

Washington State University

The 2022 WARNS User Survey

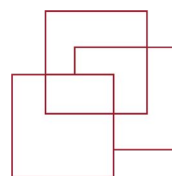
June 2022

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Please visit our website at WARNS.WSU.EDU for additional information.

Executive Summary

- Title:** 2022 WARNS User Survey
- Objectives:** The objective of this survey was to collect information to help the WSU WARNS team respond to the needs of school districts and youth services providers who are addressing truancy, chronic absenteeism, and behavioral health problems in Washington state. Updated from the 2018 and 2020 User Surveys, responses from the 2022 panel will help the WSU WARNS team assess current use of the system, determine post-Covid-19 user needs, and inform work on the refinement and further development of the assessment as part of the Institute of Education Sciences (IES) grant award in July 2021.
- Methods:** On May 3, 2022, a 41-item web survey was implemented to collect information on the use of the WARNS assessment and PSSO platform, as well as the needs of the subscribers. All 839 users from 115 subscribing organizations in Washington State were contacted to complete the survey. The survey closed on June 1, 2022.
- Results:** A total of 169 users responded to the survey for a 20% response rate. The results of the survey were largely positive, with responses generally emphasizing the ease-of-use of the WARNS/PSSO online system. Primary concerns continue to be the lack of adequate community resources accessible to organizations for responding to the causes of absenteeism, identified by the WARNS assessment, as well as the lack of time and staffing for working with students on these issues.
- Dates:** May 3 to June 1, 2022
- Contact:** Brian F. French and Bruce W. Austin
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We also wish to acknowledge the U.S. Department of Education Institute of Education Sciences for awarding WSU a 1.4-million-dollar grant for the further refinement and development of the WARNS assessment system. *The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R305A210087 to Washington State University. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.*

Finally, we are very grateful to the *Becca Task Force Assessment Workgroup* and the *Office of Superintendent of Public Instruction* for their continued support of the WARNS system.

Survey and Report Authorship

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1.

Administration

Background

The Washington Assessment of the Risks and Needs of Students (WARNS) and the Portal for Supporting Successful Outcomes (PSSO) were implemented in the state of Washington in September 2017. By early 2022, 115 school districts, juvenile courts, and other youth service providers in Washington and Minnesota States had purchased subscriptions to the high school and middle school assessments for use in 211 individual schools or organizations. At the time of the implementation of the 2022 User survey, a total of 839 users were registered in the WARNS/PSSO system.

Subsequent to the 2022 User Survey, we implemented a Spanish translation of the full high school assessment, which, along with the Spanish version of the middle school assessment, made WARNS fully accessible for all Spanish-speaking youth from sixth grade through high school. The training videos, which were new at the time of the 2020 survey, have been more broadly used, allowing us to examine how users made use of and appreciated them. The training videos appeared on our [WARNS.wsu.edu](https://warns.wsu.edu) information website and were designed for both existing users to refresh their knowledge of the system and as a marketing tool to show prospective subscribers how easy the system is to use. We also continued the development of a Computer Adaptive Test (CAT) version of the high school WARNS. The information website [WARNS.wsu.edu](https://warns.wsu.edu) was updated to provide easier use and accessibility to its broad range of available information.

In addition to assessing changes to the WARNS/PSSO system, we also wished to collect information from assessment providers on their post-Covid-19 operating environment. By May of 2022, an updated User Survey was completed, and the online instrument was released for data collection. Additionally, in the spring of 2022, the WSU WARNS team completed their first year of work on the U.S. Department of Education Institute of Education Sciences (IES) 1.4-million-dollar grant award for the refinement and continued development of the WARNS assessment system.

Objectives

The objective of the 2022 WARNS User Survey was to collect information from current users of the WARNS and PSSO assessment system. The WSU WARNS team sought to assess how the WARNS/PSSO system was addressing the needs of school districts and youth service providers in a post-Covid-19 environment, who were attempting to respond to state truancy mandates and other mental and behavioral health issues among school-age youth. We also sought to assess recent updates to the WARNS/PSSO system and gather additional information about intervention planning, community resources, and student behavioral health. The team also desired to gather the most current information on these topics to inform our work on the IES WARNS refinement and development grant. The survey responses will help the team understand how to improve the delivery and accessibility of the WARNS system and also allow existing users to provide feedback and voice additional concerns about what resources still need to be provided in an environment that is still adapting to Covid-19 impacts.

Specific aims included determining:

1. The professional level of our user population.
2. Where in the truancy process the WARNS is administered.
3. Difficulties and barriers to performing the assessment.
4. Ease of use of the online WARNS system and PSSO platform.
5. Recommendations for improved accessibility and use.
6. Training of WARNS administrators and use of the online videos.
7. Use of the Spanish translation of the high school and middle school instruments.
8. Use of WARNS for intervention planning.
9. Availability of community resources for interventions.
10. Challenges, resources, and perceptions about student behavioral health.
11. Organization demographics.

Population

The population for the survey consisted of the 839 users registered in the WSU WARNS/PSSO system during the Spring of 2022. All of the organizations were located in the state of Washington and consisted of school districts and youth service providers. The vast majority of our users (~95%) work for school districts, while the remainder work for courts and youth service providers.

2.

Implementation

Contacts

The LPRC emailed all users on May 3, 2022, informing them of the study (see Correspondence in Section 4). The email included a brief survey description, the reasons and objectives, their rights as respondents, WSU contact information, and a link to the online instrument. A final contact was sent to non-respondents on May 23.

Contact Sequence	Date
Invitation email	5/3/2022
Final email reminder	5/23/2022

Data Security and Handling

The LPRC takes the issues of data security, confidentiality, and respondent privacy very seriously. No sensitive personal information was collected during the course of this survey. Respondent names and emails are not included in any reporting of results from the survey and cannot be connected to any responses. Furthermore, the LPRC adheres to professional standards, ethics, and practices of the American Educational Research Association (AERA), the American Psychological Association (APA), and the National Council on Measurement in Education (NCME) (AERA, APA, & NCME, 2014).

All research staff at the LPRC must complete and keep current Human Subjects Research certification at the Collaborative Institution Training Initiative (CITI). Details on this certification program can be found here: <https://www.citiprogram.org>. However, we note that the survey is for assessment maintenance and improvement, not research.

Reference:

American Educational Research Association, American Psychological Association, and National Council on Measurement in Education. (2014). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.

Online Instrument

The User Survey was programmed in the WSU Qualtrics survey system. The LPRC follows the Tailored Design Method (TDM) for design, question configuration, and procedures (Dillman, 2014). The respondents were provided a link to the online instrument, and all collected data were stored on Qualtrics secured servers. The introduction to the survey reminded the respondents of the study's purpose and the confidentiality of their responses. Furthermore, the instrument was programmed to allow the respondents to skip any question as they proceeded through the survey. On June 1, 2022, access to the online instrument was closed, and the responses were downloaded to LPRC College of Education's secured servers.

Reference:

Dillman, Don A., Smyth, Jolene D., Christian, Leah Melani. 2014. *Internet, Phone, Mail and Mixed-Mode Surveys: The Tailored Design Method, 4th edition*. John Wiley: Hoboken, NJ

Response Rate

The response rate is the ratio of completed and partially completed surveys to the total survey sample. At the close of the survey, we obtained 204 survey responses. Of these, 35 had not responded beyond the third question and were eliminated, providing us with 169 useable cases.

The final response rate for the User Survey was: **20%**.

3.

Results

Summary of Assessment Data

Since the inception of the WARNS/PSSO system on August 15, 2017, over 14,000 high school and middle school assessments have been performed across 211 individual schools or organizations by over 100 subscribing districts and youth service providers. Table 1 summarizes the number of assessments by instrument and the overall risk level of the assessed population. Approximately 75% of the assessed high school youth scored at high risk overall, while 72% of assessed middle school youth scored as being high risk.

Table 1

Summary Statistics for Completed Assessments by School Type and Risk.

Instrument	Total Assessments	Percent at High Risk
High School	9801	75%
Middle School	4320	71%
Total	14121	

Survey Responses

The survey responses are reported by individual survey questions in the order in which they appear in the instrument. Questions that invited open-ended responses are shown with a summary of those remarks. Open-ended remarks that are part of selected choice response questions also accompany their respective questions in summarized form. All individual open-ended remarks are provided in the appendix. We are aware of many of the issues identified in the remarks and are trying to address them as best we can. Some issues may be specific to WARNS, yet others were general to any assessment and surrounding system in place. Given a lack of state resources, we will do our best to attend to comments where adjustments to the system are possible.

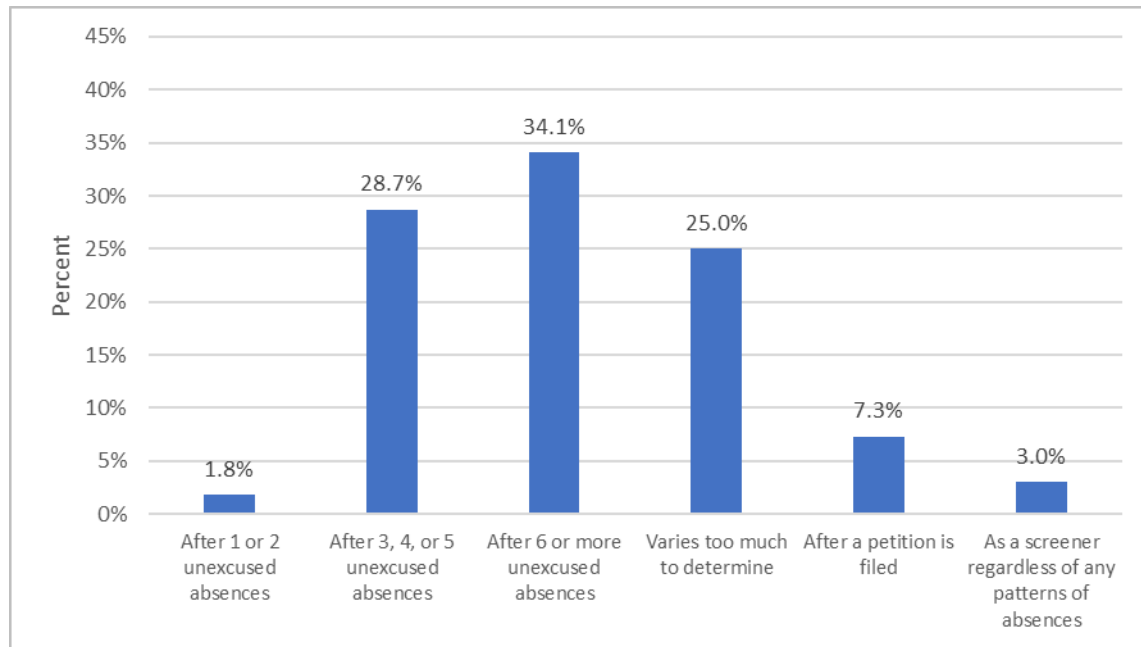
Q2 Approximately how many students have you personally assessed with the high school or middle school WARNS?

	Frequency	Percent
1 to 10	64	37.9%
11 to 30	31	18.3%
31 to 50	8	4.7%
51-100	6	3.6%
More than 100	3	1.8%
None	57	33.7%
Total	169	100.0%

Most respondents (62%) reported having completed more than 10 assessments. Over the lifetime of WARNS, an average of 94 assessments have been completed per subscribing high school, and an average of 29 have been completed per subscribing middle school. There was a maximum of 1,031 assessments at one high school and 619 at one middle school.

Q3 What is the most common point in the truancy process at which a student is asked to complete the WARNS?

	Frequency	Percent
After 1 or 2 unexcused absences	3	1.8%
After 3, 4, or 5 unexcused absences	47	28.7%
After 6 or more unexcused absences	56	34.1%
Varies too much to determine	41	25.0%
After a petition is filed	12	7.3%
As a screener regardless of any patterns of absences	5	3.0%
Total	164	100.0%

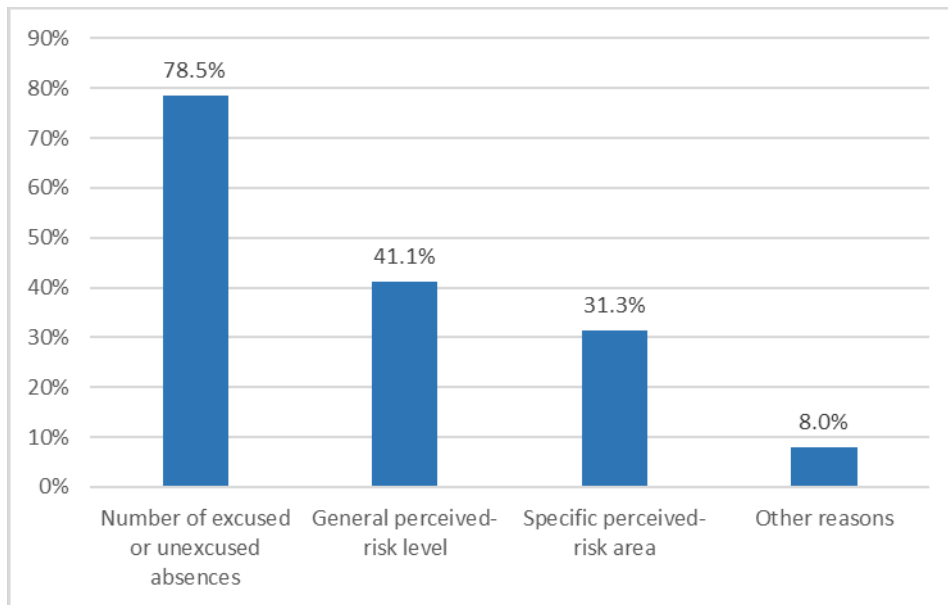


Most respondents reported using the assessment after a student passed a threshold of three to six unexcused absences. Three percent reported using the WARNS as a screener regardless of any pattern of absences.

Q4 What other factors determine whether students take the WARNS? (please select all that apply)

	Frequency	Percent
Number of excused or unexcused absences	128	78.5%
General perceived-risk level	67	41.1%
Specific perceived-risk area	51	31.3%
Other reasons	13	8.0%
Total	259	158.9%

Note: Percent adds to more than 100% because respondents were allowed to select more than one type of factor.

