



## Hub Pilot Needs Assessment Template

This document is designed to help Hub pilots gather and process data relevant to the Coordinated Community Supports Partnerships initiative. These data will support the development of proposals by Hub pilots to form future Community Supports Partnerships.

This template asks Hub pilots to consider:

- publicly available data;
- input from students and families; and
- input from the school district, including data from the [School Health Assessment and Performance Evaluation \(SHAPE\) System](#)<sup>1</sup>.

This template includes questions to help Hub pilots consider how future Community Supports Partnerships can build on strengths and address identified gaps/challenges.

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<sup>1</sup> If your hub would like support from the National Center for School Mental Health (NCSMH) with the SHAPE System, please contact Taneisha Carter ([tacarter@som.umaryland.edu](mailto:tacarter@som.umaryland.edu))

**Publicly Available Data**

Gather data from a variety of sources to better understand student demographics, opportunity gaps, school climate, youth mental health, and community resources. The recommended sources are listed and linked next to each question.

**Schools in the District:**

Total # of public schools in the district (data available from [MD Manual On-Line](#))

# of Title I schools in the district (data available from [MSDE Website](#))

# of Community Schools in the district (data available from [MSDE Website](#))

**Student Data** (data available from [Maryland Public Schools Report Card](#))

<b>Total Enrollment:</b> <input type="text"/>			
<b>Race/Ethnicity</b>		<b>Student Group Populations</b>	
% American Indian/Alaska Native	<input type="text"/>	% Free and Reduced Meals (FARMS)	<input type="text"/>
% Asian	<input type="text"/>	% Title I	<input type="text"/>
% African American	<input type="text"/>	% Students with Disabilities	<input type="text"/>
% Hispanic	<input type="text"/>	% English Learners	<input type="text"/>
% Hawaiian/Pacific Islander	<input type="text"/>	% ADA 504	<input type="text"/>
% Two or More Races	<input type="text"/>	% Economically Disadvantaged	<input type="text"/>
% White	<input type="text"/>	% Migrant	<input type="text"/>
		% Homeless	<input type="text"/>
		% Foster Care	<input type="text"/>
		% Military Connected	<input type="text"/>
<b>Graduation Rate</b>			
% of All Students	<input type="text"/>	% Free and Reduced Meals (FARMS)	<input type="text"/>
% American Indian/Alaska Native	<input type="text"/>	% Title I	<input type="text"/>
% Asian	<input type="text"/>	% Students with Disabilities	<input type="text"/>
% African American	<input type="text"/>	% English Learners	<input type="text"/>
% Hispanic	<input type="text"/>	% ADA 504	<input type="text"/>
% Hawaiian/Pacific Islander	<input type="text"/>	% Economically Disadvantaged	<input type="text"/>
% Two or More Races	<input type="text"/>	% Migrant	<input type="text"/>
% White	<input type="text"/>	% Homeless	<input type="text"/>
		% Foster Care	<input type="text"/>
		% Military Connected	<input type="text"/>

### Chronic Absenteeism Rate

% of All Students	<input type="text"/>	% Free and Reduced Meals (FARMS)	<input type="text"/>
% American Indian/Alaska Native	<input type="text"/>	% Title I	<input type="text"/>
% Asian	<input type="text"/>	% Students with Disabilities	<input type="text"/>
% African American	<input type="text"/>	% English Learners	<input type="text"/>
% Hispanic	<input type="text"/>	% ADA 504	<input type="text"/>
% Hawaiian/Pacific Islander	<input type="text"/>	% Economically Disadvantaged	<input type="text"/>
% Two or More Races	<input type="text"/>	% Migrant	<input type="text"/>
% White	<input type="text"/>	% Homeless	<input type="text"/>
		% Foster Care	<input type="text"/>
		% Military Connected	<input type="text"/>

### Mobility Rate

% of All Students	<input type="text"/>	% Free and Reduced Meals (FARMS)	<input type="text"/>
% American Indian/Alaska Native	<input type="text"/>	% Title I	<input type="text"/>
% Asian	<input type="text"/>	% Students with Disabilities	<input type="text"/>
% African American	<input type="text"/>	% English Learners	<input type="text"/>
% Hispanic	<input type="text"/>	% ADA 504	<input type="text"/>
% Hawaiian/Pacific Islander	<input type="text"/>	% Economically Disadvantaged	<input type="text"/>
% Two or More Races	<input type="text"/>	% Migrant	<input type="text"/>
% White	<input type="text"/>	% Homeless	<input type="text"/>
		% Foster Care	<input type="text"/>
		% Military Connected	<input type="text"/>

In reviewing the above data, what stands out to you the most, including any disparities?

