

Student Wellness and Success Fund Survey Data Report

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Student Wellness and Success Funds Overview

Under the leadership of Governor Mike DeWine and through the generosity of the Ohio General Assembly, Ohio invested \$675 million over two years in student wellness and success. Aligned with Each Child, Our Future, Ohio's strategic plan for education, these funds are helping eligible schools and districts, alongside community partners, address the needs of the whole child.

Administered by the Ohio Department of Education, funds were allocated to traditional school districts, community schools, joint vocational school districts and science, technology, engineering and mathematics (STEM) schools over two years. In Fiscal Year 2020, 979 schools and districts received a total of \$275 million of Student Wellness and Success Funding. [Ohio law](#) requires that schools and districts receiving these funds:

1. Implement programs or services within 11 allowable use categories;
2. Develop a plan in partnership with at least one of eight allowable community partners; and
3. Complete and submit a report detailing the use (or planned use) of funds at the end of each applicable fiscal year.

For more information on Student Wellness and Success Funds, visit the Department's [Student Wellness and Success webpage](#).

Report Survey Overview

The Department conducted a Report Survey to allow the 979 eligible schools and districts to describe their uses of the funds. The Report Survey requested information from the funds' effective date, Oct. 17, 2019, through the end of the fiscal year, June 30, 2020. Schools and districts were required to respond to all questions within two sections: 1) a "District Information" section, detailing goals for the funding and indicating community partnerships; and 2) an "Initiative" section, detailing the planned or actual use of funds for programs and services. Schools and districts were given the opportunity to share information on up to 10 initiatives planned or implemented using the funds, if applicable.

Key Takeaways

- A total of 954 schools and districts completed the survey as required. Twenty-five did not respond.
- Schools and districts reported planning or implementing more than 3,000 initiatives, serving more than 1 million Ohio students.
- "Mental health services" was the most popular allowable use category reported, accounting for more than one in four initiatives (28.5%); nearly two-thirds of districts (66%) reported implementing or planning an initiative within the mental health services allowable use category. This was followed by physical health services, accounting for nearly one in seven initiatives (13.2%) and more than one-third of districts (34.4%).
- Educational service centers accounted for one-third (33.3%) of all reported community partnerships, followed by community-based mental health treatment providers (25%). Nearly every school and district in the state has an existing partnership with an ESC that may provide professional development and staffing for physical and behavioral health services to schools and districts.
- More than one-third of initiatives (36%) were reported being "new" and nearly one-third (32.7%) "expanded."
- Schools and district reported spending the most on mental health services, followed by physical health care services.
- In the aggregate, schools and district spent about 53% of the total funds allocated, choosing to carry over 47% of funds until FY21.

The following report was developed using data from school and district responses to the FY20 Report Survey.

Allowable Uses

Ohio can only reach success with each child being prepared for life beyond high school by meeting the needs of the whole child. The time a child spends in school is tremendously important and should ensure all aspects of a child’s well-being are addressed, including physical, social, emotional and intellectual needs. Ohio law requires schools and districts to fund Student Wellness and Success initiatives within 11 allowable use categories. The 954 districts that completed the survey reported they planned or implemented more than 3,000 initiatives in FY20.

District Use of Funds				
Allowable Use	Number of schools or districts	% of total districts/schools*	Number of initiatives	% of total initiatives
Mental health services	646	66.0%	874	28.5%
Physical health care services	337	34.4%	404	13.2%
Mentoring programs	285	29.1%	347	11.3%
Community liaisons	268	27.4%	329	10.7%
Family engagement and support services	266	27.2%	334	10.9%
Student services provided prior to or after the regularly scheduled school day or any time school is not in session	167	17.1%	190	6.2%
Professional development regarding the provision of trauma-informed care	157	16.0%	190	6.2%
Services for child welfare-involved youth	142	14.5%	185	6.0%
Services for homeless youth	90	9.2%	117	3.8%
Professional development regarding cultural competence	87	8.9%	98	3.2%
City Connects programming	1	0.1%	1	0%
Total Number of Initiatives			3,069	

* "Total districts/schools" is computed based on the 979 districts and schools eligible for funding.

Allowable Community Partners

Everyone, not just those in schools, shares the responsibility for preparing children for successful futures. Partnerships transform the educational experience. Addressing the needs of the whole child starts with parents, caregivers and schools and extends to other government and community organizations that serve children. Collaboration between districts and other government and community organizations is at the foundation of Student Wellness and Success Funds. Schools and districts are required to develop a plan for the funds in partnership with at least one of eight allowable community partners. Many partnered with more than one.



