



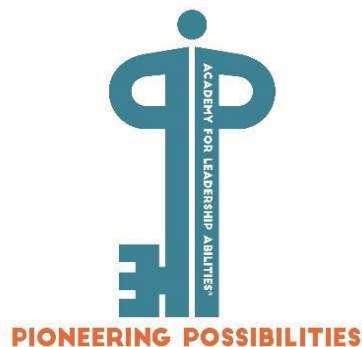
ACADEMY FOR LEADERSHIP ABILITIES®

Annual Report
2020-2021



AcademyForLeadershipAbilities.org

COLLABORATIVE PARTNERS





Annual Report 2020-2021

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Dear Friends,

Another interesting year for the partnership with Executive Director Cheryl Boley, and the team at Perry County Job and Family Services (PCJFS) and the Perry County Board of Developmental Disabilities (PCBDD). It was certainly filled with challenges and opportunities. We learned new ways we can connect with people, even during these unique times. Lessons learned through responding to challenges provide opportunities for us to improve in many areas.

This annual report may have some different data than we typically provide, as school districts did not complete the year in the traditional format. However, the data we have does show we continue to do exactly what we all want to see: Changing the culture of Perry County to be more aware of the abilities of all people.

Through this partnership Perry County Job and Family Services provides funding for the Perry County Board of Developmental Disabilities to help people learn how to think, not what to think via the Academy for Leadership Abilities® (ALA). 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.

The data strategically 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, real-life experience.

Respectfully,



Shelly Lackey
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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, schoolteachers, 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.

PARTNERING SITES

PCBDD Mission Making connections to promote abilities and enrich lives.

PCBDD Vision Community Without Barriers



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.



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

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 develop curriculum, learn the needs of students, and increase the value of learning HOW to think, not WHAT to think.

New Lexington City Schools

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. The program continues to grow, adding a second for credit High School session.



Crooksville Exempted Village Schools

Crooksville Exempted Village Schools added ALA as a "Specials" class for all 7th and 8th grade students in the fall of 2019. The program continues to expand, with the opportunities to provide ALA session for all 5th thru 8th grades, as well as a High School Session.



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ALA FRONTLINE TEAM



SOUTHERN LOCAL SCHOOLS OUTCOMES

MILLER



SOUTHERN LOCAL SCHOOL OUTCOMES

Southern Local was the pilot project for ALA and has been active since 2012 - 2013. The session sizes have varied throughout the years, as the program has evolved. Sessions are now offered to all 7th and 8th grade participants as well as a High School class. Session size is indicated below.

YEARLY ENROLLMENT BY GRADE

Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21*
7th	0	0	0	0	0	1	2	40	0
8th	0	0	1	0	1	20	26	26	0
9th	5	1	4	0	15	6	1	4	6
10th	5	6	1	4	1	8	7	5	5
11th	2	3	4	0	2	6	0	2	2
12th	4	2	1	4	1	1	1	5	2
Totals	16	12	11	6	20	42	37	82	15

* Denotes COVID restrictions in place

Due to COVID restrictions and protocols, the number of sessions that were able to be offered for 2020-21 was reduced to one (1) High School session. This was offered as a blended class with both in-person and remote learners enrolled. This is the first time that this format was offered for an ALA session at Miller High School.

Seeing the benefit of ALA, when restrictions were lifted, School Administrators wanted to make sure that all 7th and 8th grade students for the 2021-22 school year had access to ALA.

The High School course is an elective for graduation credit, with participants, taking a year-long session during the 2020-21 school year.

Miller Administrators hope this approach will help to prepare these participants for more intense learning and lifelong success. Seeing the continued value in offering ALA programming to a larger number participants, Miller High School Administrators continue to examine how they can partner with PCBDD to offer ALA and the benefits to the 7th - 12th graders.

COURSE OUTCOME BY YEAR^

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21*
Pass	16	12	9	5	16	21	37	82	15
Fail	0	0	2	1	4	0	0	0	0
TOTAL	16	12	11	6	20	21	37	82	15

[^]Note:

Only High School participants were eligible for pass / fail status prior to the 2018-19 school year.

* Denotes COVID restrictions in place



YEARLY ENROLLMENT BY STATUS

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21*
<i>Typical Participant</i>	13	10	8	7	17	33	29	56	9
	67%	77%	73%	88%	85%	79%	78%	68%	60%
<i>IEP/DD Participant</i>	3	3	3	1	3	9	8	26	6
	33%	23%	27%	12%	15%	21%	22%	32%	40%
<i>Total Participants</i>	16	12	11	6	20	42	37	82	15

* Denotes COVID restrictions in place

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 six (6) participants with disciplinary incidents, four (4) saw a decline of incidents from 1st semester to 2nd semester, with one (1) participant transitioning from ALPHA 2nd semester.

In 2019-20, 63% (52/82) of participants did not have any disciplinary incidents throughout the school year, while 37% (30/82) of the participants received disciplinary incidents. Two (2) participants accounted for 21% (16/74) of total incidents. It is hard to tell if their average number of incidents would have decreased by the end of the year, due to all participants missing the last nine weeks of in-person schooling, due to COVID.

In 2020-21, 93% (14/15) of participants did not have any disciplinary incidents throughout the school year. That one (1) participant only had one (1) disciplinary incident for the entire school year, School Administration noted this was a noticeable improvement from the previous school year.

