

## Definition of Unduplicated Students Served

**Unduplicated:** “Unduplicated” means each student is counted only once, even though they may receive multiple interventions across multiple time periods, multiple schools, or multiple grade levels. Grantees are responsible for developing systems, such as unique patient identifiers, to ensure that each student or is counted only once.

**Student:** Anyone in PreK-12<sup>th</sup> grade living in Maryland. A student does not need to be currently enrolled in a Maryland Public School to be counted. If your organization is providing services directly to parents/caregivers, count their pre-k-12<sup>th</sup> grade students.

**Services:** A “service” includes any intervention delivered at any of the three Tiers of the Multi-Tiered System of Supports. Examples of services are below:

- **Tier 1:** Services to promote positive social, emotional, and behavioral skills and well-being regardless of student or family risk or symptoms. These also include efforts to improve school climate and promote positive behavior. Tier 1 services are frequently implemented at the school-wide, classroom, and/or grade level.
  - **School- or grade-wide Tier 1:** The number of individuals served for a school- or grade-wide Tier 1 program such as social emotional learning programs or school-wide assemblies (e.g., to improve school climate, promote positive behavior, provide mental health and wellness related information, etc.) should be the total student population of the school. Grantees may use school or grade enrollment data to provide this number and may refer to the [School Report Card](#).
  - **Opt-in Tier 1:** The number of individuals who “opt in” or are served by a program that is *made available* to all students/ families regardless of risk factors. For example, an afterschool program that is open to all students, but not mandatory, should only count the students that participate in that program, not the entire school. Another example is a parent informational session offered at the school where all parents are invited but only those who attend should be reported.
- **Tier 2:** Services to address mild distress, functional impairment or risk for a given problem or concern. Tier 2 services are typically implemented in small groups or low-intensity or brief interventions targeting at-risk students/families. Examples of Tier 2 EBPs recommended by the CHRC include Therapeutic Mentoring, SBIRT, and CBITS/Bounce Back. Other examples include small group interventions for students identified with similar needs, transition support groups for newcomers, brief individualized interventions (e.g., motivational interviewing, problem solving), mentoring, and/or low intensity classroom-based supports such as a daily report card, daily teacher check-in, and/or home/school note system. Tier 2 also includes case management (e.g., connecting clients to resources and social services, establishing care plans, continuous follow-up). Note: Case management **does not** include purely administrative duties.
- **Tier 3:** Services to address mental health concerns for students/families with the highest needs who are already experiencing significant distress and functional impairment. Tier

Tier 3 services include intensive individual, group or family therapy for students receiving general or special education who have identified, and often diagnosed, social, emotional and/or behavioral needs. Tier 3 also includes case management (e.g., connecting clients to resources and social services, establishing care plans, continuous follow-up). Note: Case management **does not** include purely administrative duties. A referral to another service provider(s) may be counted as a Tier 3 service if there is documentation to demonstrate that the services actually were received (ie. a closed-loop referral).

**Families:** “Individuals served” for this grant program are children grades pre-K through 12. Therefore, grantees serving families should count each child (grades pre-K through 12) as an unduplicated individual served. For example, if two parents of three school-aged children participate in a parenting education program, the number of individuals served should be reported as three.

**Existing individuals served versus new individuals served:** Grantees will report on all individuals that receive grant-funded services. This includes both: (1) new students/families not previously served; and (2) those existing students/families whose services are enhanced through grant funding for activities such as school meetings, transportation, and care coordination, as well as through support and training in EBPs and Measurement-Based Care.

Consortium grantees awarded under the previous Request for Proposals may be asked to differentiate between new students to be served under this RFA versus students served under their current grant who will continue to receive services under this RFA.

**Service location:** Services may be provided both in schools as well as in non-school locations. Services in non-school locations must be connected to the school in some way, such as through referrals from school staff, transportation from the school, on-going communication with the school, etc. If a service is not connected to the school in any way and is not enhanced through grant funding, it should not be counted.

**Total unduplicated individuals served:** Each individual should be counted only once in the total. For example, if a program is offering school-wide Tier 1 services to all students in the school as well as Tier 3 services to students with the greatest need, the total should consider that the Tier 3 students were already included in the Tier 1 count; and those students should not be counted twice in the total. As such, the total number of individuals served (reported in Measure 1) could be smaller than the sum of the Individuals served at each of the three tiers (reported in Measures 2a, 2b, and 2c).