Ashtabula City School District Dragon Empowerment Center

Ashtabula City School District’s Community Learning and Resource Center, locally called the Dragon Empowerment Center, is a partnership between the school district and community. Members from Community Counseling, Community Action, Leadership Ashtabula, Ashtabula County Medical Center, Cleveland Dental and parents and families are engaged in monthly meetings where they provide suggestions and assistance in responding to the needs of students. These meetings provide useful feedback to the school district and have been a proven method in engaging families and community partners.

Through this partnership, the district is able to meet students’ whole child needs through programs, services and other resources, funded in part by Student Wellness and Success Funds. At the Dragon Empowerment Center, students can receive dental services (cleanings, extractions, fillings); vision services (exams, new glasses, glasses repairs); weekend bags of food; clothing (coats, undergarments, socks, shirts, pants); and tutoring over the school year and through the summer.



**Rock Hill Local School District
Rock Hill Family Medical Centers School-Based Health Center**

Rock Hill Local School District partnered with the Ironton-Lawrence County Community Action Organization, which runs the Family Medical Centers of Lawrence County, to build a school-based health center on campus. The center, which opened in the fall of 2020, is the first school-based site in the county.

School-based health centers help bring health services to students where they are, bridging gaps in access to care due to scheduling or transportation and reducing chronic absenteeism.

The center is open to both students and the community and offers family practice, dental and behavioral health services. The center bills through private insurance and Medicaid but offers sliding fee scales to those who may not be able to pay, ensuring no student or community member is turned away.

Rock Hill utilized Student Wellness and Success Funds to renovate the building used for the center.

Types of Community Partners	
Allowable Community Partner	Number of Districts/Schools
Educational service center	539
Community-based mental health treatment provider	404
Nonprofit organization with experience serving children	267
Board of alcohol, drug, and mental health services established under Chapter 340 of the Ohio Revised Code	142
Public hospital agency	95
Board of health of a city or general health district	80
County department of job and family services	62
County board of developmental disabilities	28

Schools and districts were encouraged, but not required, to partner with other schools and districts in addition to allowable community partners to develop plans for the use of funds to maximize community impact. A total of 64 schools or districts reported partnerships with other schools or districts on at least one initiative. Additional schools and districts reported county or regional consortia of districts, educational service centers and other community partners that were either created for or shifted focus to the planning and implementation of Student Wellness and Success initiatives.

Initiative Development

Schools and districts across Ohio have a history of working with community partners to engage in great work to help meet the needs of the whole child. Student Wellness and Success Funds allowed schools and districts to continue funding existing initiatives within the allowable use categories, expand upon existing initiatives or begin new ones entirely.

Initiatives Within Allowable Use Categories			
Allowable Use	New	Expanded	Existing
Mental health services	301	310	258
Mentoring programs	132	108	105
Family engagement and support services	125	109	100
Community liaisons	119	95	112
Physical health care services	105	129	169
Student services provided prior to or after the regularly scheduled school day or any time school is not in session	89	52	46
Professional development regarding the provision of trauma-informed care	87	75	25
Services for child welfare-involved youth	61	60	64
Services for homeless youth	37	36	44
Professional development regarding cultural competence	49	30	18
City Connects programming	0	1	0
Total	1,105	1,005	941
% of Total Initiatives	36.0%	32.7%	30.7%

Note: A total of 18 initiatives (0.6% of total) were not reported as new, expanded or existing. This question was required for Initiative 1 but may have been left unanswered by schools and districts for Initiatives 2-10.

Funding

Schools and districts were allocated a total of \$275 million in Student Wellness and Success Funds in FY20. Schools and districts reported their spending by each of the 11 allowable uses and by initiative category in the Report Survey.

Funding Per Allowable Use	
Allowable Use	Dollars Spent
Mental health services	\$74,775,485
Physical health care services	\$40,252,090
Family engagement and support services	\$14,126,075
Community liaisons	\$14,027,472
Mentoring programs	\$10,623,204
Services for child welfare-involved youth	\$8,557,659
Student services provided prior to or after the regularly scheduled school day or any time school is not in session	\$4,773,294
Services for homeless youth	\$2,950,031
Professional development regarding the provision of trauma-informed care	\$1,446,592
Professional development regarding cultural competence	\$1,045,658
City Connects programming	\$133,879

Note: Schools and districts self-reported dollars spent per initiative. An individual initiative may have covered up to 11 allowable use categories. This means dollars spent per allowable use may be over-reported.

