ACADEMY FOR LEADERSHIP ABILITIES®

Annual Report
2021 - 2022

ACADEMY FOR LEADERSHIP ABILITIES®

Est. 2012

"Developing America's Future"

AcademyForLeadershipAbilities.org

PERRY COUNTY BOARD OF
DEVELOPMENTAL
DISABILITIES

Perry County
Job & Family Services

PIONEERING POSSIBILITIES

Practical Strategies ltd®
Business and Educational Programs Development Experts
Superior Solutions - Superior Quality - Constant Innovation
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COLLABORATIVE PARTNERS
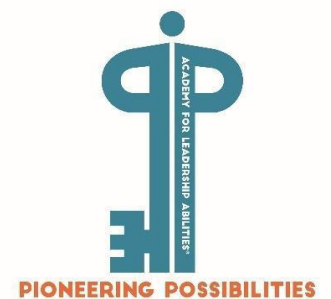
Annual Report 2021 - 2022

TABLE OF CONTENTS

Dear Perry County Partners,

Our partnership is another year older, and, as in previous years, a celebration is in order as we continue to produce results for Perry County. This exceptional partnership has allowed us to learn and grow using different avenues during these unique times. Though the challenges seem to stifle some of the opportunities, they have also enhanced many other opportunities.

Through this exceptional partnership, PCJFS provides funding for PCBDD to implement the Academy for Leadership Abilities® to many students who might otherwise never integrate amongst their peers or friends. PCBDD 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, and relationships are developing naturally.

This annual report, like last year, has some different data collection. We are still relying more on anecdotal data due to moving through the COVID maze with quarantines, isolations, and masks. We have continued to forge new ways to change the culture of Perry County to be more aligned with the abilities of all people. The data strategically aligns with the missions of PCBDD and PCJFS. 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 who have chosen this journey of personal and professional growth for Perry County residents, whose efforts in a variety of ways make the Academy for Leadership Abilities® a positive, real-life experience.

Respectfully,

Shelly Lackey
PCBDD Community Supports Director
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David C. Couch
Superintendent
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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. These 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. This program has been on hold since COVID restrictions were put in place and JFS changed the way they offered programming.

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. This program has continued to be offered remotely during COVID restrictions.
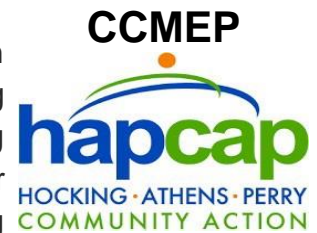
Southern Local School District

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, offering two for credit High School sessions and a Middle 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	2017-18	2018-19	2019-20	2020-21	2021-22
7th	1	2	40	0	43
8th	20	26	26	0	42
9th	6	1	4	6	8
10th	8	7	5	5	4
11th	6	0	2	2	2
12th	1	1	5	2	4
Totals	42	37	82	15	103

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 choosing to take either a semester-long or year-long session during the 2021-22 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 of 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 ^					
	2017-18	2018-19	2019-20	2020-21*	2021-22*
Pass	21	37	82	15	103
Fail	0	0	0	0	0
TOTAL	21	37	82	15	103

^Note: Only 9th-12th grade participants were eligible for pass / fail status prior to the 2018-19 school year.
Starting in 2019-20, 7th & 8th grade classes became pass fail as well.

* Denotes COVID restrictions in place

YEARLY ENROLLMENT BY STATUS

	2017-18	2018-19	2019-20	2020-21	2021-22
Typical Designated	33	29	56	9	80
	79%	78%	68%	60%	78%
DD/IEP Designated	9	8	26	6	23
	21%	22%	32%	40%	22%
Total Participants	**42**	**37**	**82**	**15**	**103**

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.

In 2021-2022, 64% (66/103) of participants did not have any disciplinary incidents throughout the school year, while 36% (37/103) of the participants received disciplinary actions. Of the students with disciplinary actions 6 students accounted for 46% (46/99) of incidents.

