recovery for the duration of the grant. This would allow researchers to test the implementation of a known CRP program, applying the existing early stage grant program and grant coordinators to a community college applicant.

Recommended Pilot Initiation Requirements

i. Adjust existing MOU and grant requirements to ensure they can be met by and are applicable to community colleges.

Recommended Pilot Learning Loop

i. Applicant develops and submits a proposal to TYR for funding.

ii. TYR reviews, provides feedback, and funds plan.

iii. A standardized tool created by TYR that can measure awareness of need and institutional support is deployed and data is supplied to TYR.

iv. Faculty/staff and available students participate in a mid-year and end of year focus group facilitated by researchers to gather learning.

v. Faculty/staff and available students write a final report at the end of the year that provides metrics and qualitative data on number of students served, time invested, funding usage, structure of services, a prioritization of the 38 assets, etc.
Measuring Awareness and Outcomes from Selected Pilots

The field of recovery support on community college campuses appears to be small and siloed. At the end of each interview, researchers asked practitioners if they were aware of other community colleges offering recovery support services on their campuses; no interviewee provided a committed answer to this question. As a result, a concerted effort to collect data and continue to build awareness of this largely unmet need must be a focus of pilot activities.

The section below outlines the measurement outcomes for these pilots; the intent is to measure the capacity-building efforts of the pilot program. A tool that can measure awareness of the need and institutional support should be implemented as part of the measurement outcomes.

Potential outcomes to measure as part of the pilots might include:

1. Demonstration of enhanced or expanded services
2. Student engagement including number of students engaged and frequency of services
3. Relationships and collaborations including the number of inter-campus and intra-campus relationships and collaborations, the description of those, and an assessment of the quality of the relationship as a possibility, friend, or collaborator.
4. Pre and post-assessment of awareness of need among campus governance/administration and the student-body. (Note: Researchers are interested in learning whether the people responsible for student services acknowledge that there are students in recovery on campus who could benefit from school-based recovery support services).
5. Institutional support measured by explicitly stating the offering of recovery support services in institutional plans
6. Identification of gaps based on the activities conducted, identification of needs, and sharing ideas for how to meet needs
RECOMMENDATIONS FOR INITIATING CAPACITY BUILDING EFFORTS

In January 2015, 14 community colleges made commitments to implement strategies to help improve college persistence and completion for students who enter academically under prepared committing that their efforts would provide, amongst other things, better student supports. Those colleges include:

- Borough of Manhattan Community College (New York, NY)
- Bunker Hill Community College (Charlestown, MA)
- College of the Ouachitas (Malvern, AR)
- Davidson County Community College (Thomasville, NC)
- Eastern Gateway Community College (Steubenville, OH)
- Edmonds Community College (Lynwood, WA)
- Gaston College (Dallas, NC)
- Lee College (Baytown, TX)
- Los Rios Community College District (Sacramento, CA)
- Lower Columbia College (Longview, WA)
- Macomb Community College (Warren, MI)
- Passaic County Community College (Paterson, NJ)
- Umpqua Community College (Roseburg, OR)
- West Hills College Lemoore (Lemoore, CA)

This commitment drove curiosity amongst researchers as to whether or not any of these schools offered recovery support services to their students. Web-based research revealed that although many of these schools offering limited counseling services, list external treatment and fellowship resources on their websites, or offer academic programs in the field of substance use, none of the 14 schools offered dedicated recovery support services for their students. As community colleges continue to commit to increase support services for their students, it is the hope of researchers that faculty, staff, and recovery-based organizations advocate for the inclusion of recovery support services in those efforts.
CONCLUSION

Student populations, student services, and the student support landscape on two-year campuses are a quite different from that of four-year institutions. However, in terms of recovery support desired by students or the perceived need by faculty and staff, the assets that should be applied to build capacity for recovery support on community college campuses can likely be drawn from the 38 assets that were developed for four-year institutions. In order to further collect evidence in support of this hypothesis and better understand how these assets are prioritized and practices are applied researchers recommend deploying a series of pilots to further understand what combinations of assets on community college campuses will sustainably contribute to the development of thriving recovery communities and programs.

The hope is that in conducting these pilots and measuring these outcomes Transforming Youth Recovery can help communities evolve their offering of recovery support services, helping them to fulfill their moral imperative to do more and ensure that the capacity that is being built is resulting in the development of thriving recovery communities.

Next Steps

1. Select pilots that reflect the most promising activities.
2. Run pilots during the 2016 academic year.
3. Measure outcomes and capture asset application and capacity building practices.
4. Create funding service models to be disseminated in 2017.
CITATIONS


Center for Community College Student Engagement. (2012). A matter of degrees: Promising practices for community college student success (A first look). Austin, TX: University of Texas at Austin, Community College Leadership Program.


Transforming Youth Recovery