

Supporting Your CWU Student's Wellbeing and Personal Safety

2024 -
2025





Welcome to Central!

On behalf of all of us at Central Washington University, welcome to the Wildcat family! Coming to college is an exciting experience for everyone close to the student. It represents new chapters and beginnings, and often their first step into full adulthood. While exciting, there are also parts that may be overwhelming or scary for students and families. Many families need to negotiate uncomfortable conversations about self-efficacy and safety with their student who is navigating new experiences and new places.

This guide was created to help you have difficult conversations about health and wellbeing topics with your student. It covers mental health, alcohol and other drug use, healthy relationships, and consent. It gives guidance on how to have these conversations with empathy and understanding.

We recognize that every family and support system looks different. Your communication style is unique to your family, and this guide is a great place to start. There may be sections of this guide that you relate to more than others. You are able to skip around and select the sections that fit best for you -- it does not need to be used in any particular order.

Thank you for taking the time to review this guide and help prepare your student for all aspects of their college journey. The Office of Health Promotion is here to support you and your student as they navigate their first year at Central. We want to help them remain both academically and personally successful so they can have a great first year!

Office of Health Promotion

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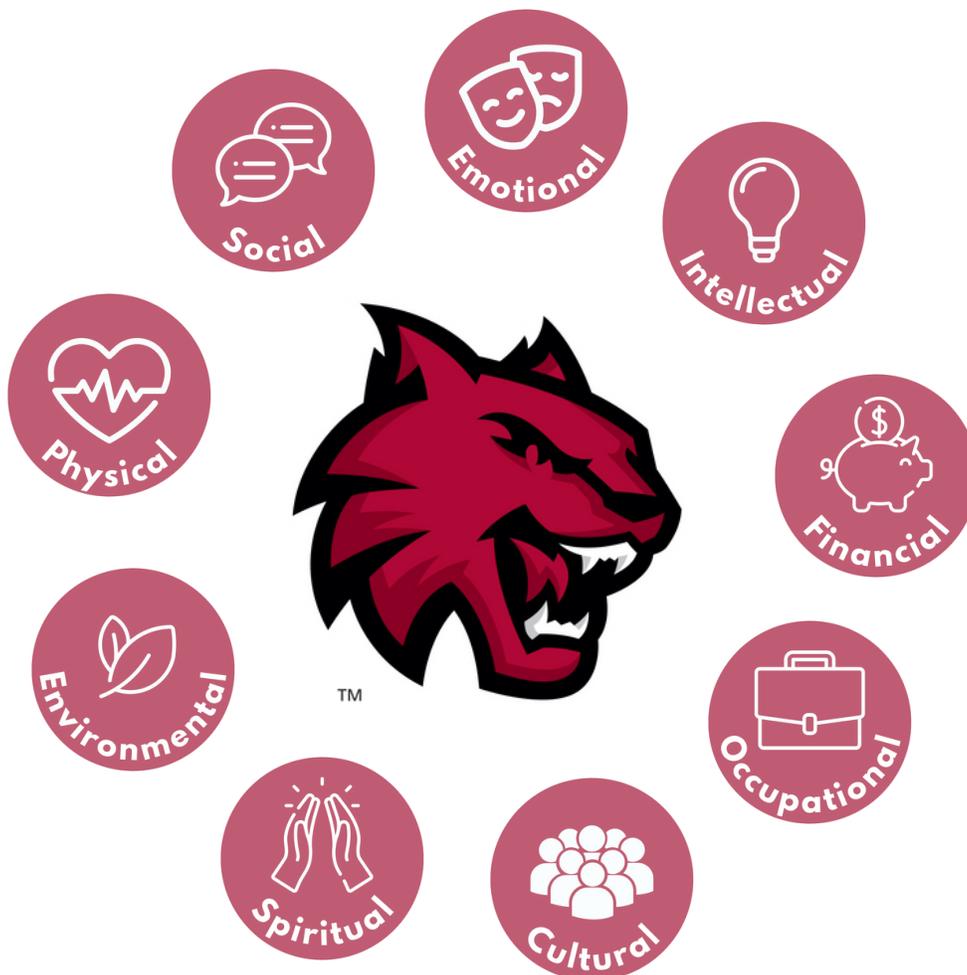
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9 Dimensions of Wellbeing

The 9 Dimensions of Wellbeing is a campus-wide initiative that recognizes all the different ways get and sustain health and wellbeing. There are departments and professional staff at CWU who specialize in providing student support for every one of the 9 Dimensions of Wellbeing. Reviewing the dimensions can give you a helpful framework for your conversations with your student when talking about life in and outside of the classroom at CWU.

