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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

AN ASSESSMENT OF REGIONAL EDUCATION SERVICE CENTERS IN OKLAHOMA

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

BY

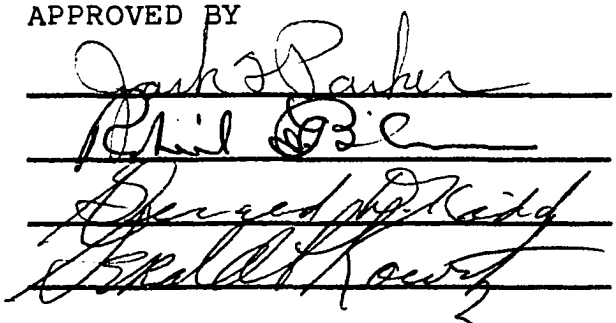
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Norman, Oklahoma

1975

AN ASSESSMENT OF REGIONAL EDUCATION SERVICE CENTERS IN OKLAHOMA

APPROVED BY



DISSERTATION COMMITTEE

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AN ASSESSMENT OF REGIONAL EDUCATION SERVICE CENTERS IN OKLAHOMA

CHAPTER I

INTRODUCTION

Education in any society tends to reflect the political philosophy of that society. Under a democracy, where the State is believed to exist for the welfare of the individual, education must be organized to achieve this end.

In schools across the country there is evidence that educators are addressing themselves to the highly complex task of assimilating, integrating, and making decisions about each facet of the educational process. In so doing, they are creating, administering, and improving the environment for learning, wherein students at every level may develop those individual talents, skills, and values which are unique and significant.

"All men are created equal" has an important meaning for education in a democratic society. This implies educational opportunity for all children, and the right of each child to receive help in learning to the limits of his capacity, whether it be great or small. Every child, regardless of background, deserves the opportunity and the

encouragement to achieve full potential. To achieve this objective, there is need to develop coordination among administrative units. One approach to this is through the intermediate unit which has become important for providing student educational services of a range and variety unknown to the schools of earlier years.

The intermediate unit is an agency that operates at a regional level and may include more than one county within a state. Coordination of service and supplementary program assistance are given to the local school districts within the regional area. The intermediate unit thus becomes a link between basic or local district administrative units and the state education authority.[1]

Rational, as well as sentimental allegiance, has permitted the historical county structure to remain protected by state statutes. As student numbers decrease in rural areas, services on a regional basis are often initiated by administrative decisions within state departments of education.[2] The intermediate unit is intended to replace the older county structure where boundries have been repeatedly crossed by annexation and consolidation. The county struc-

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[1]Alvin E. Rhodes, "Better Education Through Effective Intermediate Units," (Washington, D.C.: National Education Association, Department of Rural Education, 1963), p. 3.

[2]Edgar L. Morphet, Roe L. Johns, and Theodore L. Rellers, Educational Organization and Administration (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1967), p. 34.

ture provided the basic framework to serve the society of a century ago.

This study was concerned with the implementation of the statewide network of Regional Education Service Centers (RESC) in the State of Oklahoma. The RESC is to help assimilate, integrate, improve and to make more effective use of services which may or may not be available to the local school districts. Schools of adequate size and finances have the potential to provide quality educational programs, but many schools of limited size and financial resources have difficulty in providing adequate programs and services.

Background of Study

The educational enterprise in Oklahoma is extensive. At the end of the 1973-74 school year there were 549,561 students in average daily attendance in Oklahoma schools.[1] The ever increasing expenditures, the increase in knowledge and the development of new and better ways of providing instruction have increased the need for meaningful coordination and cooperation among school systems. From this background the education service center came into being. Since the establishment of the first education service center at Sallisaw in 1969, there has been a significant interest expressed in Oklahoma for the development of a system of RESC's as a

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[1] 1973-74 Annual Report of the Oklahoma State Department of Education (Oklahoma City: Oklahoma State Board of Affairs Print Shop, 1974), p. 14.

result of funds that were earmarked for supplementary education centers when Congress enacted the Elementary and Secondary Education Act (ESEA) of 1965. The need for resources to stimulate and expand experimentation and innovation in education was recognized by a task force on education appointed by President Johnson in 1964. Title III of the ESEA provided the necessary financial assistance for imaginative educators to try new ways to achieve educational excellence. From this the Regional Education Service Center was conceived.

Development of Regional Education Service Centers in Oklahoma

There have been many attempts to define the term "exceptional child." Exceptional children are those served by the State Department of Special Education. Some believe exceptionality pertains only to the bright or unusually gifted child and others believe it applies to any atypical or deviant child. The term has generally been accepted, however, to include both the handicapped and the gifted child. A child is considered educationally exceptional when it is necessary to alter the educational program to meet his needs. A child is educationally exceptional if his deviation is of such a kind and degree that it interferes with his development in the regular classroom and necessitates special education, either in conjunction with the regular class or in a special class.

The Oklahoma State Department of Education has limited areas of exceptionality to the following with the percentages of incidence of the school age population of 630,437.[1]

Class of Special Education	%
Children with Learning Disabilities (CLD)	.05
Speech Defective (SD)	.035
Educable Mental Handicapped (EMH)	.03
Emotional Disturbed (ED)	.02
Gifted (G)	.01
Blind and Partially Sighted (BPS)	.01
Deaf and Hard of Hearing (DHH)	.006
Physically Handicapped (PH)	.005
Trainable Mentally Handicapped (TMH)	.003
Total	.169

A major concern of these children is how and who identifies them. In Oklahoma there are specialists working in the public school systems to accomplish these goals. One of the greatest blocks to helping exceptional children in the past was an effective system of getting the service to the schools. Studies of service systems have shown the concept of "Regional" service to be an efficient means of delivering the service to the schools. Currently, the State of Oklahoma operates 20 centers under the direction of the State Department of Education, Special Education Section, and now has a system of special services to cover every school district in the state.

In 1974 a bill was authored by Senator Jim Hamilton, President pro tem of the Senate, and others to provide quality

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[1] Special Education in Oklahoma, (Oklahoma City: Oklahoma Curriculum Commission, 1975), pp. 1-14.

education for all children with special problems. The 34th Oklahoma Legislature enacted Senate Bill 581, known as the "Prescriptive Teaching Act of 1974."[1] The State Board of Education was authorized to expand the services of the present evaluation and prescriptive centers and to add additional centers. It was intended that those centers would provide personnel and certain selected material to insure that a student with a particular learning difficulty or an exceptional student would receive proper screening, diagnosis, and prescription to assist the student reach maximum potential.[2]

Official Name

The official name given to the service centers was Regional Education Service Center.[3]

Staff

The RESC's are staffed with a minimum of three professionals. These include a director, a psychometrist, and a prescriptive teacher-counselor. The service of a secretary was authorized. Qualifications of the RESC personnel were determined by the State Board of Education. The legislature emphasized that county superintendents were not to serve as

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[1]Oklahoma, Prescriptive Teaching Act of 1974, Senate Bill No. 581, 1974, p. 1.

[2]Ibid., Section 2a, p. 1.

[3]Ibid., Section 3a, p. 2.

center directors.[1]

Number of Centers and Services Mandated

The number of RESC's was limited to twenty. The twenty centers offer to all school districts which they serve professional assistance in a variety of efforts aimed toward the improvement of instruction for students. Each center shall provide, but was not limited to, the following:[2]

1. Student Appraisal: Objective--to make diagnostic and evaluative services available for the student who exhibits learning problems, and center personnel is to analyze placement alternatives and recommend special class placement if needed.

2. Media: Objective--centers are to maintain a wide variety of media and equipment which can be borrowed for use with the student who has special needs.

3. Individualized Learning Plans: Objective--centers are to aid teachers in the development of prescriptive learning plans for the student who is having learning problems.

4. Staff Development: Objective--centers are to plan and conduct workshops to keep teachers aware of the latest method and media.

5. Counseling: Objective--centers are to provide visiting counselor service for exceptional students.

6. Educational Planning: Objective--center personnel are to assist in curriculum improvement and establishment of new special educational classes.

Eligibility

All students enrolled in grades K-12 in the public schools of Oklahoma may utilize the services provided in the

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[1] Ibid., Section 4, p. 2.

[2] Ibid., Section 5, pp. 2-3.

Prescriptive Teaching Act of 1974.[1]

Summary Statement

The local school district will continue to be the basic educational unit of the public school organization. The need for the RESC has been recognized and established for the purpose of assisting students in public schools who have special needs. An evaluation of whether or not these needs are being met can be helpful in giving direction to the RESC and the state agency under whose direction the RESC falls.

Statement of the Problem

The problem to which this study was directed was assessment of the degree to which the twenty Regional Education Service Centers in Oklahoma were achieving their established objectives. The research was directed to determining the extent to which services, mandated in the state plan, were being provided and the extent to which they should be provided as perceived by the RESC directors, district school superintendents (or their delegates) and public school teachers in school districts having access to these services. Also, the investigation involved determining if differences existed in the perceptions of directors and the perceptions of superintendents; differences in the perceptions of directors and the perceptions of teachers; and differences in the

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[1]Oklahoma, Prescriptive Teaching Act, p. 1.

perceptions of teachers and the perceptions of the superintendents regarding the extent to which services existed and the extent to which they should have existed.

Research questions for which answers were sought in the investigation included the following:

1. To what degree did services of the RESC exist and to what degree should these services have existed as perceived by the directors of the RESC?

2. To what degree did services of the RESC exist and to what degree should these services have existed as perceived by public school superintendents served by the RESC?

3. To what degree did services of the RESC exist and to what degree should these services have existed as perceived by public school teachers served by the RESC?

4. What were the differences between directors' perceptions and superintendents' perceptions of what existed and what should have existed in the services provided by the RESC?

5. What were the differences between directors' perceptions and teachers' perceptions of what existed and what should have existed in the services provided by the RESC?

6. What were the differences between superintendents' perceptions and teachers' perceptions of what existed and what should have existed in the services provided by the RESC?

Hypotheses

To answer the previously stated questions, the following null hypotheses were developed for testing.

Ho_1 There is no significant difference in the directors' perceptions regarding the degree to which services of the RESC exist and the superintendents' perception regarding the degree to which services exist as measured by the Regional Education Service Center Scale.

Ho_2 There is no significant difference in the directors' perceptions regarding the degree to which services of the RESC exist and the teachers perception regarding the degree to which services exist as measured by the Regional Education Service Center Scale.

Ho_3 There is no significant difference in the superintendents' perceptions regarding the degree to which services of the RESC exist and the teachers' perception regarding the degree to which services exist as measured by the Regional Education Service Center Scale.

Ho_4 There is no significant difference in the directors' perception regarding the degree to which services of the RESC should exist and the superintendents' perception regarding the degree to which services should exist as measured by

the Regional Education Service Center Scale.

Ho_5 There is no significant difference in the directors' perceptions regarding the degree to which services of the RESC should exist and the teachers' perception regarding the degree to which services should exist as measured by the Regional Education Service Center Scale.

Ho_6 There is no significant difference in the superintendents' perceptions regarding the degree to which services of the RESC should exist and the teachers' perceptions regarding the degree to which services should exist as measured by the Regional Education Service Center Scale.

Ho_7 There is no significant difference in the directors' perceptions regarding the degree to which services of the RESC exist and the degree to which services should exist as measured by the Regional Education Service Center Scale.

Ho_8 There is no significant difference in the superintendents' perceptions regarding the degree to which services of the RESC exist and the degree to which services should exist as measured by the Regional Education Service Center Scale.

Ho_9 There is no significant difference in the teachers' perceptions regarding the degree to

which services of the RESC exist and the degree to which services should exist as measured by the Regional Education Service Center Scale.

Ho_{10} There is no significant difference in the directors' perceptions regarding the degree to which services of the RESC exist and the superintendents' perceptions regarding the degree to which services should exist as measured by the Regional Education Service Center Scale.

Ho_{11} There is no significant difference in the directors' perceptions regarding the degree to which services of the RESC exist and the teachers' perceptions regarding the degree to which services should exist as measured by the Regional Education Service Center Scale.

Ho_{12} There is no significant difference in the superintendents' perceptions regarding the degree to which services of the RESC exist and the teachers' perceptions regarding the degree to which services should exist as measured by the Regional Education Service Center Scale.

Definition of Terms

ADA. Average Daily Attendance is the number of calculated days of attendance in school by eligible students.

Director. The individual supervising and directing the activities of the RESC, i.e., the administrator of the Center.

Superintendent (or delegate). The superintendent is referred to in this instance as the chief executive or administrator of a local school district. The or delegate is that individual delegated by the chief administrator to primarily complete the research questionnaire for this study.

LEA. Local Education Agency refers to the school district at a local level.

Service/Service Area. An area of educational offering by the school or RESC such as but not limited to: Student Appraisal Service; Media Service; Individual Learning Plans; Counseling; Staff Development; Educational Planning; etc.

RESC. Regional Education Service Center is a vehicle designed to provide services to local education agencies on a regional basis in a consistent and organized manner.

RESCQ. Regional Education Service Center Questionnaire is a particular section of the above survey (RESCS).

Intermediate Unit. Used in this study, in most instances, as being synonymous with the RESC.

Center/Service Center. Refers to a geographic location and, in most instances, is used as being synonymous with the RESC.

Need for the Study

Regional Education Service Centers have been in operation under the new Oklahoma plan since the beginning of the 1974-75 school year. A considerable amount of time has been devoted to developing the procedures necessary to assist schools, teachers, and students in the effective use of available materials and services. The existence of the RESC's should have a substantive effect on the quality of education for the students served. The rationale upon which the RESC's were developed was "Service to the point of need--Service that follows the students."[1]

An assessment of the service areas of the RESC's should be carried out now in order for changes to be considered for the ensuing year. A survey of the opinions of those involved with the programs should yield information concerning the extent to which the service objectives are being fulfilled, whether or not the services are being used, and knowledge of available services. Programs of an instructional and service nature should be continuously evaluated to determine better ways of accomplishing operational tasks and to find solutions to new instructional problems.

Limitations of Study

Because of the constraints of time and resources, the scope of the study was limited. It dealt specifically

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[1]Oklahoma, "Regional Education Service Centers," Oklahoma State Department of Education, p. 1.

with a period of time beginning July 1, 1974, and extending to May 9, 1975. The investigation was concerned with only the six service components of each RESC in the State of Oklahoma.

Design of the Study

The assessment of the Oklahoma Regional Education Service Center involved a number of pepole in various locations. As Kerlinger indicated, a type of research suited to such an investigation is a field study.[1]

Approval for Study

The study involved communication with several educators in the State of Oklahoma. Conferences were held with the staff members of the RESC at Moore. The State Director for the RESC's of Oklahoma, Dr. Jimmie Prickett, was contacted by telephone to explore the possibility of conducting a study of the RESC in Oklahoma. A personal visit was then made to Dr. Prickett's office explaining in more detail the study as proposed and requesting permission and assistance from his department to conduct the study. The State Director expressed a need for the study and gave encouragement, permission, and the assurance of assistance.

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[1]Fred Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart, Winston, 1966), p. 387.

Instrumentation

To gather perceptions from respondents served by the RESC's, the Regional Education Service Center Scale (RESCS) was developed. A six point scale was selected so that perceptions could be registered from very high to non-existent. Description of the development of the instrument were described in Chapter III of this report.

Sample

The study included all twenty RESC directors in Oklahoma. Respondents were drawn from a stratified random sample of schools participating in the services of the RESC's. They included public school superintendents and public school teachers, all of whom had access to the services of the RESC's. Stratification of schools within regions was according to size as given in average daily attendance (ADA) for the school year 1973-74.

Statistical Method

The Chi Square technique of analysis was used to compare the perceptions of the center directors, the superintendents, and the teachers. Details of the statistical design were included in Chapter III.

Organization of the Report

Chapter I included the background and need for the study, the statement of the problem, the hypotheses, and

description of the investigative procedures used. Chapter II included a review of the related literature. Chapter III dealt with the research design and procedures. Chapter IV presents an analysis of the data and the findings. Chapter V contained a summary of the findings, conclusions, and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

Much literature has been devoted to cooperative programs similar to the state-wide system of regional service centers currently operating in Oklahoma. Although the specific nature of these centers has taken many forms, most have been established to provide on a continuing basis the array of educational services needed to improve the quality of instruction.

The Intermediate Unit Defined

The state of Pennsylvania's State Board of Education defines the intermediate unit 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 ancillary services necessary to improve the state system of education.[1]

The New York Suffolk County Regional Education Center's mission is described as follows:

> A federal enactment in 1965 described the function of Regional Centers as one which would ". . . stimulate and assist in the provision of vitally needed educational

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[1]Pennsylvania State Board of Education, A State Plan of Intermediate Units for Pennsylvania (Harrisburg: State Department of Public Instruction, January, 1967).

> services not available in sufficient quantity or quality." The centers were designed to fill regional needs. They do not supplant what already exists; rather, do they supplement where help is needed. 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.[1]

The state of Texas has done considerable research on the RESC. 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 educational planning, operate the regional media component, and coordinate and encourage the development of supplementary education services and centers under Title III, ESEA. The center is designed to provide services to school districts in a region in response to the needs and wishes of those districts.[2]

The Wisconsin Department of Public Instruction defines the Regional Education Service Center as:

> The co-operative educational service agency 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 limitations 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 districts.[3]

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[1]New York State Department of Education, "Suffolk County Regional Center," a pamphlet explaining the Regional Education Center of Suffolk County, New York (Albany: New York State Department of Education, July, 1972).

[2]Texas Education Agency, State Plan Procedures and Policies for the Operation of Regional Education Service Centers (Austin: Texas Education Agency, 1970).

[3]Wisconsin Department of Public Instruction, Cooperational Service Agency Handbook, Vol. II (Madison, Wis.: Department of Public Instruction, May, 1969).

The Early Intermediate Units

In the beginning, the statutes in most states dealing with schools were usually found to be permissive. This allowed those who were interested to form local districts and levy taxes for their support. This resulted in many small school districts being formed throughout the United States.[1]

When state legislators finally became concerned, legislation was passed making public education tax support mandatory. By doing so a need was also created for a state agency for education. The first such position created in the United States was in New York in 1912 with the office of Superintendent of Common Schools. Similar offices were established soon by other states.[2] The job description in the beginning was to look after school lands; tabulating and editing statistical information from townships, towns, and districts; apportioning state aid; visiting different parts of the state encouraging the patrons to improve and add to their schools; and encouraging teachers and administrators to improve their programs.[3]

When education was clearly established as a responsibility and function of the state, a tendency began to develop

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[1]Robert M. Isenberg, ed., The Community School and the Intermediate Unit, a yearbook prepared by the Department of Rural Education (Washington, D.C.: National Education Association, 1954), pp. 25-26.