DISCIPLINARY ACTIONS/INCIDENTS AMONG PARTICIPANTS

	2017-2018	2018-2019	2019-2020	2020-2021*	2021-2022
Part. w/no incidents	32	31	52	14	66
Part. w/incidents	10	6	30	1	37
Total # of participants	42	37	82	15	103
Total # of incidents	**11**	**21**	**74**	**1**	**99**

* Denotes COVID restrictions in place

ATTENDANCE

Below 80% Attendance
11 of 103
10.7%

80-85% Attendance
11 of 103
10.7%

85-89% Attendance
28 of 103
27.2%

90-94% Attendance
34 of 103
33%

95-100% Attendance
19 of 103
18.4%

Legend: ■ Below 80 % ■ 80-85% ▪ 85-89% ■ 90-94% ■ 95-100%
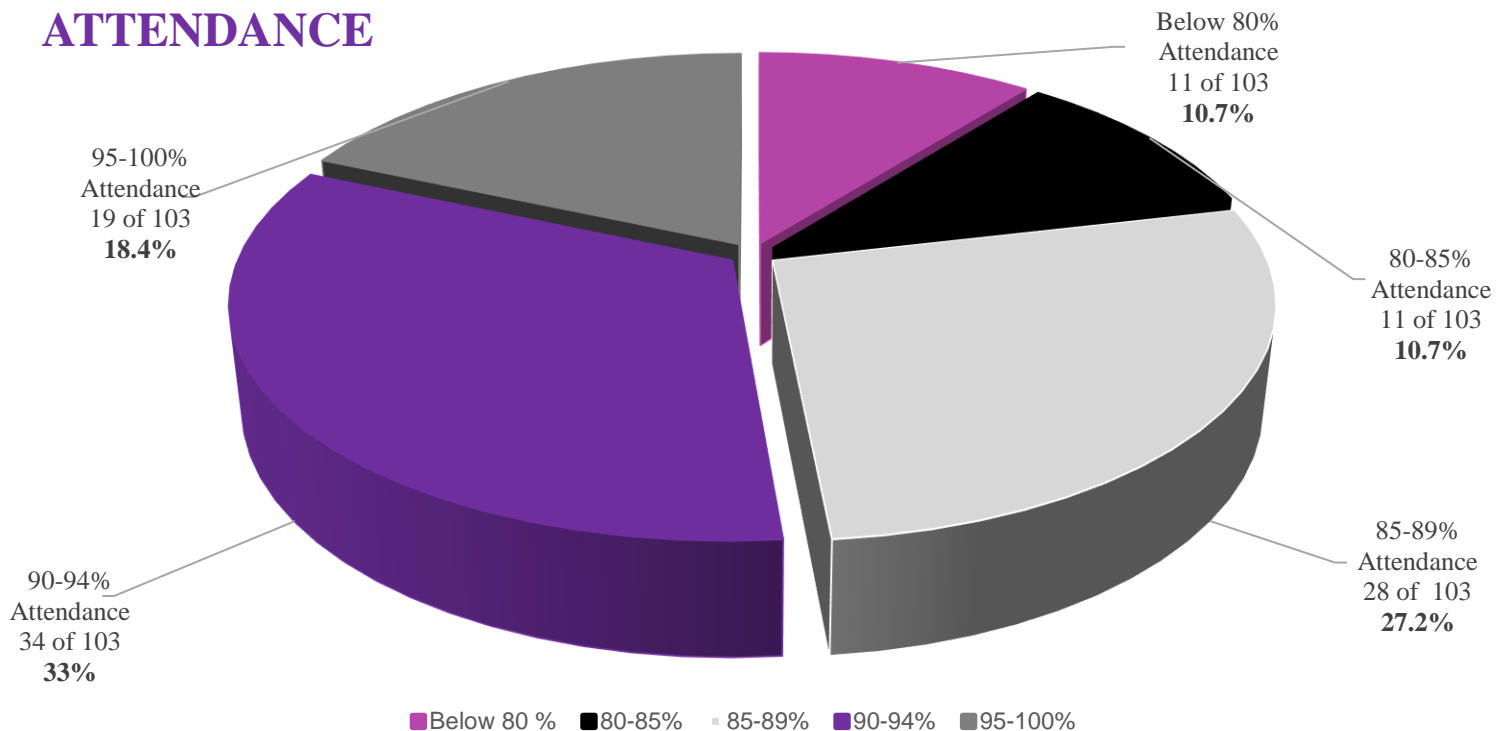
GRADE POINT AVERAGES

Southern Local school administrators noted an overall decrease in GPAs across the entire student body following COVID closures and during times of needed remote learning. With normal school days and learning occurring again, more participants are improving their GPAs again.

58 Participants (56%) 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	11	10	3	3	9

44 Participants (43%) decreased 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	8	4	7	0	24

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) and 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 in wanting to be active in the community and the desire to improve themselves.

For the 2021-2022 school year, six (6) participants reported participating in ALA previously.

I am a leader.