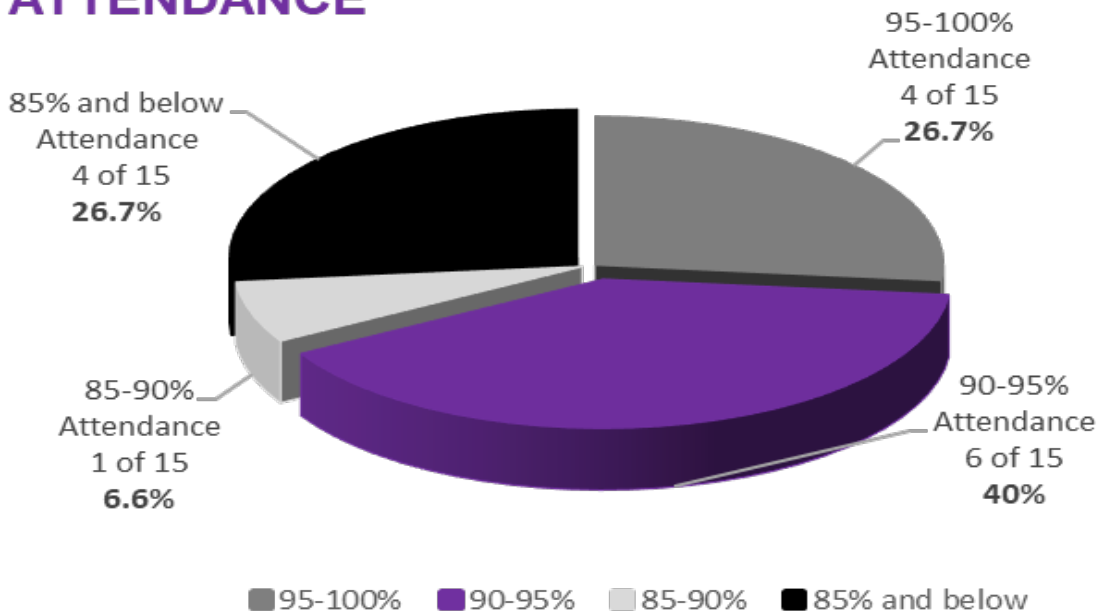
DISCIPLINARY ACTIONS / INCIDENTS AMONG PARTICIPANTS

	2017-18	2018-19	2019-20	2020-21*
<i>Participants with No Incidents</i>	32	31	52	14
<i>Participants With incidents</i>	10	6	30	1
<i>Total number of Participants</i>	42	37	82	15
<i>Total number of incidents</i>	11	21	74	1

* Denotes COVID restrictions in place

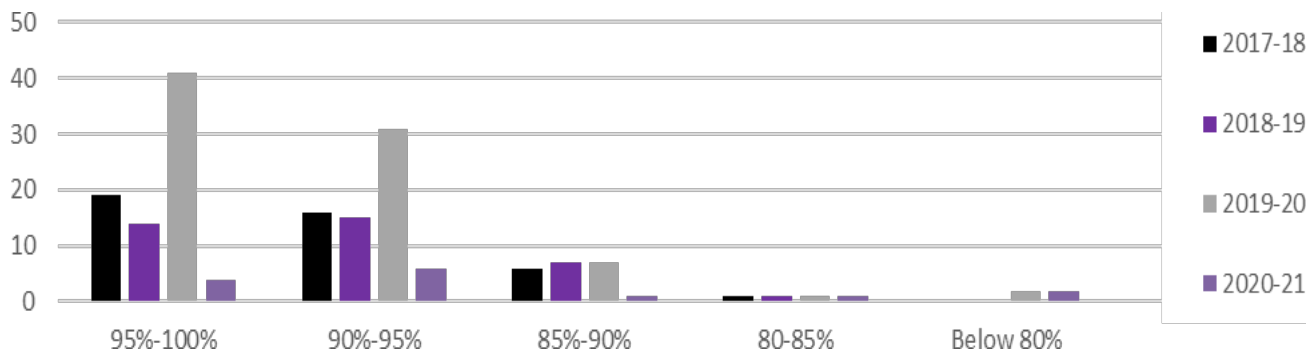


ATTENDANCE*



Attendance percentages include the periods that the whole school was remote, including scheduled weekly remote Wednesdays.

ATTENDANCE COMPARISONS



GRADE POINT AVERAGES

Southern Local school administrators noted an overall decrease in GPAs across the entire student body. This decrease seemed to align with the times the student spent remote during a grading period.

5 Participants (33%) 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+
0	4	0	0	1	0

9 Participants (60%) 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+
0	2	2	0	3	2



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 2020-21 school year, ten (10) participants reported participating in ALA previously.

I am a leader.

	Pre-Survey				Post-Survey			
	2019-20		2020-21		2019-20		2020-21	
Strongly Disagree	5%	4	0%	0	5%	2	0%	0
Disagree	19%	15	6%	1	7%	3	10%	1
Neutral	27%	22	47%	8	17%	7	20%	2
Agree	27%	22	41%	7	53%	21	70%	7
Strongly Agree	22%	18	6%	1	18%	7	0%	0
# Answered	81		17		40		10	

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

	Pre-Survey				Post-Survey			
	2019-20		2020-21		2019-20		2020-21	
Strongly Disagree	6%	5	0%	0	2%	1	0%	0
Disagree	4%	3	0%	0	5%	2	20%	2
Neutral	38%	31	6%	1	23%	9	10%	1
Agree	27%	22	65%	11	47%	19	30%	3
Strongly Agree	25%	20	29%	5	23%	9	40%	4
# Answered	81		17		40		10	

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

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

I want to improve myself.

