

Prevention Services Data Report

2020-2021





TABLE OF CONTENTS

Prevention Services Data Report	3
<i>Executive Summary</i>	3
<i>Key Takeaways</i>	3
<i>Respondents</i>	4
<i>Prevention-Focused Services for Students</i>	4
Curriculum	4
Programs and Supports.....	6
When and Where Prevention-Focused Services are Provided.....	8
Staff and Other Providers of Prevention-Focused Services	9
<i>Professional Development</i>	10
<i>Professional and Peer Learning</i>	12
<i>Community Partnerships, Engaging Parents and Families</i>	13
<i>Conclusion</i>	17
Appendix	18



Prevention Services Data Report

2020-2021

Executive Summary

Ohio's strategic priorities for helping students overcome the impact of the COVID-19 pandemic, [Future Forward Ohio](#), emphasize the need to address barriers that limit students' abilities to engage holistically with their education. The [Whole Child Framework](#) broadens district and school focus by meeting students wellness, physical and safety needs in addition to academics. Whole child needs are foundational to a child's intellectual and social development and necessary for students to fully engage in learning and school.

As reported by [Protecting Youth Mental Health: The U.S. Surgeon General's Advisory](#), mental health needs in young people continue to rise. Schools provide students with supportive structures, identify young people in need of support and connect them with needed services and treatment. Schools fill a critical role in the prevention and intervention of emotional, behavioral and mental health disorders. Early intervention is critical, as half of all lifetime cases of mental illness begin by age 14.¹ Research shows the earlier youth start using alcohol and other drugs, the higher the likelihood of developing a substance use disorder.² Prevention services in schools provide students with supports needed to reduce risk factors, build resilience and gain skills for success in life.

[Ohio law](#) requires each school district to report on the types of prevention-focused programs, services and supports provided in each building operated by the district, for each grade kindergarten through twelve. Prevention-focused programs, services and supports are used to assist students with the following:

- Developing knowledge and skills to engage in healthy behaviors and decision making; and
- Increasing awareness of dangers and consequences of risky behaviors: substance use, suicide, bullying and other harmful behaviors.

This report summarizes the prevention-focused services that were reported for the 2020-2021 school year.

Key Takeaways

- During the 2020-2021 school year, more than 81% of schools offered prevention-focused curricula and 95% of schools offered prevention-focused programs and supports.
- The most reported prevention-focused curricula were D.A.R.E., Second Step, Signs of Suicide (SOS), Start with Hello and Zones of Regulation. The most reported prevention-focused programs and supports were Positive Behavioral Interventions and Supports (PBIS), Trauma-Informed Practices, Mental Health Counseling – Group, Mental Health Counseling – Individual and Red Ribbon Week.
- Prevention-focused curricula most often were offered during the school day and inside the classroom. Prevention-focused programs and supports most frequently were offered during the school day and outside of the classroom.
- Teachers were the most likely to provide prevention-focused curricula while school-employed providers were the most likely to provide prevention-focused programs and supports.

¹ Kessler, R.C., Berglund, P., Demler, O., Jin, R., Merikangas, K.R., Walters, E.E. (2005). Lifetime prevalence and age-of-onset distributions of DSM-IV disorders in the National Comorbidity Survey Replication. *Arch Gen Psychiatry*, 62(6), 593-602. <https://doi.org/10.1001/archpsyc.62.6.593>

² Jordan, C. J. & Andersen, S. L. (2017). Sensitive periods of substance abuse: Early risk for the transition to dependence. *Developmental Cognitive Neuroscience*, 25, 29-44. <https://doi.org/10.1016/j.dcn.2016.10.004>



- More than 93% of schools in the state reported offering some type of prevention-focused professional development, and 72% of schools reported participating in some type of prevention-focused professional and peer learning during the 2020-2021 school year.
- Almost 90% of schools reported partnering with community coalitions, organizations or other external agencies to provide prevention services and resources to families. This 50% increase from the 2019-2020 school year is likely related to additional state funding which was used to build community partnerships with the ultimate goal of providing evidence-informed prevention services for every child, in every grade, in every school.
- Almost 90% of schools reported efforts to engage parents and families in prevention-focused services.

Respondents

The Department distributed information regarding the prevention services data report to all public schools in the state. Public schools include traditional public schools, community schools, career-technical education schools, STEM schools and state-supported organizations. In the 2020-2021 school year, there were 3,408 public schools in Ohio.³

The Department also distributed information regarding the prevention services data report to educational service centers and nonpublic schools. In 2020-2021, there were 51 educational service centers (ESCs) that submitted a total of 74 prevention service data reports. While there were 51 ESCs, the reports submitted were associated with ESC programs, where multiple programs are associated with an ESC. Nonpublic schools are not required to submit a prevention services data report, however, 128 nonpublic schools elected to complete a report.

The report uses 3,408 as the total number of schools in the state to calculate the percentage of schools offering prevention-focused services. The Department used a list of all schools actively serving students in the 2020-2021 school year to determine the total number of all schools in the state. There were some schools that completed a prevention services data report but were not indicated on this list as serving students during the 2020-2021 school year; their data was not included in the analysis.

Number of Schools Responding by Organization Type			
Organization Type	Number Reporting	State Total	Percentage of Total Reporting
Traditional Public School	2,981	3,004	99.2%
Community School	314	315	99.7%
Career-Technical Education School	65	74	87.8%
State Supported Organization	5	8	62.5%*
STEM School	7	7	100.0%

*The Department of Youth Services operates three state-supported organizations. These schools were inadvertently excluded from the survey administration.

Prevention-Focused Services for Students

CURRICULUM

The Ohio Department of Education, in consultation with the Ohio Department of Mental Health and Addiction Services, describes prevention-focused curriculum as instruction provided in a planned sequence of culturally

³ Ohio Department of Education. (2021). Master Building List.



appropriate, science-driven strategies with specific learning expectations that is intended to facilitate attitude and behavior change. Curriculum can be evidence-based when there are research findings which show a consistent, positive pattern of results on most of the intended recipients or target population.

The table below outlines the number and percentage of schools, by organization type, which offered prevention-focused- curriculum in the 2020-2021 school year. Across all organization types, more than 81% of schools (2,782) offered prevention-focused curricula. Of schools that offered prevention-focused curriculum, an average of 2 curricula were provided in each building.

Schools Providing Prevention-Focused Curriculum by Organization Type		
Organization Type	Number of Schools Providing Curriculum	Percentage of Schools in the State Providing Curriculum
Traditional Public School	2,536	84.4%
Community School	197	62.5%
Career-Technical Education School	37	50.0%
State Supported Organization	5	62.5%
STEM School	7	100.0%

Respondents were required to indicate the types of prevention-focused curricula provided to students. The Department provided a list of curricula for schools to select from; not all curricula listed were necessarily evidence-based or best practice for prevention. The listed curricula were the most frequently given responses in the previous year’s report. Respondents were also able to select “other” and type in curricula that were not listed. The curricula listed below were the five most frequently offered during the 2020-2021 school year:

- D.A.R.E
- Second Step
- Signs of Suicide (SOS)
- Start with Hello
- Zones of Regulation

In both the 2019-2020 and 2020-2021 school years, Signs of Suicide (SOS) was one of the most frequently reported curricula. The program is evidence-based and educates students about the relationship between suicide and depression. Additionally, Signs of Suicide (SOS) is approved to meet the SAVE Students Act requirement for suicide awareness and prevention and violence prevention. The [SAVE Students Act](#) requires schools to provide at least one hour or one standard class period of evidence-based instruction in suicide awareness and prevention, safety training and violence prevention, and social inclusion to students in grades 6-12 each year, beginning in the 2023-2024 school year.

