

Student Wellness and Success Funds and Disadvantaged Pupil Impact Aid Report



Fiscal Year 2024



**Department of
Education &
Workforce**

Executive Summary

The Ohio Department of Education and Workforce's strategic priorities are literacy, accelerating learning, workforce readiness, and student wellness. Under the leadership of Governor Mike DeWine, Lt. Governor Jon Husted, and the Ohio General Assembly, Ohio's districts and schools receive Student Wellness and Success Funds and Disadvantaged Pupil Impact Aid to fund initiatives to support wraparound services for their students.

Effective in the 2023-2024 school year, Ohio law includes updates to [Student Wellness and Success Funds and Disadvantaged Pupil Impact Aid](#). The [Department's webpage](#) outlines these updates to ensure districts and schools are positioned to prioritize students' physical and mental health needs through strategic community partnerships.

The Department collected data from 1,001 districts and schools regarding their use of Student Wellness and Success Funds and Disadvantaged Pupil Impact Aid during the 2023-2024 school year. A total of 965 districts and schools reported spending funding, while only 36 reported they did not spend any funding.

Key Takeaways

- Districts and schools spent a total of \$885,203,834 in state funding in the 2023-2024 school year on various initiatives to enhance student well-being.¹
- Districts and schools implemented a total of 3,244 initiatives (13% of these were newly established).
- The allocated funds supported a total of 4,248,885 student service instances across districts and schools statewide. This number represents the reported service data provided by schools and districts for various initiatives. Because many schools and districts implement multiple initiatives that may impact the same students in different ways, the total of 4,248,885 includes duplicated counts of students who accessed services under more than one initiative.
- Mental health services were the top expenditure category (\$271,671,719 in state funding spent), an increase of \$90,327,280 from FY23.²
- Mental health services were the most frequently reported initiative category (1,026 initiatives implemented by 764 districts and schools).
- Educational service centers (ESCs) were the most frequently reported community partner (70.3% of districts and schools reported an ESC partnership).
- Districts and schools reported funding for more than 6,239 new full-time equivalent staff positions and more than 17,767 existing full-time equivalent staff positions.

¹ State funding refers to Student Wellness and Success Funds from Fiscal Years 2020-2024 and Disadvantaged Pupil Impact Aid from Fiscal Years 2022-2024. Initiatives that were not funded by Student Wellness and Success Funds or Disadvantaged Pupil Impact Aid are not included. [Student Wellness and Success Funds and Disadvantaged Pupil Impact Aid Report: Fiscal Year 2023](#).

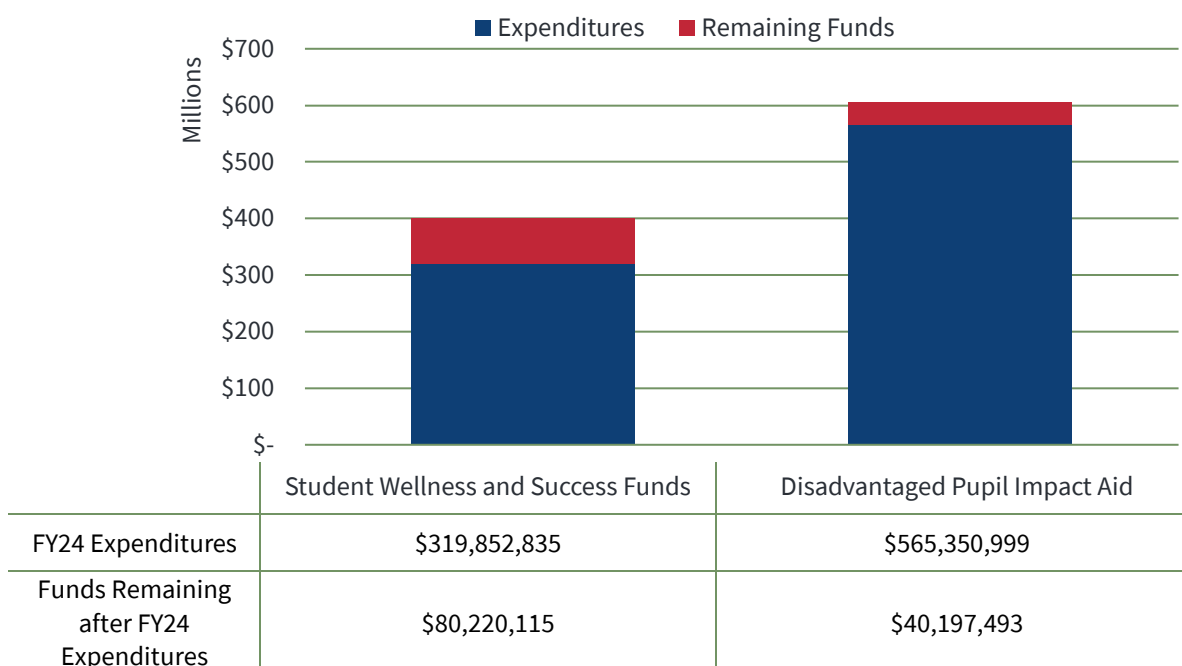
² [Student Wellness and Success Funds and Disadvantaged Pupil Impact Aid Report: Fiscal Year 2023](#).

