

Student Wellness and Success Funds & Disadvantaged Pupil Impact Aid Report



Fiscal Year 2023



Department of
Education &
Workforce

Executive Summary

[Future Forward Ohio](#) outlines the state's strategic priorities to help students overcome obstacles to learning, accelerate learning and prepare for future success. Under the leadership of Governor Mike DeWine and the Ohio General Assembly, Ohio's districts and schools are provided with Student Wellness and Success Funds and Disadvantaged Pupil Impact Aid to implement initiatives that support wraparound services for Ohio's students. Wraparound services are programs and supports meant to build skills and fulfill a student or familial need.

The Department collected data from Ohio's districts and schools from June to September 2023. There were 991 districts and schools eligible to receive Student Wellness and Success Funds or Disadvantaged Pupil Impact Aid. A total of 892 districts and schools reported they spent funds, and 99 districts and schools reported they did not spend any of the funds during Fiscal Year 2023 (FY23). Districts and schools implemented 2,513 initiatives and directly impacted 2,694,259 students with these funds.

Key Takeaways

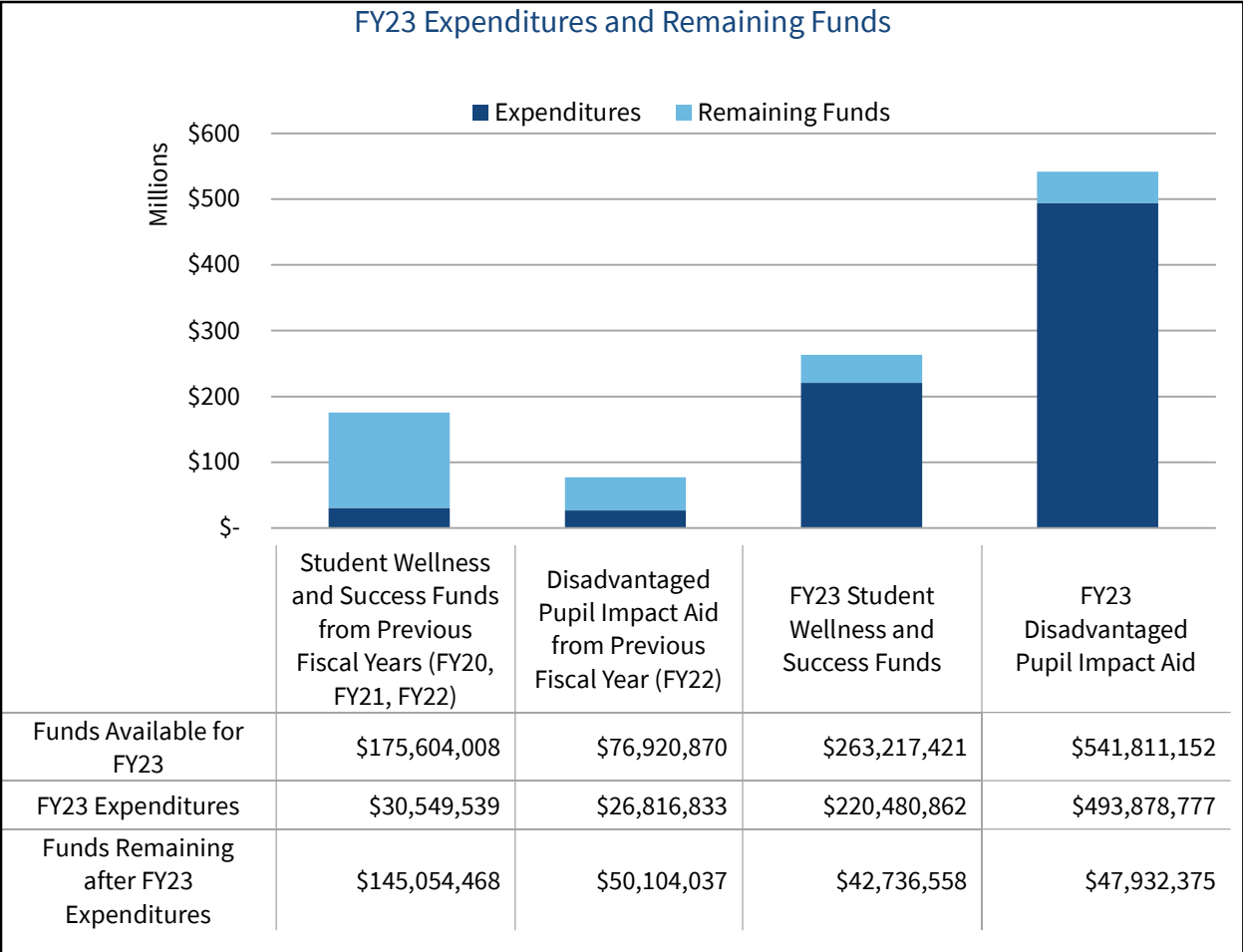
- Districts and schools spent a total of \$771,726,011 in state funding in the 2022-2023 school year on various initiatives to enhance student well-being.¹
- Districts and schools implemented a total of 2,513 initiatives (6.9% of these were newly established).
- Mental health services were the top expenditure category (\$181,344,439 in state funding spent).
- Mental health services were the most frequently reported initiative category (545 initiatives implemented by 450 districts and schools).
- Educational service centers (ESC) were the most frequently reported community partner (65% of districts and schools reported an ESC partnership).
- Districts and schools reported funding more than 937 new full-time equivalent staff positions and more than 9,780 existing full-time equivalent staff positions.
- All districts and schools eligible to receive funding completed the data collection tool.