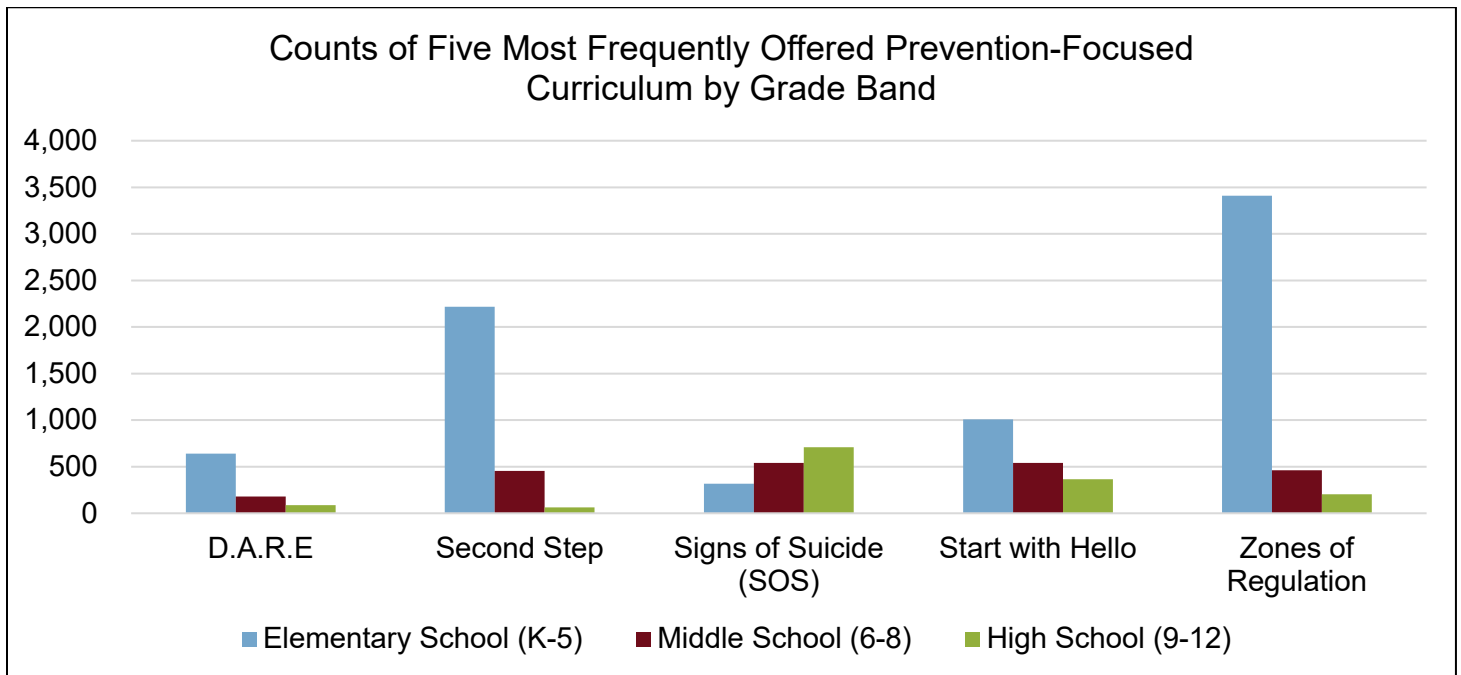
The departments of Education, Mental Health and Addiction Services, and Public Safety have approved Start with Hello to meet the SAVE Students Act requirement for social inclusion. The program’s presence on the list of approved programs for social inclusion may be related to the frequency with which the program is being implemented in Ohio schools.

GRADE LEVELS

Schools selected the grade levels for which each prevention-focused service was provided. If a school provided the specified prevention-focused service, they were asked to report on the grade levels the curriculum was provided to. For ease of reporting and visualization, grades were consolidated into the following grade bands: K-5, 6-8 and 9-12. The counts reflect the number of times each curriculum was offered in each grade. For example,



if a school offered a curriculum to students in grades 4, 5 and 6, a count of two would be added to the K-5 grade band and a count of one would be added to the 6-8 grade band.



PROGRAMS AND SUPPORTS

The Ohio Department of Education, in consultation with the Ohio Department of Mental Health and Addiction Services, describes prevention-focused programs and supports as services that assist with the prevention of risky behaviors and support mental health. Prevention-focused programs and supports can include information dissemination, social norming campaigns, mentoring groups, alternative programs, screening, referral, counseling and community-based processes.

The table below outlines the number of schools, by organization type, which offered prevention-focused programs and supports in the 2020-2021 school year and the percentage of schools in the state that offer prevention-focused programs and supports. Across all organization types, 95% of schools (3,240) offered prevention-focused programs and supports during the 2020-2021 school year. Of schools that offered prevention-focused programs and supports, an average of five programs and supports were provided in each building.

Schools Providing Prevention-Focused Programs and Supports by Organization Type		
Organization Type	Number of Schools Providing Programs and Supports	Percentage of Schools in the State Providing Programs and Supports
Traditional Public School	2,880	95.9%
Community School	288	91.4%
Career-Technical Education School	61	82.4%
State Supported Organization	4	50.0%
STEM School	7	100.0%



Respondents were asked to report the types of prevention-focused programs and supports provided to students. The Department provided a list of programs and supports for schools to select from; not all programs and supports listed were necessarily evidence-based or best practice for prevention. The listed curricula were the most frequently given responses in the previous year's report. Respondents were also able to select "other" and type in a curriculum that was not listed. The programs and supports listed below were the five most frequently offered during the 2020-2021 school year:

- Positive Behavioral Interventions and Supports (PBIS)
- Trauma-Informed Practices
- Mental Health Counseling – Group
- Mental Health Counseling – Individual
- Red Ribbon Week

Positive Behavioral Interventions and Supports (PBIS) and Trauma-Informed Practices were the two of the most frequently reported prevention-focused programs and supports. These types of supports are not one-time programs and require an ongoing, school-wide approach for implementation.

The 132nd General Assembly enacted [House Bill 318](#) which requires each school district in the state to implement a multi-tiered, school-wide behavioral framework known as [Positive Behavioral Intervention and Supports \(PBIS\)](#). PBIS is an evidence-based framework used to improve and integrate data, systems and practices affecting student academic and social outcomes and increasing learning for all students. The framework guides districts and schools in developing policies and practices that proactively define, teach and support appropriate student behavior. Starting in 2019, district implementation of PBIS became a non-graded reported card measure.

A [trauma-informed school](#) is one in which all students and staff feel safe, welcomed and supported and where the impact of trauma on teaching and learning is addressed at the center of the educational mission. Trauma-informed- schools create school policies, practices and cultures that are sensitive to the needs of traumatized individuals and ensure that all individuals (students, families and staff) meet their maximum potential. Trauma-informed care is not one specific program or training but principles and approaches that shape how people interact within an organization. Schools and districts may provide ongoing training, explore practices and re-evaluate needs to adopt and implement an ongoing trauma-informed framework.

The [Substance Abuse and Mental Health Services Administration's \(SAMHSA\) Center for Substance Abuse Prevention \(CSAP\)](#) identifies six prevention strategies. These strategies are information dissemination, prevention education, alternatives, problem identification and referral, community-based processes and environmental strategies. According to the [Ohio Department of Mental Health and Addiction Services](#), prevention providers should implement prevention strategies in alignment with a strategic planning process after conducting a needs assessment. Providers implementing all six prevention strategies together create a comprehensive prevention approach.