Schools and districts reported spending the majority of Student Wellness and Success Funds on existing initiatives.

Funding Per Type of Initiative	
Initiative Category	Dollars Spent
New	\$28,783,570
Expanded	\$56,446,473
Existing	\$87,102,460

In addition to self-reported data, the following information was extracted from district- and school-reported EMIS financial data. Schools and districts received their first distribution of funds in mid-October. While Student Wellness and Success Funds were a significant part of the budget discussion during the first half of 2019, schools could not begin using the funds until the effective date of the Student Wellness and Success Fund statute (Oct. 17, 2019). This, coupled with the requirement that schools and districts identify community partners and develop implementation plans, as well as the COVID-19 pandemic led many schools to spend less than their FY20 allotted amounts. Unlike some state or federal grants, schools are not required to return unused funds or request carryover of funds. Unused funds from the prior year remain under the control of the local school or district but still must be used for allowable purposes. The table below shows the FY20 disbursement by school type, reported FY20 expenditures and amount remaining.



Beavercreek City School District

Beavercreek City School District used Student Wellness and Success Funds to hire a school-based social worker and mental health therapists to address the needs of the whole child by providing teacher support and training on Tier 1 supports, including trauma-informed care practices, cultural competency training and mental health awareness training. The school-based social worker will provide Tier 1 prevention education using the Child Safety Matters curriculum and support teachers in PAX Good Behavior Game and Second Step implementation; provide targeted interventions to address student behavior and increase social and emotional skill building in students; and help increase family engagement by providing information, training and resources to families. The mental health therapists will provide Tier 3 mental health services.



Campbell City School District

Campbell City School District, in collaboration with local, regional and state public and private partners, leveraged Student Wellness and Success funds to equip and the district's Community Literacy Workforce and Cultural Center (CLWCC) and, in its final phase, the Whole Child/Whole Family Service Center within.

The CLWCC is focused on building and sustaining a regional economic ecosystem designed to serve both the student population and broader community by aligning and leveraging resources to improve the education, knowledge, skills and health of Mahoning Valley residents and beyond. The CLWCC is quickly becoming a transformative cornerstone for community events, wellness, education and recreation for Campbell and surrounding areas. The CLWCC includes many strategic partners, including the Public Library of Youngstown and Mahoning County, Southwoods Health, Eastern Gateway Community College and Stark State College.

The WCWF Service Center is a direct response to the ever-changing need for a holistic public-private ecosystem focused on increasing access to and alignment of strategic resources,

Disbursement by School Type, Expenditure and Remaining Funds				
School Type	FY20 Disbursement	FY20 Expenditure	Remaining Funds	% Remaining
Traditional public school	\$247,963,090	\$136,676,996	\$111,286,094	44.9%
Community school	\$19,136,335	\$6,138,736	\$12,997,598	67.9%
Joint vocational school	\$7,103,324	\$3,515,349	\$3,587,975	50.5%
STEM school	\$572,622	\$218,008	\$354,614	61.9%
Grand Total	\$274,775,371	\$146,549,090	\$128,226,281	46.7%

Student Wellness and Success Funding is provided on a per pupil basis, adjusted based on the level of poverty in each district. Because traditional school districts serve the majority of students in the state, the majority of funding was allocated and spent by traditional public school districts.

Financial reporting by schools and districts follows a standard chart of accounts. This allows for comparison of expenses based on both the type (object) and activity (function) of the expense.

Expenses Based on Type	
Expense Type (Object)	Amount
Employee salaries and wages	\$72,660,104
Employee benefits	\$22,686,907
Purchased services	\$44,672,717
Supplies and materials	\$1,245,536
Capital outlay	\$2,447,391
Other	\$2,836,435
Total	\$146,549,090

Note: Of the amount recorded in "Other," more than \$2.2 million reflects payments to educational service centers, a permitted community partner and service provider.

The majority of the Student Wellness and Success Fund expenses supported employee salary and benefits. The next largest category, purchased services, likely also represents individuals employed at partnering organizations. This next chart shows expenses by function or activity.

Expenses Based on Activity	
Expense Activity (Function)	Amount
Instruction	\$20,196,779
Supporting services	\$123,863,853
Operations/shared services	\$1,053,074
Extracurricular activities	\$177,817
Facilities acquisition and construction	\$891,658
Other	\$365,910
Total	\$146,549,090

The overwhelming use of Student Wellness and Success Funding expenses fall under supporting services. This includes physical and mental health, guidance, counseling, social work and other related services.