¹ State funding refers to initiatives that used Student Wellness and Success Funds from Fiscal Years 2020-2023 and Disadvantaged Pupil Impact Aid from Fiscal Years 2022 or 2023. Initiatives that used only Other Funding or Federal COVID Relief Funding were removed from the counts in this report.

Funding

During FY23, the Department allocated \$805,028,572 in Student Wellness and Success Funds and Disadvantaged Pupil Impact Aid to 991 districts and schools. There were \$252,524,878 in allocations remaining from Fiscal Years 2020-2022 that districts and school could spend in FY23. Districts and schools reported spending a total of \$771,726,011 in state funding on various initiatives. Districts and schools reported using \$714,359,639 from FY23 funds and \$57,366,372 in remaining funds from Fiscal Years 2020, 2021 and 2022.

The chart below shows the funding disbursement, expenditures and remaining balances for funding based on information collected from districts and schools.



Districts and schools reported spending \$40,503,483 from Federal COVID Relief and \$29,309,746 from other funding sources to supplement the Student Wellness and Success Funds and Disadvantaged Pupil Impact Aid spent to implement initiatives described throughout this report. As available emergency relief or other funds conclude, districts and schools may consider sustainability with state funding options such as Student Wellness and Success Funds or Disadvantaged Pupil Impact Aid Funding.

Planning, Goals and Outcomes

The Department encourages districts and schools to conduct a needs assessment in collaboration with community partners to plan for the utilization of funding. Districts and schools may use the [Ohio Improvement Process \(OIP\)](#) as a framework to develop a comprehensive plan for spending funds that outlines goals, strategies and partnerships required to meet expected outcomes.

Needs assessments assist districts and schools in determining needs or gaps in current services through the review of data. In FY23, 73.8% of districts and schools conducted needs assessments. District and schools reported the use of a variety of data sources to determine needs and assess outcomes. The most frequently used data sources included student attendance data, Positive Behavioral Interventions and Supports (PBIS) data and student discipline data. The table below presents these most frequently reported data sources used by districts and schools to evaluate initiative outcomes, the percentage of districts and schools that used the data source and the percentage of results that remained constant or improved when compared to the previous year.

| Data Source | Percentage of districts and schools using data source | Percentage of results that remained constant or improved compared to the previous year |
|--|---|--|
| Student Attendance Data | 61.4% | 78.1% |
| Positive Behavioral Intervention and Support (PBIS) Data | 45.9% | 68.6% |
| Student Discipline Data | 42.9% | 73.2% |

Categories and Frequency of Initiative Implementation

Ohio’s districts and schools use Student Wellness and Success Funding and Disadvantaged Pupil Impact Aid to implement initiatives and services to meet students’ physical, behavioral, emotional and safety needs. In FY23, Ohio law required districts and schools to use this funding for specific purposes. The 892 districts and schools that reported spending during FY23 used this funding to implement 2,513 initiatives. Of the implemented initiatives, 6.9% were new, 76% were existing and 17.2% were expanded.

The table below describes the initiative categories with the top expenditures. The table includes the number of initiatives implemented, number of districts and schools implementing an initiative in that category, number of students directly impacted and amount of state funding used in the initiative category.

| Initiative Category | Number of initiatives | Number of districts and schools implementing initiatives | Number of students directly impacted | Amount of state funds expended |
|--------------------------------------|-----------------------|--|--------------------------------------|--------------------------------|
| Mental Health Services | 546 | 451 | 550,458 | \$181,344,439 |
| Reading Improvement and Intervention | 235 | 228 | 190,554 | \$147,090,910 |
| Physical Health Care Services | 317 | 286 | 494,977 | \$83,167,836 |
| Prevention Education | 216 | 185 | 276,967 | \$59,623,965 |
| Extended School Day | 115 | 111 | 46,817 | \$48,434,527 |

Student Wellness and Success Funding – Top Expenditures

The following initiative categories reported the highest spending of Student Wellness and Success Funding:

- Mental health services, including telehealth services;
- Physical health care services, including telehealth services; and
- Culturally appropriate, evidence-based or evidence-informed prevention education, including youth-led programming and social and emotional learning curricula to promote mental health and prevent substance use and suicide.