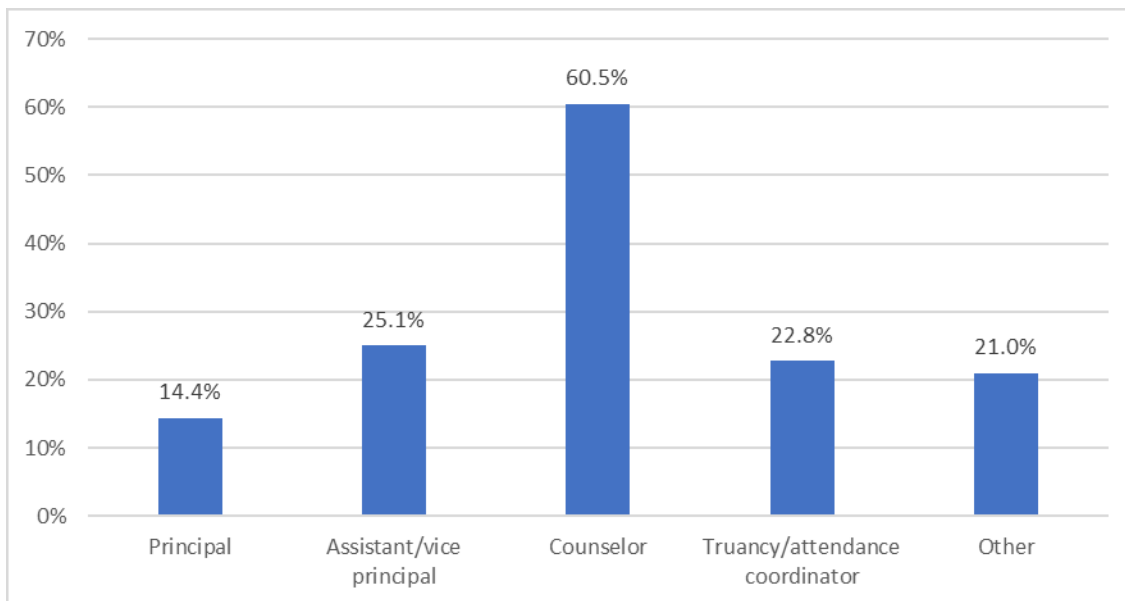


While the number of school excused and unexcused absences was the most common factor determining whether students would take the WARNS, administrators’ general perceived risk level was the second largest factor, followed by specific-risk areas. “Other reasons” in the comments included preparation for Truancy Board or Court and observed student grades or behavior changes.

Q5 Who in your organization is administering the WARNS? (please select all that apply)

	Frequency	Percent
Principal	24	14.4%
Assistant/vice principal	42	25.1%
Counselor	101	60.5%
Truancy/attendance coordinator	38	22.8%
Other	35	21.0%
Total	240	143.7%

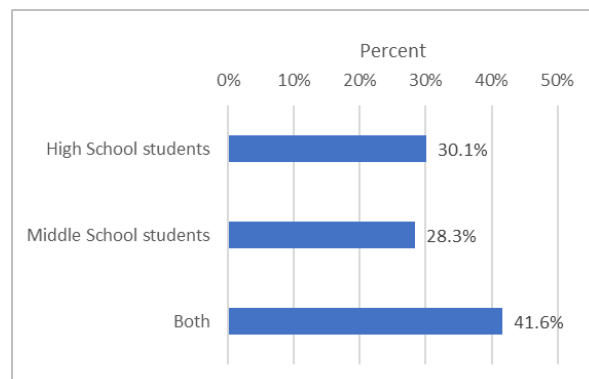
Note: Percent adds to more than 100% because respondents were allowed to select more than one type of factor.



As in previous years, counselors were the most likely to administer assessments, but a variety of other staff administered as well. Staff titles included in the comments for “Other” included school psychologists, intervention specialists, social workers, and student support advocates. Additionally, many staff in smaller districts reported holding two or more positions.

Q6 Are you using the WARNS for high school students, middle school students, or both?

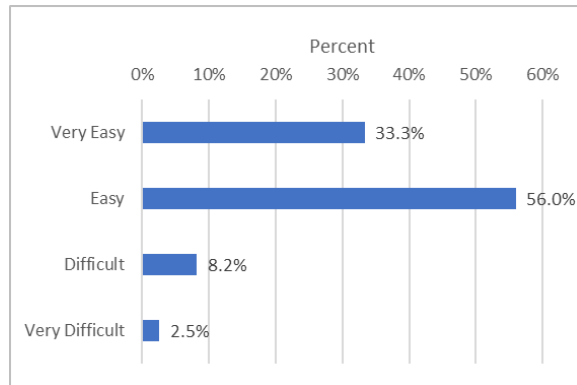
	Frequency	Percent
High School	50	30.1%
Middle School	47	28.3%
Both	69	41.6%
Total	166	100.0



About 42% of respondents reported using both the high school and middle school assessments, a substantial increase from the one-third who reported both in 2020. The remaining 58% used the high school or middle school assessment only.

Q7 On average, how easy is it for you and/or your staff to assess a student using the online WARNS instrument?

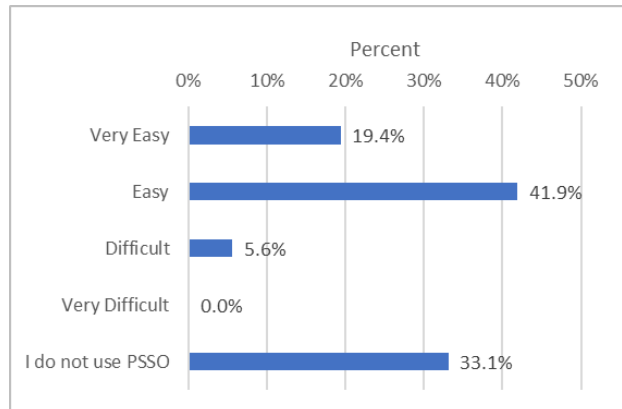
	Frequency	Percent
Very Easy	53	33.3%
Easy	89	56.0%
Difficult	13	8.2%
Very Difficult	4	2.5%
Total	159	100.0%



As in previous years, questions about the overall use of the WARNS and PSSO systems continued to reflect the ease of use of the online system. About 90% of respondents indicated that the WARNS online assessment was easy or very easy to use.

Q9 How easy is it for you and/or your staff to use the Portal for Supporting Successful Outcomes?

	Frequency	Percent
Very Easy	31	19.4%
Easy	67	41.9%
Difficult	9	5.6%
Very Difficult	0	0.0%
I do not use PSSO	53	33.1%
Total	150	100.0%



Nearly two-thirds of users found that the PSSO platform was *Easy* or *Very Easy* to use, while about six percent indicated that they had some difficulty. The remaining third of respondents indicated that they do not use the platform. The majority of the respondents shared in the comments that the platform was “straightforward,” “easy,” and “smooth” to use as far as functionality. Respondents who expressed difficulty with the platform said that the logistics (e.g., students showing up, assessing large groups) and implications for use (e.g., interpreting results, identifying services) were some of the more challenging aspects of the platform.

Q11 Have you administered the Spanish translation of the High School or Middle School WARNS?

	Frequency	Percent
Yes	9	5.5%
No	154	94.5%
Total	163	100.0%

Q12 Do you usually administer the Spanish assessment as Spanish ONLY or with BOTH the English and Spanish versions available to the Student?

	Frequency	Percent
Spanish ONLY	3	33.3%
BOTH English & Spanish	6	66.7%
Total	9	100.0%

The Spanish translation of the High School WARNS was made available to subscribers in September 2021 after the Middle School translation had been implemented the previous year. Because schools were still navigating coming back to in-person learning after the Covid-19 remote learning environment, not many of our users have had the opportunity to use the translation. Feedback at the time of release, however, was overwhelmingly positive. Of those who have administered the Spanish translation of the Middle School WARNS, 100% found that all or most of the questions were translated appropriately [Q13] and found it to be easy or very easy to make use of the Spanish version of the WARNS Report [Q15]. Only one respondent reported having had difficulty using the translation. We will be tracking the use of the Spanish translation for both the high school and middle school and will continue to ask about its use with future user surveys.

Q17 Are you discussing the WARNS results with the students you assess?

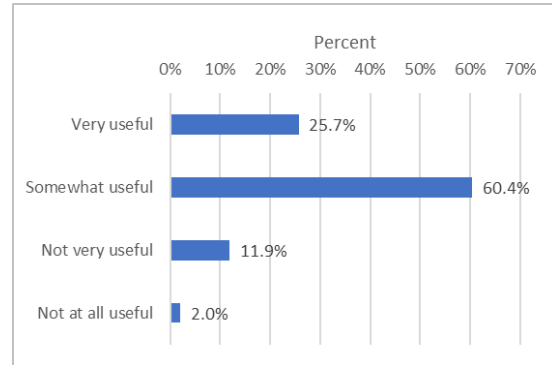
	Frequency	Percent
Yes	100	64.9%
No	54	35.1%
Total	154	100.0%

About two-thirds of respondents (64.9%) discussed the WARNS results with their youth. It is, however, unexpected that about one-third of users indicated that they are not discussing results. Students suffering from chronic absenteeism who are not being engaged by the administrator with the results of their assessments may not be getting the full benefit of the WARNS. There may be several reasons why users are not discussing results with students. First, they may use the WARNS as a screening tool and are not discussing results with those students who do not score at high-risk levels. Another reason could be that some schools are using the WARNS to only meet the truancy mandate of the state prior to a court filing. Lack of sufficient

staffing availability could also be why users are not taking the time to discuss results with their students.

Q18 How useful have your discussions of results with students been?

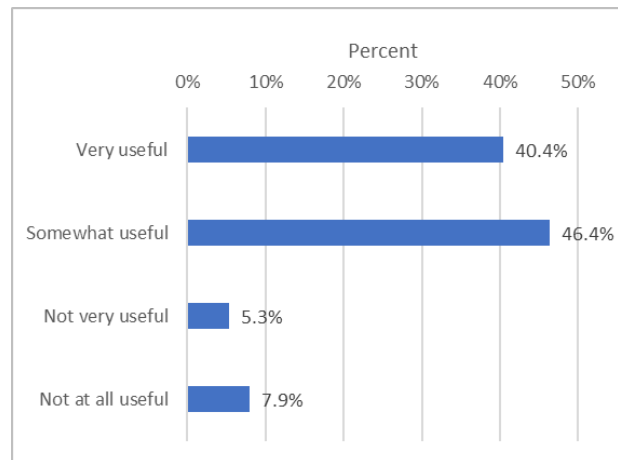
	Frequency	Percent
Very useful	26	25.7%
Somewhat useful	61	60.4%
Not very useful	12	11.9%
Not at all useful	2	2.0%
Total	101	100.0%



For those respondents discussing results with their students, about 86% indicated that the discussion was *somewhat or very useful*. This level was down about 5% from previous years and likely reflects added stress and issues related to remote learning and return to in-person. Comments [Q19] reflected the usefulness of starting conversations with students and their families like, “Looking at the areas the student might be struggling in gives us the opportunity to make connections with students and be able to have meaningful conversations,” and “[The report] is a great tool for me to have a discussion with them. They are given one if they want it or to share with their parents.” Other respondents shared that student receptivity to and honesty on the assessment were the biggest barriers in regard to the usefulness of the results.

Q20 How useful has the Low, Moderate, and High scoring on the WARNS report been?

	Frequency	Percent
Very useful	61	40.4%
Somewhat useful	70	46.4%
Not very useful	8	5.3%
Not at all useful	12	7.9%
Total	151	100%



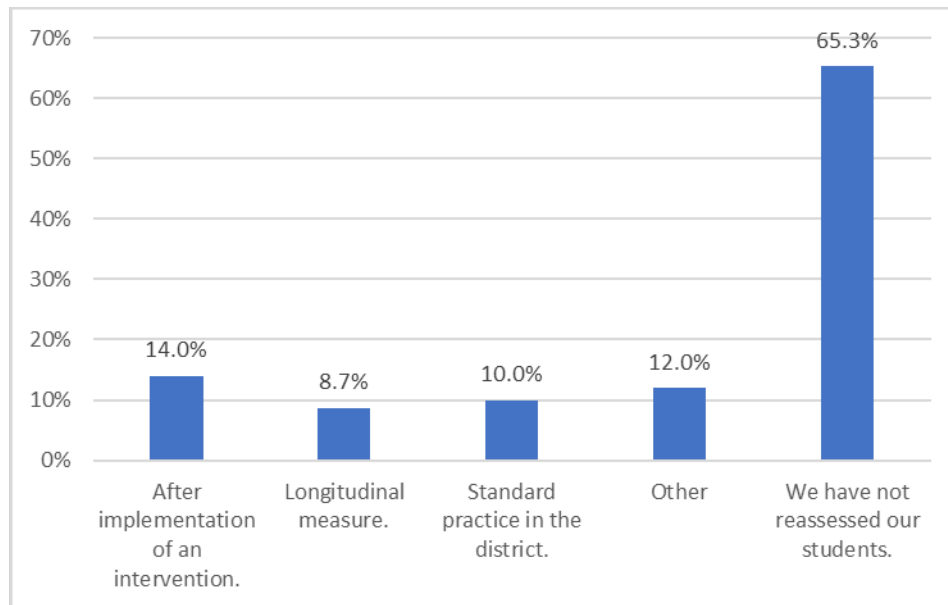
Most respondents (86.8%) found the WARNS report scoring system of **Low, Moderate, and High** to be somewhat or very useful. Unfortunately, over 13% (20 respondents) found the scoring to be *not very or not at all useful*. However, eight of the 20 respondents who did not find the scoring useful reported that they were not discussing the WARNS results with their students. Five of the remaining 12 who DID discuss results reported that their discussions were somewhat or very useful. The remaining seven respondents who did not find the scoring useful were all at large schools with populations greater than 500 or 1000 students. One of their

comments regarding barriers to WARNS indicated that the volume of students needing the assessment was a problem. Counselors at large schools may benefit from the efforts the WSU WARNS team is devoting to report refinement, including providing vignettes for discussion.

Q21 Under what circumstances do you reassess students? please check all that apply:

	Frequency	Percent
Post-assessment after implementation of an intervention	21	14.0%
Longitudinal measure	13	8.7%
Standard practice in the district	15	10.0%
Other	18	12.0%
We have not reassessed our students	98	65.3%
Total	165	113.3%

Note: Percent adds to more than 100% because respondents were allowed to select more than one type of factor.



Most schools (65.3%) have not reassessed students. However, those who do reassess tend to do so after some type of intervention has been implemented or if there are continued absences. The comments [Q21_4] suggest that other reasons for reassessment include when a new petition is needed or on a routine (e.g., annual) basis.

Q22 Have you identified interventions for students based on the WARNS results?