Sometimes we experience fulfillment, satisfaction and optimum health in one area, while another dimension feels like it could use some attention. When we recognize weakness in a dimension, we can rely on strengths in others to motivate support change and improved health in the weak one.

This guide addresses multiple areas within the 9 Dimensions. Learn more about CWU resources so that you can refer your student to support no matter what area they may be struggling with.





Social

The Social Dimension of Wellbeing refers to building and nurturing meaningful and supportive relationships with individuals, groups and communities. It enables you to create boundaries that encourage communication, trust and conflict management.

- Having healthy relationships - both intimate and platonic
- Having a healthy sexual relationship with self and others
- Joining a club or organization
- Making an effort to stay in touch with friends and family

Encourage your new CWU student to stretch in building new social connections.



Emotional

The Emotional Dimension of Wellbeing involves developing awareness of your feelings and your response to everyday interactions. This allows you to better understand and respond to your feelings.

- Being emotionally aware in your relationships and in tune with your feelings
- Accepting mistakes and learning from them
- Practicing gratitude

Coming to college can result in multiple, sometimes conflicting emotions. This is normal and you should be open to discuss the feelings with your student.



Intellectual

The Intellectual Dimension of Wellbeing encourages us to engage in creative and mentally stimulating activities. It requires lifelong learning and curiosity. Intellectual wellbeing can be developed through academics, cultural involvement, community involvement and personal hobbies that expand your knowledge and skills while allowing you to share your knowledge and skills with others.

- Building relationships, especially with people who know things we don't, can be intellectually stimulating
- Picking up a new hobby
- Taking a class outside your major

Most students don't have a problem staying intellectually stimulated at CWU - but they can get involved in extracurricular activities to grow their interests and skills.





Financial

The Financial Dimension of Wellbeing involves the process of learning how to successfully manage financial expenses. Money plays a critical role in our lives, and it can impact your health and academic performance.

- Understanding student loans
- Planning ahead and setting budget goals
- Spending money on quality time and sexual well-being (birth control, sex toys)
- Setting a "fun" budget for outings and dinners with friends

Most students rely on a combination of funding sources to pay for college. Help them understand and begin to take financial responsibility for their education.



Occupational

The Occupational Dimension of Wellbeing allows you to explore various career options and encourages you to pursue the opportunities you enjoy the most. This dimension recognizes the importance of satisfaction, enrichment, and meaning through work.

- Creating positive relationships in your academic program/classes
- Practicing open communication and conflict management

Most CWU students work while they're in college. Visit Career Services to learn about current and future career opportunities.



Cultural

The Cultural Dimension of Wellbeing involves awareness of one's own culture, valuing other cultures, and expanding our knowledge of cultures different from our own. This dimension encourages understanding, awareness, and intrinsic respect for all aspects of diversity.

- Connecting with people from other cultures
- Attending cultural events





Spiritual

The Spiritual Dimension of Wellbeing allows us to be in tune with our inner selves. This dimension of wellbeing lets us find meaning in life events and define our individual purpose. Spirituality can stem from beliefs, faith, values, ethics or moral principles that provide purpose and direction in our lives. A healthy spirit helps us remain resilient and better prepared to face life's challenges.

- Exploring your inner self
- Looking for a religious faith that aligns with your values
- Exploring your body and the things you like

Continue to reiterate your family values and expectations. Students benefit from a support system that reinforces their beliefs and morals.



Environmental

The Environmental Dimension of Wellbeing refers to leading a lifestyle that values the relationship between ourselves, our community, and the environment. The core principle of environmental wellbeing is respect - respect for all nature and all species living in it.

