

SURVEY OF SERVICES PROVIDED BY THE OKLAHOMA
REGIONAL EDUCATION SERVICE CENTERS

By

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CHAPTER I

INTRODUCTION

Each child brings to the public school characteristics which are uniquely his own. On a nation wide basis, state and district school systems are striving to meet the needs associated with those individual characteristics.

The expression "exceptional child" identifies a group of children whose needs are such that a modification of the regular classroom program is necessary to insure the full development of their potential. According to the U.S. Bureau of Education for the Handicapped, approximately 12% of the students in the United States public schools belong to this group (see Table I).

TABLE I

INCIDENCE FIGURES OF HANDICAPPED POPULATION

Educable Mentally Handicapped	.020
Trainable Mentally Retarded	.003
Physically Handicapped	.003
Blind and Partially Seeing	.001
Deaf and Hard-of-Hearing	.00575
Emotionally Disturbed	.02
Speech Defective	.035
Children with Learning Disabilities	.02
Gifted	.01

It is with the needs of exceptional children in Oklahoma public schools, and the services provided for them that this study is concerned. The purpose of this study is to investigate the quality and relevance of the services provided to exceptional children by Regional Education Service Centers, as perceived by their clients, and to assess the perceived needs of those clients (public school personnel).

Background

Historically, large rural populations in Oklahoma have made the provision of adequate services for exceptional children more difficult. The majority of small school districts have been without resources to provide the many special services needed. Some type of educational vehicle between the State Department of Education and the local school district was required to meet the needs of exceptional children. In the following pages will be a description of the intermediate unit, how some states employ such a unit (current trends) and the transformation of this concept into the Regional Education Service Centers in Oklahoma.

Rhodes (1963, p. 4-5) states that:

There probably is no "best" design, no 'best' operational framework, for an Intermediate Unit. As a distinct but integral part of a state school system, it cannot be designed apart from other segments. It is well designed only as it contributes to and reinforces each of the other administrative levels of the total structure.

Since state school systems differ in some respects and the circumstances in which educational programs are provided differ widely, variations in the organization and operation of the Intermediate Units will undoubtedly be necessary, both within and among states. Yet, in spite of this need for variation and organizational flexibility, certain features characteristic of good Intermediate Units can be identified.

He suggests that three criteria be considered in determining an adequate service area for the Intermediate Unit: (1) a sufficient population should be encompassed to permit the efficient employment of specialized service personnel, (2) the size of their service area should be sufficiently limited to facilitate communication and travel among school districts and between local school districts and the Intermediate Unit offices and (3) a commonality of interests should exist among the local school districts comprising the service area to establish a cooperating working force (Rhodes, 1963).

The Encyclopedia of Educational Reserach states that:

When a number of the separate and autonomous local districts, both large and small, share in a cooperative area wide program, virtually all the services which previously have been available only in large urban school systems can be provided in an effective and defensible manner for all. The possibility of a wide range of specialized educational services without the requirement of 'too large' local districts has caused a widespread interest in this new concept of intermediate functions. The types of functions now considered desirable at the intermediate level are: (1) providing educational leadership, (2) providing specialized educational services and (3) coordinating educational efforts among the various local districts within the intermediate district and between each of these local districts and the state (Monroe, 1960, p. 1200).

The State of Florida was operating five ESEA title III centers during 1967-68. Each center involved several local education agencies and was perceived as a vehicle for innovation in rural areas of the state. The primary function of these centers were: to help the counties assess their educational needs; to identify critical learner needs; to help counties plan, develop, implement, and evaluate innovative and exemplary programs which addressed the persistent educational problems in the identified critical learner need areas, to develop techniques and strategies that

would provide the widespread diffusion of the successful innovations throughout the area served, and to perform various leadership service for the improvement of the total educational enterprise in the region served.

Following the termination of federal funds, only one of the centers survived and continued to operate at full capacity (Christian, 1973).

A comprehensive study of regional centers was completed by the State of Florida. The following observations were believed to be some important conditions for the survival and productivity of regional centers for rural areas. These observations may not be relevant to urban areas since the regional centers studied were located in rural areas.

1. Educational needs for the member school districts should provide a basis for cooperation.
2. A tradition of cooperation among the proposed members of a regional supplemental education center will enhance chances of success. If such a tradition does not exist, ways should be found to compensate for it before initiating the center.
3. Regional centers should be organized as semi-autonomous organizations in which the centers have some choice concerning their activities by the State Department of Education and local school districts.
4. The superintendents of schools from the cooperating school districts should be members of the advisory boards for regional centers. The staff should work very closely with the advisory board in the development of regional policies and programs.
5. The regional center leaders and staff should be selected for balance in age and experience, and for potential in leadership. The leaders should be able to identify and work with the most influential persons in local school systems in administering programs.
6. The semiautonomous nature of the regional center staff requires a different leadership and service orientation for the domesticated organizations. Those who are selected to provide leadership in these regional centers should undergo a period of training prior to assuming their tasks.

7. Stability of staff and leadership of the regional centers are essential.
8. The regional center staff must demonstrate high responsiveness to maintain credibility with the leaders of cooperating school systems.
9. The regional center staff should be resourceful in the use of outside consultants to compensate for gaps in expertise.
10. The programs of a supplemental education center serve to make the cooperative indispensable to the school districts.
11. Programs for the center should include assistance in implementing statewide programs for educational improvement.
12. The regional centers are established for leadership and service to member school districts in improving education for children and youth rather than for the administration of state rules and regulations.
13. In addition to their responsibilities for assisting in constructive educational change and innovation and for providing imaginative alternatives for solutions to educational problems, these centers should provide various services not available to the cooperating school districts individually.
14. The center should have effective communication program for maintaining its visibility and for promoting its program and services. These programs in all instances enhance the visibility of local school systems.
15. Member school districts should share in the support of regional centers from the beginning. State and Federal funds should provide much of the financial support (Christian, 1973, pp. 16-17).

Considerable research on the Regional Education Service Center has been conducted by the state of Texas. The Texas Education Agency defines the RESC as:

A regional education service center is an educational institution established to develop and provide a locally oriented base for cooperative educative planning, operate the regional media component, and coordinate and encourage the development of supplementary education services and centers under Title III of the Elementary and

Secondary Education Act. The center, authorized by the 59th and 60th districts in a region in response to the needs and wishes of those districts.

The State Board of Education has designated 20 regions in Texas, each to be served by an education service center, and has adopted broad policies for establishing and operating the centers. These policies are designed to ensure the local voice in implementing and operating the service center (Texas Education Agency, 1970).

A 1972 study by the Texas Education Agency stated that the following are important for consideration in the establishment and operation of regional units:

1. The services of the center should be highly specialized, never duplicating other operations in the state system, being highly complementary to local school efforts and closely supplementary to state level operation.
2. The services should be physically accessible to its constituents and should be accessible as a matter of right.
3. The center should be financed with public funds.
4. The constituency of the center should have a school population of at least 50,000 ADA.
5. The programs of the center meet some standards: (a) must be appropriate for regional operation—not state or local level, (b) must be discreetly specialized, (c) must be necessary to well being of its educational constituents and the state system, (d) must offer the best in the way of sophisticated practice that technology and educational and para-educational disciplines have to offer.
6. Staffing of the center should be based on a division of labor by speciality.
7. The organization operating the center should be an intergral part of the state system of schools.
8. Institutional integrity is to be sought after in regional service centers.

9. Formal arrangement must be made within the state system to require, or at least encourage, the regional center to behave in a responsible and therefore serviceable and viable fashion (Texas Education Agency, 1972).

An intermediate unit is defined by Pennsylvania's State Board of Education as:

The intermediate unit is that echelon of a three-echelon state education system (school district, intermediate unit, and state education department) which provides consultative, advisory or education program services to school districts. The intermediate unit provides auxillary services necessary to improve the state system of education (Pennsylvania State Board of Education, 1967).

The Wisconsin Department of Public Instruction defines the RESC as:

The organization of school districts in Wisconsin is such that the legislature recognizes the need for a service unit between the local school district and the state superintendents. The co-operative educational service agencies are designed to serve educational needs in all areas of Wisconsin and as a convenience for school districts in co-operatively providing to teachers, students, school boards, administrators and others, special educational services including, without limitation because of enumeration such programs as research, special student classes, data collection, processing and dissemination, in-service programs and liaison between the state and local school districts (Wisconsin Department of Public Instruction, 1973).

The mission of the New York Suffolk County Regional Education Centers is described as follows:

A federal enactment in 1965 described the function of Regional Centers as one that would . . . 'stimulate and assist in the provision of vitally needed educational services not available in sufficient quantity or quality'. Thus, the centers were designed to fill regional needs. They do not supplant what already exists; rather, do they supplement where help is needed.

Another important element in the nature of Regional Centers is that they are linked with the educational structure at its three pivotal points:

Federal - The bulk of regional funding comes from the federal Elementary and Secondary Ed. Act of 1965 (ESEA).

State - These funds are administered by the State Education Dept. Also, these State Department's Center for Planning and Innovation for Elementary and Secondary Ed. combined with 16 Regional Centers, make up the Regional Center Network of New York. The network reflects a joint effort to improve education across the state.

Local - Legally, a local education agency must sponsor the foundation of a Regional Center.

A final factor which distinguishes Regional Centers from many other educational agencies is that the centers do not operate programs. They may conceive them, develop them, support them; but operational details are passed to other hands. This freedom from operational responsibility gives Regional Centers a unique strength of focus directed toward educational planning (Suffolk County Regional Educational Center, 1972).

The preceding pages have established the current acceptance of intermediate units as a feasible vehicle between the State Department of Education and the rural school districts for the purpose of providing a variety of needed services not otherwise available to those school districts.

Statement of the Problem

Regional Education Service Center refers to a unit designed to provide services to local education agencies on a regional basis in a consistent and organized manner. The RESC's have undergone significant changes in organization and purpose, as well as increasing in number, during the past six years in an attempt to meet the ever changing demands of local school districts. An assessment of client satisfaction with these centers and perceived client needs would seem justified at this time as providing a basis for future change.

This study is concerned with the services being offered by the Regional Education Service Centers. The purpose of the study is to examine the extent to which RESC objectives are being met as perceived by

the served school personnel and also how well those objectives fulfill the perceived needs of the served educators. Specifically, client satisfaction with the following RESC activities will be assessed.

1. Student Appraisal - (a) Are diagnostic and evaluative services available? (b) Do center personnel analyze placement alternatives and recommend special placement?
2. Media - (a) Do centers maintain a wide variety of media and equipment for use with the student who has special needs?
3. Individualized Learning Plans - (a) Are teachers aided in the development of prescriptive learning plans?
4. Staff Development - (a) Are workshops planned and conducted to keep teachers aware of the latest methods and media?
5. Counseling - (a) Are visiting counselor services available for exceptional students?
6. Educational planning - (a) Does center personnel assist in curriculum improvement and establishment of new special education classes?

Basic Assumptions

Throughout the State of Oklahoma, the degree of services available to meet the special needs of exceptional students varies from district to district. Traits affecting availability of services include: enrollment, existing educational programs, community agencies and resources, local personnel available and financial resources. The variety of services and proximity of those services differ for each district, consequently, the respondents from the various regions would naturally perceive the services differently. The RESC gives assistance to teachers who are working with children who are having learning difficulties whether they be in a special education program or a regular classroom.

The 33rd Legislature appropriated \$1,000,000.00 to the Regional Education Service Centers to carry out their objectives. It is assumed that each center received an amount of funding in proportion to the population ADA (average daily attendance in public school) served by that center.

Limitations of the Study

Each RESC provides the same types of services: student appraisal, media, individualized learning plans, staff development, counseling and educational planning as delineated by the Special Education division of the Oklahoma State Department of Education.

Each center has a staff that consists of a director, psychometrist, prescriptive teacher and secretary/librarian.

Those people responding to the survey were acquainted with and utilized the services offered.

CHAPTER II

REVIEW OF LITERATURE

Oklahoma Studies on RESC

In Oklahoma, leaders from many different educational organizations, including legislative bodies, have asked for and participated in studies of different types of regional centers. Following is a review of studies dealing with RESC units in the State of Oklahoma.