	Frequency	Percent
Yes	107	71.3%
No, please comment.	43	28.7%
Total	150	100.0%

More than two-thirds of respondents (71.3%) indicated that they have been able to identify interventions for their students. This question [Q22_2] produced many comments about whether schools can develop interventions for students due to the variability in resources across districts. Responses varied from, “We have an entire menu of interventions based on risk factors” and “I direct them to my counselor so they can speak to someone that can help and they then identify if the student needs more resources,” to “There are no recommendations or resources that are provided. We pass along the data to our counselors, but that is about it.”

Q23 Do you develop an intervention plan with the student after the assessment?

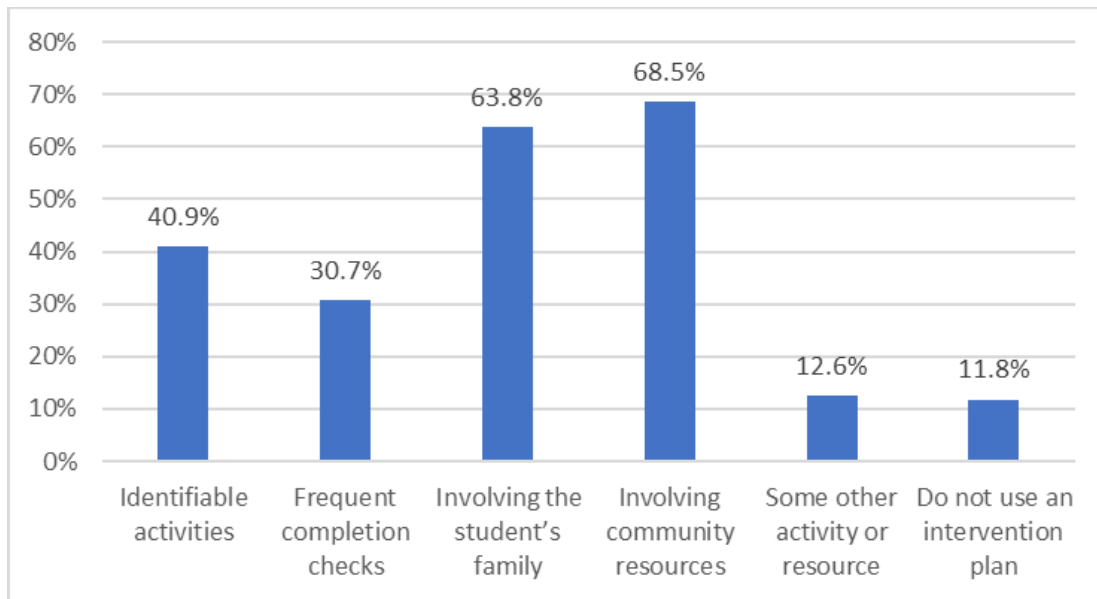
	Frequency	Percent
Yes, always	23	15.5%
Sometimes, depending on their risk levels	106	71.6%
No, never	19	12.8%
Total	148	100.0%

Most respondents indicated that they develop an intervention plan after administering the assessment, either always or depending on the students’ risk level. This aligns with one of the core objectives of the WARNS to help administrators identify appropriate interventions based on the risks and needs of the students. Whether students develop a plan or intervention remains at the discretion of the individuals working with the student (e.g., counselor, school psychologists, intervention specialist, etc.).

Q24 If you use an intervention plan, does it typically involve the following:

	Frequency	Percent of cases
Identifiable activities	52	40.9%
Frequent completion checks	39	30.7%
Involving the student’s family	81	63.8%
Involving community resources	87	68.5%
Some other activity or resource, please specify	16	12.6%
Do not use an intervention plan	15	11.8%
Total	290	228.3%

Note: Percent adds to more than 100% because respondents were allowed to select more than one type of factor.



About two-thirds of respondents indicated that intervention plans often involved family and community resources when they were available. About 41% also indicated identifiable activities. Specific activities [Q24_5] mentioned the usefulness of referring students to frequent check-ins with mental health or drug and alcohol counselors, co-creating goals or support plans, and creating attendance contracts.

Q25 Are intervention plans ever limited or not practical due to a lack of community resources?

	Frequency	Percent
Yes	89	61.0%
No	57	39.0%
Total	146	100.0%

Over 60% of respondents indicated that intervention plans were limited or not practical due to a lack of community resources.

The survey also asked respondents to list their district's main challenges to student behavioral health [Q26]. The comments revealed various challenges, but the most common was a lack of access to resources to assess and address issues regarding behavioral health (e.g., adequate staffing in schools, long waitlists for services outside of school, acknowledging or accepting mental health problems). Another major theme was the lack of parental involvement when administrators include family in the WARNS process, for instance, when the parents struggle with drug abuse, gang violence, or mental health. Another challenge mentioned was extreme mental health cases involving students who require assistance deterring self-harm and suicidal ideation. Lastly, respondents expressed that environmental or contextual situations such as

poverty, housing, and the impact of COVID-19 (e.g., isolation) were also major barriers to addressing student mental health.

Respondents were also asked to list the needed resources to address these behavioral health challenges [Q27]. Overwhelmingly, respondents communicated the need for more mental health specialists (e.g., licensed counselors, psychologists, psychiatrists, therapists) in their schools. Others suggested a greater need for resources that may be located outside the schools but within the school community (e.g., crisis in-patient care, telehealth counselors, pediatricians, community services, clothing requisition). Respondents also communicated that these services should be accessible as “low-cost or no-cost resources in our community.”

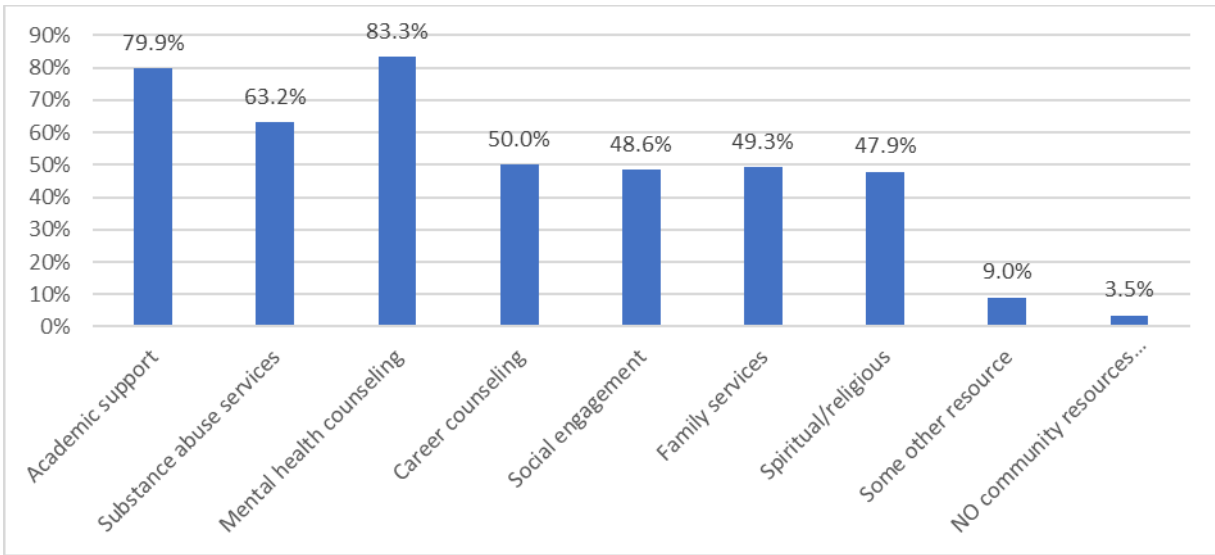
The survey also asked respondents to share what they perceived to be the main sources of these behavioral health challenges [Q28]. Many respondents expressed that the impact of isolation due to COVID-19 was one of the major sources. As one respondent shared:

“I think when covid hit and students were isolated at home, they lost many of their social skills and became very anxious to be around other people. Social media also seems to play a big role in causing a lot of anxiety and depression. Kids are not getting enough sleep as they are on their devices all night long, and they do not know how to interact with people in person as they are constantly interacting online.”

On the one hand, there was increased awareness around behavioral health in the aftermath of COVID-19. On the other hand, the increased awareness has made it more difficult for schools to address these concerns due to the lack of resources adequately. For instance, respondents shared that their students were struggling with returning to a new “normal,” high expectations and pressures to perform in class, and fear of social or peer acceptance after being isolated for nearly two years due to COVID-19 remote learning. Others reported that students were experiencing stress and anxiety from living environments that were relevant to their overall behavioral health; however, they were out of the school’s control. These factors include parent’s drug abuse, parent’s mental health issues, generational poverty or homelessness, and adverse childhood traumas.

Q29 Please check which community resources are available in your district: (please check all that apply)

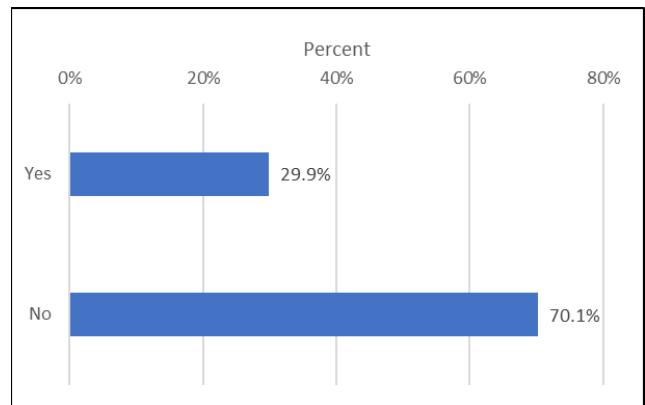
	Frequency	Percent of cases	
Academic support	115	79.9%	<i>Note: Percent adds to more than 100% because respondents were allowed to select more than one type of factor.</i>
Substance abuse services	91	63.2%	
Mental health counseling	120	83.3%	
Career counseling	72	50.0%	
Social engagement (ex. YMCA)	70	48.6%	
Family services (ex. transportation)	71	49.3%	
Spiritual/ religious	69	47.9%	
Some other resource	13	9.0%	
NO community resources available	5	3.5%	
Total	626	434.7%	



Respondents indicated that academic support and mental health counseling were commonly available resources in their districts (~80%), followed by substance abuse services (63%). Only 3.5% of respondents indicated that no community services were available for their youth. The comments [Q29_8] suggested that, similar to previous years, the lack of available community resources (e.g., medical, mental health, substance abuse treatment, clubs, tutoring) was a major challenge for districts. When districts had access to these resources, they could not address the volume of students who required such support. Rural settings, scarce funding, and long waitlists for services were major challenges in creating partnerships with community resources.

Q30 Are there any barriers to your use of the WARNS?

	Frequency	Percent
Yes	40	29.9%
No	94	70.1%
Total	134	100.0%



About 70% of respondents indicated that there were no barriers to their use of the WARNS. However, 30% did indicate that there were.

Comments [Q30_1] indicated that among the major barriers to the use of WARNS was the actual absenteeism of the students. As one respondent shared:

“It is very difficult to administer the WARNS when we struggle to have students attend. Often by the time we get to a truancy filing in the court we have not seen the student or heard from the family - we cannot administer the assessment if they are not here. It

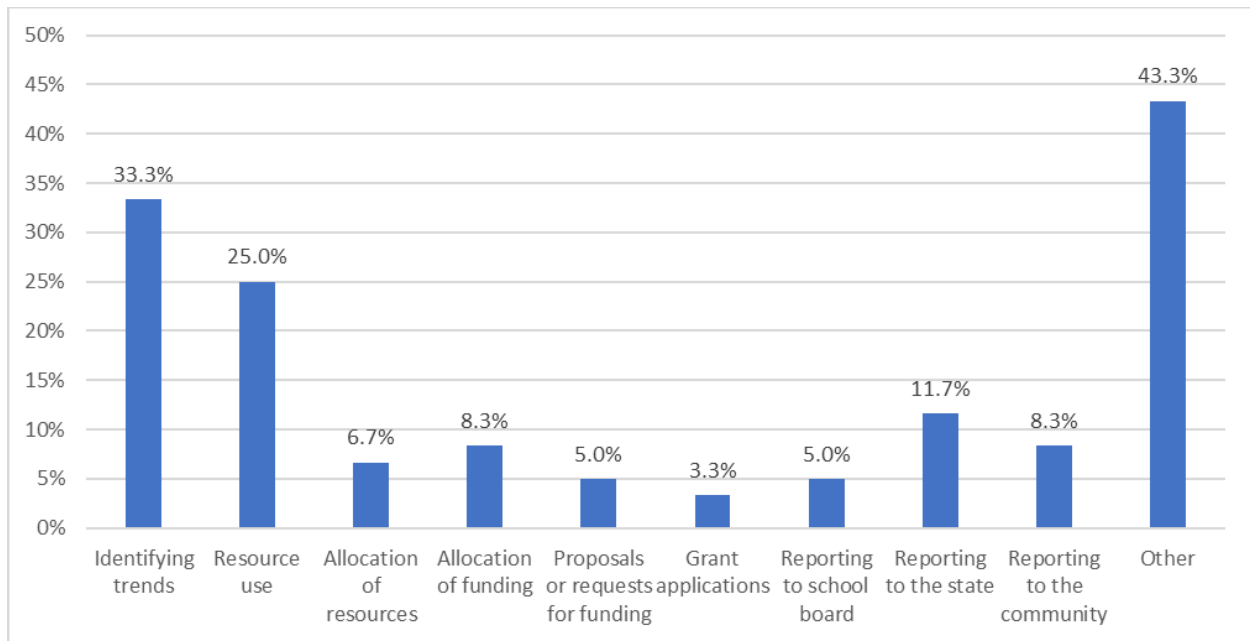
would almost be nice if it was part of the court process - when they attended the truancy hearing, they had to complete the assessment there.”

Chronic absenteeism has prevented districts from being able to administer the assessment. When students do show up to school for the student, respondents indicated that there were not adequate human resources or time to complete them. Additional comments regarding the barriers to use include the lack of staff and time for case management and student follow-ups post-assessment. Some respondents indicated that while WARNS was set up in their districts, no one was appointed to train them on how to use the system. Others reported that there was no adequate assessment environment in their schools to administer the WARNS (e.g., construction, lack of building space, lack of privacy). A few respondents pointed out that students’ unwillingness to take the assessment was a major barrier. One respondent mentioned that because there is no list of interventions specifically tied to WARNS results, the time and effort to assess students was not worth expending.