- Being mindful of water use
- Using reusable bags and water bottles
- Having open communication with your roommate and making your space feel familiar and homey



Physical

The Physical Dimension of Wellbeing is the ability to maintain a quality of life that allows you to get the most out of your daily activities without undue fatigue or physical stress. Physical wellbeing recognizes that our daily habits and behaviors have an impact on our overall health, wellbeing and quality of life.

- Practicing safer sex and/or masturbation
- Eating foods that make you feel good
- Maintaining a regular sleep schedule
- Knowing risks with drinking alcohol and making choices to reduce harm



Defining Substance Use, Consent, Healthy Relationships, and Mental Health

At CWU, we use words and definitions that reflect our culture of care and respect. By using de-stigmatizing and person-first language, we strive to be inclusive of every student. We encourage everyone to learn and use this language as it helps students feel seen and understood, and can support a judgement-free conversation.

Defining Substance Misuse

At CWU, we commonly use the phrase "substance misuse" when interacting with students. Misuse is used to describe any situation in which a substance is used incorrectly, at higher dosage than prescribed or recommended, or at improper times.

It is important to note that even a single episode of use may be labeled as "substance misuse," but not every student will misuse substances. We also recognize our students' medical diversity - substance misuse does not include prescribed substances being used as indicated by a medical provider. The statistics below are from a multiple sources; we share them to help build a picture of campus safety and prevalence of substance use.

Alcohol	Alcohol is the most widely used drug on college campuses and is implicated with the highest incidence of overdoses on college campuses.
Cigarettes	Around 15% of college students reported using cigarettes in the past year. Approximately 20% of college men report using cigarettes, while approximately 12% of college women used cigarettes.
Vaping	20% of college students reported vaping cannabis within the last year, with 11% reporting use within the last month. 1 in 4 college students reported vaping nicotine in the past year; if your student uses, now's a great time to quit!
Cannabis	About 25% of full time college students report using cannabis at least once per month, with 6% using daily. Monthly use is similar between males and females, but twice as many males report using daily compared to females.
Cocaine	One in 20 college students report using cocaine. It is also reported that men use more frequently than women (7.0% to 4.3% respectfully).

Amphetamines	Approximately 13% of college students use amphetamines such as Adderall and Ritalin without a prescription annually.
Hallucinogens	One in 20 college students report usage of hallucinogens, including LSD and MDMA. Rates for both were higher in college aged men than women.
Opioids	Opioid use among college students has decreased over the last five years by 50%. It is now noted that 1.4% of college students misused OxyContin, while 1.6% misused Vicodin. However, it is also noted that within the U.S., opioid overdose rates have topped 100,000 deaths annually.

Defining Healthy Relationships

Helping your student understand how to cultivate healthy relationships will allow them to build crucial connections that support their holistic wellbeing. The five keys to a healthy relationship are learn, respect, empower, consent, and communicate. In the absence of these elements of healthy relationships, students can experience interpersonal violence and trauma.

Learn	Access credible information and resources to promote your overall health; when you have a question, seek answers from a credible source.
Respect	Promote and model healthy attitudes and relationships; treat others the way they want to be treated.
Empower	Everyone has the right to set limits, feel safe, and get support; you deserve to be respected and listened to.
Consent	Seek mutual agreement without fear or pressure; ask for consent and check in to make sure consent is clear.
Communicate	Express yourself to partners, peers, and family; you can talk openly and honestly with people you trust. If you notice something is wrong, you can speak up.
Interpersonal Violence	Interpersonal violence includes sexual assault, domestic/intimate partner violence, stalking, and sexual harassment
Trauma	Trauma is not the event itself, it's how our mind and body interpret the event. Trauma can result from anything that overloaded your capacity to cope and continues to be a challenge.

Defining Mental Health

Mental health looks at one's emotional and psychological well-being and the current state of it. In our culture, "mental illness" still holds stigma, describing someone as broken or unproductive. However, many people you walk past on the street, and even on campus, live with a mental illness. Mental illness can affect a person's ability to function over a long period of time. The two most common mental illnesses that CWU experience are depression and anxiety.