District Goals

Student Wellness and Success Funds were designed to support Ohio schools and districts in meeting the needs of the whole child. Because every community faces different challenges, the funds were intentionally designed to provide schools and districts with significant flexibility to address the unique needs of their students. As part of the Report Survey, schools and districts were asked to share their overarching goals for the funds.

Ohio Governor Mike DeWine encouraged schools and districts to use funds to establish new or expand existing behavioral and physical health initiatives. Based on the Report Survey, Ohio's schools and districts reported planning or implementing nearly 1,300 mental and physical health care services initiatives, totaling nearly half of all initiatives planned or implemented in FY20. Of these, two-thirds were new or expanded. Schools and districts worked toward increasing equitable access to individual and group mental health counseling services and health care services — from prevention to treatment and management of chronic illness — available to all students and families to improve both health and academic outcomes.

Many schools and districts shared their goals of increasing support for their most vulnerable student populations. Vulnerable youth are students who often encounter challenges in receiving a quality and equitable education. These youth may be students with disabilities, English learners, students experiencing homelessness, students in foster care, and adjudicated or migrant youth. Goals focused on removing common barriers — lack of transportation, lack of access to health care services, food insecurity, poor hygiene — to support the social and emotional needs and academic success of these students.

Initiative Descriptions

Schools and districts funded an array of initiatives within each category to meet students' needs. This section of the report provides additional insight into the work of schools and districts by allowable use category. This section of the report was developed by reviewing school and district responses to open-ended survey questions. It is important to note that schools and districts self-reported students directly impacted by grade per initiative. An individual initiative may have covered up to 11 allowable use categories. Consequently, adding up the number of students directly impacted by each allowable use reflects an overstatement of the total students served.

Mental Health Services

Mental health impacts academic success and educational achievement. Schools and districts can promote positive mental health and mitigate mental health challenges by creating safe and supportive school environments. Using Student Wellness and Success Funds, schools and districts reported planning or implementing initiatives to increase access to behavioral health professionals, programs and services in their schools and communities in the interest of improving students' well-being and academic success.

Schools and districts reported funding district personnel — school counselors, school social workers — who support student behavioral health needs. Funds were used to maintain and expand the capacity of existing positions and hire new personnel. Schools and districts invested in partnerships with community organizations and behavioral health agencies to support student and family needs from prevention to treatment. Funds were used to develop educational programming to support all students' social-emotional needs and cover the costs of mental health care for uninsured or underinsured students and families.

programs and investments for improved education programming, mental/physical wellness initiatives, workforce/career training and whole child/whole family wraparound support services. The WCWF Service Center and its programming will be positioned to provide stronger and more robust services and supports to students and their families. The services are related to ongoing and acute physical and mental wellness needs on-site through the district's partners, including PsyCare Behavioral Health, My Valley College Access Program and the United Way of Youngstown and the Mahoning Valley.



Fort Frye Local School District

Fort Frye Local School District used Student Wellness and Success Funds to continue supporting mental health services in the district. The district is in the second year of partnership with a local mental health provider, ensuring students have access to individual and group counseling services on-site and in the home as needed. The providers staff social workers who are able to join students and families in their homes to provide uninterrupted services even when learning is remote. These services ensure students have access to services in a timely manner.



Lorain County Public Health (North Ridgeville City and Wellington Exempted Village School Districts) – Student Wellness and Success Coordinator

Lorain County Public Health, the Educational Service Center of Lorain County, and the Mental Health, Addiction and Recovery Services of Lorain County partnered to create a Student Wellness and Success coordinator position using Student Wellness and Success Funds. The position, housed at the educational service center, works directly with school district personnel in two local districts to implement K-12 evidence-based, comprehensive and systematic prevention programming to fidelity, as well as encourage policy and system changes to create a more positive school environment in accordance with the Whole School, Whole Child, Whole Community model. According to the American School Health Association, the efforts of a designated coordinator are linked to an increase in student awareness of health and wellness, integration of wellness activities across schools and districts, and leveraged resources.

The coordinator position is responsible for conducting readiness assessments, taking inventory of programming and

Mental Health Services at a Glance	
Number of schools or districts	646
Number of initiatives	874
Students directly served	737,191
Dollars spent	\$75,114,872.10

Physical Health Care Services

Physical health impacts academic success and educational achievement. Using Student Wellness and Success Funds, schools and districts reported planning or implementing a range of health-related initiatives in the interest of improving students’ well-being and academic success.