Q31 Beyond the individual use of WARNS results, have you made use of aggregated WARNS data for any of the school- or district-level objectives below. (Please check all that apply).

	Frequency	Percent
Identifying trends	20	33.3%
Resource use	15	25.0%
Allocation of resources	4	6.7%
Allocation of funding	5	8.3%
Proposals or requests for funding	3	5.0%
Grant applications	2	3.3%
Reporting to school board	3	5.0%
Reporting to the state	7	11.7%
Reporting to the community	5	8.3%
Other	26	43.3%
Total	90	150.0%

Note: Percent adds to more than 100% because respondents were allowed to select more than one type of factor.



Respondents reported various uses for aggregated WARNS results providing evidence for the versatility of the data beyond the direct use of helping individual youth. However, most comments for the “Other” category [Q31_9] indicated that they do not use the data beyond the immediate intended use for addressing individual truancy. This indicates an opportunity for the WSU WARNS team to try to provide counselors with information on how the data can be used beyond the assessment's primary use.

Q32 Have any individuals in your district used the training videos available at our information website WARNS.wsu.edu?

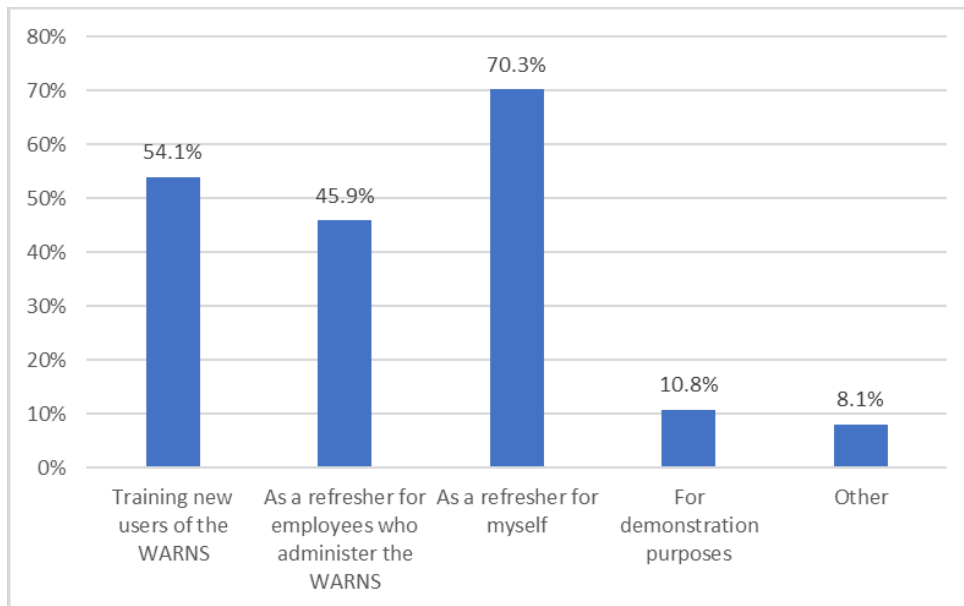
	Frequency	Percent
Yes	38	27.1%
No	53	37.9%
Don't know	49	35.0%
Total	140	100.0%

All Primary Users received the 30-minute Zoom/phone training in addition to training offered in the WARNS, PSSO User Manuals, and newly added online training videos. While it is the responsibility of the Primary User at each organization to train their individual users, we developed a series of training videos to assist with this task. The training videos allow new users to learn the WARNS/PSSO system on their own. In addition, it has allowed staff members to refresh their training, which has been especially useful for staff who do not use the system often.

Q33 How have you made use of the training videos? (please check all that apply)

	Frequency	Percent
Training new users of the WARNS	20	54.1%
As a refresher for employees who administer the WARNS	17	45.9%
As a refresher for myself	26	70.3%
For demonstration purposes	4	10.8%
Other	3	8.1%
Total	70	189.2%

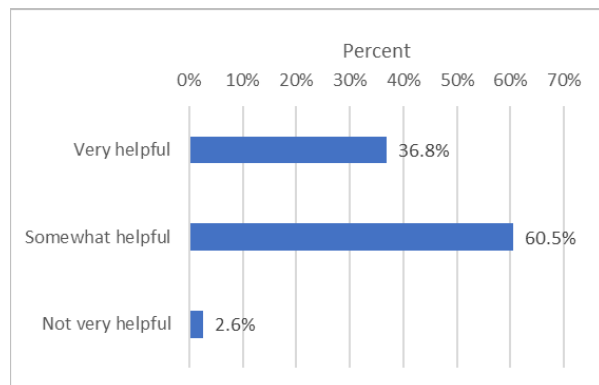
Note: Percent adds to more than 100% because respondents were allowed to select more than one type of factor.



Most respondents reported using the training videos as a refresher for themselves. This is not surprising, given that many users reduced their use of the WARNS when schools moved to remote instruction in response to Covid-19. Still, more than half also reported using the videos to train new users and as a refresher for current employees.

Q34 How helpful have the training videos been for those who have used them?

	Frequency	Percent
Very helpful	14	36.8%
Somewhat helpful	23	60.5%
Not very helpful	1	2.6%
Total	38	100%

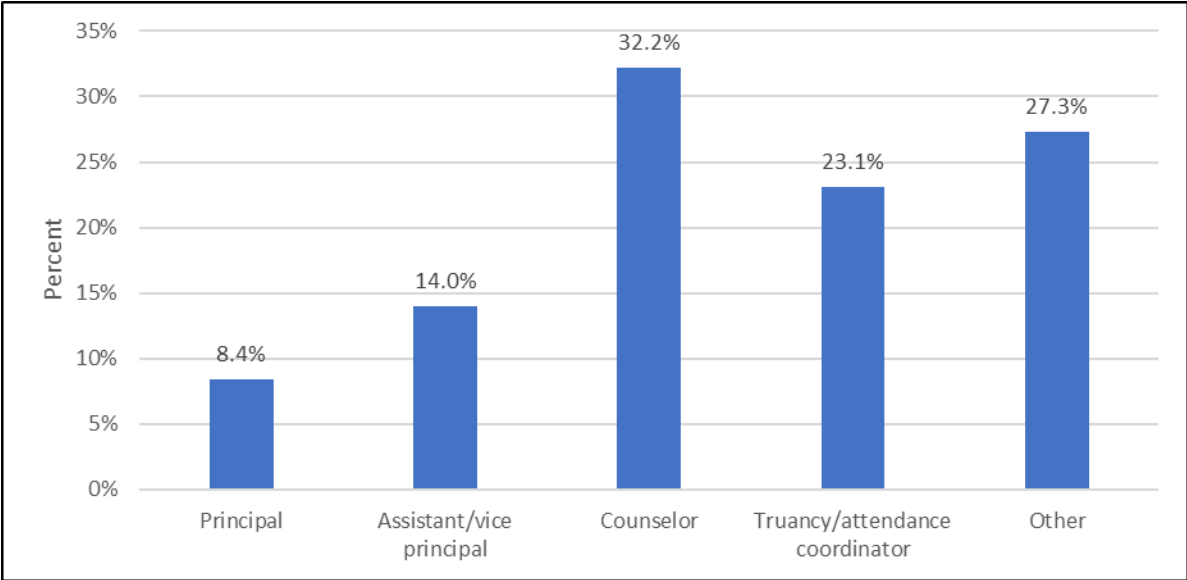


About 97% of those who have used the training videos have found the resource somewhat to very helpful. Only a small number (2.6%) reported that the videos were not very helpful.

Q36 What is your position at your school or district? (please select all that apply)

	Frequency	Percent
Principal	12	8.4%
Assistant/vice principal	20	14.0%
Counselor	46	32.2%
Truancy/attendance coordinator	33	23.1%
Other	39	27.3%
Total	150	104.9%

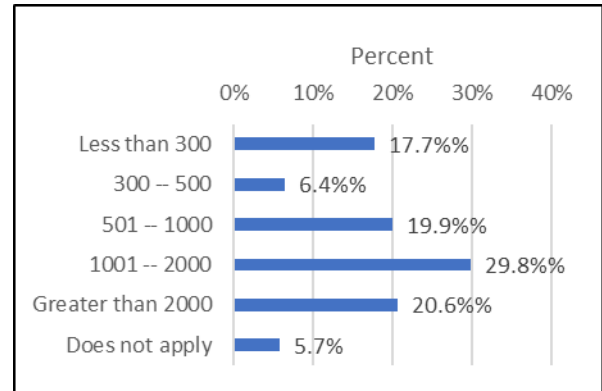
Note: Percent adds to more than 100% because respondents were allowed to select more than one type of factor.



The respondents tended to be counselors and truancy coordinators. The comments field produced a wide variety of additional position titles.

Q37 What is the High School student population size of your district (students in grades 9 - 12)?

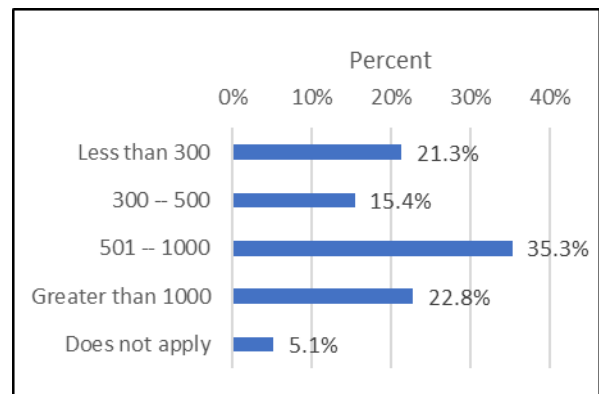
	Frequency	Percent
Less than 300	25	17.7%
300 -- 500	9	6.4%
501 -- 1000	28	19.9%
1001 -- 2000	42	29.8%
Greater than 2000	29	20.6%
Does not apply	8	5.7%
Total	141	100%



About half of our respondents indicated their high school student population sizes are large (>1,000), while a quarter reported populations less than 500.

Q38 What is the Middle School student population size of your district (i.e., students in grades 6 - 8)?

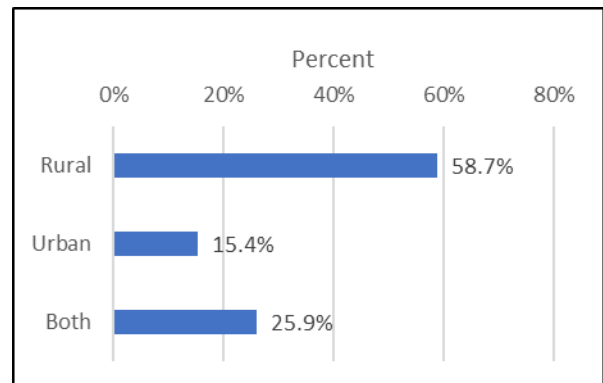
	Frequency	Percent
Less than 300	29	21.3%
300 -- 500	21	15.4%
501 -- 1000	48	35.3%
Greater than 1000	31	22.8%
Does not apply	7	5.1%
Total	136	100%



Most of the middle school users, however, indicated that their student population sizes were under 1,000, with most sizes in the 501-1000 range.

Q29 Does your district serve a rural or urban population, or both?

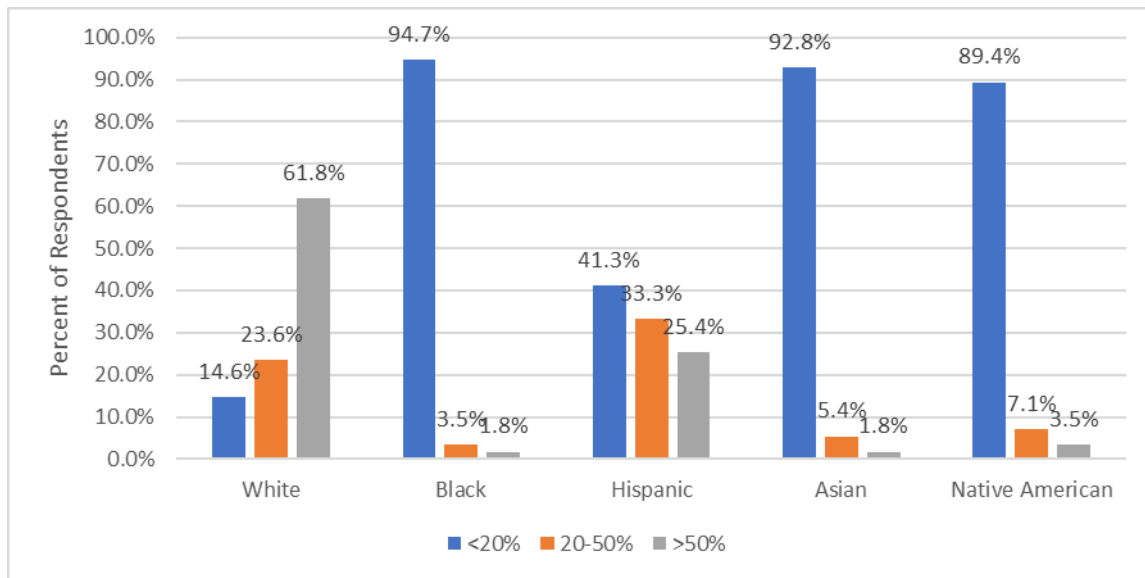
	Frequency	Percent
Rural	84	58.7%
Urban	22	15.4%
Both	37	25.9%
Total	141	100.0%



Results indicated that respondents were mainly from schools serving rural areas; however, 26% indicated that their district served both urban and rural populations.

Q40 Race/ethnicity proportions of the student population

Proportion	White	Black or African Amer.	Latino	Asian	Native Amer.
<20%	14.6%	94.7%	41.3%	92.8%	89.4%
20-50%	23.6%	3.5%	33.3%	5.4%	7.1%
>50%	61.8%	1.8%	25.4%	1.8%	3.5%



Respondents reported race/ethnicity proportions for their schools. To illustrate, the three columns of the figure for White students indicate that 14.6% of respondents reported *less than 20%* of their student population was White, 23.6% of respondents reported *20-50%* of their student population was White, and 61.8% of respondents reported that *more than 50%* of their student population was White.

Q41 Thank you for taking the time to respond. If you have any other comments you would like to include, you may leave them in the box below.

The final open-ended comment field generally produced positive remarks for the WARNS and PSSO tools. Some notable quotes from the respondents included:

“Most of the students that we administer the WARNS usually are students that are more likely to be referred to counseling teams, it would make sense that counseling teams to lead and administer the assessments for our students. Thank you..”

“I learned there are a lot of other ways to use WARNS than I had assumed.”