	Pre-Survey				Post-Survey			
	2019-20		2020-21		2019-20		2020-21	
Strongly Disagree	5%	4	6%	1	0%	0	10%	1
Disagree	1%	1	0%	0	0%	0	0%	0
Neutral	12%	10	0%	0	20%	8	10%	1
Agree	34%	27	35%	6	20%	8	20%	2
Strongly Agree	48%	39	65%	11	60%	24	60%	6
# Answered	81		18		40		10	

Southern Local Schools – Miller High School

Scott Christman, Superintendent





NEW LEXINGTON CITY SCHOOLS OUTCOMES



NEW LEXINGTON CITY SCHOOLS 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 session size varies as the program has evolved, starting with Middle School sessions, and then adding High School sessions for credit.

Yearly Enrollment by Grade

Grade	2017	2017-18	2018-19	2019-20	2020-21*
6th	0	0	1	0	1
7th	10	12	14	12	7
8th	9	10	12	10	3
9th	0	7	6	12	9
10th	0	2	10	9	13
11th	0	3	3	9	8
12th	0	1	0	3	8
Totals	19	35	46	55	49

* Denotes COVID restrictions in place

During the 2019-2020 school year, the schedule included ALA being offered three (3) periods every day, between the Middle and High School, this format continued during the 2020-21 school year.

Two courses were offered as elective class for graduation credit for high school participants, with a New Lexington High School staff serving in the role of a co-facilitator with a PCBDD facilitator. The other sessions, for 7th / 8th grade students, will provide the foundation of ALA in a combined setting.

New Lexington School Administrators continue to see the value of ALA in their district, and view offering ALA sessions to their students as a priority. With the transition to a more remote learning environment, due to COVID, New Lexington is looking to work with ALA staff to add ALA to the online platform. During the 2020-21 school year ALA was offered as a blended session with some full-time remote students participating. This was done thru the Blackboard platform, and sessions were streamed live to at-home participants.

Course Outcome By Year ^

	2018-19	2019-20	2020-21*
Pass	19	31	0
Fail	0	0	0
TOTAL	19	31	39

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

* Denotes COVID restrictions in place



YEARLY ENROLLMENT BY STATUS

	2017	2017-18	2018-19	2019-20	2020-21
<i>Typical Participant</i>	11	22	29	31	25
	58%	63%	60%	56%	51%
<i>IEP/DD Participant</i>	8	13	17	24	24
	42%	37%	40%	44%	49%
<i>Total Participants</i>	19	35	46	55	49

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 three (3) participants, one (1) had only an incident, one (1) had four (4) incidents, and the third (3) participant had fourteen (14) incidents with a decline from eight (8) to six (6) in the 2nd semester of the school year.

In 2019-20, 82% (45/55) of participants did not have any disciplinary incidents throughout the school year, while 18% (10/55) of the participants had disciplinary incidents. Three (3) students accounted for 63% (20/32) total incidents. While those participants' disciplinary incidents numbers were trending down, it is hard to tell if their average number of incidents would have decreased by the end of the year, due to all participants missing the last 9 weeks of in-person schooling, due to COVID.

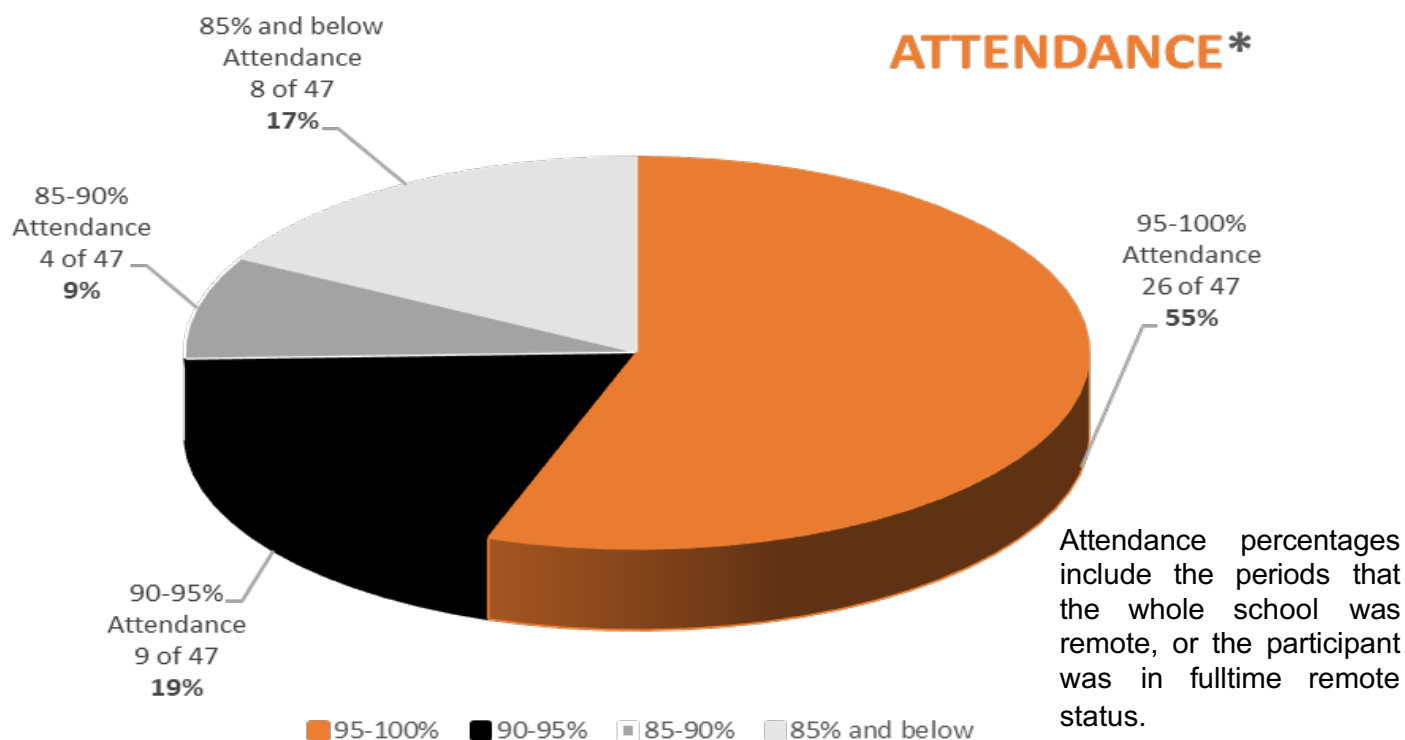
In 2020-21, 84% (41/49) of participants did not have any disciplinary incidents throughout the school year, while 16% (8/49) of the participants had disciplinary incidents. Of the eight (8) participants with disciplinary incidents, two (2) had more than one (1) incident. With one (1) having both incidents during the semester they were not enrolled in ALA.