Depression	Depression is the feeling of persistent "sadness" that lasts for at least 2 weeks and affects a person's ability to work, carry out usual daily activities, and to have satisfying personal relationships. Symptoms include lack of energy, unusually sad mood, difficulty concentrating, changes in sleep patterns, irritability, and more.
Generalized Anxiety	Characterized by persistent and excessive worry about a number of different things. Symptoms include pounding heart, chest pain, dizziness, nausea, tremors and shaking, excessive fear, restlessness, racing mind, and more.
Disordered Eating	Most eating disorders occur when a person has distortions in thoughts and emotions related to body image, leading to marked changes in eating or exercise behaviors that interfere with their life.
Home Sickness	Very common in first year college students, homesickness is a feeling of intense sadness and longing caused by absence from one's home or native land.
Seasonal Affective Disorder	A depressive illness that occurs during the fall and winter months when there is less natural sunlight, and generally lifts during spring and summer. During this time, individuals experience traditional depressive symptoms.

Prevalence at CWU

The statistics below are meant to help you gain a clearer picture of the experiences that some students have while they are enrolled at CWU. For your student, sharing these can help normalize experiences they have. They may be hard to read, but the good news is that we have resources available here on campus to support students who are having a difficult time.

After surveying CWU students in Spring 2024, we found that...

41.7%

had ever been
diagnosed with
depression

47.7%

had ever been
diagnosed with anxiety

30.3%

had counseling for a
mental health
condition within the
last 12 months

3.5%

experienced a physically
abusive intimate
relationship

12.4%

experienced an
emotionally abusive
intimate relationship

1.4%

experienced a sexually
abusive intimate
relationship

80.9%

drank 4 or fewer
alcoholic drinks in a
social setting

44.2%

had never used
cannabis/marijuana

5.1%

were in recovery
from alcohol or
other drug use

Some Students Fall Into Categories of Higher Risk

Did you realize that your student would be at higher risk for substance use, interpersonal violence, and mental illness just by attending college? Students of color, LGBTQIA+ students, student athletes and disabled students are at a higher risk due to discrimination, systemic barriers and more.

Central Washington University students possess a multitude of personality traits and unique skills that make them one of a kind! That's why we enjoy working with our students so much - each one has a distinctive point of view and story to tell. We value our diverse students and their diverse stories; we recognize that safety and happiness look different for everyone, as well as the various **protective** factors each student comes to CWU with. Review the protective factors and traits below and consider ways to nurture these in your student between now and their arrival at CWU:

Healthy Coping Mechanisms

Attending Substance Free Events

Working 10+ Hours a Week

A Willingness to Seek Help

Utilizing Campus Resources

Physical Health

Parental Engagement in Lives

Positive Family Dynamics

Positive Self-Image

Belonging to a Club or Affinity Group

Strong Social Support Networks

Religious or Cultural Commitment



Through state, federal and campus regulations and policies, we strive to build an inclusive and safe environment into the core of our systems. Read below for our policies regarding FERPA, alcohol and other drugs, Good Samaritan protection, and the sexual misconduct process.

Family Educational Rights and Privacy Act (FERPA)

FERPA provides parents of children under the age of 18 the right to access educational records from any school that receives funding from the U.S. Department of Education. When a student turns 18 or enrolls in a post-secondary institution, FERPA rights transfer to the student, meaning the student is in control of who can view their educational records.

CWU may notify parents regarding the following conduct situations:

- Documented behavior indicating a risk of harm to self or others.
- Documented violations of the controlled substance policy.
- Second or third violations of campus alcohol policies or state laws.
- Parents may be notified of a first-time violation of campus alcohol policies or state laws if it involves a medical emergency, vandalism, any violence, or gross disrespect of residence hall staff or law enforcement officials.
- Students will be required to attend an alcohol or other drug education and risk prevention class for first and possibly second-time violations. Failure to attend the class could result in required off-campus assessment. Third-time violation of policies and/or laws may result in suspension or deferred suspension if recommend by the CWU Student Conduct Hearing Officer.

Off-campus violations of underage drinking or other infractions may be referred to the CWU Office of Student Rights & Responsibilities for sanctioning through the discretion of local court officials or law enforcement agencies.

