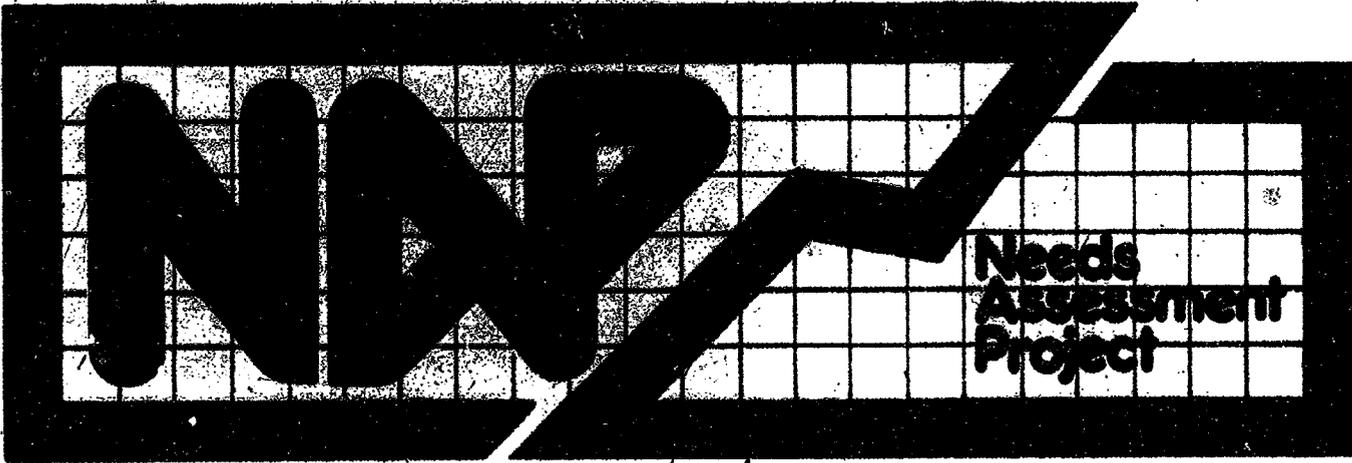


ED251496



# Needs Assessment Project FY 84 Confirmation Study

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# Appalachia Educational Laboratory

Charleston, West Virginia 25325

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**NEEDS ASSESSMENT PROJECT**

**FY 84 CONFIRMATION STUDY**

**Submitted to:**

**National Institute of Education  
Regional Services Contract No. 400-83-0001, P-6**

**Submitted by:**

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**August 31, 1984**

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**TABLE OF CONTENTS**

	Page
<b>ACKNOWLEDGEMENTS . . . . .</b>	<b>iv</b>
<b>NEEDS ASSESSMENT RATIONALE . . . . .</b>	<b>1</b>
<b>FY 80 NEEDS ASSESSMENT DESIGN. . . . .</b>	<b>1</b>
<b>Design Implementation. . . . .</b>	<b>1</b>
<b>State Conferences . . . . .</b>	<b>2</b>
<b>Validation Process. . . . .</b>	<b>3</b>
<b>State R &amp; D Agendas . . . . .</b>	<b>4</b>
<b>AEL R &amp; D Agenda. . . . .</b>	<b>4</b>
<b>Commissioned Papers. . . . .</b>	<b>4</b>
<b>Division Papers. . . . .</b>	<b>5</b>
<b>Steering Committee . . . . .</b>	<b>5</b>
<b>FY 81 REVALIDATION STUDY . . . . .</b>	<b>5</b>
<b>FY 82 VERIFICATION STUDY . . . . .</b>	<b>7</b>
<b>FY 83 REVERIFICATION STUDY . . . . .</b>	<b>8</b>
<b>FY 84 CONFIRMATION STUDY . . . . .</b>	<b>9</b>
<b>Methodology. . . . .</b>	<b>9</b>
<b>Statistical Analyses . . . . .</b>	<b>11</b>
<b>Results. . . . .</b>	<b>13</b>
<b>Summary. . . . .</b>	<b>35</b>
 <b>APPENDICES</b>	
<b>APPENDIX A: AEL Board Members: Communication and Listing</b>	
<b>APPENDIX B: Non-Public School Administrators: Communication and Listing</b>	
<b>APPENDIX C: Confirmation Instrument</b>	

