

2018-2019

ANNUAL REPORT



Academy for Leadership
Abilities® (ALA)

Perry County Board of
Developmental Disabilities
(PCBDD)

COLLABORATIVE PARTNERS:



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A MESSAGE FROM OUR LEADERS

Dear Friends:

Partnering with Cheryl Boley and the team at Perry County Job and Family Services provides valuable opportunities for people with developmental disabilities in Perry County to experience real life. The Perry County Board of Developmental Disabilities is able to connect with people in non-traditional ways thanks to the support of Perry County Job and Family Services.

Through this partnership Perry County Job and Family Services provides funding for the Perry County Board of Developmental Disabilities to teach people how to think, not what to think via the Academy for Leadership Abilities®. The Perry County Board of Developmental Disabilities believes the most powerful outcome being experienced by people with developmental disabilities, “integration without trying”, cannot be built into a service plan. It is real life, not programmed living.

Included in this report is data for the experiences of the Academy for Leadership Abilities® during the 2018-2019 school year. The data aligns with the missions of the Perry County Board of Developmental Disabilities and Perry County Job and Family Services. Together we are impacting the lives of Perry County people to be supportive of each other.

The Perry County Board of Developmental Disabilities is grateful to the many people whose efforts in a variety of ways make the Academy for Leadership Abilities® a positive experience.

Respectfully,



Shelly Lackey, PCBDD Community Supports Director



David Couch, PCBDD Superintendent



*Shelly Lackey, Community Supports Director
David Couch, PCBDD Superintendent*

ELEVATOR SPEECH

Positive Leadership is Positive Influence. No more and no less.

The Academy for Leadership Abilities® (ALA) is making the lives of youth better, the lives of adults better, and the communities in which they live better. This is done by teaching people How to Think, NOT What to Think. ALA is NOT a one-time event. It is a commitment to excellence by personal learning and growth.

PARTICIPANT BENEFITS INCLUDE:

- Improved Personal Performance – Data from school based programs show an increase in Grade Point Averages (GPA), improved attendance and reduced disciplinary actions. Data from adult based programs show an increase in gainful employment or participation in educational opportunities and trade schools.
- Character Development – Honesty, integrity/ethics and the level of trust increases throughout work sessions by living the ALA motto of, “doing the right things, for the right reasons, with the right people, every single time to the best of their ability, even when no one is looking.”
- Relationship Building – Friendships develop naturally, across all participants regardless of social, economic, disability or financial status.

SCHOOL AND COMMUNITY BENEFITS INCLUDE:

- Local Orientation – ALA programs teach people how to live successfully in and contribute to their local community.
- Financial Savings – People become less dependent on governmental social agencies/systems as they learn to live successful lives. This savings can be used to help other people in need.

PROGRAM FEATURES INCLUDE:

- Facilitation Made Easy – Curriculum is designed to adapt to the needs of participants in a variety of diverse settings, such as: Job and Family Services, home, public and charter schools, Native American Reservations, church groups, community groups, and youth-focused organizations.
- Complete Teaching System – Contains lesson plans, facilitator narratives, PowerPoint slides, suggested classroom/work session activities, etc.
- Based on Judeo-Christian Principles – This is not a religious publication; however, the curriculum is based on common sense Christian principles and values.
- Inclusiveness – Participants of various backgrounds are involved together in the same learning process.
- Close to Home – No one is required to travel outside their own community.
- Local Support – Parents, school teachers, community administrators and leaders support the benefits of ALA.
- Adaptability – ALA program materials are easily adaptable to anyone in leadership or aspiring to be in leadership.

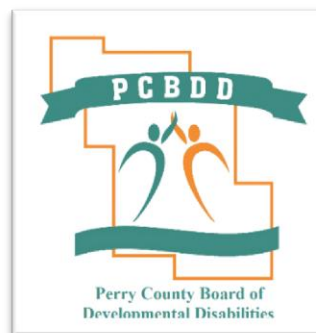
PCBDD MISSION AND ALA SITES

PCBDD Mission

Making connections to promote abilities and enrich lives.

PCBDD vision, values & core competencies

Environment for learning, education & work, empowering people, partnering, listening & learning, respect & dignity for all by fostering an innovative culture and collaborative relationships.



Job Search

In 2015, Job Search designated ALA as a requirement for any person receiving benefits from PCJFS. It is a two week program designed to aid those attending in overcoming the obstacles of searching for a job and developing skills needed

to secure employment. ALA uses the first four lessons of Integrity/Ethics curriculum.

CCMEP



In 2016, JFS and PCBDD through Hocking, Athens, Perry Community Action (HAPCAP) partnered together to provide a focus using ALA curriculum on: helping the emerging workforce prepare for and find meaningful employment, becoming the key to Ohio's economic success, and breaking the cycle of poverty for thousands of Ohioans.

Southern Local School District (Miller)

ALA started at Southern Local School District (Miller High School) in 2012. This school was the first ALA site and was used as a pilot program to continue to developing curriculum, learn the needs of students, and increase the value of learning HOW to think, not WHAT to think.



New Lexington City Schools (New Lex Middle & High School)

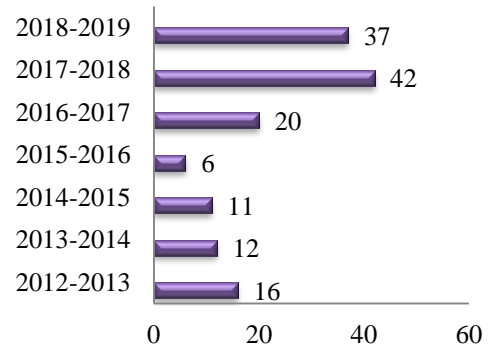
New Lexington City Schools implemented ALA in January 2017. Using the same curriculum and concepts the growth and results are parallel with Southern Local Schools.

SOUTHERN LOCAL SCHOOLS (MILLER) OUTCOMES

Southern Local was the pilot project for ALA and has been active since 2012-2013. The class sizes have varied throughout the years, as the program has evolved and changed. Class size is indicated below.

YEARLY ENROLLMENT BY GRADE

Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
7th	0	0	0	0	0	1	2
8th	0	0	1	0	1	20	26
9th	5	1	4	0	15	6	1
10th	5	6	1	4	1	8	7
11th	2	3	4	0	2	6	0
12th	4	2	1	4	1	1	1
Totals	16	12	11	6	20	42	37



- 2012-2013: (1 class) 16 participants, 3 (19%) with developmental disabilities and/or an IEP
- 2013-2014: (1 class) 12 participants, 5 (42%) with developmental disabilities and/or an IEP
- 2014-2015: (1 class) 11 participants, 3 (27%) with developmental disabilities and/or an IEP
- 2015-2016: (1 class) 6 participants, 1 (13%) with developmental disabilities and/or an IEP
- 2016-2017: (2 classes) 20 participants, 3 (15%) with developmental disabilities and/or an IEP
- 2017-2018: (2 classes) 42 participants, 9 (21%) with developmental disabilities and/or an IEP
- 2018-2019: (2 classes) 37 participants, 8 (22%) with developmental disabilities and/or and IEP

YEARLY ENROLLMENT BY STATUS

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
<i>Typical Participant</i>	13	10	8	7	17	33	29
	67%	77%	73%	88%	85%	79%	78%
<i>DD/IEP Participant</i>	3	3	3	1	3	9	8
	33%	23%	27%	12%	15%	21%	22%
<i>Total Participants</i>	16	12	11	6	20	42	37

During the 2019-2020 school year, the schedule includes ALA being offered three periods every day.

