

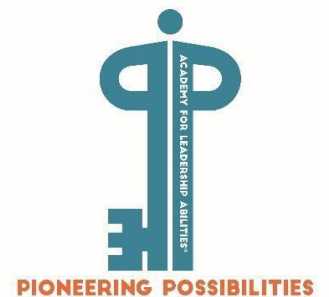
ACADEMY FOR LEADERSHIP ABILITIES®

Annual Report
2022 - 2023



AcademyForLeadershipAbilities.org

COLLABORATIVE PARTNERS



Annual Report 2022 - 2023

TABLE OF CONTENTS

COLLABORATIVE PARTNERS.....	2
TABLE OF CONTENTS.....	3
ELEVATOR SPEECH	5
PARTNERING SITES	6
SOUTHERN LOCAL SCHOOLS OUTCOMES	8
PRE AND POST SURVEY RESULTS	12
NEW LEXINGTON CITY SCHOOLS OUTCOMES	13
NEW LEXINGTON CITY SCHOOLS OUTCOMES	14
PRE AND POST SURVEY RESULTS.....	17
CROOKSVILLE EXEMPTED VILLAGE SCHOOLS	18
CROOKSVILLE EXEMPTED VILLAGE SCHOOLS OUTCOMES	19
PRE AND POST SURVEY RESULTS.....	22
NORTHERN LOCAL SCHOOLS	23
NORTHERN LOCAL SCHOOLS OUTCOMES	24
PRE AND POST SURVEY RESULTS.....	26
PERRY COUNTY JOB & FAMILY SERVICES OUTCOMES.....	27
PERRY COUNTY JOB & FAMILY SERVICES OUTCOMES.....	28
HAPCAP: SUMMER YOUTH EMPLOYMENT PROGRAM OUTCOMES	29
TEACHER AND DISTRICT STAFF FEEDBACK	30
TEACHER SURVEY FEEDBACK.....	31
PARTICIPANT FEEDBACK.....	33
<i>A LEADER TO ME IS SOMEONE WHO:.....</i>	<i>34</i>
<i>WHAT IS THE MOST IMPORTANT THING YOU HAVE LEARNED FROM ALA?</i>	<i>35</i>
<i>WHAT HAS ALA DONE FOR YOU?</i>	<i>36</i>
<i>WITH ALL YOU HAVE LEARNED, WHAT IS THE HARDEST CHANGE YOU NEED TO MAKE?</i>	<i>37</i>
LOOKING AHEAD	39
SCHOOL DISTRICTS 2023-2024.....	40
CCMEP	40

Dear Perry County Partners,

This year, we have been able to work in all four Perry County school districts with the Academy for Leadership Abilities® (ALA). Though funding shifted to just middle school age children (7th and 8th grade), our presence is still strong in all four of the county high schools. This goal would never have been accomplished without the unique partnership between Perry County Job and Family Services (PCJFS) and Perry County Board of Developmental Disabilities (PCBDD).

When the agencies began this journey together, our visions for ALA included integrating children with developmental disabilities into the same classroom as children the state identifies as typical, and challenging these children to practice leadership concepts to break the financial barriers families encounter in Appalachia.

With the funding change to middle school only, this annual report will show some different results for the school districts. We successfully moved through the COVID pandemic, and this year started pushing into a more consistent and “normal” school year. 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.

PCJFS’ mission to build a stronger community by providing an effective support system that empowers children, adults, and families with the resources they need to achieve economic stability and success meshes with the PCBDD mission of making connections to promote abilities and enrich lives. Together, we embarked on a movement to change the culture of Perry County. This unique partnership has pushed ALA to children and adults in Perry County.

The PCBDD is grateful to the many people who have chosen this journey of personal and professional growth for Perry County residents. Their efforts in a variety of ways make the Academy for Leadership Abilities® a positive, real-life experience.



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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 the 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.

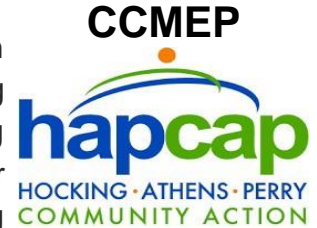
PARTNERING SITES

PCBDD Mission Making connections to promote abilities and enrich lives.

PCBDD Vision Community Without Barriers



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 offer 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 continued to expand, with past opportunities for all 5th thru 8th graders, and options for, for-credit sessions in High School.

Northern Local School District

Northern Local School District added ALA as a class for high school credit in fall of 2022. The class was well received and will be adding a second session for the Sheridan High School students to participate in.





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ALA FRONTLINE TEAM



SOUTHERN LOCAL SCHOOLS OUTCOMES



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	2018-19	2019-20	2020-21	2021-22	2022-23
7th	2	10	0	43	37
8th	23	26	0	42	39
9th	1	4	6	8	87
10th	7	5	5	4	5
11th	0	2	2	2	0
12th	1	5	2	4	44
Totals	37	82	15	103	92

Seeing the benefit of ALA, when Covid 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.

The Southern Local Administration hopes 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, the Administration continue to examine how they can partner with PCBDD to offer ALA and the benefits to the 7th - 12th graders.

Course Outcome by Year ^

	2018-18	2019-20*	2020-21*	2021-22*	2022-23
Pass	37	82	15	103	92
Fail	0	0	0	0	0
TOTAL	37	82	15	103	92

^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

	2018-19	2019-20	2020-21	2021-22	2022-23
Typical Designated	29	56	9	80	69
	78%	68%	60%	78%	75%
DD/IEP Designated	8	26	6	23	23
	22%	32%	40%	22%	25%
Total Participants	37	82	15	103	92

In 2019-2020, 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 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 2020-2021, 93% (14/15) of participants did not have any disciplinary incidents throughout the school year, while 7% (1/15) participants received disciplinary incidents. The one participant only had one disciplinary incident for the entire school year. The 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 six students accounted for 46% (46/99) of incidents.

In 2022-2023, 60% (56/92) of participants did not have any disciplinary incidents throughout the school year, while 40% (37/92) of the participants received disciplinary actions. Of the students with disciplinary actions six students accounted for 39% (57/148) of incidents.