LIST OF TABLES

Table		Page
1	Sample Sizes . . . . .	14
2	Alabama: AEL Directors/Job-Alikes . . . . .	16
3	Kentucky: AEL Directors/Job-Alikes. . . . .	17
4	Ohio: AEL Directors/Job-Alikes. . . . .	18
5	Pennsylvania: AEL Directors/Job-Alikes. . . . .	19
6	Tennessee: AEL Directors/Job-Alikes . . . . .	20
7	Virginia: AEL Directors/Job-Alikes. . . . .	21
8	West Virginia: AEL Directors/Job Alikes . . . . .	22
9	AEL Directors/Job-Alikes: Rankings by Need Statement . . . . .	23
10	AEL Directors/Job-Alikes: Need Statements by Ranking . . . . .	24
11	Alabama: Non-Public School Administrators . . . . .	25
12	Kentucky: Non-Public School Administrators. . . . .	26
13	Ohio: Non-Public School Administrators. . . . .	27
14	Pennsylvania: Non-Public School Administrators. . . . .	28
15	Tennessee: Non-Public School Administrators . . . . .	29
16	Virginia: Non-Public School Administrators. . . . .	30
17	West Virginia: Non-Public School Administrators . . . . .	31
18	Non-Public School Administrators: Rankings by Need Statement . . . . .	32
19	Non-Public School Administrators: Need Statements by Ranking . . . . .	33
20	Correlation Data . . . . .	34

## ACKNOWLEDGEMENTS

The author would like to express his appreciation to the representatives on AEL's Board of Directors for their assistance and cooperation in this study.

I would also like to thank the many non-public school administrators who took the time and extended the effort to complete and return the survey forms to AEL.

Finally, I would like to thank Shirley Keene who coded much of the data, generated some of the descriptive statistics, and typed and compiled this report.

J.E.S

## NEEDS ASSESSMENT RATIONALE

Following issuance of an administrative policy statement detailing procedures for establishing long-term institutional relationships, the National Institute of Education (NIE) formally requested the Appalachia Educational Laboratory (AEL) to enter into such a relationship. However, one of the special conditions of the request was that AEL develop effective ways of determining the educational needs of its region's varied population. Thus, as part of the FY 80 contractual agreement between the two agencies, NIE mandated and formally funded AEL to conduct a region-wide assessment of educational needs.

### FY 80 NEEDS ASSESSMENT DESIGN

The first step in the Needs Assessment (NA) Project was to develop a plan of operation or design. The design could not be static but instead had to be part of a long-term dynamic process of setting AEL goals and directions. It had to be comprehensive (involving inputs from a wide array of regional constituencies), implemented in an efficient and valid manner, and acceptable to both NIE personnel and AEL's Executive Board. A design was prepared, submitted for review to various groups (e.g., AEL staff, NIE, other R & D centers, state education officials) and revised accordingly.

#### Design Implementation

There were four major events associated with the implementation of the design: conducting state conferences to identify educational needs, determining the validity of the lists of educational needs, developing state R & D service agendas through meetings with State Education Agency

(SEA) personnel, and developing AEL's long-term programmatic R & D agenda. These major events and concomitant activities are presented below.

### State Conferences

The participants at each conference represented a cross-section of groups that were concerned with or involved in the educational process. Appropriate educational organizations (e.g., state teacher education associations, parent-teacher associations, state school board associations) were asked to nominate personnel to represent the various input groups. Similarly, contact was made with non-educational and equity organizations (e.g., Chamber of Commerce, National Association for the Advancement of Colored People, Administration of Aging) for identification of potential participants at each conference. Selection criteria included (but were not limited to) a nonurban background, a positive attitude toward ruralism and Appalachia, and a knowledge of education. Participants were then randomly selected from the lists of potential participants. In each AEL member state a conference was then convened whereby the selected participants developed a list of educational needs that were deemed important within the state. The list was generated using a set of procedures developed by Dr. Nagle. The set of procedures used at the conferences involved participants (in groups) in generating and using two kinds of information: designative information (D) about the "what is" state of something, and comparable appraisive information (A) about "what is preferred." A third kind of information, prescriptive information (P) that suggests what to do when discrepancies can be identified between D and A, was not generated or used by conference participants.