	Pre-Survey				Post-Survey			
	2020-21		2021-22		2020-21		2021-22	
Strongly Disagree	0%	0	6%	5	0%	0	0%	0
Disagree	6%	1	10%	8	10%	1	9%	5
Neutral	47%	8	50%	42	20%	2	39%	20
Agree	41%	7	26%	22	53%	21	39%	20
Strongly Agree	6%	1	8%	7	0%	0	13%	7
# Answered		17		84		10		51

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

	Pre-Survey				Post-Survey			
	2020-21		2021-22		2020-21		2021-22	
Strongly Disagree	0%	0	1%	1	0%	0	0%	0
Disagree	0%	0	1%	1	5%	2	4%	3
Neutral	6%	1	24%	19	23%	9	32%	17
Agree	47%	19	45%	37	47%	19	45%	23
Strongly Agree	29%	5	29%	23	23%	9	19%	10
# Answered		17		81		10		51

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	Making Decisions
Making Decisions	2	Integrity
Attitude	3	Responsibility
Trusting	4	Attitude
Integrity	5	Trusting
Problem Solving	6	Problem Solving
Personal Core Values	7	Personal Core Values
Organization	8	Organization

I want to improve myself.

	Pre-Survey				Post-Survey			
	2020-21		2021-22		2020-21		2021-22	
Strongly Disagree	6%	1	1%	1	10%	1	0%	0
Disagree	0%	0	3%	2	0%	0	2%	1
Neutral	0%	0	18%	15	10%	1	18%	9
Agree	35%	6	33%	28	20%	2	40%	20
Strongly Agree	65%	11	45%	38	60%	6	42%	21
# Answered		18		84		10		50

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	2017-18	2018-19	2019-20	2020-21*	2021-22
6th	0	1	0	1	0
7th	12	14	12	7	7
8th	10	12	10	3	10
9th	7	6	12	9	7
10th	2	10	9	13	14
11th	3	3	9	8	12
12th	1	0	3	8	6
Totals	35	46	55	49	56

* 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 through the 2021-22 school year.

Two courses are offered as elective class for graduation credit for high school participants, with a New Lexington High School staff serving in the role of the main facilitator with PCBDD providing support as needed. The other session, for 7th / 8th grade students, provides 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. One way this is seen is through the addition of a second full-time New Lexington School staff being trained to help facilitate the High School ALA classes.

Course Outcome by Year ^				
	2018-19	2019-20	2020-21*	2021-22
Pass	19	31	39	39
Fail	0	0	0	0
TOTAL	19	31	39	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

	2017-18	2018-19	2019-20	2020-21	2021-22
Typical Participants	22	29	31	25	26
	63%	60%	56%	51%	46%
IEP/DD Participants	13	17	24	24	30
	37%	40%	44%	49%	54%
Total Participants	35	46	55	49	56

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.

