



Washington State University

The 2024 WARNS User Survey

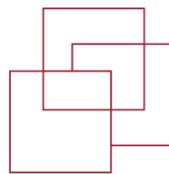
June 2024

Bruce W. Austin, MS, MA, Research Associate Professor

Laura Pires Gifford, Graduate Research Assistant

Brian F. French, Ph.D., Regents Professor

The Learning and Performance Research Center



L P R C

Learning and Performance Research Center

P.O. Box 2136 | Washington State University | Pullman, WA 99164-2136

Telephone: (509) 335-8584

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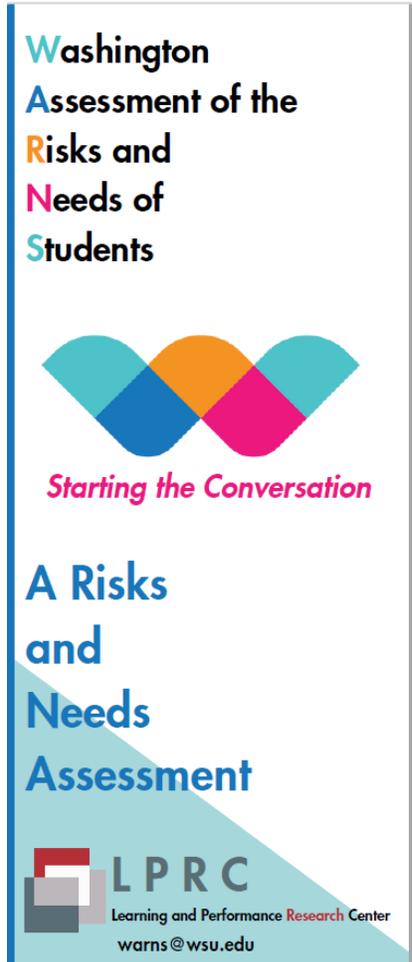
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Please visit our website at WARNS.WSU.EDU for additional information.

Executive Summary

- Title:** 2024 WARNS User Survey
- Objectives:** The objective of this survey was to collect information to help the WSU WARNS team assess the current youth school absenteeism environment faced by school districts, courts, and youth services providers who are addressing truancy and chronic absenteeism, in Virginia, Minnesota, Wisconsin, and Washington states. The WSU team also wished to assess updates and improvements to the WARNS online platform resulting from our Institute of Education Sciences (IES) grant award in July 2021. Updated from previous User Surveys, responses from the 2024 panel will help the WSU WARNS team
- Methods:** On May 1, 2024, a 42-item web survey was implemented, based on prior years' surveys. Items sought to measure use of the online platform, including new features such as *Assessment Links* and *Vignettes*, as well as current needs and barriers faced by our subscribers. All 889 WARNS users from 152 subscribing organizations across four states were contacted by email to complete the survey. The survey closed on June 3, 2024.
- Results:** A total of 224 individuals provided responses to four or more questions with 198 cases considered to be fully completed. Responses were largely positive, generally emphasized the ease-of-use of the WARNS online system, and indicated positive acceptance of new platform features. Primary concerns noted by respondents continue to be the lack of funding and adequate community resources for responding to the causes of absenteeism, and a lack of time and staffing for working with students. Additional concerns include a lack of user knowledge about new platform features, such as *Assessment Links* and *Vignettes*, that are available to address problems previously identified by users.
- Dates:** May 1 to June 3, 2024
- Contact:** Brian F. French and Laura Pires Gifford
The Learning & Performance Research Center
Washington State University
Pullman, WA 99164

Acknowledgements



The Washington Assessment of the Risks and Needs of Students (WARNS) and all related products were made possible with the generous support of the *John D. and Catherine T. MacArthur Foundation* and the *WSU College of Education High-Risk / High-Reward* grant. As the lead entity for the *Models for Change* initiative in *Washington State*, the *Center for Children and Youth Justice* has provided valuable assistance and guidance for the duration of the entire WARNS project.

We also wish to acknowledge the U.S. Department of Education Institute of Education Sciences for awarding WSU a 1.4-million-dollar grant in 2021 for the further refinement and development of the WARNS assessment and online 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

Bruce W. Austin, Research Associate Professor

Laura Pires Gifford, Graduate Research Assistant

Dr. Brian F. French, Regents Professor and LPRC Director



1.

Administration

Background

The Washington Assessment of the Risks and Needs of Students (WARNS) was implemented in the state of Washington in September 2017. By early 2024, **152** school districts, juvenile courts, and other youth service providers in Washington, Minnesota, Virginia, and Wisconsin had purchased subscriptions to the high school and middle school assessments for use in **388** individual schools or organizations. At the time of the implementation of the 2024 User survey, a total of **889** users were registered in the WARNS online system.

Prior to the 2024 User Survey, in January of 2023, we implemented 16 test items for the high school WARNS. In the Fall of 2023, we also implemented 10 test items for the middle school version. All test items included a vetted Spanish translation. The new Vignettes became available in the Fall of 2023 and included multiple stories for each of the six WARNS Domains that counselors can make use of in their discussions with their youth. Additionally, the training videos were completely revised to reflect the new WARNS online platform. Finally, our [WARNS.wsu.edu](https://warns.wsu.edu) information website was revised and updated to current WSU branding standards and provided a more user-friendly and streamlined approach for interested stakeholders to learn about the WARNS assessment.

With these developments in mind, the 2024 WARNS User Survey was significantly revised to include new questions and to remove outdated and low performing items. By May of 2024, the updated User Survey was completed, and the online instrument was released for data collection.

Lastly, in the spring of 2024, the WSU WARNS team neared completion their third year of work on the U.S. Department of Education Institute of Education Sciences (IES) grant award. This work on the refinement and continued development of the WARNS assessment, has proceeded on schedule and without any major problems or barriers.

Objectives

The objective of the 2024 WARNS User Survey was to collect information from current users of the WARNS online assessment system. The WSU WARNS team sought to assess how the WARNS system was addressing the needs of school districts and youth service providers 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 online 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 grant. The survey responses will help the team understand how to further 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 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. Use of the new Vignettes feature.
10. Availability of community resources for interventions.
11. User and organizational demographics.

Population

The population for the survey consisted of the **889** registered users in the WSU WARNS online system as of the Spring of 2024. Users and organizations were located in the states of Washington, Minnesota, Virginia, and Wisconsin and consisted of school districts, judicial

organizations, and youth service providers. The vast majority of our users (~90%) work for school districts, while the remainder work for courts and youth service providers.

2.

Implementation

Contacts

The LPRC contacted all 889 WARNS users on **May 1, 2024**, inviting them to complete the survey and informing them of the details 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 13**. The survey was closed to data collection on **June 3, 2024**.

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 3, 2024, 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

A total of **264** individuals accessed the WARNS User Survey. Of those, **224** individuals provided responses to four or more questions. Of the **224** responding cases, **198** are considered fully completed cases with the remaining **26** considered partial completes.

The response rate is the ratio of completed and partially completed surveys to the total survey sample of **889** (i.e., 224/889).

The final response rate for the 2024 User Survey was: **25.2%**.

3.

Results

Summary of Assessment Data

Since the inception of the WSU WARNS system on August 15, 2017, nearly 28,000 high school and middle school assessments have been performed across more than 300 individual schools or organizations by subscribing districts and youth service providers in the states of Washington, Virginia, Minnesota, and Wisconsin. 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 Version.

Version	Total Assessments	Percent
High School	19733	71%
Middle School	8213	29%
Total	27946	

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 are general to any assessment and surrounding system in place. The WSU WARNS team does its best to attend to comments about WARNS where adjustments to the system are possible.

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

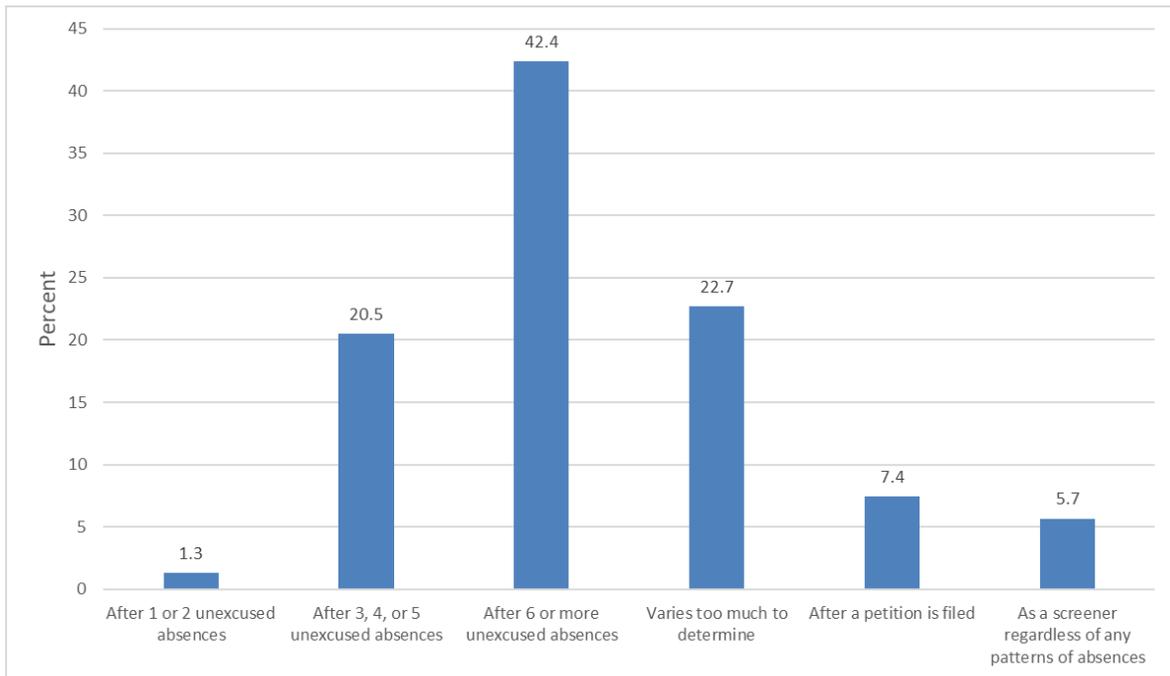
	Frequency	Percent
None	43	17.8%
1 to 10	91	37.6%
11 to 30	62	25.6%
31 to 50	17	7.0%
51-100	14	5.8%
More than 100	15	6.2%
Total	242	100.0%

About half of our respondents (44.6%) reported having completed more than 10 assessments with a small percentage (6.2%) reporting that they have completed more than 100. The percentage of respondents who reported completing no assessments (17.8%) corresponds to the proportion of school administrators (principals and vice-principals). One goal of the WARNS assessment is to help inform school administrations about the details and extent of youth experiencing truancy.



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	1.3%
After 3, 4, or 5 unexcused absences	47	20.5%
After 6 or more unexcused absences	97	42.4%
Varies too much to determine	52	22.7%
After a petition is filed	17	7.4%
As a screener regardless of any patterns of absences	13	5.7%
Total	229	100.0%

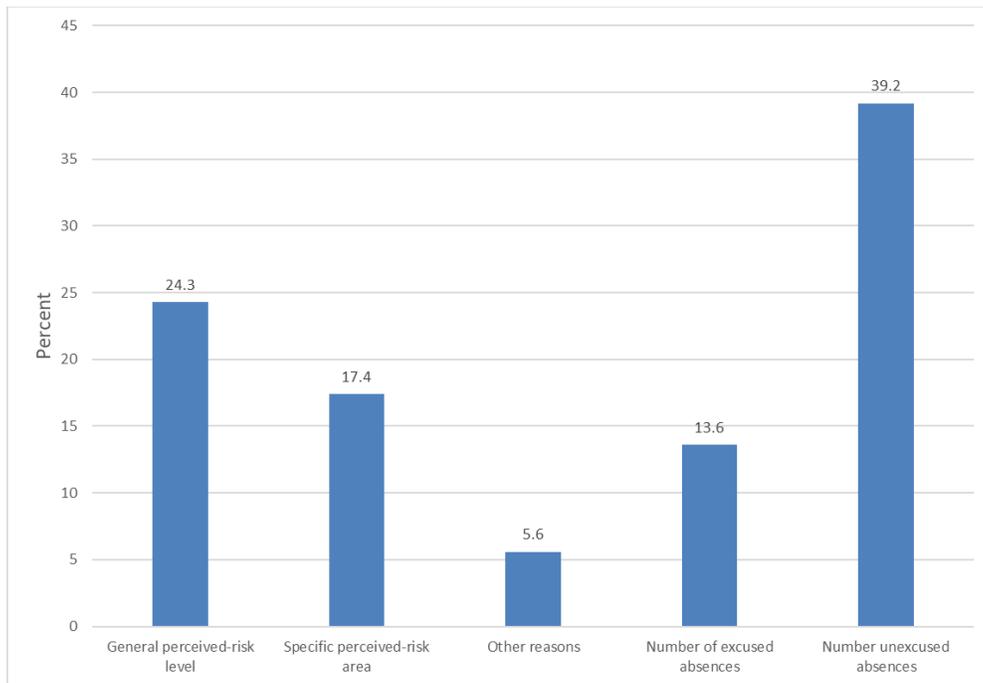


Most respondents (42.4%) reported using the assessment after a student passed a threshold of six or more unexcused absences. Nearly 6% percent reported using the WARNS as a screener regardless of any pattern of absences.



Q4 What other factors determine whether a youth takes the WARNS? (please select all that apply)

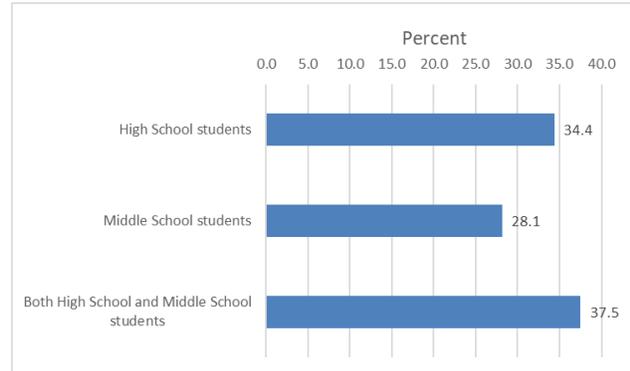
	Frequency	Percent
General perceived-risk level	109	24.3%
Specific perceived-risk area	78	17.4%
Other reasons	25	5.6%
Number of excused absences	61	13.6%
Number unexcused absences	176	39.2%
Total	449	100.0%



While the number of school excused and unexcused absences were the most common factors to trigger the WARNS assessment of a youth, 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, as part of a referral process to a community prevention program, and overall academic concerns.

Q5 Are you using the WARNS for youth in high school, middle school, or both?