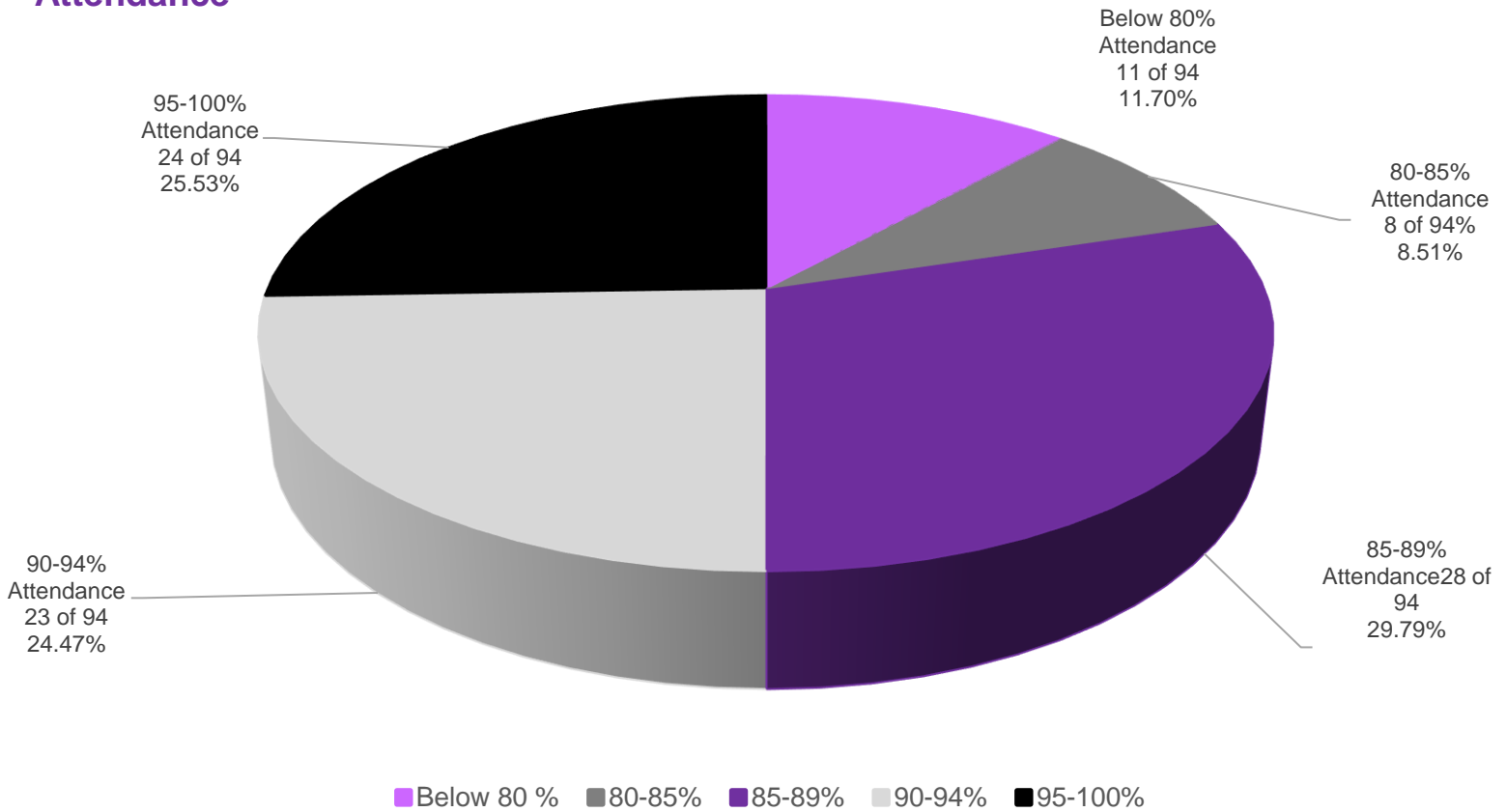
DISCIPLINARY ACTIONS/INCIDENTS AMONG PARTICIPANTS

	2018-2019	2019-2020*	2020-2021*	2021-2022*	2022-2023
Part. w/no incidents	31	52	14	66	56
Part. w/incidents	6	30	1	37	36
Total # of participants	37	82	15	103	92
Total # of incidents	21	74	1	99	148

* Denotes COVID restrictions in place



Attendance



GRADE POINT AVERAGES

Southern Local school saw an increase in GPA's for 36% of the students and others that maintained the same GPA over the 2022-2023 school year. Of those that decreased, most of the decreases were very minimal.

33 Participants (36%) 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	9	4	1	2	9

54 Participants (59%) 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+
14	9	9	6	1	15



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 2022-2023 school year, thirty-nine participants reported participating in ALA previously.

I am a leader.

	Pre-Survey				Post-Survey			
	2021-22		2022-23		2021-22		2022-23	
	%	#	%	#	%	#	%	#
Strongly Disagree	6%	5	13%	12	0%	0	9%	8
Disagree	10%	8	8%	8	9%	5	12%	11
Neutral	50%	42	32%	31	39%	20	41%	37
Agree	26%	22	30%	29	39%	20	19%	17
Strongly Agree	8%	7	16%	15	13%	7	19%	17
# Answered	84		95		51		90	

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

	Pre-Survey				Post-Survey			
	2021-22		2022-23		2021-22		2022-23	
	%	#	%	#	%	#	%	#
Strongly Disagree	1%	1	5%	5	0%	0	6%	5
Disagree	1%	1	9%	8	4%	3	2%	2
Neutral	24%	19	39%	37	32%	17	37%	33
Agree	45%	37	30%	28	45%	23	33%	29
Strongly Agree	29%	23	17%	16	19%	10	24%	20
# Answered	81		94		51		90	

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

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

I want to improve myself.

