



# Education Efficiency Audit of West Virginia Primary and Secondary Education System

## Appendix A: Survey Results

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**APPENDIX A**  
**WEST VIRGINIA SCHOOL DISTRICTS (47)**  
**AND WV SCHOOL FOR THE DEAF AND BLIND**  
**SURVEY RESULTS**

**Total responses for Central Office Administrators = 287 (31%)**  
**Total responses for Principal/Assistant Principals = 384 (37%)**  
**Total responses for Teachers = 3,217 (16%)**

MGT uses a statistical formula to set an acceptable return rate in order to declare that the survey results are “representative” of the population surveyed. In the case of West Virginia Public Schools a vast majority of the response rates were below this standard; this appendix displays the combined results of the three surveys. The following eight districts did not participate in this survey: Clay County, Doddridge County, Greenbrier County, Hampshire County, Hancock County, Monroe County, Ritchie County, and Roane County.

**EXHIBIT A-1**  
**COMPARISON SURVEY RESPONSES**  
**PART A: OVERALL QUALITY**

STATEMENT	CENTRAL OFFICE ADMINISTRATOR	PRINCIPAL/ ASSISTANT PRINCIPAL	TEACHER
1. How long have you worked in the district?  Five years or less 6-10 years 11-20 years 21 years or more	19% 14% 18% 49%	13% 14% 24% 49%	25% 19% 21% 35%
2. How long have you been in your current position?  Five years or less 6-10 years 11-20 years 21 years or more	56% 24% 13% 7%	55% 28% 11% 6%	47% 21% 18% 14%
3. What grade or grades are you teaching this year? PK K 1 2 3 4 5 6 7 8 9 10 11 12 Adult <i>*Percentages are greater than 100% because teachers can teach more than one grade.</i>	N/A	N/A	6% 18% 19% 19% 20% 19% 18% 17% 18% 19% 21% 24% 25% 25% 2%
4. Overall quality of public education in our school district is:  Good or Excellent Fair or Poor	80% 18%	91% 9%	84% 15%

**EXHIBIT A-1 (Continued)  
COMPARISON SURVEY RESPONSES  
PART A: OVERALL QUALITY**

STATEMENT	CENTRAL OFFICE ADMINISTRATOR	PRINCIPAL/ ASSISTANT PRINCIPAL	TEACHER
5. Overall quality of education in our school district is: Improving Staying the Same Getting Worse Don't Know	77% 14% 8% 1%	80% 14% 5% 0%	64% 24% 10% 2%
6. Grade given to our school district teachers: Above Average (A or B) Below Average (D or F)	78% 1%	87% 0%	86% 0%
7. Grade given to our school district school level administrators: Above Average (A or B) Below Average (D or F)	75% 5%	90% 1%	72% 6%
8. Grade given to our school district central office administrators: Above Average (A or B) Below Average (D or F)	85% 2%	77% 5%	56% 15%

Percentages may equal over 100 percent due to rounding.

**EXHIBIT A-2  
COMPARISON OF RESPONSES WITHIN THE DISTRICT  
PART B: SCHOOL/DISTRICT CLIMATE**

STATEMENT	(%A + SA) / (%D + SD) <sup>1</sup>		
	CENTRAL OFFICE ADMINISTRATOR	PRINCIPAL/ ASSISTANT PRINCIPAL	TEACHER
1. I feel that I have the authority to adequately perform my job responsibilities.	85/10	86/8	83/10
2. I am actively looking for a job outside of this school district.	4/81	6/80	7/80
3. I am very satisfied with my job in this school district.	84/6	81/5	76/8
4. The work standards and expectations in this school district are equal to or above those of most other school districts.	79/8	82/5	73/8
5. This school district's officials enforce high work standards.	78/8	83/5	72/10
6. Workload is evenly distributed.	54/28	58/26	45/37
7. I feel that my work is appreciated by my supervisor(s).	84/7	73/12	72/14
8. Teachers who do not meet expected work standards are disciplined.	37/31	52/26	22/41
9. Staff (excluding teachers) who do not meet expected work standards are disciplined.	39/31	50/26	20/36
10. I feel that I am an integral part of this school district team.	86/5	79/8	69/10

<sup>1</sup>Percentage responding *agree* or *strongly agree*/Percentage responding *disagree* or *strongly disagree*. The *neutral* and *don't know* responses are omitted.

**EXHIBIT A-3  
COMPARISON OF RESPONSES WITHIN THE DISTRICT  
PART C1: DISTRICT ORGANIZATION**

STATEMENT	(%A + SA) / (%D + SD) <sup>1</sup>		
	CENTRAL OFFICE ADMINISTRATOR	PRINCIPAL/ ASSISTANT PRINCIPAL	TEACHER
1. Teachers and administrators in our district have excellent working relationships.	69/8	81/4	58/15
2. Most administrative practices in our school district are highly effective and efficient.	66/10	75/6	53/19
3. Administrative decisions are made promptly and decisively.	69/11	80/8	52/20
4. Central Office Administrators are easily accessible and open to input.	82/6	67/15	41/29
5. Authority for administrative decisions is delegated to the lowest possible level.	43/24	41/22	20/22
6. Teachers and staff are empowered with sufficient authority to perform their responsibilities effectively.	76/10	79/8	60/19
7. The extensive committee structure in our school district ensures adequate input from teachers and staff on most important decisions.	64/10	62/16	41/29
8. Our school district has too many committees.	24/40	32/36	26/24
9. Our school district has too many layers of administrators.	9/75	19/62	34/30
10. Most of district administrative processes (e.g., purchasing, travel requests, leave applications, personnel, etc.) are highly efficient.	71/13	69/11	48/19
11. Central office administrators are responsive to school needs.	87/5	70/14	41/27
12. School-based personnel play an important role in making decisions that affect schools in our school district.	72/7	60/19	42/27

<sup>1</sup>Percentage responding *agree* or *strongly agree*/ Percentage responding *disagree* or *strongly disagree*. The *neutral* and *don't know* responses are omitted.

**EXHIBIT A-4  
COMPARISON OF RESPONSES WITHIN THE DISTRICT  
PART C2: DISTRICT ORGANIZATION**

STATEMENT	(%G + E) / (%F + P) <sup>1</sup>		
	CENTRAL OFFICE ADMINISTRATOR	PRINCIPAL/ ASSISTANT PRINCIPAL	TEACHER
1. Board of Education members' knowledge of the educational needs of students in this school district.	59/36	53/45	41/48
2. Board of Education members' knowledge of operations in this school district.	61/34	55/43	44/44
3. Board of Education members' work at setting or revising policies for this school district.	59/34	58/39	44/41
4. The School district Superintendent's work as the educational leader of this school district.	87/11	82/16	65/28
5. The School district Superintendent's work as the chief administrator (manager) of this school district.	85/13	85/14	67/26
6. Principals' work as the instructional leaders of their schools.	70/27	91/9	74/24
7. Principals' work as the managers of the staff and teachers.	76/22	94/6	75/24

<sup>1</sup>Percentage responding *good* or *excellent*/ Percentage responding *fair* or *poor*. The *don't know* responses are omitted.

**EXHIBIT A-5  
COMPARISON OF RESPONSES WITHIN THE DISTRICT  
PART D1: CURRICULUM AND INSTRUCTION**

STATEMENT	(%A + SA) / (%D + SD) <sup>1</sup>		
	CENTRAL OFFICE ADMINISTRATOR	PRINCIPAL/ ASSISTANT PRINCIPAL	TEACHER
1. The emphasis on learning in this school district has increased in recent years.	85/4	89/3	77/9
2. Sufficient student services are provided in this school district (e.g., counseling, speech therapy, health).	75/12	58/26	62/26
3. Our schools have the materials and supplies necessary for instruction in basic skills programs such as writing and mathematics.	90/3	88/4	71/16
4. I know who to contact in the central office to assist me with curriculum and instruction matters.	90/1	93/2	78/10
5. Lessons are organized to meet students' needs.	64/6	91/3	84/4
6. The curriculum is broad and challenging for most students.	64/10	85/6	77/8
7. Teachers in our schools know the material they teach.	72/5	93/1	91/2
8. Teachers and staff are given opportunities to participate in the textbook and material adoption processes.	85/1	87/3	75/8
9. Teachers have adequate supplies and equipment needed to perform their jobs effectively.	84/3	83/8	60/24
10. Our district provides curriculum guides for all grades and subject areas.	70/6	76/10	72/10
11. Our district uses the results of benchmark tests to monitor student performance and identify performance gaps.	84/4	92/4	86/4
12. Our district has effective educational programs for the following:			
a) Reading and Language Arts	83/5	92/3	86/5
b) Writing	77/7	88/5	74/9
c) Mathematics	75/9	86/8	76/11
d) Science	75/6	81/10	69/10
e) Social Studies (history or geography)	76/5	80/9	66/12
f) Foreign Language	57/11	47/12	44/12
g) Basic Computer Instruction	77/6	74/11	67/13
h) Advanced Computer Instruction	53/13	47/16	37/19
i) Music, Art, Drama, and other Fine Arts	66/9	66/18	60/17
j) Physical Education	76/6	84/7	73/9
k) Career and Technical (Vocational) Education	73/9	66/8	56/7
l) Business Education	64/8	52/7	43/8
13. The district has effective programs for the following:			
a) Special Education	76/8	79/13	67/18
b) Literacy Program	72/5	75/7	60/10
c) Advanced Placement Program	65/10	60/5	54/8
d) Drop-out Prevention Program	58/12	57/9	38/13
e) Summer School Programs	64/14	62/18	55/14
f) Honors and Gifted Education	62/12	65/11	58/14
g) Alternative Education Programs	60/11	57/19	43/17
h) Career Counseling Program	48/15	48/11	34/14
i) College Counseling Program	48/15	46/8	34/13
j) Student Services (nursing, social work, truant officers, etc.)	71/9	56/20	50/19
14. The students-to-teacher ratio is reasonable.	83/5	81/12	58/30
15. Our district provides a high quality education that meets or exceeds state and federal mandates.	72/10	85/3	72/8
16. The school district adequately implements policies and procedures for the administration and coordination of special education.	82/3	82/7	67/10

<sup>1</sup>Percentage responding agree or strongly agree/Percentage responding disagree or strongly disagree. The neutral and don't know responses are omitted.

**EXHIBIT A-5 (Continued)  
COMPARISON OF RESPONSES WITHIN THE DISTRICT  
PART D1: CURRICULUM AND INSTRUCTION**

STATEMENT	(%A + SA) / (%D + SD) <sup>1</sup>		
	CENTRAL OFFICE ADMINISTRATOR	PRINCIPAL/ ASSISTANT PRINCIPAL	TEACHER
17. There is generally cooperation and collaboration regarding special education issues in our school district.	77/6	78/11	62/15
18. The evaluation and eligibility determination process for special education is timely and comprehensive.	71/8	74/15	50/23
19. Special education teachers receive adequate staff development in cooperative planning and instruction.	66/9	68/16	43/16
20. The school district adequately implements policies and procedures for the administration and coordination of the English Language Learner Program.	60/2	57/4	34/5
21. The school district adequately identifies students who are English language learners.	69/1	71/2	44/3
22. The school district provides appropriate and mandated assessments for English language learners.	62/1	64/2	35/3
23. The school district provides documents to parents in their native language.	48/3	47/7	23/4
24. The school district provides adequate translation services.	45/5	43/8	20/8

<sup>1</sup>Percentage responding *agree* or *strongly agree*/Percentage responding *disagree* or *strongly disagree*. The *neutral* and *don't know* responses are omitted.

**EXHIBIT A-6  
COMPARISON OF RESPONSES WITHIN THE DISTRICT  
PART D2: CURRICULUM AND INSTRUCTION**

STATEMENT	(%G + E) / (%F + P) <sup>1</sup>		
	CENTRAL OFFICE ADMINISTRATOR	PRINCIPAL/ ASSISTANT PRINCIPAL	TEACHER
1. Teachers' work in meeting students' individual learning needs.	69/24	88/12	87/12
2. Teachers' work in communicating with parents/guardians.	71/23	83/17	86/13
3. How well students' test results are explained to parents/guardians.	53/34	70/29	64/30
4. The amount of time students spend on task learning in the classroom.	63/23	85/14	82/16

<sup>1</sup>Percentage responding *good* or *excellent* / Percentage responding *fair* or *poor*. The *don't know* responses are omitted.