Fitzgerald's study (1956), "Adequacy of Intermediate School Districts in Oklahoma," investigated the capacity of counties to serve as intermediate units, particularly for administration of specialized educational services. His determination was that the intermediate unit should have at least 10,000 public school students, but he found that only a few counties could offer a maximum program.

Adams (1960) in his study, "A Proposal for the Creation of Desirable Intermediate Units of Educational Administration for Oklahoma," proposed the following as desirable for intermediate units in Oklahoma:

1. The purpose of the unit would be to provide educational leadership, specialized educational services, and coordination of educational services and efforts of local school districts.
2. Financial support should come from the state, the intermediate unit (which would have taxing powers) and local school districts contributing to the financing of the functions of the intermediate unit.

3. The intermediate unit should be under the control of an elected board of education that appoints the administrator.
4. The structure of the intermediate unit should be flexible.
5. The size of the intermediate unit should be an area with sufficient general and scholastic population to offer services economically and efficiently, large enough to provide challenging opportunities for educational leadership, and yet be socio-economically cohesive.

One of the greatest needs that could be provided for by the intermediate unit is the provision of specialized educational services to include: services relating directly to pupils and instruction such as counseling and guidance, attendance supervision, and special education for exceptional children (p. 12).

The majority of materials used for his research project were drawn from available current literature obtained from sources at Oklahoma State University Library, loans from Governmental offices and inter-library loans.

Information relating to geography, agricultural regions, economic areas and trade center areas of major Oklahoma cities were secured and placed on four separate factor maps. These maps were placed one on top of the other on an illuminated drawing board with a blank map of Oklahoma placed on top. Adams then identified those geographical, agricultural and economic areas that utilized the same trade center cities. Since the boundaries of these new areas did not correlate with the existing boundaries, changes were implemented to match the boundaries in order to expedite the gathering and utilization of data. The composition of the new areas identified appeared to have the same or common socio-economic factors. These newly identified areas were given the test of feasibility. This test was based on the assumption that if services not now available

in these new areas could be provided, then the areas would be considered feasible.

On the basis of his findings, Adams proposed dividing Oklahoma into 18 areas suitable for intermediate units of educational administration.

Hopkins (1970) did a study on, "Statewide System of Area Vo-Tech Training Centers in Oklahoma". Criteria for Hopkins study consisted of: (1) a maximum of 10,000 students for a given training center, and (2) a proximity of a 35 mile radius, generally. The results of this study were a division of the state into 34 recommended Vo-Tech training center areas.

Hall (1970) studied existing centers in other states and recommendations by planners of such centers and came up with a list of 14 criteria for regional intermediate education centers. These criteria dealt with purpose, membership, authority, organization, services, financial support, and boundary considerations. He used a modified version of Adam's geographical regions as a basis and developed 15 recommended regions.

James Casey's study (1970) for the Oklahoma State Department of Education recommended to the legislature a bill establishing 18 intermediate units based upon somewhat equalized student population, contiguous county boundaries, and other geographical-economic considerations. The bill was shelved in hearings, because of a variety of opinions by witnesses and legislators to the proposal.

Casey (1970, p. 4) developed the following criteria for the establishment of Oklahoma Regional Area Centers were:

1. The establishment of areas over 10,000 and under 100,000 in scholastic population with equitable distribution of students where possible without dividing a school district.

2. The maintenance of county boundaries except where total number of students was excessive.
3. A perimeter-to-center driving time of approximately one hour except where scarcity of population would dissipate services.
4. Other economic, social, and educational characteristics which tend to unite an area with common bonds.

Casey (1970) stated that by using these criteria the study aimed at overcoming the weaknesses of previous studies of having each county as a separate unit for which funding and appropriate staffing would not have been feasible at that time; of using criteria such as agriculture production which was no longer indicative of the major factors common to an area; of having areas which cross too many legally constituted boundaries; of establishing areas with or an unequitable distribution of students and services throughout the state; and of having too many areas for practical establishment at that time.

Research done by Hall (1970) layed the foundation and recommended criteria which the Planning Section of the Oklahoma State Department of Education employed to create and organize the intermediate RESC unit in 1971. Fifteen rather than eighteen units recommended by Hall were established by the Planning Section.

Betty Williams (1973) in a study at Oklahoma State University conducted an evaluation of the characteristics of four service centers in Oklahoma as perceived by the participants. This was accomplished through a survey sent to service centers at Bartlesville, Elk City, Stillwater and Wilburton. Funding for the four regional centers was provided through grants submitted and approved under ESEA Title III.

Her study supported the premise that student services offered within

an educational regional unit are dependent upon coordination and two way flow communication; decentralization of services is further dependent upon the relations approach which was employed by those involved in the administration of the regional service centers.

Listed are six general conclusions that were reached by Williams from the analysis of the summary:

1. The need for the existing student services was supported in each of the four regions.
2. The indorsement of the regional structure was given as being necessary in helping to improve instruction.
3. The extent of the public relations efforts will be dependent upon the success of the regional needs.
4. The successful fulfillment of initial program objectives reflects sound assessment of regional needs.
5. The regional surveys reveal less teacher involvement than administrator involvement.
6. The concern of the participants regarding the inadequacy of program financing. Funding was viewed as insecure (Williams, 1973, p. 108).

The results of Williams' study seem to support the recognition of the need in Oklahoma for the RESC concept. The endorsement of the Oklahoma Regional Intermediate Unit and the recognition of the need for regional services were important considerations.

Joe White's study (1974) entitled, "A Model for Implementing a Statewide Network for Regional Education Service Centers in the State of Oklahoma," focused on the development of a model for implementing a statewide network of Regional Education Service Centers in the state of Oklahoma, in order to assimilate, integrate, improve and make more effective use of services which may or may not be available to the local school

districts, and to coordinate services of other state agencies.

History of RESC in Oklahoma

Throughout the years in the state of Oklahoma, there has been a deficiency of specialized services provided to the exceptional child. In 1968 the Special Education section of the State Department of Education listed in rank order the following critical needs for specialized personnel in education: (1) psychologists, (2) psychometrists, (3) teachers and (4) leadership (Walraven, 1968).

In 1969 these needs manifested themselves in the establishment of the Northwest Oklahoma Regional Audio-Visual and Instructional Center in Sallisaw. This center was established with a budget of \$100,000 by contract from the media services and captioned films division Department of Health, Education and Welfare (Title VI). Primary purpose of the center was to expand and enhance the learning environment of handicapped students in a seven county rural area in eastern Oklahoma. The original objectives of the center were:

1. Establish an Audio-Visual Media Center with as complete a collection of appropriate instructional materials and equipment as can be provided for the teachers of the handicapped in a seven-county area in Northeastern Oklahoma.
2. Provide consultative services and demonstrations to the area teachers in the uses and evaluation of the Media Center materials.
3. Promote the use of the Center by teachers and teacher trainees in the project area.
4. Establish an effective communications system between the center, the educational institutions of the area and the Oklahoma State Department of Education, Special Education Division (Prickett, 1975)

The Consultive Materials Center was established in Lawton, Oklahoma, in January of 1970. The Lawton Center was established primarily to develop a materials center for and to aid the regular classroom teacher in working with children with learning disabilities. The target population at this time was the teachers and students in Lawton Public schools. Workshops were made available to regional teachers in a six county area (Prickett, 1975).

In 1971, the Bartlesville Regional Education Service Center was established and serviced Osage, Washington and Nowata County public schools. All school systems in the three county area were provided educational evaluations on children referred for testing. Also, material and equipment were supplied to all special education classes in the three counties (Prickett, 1975).

In September of 1971, the Special Education Area Prescriptive Teaching Resource Center was established in Ardmore, Oklahoma. It was the first of its kind in southern Oklahoma. The primary objective of the center was to facilitate equal educational opportunity for all exceptional children by promoting the availability and utilization of instructional processes and products which would meet the educational needs of all exceptional children within the area. Due to the geographical area being primarily rural in nature and limited in school revenue, it was felt that the Special Education Classes in these districts could best be equipped and serviced through a program designed to provide a source of assistance in identification of specific disabilities and to provide their teachers with prescriptive information and materials for meeting their educational needs (Prickett, 1975).

The RESC at Cushing, Oklahoma, was established in July of 1971. Information was not available as to their objectives and the direction of their services at that time.

The Prescriptive Teaching Resource Center began in Elk City on July 1, 1972.

Successful learning atmosphere for breaking the learning cycle were made possible in the area schools through resource laboratories. These laboratories give students a chance to work on specific diagnosed needs and still remain in the hub of academics throughout the day with their peer groups. Success lay in in-service training sessions for the teachers, administrators and, most vitally, for the parents illustrating the needs of handicapped children. Priorities were devoted to workshops, and seminars which would guide the teacher in environmental changes in the classroom, behavior shaping techniques, reinforcement procedures and individually tailored methodology to meet the specific needs of the students (Prickett, 1975).

In 1973 there were 16 Regional Education Prescriptive Teaching Centers in operation. Grants were funded to specific school districts by the State Department of Education for the purpose of serving exceptional students. These centers offered school districts professional assistance in a variety of ways aimed toward the improvement of instruction for students. Each center provided special education core services which included psycho-educational student appraisal, prescriptive teacher-counseling, inservice training, and curriculum development. Professional services were associated with local educational needs in order to enhance the educational opportunities of the students.

In 1974-75 the 34th Oklahoma Legislature enacted Senate Bill No. 581 the "Prescriptive Teaching Act of 1974". The purpose of this act is:

- (a) to expand the services of the present evaluation and prescriptive units, add additional units, personnel, and certain selected material to ensure that a student with a particular learning difficulty or exception will receive proper screening, diagnosis, and prescription to assist the student in overcoming said difficulty or exception in order that he may reach his maximum potential. . . .
- (b) to provide a screening program for all students K-6, to be completed over a two-year period and . . .
- (c) to provide that in subsequent years educational screening shall be administered to each kindergarten, first and second grade student in every school district in this state.

It is intended by this act that the State of Oklahoma, meet its responsibility to ensure that every student in the public schools throughout the state has the opportunity to achieve his highest level of learning for the benefit of his future life in society. As used in this act, except as the context may otherwise require.

Section 3. "Regional Education Service Centers" shall mean educational evaluation and prescriptive teaching units, hereinafter referred to as 'centers' or 'service centers'.

In Section 5 of the Act, the number of service centers in the state was limited:

The Service Centers shall be limited to a total of twenty in the state, and these twenty shall in turn provide services described herein to all the school districts in the state (Oklahoma State Legislature, 1974, pp. 1-2).

The preceding pages have verified the position of the intermediate unit as a viable means to disseminate specialized services to school districts throughout the State of Oklahoma. In the past six years, the RESC concept has developed and expanded its goals and objectives of serving the exceptional children in the State of Oklahoma. It appears that legislative endorsement such as Bill 581 indicates the permanence of the RESC's as a means of providing service to children with learning problems.

CHAPTER III

METHODOLOGY

This chapter deals with the procedure used in developing the assessment tool used in this study.

Descriptive survey research will be used in this study. McGrath (1963) indicates that the term "descriptive" is used both in method and as a technique. The data derived in descriptive research can be meaningful and helpful in diagnosing a situation or in proposing a new and better program.

Survey research is that branch of investigation that studies large and small populations to discover the relative incidence, distribution, and interrelations of psychological variables. Although the approach and the techniques of survey research can be used on any set of objects that can be well defined, survey research focuses on people, vital facts of people, and their beliefs, opinions, attitudes, motivations, and behavior (Kerlinger, 1966).

Survey type studies are effective in solving problems. Detailed descriptions of existing phenomena are collected with the intent of employing the data to justify current conditions and practices or to make more intelligent plans for improving them. The objective may be not only to ascertain status, but also to determine the adequacy of status, but also to determine the adequacy of status by comparing it with selected or established standards. Three types of information may include: data

concerning existing status, comparisons of status and standards, and means of improving status. Opinion surveys usually employ questionnaires to gather the data. Careful selection must be given to the subjects so that the views of each segment of a specified population are represented. The questions should be worded to measure the intensity or depth of the opinion (Van Dalen, 1966).