One course will be an elective for graduation credit for high school participants.

Two other courses, for 7th/8th grade participants will be partnered with a Life-skills and Health curriculum, with a Miller High School staff serving the role of a co-facilitator with a PCBDD facilitator.

Southern Local hopes this new approach will help to prepare these students for more intense learning and lifelong success.

COURSE OUTCOME*							
Pass/Fail	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Pass	16	12	9	5	16	21	37
Fail	0	0	2	1	4	0	0
TOTAL	16	12	11	6	20	21	37

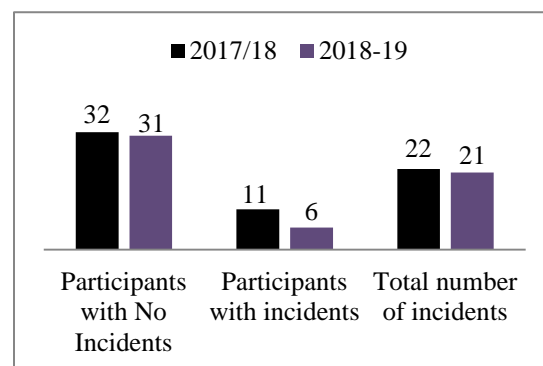
**Note: only high school participants were eligible for pass/fail status prior to the 2018-19 school year*

In 2017/18, 74% (32/42) of participants did not have any disciplinary incidents throughout the school year, while 24% (10/42) of the participants received disciplinary incidents. Of the 10 participants, five of the participants only had one incident, four had two incidents, and one participant had three incidents.

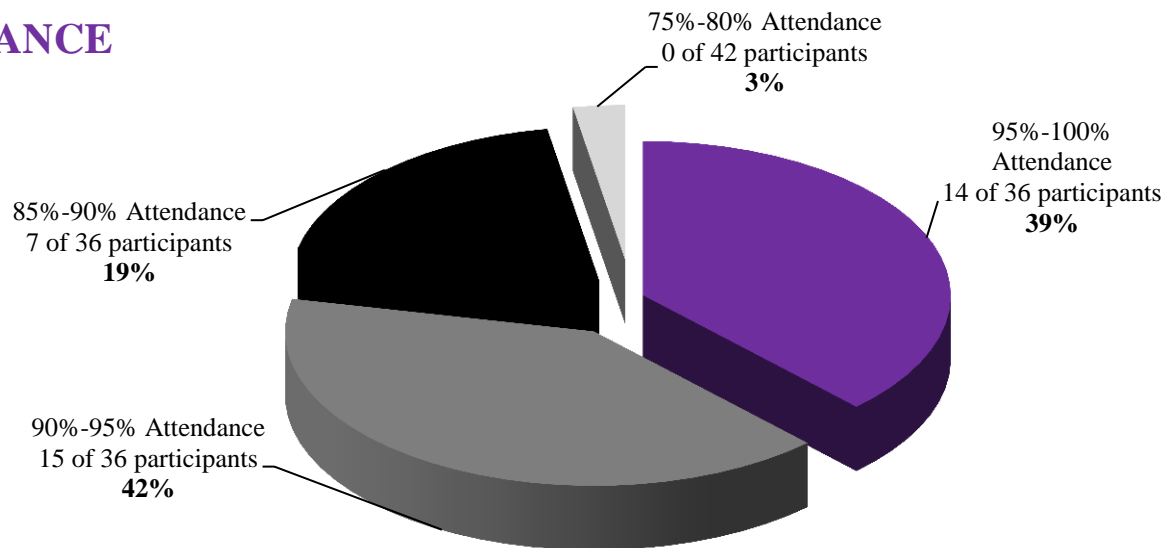
In 2018/19, 84% (31/37) of participants did not have any disciplinary incidents throughout the school year, while 16% (6/37) of the participants received disciplinary incidents. Of the 6 participants with disciplinary incidents, 4 saw a decline of incidents from 1st semester to 2nd semester, with 1 participant transitioning from ALPHA 2nd semester.

DISCIPLINARY ACTIONS / INCIDENTS AMONG PARTICIPANTS

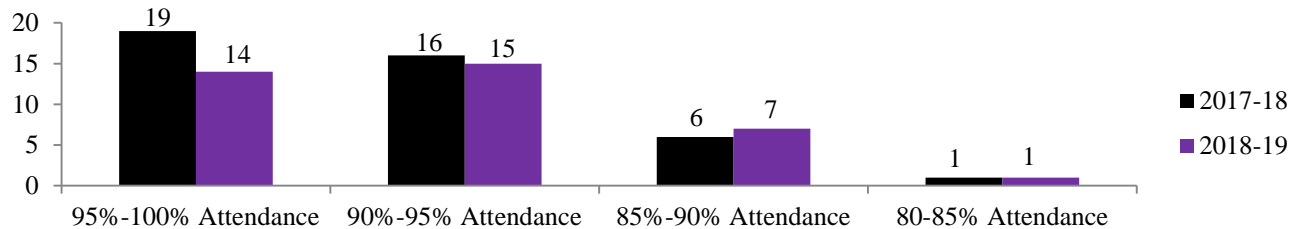
	2017-18	2018-19
Participants with No Incidents	32	31
Participants With incidents	10	6
Total number of Participants	42	37
Total number of incidents	11	21



ATTENDANCE



School Years 2017-18 and 2018-19 Attendance Comparison



GPA's

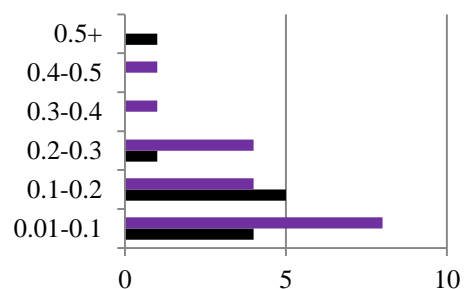
18 Participants (49%) raised their GPAs

INCREASE in GPA					
0.01-0.1	0.1-0.2	0.2-0.3	0.3-0.4	0.4-0.5	0.5+
8	4	4	1	1	0

19 Participants (51%) dropped in GPAs

DECREASE in GPA					
0.01-0.1	0.1-0.2	0.2-0.3	0.3-0.4	0.4-0.5	0.5+
4	7	1	2	3	2

■ GPA Increases 2018-19 ■ GPA Increases 2017-18



Note: In 2017/18, GPA changes were only tracked for the participants in grades 9-12.

In 2018/19, GPA changes were tracked for all participants, grades 7-12.

PRE AND POST SURVEY RESULTS

Participants completed pre and post surveys, with the same questions asked at the beginning (or when a participant joined in the class) that were asked at the end of the school year. The results indicated below, show an increase in the understanding of integrity, leadership, self-respect (improvement), an increase of wanting to be active in the community and the desire to improve themselves.

For the 2018-19 school year, only 2 participants reported participating in ALA previously.