In 2021-22, 80% (45/56) of participants did not have any disciplinary incidents throughout the school year, while 19% (11/56) of the participants had disciplinary incidents. Of the eleven (11) participants with disciplinary incidents, three (3) had more than two (2) incidents. Those three (3) students accounted for 56% (15/27) of all incidents.
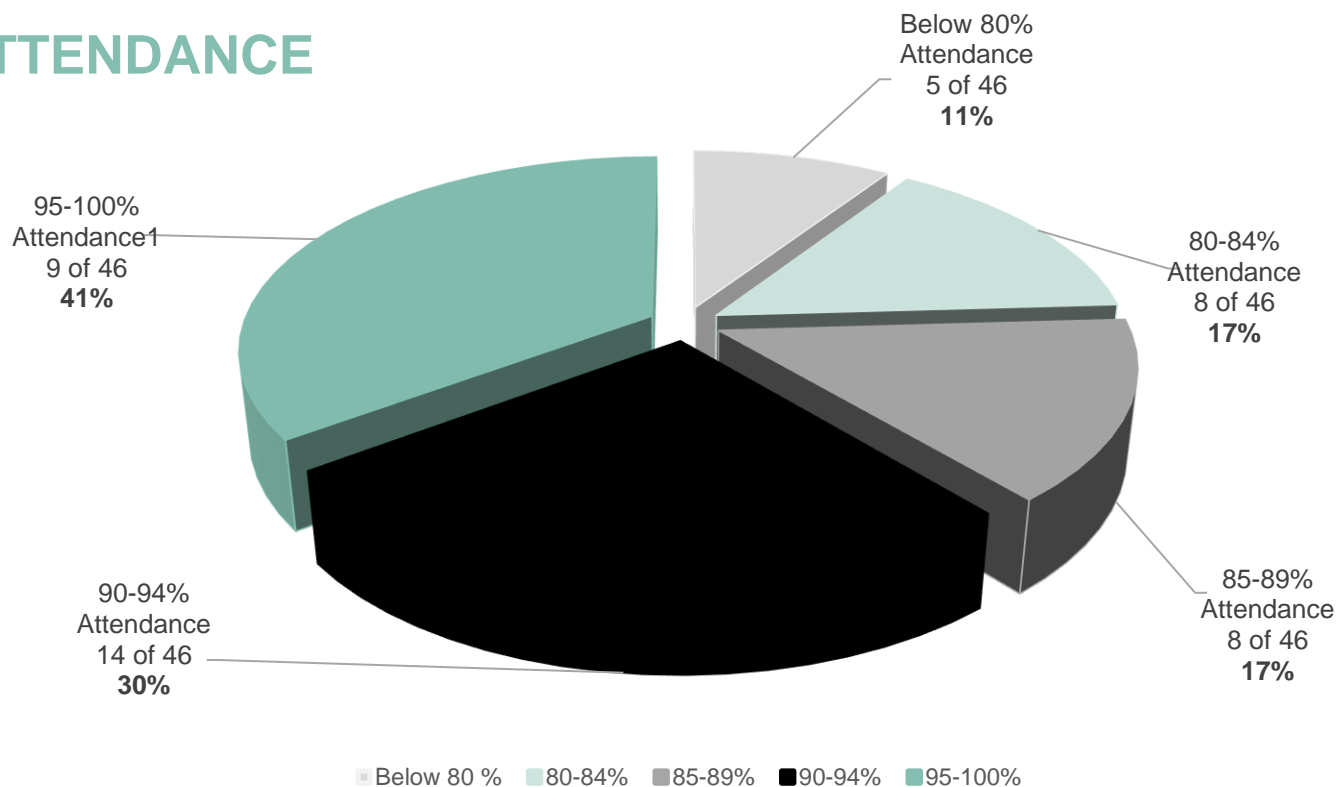
DISCIPLINARY ACTIONS/INCIDENTS AMOUNG PARTICIPANTS

	2017-2018	2018-2019	2019-2020	2020-2021*	2021-2022
Part. w/no incidents	34	43	45	41	45
Part. w/incidents	1	3	10	8	11
Total # of participants	35	46	55	49	56
Total # of incidents	1	19	32	11	27

* Denotes COVID restrictions in place

ATTENDANCE

Below 80%
Attendance
5 of 46
11%

95-100%
Attendance1
9 of 46
41%

80-84%
Attendance
8 of 46
17%

90-94%
Attendance
14 of 46
30%

85-89%
Attendance
8 of 46
17%

Below 80 %　80-84%　85-89%　90-94%　95-100%

GRADE POINT AVERAGES

School administrators noted an overall decrease in GPAs across the entire student body following COVID closures and during times of needed remote learning. With normal school days and learning occurring again, more participants are improving their GPAs again, though the change is slow.

18 Participants (45%) 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+
11	3	3	0	0	1

22 Participants (55%) 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+
7	6	3	3	2	1

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) and 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 2021-22 school year, twenty-two (22) participants reported participating in ALA previously.

I am a leader.

	Pre-Survey				Post-Survey			
	2020-21		2021-22		2020-21		2021-22	
Strongly Disagree	0%	0	0%	0	2%	1	2%	1
Disagree	2%	1	8%	3	2%	1	2%	1
Neutral	31%	16	37%	14	31%	13	29%	12
Agree	55%	28	45%	17	48%	20	43%	18
Strongly Agree	12%	6	10%	4	17%	7	24%	10
# Answered	51		38		42		42	

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

	Pre-Survey				Post-Survey			
	2020-21		2021-22		2020-21		2021-22	
Strongly Disagree	2%	1	0%	0	0%	0	2%	1
Disagree	2%	1	23%	1	5%	2	2%	1
Neutral	16%	18	26%	10	29%	12	15%	6
Agree	45%	23	42%	16	29%	12	60%	25
Strongly Agree	35%	18	29%	11	37%	16	21%	9
# Answered	51		38		42		42	

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

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

I want to improve myself.