Funding

During FY24, the Department allocated \$854,011,077 in Student Wellness and Success Funds and Disadvantaged Pupil Impact Aid to districts and schools. Districts and schools reported spending a total of \$885,203,834 in state funding on various initiatives. Funding spent includes a combination of both FY24 funds allocated and remaining funds from FY20-FY23. Districts and schools reported using \$319,852,835 in Student Wellness and Success Funds and \$565,350,999 in Disadvantaged Pupil Impact Aid.

The chart below shows the funding disbursement, expenditures, and remaining balances for funding based on information collected from districts and schools.³

FY24 Expenditures and Remaining Funds



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. Needs assessments and data reviews can help determine needs or gaps in current services. The [Ohio Improvement Process \(OIP\)](#) can be used as a framework for districts and schools to develop a comprehensive plan for spending funds that outlines goals, strategies, and partnerships required to meet expected outcomes. In FY24, 80.3% of districts and schools reported conducting a needs assessment.

⁴ The Department collected data from May 1 through July 19 utilizing the Student Wellness and Success Funds and Disadvantaged Pupil Impact Aid Data Collection Tool within the OHID portal. The Department worked with districts and schools that did not report in this timeframe through Sept. 11 to ensure all reported. Districts and schools self-reported all data and expenditures presented in this report, with superintendents acknowledging and certifying expenditures before submission.

Categories and Frequency of Initiative Implementation

Ohio’s districts and schools used Student Wellness and Success Funds and Disadvantaged Pupil Impact Aid to implement wraparound services to meet students’ physical, behavioral, emotional, and safety needs. In FY24, Ohio law required districts and schools to use this funding for specific types of initiatives or services that are listed on the Department’s [Student Wellness and Success Funds and Disadvantaged Pupil Impact Aid webpage](#). Of the 1,001 districts and schools that completed a report, 965 reported spending funds in FY24. Funding was used to implement 3,244 initiatives, resulting in 4,248,885 student service instances. Of the implemented initiatives, 13% were new and 87% were existing.

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	1,026	764	1,260,385	\$271,671,719
Reading Improvement and Intervention	312	298	218,378	\$140,833,985
Physical Health Care Services	539	456	819,626	\$112,733,838
Culturally Appropriate Prevention Services	134	114	266,436	\$57,936,445
School Safety	232	220	498,729	\$55,063,277

Student Wellness and Success Funds – Top Expenditures

Districts and schools use Student Wellness and Success Funds to provide wraparound supports to help ensure students are in school, healthy, ready to learn, and prepared for future success. [Ohio law](#) requires districts and schools to use Student Wellness and Success Funds for eight types of initiatives or services. These wraparound supports help improve the health and well-being of Ohio’s students.

[Ohio law](#) requires districts and schools to spend a minimum of 50% of their Student Wellness and Success Funds on either mental health services, physical health care services, or a combination of the two. In FY24, districts and schools spent just over 80% of the Student Wellness and Success Funds on mental health services (\$186,340,548) and physical health care services (\$70,608,414).

The investment of Student Wellness and Success Funds was most significant in the following categories:

- Mental health services, including telehealth services.
- Physical health care services, including telehealth services.
- Culturally appropriate, evidence-based or evidence-informed prevention services, including youth-led programming and curricula to promote mental health and prevent substance use and suicide, along with trauma-informed services.

Mental Health Services

Districts and schools used funds to increase the programs and services available to support the mental health of Ohio's children. During FY24, the number of schools using funds to implement mental health services increased by 313 schools and 480 programs or services from FY23. 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 partner with community and behavioral health agencies to hire or retain mental health providers. These services supported student behavioral health and wellness needs using a multi-tiered system of supports. The providers included school counselors, school social workers, behavioral health therapists, and school psychologists.

The districts below shared the incredible work they are doing to support students using Student Wellness and Success Funds and Disadvantaged Pupil Impact Aid.