[2]Edward P. Cubberly, Public School Administration (New York: Houghton-Mifflin Company, 1916), p. 12.

[3]Ibid., p. 29.

for the responsibility for the operation of the schools to be delegated to the local districts. As this trend evolved, a need for an intermediate unit between the state and the local district became apparent.

The first move toward establishing intermediate units took place early in the 20th century. It was an effort to fulfill the needs of states in overseeing small districts, to direct the distribution of state funds within local areas, to gather information for the state, and to provide certain specialized services for the state.[1] The purpose of the first intermediate units was to overcome some of the inadequacies of local administrative units with functions which were primarily administrative, supervisory, and statistical.[2]

In order for the state education departments to give leadership to the local school districts, it was necessary for them to disseminate information and assistance. To accomplish this, a unit was needed between the state department at the head of the state's schools and the local school district, which was closest to the people. The county unit fit these structural needs and became a natural unit between the local district and the state department of education.

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[1]Edgar L. Morphet, Role L. Johns, and Theodore L. Reller, Educational Organization and Administration, 2nd ed., (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1967), p. 276,

[2]Stephen J. Knezevich, Administration of Public Education (New York: Harper and Brothers, 1962), p. 153.

The new intermediate unit resulted in the establishment of the county superintendency whose county was regarded as a proper geographical and legal territory for the general overview and promotion of public education. The county superintendent, as chief administrator, served as the link of intermediate administration between local districts and the state.[1]

Multicounty Units

In recent decades a multicounty and service oriented type of intermediate unit has been suggested by Isenberg as evolving.[2] This type has been taking form and is being developed in many states.

For example, New York and Pennsylvania have passed legislation relating to the intermediate unit that is aimed at making the units stronger. These recent developments are illustrative of the current widespread reexamination of state school systems. More specifically, it is a recognition of the potential of the regional educational service agency concept as a means of improving and strengthening the state school system and education at all levels.[3]

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[1]Cubberly, p. 12.

[2]Robert M. Isenberg, "The Evolving Intermediate Unit," Proceedings of Conference on School District Reorganization and the Intermediate Service Unit, April, 1966), p. 21.

[3]E. R. Stephens, and John Spiess, "The Emerging Regional Educational Service Agency: The Newest Member of the Restructured State School System," Planning for School District Organization, The Great Plains School District Organization Project, (Lincoln, Nebraska, 1968), pp. 226-227.

In some instances there has been resistance to the organization of regional intermediate units. Some viewed these units as an intrusion by the state on local control. Others saw the intermediate unit as a way of maintaining local control and as a safeguard against centralizing of authority. Despite these objections, the regional intermediate unit has been established in many states by state action to assist the state in its educational endeavors.[1]

Some educators have been critical of the intermediate unit as it exists in most states and have called for it to be restructured rather than abolishing it. In its place they are proposing a regional or area service concept.[2] Many authorities have emphasized the necessity for a regional approach to intermediate restructuring and have predicted increased importance for intermediate units organized on a multicounty basis.[3]

Many writers and speakers have given support to the idea of the intermediate service center by advocating the re-evaluation of the county units, and by pointing out the difficulty of making all school districts of adequate size so

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[1]Shirley Cooper, and Charles O. Fitzwater, County School Administration (New York: Harper and Row, Publishers, 1954), p. 104.

[2]The Multi-County Regional Educational Agency in Iowa (The Iowa Center for Education Research in School Administration, College of Education, The University of Iowa, 1967), p. 61.

[3]Ibid., p. 3.

that equitable service can be provided for the student population. Holowach suggested that regional education centers will become a permanent part of the future educational scene in New York State for sometime to come.[1]

Studies concerning the education service center have been made in different areas of the United States and in different states. Mitchell concluded that an intermediate education service center will be needed in Texas for sometime and that new recommendations should be made to the legislature favoring creation of such centers.[2]

In New York Boards of Cooperative Educational Services (BOCES), were authorized to be established in 1948. Originally these were to serve as an interim step, leading to the establishment of intermediate districts which now blanket the state of New York. Section 1958 of the Education Law was passed in 1948, and various amendments, including Education Laws in 1967, have been added since that time.[3]

In 1964, Haweeli conducted a study of the BOCES in New York and found many of the present shortcomings of BOCES stem from the impermanence of the administrative unit itself.

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[1]Charles Holowach, "An Analysis of the Development of a Regional Educational Planning Organization," Dissertation Abstracts, Vol. 30, No. 4, 1969, p. 935A.

[2]Joe Edd Mitchell, "A Study of the Tertiary Trade Area as an Intermediate School Administration Unit in Texas," Dissertation Abstracts, Vol. 22, 1961, pp. 1889-1890.

[3]Morphet, Johns, Reller, p. 286.

He found the BOCES were too weakly structured to adequately serve intended purposes and they haven't encouraged the formation of the intermediate districts as originally intended. Consequently, it was proposed that existing BOCES be absorbed by a new unit, The Cooperative Regional Education Board. This board was to provide needed services to districts of up to 125,000 population. Such districts would be components of the board.[1]

Studies completed at the University of Nebraska from 1954 to 1964 concluded that an intermediate unit designed to provide supplementary educational services would need greater pupil population and more financial resources than most of Nebraska's counties could provide. From these studies came firm recommendations of a multicounty intermediate service unit which would be designed to provide supplementary educational services. Out of this research and the national trends came the passage of Nebraska's Educational Service Unit Act of 1965. The provisions of this bill are both specific and far-reaching. Most important, however, was the fact that the legislature firmly established into law nineteen service areas and provided that all the territory in the state would be

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[1]Norman Haweeli, "An Inquiry into the Function and Administration of Boards of Cooperative Educational Services in the State of New York with Proposals for Their Improvement," (unpublished doctoral dissertation, Columbia University, New York, 1964), pp. 2-3.

included in one of these units.[1]

In Washington, the first major changes in the structure of the county superintendent office came in 1955. These changes included the combining of two or more counties into a single intermediate unit, financial support for intermediate units from state funds, employment of specialized service personnel, and abolishing elected county superintendents in county unit districts. It was seen as strengthening local districts through the establishment of stronger intermediate units.[2]

In 1965 legislation was enacted in Oregon that affected the county superintendent's office. The intent and purpose of this act was to establish the methods, procedures, and means necessary to reorganize existing offices of county superintendent of schools into intermediate district offices. This was done in order that the territorial organization of the intermediate districts might be more readily adapted to the changing economic pattern and educational program in the state.[3]

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[1]William R. Schroeder, Great Plains School District Organization Project--Project Report for Nebraska, The Great Plains School District Organization Project, (Lincoln, Nebraska, 1968), p. 26.

[2]National Commission on the Intermediate Unit, Intermediate Unit Report, (Washington, D.C.: Department of Rural Education, National Education Association, No. 3, 1956).

[3]Robert C. Sabin, "A Survey of the Need for an Intermediate School District in Oregon with Implications for Its Future Development," (unpublished doctoral dissertation, University of Oregon, 1965), p. 170.

Prior to a major study in 1956, Brockette indicated there had been growing recognition in Texas that a regional approach to provide educational services to local districts was needed. Reorganization had brought a decrease in the local districts during the early 1950's. At that time less than ten percent of the Texas school districts were large enough to offer the services essential to assure a full education program.[1]

Responsive legislative enactment in the Texas legislature in 1965 and 1967 brought about the concept of providing programs to function within a regional setting. It was the responsibility then for the Texas Education Agency and the State Board of Education to plan and develop the program.[2]

The Texas State Board of Education was authorized by the legislature in 1967 to provide for the establishment and procedure for operation of Regional Education Service Centers. These centers had the responsibility of providing educational services to school districts and coordinating educational planning in the region.[3]

In 1959 Wisconsin passed legislation which simplified the procedure by which two or more counties could share the

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[1]Marlin L. Brockett, "The Regional Education Service Centers in Texas," Journal on State School Systems Development, Vol. I, No. 3 (Fall, 1967), p. 163.

[2]Ibid.

[3]Ibid.

same county superintendent. The system was awkward and unsatisfactory. It soon became evident that a more complete restructuring of the office of county superintendent would be necessary.[1]

In 1964 the Wisconsin legislature provided that all county superintendent's offices would be abolished at the expiration of the term of incumbent superintendents which would be as of July 1, 1965.[2] Their office was replaced with the establishment of Cooperative Educational Service Agencies. Such cooperative educational service agencies were created by the state as a convenience for local districts in cooperatively providing special educational services to teachers, students, school boards, administrators, and others. They also act as a liaison between the state and local school districts.[3]

In 1962 the Michigan Legislature abolished the office of county superintendent by creating the intermediate school district, and by providing the means whereby a maximum of three counties could combine into a larger intermediate school district. The legislature in 1963, 1964, and 1966 passed additional Public Acts which further established the role of

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[1]John R. Belton, "Wisconsin's New District Educational Service Agencies," Journal on State School Systems Development, Vol. I, No. 4, (Winter, 1969), p. 204.

[2]Ibid., p. 208.

[3]Wisconsin's Intermediate Unit: The Cooperative Educational Service Agency, W. C. Kahl, State Superintendent of Public Instruction, Madison, Wisconsin), p. 6.

the intermediate unit.[1]

In 1963 the Oregon Senate enacted a bill which replaced the "Rural School District" and transferred most of the existing provisions of the Rural School District Law to the new district. The law also transferred numerous powers and duties of the county superintendent to the Intermediate Education District Board.[2] The Intermediate Education District or a combination of Intermediate Education Districts may provide to all school districts which are part of the Intermediate Education District or Districts, services and facilities, including but not limited to central purchasing, library, curriculum materials, special teachers, and special programs.

In 1965 Pennsylvania, in response to increased demands being made of the education system, determined there was need for highly specialized services. These could not be provided satisfactorily by either the State Department or a school district. This suggested the need for some kind of intermediate unit to provide services to school districts. In 1965 the State Department of Education adopted a State Plan of intermediate units.[3]

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[1]J. Alan Thomas, School Finance and Educational Opportunity in Michigan (Lansing, Mich.: Michigan Department of Education, 1968), p. 308.

[2]Sabin, p. 69.

[3]Pennsylvania State Boards of Education, A State Plan of Intermediate Units for Pennsylvania (Harrisburg, Penn.: State Board of Education, 1967), p. 1.

In 1965 Iowa passed legislation relating to intermediate units. It provided that two or more adjacent counties may form a merged county school system, and a joint board, with the approval of the State Board of Public Instruction, could be authorized to provide courses and services for physically, mentally, and emotionally handicapped children; to provide special and remedial courses and services, and workshops; to lease, acquire, maintain, and operate such facilities and buildings as necessary to provide authorized courses and services; and to administer authorized programs.[1]

In 1965 Colorado passed laws that allowed school districts to join together in cooperative programs. This act allowed the formation of the Board of Cooperative Services. Colorado felt that boards of cooperative services provide both an administrative unit for the expansion and development of education services through cooperative efforts and a safeguard for local board autonomy.[2]

In 1967 Florida was operating five centers which had been funded with federal monies. Each center involved several local education agencies and were perceived as a vehicle for innovation in rural areas of the state. Following the termi-

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[1]The Multi-County Regional Educational Agency in Iowa, p. 44.

[2]Stanley A. Leftwich, "Colorado's Story on School Reorganization and Intermediate Unit," Proceedings of Conference on School District Reorganization and the Intermediate Service Unit (Harrisburg, Penn.: State Department of Public Instruction, 1966), p. 110.

nation of Federal funds, only one of the centers survived and continues to operate at full capacity.[1]

In 1968 New Jersey passed a law authorizing the establishment of Educational Services Commissions. This act allowed for one or more counties to petition the State Board of Education for permission to establish an Educational Services Commission to provide programs of educational research and administrative services to public school districts.[2]

In 1969 Wyoming passed an act allowing districts to form a Board of Cooperative Educational Services. This act was passed to provide a method whereby school districts, community college districts, or any combination of such districts may work cooperatively together to provide educational services.[3]

A recent study in Texas included the following as a portion of what should be given 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.

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[1]Floyd T. Christian, Conditions Accompanying the Survival and Death of High-Risk Regional Education Organizations (Tallahassee: Florida Department of Education, 1973), p. 16.

[2]New Jersey State Laws, Laws of 1968, (Senate Bill No. 727), 1968, p. 16.

[3]State Laws of Wyoming, The Cooperative Services Act, (HB No. 219), p. 7.

2. The services should be physically accessible to its constituents and should be accessible as a matter of right.
3. Staffing of the center should be based on a division of labor by specialty.
4. The organization operating the center should be an integral part of the state system of schools.[1]

Regional Center Studies in Oklahoma

In 1970 Hall completed a comprehensive study developing criteria and guidelines for intermediate units to serve as education service centers in the State of Oklahoma. He cited the following reasons for the establishment of education service centers in Oklahoma:

1. A general awareness of inadequacies of programs and services for boys and girls in the schools of Oklahoma.
2. A concern on the part of many people about the problem of wide differences in programs and services in the school districts in the state and a desire for a solution to this problem.
3. The growing belief that the regional approach offers a possible solution to the problem.
4. The weight of the opinions of professional educators in support of the regional unit concept.
5. The trend in other states which points to the merit of the regional approach.[2]

The conclusions reached in Hall's study were:

1. An intermediate school district was needed in all states (including Oklahoma) which continues to use the community-type local district as a basic unit of school organization.

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[1]Texas Education Agency, Regional Education Service Center Partner in Better Schools (Austin: Texas Education Agency, Summer, 1972).

[2]Leonard D. Hall, "A Plan for a Statewide Network of Regional Intermediate Education Centers for the State of Oklahoma," (unpublished doctoral dissertation, University of Oklahoma, 1970), p. 11.

2. The intermediate unit in the United States must undergo significant changes in purpose, organization and control, service and programs, and financing in order to serve a real purpose in education.
3. Effective intermediate units can be developed to serve the changing needs of local districts.
4. Developed 14 general criteria as guideposts in establishing RESC in Oklahoma.
5. The State of Oklahoma should be divided into 15 Regional Intermediate Education Centers which meet the established criteria for RESC in Oklahoma.[1]

In 1974 White completed a study in Oklahoma which was designed to provide a microcosmic view (rather than Hall's 1970 macrocosmic view) of a state plan through which the development of a suggested model would include: (1) Suggested guidelines for governance, administration, financing, and services; (2) Cost analysis of an existing ESEA Title III RESC (Elk City) in the state of Oklahoma; and (3) An evaluation analysis model for RESC.[2]

White's study revealed that RESC's exist in a variety of forms. He recommended the RESC become more involved in actual school practices to improve delivery systems, develop cooperative arrangements for educational services and to serve as a vehicle for desirable change. He further recommended the RESC should not become a branch office of the State Department of Education, but provide a way for strengthening

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[1]Ibid., pp. 190-191.

[2]Joe E. White, "A Model for Recommending a Statewide Network of Regional Service Centers in the State of Oklahoma" (unpublished doctoral dissertation, Oklahoma State University, 1974), pp. 6-7.

the autonomy of the LEA.[1]

White also made a recommendation concerning the geographical boundaries of RESC's. He indicated they should correspond to those previously proposed by the Oklahoma State Department of Education which divided the State of Oklahoma into fifteen regions.[2]

Services recommended by White would be core services which would be an integral part of the program of the RESC. Those included:

1. Coordination of staff development through the inservice training of professional personnel.
2. Coordination and supervision of special education programs.
3. Coordination of guidance and counseling services.
4. Coordination and supervision of curriculum.
5. Coordination and supervision of library services and instructional media.
6. Coordination of data processing service for pupil accounting, attendance records, and financial accounting.[3]

An analysis of the findings of White's study produced five general conclusions:

1. The trend and need for the RESC was supported.
2. The need for local control could best be met through an elected board of governors working under the aegis of the State Department of Education.
3. The cost evaluation model determined the cost of the RESC providing new or existing programs to the LEA.
4. The most viable plan for financing RESC would be through legislative funding.

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[1]Ibid., p. 78.

[2]Ibid., pp. 80-82.

[3]Ibid., pp. 88-89.

5. The Oklahoma Intermediate Unit could best be developed through the Title III Regional Centers which existed at that time.[1]

Development of Oklahoma Intermediate Units

In Oklahoma the designation of the county superintendent to administer dependent schools served well until consolidation of districts by the State Legislature began in the middle 1950s. An increasing number of independent school districts with high school accreditation gave the State Department of Education additional responsibilities for student services. The need for specialized student services was being recognized with curriculum improvements seeking to keep pace with technological advancement.

Educators and members of the Oklahoma Legislature have asked for and some have participated in studies of various kinds concerning intermediate or regional education service centers. These have been summarized in chronological order.

1956

John Fitzgerald completed a doctoral study at Oklahoma A & M on the "Adequacy of Intermediate School Districts in Oklahoma." His study investigated the capacity of counties to serve as intermediate units, particularly for administration of specialized educational services. His deter-

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[1]Ibid., p. 94.

mination was that the intermediate unit should have at least 10,000 public school students, but he found that few Oklahoma counties could offer a maximum program.[1]

1960

James Adams focused attention to the needs of intermediate units in his doctoral study at Oklahoma State University. His was "A Proposal for the Creation of Desirable Intermediate Units of Educational Administration for Oklahoma."

Adams proposed the following as desirable for intermediate units in Oklahoma:

1. The purpose of the intermediate 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.[2]

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[1]John C. Fitzgerald, "Adequacy of Intermediate School Districts in Oklahoma," (unpublished doctoral dissertation, Oklahoma A & M College, 1956), p. 87.

[2]James A. Adams, "A Proposal for the Creation of Desirable Intermediate Units of Educational Administration for Oklahoma," (unpublished doctoral dissertation, Oklahoma State University, 1960), p. 12.

Adams based his recommendations on criteria such as total and pupil population, topography, geography, agricultural regions, economic areas, and trade centers. Based on the findings of his study, the state of Oklahoma could be divided into eighteen areas suitable for the formation of intermediate units of educational administration that would be potentially adequate to provide a comprehensive program of specialized educational services in cooperation with local school districts.