**It is noted that some participants chose not to complete the survey and/or some questions. Many students were participating in other school related activities during the last 2 weeks of ALA classes, leaving the number of post-surveys completed much lower than the number of pre-surveys completed.*

I am a leader.

	Pre-Survey				Post-Survey			
	2017-18		2018-19		2017-18		2018-19	
Strongly Disagree	0%	0	9%	3	0%	0	17%	3
Disagree	7%	3	9%	7	0%	0	0%	0
Neutral	40%	18	47%	16	22%	9	22%	4
Agree	42%	19	21%	7	61%	25	50%	9
Strongly Agree	11%	5	15%	5	17%	7	11%	2
# Answered	45		34		41		18	

I want to use my leadership skills and be active in my school and community.

	Pre-Survey				Post-Survey			
	2017-18		2018-19		2017-18		2018-19	
Strongly Disagree	2%	1	3%	1	2%	1	0%	0
Disagree	5%	2	3%	1	2%	1	0%	0
Neutral	7%	3	12%	4	5%	2	11%	2
Agree	45%	20	26%	9	27%	11	56%	10
Strongly Agree	41%	18	56%	19	63%	26	33%	6
# Answered	44		34		41		18	

Rank the following skills in order of importance for a person to perform leadership responsibilities.

Pre-Survey		Post-Survey
Skills	Overall Rank	Skills
Trusting	1	Integrity
Making Decisions	2	Responsibility
Responsibility	3	Making Decisions
Problem Solving	4	Personal Core Values
Integrity	5	Attitude
Attitude	6	Trusting
Organization	7	Problem Solving
Personal Core Values	8	Organization

I want to improve myself.

	Pre-Survey				Post-Survey			
	2017-18		2018-19		2017-18		2018-19	
Strongly Disagree	0%	0	3%	1	2%	1	6%	1
Disagree	2%	1	0%	0	0%	0	6%	1
Neutral	39%	17	36%	12	17%	7	0%	0
Agree	39%	17	30%	10	43%	18	56%	10
Strongly Agree	20%	9	30%	10	38%	16	33%	6
# Answered	44		33		42		18	

Southern Local Schools – Miller High School

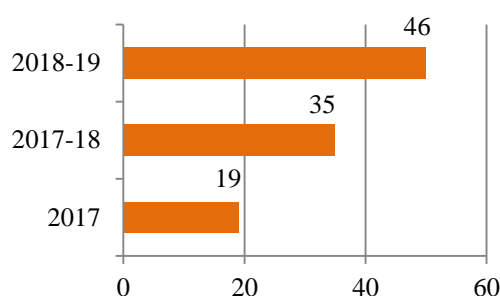
Scott Christman, Superintendent



NEW LEXINGTON CITY SCHOOL OUTCOMES

ALA was introduced into classrooms at New Lexington City Schools in January 2017, utilizing the same curriculum, concepts and facilitation style that had been successful at Southern Local Schools. The class sizes have varied as the program has evolved and changed, as indicated below.

Yearly Enrollment by Grade			
Grade	2017	2017-18	2018-19
6th	0	0	1
7th	10	12	14
8th	9	10	12
9th	0	7	6
10th	0	2	10
11th	0	3	3
12th	0	1	0
Totals	19	35	46



- 2017: (2 classes) 19 participants, 8 (42%) with developmental disabilities and/or an IEP
- 2017-2018: (3 classes) 35 participants, 13 (37%) with developmental disabilities and/or an IEP
- 2018-2019: (3 classes*) 48 participants, 20 with developmental disabilities and/or an IEP

*Note: * The school year started with 3 classes 1 high school and 2 middle school classes. After the Christmas holiday break the 2 middle school classes were combined due to a scheduling change.*

YEARLY ENROLLMENT BY STATUS

	2017	2017-18	2018-19
<i>Typical Participant</i>	11	23	29
	58%	66%	60%
<i>DD/IEP Participant</i>	8	13	17
	42%	37%	40%
<i>Total Participants</i>	19	35	46

During the 2019-2020 school year, the schedule includes ALA being offered three periods every day, between the Middle and High School.

Two courses will be an elective class for graduation credit for high school participants, with a New Lexington High School staff serving the role of a co-facilitator with a PCBDD facilitator.

The other course, for 7th/8th grade students, will provide the foundation of ALA in a combined class, possibly utilizing a New Lexington Middle School staff as a co-facilitator.

Course Outcome *	
Pass/Fail	2018-19
Pass	19
Fail	0
TOTAL	19

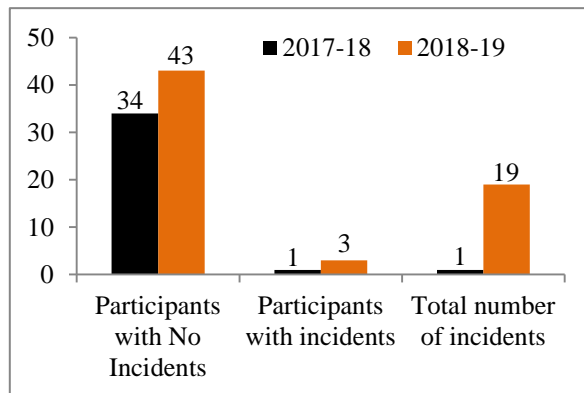
**Note: 2018-19 was the first year that participants were eligible for pass/fail status, only High school participants were eligible*

In 2017/18, 97% (34/35) of participants did not have any disciplinary incidents throughout the school year, while 3% (1/35) of the participants received disciplinary actions. That participant had 1 disciplinary incident during the school year.

In 2018/19, 93% (43/46) of participants did not have any disciplinary incidents throughout the school year, while 7% (3/46) of the participants received disciplinary actions. Of the 3 participants, one had only 1 incident, one had four incidents, and the third participant had fourteen incidents with a decline from 8 to 6 in the 2nd semester of the school year.