DISCIPLINARY ACTIONS / INCIDENTS AMONG PARTICIPANTS

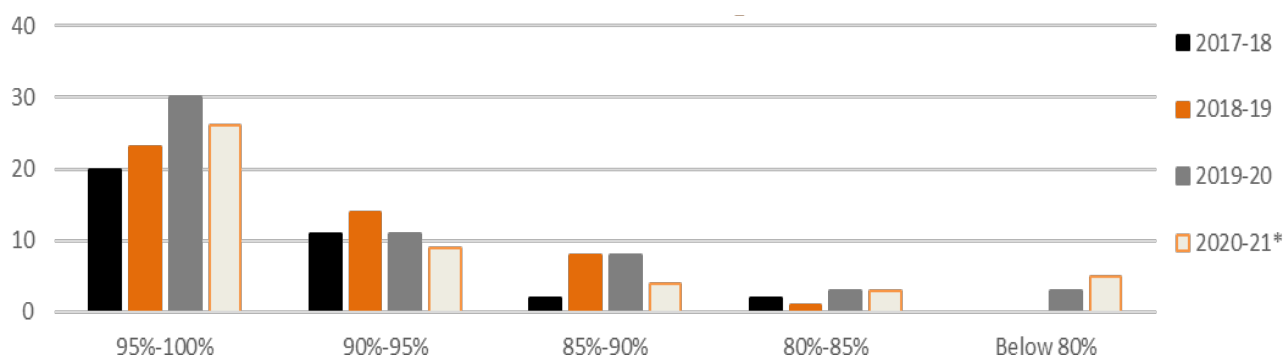
	2017-18	2018-19	2019-20	2020-21*
<i>Participants with No Incidents</i>	34	43	45	41
<i>Participants With Incidents</i>	1	3	10	8
<i>Total number of Participants</i>	35	46	55	49
<i>Total Number of Incidents</i>	1	19	32	11

* Denotes COVID restrictions in place





ATTENDANCE COMPARISONS



* Denotes COVID restrictions in place

GRADE POINT AVERAGES

New Lexington School Administrators noted a decrease in GPAs across a substantial section of the student body. This decrease seemed to align with the times the student spent remote during a grading period, or the school fully remote.

Note: * 3 participants had no increase or decrease in GPA, as they held their 4.0 average.

**2 of these 3 students had a life altering event occur during this school year, keeping them out of school for an extended amount of time

17 Participants (38%) 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+
10*	2	2	1	1	1

28 Participants (62%) 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+
9	7	2	3	4	3**



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 2020-21 school year, twenty-two (22) participants reported participating in ALA previously.

I am a leader.

	Pre-Survey				Post-Survey			
	2019-20		2020-21		2019-20		2020-21	
Strongly Disagree	5%	2	0%	0	0%	0	2%	1
Disagree	7%	3	2%	1	0%	0	2%	1
Neutral	23%	10	31%	16	17%	3	31%	13
Agree	47%	21	55%	28	61%	11	48%	20
Strongly Agree	18%	8	12%	6	22%	4	17%	7
# Answered	44		51		18		42	

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

	Pre-Survey				Post-Survey			
	2019-20		2020-21		2019-20		2020-21	
Strongly Disagree	2%	1	2%	1	0%	0	0%	0
Disagree	7%	3	2%	1	5%	1	5%	2
Neutral	23%	10	16%	8	17%	3	29%	12
Agree	34%	15	45%	23	39%	7	29%	12
Strongly Agree	34%	15	35%	18	39%	7	37%	16
# Answered	44		51		18		42	

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

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

I want to improve myself.