Story of Success: Galion City Schools

Galion City Schools used Student Wellness and Success Funds and Disadvantaged Pupil Impact Aid to bring in OhioGuidestone, a mental and behavioral health care provider, to provide on-site counseling for students. The district's families struggle with generational poverty, and mobility is one part of that struggle. As a result, students needing counseling treatment cannot access off-site, after-school-hours facilities. Galion City Schools opted to bring in OhioGuidestone to provide services without students having to leave the campus.

Story of Success: Federal Hocking Local Schools

Federal Hocking Local School District was able to maintain a school counselor at each building in FY24. This allowed the district to keep the counselor-to-student ratio at 1:225 (note: this is below the national recommended average of 1:250). The district was also able to obtain school psychologist services from the Athens-Meigs Educational Service Center to work with students with severe social-emotional needs.

Story of Success: Mahoning Valley Community School

Mahoning Valley Community School used Student Wellness and Success Funds and Disadvantaged Pupil Impact Aid to fund a full-time mental health counselor. This has been beneficial in addressing the increase in youth violence in the area, which has negatively impacted the students. Offering mental health counseling at the school gives students access to support for issues caused by the trauma they have experienced.

Physical Health Care Services

Ohio's districts and schools reported partnering with health care providers, educational service centers, and community organizations to improve student access to health care by providing on-site and mobile primary care, dental care, and vision services. School nurses are vital to monitoring and coordinating student health services. Expanding or sustaining school nursing services accounts for more than 50% of the physical health care initiatives reported. Other services in this category included physical therapy, athletic trainers, and purchases of medical supplies. These school-based physical health care services help to improve access to care and eliminate barriers such as transportation concerns or parents or guardians missing time at work and can increase time students spend in class.

Story of Success: Logan-Hocking Local Schools

Logan-Hocking Local Schools continued a partnership with Vision to Learn that led to 2,675 eye exams and 652 students receiving glasses at no cost to the families. Vision to Learn is a nonprofit organization that works with communities offering free vision services to students. The Mobile Vision Van is a partnership between the Foundation for Appalachian Ohio, Ohio Optometric Foundation, and Vision to Learn to increase access to vision care for youth. This initiative saved district families \$130,000 in care.

Story of Success: Xenia Community Schools

Xenia Community Schools reported that absenteeism due to immunization exclusions was high during the 2022-2023 school year, with more than 173 immunization exclusion letters sent to parents. The district utilized funds in 2023-2024 to make the Dayton Children's Hospital School-based Health Clinic available to provide immunizations on school grounds resulting in no exclusion letters during the 2023-2024 school year. Additionally, four Xenia Community Schools nurses partnered with the Dayton Children's Hospital School-based Health Clinic to provide care for acute and chronic conditions, reducing the time students miss instruction. Students not warranting ongoing, skilled care are provided health care by the district's 14 part-time clinic aides during the school day.

Story of Success: Warren City Schools

Warren City Schools used funding for its school-based health center. Acute illnesses, such as colds, flu, and injuries; chronic diseases, such as asthma or diabetes; and preventive care can keep children out of schools. The school-based health center provides care to help address these concerns, reducing tardiness, absences, and early dismissals. In 10 clinical days, Warren City Schools' school-based health center had 75 student visits. Of these, 61 students were treated and returned to class. This saved an average of three hours and 21 minutes per student and 204 hours and 47 minutes over 10 days, reducing the number of hours students missed due to absence.

Prevention Education

Ohio's districts and schools implemented a variety of prevention programs with available funding. Prevention services help students develop knowledge and skills to engage in healthy behaviors and decision-making and increases their awareness of the dangers and consequences of risky behaviors, including substance use, suicide, bullying, and other harmful behaviors. Beginning in FY24, [Ohio law](#) required schools to provide health education instruction in suicide prevention, violence prevention, and social inclusion using an approved program. Prevention services reduce risk and increase protective factors that are likely to impact mental, emotional, and behavioral health disorders. A list of approved programs that meet Ohio law can be found on the Department's [Suicide Prevention, Violence Prevention, Social Inclusion and School Safety Requirements webpage](#).

Disadvantaged Pupil Impact Aid – Top Expenditures

[Ohio law](#) includes a listing of the 17 types of initiatives for which Disadvantaged Pupil Impact Aid funds can be used. The investment of Disadvantaged Pupil Impact Aid during FY24 was most significant in the following initiatives:

- Reading improvement and intervention;
- Mental health services, including telehealth services; and
- School safety.