Instrument Construction

The instrument consists of three sections: demographic information, quality of services provided and needs assessment. (see Appendix A).

The demographic section was comprised of nine questions, which elicited the following types of information: sex, type of position held, years of experience, grade level involvement, proximity to RESC, average daily attendance, age and level of academic training.

Forty-four questions tapped the quality of services provided in the following areas: (1) Student Appraisal, (2) Media, (3) Individualized Learning Plans, (4) Staff Development, (5) Counseling and (6) Educational Planning.

These services were listed in Senate Bill 581 as the primary services of the Regional Education Service Center.

The 15 questions in the needs assessment section of the survey were also concerned with the above stated services.

In view of the assumptions of the various scales and the intent of this study, it was concluded that a Likert-type scale would be most appropriate.

Likert-type scales, sometimes referred to as summated scales, consist of a series of items to which a subject is asked to react. The Likert-

type scale is not based upon items which have been judged to be distributed evenly over a continuum of favorableness-unfavorableness. It has as one of its basic premises the assumption that each of the universe of items are of equal attitude value (Kerlinger, 1964).

Scott (1954) indicates another assumption of the Likert technique to be what items of the scale should have operating characteristics which are monotonically increasing functions of the latent attitude variable. That is, the more favorable an attitude toward an item, the higher the item score.

Selltiz (1959) discusses as an advantage of the Likert-type scale, that more information may be elicited simply because more response categories are possible than with the Thurstone-type scale.

In the first part of the instrument (pertaining to quality of services provided) a four point scale was employed to elicit the opinions of the respondents. The following values were assigned: (1) Strongly Agree, (2) Agree, (3) Disagree, (4) Strongly Disagree. A No Information Category (5) was used to indicate that such service was not received by that respondent. In the needs assessment section of the questionnaire, a five point scale was employed. The values ranged from (1) More than necessary to (3) Adequate to (5) Insufficient.

Population

The population surveyed by the study was comprised of administrators, specialists and regular classroom teachers serviced by the Regional Education Service Centers. The names and addresses of the surveyed population were obtained from the fifteen RESC who chose to participate in this study. Five of the twenty existing centers chose not to

participate in this study. Each center was requested to send a comprehensive list of names and addresses of those ~~educators~~ in their region who had received service (see Appendix B). Forty names were randomly selected by lot from each of the lists of teachers. Fifteen names were randomly selected by lot from each of the lists of the administrators. Questionnaires were sent to 210 administrators and 560 teaching personnel.

Data Collecting Procedures

A cover letter requesting respondent participation (see Appendix C), the questionnaire and a metered envelope with a designated return address were mailed to the selected population. The respondents were asked to return the questionnaire by June 1, 1975.

Presentation and Analysis of the Data

For most descriptive studies the formulation of rules and procedures for presentation of usable and meaningful data should take the direction of score rearrangement and groupings; tables, graphs and figure construction; percentile ranks, standard scores, or grades; or calculation of averages to learn about typical performance. The basic purpose of graphical representation is to provide visual aids for thinking about and discussing the problem. The primary objective is to present such data in a clear, unambiguous fashion so that the reader may apprehend at a glance the relationships which are portrayed (Runyon-Haber, 1971, p. 104).

The data presented in this chapter will include: Percentage of Returns, Demographic Characteristics and Analysis of Opinions of respondents.

Percentage of Returns

Information contained in Table II indicates that of 210 questionnaires sent to administrators, 74 were returned for a return percentage

of 35 percent. Of 560 questionnaires sent to teachers and specialists, 290 responded for a return rate of 52 percent. Of the total 770 questionnaires mailed, 364 were returned for a percentage return rate of 47 percent.

TABLE II
SURVEY OF QUESTIONNAIRE RETURNS

Respondents	No. Sent	No. Returned	% Returned
Administrators	210	74	35
Teachers & Specialists	560	290	52
Group	770	364	47

Demographic Characteristics

Table III contains the information that of those administrators who denoted their sex, 89 percent are male, 1 percent female and 10 percent did not respond to this item. Of those specialists who responded to this item, 12 percent are male, 75 percent are female while 13 percent did not respond. Of the 90 percent of the teachers who indicated sex, 5 percent are male and 85 percent are female. Ten percent of the teachers did not indicate sex. As a combined group, 26 percent of the respondents are male, 63 percent are female, and 11 percent of the group did not respond to this item.

TABLE III
SEX OF RESPONDENTS

Sex	Administrators		Specialists		Teachers		Group	
	No.	%	No.	%	No.	%	No.	%
Male	66	89	25	12	4	5	95	26
Female	1	1	156	75	71	85	228	63
No Response	7	10	26	13	8	10	41	11
Total	74	100	207	100	83	100	364	100

Table IV contains tabulations of the years of teaching experience of respondents. Seventy percent of the administrators responding had 10 years or less of teaching experience while 30 percent indicated 11 years or more. Eighty-six percent of the specialists denoted 10 years or less of teaching experience while 14 percent indicated 11 or more years. One percent of teachers did not respond to this item, 76 percent indicated 10 years or less while 23 percent indicated 11 or more years of teaching experience. Of the total group, 80.5 percent had 10 years or less teaching experience as compared to 19.2 percent with 11 years or more. The percentage of no response to this item was .3 percent.

Table V indicates that 85 percent of the administrators had 10 years or less administrative experience while 15 percent had 11 years or more.

TABLE IV
YEARS OF TEACHING EXPERIENCE

Years	Administrators		Specialists		Teachers		Group	
	No.	%	No.	%	No.	%	No.	%
1 - 2	1	1	62	30	17	21	80	22
3 - 4	4	5	48	23	17	21	69	19
5 - 6	5	7	31	15	12	14	48	13
7 - 8	9	12	10	5	6	7	25	7
9 - 10	33	45	27	13	11	13	71	19.5
11 - over	22	30	29	14	19	23	70	19.2
No response	-	-	-	-	1	1	1	.3
Total	74	100	207	100	83	100	364	100

TABLE V
YEARS OF ADMINISTRATIVE EXPERIENCE

Years	Administrators		Specialists		Teachers		Group	
	No.	%	No.	%	No.	%	No.	%
1 - 2	9	12	6	3	1	1	16	4
3 - 4	15	20	3	1	1	1	19	5
5 - 6	10	14	2	1	1	1	13	4
7 - 8	7	9	1	.5	-	-	8	2
9 - 10	22	30	3	1	-	-	25	7
11 - over	11	15	2	1	2	2	15	4
No response	-	-	190	92.5	78	95	268	74
Total	74	100	207	100	83	100	364	100

Table VI illustrates that of the administrators responding, 10 percent were 1-9 miles from the RESC, 14 percent were 10-19 miles from the RESC, 20 percent were 20-29 miles from the RESC, 16 percent were 30-39 miles away, 12 percent were 40-49 miles away, 27 percent were 50 or more miles from the RESC and 1 percent of the administrators did not respond to this item. Of the specialists responding 19 percent were 1-9 miles from the RESC, 13 percent were 10-19 miles away, 18 percent were 20-29 miles away, 15 percent were 30-39 miles from the RESC, 10 percent were 40-49 miles from the RESC, 23 percent were 50 or more miles from the RESC and 2 percent of the specialists did not respond to this item. Of the teachers responding 16 percent were 1-9 miles from the RESC, 25 percent were 10-19 miles from the RESC, 7 percent were 20-29 miles away, 18 percent were 30-39 miles from the RESC, 21 percent were 50 or more miles from the RESC and 2 percent of the teachers did not respond to this item.

TABLE VI
MILES TO RESPONDENTS REGIONAL CENTER

Miles	Administrators		Specialists		Teachers		Group
	%	No.	%	No.	%	No.	No.
1 - 9	10	7	19	39	16	13	59
10 - 19	14	10	13	28	25	21	59
20 - 29	20	15	18	37	7	6	58
30 - 39	16	12	15	32	18	15	59
40 - 49	12	9	10	20	11	9	38
50 - over	27	20	23	47	21	17	84
No response	1	1	2	4	2	2	7
Total	100	74	100	207	100	83	364

Table VII contains information indicating that 43 percent of the respondents had an ADA of 400 or less students. Seventeen percent indicated an ADA of from 401 to 800 students. Thirty-five percent of the respondents did not indicate ADA.

TABLE VII
DAILY ATTENDANCE OF RESPONDENTS SCHOOL POPULATION

Population	Administrators		Specialists		Teachers		Group	
	No.	%	No.	%	No.	%	No.	%
0 - 200	18	24	23	11	21	25	62	17
201 - 400	35	48	40	19	21	25	96	26
401 - 600	12	16	26	13	4	5	42	12
601 - 800	3	4	13	6	1	1	17	5
801 - 1000	-	-	5	2	-	-	5	1
1001 - over	-	-	14	7	1	1	15	4
No response	6	8	86	42	35	43	127	35
Total	74	100	207	100	83	100	364	100

Table VIII indicates that 12 percent of the administrators were from 20-29 years of age, 45 percent were 30-39 years of age, 16 percent were 40-49 years of age, 20 percent were 50-59 years of age while 7 percent were 60 or over. Forty-six percent of the specialists indicated 20-29 years of age, 24 percent were 30-39 years of age, 16 percent indicated

40-49 years of age, 8 percent indicated 50-59 years of age while 5 percent indicated 60 or over. One percent of the specialists did not respond to this item. Thirty-five percent of the teachers signified 20-29 years of age, 28 percent signified 30-39 years of age, 23 percent were 40-49 years of age, 11 percent indicated 50-59 years of age and 3 percent indicated 60 or more years of age. The group total indicated that 36 percent of the respondents were 20-29 years of age, 29 percent were 30-39 years of age, 18 percent were 40-49 years of age, 11 percent were 50-59 years of age, 5 percent were 60 or over while 1 percent did not indicate age.

TABLE VIII

AGE OF RESPONDENTS

Age	Administrators		Specialists		Teachers		Group	
	No.	%	No.	%	No.	%	No.	%
20 - 29	9	12	93	46	29	35	131	36
30 - 39	33	45	50	24	23	28	106	29
40 - 49	12	16	33	16	19	23	64	18
50 - 59	15	20	17	8	9	11	41	11
60 - over	5	7	11	5	3	3	19	5
No response	-	-	3	1	-	-	3	1
Total	74	100	207	100	83	100	364	100

Table IX depicts that 85 percent of the administrators responding held a masters degree, 46 percent of the specialists held a masters degree and 25 percent of the teachers held a masters degree. Forty-nine percent of the total population responding held masters degrees.

TABLE IX
DEGREES HELD BY RESPONDENTS

	<u>Administrators</u>	<u>Specialists</u>	<u>Teachers</u>	<u>Group</u>	
	No.	No.	No.	No.	%
B. A.	65	191	74	330	91
No response	9	16	9	34	9
M. A.	63	96	21	180	49
No response	11	111	62	184	51

Table X illustrates that 44 percent of the administrators had 1-40 hours above their masters, 9 percent had above 40 hours over their masters and 47 percent did not respond. Twenty-two percent of the specialists had 1-40 hours above their masters while 1 percent had more than 40 hours above their masters with 77 percent of the specialists not responding to this item. Eight percent of the teachers had 20 hours above their masters while 92 percent did not respond to this item.

TABLE X
NUMBER OF HOURS ABOVE MASTERS DEGREE

Hours	Administrators		Specialists		Teachers		Group	
	No.	%	No.	%	No.	%	No.	%
1 - 20	21	28	28	14	7	8	56	15
21 - 40	12	16	16	8	-	-	28	8
41 - 60	4	5	2	1	-	-	6	2
61 - 80	1	1	-	-	-	-	1	.3
81 - 100	2	3	-	-	-	-	2	.7
No response	34	47	161	77	76	92	271	74
Total	74	100	207	100	83	100	364	100

The following data presented deals with the opinions of respondents concerning the quality of services offered by the Regional Education Service Centers.