What implications do these data have for your role as a pilot Hub now and in a future Community Supports Partnership?

**(Optional) Additional data related to students in the district:**

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***Discipline Data***

(2022-2023 Maryland Public Schools [In-School Suspensions](#), [Out-of-School Suspensions and Expulsions](#), and [Student Arrest Data](#) available from MSDE)

<b><i>In-School Suspension Rate</i></b>		<b><i>Out-of-School Suspension and Expulsion Rate</i></b>	
Number Total	<input type="text"/>	Number Total	<input type="text"/>
% Male	<input type="text"/>	% Male	<input type="text"/>
% Female	<input type="text"/>	% Female	<input type="text"/>
% Hispanic	<input type="text"/>	% Hispanic	<input type="text"/>
% American Indian or Alaska Native	<input type="text"/>	% American Indian or Alaska Native	<input type="text"/>
% Asian	<input type="text"/>	% Asian	<input type="text"/>
% Native Hawaiian or Other Pacific Islander	<input type="text"/>	% Native Hawaiian or Other Pacific Islander	<input type="text"/>
% Black or African American	<input type="text"/>	% Black or African American	<input type="text"/>
% White	<input type="text"/>	% White	<input type="text"/>
% Two or More Races	<input type="text"/>	% Two or More Races	<input type="text"/>
% Student with Disabilities	<input type="text"/>	% Student with Disabilities	<input type="text"/>

  

<b><i>Student Arrest Rate</i></b>			
Number Total	<input type="text"/>	% Special Education	<input type="text"/>
% Male	<input type="text"/>	% Section 504	<input type="text"/>
% Female	<input type="text"/>	% English Learner	<input type="text"/>
% Hispanic	<input type="text"/>	% Foster Care	<input type="text"/>
% American Indian or Alaska Native	<input type="text"/>		
% Asian	<input type="text"/>		
% Native Hawaiian or Other Pacific Islander	<input type="text"/>		
% Black or African American	<input type="text"/>		
% White	<input type="text"/>		
% Two or More Races	<input type="text"/>		

In reviewing the above data, what stands out to you the most, including any disparities?

What implications do these data have for your role as a pilot Hub now and in a future Community Supports Partnership?

(Optional) Additional data related to discipline:

### ***Student Mental Health and Substance Use Data***

(2021-2022 county-level Youth Behavior Risk Survey [YRBS] data available from [MDH Surveys and Reports](#) [use “Summary Tables”]; learn more about the [YRBS](#))

<b><i>Rate of students who have been bullied on school property (ever during the 12 months before the survey)</i></b>							
<b><i>Middle School (Question #12)</i></b>				<b><i>High School (Question #23)</i></b>			
<b>N Surveyed</b>		<b>% Endorsed</b>		<b>N Surveyed</b>		<b>% Endorsed</b>	
Total	<input type="text"/>	Total	<input type="text"/>	Total	<input type="text"/>	Total	<input type="text"/>
Male	<input type="text"/>	Male	<input type="text"/>	Male	<input type="text"/>	Male	<input type="text"/>
Female	<input type="text"/>	Female	<input type="text"/>	Female	<input type="text"/>	Female	<input type="text"/>
Asian	<input type="text"/>	Asian	<input type="text"/>	Asian	<input type="text"/>	Asian	<input type="text"/>
Black	<input type="text"/>	Black	<input type="text"/>	Black	<input type="text"/>	Black	<input type="text"/>
Hispanic/Latino	<input type="text"/>	Hispanic/Latino	<input type="text"/>	Hispanic/Latino	<input type="text"/>	Hispanic/Latino	<input type="text"/>
Native American	<input type="text"/>	Native American	<input type="text"/>	Native American	<input type="text"/>	Native American	<input type="text"/>
White	<input type="text"/>	White	<input type="text"/>	White	<input type="text"/>	White	<input type="text"/>
All other races	<input type="text"/>	All other races	<input type="text"/>	All other races	<input type="text"/>	All other races	<input type="text"/>
Multiple races	<input type="text"/>	Multiple races	<input type="text"/>	Multiple races	<input type="text"/>	Multiple races	<input type="text"/>

**Rate of students who felt sad or hopeless almost every day for more than 2 weeks (almost every day for  $\geq 2$  weeks in a row so that they stopped doing some usual activities, ever during the 12 months before the survey)**