The final product of each state conference was a list of educational needs. This list, developed through group discussions, also reflected the degree of concensus achieved among the participating conference members through the use of a rating scale.

### Validation Process

In order that the current laboratory strengths not be ignored, it was imperative that the legitimacy of current R & D, divisional activities-- based on previously conducted needs assessments and well-documented capabilities in several nationally visible and important programmatic areas--be established. Hence, divisional staff prepared 39 statements of needs that they had identified in their program work. These statements were formatted similarly to those that were prepared at the state conferences.

To determine the validity of the needs generated at each of the state NA conferences and by the AEL R & D Divisions, a validation study was conducted. After state conference participants had been chosen from the list of names submitted by the groups, five individuals per participant (names, addresses, and telephone numbers) not selected from each of the groups were requested to participate in the validation study.

AEL NA generated a validation procedure and appropriate instructions. The rating procedure was almost identical to that used at the conferences. The materials (with instructions) were distributed to the individuals who had agreed to serve as validators. Validators were required to validate only needs generated at the conference in the state where they resided, and the AEL generated needs. While validators were informed that the needs they were to validate came from the two sources (state conference

and AEL), the validators were not told which needs were from a particular source.

State R & D Agendas

In order that AEL positively respond to its role of dealing with the community of educational practitioners, meetings were held with each Chief State School Officer (CSSO), appropriate SEA personnel, and the AEL caucus (in-state Board members) to discuss the validated list of their state's needs and other state-related needs data.

Procedures for conducting these meetings also provided guidelines for translating the validated educational needs into needs that were amenable to an R & D solution. From these meetings emerged state agendas of R & D needs.

AEL R & D Agenda

The first major activity associated with the development of AEL's long-term programmatic R & D agenda was the generation of state and division need statements (see preceding sections). The second major activity was the identification and preparation of commissioned and division papers. The third major activity involved the establishment and utilization of a Steering Committee (SC) to guide and direct long-term programmatic R & D activity.

Commissioned papers. Although the original NA design indicated that these commissioned papers would help to establish AEL's long-term programmatic R & D agenda, it was felt that the papers would serve AEL best if they were written on R & D areas in which the Laboratory was definitely going to work.

Division papers. Division papers were prepared by AEL divisional staff with additional external assistance as needed. The Career Guidance paper dealt with the role of educational institutions and other agencies in assisting individuals to develop the knowledge and skills important for their career development.

The Childhood and Parenting paper focused on research and development pertaining to the parenting practices of families in the Appalachian Region, as these practices related to (1) young children's development and educational progress through the early school years, and (2) preparation for parenthood.

Steering Committee. In order that AEL positively respond to its role of dealing with the R & D community, a Steering Committee (SC) was established to provide guidance and direction in the determination of long-term programmatic R & D activities. This committee was comprised of the AEL Executive Board's Planning and Development Committee, and a rural sociologist who had an understanding/knowledge of education, R & D, and Appalachia. The SC met several times in the process of preparing alternate long-term R & D agenda. Input was reviewed, summary need statements (prepared by clustering the top quartiles of need statements) were discussed, and program precis were considered. After rating the alternate agenda prepared by the SC, AEL's Executive Board approved an agenda with thrusts in the areas of School/Family Relations, Lifelong Learning, and Basic Skills.

#### FY 81 REVALIDATION STUDY

The original NA project previously described began a multi-year cycle of AEL activities. The outputs of the first year's activities shaped

(a) R & D services provided to each member state, and (b) programmatic R & D activities in which AEL has begun and will continue to be engaged for three to seven years. The ongoing NA cycle will thus be used to refine or refocus AEL work during the following years; the overall iterative nature of the AEL NA project will also permit redirection of future AEL work. In order to continuously monitor the emerging educational needs of its member states--especially during the years between the comprehensive regional needs assessments--AEL initiated a study in 1981 to reaffirm the importance of the educational needs statements generated originally in 1980 in the state conferences.

To reaffirm the validity of the needs generated at each of the FY 80 state NA conferences, a revalidation study in FY 81 was conducted. Through interactions with members of the Educational Services Office Advisory Committee, each state education agency representative was to secure a list of about 25 names of individuals and submit them to AEL. The composition of the list was to represent a cross-section of groups that were concerned with or involved in the educational process. Specifically, the individuals were to represent the same groups that were utilized in the original needs assessment state conferences and validity study. It should be noted that one state, Pennsylvania, did not supply AEL with a list of names.