	Pre-Survey				Post-Survey			
	2020-21		2021-22		2020-21		2021-22	
Strongly Disagree	0%	0	0%	0	0%	0	5%	2
Disagree	2%	1	0%	0	0%	0	2%	1
Neutral	4%	2	18%	7	7%	12	5%	2
Agree	41%	21	29%	11	24%	10	21%	9
Strongly Agree	53%	27	53%	20	69%	29	67%	28
# Answered	51		38		42		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 groups and rotated between each Specials class. In the Fall of 2021, ALA was again restructured at Crooksville Schools to include all Middle Schoolers (5th-8th grades) as well as a High School class.

Yearly Enrollment by Grade

Grade	2019-2020	2020-2021*	2021-2022
5th	0	0	77
6th	0	0	85
7th	81	87	86
8th	81	84	84
9th	0	0	4
10th	0	0	6
11th	0	0	3
12th	0	0	1
12th +	0	0	1
Totals	**162**	**171**	**347**

* 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, ALA was offered to all Middle School students, 5th - 8th grades. A High School ALA class was offered as a part of the Cross Categorical class's Life Skills unit. In Middle School (5th-7th) groups met 1 day a week for a year, while the 8th grade had ALA for 2 weeks straight, with a total of 10 weeks of ALA time. The High School class met every day for 45 minutes, schedule permitting.

YEARLY ENROLLMENT BY STATUS

	2019-2020	2020-2021*	2021-2022
Typical Participants	130	141	275
	80%	82.5%	79%
IEP/DD Participants	32	30	72
	20%	17.5%	21%
Total Participants	**162**	**171**	**347**

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) and 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 2021-22 school year, forty-two (42) participants reported participating in ALA previously.

I am a leader.

| | Pre-Survey | | | | Post-Survey | | | |
	2020-21		2021-22		2020-21		2021-22	
Strongly Disagree	11%	14	7%	13	13%	13	6%	14
Disagree	14%	19	17%	30	8%	9	6%	15
Neutral	46%	60	37%	65	46%	48	46%	105
Agree	21%	28	29%	52	26%	27	27%	61
Strongly Agree	8%	11	10%	17	77%	7	15%	34
# Answered	132		177		104		229	

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

| | Pre-Survey | | | | Post-Survey | | | |
	2020-21		2021-22		2020-21		2021-22	
Strongly Disagree	2%	3	4%	7	3%	3	3%	7
Disagree	6%	8	10%	17	11%	12	8%	17
Neutral	33%	44	38%	67	30%	32	37%	85
Agree	35%	46	35%	63	41%	43	32%	73
Strongly Agree	24%	31	13%	24	15%	16	20%	45
# Answered	132		178		104		227	

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

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

I want to improve myself.

| | Pre-Survey | | | | Post-Survey | | | |
	2020-21		2021-22		2020-21		2021-22	
Strongly Disagree	4%	5	2%	4	0%	0	3%	7
Disagree	2%	3	5%	9	0%	0	2%	4
Neutral	31%	41	20%	33	7%	3	19%	42
Agree	33%	44	39%	67	24%	10	32%	69
Strongly Agree	30%	40	34%	57	69%	29	44%	96
# Answered	133		170		42		218	

Crooksville Exempted Village School District

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 received 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, participants engaged in virtual sessions consisting of conversations surrounding Integrity, Positive Mental Attitude, Living Their Dreams and Goal Setting. In person sessions are in the works and will start to be offered in the Fall of 2022.

In total, PCBDD offered 62 ,90 minutes long, sessions with a total of 13 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?

Nothing/ OWF reapply? 2 of 12...

Unknown 1 of...

Out of County 1 of 12 7%

Enrolled in Post-Secondary 2 of 12 17%

Employed 3 of 12 25%

Enrolled in OWF programming 3 of 12...