Figure I is a bar graph depicting the total number of value responses selected by the group for the five service areas. The graph illustrates that the highest number of responses to each service area were in the value categories of strongly agree and agree. Choice values for Figure I are as follows: (1) strongly agree, (2) agree, (3) disagree, (4) strongly disagree and (5) no information.

Appendix F presents the tabulations by respondent groups of the number of times a particular value choice was made for the categories: strongly agree, agree, disagree, strongly disagree and no information.

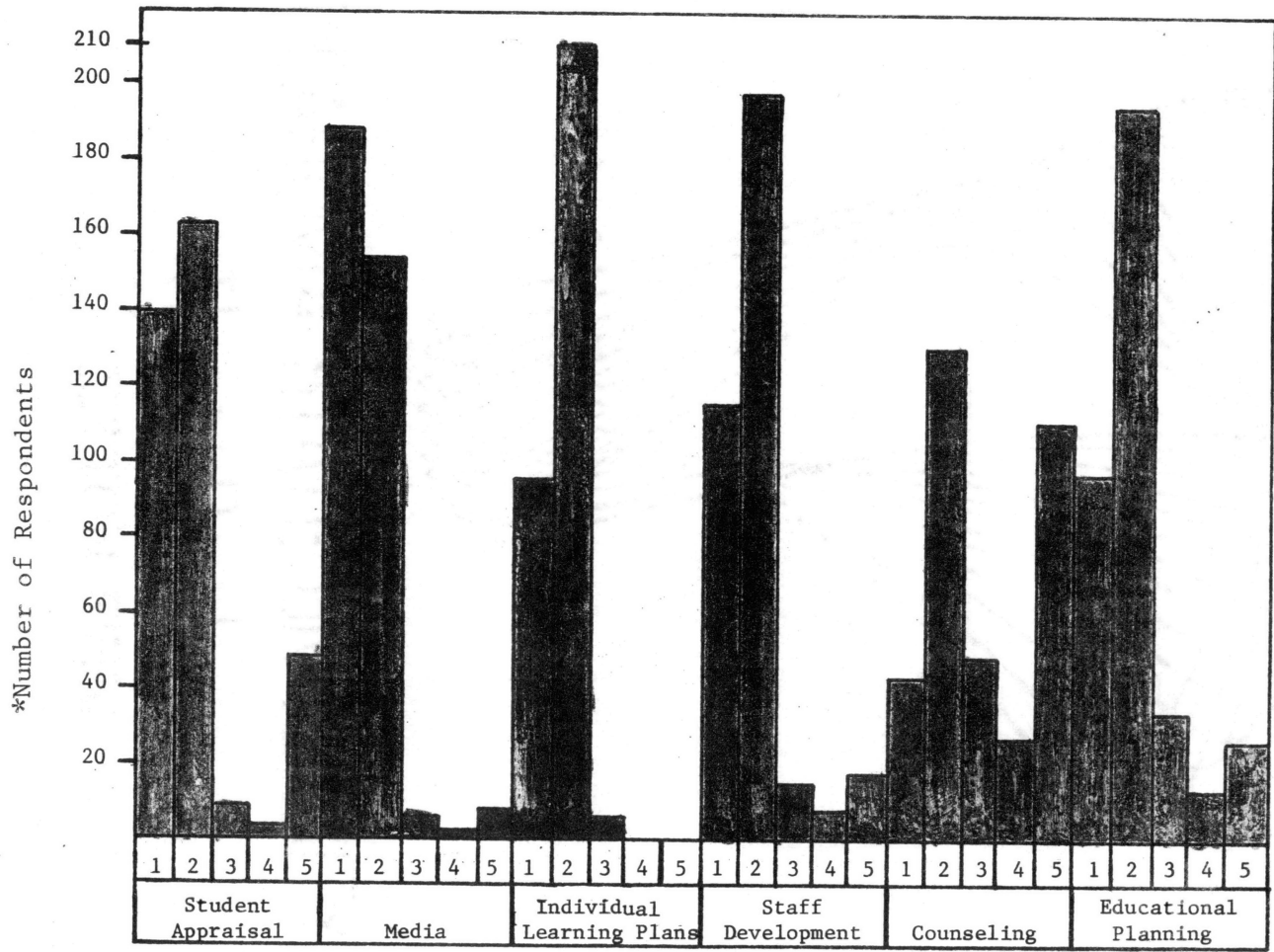


Figure 1. Group Evaluations of the Services Provided by the RESC (Quality of Services)

*See Appendix E for frequencies of responses for needs assessment.

Astericks indicate those questions to which the responses of the three groups differed significantly using Chi square statistical analysis.

Needs Assessment

Appendix G presents the tabulations by respondent groups of the number of times a particular value choice was made for the categories (more than adequate, adequate, insufficient, and no response). Astericks indicate those questions to which the responses of the three groups differed significantly using Chi square statistical analysis.

Figure II is a bar graph depicting the total number of value responses selected by the group in the needs assessment section for the five service areas. The graph demonstrates that the adequate response was most frequently selected. Choice values for Figure II are as follows: (1) more than necessary, (2), (3) adequate, (4) and (5) insufficient.

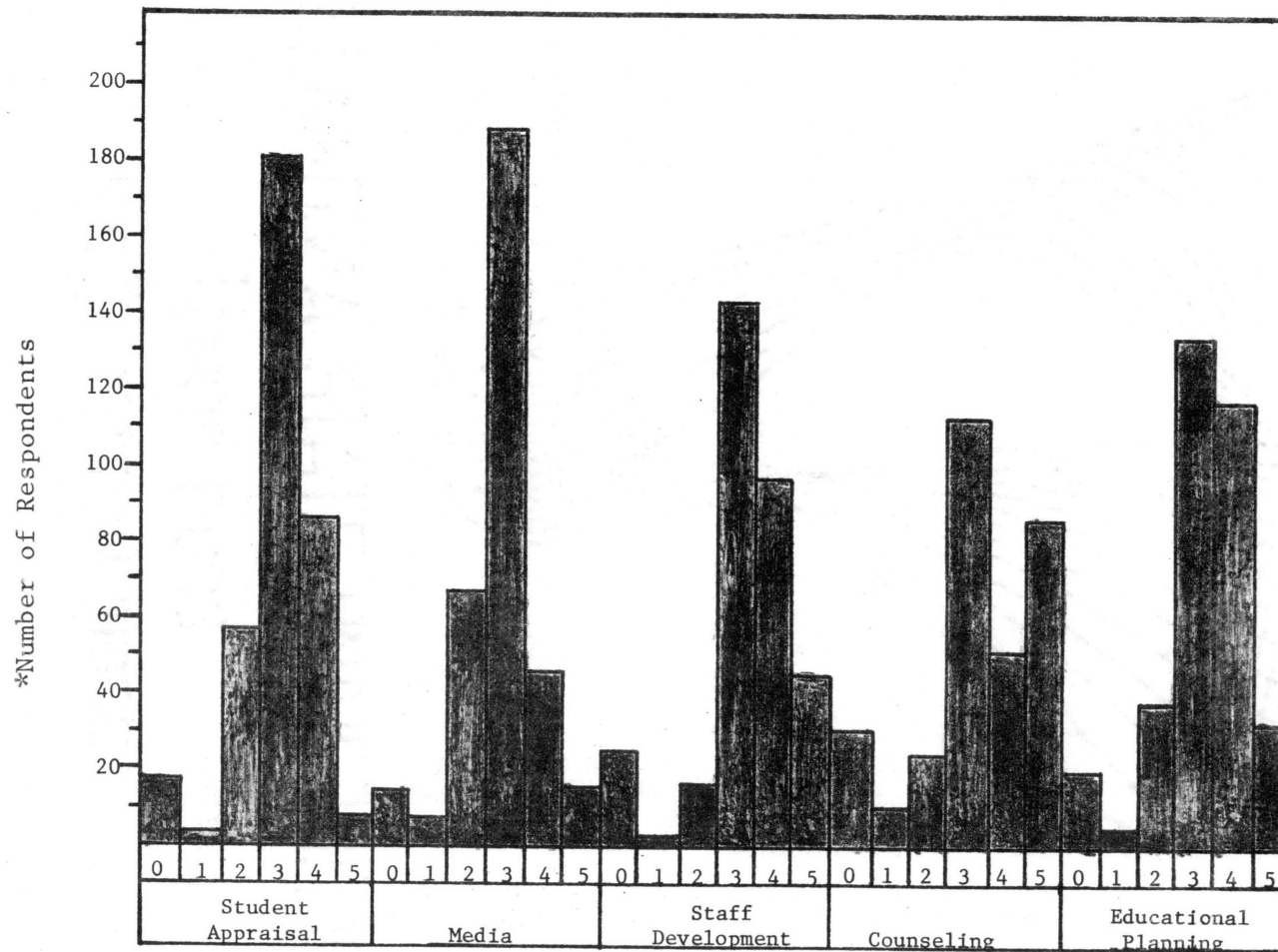


Figure 2. Group Evaluations of the Amount of Services Provided by the RESC
 *See Appendix E for frequencies of responses for needs assessment.

CHAPTER IV

TREATMENT OF DATA AND SUMMARY OF RESULTS

Statistical Treatment of Data

A nonparametric method may be defined as a statistical test in which no hypothesis is made about specific values of parameters. Not only do the nonparametric methods make it possible to overcome some of the difficulties associated with many parametric methods, but they also have certain other advantages:

1. Many nonparametric methods provide easy, 'short-cut' tests that have much less mathematical detail ~~and~~ are simpler to understand.
2. Many nonparametric methods may be used to test data that are not exact in any numerical sense but which, in effect, are simply rankings.
3. Many nonparametric methods make it possible to work with very small samples. This is particularly helpful to the researcher collecting pilot study data or the medical researcher working with a rare disease (Clark, 1974, pp. 370-372).

A chi square test was employed to determine if significant differences existed in the following: Between group (administrators, specialists, teachers) opinions concerning each individual question; between group opinions regarding each service area; between group opinions regarding needs assessment of the service areas; and between opinions of respondents of different demographic characteristics concerning service areas and needs assessment in the service areas. If an observed chi square is equal to or greater than the value give in a Table of Critical

Values of Chi Square for a particular level of significance, at a particular degree of freedom, the two sets differ significantly.

Siegel states that:

When the research consists of frequencies in discrete categories, the X^2 test may be used to determine the significance of differences between two independent groups (Siegel, 1956, pp. 50-51).

Materials suggested were appropriate for remediation with specific students - Table XI shows the frequencies with which administrators, specialists and teachers responded to the above question and also in categorization for Strongly Agree, Agree, Disagree and Strongly Disagree. Chi square was significant at the .05 level.

The library hours made it convenient for me to personally select materials - Table XII displays the frequencies with which administrators, specialists and teachers responded to the above question and also the categorization for Strongly Agree, Agree, Disagree and Strongly Disagree. Chi square was significant at the .05 level.

The library system for locating materials is easily understood - Table XIII shows the frequencies with which administrators, specialists and teachers responded to the above question and also the categorization for Strongly Agree, Agree, Disagree and Strongly Disagree. Chi square was significant at the .02 level.

Teachers should be given the opportunity to suggest materials for purchase - Table XIV illustrates the frequencies with which administrators, specialists and teachers responded to the above question and also the categorization for Strongly Agree, Agree, and Disagree. Chi square was significant at the .001 level.