1970

Charles Hopkins completed a study at Oklahoma State University on a "Statewide System of Area Vocational-Technical Training Centers for Oklahoma." The centers were another form of intermediate units and service centers dealing primarily with senior high school upper-classmen, post high school and adult classes.[1]

Leonard Hall developed in his doctoral study at the University of Oklahoma "A Plan for a Statewide Network of Regional Intermediate Education Centers for the State of Oklahoma." He made a comprehensive study of existing centers in other states and recommended a set of criteria for regional intermediate educational centers. He used a modified version of Adam's geographical regions as a basis and

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[1]Charles O. Hopkins, "State-wide System of Area Vocational-Technical Training Center for Oklahoma" (unpublished doctoral dissertation, Oklahoma State University, 1970), p. 16.

developed fifteen recommended regions.[1]

The conclusions reached by Hall were that an intermediate school unit is needed in all states which are using the community-type local district as the basic unit of school organization, and that restructuring of the intermediate unit is necessary for the effective functioning of this unit. He also proposed a plan for placing the schools in the State of Oklahoma in fifteen Regional Intermediate Educational Centers and abolishing the present county superintendent's office.[2]

James Casey completed a research report for the State Department of Education, Planning Section on "Considerations for Service Centers in Oklahoma." Casey's study for the Oklahoma State Department of Education recommended to the legislature a bill establishing eighteen intermediate units based upon somewhat equalized student population, contiguous county boundaries, and other geographical-economic considerations. His findings were presented in the form of a legislative bill, but it was shelved in hearings because of a variety of opinions expressed by witnesses and legislators to the proposal.[3]

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[1]Hall, pp. 171-172.

[2]Ibid.

[3]James Casey, "Considerations for Service Centers in Oklahoma" (unpublished research report, Oklahoma State Department of Education Planning Section, Oklahoma City, Oklahoma, 1970), p. 3.

Casey's study outlined the approved guidelines for the establishment of Oklahoma Regional Area Centers. Criteria developed by the Planning Section of the State Department were:

1. The establishment of areas over 10,000 and under 100,000 in scholastic population with equitable distribution where possible without dividing a school district.
2. The maintenance of county boundaries except where total number of students were 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 would tend to unite an area with common bonds.[1]

By using these criteria the study aimed to overcome the weaknesses of the previous studies. They established each county as a separate unit. Such units would have been almost impossible to fund and staff appropriately at that time. Furthermore, they are based on criteria such as agriculture production, which is no longer indicative of the major factors common to an area. They also involve crossing too many legally constituted boundaries, establish areas with too few students for an equitable distribution of services throughout the state, and involve too many areas for feasible establishment at that time.[2]

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[1] Ibid., p. 4.

[2] Ibid.

1971

The Planning Section of the Oklahoma State Department of Education created the intermediate RESC which was operating in 1971. Research was begun by Hall in 1970 to lay the proper base and recommended criteria for the establishment of regional intermediate units.[1] The final decision by the State Superintendent for the establishment of regional units was based on knowledge of the limitations of local districts and the State Department of Education in meeting the growing demand for specialized student services. The Planning Section reorganized the recommended eighteen RESC's and placed them into fifteen service centers.

1973

Betty Williams in a doctoral study at Oklahoma State University made a comprehensive service evaluation of four RESC's in Oklahoma. Her study was entitled "A Service Evaluation of the Activated Regional Intermediate Units in Rural Areas of Oklahoma." It was an evaluation of the characteristics of the service centers in Oklahoma as perceived by the participants.[2]

Seven of the fifteen regional centers described in the preceding paragraphs were in operation during 1972-73

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[1]Hall, pp. 143-164.

[2]Betty J. Williams, "A Service Evaluation of the Activated Regional Intermediate Units in Rural Areas of Oklahoma" (unpublished doctoral dissertation, Oklahoma State University, 1973), pp. 5-6.

school year. Two of these centers, Oklahoma City and Tulsa, were urban areas comprising a single district each and involved no interdistrict cooperation. A third region at Guymon had received only a planning grant and was not involved with interdistrict cooperation. The four operating districts which involved interdistrict cooperation were Stillwater, Bartlesville, Wilburton, and Elk City. Funding for those regional centers was provided through federal monies by submitting and receiving proposals which had been approved by ESEA Title III.

Those four regional centers were the focus of the study conducted by Williams. Her study supported the premise that student services offered within an educational unit are dependent upon coordination and two-way flow communication; and decentralization of services being dependent upon the public relations approach which was employed by those involved in the administration of the regional service center.[1]

Williams lists six general conclusions that were reached from an analysis to the summary of the findings:

1. The need for the existing student services was supported in each of the four regions.
2. The endorsement 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 services.
4. The successful fulfillment of initial program objectives reflect sound assessment of regional needs.
5. The regional surveys reveal less teacher involvement than administrator involvement.

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[1]Ibid., p. 24.

6. The concern of the participants regarding the inadequacy of program financing. Funding was viewed as insecure.[1]

The results of William's study support the assumption that the concept of the RESC is sound. The goal must be a flow of organizational needs from student to teacher to administrator to RESC to state department. The endorsement of the Oklahoma Regional Intermediate Unit and the recognition of the need for regional services were important conclusions.[2]

1974

Joe White completed a doctoral study at Oklahoma State University entitled "A Model for Implementing a Statewide Network of Regional Educational Service Centers in the State of Oklahoma." Centers would be formed in order to assimilate, integrate, improve, and make more effective use of services which may or may not be available to local school districts, and to coordinate services of other state agencies.[3]

1973-74

Sixteen Regional Educational Prescriptive Teaching Resource Centers were in operation. Grants were funded to specified school districts by the State Department of Education

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[1]Ibid., p. 108.

[2]Ibid., p. 110.

[3]White, p. 1.

for the purpose of serving exceptional students. The newly established centers were to offer 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 include psychoeducational student appraisal, prescriptive teacher-counseling, inservice training, and curriculum development. Professional services were associated with local educators' needs in order to enhance the educational opportunities of students.[1]

1974-75

The 34th Oklahoma Legislature enacted Senate Bill No. 581 and known as the "Prescriptive Teaching Act of 1974."[2] The State Department of Education was authorized to expand the services of the present evaluation and prescriptive centers and to add the additional centers required to reach a total of twenty. The official name given the centers was Regional Education Service Centers.[3] Each center would provide, but would not be limited to: (1) Student Appraisal Service; (2) Media Service; (3) Individual Learning Plan Service; (4) Staff Development Service; (5) Counseling

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[1]Special Education in Oklahoma (Oklahoma City: Oklahoma Curriculum Commission, 1974).

[2]Oklahoma, Prescriptive Teaching Act of 1974, Senate Bill No. 581, 1974, p. 1.

[3]Ibid., Section 3a, p. 2.

Service; and (6) Educational Planning Service.[1]

Current Status of Oklahoma's Twenty RESC's

Region I--Ada RESC

East Central Regional Education Service Center is located at Ada. The Center began as the Ada Special Education Service Center in October 1973. The purpose of the Center was to offer school districts professional assistance in a variety of efforts aimed toward the improvement of instruction for students. The Center served five counties with a student population of 9,330, and provided services to 24 school districts.

In 1974-75 the Ada Center served five counties (Coal, Garvin, Murray, Pontotoc and Seminole); 45 school districts with a student population of 22,000; and employed the minimum of four staff members. The budget for the current year was $67,759 and was funded 30% federal, 70% state, and in-kind services for the local share.

Region II--Altus RESC

Located at Altus, the Center opened May, 1974. The purpose of the Center was to fulfill the six services as outlined by the State Department of Education.

The Altus Center served three counties (Jackson, Tillman, and Harmon); 16 school districts with a student

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[1]Ibid., Section 5, pp. 2-3.

population of 10,876; and employed the minimum staff of four. The budget for the current year was $63,191 and was funded 25% federal, 75% state, and in-kind services for the local share.

Region III--Alva RESC

Northwest Oklahoma Education Service Center, located in Alva, began October 1, 1973, and has now completed its second year of operation.

The Alva Center in 1974-75 served six counties (Alfalfa, Grant, Harper, Major, Woods, and Woodward); 24 school districts with a student population of 11,143; and employed one and one-half staff members above the minimum staff of four. The budget for the current year was $68,055 and was funded 30% federal, 70% state, and in-kind service for the local share.

Region IV--Anadarko RESC

Washita Valley Education Service Center was officially opened June 3, 1974. The Center was one of the last four Centers to be established by the State.

The Anadarko Center in 1974-75 served two counties (Caddo, and Grady); 29 school districts with a student population of 15,166; and employed the minimum staff of four. The budget for the current year was $65,025 and was funded 27% federal, 73% state, and in-kind service for the local share.

Region V--Ardmore RESC

Southern Oklahoma Regional Special Education Service Center at Ardmore began in September 1971 as the Special Education Area Prescriptive Teaching Resource Center. It was the first of its kind in Southern Oklahoma. The primary objective was to facilitate equal educational opportunity for all exceptional children by promoting the availability and utilization of instructional processes and products which would meet educational needs of all these students within the area.

The geographical area and limited revenue suggested Special Education classes in the districts could best be equipped and serviced through a program designed to provide a source of assistance in identification of specific disabilities. The Center would then provide the teachers with prescriptive information and materials for meeting their educational needs.

Federal funds were impounded at the national level in the spring of 1973. Residents of the area joined in a massive letter writing campaign to state and national legislators. The letters expressed feelings concerning the disbanding of the Service Center. The state funded the programs and the Center remained in operation.

The boundary lines changed in the summer of 1974 with the addition of new Centers. The Ardmore Center in 1974-75 served six counties (Carter, Jefferson, Johnston, Love,

Marshall, and Stevens); 39 school districts with a student population of 23,000; and employed one staff member above the minimum of four. The budget for the current year was $66,745 and was funded 29% federal, 71% state, and in-kind service for the local share.

Region VI--Bartlesville RESC

The Bartlesville Center began operation July 1, 1971, with three counties to serve. The fiscal year 1973 brought about the addition of three more counties. In 1974 one more county was added to make a total of seven.

The Center in 1974-75 served four counties (Osage, Nowata, Rogers, and Washington); 38 public and one private school districts with a student population of 23,167; and employed the minimum staff of four. The budget for the current year was $66,688 and was funded 33% federal, 67% state, and in-kind service for the local share.

Region VII--Cushing RESC

The Cushing Center was established in July 1971.

In 1974-75 the Cushing Center served four counties (Creek, Lincoln, Payne, and Pawnee); 35 school districts with a student population of 23,000; and employed the minimum staff of four. The budget for the current year was $65,234 and was funded 27% federal, 73% state, and in-kind service for the local share.

Region VIII--Elk City RESC

This Center was established July 1, 1972. During the first year of operation emphasis was placed on the development of resource laboratories. They gave students an opportunity to work on specific diagnosed needs. The main contribution of the Center was alerting area administrators, teachers, and parents to the needs of handicapped students.

The second year of operation contributed to the establishment of the job role of the prescriptive teacher as a component of the Resource Center. A satellite Center for the three counties in the Oklahoma Panhandle was established at Guymon. This satellite Center was designated as one of the state's twenty RESC's the following year.

The third year and in 1974-75 the Elk City Center served seven counties (Beckham, Custer, Dewey, Greer, Kiowa, Roger Mills, and Washita); 36 school districts with a student population of 17,000; and employed one part-time employee over the minimum staff of four. The budget for the current year was $69,189 and funded 31% federal, 69% state, and in-kind service for the local share.

Region IX--Grove RESC

The Northeast Oklahoma Regional Education Service Center was established March 1, 1974, with an official announcement approving a $22,000 grant. The Center was established at Grove due to the need for services in an area

which was too distant from existing Centers at Bartlesville, Sallisaw, and Muskogee. The statewide movement of resource centers was well established prior to the creation of this Center.

Grove was one of the last four Centers approved to complete a statewide coverage of twenty. The Grove Center in 1974-75 served four counties (Craig, Delaware, Ottawa, and Mayes); 33 school districts with a student population of 21,000; and employed the minimum of four staff members. The budget for the current year was $66,308 and was funded 28% federal, 73% state, and in-kind service for the local share.

Region X--Guymon RESC

Realizing the inability of the Elk City Service Center to provide adequate service to the three Panhandle counties, the director of the Elk City Center conceived the idea of establishing a satellite Center. The Center oficially opened October 1, 1973, at Guymon in the middle of the Oklahoma Panhandle.

It soon became apparent that the Panhandle area needed more than the token service provided by one person. Additional staff was employed, another county was added, and on March 1, 1974, it became one of the twenty statewide RESC. The Guymon Center in 1974-75 served four counties (Beaver, Cimarron, Ellis, and Texas); 24 school districts with a student population of 7,192; and employed one paraprofessional

above the minimum of four. The budget for the current year was $67,974 and was funded 30% federal, 70% state, and in-kind service for the local share.

Region XI--Hugo RESC

The Southeast Regional Education Service Center was established October 1, 1973. Five counties were included in its formation but one was deleted when four new statewide RESC were formed.

The Hugo Center in 1974-75 served four counties (Bryan, Choctaw, McCurtain, and Pushmataha); 40 school districts with a student population of 19,886; and employed one staff member above the minimum of four. The budget for the current year was $70,977 and was funded 33% federal, 67% state, and in-kind service for the local share.

Region XII--Kingfisher RESC

The BCKL (Blaine, Canadian, Kingfisher, Logan) Regional Education Service Center was established August 1, 1973. Three counties were to be served with the Center office located in Kingfisher.

The second year of operation began with the addition of one county. The Center in 1974-75 served four counties (Blaine, Canadian, Kingfisher, and Logan); 30 school districts with a student population of 18,465; and employed the minimum of four staff members. The budget for the current year was $67,787 and was funded 30% federal, 70% state, and in-kind

services for the local share.

Region XIII--Lawton RESC

The Consultant and Materials Center was established in Lawton in January 1970. The proposal which was approved at that time grew out of the frustrations felt by administrators and teachers of the Lawton Schools due to large numbers of students with learning disabilities which could not be placed in existing special classes. The vast majority of psychological evaluations were not being utilized and were wasted in the files. Prescriptions could not be made so that regular classroom teachers could give the child help and materials were not available for work with these children. After consultations with the Special Education Section of the State Department of Education and a visit to the MERK Center in Tulsa, a proposal for the Lawton area was developed, presented, and approved.

From 1970-71 through 1973-74 the Center served six counties, added numerous classes and employed several staff members. In 1974-75 the Lawton Center became one of the twenty statewide RESC. In 1974-75 it served two counties (Comanche, and Cotton); 16 school districts with a student population of 24,184; and employed the minimum of four staff members. The budget for the current year was $61,335 and was funded 23% federal, 77% state, and in-kind services for the local share.

Region XIV--McAlester RESC

Indian Nations Regional Education Service Center was established in August 1973. The Center office was located at McAlester. Prior to that time the surrounding area was serviced by the Special Education Section of the State Department of Education in Oklahoma City. The services were felt to be too distant from where they were needed for most teachers and students.

In 1974 the McAlester Center became a part of the twenty statewide RESC's with a realignment of counties. The number of counties remained the same, but it now served Atoka, Hughes, McIntosh, Okfuskee, and Pittsburgh counties; 44 schools with a student population of 19,154; and employed two staff members above the minimum of four. The budget for the current year was $69,412 and was funded 32% federal, 68% state, and in-kind service for the local share.

Region XV--Moore RESC

The Moore Service Center was founded in September 1973 with a Title VI Federal grant. The first assignments the Center undertook were to carry out an assessment of needs for the four counties it was to serve. The Center also set about developing forms which would assist the Center in carrying out services and then to develop personal communications with school district personnel within the service area.

The Center in 1974-75 served three counties (Cleveland, McClain, and Pottawatomie); 30 school districts with a student population of 35,600; employed the minimum of four staff members. The budget for the current year was $67,429 and funded 32% federal, 68% state and in-kind service for the local share.

Region XVI--Muskogee RESC

The Green County Education Service Center was established in October 1973. Originally the Center was funded through a Title VI-B Federal grant. The initial services included educational information, in-service training, diagnostic evaluations, instructional materials, and individual consultations. The Center felt that its primary goal was to be working with teachers to prepare them to work with the estimated 15 to 20 percent of the children in their regular classroom who had learning disabilities severe enough to interfere with learning.

In the school year 1974-75 the Center served three counties (Cherokee, Muskogee, and Wagoner); 32 school districts with a student population of 23,102; employed one full-time and one part-time staff member above the minimum of four. The budget for the current year was $66,169 and was funded 28% federal, 72% state, and in-kind service for the local share.

Region XVII--Oklahoma County RESC

The Oklahoma County Regional Education Service Center began operation April 1, 1974, with the office located in Oklahoma City. Three school districts employ their own staff for testing and evaluating but participate in other services offered by the Center.

In 1974-75 the Center served one county (Oklahoma); 44 school districts with a student population of 120,000; and employed one and one-half staff members above the minimum of four. The budget for the current year was $74,036 and was funded 36% federal, 64% state, and in-kind service for the local share.

Region XVIII--Sallisaw RESC

The Eastern Regional Audio-Visual and Instructional Media Center in Sallisaw began June 27, 1969, with a $100,000 contract from the Media Services and Captioned Film Division, Department of Health, Education and Welfare. The primary purpose was to expand and enhance the learning environment of handicapped students in a seven-county area of Eastern Oklahoma.

During the first year of operation the materials library was established and a delivery-retrieval system of materials to all the existing area special education classes was provided on a bi-monthly basis. In 1970 the Center expanded its service area to nine counties and added another

in 1971. By 1972 the special education needs in the ten county area became too large for the Center staff to serve adequately. The delivery of materials by center staff was discontinued and replaced by adding psychometric and prescriptive services to the existing program. In 1973-74 centers were established at Tulsa, McAlester, and Grove. This reduced the number of counties to five for the Sallisaw Center to serve.

In 1974-75 the Center completed its sixth year. With the enactment of the Prescriptive Teaching Act of 1974, the Center took on a new approach to correct and alleviate the educational needs of children with severe learning problems in the area school districts. The Center in 1974-75 served five counties (Adair, Haskell, Latimer, LeFlore, and Sequoyah); 52 school districts with a student population of 6,650; employed three part-time staff members above the minimum. The budget for the current year was $66,184 and was funded 28% federal, 72% state, and in-kind service for the local share.