Schools and districts invested in strategies to support healthy behaviors. Schools and districts reported planning or implementing health and physical activity education, first aid and CPR training, and personal fitness and strength and conditioning classes. Funds also supported the transformation of outdoor spaces for safe play.

Schools and districts invested in health care services. Schools and districts reported hiring district professionals to serve all students — school nurses, school counselors — and those with disabilities — occupational therapists, physical therapists, school audiologist, school psychologist — as well as athletes, specifically. Funds were used to maintain and expand the capacity of existing staff and hire new personnel. Schools and districts also invested in partnerships with health care providers to build school-based health centers to serve students, staff, families and the community at large.

Physical Health Care Services at a Glance	
Number of schools or districts	337
Number of initiatives	404
Students directly served	299,540
Dollars spent	\$40,291,293.84

Mentoring Programs

The supportive, healthy relationships formed between mentors and mentees are both meaningful and long term and contribute to a host of benefits for both parties. Mentorship programs can improve students’ academic and social-emotional outcomes.

Schools and districts reported planning or implementing mentorship programs in the interest of supporting students’ career readiness and improving English proficiency among English learners. Schools and districts invested in peer leadership programming to promote healthy and supportive environments through positive peer influence.

Mentoring Programs at a Glance	
Number of schools or districts	285
Number of initiatives	347
Students directly served	192,853
Dollars spent	\$10,623,204.29

Community Liaisons

Many schools and districts invested in community outreach in the interest of improving the health, well-being and academic success of all students, emphasizing support for vulnerable student populations.

Schools and districts reported hiring licensed professionals — school counselors, school social workers, school nurses — and school resource officers, among others, to support the health and safety needs of all students. These roles help to connect students to additional support services in the community as needed. Schools and districts reported funding career navigators and guidance counselors, among others, to support students’ access to enrichment opportunities outside of the classroom and help prepare students for success post-graduation.

Community Liaisons at a Glance	
Number of schools or districts	268
Number of initiatives	329
Students directly served	215,631
Dollars spent	\$14,027,471.75

Family Engagement and Support Services

Students benefit from knowing they are surrounded by caring adults in school, at home and within the community at large. Schools, students and families benefit when leaders and staff at the school or district coordinate information, resources and services available from the community — community-based organizations, businesses, cultural and civic organizations, social services agencies, faith-based organizations, health clinics, colleges and universities — to meet the needs of the whole child.

Schools and districts reported hiring dedicated staff — community engagement coordinators, community liaisons — and investing in various channels such as websites, hotlines and campaigns to improve communication and engagement between districts and families, emphasizing support for vulnerable student populations.

Family Engagement and Support Services at a Glance	
Number of schools or districts	266
Number of initiatives	334
Students directly served	166,549
Dollars spent	\$14,126,075.27

Student Services Provided Prior to or After the Regularly Scheduled School Day or Any Time School is Not in Session

High-quality after-school programs promote positive youth development and offer safe spaces for students to explore their potential. After-school programs can support social, emotional, cognitive and academic development, reduce risky behaviors, promote physical health and provide a safe and supportive environment for students.

Schools and districts reported investing in traditional after-school programs — academic enrichment opportunities, drama clubs, athletic programs — and after-school programs geared toward students not traditionally involved in extracurricular or co-curricular activities such as art programs and computer gaming clubs. Schools and districts, again, focused on programming opportunities to best support their vulnerable student populations.

initiatives, evaluating progress and reporting to district leadership and agency partners. The coordinator splits time between the two participating districts to conduct prevention-focused work and works directly with school district administrative staff, social workers, teachers, counselors and the community. The Student Wellness and Success coordinator acts as a liaison and connector to the community agency partners.



Columbus City School District

Columbus City Schools hired additional school social workers using Student Wellness and Success Funds. School social workers assist with the implementation of programs and services within the Positive Behavioral Interventions and Supports framework; identify challenges and provide support to students overcoming barriers to social-emotional and academic success; and collaborate with Nationwide Children’s Hospital to implement the Signs of Suicide Program. Signs of Suicide is a prevention model that provides middle and high school students, staff and families the knowledge and skills to recognize potential warnings of suicide. The program screens and assesses for suicidal ideation among students and

provides intervention and assistance where necessary to support students in need. School social workers also collaborate with the district's mental health agency partners to make linkages and provide ongoing support to students.

