**Facilitating Student Access to Pediatric Behavioral Health Urgent Care**

***Demographic/Services Provided Data Collection Tool Instructions***

***For the reporting period of January 1, 2025 – June 30, 2025***

The attached reporting tool seeks to understand the number and demographic characteristics of students who receive services under the grant program *Facilitating Student Access to Pediatric Behavioral Health Urgent Care* and the types of services they receive. This information will help inform and guide implementation over the remaining grant period.

Please note that we are requesting only data that has been de-identified. Additionally, we will never report data school by school in any publications – all data will be aggregated at the grantee level or higher.

This document will provide instructions on how to fill out the **Demographic/Services Provided Data Collection Tool**.

**Grantee Reporting:**

The excel document that has been provided is customized for you and your school partner. Each column will automatically total. For data that are broken down by school, there is a Grand Total Across All Schools section at the end of each tab for grantees that are partnered with multiple schools – these sections will automatically total as well.

**Reporting Period:**

Data regarding received services and the demographics of students who received services will also be collected twice over the course of six months. For the purpose of this collection tool, we define “received services” as being screened in for services (definition is provided below). For this data collection, please provide data for the time period of **January 1, 2025 – June 30, 2025**. For example, you will enter the number of Hispanic/Latino students who that were screened in for services from January 1, 2025 – June 30, 2025.

To the extent possible, we hope to also collect baseline data for time periods preceding the grant period. We will specify the requested reporting period.

**Services Received:**

We will measure the number of students who received services from January 1, 2025 – June 30, 2025 by month, grade, and school in the tab labeled “1. Services Received.” We have broken down “receiving services” into five stages, as defined below:

* **“Referrals”** is defined as the number of students who were referred by your school partner for grant-supported services.
* **“Screened in”** is defined as the number of students who were a subset of referred students and were determined to be eligible to receive services under the grant.
* **“Received services under the grant”** is defined as the number of students who were screened in and received services by grant-funded staff or from your CBHC.
* **“Recommended for other services**” is defined as the number of students who were screened in and who were recommended for services from another provider, organization, or agency (other than your CBHC or grant-funded staff). These services can include behavioral health services, social services, or other kinds of support services.
* "**Screened out but received assistance**" is defined as the number of students who were not screened in but received some sort of assistance from grant-funded staff. This assistance could include, for example, offering assistance for a family member but not the student, or providing information about a social service agency in the community.

Using the tab labeled “1. Services Received,” please enter the number of students who were referred by your school partner for grant-supported services by month, grade, and school, if you are working with multiple school partners. We anticipate that a student will be referred by your school partner only once during the reporting period. However, if a student has completed their course of treatment and then is referred again during the reporting period, please count that student again in the appropriate months. For example, if a student was referred in January, completed treatment and was discharged from services in April and then was referred again in June, please count that student in both April and June.

Next, of the subset of students who had were referred, please enter the number of students who were screened in and were determined to be eligible and appropriate to receive services under the grant. This should include all students who were screened in regardless of whether they received services. Again, we anticipate that a student will only be screened in once during the reporting period, but if a student completes their course of treatment and is referred and screened in again, please count them in the appropriate months. For example, if a student was screened in in February, completed treatment and was discharged in April, and then was screened in again in June, please count that student in both February and June.

Next, of the students who were screened in, please enter the number of students who received services from the grant-funded staff or your CBHC. If a student received treatment over several months, they should be counted in each of those months. Please note, if a student received multiple different services, they would only be counted only once for that month (since we are attempting to identify the number of students served). For example, if a student was referred for three different services in February and received those three services over the course of February, March, and April, they should be counted one time in each month (February, March, and April).

Next, of the students who were screened in, please enter the number of students you recommended to receive services from another provider, organization, or agency. These services could include behavioral health services, social services, or any other kind of support. If a student was recommended for services in different months, they should be counted in each of those months. Please note, if a student was recommended for multiple different services, they would only be counted once (since we are attempting to identify the number of students who were recommended to receive services from non-grant funded resources). For example, if a student was recommended for two services in March and then was recommended for another service in May, that student would be counted one time in March and one time in May.

If there were any students who were NOT screened in but received some assistance from grant-funded staff or your CBHC, please enter the number of those students. This assistance could include, for example, offering assistance for a family member but not the student, or providing information about a social service agency in the community, etc.

Please enter 0 into a cell if there were no referrals, screen ins, received services, recommendations, or screened out students with assistance at a given school for a given grade by month.

Additionally, please provide information on how many (if any) students were referred or screened in multiple times from January – June 2025. For example, if a student was referred and screened in in January, completed services in April, but then was referred and screened in again in June, this student would count as a student who was referred/screened in multiple times. Please also provide some general information as to why a student or students were referred/screened in multiple times.

Please also provide information on how many total students received services under the grant. As noted above, a student could receive services for multiple months, so we are hoping to collect data on how many **total** students received services under the grant from January 1, 2025 – June 30, 2025 and total students who received services under the grant throughout the **WHOLE grant period** so far. If a student was referred or screened in multiple times in a designated time period, please count them only once in that time period.

**Services Provided:**

We understand that staffing levels may affect the number of students served and the kinds of services offered. To help us better interpret the data reported, we are requesting information about your staffing levels during the reporting period.

In the tab labeled “2. Services Provided,” please enter the positions that are funded by the grant. For example, if you support a clinician, a family navigator, and peer support specialists with grant funding, you would write “clinician, family navigator, peer support specialist.”

Next, please check off the months when your grant project was fully staffed. Please note that each grantee’s definition of “fully staffed” will vary as some grantees are employing multiple positions through their grant. For example, if you are hiring a clinician, a family navigator, and peer support specialists with grant funding, then you would check off all of the months when all three of the positions were staffed.