<b>Middle School (Question #49)</b>				<b>High School (Question #25)</b>			
<b>N Surveyed</b>		<b>% Endorsed</b>		<b>N Surveyed</b>		<b>% Endorsed</b>	
Total	<input type="text"/>	Total	<input type="text"/>	Total	<input type="text"/>	Total	<input type="text"/>
Male	<input type="text"/>	Male	<input type="text"/>	Male	<input type="text"/>	Male	<input type="text"/>
Female	<input type="text"/>	Female	<input type="text"/>	Female	<input type="text"/>	Female	<input type="text"/>
Asian	<input type="text"/>	Asian	<input type="text"/>	Asian	<input type="text"/>	Asian	<input type="text"/>
Black	<input type="text"/>	Black	<input type="text"/>	Black	<input type="text"/>	Black	<input type="text"/>
Hispanic/Latino	<input type="text"/>	Hispanic/Latino	<input type="text"/>	Hispanic/Latino	<input type="text"/>	Hispanic/Latino	<input type="text"/>
Native American	<input type="text"/>	Native American	<input type="text"/>	Native American	<input type="text"/>	Native American	<input type="text"/>
White	<input type="text"/>	White	<input type="text"/>	White	<input type="text"/>	White	<input type="text"/>
All other races	<input type="text"/>	All other races	<input type="text"/>	All other races	<input type="text"/>	All other races	<input type="text"/>
Multiple races	<input type="text"/>	Multiple races	<input type="text"/>	Multiple races	<input type="text"/>	Multiple races	<input type="text"/>

**Rate of students who ever seriously thought about killing themselves/seriously considered attempting suicide (during the 12 months before the survey)**

<b>Middle School (Question #14)</b>				<b>High School (Question #26)</b>			
<b>N Surveyed</b>		<b>% Endorsed</b>		<b>N Surveyed</b>		<b>% Endorsed</b>	
Total	<input type="text"/>	Total	<input type="text"/>	Total	<input type="text"/>	Total	<input type="text"/>
Male	<input type="text"/>	Male	<input type="text"/>	Male	<input type="text"/>	Male	<input type="text"/>
Female	<input type="text"/>	Female	<input type="text"/>	Female	<input type="text"/>	Female	<input type="text"/>
Asian	<input type="text"/>	Asian	<input type="text"/>	Asian	<input type="text"/>	Asian	<input type="text"/>
Black	<input type="text"/>	Black	<input type="text"/>	Black	<input type="text"/>	Black	<input type="text"/>
Hispanic/Latino	<input type="text"/>	Hispanic/Latino	<input type="text"/>	Hispanic/Latino	<input type="text"/>	Hispanic/Latino	<input type="text"/>
Native American	<input type="text"/>	Native American	<input type="text"/>	Native American	<input type="text"/>	Native American	<input type="text"/>
White	<input type="text"/>	White	<input type="text"/>	White	<input type="text"/>	White	<input type="text"/>
All other races	<input type="text"/>	All other races	<input type="text"/>	All other races	<input type="text"/>	All other races	<input type="text"/>
Multiple races	<input type="text"/>	Multiple races	<input type="text"/>	Multiple races	<input type="text"/>	Multiple races	<input type="text"/>

**Rate of students who currently drank alcohol (at least one drink of alcohol, on at least 1 day during the 30 days before the survey)**

<b>Middle School (Question #62)</b>				<b>High School (Question #41)</b>			
<b>N Surveyed</b>		<b>% Endorsed</b>		<b>N Surveyed</b>		<b>% Endorsed</b>	
Total	<input type="text"/>	Total	<input type="text"/>	Total	<input type="text"/>	Total	<input type="text"/>
Male	<input type="text"/>	Male	<input type="text"/>	Male	<input type="text"/>	Male	<input type="text"/>
Female	<input type="text"/>	Female	<input type="text"/>	Female	<input type="text"/>	Female	<input type="text"/>
Asian	<input type="text"/>	Asian	<input type="text"/>	Asian	<input type="text"/>	Asian	<input type="text"/>
Black	<input type="text"/>	Black	<input type="text"/>	Black	<input type="text"/>	Black	<input type="text"/>
Hispanic/Latino	<input type="text"/>	Hispanic/Latino	<input type="text"/>	Hispanic/Latino	<input type="text"/>	Hispanic/Latino	<input type="text"/>
Native American	<input type="text"/>	Native American	<input type="text"/>	Native American	<input type="text"/>	Native American	<input type="text"/>
White	<input type="text"/>	White	<input type="text"/>	White	<input type="text"/>	White	<input type="text"/>
All other races	<input type="text"/>	All other races	<input type="text"/>	All other races	<input type="text"/>	All other races	<input type="text"/>
Multiple race	<input type="text"/>	Multiple races	<input type="text"/>	Multiple races	<input type="text"/>	Multiple races	<input type="text"/>