Any questions regarding parental notification, or to seek additional information regarding a parental notification letter that you may have received, can be directed to the [Office of Student Rights & Responsibilities](#).

CWUP- 2-40-030 Alcohol and Other Drugs

For full policy review, please visit the Policies and Resources page on the Student Rights and Responsibilities website here:



(2) Student Conduct

The university does not condone the consumption of alcoholic beverages by minors at functions sponsored by Central Washington University organizations on or off campus. Organizations and advisors are responsible for monitoring student conduct at functions sponsored by the organization.

Persons twenty-one years of age or older may possess and/or consume alcoholic beverages within the privacy of certain designated 21-or-older residence hall rooms or apartments. Washington State law provides penalties for the possession or consumption of alcoholic beverages by persons under twenty-one years of age and for persons who furnish alcoholic beverages to minors.

CWU may place on probation any student organization or prohibit a student specific campus social function when the consumption of alcoholic beverages has become a problem or concern to the university.

Students violating any state or federal law or the alcohol and other drugs policy or procedure will result in immediate referral to the office of the dean of student success or designee for appropriate action, including disciplinary action. The Washington Administrative Code ([WAC 106-120-027: Proscribed conduct.](#)) describes behavior and sanctions a student may be subject to upon violation of any of the described conduct. Disciplinary action may range from a counseling session to expulsion, depending on the severity and number of violations. Repeated violations usually carry more significant consequences. The office of the dean of student success may include in the sanction-mandated contact with the university drug and alcohol prevention specialist and/or direct referral for assessment through a state licensed treatment agency.

CWU Residence Hall Policies and Expectations

The use of drugs, including alcohol, can have a negative effect on student life and academic success. At Central Washington University, we are committed to providing an atmosphere of creative learning and healthful living for students and have put into effect policies that do not allow the illegal use of alcohol and other drugs, on or off campus.

You may review the full Residence Hall Reference Guide here:



CWU Good Samaritan | Amnesty



Please review RCW 4.24.300 for full Washington legislation here:

The welfare of our students is of the highest importance to Central Washington University. There may be times when individuals, both on and off campus, may be in critical need of assistance from medical or other professional personnel. Situations in which a student's physical and/or psychological well-being is in serious jeopardy may include, but are not limited to, incidents involving: alcohol or other drug overdose/poisoning; sexual assault; or suicide attempts. Central wants to minimize any hesitation that students or student organizations might have in obtaining help due to concern that their own behavior might be a violation of University policy.

If critical assistance is needed, students should immediately contact medical or other professional personnel. While policy violations cannot be overlooked, the University will take into consideration the positive impact of reporting an incident on the welfare of students when determining the appropriate response for policy violations. Any possible negative consequences for the reporter of the situation should be evaluated against the possible negative consequences for the student who needed intervention. At a minimum, Central hopes that a student or student organization would make an anonymous report that would put the student in need in touch with professional assistance immediately.

Sexual Misconduct Process

When the CWU Office of Civil Rights Compliance (OCRC) receives a report of Sexual Misconduct, the Title IX coordinator reviews the report and contacts the Reporting Party/Complainant to explain resolution options as well as offer supportive measures.

For full policy review, please visit the Policies & Process page by scanning this code:



Starting the Conversation with Your Student

"How do I start conversations about these topics with my student?" You may have had these conversations before, or this may be the first time. Either way, it's normal to feel apprehensive! Below are some tips to get started.

Setting the Scene

- Find a time when there are minimal distractions, including other people or time commitments.
- Choose a time when your student isn't feeling rushed and is more open to engaging.
- Bring up these topics organically; if you're feeling nervous or awkward, it's okay to acknowledge that with your student.

Using Media as a Starting Point

- Discuss media you're consuming with your student
 - "Do you notice the way [insert behavior]? What do you think about that?"
 - "Yikes - isn't it a problem that [insert character] is pursuing [insert other character] like that? They clearly don't want that. Why do you think things like that are seen as romantic?"
 - "Oh wow, [insert person] came out with their experience about [sexual assault, mental illness, substance use]. That's so powerful they're sharing their story."