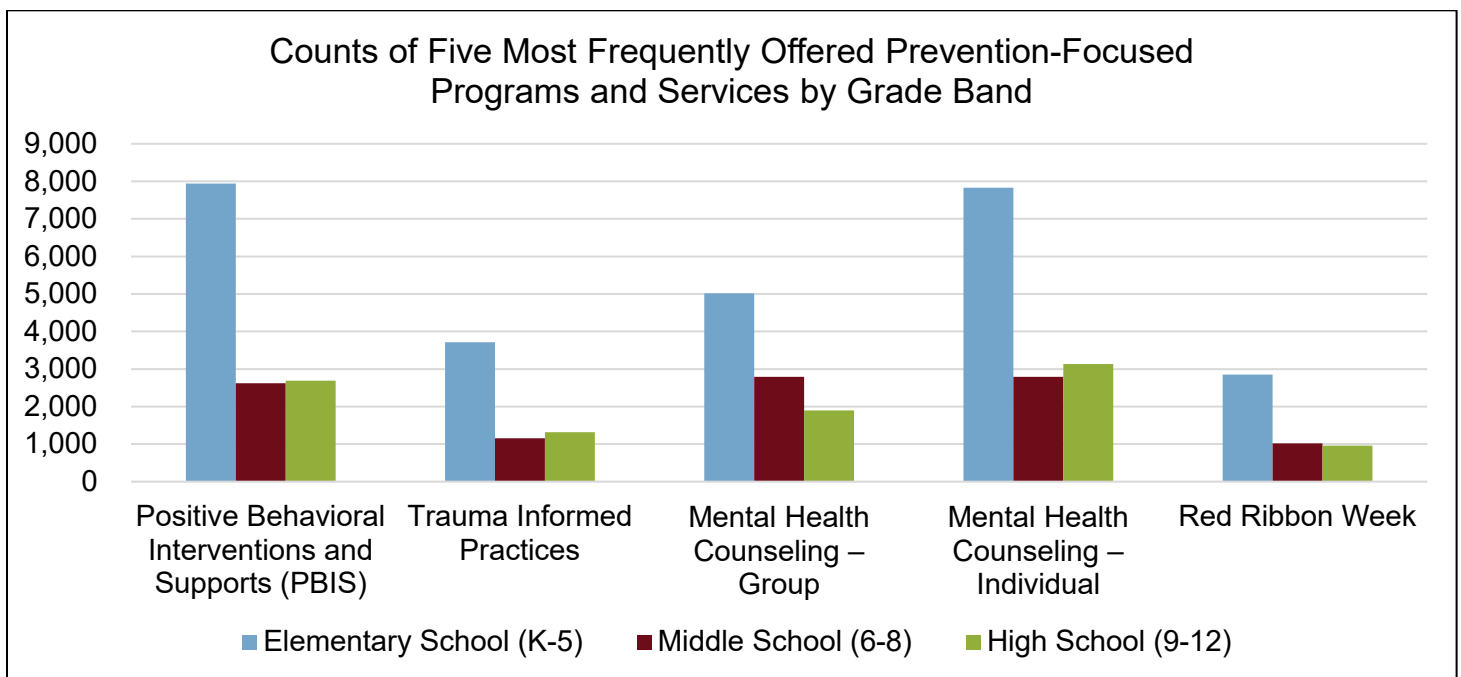
Prevention education and environmental strategies have the intervention strength necessary to influence attitude and behavior. These are the only prevention strategies that, when used alone, can be considered effective prevention. Information dissemination is characterized by one-way communication from a source to an audience. In this prevention strategy, the focus is to raise awareness and knowledge of the nature and extent of mental, emotional and behavioral health concerns and their effects while also sharing available prevention programs and services. Outreach events that focus on disseminating information or promoting health and wellness are typically considered a method of information dissemination. Center for Substance Abuse Prevention has found that information dissemination alone is not effective prevention.



Prevention programs are most effective when they are matched to their target population’s level of risk. The Institute of Medicine (IOM) categorizes prevention programs and practices into universal, selective and indicated classifications. Indicated prevention is appropriate for individuals who exhibit risk factors that increase their chances of developing mental, emotional or behavioral health disorders. Once an individual meets the diagnostic criteria for a mental, emotional or behavioral health disorder, the IOM’s continuum of care places them in the treatment spectrum.

GRADE LEVELS

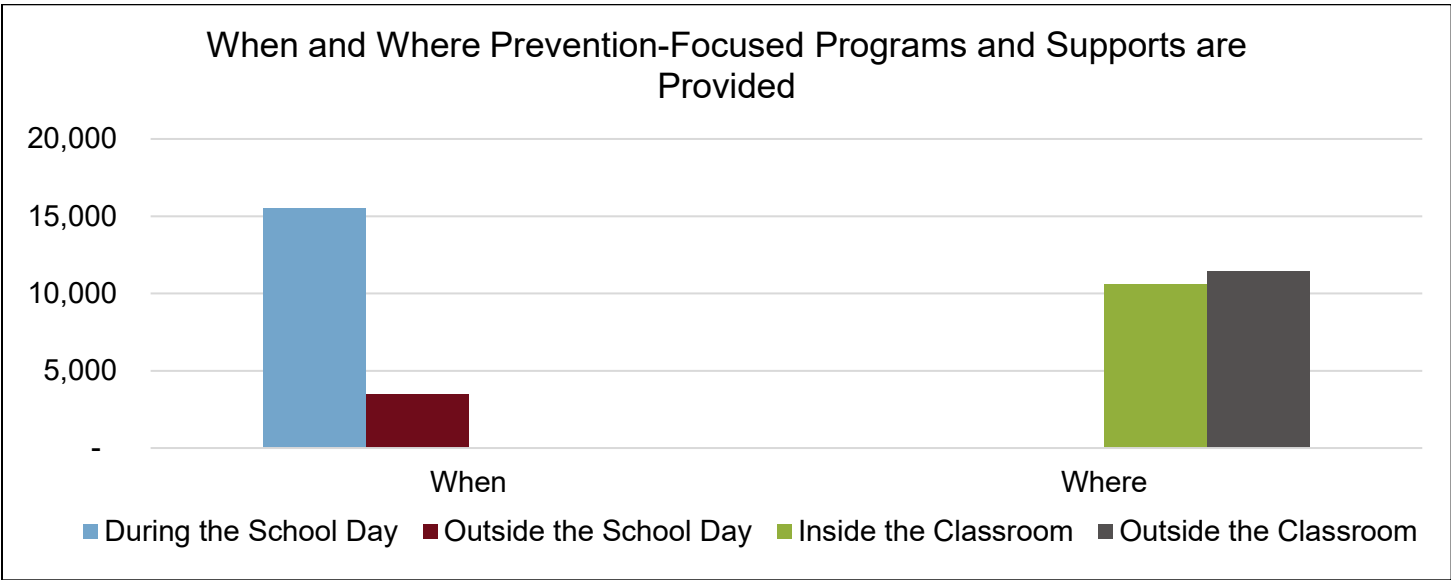
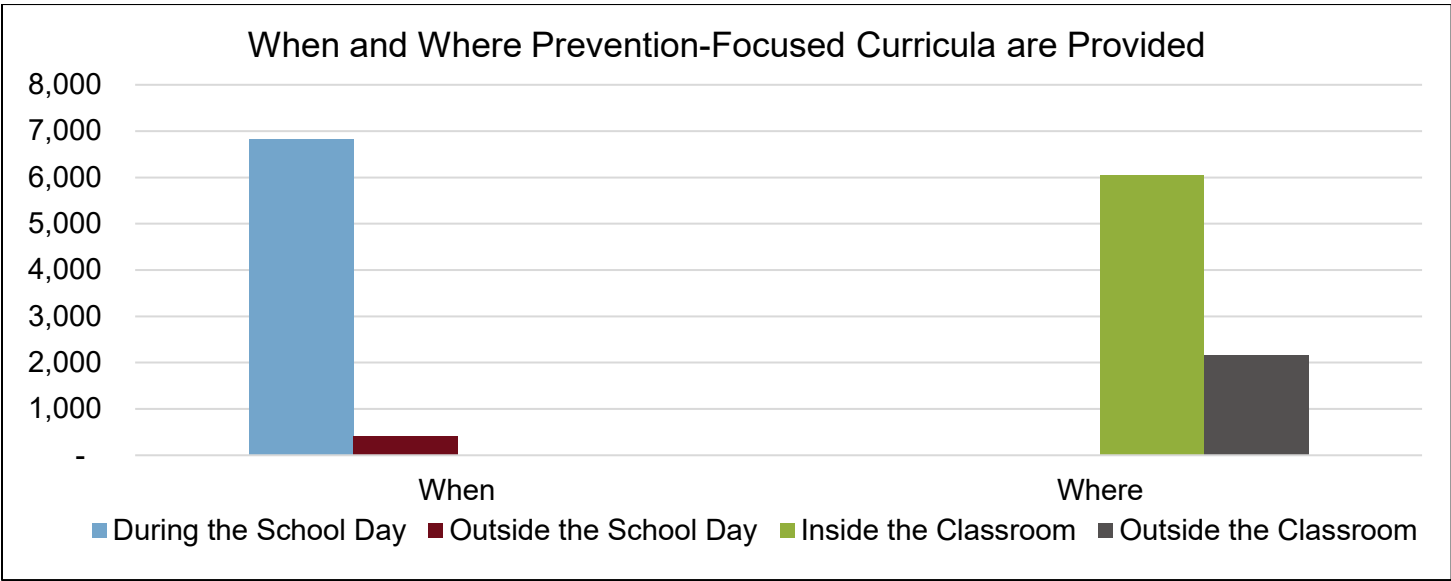
Schools selected the grade levels for which each prevention-focused service was provided. For ease of reporting and visualization, grades were consolidated into the following grade bands: K-5, 6-8 and 9-12. The counts reflect the number of times each curriculum was offered in each grade. For example, if a school offered a program and support to students in grades 4, 5 and 6, a count of two would be added to the K-5 grade band and a count of one would be added to the 6-8 grade band.