	Pre-Survey				Post-Survey			
	2021-22		2022-23		2021-22		2022-23	
	%	#	%	#	%	#	%	#
Strongly Disagree	1%	1	4%	4	0%	0	5%	5
Disagree	3%	2	1%	1	1%	0	4%	4
Neutral	18%	15	21%	19	18%	9	26%	23
Agree	33%	28	28%	14	40%	20	19%	17
Strongly Agree	45%	38	44%	41	42%	21	46%	41
# Answered	84		93		50		90	

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 sizes vary as the program continues to evolve, starting with Middle School sessions, and then adding High School sessions for credit.

Yearly Enrollment by Grade

Grade	2018-19	2019-20	2020-21*	2021-22	2022-23
6th	1	0	1	0	0
7th	14	12	7	7	6
8th	12	10	3	10	8
9th	6	12	9	7	8
10th	10	9	13	14	16
11th	3	9	8	12	6
12th	0	3	8	6	9
Totals	46	55	49	56	53

* Denotes COVID restrictions in place

During the 2019-2020 school year, the schedule included ALA being offered three periods every day, between Middle and High School. This format continued through the 2021-22 school year.

Two courses are offered as elective classes 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*	2022-23
Pass	19	31	39	39	39
Fail	0	0	0	0	0
TOTAL	19	31	39	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

	2018-19	2019-20	2020-21	2021-22	2022-23
<i>Typical Participants</i>	29	31	25	26	29
	60%	56%	51%	46%	55%
<i>IEP/DD Participants</i>	17	24	24	30	24
	40%	44%	49%	54%	45%
Total Participants	46	55	49	56	53

In 2019-2020, 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 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 nine weeks of in-person schooling, due to COVID.

In 2020-2021, 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 participants with disciplinary incidents, two had more than one incident. With one having both incidents during the semester they were not enrolled in ALA.

In 2021-2022, 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 11 participants with disciplinary incidents, three had more than two incidents. Those three students accounted for 56% (15/27) of all incidents.

In 2022-2023, 57% (30/53) of participants did not have any disciplinary incidents throughout the school year, while 43% (23/53) of the participants had disciplinary incidents. Of the 23 participants with disciplinary incidents, two had six incidents each. Those two students accounted for 52% (12/23) of all incidents.

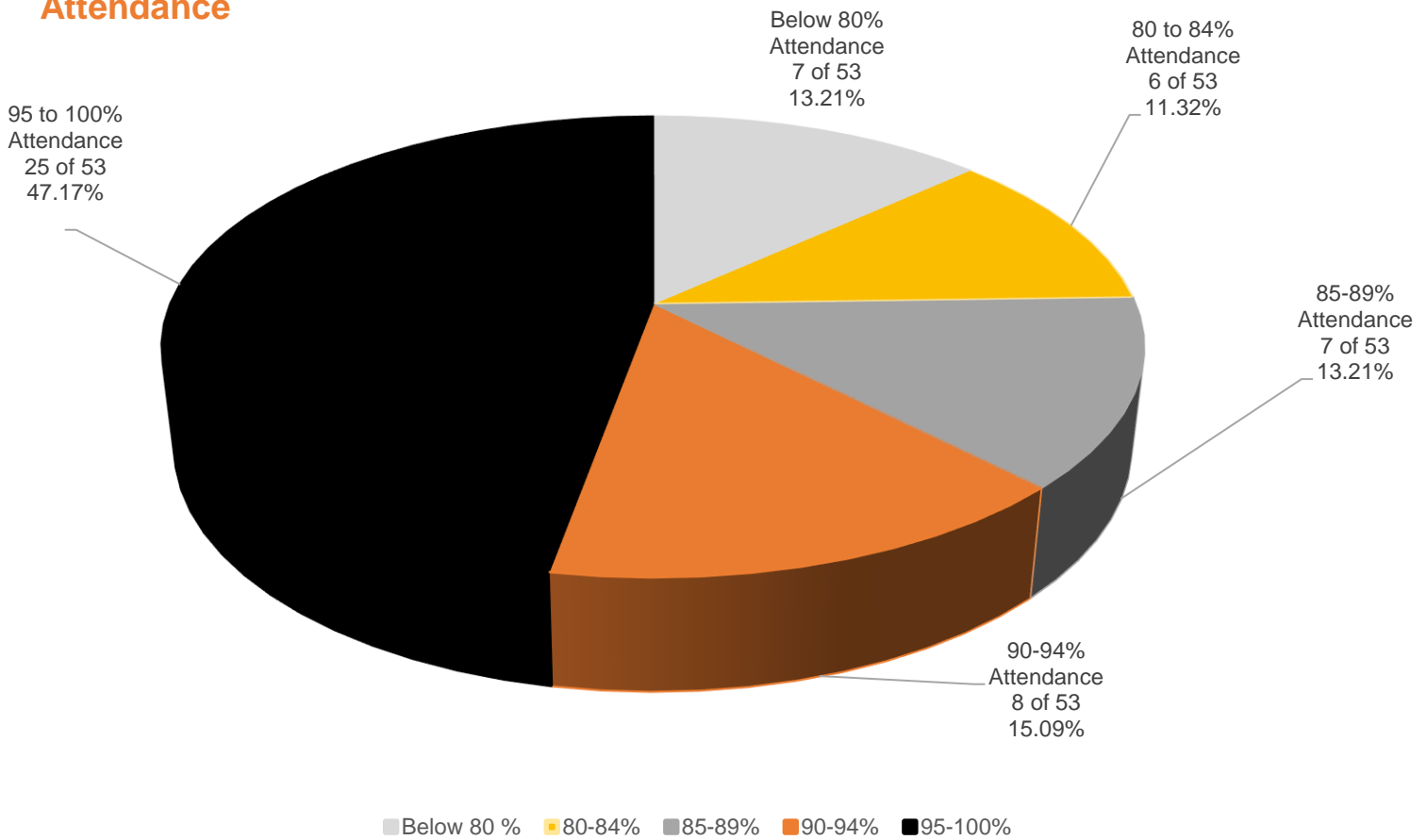
DISCIPLINARY ACTIONS/INCIDENTS AMONG PARTICIPANTS

	2018-2019	2018-2019*	2020-2021*	2021-2022*	2022-2023
<i>Part. w/no incidents</i>	43	45	41	45	30
<i>Part. w/incidents</i>	3	10	8	11	23
Total # of participants	46	55	59	56	53
Total # of incidents	19	32	11	27	28

* Denotes COVID restrictions in place



Attendance



GRADE POINT AVERAGES

New Lexington City school saw an increase in GPAs for 41% of the students and others that maintained the same GPA over the 2022-2023 school year. Of those that decreased, most of the decreases were very minimal.