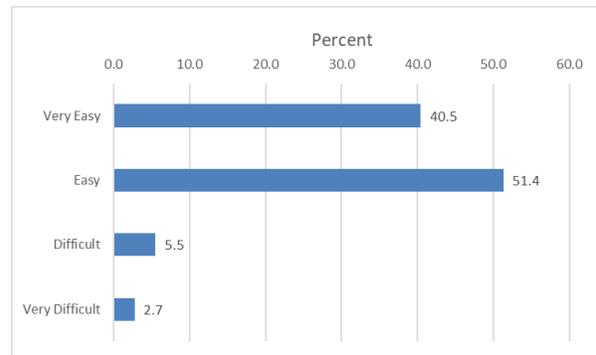
	Frequency	Percent
High School	77	34.4%
Middle School	63	28.1%
Both	84	37.5%
Total	224	100.0%



About 38% of respondents reported using both the high school and middle school assessments. The remaining 62% used the high school or middle school assessment only.

Q6 On average, how easy is it for you and/or your staff to assess a youth using the online WARNS instrument?

	Frequency	Percent
Very Easy	89	40.5%
Easy	113	51.4%
Difficult	12	5.5%
Very Difficult	6	2.7%
Total	220	100.0%



As in previous years, questions about the overall use of the WARNS system continued to reflect the ease of use of the online system. About 92% of respondents indicated that the WARNS online assessment was *easy* or *very easy* to use. 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.

Q8 Have you administered the Spanish translation of the High School or Middle School WARNS?

	Frequency	Percent
Yes	25	11.3%
No	197	88.7%
Total	222	100.0%

Q9 How easy was it to make use of the Spanish version of the WARNS Report?

	Frequency	Percent
Very Easy	8	34.8%
Easy	14	60.9%
Difficult	1	4.3%
Very Difficult	0	0.0%
Total	23	100.0%

Despite the demand for the Spanish translation, on 11.3% of respondents report using the translation with their youth. Still, about 96% of them indicated that it was easy to administer the Spanish version. As one user noted, “It was easy, translations were easy to understand and students knew what they were being asked.”

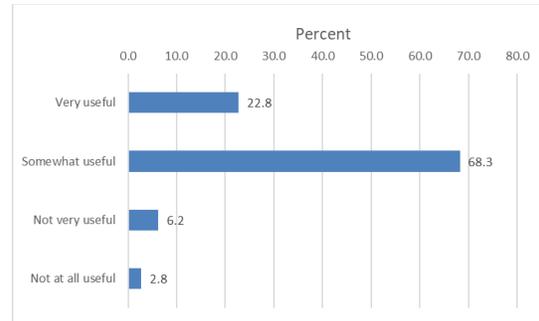
Q11 Are you discussing the WARNS results with the youth you assess?

	Frequency	Percent
Yes	145	67.1%
No	71	32.9%
Total	216	100.0%

Over two-thirds of respondents (67.1%) reported that they discussed the WARNS results with their youth. It is problematic, however, that about one-third of users indicated that they are not discussing results. This lack of discussion is about the same as the proportion of respondents in the 2022 User Survey who reported 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.

Q12 How useful have your discussions of results been with the youth you have assessed?

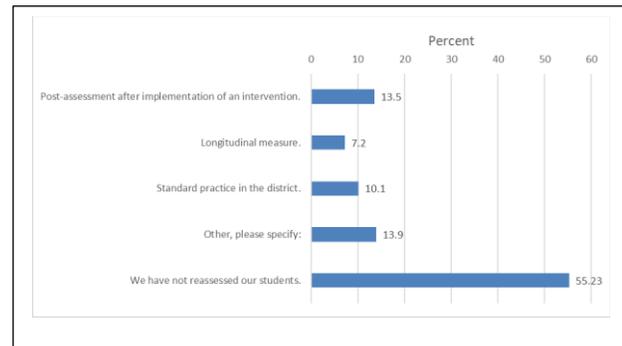
	Frequency	Percent
Very useful	33	22.8%
Somewhat useful	99	68.3%
Not very useful	9	6.2%
Not at all useful	4	2.8%
Total	145	100.0%



For those respondents discussing results with their students, about 91% indicated that the discussion was *somewhat or very useful*. This level was up from previous years. Comments highlighted that the assessment helps start crucial conversations, aids in identifying areas of concern, and fosters relationships with students. One user noted that “It helps to ask questions around the answers they provided. It gives me insight in situations that maybe I had not realized were occurring.” Another comment highlighted that “some of the issues that the WARNS is documenting have come up in conversations with youth. The WARNS is giving us a centralized place to document the things we’ve been piecing together and have a more direct discussion with the youth about the things they’ve identified.” Other respondents shared that student receptivity to and honesty on the assessment were the biggest barriers in regard to the usefulness of the results.

Q14 Under what circumstances do you reassess a youth? (Please check all that apply)

	N	Percent
Post-assessment after implementation of an intervention.	32	13.5%
Longitudinal measure.	17	7.2%
Standard practice in the district.	24	10.1%
Other, please specify:	33	13.9%
We have not reassessed our students.	131	55.3%
Total	237	100.0%



Over 55% of respondents indicated that they do not reassess their students. Besides reassessing after implementation of an intervention, those who do reassess indicated in the comments that reassessment is beneficial for monitoring progress and revising intervention strategies. Users reported conducting reassessments at fixed intervals. One user highlighted, "re-assessment after 90 days, if problems continue." If persistent issues are noted,

reassessments are conducted, as another user stated, "If students continue to have unexcused absences then we will make additional plans to address the issue with the student/family."

Q15 Have you identified interventions for youth based on the WARNS results?

	Frequency	Percent
Yes; (if yes, approximately how often over the last year?)	138	65.4%
No, please comment:	73	34.6%
Total	211	100.0%

About two-thirds of respondents (65.4%) indicated that they have been able to identify interventions for their students. One user highlighted its usefulness, saying, "The WARNS is great to see where they are struggling the most and once a counselor meets with them and shares the results, then they will decide which resource they should use to best support our student." Challenges reported included a need for more structured and evidence-based intervention practices. Practical obstacles such as time constraints, delegation of duties, and lack of resources may also hinder the application of the assessment's results. One user mentioned, "We try to have a referral to a community resource after each WARNS assessment. Sometimes there are not adequate resources available"

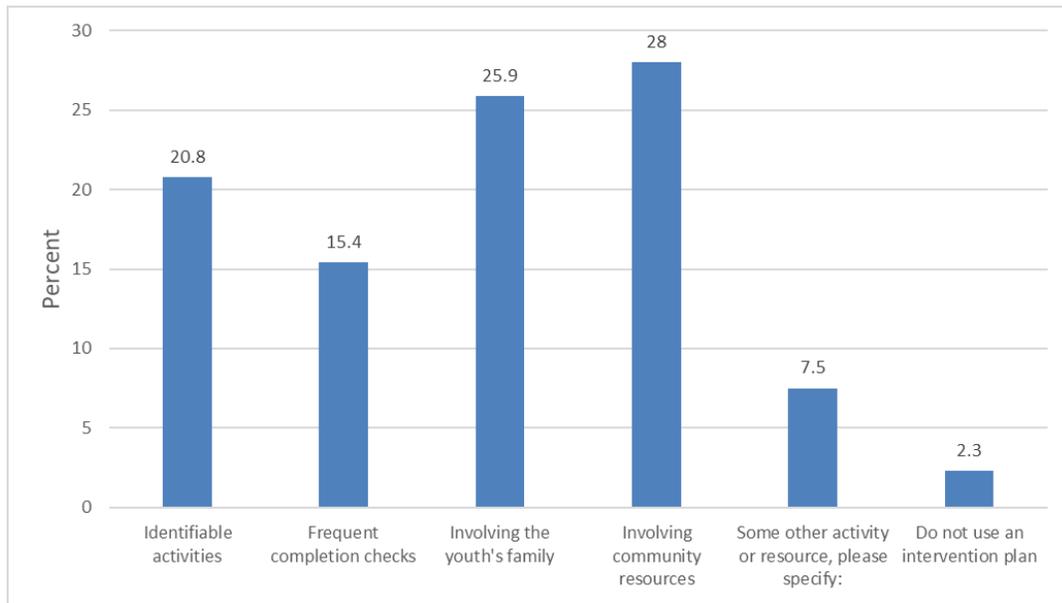
Q16 Do you develop or use an intervention plan with the youth after the assessment?

	Frequency	Percent
Yes, always.	44	20.6%
Sometimes, depending on their risk levels.	128	59.8%
No, never.	42	19.6%
Total	214	100.0%

About 80% of respondents indicated that they develop an intervention plan after administering the assessment, either *always* or *depending on the youth's 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.).

Q18 If you use an intervention plan, does it typically involve the following: (Please check all that apply)

	Frequency	Percent of cases
Identifiable activities	89	20.8%
Frequent completion checks	66	15.4%
Involving the youth's family	111	25.9%
Involving community resources	120	28%
Some other activity or resource, please specify:	32	7.5%
Do not use an intervention plan	10	2.3%
Total	428	100.0%



About half of respondents indicated that intervention plans often involved family and community resources when they were available. About 21% also indicated identifiable activities. Specific activities mentioned included check-ins with counselors or school therapists and referrals to specialized services, including mental health, substance abuse treatment, and other external supports.

Q19 Are intervention plans ever limited or not practical due to a lack of community resources (e.g., school personnel, technology or infrastructure, local community partnerships, state-wide partnerships, etc.)?

	Frequency	Percent
Yes	131	64.5%
No	72	35.5%
Total	203	100.0%

Over 60% of respondents indicated that intervention plans were limited or not practical due to a lack of community resources. The comments revealed various challenges, but the most common were the lack of community resources, particularly in rural areas. One user identified, "I work in a small rural district and it is difficult at times to connect our students to the appropriate community resources, such as MH and D&A resources." Another significant hurdle is the scarcity of mental health and substance abuse services. As one respondent elaborated, "We have a very difficult time connecting students to mental health and substance use treatment resources. There's just not a lot available and then transportation becomes an issue." Furthermore, respondents pointed out specific challenges with family engagement in interventions, limited resources for homeless youth and housing options, and school personnel constraints. As one user noted, "Limited school personnel and the overwhelming responsibilities they face hinder effective intervention."

Respondents were also asked to rank the most frequently identified interventions for the youth in their service area. The table below indicates the level of rankings by the respondents. For example, Mental Health Counseling was ranked as the #1 most frequently identified intervention for youth by 46.6% of respondents, while only 0.5% ranked that resource as the 8th most frequently identified intervention. Overall, the resources ranked in the top three by the most respondents included *Mental health counseling* (82%), *Academic support* (70.4%), and *Substance abuse services* (46.6%).

Q21 Please rank which community resources are most frequently identified for your youth in your service area.
Rank by entering a number from 1 to 8 where 1 means most frequently identified. Boxes may be left blank if the resource is not available.

Rank	Academic support	Substance abuse services	Mental health counseling	Career counseling	Social	Family services	Spiritual / religious	Some other resource
1	33.0%	9.2%	46.6%	1.5%	4.4%	8.7%	0.0%	2.4%
2	20.9%	16.5%	28.6%	4.4%	6.8%	8.3%	0.0%	1.0%
3	16.5%	20.9%	6.8%	2.4%	9.2%	20.4%	1.0%	1.9%
4	5.3%	10.7%	3.9%	6.8%	21.4%	16.5%	1.9%	2.4%
5	3.9%	11.7%	0.5%	9.2%	13.1%	9.7%	2.9%	0.5%
6	1.9%	3.9%	1.9%	18.9%	3.9%	6.8%	6.8%	1.9%
7	0.5%	3.9%	1.5%	6.8%	1.5%	1.9%	20.9%	3.9%
8	1.5%	1.5%	0.5%	1.5%	0.5%	0.5%	9.2%	11.7%

Q23 Are there any barriers to your use of the WARNS?

	Frequency	Percent
Yes	71	35.0%
No	132	65.0%
Total	203	100.0%

Two-thirds of respondents indicated that there were no barriers to their use of the WARNS. However, 35% did indicate that there were. Comments indicated that among

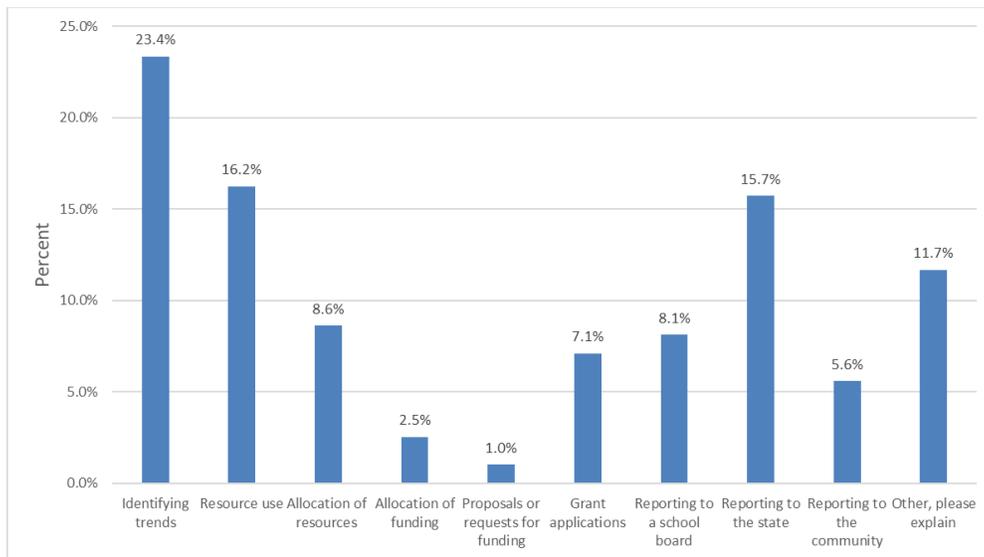
the major barriers to the use of WARNS included challenges in administering the assessment to chronically absent students, and lack of adequate time and staff to administer the assessment and follow-up.

WSU has responded to absenteeism as a barrier to administration of the WARNS by implementing the *Assessment Links* feature in the WARNS online platform. The *Assessment Links* feature allows WARNS administrators to define a set link to the assessment that can be shared with a youth. The youth may then click on the link, either in an email or on an organization’s website, to complete the assessment – all the youth needs to do is enter their personal ID number. After completion of the assessment, the counselor can then complete the processing of the youth’s responses and generate a WARNS report. Further information on the *Assessment Links* feature is presented below.

This feature has been positively received by users for its utility and accessibility. Users appreciated the flexibility it offers in terms of assessment timing, as one user noted, "It's nice to be able to have a student use their Chromebook and to be able to do the assessment at a better time for them." Another user found it beneficial for ease of access, stating, "We have an assessment link created for each school and added to their school website for ease of taking the WARNS survey." The feature also facilitates direct student participation, as highlighted by a user who shared, "When assessing a student in my office I used the link to send them the assessment to their email account."