Region XIX--Stillwater RESC

On Wednesday, August 1, 1973, the Stillwater Regional Education Service Center was established as the Stillwater Prescriptive Teaching and Resource Center. Initially the Stillwater Center was fully funded by state monies and the service area included six counties.

Many changes came about in 1974-75. The title of the Center was changed to Stillwater Regional Education Service

Center. The area of service was reduced to three and one-half counties (Garfield, Kay, Noble, and half of Payne); 29 school districts with a student population of 27,423; employed two staff members above the minimum. The budget for the current year was $67,209 and funded 29% federal, 71% state, and in-kind service for the local share.

Region XX--Tulsa RESC

The Tulsa-Okmulgee Regional Service Center began operation July 1, 1973, as the Tulsa Regional Center. Originally, the Center was to serve five counties but was later reduced to two. The major thrust the first year was to establish a good rapport with area administrators and teachers.

The 1974-75 school year saw the Center's needs grow as awareness and demands for specific services grew. The Center in 1974-75 served two counties (Okmulgee, and Tulsa); 26 school districts with a student population of 95,241; and employed three staff members above the minimum. The budget for the current year was $74,296 and was funded 36% federal, 64% state, and in-kind service for the local share.

Summary

This chapter has been devoted to a survey of literature related to the establishment of intermediate units or regional education service centers in the United States. The literature on Oklahoma Centers was presented in a chronological

manner. A brief history furnished by each Oklahoma Center was also presented.

The literature review establishes the fact that the concept of the regional service center in public education has become well established. It seems quite probable that such centers will become an integral part of the public school systems of most states within a few years.

The Regional Educational Service Centers in Oklahoma are in the early stages of development. However, their structure has been legitimated by the legislature. Commitment to their further development seems definite. The literature review supports the need for an assessment of the services they have been providing.

CHAPTER III

METHODOLOGY

This study was designed to investigate the perceptions of persons filling different types of roles related to the Regional Education Service Centers in Oklahoma. The responses which were analyzed included those of directors of the Center, public school superintendents, and teachers in public schools served by the Centers. They were asked about their perceptions of the degree to which the six services provided by the Centers exist and the degree to which they should exist.

Primary to the success of the study was the development of an adequate instrument. Equally important was the selection of a sampling procedure from which respondents could be considered to be representative of the professional public school personnel in the State of Oklahoma.

Development and Validation of the Instrument

Development

The assessment of the services provided by the Oklahoma RESC's involved a number of people in various locations across the state. Kerlinger indicated that a type of research suited to this investigation is a field study.

According to Kerlinger:

> . . . any scientific studies, large or small, that systematically pursue relations and test hypotheses, that are ex post facto, that are made in live situations line communities, schools, factories, organizations, and institutions are considered field studies.[1]

Some of the basic principles for the development of the instrument were described by Rummell. He included sixteen suggestions which could be described as mechanical since they deal with such items as length and structure of sentence, simplicity of expression, relevance to the respondent, avoiding suggestive items, and validity of interpretation.[2]

It was decided that it would be appropriate to study the six basic areas of service the RESC's had been charged with providing for their respective region. These six services were: (1) Student Appraisal; (2) Media; (3) Individualized Learning Plans; (4) Staff Development; (5) Counseling; and (6) Educational Planning. To collect perceptions from respondents served by the RESC, the Regional Educational Service Center Survey (RESCS) was developed.

Several sources were used to develop test items from which perceptions could be evaluated. These included conferences with the State RESC Director, a personal visit with

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[1]Fred Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart, and Winston, Inc., 1966), p. 387.

[2]J. Frances Rummell, An Introduction of Research Procedures in Education (New York: Harper and Brothers, Publishers, 1958), pp. 126-127.

Dr. Betty Williams and review of her unpublished doctoral dissertation.[1]

The RESCS consisted of five statements which were applied to each of the six services evaluated. The five statements were: (1) Respondent is aware of this service; (2) Service was requested by the respondent or the school; (3) Respondent or the school was using this service; (4) The Center personnel was readily available to assist the respondent or school; and (5) The service objective was being fulfilled by the activities provided for by the Center. The five statements were to be registered on a six point scale on perceptions of what exists and a six point scale of what should exist as perceived by the Center directors, superintendents, and teachers. On both scales (exist and should exist) the responses were valued at: (1) Very high degree; (2) High degree; (3) Moderate degree; (4) Low degree; (5) Does not exist; and (6) Do not know. Degree Number (6) Do not know, was added to the scale to avoid statements being left blank and to indicate whether or not the respondent read the statement.[2]

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[1]Betty J. Williams, "A Service Evaluation of the Activated Regional Intermediate Educational Units in the Rural Areas of Oklahoma" (unpublished doctoral dissertation, Oklahoma State University, 1973), p. 28.

[2]David J. Fox, The Research Process in Education (New York: Holt, Rinehart and Winston, Inc., 1969), p. 551.

Validation

Content validation is basically judgmental, according to Kerlinger.[1] Van Dalen indicates an appraisal instrument is valid if it measures what it claims to measure.[2] The unique characteristics of the RESC's prompted the combined use of a panel of "competent" judges[3] or "jury validation"[4] and the "known group technique."[5] The known group technique involved administering the test to two groups already known to differ on the questions being measured.

A group of ten public school teachers, administrators, and RESC personnel were carefully selected to whom the instrument was administered. It was tested for clarity, objectivity and basic characteristics of good instrumentation. Some items were found to be ambiguous. After revisions were made, the instrument was printed and mailed to the selected respondents.

Population

The population of the study was comprised of the RESC directors, public school superintendents, and public

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[1]Kerlinger, p. 447.

[2]Deobold B. Van Dalen, Understanding Educational Research (New York: McGraw-Hill Book Co., Inc., 1962), p. p. 264.

[3]Kerlinger, p. 447.

[4]Van Dalen, p. 265.

[5]Ibid., p. 265.

school teachers who were teaching a special education class. It was determined that responses from a minimum of not less than 50 percent of the sample selected from the population would be required for this study.

Sample

The sample included all twenty RESC directors. They represented every school area in Oklahoma and are directly responsible for all activities of the RESC.

Ninety superintendents and ninety teachers were selected to participate in the study. All schools in the study were placed in four categories according to their ADA for the school year 1973-74.[1]

Superintendents and teachers were chosen on a stratified random sample basis from each RESC area in the state. The predetermined criteria were to select four independent districts and one dependent district from each RESC area. This involved 80 independent and 20 dependent districts, 100 superintendents (principals for dependent school districts), and 100 teachers. However, within eight RESC areas, four independent and six dependent schools failed to meet either the special education or ADA requirement for selection. Therefore, the sample produced 76 independent and 14 dependent school districts for a total of 90. The total number

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[1]1973-74 Annual Report of the Oklahoma State Department of Education (Oklahoma City: Oklahoma State Board of Affairs Print Shop, 1974), pp. 37-189.

in the sample, then, was 90 superintendents and 90 teachers.

Those comprising the sample were selected by means of the following criteria:

1. Schools operating one or more special education classes for the current year.
2. Schools were grouped according to ADA as follows:

a.	2,000-plus	(independent district)
b.	1,000-1,999	(independent district)
c.	500-999	(independent district)
d.	0-499	(independent district)
e.	0-plus	(dependent district)

3. One superintendent (principal in dependent schools) and one special education teacher was to be selected from each of the categories listed in item 2 above.
4. A table of random numbers was used in the selection of school districts in each of the five categories.[1]
5. Superintendents and teachers were selected in the following manner:
   a. Superintendents. The superintendents were automatically selected when the school was identified.
   b. Teachers. The teachers were selected in conjunction with schools. Once the school

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[1]N. M. Downie and R. W. Heath, Basic Statistical Methods (2nd ed.; New York: Harper & Row, Publishers, 1965), pp. 316-317.

district was identified, one special education teacher was selected for the sample. In those districts having more than one such teacher, a table of random numbers was used to make the selection.

Data Collecting Procedures

A cover letter prepared by the interviewer and one by the RESC State Director (Appendix A), the questionnaire (Appendix B), with instructions for completion and a stamped envelope with the interviewer's return address was mailed to the directors, the selected superintendents, and the selected teachers. All respondents were asked to return the questionnaire by May 9, 1975.

In Chapter I it was pointed out, in The Need for the Study, that the assessment of the RESC's should be conducted now. Therefore, in order to limit responses for 1974-75, a final deadline of May 30, 1975, was established.

A decision was made not to send a follow-up letter to those who had not responded. The rationale was concern for contamination of responses returned under pressure.[1]

Mail questionnaires are popular in the field of education, but the responses normally are poor. In 1928 Koos

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[1]M. Ruth Taylor, "Selected Characteristics of Non-Residents to Sample Surveys in a Study of Undergraduates" (unpublished doctoral dissertation, University of Oklahoma, 1971), pp. 6-7.

wrote, "We are still very far from knowing in detail the proportion of response required to afford a given degree of validity to the findings of our own investigation."[1] In 1930 Almack reported that a return of 50 percent was normal. He stressed that if the subject was of sufficient interest and importance to the respondent and if great care was taken in the construction of the instrument then perhaps a 75 percent return could be realized.[2] In 1954 Good and Scates reported that it was important for returns to be above 95 percent in order for the results to be considered accurate.[3]

In 1960 Clark, Bradley and Haslacher, research consultants, stated that a normal return for a mail questionnaire is from 10 to 20 percent of the questionnaires mailed, provided an appropriate sampling technique is used.[4] In 1966 Kerlinger reported that returns of less than 40 to 50 percent are common.[5] In 1969 Taylor completed a study on survey returns which revealed a response of 50.7 percent return.[6]

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[1]L. Koos, The Questionnaire in Education (New York: Macmillan Co., 1928), p. 132.

[2]J. C. Almack, Research and Thesis Writing (Boston: Houghton Mifflin Co., 1930), p. 126.

[3]C. V. Good and D. E. Scates, Methods of Research (New York: Appleton-Century-Crofts, 1954), p. 625.

[4]Clark, Bradley and Haslacher, Utah Education Poll of Member Opinion (Salt Lake City: Utah Education Association, January, 1960), pp. 42-67.

[5]Kerlinger, p. 397.

[6]Taylor, p. 26.

Fairchild's study in 1969 yielded a response of 51.7 percent.[1] The research firm of Clark, Bradley and Haslacher further stated that a return of 50 percent or better from a homogeneous group is sufficient to perform the study.[2] As late as 1970 Bebbington reported that the proportion of the selected sample, usually between 20 to 50 percent, will fail to respond.[3]

The last questionnaire received prior to the deadline was on May 28, 1975. At that time 100 percent of the questionnaires mailed to RESC directors, 67 percent of the questionnaires mailed to the superintendents, and 57 percent of the questionnaires mailed to the teachers were returned. The total of all questionnaires returned reached 66 percent by the date of May 30, 1975.

Statistical Treatment

The responses of the directors, superintendents, and teachers were compared with respect to the degree to which the services of the RESC exist and the degree to which the services should exist. This study listed twelve hypotheses pertaining to the statement in the previous sentence. The

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[1] P. C. Fairchild, "Grade Point Average and Variance as Criteria of College Academic Performance" (unpublished doctoral dissertation, University of Oklahoma, 1969).

[2] Clark, Bradley and Haslacher, pp. 42-67.

[3] A. C. Bebbington, The Effects of Non-Response in the Sample Survey with an Example (Human Relations, 1970), p. 23.

nature of this study necessitated the twelve hypotheses be applied to each of the six services for which responses were received, making a minimum of seventy-two comparisons.

The chi square statistical technique of analysis was used to treat the data collected on the first part of the study (Student Appraisal Service, Media Service, Individualized Learning Plans Service, Staff Development Service, Counseling Service, and Educational Planning Service). Specifically it was used to compare the perceptions of the directors, superintendents, and teachers.

The null hypothesis of no statistically significant difference was used for each of the statistical tests. If the null hypothesis of no statistically significant difference was rejected, there was a statistical difference evidenced. This meant the data in the cells were dependent. If the null hypothesis of no statistically significant difference could not be rejected this meant the data in the cells were considered independent.

In analyzing the data the major emphasis of the first part of the RESCS was placed on the fifty-one cells which had chi square values with significance beyond the five percent level of confidence. The characteristics of the respondents (part three) and suggested services (part two) were treated systematically in the remaining portion of the study.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

The data presented in this chapter included Percentage of Returns, Characteristics of Respondents, Analysis of the Perceptions of Respondents, and a listing of the Suggested Services presented by the three sample categories.

Percentage of Returns

Table 1 contains information that a total of 20 questionnaires were distributed to the RESC directors and 20 were returned for a percentage response of 100. There were 90 questionnaires distributed to the sample of public school superintendents out of which 60 were returned for a return of 67 percent. Ninety questionnaires were distributed to the public school teachers. Fifty-two were returned for a 58 percent response.

A total of 132 responses were received from the three population samples. The total sample size was 200 for an average return of 66 percent.

Seventeen of the 20 directors' questionnaires were usable on the section dealing with the six services; 18 of the 20 were usable on the second part, suggested services; and all 20 were usable on part three pertaining to the

TABLE 1

SURVEY OF QUESTIONNAIRE RETURNS

Region	Directors			Superintendents			Teachers			Total		
	Sent	Re-turned	% Re-turned	Sent	Re-turned	% Re-turned	Sent	Re-turned	% Re-turned	Sent	Re-turned	% Re-turned
I	1	1	100	5	4	80	5	4	80	11	9	82
II	1	1	100	4	1	25	4	2	50	9	4	44
III	1	1	100	4	3	75	4	2	50	9	6	67
IV	1	1	100	5	2	40	5	2	40	11	5	46
V	1	1	100	5	3	60	5	3	60	11	7	64
VI	1	1	100	5	2	40	5	1	20	11	4	36
VII	1	1	100	5	3	60	5	2	40	11	6	55
VIII	1	1	100	5	4	80	5	2	40	11	7	64
IX	1	1	100	4	2	50	4	3	75	9	6	67
X	1	1	100	3	1	33	3	2	67	7	4	57
XI	1	1	100	5	4	80	5	3	60	11	8	73
XII	1	1	100	5	3	60	5	4	80	11	8	73
XIII	1	1	100	3	3	100	3	3	100	7	7	100
XIV	1	1	100	5	2	40	5	4	80	11	7	64
XV	1	1	100	5	4	80	5	3	60	11	8	73
XVI	1	1	100	5	4	80	5	3	60	11	8	73
XVII	1	1	100	5	5	100	5	3	60	11	9	82
XVIII	1	1	100	4	3	75	4	2	50	9	6	67
XIX	1	1	100	4	3	75	4	2	50	9	6	67
XX	1	1	100	4	3	75	4	2	50	9	6	67
Total	20	20	100	90	60	67	90	52	58	200	132	66

characteristics of respondents.

Fifty-nine of the 60 superintendents' responses were usable on the first part of the questionnaire; 11 of 60 left out some usable portions of the second part; and all 60 were usable on the third part.

One teacher questionnaire was incomplete and not usable in any category. A total of 49 out of the 52 teachers' responses were usable on part one; 9 of 52 left out some portion of the second part; and 51 of 52 were usable on all parts of part three except one (grade levels and grade combinations taught by teachers.

Characteristics of Respondents

Table 2 contains a tabulation which indicates that over one-third or 35 percent of the directors were female. Ninety-two percent of the superintendents were male, while 96 percent of the teachers were female. The overall returns were well balanced in that there were only seven more male respondents than female making the percentage rate 52 for male and 48 for female.

Table 3 contains information indicating that 40 percent of all respondents were under 40 years of age and only 10 percent were 60 years or over. Sixty-five percent of the directors were between 30 and 49 years; 63 percent of the superintendents were between 40 and 59 years; and 67 percent of the teachers were between 20 and 39 years of age. The greatest number of the directors were between the ages of

30-39 (35 percent). However, 30 percent of the directors were between 40 and 49, almost as many as in the 30-39 group. Thirty-six percent of the superintendents were in the 46-49 year age group while 42 percent of the teachers were in the 20-29 year group.

TABLE 2

SEX OF RESPONDENTS

	Directors		Superintendents		Teachers		Total	
	N	%	N	%	N	%	N	%
Male	13	65	55	92	1	2	69	52
Female	7	35	5	8	50	96	62	46
Incomplete					1	2	1	2
Total	20	100	60	100	52	100	132	100

TABLE 3

AGE OF RESPONDENTS

	Directors		Superintendents		Teachers		Total	
Age	N	%	N	%	N	%	N	%
20-29	2	10	3	5	22	42	27	16
30-39	7	35	12	20	13	25	32	24
40-49	6	30	22	36	9	17	37	29
50-59	4	20	16	27	4	8	24	19
60-69	1	5	6	10	3	6	10	8
70-79			1	2			1	2
Incomplete					1	2	1	2
Total	20	100	60	100	52	100	132	100

Information in Table 4 indicates that most respondents were married. Eighty-five percent of the directors, 95 percent of the superintendents, and 73 percent of the teachers were in the married group. The average for all three respondent groups was 84 percent.

TABLE 4

MARITAL STATUS OF RESPONDENTS

	Directors		Superintendents		Teachers		Total	
Status	N	%	N	%	N	%	N	%
Single	2	10	1	2	8	15	11	8
Married	17	85	57	95	38	73	112	84
Widowed	1	5	2	3	2	4	5	4
Other					3	6	3	2
Incomplete					1	2	1	2
Total	20	100	60	100	52	100	132	100

The data in Table 5 provides information about the academic preparation of the respondents. All of the directors had at least a master's degree and 65 percent had a master's degree plus 30 hours. All but four of the 60 superintendent respondents had at least a master's degree and 43 percent had 30 hours above the master's. Ten superintendents (17 percent) held doctor's degrees. Fifty percent of the teacher respondents held the bachelor's degree and another 40 percent had master's degrees. Four of the 52 teachers had 30 hours above the master's.