21 Participants (41%) 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	4	3	1	0	2

30 Participants (59%) 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 in wanting to be active in the community and the desire to improve themselves.

For the 2022-23 school year, 23 participants reported participating in ALA previously.

I am a leader.

	Pre-Survey				Post-Survey			
	2021-22		2022-23		2021-22		2022-23	
	%	#	%	#	%	#	%	#
Strongly Disagree	0%	0	4%	2	2%	1	2%	0
Disagree	8%	3	6%	3	2%	1	2%	0
Neutral	37%	14	51%	24	29%	12	54%	21
Agree	45%	17	28%	13	43%	18	33%	13
Strongly Agree	10%	4	11%	5	24%	10	13%	5
# Answered	38		47		42		39	

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

	Pre-Survey				Post-Survey			
	2021-22		2022-23		2021-22		2022-23	
	%	#	%	#	%	#	%	#
Strongly Disagree	0%	0	2%	1	2%	1	3%	1
Disagree	23%	1	2%	1	2%	1	11%	4
Neutral	26%	10	38%	17	15%	6	13%	5
Agree	42%	16	44%	20	60%	25	45%	17
Strongly Agree	29%	11	11%	5	21%	9	29%	11
# Answered	38		45		42		38	

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

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

I want to improve myself.

	Pre-Survey				Post-Survey			
	2021-22		2022-23		2021-22		2022-23	
	%	#	%	#	%	#	%	#
Strongly Disagree	0%	0	2%	1	5%	2	3%	1
Disagree	0%	0	2%	1	2%	1	3%	1
Neutral	18%	7	11%	5	5%	2	11%	4
Agree	29%	11	11%	16	21%	9	24%	9
Strongly Agree	53%	20	50%	23	67%	28	60%	22
# Answered	51		46		42		37	

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 wanted 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	2022-2023
5 th	0	0	77	0
6 th	0	0	85	0
7 th	81	87	86	75
8 th	81	84	84	72
9 th	0	0	4	15
10 th	0	0	6	8
11 th	0	0	3	5
12 th	0	0	1	4
12+	0	0	1	1
TOTALS	162	171	347	180

*Denotes COVID restrictions in place

In 2019-2020, participants attended ALA sessions for one week at a time, every seven weeks. ALA concepts were structured to maximize topics in the one-week sessions, allowing facilitators to highlight key ALA points, in a limited time frame.

In 2020-2021, 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 weeks of instruction instead of one week, before rotating to another class.

In 2021-2022, ALA was offered to all middle school students, 5th through 8th grades. One 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 one day a week for a year, while the 8th grade had ALA for two weeks straight, with a total of 10 weeks of ALA time. The High School class met every day for 45 minutes, schedule permitting.

For the 2022-2023 school year, ALA was offered to 7th and 8th grade students. These participants attended nine-week sessions two to three days per week. There were two high school sessions offered this year with the opportunity to receive high school credit as an elective. High school sessions were offered as a semester or yearlong elective.



YEARLY ENROLLMENT BY STATUS

	2019-2020	2020-2021	2021-2022	2022-2023
<i>Typical Participants</i>	130 80%	141 82.5%	275 79%	142 79%
<i>IEP/DD Participants</i>	32 20%	30 17.5%	72 21%	38 21%
Total Participants	162	171	347	180

In 2019-2020, 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 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 nine weeks of in-person schooling, due to COVID.

In 2020-2021, 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 participants with disciplinary incidents, two participants had more than one. Two of these incidents for one participant happened when the participant was not enrolled in ALA.

In 2021-2022, 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 11 participants with disciplinary incidents, three had more than two incidents. Those three students accounted for 56% (15/27) of all incidents.

In 2022-2023, 71% (128/180) of participants did not have any disciplinary incidents throughout the school year, while 23% (52/180) of the participants had disciplinary incidents. Of the 52 participants with disciplinary incidents, four had more than five incidents. Those four students accounted for 19% (24/128) of all incidents.