Reading Improvement and Intervention

[ReadOhio](#) requires districts and schools to provide instruction and intervention aligned to the Science of Reading through the use of high-quality instructional materials and reading intervention programs. The Department's website provides a list of [approved core curriculum and instructional materials for preK-grade 5 and reading intervention programs for preK-grade 12](#).

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 strategies proven to improve reading among students and explicit, systematic instruction targeted at the student’s identified reading difficulties.

Districts and schools used funds to support initiatives focused on academic interventions in grades 6-12, professional development in literacy instruction and intervention, and reading intervention and improvement activities.

Story of Success: Heath City Schools

Heath City Schools used funding to expand reading intervention services aligned to the Science of Reading and Ohio's Plan to Raise Literacy Achievement. Educators focused on 1:1 tutoring in phonics, which helped with literacy skill development and allowed learners who were previously disengaged from instruction to take more ownership of their learning.

Story of Success: Westerville City Schools

Westerville City Schools used funding for its reading intervention program to provide targeted, skills-based reading intervention in response to identified areas of deficit while utilizing high-quality, evidenced-based materials and teaching strategies that align with the Science of Reading. Students participating in the reading intervention program receive daily small-group intervention focused on building foundational reading skills from a highly trained reading specialist. Disadvantaged Pupil Impact Aid funds the employment of 5.85 FTE staff members.

School Safety

Districts and schools are required to implement strategies that promote a safe school environment. [Requirements include](#) student instruction in suicide prevention, violence prevention, and social inclusion; anonymous reporting systems; threat assessment teams; emergency management plans; and staff training.

Districts and schools used Disadvantaged Pupil Impact Aid to support 232 initiatives focused on school safety. These initiatives included services such as hiring resource officers, installation of door controls and security cameras, internet tracking and alerting tools, canine officer supplies, and K-12 cyber security classes.

Story of Success: Licking Valley Local Schools

The school resource officer visits K-12 classrooms throughout the year to present on topics around online etiquette and safety. The resource officer plays a prominent role in all district threat assessment teams, as well as daily security.

Allowable Community Partners

Collaboration with community partners is essential in the development, implementation, and successful completion of many initiatives that support Ohio’s students. When engaged with a diverse group of community partners, districts and schools gain a unique perspective on the development of strategies and access to local resources to support vulnerable youth populations.

Beginning in FY24, Ohio law required districts and schools to develop plans outlining how [Disadvantaged Pupil Impact Aid](#) and [Student Wellness and Success Funds](#) would be used in coordination with community partners. The eight types of community partners are provided in the chart below.

Community partner type	Number of districts and schools with partnerships	Percentage of districts and schools working with the partners
Educational service center	704	70.3%
Community-based mental health treatment provider	678	67.7%
Nonprofit organization with experience serving children	489	48.9%
Board of alcohol, drug, and mental health services	346	34.6%
Board of health of a city or general health district	218	21.8%
County department of job and family services	212	21.2%
Public hospital agency	204	20.4%
County board of developmental disabilities	133	13.3%

Corrective Action Plans

[Ohio law](#) included updates related to use of [Student Wellness and Success Funds](#) effective during the 2023-2024 school year, including corrective action plans for schools that did not spend at least 50% of funds on mental or physical health or did not spend funds on uses included in [Ohio law](#). The Department is reviewing FY24 reporting and will oversee corrective action plans as needed to assure funding is spent according to [Ohio law](#).

Summary

In FY24, Ohio’s districts and schools showed their continued commitment to improving students’ physical and mental health with the implementation of initiatives, resulting in 4,248,885 student service instances.

What to Expect in 2025

With a focus on raising literacy achievement, learning acceleration, workforce readiness, and student wellness, the Department is committed to helping districts and schools provide wraparound services for Ohio's students. Department team members will continue to provide guidance to districts and schools as they use their Student Wellness and Success Funds and Disadvantaged Pupil Impact Aid as required by [Ohio law](#). This support includes the following:

- The Department will send notifications and reminders to districts and schools that reported having unspent funds from FY20-23 before June 30, 2025.
- The Department will send all districts and schools reminders to spend down FY24 and prior-year funds by June 30, 2025, and complete reporting in June 2025.
- The Department will complete a random sample review of FY24 reporting in early 2025 and initiate corrective action plans as needed to ensure accurate and correct use of funds.
- The Department will continue to update the [Student Wellness and Success Funds and Disadvantaged Pupil Impact Aid](#) webpage with information and resources for districts and schools.

Districts, schools, and community partners may contact the Department's Office of Whole Child Supports at wellnessandsuccess@education.ohio.gov for additional support.