“Thank you - This was my first year using WARNS and I look forward to learning more and using it more effectively.”

4.

Instruments

This section provides the text of the User Survey as programmed in the WSU Qualtrics system. After the text of the instrument, the contact emails are also provided.

Web Survey

Q1 Welcome to the WARNS User Survey! Your responses are very important for helping the WSU WARNS team respond to the needs of schools and youth services providers who are addressing truancy problems around the country. The information you provide will help us understand how to improve the delivery and accessibility of the WARNS assessments.

This survey should take **about 10 minutes** to complete. **Your responses are confidential** and no identifying information will be included with our results.

If you quit the survey before completing, you can resume where you left off by clicking the same link on the same computer.

Thank you!

Q2 Approximately how many students have you personally assessed with the high school or middle school WARNS?

- None (5)
- 1 to 10 (1)
- 11 to 30 (2)
- 31 to 50 (3)
- 51-100 (4)
- More than 100 (6)

Q3 What is the most common point in the truancy process at which a student is asked to complete the WARNS?

- After 1 or 2 unexcused absences (1)
- After 3, 4, or 5 unexcused absences (2)
- After 6 or more unexcused absences (3)
- Varies too much to determine (4)
- After a petition is filed (5)
- As a screener regardless of any patterns of absences (6)

Q4 What other factors determine whether students take the WARNS? (Please select all that apply)

- Number of excused or unexcused absences (4)
- General perceived-risk level (1)
- Specific perceived-risk area (e.g., aggression, depression, substance abuse, etc.) (2)
- Other reasons, please specify: (3) _____

Q5 Who in your organization, including yourself, is administering the WARNS? (Please select all that apply)

- Principal (1)
- Assistant/vice principal (2)
- Counselor (3)
- Truancy/attendance coordinator (4)
- Other, please comment: (5) _____

Q6 Are you using the WARNS for high school students, middle school students, or both?

- High School students (1)
- Middle School students (2)
- Both High School and Middle School students (3)

Q7 On average, how easy is it for you and/or your staff to assess a student using the online WARNS instrument?

- Very Easy (1)
- Easy (2)
- Difficult (3)
- Very Difficult (4)

Q8 Please provide comments on the ease of assessing students using the online WARNS instrument:

Q9 How easy is it for you and/or your staff to use the Portal for Supporting Successful Outcomes (PSSO)?

- Very Easy (1)
- Easy (2)
- Difficult (3)
- Very Difficult (4)
- I do not use the PSSO Portal (5)

Q10 Please provide any comments on the ease of using the PSSO platform:

Q11 Have you administered the Spanish translation of the High School or Middle School WARNS?

- Yes (1)
- No (2)

Skip To: Q17 If Q11 = No

Q12 Do you usually administer the Spanish assessment as Spanish ONLY or with BOTH the English and Spanish versions available to the Student?

- Spanish ONLY (1)
- BOTH the English and Spanish versions available to the Student (2)

Q13 Did the Spanish language questions seem to be translated appropriately for your student population?

- All questions were translated appropriately (1)
- Most questions were translated appropriately (2)
- Most questions were NOT translated appropriately (3)

Q14 Please provide any comments about the quality of the translation or problems you may have identified.

Q15 How easy was it to make use of the Spanish version of the WARNS Report?

- Very Easy (1)
- Easy (2)
- Difficult (3)
- Very Difficult (4)

Q16 Please provide any comments on using the Spanish version of the WARNS Report.

Q17 Are you discussing the WARNS results with the students you assess?

- Yes (1)
- No (2)

Skip To: Q20 If Q17 = No

Q18 How useful have your discussions of results with students been?

- Very useful (1)
- Somewhat useful (2)
- Not very useful (3)
- Not at all useful (4)

Q19 Please provide any comments on how useful discussions with the students have been:

Q20 How useful has the **Low**, **Moderate**, and **High** scoring on the WARNS report been?

- Very useful (1)
- Somewhat useful (2)
- Not very useful (3)
- Not at all useful (4)

Q21 Under what circumstances do you reassess students? (Please check all that apply)

- Post-assessment after implementation of an intervention. (1)
- Longitudinal measure. (2)
- Standard practice in the district. (3)
- Other, please specify: (4) _____
- We have not reassessed our students. (5)

Q22 Have you identified interventions for students based on the WARNS results?

- Yes (1)
- No, please comment: (2) _____

Q23 Do you develop or use an intervention plan with the student after the assessment?

- Yes, always (1)
- Sometimes, depending on their risk levels (2)
- No, never (3)

Skip To: Q25 If Q23 = No, never

Q24 If you use an intervention plan, does it typically involve the following: (Please check all that apply)

- Identifiable activities (1)
- Frequent completion checks (2)
- Involving the student's family (3)
- Involving community resources (4)
- Some other activity or resource, please specify: (5) _____
- Do not use an intervention plan (6)

Q25 Are intervention plans ever limited or not practical due to a lack of community resources?

- Yes (1)
- No (2)

Q26 Please list main challenges to student behavioral health in your district.

Q27 Please list needed resources to address these behavioral health challenges.

Q28 Please list what you perceive to be the main sources of these behavioral health challenges.

Q29 Please select which community resources are available in your district: (Please check all that apply)

- Academic support (1)
- Substance abuse services (2)
- Mental health counseling (3)
- Career counseling (4)
- Social engagement (e.g., YMCA, after-school programs) (5)
- Family services (e.g., transportation, childcare) (6)
- Spiritual/religious (7)
- Some other resource, please specify: (8) _____
- There are NO community resources available to us (9)

Q30 Are there any barriers to your use of the WARNS?

- Yes, please comment: (1) _____
- No (2)

Q31 Beyond the individual use of WARNS results, have you made use of aggregated WARNS data for any of the school- or district-level objectives below. (Please check all that apply).

- Identifying trends (1)
- Resource use (2)
- Allocation of resources (e.g. numbers of people, amount of time) (3)
- Allocation of funding (4)
- Proposals or requests for funding (5)
- Grant applications (6)
- Reporting to school board (7)
- Reporting to the community (10)
- Reporting to the state (e.g., your ESD, OSPI) (8)
- Other, please explain (9) _____

Q32 Have you or any individuals in your district used the training videos available at our information website WARNS.wsu.edu?

- Yes (1)
- No (2)
- Don't know (3)

Display This Question:

If Q32 = Yes

Q33 How have you made use of the training videos? (Please check all that apply)

- Training new users of the WARNS (1)
- As a refresher for employees who administer the WARNS (2)
- As a refresher for myself (5)
- For demonstration purposes for administrators, other employees, the public, etc. (3)
- Other, please specify: (4) _____

Display This Question:

If Q32 = Yes

Q34 How helpful have the training videos been for those who have used them?

- Very helpful (1)
- Somewhat helpful (2)
- Not very helpful (3)
- Not at all helpful (4)

Display This Question:

If Q32 = Yes

Q35 Please provide any comments on the helpfulness of the training videos:

Q36 What is your position at your school or district? (please select all that apply)

- Principal (1)
- Assistant/vice principal (2)
- Counselor (3)
- Truancy/attendance coordinator (4)
- Other, please comment: (5)

Q37 What is the **High School** student population size of your district (i.e. students in grades 9 - 12)?

- Less than 300 (1)
- 300 -- 500 (2)
- 501 -- 1000 (3)
- 1001 -- 2000 (4)
- Greater than 2000 (6)
- Does not apply (7)

Q38 What is the **Middle School** student population size of your district (i.e. students in grades 6 - 8)?

- Less than 300 (1)
- 300 -- 500 (2)
- 501 -- 1000 (3)
- Greater than 1000 (4)
- Does not apply (5)

Q39 Does your district serve a rural or urban population, or both?

- Rural (1)
- Urban (2)
- Both (3)

Q40 What are the approximate student race/ethnicity proportions within your district?

		20-50% (2)	>50% (3)
White (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Black or African American (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hispanic (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asian (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Native American (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q41 Thank you for taking the time to respond. If you have any other comments you would like to include, you may leave them in the box below.

Contact Emails

Initial Contact



Dear <FIRSTNAME>,

I am writing to ask about your experience using the *Washington Assessment of the Risks and Needs of Students* (WARNS). As a subscriber to WARNS, your feedback about its ease of use and how it is helping you meet state mandates on truancy is critical in helping us improve the system, reduce costs, and evaluate recent changes. *Your participation will also help us with updates we are making as part of our work funded by a grant from the US Department of Education.*

The survey should take about 10 minutes to complete. Specifically, we are interested in how easy it has been to administer the assessment and use the PSSO user and data management system. We are also interested in factors that impact the accessibility of the WARNS for students as well as any barriers to use that you may be experiencing.

Your time responding will be greatly appreciated. To take the survey, please click on the following link or copy it into your web browser:

https://wsu.co1.qualtrics.com/jfe/form/SV_0H4wM81OOXvIFwi

Your responses will remain strictly confidential and are entirely voluntary. Any question that you do not wish to answer can be skipped. Please note that this invitation is being sent to all WARNS users in our system, so there is no need to share this link.

This survey is being conducted by Dr. Brian French and Bruce Austin from the Learning & Performance Research Center at Washington State University which administers the WARNS/PSSO system.

If you have any questions, please feel free to call or email. Thank you for your time.

Bruce

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Phone: 509-335-9570

For information on WSU WARNS visit: <https://warns.wsu.edu/>

Second and Final Contact



Dear <FIRSTNAME>,

This is our **final reminder** about the 2022 WARNS User Survey. If you have already completed the survey, *we thank you and appreciate your time.*

If you have not yet completed the survey, it will remain open until **June 1 at 9:00am**.

Even if you have not used WARNS much in the last year, there are still important questions about your intervention resources and student behavioral health in your district. And, you may skip any question you do not wish to answer.

Click here to complete the survey:

https://wsu.co1.qualtrics.com/jfe/form/SV_0H4wM81OOXvIFwi

Thank you for your time!

Bruce

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For information on WSU WARNS visit: <https://warns.wsu.edu/>

5.

Credits

Survey Project Team

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Bruce W. Austin, MS, MA
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Appendix

All open-ended remarks are provided below with the question number and case ID. The case ID allows remarks to be match to responses in the dataset. The remarks are sorted by question number and ID. All comments are presented unedited, as entered by the respondents.

CaseID	Variable	Comment
5	Q4_3	required to file with CARES (truancy board).
29	Q4_3	N/A
39	Q4_3	If parents require the student to take the survey.
69	Q4_3	We have developed our own assessment. It is issued to student with excessive excused absences or unexcused absences.
78	Q4_3	I have never been clear about when / how WARNS is to be administered
96	Q4_3	Request by the truancy board
106	Q4_3	When other interventions don't make an impact and we need direction
113	Q4_3	Behavior troubles as reported by teachers or parents
120	Q4_3	We have contemplated using the WARNS for other students at perceived risk but have not done so.
126	Q4_3	Changes in grades and behavior.
127	Q4_3	Change in grades or behavior.
162	Q4_3	Discussion at attendance meeting with parent and student
163	Q4_3	all of the above.
8	Q5_5	behavior interventionist
18	Q5_5	Other Intervention Specialist
29	Q5_5	Nobody. Only me.
33	Q5_5	I am the only one
34	Q5_5	I'm the counselor, the other person administering is the Dean of Students
36	Q5_5	Case Manager
48	Q5_5	Intervention Specialist Home Liason
54	Q5_5	Dean of Students
61	Q5_5	just me
62	Q5_5	paraprofessionals
67	Q5_5	Principal Intern
69	Q5_5	I administer our Assessment.
81	Q5_5	Have not administered but likely counselor
84	Q5_5	just me
85	Q5_5	Librarian

CaseID	Variable	Comment
95	Q5_5	Intervention Specialist
101	Q5_5	Student and Family Coordinator
102	Q5_5	Attendance Secretary
103	Q5_5	Other Student Support Advocates
107	Q5_5	Substance Abuse Counselor
110	Q5_5	Dean
113	Q5_5	Prevention Intervention counselor
115	Q5_5	Dean of Students
120	Q5_5	Our intervention specialists complete most of the WARNS.
132	Q5_5	Attendance Admin
134	Q5_5	Academic counselor
135	Q5_5	Student case managers
136	Q5_5	no one
139	Q5_5	Support staff shares with admin (me) and counselors.
141	Q5_5	No one else, Just me.
151	Q5_5	IEP case manager, librarian
154	Q5_5	Family Engagement Student Success Specialist
160	Q5_5	Psychologist
167	Q5_5	Intervention Specialist and a Para that supervises our Detention/ISI room.
2	Q8	Na
4	Q8	Very vague and nothing is done with the data
16	Q8	Self explanatory - easy to follow directions and questions
17	Q8	I administer the WARNS but do not do anything with the results.
21	Q8	The assessment itself is easy - the hardest part is catching students when they are here to complete the assessment.
22	Q8	Have not used it.
23	Q8	They are often hard to get a hold off
25	Q8	Counselors have stated that the system is user friendly. Counselors print out the reports and very easy for admin to read
26	Q8	Once we are logged in, the assessment is very easy to use. Some students do a great job of telling the truth others don't always share openly.
27	Q8	IF the students are at school, it is easy to assess the students. However, the reason for giving the assessment is due to truancy and trying to catch the students on a day they are at school can be tricky.
30	Q8	I find it very easy to log in and have students take the test
31	Q8	For the staff it is easy to administer, especially if the student is an active participant.
33	Q8	I have not used it since covid i need to get back on and use it again and if you have a refresher class love to take it

CaseID	Variable	Comment
34	Q8	It's easy to administer if they show up to school!
36	Q8	Getting it started is the hardest part (not difficult). Then the student just takes the test. Easy.
37	Q8	The test itself isn't hard, but it is not useful. At the high school level, the students don't take it seriously (and it isn't useful in the truancy process).
38	Q8	Is there a tool to use for after the students are assessed?
40	Q8	The struggle is not in the tool, the struggle is the students are not at school to give the assessment to or they don't take it seriously and just click through answers.
41	Q8	WARNS is easy for students to complete and provides immediate feedback as to the student's risk level.
43	Q8	I find it easy to use, and students can choose to do it on their own, or sometimes I do it like an "interview" process.
44	Q8	The assessment itself is easy. The only problem is that we have to sign them in and out. It would be easier if they had like a one time code for them to sign in by themselves. At the high school level we administer the assessment to 10-20 students at a time.
45	Q8	I have to look up a specific link each time I use the WARNS. I wish it were more "Google" friendly.
46	Q8	We haven't used the online instrument but I would anticipate it would be easy if we did.
47	Q8	I HAVE ALWAYS RECEIVED TIMELY AND USEFUL ASSISTANCE WHEN NEEDED TO START OR COMPLETE THE WARNS ASSESSMENT.
54	Q8	Both students and myself had an easy time accessing the WARNS test.
56	Q8	It would be nice if students could log into their own computer and we didn't have to enter our password 2 different times.
57	Q8	The results give a starting point to assess and have a discussion. WARNS makes it very easy.
59	Q8	It's relatively easy, but having to input log in information to view results after the students submit, is not ideal.
60	Q8	Very self explanatory to use and to interpret results
65	Q8	It seems user friendly.
67	Q8	I don't use WARNS
68	Q8	Self explanatory
69	Q8	We found that the WARNS assessment is insufficient for identifying barriers to attendance for middle school students.
74	Q8	The WARNS is really easy to administer and easy to see what the student might be struggling in.