TABLE 5

HIGHEST DEGREE HELD

	Directors		Superintendents		Teachers		Total	
Years	N	%	N	%	N	%	N	%
BA			4	7	26	50	30	23
MA	7	35	20	33	21	40	48	36
MA + 30 Hours	13	65	26	43	4	8	43	32
Dr.			10	17			10	7
Incomplete					1	2	1	2
Total	20	100	60	100	52	100	132	100

Experience records were tabulated in Table 6. Half the directors had 14 years or less of experience while the other half had 15 or more years. Eighty-two percent of superintendents had over 15 years experience in contrast to the 71 percent of teachers with less than 15 years experience.

TABLE 6

NUMBER OF YEARS EXPERIENCE AS AN EDUCATOR

	Directors		Superintendents		Teachers		Total	
Years	N	%	N	%	N	%	N	%
0-1					5	10	5	4
2-4	2	10	2	3	23	44	27	21
5-9	4	20	3	5	9	17	16	12
10-14	4	20	6	10	6	12	16	12
15-19	5	25	11	18	3	6	19	14
20 Plus	5	25	38	64	5	10	48	36
Incomplete					1	1	1	1
Total	20	100	60	100	52	100	132	100

The information in Table 7 shows that ninety-five percent of the directors and 75 percent of the teachers indicated they had been in the present location no longer than four years. On the other hand only 23 percent of the superintendents had been in the location four years or less while 22 percent had been in the same school system for 20 years or more. The longest tenure for any teacher in the same school did not exceed 14 years.

TABLE 7

NUMBER OF YEARS IN PRESENT LOCATION

	Directors		Superintendents		Teachers		Total	
Years	N	%	N	%	N	%	N	%
0-1	4	20	7	12	13	25	24	18
2-4	15	75	14	23	26	50	55	41
5-9	1	5	16	27	7	13	24	18
10-14			8	13	5	10	13	10
15-19			2	3			2	1
20 Plus			13	22			13	10
Incomplete					1	2	1	2
Total	20	100	60	100	52	100	132	100

The data in Table 8 indicate that 45 percent of the respondents had been employed in their present positions for the past two years. Twenty-two percent had been in their position for only one year.

TABLE 8

NUMBER OF YEARS IN PRESENT POSITION

	Directors		Superintendents		Teachers		Total	
Years	N	%	N	%	N	%	N	%
0-1	5	25	8	13	16	31	29	22
2-4	13	65	21	35	25	48	59	45
5-9	2	10	22	37	6	12	30	23
10-14			8	13	4	8	12	9
15-19								
20 Plus			1	2				
Incomplete					1	1	1	1
Total	20	100	60	100	52	100	132	100

Table 9 is a tabulation of the positions held by the respondents at the time the questionnaires were completed. Seventy-nine percent of the superintendents completed the questionnaires themselves. Five of the seven questionnaires returned from the dependent schools were completed by the principal.

Of the 11 position categories listed on the questionnaire for teachers, the respondents fell into four categories. Fifty-four percent taught Children with Learning Disabilities classes; 35 percent taught Educable Mentally Handicapped classes; 7 percent taught Speech Defect classes and 4 percent taught Deaf, Hard of Hearing classes. All teacher respondents from the dependent schools taught Children with Learning Disabilities classes.

TABLE 9

POSITION OF RESPONDENTS

Position	School K-12 N	School K-12 %	District K-8 N	District K-8 %	Total N	Total %
Administrators						
Superintendent	42	79			42	70
Assistant superintendent	5	9			5	8
Elementary principal	2	4	5	71	7	12
Other	4	8	2	29	6	10
Total Superintendents (or delegates)	53	100	7	100	60	100
Teachers						
CDL (Children with Learning Disabilities)	25	54	5	83	30	58
DHH (Deaf, Hard of Hearing)	2	4			2	4
EMH (Educable Mentally Handicapped)	16	35			16	30
SD (Speech Defect)	3	7			3	6
Incomplete			1	17	1	2
Total Teachers	46	100	6	100	52	100

As shown by the information in Table 10, 83 percent of the classes in independent and all the classes in dependent school districts were taught at the elementary grade level. Two classes were taught in grades 7-8 and only one of the respondents taught at the senior high level (grades 9-12).

Table 11 has been subdivided. Table 11-a contains the totals of the number of times the 31 combinations (Table 11-b) included a particular grade level. The peak number was 19 with grade three. In descending order, grade four appeared in the combination of grades taught 18 times; grade

appeared 17 times; grade five appeared 15 times; grade one appeared 14 times; kindergarten and grade seven appeared 6 times; grades eight and nine appeared 2 times; and grades ten, eleven, and twelve appeared 1 time each.

TABLE 10

SCHOOL SITE OF TEACHER

	School District				Total	
	K-12		K-8			
School Site	N	%	N	%	N	%
Elementary	38	83	5	100	43	82
Middle	2	4			2	4
Junior High	5	11			5	10
Senior High	1	2			1	2
Incomplete					1	2
Total	46	100	5	100	52	100

In Table 11-b, 31 different teaching combinations were shown for the 49 teacher respondents in only four subject areas. Twenty-eight combinations involved grade levels kindergarten through grade six. Two combinations involved grades 7-9, and only one for high school students, grades 9-12. The predominant grade combinations included grades 1-6 with five; combinations K-6, 1-3, and 7-8 with three each; and grade combinations K-4, 1-2, 2-3, 2-6, 3-5, 4-6, 5-6, and 7-9 with two each. The remaining 19 combinations had one each.

TABLE 11

GRADE LEVELS AND GRADE COMBINATIONS
TAUGHT BY TEACHERS

Table 11-a

Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Times Appeared in a Combination	6	14	17	19	18	15	11	6	2	2	1	1	1

Table 11-b

Grade Combinations	Number of Combinations
1. K-1	1
2. K-3	1
3. K-4	2
4. K-5	1
5. K-6	3
6. K, 4	1
7. 1-2	2
8. 1-3	3
9. 1-4	1
10. 1-5	1
11. 1-6	5
12. 1-7	1
13. 1-3, 5-6	1
14. 1-4, 7	1
15. 1, 5-6	1
16. 2-3	2
17. 2-4	1
18. 2-5	1
19. 2-6	2
20. 2, 4-5	1
21. 3	1
22. 3-4	1
23. 3-5	2
24. 3-6	1
25. 4-6	2
26. 4-7	1
27. 5-6	2
28. 6	1
29. 7-8	3
30. 7-9	2
31. 9-12	1
Incomplete	3
Total	52

Analysis of the Perceptions of Respondents

In establishing the twenty RESC's, the state plan mandated a minimum of six services, with objectives, to be performed by each RESC. The problem to which this study was directed was that of assessing the degree to which the RESC's achieved the established objectives for the 1974-75 school year. The purpose of the study was to investigate the perceptions of the directors, superintendents, and teachers, of the extent to which these services existed and the extent to which they should exist.

Statistical Design

Downie and Heath state the chi square may be used in testing hypotheses of no significant difference between or among individuals in two or more groups.[1] A large chi square would indicate that the difference among the variables under consideration signifies genuine differences while a small chi square would indicate merely chance variations. A large chi square would infer that there was disagreement in the perceptions of the two samples being tested relative to the degree of existence of service, or the degree to which the service should exist. This would indicate a statistical difference and the null hypothesis of no statistically significant difference would be rejected. Conversely, a low chi

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[1]N. M. Downie and R. W. Heath, Basic Statistical Methods (2nd ed.; New York: Harper & Row Publishers, 1965), p. 161.

square would infer that there was agreement in the perceptions of the two samples being tested relative to the degree of existence of service or the degree to which the service should exist. There would be no statistically significant difference and the null hypothesis would not be rejected.

The chi square statistical technique was appropriate for the analysis as the data required the use of a nonparametric statistic.[1]

Throughout the data analyses of the study, a level of significance equal to or less than .05 ($p \leq .05$) was adopted. For this type of statistical analysis it is common to adopt levels of either .05 or .01.[2] These levels are neither too high nor too low for most social scientific research[3] because it is considered a reasonably good gamble.

Statistical Procedures

The responses of the directors, superintendents, and teachers of the RESC's were tallied and tabulated. At this point a technique of collapsing a frequency distribution,[4]

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[1]S. Siegel, Nonparametric Statistics for Behavioral Sciences (New York: McGraw-Hill Co., Inc., 1956), p. 175.

[2]George A. Ferguson, Statistical Analysis in Psychology and Education (New York: McGraw-Hill Co., Inc., 1966), p. 164.

[3]Fred Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart, Winston, 1966), p. 154.

[4]David J. Fox, The Research Process in Education (New York: Holt, Rinehart, Winston, 1969), pp. 283-284.

or combining frequencies,[1] was performed for purposes of chi square analysis. Frequencies, in like manner (high degree versus low degree), in each level of the five cells, or sub-units, evaluated (under the six services) were combined and collapsed toward the higher response. The frequency of the "do not know" response was eliminated since it was neither a high nor low perception.

Some data have a tendency to be inflated. The rationale for using as large a table as the 10 x 2 contingency table is that it is more conservative and, therefore, produces a more reliable estimate. By collapsing or combining the frequencies the data would have a tendency to be deflated. By combining the three respondent groups in combinations of two, the chi square was maximized. Therefore, if no significance appeared, the conservative estimate insured no internal differences. The likelihood of any significance within was less than would have been computed or apparent if individually chi square tested by a series of 2 x 2 tables.

The twelve null hypotheses were tested with the chi square statistic using the 10 x 2 table. The required magnitude for significance at the .05 level with nine degrees of freedom was 16.919 for the chi square statistic. If the value for a particular null hypothesis was more than 16.919

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[1]Downie and Heath, pp. 169-171.

it was rejected and further testing was undertaken.

If the overall chi square was not significant (smaller or less than 16.919) on the 10 x 2 table, the statistical testing was ended at that point. However, 8 of the 12 null hypotheses showed a chi square value which exceeded 16.919. As a result of the large chi square, the null hypothesis of no significance among the two groups at the .05 level of confidence was rejected.

The large chi square indicated there was a significant difference among the two groups. Further testing was undertaken by examining subunits in a 2 x 2 contingency table. The magnitude of a chi square statistic for significance at the .05 level with one degree of freedom was 3.841. The tabulated responses of the RESC's contained 360 possible combinations (6 services x 5 statements x 12 null hypotheses). Testing of subunits produced 65 significant chi squares larger than 3.841. This was significant because only 18 could have occurred by chance alone.

The statistical treatment was carried one step further to maximize the power of the chi square test and to be reasonably certain of the results. Downie and Heath state that when any one of the expected frequencies is small (less than 10), the chi square computed is likely to be overestimated.[1] To compensate for this, with one degree of freedom, Yates' correction for continuity (X^2_y) was applied. In applying the

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[1] Ibid., p. 166.

correction, the obtained frequencies that were higher than expected were reduced by 0.5 and the obtained frequencies that were less than expected were increased by 0.5. This brought the observed and obtained values closer together and decreased the value of chi square. Yates' correction is negligible when applied to large expected frequencies.[1]

The Yates' correction was applied to all of the 65 significant chi squares which emerged through the application of the 2 x 2 contingency table. This was 18 percent of the possible 360 combinations. Using Yates' correction reduced the 65 to 51 significant chi squares or subunits.

Fourteen percent or 51 subunits were significant, which meant the null hypotheses of no statistical significant difference was rejected. More important, the existence of 14 percent significant relations indicated the results reflected real differences since only 8 percent was expected by chance.

Testing of Hypotheses

Following is a presentation of analysis of the 12 null hypotheses tested for this study. The expanded tables presented in conjunction with the hypotheses include a post hoc analysis when a significant difference is observed. The post hoc analysis was used in order to strengthen this field study.[2]

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[1]Ferguson, p. 207.

[2]D. Campbell and J. Stanley, "Experimental and Quasi-Experimental Design for Research on Teaching," in Handbook of Research on Teaching, ed., N. Gage (Skokie, Ill.: Rand McNally, 1963), pp. 70-71.

Observations concerning the 51 subunits that were statistically significant were included following the statistical analysis of each hypothesis. Seventeen directors, 59 superintendents and 49 teachers responded to this section of the questionnaire.

Ho_1 There will be no significant difference in the directors' perceptions regarding the degree to which services of the RESC exist and the superintendents' perceptions regarding the degree to which services exist as measured by the RESCS.

After applying Yates' correction to the subunits that exceeded the .05 level of probability, there was no statistically significant difference. Therefore, the null hypothesis was not rejected. Table 12 contains the results of the chi square. Table 13 contains the post hoc analysis using the Yates' correction for continuity.

TABLE 12

AGREEMENT OF DIRECTORS AND SUPERINTENDENTS ON EXISTENCE OF SERVICE

Service	X^2	p
Student Appraisal	9.95	nss
Media	16.98	<.05
Individual Learning Plans	12.49	nss
Staff Development	4.23	nss
Counseling	2.74	nss
Educational Planning	12.70	nss

TABLE 13

POST HOC ANALYSIS OF Ho_1

Subunit	x^2	x^2y	p
Media			
Service was requested	5.06	3.37	nss
Service being used	3.93	2.72	nss
Objective being fulfilled	3.93	2.72	nss

Ho_2 There will be no significant difference in the directors' perceptions regarding the degree to which services of the RESC exist and the teachers' perceptions regarding the degree to which services exist as measured by the RESCS.

After applying Yates' correction to those subunits exceeding the .05 level of probability there was statistical significance in four subunits. Therefore, the null hypothesis was rejected. Table 14 contains the results of the chi square. Table 15 provides information pertaining to the post hoc analysis using the Yates' correction.

TABLE 14

AGREEMENT OF DIRECTORS AND TEACHERS ON EXISTENCE OF SERVICE

Service	x^2	p
Student Appraisal	7.78	nss
Media	11.21	nss
Individual Learning Plans	18.06	$<.05$
Staff Development	6.62	nss
Counseling	6.49	nss
Educational Planning	26.70	$<.05$

TABLE 15

POST HOC ANALYSIS OF Ho_2

Subunit	X^2	X^2y	p
Individual Learning Plans			
Service was requested	5.47	3.88	.05
Service being used	4.63	3.31	nss
Educational Planning			
Awareness of service	7.72	6.09	.05
Service was requested	7.78	6.11	.05
Service being used	8.84	5.69	.05

Observations on Significant Areas

Individual learning plans service

Service was requested

There was indication that 36 percent of the teachers had a low perception of the existence of this service as compared to the directors.

Educational planning service

Awareness of service

Fifty-five percent of the teachers were not in agreement with the directors on being aware of this service.

Service was requested

Twelve teachers didn't know if this service had been requested and 19 of 49 teachers rated the question low. Only 18 of 49 or 37 percent of the teachers had requested this service.

Service being used

Only 20 of 49 teachers (41 percent) indicated the service was being used to a high degree.

Ho_3 There will be no significant difference in the superintendents' perceptions regarding the degree to which services of the RESC exist and the teachers' perceptions regarding the degree to which services exist as measured by the RESCS.

As indicated by the information in Table 16, the chi square showed no statistically significant difference. Therefore, the hypothesis was not rejected.

TABLE 16

AGREEMENT OF SUPERINTENDENTS AND TEACHERS ON EXISTENCE OF SERVICE

Service	X^2	p
Student Appraisal	2.35	nss
Media	4.64	nss
Individual Learning Plans	6.25	nss
Staff Development	3.36	nss
Counseling	15.91	nss
Educational Planning	14.24	nss

Ho_4 There will be no significant difference in the directors' perceptions regarding the degree to which services of the RESC should exist and the superintendents' perceptions regarding the degree to which services should exist as measured by the RESCS.

As indicated by the information in Table 17, the chi square showed no statistically significant difference. Therefore, the hypothesis was not rejected.

TABLE 17

AGREEMENT OF DIRECTORS AND SUPERINTENDENTS ON HOW SERVICES SHOULD EXIST

Service	X^2	p
Student Appraisal	5.72	nss
Media	8.90	nss
Individual Learning Plans	9.52	nss
Staff Development	10.87	nss
Counseling	4.29	nss
Educational Planning	14.22	nss

Ho_5 There will be no significant difference in the directors' perceptions regarding the degree to which services of the RESC should exist and the teachers' perceptions regarding the degree to which services should exist as measured by the RESCS.

As indicated by the information in Table 18, the chi square showed no statistically significant difference. Therefore, the hypothesis was not rejected.

TABLE 18

AGREEMENT OF DIRECTORS AND TEACHERS ON HOW SERVICE SHOULD EXIST

Service	X^2	p
Student Appraisal	2.99	nss
Media	2.44	nss
Individual Learning Plans	5.05	nss
Staff Development	2.70	nss
Counseling	8.21	nss
Educational Planning	5.10	nss

Ho_6 There will be no significant difference in the superintendents' perceptions regarding the degree to which services of the RESC should exist and the teachers' perceptions regarding the degree to which services should exist as measured by the RESCS.

As indicated by the information in Table 19, the chi square showed no significant difference in five of the six service categories. Yates' correction was applied to the subunit of Staff Development Service. Additional data in Table 20 pertaining to the post hoc analysis show that there was significance in one subunit. Therefore, the null hypothesis was rejected.

TABLE 19

AGREEMENT OF SUPERINTENDENTS AND TEACHERS ON HOW SERVICE SHOULD EXIST

Service	x^2	p
Student Appraisal	3.90	nss
Media	8.70	nss
Individual Learning Plans	10.18	nss
Staff Development	20.35	$<.05$
Counseling	9.12	nss
Educational Planning	7.83	nss

TABLE 20

POST HOC ANALYSIS OF Ho_6

Subunit	x^2	x^2y	p
Staff Development			
Objective being fulfilled	6.34	4.83	$<.05$

Observations on Significant Areas

Staff development service

Service objective being fulfilled

In contrast to the teachers, 10 superintendents (16 percent) rated this area low which would indicate that many felt it not important that the objective of this service be fulfilled.

Ho_7 There will be no significant difference in the directors' perceptions regarding the degree to which services of the RESC exist and the degree to which services should exist as measured by the RESCS.

Table 21 contains the results of the chi square. The subunits were tested on a 2 x 2 table. Yates' correction was not applicable since there was no significance. Table 22 contains the data pertaining to the post hoc analysis. Since there was no significance, the null hypothesis was not rejected.