	Pre-Survey				Post-Survey			
	2019-20		2020-21		2019-20		2020-21	
Strongly Disagree	2%	1	0%	0	0%	0	0%	0
Disagree	2%	1	2%	1	0%	0	0%	0
Neutral	2%	1	4%	2	17%	3	7%	3
Agree	35%	15	41%	21	17%	3	24%	10
Strongly Agree	58%	25	53%	27	66%	12	69%	29
# Answered	43		51		18		42	

New Lexington City Schools
Casey Coffey, Superintendent





CROOKSVILLE EXEMPTED VILLAGE SCHOOLS OUTCOMES



CROOKSVILLE EXEMPTED VILLAGE SCHOOLS OUTCOMES

ALA was introduced into Crooksville Middle School in the Fall of 2019, utilizing the same curriculum and concepts that have been successful at Southern Local and New Lexington City Schools. There was a huge difference in how the sessions were structured however, with the Crooksville Administration wanting to offer the opportunity for every 7th and 8th grader to participate in ALA sessions. ALA was set up as one of the Crooksville Middle School "SPECIALS" classes, where students were separated into 7 groups, and rotated between each Specials class.

Yearly Enrollment by Grade

Grade	2019-2020	2020-2021*
6 th	0	0
7 th	81	87
8 th	81	84
9 th	0	0
10 th	0	0
11 th	0	0
12 th	0	0
Totals	162	171

* Denotes COVID restrictions in place

In 2019-20, participants attended ALA sessions for one (1) week at a time, every seven (7) weeks. ALA concepts were structured to maximize topics in the 1-week sessions, allowing facilitators to highlight key ALA points, in a limited time frame.

In 2020-21, with COVID restrictions in place, homerooms stayed together for the entire day, with only teachers switching locations. This restriction did not allow for fully integrated classrooms, however, participants received two (2) weeks of instruction instead of one (1) week, before rotating to another class.

For the 2021-22 school year, Crooksville Schools Administration has requested trying to offer ALA to all Middle School students, 5th - 8th grades, as well as a High School session.

YEARLY ENROLLMENT BY STATUS

	2019-2020	2020-2021*
<i>Typical Participant</i>	130	141
	80%	82.5%
<i>IEP/DD Participant</i>	32	30
	20%	17.5%
<i>Total Participants</i>	162	171
* Denotes COVID restrictions in place		



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 2020-21 school year, forty-six (46) participants reported participating in ALA previously.

I am a leader.

	Pre-Survey				Post-Survey			
	2019-20		2020-21		2019-20		2020-21	
Strongly Disagree	13%	19	11%	14	0%	0	13%	13
Disagree	11%	16	14%	19	25%	3	8%	9
Neutral	36%	52	46%	60	33%	4	46%	48
Agree	30%	16	21%	28	33%	4	26%	27
Strongly Agree	10%	19	8%	11	9%	1	7%	7
# Answered	145		132		12		104	

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

	Pre-Survey				Post-Survey			
	2019-20		2020-21		2019-20		2020-21	
Strongly Disagree	2%	3	2%	3	0%	0	3%	3
Disagree	3%	5	6%	8	17%	2	11%	12
Neutral	32%	46	33%	44	17%	2	30%	32
Agree	42%	60	35%	46	66%	8	41%	43
Strongly Agree	21%	30	24%	31	0%	0	15%	16
# Answered	145		132		12		104	

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

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

I want to improve myself.

	Pre-Survey				Post-Survey			
	2019-20		2020-21		2019-20		2020-21	
Strongly Disagree	3%	4	4%	5	0%	0	0%	0
Disagree	5%	7	2%	3	8%	1	0%	0
Neutral	33%	48	31%	41	8%	1	7%	3
Agree	29%	42	33%	44	46%	6	24%	10
Strongly Agree	30%	43	30%	40	38%	5	69%	29
# Answered	145		133		13		42	

Crooksville Exempted Village School District–
Crooksville Middle School

Kevin Smith, Superintendent





PERRY COUNTY JOB & FAMILY SERVICES OUTCOMES

JOB SEARCH CCMEP HAPCAP SUMMER EMPLOYMENT



PERRY COUNTY JOB & FAMILY SERVICES OUTCOMES

JOB SEARCH

Perry County Job and Family Services (PCJFS) implemented ALA as part of Job Search, a two (2) week program to support people who need supplemental assistance. The program is used as a diversion from services while increasing employability. The people who receive ALA at PCJFS - Job Search are gaining knowledge in work sessions that include Integrity.

Due to changes in programming and restrictions due to COVID, there were no Job Search sessions offered.

COMPREHENSIVE CASE MANAGEMENT EMPLOYMENT PROGRAM (CCMEP)

contracted through:

HOCKING, ATHENS, PERRY COMMUNITY ACTION PROGRAM (HAPCAP)