Values Clarification

Beyond their academic major or career goals, what kind of person does your student want to be? Defining values can be key in resolving conflict and building self-efficacy. You can share your family values in conversation at a meal, talk about expectations for their behavior as a “representative” of your family even while they are away from home, or use a values worksheet to help them clarify their values!

Boundaries and Communication

Setting boundaries is a big step in any relationship. Asking about your student's boundaries with you can help you know what they feel comfortable talking about:

- "If you are ever feeling sad, would you be comfortable talking to me about it?"
- "How can I support you when you are having a hard time?"

You can also clarify your own boundaries:

- "I'm not comfortable when you use that language around me."

It's also a good time to hold conversations that can help your student define and clarify their emotional and physical boundaries with others. Help them practice articulating boundaries:

- "I'm not comfortable with having people drink in our dorm room."
- "Weekends are fine, but I'm not comfortable having overnight guests on weekdays."
- "I don't like it when you talk to me like that."

Consent

Consent doesn't just refer to sexual situations. Consent is used in everyday interactions, and can help to model healthy communication! Help your student practice asking for consent in scenarios like these:

- "Do you have time to help me with this assignment?"
- "Is it okay if I turn our room light on?"
- "My friend wants to come over on Saturday. Would that be alright with you?"
- "I appreciate when you ask me how my day is going."
- "Is it okay if I have a few friends over to drink?"

Responsibility

We all hurt the people we care about, often unintentionally. How does your student take responsibility for their actions? How do they define accountability? Help them think through how they might make amends if they hurt someone.

Frequently Asked Questions

Q: What if I'm not comfortable having these conversations with my student?

Send your student to the Office of Health Promotion in SURC 256 or email us at healthpromotion@cwu.edu! We are happy to have conversations with your student to help set them up for success. You may also consider sharing online or printed materials for your student to review on their own and then initiate a discussion based on the content.

Q: I don't need to have this conversation - my student is already a good kid.

That's great! In that case, this is a perfect opportunity to talk to your student about being a role model and active bystander for their peers. Peers who model pro-social behavior have a strong impact on the people around them. When students exhibit healthy behaviors (like setting boundaries, asking for consent, and intervening in problematic situations), their peers are more likely to exhibit those same behaviors. Have a conversation with them about how powerful it is to have that skillset already, and how important it is to model that for the people around them – especially as they enter new social environments when they get to campus.

Q: My student is at a different maturity level, and I'm not sure if they're ready for these conversations. How do I still have these conversations with them?

There are some great resources out there for talking to children and young adults about healthy relationships and consent. [Loveisrespect](#) is a resource that helps teach teenagers and young adults about healthy relationships. [The Australian Parenting Website](#) has information about talking to people of all ages about consent.

Q: What kind of education does CWU provide about these topics?

Here at CWU, we strive to cultivate a culture of healthy relationships, mental wellbeing, and appropriate substance use. We provide education about these topics through a number of venues, including:

- Week of Welcome
- Partnerships with Athletics, ROTC, Office of International Studies, AUAP, and multiple academic programs
- Annual programs and events

Q: What do I do if a student shares that they have been sexually assaulted?

This can be incredibly difficult for a caregiver or support person to hear. No one wants this to happen to anyone they know. The good news is that you can be a supportive person for them during this difficult time. Here are some ways that you can help:

- Reassure them that it wasn't their fault and that you believe them.
- Ask them if they feel safe.
- If they are in immediate danger, help them call 911.
- If they aren't in immediate danger, but don't feel safe, Aspen (the victim advocacy agency in Ellensburg) is available 24/7 at 509-925-9384.
- Let them choose what to do. Offer them options (get a Sexual Assault Nurse Examination, make a police report), but don't tell them what to do. Give them power and control by empowering them to decide what to do next.
- Let them know you're there to support them.
- Connect them to confidential campus resources including:
 - PATH Confidential Advocacy
 - Student Counseling Services

Q: My student has already experienced assault or abuse. How can I continue to support them when they move to campus?

It can be scary to send your student to a new place where you can't be there with them. Here are some ways you can help set them up for success:

- Make a plan with them before they get here
- Help them make an appointment with a confidential PATH Advocate to get connected with campus and community resources
- Help them make an appointment with CWU Disability Services to discuss accommodations

Q: I'm concerned for my student's mental health, what can I do to support them?