Q24 Beyond the individual use of WARNS results, have you made use of aggregated WARNS data for any of the objectives below. (Please check all that apply)

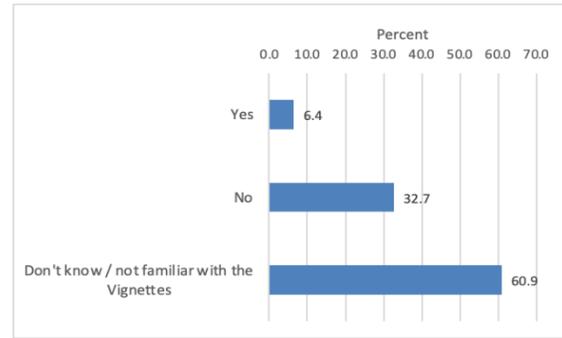
	Frequency	Percent
Identifying trends	46	23.4%
Resource use	32	16.2%
Allocation of resources	17	8.6%
Allocation of funding	5	2.5%
Proposals or requests for funding	2	1.0%
Grant applications	14	7.1%
Reporting to school board	16	8.1%
Reporting to the state	31	15.7%
Reporting to the community	11	5.6%
Other	23	11.7%
Total	197	100.0%



Respondents reported various uses for aggregated WARNS results providing evidence for the versatility of the data beyond the direct use of helping individual youth. The most common uses included Identifying trends (23.4%), Resource Use (16.2%), and Reporting to the State (15.7%). Most comments for the “Other” category indicated that while many have not yet used the data for purposes beyond those listed, there is an intention to leverage it for funding and reporting to schools and communities. As one respondent shared, "we hope to utilize in the future for funding - reports to the schools and community."

Q25 Have you or any individuals in your organization used the new Vignettes feature in the WARNS platform?

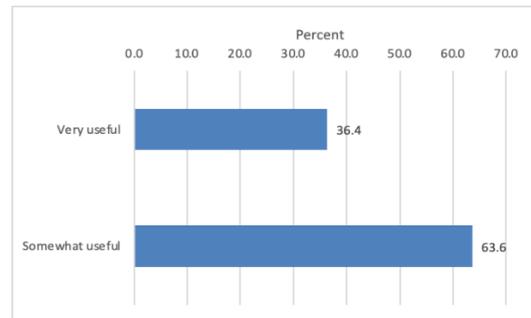
	Frequency	Percent
Yes	13	6.4%
No	66	32.7%
Don't know / not familiar with the Vignettes	123	60.9%
Total	202	100.0%



The respondents indicated that only a small portion of them, 6.4%, have used the Vignettes feature, and 32.7% stated that they have not used the feature. The majority, 60.9%, were not familiar with the Vignettes feature.

Q26 How useful have the vignettes been in discussions with the youth you assess?

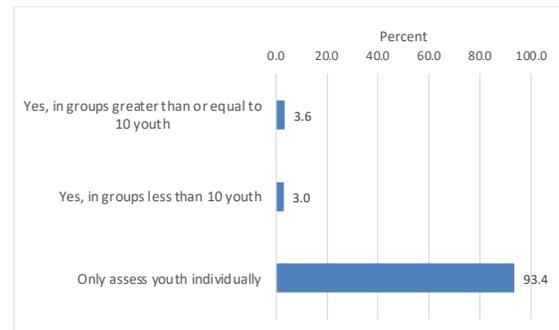
	Frequency	Percent
Very useful	4	36.4%
Somewhat useful	7	63.6%
Not very useful		
Total	11	100.0%



The comments indicated that the vignettes are useful in providing a visual aid in family discussions. One user noted that “These vignettes have helped guide conversations. Also allows students to discuss the different outcomes or options of our choices without making the situation directly about themselves. This also allows staff to identify if students can problem solve appropriately and find solutions.”

Q28 Do you or anyone in your organization assess youth with WARNS in groups?

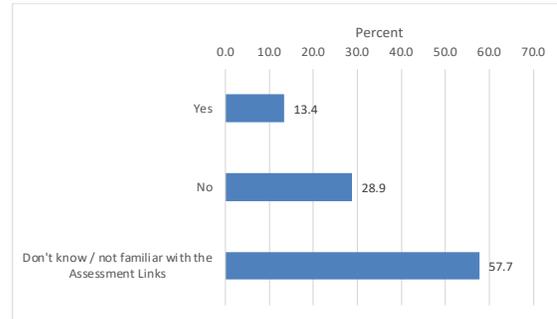
	Frequency	Percent
Yes, in groups greater than or equal to 10 youth	7	3.6%
Yes, in groups less than 10 youth	6	3.0%
Only assess youth individually	184	93.4%
Total	197	100.0%



The majority of respondents (93.4%) reported assessing youth individually. Only approximately 6% indicated that they assess youth in groups.

Q29 Have you or any individuals in your organization used the Assessment Links options in the online platform?

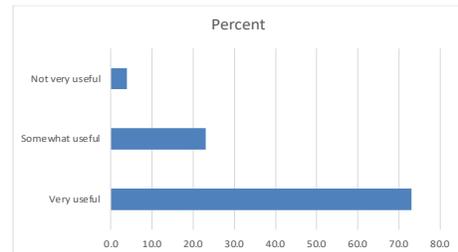
	Frequency	Percent
Yes	27	13.4%
No	58	28.9%
Don't know / not familiar with the Assessment Links	116	57.7%
Total	201	100.0%



Regarding the use of the Assessment Links feature on the online platform, only 13.4% of respondents confirmed they use it. Meanwhile, 28.9% stated they have not used this feature, and the majority (57.7%) were unfamiliar with Assessment Links.

Q30 How useful have the Assessment Links options been?

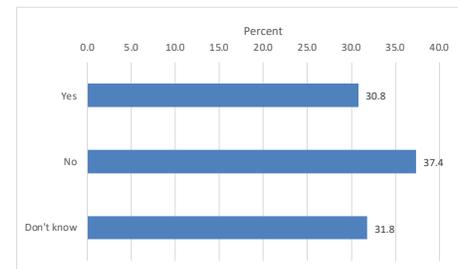
	Frequency	Percent
Very useful	19	73.1%
Somewhat useful	6	23.1%
Not very useful	1	3.8%
Total	26	100.0%



Out of those who have used the Assessment Links, 73.1% of respondents found the feature to be very useful, while 23.1% found it somewhat useful. Only a small percentage of 3.8% deemed it not very useful. This indicates a positive reception for the Assessment Links feature among users.

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

	Frequency	Percent
Yes	61	30.8%
No	74	37.4%
Don't know	63	31.8%
Total	198	100.0%

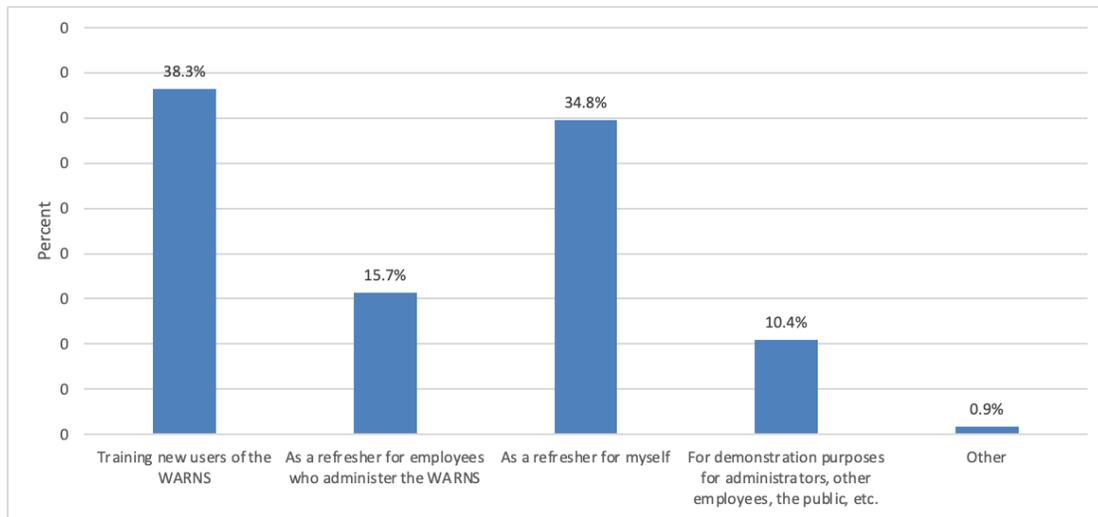


All Primary Users received the 30-minute Zoom/phone training in addition to training offered in the WARNS User Manual, and the online training videos. While it is the responsibility of the Primary User at each organization to train their individual users, we developed a series of training videos to assist with this task. The training videos allow new users to learn the WARNS online 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. Just over 30% of

respondents confirmed they have used the training videos available on the WARNS website, while approximately 37% have not. The remaining 31.8% were uncertain.

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

	Frequency	Percent
Training new users of the WARNS	44	38.3%
As a refresher for employees who administer the WARNS	18	15.7%
As a refresher for myself	40	34.8%
For demonstration purposes for administrators, other employees, the public, etc.	12	10.4%
Other	1	0.9%
Total	115	100.0%

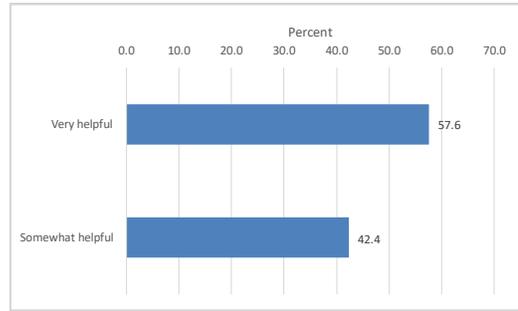


The training videos have been used primarily for training new users of the WARNS (38.3%), with a third of the users also using them for personal refreshers (34.8%). They were also utilized for refreshing employees administering the WARNS (15.7%) and as demonstration materials for various stakeholders (10.4%).



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

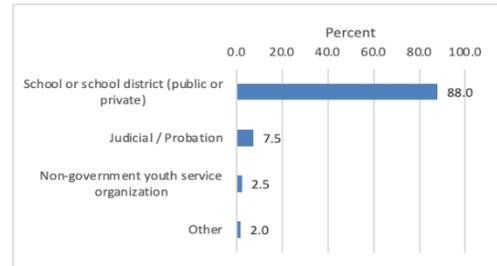
	Frequency	Percent
Very helpful	34	57.6%
Somewhat helpful	25	42.4%
Not very helpful	0	0.0%
Not at all helpful	0	0.0%
Total	59	100.0%



Approximately 57% of users found the training videos very helpful, while around 42% reported them to be somewhat helpful. No respondents indicated that the videos were not helpful. One user commented that “this was a great way to launch WARNS with our newer staff to our attendance team.”

Q36 What type of organization do you work for?

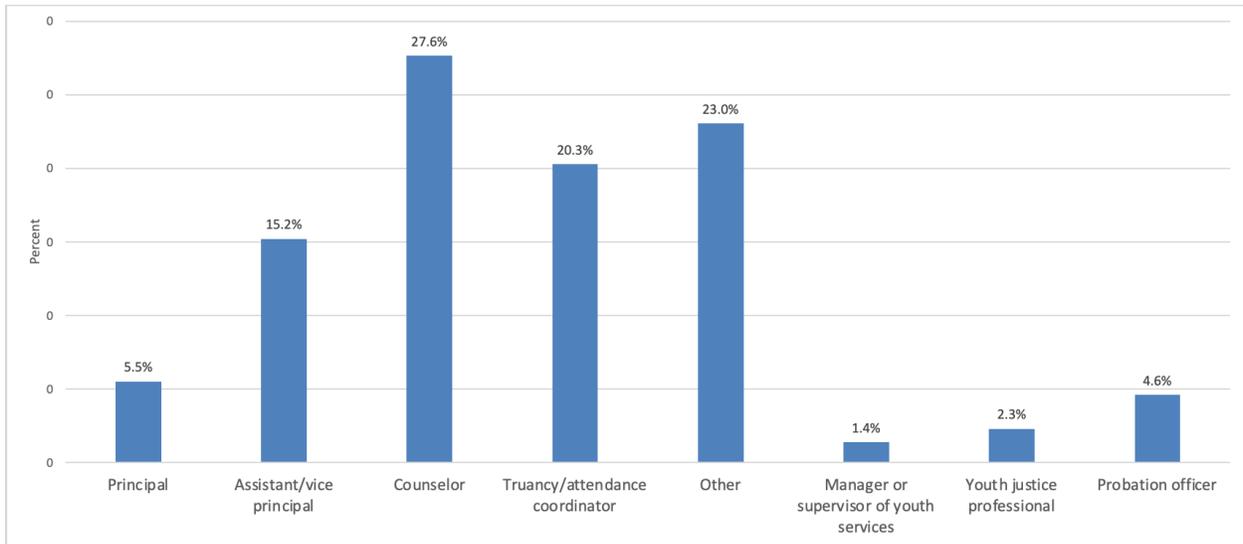
	Frequency	Percent
School or school district (public or private)	176	88.0%
Judicial / Probation	15	7.5%
Non-government youth service organization	5	2.5%
Other	4	2.0%
Total	200	100.0%



The majority of respondents (88%) work in schools or school districts, while a smaller percentage working in judicial/probation organizations (7.5%) and non-government youth service organizations (2.5%).

Q37 What is your position at your school or district? (please select all that apply)

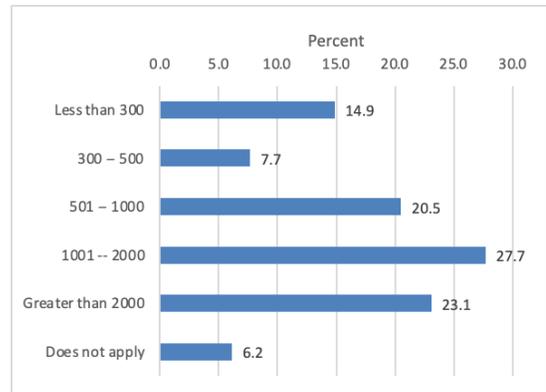
	Frequency	Percent
Principal	12	5.5%
Assistant/vice principal	33	15.2%
Counselor	60	27.6%
Truancy/attendance coordinator	44	20.3%
Other	50	23.0%
Manager or supervisor of youth services	3	1.4%
Youth justice professional	5	2.3%
Probation officer	10	4.6%
Total	217	100.0%



The most common roles among respondents were Counselor (27.6%) and Truancy/Attendance Coordinator (20.3%). The comments field produced a wide variety of additional position titles, including social workers, intervention specialists, and reengagement and graduation specialists.

Q38 What is the High School student population size of your district or service area (i.e. students in grades 9 - 12)?