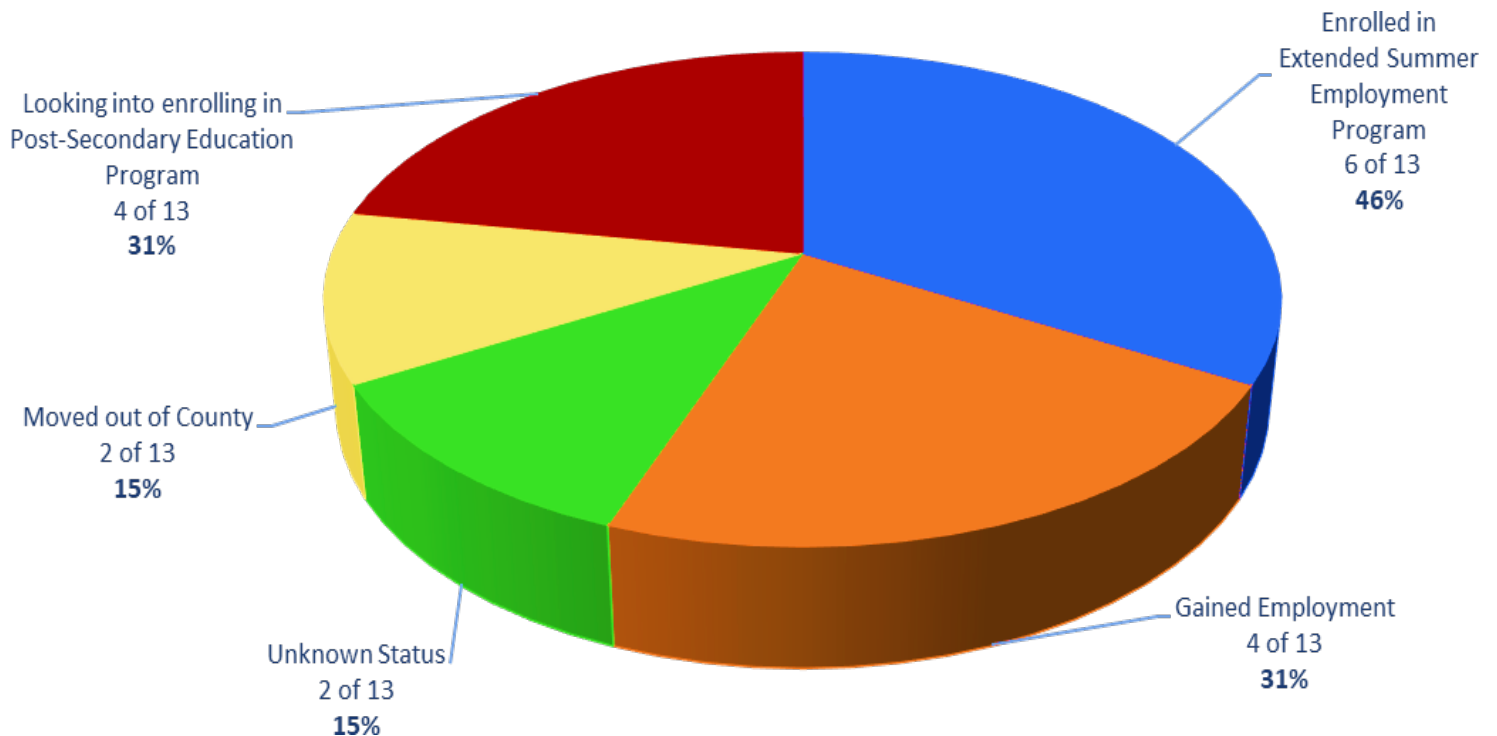
PCJFS implemented ALA as part of the CCMEP programming, as a diversion program for people receiving benefits under the identified platform. The people who receive ALA at PCJFS are gaining independence and being empowered to live productive lives.

COVID closures, limited the interactions of CCMEP participants in ALA sessions. Beginning in December of 2020 ALA sessions were offered to CCMEP participants virtually, utilizing the Microsoft TEAMS platform. Since the restart date, 13 participants engaged in those virtual sessions consisting of conversations surrounding Integrity, Positive Mental Attitude, Living Their Dreams and Goal Setting.

In total, JFS engaged in *52 sessions, between 60 and 90 minutes long, for 74 hours of facilitation with a total attendance verification of 286 times* residents in Perry County engaged in conversation around ALA including: Integrity, Live Your Dreams, Decision Making, Personal Core Values, Positive Mental Attitude, and Personal Finance.



CCMEP PARTICIPANTS: WHERE ARE THEY NOW?



CCMEP & PCBDD PARTNERSHIP OPPORTUNITIES

CCMEP and PCBDD have partnered on several projects, allowing CCMEP participants to take part in various activities.

- **Peer Facilitation** - CCMEP participants worked with the PCBDD ALA facilitators to help facilitate their sessions. This was so successful that five of them helped to co-facilitate the HAPCAP Summer Employment ALA sessions during the summer of 2021.
- **Egg Hunt** - CCMEP participants volunteered to help set-up and run activities for the PCBDD Easter Egg Hunt in the Spring of 2021.
- **4th of July Parade** – CCMEP participants had the opportunity to be a part of the Pioneering Possibilities group float in the 2021 Somerset 4th of July parade.
- **Back to School Bash** – CCMEP participants partnered with Pioneering Possibilities group members and ALA facilitators to pass out items sponsored by PCBDD and ALA, the PCJFS Back to School Bash in August 2021.
- **Integration Without Trying** – CCMEP participants joined other ALA panelists in sharing what ALA meant to them and how it had impacted their lives, in August of 2021.
- **Equip the Facilitator** – CCMEP participants were given the opportunity to participate in a training to help them learn more about becoming an ALA facilitator.



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 session) that were asked at the end of their time in CCMEP. 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.

Four (4) participants reported participating in ALA previously.