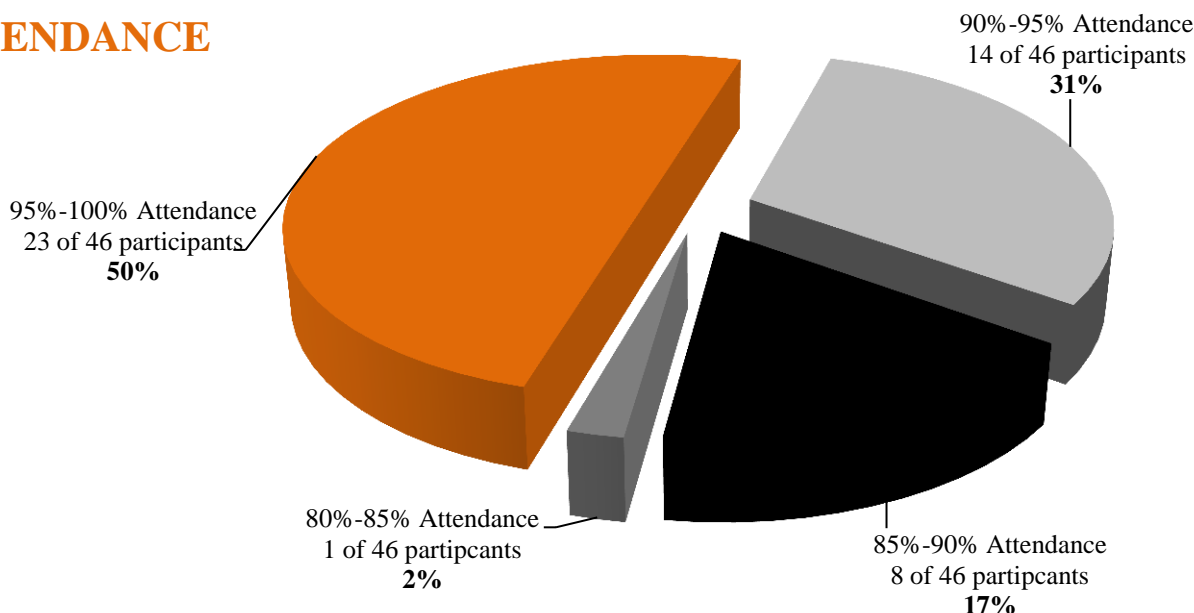
DISCIPLINARY ACTIONS / INCIDENTS AMONG PARTICIPANTS

	2017-18	2018-19
Participants with No Incidents	34	43
Participants With Incidents	1	3
Total number of Participants	35	46
Total Number of Incidents	1	19

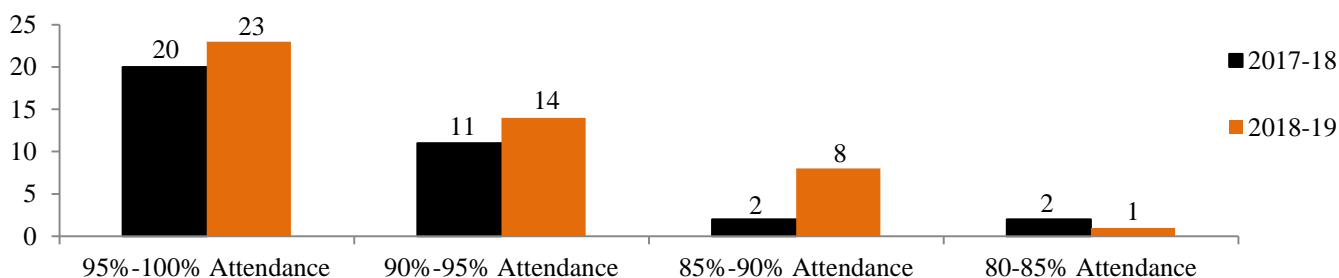


NOTE: Disciplinary actions and incidents for New Lexington City Schools are only for 2017-2018 and 2018-2019 school years, when for-credit classes began to be offered.

ATTENDANCE



School Years 2017-18 and 2018-19 Attendance Comparison



GPAs

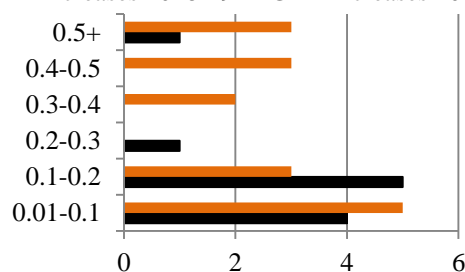
16 Participants (35%) raised their GPAs*

INCREASE in GPA					
0.01-0.1	0.1-0.2	0.2-0.3	0.3-0.4	0.4-0.5	0.5+
5	3	0	2	3	3**

26 Participants (57%) dropped in GPAs

DECREASE in GPA					
0.01-0.1	0.1-0.2	0.2-0.3	0.3-0.4	0.4-0.5	0.5+
15***	7	3	1	0	0

■ GPA Increases 2018-19 ■ GPA Increases 2017-18



*Note: * 4 participants had no increase or decrease in GPA, as they held their 4.0 average.*

***The 3 participants with an increase of over 0.5, had increases of 0.789, 0.934 and 1.005, with 2 of them being IEP students.*

****Of the 26 participants with GPA decreases, 15 had less than a 0.1 drop.*

PRE AND POST SURVEY RESULTS

Participants completed pre and post surveys, with the same questions asked at the beginning (or when a participant joined in the class) that were asked at the end of the school year. The results indicated below, show an increase in the understanding of integrity, leadership, self-respect (improvement), an increase of wanting to be active in the community and the desire to improve themselves.

For the 2018-19 school year, 41% of participants (20/49) that responded reported participating in ALA previously.

**It is noted that some participants chose not to complete the survey and/or some questions. Many students were participating in other school related activities during the last 2 weeks of ALA classes, leaving the number of post-surveys completed much lower than the number of pre-surveys completed.*

I am a leader.

	Pre-Survey				Post-Survey			
	2017-18		2018-19		2017-18		2018-19	
Strongly Disagree	0%	0	8%	4	0%	0	3%	1
Disagree	2%	1	11%	6	3%	1	0%	0
Neutral	33%	14	23%	12	8%	3	24%	8
Agree	35%	15	35%	18	56%	20	49%	16
Strongly Agree	30%	13	23%	12	33%	12	24%	8
# Answered	43		52		36		33	

I want to use my leadership skills and be active in my school and community.

	Pre-Survey				Post-Survey			
	2017-18		2018-19		2017-18		2018-19	
Strongly Disagree	2%	1	6%	3	0%	0	0%	0
Disagree	5%	2	4%	2	5%	2	0%	0
Neutral	7%	3	25%	13	5%	2	12%	4
Agree	41%	18	23%	12	41%	16	44%	14
Strongly Agree	45%	20	42%	22	49%	19	44%	14
# Answered	44		52		39		32	

Rank the following skills in order of importance for a person to perform leadership responsibilities.

Pre-Survey		Post-Survey
Skills	Overall Rank	Skills
Integrity	1	Integrity
Trusting	2	Attitude
Attitude	3	Responsibility
Responsibility	4	Trusting
Making Decisions	5	Making Decisions
Personal Core Values	6	Personal Core Values
Problem Solving	7	Problem Solving
Organization	8	Organization

I want to improve myself.

	Pre-Survey				Post-Survey			
	2017-18		2018-19		2017-18		2018-19	
Strongly Disagree	0%	0	4%	2	0%	0	0%	0
Disagree	0%	0	2%	1	0%	0	3%	1
Neutral	11%	5	16%	8	5%	5	6%	2
Agree	20%	9	14%	7	13%	13	22%	7
Strongly Agree	68%	30	64%	31	54%	21	69%	22
# Answered	44		49		39		32	

New Lexington City Schools –
New Lexington High & Middle School
Casey Coffey, Superintendent



PERRY COUNTY JOB & FAMILY SERVICES OUTCOMES

Job Search

PCJFS implemented ALA as part of Job Search, which is a two week program to help people who need supplemental help. The program is used as a diversion from services while increases employability. The people who receive ALA at PCJFS-Job Search are gaining knowledge in work sessions that include Integrity.

In total, 17 JFS-Job Search participants engaged conversations around ALA, in 35 one-hour sessions.

I am a leader.

	Pre-Survey		Post-Survey	
Strongly Disagree	0	0%	0	0%
Disagree	0	0%	0	0%
Neutral	1	50%	3	75%
Agree	0	0%	1	25%
Strongly Agree	1	50%	0	0%
Answered	2		4	

Job Search participants are offered to complete pre-surveys and post-surveys to help track growth and knowledge gained. Results indicate participants want to improve themselves and be active in their community.