DISCIPLINARY ACTIONS/INCIDENTS AMONG PARTICIPANTS

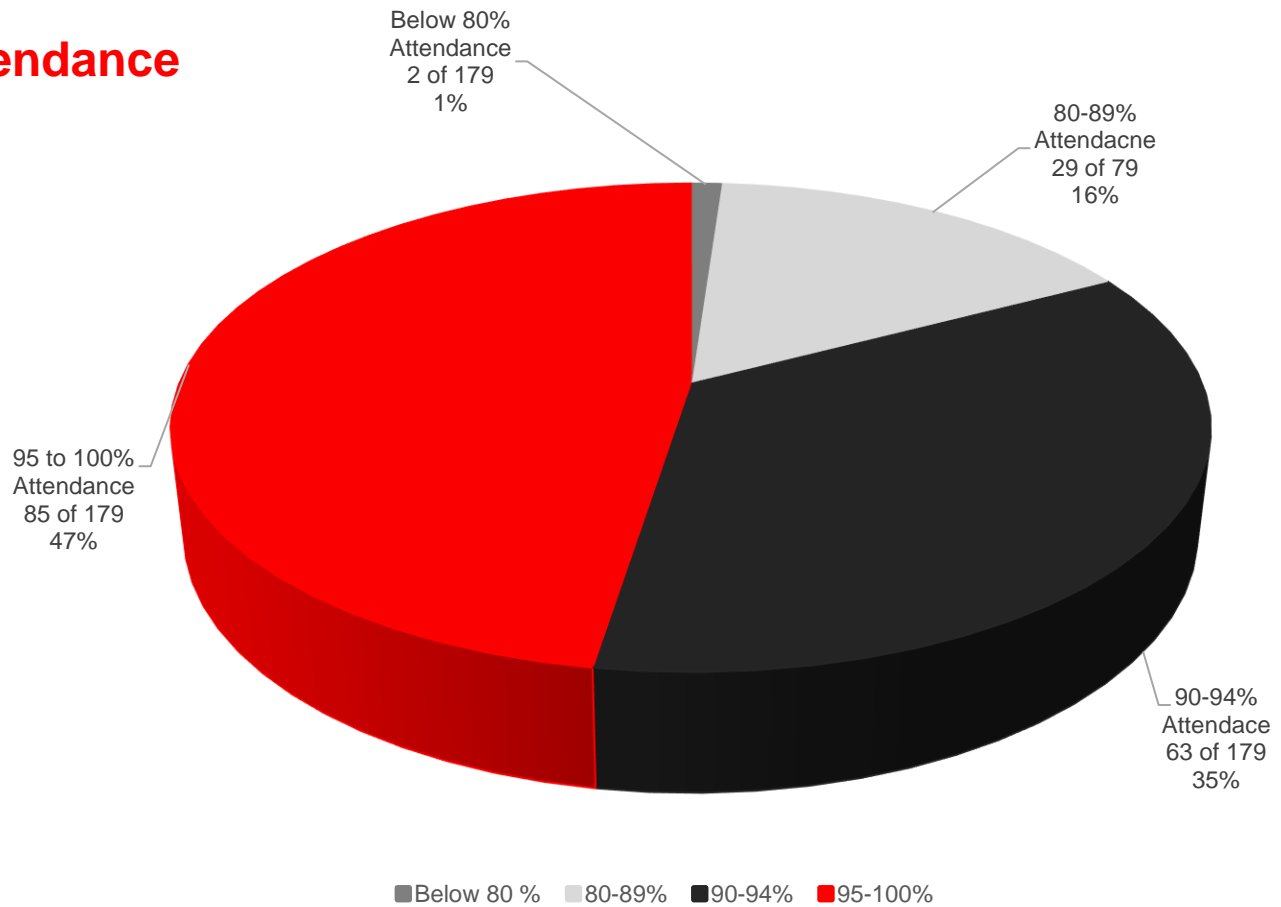
	2021-2022*^	2022-2023
<i>Part. w/no incidents</i>	279	128
<i>Part. w/incidents</i>	66	52
Total # of participants	345	180
Total # of incidents	129	128

*Denotes COVID restrictions in place

^ All 5th-8th grade students were in ALA Sessions, as well as a HS group



Attendance



GRADE POINT AVERAGES

This is the first year that GPAs at Crooksville High School have been tracked, as it is the first year for an integrated classroom setting, for credit. Crooksville High school saw an increase in GPAs for 31% of the students while 33% maintained a 4.0 GPA for the 2022-2023 school year.

8 Participants (31%) 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	1	1	0	0	6

18 Participants (69%) 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+
1	4	2	1	3	7

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 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 2022-2023 school year, 79 participants reported participating in ALA previously.

I am a leader.

	Pre-Survey				Post-Survey			
	2021-22		2022-23		2021-22		2022-23	
	%	#	%	#	%	#	%	#
Strongly Disagree	7%	13	6%	6	6%	14	3%	3
Disagree	17%	30	11%	12	6%	15	9%	8
Neutral	37%	65	39%	42	46%	105	36%	32
Agree	29%	52	33%	36	27%	61	33%	30
Strongly Agree	10%	17	4%	4	15%	34	19%	17
# Answered	177		93		229		90	

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

	Pre-Survey				Post-Survey			
	2021-22		2022-23		2021-22		2022-23	
	%	#	%	#	%	#	%	#
Strongly Disagree	4%	7	0%	0	3%	7	4%	4
Disagree	10%	17	9%	10	8%	17	9%	8
Neutral	38%	67	37%	34	37%	85	33%	30
Agree	35%	63	38%	35	32%	73	42%	38
Strongly Agree	13%	24	15%	14	20%	45	11%	10
# Answered	178		92		227		90	

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

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

I want to improve myself.

	Pre-Survey				Post-Survey			
	2021-22		2022-23		2021-22		2022-23	
	%	#	%	#	%	#	%	#
Strongly Disagree	2%	4	3%	3	3%	7	0%	0
Disagree	5%	9	6%	5	2%	4	2%	2
Neutral	20%	33	20%	18	19%	42	21%	18
Agree	39%	67	40%	36	32%	69	38%	32
Strongly Agree	34%	57	31%	28	44%	96	39%	33
# Answered	170		90		218		85	

Crooksville Exempted Village School District
Kevin Smith, Superintendent





NORTHERN LOCAL SCHOOLS OUTCOMES



NORTHERN LOCAL SCHOOLS OUTCOMES

ALA was introduced into Northern Local High School in the Fall of 2022, utilizing the same curriculum and concepts that have been successful at Southern Local, Crooksville and New Lexington City Schools. Northern Local schools wanted to introduce one high school, for credit class to their students in their first year. This class was offered five days a week for an entire year. ALA was such a success that Northern Local High School will be adding a second class for their 2023-2024 school year after seeing the positive impact that it had in their school district.

Yearly Enrollment by Grade

Grade	2022-23
9 th	5
10 th	6
11 th	5
12 th	3
12+	0
Total	19

YEARLY ENROLLMENT BY STATUS

	2022-2023
<i>Typical Participants</i>	12 63%
<i>IEP/DD Participants</i>	7 37%
<i>Total Participants</i>	19