WHEN AND WHERE PREVENTION-FOCUSED SERVICES ARE PROVIDED

Respondents reported where and when prevention services were provided to students. To identify where services were provided, respondents had the choice of during the school day or outside of the school. To identify when prevention services were provided, respondents had the choice of inside the classroom or outside of the classroom. The choices for when and where services were provided were not mutually exclusive.

The graphics below reflect when and where each prevention-focused service was provided. Prevention-focused curricula were most frequently offered inside the classroom and during the school day. Prevention-focused programs and supports were most frequently offered outside of the classroom and during the school day.



STAFF AND OTHER PROVIDERS OF PREVENTION-FOCUSED SERVICES

The data report asked schools to state who provided prevention-focused services to students. Respondents were given a list of providers to select from. This list was not inclusive of all possible provider types; an option of “other” was provided to allow respondents an option to write-in provider types not listed. Schools were able to choose multiple provider types for each prevention-focused service offered. The options included:

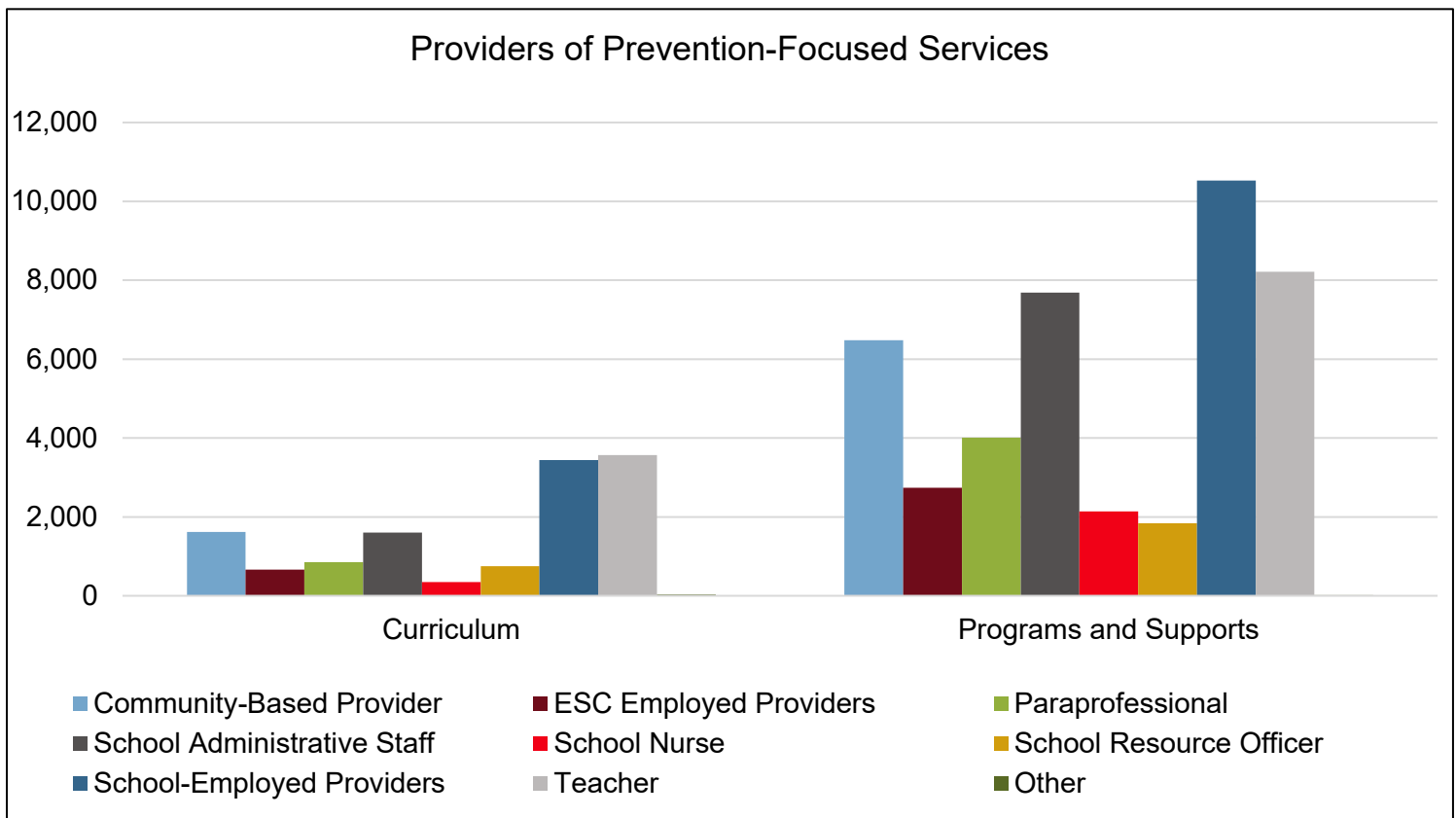
- Community-Based Provider (contractual relationship with mental health specialist, prevention specialist, social worker, counselor, psychologist)
- Educational Service Center (ESC) Employed Providers (mental health specialist, prevention specialist, social worker, school counselor, school psychologist or family liaison employed by the school district)
- Paraprofessional (instructional, behavioral or other)
- School Administrative Staff (principal, assistant principal, dean, director, coordinator)
- School Nurse
- School Resource Officer



- School-Employed Providers (mental health specialist, prevention specialist, social worker, school counselor, school psychologist or family liaison employed by the school district)
- Teacher
- Other

The graphic below shows provider types with the number of times they were reported as providing a prevention-focused service during the 2020-2021 school year. Responses for provider type were not mutually exclusive; respondents could select more than one provider type for each prevention-focused service offered.