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>	3	33%	0	0%
<i>Agree</i>	4	45%	2	100%
<i>Strongly Agree</i>	2	22%	0	0%
Answered	9		2	

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>	1	11%	0	0%
<i>Agree</i>	3	33%	0	0%
<i>Strongly Agree</i>	5	56%	2	100%
Answered	9		2	

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

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

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	13%	0	0%
<i>Strongly Agree</i>	7	87%	2	100%
Answered	8		2	



HAPCAP: SUMMER YOUTH EMPLOYMENT PROGRAM OUTCOMES

As a part of the HAPCAP Summer Employment Program, participants received one (1) - hour a week, virtual group sessions for eight (8) weeks, using the TEAMS platform. ALA concepts included: *Integrity, Character and Reputation, Self-Control, Legacy, Success and One Small Step, Living Your Dreams and Decision Making*. Woven into the sessions were conversations about how Technology can help or hinder us in each of those areas. Participants worked in small groups with one (1) PCBDD facilitator and 2-3 CCMEP peer-facilitators writing, talking, interacting, completing weekly assignments, and hopefully leaving a lasting lesson.

The program had 36 online participants, representing all schools in Perry County as well as vocational schools and online post secondary programs, enrolled at the beginning of the summer. Approximately 13 participants will continue to participate in ALA sessions thru the Extended Employment Program that runs through September 30, 2021.

PRE AND POST SURVEY RESULTS

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>	8	67%	1	14%
<i>Agree</i>	4	33%	6	86%
<i>Strongly Agree</i>	0	0%	0	0%
Answered	12		7	

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>	2	17%	0	0%
<i>Agree</i>	8	66%	5	71%
<i>Strongly Agree</i>	2	17%	2	29%
Answered	12		7	

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

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

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>	1	8%	0	0%
<i>Agree</i>	7	59%	4	57%
<i>Strongly Agree</i>	1	33%	3	43%
Answered	12		7	





TEACHER AND DISTRICT STAFF FEEDBACK



TEACHER SURVEY FEEDBACK

A teacher or district staff for each ALA participant in both Southern Local (Miller) and New Lexington school districts, that had interacted with the participant for the full school year, was sent a survey, in hopes to see the growth of the participant over the course of the school year. Questions focused on attitude, abilities, social interactions, participation, character, and influence.

Eighty (80%) percent of teachers noted a positive increase in the participant's attitude.

- Increase in positive behaviors in the classroom.
- He has become more outspoken as a peer leader.
- She's always been a great kid in my class, but she has turned into a real leader this year.

Eighty-seven (87%) percent of teachers noted a positive increase in the participants skills and abilities.

- More attentive this year.
- Has improved her problem-solving skills and communication skills
- Has developed more confidence in group discussions this year.

Seventy-seven (77%) percent of teachers noted a positive increase in the participants social interaction.

- Has benefitted from other students recognizing him and saying "Hi" in the hallway.
- His social interactions towards his teachers improved, as he was much more friendly with me by the end of the year.
- She interacts more with her classmates. Typically, she sat and was quiet in class and did not interact with anyone.

Seventy (70%) percent of teachers noted a positive increase in the participants participation.

- More positive about participation about class discussion.
- Has begun to take a leadership role within her class.
- I think participation was never an issue, but leading was not his forte. He is a little more confident in his abilities, with room for growth.

Seventy-three (73%) percent of teachers noted a positive increase in the participant's character.

- She is respectful and very polite to everyone. She strives to do what it right.
- She works harder now than earlier this year.
- He is a senior this year and seemed at times to try to be a leader.



Sixty-three (63%) percent of teachers noted a positive increase in the participants integrity.

- This student is always trying to do what is right, she is trying hard to rectify her past mistakes.
- She worked hard at getting her work done on time and honestly.
- Chooses to do the right thing and stands up for others who are trying to do right.

Seventy-three (73%) percent of teachers noted a positive increase in the participants positive influence in the classroom or other areas of the school.

- She is a role model to other students.
- He spreads joy everywhere.
- Her willingness to participate contributes to other students' participation morale.

Eighty-three (83%) percent of teachers thought that being in ALA had helped the participant.

- By being a positive influence in her life.
- A daily time with general education students is very positive – (for both sped and gen ed).
- Has expanded her social circle and acceptance of others.

Eighty-six (86%) percent of teachers thought that ALA is helping change the culture of the school.

- It is a slow process but needs to be maintained.
- It has enhanced the overall student experience.
- Students notice ALA members working together in school.
- As long as students take it seriously, then absolutely.
- Building leaders.





PARTICIPANT FEEDBACK



A LEADER TO ME IS SOMEONE WHO:

- Does things that need to be done without anyone telling them to do it. They take initiative to do things to better their community, other people and even society.
- Can go back look at their mistakes and correct them and own up.
- Is a role model, follows directions, and always has character to show people leadership and inspire others.
- Has integrity, is someone who does the right things, and you can trust.
- Follows the rules expectations, while also fighting and leading in what they believe.
- Does the right thing, not the easy thing.
- Works hard and shows up on time.
- Is a good influence.
- You can go to for anything and someone who is trustworthy.
- Looks after others, helps people out and puts others before themselves.
- Sets examples when people aren't around.
- Inspires and motivates others to be better.
- Can give me directions without making me feel stupid.
- Encourages and inspires me to be the best I can be and do what it takes to achieve my goals.