TABLE 21

AGREEMENT OF DIRECTORS ON EXISTENCE OF SERVICES AND HOW SERVICES SHOULD EXIST

Service	X^2	p
Student Appraisal	2.08	nss
Media	0.00	nss
Individual Learning Plans	2.08	nss
Staff Development	10.60	nss
Counseling	16.00	nss
Educational Planning	25.00	$<.05$

TABLE 22

POST HOC ANALYSIS OF Ho_7

Subunit	x^2	x^2y	p
Educational Planning			
Service was requested	2.13	not applicable	nss
Center personnel available	2.13	not applicable	nss
Objective being fulfilled	2.13	not applicable	nss

Ho_8 There will be no significant difference in the superintendents' perceptions regarding the degree to which services of the RESC exist and the degree to which services should exist as measured by the RESCS.

The information in Table 23 shows there was no significant difference in four of the six service categories. Yates' correction was applied to the subunits of Counseling Service and Educational Planning Service. The post hoc analysis is contained in Table 24. It was found that there was significance in three subunits of one service area and two subunits of the other. Therefore, the null hypothesis was rejected.

TABLE 23

AGREEMENT OF SUPERINTENDENTS ON EXISTENCE OF SERVICE AND HOW SERVICES SHOULD EXIST

Service	x^2	p
Student Appraisal	10.12	nss
Media	13.92	nss
Individual Learning Plans	9.50	nss
Staff Development	12.51	nss
Counseling	27.25	$<.05$
Educational Planning	24.65	$<.05$

TABLE 24

POST HOC ANALYSIS OF Ho_8

Subunit	X^2	X^2_y	p
Counseling			
Service was requested	12.98	11.33	.05
Service being used	9.55	8.17	.05
Objective being fulfilled	9.68	8.33	.05
Educational Planning			
Service being used	6.19	5.51	.05
Center personnel available	6.74	5.55	.05
Objective being fulfilled	4.28	3.37	nss

Observations on Significant Areas

Counseling service

Service was requested

Indications were that, as far as the superintendents knew, only 59 percent were aware of whether or not the service had been requested. Fifty-three of 59, or 90 percent of the respondents, felt it should be requested.

Service being used

Thirty-three indicated the service was being used to a high degree by their school; 51 indicated it should be used; 18 that it wasn't being used very much; 6 that it shouldn't be used; and 8 made no comment about the service being used and 2 had no comment on whether or not it should be used.

Service objective being fulfilled

Thirty respondents indicated the objective was being fulfilled adequately while 19 felt that it wasn't and 10 didn't know. Forty-nine felt it should be fulfilled to a high degree, 7 weren't sure to what extent and 3 were non-commital.

Educational planning service

Service being used

Thirty-six respondents indicated the service existed to a high degree while 16 said it hardly existed, or not at all, and 7 had no comment. Fifty respondents indicated that the schools should use the service, 6 didn't think too highly of it and 3 had no comment.

Center personnel available

Thirty-five respondents indicated the RESC personnel were available when needed while 19 of the 59 respondents said they were not as accessible as they could be. Eight didn't know or didn't comment.

Ho_9 There will be no significant difference in the teachers' perceptions regarding the degree to which services should exist as measured by the RESCS.

As indicated by the data contained in Table 25, Student Appraisal Service was the only area that showed no significance. In the post hoc analysis contained in Table 26, Media Service was not significant after Yates' correction was applied. In the remaining four service areas, significance

was indicated after application of Yates' correction for most subunits. Therefore, the null hypothesis was rejected.

TABLE 25

AGREEMENT OF TEACHERS ON EXISTENCE OF SERVICE AND HOW SERVICE SHOULD EXIST

Service	X^2	p
Student Appraisal	11.03	nss
Media	19.58	$<.05$
Individual Learning Plans	46.39	$<.05$
Staff Development	45.03	$<.05$
Counseling	102.65	$<.05$
Educational Planning	75.50	$<.05$

Observations on Significant Areas

Individual learning plans service

Service was requested

The major portion (47) of the respondents indicated this service should be requested as compared to only 31 who rated it as existing.

Service being used

Forty-four indicated the service should be used but 14 indicated low participation while 6 made no comment.

Center personnel available

Ninety-eight percent thought they should be available, but only 69 percent said they were and 16 percent didn't know.

TABLE 26

POST HOC ANALYSIS OF Ho_9

Subunit	X^2	X^2y	p
Media			
Objective being fulfilled	4.63	3.30	nss
Individual Learning Plans			
Service was requested	11.27	5.99	$<.05$
Service being used	6.98	5.69	$<.05$
Center personnel available	8.29	6.24	$<.05$
Objective being fulfilled	6.90	5.30	$<.05$
Staff Development			
Service was requested	13.64	11.79	$<.05$
Service being used	16.81	14.81	$<.05$
Center personnel available	4.78	3.21	nss
Objective being fulfilled	7.16	5.40	$<.05$
Counseling			
Awareness of service	17.56	15.42	$<.05$
Service was requested	22.48	20.17	$<.05$
Service being used	33.67	30.82	$<.05$
Center personnel available	15.12	12.87	$<.05$
Objective being fulfilled	13.24	11.18	$<.05$
Educational Planning			
Awareness of service	17.01	15.00	$<.05$
Service was requested	14.98	13.73	$<.05$
Service being used	21.01	18.80	$<.05$
Center personnel available	8.29	6.49	$<.05$
Objective being fulfilled	11.05	8.89	$<.05$

Service objective being fulfilled

Only 63 percent of the teachers felt the centers were fulfilling the service objective whereas 96 percent indicated they should.

Staff development service

Service was requested

Ninety-two percent of the respondents felt this service should be requested, but only 53 percent indicated it had been requested.

Service being used

All respondents indicated the service should be used, but 37 percent said that it was not being used.

Service objective being fulfilled

Ninety-six percent felt the service objective should be fulfilled, 17 percent indicated it wasn't being fulfilled very well, and 14 percent had no comment.

Counseling service

Awareness of service

The vast majority felt they should be aware of the service whereas 33 percent indicated they were not aware of it, and 26 percent either didn't know about it or made no comment.

Service was requested

Forty-four indicated the service should be requested compared to 20 who said it had not been, along with 13 who didn't know.

Service being used

Twenty-one of 49 indicated this service was not being performed along with 13 who didn't know, but 47 of 49 thought it should.

Center personnel available

Less than half the respondents indicated the center staff was available when needed, but 47 suggested they should be readily available.

Objective being fulfilled

Forty-six of 49 suggested the objective should be fulfilled, but just 19 or less than half felt that it was being fulfilled.

Educational planning service

Awareness of service

Ten respondents did not comment about awareness, 17 rated the existence low and 22 gave a favorable rating.

Service was requested

Eighteen indicated a high level of existence, 19 said it was present to a low degree or not at all, and 12 made no comment. Forty-four indicated it should exist.

Service being used

Forty-six said the service should be used while 20 indicated it was being used, and 19 indicated it was not used very much. Ten made no comment.

Center personnel available

All but two suggested they should be available and 27 indicated they were available. Nine said they were not available, and 13 didn't know.

Service objective being fulfilled

Forty-seven indicated the objective should be fulfilled, 25 said the objective was being fulfilled to a high degree, 9 indicated it wasn't, and 15 didn't know or made no comment.

Ho_{10} There will be no significant difference in the directors' perceptions regarding the degree to which services of the RESC exist and the superintendents' perceptions regarding the degree to which services should exist as measured by the RESCS.

As indicated by the information in Table 27, the chi square showed significance in only the area of Counseling Services. As shown by the data contained in Table 28 pertaining to the post hoc analysis, Yates' correction was applied and resulted in significance for three subunits. Therefore, the null hypothesis was rejected.

TABLE 27

AGREEMENT OF DIRECTORS AND SUPERINTENDENTS ON EXISTENCE OF SERVICES AND HOW SERVICES SHOULD EXIST

Service	X^2	p
Student Appraisal	3.10	nss
Media	7.40	nss
Individual Learning Plans	4.99	nss
Staff Development	0.69	nss
Counseling	38.17	$<.05$
Educational Planning	0.92	nss

TABLE 28

POST HOC ANALYSIS OF Ho_{10}

Subunit	X^2	X^2_y	p
Counseling			
Service was requested	10.81	8.24	$<.05$
Service being used	11.39	9.14	$<.05$
Center personnel available	4.98	3.70	nss
Objective being fulfilled	5.97	4.67	$<.05$

Observations on Significant Areas

Counseling service

Service was requested

Six of 17 directors indicated the schools had not requested this service while 51 of 59 superintendents said it should be.

Service being used

Indications of the directors were that this service was not being used by the schools to a very high degree. Eight rated it low. Fifty-one of 59 superintendents said it should be used.

Service objectives being fulfilled

Seven directors indicated the objectives were not being fulfilled whereas 49 of 59 superintendents said that they should be.

Ho_{11} There will be no significant difference in the directors' perceptions regarding the degree to which services of the RESC exist and the teachers' perceptions regarding the degree to which services should exist as measured by the RESCS.

As indicated by the data in Table 29, the chi square showed significance in the areas of Staff Development and Counseling. As shown by the data contained in Table 30 pertaining to the post hoc analysis, there was no significance in the Staff Development area after application of Yates' correction. There was significance in the Counseling area, so the null hypothesis was rejected.

Observations on Significant Areas

Counseling service

Awareness of service

Five directors indicated the schools were not aware of this service. Forty-six of 49 teachers indicated that they should know about it.

TABLE 29

AGREEMENT OF DIRECTORS AND TEACHERS ON EXISTENCE OF SERVICE AND HOW SERVICE SHOULD EXIST

Service	X^2	p
Student Appraisal	2.60	nss
Media	2.27	nss
Individual Learning Plans	2.54	nss
Staff Development	18.88	$<.05$
Counseling	62.36	$<.05$
Educational Planning	4.30	nss

TABLE 30

POST HOC ANALYSIS OF Ho_{11}

Subunit	X^2	X^2y	p
Staff Development			
Service being requested	4.26	1.55	nss
Counseling			
Awareness of service	6.43	4.43	$<.05$
Service was requested	7.01	5.09	$<.05$
Service being used	21.29	17.68	$<.05$
Center personnel available	14.75	11.75	$<.05$
Objective being fulfilled	12.06	9.49	$<.05$

Service was requested

Six of 17 directors indicated the school had not requested this service while 44 of 49 teachers said it should be requested.

Service being used

Eight directors indicated the schools were not using this service. Forty-seven teachers said it should be used.

Center personnel available

Seven directors indicated the centers were not as available to the schools as they could have been whereas 10 indicated they were. Forty-seven teachers said the centers should be available.

Service objective being fulfilled

Seven directors indicated the objective was not being fulfilled as it should be. Forty-six teachers indicated the objective should be fulfilled.

Ho_{12} There will be no significant difference in the superintendents' perceptions regarding the degree to which services of the RESC exist and the teachers' perceptions regarding the degree to which services should exist as measured by the RESCS.

As indicated by the information in Table 31, the chi square showed significance in all areas except Student Appraisal. As shown by the data contained in Table 32 pertaining to the post hoc analysis, application of Yates' correction showed significance in most subunits of all five areas. Therefore, the null hypothesis was rejected.

TABLE 31

AGREEMENT OF SUPERINTENDENTS AND TEACHERS ON EXISTENCE OF SERVICE AND HOW SERVICE SHOULD EXIST

Service	X^2	p
Student Appraisal	16.88	nss
Media	30.50	$<.05$
Individual Learning Plans	22.95	$<.05$
Staff Development	41.26	$<.05$
Counseling	57.08	$<.05$
Educational Planning	46.73	$<.05$

Observations on Significant Areas

Media service

Service was requested

Forty-six of 49 (94 percent) teachers indicated this service should be requested, but only 46 of 59 (78 percent) of the superintendents said that it had been.

Service being used

Ninety-six percent of the teachers suggested it should be used, whereas 76 percent of the superintendents indicated it had been used.

Center personnel available

Ninety-eight percent of the teachers suggested center personnel should be readily available, but 19 percent of superintendents indicated they were not.

TABLE 32

POST HOC ANALYSIS OF Ho_{12}

Subunit	X^2	X^2y	p
Media			
Awareness of service	5.47	3.67	nss
Service was requested	6.15	4.80	$<.05$
Service being used	7.81	6.18	$<.05$
Center personnel available	5.83	4.33	$<.05$
Objective being fulfilled	5.83	4.49	$<.05$
Individual Learning Plans			
Service was requested	4.75	3.35	nss
Center personnel available	10.54	8.57	$<.05$
Staff Development			
Awareness of service	5.04	3.76	nss
Service was requested	6.65	5.34	$<.05$
Service being used	12.18	10.26	$<.05$
Center personnel available	5.16	3.67	nss
Objective being fulfilled	11.00	9.22	$<.05$
Counseling			
Awareness of service	4.18	3.05	nss
Service was requested	8.93	7.52	$<.05$
Service being used	17.59	15.51	$<.05$
Center personnel available	11.23	9.43	$<.05$
Objective being fulfilled	15.00	13.19	$<.05$
Educational Planning			
Service was requested	5.84	4.65	$<.05$
Service being used	10.03	8.49	$<.05$
Center personnel available	12.61	10.83	$<.05$
Objective being fulfilled	14.63	12.68	$<.05$

Service objective being fulfilled

Ninety-six percent of the teachers said the objective should be fulfilled while 24 percent of the superintendents indicated it was not being fulfilled.

Individual learning plans service

Center personnel available

Nineteen percent of the superintendents indicated the center personnel were not as available as could be, and 98 percent of the teachers indicated they should be.

Staff development service

Service was requested

Twenty-four percent of the superintendents indicated this service had not been requested, and 5 percent made no comment. Ninety-two percent of the teachers suggested it should be requested.

Service being used

Twenty-four percent of the superintendents indicated this service was not being used while all teachers said it should be used.

Service objective being fulfilled

Five percent of the superintendents didn't know, and 24 percent indicated the service objective was not being fulfilled. Ninety-six percent of the teachers indicated the objective should be fulfilled.

Counseling service

Service was requested

Fifty-nine percent of the superintendents indicated this service had been requested, 12 percent didn't know, but 90 percent of the teachers suggested the service should be requested.

Service being used

Fifty-six percent of the superintendents indicated the service was being used while 96 percent of the teachers said it should be used.

Center personnel available

Eighteen percent of the superintendents either didn't know or didn't comment, and 24 percent felt the center personnel were not readily available. Ninety-six percent of the teachers indicated they should be available to schools.

Service objective being fulfilled

Thirty-two percent of the superintendents indicated the objective of this service was not being fulfilled, and 17 percent made no comment. Ninety-four percent of the teachers said the objective should be met.

Educational planning service

Service was requested

Sixty-four percent of the superintendents indicated this service had been requested. Ten percent of the teachers

didn't consider it important.

Service being used

Sixty-one percent of the superintendents indicated the service was being used. Ninety-four percent of the teachers said the service should be used.

Center personnel available

Fifty-nine percent of the superintendents felt the center personnel were available for this service, and 96 percent of the teachers indicated they should be available.

Service objective being fulfilled

Ninety-six percent of the teachers indicated the service objective should be fulfilled, but only 59 percent of the superintendents said the center provided activities to fulfill this service objective.

Ranking of Services

Respondents were asked to rank a list of services in terms of which they felt should be provided by the RESC. If it was felt none of the services were applicable or should be provided by the center, respondents were asked to mark "None of these" and leave the others blank. The items listed for ranking were Audiologist, Visual, Vocational rehabilitation, Early childhood development, and Speech pathologist. Since the rankings beyond one and two showed no consistency among respondents, tabulation was limited to the first and

second choices.

Of the 20 questionnaires returned by directors, the rankings had been completed on 18 and they were usable. On 6 of the returned questionnaires from superintendents, the rankings were not completed which resulted in 54 being usable. Of the 52 teacher respondent questionnaires, the rankings were complete on 45 which were used. Three directors, 14 superintendents, and 9 teachers, a total of 26 out of the 117 usable rankings, marked "None of these."

The tabulations of the directors' first and second choices were: first, 9 of 18 or 50 percent for Speech pathologist; and second, 5 of 18 or 28 percent for Early childhood development.

The first and second choices of superintendents were: first, 16 of 54 or 30 percent for Early childhood development; and second, 11 of 54 or 20 percent for Speech pathologist.

The teachers' first and second choices were: first, 13 of 45 or 29 percent for Speech pathologist; and 9 of 45 or 20 percent for Early childhood development.

The overall choices of the combined respondents were: first, 33 of 117 (28 percent) for Speech pathologist; and second, 30 of 117 (26 percent) for Early childhood development. The choice ranking third was the 26 of 117 (22 percent) who marked "None of these." This indicated that these respondents felt the services listed were not among those that should be added to those that were already being provided by the RESC.

The responses listed below were a third part of the questionnaire. The responses were tabulated. In most instances the highest four or five responses were listed. If there were less than 3 responses, they were not included. The number in parentheses at the end of each opinion denotes the number of responses indicating that opinion.

Opinion: Name the one most successful function of the RESC.

Directors: 1--Identification and diagnosis (10); and 2--Prescriptive lesson plans (4).

Superintendents: 1--Identification and diagnosis (20); 2--Media service (8); 3--Prescriptive lesson plans (6); and 4--Supplements special education programs (3).

Teachers: 1--Media service (24); 2--Identification and diagnosis (19); and 3--Psychometrist services (3).

There was agreement among the three respondent samples on Identification and diagnosis. Directors and superintendents were in agreement on Prescriptive lesson plans, and the superintendents and teachers were in agreement on Media service.

Opinion: Name the least successful function of the RESC.

Directors: 1--Counseling service (9); and 2--In-service training for teachers of regular classrooms (3).

Superintendents: 1--Counseling service (14); 2--Curriculum development (4); 3--Prescriptive teaching plans (3);

and 4--None of the programs were successful (3).

Teachers: 1--Counseling service (15); 2--Workshops (4); and 3--Prescriptive teaching plans (4).

Agreement was observed for all three respondent groups on Counseling service and the superintendents and teachers were in agreement that the Prescriptive teaching plans were not successful.

Opinion: Give important areas where schools can assist the RESC.

Directors: 1--Use the center and the services available (3); and 2--Assist with the screening of the students (3).

Superintendents: 1--Use the center and the services available (5); 2--Provide more accurate referrals (5); 3--Scheduling (3); and 4--Cooperation and sharing of ideas (3).

Teachers: 1--Cooperation and sharing of ideas (6); 2--Use the center and the services available (5); 3--Make needs known to teachers and students (4); 4--Assist with the screening (3); and 5--Have a better knowledge of available materials (3).