Teachers, school-employed providers and community-based providers were the most likely to provide prevention-focused -curriculum. Teachers, school-employed providers and school administrative staff were the provider types most frequently reported as the providers of prevention-focused programs and supports.



Schools that responded with “other” as the provider type for a prevention-focused service were asked to describe who provided the services. Respondents providing write-in responses described law enforcement, students and occupational therapists as frequently offering prevention-focused curricula. Guest speakers, students and program-specific instructors were some of the most frequently described write-in responses for providers who offered prevention-focused programs and supports.

Professional Development

The Ohio Department of Education, in consultation with the Ohio Department of Mental Health and Addiction Services, describes prevention-focused professional development as the training of school personnel in topics related to wellness and safety. School personnel develop knowledge and skills necessary to support students and create a positive school climate upon receiving professional development.



Respondents reported on the types of prevention-focused professional development opportunities provided to staff. The list of professional development topics provided to schools were not necessarily evidence-based or best practice for prevention but were the most frequently given responses in the previous year’s report. An option of “other” was provided to allow respondents to write-in a provider type not listed. The options included:

- Crisis Prevention Training (ex. Therapeutic Crisis Intervention and Crisis Prevention Institute)
- Leadership Development
- Positive Behavioral Supports
- School Safety
- Social and Emotional Learning
- Suicide Prevention
- Trauma-Informed Practices
- Violence Prevention
- Other

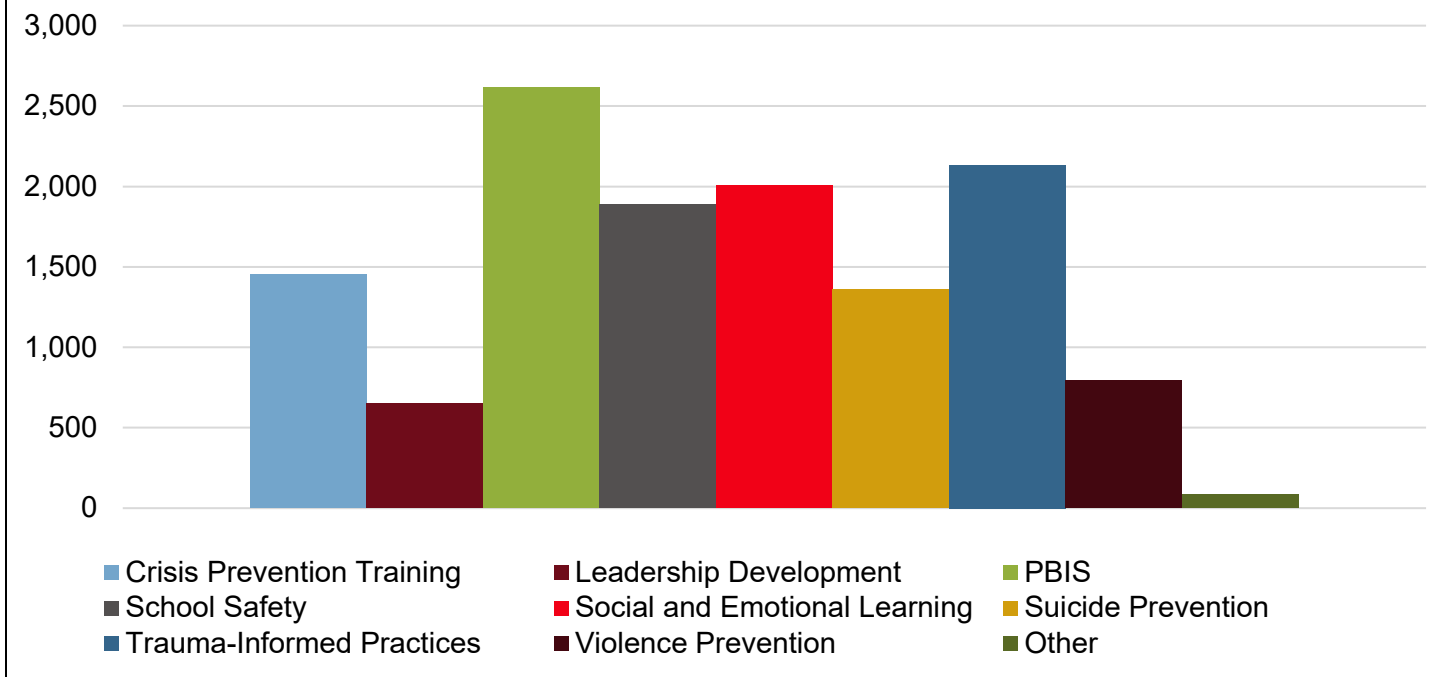
Schools Providing Professional Development Organization Type		
Organization Type	Number of Schools Providing Professional Development	Percentage of Schools in the State Providing Professional Development
Traditional Public School	2,815	93.7%
Community School	298	94.6%
Career-Technical Education School	59	79.7%
State Supported Organization	5	62.5%
STEM School	7	100.0%

Across all organization types, over 93% of schools in the state (3,177) offered some type of prevention--focused professional development during the 2020-2021 school year. The three most frequently provided topics for professional opportunities were:

- Positive Behavioral Interventions and Supports (PBIS)
- Trauma-Informed Practices
- Social and Emotional Learning



Prevention-Focused Professional Development Topic Areas



[Ohio law](#) requires in-service training on topics related to prevention for specified school personnel. The requirements include training in the following topic areas:

- Prevention of child abuse, violence and substance abuse and the promotion of positive youth development;
- School safety and violence prevention, including human trafficking content;
- The [school] board's harassment, intimidation or bullying policy;
- Prevention of dating violence; and
- Youth suicide awareness and prevention.

Respondents shared the types of school personnel that received prevention-focused professional development. Responses were not mutually exclusive; respondents could select more than one school personnel type for each prevention-focused professional development opportunity. Teachers, administrators and school counselors were the most frequently reported personnel type to receive prevention-focused professional development.

Professional and Peer Learning

The Ohio Department of Education, in consultation with the Ohio Department of Mental Health and Addiction Services, describes prevention-focused professional and peer learning as opportunities which allow schools to engage and communicate with other schools or professionals with expertise in prevention education.