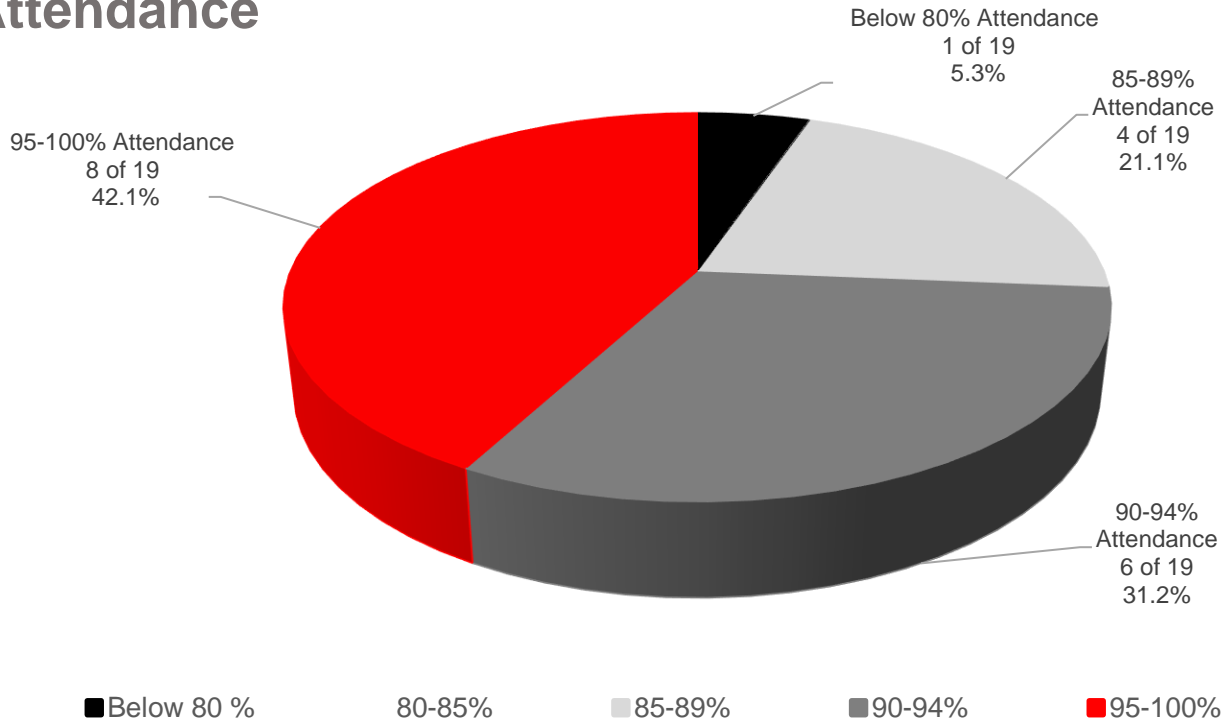
In 2022-2023, 84% (16/19) of participants did not have any disciplinary incidents throughout the school year, while 16% (3/19) of the participants had disciplinary incidents. Of the three participants with disciplinary incidents, one had two incidents. This student accounted for 50% (2/4) of all incidents.

DISCIPLINARY ACTIONS/INCIDENTS AMONG PARTICIPANTS

	2022-2023
Part. w/no incidents	16
Part. w/incidents	3
Total # of participants	19
Total # of incidents	4



Attendance



This is the first year that GPAs at Northern Local High School have been tracked, as it is the first year for an integrated classroom setting, for credit. Northern Local High School saw an increase in GPAs for 37% of the students while 16% maintained a 4.0 GPA for the 2022-2023 school year.

7 Participants (37%) raised their GPAs

Increase in GPA 2022-23					
0.01-0.1	0.1-0.2	0.2-0.3	0.3-0.4	0.4-0.5	0.5+
5	0	0	1	0	1

12 Participants (63%) 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+
1	4	2	1	0	4



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.

This is the first year for ALA at Sheridan, limiting the comparisons to just the 2022-23 school year.

I am a leader.

	Pre-Survey		Post-Survey			
	2021-22	2022-23	2021-22	2022-23		
Strongly Disagree		0%	0		0%	0
Disagree		0%	0		8%	1
Neutral		29%	5		31%	4
Agree		47%	8		38%	5
Strongly Agree		24%	4		23%	8
# Answered			17			13

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

	Pre-Survey		Post-Survey			
	2021-22	2022-23	2021-22	2022-23		
Strongly Disagree		0%	0		8%	1
Disagree		6%	1		8%	1
Neutral		24%	4		8%	1
Agree		35%	6		50%	6
Strongly Agree		35%	6		25%	3
# Answered			17			12

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

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

I want to improve myself.

	Pre-Survey		Post-Survey			
	2021-22	2022-23	2021-22	2022-23		
Strongly Disagree		0%	0		0%	0
Disagree		0%	0		0%	0
Neutral		12%	2		8%	1
Agree		44%	7		15%	2
Strongly Agree		44%	7		77%	10
# Answered			17			13

Northern Local School District
Angela Gussler, Superintendent





PERRY COUNTY JOB & FAMILY SERVICES OUTCOMES

CCMEP

HAPCAP SUMMER EMPLOYMENT



PERRY COUNTY JOB & FAMILY SERVICES OUTCOMES

COMPREHENSIVE CASE MANAGEMENT EMPLOYMENT PROGRAM (CCMEP)

contracted through:

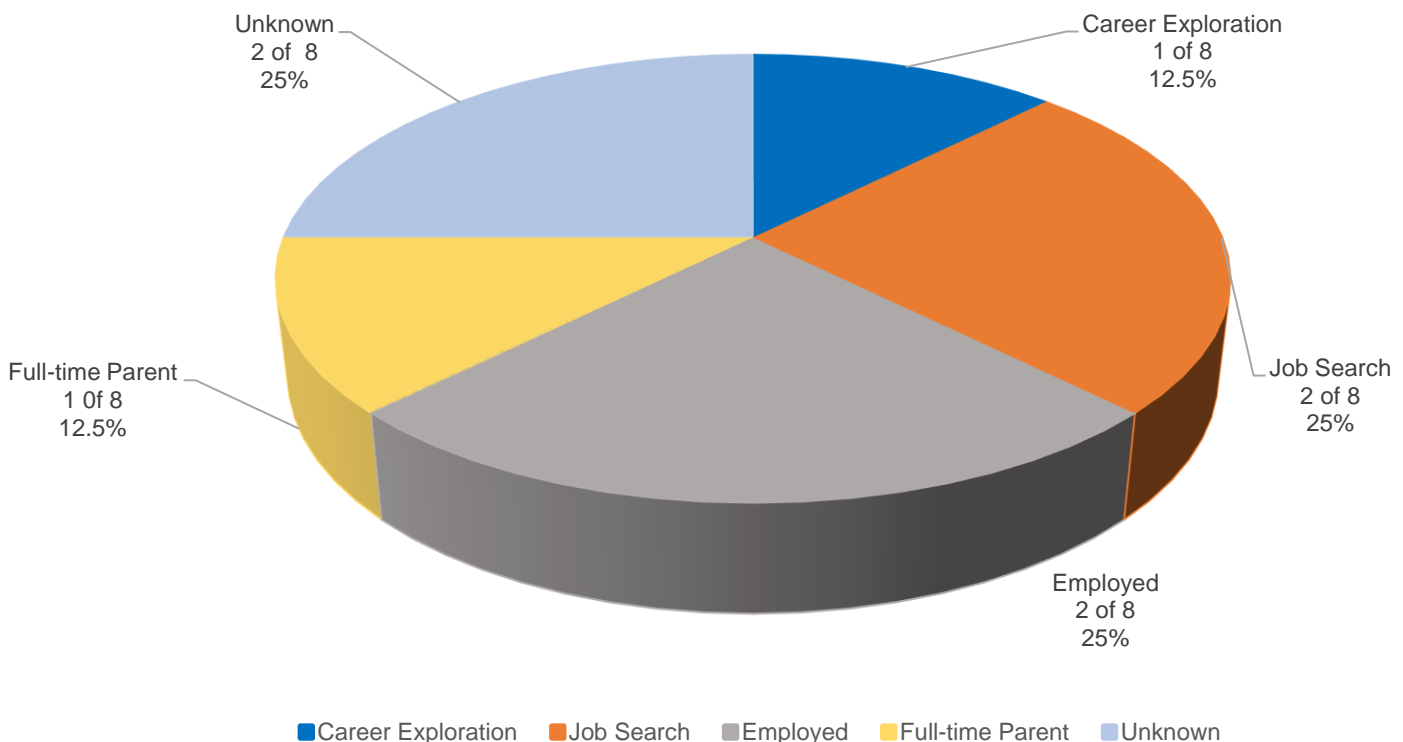
HOCKING, ATHENS, PERRY COMMUNITY ACTION PROGRAM (HAPCAP)

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 2023.

In total, PCBDD provided 57 ,90 minutes long, sessions with a total of six 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?



HAPCAP: SUMMER YOUTH EMPLOYMENT PROGRAM OUTCOMES

Approximately 13 participants in the 2021 Summer Program continued to participate in virtual ALA sessions through 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 one-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 creating some lasting lessons. 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.

PCBDD was invited to participate in the 2023 Summer Youth Employment Program where sessions were facilitated for two days, one hour each day, to approximately 60 participants per day. The groups talked about integrity, character and reputation, self-control, legacy, success and one small step relating to both personal and professional situations. These participants represented each of the Perry County school districts.





TEACHER AND DISTRICT STAFF FEEDBACK



TEACHER SURVEY FEEDBACK

Teachers or district staff for 53 ALA participants in Crooksville, Southern Local (Miller), Northern Local, 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. The 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. (49/49)

One Hundred (100%) percent of teachers noted a positive increase in the participant's skills and abilities, on varying levels. (49/49)

One Hundred (100%) percent of teachers noted a positive increase in the participant's social interaction, on varying levels. (49/49)

Ninety-eight (98%) percent of teachers noted a positive increase in the participant's participation, on varying levels. (47/48)

One Hundred (100%) percent of teachers noted a positive increase in the participant's character, on varying levels. (49/49)

One Hundred (100%) percent of teachers noted a positive increase in the participant's integrity, on varying levels. (48/48)

Ninety-six (96%) percent of teachers noted a positive increase in the participant's positive influence in the classroom or other areas of the school. (47/49)

He has had a lot of growth this year and even though he still has room for improvement, I am looking forward to working with him in the future.

He was a part of stopping a fight from happening between 2 other students during lunch time, he displayed leadership in front of the whole lunchroom.

She brings a positive attitude to class daily and other students enjoy interacting with her.

He always completed his assignments on time.

He refused to complete most assignments at the beginning of the year, now he completes over half of his assignments. At the beginning of the year, Colton could not keep his hands and feet to himself, he rarely invades the personal space of other now.

She is a wonderful student and friend to her peers.

GENERAL TEACHER FEEDBACK

At Crooksville Middle School and Miller Middle School all teachers were surveyed, as all students in 7th and 8th grades participated in ALA sessions. In all, 88% of teachers who responded reported that ALA was helping to change the school culture, by helping students with increased participation rates and an increase in positive influence from students on other students in both the classroom and other areas of the schools.



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 focus on yourself and help others
- That not everyone is perfect, and you should always treat people how you want to be treated
- That it is important to be kind to everybody
- Integrity
- Being responsible
- Leadership
- To be kind and respect others
- I have learned that you have to work together to accomplish things
- Don't let others influence you with peer pressure
- Leadership, do better as a person, and help people
- How to make goals
- How to be respectful, kind, and how to be a leader
- How to use my skills to help other people
- To always be a leader with a positive mindset
- I've learned kindness and making good decisions
- To do the right things
- Be myself
- The most important thing is I should respect everyone and don't judge others
- I learned to help and care for others
- To always be a leader and to be there for everyone and to always make good decisions even when it's hard to
- Who you surround yourself with is who you start to become. With bad people you will think it's ok and do it but with good friends you will also do good.
- To treat everyone what you would like to be treated like and to give everyone a chance and don't judge a book by its cover.
- Self-Control
- How to control my attitude
- What I have learned this year is to be kind and to be honest and take action
- To never be fake to a friend and keep trust
- To take action and be responsible for my own action
- To never leave anyone out, be honest, be trustworthy, and so much more
- How to use resources
- To make good choices even when no one is looking
- To be a better person
- To pick better friends
- The most important thing I have learned is the importance of leadership skills
- Ways to control my thoughts and anger
- Teamwork and working with others
- I learned about leadership and integrity are the key things to better yourself
- Integrity is the most important thing to have
- I am the only one that can change





WHAT HAS ALA DONE FOR YOU?