	Frequency	Percent
Less than 300	29	14.9%
300 -- 500	15	7.7%
501 -- 1000	40	20.5%
1001 -- 2000	54	27.7%
Greater than 2000	45	23.1%
Does not apply	12	6.2%
Total	195	100.0%

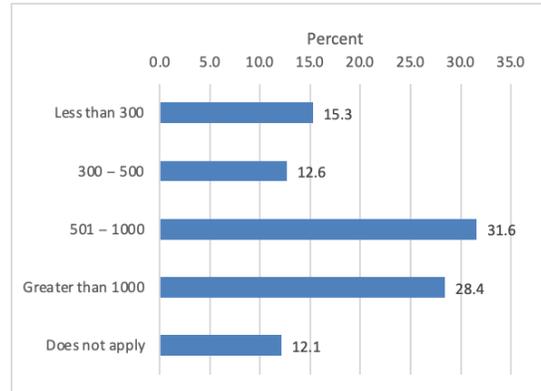


The majority of respondents served high school student populations between 501 - 2000 students (47.2%), with about 23% reporting populations less than 500 and 23% greater than 2000.



Q39 What is the Middle School student population size of your district or service area (i.e., students in grades 6 - 8)?

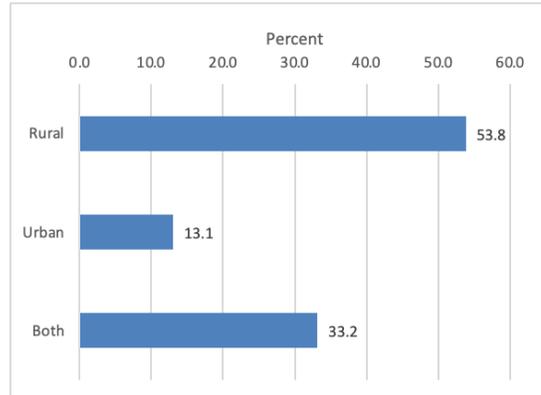
	Frequency	Percent
Less than 300	29	15.3%
300 -- 500	24	12.6%
501 -- 1000	60	31.6%
Greater than 1000	54	28.4%
Does not apply	23	12.1%
Total	190	100.0%



Most of the middle school users indicated that their student population sizes were between 501 - 1000 students (31.6%) or more than 1000 students (28.4%).

Q40 Does your organization serve a rural or urban population, or both?

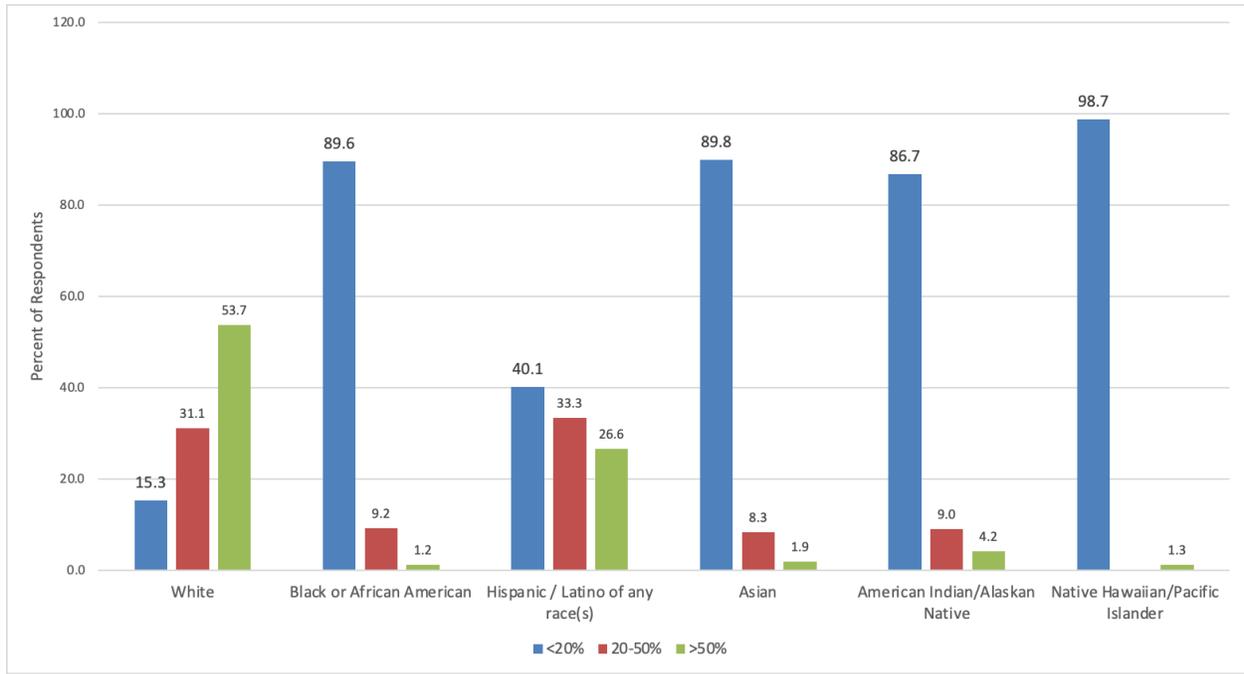
	Frequency	Percent
Rural	107	53.8%
Urban	26	13.1%
Both	66	33.2%
Total	199	100.0%



Most respondents' organizations served rural populations (53.8%), followed by both rural and urban populations (33.2%). Only 13.1% of respondents served solely urban populations.

Q41 What are the approximate youth race/ethnicity proportions within the area your organization serves?

Proportion	White	Black or African American	Hispanic / Latino of any race(s)	Asian	American Indian/Alaskan Native	Native Hawaiian/Pacific Islander
<20%	15.3%	89.6%	40.1%	89.8%	86.7%	98.7%
20-50%	31.1%	9.2%	33.3%	8.3%	9.0%	0.0%
>50%	53.7%	1.2%	26.6%	1.9%	4.2%	1.3%



Respondents reported race/ethnicity proportions for their schools. To illustrate, the three columns of the figure for White students indicate that 15.3% of respondents reported *less than 20%* of their student population was White, 31.1% of respondents reported *20-50%* of their student population was White, and 53.7% of respondents reported that *more than 50%* of their student population was White.

Q42 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 assessment and online platform. Some notable quotes from the respondents included:

“WARNS has been a great tool to use, it is easy and the staff that is an admin is very helpful if needed. I appreciate this program.”

“The WARNS is an easy to use tool that has helped our students identify potential concerns that lie within a student and his school and home surroundings. It has been used often in our district.”

““This would be a great assessment for ALL students to do in the beginning of the year. The reason is because students do hide a lot of emotions and there are some that may not seem like they are struggling. Some students have great grades and show zero signs of anxiety, depression, or worries. This would help the counselor track students who may need more than a counselor such as a therapist or a drug and alcohol specialist and lead them to the correct resource for them. Mental health is bigger as we know and students carry a lot on their plate. Some taking on bigger responsibilities such as caring for younger siblings, or taking on a parent role due to one parent out of the picture. Some are working to provide for their family. Focusing on students' mental health is the start to a student's growth/journey and I believe the WARNS has helped in many areas. I would love to see this in the beginning of the year and that data would be used to see how our district can support by bringing more mental health specialists and/or counselors.”

“When I get a chance to sit with a student and go through the assessment I am able to have valuable conversations with them. My biggest struggle is that I often use the tool as a risk assessment for students with chronic absenteeism. And, for many of those students, it's difficult for me to get them to the school to go through the assessment. Many of these families also do not open their door to me or answer my phone calls, so I am not able to issue the assessment outside of school hours.”

“This tool has been so useful in our district! Thank you for all the great work you have put into it!”

“Can navigate very easily, students understand”

“Great tool to identify barriers, aces. Provides an insight for the student and staff.”

“When I have used WARNS, it has been a helpful tool to use with students. Sometimes the students feel that the questions are super repetitive. Having an online resource makes it easy for staff and students. Thank you!”

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

WARNS User Survey 2024

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 10-15 minutes** to complete approximately 40 questions. **Your responses are anonymous** 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 youth 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 to 100 (4)
- More than 100 (6)

Q3 What is the most common point in the truancy process at which a youth 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 a youth takes the WARNS? (Please select all that apply)

- Number of excused absences (4)
 - Number unexcused absences (5)
 - General perceived-risk level (1)
 - Specific perceived-risk area (e.g., aggression, depression, substance abuse, etc.) (2)
 - Other reasons, please specify: (3)
-

Q5 Are you using the WARNS for youth in high school, middle school, or both?

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

Q6 On average, how easy is it for you and/or your staff to assess a youth using the online WARNS instrument?

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

Q7 Please provide comments on the ease of assessing youth using the online WARNS instrument:

Q8 Have you administered the Spanish translation of the High School or Middle School WARNS?

- Yes (1)
- No (2)

Skip To: Q11 If Have you administered the Spanish translation of the High School or Middle School WARNS? = No

Q9 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)

Q10 Please provide any comments on using the Spanish version of the WARNS Report.

Q11 Are you discussing the WARNS results with the youth you assess?

- Yes (1)
- No (2)

Skip To: Q14 If Are you discussing the WARNS results with the youth you assess? = No

Q12 How useful have your discussions of results been with the youth you have assessed?

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

Q13 Please provide any comments on how useful your discussions have been:

Q14 Under what circumstances do you reassess a youth? (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)

Q15 Have you identified interventions for youth based on the WARNS results?

- Yes; (if yes, approximately how often over the last year?) (1)

- No, please comment: (2)

Q16 Do you develop or use an intervention plan with the youth after the assessment?

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

Skip To: Q19 If Do you develop or use an intervention plan with the youth after the assessment? = No, never

Q17 If "Yes" or "Sometimes", please indicate approximately how many intervention plans you have developed within the last year.

Q18 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 youth's family (3)
- Involving community resources (4)
- Some other activity or resource, please specify: (5)

- Do not use an intervention plan (6)

Q19 Are intervention plans ever limited or not practical due to a lack of community resources (e.g., school personnel, technology or infrastructure, local community partnerships, state-wide partnerships, etc.)?

- Yes (1)
- No (2)

Q20 Please comment:

Q21 Please rank which community resources are most frequently identified for your youth in your service area.

Rank by entering a number from 1 to 8 where 1 means most frequently identified. Boxes may be left blank if the resource is not available.

- _____ 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)

Q22 There are NO community resources available to us.

- None available (1)

Q23 Are there any barriers to your use of the WARNS?

- Yes, please comment: (1)

- No (2)

Q24 Beyond the individual use of WARNS results, have you made use of aggregated WARNS data for any of the 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 a school board (7)
 - Reporting to the community (10)
 - Reporting to the state (e.g., county, judicial system, state government) (8)
 - Other, please explain (9)
-

Q25 Have you or any individuals in your organization used the new Vignettes feature in the WARNS platform?

- Yes (1)
- No (2)
- Don't know / not familiar with the Vignettes (3)

Skip To: Q28 If Have you or any individuals in your organization used the new Vignettes feature in the WARNS plat... != Yes

Q26 How useful have the Vignettes been in discussions with the youth you assess?

- Very useful (1)
- Somewhat useful (2)
- Not very useful (3)

Q27 Please comment on how helpful the Vignettes have been.

Q28 Do you or anyone in your organization assess youth with WARNS in groups?

- Yes, in groups greater than or equal to 10 youth (1)
- Yes, in groups less than 10 youth (2)
- Only assess youth individually (3)

Q29 Have you or any individuals in your organization used the Assessment Links options in the online platform?

- Yes (1)
- No (2)
- Don't know / not familiar with the Assessment Links (3)

Skip To: Q32 If Have you or any individuals in your organization used the Assessment Links options in the online... != Yes

Q30 How useful have the Assessment links options been?

- Very useful (1)
- Somewhat useful (2)
- Not very useful (3)

Q31 Please comment on how you have made use of Assessment Links.

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

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

Display This Question:

If Have you or any individuals in your organization used the training videos available at our inform... = 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 Have you or any individuals in your organization used the training videos available at our inform... = 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 Have you or any individuals in your organization used the training videos available at our inform... = Yes

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

Q36 What type of organization do work for?

- School or school district (public or private) (1)
- Judicial / Probation (2)
- Non-government youth service organization (3)
- Other (4) _____

Q37 What is your position in your organization? (please select all that apply)

- Principal (1)
 - Assistant/vice principal (2)
 - Counselor (3)
 - Truancy/attendance coordinator (4)
 - Manager or supervisor of youth services (6)
 - Youth justice professional (7)
 - Probation officer (8)
 - Mental health professional (9)
 - Other, please comment: (5)
-

Q38 What is the **High School** student population size of your district or service area (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)

Q39 What is the **Middle School** student population size of your district or service area (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)

Q40 Does your organization serve a rural or urban population, or both?

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

Q41 What are the approximate youth race/ethnicity proportions within area your organization serves?

		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 / Latino of any race(s) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asian (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
American Indian/Alaskan Native (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Native Hawaiian/Pacific Islander (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q42 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.

The survey should take less than 10 minutes to complete. Specifically, we are interested in understanding your experience with the WARNS online platform. 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_6y70ZovduzJLcG

Your responses will remain anonymous and are entirely voluntary. Any questions that you do not wish to answer can be skipped.

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 system.

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

With appreciation,
Brian French

Brian F. French
Berry Family Distinguished Professor
Director, [LPRC](#) & Psychometric Laboratory
College of Education | Washington State University
509-335-8584
For information on WSU WARNS visit: <https://warns.wsu.edu/>

Second and Final Contact



Dear <FIRSTNAME>,

Two weeks ago I contacted you about the WARNS User Survey that asks about your school district's experience using the *Washington Assessment of the Risks and Needs of Students* (WARNS). If you have already completed the survey, we thank you. If you have not yet had a chance to complete it, we would ask you to consider completing the survey before our data collection ends.

As a subscriber to WARNS, your feedback will be critical in helping us improve the system.

The survey takes about 10 minutes to complete. Specifically, we are interested in understanding your experience with the WARNS online platform, and 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_6y70ZovduzJLcG

Your responses will remain anonymous and are entirely voluntary. Any questions that you do not wish to answer can be skipped.

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 system.

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

With appreciation,
Brian French

Brian F. French
Berry Family Distinguished Professor
Director, [LPRC](#) & Psychometric Laboratory
College of Education | Washington State University
509-335-8584

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

5.

Credits

Survey Project Team

Brian F. French, Ph.D.
Bruce W. Austin, MS, MA
Laura Pires Gifford, BA

WSU WARNS Team

Brian F. French, Ph.D.
Paul Strand, Ph.D.
Bruce W. Austin, MS, MA
Chad M. Gotch, Ph.D.
Marcus Poppen, Ph.D.
Mary Roduta-Roberts, Ph.D.
Thao Vo, Ph.D.
Laura Pires Gifford, BA

LPRC Staff

Brian F. French, Ph.D., Director
Olusola O. Adesope, Ph.D.
Chad M. Gotch, Ph.D.
Bruce W. Austin, MS, MA
Kira Carbonneau, Ph.D.