CaseID	Variable	Comment
75	Q8	It was easy to do however my district will not support JAVA so I am no longer able to do it online.
78	Q8	I have only received the overview training, despite asking several times over the past two years for additional training / support.
79	Q8	I haven't heard that it's difficult from my counselors.
81	Q8	Need training to understand the system. We haven't been involved so don't know what WARNS provides.
82	Q8	it is quick and accessible
90	Q8	It is difficult to get the parent permission slip signed and returned. I do not use it myself for Becca, but for substance concerns. You require a signed permission slip by parents for this. I have many students who are willing to take the survey and they are 13 and older. It would be great if we could do an optout option for a parent notification.
91	Q8	The results are quick and that makes it easy to talk to the student about the results.
96	Q8	Difficult to find the time to assess so many students.
101	Q8	It would be great to ask open questions, in a form of having a conversation with students.
103	Q8	Not sure how to answer this question. We do WARNS on active cases where we believe the risks are fairly high already so we are usually aware of the kids needs / risk
104	Q8	Assuming students are answering honestly, it's an easy assessment. It's what comes next that proves more difficult.
105	Q8	The infrequent use of the instrument left me wondering which portal to access to create an assessment request and then how to point the student to the assessment request.
106	Q8	Once you've done it a few times, it's super easy
110	Q8	Easy, just signing in and out is an issue since we have to do it for them in their laptop, then since their laptop keeps passwords we need to change our password every time. It would be convenient if there was a different system where we did not have to change our password everytime after logging student.
112	Q8	It is a smooth process and helps us obtain pertinent information to best support our students.
114	Q8	I am assuming that you are asking about the ease of using the WARNS, not about having time to do it or use the report to determine any significant interventions (both of which are problems).
117	Q8	clearly identifies areas of need
120	Q8	This is an easy process once staff are logged in at the appropriate site.

CaseID	Variable	Comment
125	Q8	It would be nice if the program remembered I need the middle school form instead of switching to the middle school assessment before logging in every single time.
129	Q8	This a wonderful tool that is easy for students to understand.
130	Q8	The assessment is short, to the point, and accessible for most students.
133	Q8	Logistically this year was very difficult to get the assessments done.
135	Q8	It is easy when or if the student is willing to participate.
137	Q8	It is easy to give
139	Q8	When they are here it is pretty easy!
143	Q8	Unfamiliar with the tool at the school level. Coordinator has been doing all of the assessments
144	Q8	The fact that we are not able to test many students at once because we need to log into the system one at a time for each student is hard. When you think about the amount of students needing to test it is hard to do one on one. It would be better to allow us access to test several students.
145	Q8	log in not easy or secure
149	Q8	It is easy to administer. The most common question I get from students is "what is a curfew?"
150	Q8	When we are dealing with students who are online only or are not showing up and we are getting no response from emails, phone calls, home visits, it's difficult to administer a WARNS.
151	Q8	Accessing is easy to use.
167	Q8	Our students generally finish within about 15 minutes and no staff or student has mentioned to me that they have difficulty using the website.
6	Q10	I bookmarked it, so it's easy to find.
10	Q10	I've never had the opportunity to administer a WARNS assessment this school year.
11	Q10	I usually tend to do it on paper and pencil. This is my first year doing so but the last 2 years have been on the computer.
30	Q10	platform is fantastic
37	Q10	I am not the one administering this test, but I have not heard that this portal has been helpful.
41	Q10	I wish the font was a bit larger :)
44	Q10	All the assessment from previous years are kept in the system which makes it imposible to see just the ones from this year. It would be very useful to have a way to sort them out.
46	Q10	Sometimes navigation is a little clunky, but it's OK
47	Q10	WHENEVER I NEEDED ASSISTANCE WITH THIS I ALWAYS RECEIVED HELP THAT WAS TIMELY WHICH MADE THE PROCESS EASY.

CaseID	Variable	Comment
54	Q10	I wasn't aware of a PSSO platform.
68	Q10	Self explanatory
75	Q10	The portal was easy until my district stopped supporting JAVA editions. I am no longer able to use the portal.
76	Q10	It is easy to log on and then easy to navigate through the PSSO platform
79	Q10	I haven't accessed the Portal to date. I've been in this position since Feb. 2022.
85	Q10	I do not know what this is.
90	Q10	They only concern I have is where to find the link for the survey when I was being trained. I got it from a colleague because we could not find it.
99	Q10	NA
103	Q10	a little confusing at first, hopefully it gets easier the more of them I do
105	Q10	See previous response.
110	Q10	We wish we were able to change the order of the assessments and either by student number or date of assessment.
114	Q10	I wouldn't say it is difficult, but it would be nice if the portal and the actual site for giving the WARNS were combined. You may ask this next, but the method to choose the middle school WARNS assessment could be more obvious since it always defaults to the high school WARNS.
120	Q10	I that the PSSO and delivery sites should be clearly distinguished on the WARNS website. This has been a point of difficulty in the past.
129	Q10	I haven't used this, but just the report generated.
136	Q10	I just don't use it enough to be super familiar with it.
137	Q10	I was registered but tried to get on and couldnt get a hold of anyone to get my password this year.
139	Q10	I am not aware of the portal but would like to find out more information.
149	Q10	I need more training, I did not know that this existed.
150	Q10	I have accessed it in the past to aid my counselor's in getting in...not always intuitive. Also, wish that when the WARNS results are given that there would be an intervention menu that pertains to each outcome.
34	Q14	No student ever asked for clarification on the Spanish version, so I can only assume that the questions were translated clearly.
121	Q14	I don't know
152	Q14	I am unable to answer Q13, as I am monolingual.
152	Q16	I did not know that there was an option for both languages so I was unable to read the Spanish version of the report.

CaseID	Variable	Comment
27	Q19	Some students simply do not care, some already know the information and some find it even more depressing
29	Q19	I communicate these risk factors to parents, students, and counselors. Counselors do not seem to find the WARNs useful as they have their own assessments. Students generally already know their risk factors, Most Parents of students with high risks seem incapable or unwilling to follow through on plans, information, or interventions. I have yet to see a WARNs result actually effect change.
33	Q19	Deeper conversation with the student and family
36	Q19	Thus far, students for the most part, have not been very receptive to talking about their risk factors. I do not think it is a byproduct of the WARNs
41	Q19	The results open the door to subjects that may otherwise be difficult and/or awkward to begin.
46	Q19	The receptivity of the kid to feedback always determines the usefulness of the instrument.
47	Q19	THIS HAS BEEN A VALUABLE ENTRY POINT TO START SOME DIFFICULT CONVERSATIONS.
56	Q19	We use an intervention sheet after with interventions for each category the WARNs assesses.
59	Q19	We found the conversations useful because we oftentimes find out information about a students past, or current situation that we were not aware of. It is helpful, especially when paired with our list of resources for each area assessed.
68	Q19	when i explain, they don't want to take it.
69	Q19	WARNs middle school assessment is not useful.
71	Q19	Students are afraid to give honest answers.
74	Q19	Looking at the areas the student might be struggling in gives us the opportunity to make connections with students and be able to have meaningful conversations.
79	Q19	My meetings with students are quick so I feel like we breeze over the WARNs, there is not much depth as there should be.
90	Q19	I review the low, medium and high categories only. Not the specific questions. It is a great tool for me to have a discussion with them. They are given one if they want it or to share with their parents.
91	Q19	very productive
96	Q19	We usually are already aware for the reasons for the attendance issues.
103	Q19	I asked a kid when i caught him in a lie about how he shared in WARNs that he never lies. we had a good discussion about honesty .
104	Q19	It's very useful to learn more about individual student situations but, again, it's not easy to know what to do next.

CaseID	Variable	Comment
106	Q19	They are a useful tool to begin conversations that might otherwise not have had an entry point.
110	Q19	Discussions are usefull, unfortunately is a matter of following up and that is something we need to work on.
113	Q19	It has been useful and at times have included students parents in the discussion (with students consent).
114	Q19	You forced a yes/no choice. Sometimes I do discuss it with the student to get more detail, and sometimes I don't, depending on the report. Honestly, the WARNS is not detailed enough / not enough questions to really determine a rating for each category based on a few responses. I typically don't find it helpful, and generally already know more about the student than the report can tell me.
127	Q19	I serve as the Community Engagement Board Coordinator for our district. I do not administer the WARNS Assessment with our students, but we do use the results to take data informed steps to create our recommendations for the student and family.
135	Q19	If the student is open and wants to dialogue about the results, then the discussions are worth while.
137	Q19	Sometimes the scoring is high in an area
139	Q19	We've been able to have good discussions with many, and it helped change habits for some. For others, it was more about mental health and they still struggled.
149	Q19	It has been useful to discuss why there is a concern.
159	Q19	Previous years when using the WARNS it has been very helpful discussing it with the student.
162	Q19	There have not been any surprises in the assessment results, student are reporting what I have observed. Incorporate their feedback in to planning for school success.
168	Q19	The results are very useful! After administering the WARNS, one parent shared a concern that they felt the question about gangs was directly targeted at them due to the fact that they were African American. After explaining that the questions are asked to all students, the parent and student understood. I just wanted to share, as the parent wanted me to share that some families might be confused by that type of question.
10	Q21_4	I have not administered test
11	Q21_4	I dont do another the same year but for the new upcoming year I do.
18	Q21_4	I have not reassessed students
39	Q21_4	We only assess them once a year.
46	Q21_4	We typically do not have a plan to reassess kids
73	Q21_4	This school year students completed the WARNS once. Student will not be reassessed until the next school year.

CaseID	Variable	Comment
74	Q21_4	On a yearly basis if the student continues to be on our attendance radar
89	Q21_4	I haven't done a reassessment yet. but...not sure if others in our district have.
98	Q21_4	I am not sure how buildings decide to reassess or if they reassess. I am a district level employee.
114	Q21_4	We don't. It is required by our attendance policy. But the reports are so basic that they are not useful as an assessment tool for determining what kids need.
116	Q21_4	only on a few students, usually when it had been at least 6 months.
120	Q21_4	continued truancy
126	Q21_4	WARNS is reassessed when needed every year.
136	Q21_4	If absences are a continued problem in a subsequent year.
146	Q21_4	On an annual basis if needed.
152	Q21_4	Students are reassess when/if a subsequent petition is required after a previous petition has been dismissed.
162	Q21_4	During our attendance meetings... has become a part of our process
167	Q21_4	We reassess the following school year for 99% of cases, or when a new petition is needed.
10	Q22_2	N/A
11	Q22_2	I direct them to my counselor so they can speak to someone that can help and they then identify if the student needs more resources.
17	Q22_2	The truancy secretary does that
18	Q22_2	By the time we document, most of the interventions have been tried.
22	Q22_2	Have not assessed any students this year.
29	Q22_2	We have an entire menu of interventions based on risk factors. I do not believe my organization has bought into the utility of the warns. At this time, it is a compliance piece. Nobody else uses it.
34	Q22_2	Currently we are using these to add to the truancy paperwork only
36	Q22_2	Not yet. We are working on this.
37	Q22_2	We do not find that the students reveal more than would be revealed in a meeting with them.
40	Q22_2	I have found that the students taking the WARNS in high school are "savvy" enough to not answer truthfully. For example, they mark they have never used drugs or alcohol but are getting UAs from a court order for something other than truancy and are testing positive.
43	Q22_2	Not yet, I think most of the students that have taken it, their answers were not surprising to us. I think it's a good tool to use!
44	Q22_2	The counselors review the results with the students. I do not have any feedback as of right now.

CaseID	Variable	Comment
48	Q22_2	Sometimes the student's are not honest with their answers. Therefore we can't always base are interventions on the WARNS results.
55	Q22_2	Usually we already know the areas that the student is struggling with.
72	Q22_2	I have not utilized WARNS in this manner yet. I plan on doing so next year.
76	Q22_2	Not at this time we have not
78	Q22_2	We are not using WARNS effectively due to lack of support
79	Q22_2	Working on finding Evidence Based interventions for truancy.
81	Q22_2	Haven't used the system
83	Q22_2	We are a small district and know our students well.
93	Q22_2	We have just started using the WARNS, so most of the students I have administered it to, they have a lot of need, and that has been identified before the assessment was given
103	Q22_2	It has been just a tool, we are usually aware of risk level and needs prior to doing WARNS
105	Q22_2	The WARNS assessment is a redundant measure. The buildings MTSS and the rapport and relationships developed with the families are more instructive than the data received on the assessment.
114	Q22_2	A conversation with the student is FAR more helpful. The WARNS reports are way too vague to provide any useful information for determining interventions.
120	Q22_2	Not this year
138	Q22_2	I haven't used WARNS yet
146	Q22_2	It is left to the buildings to determine what interventions to figure out and that is the biggest fail of the WARNS. There are no recommendations or resources that are provided. We pass along the data to our counselors, but that is about it.
150	Q22_2	Yes, but a menu of viable options based on the outcomes would be desired.
158	Q22_2	We did not have a chance to use WARNS this year.
162	Q22_2	No new information as been presented as a result of the assessment
167	Q22_2	I personally don't see the results of the WARNS. I'm not sure how much our counselors review and use the data.
28	Q24_5	YOU CONSIDER THE INDIVIDUAL AND IT MAY INCLUDE PARENT, COMM RES. OR SCHOOL RES. BUT IT DOESN'T MEAN IT IS USED Y THE STUDENT
44	Q24_5	I do not habe this information since I do not review the results. However I do need to follow up wtit.
90	Q24_5	I have involved parents at times.
93	Q24_5	Too soon to tell
97	Q24_5	It varies
113	Q24_5	Have utilized Vector as well.