No participants reported having been in an ALA session before.

**It is noted that many participants chose not to complete the survey and/or some questions. Post-surveys are distributed by JFS staff, at the end of the participants' scheduled 2 weeks.*

I want to improve myself.

	Pre-Survey		Post-Survey	
Strongly Disagree	0	0%	0	0%
Disagree	0	0%	0	0%
Neutral	0	0%	0	0%
Agree	2	100%	1	25%
Strongly Agree	0	0%	3	75%
Answered	2		4	

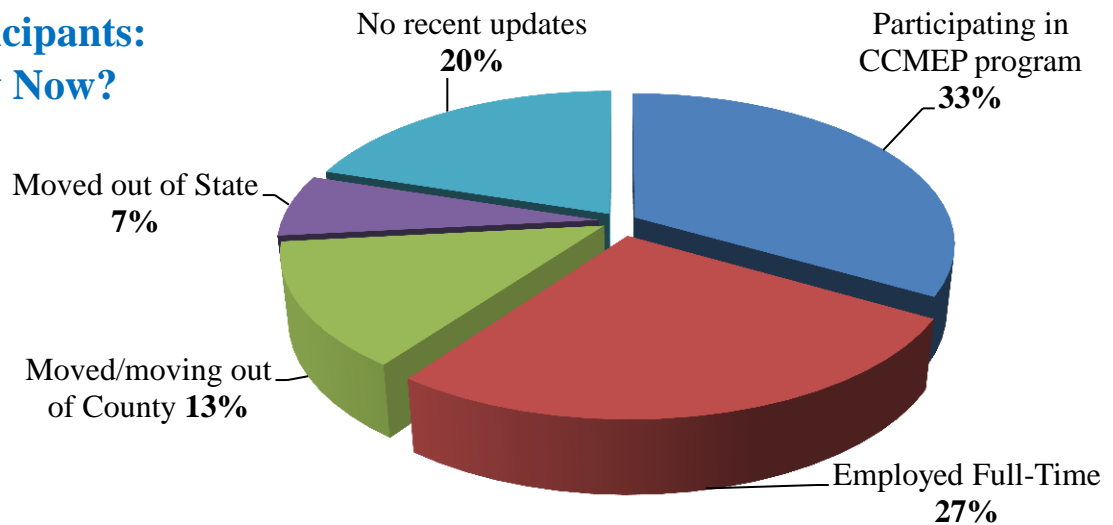
Rank the following skills in order of importance for a person to perform leadership responsibilities.

Pre-Survey		Post-Survey
Skills	Overall Rank	Skills
Integrity	1	Trusting
Attitude	2	Integrity
Making Decisions	3	Attitude
Problem Solving	4	Making Decisions
Responsibility	5	Problem Solving
Organization	6	Responsibility
Trusting	7	Organization
Personal Core Values	8	Personal Core Values

I want to use my leadership skills and be active in my school and community.

	Pre-Survey		Post-Survey	
Strongly Disagree	0	0%	0	0%
Disagree	0	0%	0	0%
Neutral	1	50%	3	75%
Agree	1	50%	0	0%
Strongly Agree	0	0%	1	25%
Answered	2		4	

Job Search Participants: Where Are They Now?



PROGRAM COORDINATORS FEEDBACK

WHAT IMPACT HAVE YOU SEEN FROM ALA IN REGARDS TO THE PARTICIPANTS THAT HAVE BEEN INVOLVED IN THE SESSIONS?

CCMEP - The clients who have participated in ALA sessions have been impacted in various ways. Many of them have set goals for themselves and have accomplished said goals. For instance, a client planned to obtain their driver's license within a certain time frame. The client approached the case manager on their own to express interest in obtaining their license within "x" amount of time. The client proceeded to schedule their own test, secure a vehicle to take the test in, and followed through with the exam (and passed!) within the time frame that was set. I've seen an improvement in the client's ability to promote change (positive change) in their lives. **I've also noticed that clients are holding themselves accountable for their own actions and have blossomed in terms of self-awareness and motivation.** – *Amber Isham*

JOB SEARCH - **I feel that the impact that the program has is a positive and one that makes them think about integrity, what it actually means and where their own integrity lies.** My hope is that they do some self-evaluation and take what they learn from the program and apply it to their own lives to be the best that they can be and to think more positively about themselves. – *Lisa Eing*

WHAT IS YOUR OVERALL IMPRESSION OF ALA, IN GENERAL?

CCMEP - I believe that ALA has helped our clients tremendously in regard to clients understanding the importance of goal setting and a positive sense of self. In my opinion, ALA "pairs" very well with CCMEP. **Clients are setting attainable goals and meeting them and the clients are bringing about self-awareness in their lives.** ALA is a wonderful program and I believe our clients benefit greatly from it! – *Amber Isham*

JOB SEARCH - I feel that ALA is a great program that generates self-exam and has clear simple, precise and understandable material that they can relate to their own lives. I feel that the instructors have a great rapport with the participants that they meet with and make them feel very comfortable. **I feel that ALA helps individuals to set positive goals and helps them to find their own strengths to promote a deeper sense of honesty and strong moral principles.** All in all I feel that ALA is a strong program that is helping to build stronger individuals with greater values. – *Lisa Eing*

HAPCAP: Hocking, Athens, Perry Community Action Program

COMPREHENSIVE CASE MANAGEMENT EMPLOYMENT PROGRAM (CCMEP) OUTCOMES

PCJFS implemented ALA as part of CCMEP, as a diversion program for people receiving benefits under the identified platform. The people who receive ALA at PCJFS are gaining independence and being empowered to live productive lives. Over the course of the last year, 18 participants engaged in conversations surrounding Integrity, Positive Mental Attitude, Living Their Dreams and Goal Setting.

A staggering 52% (9/17) of people engaged in ALA are currently employed at Unsubsidized and Subsidized positions. One individual has earned their Associates Degree and is looking to obtain gainful employment, while another individual plans to start college in the fall. In total, JFS engaged in 86 classes, two hours a piece, for 172 hours of facilitation with a total attendance verification of 337 times people in Perry County engaged in conversation around ALA including: Integrity, Live Your Dreams, Decision Making, Personal Core Values, Positive Mental Attitude, and Personal Finance.

I am a leader.

	Pre-Survey		Post-Survey	
<i>Strongly Disagree</i>	0	0%	0	0%
<i>Disagree</i>	0	0%	0	0%
<i>Neutral</i>	0	0%	3	75%
<i>Agree</i>	1	100%	1	25%
<i>Strongly Agree</i>	0	0%	0	0%
<i>Answered</i>	1		4	

I want to use my leadership skills and be active in my school and community.

	Pre-Survey		Post-Survey	
<i>Strongly Disagree</i>	0	0%	0	0%
<i>Disagree</i>	0	0%	0	0%
<i>Neutral</i>	0	0%	3	75%
<i>Agree</i>	1	100%	1	25%
<i>Strongly Agree</i>	0	0%	0	0%
<i>Answered</i>	1		4	

I want to improve myself.