■ Employed ■ OWF ■ Post-Secondary ■ Out of County ■ Unknown ■ Nothing (OWF reapply?)
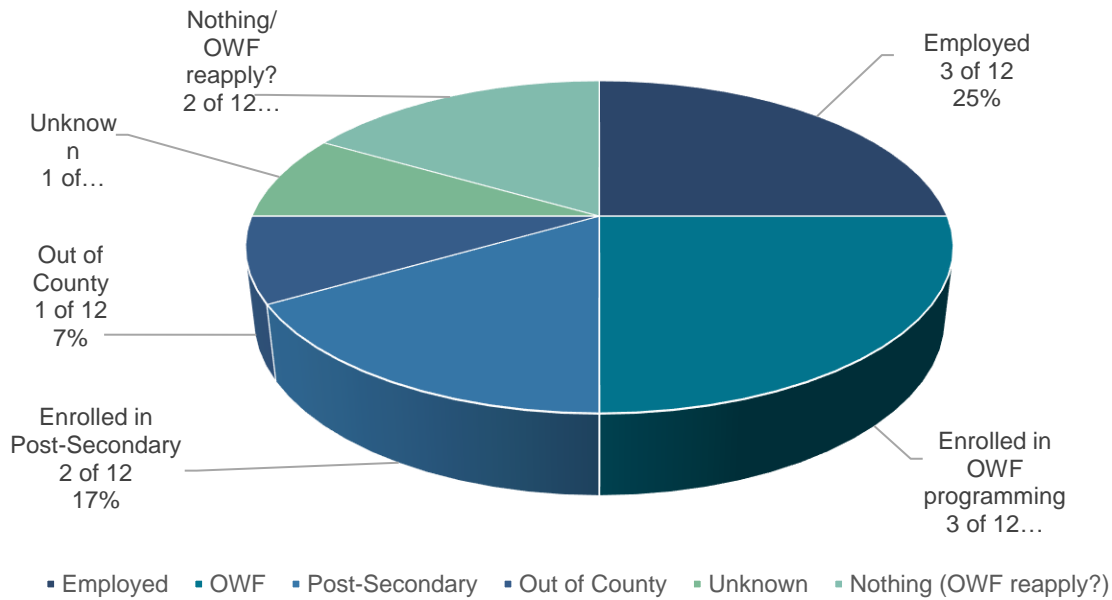
CCMEP & PCBDD PARTNERSHIP OPPORTUNITIES

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.
- **Egg Hunt** - CCMEP participants volunteered to help set-up and run activities for the PCBDD Easter Egg Hunt in the Spring of 2022.
- **4th of July Parade** – CCMEP participants had to 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.
- **Equip the Facilitator** – CCMEP participants were given the opportunity to participate in a training to help them learn more about becoming an ALA facilitator.

HAPCAP: SUMMER YOUTH EMPLOYMENT PROGRAM OUTCOMES

Approximately 13 participants in the 2021 Summer Program, continued to participant in virtual ALA sessions thru the Extended Employment Program that ran through September 30, 2021. This part of the program consisted of two, 90-minute sessions a week.

As a part of the 2022 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.

The program had approximately 60 participants, representing all schools in Perry County as well as vocational schools and online post-secondary programs, enrolled at the beginning of the summer.

TEACHER AND DISTRICT STAFF FEEDBACK

TEACHER SURVEY FEEDBACK

Teachers or district staff for **53** ALA participants in Crooksville, Southern Local (Miller) and New Lexington school districts, who had interacted with the participant for the full school year, were sent a survey, in hopes to see the **growth of that specific participant** over the course of the school year. Questions focused on attitude, abilities, social interactions, participation, character, and influence.

One Hundred (100%) percent of teachers noted a positive increase in the participant's attitude, on varying levels. (53/53)

Overall attitude of politeness and Ownership of actions by our 8th grade. I'm sure was in part influenced by your messages and lessons

Discuss importance of handshakes and eye contact...use of please and thanks, sir and ma'am, (soft skills) if it isn't already being done...

One Hundred (100%) percent of teachers noted a positive increase in the participants skills and abilities, on varying levels. (53/53)

It helps some students build self-confidence.

I think that what I have seen done in the classroom has been beneficial to strengthen student interactions positively and making the students figure out how they can solve a problem of many different magnitudes.

Ninety-six (96%) percent of teachers noted a positive increase in the participants social interaction, on varying levels. (53/53)

Students told me it taught them a lot about gratitude and how we should treat people.

Teacher's saw positive interactions between staff and students...volunteering to hold doors, run errands etc.

Helps with bullying and other social stigmas.

One Hundred (100%) percent of teachers noted a positive increase in the participants participation, on varying levels. (51/51)

One Hundred (100%) percent of teachers noted a positive increase in the participant's character, on varying levels. (53/53)

One Hundred (100%) percent of teachers noted a positive increase in the participants integrity, on varying levels. (53/53)

One Hundred (100%) percent of teachers noted a positive increase in the participants positive influence in the classroom or other areas of the school. (53/53)

She has raised the character of those around her, improving their empathy for others as their protective nature has come out.

GENERAL INFORMATION FOR ALL STUDENT PARTICIPANTS

Eighty-one (81%) percent of teachers thought that being in ALA had helped the participants, with the other Nineteen (19%) percent neutral.