**Rate of youth who currently used marijuana (one or more times during the 30 days before the survey)**

<b>Middle School (Question #63)</b>				<b>High School (Question #47)</b>			
<b>N Surveyed</b>		<b>% Endorsed</b>		<b>N Surveyed</b>		<b>% Endorsed</b>	
Total	<input type="text"/>	Total	<input type="text"/>	Total	<input type="text"/>	Total	<input type="text"/>
Male	<input type="text"/>	Male	<input type="text"/>	Male	<input type="text"/>	Male	<input type="text"/>
Female	<input type="text"/>	Female	<input type="text"/>	Female	<input type="text"/>	Female	<input type="text"/>
Asian	<input type="text"/>	Asian	<input type="text"/>	Asian	<input type="text"/>	Asian	<input type="text"/>
Black	<input type="text"/>	Black	<input type="text"/>	Black	<input type="text"/>	Black	<input type="text"/>
Hispanic/Latino	<input type="text"/>	Hispanic/Latino	<input type="text"/>	Hispanic/Latino	<input type="text"/>	Hispanic/Latino	<input type="text"/>
Native American	<input type="text"/>	Native American	<input type="text"/>	Native American	<input type="text"/>	Native American	<input type="text"/>
White	<input type="text"/>	White	<input type="text"/>	White	<input type="text"/>	White	<input type="text"/>
All other races	<input type="text"/>	All other races	<input type="text"/>	All other races	<input type="text"/>	All other races	<input type="text"/>
Multiple race	<input type="text"/>	Multiple races	<input type="text"/>	Multiple races	<input type="text"/>	Multiple races	<input type="text"/>

**In reviewing the above data, what stands out to you the most, including any disparities?**

What implications do these data have for your role as a pilot Hub now and in a future Community Supports Partnership?

(Optional) Additional data related to student mental health and substance use:

**Public Behavioral Health Services (PBHS) for Youth**

(data available from the [MDH Annual Report on Behavioral Health Services for Children](#))

<b>Number and Percent of youth eligible for PBHS</b>		<b>Number and Percent of youth who received PBHS</b>	
Number Total	<input type="text"/>	Number Total	<input type="text"/>
% Birth to 6	<input type="text"/>	% Birth to 6	<input type="text"/>
% Ages 7 to 12	<input type="text"/>	% Ages 7 to 12	<input type="text"/>
% Ages 13 to 17	<input type="text"/>	% Ages 13 to 17	<input type="text"/>
% Ages 18 to 21	<input type="text"/>	% Ages 18 to 21	<input type="text"/>
<b>Number and Percent of PBHS recipients of outpatient behavioral health services</b>		<b>Number and Percent of PBHS recipients of inpatient psychiatric hospitalizations</b>	
Number Total	<input type="text"/>	Number Total	<input type="text"/>
% Birth to 6	<input type="text"/>	% Birth to 6	<input type="text"/>
% Ages 7 to 12	<input type="text"/>	% Ages 7 to 12	<input type="text"/>
% Ages 13 to 17	<input type="text"/>	% Ages 13 to 17	<input type="text"/>
% Ages 18 to 21	<input type="text"/>	% Ages 18 to 21	<input type="text"/>



***Number and Percent of PBHS recipients of psychiatric emergency room services***

Number Total	<input type="text"/>
% Birth to 6	<input type="text"/>
% Ages 7 to 12	<input type="text"/>
% Ages 13 to 17	<input type="text"/>
% Ages 18 to 21	<input type="text"/>

**In reviewing the above data, what stands out to you the most, including any disparities?**

**What implications do these data have for your role as a pilot Hub now and in a future Community Supports Partnership?**

**How could a future Community Supports Partnership support the behavioral health needs of students covered by Medicaid, students covered by commercial insurance, and uninsured students?**

**How could a future Community Supports Partnership help reduce youth behavioral health hospitalizations?**

**Does your county offer the following public behavioral health services?** (data available from the [MDH "White Space Analysis"](#))

- *Adolescent clubhouse*
- *ED/Hospital Diversion Initiatives*
- *Teen Diversion Program*
- *Youth Mental Health Stabilization Services*
- *Transitional age program*