TABLE XI

 χ^2 TABLE FOR QUESTION 13 (QUALITY OF SERVICES)

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Observed	Expected	Observed	Expected	Observed	Expected	Observed	Expected	
Specialists	70	61.7	92	95.3	3	8.0	4	4.0	169
Teachers	25	26.3	39	40.6	7	3.4	1	1.7	72
Administrators	13	20.1	36	31.0	4	2.6	2	1.3	55
Total	108		167		14		7		296

 $\chi^2(6) - 12.98, p .05$

TABLE XII
 χ^2 TABLE FOR QUESTION 15

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Observed	Expected	Observed	Expected	Observed	Expected	Observed	Expected	
Specialists	60	51.3	76	84.0	27	29.6	18	16.1	181
Teachers	17	17.9	27	29.2	13	10.3	6	5.6	63
Administrators	6	13.9	33	22.7	8	8.0	2	4.4	49
Total	83		136		48		26		293

$\chi^2(6) = 14.02, p .05$

TABLE XIII
 χ^2 TABLE FOR QUESTION 16

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Observed	Expected	Observed	Expected	Observed	Expected	Observed	Expected	
Specialists	55	47.2	79	92.7	23	18.4	5	3.7	162
Teachers	15	16.9	37	33.2	6	6.6	0	1.3	58
Administrators	7	12.8	35	25.2	1	5.0	1	1.0	44
Total	77		151		30		6		264

$\chi^2(6) - 16.62, p .02$

TABLE XIV
 χ^2 TABLE FOR QUESTION 17

Group	Strongly Agree		Agree		Disagree		Total
	Observed	Expected	Observed	Expected	Observed	Expected	
Specialists	115	91.9	74	91.3	0	3.8	189
Teachers	21	34.0	43	33.8	6	2.2	70
Administrators	21	31.1	39	30.9	4	2	64
Total	157		156		10		323

$\chi^2(4) = 36.67, p .001$

The individualized program format was easy to read - Table XV displays the frequencies with which administrators, specialists and teachers responded to the above question and also the categorization for Strongly Agree, Agree, Disagree and Strongly Disagree. Chi square was significant at the .05 level.

The individualized program was easy to implement - Table XVI depicts the frequencies with which administrators, specialists and teachers responded to the above question and also the categorization of Strongly Agree, Agree, Disagree and Strongly Disagree. Chi square was significant at the .02 level.

Methods and material recommended for specific children also proved to be useful with other children with similar problems - Table XVII shows the frequencies with which administrators, specialists and teachers responded to the above question and also the categorization for Strongly Agree, Agree, Disagree and Strongly Disagree. Chi square was significant at the .02 level.

Adequate individual counseling was provided - Table XVIII displays the frequencies with which administrators, specialists and teachers responded to the above question and also the categorization for Strongly Agree, Agree, Disagree and Strongly Disagree. Chi square was significant at the .02 level.

I received a progress report concerning counseling sessions - Table XIX depicts the frequencies with which administrators, specialists and teachers responded to the above question and also the categorization for Strongly Agree, Agree, Disagree and Strongly Disagree. Chi square was significant at the .01 level.

TABLE XV
 χ^2 TABLE FOR QUESTION 18

Group	<u>Strongly Agree</u>		<u>Agree</u>		<u>Disagree</u>		<u>Strongly Disagree</u>		Total
	Observed	Expected	Observed	Expected	Observed	Expected	Observed	Expected	
Specialists	38	27.9	84	92.9	5	7.1	2	1.0	129
Teachers	7	12.1	44	40.3	5	3.1	0	0.5	56
Administrators	6	11.0	42	36.7	3	2.8	0	0.5	31
Total	51		170		13		2		236

$\chi^2(6) = 13.54, p .05$

TABLE XVI
 χ^2 TABLE FOR QUESTION 19

Group	<u>Strongly Agree</u>		<u>Agree</u>		<u>Disagree</u>		<u>Strongly Disagree</u>		Total
	Observed	Expected	Observed	Expected	Observed	Expected	Observed	Expected	
Specialists	30	22	74	81.8	21	20.3	3	3.9	128
Teachers	7	9.8	35	36.4	13	9.1	2	1.7	57
Administrators	3	8.3	40	30.7	3	7.6	2	1.4	48
Total	40		149		37		7		233

$\chi^2(6) = 15.68, p .02$

TABLE XVII
 χ^2 TABLE FOR QUESTION 23

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Observed	Expected	Observed	Expected	Observed	Expected	Observed	Expected	
Specialists	60	53.7	104	107.3	1	3.4	0	.6	165
Teachers	23	22.3	45	45.6	1	1.4	1	.2	70
Administrators	11	17.6	39	35.1	4	1.1	0	.2	54
Total	94		188		6		1		289

$\chi^2(6) = 16.11, p .02$

TABLE XVIII

 χ^2 TABLE FOR QUESTION 34

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Observed	Expected	Observed	Expected	Observed	Expected	Observed	Expected	
Specialists	18	18.3	45	48.9	38	35.4	22	20.4	123
Teachers	14	7.0	18	18.7	11	13.5	4	7.8	47
Administrators	12	8.8	23	23.4	17	17.0	12	9.8	59
Total	34		91		66		38		229

 $\chi^2(6) = 16.64, p .02$

TABLE XIX
 χ^2 TABLE FOR QUESTION 37

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Observed	Expected	Observed	Expected	Observed	Expected	Observed	Expected	
Specialists	5	7.4	18	25.3	19	12.7	10	6.6	52
Teachers	7	3.7	16	12.7	2	6.3	1	3.3	26
Administrators	5	5.8	24	20.0	8	10.0	4	5.2	41
Total	17		58		29		15		119

$\chi^2(6) = 17.82, p .01$

The center maintains communication with public agencies and interested civic groups (county health, Lions club, service legions, etc.) - Table XX shows the frequencies with which administrators, specialists and teachers responded to the above question and also the categorization for Strongly Agree, Agree, Disagree and Strongly Disagree. Chi square was significant at the .01 level.

The supply of materials provided for grades K-6 is. . . - Table XXI illustrates the frequencies with which administrators, specialists and teachers responded to question 13 of the needs assessment section and also the categorization for More than Adequate, Adequate, Insufficient and No Response. Chi square is significant at the .05 level.

The individualized program format was easy to read -

The individualized program was easy to implement -

Methods recommended were familiar to me -

I was familiar with most materials recommended -

Individualized programs are re-evaluated and modified by center personnel as the need arises -

Methods and material recommended for specific children also proved to be useful with other children with similar problems -

Individualized programs were concise - Table XXII illustrates the frequencies with which the administrators, specialists and teachers responded to the questions above and also the categorization for Agree and Disagree. Chi square was significant at the .01 level.

TABLE XX
 χ^2 TABLE FOR QUESTION 44

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Observed	Expected	Observed	Expected	Observed	Expected	Observed	Expected	
Specialists	18	18.2	38	33.0	10	16.0	5	3.8	71
Teachers	12	6.4	7	11.6	5	5.6	1	1.4	25
Administrators	3	8.4	15	15.3	14	7.5	1	1.8	33
Total	33		60		29		7		129

$\chi^2(6) = 19.94, p .01$

TABLE XXI

 χ^2 TABLE FOR QUESTION 13 (NEEDS ASSESSMENT)

Group	More than Adequate (1)		(2)		Adequate (3)		(4)		Insufficient (5)		Total
	Observed	Expected	Observed	Expected	Observed	Expected	Observed	Expected	Observed	Expected	
Specialists	13	9.4	33	27.6	102	106.6	25	28.3	16	17.1	189
Teachers	2	3.5	10	10.2	46	39.5	8	10.5	4	6.3	70
Administrators	1	3.1	4	9.1	33	34.9	15	9.3	9	5.6	62
Totals	16		47		181		48		29		321

 $\chi^2(8) = 16.15, p .05$

TABLE XXII
 χ^2 TABLE FOR GROUP RESPONSES FOR SERVICE AREA 3

Group	Agree		Disagree		Total
	Observed	Expected	Observed	Expected	
Specialists	98	84.2	109	122.8	207
Teachers	27	33.7	56	49.3	83
Administrators	23	30.1	51	43.9	74
Total	148		216		364

$$\chi^2(2) = 8.92, p .01$$

Adequate individual counseling was provided -

Parent conferences conducted were beneficial -

The students' behavior appeared to improve after counseling -

I received a progress report concerning counseling sessions - Table XXIII illustrates the frequencies with which the administrators, specialists and teachers responded to the questions above and also the categorization for Agree and Disagree. Chi square was significant at the .001 level.

The number of inservice workshops is. . . -

Instruction for teachers on how to administer diagnostic (reading, math, language, arts, etc.) tests has been. . . - Table XXIV illustrates the frequencies with which administrators, specialists and teachers responded to the questions above and also the categorization of Agree and Disagree. Chi square was significant at the .01 level.

TABLE XXIII

 χ^2 TABLE FOR GROUP RESPONSES FOR SERVICE AREA 5

Group	Agree		Disagree		Total
	Observed	Expected	Observed	Expected	
Specialists	94	89.9	113	117.1	207
Teachers	45	36.0	38	47.0	83
Administrators	19	32.1	55	41.9	74
Total	158		206		364

 $\chi^2(2) = 13.76, p .001$

TABLE XXIV

 χ^2 TABLE FOR GROUP RESPONSES FOR NEEDS ASSESSMENT (SERVICE AREA 4)

Group	Agree		Disagree		Total
	Observed	Expected	Observed	Expected	
Specialists	12	21.6	195	185.4	207
Teachers	16	8.7	67	74.3	83
Administrators	10	7.7	64	66.3	74
Total	38		326		364

 $\chi^2(2) = 12.45, p .01$

The quantity of counseling services provided is. . . - Table XXV illustrates the frequencies with which administrators, specialists and teachers responded to the above question and also the categorization of Agree and Disagree. Chi square was significant at the .05 level.

TABLE XXV

χ^2 TABLE FOR GROUP RESPONSES FOR NEEDS ASSESSMENT (SERVICE AREA 5)

Group	Agree		Disagree		Total
	Observed	Expected	Observed	Expected	
Specialists	38	47.2	169	159.8	207
Teachers	26	18.9	57	64.1	83
Administrators	19	16.9	55	57.1	74
Total	83		281		364

$$\chi^2(2) = 6.09, p .05$$

Table XXVI illustrates the frequencies with which the respondent of varying grade level involvement answered the above question and also the categorization of Agree and Disagree. Chi square was significant at the .05 level.

Table XXVII illustrates the frequencies with which respondents working in schools of varying average daily attendance answered the above question and also the categorization of Agree and Disagree. Chi square was significant at the .001 level.

TABLE XXVI

χ^2 TABLE FOR DEMOGRAPHIC CHARACTERISTIC (GRADE LEVEL INVOLVEMENT)
AFFECTING RESPONDENTS' OPINIONS OF SERVICE AREA 5
(NEEDS ASSESSMENT)

Grade	Agree		Disagree		Total
	Observed	Expected	Observed	Expected	
K - 3	14	19.4	72	66.6	86
4 - 6	16	11.5	35	39.5	51
7 - 9	4	5.2	19	17.8	23
10 - 12	8	3.8	9	13.2	17
Ungraded	33	35.0	122	120.0	155
Total	75		257		332

$\chi^2(4) = 10.53, p .05$

TABLE XXVII

χ^2 TABLE FOR DEMOGRAPHIC CHARACTERISTIC (AVERAGE DAILY ATTENDANCE)
AFFECTING RESPONDENTS' OPINIONS OF SERVICE AREA 5
(NEEDS ASSESSMENT)

Attendance	Agree		Disagree		Total
	Observed	Expected	Observed	Expected	
0 - 100	14	6.4	11	18.6	25
101 - 200	8	9.5	29	27.5	37
201 - 300	19	15.6	42	45.4	61
301 - 400	8	9.0	27	26.0	35
401 - 500	2	5.4	19	15.6	21
501 - 600	1	5.4	20	15.6	21
601 - 700	0	2.6	10	7.4	10
701 - 800	2	1.8	5	5.2	7
801 - 900	4	1.5	2	4.5	6
901 - 1000	3	3.8	12	11.2	15
Total	61		177		238

$\chi^2(9) = 30.21, p .001$

Thorough screening was completed in grades K-3 -
The time between the referral and service was not detrimental -
The psychological test confirmed my opinion of the ability of
the student referred -
The test write-ups were easily understood -
The test write-ups were relevant to my work with the student -
The recommendations were useful and practical for the student -
I felt that placement or non-placement of the child was usually
appropriate -

The diagnostic assessment of the student's performance (math,
reading, language, arts, etc.) correlated with what I observed of his
performance -

The number of consultations about each student was adequate - Table
XXVIII illustrates the frequencies with which respondents of varying
ages answered the questions above and also the categorization for Agree
and Disagree. Chi square was significant at the .02 level.