Fifty (50%) percent of teachers thought that ALA is helping change the culture of the school, with the other Fifty (50%) percent neutral.

One Hundred (100%) percent of teachers noted a positive increase in the participants integrity, on varying levels. (53/53)

One Hundred (100%) percent of teachers noted a positive increase in the participants positive influence in the classroom or other areas of the school. (53/53)

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PARTICIPANT FEEDBACK

A LEADER TO ME IS SOMEONE WHO:

- You follow, you listen to, who shows you the correct way
- Treats you with respect
- Show respect and can stand up for people
- Helping others
- To make people do the right decision
- Teacher
- Steps up and takes responsibility
- Leads people and shows them how things are done
- My mom
- A leader to me is someone can do good
- Always does the right thing, can think fast, and influences others
- Morgan
- Is hardworking and willing to things to help people
- Is able to take charge and able to convince others to work toward a task
- Is kind and doesn't give up
- Inspires me, honest, trusting, and friendly
- A leader to me is someone who has integrity, puts others first, and has a healthy mindset
- Is always helpful, kind and respectful
- Can take control of a situation and lead everyone without complaining
- Is someone who is not always right and not always wrong
- Takes leadership in anything they do
- Is someone who does things without expecting anything in return
- Can make me feel good while teaching me something
- Who takes charge and action
- You can trust and rely on
- Takes charge in times of need
- My father is my leader because he taught me what's right and what's wrong. He is always there for me.
- Always does the right thing
- Is independent, confident, positive attitude, trusting, and responsible
- Follows the rules and always does what is right
- Treats everyone equal, puts others first, works hard, and is respectful and responsible
- Someone who sets an example
- Know they're human and makes mistakes but trust God to help them
- Does good things, even when no one is watching.
- Helps people in a positive way
- Is strong and makes strong decisions and leads other people who needs help they always try their best in everything.
- Is strong and brave
- A leader is someone who is compassionate and someone who listens to others.
- Can lead a group of people to an objective, can think for the good of the team and manage responsibilities.

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

- To help others
- Everything. She is a cool teacher.
- My most important thing I learned was your attitude and how you can control it
- Kari helps us and we love Kari.
- I have learned how to treat others.
- How to treat people with respect and I like people to be nice.
- Trusting people, leadership, making people feel special, helping others, being kind
- Being nice to each other and caring for others
- Even if others hate doesn't mean you have to hate them
- Leadership and honesty
- How to be a leader
- How to be a good person
- To listen
- I have learned how I should be thinking when approaching a situation. That I should think through the pros and cons of acting certain ways and choosing what is best for me.
- How to help myself while helping others.
- Honesty, Integrity, and trust
- How to be a great leader and how to get followers.
- How to use my integrity and leadership skills
- Leadership
- Have integrity
- To tell the truth
- Be a good person
- The most important thing I have learned is strong character. What I mean by this is your core values and your attitude, so who you are as a person and how you act.
- Being positive can go a long way.
- Many people have different values, and not everyone will agree on one thing is morally right.
- How you treat other people the way you want to be treated because it can affect how people see you.
- That you have to have integrity toward others.
- To say what you have to say and to always be positive, no matter the situation.
- The most important thing I have learned is to be a good leader and control yourself.
- How to be a leader, how to have integrity, and how to be nicer.
- I have learned how to respect everyone equally and have confidence in myself and my own capabilities.
- I have learned to not just follow others, but instead follow myself and take my own path.
- That you influence others, or they influence you.
- It's okay to take a break and recharge and come back
- That a good attitude is important to be a leader.
- How to stay away from lying
- To always have integrity, be kind and be someone who other kids can count on.
- I learned that a small lie is still bad
- Making good decisions
- To be better and have morals. Also, to get along with people better and be more comfortable

WHAT HAS ALA DONE FOR YOU?