In the data collection process, respondents reported on the types of professional and peer learning occurring in the school. The list of professional and peer learning topics provided to schools were not necessarily evidence-based or best practice for prevention. An option of “other” was provided to allow respondents the option to write-in a learning type not listed. The options included:

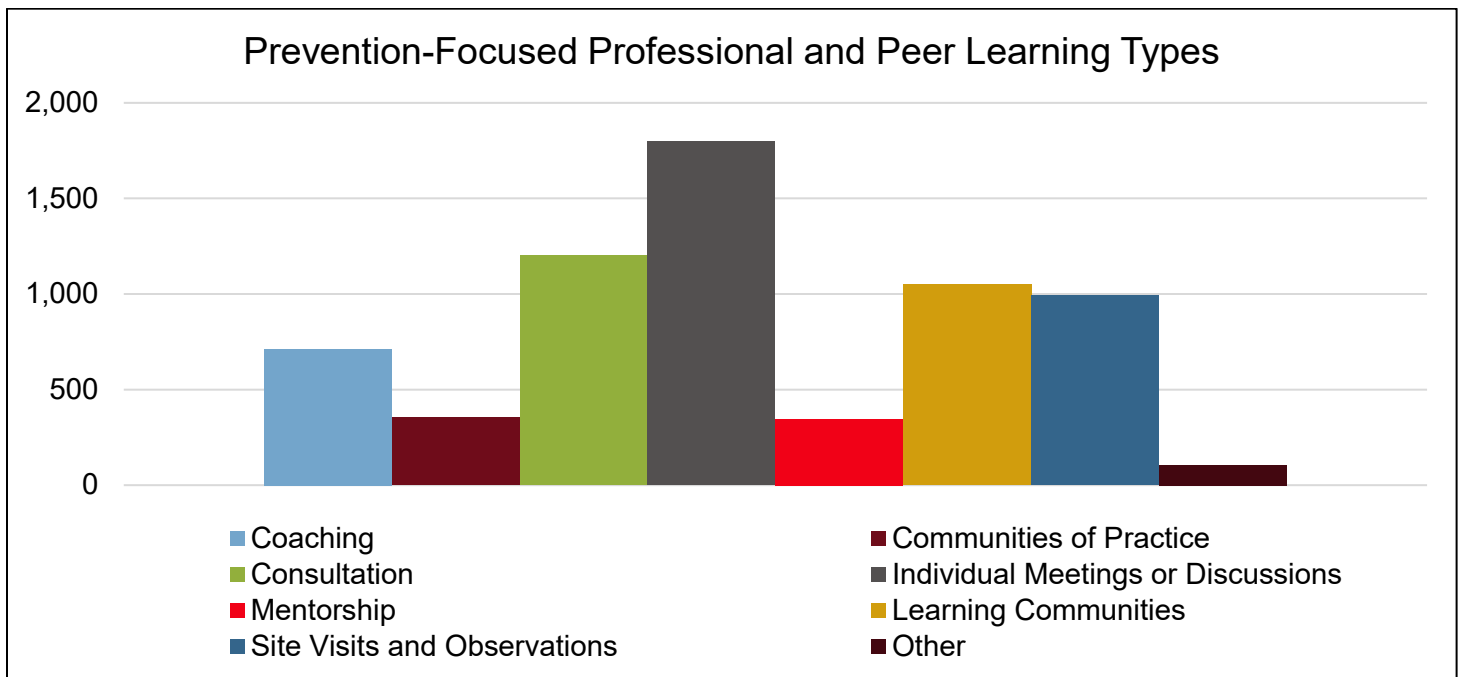
- Coaching
- Communities of Practice



- Consultation
- Individual Meetings or Discussions
- Mentorship
- Professional Learning Communities (PLCs) and Teaching Learning Collaborative (TLCs)
- Site Visits and Observations
- Other

Across all organization types, 72% of all schools (2,455) reported participating in some type of prevention-focused professional and peer learning. Respondents were required to report the types of prevention-focused professional and peer learning offered. The most frequent response was individual meetings or discussions, followed by consultation.

Schools Providing Professional and Peer Learning by Organization Type		
Organization Type	Number of Schools Providing Professional and Peer Learning	Percentage of Schools Providing Professional and Peer Learning
Traditional Public School	2,215	73.7%
Community School	180	57.1%
Career-Technical Education School	49	66.2%
State Supported Organization	5	62.5%
STEM School	6	85.7%



Community Partnerships, Engaging Parents and Families

Connecting parents and families with community resources strengthens and supports students' learning and well-being while creating caring communities. Schools can facilitate partnerships between community



resources and families. Engaging parents and families with prevention-focused services can strengthen families' knowledge and skills, extending their child's support at home.

Respondents were asked to report on the types of community coalitions, organizations or other external agencies their school partners with to provide prevention services and resources to families. Respondents were able to select more than one partnership. The data report offered respondents the following options to select from:

- Alcohol, Drug Addiction and Mental Health Boards (ADAMH Board)
- Educational Service Center (ESC)
- Faith-Based Organization
- Health Department
- Hospital
- Mental Health Provider
- Non-Profit Organization
- Ohio Certified Prevention Specialist (OCPS) or Ohio Certified Prevention Consultant (OCPC)
- Private Organization

Across all organization types, almost 90% of schools (3,059) reported partnering with community coalitions, organizations or other external agencies to provide prevention service and resources to families. Schools reported mental health providers and educational services centers as the most common providers of prevention services and resources to families.

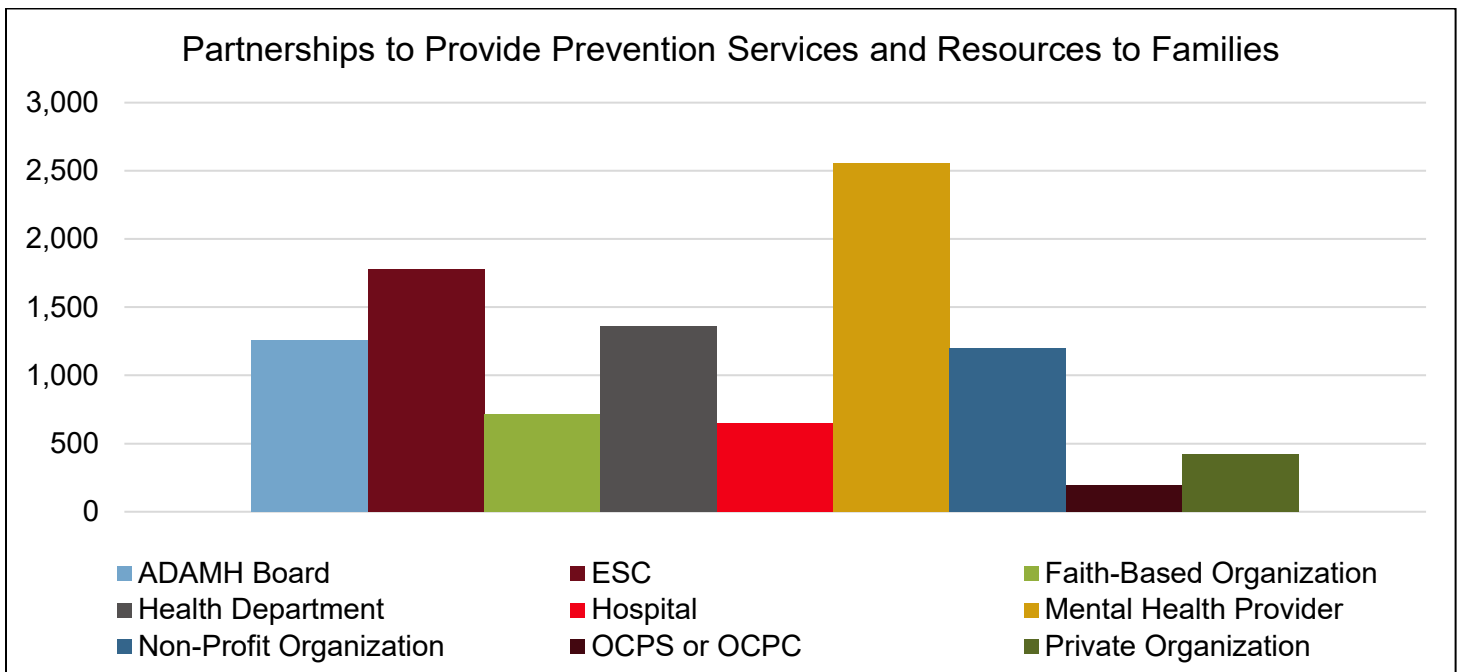


Schools Using Partnerships to Offer Resources to Families

Organization Type	Number of Schools Partnering to Offer Resources to Families	Percentage of Schools Partnering to Offer Resources to Families
Traditional Public School	2,756	91.7%
Community School	240	76.2%
Career-Technical Education School	53	71.6%
State Supported Organization	5	62.5%
STEM School	5	71.4%

In the [2019-2020 Prevention Services Data Report](#), 40% of Ohio schools reported having partnerships with a community coalition, outside organization or professional to provide prevention-focused curricula or programs and supports to parents and families. This increased to almost 90% of schools during the 2020-2021 school year. The 50% increase may be related to the funding provided under the leadership of Governor Mike DeWine and the [RecoveryOhio Initiative](#) to support prevention education.