While the original groups of validators received a packet of need statements (one statement per slip) and sorted the slips into different rating piles (a Q-sort technique), the revalidators received the needs statements in a typical rating scale format (10-12 need statements per page with a 5-point rating scale for each item). Revalidators were required to validate only need statements generated at the conference in

the state where they reside; they did not rate statements from other states or the AEL generated needs.

#### FY 82 VERIFICATION STUDY

To reaffirm the validity of the needs generated at each of the FY 80 state NA conferences, a verification study in FY 82 was conducted. While the original FY 80 NA project and the FY 81 revalidation study used a cross-section of groups that were concerned with or involved in the educational process, the FY 82 verification study focused on just one of the groups: teachers.

Consequently, each state's Classroom Teacher Association representative on AEL's Board of Directors was contacted. Their assistance in securing names and addresses of 50 teachers who would be willing to participate in the verification study was solicited. The sample of teachers in each state was to include ten teachers in each of five categories: (1) guidance and counseling, (2) elementary, (3) secondary, (4) vocational education, and (5) special education. Because of AEL's nonurban orientation, the sample was to include predominately teacher representatives from nonurban areas of the state. It should be noted that two states, Pennsylvania and West Virginia, did not supply AEL with a list of names.

While the original groups of validators received a packet of need statements to Q-sort into rating piles, the participants in the FY 82 verification study received the needs statements in a typical rating scale format--identical to the FY 81 revalidation procedure. Again, the participants in FY 82 were required to validate only need statements

generated at the conference in the state where they reside and not those from other states or AEL.

#### FY 83 REVERIFICATION STUDY

To reaffirm the validity of the needs generated at each of the FY 80 state NA conferences, a reverification study in FY 83 was conducted. The original FY 80 NA project and the FY 81 revalidation study used a cross-section of groups that were concerned with or involved in the educational process, and the FY 82 verification study focused on just one of the groups (teachers). The FY 83 reverification study also focused on just one of the groups: local superintendents.

Consequently, each state's School Superintendent Association representative on AEL's Board of Directors was contacted. Their assistance in securing names and addresses of 20 superintendents who would be willing to participate in the reverification study was solicited. Because of AEL's nonurban orientation, the sample was to include predominately superintendent representatives from nonurban areas of the state (see Appendix A). It should be noted that one state, Tennessee, did not supply AEL with a list of names.

While the original groups of validators received a packet of need statements to Q-sort into rating piles, the participants in the FY 83 reverification study received the needs statements in a typical rating scale format--identical to the FY 81 and FY 82 procedures. Again, the participants in FY 83 were required to validate only need statements generated at the conference in the state where they reside and not those from other states or AEL.

## FY 84 CONFIRMATION STUDY

To reaffirm the validity of the needs generated at each of the FY 80 NA conferences, needs sensing (validation-type) studies were conducted in FYs 81-83. The original FY 80 NA project and the FY 81 revalidation study used a cross-section of groups that were concerned with or involved in the educational process. The FY 82 verification study focused on teachers, and the FY 83 reverification study focused on local superintendents. The FY 84 confirmation study focused on two groups: the AEL Board of Directors (representing several concerned groups) and non-public school administrators.

### Methodology

AEL's Board of Directors is to be composed of 49 members--seven from each of AEL's seven member states (AL, KY, OH, PA, TN, VA, WV). The seven members in each state represent several constituencies: the state education agency, the state's School Superintendent's Association, the state's Classroom Teacher Association, institutions of higher education (doctoral degree granting and teacher training institutions), and members at large (individuals not from the other categories). Because of vacancies, two states (AL, VA) currently only have six members on the AEL Board. Thus, there are currently only 47 members. In order to increase the sample size in each state, it was decided that for each Board member two additional "job-alike" individuals would be solicited for input. Consequently, each member of AEL's Board was contacted and requested to complete a rating scale; each member was also requested to find two other "job-alike" individuals and secure their participation in the study. (See

Appendix A for a copy of the communication and listing of AEL Board members.)