	Pre-Survey		Post-Survey	
<i>Strongly Disagree</i>	0	0%	0	0%
<i>Disagree</i>	0	0%	0	0%
<i>Neutral</i>	0	0%	0	0%
<i>Agree</i>	1	100%	1	25%
<i>Strongly Agree</i>	0	0%	3	75%
<i>Answered</i>	1		4	

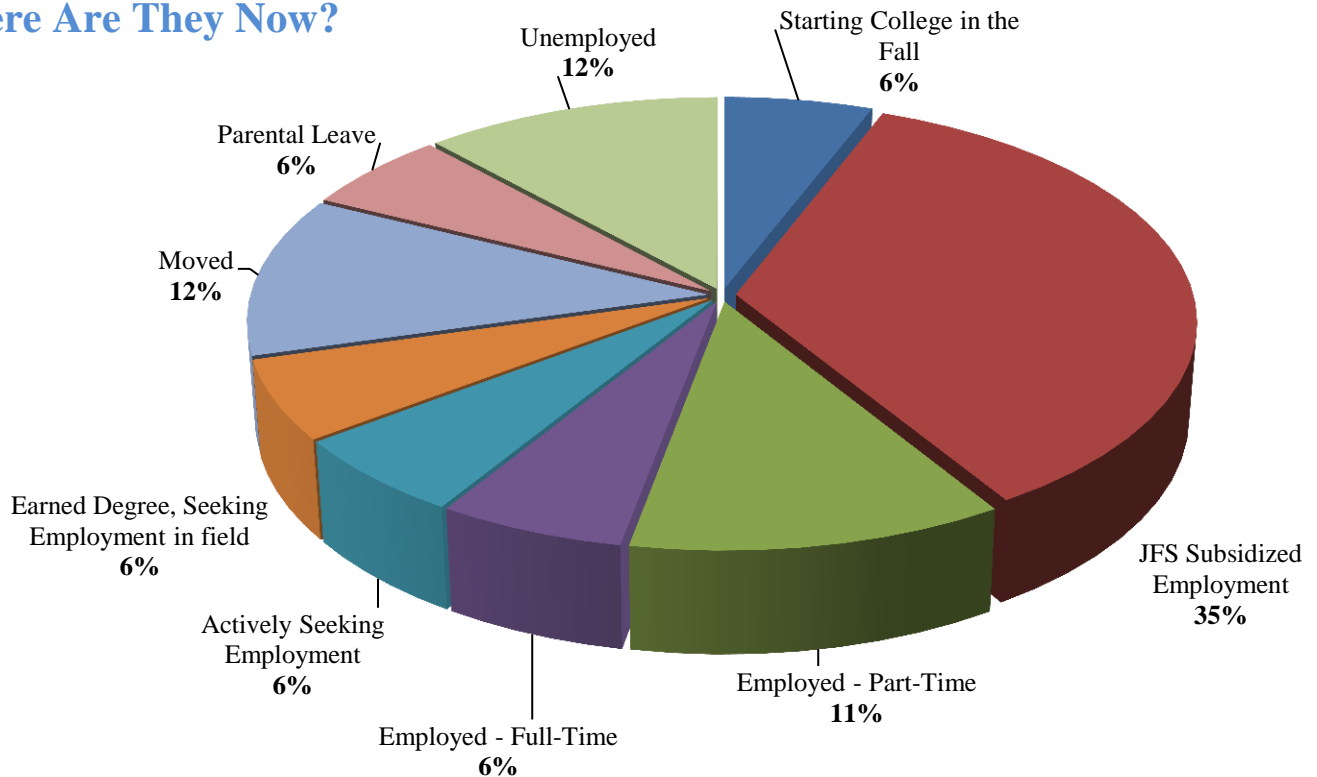
Rank the following skills in order of importance for a person to perform leadership responsibilities.

Overall Rank	Post-Survey Skills
1	Trusting
2	Integrity
3	Attitude
4	Making Decisions
5	Problem Solving
6	Responsibility
7	Organization
8	Personal Core Values

CCMEP participants are offered to complete pre-surveys and post-surveys to help track growth and knowledge gained. Results indicate participants want to improve themselves and be active in their community.

**It is noted that many participants chose not to complete the survey and/or some questions. Many participants have been involved with Job Search prior to CCMEP; limiting Pre-surveys completed, and are still involved in ALA sessions limiting Post-surveys.*

CCMEP Participants: Where Are They Now?



SUMMER YOUTH EMPLOYMENT PROGRAM OUTCOMES

As a part of the HAPCAP Summer Youth Employment Program orientation, participants received a 1-hour high level overview of ALA concepts including: Integrity, Character and Reputation, Self-Control, Legacy, Success and One Small Step. Participants worked in small groups with a Facilitator writing, talking, interacting and hoping leaving a lasting lesson. 72 participants, representing all schools in Perry County as well as Tri-County, Mid-East, Hocking, and several online academies' completed a brief questionnaire at the end of session, with 64% (46/72) stating that they considered themselves a leader.

The following are some of the responses to the question, "What was the one thing that stuck with you from the Academy for Leadership Abilities session?"

- ✍ To take small steps in life to work on yourself.
- ✍ **Integrity is everything. Positive thoughts mean positive life.**
- ✍ To always do my best no matter how bad the road gets.
- ✍ Keep your priorities straight. Be positive. You can make a person's day even if it's just smiling. Reach your goals and be successful.
- ✍ That in order to succeed you need to be around the right people and to be a better person.
- ✍ Do the best you can to better yourself and your life.
- ✍ **I feel today I have realized so much and now I have a better mindset about my decisions in the future and how to go about them. Realizing so much more than I did before.**

PARTICIPANT FEEDBACK

COMPILED FROM PARTICIPANT ANSWERS FROM SOUTHERN LOCAL, NEW LEXINGTON, JOB SEARCH, AND CCMEP SESSIONS

A LEADER TO ME IS SOMEONE WHO:

- ✍ Can help everyone and make a difference in the world.
- ✍ **Takes action upon his or someone else's mistakes.**
- ✍ Has integrity and leads people to the right things.
- ✍ Teaches individuals with positivity and knowledge, patient and always ready to teach.
- ✍ Doesn't depend on others but uses others wisdom and knowledge to determine decisions.
- ✍ **Stands for what they believe in gives direction and guidance, helps when they can.**
- ✍ Has integrity, open-mindedness and will listen to others.
- ✍ Can make a positive impact on others around them.
- ✍ **Influences others in good and right ways.**
- ✍ Helps and respects; someone who shows others a good example.
- ✍ Can let people have their own opinion that isn't the same as their own.
- ✍ Has responsibilities and has a good character, is nice and kind to others.
- ✍ Uses their abilities to better the lives of others.
- ✍ Who positively takes control of a situation and leads people in a right direction.

WHAT IS THE MOST IMPORTANT THING YOU HAVE LEARNED FROM ALA?

- ✍ I learned how to improve myself and become a better person.
- ✍ **Don't let others define who you are, be you and respect yourself and others.**
- ✍ How to control my anger and have more integrity.
- ✍ I have learned to be myself. You never give up on yourself and that makes you, you.
- ✍ That you need to take small steps to reach your goal.
- ✍ **How every decision we make shapes us and how people view us.**
- ✍ How having integrity is a big part in people's life and also how to better myself.
- ✍ To be respectful and responsible in a tough situation.
- ✍ The most important thing is how to become a better leader to the younger people.
- ✍ **That everyone is equal and you should treat others how you expect them to treat you and to try your best to stay positive.**
- ✍ To have confidence in my decisions.
- ✍ **That I can Change, not matter what I did in the past.**
- ✍ Realization of how many people look up to me.
- ✍ That you aren't alone, you don't have to be perfect, not to be so low on myself.
- ✍ To continue to think before acting to continue to be a positive influential leader.