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

- Is that no matter how much I doubt myself, that if I put my mind to something I can do it. I have also learned not to be afraid to say what you want to say, that my opinion is always valued.
- That your attitude about things can change your perspective.
- Is how to be more involved, how to be a better person, and how to act with integrity.
- I have learned integrity, how to inspire others, and how to be a leader to others everywhere I go.
- ALA has helped me gain self-confidence.
- I have learned that you have to try to raise your self-esteem, not everyone will like you and that is ok.
- That I don't need to worry about what others think, I'm gonna be myself, and I will be kind and have integrity.
- When things get hard its gonna be okay, we could never have good days if we never had bad ones.
- In will face my difficulties in life but I must maintain my integrity no matter what.
- You control you, not others.
- To be respectful, responsible, and that you can make yourself better not matter what someone thinks of you.
- That it IS possible for me to better myself and push myself towards my goals.
- It has taught me that to success I need to be myself and thrive in what I am passionate about. It has taught me even the smallest success is still success.
- It's not always good to just speak your mind, although you want to.
- Having integrity will determine your whole lifestyle and future.



WHAT HAS ALA DONE FOR YOU?

- I have changed my mindset about being able to get where I want to be. I am no longer settling for where I currently am and am actively doing things to move forward. - Megan M.
- I have opened up more and am able to share things and talk them thru with the group. –Breanna
- It made me realize that I can do more with my life. – Delta
- This class has helped me tough many of the situations I've been in. – Summer
- Helped with my Anxiety. – Scott
- ALA taught me that my opinion matters. – Megan W.
- Taught me my core values and how to improve myself. –Alexis
- ALA has helped me gain self-confidence and has helped me be more open to speaking my mind as well as be more open to other people's new ideas. – Mackenzie
- Taught me how to be nice and to be a leader. I made friends who have made such a huge impact on my life. – Jaydyn
- Helped me realize my self-worth. – Madison
- ALA has helped me not only be a better person but helped me to be a friend to the person who needs it the most. – Chloe
- It inspired me to believe in stuff. – Jonathon
- ALA has taught me what it means to be a true leader and taught me how to always do the right thing not matter what. It has also given me a group of people that I know are there for me always. – Gracie
- ALA has taught me that nobody should be scared to show kindness. – Augustine
- Shown me to be strong in myself and not worry about what others think. – Sam

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

- Letting people go who don't want to help me reach my goals and want to tear me down. – Madison
- I need to work on my attitude, because it's bad, but I'm getting there. – Alyssa
- I need to surround myself with leader and ono followers mainly, because that is the person I want to be. – Sam
- I need to make better choices. – Rose
- Being comfortable speaking my mind when I disagree with someone and being comfortable talking in front of people. – Mackenzie
- How to be a leader in a group environment rather than being a follower. – Storm
- I need to control my actions when I am mad at my parents. – Delta
- Believing in myself and my abilities. – Courtney
- Having more patience with people. – McKenna
- Learning to love myself and that no matter what people say about me to ignore it and continue with my life I've also took negative people out of my life. – Summer
- How to be more of a leader in a group environment than a follower. – Storm
- To be more positive and outgoing. - Shauna



WHAT DO YOU OTHERS TO KNOW ABOUT ALA?

- It helps you more than you think it will. – Megan
- It is fun to be in it and work with others. – Alex
- It helps you connect with people you normally wouldn't speak too. – Alexis
- That it is a helpful class and can impact you a lot in the future. – Journey
- ALA is a fun class that teaches you leadership skills and allows you to get up and move around and speak your mind. – Mackenzie
- ALA is fun and helps you grow to be a better person, teammate, student and friend.
- ALA can help you out and the teachers care so much about you. It makes you feel better about yourself. – Madison
- You learn and take away so much to be a better person and have integrity. – Chloe
- That you can have a lot of fun while learning about others and finding out things about yourself and Integrity. – Alyssa
- It's Cool! – Asher
- ALA truly does make you a better person. You learn about the right things to say and do in tough situations, you also learn to put yourself in other peoples' shoes. – Gracie
- I want others to know the motto and what it means. – Augustine
- That if you have a version of yourself that you want to be, take ALA. It will teach you to be Mentally Stronger. – Sam
- ALA is a friendly and encouraging group and you make new friends. – Paul
- That it will help your mind, like how to be respectful to others and more. – Eddie
- You get to learn how to be yourself. – Courtney
- It is a great class, and you learn how to grow your Integrity. – Savannah
- It will help you socialize better. – Brian
- This class can help anyone who needs it, because it did me.- Summer





LOOKING AHEAD



SCHOOL DISTRICTS

For the 2021-22 school year, expansion of ALA can be seen in all school districts.

New Lexington Middle School has doubled their session size, allowing a larger number of students to participate.

New Lexington High School's co-facilitator will be leading the majority of sessions with support from PCBDD facilitators.

Miller Middle School will be offering ALA to all 7th and 8th graders.

Miller High School has opted to offer ALA as a Semester long course, allowing additional students the opportunity to participate.

Crooksville Middle School has expanded ALA sessions to their 5th and 6th grades. By the end of the 2021-22 school year all 5th through 8th grade students will have experienced ALA.

Crooksville High School has added an ALA class of volunteer students and plans to add the class for credit towards graduation in the 2022-23 school year.

We hope to be able to expand and partner with the Northern Local School District for ALA sessions.

CCMEP

Participants are being challenged, as ready, to step up as peer-facilitators within the group. Opportunities for participant growth and partnerships will continue to evolve. The way sessions are offered, virtual or in-person will be adapted to fit the needs of the program and participants.

**"DOING THE RIGHT THINGS
FOR THE RIGHT REASONS
WITH THE RIGHT PEOPLE
EVERY SINGLE TIME
TO THE BEST OF OUR ABILITY
EVEN WHEN NO ONE
IS LOOKING"**

ALA MOTTO

AcademyForLeadershipAbilities.org

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