Appendix

Complete Open-Ended Remarks

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.

WSU ID	Variable	Comment
7	Q4_3_TEXT	While in the process of conducting a special education evaluation that includes attendance concerns from the team.
10	Q4_3_TEXT	I work in community corrections (probation), and we have been having all youth placed on truancy probation complete the WARNS since we started using it.
21	Q4_3_TEXT	Referral to community prevention program
22	Q4_3_TEXT	Ability to receive consent from parent.
27	Q4_3_TEXT	All students take the WARNS
30	Q4_3_TEXT	Previous schools filing truancy
33	Q4_3_TEXT	If they are referred to the county through a truancy referral.
46	Q4_3_TEXT	If truancy has reached Municipal Court level
63	Q4_3_TEXT	How responsive/receptive the family is and whether I think they will take the attendance issues seriously.
78	Q4_3_TEXT	We reassess 3 months after initial
108	Q4_3_TEXT	admit to their truancy petition in court and placed on truancy supervision
131	Q4_3_TEXT	All students take. We are an open doors reengagement program
138	Q4_3_TEXT	I case manage primarily tier 3 students with multiple high risk factors.
159	Q4_3_TEXT	This is for a truancy diversion program.
161	Q4_3_TEXT	Before we file a stay of petition and file for truancy board
167	Q4_3_TEXT	Failing grades or falling behind in classes.
173	Q4_3_TEXT	after being assigned a mentor in Check and Connect prevention program
182	Q4_3_TEXT	When we have tried most other supports and are making sure we have checked all the boxes before filing a BECCA petition.
190	Q4_3_TEXT	Upon orientation
196	Q4_3_TEXT	We are working on building the WARNS in to our MTSS structure at our middle school. We hope to use it in the future as part of the process of screening students with "perceived risk" or who are being flagged in at least two other areas (i.e. social emotional, behavior, or academic)
204	Q4_3_TEXT	Any ACE's that may have occurred.
215	Q4_3_TEXT	Never given one



WSU ID	Variable	Comment
248	Q4_3_TEXT	The reason most students took the WARNS after a petition had been filed, was we did not receive the assessment until after we had already filed this year. Next year, we plan on having students complete this after their 2nd unexcused absence.
251	Q4_3_TEXT	Constant disciplinary offences.
1	Q7	Ease of accessing and answering questions in a short amount of time.
4	Q7	Only have old paper copy.
5	Q7	The survey seemed simple and easy to have the students take.
7	Q7	The ease of administering the assessment is excellent. It is very user friendly! The issue I see is getting staff to give the assessment in the moment when they have the student. Our staff are not used to giving assessments and this is something they might forget to do, then the kid doesn't show up and we've lost the opportunity and need to rely on a home visit to conduct the assessment. This is a staff training and protocol issue, not a kid/family administration issue. The assessment is great and gives a lot of excellent practical information that is helpful to teams working with students to develop interventions. I would love to see some recommendations for interventions based on the results in the future!
8	Q7	very straightforward
12	Q7	I do it so little that when I want to access the system I sometimes have trouble remembering where to click to access what I want. A quick reference cheat sheet would be nice.
14	Q7	It is not ideal to have to remove students from class to administer the WARNS. I don't believe that the test or the results assist anyone in preventing further absences.
15	Q7	The assessment itself and the generation of the reports is easy but it's sometimes difficult to determine recommendations based on the scoring.
16	Q7	Can navigate very easily, students understand
23	Q7	It's easily portable and effective. The hardest part is being in the same place as the student, it sometimes takes multiple attempts before I am able to administer the assessment. Some students are uneasy about the term assessment, but once it is explained are more comfortable sharing.
28	Q7	Great tool to identify barriers, aces. Provides an insight for the student and staff.
30	Q7	Some of the questions regarding substance use get repetitive and the students notice that. There is also a point in the last page or two of statements where it feels like the structure of the statements changes a bit from the structure on the previous pages and that throws us off a bit as we are talking. Otherwise though very easy to use the assessment as a piece of the conversation regarding attendance.
38	Q7	Fairly easy process, but many of the questions don't apply to our students.
39	Q7	The hardest part I think is actually implementing the tool as quickly as it's meant to be implemented. Because our demographic is one that isn't here often, it's hard to catch them here sometimes.
40	Q7	Easy to understand but the last couple of questions are past tense and the students have a hard time with those.
41	Q7	Very user friendly



WSU ID	Variable	Comment
43	Q7	It is answered by the youth and therefore easy as the questions don't come off as embarrassing. I think they answer more truthfully
49	Q7	This is just one step in helping students realize the importance of their education.
52	Q7	When I get a chance to sit with a student and go through the assessment I am able to have valuable conversations with them. My biggest struggle is that I often use the tool as a risk assessment for students with chronic absenteeism. And, for many of those students, it's difficult for me to get them to the school to go through the assessment. Many of these families also do not open their door to me or answer my phone calls, so I am not able to issue the assessment outside of school hours.
53	Q7	It would be nice if there was a code so the student could log in and do it on their own computer and not all of the back and fourth stuff. Even if we had to set up their "profile" or something ahead of time.
57	Q7	The website is easy to navigate.
59	Q7	some of the questions are a bit over the top and not relevant.
62	Q7	It seems precise in questioning and therefore our students are giving us precise answers. This helps.
63	Q7	Administering is easy. Getting the report is more steps than I'd like, but it's not hard. I would prefer if the results were automatically emailed to me.
66	Q7	General apprehension, personal questions, seemingly lengthy process
67	Q7	Its easy & straight forward.
72	Q7	We assess a youth as a step we take when putting a student on an attendance contract.
75	Q7	It is difficult because it has to be done in-person and it is challenging to catch some of these students when they are at school.
76	Q7	Quick, simple, and very helpful
77	Q7	The biggest issue is the student being present at school to be able to assess them.
78	Q7	Very smooth process of opening up the WARNS website and quickly navigating to the start assessment feature.
84	Q7	It is very straight forward. Students do not seem to mind taking it.
85	Q7	Self-explanatory read and answer the questions.
91	Q7	Very intuitive, and user friendly!
95	Q7	I would say just remembering where to go to access the survey, and remembering our login info.
99	Q7	It is easy to use the WARNS assessment. However, we are finding that schools are not taking the step of really reviewing the data and then meeting with students in a follow up or working in a school team to address the data from the assessment.
102	Q7	The assessment gives you areas to be concerned about, but does not have 100% accuracy because many students are not open enough to give you the complete picture.
104	Q7	If they are truant trying to complete the assessment is tricky because they aren't at school
108	Q7	very helpful



WSU ID	Variable	Comment
110	Q7	I have not had any training for warns I have not been able to access it
114	Q7	It's easy to assess but a little more difficult to explain the purpose as well as determine next steps if certain things are identified.
120	Q7	WARNS is extremely easy to access and use with students.
122	Q7	Kids who are absent from school all the time do not generally like to come in for this assessment. It's also difficult to test kids because you can't email them a link or assign it to them, it has to be done on my computer.
125	Q7	I really appreciate that it's multiple choice and short answers. The kids don't mind participating because of the ways they get to answer so I don't get any kids unwilling to do it.
133	Q7	We had turnover in our counseling department so assessing our kiddos that have taken WARNS was difficult. We plan to fully utilize the program next school year.
134	Q7	Easy for students to navigate
135	Q7	It is a very straight forward procedure.
137	Q7	Once familiar with the process, it is very user friendly to set up.
138	Q7	The students I am serving are suspicious of surveys and decline. Requesting a student to participate can interrupt the relationship because students withdraw when they feel they've become a point of "data collection"
142	Q7	It's a pretty simple assessment.
154	Q7	It seem easy enough that student rarely have any questions.
156	Q7	I refer them to Counselors
158	Q7	The WARNS instrument is easy to use. The difficult part is catching students when they are here. If they are students with a high number of absences, it can be difficult to get them tested based on their attendance.
160	Q7	Very easy to administer to a student, it does not take long to complete.
161	Q7	It is difficult since the student is not attending school -having access to the student to get the warns
164	Q7	It is too long. some of the questions ask the same thing in a different way
167	Q7	Most of our students attend online classes and it is very difficult to get them in.
172	Q7	Once we get in it's easy
177	Q7	The system was easy to log into and navigate. The students don't seem to have any issues with following the questions.
178	Q7	Easy to access and easy for students to use
179	Q7	The hardest part is getting them out of class to do the assessment. Getting them on and completing it is easy!
180	Q7	Our MS staff who administer the assessment have found the process easy to follow. They have supported each other with ideas.



WSU ID	Variable	Comment
181	Q7	Getting students logged in and helping them understand that this tool is important is the easy part. Truant students are sometimes hard to catch however.
182	Q7	I have yet to receive any clarifying questions from students taking it. Students seem to understand what they are being asked to do. I also think their responses have been honest--even when it comes to the more difficult questions. They seem to be comfortable with the anonymity of the digital format.
184	Q7	It is, for the most part, easy to follow and complete.
187	Q7	It's easy to follow along for students and to complete on their own.
189	Q7	When we use the assessment, most of our students will flag as high risk, therefore we break down each category and question for students to find their specific need.
192	Q7	we haven't given the WARMS this year, but i remember it being easy in years past.
194	Q7	Right now, it is the school counselor that is using WARNS with students. The list of students to assess comes from the attendance coordinator and it is typically the same repeat students.
195	Q7	I am rarely doing WARNS and when I do I enjoy and get way more insight on a kid when go over assessment in person with me asking the questions.
196	Q7	I've been able to easily add users but they have not administered any WARNS assessments so I can't say how that's going. In the assessments I've done the instrument has been great.
197	Q7	I wish there was an option so the assessment questions could be read to them instead of me reading it to them so questions will more likely answered honestly.
204	Q7	I believe that letting the students know what the WARNS is for and how it helps us adults learn how to help our students makes them be more at ease.
207	Q7	very easy to access and to use. Not a problem at all, whatsoever.
209	Q7	easily accessible self explanatory for students
210	Q7	Easy to find and sign into. The site is user friendly. Provides information that is useful.
214	Q7	A clear guide to completing the WARNS when sent to a youth via email
226	Q7	Kids don't take it seriously when they are filling it out. We also already know all of this stuff about them, so it seems very redundant.
248	Q7	This has been very helpful for a number of reasons, but most importantly it allows us to see what is happening with a student, especially when they refuse to tell us what is going on.
251	Q7	Test is easy to use for students. They start at question one and always finish within 10-15 mins. The bar is always a helpful tool to see where they are on the assessment.
255	Q7	At the time of administering the WARNS assessment
258	Q7	Turnover with key staff members. Need for training.
13	Q10	Once I used it once, it will be easy to use again.



WSU ID	Variable	Comment
57	Q10	It was accurate and similar as the english version
80	Q10	It is easy to use however some of the questions are not very well worded
209	Q10	easily accessible students read through with confidence
251	Q10	It was easy, translations were easy to understand and students knew what they were being asked.
264	Q10	This school year 2023-24, I was unable to choose Spanish as an option for students to take the WARNS.
6	Q13	This is a great tool for starting conversations specifically around areas of needed support.
7	Q13	Helps to begin the conversation and helps the student increase their awareness around what they are dealing with.
8	Q13	raw data that they themselves answered
9	Q13	our students share a lot and this helps begin a relationship with our students
13	Q13	The results confirmed what we already were pretty certain of. We try to discuss further options to change any risk areas.
19	Q13	I have learned about students who have been diagnosed with PTSD, depression, and anxiety which leads to discussions about further supports as well as academic 504s.
22	Q13	Insight for students on areas of concern.
26	Q13	based on counselor's notes
27	Q13	Has served as an opportunity to get kids into treatment/counseling.
30	Q13	I don't think the assessment would be as useful if it were not part of a larger conversation. I find the assessment useful as a piece of a conversation, but that is up to the person administering, not the assessment's responsibility.
40	Q13	I feel as if this is set more for high school. It asks how many friends have gone to jail.
43	Q13	The youth I have had discussions with seem to have an understanding of why it was administered and are able to see where they need to get some changes happening
52	Q13	I talk with the students and families about the results. And I have great conversations. However, by the time I reach a point where I need to issue the assessment, I'm well into the processes with the student and the counselors and I usually know them well. It's rare I get data that is brand new to me. And, I have yet to go through the assessment and the conversation and have it change the course of attendance for any of my students.
57	Q13	It helps to ask questions around the answers they provided. It gives me insight in situations that maybe I had not realized were occurring.
62	Q13	As with most students, denial is strong. With warns it is useful to show them in their own words what is happening.
72	Q13	The student takes the assessment and we use the questions as conversation pieces



WSU ID	Variable	Comment
75	Q13	Students often know "why" already but it is difficult to come to interventions that work or are of interest to the students.
77	Q13	So far most every area of concern was something we already knew about.
78	Q13	we focus on the high and moderate scales with them to ensure they are aware of their underlying attendance barriers. It also gives them a better understanding how/why we match the appropriate intervention to their need area.
84	Q13	I take a look at the risk factors with them and see what support they may need.
99	Q13	We have some schools and staff who are using the WARNS for discussions with youth, but many are not. There is more need to help staff see how the WARNS can be used to support follow up conversations with students and families.
104	Q13	We use a number of other data points, and have various interventions so we don't usually learn anything from the warns
108	Q13	parents and kids both agree with the results. But everyone is labeled "high" no matter what, we are navigating dealing with that
114	Q13	That's where things get tough - trying to connect them to resources based on info that they share.
116	Q13	I am unclear about why some students rate low on all of the risk factors and high overall. Also, "peer deviance" is such a weird word. Can it be peer influence?
135	Q13	It has been useful to discuss trends and discuss the possibility of anxiety and depression. We then have a conversation with a counselor.
138	Q13	Most students have felt a positive reflection on the results. Although, even when the results show lower in a positive outcome the last overall with still say "high" which I haven't been able to justify in conversation to students.
142	Q13	It really depends on openness and verbal comfort of the student. The assessment is pretty general, so I often don't get much detail into responses.
145	Q13	Most of the results are already things I know about students. The WARNS seems to be redundant. It may be helpful for students that I don't know, but students with attendance issues are usually students that I know pretty well.
148	Q13	The biggest barrier is that some students worry about getting in trouble is they are completely honest, which of course they won't as a result of the survey. It's just hard for them to believe.
161	Q13	it has been reported that the questions about friends use is difficult to answer.
163	Q13	I need to become better at facilitating this type of conversation.
173	Q13	I am an administrator - Mentors have been very receptive to using the WARNS and using the results to move conversations and plans forward
174	Q13	Most kids don't disclose very much.