**EXHIBIT A-7  
COMPARISON OF RESPONSES WITHIN THE DISTRICT  
PART E1: HUMAN RESOURCES**

STATEMENT	(%A + SA) / (%D + SD) <sup>1</sup>		
	CENTRAL OFFICE ADMINISTRATOR	PRINCIPAL/ ASSISTANT PRINCIPAL	TEACHER
1. Salary levels in this school district are competitive.	51/34	42/44	31/50
2. Our district has an effective employee recognition program.	46/24	36/34	24/42
3. Our district has an effective process for staffing critical shortage areas of teachers.	47/22	36/30	21/35
4. My supervisor evaluates my job performance annually.	90/5	96/1	77/10
5. Our district offers incentives for professional advancement.	41/26	35/36	38/31
6. I know who to contact in the central office to assist me with professional development.	93/2	92/2	73/14
7. I know who to contact in the central office to assist me with human resources matters such as licensure, promotion opportunities, employee benefits, etc	96/0	95/2	84/7
8. My salary level is adequate for my level of work and experience.	51/32	41/43	26/56
9. Our district has an effective teacher recruitment plan.	43/22	32/30	14/28
10. I have a professional growth plan that addresses areas identified for my professional growth.	68/11	73/9	43/23
11. Quality professional development is available throughout the state.	77/7	78/6	61/11

<sup>1</sup>Percentage responding *agree* or *strongly agree*/Percentage responding *disagree* or *strongly disagree*. The *neutral* and *don't know* responses are omitted.

**EXHIBIT A-8  
COMPARISON OF RESPONSES WITHIN THE DISTRICT  
PART E2: HUMAN RESOURCES**

STATEMENT	(%G + E) / (%F + P) <sup>1</sup>		
	CENTRAL OFFICE ADMINISTRATOR	PRINCIPAL/ ASSISTANT PRINCIPAL	TEACHER
1. Staff development opportunities provided by this school district for teachers.	85/9	82/17	65/34
2. Staff development opportunities provided by this school district for school administrators.	75/17	73/25	35/11
3. Staff development opportunities provided by this school district for support staff.	71/20	68/27	36/17
4. The quality of pre-service professional development provided by this school district	52/27	59/26	35/22
5. The quality of teacher mentoring in this school district	54/32	67/30	47/36

<sup>1</sup>Percentage responding *good* or *excellent* / Percentage responding *fair* or *poor*. The *don't know* responses are omitted.

**EXHIBIT A-9  
COMPARISON OF RESPONSES WITHIN THE DISTRICT  
PART F: FACILITIES MANAGEMENT**

STATEMENT	(%A + SA) / (%D + SD) <sup>1</sup>		
	CENTRAL OFFICE ADMINISTRATOR	PRINCIPAL/ ASSISTANT PRINCIPAL	TEACHER
1. Our school buildings provide a healthy environment in which to teach.	84/8	81/10	60/23
2. Our schools have sufficient space and facilities to support the instructional programs.	67/17	59/30	45/41
3. Our facilities are clean.	79/5	86/5	65/18
4. Our facilities are well maintained.	77/8	71/15	56/24
5. Our district plans facilities in advance to support growing enrollment.	57/17	49/20	31/31
6. Parents, citizens, students, faculty, and staff have opportunities to provide input into facility planning.	74/7	69/10	41/20
7. Our school buildings and grounds are free of hazards that can cause accidental injury.	81/7	80/8	63/16

<sup>1</sup>Percentage responding *agree* or *strongly agree*/Percentage responding *disagree* or *strongly disagree*. The *neutral* and *don't know* responses are omitted.

**EXHIBIT A-10  
COMPARISON OF RESPONSES WITHIN THE DISTRICT  
PART G: FINANCIAL MANAGEMENT/PURCHASING AND WAREHOUSING**

STATEMENT	(%A + SA) / (%D + SD) <sup>1</sup>		
	CENTRAL OFFICE ADMINISTRATOR	PRINCIPAL/ ASSISTANT PRINCIPAL	TEACHER
1. Funds are managed wisely to support education in this school district.	79/6	71/12	37/25
2. The budgeting process effectively involves administrators and staff.	67/11	54/20	25/31
3. School administrators are adequately trained in fiscal management techniques.	54/16	54/25	24/8
4. My school allocates financial resources equitably and fairly.	63/5	85/4	55/12
5. The purchasing district provides me with what I need.	81/7	75/8	54/18
6. The purchasing process is easy.	69/16	65/19	52/24
7. Textbooks are distributed to students in a timely manner.	70/5	78/11	62/17
8. The books and resources in the school library adequately meet the needs of students.	59/7	71/16	56/20

<sup>1</sup>Percentage responding *agree* or *strongly agree*/Percentage responding *disagree* or *strongly disagree*. The *neutral* and *don't know* responses are omitted.

**EXHIBIT A-11  
COMPARISON OF RESPONSES WITHIN THE DISTRICT  
PART H: TRANSPORTATION**

STATEMENT	(%A + SA) / (%D + SD) <sup>1</sup>		
	CENTRAL OFFICE ADMINISTRATOR	PRINCIPAL/ ASSISTANT PRINCIPAL	TEACHER
1. Students are often late arriving at or departing from school because the buses do not arrive at school on time.	5/79	13/78	15/72
2. The district has a simple method of requesting buses for special events and trips.	78/5	82/6	52/14
3. Bus drivers maintain adequate discipline on the buses.	59/6	62/18	42/9
4. Buses are clean.	75/0	87/1	54/1
5. Buses arrive early enough for students to eat breakfast at school.	78/3	79/10	70/9
6. Buses are safe.	86/2	84/4	63/4

<sup>1</sup>Percentage responding *agree* or *strongly agree*/Percentage responding *disagree* or *strongly disagree*. The *neutral* and *don't know* responses are omitted.

**EXHIBIT A-12  
COMPARISON OF RESPONSES WITHIN THE DISTRICT  
PART I1: TECHNOLOGY**

STATEMENT	(%A + SA) / (%D + SD) <sup>1</sup>		
	CENTRAL OFFICE ADMINISTRATOR	PRINCIPAL/ ASSISTANT PRINCIPAL	TEACHER
1. Our school district provides adequate technology-related staff development.	81/7	78/11	66/21
2. Our school district requests input on the long-range technology plan.	68/10	72/11	45/22
3. Our school district provides adequate technical support.	72/15	66/24	52/31
4. I have adequate equipment and computer support to conduct my work.	87/7	81/10	56/31
5. Administrative computer systems are easy to use.	79/9	77/11	46/11
6. Technology is effectively integrated into the curriculum in our district.	71/7	79/7	70/12

<sup>1</sup>Percentage responding *agree* or *strongly agree*/Percentage responding *disagree* or *strongly disagree*. The *neutral* and *don't know* responses are omitted.

**EXHIBIT A-13  
COMPARISON OF RESPONSES WITHIN THE DISTRICT  
PART I2: TECHNOLOGY**

STATEMENT	(%G + E) / (%F + P) <sup>1</sup>		
	CENTRAL OFFICE ADMINISTRATOR	PRINCIPAL/ ASSISTANT PRINCIPAL	TEACHER
1. The school district's job of providing adequate instructional technology.	100/0	100/0	100/0
2. The school district's use of technology for administrative purposes.	100/0	100/0	100/0

<sup>1</sup>Percentage responding *good* or *excellent* / Percentage responding *fair* or *poor*. The *don't know* responses are omitted.

**EXHIBIT A-14  
COMPARISON OF RESPONSES WITHIN THE DISTRICT  
PART J: FOOD SERVICES**

STATEMENT	(%A + SA) / (%D + SD) <sup>1</sup>		
	CENTRAL OFFICE ADMINISTRATOR	PRINCIPAL/ ASSISTANT PRINCIPAL	TEACHER
1. The food services district provides nutritious and appealing meals and snacks.	67/10	53/24	47/28
2. The food services district encourages student participation through customer satisfaction surveys.	29/21	18/46	14/31
3. Cafeteria staff are helpful and friendly.	71/3	88/3	76/8
4. Cafeteria facilities are clean and neat.	87/1	96/0	86/2
5. Parents/guardians are informed about the menus.	87/1	92/2	86/2

<sup>1</sup>Percentage responding *agree* or *strongly agree*/Percentage responding *disagree* or *strongly disagree*. The *neutral* and *don't know* responses are omitted.

**EXHIBIT A-15  
COMPARISON OF RESPONSES WITHIN THE DISTRICT  
PART K: SAFETY AND SECURITY**

STATEMENT	(%A + SA) / (%D + SD) <sup>1</sup>		
	CENTRAL OFFICE ADMINISTRATOR	PRINCIPAL/ ASSISTANT PRINCIPAL	TEACHER
1. Our schools are safe and secure from crime.	90/2	91/3	81/8
2. Our schools effectively handle misbehavior problems.	76/7	95/2	63/20
3. There is administrative support for managing student behavior in our schools.	80/5	93/2	70/15
4. If there were an emergency in my school/office, I would know how to respond appropriately.	89/2	97/1	91/3
5. Our district has a problem with gangs.	3/80	3/82	5/71
6. Our district has a problem with drugs, including alcohol.	52/20	46/30	50/20
7. Our district has a problem with vandalism.	17/52	22/52	26/38
8. Our school enforces a strict campus access policy.	71/6	78/8	67/11

<sup>1</sup>Percentage responding *agree* or *strongly agree*/Percentage responding *disagree* or *strongly disagree*. The *neutral* and *don't know* responses are omitted.

**EXHIBIT A-16  
COMPARISON OF RESPONSES WITHIN THE DISTRICT  
PART L1: PARENTS/GUARDIANS AND THE COMMUNITY**

STATEMENT	(%A + SA) / (%D + SD) <sup>1</sup>		
	CENTRAL OFFICE ADMINISTRATOR	PRINCIPAL/ ASSISTANT PRINCIPAL	TEACHER
1. In general, parents/guardians take responsibility for their children's behavior in our schools.	37/34	45/35	27/51
2. Parents/guardians in this school district are satisfied with the education their children are receiving.	64/7	76/7	55/9
3. Most parents/guardians seem to know what goes on in our schools.	55/15	72/12	52/23
4. Parents/guardians play an active role in decision making in our schools.	39/24	53/17	31/30
5. This community really cares about its children's education.	66/9	72/10	60/16
6. Our district works with local businesses and groups in the community to help improve education.	76/7	79/6	70/8
7. Parents/guardians receive regular communications from the district.	83/3	88/3	79/4
8. Our school facilities are available for community use.	89/4	91/3	77/5
9. Our school district frequently communicates with state education leaders at the Department of Education.	86/1	78/2	49/2

**EXHIBIT A-16 (Continued)  
COMPARISON OF RESPONSES WITHIN THE DISTRICT  
PART L1: PARENTS/GUARDIANS AND THE COMMUNITY**

STATEMENT	(%A + SA) / (%D + SD) <sup>1</sup>		
	CENTRAL OFFICE ADMINISTRATOR	PRINCIPAL/ ASSISTANT PRINCIPAL	TEACHER
10. Our school district frequently communicates with state education leaders at the Center for Professional Development.	59/5	69/3	38/2

<sup>1</sup>Percentage responding *agree* or *strongly agree*/Percentage responding *disagree* or *strongly disagree*. The *neutral* and *don't know* responses are omitted.

**EXHIBIT A-17  
COMPARISON OF RESPONSES WITHIN THE DISTRICT  
PART L2: PARENTS/GUARDIANS AND THE COMMUNITY**

STATEMENT	(%G + E) / (%F + P) <sup>1</sup>		
	CENTRAL OFFICE ADMINISTRATOR	PRINCIPAL/ ASSISTANT PRINCIPAL	TEACHER
1. Parent/Guardians/guardians' efforts in helping their children to do better in school.	100/0	100/0	100/0
2. Parent/Guardians/guardians' participation in school activities and organizations.	100/0	100/0	100/0
3. How well relations are maintained with various groups in the community.	100/0	100/0	100/0

<sup>1</sup>Percentage responding *good* or *excellent* / Percentage responding *fair* or *poor*. The *don't know* responses are omitted.