Next, please report any position vacancies. For example, if your team is meant to have a family navigator but you did not have a family navigator from January 1 – April 27, please write that in the spaces provided.

Additionally, provide indicate if any PBHUC clinicians, family navigators, or peer specialists speak another language and if so, which one(s).

Please also provide information on the average length of time from a referral to a student being screened in and the average length of time from a student being screened in to services being provided under the grant. Since waitlists at CBHCs can vary for different services, you may also provide a range for the latter question.

Please provide information on the types of services that were received under the grant and any type of recommended services from January 1 – June 30, 2025. There are two separate boxes to do so: one box to write any types of services received from the grant-funded staff or your CBHC and one box to write any type of services that a student was recommended to receive from another provider, organization, or agency.

You do NOT need to list how many students received each type of service, just the type of service. For example, from January 1 – June 30, you may have provided the following services, recommended the following services, or completed the following work: short-term stabilization services, outpatient therapy, pharmacology, group therapy, social services (such as assistance with housing, food, health insurance, etc.), a home visit. We are trying to capture any and all categories and types of services, so please include anything you feel is relevant.

Additionally, there is a third box for you to provide information on any types of additional work your grant-funded staff members completed that may not be captured in the information requests described above. This may include but is not limited to providing outreach and advocacy, providing family support, providing consultations/training/support to school-based staff, attending IEP meetings, administrative work, etc. Please use this space to include anything that you feel is relevant.

**Demographic Information:**

In the tab labeled “3. Demographics for Services,” please provide the number of students among students who were screened in between **January 1 – June 30, 2025** and who meet the definitions below. To minimize the possibility of these data being identifiable, we ask that you aggregate the data rather than provide it month by month or by grade.

**Gender Identity:**

**Gender identity** is defined as one's own internal sense of self and their gender ([NPR](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjBgaPmzbb9AhUfj4kEHQEmDjYQFnoECBIQAQ&url=https%3A%2F%2Fwww.npr.org%2F2021%2F06%2F02%2F996319297%2Fgender-identity-pronouns-expression-guide-lgbtq&usg=AOvVaw3CpQMEtcgNthMMU3Xi4_Jg), 2021). The following definitions are consistent with those used by DESE. More information can be found [here](https://profiles.doe.mass.edu/help/data.aspx?section=students). For the purposes of this reporting, students three categories for gender identity: male, female, and non-binary.

* **Female**: An individual who identifies as a girl or woman.
* **Male**: An individual who identifies as a boy or man.
* **Non-binary**: An individual who does not identify as just female or male.

There is an additional option of “not specified” for any students who may not want to disclose their gender identity.

For each gender identity, please enter the total number of students across all school partner schools who were screened in and who identify with each category from January 1 – June 30, 2025.

Please enter 0 into a cell if there are no students who identify with a given category.

**Race:**

An individual’s race is based on self-identification. The following definitions of race are consistent with those used by DESE. More information can be found [here](https://profiles.doe.mass.edu/help/data.aspx?section=students).

* **African American or Black**: A person having origins in any of the black racial groups of Africa.
* **Asian**: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent.
* **Multi-race, non-Hispanic**: A person selecting more than one racial category and non-Hispanic.
* **Native American**: A person having origins in any of the original peoples of North and South America (including Central America), who maintains tribal affiliation or community attachment.
* **Native Hawaiian or Other Pacific Islander**: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
* **White**: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

There is an additional option of “not specified” for any students who may not want to disclose their race.

For each category of race, please enter the total number of students across all school partner schools who were screened in and who identify with each category from January 1 – June 30, 2025.

Please enter 0 into a cell if there are no students who identify with a given category.

**Ethnicity:**

A person’s ethnicity is also self-identified and is separate from race. The following definition of ethnicity are consistent with those provided by DESE. More information can be found [here](https://profiles.doe.mass.edu/help/data.aspx?section=students).

* **Hispanic or Latino**: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

There is an additional option of “not specified” for any students who may not want to disclose their ethnicity.

For each category of ethnicity, please enter the total number of students across all school partner schools who were screened in and who identify with each category from January 1 – June 30, 2025.

Please enter 0 into a cell if there are no students who identify with a given category.

**Low-Income:**

The following definition of low-income is consistent with DESE’s definition. More information can be found [here](https://profiles.doe.mass.edu/help/data.aspx?section=students#selectedpop).

* **Low-income**: Student who participate in one or more of the following state-administered programs: the Supplemental Nutrition Assistance Program (SNAP); the Transitional Assistance for Families with Dependent Children (TAFDC); the Department of Children and Families' (DCF) foster care program; expanded MassHealth (Medicaid) up to 185% of the federal poverty level, as well as students identified by districts as homeless and students the district confirmed had met the low-income criteria through the supplemental process and collected the required supporting documentation.

There is an additional option of “not specified” for any students whose income status is not known, or they do not wish to disclose.

For each category of income, please enter the total number of students across all school partner schools who were screened in and who identify with each category from January 1 – June 30, 2025.

Please enter 0 into a cell if there are no students who do qualify for the category.

**English Language:**

The following definitions of English language skills are consistent with DESE’s definition. More information can be found [here](https://profiles.doe.mass.edu/help/data.aspx?section=students#selectedpop).

* **First Language not English**: Students whose first language is a language other than English.
* **English Learners**: Students whose first language is a language other than English **and** who are unable to perform ordinary classroom work in English.

There is an additional option of “not specified” for any students whose English language skills are unknown or they do not wish to disclose.

For each category of English language skills, please enter in Tab 4, please enter the total number of students across all school partner schools who were screened in and who identify with each category from January 1 – June 30, 2025.

Please enter 0 into a cell if there are no students who do not qualify for the category.