Table XXIX illustrates the frequencies with which respondents of
varying proximity to the centers answered the questions above and also
the categorization for Agree and Disagree. Chi square was significant
at the .01 level.

TABLE XXVIII

χ^2 TABLE FOR DEMOGRAPHIC CHARACTERISTIC (AGE) AFFECTING
RESPONDENTS' OPINIONS OF
SERVICE AREA I

Age	Agree		Disagree		Total
	Observed	Expected	Observed	Expected	
60 or above	5	9.7	14	9.3	19
50 - 59	25	21.0	16	20.	41
40 - 49	41	33.2	24	31.8	65
30 - 39	55	54.2	51	51.8	106
20 - 29	59	66.9	72	64.1	131
Total	185		177		362

$\chi^2(4) = 11.95, p .02$

TABLE XXIX

χ^2 TABLE FOR DEMOGRAPHIC CHARACTERISTIC (PROXIMITY)
AFFECTING RESPONDENTS' OPINIONS
OF SERVICE AREA I

Miles	Agree		Disagree		Total
	Observed	Expected	Observed	Expected	
1	27	30.7	32	28.3	59
10	36	30.7	23	28.3	59
20	37	30.7	22	28.3	59
30	33	30.7	26	28.3	59
40	15	19.7	23	18.3	38
50	27	35.3	41	32.7	68
Over 50	11	8.3	5	7.7	16
Total	186		172		358

$\chi^2(6) = 14.22, p .01$

The center works closely with specialists (reading, speech, school nurse, etc.) employed by the school district -

Effective communication is maintained between the center and the school -

Information concerning the implementation of new programs has been disseminated from the center -

The center personnel has been instrumental in the planning of curriculum for special students in our school -

The center considers the needs of individual schools when planning services -

The center has been helpful in promoting a better understanding and acceptance of special education in our community -

The center maintains communication with public agencies and interested civic groups (county health, Lions club, service leagues, etc.) -
Table XXX illustrates the frequencies with which respondents of varying ages responded to the questions above and also the categorization for Agree and Disagree. Chi square was significant at the .02 level.

Equipment was accessible for me to utilize materials which were available from the RESC -

Adequate checkout time was allowed to enable the utilization of materials -

Materials were available to meet the interests and ability level of my students -

Materials suggested were appropriate for remediation with specific students -

I have little difficulty locating specific materials in the media library -

TABLE XXX

χ^2 TABLE FOR DEMOGRAPHIC CHARACTERISTIC (AGE) AFFECTING
RESPONDENTS' OPINIONS OF SERVICE AREA 6

Age	Agree		Disagree		Total
	Observed	Expected	Observed	Expected	
60 or above	3	6.2	16	12.8	19
50-59	17	13.5	24	27.5	41
40-49	26	21.4	39	43.6	65
30-39	42	34.8	64	71.2	106
20-29	31	43.1	100	87.9	131
Total	119		243		362

$$\chi^2(4) = 12.60, p .02$$

The library hours made it convenient for me to personally select materials -

The library system for locating materials is easily understood -

Teachers should be given the opportunity to suggest materials for purchase - Table XXXI illustrates the frequencies with which respondents of varying proximity to RESC responded to the questions above and on the preceding page and also the categorization for Agree and Disagree. Chi square was significant at the .001 level.

The amount of materials provided is. . . -

The amount of equipment available is. . . -

The supply of materials provided for grades K through 6 is. . . -

The supply of materials provided for grades 7 through 12 is. . . -

TABLE XXXI

χ^2 TABLE FOR DEMOGRAPHIC CHARACTERISTIC (PROXIMITY) AFFECTING
RESPONDENTS' OPINIONS OF SERVICE AREA 2

Miles	Agree		Disagree		Total
	Observed	Expected	Observed	Expected	
1	45	32.3	14	26.7	59
10	42	32.3	17	26.7	59
20	32	32.3	27	26.7	59
30	26	32.3	33	26.7	59
40	20	20.8	18	17.2	38
50	7	8.8	9	7.2	16
Over 50	24	37.2	44	30.8	68
Total	196		162		358

$\chi^2(6) = 31.43, p .001$

Table XXXII illustrates the frequencies with which respondents of varying administrative experience responded to the questions on the preceding page and also the categorization for Agree and Disagree. Chi square was significant at the .05 level.

TABLE XXXII

χ^2 TABLE FOR DEMOGRAPHIC CHARACTERISTIC (YEARS OF ADMINISTRATIVE EXPERIENCE) AFFECTING RESPONDENTS' OPINIONS OF SERVICE AREA 2 (NEEDS ASSESSMENT)

Years Administrative Experience	Agree		Disagree		Total
	Observed	Expected	Observed	Expected	
1	1	1.8	6	5.2	7
2	0	.5	2	1.5	2
3	1	2.6	9	7.4	10
4	1	1.3	4	3.7	5
5	5	1.3	0	3.7	5
6	1	1.3	4	3.7	5
7	0	.5	2	1.5	2
8	1	1.3	4	3.7	5
9	3	1.5	3	4.5	6
10	4	4.1	12	11.9	16
Over 10	2	2.8	9	8.2	11
Total	19		55		74

$\chi^2(10 = 20.06, p .05$

Findings

This study looks at services provided by the Regional Education Service Centers of Oklahoma through the eyes of its clientele (public school personnel). Presentation of the respondent opinions of the quality

of service and needs assessment has been given in the preceding chapter.

A selected response of the agree or strongly agree value paired with the positive statement about the service would indicate that the respondent had a favorable opinion about quality of that service. A selected response of disagree or strongly disagree value paired with the positive statement about the service would indicate that the respondent's opinion of the quality of that service was unfavorable.

Following will be a summary of the findings in each of the service areas.

Quality of Services

1. Student Appraisal - (a) Are diagnostic and evaluative services available? (b) Do center personnel analyze placement alternatives and recommend special placement?

Of the survey population (administrators, specialists, and teachers) 83 percent expressed positive opinions about the quality of student appraisal services offered by the RESC by selecting the Strongly Agree or Agree value categories. Four percent of the survey population expressed negative opinions about the quality of service in the student appraisal area by selecting the Disagree or Strongly Disagree value category. Thirteen percent of the survey population indicated that they had not received this service.

2. Media - (a) Do centers maintain a wide variety of media and equipment for use with the student who has special needs?

Of the surveyed population 95 percent expressed favorable opinions about the quality of media service offered by the RESC by selecting the Agree or Strongly Agree response; 2 percent of the survey population

expressed unfavorable opinions about the quality media services offered by selecting the Disagree or Strongly Disagree response; while 3 percent indicated that they had not received this service.

3. Individualized Learning Plans - (a) Are teachers aided in the development of prescriptive learning plans?

Of the survey population, 83 percent voiced favorable opinions about quality of the RESC service of individualized learning plans by selecting the Agree or Strongly Agree value category; 2 percent expressed unfavorable opinions about the quality of individualized learning plans by marking the Disagree or Strongly Disagree responses; 15 percent indicated that they had not received this service.

4. Staff Development - (a) Are workshops planned and conducted to keep teachers aware of the latest methods and media?

Of the survey population 87 percent denoted positive opinions about the quality of staff development offered by the RESC by selecting the Agree or Strongly Agree value category; 7 percent responded with negative opinions about the quality of staff development by marking Disagree or Strongly Disagree responses; 6 percent denoted that they had not received this service.

5. Counseling - (a) Are visiting counselor services available for exceptional students?

Of the survey population 48 percent indicated favorable opinions about the quality of counseling provided by the RESC by selecting the Agree or Strongly Agree response; 21 percent expressed unfavorable opinions about the quality of counseling by marking the Disagree or Strongly Disagree response; 31 percent of the survey population indicated that they had not received this service.

6. Educational Planning - (a) Does center personnel assist in curriculum improvement and establishment of new special education classes?

Of the surveyed population 80 percent expressed positive opinions about the quality of educational planning service offered by the RESC by choosing the Agree or Strongly Agree response; 13 percent indicated negative opinions by marking the Disagree or Strongly Disagree value category, 7 percent indicated that they had not received this service.

Needs Assessment

A selection of value one or two (more than necessary), (1) or between more than necessary and adequate (2) indicates a favorable opinion of the amount of service received in that area. A selection of value three (adequate) indicates that the respondent was satisfied with the amount of service received in that area. A selection of value four or five (between adequate and insufficient) (4) and insufficient (5) indicates an unfavorable opinion of the amount of service provided.

Of the respondents 19 percent indicated that the amount of service in the student appraisal area is more than necessary; 53 percent indicated that the amount of service in the student appraisal area is adequate; 28 percent responded that the amount of service in this area was insufficient.

Of the respondents 24 percent indicated that the amount of service in the media area is more than necessary; 55 percent indicated that the amount of service in the media area is adequate; 21 percent responded that the amount of service in this area was insufficient.

Of the respondents 7 percent indicated that the amount of service in the Staff Development area is more than necessary; 44 percent

indicated that the amount of service in the staff development area is adequate; 49 percent responded that the amount of service in this area is insufficient.

Of the respondents 14 percent indicated that the amount of service in the counseling area is more than necessary; 38 percent indicated that the amount of service in the counseling area is adequate; 48 percent responded that the amount of service in this area was insufficient.

Of the respondents 14 percent indicated that the amount of service in the educational planning area is more than necessary; 42 percent indicated that the amount of service in the educational planning area is adequate; 44 percent responded that the amount of service in this area was insufficient.

Conclusions

1. Of the respondents receiving the services, the majority were satisfied with the quality of these services.
2. The percentage of respondents not receiving the counseling service was twice as high as the percentage of respondents not receiving service in any other areas. Also the counseling area received the lowest percentage of favorable opinions regarding quality of service. On the needs assessment section of the questionnaire, counseling received the second highest percentage of responses indicating that the amount of service provided was insufficient.
3. Staff Development was the area pinpointed by the survey population as needing the most increase in the amount of service provided.
4. In the area of Educational Planning, a slightly higher percentage of respondents felt that more service was needed than felt that it was adequate.

5. Media was the area receiving the most positive response regarding quality of services. Media also received the smallest percentage of responses indicating that service had not been received in that area. Media received the highest percentage of responses indicating that the amount of service received was adequate.

6. The vast majority of respondents (users of the center) were female.

7. Over 60 percent of the respondents were below 39 years of age.

8. The majority of teaching personnel had six years or less of teaching experience.

9. Twice as many of the respondents, answering this time, worked in schools having an average daily attendance of 400 or less than worked in schools of higher average daily attendance.

10. The proximity of the respondent to the RESC significantly affected his opinion of the quality of service offered in the areas of media and student appraisal.

11. The age of the respondent significantly affected his opinion of the quality of service offered in the areas of student appraisal and educational planning.

12. The three groups differed significantly in their opinions regarding quality of service offered in the areas of individual learning plans and counseling. Their opinions also differed regarding the amount of service provided in the areas of staff development and counseling.

13. Years of administrative experience significantly affected the respondents opinion regarding the amount of media provided.

14. The grade level involvement of the respondent affected his opinion of the amount of counseling provided.

15. The ADA of the school where the respondent worked affected significantly his opinion of the amount of counseling.

Recommendations

1. Findings indicate that counseling services were not perceived by the clientele as either adequate in amount of satisfactory quality. Therefore, this service does not appear to be a viable objective of the RESC and should be deleted if more adequate service cannot be provided in this area.

2. A need for more staff development was expressed by the clientele. Each RESC staff should actively assess the specific needs for staff development and continually provide programs to meet those regional needs.

3. Since the proximity of the respondent to the RESC affected his opinion of the services received in the areas of media and student appraisal, it would seem feasible to consider stationing personnel and media (if possible) in closer proximity to several schools (e. g. satellite offices rather than centralization of media and personnel). This could be accomplished while still retaining the administrative and organizational structure of the RESC.

4. As a result of the respondents indicating more service is needed in educational planning, the RESC should become more active in disseminating information about available funding, new legislation regarding special education, and trends in curriculum development. Quarterly meetings of regional school administrators should be considered as a vehicle for the dissemination of such information.