Mental Health Services

Districts and schools continue to implement programs and services to support the mental health of Ohio’s children. School-based mental health and wellness initiatives are key to ensuring students are in school, healthy, ready to learn and prepared for success. Districts and schools reported using funds to hire or retain mental health providers and contract with community organizations and behavioral health agencies to support student behavioral health and wellness needs. The providers included school counselors, school social workers and school psychologists. Mental health services support students’ abilities to develop positive emotions, feel fulfillment, contribute to the community and be able to cope with daily life stressors.

Story of Success: Loveland City Schools

Loveland City Schools has utilized Student Wellness and Success Funds and Disadvantaged Pupil Impact Aid to support students in the areas of safety, mental health and social skills. These funds allowed Loveland City Schools to continue to work collaboratively with community partners like the educational service center and Best Point Education & Behavioral Health. Loveland City Schools has employed five full-time therapists in the district to support mental health needs. Additionally, Loveland City Schools has continued to work with district speech pathologists to provide social skills support and direct instruction for students.

Story of Success: North Central Academy

North Central Academy utilized Student Wellness and Success Funds and funding from the local Mental Health and Recovery Services Board to hire an on-site licensed mental health provider to help eliminate barriers to services students were facing. Families reported lack of transportation, cost and waiting times as barriers to students receiving mental health services. On-site services have increased student attendance rates for participating students.

Physical Health Care Services

School-based physical health care services help ensure students are in school, healthy and ready to learn. Ohio's districts and schools report partnering with health care providers and other community organizations to improve student access to health care. Districts and schools have developed new health centers or have expanded services to provide primary care services and preventative care in the school setting. These school-based physical health care services eliminate many barriers to obtaining care including transportation, guardians missing time at work and lack of providers. When schools provide access to school-based physical health care services, it often results in increases in student health and instructional time during the school day.

Story of Success: Warren City Schools

In partnership with Akron Children's Hospital, Warren City Schools utilized Disadvantaged Pupil Impact Aid and Student Wellness and Success Funding to develop school-based health centers (SBHCs) in each of their district buildings. Nurse practitioners, clinical coordinators, medical assistants and community health workers collaborated in the Warren City Schools' SBHCs to provide students with well visits and address minor illnesses during the school day. Nearly 1,200 students accessed the SBHCs in the 2022-2023 school year, resulting in improved overall attendance and student engagement.

Prevention Education

Ohio's district and schools implemented a variety of evidence-based prevention programs with available funding. Prevention services help students in developing knowledge and skills to engage in healthy behaviors and decision-making and to increase their awareness of the dangers and consequences of risky behaviors, including substance use, suicide, bullying and other harmful behaviors. Evidence-based means a program has some type of research or evaluation and the program is likely to improve relevant outcomes. Prevention services reduce risk and increase protective factors that are likely to impact mental, emotional and behavioral health disorders.

Story of Success: Cuyahoga Falls City Schools

Cuyahoga Falls City Schools utilized Disadvantaged Pupil Impact Aid, Student Wellness and Success Funds and other funding sources to develop a comprehensive, tiered approach to supporting student mental health and well-being. The district implemented several evidence-informed or evidence-based prevention services to address identified student needs including, Signs of Suicide, Sources of Strength and Ruling Our Experiences (ROX). School staff received training on trauma-informed school practices. School social workers support students with intensive mental health and behavioral needs and foster family-school-community linkages. Cuyahoga Falls City Schools partners with Red Oak Behavioral Health to provide school-based clinical counseling to students in need of mental health treatment.

Disadvantaged Pupil Impact Aid – Top Expenditures

The following initiative categories reported the highest spending of Disadvantaged Pupil Impact Aid:

- Reading improvement and intervention;
- Mental health services, including telehealth services; and
- Extended school day and school year.

Reading Improvement and Intervention

Research suggests students at risk for reading difficulties have a much stronger chance of achieving grade-level reading ability when they receive early and intensive intervention. Without early intervention, difficulties are likely to persist and worsen over time as the demands of school increase. Support for students in the areas of reading improvement and intervention often consists of instruction that is specific to students' reading needs and that supports improvement in grade-level reading skills. Instruction and intervention should include evidence-based strategies that improve reading among students and explicit, systematic instruction targeted at the student's identified reading difficulties.