Although non-public schools had been represented and involved in the original FY 80 NA project, no follow-up activities had been conducted with this group. Consequently, it was determined that non-public school officials would be involved in the FY 84 confirmation study. There were 30-40 non-public schools in each state identified for participation (using the Education Directories produced by each state education agency to determine the potential non-public schools which could be sampled). Thus, the administrator at each school was contacted and requested to complete a rating scale. (See Appendix B for a copy of the communication and a listing of elicited non-public schools.)

While the original groups of FY 80 validators received a packet of need statements to Q-sort into rating piles, the participants in the FYs 81-83 studies received the need statements in a typical rating scale format. The FY 81-83 participants were required to validate only need statements generated at the conference in the state where they resided and not those from other states or AEL.

As input to the FY 80 Steering Committee, 21 summary need statements were prepared by clustering the top quartiles of need statements (i.e., the top quartile of need statements in each of the seven states were identified and then these seven sets were clustered and summary need statements prepared). It was decided that for the FY 84 confirmation study these summary need statements would be used with both target groups in all seven member states. (See Appendix C for a copy of the instrument.)

### Statistical Analyses

In the previous studies, descriptive statistical analyses for each set of state data and within-state rank correlation statistics were calculated. Contrasts were made among the original conference ratings, the original validation ratings, the revalidation ratings, the verification ratings, and the reverification ratings for each state. In FY 84 descriptive statistics for each set of state data were calculated. Within-state rank correlation coefficients were also calculated for the two groups that were surveyed in each state. This coefficient provided an index of the way the groups within the states perceived the importance of the need statements. An indication of the regional importance (ranking) of the various needs was determined by calculating an average regional ranking for each need statement.

Spearman's rho ( $\rho$ ) is a rank correlation, a method of describing how two ordinal variables tend to vary. The limits of rho range from +1.00 to -1.00. If rho is +1.00, this is indicative of a perfect positive relationship--meaning that the highest rank in one variable is associated with the highest rank in the second variable, the next highest rank in the first variable is associated with the next highest rank in the second variable, and so on. If rho is -1.00, this is indicative of a perfect negative relationship--meaning that the highest rank in one variable is associated with the lowest rank in the second variable, the next highest rank in the first variable is associated with the next to the lowest rank in the second variable, and so on.

The formula used for the computation of rho is:

$$\rho = 1 - \frac{6\sum D^2}{N(N^2-1)}$$

where  $D^2$  represents the squared differences between the two sets of ranks which are being correlated, and  $N$  indicates the number of pairs involved in the computation. The criterion formula ( $t$ ) used to indicate the significance of the obtained rank correlation is as follows:

$$t = \rho \left[ \frac{N-2}{1-\rho^2} \right]^{1/2}$$

The degrees of freedom associated with the above  $t$  value are equal to the quantity  $N-2$ .

Although Spearman's rho can be used to determine relationships between two sets of ordinal variables (e.g., AEL Board/job-alikes vs. non-public school administrators rankings of need statements within a single state), Kendall's coefficient of concordance ( $W$ ) is used to study simultaneously the relationship which exists among several sets of ordinal variables. The size of the coefficient of concordance indicates the degree of agreement among the rankings. Perfect agreement is indicated by  $W = 1.00$  and lack of agreement by  $W = 0.00$ . The formula used for the computation of  $W$  is:

$$W = \frac{12\sum D^2}{m^2(N)(N^2-1)}$$

where  $D^2$  represents the squared differences between the summed ranks for an item/event and the overall average rank,  $m$  represents the number of sets of rankings, and  $N$  represents the number of items/events being ranked.

Because there were 21 need statements which were rated by validators in all of the states, calculation of Kendall's coefficient of concordance was based on these 21 statements.

### Results

Table 1 presents data on a state-by-state basis of the number of individuals surveyed in each state as well as the number of individuals rating the need statements.

-----  
Table 1  
-----

From Table 1, it can be calculated that 70 percent of the AEL Board members returned completed surveys but only 41 percent of the job-alikes returned completed surveys. The return rate ranged from 29 percent to 100 percent for Board members and from 7 percent to 67 percent for job-alikes. Only 27 percent of the non-public school administrators returned completed surveys, with a return rate ranging from 20 percent to 33 percent.

Tables 2 through 8 present the data and descriptive statistics for each of the seven states for the Board members and job-alikes. Table 9 provides ranking information by need statement, and Table 10 provides need statement information by rank.