WSU ID	Variable	Comment
175	Q13	I asked the social workers who give the WARNS if staff are discussing the results with students, and it is unclear. I am guessing they are probably not and just using the WARNS as a check box they need to complete. I have sent the questionnaire to them too and hope they will provide feedback.
177	Q13	The students seem to be quite open to discussing what they had said on the WARNS.
184	Q13	They are usually interested, but don't have much to say.
189	Q13	These questions have been guiding our discussions, and often lead to further topics or barriers in the way.
195	Q13	It opens doors to what kids are sharing about themselves
196	Q13	What I've noticed so far is that some of the issues that the WARNS is documenting have come up in conversations with youth. The WARNS is giving us a centralized place to document the things we've been piecing together and have a more direct discussion with the youth about the things they've identified.
203	Q13	More times then not you discover an underlying issue for example...health issue, divorce, parent incarcerated etc
207	Q13	These are great discussion starters for sure.
209	Q13	more explanations of needs
210	Q13	Students are able to discuss specifics on the information shared. Some supports are put in place when needed.
211	Q13	Students have often pointed out that some of the questions are similar or repeated in a way.
213	Q13	The results are interesting, but not always directly helpful in planning how to address the "insight" we gain.
251	Q13	Some students decide to open up after the test, leading to a constructive discussion on how we can support them. It leads a better relationship and creates pathways forward. In other instances however, it leads the opposite way. Other students do not like being open/ vulnerable around others, the nature of the questions make them question, if they are there to get help or get more in trouble. This usually occurs with students how have a high distrust in authority figures or believe they are being targeted in some way.
252	Q13	Most youth agree with the results for the areas they are being marked as a risk for.
7	Q14_4_TEXT	I have not personally reassessed a youth but I would imagine this would be very useful and helpful for both teams and the youth to see the progress.
8	Q14_4_TEXT	depends on the need
10	Q14_4_TEXT	I haven't been using it long so haven't done this . . . yet
12	Q14_4_TEXT	Usually only if the principal says "please give them the WARNS again."
31	Q14_4_TEXT	We may reassess them the following year if their attendance issues continue.
34	Q14_4_TEXT	We assess annually as a student reaches 3+ unexcused absences.
51	Q14_4_TEXT	re-assessment after 90 days, if problems continue.
63	Q14_4_TEXT	Each school year when attendance problems persist.
75	Q14_4_TEXT	If problem persists into the next school year.



WSU ID	Variable	Comment
76	Q14_4_TEXT	We assess as a general practice when a students is referred for support. If a students is referred a subsequent time then we reassess based on proximity to previous referral.
77	Q14_4_TEXT	If a new school year or if there has been significant changes.
78	Q14_4_TEXT	Typically, we try and reassess 3 months after initial assessment because a student's brain development is constantly growing/changing. This may assist with solving attendance barriers, but it could also present new issues, i.e., anxiety. Additionally, we typically keep pre-truants on for about 90 days, but if they go longer or need to be referred to CHIPS by truancy, we reassess for an update on the scales.
80	Q14_4_TEXT	we only reassess if they are still absent the following year
82	Q14_4_TEXT	New school year, student requests to do a new assessment.
85	Q14_4_TEXT	depends on the situation.
91	Q14_4_TEXT	So far this year, this has not come up.
95	Q14_4_TEXT	If students continue to have unexcused absences then we will make additional plans to address the issue with the student/family.
102	Q14_4_TEXT	Sent to someone besides me.
106	Q14_4_TEXT	Goal setting achievements
114	Q14_4_TEXT	I have never reassessed a youth. I think it would make good sense to revisit after 6 months or so.
118	Q14_4_TEXT	If still truant after six months
120	Q14_4_TEXT	If the student does not answer honestly and would like to re-take the assessment again. This has happened once.
125	Q14_4_TEXT	If an admin requests it
138	Q14_4_TEXT	annually, the following school year
156	Q14_4_TEXT	Counselors check in.
177	Q14_4_TEXT	I have not reassessed a student.
183	Q14_4_TEXT	If students repeat absence behavior the following school year.
189	Q14_4_TEXT	If students do not take the survey "seriously". Or if parents or other students help them complete the survey.
195	Q14_4_TEXT	Tier 3 kids we are regularly working with
203	Q14_4_TEXT	if they are placed back on truancy or attendance is still an issue the next school year and attendance is still an issue but honestly if you have conversations with that student most of the time they are still struggling with an issue that has already been identified
251	Q14_4_TEXT	At the beginning of the year and end of the year.
255	Q14_4_TEXT	I'm not aware of any reassessment of our students
264	Q14_4_TEXT	After a year without change in behavior.
1	Q15_1_TEXT	mental health, substance abuse
2	Q15_1_TEXT	10
5	Q15_1_TEXT	I am not aware of the interventions, just that there were some in place in response.



WSU ID	Variable	Comment
6	Q15_1_TEXT	80% of the time
8	Q15_1_TEXT	4
9	Q15_1_TEXT	look at barriers and work to help the student get help in those areas to overcome
11	Q15_1_TEXT	20
12	Q15_1_TEXT	We have made a list of available interventions/supports for each category. It would be nice to receive an evidence based practice or common interventions for the different areas. I don't know how many. The counselors do this. They usually say that they give the assessment but barely use the results because they already know what it will say.
13	Q15_1_TEXT	1
15	Q15_1_TEXT	5
16	Q15_1_TEXT	2-3
17	Q15_1_TEXT	Mental Health Services
18	Q15_1_TEXT	twice
19	Q15_1_TEXT	10-15% of students I have worked with
20	Q15_1_TEXT	I'd say 80-90% get referrals
22	Q15_1_TEXT	3
23	Q15_1_TEXT	8 or so, I usually pass on the intervention to school based personnel and then partner with them as needed.
28	Q15_1_TEXT	In previous years. We used this tool and it was effective. Going to implement again next year.
29	Q15_1_TEXT	Most students to MH resources
30	Q15_1_TEXT	I would say fairly often we establish some type of intervention (goal setting, community referrals, getting alarm clocks, etc)
37	Q15_1_TEXT	Students were offered mental health help.
43	Q15_1_TEXT	about 10-15 times
45	Q15_1_TEXT	25
46	Q15_1_TEXT	6
47	Q15_1_TEXT	3-5
49	Q15_1_TEXT	We assign interventions for all of our students that are truant.
50	Q15_1_TEXT	frequently
53	Q15_1_TEXT	n/a
54	Q15_1_TEXT	mental health counseling
55	Q15_1_TEXT	25
56	Q15_1_TEXT	Yes the WARNS is great to see where they are struggling the most and once a counselor meets with them and shares the results, then they will decide which resource they should use to best support our student.
57	Q15_1_TEXT	3
58	Q15_1_TEXT	1



WSU ID	Variable	Comment
61	Q15_1_TEXT	frequently
63	Q15_1_TEXT	I typically recommend counseling services.
66	Q15_1_TEXT	variable
67	Q15_1_TEXT	5
70	Q15_1_TEXT	10 suggested interventions
72	Q15_1_TEXT	If there is a need, we discuss possible interventions
73	Q15_1_TEXT	2
76	Q15_1_TEXT	Virtually every time
77	Q15_1_TEXT	typically on each student we assess
78	Q15_1_TEXT	60% of the time we are making the appropriate intervention based off of high or med risk scales on WARNS
79	Q15_1_TEXT	4-7 times
82	Q15_1_TEXT	50% of the time
84	Q15_1_TEXT	5
87	Q15_1_TEXT	mental health counseling
91	Q15_1_TEXT	My results are sent to students Counselors and Administrators for review and next level interventions.
93	Q15_1_TEXT	10-20%
94	Q15_1_TEXT	30
99	Q15_1_TEXT	5
106	Q15_1_TEXT	2
108	Q15_1_TEXT	refer family to contact doctor's to address depression/anxiety, comprehensive assessment's for high substance use scores
109	Q15_1_TEXT	2
112	Q15_1_TEXT	almost always
113	Q15_1_TEXT	We follow-up with 100% of the students who take the assessment and offer resources and make referrals.
115	Q15_1_TEXT	6
116	Q15_1_TEXT	6-8 times
118	Q15_1_TEXT	10
123	Q15_1_TEXT	4
125	Q15_1_TEXT	unsure
128	Q15_1_TEXT	check ins, home visit, etc.
130	Q15_1_TEXT	2



WSU ID	Variable	Comment
132	Q15_1_TEXT	But now a district employee completes the WARS and we do not do this anymore. WARNS was time consuming for the counselor with all other things we have to do but now we don't get the results thus can not visit with kids on their results.
135	Q15_1_TEXT	20
136	Q15_1_TEXT	4
137	Q15_1_TEXT	Monthly or as applicable
140	Q15_1_TEXT	We try to have a referral to a community resource after each warns assessment. Sometimes there are not adequate resources available
144	Q15_1_TEXT	over 5 times
146	Q15_1_TEXT	every time
147	Q15_1_TEXT	Quarterly
148	Q15_1_TEXT	3
150	Q15_1_TEXT	referral to MH counseling, support services, RMT.
151	Q15_1_TEXT	3-4 interventions
154	Q15_1_TEXT	pretty often
155	Q15_1_TEXT	2
158	Q15_1_TEXT	we identify barriers and try to remove them on a case by case basis
160	Q15_1_TEXT	We would refer student and/or family to outside counseling agency.
163	Q15_1_TEXT	Family meetings, mental health resources
164	Q15_1_TEXT	with ever warns
165	Q15_1_TEXT	Yes, as part of our community engagement board meeting with the student and the family as well as their attendance contract.
166	Q15_1_TEXT	5 times
169	Q15_1_TEXT	1-2
170	Q15_1_TEXT	a couple over a year
171	Q15_1_TEXT	3
176	Q15_1_TEXT	monthly
177	Q15_1_TEXT	2 times
178	Q15_1_TEXT	Help with organization and parent communication
181	Q15_1_TEXT	There are times that I find something new that I wasn't aware of needed to be addressed after the assessment. Since we are a small school community, we know our students pretty well and have been working on interventions already.
183	Q15_1_TEXT	Handful
184	Q15_1_TEXT	2



WSU ID	Variable	Comment
189	Q15_1_TEXT	One on one check ins, groups, referrals to outside members, the vignettes and situational stories.
190	Q15_1_TEXT	10
191	Q15_1_TEXT	5
194	Q15_1_TEXT	referrals as needed. Plan with parents etc. Just a few times over the last year.
195	Q15_1_TEXT	2
198	Q15_1_TEXT	Through the Community Engagement Group
200	Q15_1_TEXT	20
203	Q15_1_TEXT	tier two or three interventions
204	Q15_1_TEXT	If the youth struggles with attendance... we will connect them with an adult that does a daily check in with the student.
205	Q15_1_TEXT	Tier 3
207	Q15_1_TEXT	parental contact
209	Q15_1_TEXT	20
210	Q15_1_TEXT	Support of approx. 5 students
211	Q15_1_TEXT	I couldn't say for sure.
212	Q15_1_TEXT	10
213	Q15_1_TEXT	We consistently try to provide interventions, however since we do not always understand the "root cause" it is difficult to apply interventions.
232	Q15_1_TEXT	IOP, IIH
247	Q15_1_TEXT	several
248	Q15_1_TEXT	8-10
251	Q15_1_TEXT	around 30
252	Q15_1_TEXT	A few times the results have given the Court a valid reason to order specific assessments for mental health or chemical dependency.
253	Q15_1_TEXT	twice
255	Q15_1_TEXT	Not sure
262	Q15_1_TEXT	5
3	Q15_2_TEXT	The warns did not provide adequate information to identify specific areas to address.
7	Q15_2_TEXT	The students I've worked with have significant family systems issues which are hard for a school based IEP team to address, unfortunately. I plan to use this assessment more frequently moving forward.
10	Q15_2_TEXT	This is one of the things I struggle with; risk scores are given but outside of that nothing . . . I believe there should be an overall risk range (low, medium, high, etc.), and I know colleagues in my field agree that also use it.
26	Q15_2_TEXT	Unsure as an admin
35	Q15_2_TEXT	I am not able to answer this question.



WSU ID	Variable	Comment
38	Q15_2_TEXT	This has been a frustrating part of the model. We don't always have resources to offer based on mental health results
39	Q15_2_TEXT	Not yet, but I anticipate we will. We are still in the early stages of using this.
48	Q15_2_TEXT	the interventions are very far off
52	Q15_2_TEXT	Generally, the data confirm what we know about the student and continue our conversations about the interventions we have in place, whether they are working, and whether or not we want to switch things up.
62	Q15_2_TEXT	We have just started using WARNS so we will be developing specific interventions next year
75	Q15_2_TEXT	Some, based on research and best practice recommendations but not aligned with root causes.
83	Q15_2_TEXT	We try to add more supports (Counseling/Check-ins) when we feel fit based off results from WARNS
85	Q15_2_TEXT	No, I just help with data.
95	Q15_2_TEXT	Often I find it's not an issue with the student, it is with the parent in ease of keeping their student home
98	Q15_2_TEXT	because it does not give us info we do not already know
104	Q15_2_TEXT	This is a step for referral to CEB
105	Q15_2_TEXT	The warns just confirms what we already know
107	Q15_2_TEXT	The student we use the WARNs are usually already in identified supports or interventions
110	Q15_2_TEXT	I have not been able to access warns
111	Q15_2_TEXT	I provide results to the court.
114	Q15_2_TEXT	It's usually used as more supplemental info rather than the guiding tool.
119	Q15_2_TEXT	My schools have not been very proactive
121	Q15_2_TEXT	Most absences are due to health reasons
122	Q15_2_TEXT	We use it when we get to the point of filing for truancy.
138	Q15_2_TEXT	I initiate interventions upon opening case management. Assessment are done after the student has gain a trust in the relationship.
139	Q15_2_TEXT	N/a
142	Q15_2_TEXT	It's more about where to focus our inquires further. Not detailed or reliable enough to form an intervention plan from.
161	Q15_2_TEXT	N/A
167	Q15_2_TEXT	We have not adminstred the WARNS this school year.
174	Q15_2_TEXT	We have other screeners that go into more detail.
175	Q15_2_TEXT	I don't think our district is there yet. No one is currently aligning WARNS results with local interventions.
179	Q15_2_TEXT	We are just beginning to do that. Haven't even finished the first one.
180	Q15_2_TEXT	I don't administer the assessment so can't effectively answer this question
182	Q15_2_TEXT	The WARNS usually just confirms what we already know.