**How, if at all, are these services connected to schools in your county?**

**Does the White Space Analysis highlight any other behavioral health services for youth and adolescents absent from your community?**

**How could a future Community Supports Partnership help address public behavioral health services for youth and adolescents that MDH identified as "White Space" (i.e., not available)?**

**(Optional) Additional data related to public behavioral health services for youth:**

## **Input from Students and Families**

Future Community Supports Partnerships must be built on the expertise and knowledge of students and families. Hub pilots can collect data through various means, such as electronic surveys, focus groups, paper surveys, interviews, etc. Participants should reflect the demographics of students and families to be served. Some best practices for collecting data from students and families include making data collection mechanisms accessible (e.g., convenient, available in first languages, brief); giving the option to provide anonymous feedback; and scheduling during times that are convenient for students and families.

Questions provided below may help in the crafting of survey questions. Hub pilots will describe their data collection process, followed by key findings from these data.

### ***Data Collection***

**What was your process for collecting these data?**

**How many people provided these data?**

**How well do these data represent the entire population of students/families in your district? Are there any limitations?**

### ***Families***

**What behavioral health (mental health and/or substance use) concerns did families identify as most pressing?**

**What behavioral health (mental health and/or substance use) programming and strategies did families identify are working well?**

**What recommendations did families provide for improving behavioral health education (e.g., teacher training and classroom lessons related to mental health and substance use) and services (e.g., support groups, therapy) in your child's or children's school(s)?**

**What did families wish that their child's/children's school(s) would do better to engage and meaningfully involve families in student behavioral health?**

*Students*

**What behavioral health (mental health and/or substance use) concerns did students identify as most pressing?**

**What behavioral health (mental health and/or substance use) programming and strategies did students identify are working well?**

**What recommendations did students provide for improving behavioral health education (e.g., teacher training and classroom lessons related to mental health and substance use) and services (e.g., support groups, therapy) in your school(s)?**

**What did students wish that their school would do better to engage and meaningfully involve them in student behavioral health?**

**(Optional) Additional information related to student and family input:**

## The SHAPE System

In collaboration with your district, complete the **School Mental Health Profile** and the **School Mental Health Quality Assessment (SMH-QA)**. Use the reports from each to guide your responses to the following questions.

If your hub would like support from the National Center for School Mental Health (NCSMH) with the SHAPE System, please contact Taneisha Carter ([tacarter@som.umaryland.edu](mailto:tacarter@som.umaryland.edu))

### *School Mental Health Profile*

#### ***Services and Supports***

Are you aware of any geographic disparities related to where school mental health services are offered within the district? If yes, please describe them.

Are you aware of any disparities related to who accesses school mental health services in the district? Consider, for example, age/grade, race, ethnicity, language. If yes, please describe them.

#### ***Data Collection and Use***

What are the strengths and gaps related to data collection and use?

#### ***School Mental Health Staffing***

To what extent is school mental health staffing considered adequate in your district? How could Community Support Partnerships best collaborate with school-employed mental health providers to meet student needs?

***Student Concerns***

**Do these data suggest any areas for improvement or service expansion?**

***Other observations***

***School Mental Health Quality Assessment***

**Which domain(s) is the district most interested in improving?**

**How can the pilot Hub help the district strengthen areas for improvement now and in a future Community Supports Partnership?**

**What common goals and related actions can the district and the pilot Hub collaborate on now and in a future Community Supports Partnership?**

**What opportunities exist related to this goal?**

**What barriers exist related to this goal?**

**Other observations**



## Overarching Questions

Do you have other relevant data (e.g., Community Schools Needs Assessments, other Needs Assessments, other student/family focus groups, etc.) you want to include as part of your needs assessment? Please attach this data and include any key findings below.

What significant behavioral health-related disparities are shown in the data? How might the pilot Hub help address these behavioral health-related disparities now and in a future Community Supports Partnership?

What significant disparities related to accessing school behavioral health services are shown in the data? How might the pilot Hub help address disparities related to accessing school behavioral health services now and in a future Community Supports Partnership?

How are service providers awarded in the first round of Consortium grants supporting identified student behavioral health needs?

Thank you for completing this needs assessment!  
Your input plays a vital role in supporting student success and transforming Maryland's schools.

For questions or concerns, please contact the CHRC staff:  
Mark Luckner, CHRC Executive Director, [mark.luckner@maryland.gov](mailto:mark.luckner@maryland.gov)  
Lorianne Moss, CHRC Policy Analyst, [lorianne.moss@maryland.gov](mailto:lorianne.moss@maryland.gov)