Story of Success: Campbell City Schools

Campbell City Schools utilized Disadvantaged Pupil Impact Aid to expand upon and strengthen its Community Literacy Workforce and Cultural Center (CLWCC), which aligns community and regional partners to provide enriching educational opportunities, workforce training programs and a wide range of wellness programming. Additionally, Campbell City Schools has implemented the Literacy Collaborative, a program identifying qualifying students for Reading Improvement Plans. They then provide Tier 2 and Tier 3 interventions to identified students with qualified tutors and literacy coaches.

Story of Success: Morgan Local Schools

Morgan Local Schools utilized Disadvantaged Pupil Impact Aid to provide staff with training focused on the science of reading to address early literacy. Approximately 45 staff members received professional development in Language Essentials for Teachers of Reading and Spelling (LETRS). This professional development was chosen to provide teachers with skills needed to ensure gaps in early literacy are addressed. In addition, teachers provided Tier II and Tier III reading intervention at all grades.

Extended School Day

Administrators recognize that student needs may extend beyond the standard school calendar. Districts and schools implemented initiatives to extend the school day or year. Extending the school day or year occurs when a district or school provides additional instruction and academic programming to students that is beyond the state-mandated requirements for the minimum number of hours in a day, days in a week or weeks in a year. This extended time could include weekends, longer school days or summer courses. Extending learning time provides districts and schools with an opportunity to develop schoolwide goals to improve student learning and achievement.

Story of Success: Norwayne Local Schools

Norwayne Local Schools used Disadvantaged Pupil Impact Aid and other funding sources to expand high-dosage tutoring and summer programming. Students identified as needing additional interventions for reading and math were scheduled two to three days a week to receive direct instruction from teaching staff. Additionally, Norwayne Local Schools offers a one-week STEM camp during summer months for any interested students.

Allowable Community Partners

Collaboration with community partners is essential in the development, implementation and successful completion of many initiatives that support Ohio's students. Engaging a diverse group of community partners allows districts and schools to gain valuable insight into local community resources to help them develop strategies and engage vulnerable youth populations.

For FY23, Ohio law established eight community partners with whom districts and schools were required to plan for the use of some funding sources. Many districts and schools collaborated with community partners to benefit from the experience and expertise of local community partners when planning for the use of funds.

Districts and schools were encouraged to partner with other districts and schools to share valuable resources. A total of 150 districts and schools reported this type of collaboration. The table below provides the count and percentage of each type of community partner reported.

| Community Partner Type | Number of districts and schools with partnerships | Percentage of districts and schools working with the partner |
|---|---|--|
| Educational service center | 580 | 65.0% |
| Community-based mental health treatment provider | 365 | 40.9% |
| Other | 259 | 29.0% |
| Nonprofit organization with experience serving children | 239 | 26.8% |
| Board of alcohol, drug and mental health services | 124 | 14.2% |
| Board of health of a city or general health district | 113 | 12.7% |
| Public hospital agency | 92 | 10.3% |
| County department of job and family services | 73 | 8.2% |
| County board of developmental disabilities | 27 | 3.0% |

Districts and schools that reported a community partner other than those listed in the reporting tool were able to write in information to identify the partner. Other community partners that districts and schools reported collaborating with included law enforcement and the city or village where the school is located.

Summary

Ohio's [strategic priorities](#) include helping students overcome obstacles to learning, accelerating learning and preparing for future success. In FY23, 892 of Ohio's districts and schools utilized Student Wellness and Success Funds and Disadvantaged Pupil Impact Aid to implement initiatives that support students' academic, physical and emotional wellness.

To measure the outcomes and impacts of the funded initiatives, districts and schools most frequently used student attendance data, PBIS data and student discipline data. Of districts and schools using this data, 78.1% reported the data stayed constant or improved when compared to the previous year. Districts and schools using PBIS data reported 68.6% of results remained constant or improved and those using discipline data reported 73.2% of results remained constant or improved when compared to the previous year.

Ohio's districts and schools continue to implement wraparound services that support Ohio's students and show continued commitment to implementing initiatives that improve students physical and mental health while assisting students in overcoming obstacles to learning, accelerating learning and preparing students for future success.

As the state moves into the next biennium, Ohio law now includes several updates related to [Disadvantaged Pupil Impact Aid](#) and [Student Wellness and Success Funds](#). These updates are included in the [Department's Disadvantaged Pupil Impact Aid and Student Wellness and Success Funds webpage](#) and ensure that districts and schools are positioned to prioritize students' physical and mental health needs through strategic community partnerships.