CaseID	Variable	Comment
114	Q24_5	Check ins with the counselor.
116	Q24_5	referral to mental health providers, or drug and alcohol counselor
123	Q24_5	Check-In/Check-Out, goal setting with student, and rewards.
139	Q24_5	We try to create support plans as well as attendance contracts.
152	Q24_5	School Resources
22	Q26	Lack of counseling and resources.
25	Q26	Not enough outside agencies that can support. We need the supports to come to the school
26	Q26	When we refer students to counseling, getting the parents to respond to get the students into services can be a barrier. Many students have depression, anxiety self harm and suicidal ideation. These are generally our most common issues students are dealing with.
27	Q26	no follow through on the family/student's end; medical/counseling appts are made too far out so families will either forget or won't show up
28	Q26	ACCESS TO RESOURCES AND THE WILLINGNESS TO USE BEHAVIORAL HEALTH SERVICES
29	Q26	Parents who non-parent their children. Absentee parents (work too much to provide any practical supervision) Parents who rely on their at-risk youth for labor or support at home. Parental deviancy (gang affiliation or general criminality) Parental drug abuse General parental abuse and neglect
30	Q26	family life, low engagement in school
31	Q26	Social Emotional issues- depression and anxiety
32	Q26	Limited time and resources.
33	Q26	housing
34	Q26	Drug use and isolation
36	Q26	Substance use and disengagement from school
39	Q26	Getting appointments with mental health counselors.
40	Q26	Drug and Alcohol addiction and mental health concerns.
41	Q26	We do not have a psychiatrist to assess and prescribe in our community that is skilled working with teens.
42	Q26	the availability of mental health counselors available to work with students/families
43	Q26	Lack of resources, and students not willing to participate
44	Q26	Parenting issues
45	Q26	Getting professional mental health care.
46	Q26	Anxiety, depression, self-harm
48	Q26	Attendance, gang involvement, Covid pandemic

CaseID	Variable	Comment
49	Q26	Lack of counseling resources. Lack of follow through by parents/guardians
54	Q26	Availability to counselors.
57	Q26	Lack of mental health specialist in school buildings
60	Q26	Access to resources/services. We are a poor, rural district, transportation to city resources is difficult to impossible for families.
61	Q26	mental health issues
62	Q26	Students skipping school
64	Q26	Social emotional challenges At risk youth behavior The lack of partnership between the school system and juvenile system Truancy
66	Q26	Families in crisis
67	Q26	peer to peer interactions, social media
68	Q26	put on waiting list
71	Q26	Adequate and available mental health support and substance abuse intervention.
72	Q26	Struggle with lack of support at home and mental health issues
73	Q26	We have seen a larger number than other school years with absences.
74	Q26	Being able to get a student mental health services in a timely manner
75	Q26	We have too many students will needs not enough staff. Outside resources are maxed and our families struggle to be patient to get the help.
76	Q26	Chemical dependency
78	Q26	Long waiting lines, parents work schedules, parent support for students receiving services, too many students in need for the resources available
79	Q26	Anxiety and depression from COVID pandemic.
81	Q26	Anxiety, depression, aggression
82	Q26	Local resources are limited
83	Q26	Sometimes parents have difficulty keeping intake appointments after the school makes a referral to mental health (after parent request and/or approval).
84	Q26	Aces, behavior, drugs, absent parents, depression
87	Q26	We do not have enough outside resources in our area.
88	Q26	lack of external mental health

CaseID	Variable	Comment
89	Q26	Not taken to a doctor early on, not enough early prevention, no enough information for parents to recognize depression/anxiety in a teen, many cultural differences in trying to get a student to an actual doctor to get a diagnosis, some cultures look down on mental health treatment, some parents won't have children medicated nor will they have them see a therapist.
90	Q26	Due to COVID the waiting list are long.
91	Q26	Anxiety, depression, cutting, self harm.
93	Q26	Depression, anxiety
94	Q26	Lack of resources and student refusal of resources
95	Q26	Kids and parents refuse services.
96	Q26	Disruptive with lack of respect for adults or school
97	Q26	Lack of outside resources
99	Q26	Anxiety
100	Q26	Lack of outside resources/waiting lists. Lack of family on board for interventions.
101	Q26	Poor attendance, Poor academic performance, and behavior problems.
102	Q26	School Districts bearing the burden of parents not parenting their kids and teaching them the appropriate life skills to navigate this difficult world more than ever before. We are more of a social services agency than educational.
103	Q26	lack of mental health counseling providers
104	Q26	Not enough resources to address mental health needs.
105	Q26	Pandemic loss and barriers that are typically associated with students experiencing poverty.
106	Q26	It feels like there are significant increases to students struggling with anxiety and depression
107	Q26	Parent engagement, consistent expectations in and out of school, COVID shutdown.
109	Q26	Families seek out counseling services, but the waitlist for community providers is 6+ months out.
110	Q26	Covid, family engagement
111	Q26	Not having the timely necessary resources to help them.
112	Q26	Mental Health needs can be extensive.
114	Q26	This district does not support the counselors and has very high student/counselor ratios and also makes the elementary counselors do behavior intervention (restraint and isolation).
115	Q26	We are new to the WARNS process, very small district, developing relationships with our community partners again.

CaseID	Variable	Comment
116	Q26	Anxiety about school is the one we hear about most often with students struggling with attendance. Of course other mental health concerns like depression, self image, percerviced bullying that may or may not be truth. Addiction behaviors.
117	Q26	COVID
120	Q26	Student and family engagement is the biggest struggle. Families often lack skills to assist their students.
122	Q26	Lack of parent knowledge/understanding
123	Q26	access and lack of providers
124	Q26	No mental health counselors! Very hard to get them to come to our school
125	Q26	Few resources to refer students to. Getting almost any assistance outside the school requires families to drive 15 + miles one way. The first hurdle is having a parent that believes in supporting mental health, the second is if they have a vehicle and third if they can afford the gas. We only have 2 mental health counselors in the community and only 1 specializes in adolescents so getting help is a challenge.
127	Q26	Anxiety and depression
129	Q26	Students have difficulty managing their emotions and coming to school once they are behind academically.
130	Q26	There are very limited providers within 30 miles and most are full or have income requirements.
131	Q26	providers for counseling and therapy
136	Q26	Rural--lack of access. We do have community mental health presence on campus now though.
137	Q26	counseling is full on a wait list
138	Q26	Mental Health, attendance, and drugs and alcohol use
139	Q26	Make sure all students are taught strategies to use when they feel anxious or depressed. Ways to manage mental health struggles and getting TO school to work with someone about it. We could use therapists at school!
143	Q26	Anxiety and depression
145	Q26	access to services
146	Q26	Lack of support in district to meet the needs.
148	Q26	Lack of resources.
149	Q26	Right now we see a lot of anxiety and depression. The main challenge is to get the correct services to the correct students.
150	Q26	Not enough mental health workers....overtaxed "guidance" counselors, lenient laws, police limitations, nuclear family breakdowns.
151	Q26	lack of consistent mental health and behavioral supports
153	Q26	Social and Emotional Issues

CaseID	Variable	Comment
154	Q26	Many more students are showing signs of anxiety and depression. Students showing a lack of coping skills.
155	Q26	a lack of interpersonal skills, disrespect or lack of respect
157	Q26	Lack of Mental Health Support
158	Q26	Lack of behavioral health resources.
162	Q26	Access to mental health support; excessive excused absences
163	Q26	generational poverty, trauma, family dynamics
165	Q26	Mental health, lack of resources. Many families lack dental and medical resources.
167	Q26	Drug use, no parent involvement, lack of structure at home sometimes leads to misbehavior at school, gang ties, apathy by the students.
168	Q26	Our district partners with Mercer Island Youth and Family Services to help support student mental health. Our district also has a set of Academic Counselors that help support students and their families. A main challenge is that there has been an influx of mental health concerns, possibly due to COVID-19, and it would be ideal to have more mental health professionals available to help support our students.
169	Q26	Not enough mental health providers.
22	Q27	More juvenile counselors available.
25	Q27	More outside counseling resources
26	Q27	Additional mental health counselors that are available to come into the school, as that seems to remove one barrier when parents do not need to take them to a counseling appointment.
27	Q27	crisis in-patient services need to be more available and closer to our area. The closes in-patient for a crisis is 3 hours away. We also need more counselors able to see teenagers.
28	Q27	TRANSPORTATION, PARENT/STUDENT COMMITMENT, FINDING A PROVIDER
29	Q27	I do not know.
30	Q27	student behavior health is directly related to the society they live in. Families need an adequate income, health insurance, affordable housing, the prospect of free college or tech school, full debt relief.
31	Q27	We are a very rural district with limited resources that are not 30+ miles away for our families. It would be beneficial to have behavioral health resources available in our community 2-3 times per week.
32	Q27	Increased behavioral health supports. Decreased requirements to receive services.
33	Q27	Compass health and family support center
34	Q27	More counselors!
36	Q27	?? I'm not certain.

CaseID	Variable	Comment
39	Q27	Parents need to know the risks and acknowledge them and get the student help.
40	Q27	We need supports around youth who have addictions and supports for them and their families.
41	Q27	Psychiatrist that specializes in teens.
42	Q27	Additional counselors/psychologists
43	Q27	Wrap-around services for students and families
44	Q27	Mental Health, parenting classes
45	Q27	Full-time on campus mental health counselor.
46	Q27	Increased access to mental health intervention that could be available at school for free. Few families followup with referrals due to money,, insurance and time constraints. Often the families struggle themselves.
48	Q27	Counseling, everyone here is booked.
49	Q27	More therapy/counseling resources added in our community
54	Q27	More Counselors
57	Q27	Mental Health specialist in school buildings who are employed by districts vs being contracted to an outside agency.
60	Q27	Mental health, drug/alcohol services
61	Q27	mental health counselors at all of our buildings
62	Q27	Not sure, we have exhausted our resources
64	Q27	Partnership between the school system and the community
66	Q27	Family therapists and required family check in
67	Q27	counselor led groups
68	Q27	Therapist in area.
71	Q27	See Q26. We also need supports within the school.
72	Q27	More counselors/counseling resources/social workers
73	Q27	Mentoring program at each school, WISE program members on staff at schools, Mental health counselors at schools.
74	Q27	More mental health services
75	Q27	More providers outside and inside schools.
76	Q27	Counselor specific to Chemical dependency
78	Q27	Additional school counselors, FASST counselors, access to community resources for MS students, TIER 1 support in schools
79	Q27	On site behavioral therapists in HS and Middle Schools.
81	Q27	School Counselor, Tele Health, Adams County Mental Health
82	Q27	Behavioral and Mental health
83	Q27	Family knowledge of technology and social media platforms that their children are using.
84	Q27	more training
87	Q27	Mental Health

CaseID	Variable	Comment
89	Q27	compass health, pediatrician, parent counselor meetings, parent teacher conferences, catholic community services, clothing requisition, most schools have a SSA to hook families up directly with resources.
90	Q27	More counselors to help reduce the wait times.
91	Q27	More counseling
93	Q27	More behavioral Health counseling in our area, and Family
94	Q27	More access to Mental Health providers
96	Q27	WE need more mental health professionals. Access to services is difficult to find. We also need more specialists (ex: psychiatrists, in patient care, neurological assessments, etc.)
97	Q27	This year we have an outside contractor in the building part-time, there should be one in every building, every day.
99	Q27	Counseling
100	Q27	Mental health counseling and wrap around services including family counseling and substance abuse counseling.
101	Q27	Re-engaging students back into school.
102	Q27	More School Counselors and Mental Health support specialists
103	Q27	More MH providers / increase in accountability for poor behavior /choice. a better balance is needed
104	Q27	Counselors, community-based therapists, social workers to help families.
105	Q27	We are fully staffed and have partnerships with CBO that support our work.
106	Q27	The mental health system is at capacity and any providers are hard to find, much less highly qualified providers to help students and families deal with complex issues
108	Q27	Affordable housing
109	Q27	We have two resources for counseling within school, but there's a significant need. More would be great. We're also infusing SEL/SEB learning into classes next year.
110	Q27	More mental health, parenting classes
111	Q27	More outside counseling services available. Also, more in school counseling services need to be available.
112	Q27	More Mental Health resources that are easily accessible for families. Such as.....counseling, inpatient, outpatient, parenting classes, etc.
114	Q27	More counselors and removal of conflicting duties. Increased ties to community mental health resources.
115	Q27	mental health support at all levels (much needed), drug prevention programs, resources for parents.

CaseID	Variable	Comment
116	Q27	Would would like funding to have our own mental health providers in the school. We need social workers but do not have funding to provide this service. We have partnerships with several Community providers, Multi-care Behavioral health, Consejo, Recovery Cafe, plus we have an in house Drug and Alcohol counselor with partnership from PSESD.
117	Q27	SST team that meets regularly
120	Q27	We need more social work type assistance within the community.
122	Q27	Parent informational
123	Q27	Full time Behavioral Health counselors in each of our buildings would be great.
124	Q27	More mental health counselors that relate to students and can come to the school.
125	Q27	Mental health counselors! Transportation assistance Support for students experiencing homelessness Family counselors
127	Q27	Mental Health Therapist at school sites
129	Q27	More counselors in our area.
130	Q27	More mental health providers, school based mental health services, school social workers, more community resources.
131	Q27	people to provide these services at the school
136	Q27	Student and parent buy-in is a struggle. Greater access to behavioral health and .
137	Q27	more behavioral mental health people
138	Q27	Limited to no local resources in small district; student and/or families need to commute.
139	Q27	Oops - wrote some above - Training? Curriculum? on how we can all be teachers of reducing anxiety and depression ... therapists at school so they will come and receive support?
143	Q27	In-school mental health resources
145	Q27	MH supports
146	Q27	Drug/alc abuse support, full time mental health counselor, parent and community engagement partner, academic supports, transportation
148	Q27	Counseling services.
149	Q27	We could use more community based counselors that focus on helping families and changing patterns.
150	Q27	An equal number of mental health professionals/counselors so that school "guidance" counselors can do more work with academic preparation, future planning, state testing, etc.