In state fiscal year 2020, Ohio Governor Mike DeWine and the RecoveryOhio initiative dedicated \$20 million in state funding to support prevention in Ohio’s schools. The Ohio Department of Mental Health and Addiction Services and the Ohio Department of Education distributed the funding through the K-12 Prevention Education Initiative and the Prevention Education Professional Development Grants. The K-12 Prevention Education Initiative focused on empowering local communities in their efforts to help children build resiliency and reduce risk factors that contribute to the development of behavioral health conditions. The Prevention Education Professional Development Grants were provided to selected educational service centers to train educators and related service personnel on the model and tenets of prevention of risky behaviors, including substance use, suicide, bullying and other harmful behaviors.



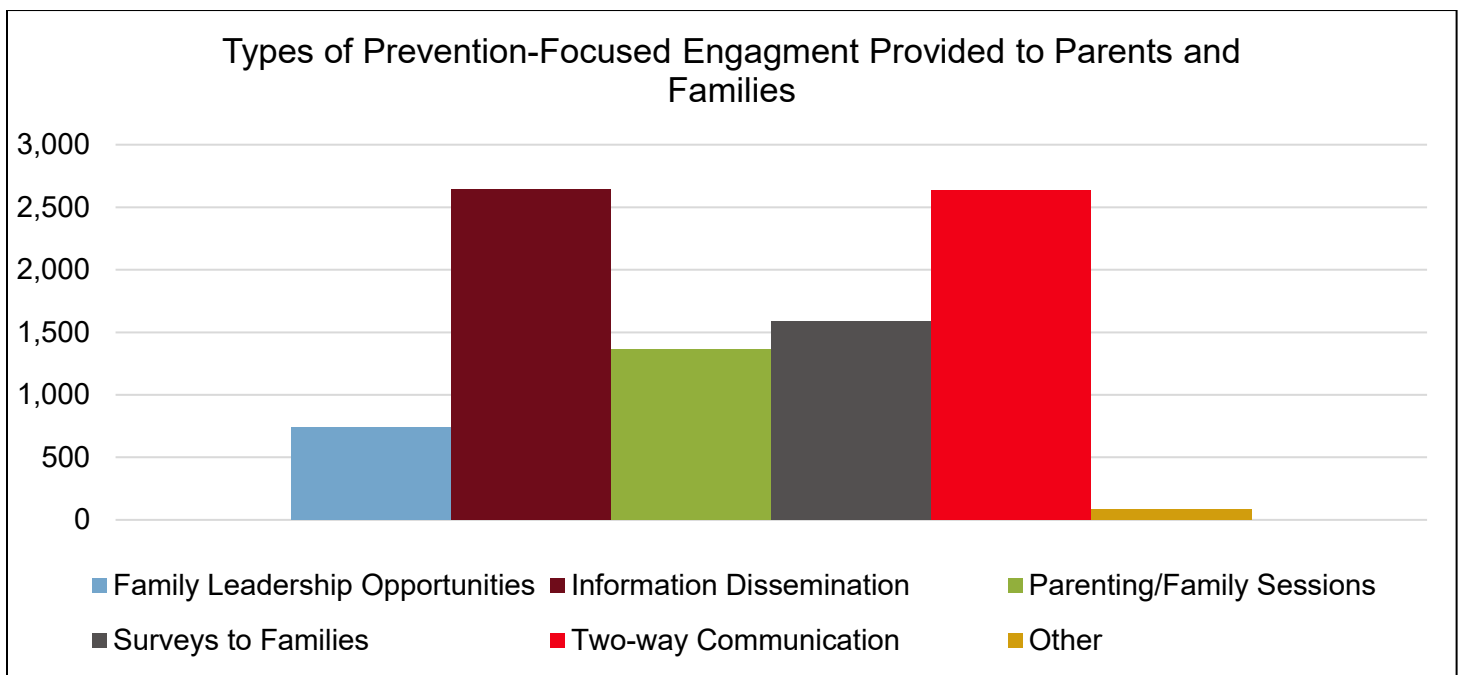


Respondents were asked to report on the types of prevention-focused engagement provided to parents and families. Respondents were able to select more than one type of engagement. An option of “other” was provided to allow respondents to write-in a learning type not listed. The data report offered respondents the following options:

- Family Leadership Opportunities
- Information Dissemination
- Parenting Sessions and/or Family Engagement Trainings
- Surveys to Families to Provide Feedback on Activities, Services and Partnerships
- Two-way Communication
- Other

Almost 90% of schools reported providing some type of prevention-focused engagement for parents and families. Information dissemination (newsletters, brochures, flyers, social media content, emails) and two-way communication (conferences, check-ins, parent nights) were the most common.

Schools Providing Family Engagement by Organization Type		
Organization Type	Number of Schools Providing Family Engagement	Percentage of Schools Providing Family Engagement
Traditional Public School	2,738	91.1%
Community School	262	83.2%
Career-Technical Education School	50	67.6%
State Supported Organization	5	62.5%
STEM School	5	71.4%





Conclusion

Ohio continues to prioritize the strengthening of school-based supports to prevent non-academic barriers to learning. This includes meeting the health and safety needs of school staff and students. In 2021, the Ohio Department of Education and the Ohio Department of Mental Health and Addiction Services awarded Governor's Emergency Education Relief (GEER) Funds to Miami University's Center for School-Based Mental Health Programs. This funding was used to develop the Ohio School Wellness Initiative, which focuses on enhancing the full continuum of care (prevention, treatment and recovery services) in Ohio's K-12 schools. This initiative resulted in a comprehensive model that is available to schools with support and technical assistance from the state funded School-Based Center of Excellence for Prevention and Early Intervention at Miami University. These critical investments assist schools and communities in building sustainable processes to support Ohio's students.

The Departments of Education and Mental Health and Addiction Services continue to work in partnership to promote the use of evidence-based and evidence informed practices to prevent mental, emotional and behavioral health disorders. Schools are encouraged to use prevention programs that are backed in evidence. This includes programs that have a consistent, positive pattern of results on the majority of the audience or programs that have been developed based on the best research available in the field and align with identified strategies and best practices in prevention. [Ohio's Evidence-Based Clearinghouse](#) can be used to assist schools in identifying evidence-based programs that that will have a positive impact on students.

This report summarized the results from the second annual prevention services data report. The 2020-2021 Prevention Services Data Report included information on prevention-focused curricula, programs and supports, professional development, community partnerships and efforts to engage families during the 2020-2021 school year. The Department of Education will collect data on prevention-focused services each year to allow for data comparison.

