

3. To what extent do the impacts of students' assignment to ACT on student attendance; behavior and academic achievement differ by cohort; school- or child-level factors including student gender, race/ethnicity, English language status (i.e., English language learner or ELL); or truancy (greater than 10% absences prior to implementation)?
4. To what extent do the impacts of students' assignment to ACT on student academic achievement¹ differ by variation in number, amount, or type of services received?

The ACT Intervention

The CIS Core model for case management (as defined by at least 6 months of academic and social services provided to high-risk students as defined by the state, by a CIS-trained school based case manager) focuses on supporting the needs of students with a caseload of 110-125 students per Core case manager co-located within a school site, with the expectation of 3–6 hours of service per month, or 22–48 hours per year. This is in addition to this sole case manager addressing community connections, family home-based interventions, school-based relationship building, and emergency triage as needed within the school campus itself. The ultimate goal is to improve academics, behavior, attendance, promotion, and graduation rates of those students.

The ACT Model is an adaption of a community-based psychiatric rehabilitation treatment model. By adapting the ACT client/practitioner ratio model to the needs of CIS youth, the new CIS ACT replicates a multidisciplinary team approach, with caseloads reduced from 1:110-1:125 to 1:50,² an increased total of 126–184 targeted service hours per year, and includes weekly progress consultations (rounds) among the team (full-time case manager, part-time tutor, part-time parent specialist; in effect two full-time staff for every one student). Every CIS ACT case manager meets weekly with the clinical supervisor and the interdisciplinary team to ensure coordination of support

¹ The fourth research question was limited to the academic outcome domain because of the timing of those outcomes compared to the timing of the other outcomes of interest. For attendance, tardiness, and discipline, outcome data is collected throughout the school year compared to reading and mathematics standardized test scores that are collected at the end of the school year. While providing these services can cause a change in these outcomes, the changes in these outcomes may also cause a change in the number of services students receive. Because of this simultaneity, an endogeneity concern arises for attendance, tardiness, and discipline outcomes.

² This reduced caseload is driven by adding a second on-site case manager. The typical CIS Core model includes one case manager per school while the ACT model includes two case managers per school. This was the case for all participating schools in the current study with one exception. One school maintained two Core case managers rather than one throughout study implementation.