**EXHIBIT A-18  
COMPARISON OF RESPONSES WITHIN THE DISTRICT  
PART M: SCHOOL DISTRICT OPERATIONS**

SCHOOL DISTRICT PROGRAMS AND FUNCTIONS	%(NEEDS SOME IMPROVEMENT + NEEDS MAJOR IMPROVEMENT) <sup>1</sup>	/	%(ADEQUATE + OUTSTANDING) <sup>1</sup>
	CENTRAL OFFICE ADMINISTRATOR	PRINCIPAL/ ASSISTANT PRINCIPAL	TEACHER
a. Budgeting	24/70	28/67	42/33
b. Strategic planning	22/70	30/67	32/47
c. Curriculum planning	22/70	27/72	34/56
d. Financial management and accounting	17/77	23/74	30/41
e. Grants administration	20/67	32/52	25/33
f. Community relations	33/60	31/68	36/51
g. Program evaluation, research, and assessment	29/56	28/67	31/45
h. Instructional technology	20/72	29/69	35/55
i. Administrative technology	19/74	27/72	21/45
j. Internal Communication	32/64	26/73	38/49
k. Instructional support	20/71	24/74	35/57
l. Coordination of Federal Programs (e.g., Title I, Special Education)	13/80	19/74	25/52
m. Personnel recruitment	35/53	42/46	35/29
n. Personnel selection	30/60	41/54	37/41
o. Personnel evaluation	33/61	29/69	26/61
p. Staff development	18/78	28/71	35/59

**EXHIBIT A-18 (Continued)  
COMPARISON OF RESPONSES WITHIN THE DISTRICT  
PART M: SCHOOL DISTRICT OPERATIONS**

SCHOOL DISTRICT PROGRAMS AND FUNCTIONS	%(NEEDS SOME IMPROVEMENT + NEEDS MAJOR IMPROVEMENT) <sup>1</sup>	/	%(ADEQUATE + OUTSTANDING) <sup>1</sup>
	CENTRAL OFFICE ADMINISTRATOR	PRINCIPAL/ ASSISTANT PRINCIPAL	TEACHER
q. Data processing	15/72	17/72	16/45
r. Purchasing	17/79	17/78	23/48
s. Safety and security	11/85	15/84	20/71
t. Plant maintenance	14/76	27/67	25/45
u. Facilities planning	20/71	29/66	34/41
v. Transportation	13/82	22/77	22/62
w. Food service	19/75	34/64	33/56
x. Custodial services	29/66	31/67	35/56
y. Risk management	16/70	16/73	16/46

<sup>1</sup>Percentage responding *needs some improvement* or *needs major improvement* / Percentage responding *adequate* or *outstanding*. The *neutral* and *don't know* responses are omitted.

**EXHIBIT A-19  
COMPARISON OF RESPONSES WITHIN THE DISTRICT  
PART N: RESA PERCEPTIONS**

STATEMENT	(%A + SA) / (%D + SD) <sup>1</sup>		
	CENTRAL OFFICE ADMINISTRATOR	PRINCIPAL/ ASSISTANT PRINCIPAL	TEACHER
1. Our school district frequently utilizes services provided by our RESA.	76/9	76/9	58/7
2. The services provided by our RESA are critical to the success of our district's programs and operations.	60/16	59/15	41/9
3. Many of the current RESA services to school districts could be more efficiently and/or effectively provided by WVDE.	21/45	29/31	24/12
4. Many of the current RESA services could be more efficiently and/or effectively provided by other sources such as universities or private vendors.	15/51	22/38	18/15
5. Sources other than RESAs could more efficiently and economically provide many of the school district's services.	17/44	26/32	19/12
6. Many of the current RESA services to school districts duplicate services provided by WVDE.	13/49	20/34	13/13
7. Many of the services offered by RESAs around the state are critical to the success of many school districts.	63/9	54/13	34/6
8. The RESA in our region is highly efficient and effective.	57/11	59/10	34/7
9. The RESA role in providing services to school districts should be expanded.	52/15	52/14	33/8
10. The RESA in our region is highly responsive to the service needs of our school district.	62/10	57/10	31/8

**EXHIBIT A-19 (Continued)  
COMPARISON OF RESPONSES WITHIN THE DISTRICT  
PART N: RESA PERCEPTIONS**

STATEMENT	(%A + SA) / (%D + SD) <sup>1</sup>		
	CENTRAL OFFICE ADMINISTRATOR	PRINCIPAL/ ASSISTANT PRINCIPAL	TEACHER
11. The RESA in our region provides quality services.	69/6	66/6	40/5
12. There are adequate channels of communication with the RESA in our region.	66/10	59/12	29/10
13. The RESA in our region is responsive to complaints.	54/6	43/6	21/4
14. The RESA in our region is responsive to requests for services.	69/5	64/4	32/4
15. The RESA in our region listens and tries to meet the needs of the school district.	69/4	61/4	32/4
16. When compared to other RESAs in the state, I believe our RESA's services are of better quality	43/10	44/6	20/3

**EXHIBIT A-20  
COMPARISON OF RESPONSES WITHIN THE DISTRICT  
PART O: RESA GOVERNANCE AND FUNDING**

STATEMENT	(%A + SA) / (%D + SD) <sup>1</sup>		
	CENTRAL OFFICE ADMINISTRATOR	PRINCIPAL/ ASSISTANT PRINCIPAL	TEACHER
1. The current method of funding the RESAs to provide services to school districts and allowing each RESA to charge the districts for other services is highly effective in meeting the needs of the districts.	26/21	23/13	10/6
2. All funds for services to school districts should be allocated to the districts and allow each district to purchase those services it needs from an RESA or other sources.	31/16	36/11	27/4
3. We understand the governance and oversight structure of the RESA in our region.	45/14	30/15	10/18
4. There are appropriate levels of oversight for the RESA in our region.	40/8	23/5	9/4
5. RESAs should continue to be funded by the state.	61/8	52/9	32/6
6. The amount charged to our school district by the RESAs is appropriate for the quality and amount of services provided.	38/9	24/6	9/4
7. Our school district has the funding to purchase the services it needs from an RESA.	32/15	22/9	9/4

**APPENDIX B  
RESA's 1-8 EMPLOYEES  
SURVEY RESULTS**

**Total responses for RESA EMPLOYEES = 218 (43%)**

MGT uses a statistical formula to set an acceptable return rate in order to declare that the survey results are “representative” of the population surveyed. In the case of all RESA's, the response rates were below this standard.

**EXHIBIT B-1  
EMPLOYEE SURVEY RESPONSES  
PART A: GENERAL PERCEPTIONS OF SERVICES PROVIDED**

STATEMENT	(%A + SA) / (%D + SD) <sup>1</sup>
1. Most school districts in our region frequently utilize services provided by our RESA.	93/3
2. The services provided by our RESA are critical to the success of our school districts' programs and operations.	96/1
3. Many of the current RESA services to school districts could be more efficiently and/or effectively provided by WVDE.	7/77
4. Many of the current RESA services could be more efficiently and/or effectively provided by other sources such as universities or private vendors.	5/84
5. Sources other than RESAs could more efficiently and economically provide many of the school district's services.	2/85
6. Many of the current RESA services to school districts duplicate services provided by WVDE.	1/80
7. Many of the services offered by RESAs around the state are critical to the success of many school districts.	94/2
8. Our RESA is highly efficient and effective.	94/1
9. The RESA role in providing services to school districts should be expanded.	83/2
10. Our RESA is highly responsive to the service needs of member school districts.	96/0
11. Our RESA provides quality services.	98/0
12. There are adequate channels of communication with school districts in our region.	80/5
13. Our RESA is responsive to complaints.	91/1
14. Our RESA is responsive to requests for services.	97/0
15. Our RESA listens and tries to meet the needs of the school districts.	96/0
16. Our RESA effectively communicates with WVDE.	83/2

<sup>1</sup>Percentage responding *agree* or *strongly agree*/Percentage responding *disagree* or *strongly disagree*. The *neutral* and *don't know* responses are omitted.

**EXHIBIT B-2  
EMPLOYEE SURVEY RESPONSES  
PART B: ACCOUNTABILITY**

STATEMENT	(%A + SA) / (%D + SD) <sup>1</sup>
1. Each school district Board/Superintendent should hold each school within the district responsible for student performance within the school.	72/4
2. Under the concept of site-based management, only the school district and each school in the district should be held accountable for student performance; the RESAs and WVDE should provide services on demand.	54/9
3. Each RESA should be held accountable by the school districts for providing requested services but not for student performance.	66/9
4. Under the current governance structure, the RESAs are accountable primarily to:	79/3
■ WV State Board of Education	
■ The school districts within each region	62/11
5. WVDE provides adequate services/technical assistance to our RESA.	47/13

<sup>1</sup>Percentage responding *agree* or *strongly agree*/Percentage responding *disagree* or *strongly disagree*. The *neutral* and *don't know* responses are omitted.

**PART C: IMPROVING THE COST-EFFECTIVENESS OF SERVICES PROVIDED BY THE RESAs TO DISTRICTS.**

This section is addressed in the comments as exhibits 7 – 9 at the end of this report.

**EXHIBIT B-3  
EMPLOYEE SURVEY RESPONSES  
PART D: STATEWIDE ORGANIZATIONAL STRUCTURE**

STATEMENT	(%A + SA) / (%D + SD) <sup>1</sup>
1. The RESAs should be the regional structure used by SBOE to provide services to school districts.	77/2
2. The RESAs should be the regional structure used by WVDE to promote WVDE rules and regulations.	49/10
3. The current number of RESA Regional Advisory Council members is appropriate.	61/3
4. The current number of 8 RESAs should be:	26/37
■ expanded	
■ left as is	71/10
■ reduced	4/80
■ abolished	0/91

<sup>1</sup>Percentage responding *agree* or *strongly agree*/Percentage responding *disagree* or *strongly disagree*. The *neutral* and *don't know* responses are omitted.

**EXHIBIT B-4  
EMPLOYEE SURVEY RESPONSES  
PART E: GOVERNANCE AND FUNDING**

STATEMENT	(%A + SA) / (%D + SD) <sup>1</sup>
1. The current method of funding the RESAs to provide services to school districts is highly effective in meeting the needs of the districts.	24/45
2. The current method of allowing each RESA to charge the districts for other services is highly effective in meeting the needs of the districts.	46/12
3. School districts understand the governance and oversight structure of our RESA.	40/26
4. There are appropriate levels of oversight for our RESA.	59/6
5. RESAs should continue to be funded by the state.	93/0
6. The amount charged to each school district by our RESA is appropriate for the quality and amount of services provided.	50/11
7. School districts have the funding to purchase the services they need from our RESA.	29/22

<sup>1</sup>Percentage responding agree or strongly agree/Percentage responding disagree or strongly disagree. The neutral and don't know responses are omitted.