Identifying possible mental health issues is challenging, and varies from person to person. It's important to have these conversations before your student starts showing signs, not afterward. If your student's behavior has changed from their normal and you are concerned about them, you can refer them to campus resources. Student Counseling Services is available to all students and included in tuition and a great starting place for many students.

Additionally, you can support your student's mental health by modeling positive health and opening conversations. Students often learn healthy habits from their caregivers. Conversations around mental health and authenticity in relationships can start when you are open and honest about your own mental health.

Q: Is CWU a party school?

Compared to other 4 year-institutions, Central Washington University has lower rates of drinking, and our students who do choose to drink are generally making safe choices. In Fall 2022, 38% of our students reported not drinking at all, and 92% watch out for their friends to make sure they stay safe while drinking. We teach students about the risks associated with drinking, so they can make informed decisions, whether it's a choice to use substances or not.

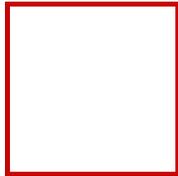
Q: Is Cannabis/Marijuana allowed on campus?

Cannabis is not allowed on campus under any circumstances. Although legal in Washington State for those over 21, CWU is a federally funded institution, which means cannabis and related paraphernalia of any type is never allowed on campus and there are consequences for those who are found in violation of our policies.

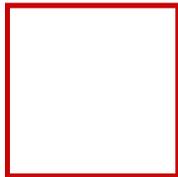
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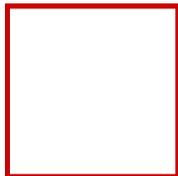
Read the Office of Health Promotion's Resource Guide about Substance Use, Healthy Relationships, and Mental Health



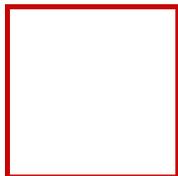
Download the Rave Guardian app for up-to-date information from Campus Police and Safety



Review the Campus Recovery and PATH webpages and follow the Office of Health Promotion on social media!



Encourage your student to reach out to their roommate(s) to introduce themselves



Get HYPE about coming to CWU!

CWU Campus Resources

Office of Health Promotion

SURC 256
(509) 963- 3213
healthpromotion@cwu.edu

PATH

SURC 256
(509) 963- 3213
PATH@cwu.edu

Student Counseling Services

Black Hall 225
(509) 963-1391

Student Health Services

Corner of 11th and Poplar
Ellensburg, WA 98926
(509) 963-1881

Disability Services

Hogue Hall 126
(509) 963-2214
DS@cwu.edu

Wildcat Food Pantry

Brooks Library 153B
(509) 963-1856
wildcatpantry@cwu.edu

Office of Student Rights & Responsibilities

Bouillon Hall 205
(509) 963-1817
Student.Conduct@cwu.edu

Office of Case Management

Bouillon Hall 203
(509) 963-1515
deanstudentsuccess@cwu.edu

Financial Aid

Bouillon Hall 106
(509) 963-1611
FinancialAid@cwu.edu

Transfer Center

Bouillon Hall 210
(509) 963-1390
transfer@cwu.edu

Housing & Residence Life

Button Hall
(509) 963-1831
Housing@cwu.edu



Kittitas County & Local Resources

Aspen

- Victim advocacy services for those impacted by interpersonal violence
- 24/7 Help Line: (509) 925-9384
- 220 W. 4th Ave, Ellensburg, WA 98926

Merit Resource Services

- Substance use assessments and, Intensive Outpatient services, and Outpatient services
- Phone: (509) 925-9821
- 200 E 3rd Avenue, Ellensburg, WA 98926

Comprehensive Healthcare

- Counseling services
- Phone: (509) 925-7507
- 707 N. Pearl St, Suites E & K, Ellensburg, WA 98926

Kittitas Valley Healthcare

- Hospital and emergency room services
- Trained Sexual Assault Nurse Examiners
- Phone: (509) 962-9841
- 603 S Chestnut St, Ellensburg, WA 98926

Kittitas County Resource Guide

- Available in English and Spanish
- Find more resources available for you to use
- **Scan QR code** to view