During both the 2019-2020 and 2020-2021 school years, Signs of Suicide (SOS) was among the most commonly reported curricula. The prevention-focused programs and supports most commonly provided during the 2019-2020 school year were most commonly categorized in the content areas of wellness and youth development. The data collection process for the 2020-2021 school year was revised and does not provide an exact comparison to the 2019-2021 school year. However, the most reported programs and supports provided during the 2020-2021 school could be categorized in the content areas of mental health and substance use. The most common professional development topics provided during the 2019-2020 school year were mental wellness, violence prevention and youth development. During the 2020-2021 school year, the most common topics were Positive Behavioral Interventions and Supports (PBIS), trauma-informed practices, and social and emotional learning.

Key stakeholders may consider using the data available to support decision making as it relates to prevention-focused services. Strengthening prevention services in schools aligns with Ohio's whole child approach to meet each student's health and safety needs. Communities, parents and families, and school staff play an integral role in supporting the needs of the whole child.



Appendix

Prevention-Focused Curriculum Offered in Schools, by County

County	Schools in the County		
	Offering Curriculum	Total	Percent
Adams	8	9	88.9%
Allen	28	36	77.8%
Ashland	15	16	93.8%
Ashtabula	25	31	80.6%
Athens	15	18	83.3%
Auglaize	17	18	94.4%
Belmont	21	23	91.3%
Brown	14	17	82.4%
Butler	65	85	76.5%
Carroll	5	5	100.0%
Champaign	13	14	92.9%
Clark	39	45	86.7%
Clermont	38	41	92.7%
Clinton	13	15	86.7%
Columbiana	31	36	86.1%
Coshocton	10	12	83.3%
Crawford	16	19	84.2%
Cuyahoga	261	334	78.1%
Darke	15	18	83.3%
Defiance	12	13	92.3%
Delaware	43	43	100.0%
Erie	18	24	75.0%
Fairfield	40	42	95.2%
Fayette	7	7	100.0%
Franklin	317	382	83.0%
Fulton	19	20	95.0%
Gallia	13	14	92.9%
Geauga	18	19	94.7%
Greene	28	35	80.0%
Guernsey	9	12	75.0%
Hamilton	153	197	77.7%
Hancock	27	34	79.4%
Hardin	10	13	76.9%
Harrison	4	5	80.0%
Henry	11	11	100.0%
Highland	12	19	63.2%
Hocking	7	7	100.0%
Holmes	6	14	42.9%
Huron	21	23	91.3%
Jackson	9	11	81.8%
Jefferson	18	23	78.3%
Knox	19	19	100.0%
Lake	47	51	92.2%
Lawrence	17	24	70.8%

County	Schools in the County		
	Offering Curriculum	Total	Percent
Licking	47	51	92.2%
Logan	13	13	100.0%
Lorain	72	87	82.8%
Lucas	74	127	58.3%
Madison	16	16	100.0%
Mahoning	59	70	84.3%
Marion	17	23	73.9%
Medina	43	43	100.0%
Meigs	6	8	75.0%
Mercer	15	20	75.0%
Miami	30	36	83.3%
Monroe	9	9	100.0%
Montgomery	94	140	67.1%
Morgan	5	5	100.0%
Morrow	10	12	83.3%
Muskingum	12	33	36.4%
Noble	4	4	100.0%
Ottawa	12	15	80.0%
Paulding	10	10	100.0%
Perry	14	14	100.0%
Pickaway	19	19	100.0%
Pike	12	14	85.7%
Portage	41	46	89.1%
Preble	10	15	66.7%
Putnam	13	22	59.1%
Richland	35	45	77.8%
Ross	23	23	100.0%
Sandusky	18	22	81.8%
Scioto	24	31	77.4%
Seneca	13	18	72.2%
Shelby	18	20	90.0%
Stark	87	104	83.7%
Summit	119	137	86.9%
Trumbull	57	68	83.8%
Tuscarawas	28	40	70.0%
Union	15	15	100.0%
Van Wert	10	11	90.9%
Vinton	5	5	100.0%
Warren	36	44	81.8%
Washington	14	21	66.7%
Wayne	37	41	90.2%
Williams	11	14	78.6%
Wood	30	34	88.2%
Wyandot	9	9	100.0%



Prevention-Focused Programs and Supports Offered in Schools, by County

County	Schools in the County		
	Offering Programs and Supports	Total	Percent
Adams	9	9	100.0%
Allen	35	36	97.2%
Ashland	15	16	93.8%
Ashtabula	27	31	87.1%
Athens	18	18	100.0%
Auglaize	18	18	100.0%
Belmont	23	23	100.0%
Brown	17	17	100.0%
Butler	83	85	97.6%
Carroll	4	5	80.0%
Champaign	14	14	100.0%
Clark	38	45	84.4%
Clermont	40	41	97.6%
Clinton	15	15	100.0%
Columbiana	34	36	94.4%
Coshocton	12	12	100.0%
Crawford	19	19	100.0%
Cuyahoga	315	334	94.3%
Darke	18	18	100.0%
Defiance	12	13	92.3%
Delaware	43	43	100.0%
Erie	23	24	95.8%
Fairfield	40	42	95.2%
Fayette	7	7	100.0%
Franklin	354	382	92.7%
Fulton	20	20	100.0%
Gallia	14	14	100.0%
Geauga	18	19	94.7%
Greene	35	35	100.0%
Guernsey	11	12	91.7%
Hamilton	183	197	92.9%
Hancock	31	34	91.2%
Hardin	13	13	100.0%
Harrison	4	5	80.0%
Henry	11	11	100.0%
Highland	19	19	100.0%
Hocking	7	7	100.0%
Holmes	14	14	100.0%
Huron	21	23	91.3%
Jackson	11	11	100.0%
Jefferson	23	23	100.0%
Knox	19	19	100.0%
Lake	51	51	100.0%
Lawrence	22	24	91.7%

County	Schools in the County		
	Offering Programs and Supports	Total	Percent
Licking	47	51	92.2%
Logan	13	13	100.0%
Lorain	75	87	86.2%
Lucas	127	127	100.0%
Madison	15	16	93.8%
Mahoning	65	70	92.9%
Marion	21	23	91.3%
Medina	43	43	100.0%
Meigs	7	8	87.5%
Mercer	19	20	95.0%
Miami	35	36	97.2%
Monroe	9	9	100.0%
Montgomery	136	140	97.1%
Morgan	5	5	100.0%
Morrow	11	12	91.7%
Muskingum	28	33	84.8%
Noble	4	4	100.0%
Ottawa	14	15	93.3%
Paulding	10	10	100.0%
Perry	14	14	100.0%
Pickaway	19	19	100.0%
Pike	12	14	85.7%
Portage	44	46	95.7%
Preble	15	15	100.0%
Putnam	21	22	95.5%
Richland	43	45	95.6%
Ross	23	23	100.0%
Sandusky	22	22	100.0%
Scioto	28	31	90.3%
Seneca	18	18	100.0%
Shelby	18	20	90.0%
Stark	100	104	96.2%
Summit	133	137	97.1%
Trumbull	63	68	92.6%
Tuscarawas	40	40	100.0%
Union	15	15	100.0%
Van Wert	11	11	100.0%
Vinton	5	5	100.0%
Warren	41	44	93.2%
Washington	19	21	90.5%
Wayne	39	41	95.1%
Williams	12	14	85.7%
Wood	31	34	91.2%
Wyandot	9	9	100.0%