**EXHIBIT B-5  
EMPLOYEE SURVEY RESPONSES  
PART F: SPECIFIC SERVICES**

STATEMENT	(%S + VS%) / (%D + VD) <sup>1</sup>
<b>PROGRAMS/SERVICES ALL RESA'S</b>	
1. ABE Assessment	69/1
2. ABE Technology Coordination	79/3
3. Adolescent Health Initiative	64/1
4. Adult Basic Education	80/1
5. Audiological Services	77/1
6. Bus Operator Training Program	54/1
7. Child and Adult Food Care Program	100/0
8. Computer Training Lab	81/0
9. Cooperative Classroom Supplies/Materials	71/0
10. Cooperative Custodial/Maintenance Supplies	64/0
11. Cooperative Food Service	52/1
12. Cooperative Natural Gas	43/0
13. Cooperative Technology Equipment/Supplies	64/2
14. Cooperative Vehicle Fuels and Lubricants	19/6
15. County Supported School Improvement	72/0
16. County Technology Services	80/1
17. Deaf/Blind/Visually Impaired Services	75/0
18. Credit Recovery Program	33/2
19. Energy Management Services	46/2
20. Early Childhood Program Birth to 3	75/2
21. Early Childhood Program Head Start	77/2
22. Graduate Classes at Reduced Rates	63/1
23. Intervention Program	64/0
24. Legal Services	17/4
25. Medicaid	74/0
26. On-Site Visit Preparation	58/0
27. Parental Communication System	58/0
28. Professional Development	86/1
29. Public Service Training Program	84/1
30. Regional School Wellness Program	66/1
31. Repository of Exemplary Practice	

**EXHIBIT B-5 (Continued)  
EMPLOYEE SURVEY RESPONSES  
PART F: SPECIFIC SERVICES**

STATEMENT	(%S + VS%) / (%D + VD) <sup>1</sup>
32. School and County Improvement	42/0
33. School Safety Program	59/1
34. Science Instructional Materials	70/0
35. Special Education	76/0
36. Special Education Contracted Services	72/0
37. SPOKES	62/1
38. Student Academic Competitions	74/0
39. Student Support Services	67/1
40. Student Tutoring Services	84/0
41. Student Test-Out Program	74/0
42. Student Transportation	76/0
43. Substitute Calling System	63/2
44. Substitute Teacher Training	96/0
45. Supplemental Educational Services	71/1
46. Technology Coordination	58/1
47. Technology Repair Services	73/3
48. Teleconferencing Services	81/3
49. WVEIS	59/1
50. WV School Boards Assoc. (Training Assistance)	79/0
51. WV Wood Technology Program	40/0
52. Workforce Investment Program	63/0
<b>GRANT PROGRAMS (ALL RESA'S)</b>	
53. 21st CCLC	64/0
54. Doing What Works Grant	67/0
55. Alternative Certification Programs	37/2
56. Benedum Grant	53/0
57. Deaf/Blind/Visually Impaired Services	74/0
58. Graduate Degree Programs	54/2
59. HEPC Title II Grant	31/0
60. Gear-Up Grant	71/0
61. Math-Science Partnership Grant	45/1
62. Communities Putting Prevention to Work	48/0
63. National Board Certification of Teachers	62/2
64. Teaching American History	58/0
65. Tech Prep Consortium	55/0
66. Title II Alternative Certification Grant	74/0
67. West Virginia College Foundation Grant	53/0
68. Workforce Investment Board Grant	51/1
<b>RESA TRAINING</b>	
69. Training and support for state assessments	57/2
70. Training and support for aligning the curriculum and instruction with state assessments	62/1
71. Leadership training and development programs and services	66/1
72. Training and assistance to help improve student performance	68/1
73. Training and assistance in using new teaching methods and strategies	70/1
74. Training and assistance in the use of technology	72/1
75. Training and assistance in discipline management and conflict resolution	56/2
76. School board training services	39/1
77. Teacher certification	53/0
78. Professional/Para-Professional certifications	48/1

**EXHIBIT B-5 (Continued)  
EMPLOYEE SURVEY RESPONSES  
PART F: SPECIFIC SERVICES**

STATEMENT	(%S + VS) / (%D + VD) <sup>1</sup>
<b>RESA SERVICES</b>	
1. Computer network and telecommunication services	76/1
2. Purchasing cooperatives	65/0
3. Services and support for WV Education Information System (WVEIS)	78/0
4. On-line/Distance Learning classes	44/3
5. On-site technical assistance	73/1
6. Video Conferencing	55/3
7. Lending Library	34/2
8. Best Practices Information	52/1
9. Organizational Links	51/1
10. Demonstrations and Equipment	56/1

<sup>1</sup>Percentage responding *satisfied* or *very satisfied*/Percentage responding *dissatisfied* or *very dissatisfied*. The *neutral* and *not applicable* responses are omitted.

**EXHIBIT B-6  
EMPLOYEE SURVEY RESPONSES  
PART G: WORK ENVIRONMENT**

STATEMENT	(%A + SA) / (%D + SD) <sup>1</sup>
1. I find my RESA to be an exciting, challenging place to work.	85/4
2. RESA officials enforce high work standards.	83/4
3. RESA employees who do not meet expected work standards are disciplined.	65/9
4. I feel that I have the authority to adequately perform my job responsibilities.	85/4
5. I have an up to date and comprehensive job description.	82/5
6. I have adequate facilities in which to conduct my work.	82/6
7. I have adequate equipment and computer support to conduct my work.	87/2
8. No one knows or cares about the amount or quality of work that I perform.	5/85
9. I am very satisfied with my job.	86/2
10. I plan to continue my career in my RESA.	82/2
11. I am actively looking for a job outside of my RESA.	4/80
12. Salary levels at my RESA are competitive.	49/20
13. I feel that my work is appreciated by my supervisor(s).	81/4
14. I feel that I am an integral part of the RESA team.	81/5
15. I feel that there is no future for me at the RESA.	5/78
16. My salary level is adequate for my level of work and experience.	55/21
17. Most administrative practices in the RESA are highly effective and efficient.	77/7
18. Administrative decisions are made promptly and decisively.	71/8
19. My RESA administrators are easily accessible and open to input.	76/7
20. Major bottlenecks exist in many administrative processes which cause unnecessary time delays.	6/72
21. My RESA has too many layers of administrators.	5/74
22. Most of RESA administrative processes (e.g., purchasing, travel requests, leave applications, personnel, etc.) are highly efficient and responsive.	82/5

<sup>1</sup>Percentage responding *agree* or *strongly agree*/Percentage responding *disagree* or *strongly disagree*. The *neutral* and *don't know* responses are omitted.

**EXHIBIT B-7  
EMPLOYEE SURVEY COMMENTS  
QUESTION 1**

1. Please list below any suggestions you have for decreasing costs, improving the level of services, or providing additional services, etc. for RESAs.

<p>WVDE frequently changes initiatives without allowing time to determine effectiveness.</p>
<p>I would like to see additional funding provided to the RESAs for the purpose of providing technical assistance to schools and districts in need of improvement.</p>
<p>Combining some services among counties as RESAs are doing now.</p>
<p>Each RESA responds to requests for the same service using a different approach. i.e. technology services, some RESAs send technicians into the field, some have items sent to the RESA. Likewise in each county we serve. Some counties fix computers on site, some send them "in". If we all used the same approach we may be able to better settle on the most efficient model for providing those services. The WVDOE support for their programs is good, but for county level programs the RESAs can be more agile and offer needed services without undue overhead. The budget provided for the support of the wonderful technology in place in the schools is woefully inadequate, which means many compromises to deliver relevant support. If everybody that is willing to buy a computer or software or whiteboard or other piece of technology to go in the classroom would realize that a large portion of the TCO for technology is support, and put some funding there, the support picture could be improved well past the current levels we are able to offer. It would be nice to have the money and manpower to be proactive (clean filters in projectors, update workstation images, etc.) rather than reactive (replace another bulb, remove that same virus again, and so on).</p>
<p>Question #2 is poorly written. It should be two separate questions. I disagree that the school district and schools should be held solely accountable when the state and the legislature are so involved in the day to day micromanagement of the schools but I agree that the state DOE and RESAs should provide services on demand.</p>
<p>Provide the RESAs with adequate funding so they can more effectively help the districts with PD and technology and can be properly staffed. It is crazy to expect a RESA to provide the many needed services with the skeleton of a crew they have.</p>
<p>Place purchasing agents, legal counsel, Medicaid specialists, curriculum directors at the regional level. RESAs could also easily manage transportation, custodial services, school nurses, attendance services, and credit recovery at the regional level.</p>
<p>RESAs are the best vehicle to ensure quality job embedded professional development at the school and district level to ensure a sustainable support structure.</p>
<p>Additional funding would provide for additional support teams within our counties. We need additional secretaries to keep up with requests coming from counties.</p>
<p>Increase the funding by removing the cap.</p>
<p>RESAs need more money.</p>

**EXHIBIT B-7 (Continued)**  
**EMPLOYEE SURVEY COMMENTS**  
**QUESTION 1**

1. Please list below any suggestions you have for decreasing costs, improving the level of services, or providing additional services, etc. for RESAs.

<p>I think there are times when the WVDE duplicates services already offered by RESAs. State officials should ask RESAs first, then fill in areas where RESAs cannot fill every service requested due to our continued funding and staffing shortages.</p>
<p>More funding for RESAs would lead to more efficient service delivery and a higher level of services provided.</p>
<p>Need more funding increase funding source.</p>
<p>Make sure all school districts and administrators know the tools RESA has to assist in all areas of education including maintenance and technology.</p>
<p>Obviously the WVDE cannot provide the support that RESAs provide in their region. RESA II is “outstanding” in every category.</p>
<p>RESAs need to receive additional funding in order to meet the growing needs of the area school districts. It is impossible to effectively operate under such tight budgetary conditions.</p>
<p>RESAs have a long history of effective delivery of highly-focused and regionally relevant professional development. The RESA model also very effectively delivers Adult Basic Education and Public Service programs. Other branches of the WVDE should stop duplicating these services and work more hand-in-hand with RESAs to deliver the most effective professional development and regional programs in the most cost-efficient way. Political differences should not get in the way of the fact that regional administration is more relevant and saves tax dollars.</p>
<p>Modernizing RESA building, heat/air condition, and lighting.</p>
<p>Computer repair and curriculum training. Technology integration specialist.</p>
<p>I believe that each RESA should have a Technology Integration Specialist (TIS) in addition to the hardware repair service people. The TIS could troubleshoot problems with educational software and do training in integration of new technologies (not just setting up the whiteboard, but using as part of educational program). In most cases the TIS in a local program has their own classroom responsibilities. This person could prepare/tailor training to schools within the RESA.</p>
<p>We could improve the level of service by providing additional computer software classes to help teachers/administrators keep up with fast-paced technology changes.</p>
<p>RESA funding should be commensurate with, and adequate for the provision of services rendered without being subject to a funding cap.</p>
<p>I feel we could further save money on service parts and products if we could purchase from a wider selection of vendors, sadly many vendors with great prices will not accept out payment terms...</p>

**EXHIBIT B-7 (Continued)  
EMPLOYEE SURVEY COMMENTS  
QUESTION 1**

1. Please list below any suggestions you have for decreasing costs, improving the level of services, or providing additional services, etc. for RESAs.

<p>To decrease costs, we are working with WVDE to put some training online, eliminating the need for substitute costs and travel costs for participating counties.</p> <p>To further improve our level of service and to provide additional service, it would be helpful if the legislature would remove the cap from RESA funding. We frequently have to drive daily the long distances to trainings because it is less expensive than spending the night in a hotel.</p> <p>We do not have access to WVEIS or county test scores, making it difficult to help determine who needs help and in which areas.</p>
<p>I don't feel our services are used as much as they could be by our counties. We cannot provide staff development, etc. unless our counties request it or allow us into the schools to provide it.</p>
<p>Our RESA currently communicates with WVDE to support and deliver services to our counties. Counties are provided additional services to help meet their needs. Counties constantly request services from RESA. Communication can always be improved.</p>
<p>I feel like our RESA provides many services which the districts do not take advantage of.</p>
<p>Should use more "teleconferencing" thus reducing travel and overnight stays.</p> <p>Should be more "tracking" of expenses, auditing of abuse closely monitored and addressed.</p> <p>Dilapidated, out of date buildings should not be considered for use by any agency for education purposes when asbestos is an issue, elevators and/or handicap issues are not, will not be addressed for accessibility.</p>
<p>Lift the cap on RESA.</p>
<p>Ability to obtain gas at all WVDOH facilities</p>
<p>I believe there should be a more effective way of providing technical support for computer issues in all RESAs statewide.</p>
<p>I do not know what the cost is to provide a computer technician, through RESA, to the schools in our region. But as a technician, I feel we need more help to provide the level of service necessary to keep all the computer equipment in an ever expanding field operational.</p>
<p>We need more budget especially in computer repair. No one has a training budget. With technology continuously changing, it feels like we are being set up to fail long term.</p>
<p>Lift the cap on RESAs in order to effectively meet more county/school needs-based requests when funding is the sole restraining issue.</p>
<p>I do not understand what Question 1 has to do with the efficiency of RESAs. This question would be easier to answer if one knew by what method each RESA should be held accountable by the school districts for providing requested services but not for student performance.</p>
<p>There is no other agency in the state that does more than RESAs with so little state funding !!!</p>
<p>Raise the cap on RESAs by legislative action</p>

**EXHIBIT B-7 (Continued)**  
**EMPLOYEE SURVEY COMMENTS**  
**QUESTION 1**

1. Please list below any suggestions you have for decreasing costs, improving the level of services, or providing additional services, etc. for RESAs.