WHAT HAS ALA DONE FOR YOU THIS YEAR?

- ✍ Brought my self-esteem up. - Samantha
- ✍ Helped me think about what I'm about to do before I do it. - Olivia
- ✍ Showed me to have respect for everyone. - Lane
- ✍ It has changed my perspective on some things that I used to get in trouble for. - Eddie
- ✍ **It helped me become a confident leader and also helped me solve bad situations. - Damita**
- ✍ Made my integrity better and my attitude. - Robert
- ✍ It has taught me to watch how I react, focus on the positive, and do what I need to do before what I want to do. - Torin
- ✍ **ALA has taught me how to be the bigger person in a situation. - Tayler**
- ✍ Taught me to be a better person. - Daniel
- ✍ Teach me to do things that I'm not comfortable doing. - Sheldon
- ✍ Made me talk more. - James
- ✍ Be a better leader. - Chris
- ✍ **Made me a better leader, look at things and people differently and not judge. - Zach**
- ✍ Changed me into a completely different person, showed me that there are mistakes for actions. - Kara
- ✍ It made me more respectful and responsible. - Zander
- ✍ ALA has made me understand that everyone is equal and to look on the bright side (most of the time anyway). - Mackenzie
- ✍ ALA had made me look at others differently. It has shown me to always be caring because you do not know what others go through. - Alexis
- ✍ It has helped me realize that I can communicate with anybody. - Jaylyn
- ✍ **To accept the differences in people. -Sam**

WITH ALL THAT YOU HAVE LEARNED, WHAT IS THE HARDEST CHANGE YOU NEED TO MAKE?

- ✍ To change myself. - Trenton
- ✍ Making friends and my anger issues. - Summer
- ✍ My friends and changing some of my attitude. - Robert
- ✍ Not to get made so easily and to change for the better. Became the bigger person. - Tayler
- ✍ **Thinking before I speak. - Torin**
- ✍ Removing people from my life. - Colten
- ✍ Staying out of trouble. - Daniel
- ✍ To work on my self-confidence. - Tyler
- ✍ **Make better decisions. - Rose**
- ✍ Becoming honest, trustworthy, and loyal. - Kara
- ✍ I have gotten better at these but could still improve: not judging others and staying positive. - Mackenzie
- ✍ **My attitude. My attitude is not very good but has definitely gotten better. ALA has taught me a lot. - Trinity**
- ✍ The hardest change I need to make is standing up and taking charge, when people are doing the wrong thing. - Sam

WHAT DO YOU WANT OTHERS TO KNOW ABOUT ALA?

- ✍ ALA helps with a lot more than just learning to be a leader. - Olivia
- ✍ **I want others to know that ALA class is a life changing opportunity and will give you a different outlook on yours or friends choices. - Brooke**
- ✍ That you can change the way you look at life. - Issiah
- ✍ That it is a very fun and helpful class that everyone should take at least once. - Jordyn
- ✍ It's fun and helpful. - Sheldon
- ✍ It's an encouraging class and subject. - James
- ✍ It is good, it helps you. - Chris
- ✍ **It's a fun class and it helps you improve yourself and your values. - Maggie**
- ✍ That it's a positive environment where you can be yourself and helps you change for the better. - Macie
- ✍ **It's a class where there are only benefits. - Chance**
- ✍ It makes you grow as a person and makes you think about stuff that you normally wouldn't think of. - Kara
- ✍ That they can make a change in the world. - Zander
- ✍ That you can be whoever you want and inspire all the people around you and that you don't have to be a bad person because you have bad grades. - Katelynn
- ✍ **I want others to know that ALA is a great program that will influence you to strive to do better. - Alexis**
- ✍ ALA is great! ALA is going to be life changing for me. - Trinity

ARE YOU PLANNING ON TAKING ALA NEXT YEAR? WHY?

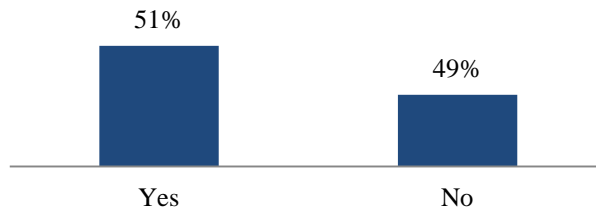
- ✍ Yes, because ALA is an amazing class that helped me a lot and I want to take it again because I want to learn more and be a better person. - Emily
- ✍ **Yes, because it helped me a lot and get my grades up. - Summer**
- ✍ Yes, it is one of my favorite classes. - Issiah
- ✍ **I plan on taking it again to improve even more. - Jordyn**
- ✍ Yes, because it's my favorite class and it relieves all the stresses and makes me happy. - Daniel
- ✍ Yes, because it is fun. - Sheldon
- ✍ Yes, to learn more about it and be the best you can be. - Artie
- ✍ Of course, it's my favorite class it gets me through the day. - Makena
- ✍ Yes, because I love this class. - Rose
- ✍ **Yes, because it has impacted me life tremendously. - Abby**
- ✍ Yes, because the class has helped me become a better person and leader. - Mason

TEACHER FEEDBACK

COMPILED FROM TEACHER ANSWERS FROM SOUTHERN LOCAL SCHOOL (MILLER), NEW LEXINGTON HIGH SCHOOL (NLHS) & MIDDLE SCHOOL (NLMS) SESSIONS

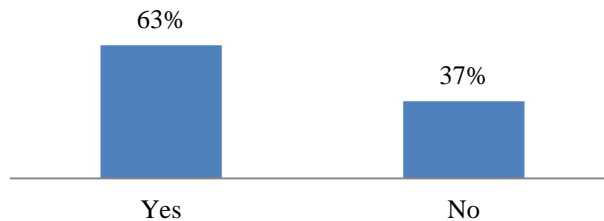
Each student participant had a survey sent to a teacher, whom they had been in class with for the entire school year. These were picked as randomly as possible, from a list provided from the participant. 72 surveys were sent out with 50 responses, for a 70% return rate.

HAVE YOU SEEN A POSITIVE INCREASE IN THE STUDENT'S ATTITUDE THIS SCHOOL YEAR?



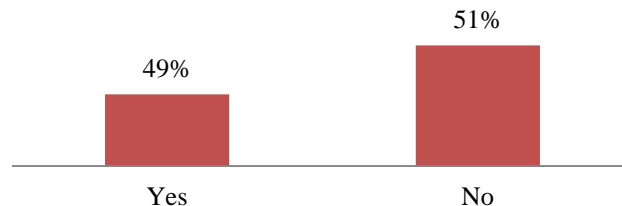
- ✎ She is more positive this year in class than last year. – Miller
- ✎ **Confidence is growing in the classroom!!! – Miller**
- ✎ She was never negative, but she has a lean-forward attitude now. When given feedback, she immediately gets the work done without question! – NLMS

HAVE YOU SEEN A POSITIVE INCREASE IN THE STUDENT'S SKILLS & ABILITIES THIS SCHOOL YEAR?