Student Services Provided Prior to or After the Regularly Scheduled School Day or Any Time School is Not in Session at a Glance	
Number of schools or districts	167
Number of initiatives	190
Students directly served	48,334
Dollars spent	\$4,773,294.23

Professional Development Regarding the Provision of Trauma-Informed Care

Trauma can impact a child in many ways, and a child's response to a traumatic event can vary depending on the circumstances of the event and the responses of others. Children may experience symptoms related to brain development, learning and behavior — all of which impact academic success and health outcomes. Relationships with supportive adults and opportunities to strengthen social-emotional skills can help mitigate negative impacts of trauma and promote resilience among students in the school environment. Trauma-informed approaches in schools and districts can strengthen staff and student connections, promote parent and community partnerships and improve school climate.

Schools and districts reported providing professional development for educators and building staff regarding trauma-informed practices and investing in support services — school counselors, mental health therapists, trauma specialists — to directly address student's social-emotional needs. Initiatives acknowledged the growing role of educators and building staff in recognizing signs of trauma and other stressors that affect student behavior and focused on equipping adults with the knowledge and skills to support students in need.

Professional Development Regarding the Provision of Trauma-Informed Care at a Glance	
Number of schools or districts	157
Number of initiatives	190
Students directly served	91,796
Dollars spent	\$1,446,591.95

Services for Child Welfare-Involved Youth

Schools and districts reported planning or implementing a variety of physical, behavioral and mental health care services for child welfare-involved youth. Many schools and districts noted the increase in staff time or creation of positions for counselors, school social workers, psychologists, nurses and community resource liaisons as benefitting child welfare-involved youth.

Some schools and districts reported they were utilizing Student Wellness and Success Funds to contribute to stipends for staff members to serve as liaisons between the local school districts and county children services agencies on behalf of the educational stability of youth in foster care. Such a dedicated position increases communication and student supports between the two entities, while centering students' educational progress and providing wraparound supports and services.

Family engagement supports specifically for child welfare-involved youth also were highlighted. One district reported it was directing funds to design a foster family collaborative, while others reported dedicating staff time and initiatives specifically to support the families of child welfare-involved youth.

Services for Child Welfare-Involved Youth at a Glance	
Number of schools or districts	142
Number of initiatives	185
Students directly served	201,979
Dollars spent	\$8,557,658.94

Services for Homeless Youth

Schools and districts reported planning or implementing wraparound services and supports for youth experiencing homelessness. These included services in physical, mental and behavioral health care. One district stated it was directing funds specifically to mental health and wellness supports to assist homeless youth. Another detailed the creation of an “outreach wellness officer” role — a staff member with time dedicated to serving students experiencing homelessness and those who are economically disadvantaged — to deliver school work, food and other materials, as well as conduct wellness checks and visits.

One career-technical center reported opening a food pantry specifically for students identified as housing instable. Schools and districts also noted dedicating Student Wellness and Success Funds to administrators serving as homeless liaisons for youth and families, ensuring their educational stability and consistency, as well as connecting them with community resources and additional supports.

Services for Homeless Youth at a Glance	
Number of schools or districts	90
Number of initiatives	117
Students directly served	101,207
Dollars spent	\$2,950,031.23

Professional Development Regarding Cultural Competence

Changing state demographics mean students and families are bringing greater cultural diversity into the school building. Educators and building staff increasingly encounter students of diverse languages, genders, races and ethnicities, and sexual orientations. Cultural gaps between students and educators can be a factor in students’ academic performance and contribute to achievement gaps among student groups. Schools and districts reported using Student Wellness and Success Funds to plan or implement training to support diversity and promote inclusion in the interest of improving school culture and climate and providing equitable educational opportunities.

Schools and districts reported planning or implementing professional development opportunities regarding cultural competence for existing educators and service staff and investing in dedicated staff — director of diversity, equity fellow — to lead these efforts.

Professional Development Regarding Cultural Competence at a Glance	
Number of schools or districts	87
Number of initiatives	98
Students directly served	45,671
Dollars spent	\$1,045,658.45

City Connects Programming

The City Connects program was developed in response to the need for a systematic approach to addressing the out-of-school factors that can impede a student's ability to succeed and thrive in school. Its mission is to help students — academically, emotionally and physically — by connecting each and every child to a tailored set of prevention, intervention and enrichment services in the school and community. City Connects is an evidence-based intervention that leverages resources and structures already present in schools and communities to ensure the right students receive the right services at the right time.

One Ohio school reported funding City Connects programming with Student Wellness and Success Funds.

City Connects Programming at a Glance	
Number of schools or districts	1
Number of initiatives	1
Students directly served	1,921
Dollars spent	\$113,879