Training, such as Cisco and Microsoft, to further advance skills.
It would be good to know what other states are doing with like-RESA organizations, and see how our state as well as local RESA compares in terms of costs and services. Benchmarking is a valuable tool at all levels in the organization.
I have none.
I feel that RESA is doing the best they can to provide quality services. They are making sure that certifications are up to date and that we are getting the training we need to be able to provide the best services.
RESAs benefit the entire community as its partners with county school boards, institutions of higher education, various state agencies, emergency service organizations and business and industry. "People Helping People" Our success is measured by service and value.
none
The State Legislature needs to provide a pool of funds that allow County Boards of Education to apply for grants which pay for transitional costs that a county or group of counties incur as they implement regional cost saving measures. This pool could then be replenished as a county or group of counties sees real savings and/or efficiencies and pays back the granted amount through those savings. An example could be two counties that would like to combine transportation operations into one operation. A grant could be awarded to allow for upgrade or building of one modern transportation facility that is shared by the two counties and the eventual savings would be gradual employment of less bus drivers, less mechanics, and less administration to oversee the operation. My experience has led me to believe that a major impediment to significant cost saving activities is the lack of discretionary funds to pay for the transitional costs of making changes. Since the state funding mechanism is focused on paying for the existing educational structure, there is little incentive to alter the structure into one that is more cost effective.
I feel that our RESA is providing much needed services to each of our counties in our region. Additional services would be welcomed in the counties but the cutting of the RESA funding makes this difficult. Our RESA does a great job with the funds provided and saves the counties a great deal of money. By going through RESAs it is a win win situation for the counties and cost effective for all.
RESAs are cost effective for every county which require their services. Services can be offered to multiple counties therefore reducing costs to each county.
Our RESA has made suggestions to many of the schools about saving bandwidth, filtering web content, audio streaming, etc....The schools do not abide by any of the suggestions. As a result, the computers, networks, as well as the state data speeds keep getting slower. I personally have web filtering log files on some schools showing students trying to access audio and video streaming sites, online game sites and pornography. The County didn't do anything to try and stop it and I was dismissed from the County. The schools and counties do not realize that the networks that they are using is not their own. It is the State's.

**EXHIBIT B-7 (Continued)  
EMPLOYEE SURVEY COMMENTS  
QUESTION 1**

- 1. Please list below any suggestions you have for decreasing costs, improving the level of services, or providing additional services, etc. for RESAs.**

Training for technicians.
Stop the monopolistic control the Pomeroy Company has over technology in this state. Allow the education system to purchase technology in a fair market and not force them to be gouged by Pomeroy.
I feel that if RESAs could be more uniform in their services it would be beneficial. I feel that RESA 7 does things that other RESAs do not offer and it would be nice if services could be offered statewide.
RESAs could be used more to save monies to perform functions done at county levels using fewer people and less money, like finances. I feel services could be improved by making money given to RESA for staff and services increase for those RESAs with larger areas and counties to serve. Also, staff pay scales should be updated. Not knowing if workers will have contracts for the next year is very difficult and encourages workers to look for positions with counties or other places of employment where the coming years are more certain, and often thee pay more for similar jobs. This would help provide better service by keeping qualified workers at RESAs.
To continue meeting the demand for services, the RESA Funding cap needs lifted so that we can add personnel and expand our services.
RESAs should hire a full time grant writer to provide programming, staff development, etc. to county school systems. More communication between school system administrators and RESA staff.
Ongoing teacher mentor and principal mentor programs in addition to CPD, continuation of the RESA 7 newsletter and statewide advertisement of RESA services, seeking additional grants
RESA needs a larger facility and more parking to conduct trainings camp; meetings.
Allow some work from home such as report preparation and other paperwork to decrease reimbursement for travel costs.
Allow flex time so that services are available after school hours
If the WV legislature would lift the RESA funding cap, then we would be able to add personnel, broaden our scope of services and deliver our programs on a wider scale at no additional cost to the counties.
Hiring additional computer technicians and moving to a newer building that is more suitable for the services we provide.
None
Better physical facilities ( i.e. physical facilities) which would enable RESAs to improve the accessibility of our services.

**EXHIBIT B-7 (Continued)  
EMPLOYEE SURVEY COMMENTS  
QUESTION 1**

- 1. Please list below any suggestions you have for decreasing costs, improving the level of services, or providing additional services, etc. for RESAs.**

<p>Better communication within our RESA (providing staff with council minutes, for example). The salaries of the RESA directors statewide consume a large percentage of the state monies directed to RESAs and should be re-evaluated. Adequate support help should be provided to RESA programs-RESA 7 has gone from 10 secretaries to 3-4. This puts a huge disproportionate burden on one or more of the remaining secretaries.</p>
<p>The more counties that utilize the services the most cost saving could be provided. Currently counties pick and choose which programs they take advantage of thus some programs are not fully utilized.</p>
<p>More money needs to be given to the RESAs so they can run more efficiently. Services keep increasing at the RESAs and the amount of money stays the same. After so many years of that process, RESAs begin to have issues on providing so many services.</p>
<p>The counties could save technology money if they would utilize the RESAs more and avoid more expensive vendor-supplied services and equipment.</p>
<p>RESAs need to be empowered to employ staff to assist in teacher training, curriculum development, and content area improvement. Such staff would be available to assist schools where performance is at question. RESAs need additional technical staff to meet the current demand for repair as well as technology needs for instruction.</p>
<p>There may be times when RESAs working together may make sense. If one RESA does an RFP and gets a great price for something, that should serve as an RFP for another RESA rather than reinventing the wheel. For example, despite a state bid for technology, a RESA might do an RFP and get quotes from various vendors for that technology. Why couldn't another RESA then piggy-back on that outcome and proceed with a similar purchase rather than pursuing the state vendor or having to do its own RFP?</p>
<p>Stop sending administrators across the country to unproductive seminars.</p>
<p>The cap needs to be lifted for RESAs.</p>
<p>Funds for additional technicians to be able to decrease turnaround time for repairs.</p>
<p>RESA 8 does a good job already!</p>
<p>Provide more regional training, rather than employees training at one site, usually Charleston. It is convenient for WVDE, but uses county funding for travel and lodging.</p>
<p>More warranty repair services.</p>
<p>The RESA Council serves little purpose other than receiving reports and rubber stamping procedural matters. Limit their meetings. The executive director should not be provided with a vehicle for personal use. Programs that do not directly support public schools should be exempt from reporting to the RESA council and creating documentation on meeting WVDE goals for public schools.</p>
<p>I feel the RESAS are a valuable asset to the community and district.</p>

**EXHIBIT B-7 (Continued)  
EMPLOYEE SURVEY COMMENTS  
QUESTION 1**

- 1. Please list below any suggestions you have for decreasing costs, improving the level of services, or providing additional services, etc. for RESAs.**

RESAs have the ability and flexibility to respond to an immediate school districts need based on a region/location. It is far more effective and efficient to send one trained RESA Coordinator to the counties and address different service needs then to send all county personnel for training across the state.

The cap must be removed so that more services can be provided by the RESAs. RESAs can provide services more in a more cost effective way compared to each school system trying to independently provide their own.

RESAs need to have more support from the State Department of Education. The RESAs are geographically placed in the state to give more effective and efficient services to the schools, but need more funding to do so.

All video clips of information should be closed captioned.

Travel expenses for meetings could be dramatically reduced by using video conferencing software (i.e. Skype, Nefsis, etc.). Furthermore, the ability to deliver and expand educational services via video conferencing to our geographically isolated students would greatly improve our services. The removal of replicated services within education would cut costs and free up man power. The use of RESA services normally delivered mainly to adults should be offered to high school students. This creates a stronger workforce for our economy and students who enter the workplace as more employable. For example, if a high school student is dedicated to becoming a paramedic, then the student should exit high school with a CPR/First Aid and possibly EMT-A/B. RESA provides all of these services. All high school students should have a fundamental knowledge of resume building, computer skills, job readiness, workers rights and responsibilities, and safety. Although secondary schools throughout the state have faculty members with knowledge of these skills and activities, RESA staff have specialized knowledge and training that allows for a more efficient and updated delivery of these skills to students.

I think that more RESA services should be implemented into schools. I think that the current programs are being utilized but probably not the level that they should or could be. I think that RESA can provide tremendous support to the school districts and in doing so help maintain costs that would soar if outsourced to private entities or made responsible under current district budgets. The goal of districts is to provide quality forward thinking education to our students and teachers and administrators in schools cannot be expected to carry the soul burden for services outside their areas of expertise. RESAs can assist in providing qualified staff and better overall implementation of programs.

**EXHIBIT B-8  
EMPLOYEE SURVEY COMMENTS  
QUESTION 2**

**2. Please list the critical functions or services provided by your RESA's.**

Multi-county networking; professional and para-professional staff development; liaison between state and districts.
Cooperative Purchasing, Technology, WVEIS, Medicaid, Graduate Programs, Public Service Training, ABE, ABE Technology, SPOKES, Assessment, Adolescent Health, Regional School Wellness, Professional Development, Supplemental Education Services, and Administering grants such as 21st Century Community Learning Centers, Teaching American History, HEPC, and National Teacher Certification.
Technology support and facilitation of getting that technology up and running.
Professional Development WVEIS Technology Repair Services Public Service Training Grant admin and application Special Ed Service Coordination Medicaid reimbursement K-12 Network support Substitute training Testing and Evaluation SPOKES ABE AEMIS Regional Wellness Tobacco Prevention Bus Driver Training Computer Lab for various trainings/presentations Support for special projects (i.e. egov, virtual surgery, Skills USA, etc.)
Technology services, ABE and ABE testing, pre-k PD, grant administration, PD for math and English, help with teacher improvement, previously RTI and now S4PL support, substitute teacher training.
Technical assistance to low performing schools; food cooperative; computer repair, math coaching, RLA coaching, Technology-based PD to cross the distances of counties, alternative certifications, leadership support that is site based.
All services are critical. With student achievement a top priority, the professional development, special education, and technology integration departments are all inter-connected to provide job-embedded sustained PD that supports school improvement at the local level.