WSU ID	Variable	Comment
185	Q15_2_TEXT	Our counselors typically identify interventions, however the admin team is less familiar with which interventions are offered.
187	Q15_2_TEXT	After I send the results to school administrators, they do the assessing.
192	Q15_2_TEXT	we did not use the WARNS this year, but will in the future and will base interventions off of the results
196	Q15_2_TEXT	We using the WARNS push us toward building a formalized structure for referring students to supports and interventions they need.
199	Q15_2_TEXT	I just give the WARNS
202	Q15_2_TEXT	we haven't administered any yet. I had trouble using it originally and haven't taken the time to figure out the problems I was having.
206	Q15_2_TEXT	No, I don't think we do a good job at implementing interventions after the WARNS has been completed.
226	Q15_2_TEXT	WARNS is done after we have already offered a litany of interventions to the child and their family, so again it is very redundant
257	Q15_2_TEXT	We haven't implemented it yet
258	Q15_2_TEXT	Turnover has been substantial with staff to administer the WARNS and follow through.
263	Q15_2_TEXT	Counselors do that portion of it
264	Q15_2_TEXT	I am not responsible for discussing the assessment or interventions with students. The Assistant Principals do that.
1	Q17	20
2	Q17	5-10
3	Q17	10
4	Q17	3
6	Q17	10
7	Q17	1 post using the warns
8	Q17	4
9	Q17	10
11	Q17	20
12	Q17	verbally through community engagement meetings - 20
13	Q17	2
15	Q17	5
16	Q17	2-3
21	Q17	5
22	Q17	5
26	Q17	myself 0 unsure for the counselor
27	Q17	10



WSU ID	Variable	Comment
28	Q17	25 or more.
31	Q17	5-10
32	Q17	20
34	Q17	I have not personally, but our school counselors may do so.
35	Q17	Unknown
36	Q17	5
39	Q17	3
41	Q17	30
43	Q17	5
45	Q17	30
46	Q17	5
47	Q17	3-5
48	Q17	4
50	Q17	10
51	Q17	5
52	Q17	2
54	Q17	1
55	Q17	25
57	Q17	4
58	Q17	10
59	Q17	N/A due to age of students
61	Q17	28
62	Q17	just a couple
63	Q17	5
67	Q17	3
72	Q17	I have developed two plans; check in forms
73	Q17	2
75	Q17	ten or more
76	Q17	50+
77	Q17	18
78	Q17	We develop intervention or case plans with all of them
82	Q17	20
84	Q17	5
87	Q17	2



WSU ID	Variable	Comment
93	Q17	25%
94	Q17	30
99	Q17	Not sure
104	Q17	2
106	Q17	30
107	Q17	1
108	Q17	5
113	Q17	1-10 as indicated in the number of students assessed. Plans vary based on needs.
114	Q17	2
115	Q17	12
116	Q17	6-8
118	Q17	As many as we gave
121	Q17	2
122	Q17	None
125	Q17	With every student I do a warns assessment for I refer to an admin as needed to see the next steps. Some kids we know need warns are already in interventions
128	Q17	8
129	Q17	Too many to count!
134	Q17	1
135	Q17	6
136	Q17	2
137	Q17	8
141	Q17	5
142	Q17	we have a plan for all the students assessed related to attendance
144	Q17	more than 4
147	Q17	4
148	Q17	2
150	Q17	2
151	Q17	3-4 plans
152	Q17	10
154	Q17	20
155	Q17	2
156	Q17	Counselor driven
157	Q17	30



WSU ID	Variable	Comment
160	Q17	Less than 3
161	Q17	We always establish an intervention plan with or without the WARNS assessment- sometimes the students refuse to take it.
163	Q17	15
165	Q17	3
166	Q17	5
167	Q17	NA
168	Q17	1-2
170	Q17	10
172	Q17	4
176	Q17	6
177	Q17	1
178	Q17	three
180	Q17	Not sure, I don't create plans
182	Q17	2-3
183	Q17	Couple
184	Q17	Lots of them.
185	Q17	1-10
186	Q17	5
187	Q17	I havent personally but the school administration has.
189	Q17	We will create an intervention plan for most students who take our WARNS assessment.
194	Q17	2
198	Q17	10
199	Q17	20
200	Q17	5
203	Q17	6
207	Q17	one
209	Q17	10
210	Q17	5-10
211	Q17	10
212	Q17	10
213	Q17	7
232	Q17	20
239	Q17	15



WSU ID	Variable	Comment
248	Q17	8-10
251	Q17	Every students whos risk level is high, gets a intervention plan made for them. Other factors such as staff referral, admin input influences the plan making.
252	Q17	1-3
255	Q17	2
258	Q17	2
261	Q17	Most of the students I do administer warns to will have a follow up depending on the risk score. I've developed seven intervention plans.
262	Q17	6
264	Q17	5
6	Q18_5_TEXT	Check-ins with the counselor and/or school therapist.
7	Q18_5_TEXT	change of placement and/or increase in special education services
19	Q18_5_TEXT	CICO with counselor, involving Student Support Advocates (district level)
26	Q18_5_TEXT	Unsure
27	Q18_5_TEXT	referral to Mental Health or substance abuse treatment.
31	Q18_5_TEXT	Connection to resources, clubs, counseling, medical providers, parent meetings, etc.
47	Q18_5_TEXT	The Dean of Students and Counselors create and execute intervention plans. I am not familiar with the specifics.
76	Q18_5_TEXT	Involving internal and external supports; including therapists, social workers, prevention specialists, etc.
107	Q18_5_TEXT	Usually check ins with a counselor
108	Q18_5_TEXT	MH diagnostic or Comprehensive assessment
112	Q18_5_TEXT	counseling and any pertinent resource in the school or community
120	Q18_5_TEXT	Other resources at our campus that are available to students.
160	Q18_5_TEXT	Specific Tier 3 intervention based on the data.
161	Q18_5_TEXT	specific school resources that will help with attendance
182	Q18_5_TEXT	I am the attendance secretary. I don't develop the intervention plans...the counselors do.
189	Q18_5_TEXT	Small group or individual counseling if necessary.
199	Q18_5_TEXT	Reengagenent
203	Q18_5_TEXT	SAP referral study table out side counseling
210	Q18_5_TEXT	Set up meetings with school counselor
211	Q18_5_TEXT	Attendance contract
248	Q18_5_TEXT	Medical and Dental referrals, Quality Behavior Health referrals, Juvenile Services



WSU ID	Variable	Comment
252	Q18_5_TEXT	Providing resources to access services in areas of chemical dependency or mental health.
1	Q20	limited community resources
7	Q20	dysfunctional family systems and lack of community agency support (or lack of follow through with families to utilize the community supports they are referred to)
8	Q20	much of it is support for challenging classes - tutors during the school day
9	Q20	youth homelessness - there are no resources for young men in our valley to find safe housing
10	Q20	We have interventions we use but not necessarily specifically related to the WARNS. I have been using the WARNS as a way to give me a ball park idea of where youth are at when they start working w/me.
13	Q20	Rural area with limited resources. We try with what is available, but at times difficult to set up between student/family and the resource.
19	Q20	So little funding available and so little time (our staff is already stretched so thin due to funding)
26	Q20	We are very rural
29	Q20	My community of students have been struggling to find mental health resources outside of school and the intake is taking a very long time.
30	Q20	We have a lot of students who would benefit from mental health services and there just enough resources to meet the need at all times, so it can take time to get them in. The times that I see little progress being made is when there is not parent buy-in.
40	Q20	600 students and one counselor
47	Q20	Sometimes it's very hard to get family involved. I feel that we are currently failing our students in the area of drug and alcohol counseling and education. Gang activity is also an issue.
55	Q20	I work in a small rural district and it is difficult at times to connect our students to the appropriate community resources, such as MH and D&A resources
62	Q20	Not yet
63	Q20	One of the biggest barriers is follow through from the student and their family. It is very challenging to circle back on interventions and plans consistently.
66	Q20	Intervention plans are common in schools.
67	Q20	We are a rural community & while there are some resources, its a challenge to get students to larger cities like Wenatchee or Moses Lake to get more specialized resources in addition to working around parents work schedules.
70	Q20	I recommend to the school and parent a resource/intervention based on the results.
72	Q20	Being our first attempt, trying to get school personnel involved has been challenging. Our district recently experienced a double levy failure, so next year will be even more challenging.
75	Q20	Too many to get all students that need it. Not enough personnel or time.



WSU ID	Variable	Comment
76	Q20	We are blessed with a strong network of supports internally and with the community. On the other hand, student / family follow-through with the plans is not consistent.
78	Q20	Lack of mental health resources in the area
83	Q20	I would say lack of personnel/ outside resources would be the biggest obstacle for our school
84	Q20	Lack of counseling resources
85	Q20	Not to my knowledge.
95	Q20	We don't typically create formal intervention plans, but there are always next steps per the district if a student is continuing to miss days of school.
99	Q20	There are limited resources to include in an intervention plan.
102	Q20	Often
105	Q20	We have no outside mental health resources
108	Q20	Chisago County has a lack of individual skill providers, inpatient treatment providers near our area
111	Q20	No counselor for services on campus.
114	Q20	We have a very difficult time connecting students to mental health and substance use treatment resources. There's just not a lot available and then transportation becomes an issue.
116	Q20	We have options, but they are often full, especially when it comes to support for mental health and family conflict.
119	Q20	We are short of staff
132	Q20	We made plans when the data was available to school counselors.
137	Q20	Small school unable to provide the level of mental health and physical support available at other larger schools.
138	Q20	These questions are not applicable to my position.
140	Q20	One barrier is the lack of community resources. Another barrier is the lack of staff availability to follow up on an intervention plan
143	Q20	We allocate resources for families based on conversations with families, drug and alcohol assessments, and mental health assessments.
145	Q20	A lot of the students who are "high risk" usually need outside support, like counseling services, drug and alcohol services, etc. A lot of these programs are hard to get to and/or have wait lists.
161	Q20	parent follow through
165	Q20	If we do not do an intervention plan it is not for lack of resources.
170	Q20	Lack of housing options for pregnant and parenting youth.
174	Q20	Being a small district makes it hard because few people have to wear many hats.
175	Q20	Staff are overwhelmed and may not realize that an intervention plan would be beneficial. They're not giving the WARNS because they don't have a ton of time to even focus on this assessment.
177	Q20	I would suppose they are and not practical at times but so far I have been able to implement the plans.



WSU ID	Variable	Comment
178	Q20	Sometimes we want to put in place an intervention for example a mentor but lack the volunteers
179	Q20	Even though we haven't started using the intervention plans, I know that our local services are going to prohibit us from getting some of our students the help they need.
180	Q20	Not sure as I don't create plans
182	Q20	I don't really know. We have FESSS support, who are able to push into homes. I consider that a luxury not all districts may have.
183	Q20	Lack of outside resources is a major barrier - mentors, counseling wait times, parent support,
186	Q20	Our rural location limits our access to outside resources.
187	Q20	There are plenty of community-based services to choose from.
189	Q20	Our district does struggle with a lack of resources generally. We try to rotate students through our student support team if necessary. This often leads to students not working with a counselor or mental health specialist, but rather having communication with a supportive adult.
192	Q20	It would be helpful to have additional school personnel to follow-up with students
196	Q20	We are extremely rural and have limited community resources to support our students. We don't have a formal intervention plan set up or a formal process for referrals right now but this is pushing us in that direction.
203	Q20	we are in a very rural area resources are limited
204	Q20	I believe we have the support needed to make sure students are successful in completing their goals.
211	Q20	Some of our families who are experiencing homelessness struggle with attendance and because of the lack of help, we are unable to find stable housing.
248	Q20	Sometimes counseling, medical, dental, vision, etc. appointments can be a ways out.
251	Q20	There are times were resources for specific needs are scarce. Especially at the local and state level. There are non-profits organizations that often take the place of the state, however only certain amount of students qualify for this services leading to some students not getting their needs meet for their plan to work.
252	Q20	In some areas where youth are marked as a risk in family problems, services are limited and many youth are on wait lists to receive any type of therapy services or family therapy services.
264	Q20	Due to family resources or inability to communicate effectively with the family.
13	Q21_8_TEXT	School substance abuse counseling with school counselor
22	Q21_8_TEXT	Small group intervention at school
47	Q21_8_TEXT	I don't feel qualified to answer this question. It would be better asked of our school's Family Engagement Liaison or our Counselors.
51	Q21_8_TEXT	other community resource
66	Q21_8_TEXT	Tribal affiliated



WSU ID	Variable	Comment
75	Q21_8_TEXT	We offer a quiet place to come back or a partial day so student isn't overwhelmed with going back into classroom right away.
95	Q21_8_TEXT	School/work avoidance - kids come to school, but they skip classes and become behavior issues that suck up school resources. We really need a campus resource officer.
107	Q21_8_TEXT	Check ins with the counselor
119	Q21_8_TEXT	MKV, food
120	Q21_8_TEXT	We have a wonderful community with amazing resources for our students. I hope I filled this out correctly.
125	Q21_8_TEXT	We tackle every situation as a whole. Once we meet with student and parent we include any and all services necessary, we usually have a team of people working to get the best and fastest results once a plan is agreed on and in place.
130	Q21_8_TEXT	Food Supplies
136	Q21_8_TEXT	I do more of mentoring, 1/1s and listen to what they have to say and go from there and usually get parents involved
138	Q21_8_TEXT	trusting/healthy/supportive adult relationship
142	Q21_8_TEXT	Our social worker helps support the family and keeps us aware of domestic factors that increase the risk of attendance issues.
161	Q21_8_TEXT	Change of schedule- reduced day- specific classes to provide support-
170	Q21_8_TEXT	A large portion of our students are unaccompanied and lack stable housing. The lack of safe and stable housing is a huge barrier to attendance.
196	Q21_8_TEXT	Note: The majority of mental health and substance use referrals are internal (not community resource referrals). All academic supports are internal as there are no community resources for that. All other supports do not exist or we don't utilize them.
203	Q21_8_TEXT	those are the only resources we have in this area we do not have any after school programs transportation etc very limited
211	Q21_8_TEXT	Mental health services are available; however, due to the waiting list, it's nearly impossible to receive help at a convenient time.
213	Q21_8_TEXT	**I am interpreting "community resources" to refer to resources OUTSIDE of the school system
2	Q23_1_TEXT	When a student is chronically absent it is difficult to get them to sit for the WARNS.
7	Q23_1_TEXT	Lack of staff taking initiative to administer the WARNS in the moment when the kid shows up
10	Q23_1_TEXT	I answered this a bit ago . . . risk scores are provided for scales but no overall risk level is available. . . why is this?
11	Q23_1_TEXT	Student not attending/logistics of catching them
12	Q23_1_TEXT	It gives us information, but it would be more helpful if it identified possible interventions to meet that youth's needs.
15	Q23_1_TEXT	Only available in 2 languages



WSU ID	Variable	Comment
16	Q23_1_TEXT	Student's age/parent permission
20	Q23_1_TEXT	limited resources including my time
22	Q23_1_TEXT	The questions don't always seem applicabel as attended for middle school.
31	Q23_1_TEXT	Time (its about 30 minutes of time per student at minimum). Also, when used for attendance issues, it can be difficult to track the student down to issue the WARNS
34	Q23_1_TEXT	Limited staff to do the intensive follow up.
35	Q23_1_TEXT	Lack of participation at the building level
38	Q23_1_TEXT	students who most need to be assessed by the WARNS are also the ones who are not a school.
43	Q23_1_TEXT	the youth are already not coming to school so we have to be able to catch up with them to administer
44	Q23_1_TEXT	The number of students for whom it would be helpful to screen
48	Q23_1_TEXT	risk levels- everyone seems high
52	Q23_1_TEXT	Getting the students to school or having parents/guardians open their doors to me or answer my phone calls.
53	Q23_1_TEXT	It would be nice if there was a code so the student could log in and do it on their own computer and not all of the back and fourth stuff. Even if we had to set up their "profile" or something ahead of time.
57	Q23_1_TEXT	It would be great if in the assessment it would have links to organizations that can potentially help that barrier. Providing resources.
61	Q23_1_TEXT	Sometimes there isn't enough time in a day
64	Q23_1_TEXT	Any court follow up with students who are approaching adulthood.
66	Q23_1_TEXT	Students feel like it leads to them getting into trouble. Length.
68	Q23_1_TEXT	Hmong translation
73	Q23_1_TEXT	finding time.
75	Q23_1_TEXT	Catching kids when they are at school and having time to go through it.
79	Q23_1_TEXT	just time in the week to get to it...
83	Q23_1_TEXT	Student cooperation with taking the assessment has been our biggest barrier.
94	Q23_1_TEXT	staffing to get it done in a timely manner
95	Q23_1_TEXT	Sometimes we have to wait to get parent consent and reminding students that it's optional can make them not want to take it
98	Q23_1_TEXT	they are not present
104	Q23_1_TEXT	Time and staffing: access to truant students
105	Q23_1_TEXT	Students are not here to take it. Tells us what we already know.
106	Q23_1_TEXT	Student who refuse to take it.
108	Q23_1_TEXT	everyone that takes this is marked high, it is hard to determine supervision level so we created a new plan
110	Q23_1_TEXT	I have not been able to access warns or had on hands training on using it
113	Q23_1_TEXT	Time to administer and follow-up.