CaseID	Variable	Comment
151	Q27	funds/staffing to help with mental health, drug use and behavioral supports.
153	Q27	Resource Roadmap
154	Q27	We need more mental health professionals to be available to these families.
157	Q27	Mental Health Support
158	Q27	More providers in the area.
162	Q27	More mental health providers in the community
163	Q27	more adult mentors
165	Q27	Families need access to mental health providers. Students need to understand low cost or no cost resources in our community.
167	Q27	Options for kids other than following parents and friends into the drug and gang scene. Harsher punishment for kids and adults.
168	Q27	An increase in mental health/academic counselors available to our growing population of students with mental health concerns.
22	Q28	Location and pay
25	Q28	Mental health-especially after COVID. We are also finding students just not coming to school; probably due to substance abuse and mental health
26	Q28	I think when covid hit and students were isolated at home, they lost many of their social skills and became very anxious to be around other people. Social media also seems to play a big role in causing a lot of anxiety and depression. Kids are not getting enough sleep as they are on their devices all night long, and they do not know how to interact with people in person as they are constantly interacting online.
27	Q28	funding
29	Q28	Poverty, Parental ignorance/inadequacy/deviance
30	Q28	The society in which family's operate and raise their children.
31	Q28	We have seen a lot of anxiety and depression amongst many of our students in our district in grades K-12 due to Covid.
32	Q28	COVID. A lot of students are struggling to get back to "normal". Lots of anxiety and stress about coming to school.
34	Q28	Isolation, boredom, parental use, etc.
36	Q28	Traumas and labeling of students in the younger years.
39	Q28	Complacency, not important, no family follow through.
43	Q28	Mental health- (accessing the right tools to "stabilize" it) , Impact of Covid, past or current trauma, social media, lack of community awareness inc. stigma, and developmental milestones with these impacts (constant body changes, which means more supports, change of intervention etc)
44	Q28	Parenting issues

CaseID	Variable	Comment
46	Q28	See above.
48	Q28	Student's don't know how to behave because they were online the whole time during pandemic, they lost some social skills and don't know how to interact.
49	Q28	Trauma and disconnection from school due to a variety of reasons including the pandemic
54	Q28	Fatherlessness, drugs/substance abuse.
60	Q28	Not sure I understand this question.
61	Q28	stress from the pandemic and student home lives
64	Q28	Socioeconomic barriers
66	Q28	Drug addiction and generational poverty
67	Q28	socio-economic, covid school absences the last two years
68	Q28	increased mental health
71	Q28	Generational mental health and substance use issues.
72	Q28	lack of counseling/counselors for students
73	Q28	The pandemic affected many students. Across the board we have seen students who are less engaged, lack of motivation has increased, and overall absences have increased.
74	Q28	Lack of Mental health professionals.
75	Q28	Students have always had behavioral health challenges however with COVID and isolation the last few years the numbers have increased. Also awareness around behavioral health challenges as made it more acceptable to get help.
76	Q28	Small community
78	Q28	Middle school students are struggling post-covid for a huge variety of reasons; lack of support at home, food insecurity, social media, overwhelm, anxiety etc..
79	Q28	The pandemic.
81	Q28	Family stress, personal relationships, ACES, and stress
82	Q28	Covid-19, school, family and community risk factors
83	Q28	Students are on their phones so much outside of school with lots of mean, negative and bullying behavior. This negativity impacts how they feel about themselves and increases anxiety/depression.
84	Q28	parents, students not caring
87	Q28	The mental health assistance that we do have is very limited and does not take all insurances.
89	Q28	anxiety, depression, experience social anxiety (due to the long time away from the lock down), low motivation, no follow through at home,
90	Q28	I work with students that are using or at risk to use substances. Also, depression, anxiety and other mental health issues.
91	Q28	Family and home issues.

CaseID	Variable	Comment
93	Q28	Past Trauma, lack of family support, COVID really impacted out students mental health
94	Q28	Increase in anxiety and stress in students due to a number of different reasons
96	Q28	Family and community environment
97	Q28	Lack of outside resources - rural area, high need for support
99	Q28	Lack of providers.
100	Q28	Lack of resources for the family, absences, lack of community in the classroom.
101	Q28	Pandemic.
102	Q28	Students aren't getting the support they need at home, especially in the area of coping skills and management of big feelings.
103	Q28	Family dynamics
104	Q28	Not enough trained people, not enough "buy-in" from families as to benefit of these resources.
105	Q28	See Q26.
106	Q28	life, school, covid, mental health diagnoses,
109	Q28	Being isolated during Covid.
110	Q28	Enable
111	Q28	Acknowledging and helping to support students who have these challenges.
112	Q28	COVID, being out of normal social practices for so long.
114	Q28	Lack of staff and lack of support from the district. Our union has tried to help, but hit a brick wall each of the last 3 bargains. The district cries poor but then continues to hire more and more district-level administrators and assistants instead of supporting those of us in the trenches with the kids.
115	Q28	depression, isolation, drugs, friends
117	Q28	Time
120	Q28	The COVID shut down really hurt kids and families.
122	Q28	BH trainings BH parent meetings
123	Q28	Lack of providers and access to resources
124	Q28	Small rural town.
127	Q28	Lack of resource in the school buildings
129	Q28	The past two years of COVID have made it so students don't know how to navigate situations as well as they may have prior.
130	Q28	Trauma, poverty, COVID
131	Q28	COVID
136	Q28	Apathy, lack of connection to others.
137	Q28	parents have a hard time supporting their students in helpful ways.

CaseID	Variable	Comment
138	Q28	Social media, lack of social interaction and skills, and limited resources
139	Q28	Oh man ... I wish I knew. I think it is real or perceived pressure to be good at things instead of being willing to make mistakes and be okay with that in the process of learning.
143	Q28	seperation and anxiety
145	Q28	access
146	Q28	COVID and students struggling with mental health, age
149	Q28	Families are struggling right now. School closures due to COVID had a deep effect on students and families.
150	Q28	COVID, breakdown of societal norms/mores.
151	Q28	students have parents that struggle to help motivate their child and/or come from unstructured lives and struggle to take care of their families.
153	Q28	Parent support
154	Q28	Isolating youth from one another and the outside world, causing a lack of social skills. Fear mongering on the news and social media causing panic.
162	Q28	The last two years of our society, COVID
163	Q28	homelessness, drugs, trauma
165	Q28	Families struggle to meet their basic needs leading to multiple concerns for our students.
167	Q28	Lack of activities, family influence, poverty.
168	Q28	Stress factors relating to COVID-19. -Students not feeling prepared to return back to a traditional school setting. -Students feeling pressure to perform and excel in all of their scheduled classes. -Students feeling pressure to apply and be accepted to their choice college. -Students with stress factors directly related to their family dynamic. -Students not feeling accepted by other peers
28	Q29_8	SCHOOL RELATED ACADEMIC, CAREER,& SUBSTANCE ABUSE SERVICES ARE AVAILABLE THRU THE HIGH SCHOOL
54	Q29_8	We only recently hired a mental health counselor. Lots of services or support provided by district are unknown or not well advertised.
62	Q29_8	Medical Services Gang Intervention
67	Q29_8	Community in Schools
75	Q29_8	Communities in Schools not in all schools but some have them.

CaseID	Variable	Comment
94	Q29_8	Most of the mental health and substance abuse resources are located in the downtown area which is a significant distance away for most of our families
97	Q29_8	Limited supports
110	Q29_8	We have a little bit of everything but not enough
111	Q29_8	Central valley school district partners with Spokane Valley partners to help distribute food to students and families in need. This is done on a weekly basis.
113	Q29_8	For Social engagement; we offer homework club/tutoring.
139	Q29_8	Getting into places has been incredibly challenging and most people say they have to wait MONTHS for appointments and just stop trying.
159	Q29_8	My District is outside of the Yakima area, so resources have to go in within the Yakima area.
165	Q29_8	There are resources, but not nearly enough.
29	Q30_1	Only barrier would be the volume of students who would qualify to take it.
37	Q30_1	It isn't useful as a tool. The information gleaned is typically gathered at meetings. The students who are truly missing cannot be found to take the test.
39	Q30_1	Time and human resources to complete them.
40	Q30_1	It is very difficult to administer the WARNS when we struggle to have students attend. Often by the time we get to a truancy filing in the court we have not seen the student or heard from the family - we cannot administer the assessment if they are not here. It would almost be nice if it was part of the court process - when they attended the truancy hearing, they had to complete the assessment there.
43	Q30_1	When the student does not show up to school. Sometimes, it is hard to capture the student with so many other duties etc...
49	Q30_1	If students aren't at school, it is difficult to administer WARNS
61	Q30_1	if the student is truant and doesn't come it is hard to assess them
62	Q30_1	Students are not able to take the WARNS on a Chromebook
67	Q30_1	I did not have access to the system
72	Q30_1	The barriers that I foresee next year is the time piece when assessing students using WARNS. To set up each kiddo it's a process and then having the time to address some of the results when there is a lack of support or resources to truly meet the needs of the kids that are being assessed.
73	Q30_1	This year our school is under construction and we did not have the proper space or time to adequately discuss the results with students.
75	Q30_1	Not being able to use the online portal. My district will not support JAVA I have reached out to IT and they said no.

CaseID	Variable	Comment
78	Q30_1	I have not been trained despite many requests for additional support
79	Q30_1	Counselor time.
81	Q30_1	Haven't been trained and unaware of the program
89	Q30_1	the only barrier is if the student never shows up. I can typically catch them on the rare occasion they do show.
90	Q30_1	The barrier I have is the parent permission slip.
92	Q30_1	having the student present to administer
95	Q30_1	Lots of work with little follow through from JJC/ Students/Families
106	Q30_1	time
116	Q30_1	only that the student is not attending, so it can be hard to pull them out of classes to complete the warns.
120	Q30_1	It would be helpful if something was done on the court services side of truancy.
121	Q30_1	Time, staff
124	Q30_1	Time- counselor student ration are too big. Makes it hard to find time to assess then reasses.
125	Q30_1	Time, I am the only school counselor to 470 students. I also am the Mckinney Vento Coordinator, Foster Care Liaison, Bite 2 go Coordinator and 504 coordinator. Where is the time to use WARNS more than absolutely necessary to help truancy?
131	Q30_1	I have not been trained
135	Q30_1	Connecting up with a student to complete the WARNS.
137	Q30_1	Have more immediate support to utilize the program
139	Q30_1	We would have done MANY more this year, but haven't had time to call all the students down.
143	Q30_1	Lack of adult willingness by Counselors
144	Q30_1	Time
146	Q30_1	Time and student actually being here. A person to provide it.
150	Q30_1	Absent parent/guardians who we can't get a hold of, won't return calls, or don't want their students assessed.;The aforementioned need for a menu of interventions that are specifically tied to WARNS specific outcomes
151	Q30_1	too many students are going to be high risk due to lives.
157	Q30_1	Lack of School participation
159	Q30_1	Getting the kid who is absent to school to do the WARNS, sometimes.
162	Q30_1	Student refusal to participate
164	Q30_1	Student attendance, time and resources
167	Q30_1	Time and lack of space. I work in the front office and am unable to provide a secure space myself. I do review and verify they've been done but do not administer myself.

CaseID	Variable	Comment
29	Q31_9	None of the above as it is only used for compliance with respect to truancy.
30	Q31_9	Counseling staff make these decisions
34	Q31_9	None
36	Q31_9	Will probably use in grant applications but have not yet done it.
39	Q31_9	The district does not use the data.
46	Q31_9	We do not use the WARNS for these purposes.
55	Q31_9	No other use
66	Q31_9	Just truancy
67	Q31_9	none
71	Q31_9	I have not been given direction as to how we move forward with WARNS data.
76	Q31_9	Reporting in truancy court
81	Q31_9	Not used before
90	Q31_9	Reporting to my principal and one district personnel.
93	Q31_9	Still learning to use the data and the program. I definitely can see how the data is useful.
101	Q31_9	I don't understand this question.
102	Q31_9	I'm not sure
105	Q31_9	It is used to correlate against the work we are doing with MTSS.
109	Q31_9	None.
115	Q31_9	No, I didn't realize we could! This is great information to know.
121	Q31_9	no
135	Q31_9	I am not sure on how or where this information is used for data.
136	Q31_9	NO
144	Q31_9	None
162	Q31_9	I have not used our building's data for district level objectives, data has been used for individual intervention plans
169	Q31_9	We have not utilized it in that way.
90	Q33_4	I was the new user of the WARNS this year. I found it helpful.
120	Q33_4	I used it to learn
101	Q35	It would be great to have a video on a follow-up after administering the WARNS.
29	Q36_5	Dean of Students
30	Q36_5	In School Intervention Para
36	Q36_5	Case Manager/ Instructor
38	Q36_5	Intervention and Prevention Specialist
41	Q36_5	Social worker
44	Q36_5	District Attendance Support Specialist
48	Q36_5	Intervention Specialist

CaseID	Variable	Comment
53	Q36_5	Director
54	Q36_5	Dean of Students
58	Q36_5	Director of Migrant and Bilingual Education
61	Q36_5	TOSA
63	Q36_5	Director of Teaching & Learning
64	Q36_5	Intervention Specialist
66	Q36_5	Superintendent
82	Q36_5	Executive director of student support
83	Q36_5	School Psychologist
84	Q36_5	behavior and social emotional
90	Q36_5	Student Assistance Counselor/Prevention Intervention Specialist.
95	Q36_5	Program Director
98	Q36_5	STUDENT INFORMATION SYSTEM/ASSESSMENT ANALYST
103	Q36_5	Student Support Advocate
106	Q36_5	School social worker
110	Q36_5	District Attendance Support Specialist
112	Q36_5	Family Engagement & Student Success Specialist
113	Q36_5	Prevention Intervention counselor
116	Q36_5	Executive Assistant for Student Support Services, (Special Ed, 504, Homeless, Foster Care, BECCA, ELL, LAP, Title, District Safety)
128	Q36_5	Dean of Students
129	Q36_5	Dean of Students
134	Q36_5	Academic counselor
135	Q36_5	Teacher / Advocate / Counselor
144	Q36_5	Attendance team
151	Q36_5	case manager
155	Q36_5	Dean of Students
161	Q36_5	Student & Family Advocate
162	Q36_5	school social worker/ counselor
167	Q36_5	Discipline Secretary
33	Q41	if you have a refresher course I would like to take it
67	Q41	none
99	Q41	NA
101	Q41	This is only a comment. Most of the students that we administer the WARNS usually are students that are more likely to be referred to counseling teams, it would make sense that counseling teams to lead and administer the assessments for our students. Thank you.
112	Q41	Thank you!
113	Q41	Thank you.

CaseID	Variable	Comment
125	Q41	I learned there are a lot of other ways to use WARNS than I had assumed.
139	Q41	Thank you - This was my first year using WARNS and I look forward to learning more and using it more effectively.
149	Q41	I would like to know how I can use this system better. Where would I find those resources?