**EXHIBIT B-8 (Continued)  
EMPLOYEE SURVEY COMMENTS  
QUESTION 2**

**2. Please list the critical functions or services provided by your RESA's.**

<p>Any request from our districts. Instructional strategies TA assistance Technology integration Computer repair WVEIS support Audiology Special education</p>
<p>Audiological Services, WVEIS, Professional Dev.</p>
<p>Audiology, Cooperative purchasing, Medicaid, Staff Development, WVEIS.</p>
<p>Technical assistance to low performing schools. Best instructional practices. Energy Management. Food cooperative. Medicaid support. Substitute teacher training and alternate certification. Principal certification.</p>
<p>You have done so in this section.</p>
<p>Technology repair, audiological services, ABE, wellness initiatives, arts grant, history grant</p>
<p>Direct administration of Adult Basic Education, SPOKES and Public Service programming in the four counties, as well as technical assistance to RESA 2. My position is a combined RESA 2/3 position. K-12 professional development and grant-funded programs such as the American History grant are very popular in the regional counties.</p>
<p>Adult Education--ABE and SPOKES (Professional Development of adult education teachers) WVEIS Support Special Education Adult Education Hotline is answered here. This links people across the state to local adult education and literacy programs. Tobacco Cessation program History Alive and other programs for staff development of for K12 teachers. Public Service Programs for EMT, and fire fighters.</p>
<p>Special Education Teacher Training Substitute Teacher Training Public Service Training Professional Development</p>
<p>Our RESA houses statewide services for the Adult Basic Education and English Language/Civics federal programs. These services are not only critical to RESA 3, but also to adult programs throughout the state.</p>

**EXHIBIT B-8 (Continued)  
EMPLOYEE SURVEY COMMENTS  
QUESTION 2**

**2. Please list the critical functions or services provided by your RESA's.**

WVEIS, Medicaid
<p>All our services are very beneficial to the schools and teachers we serve, and the answer to this question is very subjective. However, the services we provide are of high quality and economically efficient. I will mention just a few of the functions I think are critical to the ongoing professional development of educational leaders.</p> <p>Continuing education and training for Special Education teachers/administrators to provide them with needed skills to teach those with special needs.</p> <p>Training and assistance to teachers to help improve student performance by using new teaching methods and by providing tutoring to students in need of it.</p> <p>Technology services - Computer training lab, WVEIS, computer repair.</p> <p>School wellness program promotes the physical and mental well-being of students, teachers, and administrators which is now the focus of Congress for a healthier society and which must be incorporated into the school system where young people spend a majority of their time.</p>
GED testing, ABE services, Technology services, materiel management and support, Public Service Training
<p>RESA3 is vital to providing technicians and repair services for all areas of technology in our schools. They also provide a great deal of repair/replacement parts at great prices.</p> <p>Most critical is the WVDE communication provided by each individual director at RESA to the county directors. In my position, I act as liaison, keeping my county directors informed of WVDE initiatives, trainings, and meetings. I attend meetings monthly with WVDE to stay informed and then meet with our RESA directors to relay that information. It is at these meetings that we discuss the individual needs of the counties and how RESA can help or facilitate help.</p> <p>After WVDE monitorings, I help counties write their improvement plans and help provide trainings or resources for the improvement activities.</p> <p>RESA works with WVDE in improving schools through Statewide System of Support. We participate in the initial walkthroughs, teacher interviews and student interviews.</p> <p>We provide Cultural Typology training and help school determine where their school falls on the continuum from toxic to shared leadership. Then we lead their discussions on how to proceed in change or continued support.</p> <p>We provide IPI walkthroughs to determine the extent of student engagement in the classroom. Then we lead the discussion with the principal and teachers as to where they need to begin their improvement.</p> <p>Many times RESA is involved in school wide or individual teacher improvement. We have staff with experience in elementary, middle and high school. We have worked with teachers on classroom management and helped individual struggling teachers set up discipline plans and classroom procedures.</p>

**EXHIBIT B-8 (Continued)**  
**EMPLOYEE SURVEY COMMENTS**  
**QUESTION 2**

**2. Please list the critical functions or services provided by your RESA's.**

*(Continued from previous comment)*

We provide staff development in many areas. Some of these include:

1. Co-teaching: A Professional Relationship
2. Differentiated Instruction
3. High-Yield Instructional Strategies
4. Classroom Management
5. Graphic Organizers: Foldables
6. Professional Learning Communities
7. Instructional Practices Inventories
8. Cultural Typology
9. Future Problem Solving
10. Understanding Depth of Knowledge
11. Unpacking the CSOs
12. Standards Focused Classrooms
13. Lexiles
14. Quantiles
15. Literacy in the Content Areas
16. Assessment Strategies
17. Differentiated Grading
18. Technology Integration: Graphing Calculators
19. RTI Professional Development Modules
20. Crisis Prevention Institute's Nonviolent Crisis Intervention Training
21. PreK Bus driver Training
22. Surrogate Parent Training
23. IEP Writing

Our RESA meets regularly as a team to discuss the needs of the school in our area and develop trainings to meet those needs. We participate in bookstudies to inform ourselves of change and more efficient ways to provide assistance.

Our resource library which houses a variety of DVD and videos and previously widely used, has fallen victim to you-tube and the internet. Because of this, we have changed our focus to providing books to be used for bookstudies. Sets of books are loaned to schools or county offices for use with their staff.

Our Medicaid specialist has billed over 4 million dollars to be returned to the individual counties!

Our WVEIS director provides constant assistance to principals and school secretaries as they strive to make their way through the computer data system.

Our WVEIS technician helps provide assistance to Special Education staff with difficulty accessing the online IEP.

**EXHIBIT B-8 (Continued)**  
**EMPLOYEE SURVEY COMMENTS**  
**QUESTION 2**

**2. Please list the critical functions or services provided by your RESA's.**

<p><i>(Continued from previous comment)</i></p> <p>Our computer technicians provide hardware and software help in the schools and counties. Our technology director meets with the other RESA technology directors and with County technology directors to determine needs and assist in meeting needs.</p> <p>We provide afterschool needs through Supplemental Education Support and through the 21st Century Afterschool Program.</p> <p>We provide a regional Math Field Day, Science Bowl and Social Studies Fair. We are planning to add a Literacy event.</p> <p>We provide Substitute Teacher Training and a substitute calling system that all our RESA and one county from another RESA.</p> <p>We provide graduate class.</p>
<p>Professional development in mathematics content and pedagogy, literacy, instructional strategies, school culture, classroom management, implementation of Common Core, implementation of Everyday Mathematics and other curricula, professional learning communities, training for principals, support and extended training for WVDE initiatives and trainings, regional level student competitions, beginning teacher professional development, providing planning support to county coordinators for summer institutes and other professional development, responding immediately to county and school requests for professional development, substitute calling system, WVEIS, securing and implementing grants.</p>
<p>RESA 4 has a very long list of services offered to our counties. Among them are professional development experiences in a great number of educational practices, such as cooperative learning, differentiated instruction, classroom management, Morning Meeting, high-yield instructional strategies, foldables, co-teaching, lexiles and RtI; afterschool program sites at 11 schools in five of our counties; excellent response to WVEIS questions and concerns; academic competitions; computer training and repair; special education and school improvement assistance; child and adult food care; as well as others.</p>
<p>Public Service Training for Fire Camp; EMS personnel, plus continuing education for continual improvement of personnel in emergency services.</p> <p>Providing continual training for CPR/ First Aid to general public and school personnel as needed and/or requested.</p>
<p>WVEIS, Professional Development, Computer Repair, Special Education, Adult Basic Education, SPOKES, Hit the Ground Running, Medicaid Billing, Student Competitions, Exemplary Educators Programs, and Public Service Training.</p>
<p>Technology support</p>
<p>ABE/SPOKES, WVEIS, Special Ed, Teacher Coaches, Conferences, Technology services to schools, Distance Learning, Audiology, Public Service Training, Professional Development</p>
<p>Public Service Training, Professional Development, Adult Basic Education, Job Readiness, WVEIS, Medicaid billing, cooperative purchasing</p>

**EXHIBIT B-8 (Continued)  
EMPLOYEE SURVEY COMMENTS  
QUESTION 2**

**2. Please list the critical functions or services provided by your RESA's.**

<p>My RESA provides Adult Basic Education, SPOKES and Hit the Ground Running programs for adult students in the area.          My RESA provides Public Service Training to thousands of students each year, offering a high volume of classes in many program areas and locations.          My RESA provides some level of computer repair and assistance to other counties.          My RESA provides assistance with Medicaid billing and Special Education.          My RESA organizes several professional development opportunities each year for teachers. This includes graduate classes that can be used for teacher license renewal.</p>
<p>Computer/network configuration and repair          WVEIS          Most of our training.          Medicaid billing services</p>
<p>All programs that are provided by RESA 5 are vital to the training and support of all counties in the RESA.</p>
<p>Staff development          Special education          Safe and drug free schools          Public service training          Medicaid billing          Environmental training          Cooperative purchasing          Computer repair          Adult education          Adolescent health</p>
<p>Computer repair/technology assistance          Medicaid          Co-op purchasing          Assistance to low performing schools          Professional development          Leadership training          Shared services between districts</p>
<p>Medicaid Processing, Computer Repair, Professional development, Handle on Science, WVEIS support, Special Education Iterant services, public service training, ABE, cooperative purchasing</p>
<p>Staff development, hiring positions, trainings, computer repair, coop purchasing</p>
<p>Adult Education and SPOKES          Regional purchasing          Medicaid Billing          Special Education</p>

**EXHIBIT B-8 (Continued)  
EMPLOYEE SURVEY COMMENTS  
QUESTION 2**

**2. Please list the critical functions or services provided by your RESA's.**

<p>Adult Basic Education Fiscal Management Grant Procurement Principal Regional Institute (PRI) Public Service Training Initiatives Special Education Services Staff Development and Mentoring Services Substitute Employment Management System Tobacco Prevention Substitute Training Technology Services WVEIS Assessment of Educational Needs Computer Basic Skills Support Computer Information Systems Cooperative Purchasing Cost Effective Programs Equal Educational Opportunities Exemplary Teacher Recognition Feasibility Studies Instructional Models Legislative Evaluation Reports</p>
<p>School curriculum improvements, community education, drug-free and health school programs; leveraged purchasing and related services; leveraged technology support, networking, related; utilization of high caliber personnel to provide support services to school, workforce development agencies, and the community.</p>
<p>WVIES, Video Conferencing, Audiological Services, Deaf/Blind/VI Services, SPOKES, Adult Ed.</p>
<p>Adult Basic Education Fiscal Management Grant Procurement Principal Regional Institute (PRI) Public Service Training Initiatives Special Education Services Staff Development and Mentoring Services Substitute Employment Management System Tobacco Prevention Substitute Training Technology Services WVEIS Assessment of Educational Needs Computer Basic Skills Support</p>

**EXHIBIT B-8 (Continued)  
EMPLOYEE SURVEY COMMENTS  
QUESTION 2**

**2. Please list the critical functions or services provided by your RESA's.**

<p><i>(Continued from previous comment)</i>                  Computer Information Systems                  Cooperative Purchasing                  Cost Effective Programs                  Equal Educational Opportunities                  Exemplary Teacher Recognition                  Feasibility Studies                  Instructional Models                  Legislative Evaluation Reports</p>
<p>*Provide high quality education programs                  *Cost effective programs                  *Curriculum improvements                  *Leadership &amp; PD programs/trainings                  *In-service workshops                  *Technical Assistance                  *Provides cooperative purchasing for supplies                  *Provides Health and Safety Support to schools/communities                  *Impacts 21st Century Learning by providing equipment, services, &amp; support                  *Making a Difference and Changing Lives!</p>
<p>Cooperative Purchasing                  Technology Services / computer repair                  Professional Development                  Services for the Blind / Hearing Impaired                  Public Service Training                  Adult Education Services                  WVEIS                  Special Education and School Improvement                  Medicaid                  Regional Wellness Education                  Networking with Higher Education</p>
<p>Adult Basic Education                  Fiscal Management                  Grant Procurement                  Principal Regional Institute (PRI)                  Public Service Training Initiatives                  Special Education Services                  Staff Development and Mentoring Services                  Substitute Employment Management System                  Tobacco Prevention                  Substitute Training                  Technology Services                  WVEIS</p>

**EXHIBIT B-8 (Continued)  
EMPLOYEE SURVEY COMMENTS  
QUESTION 2**

**2. Please list the critical functions or services provided by your RESA's.**

*(Continued from previous comment)*

Assessment of Educational Needs  
 Computer Basic Skills Support  
 Computer Information Systems  
 Cooperative Purchasing  
 Cost Effective Programs  
 Equal Educational Opportunities  
 Exemplary Teacher Recognition  
 Feasibility Studies  
 Instructional Models  
 Legislative Evaluation Reports

Adult Basic Education  
 Fiscal Management  
 Grant Procurement  
 Principal Regional Institute (PRI)  
 Public Service Training Initiatives  
 Special Education Services  
 Staff Development and Mentoring Services  
 Substitute Employment Management System  
 Tobacco Prevention  
 Substitute Training  
 Technology Services  
 WVEIS

Assessment of Educational Needs  
 Computer Basic Skills Support  
 Computer Information Systems  
 Cooperative Purchasing  
 Cost Effective Programs  
 Equal Educational Opportunities  
 Exemplary Teacher Recognition  
 Feasibility Studies  
 Instructional Models  
 Legislative Evaluation Reports

Our RESA (RESA 6) provides many special education services (teachers of the deaf/hard of hearing; educational interpreters; teachers of the visually impaired; brailers; O.T.; P.T.; speech pathologists, school psychologists; TBI teachers) which are divided among five counties. We also provide SPOKES, adult basic education trainings, community trainings (EMT, volunteer fire fighters), order paper products, cleaning supplies. We have an awesome technology department. I do not know how each county would manage financially if they had to provide all of the services (individually) which our RESA offers to the area.