Agreement was noted among respondent groups on Using the center and services available. Directors and teachers were in agreement on Assisting with the screening. Superintendents and teachers agreed on Cooperation and sharing of ideas.

List suggestions concerning the operation of the RESC.

Directors: 1--Additional staff needed (6).

Superintendents: 1--Additional staff needed (13); and 2--More funding needed (4).

Teachers: 1--Additional staff needed (7); 2--Teachers need to be made aware of the services of the center (5); 3--Use the center more often, at least once per month (4); 4--Diagnostic service needs to be expanded (4); and 5--Center needs to be closer to the schools (4).

There was agreement among respondents on the Need for additional staff.

There were other areas with one or two responses to each of the questions which have been presented in the preceding paragraphs (see Appendix D).

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The problem of this study was to assess the degree to which the twenty Regional Educational Service Centers in Oklahoma were achieving their established objectives. The investigation was carried out by statistical analyses of the perceptions of the directors, superintendents, and teachers as recorded on the Regional Educational Service Center Questionnaire that was developed for the study. The perceptions concerned the extent to which services existed and the extent to which they should exist. The findings were derived from the testing of twelve null hypotheses.

All RESC directors were included in the sample and a stratified random sample was selected from the populations of superintendents and special education teachers within each of the twenty RESC areas. The criteria were to select four independent school districts and one dependent school district from each RESC area. The sample size was to have been 20 center directors, the chief administrator from each of the 80 independent districts and 20 dependent districts.

Within the sample population, four independent districts and six dependent districts failed to meet either the special education or the ADA requirement criterion for selection. The sample size was reduced to 76 independent districts and 14 dependent districts. The total number in the sample, then, was 90 superintendents (principals in dependent districts) and 90 teachers plus the 20 RESC directors.

Twenty questionnaires were distributed to the 20 directors and 20 were returned. Of the 90 questionnaires sent to the superintendents, 60 were returned. Ninety questionnaires were distributed to the teachers and 52 were returned. A total of 200 questionnaires were distributed among the three population samples with a return of 132 or 66 percent.

Characteristics of the Sample

Sixty-five percent of the directors was male and the other 35 percent was female. Ninety-two percent of the superintendents was male. Only one teacher was male. In the total sample, 52 percent of the respondents was male and 48 percent was female.

The directors were younger than the superintendents with the largest number occurring in the 30-39 age group. The largest age category among the superintendents was the 40-49 range. Forty-two percent of the teachers were in the 20-29 age group.

All of the directors possessed at least a master's degree. Ninety-three percent of the superintendents had at least a master's degree. Seventeen percent of the superintendents had completed a doctor's degree. Forty-eight percent of the teachers had at least a master's degree. Among all respondents, 23 percent had bachelor's degrees, 36 percent had only a master's degree, 32 percent had 30 hours beyond the master's, 7 percent had earned doctor's degrees, and two respondents did not complete this question.

Among teacher respondents 67 percent had less than 10 years experience. Thirty percent of the directors and 8 percent of the superintendents had less than 10 years experience.

Ninety-five percent of the directors and 35 percent of the teachers reported being in their present positions for 4 years or less.

Twenty-five percent of the directors, 13 percent of the superintendents, and 31 percent of the teachers were in their first year in their positions. However, 65 percent of the directors, 35 percent of the superintendents, and 48 percent of the teachers had been in their positions for at least two years which provided an opportunity to observe the needs of students.

All but 8 of the teachers held positions in elementary schools. Two were working in middle schools, 5 were in junior high schools, and only one worked in a senior high school.

Findings

The following null hypotheses were not rejected:

Ho_1 There is no significant difference in the directors' perceptions regarding the degree to which services of the RESC exist and the superintendents' perceptions regarding the degree to which services exist as measured by the RESCS.

Ho_3 There is no significant difference in the superintendents' perceptions regarding the degree to which services of the RESC exist and the teachers' perceptions regarding the degree to which services exist as measured by the RESCS.

Ho_4 There is no significant difference in the directors' perceptions regarding the degree to which services of the RESC should exist and the superintendents' perceptions regarding the degree to which services should exist as measured by the RESCS.

Ho_5 There is no significant difference in the directors' perceptions regarding the degree to which services of the RESC should exist and the teachers' perceptions regarding the degree to which services should exist as measured by the RESCS.

Ho_7 There is no significant difference in the directors' perceptions regarding the degree to which services of the RESC exist and the degree to which services should exist as measured by the RESCS.

The following null hypotheses were rejected:

Ho_2 There is no significant difference in the directors' perceptions regarding the degree to which services of the RESC exist and the teachers' perceptions regarding the degree to which services exist as measured by the RESCS.

The alternative hypothesis was accepted because there were significant differences contained in the subunits of two services. Teachers indicated Individualized Learning Plans Service had not been requested. The directors said they had. In Educational Planning Service the directors indicated a high level of existence while the teachers felt the reason it was not being used was because they were not aware enough of the service to request it.

Ho_6 There is no significant difference in the superintendents' perceptions regarding the degree to which services of the RESC should exist and the teachers' perceptions regarding the degree to which services should exist as measured by the RESCS.

The alternative hypothesis was accepted because there was a significant difference demonstrated in Staff Development Service. There was a difference in the opinions of the superintendents and teachers concerning the degree to which each felt the objective should be fulfilled. The teachers valued it higher than did the superintendents.

Ho_8 There is no significant difference in the superintendents' perceptions regarding the degree to which services of the RESC exist and the degree to which services should

exist as measured by the RESCS.

The alternative hypothesis was accepted because of the significant differences contained in the subunits of two services. In Counseling Service the superintendents felt this service should exist to a high degree. Their perceptions indicated some schools had not requested this service and consequently were not using it. They also indicated the service objective was not being fulfilled. Two subunits in Educational Planning Service differed considerably. The superintendents felt the schools were not using this service and the center personnel were not available, but in both instances, they felt such a service should be available.

Ho_9 There is no significant difference in the teachers' perceptions regarding the degree to which services of the RESC exist and the degree to which services should exist as measured by the RESCS.

The alternative hypothesis was accepted because there were significant differences in four service areas containing a total of seventeen subunits. In each of the service areas the teachers perceived the services should exist to a very high degree.

Individualized Learning Plans Service contained four subunits which indicated the teachers had not requested the service, so they couldn't be using it to a high degree. They felt the center personnel were not as available as they should be and the objective was not being fulfilled.

In the Staff Development Service area, they indicated the teachers had not requested and were not using the service extensively. They also felt the objectives were not being fulfilled.

Counseling Service was rejected in every subunit. Teachers indicated they were not aware the service was available, did not request it, and, therefore, did not use it. They said the center personnel were not readily available and the activities provided by the center were not fulfilling the objectives of this service.

Educational Planning Service was also rejected in the five subunits because teachers said they could not use a service they didn't know enough about to request. They indicated the center staff was not readily available, and the objective could not very well meet its objective when it was not being used.

Ho_{10} There was no significant difference in the directors' perceptions regarding the degree to which services of the RESC exist and the superintendents' perceptions regarding the degree to which services should exist as measured by the RESCS.

The alternative hypothesis was accepted because three subunits showed a significant difference. The only service affected was Counseling Service. The superintendents felt the service should exist to a high degree, but the directors indicated the schools were not requesting and using the

services as they should or could. The directors felt this contributed to the objective not being fulfilled adequately.

Ho_{11} There was no significant difference in the directors' perceptions regarding the degree to which services of the RESC exist and the teachers' perceptions regarding the degree to which services should exist as measured by the RESCS.

The alternative hypothesis was accepted because of significant differences which appeared in five subunits of Counseling Service. The teachers indicated that the service should exist to a high degree, but the directors indicated the service was not being used to a high degree, probably because the teachers may not have been aware of it or request it. The center personnel were not readily available and the activities the center provided failed to fulfill the service objective as it should.

Ho_{12} There was no significant difference in the superintendents' perceptions regarding the degree to which services of the RESC exist and the teachers' perceptions regarding the degree to which services should exist as measured by the RESCS.

The alternative hypothesis was accepted because of the significant differences which were evidenced in four service areas with sixteen subunits. All the service areas held high expectations on the way the services should exist as perceived by the teachers. The superintendents indicated

the objectives of Counseling Service were not being fulfilled and the center personnel were not readily available. The superintendents felt the center staff was not readily available to assist with the Individualized Learning Plans Service. Staff Development Service was not requested and consequently not used by the schools as the superintendents perceived the service. They also felt the objective was not being fulfilled. Counseling Service as the superintendents indicated, had not been requested and was not being used by the schools. The center personnel weren't readily available and the activities provided by the center were not meeting the needs of the objective. Educational Planning Service was not being used by the schools. The superintendents felt it had not been requested. The center personnel were not readily available and the activities provided by the center did not fulfill the objective of this service.

Suggested Service Findings

The results of this part of the study were consistent with the statistical findings. Identification and diagnosis (Student Appraisal) and Media were the most successful as listed by all respondent groups.

The least successful service as identified in this part of the study was also consistent with the statistical results. Counseling was listed as the least successful.

According to the respondents, areas where the school districts can be helpful are (1) use the center more, (2) provide more accurate records, (3) make the needs of the teachers and students known, (4) scheduling, and (5) cooperate and share ideas with the center.

There were numerous suggestions concerning the operation of the RESC's. The most prominent were (1) the need for additional staff, (2) teachers being made aware of the services of the center, (3) use the center more often, and (4) the center needs to be closer to the schools.

Conclusions

An analysis of the major findings of the investigation led to the formulation of certain conclusions which may have important implications for the further development of the Regional Education Service Center concept in Oklahoma.

1. The major portion of the teachers responding to this study taught Children with Learning Disabilities and Educable Mentally Retarded special education classes.

2. Very few junior high and senior high students are being accommodated in the special education programs in Oklahoma as compared to the elementary students.

3. There was no evidence of services performed by the RESC's outside the classification of special education classes.

4. Overall the respondents indicated the RESC's in Oklahoma were functioning creditably but their performance

was not yet measuring up to its full potential.

5. In some instances the superintendents and teachers were not aware of the services provided by the RESC's.

6. The most successful functions of the RESC's were Student Appraisal and Media Service.

7. Counseling Service was the least successful function of the RESC's.

8. The LEA's did not utilize the full extent of the services the RESC's provided.

9. The RESC's were understaffed!

Recommendations

1. Definitive plans for publicizing the RESC services and programs are needed. There is an apparent need for better communications with administrators and especially teachers for whom these services were initially intended. This responsibility might very well be specifically assigned to assure that it will be carried out on a systematic basis.

2. Preparations should be made: (a) to provide appropriate programs in junior high and senior high school for those special education students who are now in elementary school; (b) for institutions of higher learning who have the responsibility of training special education teachers to study the projections of the students reaching junior high and senior high school levels; and (c) for state and local funds to be made available to provide adequate financing for staffing, facilities, equipment and supplies.

3. The RESC staff should be readily available to assist and counsel in whatever capacity may be needed to serve any student or teacher requesting help.

4. The RESC should provide suitable activities to fulfill all service objectives.

5. Recommendations for further study might include the following:

a. At the conclusion of the third year of operation (1976-77) individual studies be conducted on each of the service areas to determine if they are viable parts of the service centers' activities.

b. Studies for the future could focus on a single region with an intensive investigation of specific services.

c. This or a similar study might be conducted after a period of time to measure the extent and direction of change in the operation of the Regional Education Service Centers in Oklahoma.

Final Comment

The RESC's in Oklahoma are service oriented. This study indicated the centers can become a viable intermediate educational unit. The RESC can play an increasingly important role in public school education in the years ahead provided the LEA staff becomes aware, requests and uses the services available through the RESC. The RESC staff should make every

effort to be available to consult and provide professional leadership.

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APPENDIX A

CORRESPONDENCE RELATED TO THE STUDY

April 30, 1975

Dear Educator:

Senate Bill 581 of the 34th Oklahoma Legislature established the twenty Regional Education Service Centers and mandates certain services for all students with special needs.

State Board of Education policy stipulates a periodic review of the Centers to insure quality services.

The purpose of this study is to provide data to be used in the planning of services to meet the needs of students and to determine how well the objectives of the mandated programs are being fulfilled.

Please complete this questionnaire and return it to Tom Avants by May 9, 1975.

It is imperative that your response is received.

Thank you for your cooperation.

Cordially,

/s/ Jimmie L. V. Prickett
Jimmie L. V. Prickett, Ed.D.
State Director
Regional Education Service Centers
State Department of Education

April 30, 1975

Dear Director:

Under the supervision of Dr. Jack F. Parker, University of Oklahoma, and cooperation with Dr. Jimmie Prickett, State Director of Oklahoma Regional Education Service Centers, State Department of Education, I am conducting a doctoral study of the Regional Education Service Centers in Oklahoma.

As you are aware, all centers were given the same task of providing six areas of service to schools in their respective regions and each of the six services has a specific objective to perform. The services and their objectives are listed in the enclosed questionnaire. Listed under each service and objective are five statements to which this study is directed.

Five school districts (four independent and one dependent) from each of the 20 Regional Education Service Centers have been selected on the basis of the school's average daily attendance. From approximately 629 school districts in Oklahoma, this study has been limited to 100. The population includes the directors of each of the 20 Regional Education Service Centers, an administrator and a special education teacher from each of the selected schools. Your participation is an integral part and very important to the validity of this study.

The enclosed questionnaire is self-explanatory. After completing the questionnaire, please return it in the addressed stamped envelope as soon as you can, preferably by May 9, 1975. This date was selected so as to include as much of the 1974-75 school term as possible.

Approximately 25 minutes are needed to complete the questionnaire. Your opinions are important and cooperation is sincerely appreciated. The results of this study will be made available to the State Department of Education to use for the ensuing school year. You may have a synopsis of the information compiled by letting me know when you return your questionnaire.

Sincerely,

/s/ Tom Avants
Tom Avants

April 30, 1975

Dear Superintendent:

Under the supervision of Dr. Jack F. Parker, University of Oklahoma, and in cooperation with Dr. Jimmie Prickett, State Director of Oklahoma Regional Education Service Centers, State Department of Education, I am conducting a doctoral study of the Regional Education Service Centers in Oklahoma.

The 1974 Oklahoma Legislature established 20 Regional Education Service Centers and dispersed them geographically throughout the state. All centers were given the same task of providing six areas of service to schools in their respective regions and each of the six services has a specific objective to perform. The services and their objectives are listed in the enclosed questionnaire. Listed under each service and objective are five statements to which this study is directed.

Five school districts (four independent and one dependent) from each of the 20 Regional Education Service Centers have been selected for this study based on their average daily attendance. From approximately 629 school districts in Oklahoma, this study has been limited to 100. Your participation is an integral part and very important to the validity of this study. Should you not have the time to complete this, please ask one of your other administrators to do so (my proposal includes superintendent or his delegate). One of your special education teachers has also been asked to participate in this study.

The enclosed questionnaire is self-explanatory. After completing the questionnaire, please return it in the addressed stamped envelope as soon as your can, preferably by May 9, 1975. This date was selected so as to include as much of the 1974-75 school term as possible.

Approximately 25 minutes are needed to complete the questionnaire. Your opinions are important and cooperation is sincerely appreciated. The results of this study will be made available to the State Department of Education to use for the ensuing school year. You may have a synopsis of the information compiled by letting me know when you return your questionnaire.

Sincerely,

/s/ Tom Avants
Tom Avants

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Dear Educator:

Under the supervision of Dr. Jack F. Parker, University of Oklahoma, and in cooperation with Dr. Jimmie Prickett, State Director of Oklahoma Regional Education Service Centers, State Department of Education, I am conducting a doctoral study of the Regional Education Service Centers in Oklahoma.

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Five school districts (four independent and one dependent) from each of the 20 Regional Education Service Centers have been selected for this study based on their average daily attendance. From approximately 629 school districts in Oklahoma, this study has been limited to 100. Your participation is an integral part and very important to the validity of this study. Your superintendent or his delegate has also been asked to participate in this study.

The enclosed questionnaire is self-explanatory. After completing the questionnaire, please return it in the addressed stamped envelope as soon as you can, preferably by May 9, 1975. This date was selected so as to include as much of the 1974-75 school term as possible.

Approximately 25 minutes are needed to complete the questionnaire. Your opinions are important and cooperation is sincerely appreciated. The results of this study will be made available to the State Department of Education to use for the ensuing school year. You may have a synopsis of the information compiled by letting me know when you return your questionnaire.

Sincerely,

/s/ Tom Avants
Tom Avants

APPENDIX B

DATA COLLECTING INSTRUMENT

REGIONAL EDUCATION SERVICE CENTER SCALE

The statements contained in the questionnaire are related to the six services being provided by the Regional Education Service Centers (RESC) to public schools in Oklahoma. You are being asked to indicate your perception of the following statements as outcomes of the services provided by the RESC. There are no right or wrong answers to the responses. You are merely asked to indicate your perception as to what degree the service exists and to what degree the service should exist as you perceive the function of the RESC.

1. To the left of each statement, circle the number that indicates your perception of the degree to which the service and objective exists or is being provided.

2. To the right of each statement circle the number that indicates your perception of the importance of the statement or the degree to which it should exist in enabling the service center to meet its objective.

3. It is important that you mark both sides of the statements.

Exists to a:	Should exist to a:
1. Very high degree	1. Very high degree
2. High degree	2. High degree
3. Moderate degree	3. Moderate degree
4. Low degree	4. Low degree
5. Does not exist	5. Does not exist
6. Do not know	6. Do not know

I. STUDENT APPRAISAL SERVICE

Objective: To make diagnostic and evaluative services available for the student who exhibits learning problems, and center personnel is to analyze placement alternatives and to recommend special class placement if needed.

(Circle one)			(Circle one)
1 2 3 4 5 6	1.	Respondent aware of this Service.	1 2 3 4 5 6
1 2 3 4 5 6	2.	Service requested by respondent or school.	1 2 3 4 5 6
1 2 3 4 5 6	3.	Respondent or school using Service.	1 2 3 4 5 6
1 2 3 4 5 6	4.	Center personnel readily available to assist respondent or school.	1 2 3 4 5 6
1 2 3 4 5 6	5.	Service objective being fulfilled by activities provided by the Center.	1 2 3 4 5 6

II. MEDIA SERVICE

Objective: Centers maintain a wide variety of media and equipment which can be borrowed for use with the student who has special needs.