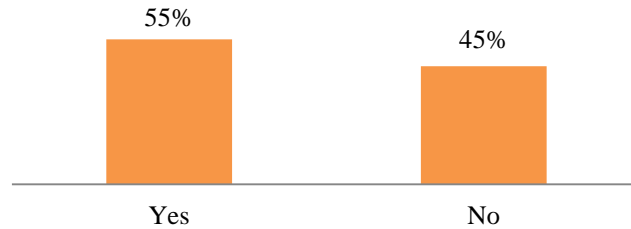
- ✎ She has more confidence in herself this year. - Miller
- ✎ **Grades have consistently increased. - Miller**

HAVE YOU SEEN A POSITIVE INCREASE IN THE STUDENT'S SOCIAL INTERACTION THIS SCHOOL YEAR?



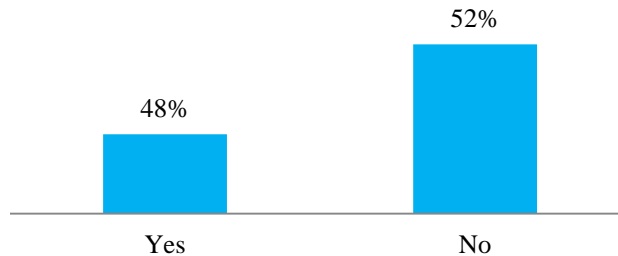
- ✎ She has been more positive in her social interactions, hanging with kids who won't get her in trouble. - Miller
- ✎ He seems to interact more with his peers. - Miller
- ✎ **Self-advocacy had been greatly improved!**

HAVE YOU SEEN A POSITIVE INCREASE IN THE STUDENT'S PARTICIPATION THIS SCHOOL YEAR?



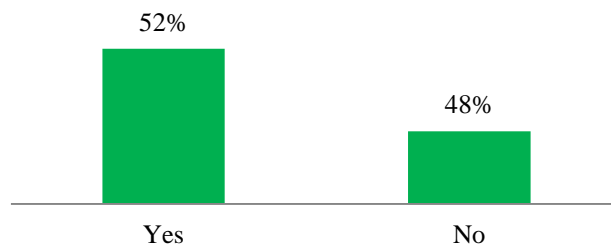
- ↪ **She has been more receptive in class and is more willing to participate in classroom activities. - Miller**
- ↪ He feels free to express his opinions in class. - NLHS
- ↪ Her confidence has grown, which has helped her participate more. - NLMS

HAVE YOU SEEN A POSITIVE INCREASE IN THE STUDENT'S CHARACTER THIS SCHOOL YEAR?



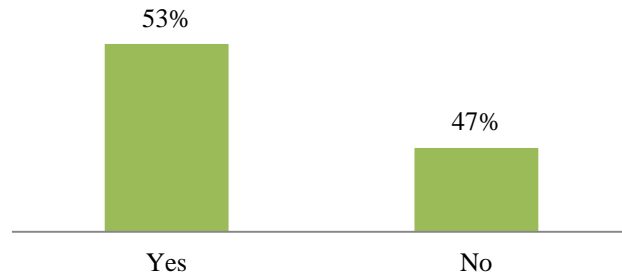
- ↪ Never a question of her character per se, but she had better eye contact, which gives her an aura of trustworthiness. - NLMS
- ↪ **She has not let bullying and negativity bring her down. She always rises above. - NLMS**

HAVE YOU SEEN A POSITIVE INCREASE IN THE STUDENT'S INTEGRITY THIS SCHOOL YEAR?



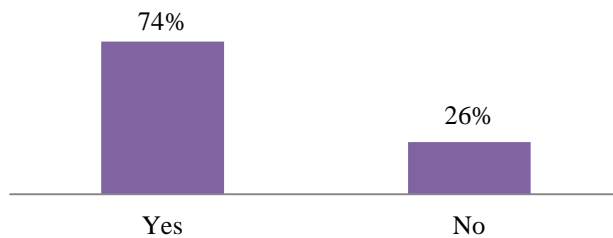
- ↪ Very honest. - NLHS
- ↪ Absolutely no reason to question her integrity. - NLMS
- ↪ **I feel like he is very trustworthy and honest. - NLMS**
- ↪ I could trust her with anything. - NLMS

HAS THE STUDENT INCREASED POSITIVE INFLUENCE IN THE CLASSROOM OR OTHER SCHOOL AREAS?



- ↪ The fact that he works hard and is bull headed, creates a positive influence for the other kids. - NLMS
- ↪ Always has a smile on her face regardless of what is going on at school or home. - NLMS
- ↪ **She welcomes other students and creates a positive environment for those around her, be them peers or adults. - NLMS**

DO YOU THINK ALA HAS HELPED THIS STUDENT?



- ↪ He has grown greatly throughout the year. - NLHS
- ↪ ALA participation is a beneficial program for middle school students. - NLMS
- ↪ **She got to participate in something that aided her confidence and gave her a sense of belonging, achievement, and success. - NLMS**

DO YOU THINK ALA IS HELPING TO CHANGE THE CULTURE OF THE SCHOOL?



- ↪ **Kids look forward to the class and talk about the happenings of ALA. - Miller**
- ↪ I have not seen much change this year, this is not always the case. - NLMS
- ↪ Most programs that actively involve students in a positive manner will help change the culture of a school. - NLHS
- ↪ By making it “cool” to be a leader. -NLHS

OBSERVATIONS, RECOMMENDATIONS & NEXT STEPS

SCHOOL DISTRICTS

- ↗ In school districts, enrollment by grade and status, disciplinary incidents, excused and unexcused absences, GPA's and pre/post surveys will continue to be collected and analyzed.
- ↗ Anecdotal data will continue through the life of the program to help gauge the participant's growth and knowledge.
- ↗ Year-to-year follow up with participants need to be a priority for continuous measurements.
- ↗ Teacher surveys will continue to be adapted to capture useful information for 2019-2020 school year.
- ↗ Partnering with schools to support co-facilitation of ALA sessions with a district teacher.

PERRY COUNTY JOB AND FAMILY SERVICES: JOB SEARCH

- ↗ Attendance and work sessions will continue to be monitored.
- ↗ Job Search is a two week program. With attendance, not every person receives 4 sessions of ALA.
- ↗ With collaborative efforts between PCJFS and PCBDD, the success of individuals is celebrated and documented.

PERRY COUNTY JOB AND FAMILY SERVICES: CCMEP

- ↗ Attendance and work sessions will continue to be monitored.
- ↗ CCMEP is continuous for people. The amount of facilitation is not limited to 4 sessions.
- ↗ With collaborative efforts between PCJFS, HAPCAP and PCBDD, the success of individuals is celebrated and documented.

NEXT STEPS:

- ↗ Continued correspondence with Crooksville Village Exempted School District and Northern Local School District (Sheridan), about ALA programming and sessions.
- ↗ Research and look at opportunities (partnerships and stand-alone) to implement an evidence based youth development measurement tool to discern program impact on factors such as resiliency, hope, and leadership skills.