- Shown that all people are different.
- I am the only one that can change me.
- It has taught me to stay true to my morals even when it's hard.
- ALA has allowed me to meet a lot of new people and I'm super happy about that. It has allowed me to think outside of the box for a lot of things I probably wouldn't have considered otherwise.
- Helped me speak up to people.
- Allowed me to flourish as a leader and taught me to become more confident in my abilities.
- It has brought me out of my shell a little bit and is helping with my leadership.
- Helped me meet lots of new people and learn more about myself.
- It has taught me to be a better person.
- It made me think before I do something.
- Made me a better leader.
- Taught me more about personal values, how to be a leader, and so much more.
- It's helped me understand that people have different opinions and ways to get through something.
- Taught me that I am more of a leader than a follower.
- I am more confident because of ALA. Plus; I feel a bit happier when I get home since it is a great way to end a stressful day.
- ALA has brought me out of my shell a bit. It is a safe space where I can be myself.
- It has helped me be the person I want to be.
- It has helped me to become a better person toward other people.
- It helped me see my worth.
- Help me believe that I can be a leader. Help me have more integrity.
- It showed how I am able to be a leader.
- Helped me build trust in people.
- ALA has helped me with my attitude.
- Helped me learn how to stick to a goal.
- It has made me get closer to my family.
- It has taught me to be kind and responsible.
- Made me a way better person.
- Ala has changed my point of view on life and how to treat people.
- Helped me improve myself.
- ALA has taught me to be kind and respectful to everyone.
- Helped me learn about what others may be going through.
- Get out of the wrong crowd.
- It has helped me get my life on the right path.
- Taught me to always be a leader and to take a chance to get to know others.
- It helped me change my thinking.
- It has taught me to be a leader and be kind because you don't know what someone else is going through.

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

- A change I need to make would be to stop thinking or dwelling on the past because it puts me down so much and I need to be uplifted.
- The hardest change I have had to make is that being held accountable does not mean I'm being attacked.
- I have had to face many of my inner feelings and how to hold myself accountable. This was hard but is helping me and my relationships with friends.
- The hardest thing is to stop caring about what others think of me. I've always been worried about being judged so that is hard to change.
- To stop letting others make my decisions for me.
- Be more respectful.
- Changing my attitude.
- To be nice and do what's right.
- I need to change how I act, it's not acceptable. I've learned that it's embarrassing.
- Having integrity and being kind everywhere even when nobody is looking.
- I think I need to be nicer to other people and myself.
- The hardest change I need to continue to make is to be more open.
- The hardest change I need to make is my work ethic. I know I have the potential, but I know I need to apply it.
- Opening myself up and talking about my feelings.
- I learned to be a leader and help people when in need.
- I need to get better at being a leader. I'm really bad about being a follower.
- Think before you speak because sometimes words hurt more than actions are presented.
- Being a better person is a big change I want to make.
- I feel like I need to get a better attitude.
- That sometimes you have to do something you don't want to do.
- To be a better listener.
- How to be more open to people.
- Not to be mean or rude to people and to stay calm in serious times.
- Not to be fake to people. To act more nice to people.
- To be nice and to be truthful.
- To get better friends.
- Thinking before speaking.
- To focus on helping yourself and other people.
- To switch friend groups and to have healthier friendships.
- Leaving some friends.
- I need to make better decisions.
- Not letting my anger control me.
- My facial expressions because I don't realize I am making them.
- My actions and response toward others.
- To try and be nice to everyone. Give everyone a chance and trust more.



WHAT DO YOU WANT OTHERS TO KNOW ABOUT ALA?

- It helps bring you out of your comfort zone and introduces you to new people.
- It is worth everything. It will help you improve in life, especially when life is a struggle.
- ALA is a great class to have conversations where everyone's opinion is always valid.
- That ALA provides many opportunities to strengthen your character.
- It teaches you to so much about yourself, and it teaches you how to connect with other people.
- It is very eye opening. You get to know new people with new opinions. The community is amazing no matter what schools they go to in the county.
- ALA isn't just a class where you learn about leadership, you interact with people you could probably never see yourself talking to.
- To learn who they are and who they want to be.
- It's a great class to help you change.
- It's a good place to be a leader.
- ALA can help you look at things from a different angle.
- It teaches you how to have integrity and how to lead.
- That the information they tell you is really important.
- In the beginning it seems pointless, but you really do learn something. Maybe more by your peers than the lessons.
- I want others to know that the things you learn in here are important to apply to your life.
- ALA can be useful to all different kinds of people whether they believe it or not.
- If you listen and pay attention, it's worth it and the teachers are awesome.
- It helps with coping skills.
- That ALA helps you understand leadership, helps you understand trust, definitely helps you understand integrity.
- That ALA helps with confidence, and it helps to change habits.
- You can become the best you, you can be.
- That it is helpful and will also teach you a lot.
- It is a fun class if you participate.
- It is a great talking class, gets shy people to talk.
- It's actually a really fun class.
- That if you want to make it somewhere you have got to surround yourself with good people.
- That you will be a better person and achieve more things and be responsible.
- I want others to know that ALA is good for you and it'll teach you how to be kind and take responsibility.
- It can help with emotions.
- To respect your surroundings because you never know what someone else is going through.
- To listen because it's actually fun.
- It helps you follow rules better.
- That it teaches you a lot about being kind, respectful, and honest.
- That it really helps you work as a team with others and it makes you a better person.
- That it can help your life.
- That it can help you with many different things and is a safe place.



LOOKING AHEAD



SCHOOL DISTRICTS 2023-2024

Northern Local is offering an additional High School class, for a total of 2 classes available for credit to students.

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

New Lexington High School 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 a Leadership class to all 7th and 8th graders that will provide a staff facilitator.

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

Crooksville Middle School continues to offer ALA to 7th and 8th grade students as a "Special".

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

CCMEP

Participants are being challenged, and 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 held in person in the new Job and Family Services building.

**"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

To make an Academy for Leadership Abilities®
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