(Circle one)		(Circle one)
1 2 3 4 5 6	1. Respondent aware of this Service.	1 2 3 4 5 6
1 2 3 4 5 6	2. Service requested by respondent or school.	1 2 3 4 5 6
1 2 3 4 5 6	3. Respondent or school using Service.	1 2 3 4 5 6
1 2 3 4 5 6	4. Center personnel readily available to assist respondent or school.	1 2 3 4 5 6
1 2 3 4 5 6	5. Service objective being fulfilled by activities provided by the Center.	1 2 3 4 5 6

III. INDIVIDUALIZED LEARNING PLANS SERVICE

Objective: To aid teachers in the development of prescriptive learning plans for the student who is having learning problems.

(Circle one)		(Circle one)
1 2 3 4 5 6	1. Respondent aware of this Service.	1 2 3 4 5 6
1 2 3 4 5 6	2. Service requested by respondent or school.	1 2 3 4 5 6
1 2 3 4 5 6	3. Respondent or school using Service.	1 2 3 4 5 6
1 2 3 4 5 6	4. Center personnel readily available to assist respondent or school.	1 2 3 4 5 6
1 2 3 4 5 6	5. Service objective being fulfilled by activities provided by the Center.	1 2 3 4 5 6

IV. STAFF DEVELOPMENT SERVICE

Objective: To plan and conduct workshops to keep teachers aware of the latest methods and media.

(Circle one)			(Circle one)
1 2 3 4 5 6	1.	Respondent aware of this Service.	1 2 3 4 5 6
1 2 3 4 5 6	2.	Service requested by respondent or school.	1 2 3 4 5 6
1 2 3 4 5 6	3.	Respondent or school using Service.	1 2 3 4 5 6
1 2 3 4 5 6	4.	Center personnel readily available to assist respondent or school.	1 2 3 4 5 6
1 2 3 4 5 6	5.	Service objective being fulfilled by activities provided by the Center.	1 2 3 4 5 6

V. COUNSELING SERVICE

Objective: To provide visiting counselor service for exceptional students.

(Circle one)			(Circle one)
1 2 3 4 5 6	1.	Respondent aware of this Service.	1 2 3 4 5 6
1 2 3 4 5 6	2.	Service requested by respondent or school.	1 2 3 4 5 6
1 2 3 4 5 6	3.	Respondent or school using Service.	1 2 3 4 5 6
1 2 3 4 5 6	4.	Center personnel readily available to assist respondent or school.	1 2 3 4 5 6
1 2 3 4 5 6	5.	Service Objective being fulfilled by activities provided by the Center.	1 2 3 4 5 6

VI. EDUCATIONAL PLANNING SERVICE

Objective: To have center personnel assist in curriculum improvement and establishment of new special education classes.

(Circle one)			(Circle one)
1 2 3 4 5 6	1.	Respondent aware of this Service.	1 2 3 4 5 6
1 2 3 4 5 6	2.	Service requested by respondent or school.	1 2 3 4 5 6
1 2 3 4 5 6	3.	Respondent or school using Service.	1 2 3 4 5 6
1 2 3 4 5 6	4.	Center personnel readily available to assist respondent or school.	1 2 3 4 5 6
1 2 3 4 5 6	5.	Service objective being fulfilled by activities provided by the Center.	1 2 3 4 5 6

SUGGESTED SERVICES

1. Please rank (1st, 2nd, etc.) the services you feel should be provided by the RESC. If not applicable, mark a and leave the others blank.

___ a. None of these
___ b. Audiologist
___ c. Visual
___ d. Voc Rehab Counselor assigned to Center
___ e. Early Childhood Development
___ f. Speech Pathologist

2. Opinion: Name the one most successful function of the RESC.

_____

3. Opinion: Name the least successful function of the RESC.

_____

4. Opinion: Give important area where schools can assist RESC.

_____

5. List suggestions concerning the operation of the RESC.

_____

_____

REGIONAL EDUCATION SERVICE CENTER QUESTIONNAIRE
DIRECTOR

INSTRUCTIONS: Please check, circle, or write the appropriate answer to each of the following statements.

1. Yes ___, No ___. Have you or a member of your staff visited every school participating in one or more services provided by your center?

2. Yes ___, No ___. Have you or a member of your staff visited every school district in your region?

3. Number of school districts in this Center's region: Independent (K-12) ____; Dependent (K-8) ____.

4. Number of school districts this Center provides services for: Independent (K-12) ____; Dependent (K-8) ____.

5. ____ Number of years in present position.

6. ____ Number of years in this Center.

7. ____ Total number of years experience as an educator.

8. Highest degree held: Bachelor's ____; Master's ____; Master's plus 30 hours ____; Doctor's ____.

9. Marital status: Single ____; Married ____; Widowed ____; Other ____.

10. Sex: Male ____; Female ____.

11. ____ Years of age.

REGIONAL EDUCATION SERVICE CENTER QUESTIONNAIRE ADMINISTRATOR

INSTRUCTIONS: Please check, circle, or write the appropriate answer to each of the following statements.

1. To which of the following Regional Education Service Centers does your school district belong?

___ 01	Ada Region	___ 11	Hugo Region
___ 02	Altus Region	___ 12	Kingfisher Region
___ 03	Alva Region	___ 13	Lawton Region
___ 04	Anadarko Region	___ 14	McAlester Region
___ 05	Ardmore Region	___ 15	Moore Region
___ 06	Bartlesville Region	___ 16	Muskogee Region
___ 07	Cushing Region	___ 17	Oklahoma City Region
___ 08	Elk City Region	___ 18	Sallisaw Region
___ 09	Grove Region	___ 19	Stillwater Region
___ 10	Guymon Region	___ 20	Tulsa Region
		___ 21	Do Not Know

2. Yes ____, No ____. Have you visited the Regional Education Service Center in your area this year?

3. This school district is: Independent (K-12) ____; Dependent (K-8) ____.

4. Present position: Superintendent ____; Assistant Superintendent ____; Elementary Principal ____; Junior High School Principal ____; High School Principal ____; Other ____.

5. ____ Number of years in present position.

6. ____ Number of years in this school.

7. ____ Total number of years experience as an educator.

8. Highest degree held: Bachelor's ____; Master's ____; Master's plus 30 hours ____; Doctor's ____.

9. Marital status: Single ____; Married ____; Widowed ____; Other ____.

10. Sex: Male ____; Female ____.

11. ____ Years of age.

REGIONAL EDUCATION SERVICE CENTER QUESTIONNAIRE
TEACHER

INSTRUCTIONS: Please check, circle or write the appropriate answer to each of the following statements.

1. To which of the following Regional Education Service Centers does your school district belong?

___ 01 Ada Region
___ 02 Altus Region
___ 03 Alva Region
___ 04 Anadarko Region
___ 05 Ardmore Region
___ 06 Bartlesville Region
___ 07 Cushing Region
___ 08 Elk City Region
___ 09 Grove Region
___ 10 Guymon Region
___ 11 Hugo Region
___ 12 Kingfisher Region
___ 13 Lawton Region
___ 14 McAlester Region
___ 15 Moore Region
___ 16 Muskogee Region
___ 17 Oklahoma City Region
___ 18 Sallisaw Region
___ 19 Stillwater Region
___ 20 Tulsa Region
___ 21 Do Not Know

2. Yes ____, No ____. Have you visited the Regional Education Service Center that serves your school?

3. This school district is: Independent (K-12) ____; Dependent (K-8) ____.

4. The school in which you teach is: Elementary ____; Middle School ____; Junior High ____; High School ____.

5. Circle the grade level/s in which you spend the largest portion of your teaching time. Grade: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.

6. Teaching area: BPS ____; CLD ____; DHH ____; EMH ____; ED ____; G ____; PH ____; SP ____; TMR ____: Remedial ____; Regular Class ____.

7. ____ Number of years in present position.

8. ____ Number of years in this school.

9. ____ Total number of years experience as an educator.

10. Highest degree held: Bachelor's ____; Master's ____; Master's plus 30 hours ____; Doctor's ____.

11. Marital status: Single ____; Married ____; Widowed ____; Other ____.

12. Sex: Male ____; Female ____.

13. ____ Years of age.

APPENDIX C

SCHOOL DISTRICTS INCLUDED IN SAMPLE

SCHOOL DISTRICTS INCLUDED IN SAMPLE

Region		Schools in the Sample
I	Ada	Ada, Centrahoma, Konawa, Lindsey, Olney
II	Altus	Altus, Davidson, Frederick, Tipton
III	Alva	Alva, Carmen-Dacoma, Fairview, Woodward
IV	Anadarko	Anadarko, Bridge Creek, Chickasha, Tuttle, Verden
V	Ardmore	Berwyn, Duncan, Healdton, Marlow, Milburn
VI	Bartlesville	Academy Central, Bartlesville, Oologah, Pawhuska, Prue
VII	Cushing	Allen, Bowden, Bristow, Perkins, Tyrone, Stillwater, Yale
VIII	Elk City	Camargo, Clinton, Dill City, Elk City, Sayre
IX	Grove	Adair, Jay, Pryor, Salina
X	Guymon	Beaver, Guymon, Turpin
XI	Hugo	Colbert, Durant, Glover, Hugo, Silo
XII	Kingfisher	Canton, Crescent, Darlington, Guthrie, Watonga
XIII	Lawton	Big Pasture, Cache, Lawton
XIV	McAlester	Eufaula, Haywood, McAlester, Okemah, Savanna
XV	Moore	Bethel, Dale, Wanette, Little Axe, Noble, Norman
XVI	Muskogee	Hilldale, Muskogee, Wagoner, Warner, Weber Falls
XVII	Oklahoma City	Bethany, Deer Creek, Edmond, Harrah, Oakdale
XVIII	Sallisaw	Cameron, Heavener, Peavine, Stilwell
XIX	Stillwater	Newkirk, Perry, Pioneer, Pleasant Vale, Ponca City
XX	Tulsa	Bixby, Liberty Mounds, Morris, Skiatook

Note: For a tabulation on questionnaire returns, see Table 1, page 69.

APPENDIX D

FROM SUGGESTED SERVICES PART OF

THE QUESTIONNAIRE

OPINION No. 1: Name the one most successful function of the RESC.

	Suggestion	No. of Responses Dir.	Supt.	Tea.
1.	Identification and diagnosis	10	20	19
2.	Media	2	8	24
3.	Prescriptive lesson plans	4	6	1
4.	Supplements special education programs	1	3	1
5.	Special education in individual schools		2	2
6.	Inservice workshops		1	2
7.	Psychological services	1		
8.	Counseling		1	
9.	Available when needed		1	
10.	Well administered		1	
11.	To carry out legislation		1	
12.	None of the six programs		1	
13.	Psychometric services			3

OPINION No. 2: Name the least successful function of the RESC.

	Suggestion	No. of Responses Dir.	Supt.	Tea.
1.	Counseling	9	14	15
2.	Workshops	2	1	4
3.	Media	1	2	2
4.	Staff development	2	1	1
5.	Inservice training of regular classroom teachers	3	1	
6.	Prescriptive: Teacher, lessons		3	4
7.	Materials: Availability, utilization, recommendation of		2	2
8.	Testing and evaluation		1	2
9.	Area too large and too many students		1	1
10.	Lack of school cooperation		1	1
11.	Parent counseling	2		
12.	Staff inadequate to handle referrals	1		
13.	Curriculum development		4	
14.	None of the programs were successful		3	
15.	Guidance		1	
16.	Not enough time to help schools		1	
17.	Inaccessability		1	
18.	Working with gifted students		1	
19.	Follow-up for placement of students			2
20.	All programs were successful			2

OPINION No. 2--Continued

	Suggestion	No. of Responses Dir.	Supt.	Tea.
21.	Speech defects			1
22.	Administration			1
23.	Planning			1

OPINION No. 3: Give important area where schools can assist the RESC.

	Suggestion	No. of Responses Dir.	Supt.	Tea.
1.	Use the center and services	3	5	5
2.	Assist with screening			
3.	Provide more accurate referrals, early and in writing	1	5	1
4.	Make needs known of teachers and students	1	2	4
5.	Need for more teaching materials	1	1	1
6.	Schools request inservice training	1	2	
7.	Provide adequate space and time for testing	2	1	
8.	Need speech therapist and pathologist	1		1
9.	Conduct workshops		2	1
10.	Rapport with community and knowledge of student's background		2	1
11.	Testing		1	1
12.	Cooperating, school assisting, sharing ideas		3	6
13.	Assist prescriptive teacher with ideas		1	1
14.	Learn more about materials		2	2
15.	More time for workshops and inservice training	1		
16.	Provide time for teachers to visit center	1		
17.	Cooperative programs with health department	1		
18.	Need counseling service		1	
19.	Administrative support		1	
20.	More staff for testing		2	
21.	Psychometrist for each school		1	
22.	Do away with RESC		1	
23.	Materials for older students			1
24.	Evaluating and suggesting materials			1
25.	Follow-up on information prescribed to school			1

OPINION No. 4: Suggestions concerning the operation of the RESC.

	Suggestion	No. of Responses Dir.	Supt.	Tea.
1.	Additional staff	6	13	7
2.	More funding	2	4	
3.	Media: More materials and improved services	1	2	
4.	Center needs to be closer to schools		1	4
5.	Center should test and prescribe only		1	3
6.	Delivery system needed to get materials to schools		1	1
7.	Follow-up with teachers on learning plans, etc.		1	2
8.	Eliminate LEA's supreme authority	1		
9.	Establish local advisory board	1		
10.	Include superintendents in center's business meetings	1		
11.	LEA concept is excellent and provides plan of action	1		
12.	Stronger leadership from state department of education	1		
13.	Better to be directly under state department of education	1		
14.	Politics take too much of director's time	1		
15.	Need psychometrist and prescriptive teacher for each county	1		
16.	No additional functions until present needs are met	1		
17.	Limit services to areas that can be implemented and funded	1		
18.	Work with center for staff development	1		
19.	Teaching experience a must for center professional staff	1		
20.	Maintain high qualifications and standards for center staff	1		
21.	Standardization of all centers	1		
22.	Visit member schools regularly		2	
23.	Need more centers		1	
24.	Do away with all centers		1	
25.	Each district should provide own services		1	

OPINION No. 4--Continued

	Suggestion	No. of Responses Dir.	Supt.	Tea.
26.	LEA not be required to operate center . .		1	
27.	Better control by LEA, state preempts too much		1	
28.	Move from county superintendent's office		1	
29.	Need more individualized learning plans .		1	
30.	Professional expert needed		1	
31.	Develop programs for gifted		1	
32.	Expand programs		1	
33.	Need psychometrist and diagnostician . .			4
34.	Prescription specialist needed			2
35.	Need workshops and publicize them			2
36.	Need new materials			2
37.	Center hours need to be more flexible so teachers can use			2
38.	Materials available for longer periods .			1
39.	Center needs smaller area to serve . . .			1
40.	Divide some materials into levels			1
41.	Teachers need to have input into selection of materials			1
42.	Testing information needed sooner			1
43.	More information needed for parents and teachers about students			1
44.	Testing service			1
45.	Difficult to justify expenditures on just special education students when gifted and normal students need so much help			1

APPENDIX E

COMPOSITE OF FINDINGS OF THE NULL HYPOTHESES: SUMMARY OF ALL SIGNIFICANT DIFFERENCES BY AREA OF SERVICE AND SUBUNITS

Table	Ho	Perceptions	Student Appraisal					Media					Individualized Learning Plans					Staff Development					Counseling					Educational Planning					No. Of Signif. Subunits
			1*	2	3	4	5*	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
12 & 13	1	Dir. Exist	-98-				**	-100-					-98-					-88-					-61-					-91-					
		Supt. Exist	-86-					-83-					-85-					-80-					-74-					-75-					
14 & 15	2	Dir. Exist	-98-					-100-					100***					-88-					-61-					94	88	88			
		Tea. Exist	-85-					-89-					63					-80-					-66-					45	37	41			4
16	3	Supt. Exist	-86-					-83-					-85-					-80-					-74-					-75-					
		Tea. Exist	-85-					-89-					-82-					-80-					-66-					-70-					
17	4	Dir. Should	-100-					-100-					-100-					-100-					-87-					-100-					
		Supt. Should	-94-					-92-					-92-					-89-					-89-					-89-					
18	5	Dir. Should	-100-					-100-					-100-					-100-					-87-					-100-					
		Tea. Should	-97-					-98-					-96-					-97-					-95-					-94-					
19 & 20	6	Supt. Should	-94-					-92-					-92-									83	-89-					-89-					
		Tea. Should	-97-					-98-					-96-									96	-95-					-94-					1
21 & 22	7	Dir. Exist	-98-					-100-					-98-					-88-					-61-					-91-					
		Dir. Should	-100-					-100-					-100-					-100-					-87-					-100-					
23 & 24	8	Supt. Exist	-86-					-83-					-85-					-80-					59	56			51	61	59				
		Supt. Should	-94-					-92-					-92-					-89-					90	86			100	85	83				5
25 & 26	9	Tea. Exist	-85-					-89-					63	59	69	63		53	63			69	41	33	31	41	39	45	37	41	55	51	
		Tea. Should	-97-					-98-					96	90	98	96		92	100			96	94	90	96	96	94	92	90	94	96	96	17
27 & 28	10	Dir. Exist	-98-					-100-					-98-					-88-					65	53			62	-91-					
		Supt. Should	-94-					-92-					-92-					-89-					90	86			83	-89-					3
29 & 30	11	Dir. Exist	-98-					-100-					-98-					-88-					71	65	53	62	62	-91-					
		Tea. Should	-100-					-98-					-96-					-97					94	90	96	96	94	-94-					5
31 & 32	12	Supt. Exist	-98-					78	76	81	76		76					71	73			71	59	60	58	51		64	61	59	59		
		Tea. Should	-85-					94	96	98	96		98					92	100			96	90	96	96	94		90	94	96	96		16
																																	51

Total Subunits With Significant Differences

* Subunits: 1-Awareness of service, 2-Requested service, 3-Using service, 4-Center staff available, 5-Objectives being fulfilled.
** Respondents' perceptions of each service espressed in average percentages.
*** Subunits expressed in percentages denoting areas of significant differences.