**EXHIBIT B-8 (Continued)  
EMPLOYEE SURVEY COMMENTS  
QUESTION 2**

**2. Please list the critical functions or services provided by your RESA's.**

<p>We meet the identified NEEDS of our counties. We answer questions and provide services as requested! Our technical assistance and training programs are efficient and much requested. Many professional development topics are asked for year after year. Our critical function is to meet county needs and requests and we do that on a daily basis!</p>
<p>Adult Basic Education, Medicaid, PRI, Public Service Training, Special Education Services, Staff Development, Substitute Employment Management System, Health and Wellness Program, Audiology Testing, Finance/Cooperative Purchasing, Substitute Training, Technology Services, WVEIS</p>
<p>WVEIS Operations and support is critical. Substitute Calling is extremely critical to counties as are Computer Repair services. Unique Itinerant professionals for special needs students that are shared across county lines are vital to both students and counties. Contract bidding, negotiation, and/or facilitation for things like Dental/Optical Third Party Administration (TPA) as well as 403b TPA contract procurement are vital. Medicaid Billing is an extremely vital service. Public Service Training does the bulk of all fire and EMT training to first responders in the area in the most cost effective manner that is respectful of volunteer income level. Administrative support from programs like ABE Coordination, School Health Coordination, and Cooperative Purchasing allows counties to be free from much of the administrative tasks and/or intense focus required to run these programs. This in turn allows the counties to apply more focus to their primary mission, students, without losing the technical expertise to accomplish quality programs. It would be a significant drain on county administration if these regional programs evaporated and the counties would have to hire or redirect resources to accomplishing these tasks in county.</p>
<p>Sign Language, Occupational Therapy, Physical Therapy, Speech Language, Hearing Impaired, Visually Impaired, Medicaid, Braille Specialist, Autism Mentor, Public Service Training, Cooperative Purchasing, Adult Basic Education, Professional Development, Computer Repair</p>
<p>Sign language interpreters for deaf, teachers for deaf, services for blind, bus operator training, computer training and repair, supplies paper for 5 counties, just to name a few. There are MANY more.</p>
<p>Technology assistance to the schools, for example setting up new routers in all schools in 5 counties. The SmartFind Express Substitute calling system, WVEIS, WV Medicaid Program, ABE, SPOKES program, Sign Language Specialists, Audiology and Speech Pathologists, Special Education Programs and assistance offered to the counties.</p>
<p>Adult Basic Education Fiscal Management Grant Procurement Principal Regional Institute (PRI) Public Service Training Initiatives Special Education Services Staff Development and Mentoring Services Substitute Employment Management System Tobacco Prevention Substitute Training</p>

**EXHIBIT B-8 (Continued)  
EMPLOYEE SURVEY COMMENTS  
QUESTION 2**

**2. Please list the critical functions or services provided by your RESA's.**

<p><i>(Continued from previous comment)</i>                  Technology Services                  WVEIS                  Assessment of Educational Needs                  Computer Basic Skills Support                  Computer Information Systems                  Cooperative Purchasing                  Cost Effective Programs                  Equal Educational Opportunities                  Exemplary Teacher Recognition                  Feasibility Studies                  Instructional Models                  Legislative Evaluation Report</p>
<p>I feel that our critical function is to provide quality services to the schools at a cost savings.</p>
<p>The local RESA provides many of the extra teaching areas in school improvement that we could not do on our own. The networking technicians provide vital assistance in maintaining our telecommunication connectivity.</p>
<p>Public Service Training.                  Medicaid billing.                  Computer Repair and WVEIS Support.</p>
<p>WVEIS, Computer repair</p>
<p>Computer Repair, Medicaid, College Foundation of West Virginia Web-portal trainings for RESA 5,6, and 7, Technology Trainings</p>
<p>Staff Development-all areas, Computer Repair, Special Education, Adolescent Health Education, Medicaid Billing.</p>
<p>Technical Assistance to Low performing Schools, Targeted Staff Development, School Improvement Initiatives (Curriculum and Instruction) Special Education Services, Instructional Practices Inventory, 21st CCLC After School Programming, and fiscal oversight and management</p>
<p>After school programs, Professional development, Audiology, Computer Repair &amp; Training, Public Service Training, Adolescent Health, Adult Basic Education, WVEIS Training &amp; Support, Regional School Wellness, Substitute Teacher Training, Leadership Training, Special Education, Spokes, Wood Technology Program, Testing Out for High School, Graduate Classes at reduced costs, Student Academic Competitions, Medicaid, Bus Driver Training, School Safety, Best Practices Information, West Virginia College Foundation Grant, Teaching American History, Deaf, Blind &amp; Visually Impaired, Video Conferencing, Gear-Up, Workforce Program and Best Practices Information.</p>
<p>While every grant program and service area is vital to successfully meeting ALL county needs, our Special Education, Computer Repair, Medicaid, Sub Teacher and Bus Drivers, School Safety, Supplemental Curricular Services, Technology Integration, Public Service Training, Adult Education and Project ISAAC programs are most in-demand.</p>

**EXHIBIT B-8 (Continued)  
EMPLOYEE SURVEY COMMENTS  
QUESTION 2**

**2. Please list the critical functions or services provided by your RESA's.**

<p>Professional development, afterschool programs, best practices support, support for low-performing schools, adult basic education, audiological program, adolescent health program, substitute and bus driver trainings, WVEIS support and services, and other trainings and events held for the improvement of schools and communities</p>
<p>RESAs provide a variety of services to the school systems within our coverage area. These services included but are not limited to professional development for educators, WVEIS, computer repair, special education, Medicaid billing, after school activities and student enrichment. RESA programs also provide a range of services not directly connected to the school system such as Adult Basic Education, SPOKES, Workforce Investment training, GED assistance, and Public Service Training to emergency responders and agencies within our coverage area.</p>
<p>Medicaid Cooperative Purchasing Substitute Teacher Training Adolescent Health Services Special Education Services Computer Repair Adult Basic Education Workplace Education Grant Writing Staff Development Public Service Training</p>
<p>I could only comment above on the satisfaction of those programs I have knowledge of - I'm sure there is satisfaction in other areas but I was not privy to evaluations or information on that.</p>
<p>I think RESAs provide a lot of needed services to the counties.</p>
<p>WVEIS and Computer Repair.</p>
<p>I really only know my own program as it relates to external partners and customers. I am sure that our other programs at RESAs are critical to their own customer base, but that is not my expertise in determining.</p>
<p>Adult Basic Education and SPOKES Programs.</p>
<p>Remote &amp; on-site technical assistance. WV Birth to Three Head Start WVEIS Medicaid Public Service Training Audiology ABE SPOKES Staff Development Special Education</p>

**EXHIBIT B-8 (Continued)  
EMPLOYEE SURVEY COMMENTS  
QUESTION 2**

**2. Please list the critical functions or services provided by your RESA's.**

<p>Onsite repair and/or ordering of parts needed for repair.                  New technology, including whiteboards, iPods, and iPads integration and training.                  Replacement of computers, laptops, monitors, keyboards, and mice as needed from donated stock, at no charge to the district.                  Ensuring principals, teachers and students are receiving the best quality service from all employees of RESA.</p>
<p>Public Service Training, Professional Development, Cooperative Purchasing, Technology Services</p>
<p>RESA 8 provides a variety of direct service programs for the community-at-large in addition to facilitating cooperative purchasing for the region; assisting BOEs with communication and technology; and assisting in staff development for the betterment of schools.</p>
<p>SPOKES                  Substitute Teacher Training                  Technical Assistance                  Emergency Services Training                  Head Start/Early Head Start/ Pre K                  Birth to Three</p>
<p>Technology services and staff development are highly used. The Birth-3 and Pre-K/Head Start and Pre-School transportation programs are of the utmost importance to the participating counties. Public Service training is very important to the schools as well as industry within the region.</p>
<p>Computer Repair, Network support, Staff Development, Technology-related services, Medicaid Program, Public Service Training</p>
<p>Audiology                  Birth to Three                  Head Start</p>
<p>Staff Development                  Computer Repair</p>
<p>Public service                  Spokes                  Adult basic education</p>
<p>Our RESA provides staff development services, technical assistant, Student wellness programs, adult education services both in classroom and online, community education and job readiness services via SPOKES, community training for EMT certification etc. We also assist with WVEIS and AEMIS information management...too many services to list.</p>

**EXHIBIT B-9  
EMPLOYEE SURVEY COMMENTS  
QUESTION 3**

**3. What is the perception of the working relationship between your RESA and the Governor's office, State Board of Education, and the State Department of Education?**

Good.
There appears to be no working relationship with the Governor's office. The State Board and the WVDE have a strong collaborative relationship.
I feel that RESAs are well supported by the State Board of Education and WVDE. I do not believe that the Governor's Office and the Legislature are aware of the depth of services that RESAs provide.
I believe we have a functional relationship with WVDE.
Quite good. Our RESA director is very cooperative and positive.
From what I know, it seems positive and collaborative.
I feel that RESA 1 is always willing to work with and support all these areas. Working side by side with trainings and other types of assistance needed.
I have never worked with, or for, a more efficient manager of people, or a more effective Executive than Keith Butcher.
This RESA has worked well with all of the named offices on various occasions. When the UBB disaster hit, the Governor's liaison contacted me about a problem with communications in a school facility being used by the media that we were able to resolve with the help of the county technology contact. We have provided assistance on request to various contacts within DOE and the BOE.
Good working relationship with State Board and West Virginia Department of Education. There is not really a relationship with the Governor's office.
Works well.
I think that is effective.
RESA 2 strives to collaborate with other WVDE departments and BOEs giving us the reputation of being dependable and respected.
More funding from the state would assist in maintaining adequate salary levels; instead, many positions and programs have lost funding.
I believe we have a great working relationship; however, due to funding cuts the services we provide to our counties are reduced since we have a small staff. With additional funds staff could be hired to further assist our counties with their needs.
Good working relationship.
I think RESA2 is highly respected.
I have not discussed this with my supervisors and therefore I can't answer that.
I do not know what the top administrators' relationship with outside agencies is.
I sense a great deal of respect.

**EXHIBIT B-9 (Continued)  
EMPLOYEE SURVEY COMMENTS  
QUESTION 3**

**3. What is the perception of the working relationship between your RESA and the Governor's office, State Board of Education, and the State Department of Education?**

In RESA II, I believe the relationship is positive and effective.
Excellent.
This section does not apply to me as I work at a county district level. However, it is obvious that the RESA employees have high standards and work hard. The Executive Director is outstanding and has a wonderful working relationship with the RESA Staff.
I am confident to state that RESA II has the "Best" director and staff in the state.
Cooperative, positive.
The Governor's office seems to avoid meeting with RESA personnel.
Both the Board and the Department share an excellent working relationship with the RESAs.
Because our staff is small, we are in constant communication with one another and with our program staff and teachers within the counties. RESAs need more funding to improve upon what they are good at and to add the much needed services that county school systems have asked for. Duplicating these services in other agencies is not the answer.
The main office for my program is located in a RESA the Governor's Office, State Board of Education and State Department of Education does not know anything about or care about my program.
I think the RESA directors have done a great job in trying to get the word out about what RESAs are doing. However, I think more needs to be done to let the Governor's office, SBOE, and State Dept. of Educ. know what all the services are that RESAs provide that no other agencies provide. We have highly skilled staff, who are trained in specific areas to provide support to the teachers, and provide services to the schools that they do not have the time to provide.
I believe there is good communication with the State Board and with WVDE. I am not certain of the relationship with the Governor's Office.
Satisfactory.
My perception is that our RESA has a very good rapport with all the above mentioned organizations.
My RESA is only one eighth of the equation. As far as I can tell, we share a viable and complimentary relationship with those we serve and answer to. All relationships have room for improvement, however, I am not qualified to make those recommendations, nor do I have enough information.
We have strong ties with the state of WV and keep up with requests and demands.
I'll begin with the State Department of Education. I work closely with the Department of Special Programs, the Office of Instruction, and the Office of School Improvement. I feel that we have a highly efficient working relationship. The RESA Directors have a representative that maintains a relationship with the State Board of Education and keeps them apprised of our initiatives and support provided WVDE. I am unsure as to how much information the Governor's office is given as to the extent and depth of our work.