WSU ID	Variable	Comment
115	Q23_1_TEXT	Students do not want to participate in the process
116	Q23_1_TEXT	We have had students and families refuse this assessment.
127	Q23_1_TEXT	We have no training in how to help youth
132	Q23_1_TEXT	We do not get the results now.
133	Q23_1_TEXT	turnover in our counseling department made it difficult to assess our students
137	Q23_1_TEXT	Questions can be triggering for students; hard to catch students with frequent absenteeism
138	Q23_1_TEXT	needing time to establish a relationship with the student so they trust you & provide honest response to questions in the survey. In my position, not putting the survey before the need of establishing a relationship & support services for the student.
140	Q23_1_TEXT	Individual schools willingness to utilize the WARNS- school personnel having the availability to administer
141	Q23_1_TEXT	Completing with student in a timely manner when student is chronically absent.
143	Q23_1_TEXT	students not here and time
147	Q23_1_TEXT	Ability to implement consistently with support staff
148	Q23_1_TEXT	Having students complete this depends on their presence at school. I'm not certain if truancy court fully appreciates how hard it can be to see a student to give the WARNS..
156	Q23_1_TEXT	Outside counseling not available anymore. All filled up
161	Q23_1_TEXT	The assessment is not easy to access-
164	Q23_1_TEXT	too long
167	Q23_1_TEXT	Online schooling
170	Q23_1_TEXT	There were not barriers, but we no longer use WARNS for our assessment.
175	Q23_1_TEXT	Lack of time and staff are spread thin
183	Q23_1_TEXT	Time - we are trying to improve our internal processes.
185	Q23_1_TEXT	Training on how to best utilize it. Students who are absent are difficult to assess. Time is also challenging.
188	Q23_1_TEXT	Student lack of attendance
189	Q23_1_TEXT	Some students will not come to school to take the assessment. Due to the high risk of students, it does take an extra step to get information that we need to appropriately support students.
194	Q23_1_TEXT	Yes, we need to train another person to administer the WARNS assessment
195	Q23_1_TEXT	Its cumbersome and interferes with my work with kids.
196	Q23_1_TEXT	The irony is that sometimes the student is not present at school for us to complete the assessment. That's the only major barrier we've encountered.
198	Q23_1_TEXT	High School Students are not always honest.
206	Q23_1_TEXT	Yes, as a school counselor its just the time it takes to do the WARNS and be successful with implementing interventions. We just are not given the time to do this successfully.
209	Q23_1_TEXT	finding staff/time to get the assessments completed



WSU ID	Variable	Comment
257	Q23_1_TEXT	Time and personnel
258	Q23_1_TEXT	Parent consent
264	Q23_1_TEXT	Student lack of attendance prevents administration.
1	Q24_9_TEXT	not at this time
12	Q24_9_TEXT	I did not know that aggregated data was available.
14	Q24_9_TEXT	I am not involved in this.
22	Q24_9_TEXT	Not used
39	Q24_9_TEXT	Not yet but plan to when we have more data collected.
56	Q24_9_TEXT	This would great if we can get funding for a mental health counselor in all schools including middle schools and high schools.
71	Q24_9_TEXT	nothing
95	Q24_9_TEXT	Another individual in our district tabulates and uses the data, I do not do anything with the data personally.
108	Q24_9_TEXT	none
110	Q24_9_TEXT	I have not been able to access warns
119	Q24_9_TEXT	We have not been using the assessment enough to have valuable data. It is a great tool but we are short of staff.
120	Q24_9_TEXT	N/A
125	Q24_9_TEXT	for personal use to help identify areas of need. We also use these when filing truancy or youth at risk petitions. If I'm doing one on ones with families I will use this info as well. It's helpful for mckinny vento services as well
132	Q24_9_TEXT	It was time-consuming for the number of kids we had to see for the WARNS. Now that we are not doing the WARNS we do not get there results in the counselor office.
160	Q24_9_TEXT	Have not made use of aggregated data of the WARNS
173	Q24_9_TEXT	we hope to utilize in the future for funding - reports to the schools and community
177	Q24_9_TEXT	I personally have not used the data this way.
178	Q24_9_TEXT	Reporting to the school
183	Q24_9_TEXT	Did not know we could do this!
185	Q24_9_TEXT	Self use to help students.
192	Q24_9_TEXT	we did not use the WARNS this year, but next year we will create a process for its use and then use it for finding trends and the need for resources
196	Q24_9_TEXT	Not yet. I think when we've completed more assessments we will use for a lot of these things.
261	Q24_9_TEXT	Obtaining Data
35	Q27	The counselors use this feature, so unable to answer this question
108	Q27	visual for the family



WSU ID	Variable	Comment
189	Q27	These vignettes have helped guide conversations. Also allows students to discuss the different outcomes or options of our choices without making the situation directly about themselves. This also allows staff to identify if students can problem solve appropriately and find solutions.
7	Q31	When assessing a student in my office I used the link to send them the assessment to their email account
34	Q31	We have an assessment link created for each school and added to their school website for ease of taking the WARNS survey.
66	Q31	Reference
196	Q31	It's nice to be able to have a student use their chromebook and to be able to do the assessment at a better time for them.
120	Q33_4_TEXT	I have not reviewed the newer videos available
85	Q35	N/A
120	Q35	In the past when I have reviewed them, they have been helpful.
189	Q35	This was a great way to launch WARNS with our newer staff to our attendance team.
196	Q35	I felt like I learned most of what I needed to before I received the formal training so that was helpful. The zoom training was still necessary but I felt better prepared for it after watching the online videos.
204	Q35	Understanding the purpose for the WARNS
21	Q36_4_TEXT	County HHSD
33	Q36_4_TEXT	County DHHS
173	Q36_4_TEXT	Local Government Youth Serving Agency
190	Q36_4_TEXT	Drop out Recovery school
5	Q37_5_TEXT	Intern. I am no longer working there.
7	Q37_5_TEXT	School Psychologist
9	Q37_5_TEXT	Also Teacher
11	Q37_5_TEXT	Social worker
14	Q37_5_TEXT	Behavior Intervention
20	Q37_5_TEXT	Truancy Liaison
23	Q37_5_TEXT	Family Engagement and Student Success Specialist
26	Q37_5_TEXT	Admin Asst
27	Q37_5_TEXT	Teacher, Case Manager
38	Q37_5_TEXT	counselor/academic intervention
39	Q37_5_TEXT	social worker
41	Q37_5_TEXT	Graduation Specialist
47	Q37_5_TEXT	Behavior Specialist
49	Q37_5_TEXT	Director of Assessment



WSU ID	Variable	Comment
62	Q37_5_TEXT	Truancy petitions/career/HSBP
65	Q37_5_TEXT	Attendance Specialist
71	Q37_5_TEXT	behavior/discipline
82	Q37_5_TEXT	McKinney-Vento Liaison
85	Q37_5_TEXT	Data entry help
112	Q37_5_TEXT	Reengagement and Graduation Specialist
118	Q37_5_TEXT	Student Support Advocate
120	Q37_5_TEXT	Attendance Manager/Attendance Support Team
121	Q37_5_TEXT	Teacher
123	Q37_5_TEXT	Student Advocate
125	Q37_5_TEXT	Native American Liaison/ Recruiter
126	Q37_5_TEXT	District Administrator over CEB
127	Q37_5_TEXT	teacher
130	Q37_5_TEXT	Intervention Specialist
136	Q37_5_TEXT	Administrative Assistant
138	Q37_5_TEXT	Student Support Advocate
140	Q37_5_TEXT	school social worker
147	Q37_5_TEXT	Student Support Advocate
158	Q37_5_TEXT	District office, I support our engagement specialist
173	Q37_5_TEXT	Director
175	Q37_5_TEXT	Social worker/behavioral health program specialist
180	Q37_5_TEXT	District Administrator Responsible for Setting up WARNS Account
181	Q37_5_TEXT	Intervention Specialist
182	Q37_5_TEXT	Attendance secretary
184	Q37_5_TEXT	Teacher/Advisor (alternative school)
187	Q37_5_TEXT	Crime Control Coordinator
190	Q37_5_TEXT	Youth Training Specialist
192	Q37_5_TEXT	ALE TOSA
195	Q37_5_TEXT	Student Support Advocate
199	Q37_5_TEXT	Reengagement Engagement Attendance Specialist
201	Q37_5_TEXT	supervision
202	Q37_5_TEXT	Lead teacher at alternative high school
204	Q37_5_TEXT	Migrant Graduation Specialist
213	Q37_5_TEXT	School Social Worker



WSU ID	Variable	Comment
251	Q37_5_TEXT	Graduation Specialist- Student services
261	Q37_5_TEXT	Intervention Specialist
3	Q42	Nearly all of the youth assessed were identified as high risk. That makes it hard to determine which students to focus on when they are all high risk.
12	Q42	Is there a FAQ option on the website? I need more guidance on using the website and administering the assessment. Is there a guide? Maybe sections about possible interventions, administering the assessment, and principal/director/manager information.
37	Q42	It was very difficult gathering the data into a working chart. We will not be using this program again.
38	Q42	warns data has been interesting to gather this year, but it sometimes adds to the general discouragement where we know there's a student with real problems that impact their life and learning, but we have very few resources to offer.
40	Q42	This was a good resource to take to truancy court.
45	Q42	It would be nice to be able to use alpha characters when setting up the students user id. We have had some students test low in every category but their final score is high so that has been a bit confusing.
47	Q42	The word "curfew" is becoming outdated and tends to trip kids up. Many of them don't know what it means or it's not a term their parents use. I think the wording of that question should be changed to something like, "Do you stay out past the point that your parents have asked you to be home?"
53	Q42	It would be nice if there was a code so the student could log in and do it on their own computer and not all of the back and fourth stuff. Even if we had to set up their "profile" or something ahead of time.
56	Q42	This would be a great assessment for ALL students to do in the beginning of the year. The reason is because students do hide a lot of emotions and there are some that may not seem like they are struggling. Some students have great grades and show zero signs of anxiety, depression or worries. This would help the counselor track students who may need more than a counselor such as a therapist or a drug and alcohol specialist and lead them to the correct resource for them. Mental health is bigger as we know and students carry a lot on their plate. Some taking on bigger responsibilities such as caring for younger siblings, or taking on a parent role due to one parent out of the picture. Some are working to provide for their family. Focusing on students mental health is the start to a students growth/journey and I believe the WARNS has helped in many areas. I would love to see this in the beginning of the year and that data would be used to see how our district can support by bring more mental health specialist and/or counselors.
77	Q42	The way the questions are asked in the assessment, are not the same as what I get on the report. Such as a question to the student is about their last two weeks or months depending on the question, but I don't see that anywhere in the report I get, so I didn't know if their answers were based on their entire life or just the last two weeks.
85	Q42	Not a fluent WARNS user i only help with Data entry.
120	Q42	When I have used WARNS, it has been a helpful tool to use with students. Sometimes the students feel that the questions are super repetitive. Having an online resource makes it easy for staff and students. Thank you!
125	Q42	WARNS has been a great tool to use, it is easy and the staff that is an admin is very helpful if needed. I appreciate this program
134	Q42	It would be helpful for individuals to have access to results from multiple schools for those that work at multiple locations.



WSU ID	Variable	Comment
136	Q42	I wish I could do more for my students, such as incentives that I did before at the high school level. Students will work for something especially food, some of my students are low income and what I help do is get McDonald's, Burger King or Dairy Queen coupons. I have earned the trust and respect of all my students, but home lives usurp my work. Parents are not being held accountable for their actions (not parenting). I know it breaks my heart when I get my student overcomes some of their issues and parents not caring enough to support it.
138	Q42	There is a question that asks the student something along the lines of "how far do you think you'll make it in school" drop-out, GED, High School Diploma, 2yr degree, 4yr degree, higher. I am curious why Trade school wasn't included? Some of the highest paid professionals I know are in the Trades vs those I know who have BA's...
144	Q42	n/a
160	Q42	Thank you for your help with the WARNS assessment.
175	Q42	I left some of the comment boxes blank because I worked less with the WARNS this year than I had in the past. In the past, I had used the videos to train staff and I know school counselors choose between the different assessments depending on which student they are giving it to.
189	Q42	This tool has been so useful in our district! Thank you for all the great work you have put into it!
203	Q42	I don't like the question that asks "if I asked my parents to help me with my homework would they/" Most if not all, atleast 90% of our students their parents have never attended school in the US or Mexico they can not read or write, math etc in English so this question is hard for those students. They will answer yes if my parents knew how to help.
207	Q42	The WARNS is an easy to use tool that has helped our students identify potential concerns that lie within a student and his school and home surroundings. It has been used often in our district.
252	Q42	It is frustrating that every single youth is identified as high risk, even youth that score low risk in every single area. That is confusing to explain to our clients.