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APPENDIX A

SURVEY QUESTIONNAIRE

GENERAL INFORMATION

Please circle the appropriate response:

1. Male or Female
2. Choose only one:
I am a: Special Education Teacher, Regular Classroom Teacher, Reading Specialist, Speech Therapist, School Administrator, or other _____
(specify)
3. Years of Teaching Experience: 1,2,3,4,5,6,7,8,9,10 or over.
4. Years of Administrative Experience. 1,2,3,4,5,6,7,8,9,10 or over.
5. What grade level or levels are you currently teaching? Circle one, or more than one, if appropriate.
K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, ungraded.
6. How many miles is it from your school to your regional service center?
(Round to the nearest 10) 1, 10, 20, 30, 40, 50 miles or over.
7. What is the total average daily attendance for your school population?

8. Check the range in which your age falls.
60 or above _____
50-59 _____
40-49 _____
30-39 _____
20-29 _____
9. Please indicate level of academic training, the major at each level, and year received.
_____ Bachelor's Degree major _____ year received _____
_____ Master's Degree major _____ year received _____
_____ Hours above Masters major _____

The purpose of this section of the survey is to ascertain the opinions of school personnel concerning various aspects of services offered by Oklahoma Regional Education Service Centers.

INSTRUCTIONS:

Please rate each statement on a scale from Strongly Agree to Strongly Disagree by circling the appropriate number. Use the rating scale only if you have received the service mentioned in the statement; if not, please select the no information response. Please mark your first impression, it is not necessary to ponder each statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Information
	1	2	3	4	NI
1. Thorough screening was completed in grades K-3.	1	2	3	4	NI
2. The time between the referral and service was not detrimental.	1	2	3	4	NI
3. The psychological test confirmed my opinion of the ability of the student referred.	1	2	3	4	NI
4. The test writeups were easily understood.	1	2	3	4	NI
5. The test writeups were relevant to my work with the student.	1	2	3	4	NI
6. The recommendations were useful and practical for the student.	1	2	3	4	NI
7. I felt that the placement or non-placement of the child was usually appropriate.	1	2	3	4	NI
8. The diagnostic assessment of the student's performance (math, reading, language arts etc.) correlated with what I observed of his performance.	1	2	3	4	NI
9. The number of consultations about each student were adequate.	1	2	3	4	NI
10. Equipment was accessible for me to utilize materials which were available from the RESC.	1	2	3	4	NI
11. Adequate check out time was allowed to enable the utilization of materials.	1	2	3	4	NI
12. Materials were available to meet the interests and ability level of my students.	1	2	3	4	NI
13. Materials suggested were appropriate for remediation with specific students.	1	2	3	4	NI

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Information
	1	2	3	4	NI
34. Adequate individual counseling was provided.	1	2	3	4	NI
35. Parent conferences conducted were beneficial to the student.	1	2	3	4	NI
36. The student's behavior appeared to improve after counseling.	1	2	3	4	NI
37. I received a progress report concerning counseling sessions.	1	2	3	4	NI
38. The center works closely with specialists (reading, speech, school nurse, etc.) employed by the school district.	1	2	3	4	NI
39. Effective communication is maintained between the center and the school.	1	2	3	4	NI
40. Information concerning the implementation of new programs has been disseminated from the center.	1	2	3	4	NI
41. The center personnel has been instrumental in the planning of curriculum for special students in our school.	1	2	3	4	NI
42. The center considers the needs of individual schools when planning services.	1	2	3	4	NI
43. The center has been helpful in promoting a better understanding and acceptance of special education in our community.	1	2	3	4	NI
44. The center maintains communication with public agencies and interested civic groups (county health, Lions Club, service leagues, etc.)	1	2	3	4	NI

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Information
	1	2	3	4	NI
14. I have little difficulty locating specific materials in the media library.	1	2	3	4	NI
15. The library hours made it convenient for me to personally select materials	1	2	3	4	NI
16. The library system for locating materials is easily understood.	1	2	3	4	NI
17. Teachers should be given the opportunity to suggest materials for purchase.	1	2	3	4	NI
18. The individualized program format was easy to read.	1	2	3	4	NI
19. The individualized program was easy to implement.	1	2	3	4	NI
20. Methods recommended were familiar to me.	1	2	3	4	NI
21. I was familiar with most materials recommended.	1	2	3	4	NI
22. Individualized programs are re-evaluated and modified by center personnel as the need arises.	1	2	3	4	NI
23. Methods and material recommended for specific children can also proved to be useful with other children with similiar problems.	1	2	3	4	NI
24. Individualized programs were concise.	1	2	3	4	NI
25. Adequate professional materials are available for my use from the library.	1	2	3	4	NI
26. Workshops were well organized and run smoothly.	1	2	3	4	NI
27. My suggestions were solicited concerning the content of workshops.	1	2	3	4	NI
28. I participated actively in the workshops.	1	2	3	4	NI
29. The inservice provided was applicable to my classroom.	1	2	3	4	NI
30. I was able to implement ideas and methods learned at the Center workshops in my classroom.	1	2	3	4	NI
31. I was notified about workshops far enough in advance.	1	2	3	4	NI
32. The center has been instrumental in furthering the understanding of the regular classroom teacher and administrator concerning the needs and characteristics of special students.	1	2	3	4	NI
33. The center was instrumental in facilitating opportunities for school administrators to share problems and ideas in the area of special education.	1	2	3	4	NI

The primary purpose of these centers is to facilitate equal educational opportunities for all exceptional children. The centers services include but are not limited to the following:

1. Student Appraisal
2. Media
3. Individualized learning plans
4. Staff development
5. Counseling
6. Educational Planning

This section of the survey deals with a needs assessment of services as expressed by the school personnel.

INSTRUCTIONS:

Following are statements about Regional Education Service Centers. Please indicate your personal opinion concerning each statement by circling the appropriate response at the right of the statement. Please mark your first impression, it is not necessary to ponder each statement.

	More than necessary		Adequate		Insufficient
	1	2	3	4	5
1. The quantity of counseling services provided is	1	2	3	4	5
2. The number of inservice workshops is	1	2	3	4	5
3. The quantity of diagnostic testing (reading, math, language arts, etc.) is	1	2	3	4	5
4. The quantity of psychological testing is	1	2	3	4	5
5. The amount of materials provided is	1	2	3	4	5
6. The amount of equipment available is	1	2	3	4	5
7. The number of professionals on the center staff is	1	2	3	4	5
8. The center involvement in public relations in the community is	1	2	3	4	5
9. The number of educational writeups is	1	2	3	4	5
10. The number of times your school was visited by the center personnel during this past year was	1	2	3	4	5
11. The extent to which speech and hearing screening services are offered is	1	2	3	4	5
12. The extent to which visual screening services are offered is	1	2	3	4	5

	More than necessary		Adequate			Insufficient	
	1	2	3	4	5		
13. The supply of materials provided for grades K through 6 is	1	2	3	4	5		
14. The supply of materials provided for grades 7 through 12 is	1	2	3	4	5		
15. Instruction for teachers on how to administer diagnostic (reading, math, language arts etc.) tests has been	1	2	3	4	5		

APPENDIX B

REQUEST FOR PARTICIPATION BY RESC

March 30, 1975

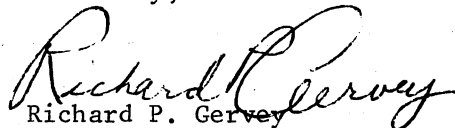
Dear Director:

I am a graduate student at Oklahoma State University and am completing a masters degree in Educational Psychology with a specialization in Special Education and psychometry. To fulfill the requirement for a masters report I am undertaking a random opinion survey of those school personnel serviced by the Regional Education Service Centers. Your cooperation is vital to me in initiating this survey. I am requesting from each center the names of all of those teachers whom they have serviced according to the six basic core areas outlined in the directory of Oklahoma Regional Education Service Centers as well as the names of those administrators of the schools involved. It would also be of benefit to know of your areas of concern in formulating the survey.

The survey will request the school personnel to rate the services performed by the centers and also to appraise services offered in terms of needs assessment. I would greatly appreciate your expediting this request to enable me to distribute this survey and to obtain the results before the termination of the school year.

Thank you for your cooperation in this matter.

Sincerely,


Richard P. Gervey

Enclosure
RPG; jg

APPENDIX C

COVER LETTER AND INSTRUCTIONS

April 12, 1975

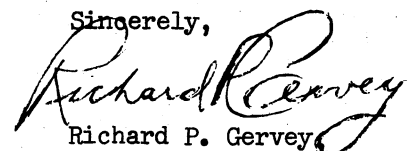
Dear Educator:

Attached is a survey of opinions concerning services offered by the Regional Education Service Centers of Oklahoma. Your name was obtained from the Center which serviced you. The survey is being conducted in an effort to determine to what extent certain services are being provided and, also, to determine service needs as perceived by school personnel. This information will be beneficial to center personnel in planning and implementing their services in the future.

Your participation is vital to the completion of this survey. All responses will be strictly confidential in that there will be no references made to any individual or institution. I realize that this survey comes at a busy time of the year, but I would greatly appreciate your taking fifteen minutes of your time to complete it. This information is essential in bettering the services offered to you and your students by the Center personnel.

Thank you, in advance, for your cooperation.

Sincerely,


Richard P. Gervey
Graduate Student

P.S. Please return by June 1st, 1975.

Enclosures

APPENDIX D

FREQUENCIES OF RESPONSES FOR THE GROUP
ACCORDING TO THE SIX SERVICE AREAS

TABLE XXXIII

FREQUENCIES OF RESPONSES FOR THE GROUP ACCORDING TO THE SIX SERVICE AREAS

Value Category	Service Area One	Service Area Two	Service Area Three	Service Area Four	Service Area Five	Service Area Six
Strongly Agree (1)	140	190	94	119	45	97
Agree (2)	164	157	211	199	131	197
Disagree (3)	10	6	6	18	50	35
Strongly Disagree (4)	4	2	--	9	26	12
No Information (5)	47	10	54	20	113	24
Totals	365	365	365	365	365	365

APPENDIX E

FREQUENCIES OF GROUP RESPONSES FOR
NEEDS ASSESSMENT AREA

TABLE XXXIV
 FREQUENCIES OF GROUP RESPONSES FOR NEEDS ASSESSMENT AREA

Value Category	Needs Area One	Needs Area Two	Needs Area Four	Needs Area Five	Needs Area Six
No Response (0)	20	16	30	38	27
More Than Necessary (1)	4	12	1	13	2
(2)	60	72	24	33	46
Adequate (3)	183	191	147	123	142
(4)	87	54	114	60	112
Insufficient (5)	11	20	49	98	36
Totals	365	365	365	365	365

APPENDIX F

FREQUENCIES AND PERCENTAGES OF RESPONDENTS'
OPINIONS OF QUALITY OF SERVICES PROVIDED

TABLE XXXV
 FREQUENCIES AND PERCENTAGES OF RESPONDENTS' OPINIONS
 OF QUALITY OF SERVICES PROVIDED

Question	Responding Group	Value Categories									
		Strongly Agree		Agree		Disagree		Strongly Disagree		No Information	
		No	%	No	%	No	%	No	%	No	%
1	Administrators	30	39	33	43	4	5	4	5	6	8
	Specialists	48	23	63	30	18	9	6	3	72	35
	Teachers	20	24	32	39	9	11	2	2	20	24
2	Administrators	11	15	40	54	12	16	5	7	6	8
	Specialists	25	12	70	34	38	18	18	9	56	27
	Teachers	14	17	33	40	10	12	11	13	15	18
3	Administrators	6	9	55	74	4	5	1	1	8	11
	Specialists	39	19	87	42	14	7	4	2	63	30
	Teachers	18	22	41	49	6	8	1	1	17	20
4	Administrators	14	19	46	62	4	5	-	0	10	14
	Specialists	59	29	85	41	9	4	1	0	53	26
	Teachers	20	24	42	51	1	1	1	1	19	23
5	Administrators	17	23	36	49	6	8	2	3	13	17
	Specialists	52	25	80	39	11	5	6	3	58	28
	Teachers	16	19	38	46	8	10	1	1	20	24
6	Administrators	13	18	39	53	5	7	3	4	14	18
	Specialists	52	25	80	39	9	4	7	3	59	29
	Teachers	21	25	37	45	5	6	1	1	19	23
7	Administrators	8	11	53	72	1	1	1	1	11	15
	Specialists	37	18	100	48	10	5	5	2	55	27
	Teachers	12	14	39	47	3	4	3	4	26	31
8	Administrators	9	12	46	63	4	5	-	0	15	25
	Specialists	41	20	89	43	10	5	-	0	67	32
	Teachers	12	14	46	55	3	4	2	3	20	24
9	Administrators	11	15	34	45	13	18	6	8	10	14
	Specialists	21	10	77	37	27	13	14	7	68	33
	Teachers	16	19	30	36	13	16	3	4	21	25
10	Administrators	21	28	34	46	6	8	2	3	11	15
	Specialists	85	41	76	37	22	11	8	4	16	7
	Teachers	29	35	36	43	12	14	3	4	3	4
11	Administrators	22	29	33	45	4	5	2	3	13	18
	Specialists	97	47	69	33	16	8	10	5	15	7
	Teachers	34	42	36	43	6	7	-	0	7	8
12	Administrators	17	23	35	47	4	5	2	3	16	22
	Specialists	80	39	89	43	19	9	5	2	14	7
	Teachers	34	41	37	45	5	6	1	1	6	7

TABLE XXXV (Cont'd.)