Similarly, Tables 11 through 17 present the data and descriptive statistics for each of the seven states for the non-public school administrators. Table 18 provides ranking information by need statement, and Table 19 provides need statement information by rank.

Table 1  
Sample Sizes

	BOARD MEMBERS		JOB-ALIKES		NON-PUBLICS	
	<u>Solicited</u>	<u>Responded</u>	<u>Solicited</u>	<u>Responded</u>	<u>Solicited</u>	<u>Responded</u>
Alabama	6	3	12	5	37	11
Kentucky	7	5	14	1	36	11
Ohio	7	7	14	6	34	8
Pennsylvania	7	5	14	7	40	8
Tennessee	7	2	14	5	33	11
Virginia	6	6	12	8	30	8
West Virginia	7	5	14	7	33	8
<b>Total</b>	<b>47</b>	<b>33</b>	<b>94</b>	<b>39</b>	<b>243</b>	<b>65</b>

-----  
**Tables 2-19**  
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It is interesting to note from Tables 9-10 and 18-19 that Need Statements 3 and 5 received an average ranking of 1 and 2, respectively, from each of the two categories of individuals surveyed. A Spearman rank-order correlation coefficient was calculated between the two sets of averaged regional ranks; a significant ( $p < .001$ ) coefficient of .78 was obtained.

Table 20 presents the correlation information and data on the statistical tests.

-----  
**Table 20**  
 -----

From Table 20 it can be seen that the correlations between the two groups ranged from .38 to .71. Six of the seven correlations were statistically significant at the .05 level or beyond; the correlation in Kentucky was only significant at the .10 level.

In terms of Kendall's coefficient of concordance, the data analysis indicated that there was a very high degree of agreement among the AEL Board and job-alikes, among the non-public school administrators, and among both groups combined. For the 21 items the following coefficients of concordance (W) were evidenced:

AEL Board/Job-Alikes	.62
Non-Public School Administrators	.75
Combined Groups	.62

ALABAMA

AEL Directors/Job-Alikes

N = 8

Need Statement Number	n	Frequency								Percent					Mean	Standard Deviation	Rank
		4	3	2	1	0	?	*	4	3	2	1	0				
1	8	7	1	0	0	0	0	0	88	12	0	0	0	3.88	.35	2	
2	8	4	3	1	0	0	0	0	50	37	12	0	0	3.38	.74	8.5	
3	8	6	2	0	0	0	0	0	75	25	0	0	0	3.75	.46	4.5	
4	8	6	2	0	0	0	0	0	75	25	0	0	0	3.75	.46	4.5	
5	8	7	1	0	0	0	0	0	88	12	0	0	0	3.88	.35	2	
6	8	3	3	2	0	0	0	0	37	37	25	0	0	3.13	.83	15.5	
7	8	2	5	1	0	0	0	0	25	63	12	0	0	3.13	.64	15.5	
8	8	2	5	1	0	0	0	0	25	63	12	0	0	3.13	.64	15.5	
9	8	4	4	0	0	0	0	0	50	50	0	0	0	3.50	.53	7	
10	8	4	3	0	0	1	0	0	50	37	0	0	12	3.13	1.36	15.5	
11	8	5	3	0	0	0	0	0	63	37	0	0	0	3.63	.52	6	
12	8	2	2	4	0	0	0	0	25	25	50	0	0	2.75	.89	20.5	
13	8	7	1	0	0	0	0	0	88	12	0	0	0	3.88	.35	2	
14	8	3	3	2	0	0	0	0	37	37	25	0	0	3.13	.83	15.5	
15	7	3	2	2	0	0	1	0	42	29	29	0	0	3.14	.90	12	
16	8	4	2	2	0	0	0	0	50	25	25	0	0	3.25	.89	10.5	
17	8	4	3	1	0	0	0	0	50	37	12	0	0	3.38	.74	8.5	
18	8	3	3	2	0	0	0	0	37	37	25	0	0	3.13	.83	15.5	
19	8	3	4	1	0	0	0	0	37	50	12	0	0	3.25	.71	10.5	
20	8	1	4	3	0	0	0	0	12	50	37	0	0	2.75	.71	20.5	
21	8	1	5	2	0	0	0	0	12	63	25	0	0	2.88	.64	19	