- Teaches me to do good at my goals and skills
- Help me trust people
- It changed my life and made me think about others
- They helped me learn how to be a good leader and help others
- Made me full of confidence
- ALA has taught me how to choose the right decisions
- A bunch they have saved my life
- Made me full of confidence
- ALA has taught me how to choose the right decisions
- A bunch, they have saved my life
- Helped me learn how to be a better leader
- It has helped me learn important things like trust and responsibility
- Make me the best I can be
- Made me a better leader
- Helped me believe in myself and trust friends
- A lot to be kind. They have helped me become a better person
- ALA has taught me that just because one person does something doesn't mean I should do it too. It has also taught me to be kind no matter how rude someone is.
- ALA has shown me to work together with the people around you and that you can put your mind to anything and achieve it
- To control your actions, attitude, and responsibility
- It has made me realize a lot about myself and the areas I need to grow in.
- Showed me how much people believe in me
- How to be proud of myself
- Taught me to think about other people's feelings
- Teach me to have a better attitude and try to help others
- Helped me realize my morals and to be a better person
- It has made me feel more comfortable around others
- Taught me how to stay away from lying
- ALA has taught me a lot of valuable core aspects of becoming a good person.
- ALA has made me a better person student, and Leader.
- Has taught me how to care for others and how to be a good leader.
- It has done a lot. It made me change for the best and made me a better person all around
- ALA has helped my confidence so much and I think lessened my awkwardness
- Helped me realize that overthinking will get me nowhere

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

- Treat other people the way you want to be treated.
- Try new things
- Learn to make new friends
- My attitude
- To not be friends with people that bully you or anyone else
- I had to change my attitude to become a leader
- To be a better person like being kind and to respect
- How to improve yourself and be a better person to other people
- Not get angry over little things and to share my feelings instead of bottling it all up
- One hard change I've made is to be nicer to people. But I've accomplished it
- Listening to what others have to say
- The hardest change I need to make is to be more forgiving
- To be honest and very nice and very hard working
- The hardest thing I need to change is taking more responsibility and making better decisions
- the hardest change I need to make is to make better choices and to be a better person
- Helps me think before I speak
- I have changed to be a better person
- Problem solving, trusting, making decisions
- I think I have become a nicer person
- I have learned about leadership. I have changed my mindset.
- Be a better person. To make more friends
- Make good decisions
- To be kind to people
- To try to learn to like myself
- Make time for others
- Making good decisions
- I have learned to participate with others more
- I need to stop making excuses
- My hardest change is that sometimes I need to say No
- The hardest change for me was the people your hang with either influence you or you influence them.
- The hardest change I've made was to make myself have patience.
- I have really worked on respecting and not judging other people. I try to treat everyone how I want to be treated and help them the best I can
- With all that I have learned the hardest change I had to make was controlling my anger and attitude.

WHAT DO YOU WANT OTHERS TO KNOW ABOUT ALA?

- That it's fun and you would learn something new everyday
- How to help people be good at school
- Leadership, trust and how nice the teacher is
- I want people to know that ALA helps with leadership and responsibility
- I want others to know that ALA can help you be kind and helpful
- You'll learn to be nice and to be a leader
- It is a good place to go if you want to be a better person
- It's a fun program and teaches you real life lessons
- It's good for people to learn about their leadership abilities
- It teaches you to have a positive attitude
- It'll help you be a better person and you'll have a more positive attitude
- About making better decisions and integrity
- To believe in yourself
- It's a good way to learn leadership
- It can change the way you view people
- How much it improves work knowledge about being a leader, and it improves our self confidence
- To not be a follower and be a leader
- That it's about self-improvement
- I want others know that ALA can help them understand the characters of leadership
- ALA is a fun way to learn to be a leader and the teachers are the best.
- It's a good way to have fun and learn about what you're capable of
- To have fun be yourself.
- It's a lot of fun and I highly consider others to take the class
- That these students accept me and interact with me.
- It's a great course that will develop your future skills in leadership.
- ALA is a fun class where you learn to be yourself and how to have integrity

LOOKING AHEAD

SCHOOL DISTRICTS

For the 2022-23 school year, expansion of ALA can be seen in all school districts, including the offering of a session in Northern Local School District – Sheridan High School.

Northern Local is offering a High School class for credit to 19 students.

New Lexington Middle School continues to offer a joint 7th & 8th grade class, of up to 20 students.

New Lexington High School's staff facilitator will be leading the NLHS sessions with support from a new NLHS staff co-facilitator. PCBDD facilitators will support as needed.

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 added a staff facilitator, who will be leading ALA sessions for all 7th & 8th grade students, with a PCBDD co-facilitator helping to train the Crooksville staff.

Crooksville High School has added 2 (two) ALA classes for credit, with a High School staff member serving as a co-facilitator in each of the classes.

One teacher suggested, a project where every student has to commit an act of kindness for someone else, but it's a challenge where you pass the act of kindness on once someone has done something for you.

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. Upcoming CCMEP sessions will be in person with occasional remote sessions.

"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

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