**EXHIBIT B-9 (Continued)**  
**EMPLOYEE SURVEY COMMENTS**  
**QUESTION 3**

**3. What is the perception of the working relationship between your RESA and the Governor's office, State Board of Education, and the State Department of Education?**

Our RESA professional staff works closely with the Office of Instruction, School Improvement and other professionals at WVDE to align and deliver professional development and support to our counties and schools.
I feel that the relationship is very good. We are often called upon to assist those entities with concerns brought before them, and we feel free to call upon them when we need assistance.
Excellent relationships.
Unknown, too far down the food chain.
I believe that we have a very good relationship but there are some who do not understand RESA and our function.
The Governor's office, SBOE, and WVDOE are not aware of all the services that RESAs provide.
I feel that we have a very good working relationship with all agencies, along with an open door policy, and the continuous communications from all divisions.
I honestly don't understand the working relationship.
I would hope it would be a good relationship, because the most important part of all of these entities is the education of the children of the state of West Virginia. As they are the ones most affected by the services provided.
Rocky. There have been a lot more years than not that RESAs survival was in question. Try planning a career staring that in the face.
I feel that we work well together.
All agencies have a continual need to strengthen the working relationships among one another. My particular job is building a strong and cohesive relationship with Governor's office, WVBE and WVDE through the various wellness initiatives supported by the Gov and Superintendent of Schools.
I have no perception of a working relationship with the governor's office. RESA 5 has a good working relationship with the West Virginia Board of Education and an outstanding relationship with the West Virginia Department of Education.
Excellent.
I feel our RESA is very involved at the state level
I believe that we have excellent relationships with these entities due to our fine leadership and employees. Our RESA is proactive in performing needs assessments and encouraging employees to get customer input for continuous improvement. Our services are cost effective and meet the needs of the WVDE, etc.
My RESA has a liaison acting between the state and our employees who effectively relays information to his peers and other RESA employees.
One step forward, two steps backwards.

**EXHIBIT B-9 (Continued)**  
**EMPLOYEE SURVEY COMMENTS**  
**QUESTION 3**

**3. What is the perception of the working relationship between your RESA and the Governor’s office, State Board of Education, and the State Department of Education?**

I believe that my RESA upholds a very professional and effective working relationship with the Governor's office and with the WVDE. I previously worked in another state. When I was hired by RESA 6, I immediately saw the benefit of the established RESAs here in WV. The communication between all departments and partners is exceptional. I feel that RESA gives small programs the ability to connect to the entire state of West Virginia, which allows for everyone to gain access to important news, events, changes, policies, etc. This promotes efficiency and encourages effective teaching and learning giving all of us opportunities that may otherwise be overlooked. Great Job RESA!

I do not have firsthand knowledge of this.

There are open lines of communication and collaboration.

We are a RESA with a tradition of complying with the need of the counties we serve. If there are resources provided by the Governor's office, State Board of Education, and the State Department of Education we strive to take advantage of them on the behalf of our County Boards of Education. This dictates a certain level of corporation between RESA and the Governor's office, State Board of Education, and the State Department of Education. At time the goals or methods of the Regional Counties may conflict with Governor's office, State Board of Education, and the State Department of Education; RESA acts as a mediator between all parties making us a conduit of cooperation.

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Most people don't even know that we exist, yet with only five technicians RESA 6 is able to provide high-quality, low-cost services for five counties. In my county alone, I service 5000+ technology devices such as computers, smartboards, switches, networks, routers, printers, monitors, and Servers. My county is very satisfied with my/our work.

We get our job done efficiently, cheaply, and with superior quality and satisfaction.

My perception is that they (our RESA) work closely together. The Special Education Director is a “go between” for the WVDE and the county special education directors and special ed staff; bringing information and trainings back to us.

I feel our RESA has a whole different relation with the counties and the state because it does so many different things than other RESAs in the state.

We have great relationships with all! We are “People Helping People” and we do that from top to bottom. Our working relationships are mutually collaborative. Good things happen, much communication takes place, and we act as liaisons with all and provide the latest technical assistance available to our counties.

**EXHIBIT B-9 (Continued)  
EMPLOYEE SURVEY COMMENTS  
QUESTION 3**

**3. What is the perception of the working relationship between your RESA and the Governor's office, State Board of Education, and the State Department of Education?**

<p>"Communication" is the key word for this statement. It will take RESAs, Governor's Office and the Department of Education working together as a "Team" to reach the goals of advancing student achievement.</p>
<p>RESA has a good working relationship with the State Board and the State Department, and little interaction with the Governor's Office. That relationship is functional and there appears to be mutual respect and understanding except for one area and that is funding. The RESA is expected to meet high standards for delivery of service and strive to expand those services in a way that has a positive cost impact, yet the RESA has a funding cap that provides significantly less state dollars than the amount provided in FY2004. The disconnect between State expectations for services and appropriate funding for State initiatives and expectations has widened to the point where the solvency of the RESA will be in question. At a time where increased flexibility is needed to address massive changes in educational expectations, and knowing that RESAs were designed to allow for flexibility to address changing educational needs, it is self defeating for the state to underfund the agency.</p>
<p>I think that there is a good relationship between all of the above. There seems to be communication from our RESA to the above which I feel is a good thing. At least they are kept informed and are updated frequently by our Executive Director.</p>
<p>I think all the entities listed above work well together to provide all the necessary services/technology to the students of West Virginia.</p>
<p>Open communication among the listed groups enhances the RESA's ability to provide quality, cost effective services to our school systems.</p>
<p>My personal experience with the State Department of Education Coordinator who oversees my program is excellent. I have no direct dealings with the Governor's Office or the State Board of Education.</p>
<p>RESAs need to be able to be more involved in state training sessions. It seems they have been "left out" when state level training sessions take place.</p>
<p>At times it appears to be a very "Us vs. Them" relationship.</p>
<p>There seems to be a competitive environment between these agencies and the RESAs are looked down upon as either unnecessary or inefficient, neither of which is true. RESAs seem to always be in the spotlight as fat that could be trimmed when in fact the education system in this state would be crippled without them.</p>
<p>I feel our RESA has a good working relationship with all offices.</p>
<p>Not sure all those in government understand the work of RESAs....hopefully this audit will help them to see the value of making RESAs stronger.</p>
<p>Director communicates mostly with these officials-staff has little knowledge except updates in staff meetings.</p>

**EXHIBIT B-9 (Continued)**  
**EMPLOYEE SURVEY COMMENTS**  
**QUESTION 3**

**3. What is the perception of the working relationship between your RESA and the Governor’s office, State Board of Education, and the State Department of Education?**

<p>I feel that the relationship between the Governor's office and RESA has been strained over the years. It seems each year we are asked to justify our positions. We are used to reporting and have no problems with being accountable for the goals and objectives set forth by the state and RESA. It has always appeared though that we have produced the same reports repeatedly to justify our worth. In regards to the State Board and WVDE, RESA works closely with these two entities for the common goal of increasing student performance and offering targeted staff development and services to low performing schools.</p>
<p>Each organization works together for continued improvement in our schools and student performance.</p>
<p>I think that our RESA works very well with the above offices. RESA is always available to assist these agencies whenever they need or request it.</p>
<p>I believe that the State Board of Education is undermining many of the professional special education and child find activities performed by highly qualified personnel at RESA and in our schools by mandating that Child Find activities and initial screenings be performed by physicians rather than educational staff. Many children will be left behind if physicians are allowed to ask if a child can hear, see, talk etc rather than have professional screenings.</p>
<p>I feel our RESA has an excellent communication system between the State Board and State Department. I wish the Governor's office would take more interest in the work we do so they could see the wealth of services we offer our twelve counties and, therefore, understand our value and worth to a larger degree.</p>
<p>All of these organizations work together for the benefit of West Virginia schools and communities</p>
<p>I am not sure how RESA interacts with the Governor’s Office or the State Board of Education. I do not actively interact with these agencies. RESA does work very well with the West Virginia Department of Education and our programs. We are continually meeting with the WV Department of Education to meet the needs of the individuals that we serve across the state.</p>
<p>My perception is that they all work together to create the better good for education.</p>
<p>I have no idea. We (program directors) are not kept in the loop. Communication within the RESA is very poor. Program directors are “siloeed” and do not have opportunity to share ideas or collaborate.</p>
<p>I am concerned that many of these bodies are constantly threatening publically to dissolve our organization. The possibility of having the governor’s office or other groups doing away with your job is tough to handle!</p>
<p>I think it would be great if there was more communication between all the entities.</p>
<p>There is a disconnect between the above-mentioned entities, even within the agencies themselves.</p>
<p>Our Executive Director is not an effective leader and has little dedication to the region that she is serving. In the past RESA 8 was a leader in implementing new projects and programs; this is no longer true under the current Executive Director.</p>

**EXHIBIT B-9 (Continued)  
EMPLOYEE SURVEY COMMENTS  
QUESTION 3**

**3. What is the perception of the working relationship between your RESA and the Governor's office, State Board of Education, and the State Department of Education?**

This varies based on the programs within RESA.
I believe my RESA director abuses power and treats employees with the utmost disrespect. Leadership by intimidation and bullying is not effective. Many employees are actively looking for other jobs and a few have already been forced to leave by the director with more to come if something is not done. The local council is aware but has no power to control this situation and the State Board is not involved enough to realize the situation. The RESA director needs much more oversight and accountability. RESA employees have no course of action in matters.
No comment
No one here knows because no one communicates that to us.
They closely collaborate on developing and implementing policies that improve teacher training and classroom instruction.
Not enough support from WVDE on a timely basis. Often issues/problems go unanswered. New programs are not effectively communicated to RESAs.
We have a strong relationship with the SBOE.
We get very poor service from WVDE.
Under the direction of the current RESA 8 Executive Director the working relationship with the Governor's office, State BOE and WVDE have declined. Interactions appear to be limited, and new initiatives are not solicited or encouraged.
During the past administration there was very little apparent coordination between the Governor's office and the workings of the State Board of Education. I believe the acting governor is interested in education and supporting the efforts of the State Board.
I feel that our RESA works well with the state offices.
The executive director makes many decisions immediately, changing procedures that have been effective for 35 years to ineffective ones. This is the worst director we have had so far. Many good full-time long-term employees have quit because of director. I do not know of the relationship she has with SBOE and SDE. RESA 8 staff have never been this dissatisfied. The morale of the staff is non-existent.
I honestly do not know.
I feel that the Governor's office, the State Board of Education and the State Department of Education needs to rate and provide funding for RESA's based on the region, student population, and service needs.
I don't have any contact with the Governor's Office. The State Board participates in our Council Meetings. The State Department of Education has much less interaction with the IT Support Staff than they did in the past. It seems that most of their attention is directed to Pomeroy, instead of the local RESAs.

**EXHIBIT B-9 (Continued)**  
**EMPLOYEE SURVEY COMMENTS**  
**QUESTION 3**

**3. What is the perception of the working relationship between your RESA and the Governor's office, State Board of Education, and the State Department of Education?**

Not enough information to answer.

My perception is that RESA is a tool of the WVDE and WVBOE and is answerable to these two entities. I'm not sure how the governor fits in to all of this other than having a personal opinion about the value of RESAs.

I think that largely the relationship is good. I think that as in any relationship there are things that need constant attention and reevaluation; however, I think that administration must be pleased with the success of RESA. I find that our administration is open minded and willing to work to find solutions to problems as they arise. I also think that RESA-1 is doing a great job of meeting the goals that RESA's were established to handle and will be content to continue providing services in the future. I think there are always issues surrounding cost however, the process of outsourcing to implementation RESA's programming would be far more expensive if handled by other entities and would put school districts at a severe disadvantage. I believe that the cost would be significantly more but you would also lose staff that are dedicated to education.

Very open and receptive, communication is good.