\*Missing responses

Table 3

17

## KENTUCKY

## AEL Directors/Job-Alikes

N = 6

Need Statement Number	n	Frequency							Percent					Mean	Standard Deviation	Rank
		4	3	2	1	0	?	*	4	3	2	1	0			
1	6	3	3	0	0	0	0	0	50	50	0	0	0	3.50	.55	8
2	6	4	2	0	0	0	0	0	67	33	0	0	0	3.67	.52	3.5
3	6	5	1	0	0	0	0	0	84	16	0	0	0	3.83	.41	2
4	6	1	3	2	0	0	0	0	16	50	34	0	0	2.83	.75	15.5
5	6	4	2	0	0	0	0	0	67	33	0	0	0	3.67	.52	3.5
6	6	0	3	2	1	0	0	0	0	50	34	16	0	2.33	.82	19
7	6	0	3	3	0	0	0	0	0	50	50	0	0	2.50	.55	18
8	6	0	1	4	1	0	0	0	0	17	66	17	0	2.00	.63	21
9	6	0	5	1	0	0	0	0	0	84	16	0	0	2.83	.41	15.5
10	6	3	3	0	0	0	0	0	50	50	0	0	0	3.50	.55	8
11	6	4	1	1	0	0	0	0	66	17	17	0	0	3.50	.84	8
12	6	2	4	0	0	0	0	0	34	66	0	0	0	3.33	.52	12
13	6	6	0	0	0	0	0	0	100	0	0	0	0	4.00	.00	1
14	6	2	4	0	0	0	0	0	34	66	0	0	0	3.33	.52	12
15	5	0	1	4	0	0	1	0	0	20	80	0	0	2.20	.45	20
16	6	2	3	1	0	0	0	0	34	50	16	0	0	3.17	.75	14
17	6	3	2	1	0	0	0	0	50	34	16	0	0	3.33	.82	12
18	6	3	3	0	0	0	0	0	50	50	0	0	0	3.50	.55	8
19	6	3	3	0	0	0	0	0	50	50	0	0	0	3.50	.55	8
20	6	2	1	2	1	0	0	0	34	16	34	16	0	2.66	1.21	17
21	5	3	2	0	0	0	0	1	60	40	0	0	0	3.60	.55	5

\*Missing responses

Table 4

18

OHIO

AEL Directors/Job-Alikes

N = 13

Need Statement Number	n	Frequency							Percent					Mean	Standard Deviation	Rank
		4	3	2	1	0	?	*	4	3	2	1	0			
1	13	4	8	1	0	0	0	0	31	62	7	0	0	3.23	.60	5
2	13	8	5	0	0	0	0	0	62	38	0	0	0	3.62	.51	1
3	13	8	4	1	0	0	0	0	62	31	7	0	0	3.54	.66	2
4	13	6	5	2	0	0	0	0	46	38	15	0	0	3.31	.75	4
5	13	7	5	1	0	0	0	0	55	38	7	0	0	3.46	.66	3
6	13	4	4	4	1	0	0	0	31	31	31	7	0	2.85	.99	14
7	13	3	5	4	1	0	0	0	22	39	31	7	0	2.77	.93	16.5
8	13	4	5	4	0	0	0	0	31	38	31	0	0	3.00	.82	11
9	13	4	5	3	1	0	0	0	31	38	23	8	0	2.92	.95	13
10	13	4	6	3	0	0	0	0	31	46	23	0	0	3.08	.76	8
11	13	6	2	5	0	0	0	0	46	15	39	0	0	3.08	.95	8
12	13	1	6	5	1	0	0	0	7	46	39	7	0	2.54	.78	21
13	12	5	2	3	2	0	1	0	42	17	24	17	0	2.83	1.19	15
14	13	5	3	5	0	0	0	0	39	22	39	0	0	3.00	.91	11
15	13	2	4	7	0	0	0	0	15	31	54	0	0	2.62	.77	20
16	12	4	6	2	0	0	1	0	33	50	17	0	0	3.17	.72	6
17	13	4	4	3	1	1	0	0	32	32	22	7	7	2.69	1.25	18
18	13	4	4	3	2	0	0	0	32	32	22	14	0	2.77	1.09	16.5
19	13	4	6	3	0	0	0	0	31	46	23	0	0	3.08	.76	8
20	13	4	7	0	1	1	0	0	31	55	0	7	7	3.00	.96	11
21	12	3	6	0	2	1	1	0	24	50	0	17	9	2.67	1.30	19