Question	Responding Group	Value Categories									
		Strongly Agree		Agree		Disagree		Strongly Disagree		No Information	
		No	%	No	%	No	%	No	%	No	%
13	Administrators	13	18	36	49	4	4	2	3	19	26
	Specialists	70	34	92	44	3	2	4	2	38	18
	Teachers	25	31	39	47	7	8	1	1	11	13
14	Administrators	9	12	33	45	3	4	1	1	28	38
	Specialists	58	28	88	43	19	9	8	4	34	16
	Teachers	17	20	35	42	10	13	1	1	20	24
15	Administrators	6	8	33	44	8	11	2	3	25	34
	Specialists	60	29	76	37	27	13	18	8	26	13
	Teachers	17	20	27	33	13	16	6	7	20	24
16	Administrators	7	10	35	47	1	1	1	1	30	41
	Specialists	55	27	79	38	23	11	5	2	45	22
	Teachers	15	18	37	45	6	7	-	0	25	30
17	Administrators	21	28	39	53	4	5	-	0	10	14
	Specialists	115	56	74	35	-	0	-	0	18	9
	Teachers	21	25	43	52	6	7	-	0	13	16
18	Administrators	6	8	42	57	3	4	-	0	23	31
	Specialists	38	18	84	41	5	2	2	1	78	38
	Teachers	7	8	44	53	5	6	-	0	27	33
19	Administrators	3	4	40	54	3	4	2	3	26	35
	Specialists	30	14	74	36	21	11	3	1	79	38
	Teachers	7	8	35	42	13	17	2	2	26	31
20	Administrators	7	10	38	5	7	9	-	0	22	30
	Specialists	46	22	97	47	10	5	-	0	54	26
	Teachers	15	18	40	48	8	10	1	1	19	23
21	Administrators	5	7	40	53	10	14	-	0	19	26
	Specialists	37	18	98	47	20	10	1	0	51	25
	Teachers	8	10	47	46	13	16	1	1	14	17
22	Administrators	6	9	27	36	12	16	1	1	28	38
	Specialists	25	12	46	22	19	9	9	4	108	53
	Teachers	5	6	25	30	6	7	2	2	45	55
23	Administrators	11	15	39	53	4	5	-	0	20	27
	Specialists	60	29	104	50	1	1	-	0	42	20
	Teachers	23	28	45	54	1	1	1	1	13	16
24	Administrators	6	8	39	53	4	5	2	3	23	31
	Specialists	20	10	89	43	16	7	4	2	78	38
	Teachers	9	11	38	46	6	7	1	1	29	35

TABLE XXXV (Cont'd.)

Question	Responding Group	Value Categories									
		Strongly Agree		Agree		Disagree		Strongly Disagree		No Information	
		No	%	No	%	No	%	No	%	No	%
25	Administrators	8	11	32	43	6	8	2	3	26	35
	Specialists	45	22	87	42	27	13	6	3	42	20
	Teachers	16	19	39	47	6	7	4	5	18	22
26	Administrators	15	20	28	38	3	4	4	6	24	32
	Specialists	51	25	74	35	2	1	6	3	74	36
	Teachers	9	11	19	23	4	5	2	3	49	58
27	Administrators	7	9	17	23	15	20	4	6	31	42
	Specialists	21	10	48	23	29	14	10	5	99	48
	Teachers	6	7	10	12	7	9	6	7	54	65
28	Administrators	6	9	23	31	14	19	1	1	30	41
	Specialists	26	13	77	37	24	12	7	3	73	35
	Teachers	10	12	17	20	3	4	3	4	50	60
29	Administrators	8	11	26	35	4	6	1	1	35	47
	Specialists	32	15	80	39	13	6	4	2	78	38
	Teachers	7	8	25	30	2	2	1	1	48	59
30	Administrators	8	11	24	32	3	4	2	3	37	50
	Specialists	38	18	78	39	7	3	5	2	79	38
	Teachers	4	5	25	30	3	4	1	1	50	60
31	Administrators	14	19	37	50	4	5	1	1	18	25
	Specialists	48	23	93	45	14	7	12	6	40	19
	Teachers	9	11	23	28	3	4	6	7	42	50
32	Administrators	12	16	37	50	11	15	2	3	12	16
	Specialists	42	20	75	36	24	12	17	8	49	24
	Teachers	18	22	37	45	6	7	1	1	21	25
33	Administrators	9	12	36	49	14	19	3	4	12	16
	Specialists	31	15	58	28	19	9	16	8	83	40
	Teachers	8	10	14	17	6	7	1	1	54	65
34	Administrators	2	3	28	38	17	23	12	16	15	20
	Specialists	18	9	45	22	38	18	22	10	84	41
	Teachers	14	17	18	22	11	13	4	5	38	43
35	Administrators	5	7	30	41	5	7	5	7	29	38
	Specialists	13	6	44	21	10	5	9	5	131	63
	Teachers	11	13	21	26	2	2	3	4	46	55
36	Administrators	4	5	24	32	10	14	2	3	34	46
	Specialists	4	2	38	18	14	8	3	1	148	71
	Teachers	7	8	15	18	5	6	3	4	53	64

TABLE XXXV (Cont'd.)

Question	Responding Group	Value Categories									
		Strongly Agree		Agree		Disagree		Strongly Disagree		No Information	
		No	%	No	%	No	%	No	%	No	%
37	Administrators	5	7	24	32	8	11	4	5	33	45
	Specialists	5	2	18	9	19	9	10	5	155	75
	Teachers	7	8	16	19	2	2	1	1	57	70
38	Administrators	13	18	33	45	7	9	4	5	17	23
	Specialists	23	12	63	30	18	9	13	6	90	43
	Teachers	15	18	31	37	1	1	1	1	35	42
39	Administrators	12	16	41	55	9	12	7	10	5	7
	Specialists	37	18	99	48	26	13	13	6	32	15
	Teachers	19	23	36	43	7	8	3	4	18	22
40	Administrators	6	8	31	42	14	19	2	3	21	28
	Specialists	20	10	74	36	21	10	11	5	81	39
	Teachers	8	10	20	24	6	7	4	5	45	54
41	Administrators	10	13	25	34	14	19	5	7	20	27
	Specialists	22	11	72	35	29	14	19	9	65	31
	Teachers	15	18	27	32	7	8	2	2	32	39
42	Administrators	12	16	29	39	8	1	5	7	20	27
	Specialists	23	11	87	42	13	7	15	7	69	33
	Teachers	14	17	22	26	4	5	2	3	41	49
43	Administrators	11	15	20	27	15	20	4	6	24	32
	Specialists	25	12	77	37	26	13	12	6	67	32
	Teachers	15	18	30	36	7	9	1	1	30	36
44	Administrators	3	4	15	20	14	19	1	1	41	55
	Specialists	18	9	38	18	10	5	5	2	136	66
	Teachers	12	14	7	8	5	6	1	2	58	70

APPENDIX G

FREQUENCIES AND PERCENTAGES OF RESPONDENTS' OPINIONS
OF QUANTITY OF SERVICE PROVIDED

TABLE XXXVI
 FREQUENCIES AND PERCENTAGES OF RESPONDENTS' OPINIONS
 OF QUANTITY OF SERVICE PROVIDED

Question	Responding Group	Value Categories											
		More than Adequate		Adequate				Insufficient		No Response			
		No	%	No	%	No	%	No	%	No	%		
1	Administrators	2	3	7	9	20	27	18	24	17	23	10	14
	Specialists	4	2	15	8	76	37	32	15	61	29	19	9
	Teachers	1	1	10	12	27	33	10	12	20	24	15	18
2	Administrators	2	3	4	6	35	47	13	18	10	14	10	13
	Specialists	2	1	7	3	110	53	28	14	47	23	13	6
	Teachers	2	2	3	4	25	30	14	17	21	25	18	22
3	Administrators	2	3	16	22	31	42	9	12	9	12	7	9
	Specialists	6	3	34	16	84	41	24	12	33	16	26	12
	Teachers	3	4	9	12	31	37	12	14	11	13	17	20
4	Administrators	2	3	17	22	30	40	10	14	7	9	8	12
	Specialists	6	3	37	18	85	41	24	12	32	15	23	11
	Teachers	4	5	9	11	32	39	10	12	12	14	16	19
5	Administrators	1	1	13	18	35	47	10	14	6	8	9	12
	Specialists	13	6	40	19	106	51	26	13	17	8	5	3
	Teachers	3	4	11	13	50	60	7	8	5	6	7	9
6	Administrators	1	1	13	18	30	41	12	16	7	9	11	15
	Specialists	11	5	35	16	84	40	41	20	28	14	8	5
	Teachers	2	2	10	12	44	53	8	10	11	13	8	10
7	Administrators	3	4	7	9	24	32	19	26	13	18	8	11
	Specialists	6	3	25	12	86	42	31	15	51	25	8	3
	Teachers	-	-	7	8	35	42	13	16	19	23	9	11
8	Administrators	-	-	2	3	31	42	15	20	14	19	12	16
	Specialists	2	2	18	8	84	40	37	18	40	19	26	14
	Teachers	1	2	8	10	23	28	14	16	9	10	28	35
9	Administrators	1	1	8	11	35	47	8	11	11	15	11	15
	Specialists	3	2	23	11	90	43	34	16	35	17	22	12
	Teachers	2	2	8	10	38	46	8	10	9	11	18	21
10	Administrators	1	1	14	19	27	36	14	19	10	14	8	11
	Specialists	4	2	13	6	83	40	41	20	54	26	12	6
	Teachers	1	1	8	10	28	34	17	20	18	22	11	13
11	Administrators	1	1	8	11	25	34	9	12	20	27	11	15
	Specialists	1	0	7	4	60	29	40	19	73	35	26	13
	Teachers	2	2	5	6	23	28	14	17	21	25	18	22
12	Administrators	1	1	6	8	27	37	11	15	18	24	11	15
	Specialists	1	0	7	3	60	30	40	19	71	34	28	14
	Teachers	1	1	3	4	31	37	9	11	21	25	18	22
13	Administrators	1	1	4	6	33	45	15	20	9	12	12	16
	Specialists	13	6	33	16	102	49	25	12	16	8	18	9
	Teachers	2	2	10	12	46	55	8	10	4	5	13	16
14	Administrators	-	-	1	1	14	19	6	8	10	14	43	58
	Specialists	1	0	16	9	46	22	38	18	50	24	56	27
	Teachers	1	1	3	3	18	22	4	5	10	12	47	57
15	Administrators	1	1	2	3	24	33	18	24	15	20	14	19
	Specialists	2	1	6	4	69	33	34	16	63	30	33	16
	Teachers	1	1	4	4	24	29	12	15	20	24	22	27

VITA

Richard Phillip Gervey

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Master of Science

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