\*Missing responses

Table 5

19

## PENNSYLVANIA

## AEL Directors/Job-Alikes

N = 12

Need Statement Number	n	Frequency								Percent					Mean	Standard Deviation	Rank
		4	3	2	1	0	?	*	4	3	2	1	0				
1	11	4	5	2	0	0	1	0	36	45	18	0	0	3.18	.75	8	
2	12	6	3	2	0	1	0	0	50	24	17	0	8	3.08	1.24	11.5	
3	12	9	3	0	0	0	0	0	76	24	0	0	0	3.75	.92	1	
4	11	7	3	1	0	0	0	1	64	27	9	0	0	3.55	.69	2	
5	12	7	1	4	0	0	0	0	58	8	33	0	0	3.25	.97	6	
6	12	4	5	0	0	0	0	0	33	42	25	0	0	3.08	.79	11.5	
7	12	4	5	3	0	0	0	0	33	42	25	0	0	3.08	.79	11.5	
8	12	5	5	2	0	0	0	0	42	42	16	0	0	3.25	.75	6	
9	12	2	5	4	1	0	0	0	17	42	33	0	0	2.67	.89	19	
10	12	4	5	3	0	0	0	0	33	42	25	0	0	3.08	.79	11.5	
11	12	5	4	3	0	0	0	0	42	33	25	0	0	3.17	.83	9	
12	11	3	5	1	2	0	1	0	27	45	9	18	0	2.82	1.08	18	
13	11	6	2	3	0	0	1	0	55	18	27	0	0	3.27	.90	4	
14	12	5	5	2	0	0	0	0	42	42	16	0	0	3.25	.75	6	
15	11	1	3	5	2	0	1	0	9	27	45	18	0	2.27	.90	21	
16	12	8	2	2	0	0	0	0	66	17	17	0	0	3.50	.80	3	
17	12	5	3	2	2	0	0	0	42	24	17	17	0	2.92	1.16	16	
18	12	4	5	2	1	0	0	0	33	42	17	8	0	3.00	.95	14.5	
19	12	4	5	2	1	0	0	0	33	42	17	8	0	3.00	.95	14.5	
20	12	2	7	2	1	0	0	0	17	58	17	8	0	2.83	.83	17	
21	11	3	1	7	0	0	1	0	27	9	64	0	0	2.64	.92	20	

\*Missing responses

Table 6

20

## TENNESSEE

## AEL Directors/Job-Alikes

N = 7

Need Statement Number	n	Frequency							Percent					Mean	Standard Deviation	Rank
		4	3	2	1	0	?	*	4	3	2	1	0			
1	6	5	1	0	0	0	1	0	84	16	0	0	0	3.83	.41	1
2	7	5	2	0	0	0	0	0	71	29	0	0	0	3.71	.49	2.5
3	7	4	3	0	0	0	0	0	57	43	0	0	0	3.57	.53	4.5
4	7	4	0	3	0	0	0	0	57	0	43	0	0	3.14	1.07	15
5	7	3	4	0	0	0	0	0	43	57	0	0	0	3.43	.53	9
6	7	4	1	2	0	0	0	0	57	14	29	0	0	3.29	.95	12.5
7	7	3	2	1	0	1	0	0	43	29	14	0	14	2.86	1.46	17
8	7	2	3	2	0	0	0	0	29	42	29	0	0	2.86	1.28	17
9	7	4	3	0	0	0	0	0	57	43	0	0	0	3.57	.53	4.5
10	7	5	0	2	0	0	0	0	71	0	29	0	0	3.43	.98	9
11	7	4	2	1	0	0	0	0	57	29	14	0	0	3.43	.79	9
12	7	3	2	0	1	1	0	0	43	29	0	14	14	2.71	1.60	20.5
13	7	3	2	1	0	1	0	0	43	29	14	0	14	2.86	1.46	17
14	6	3	3	0	0	0	1	0	50	50	0	0	0	3.50	.55	6
15	6	1	3	2	0	0	1	0	17	50	33	0	0	2.83	.75	19
16	7	4	2	1	0	0	0	0	57	29	14	0	0	3.43	.79	9
17	7	5	2	0	0	0	0	0	71	29	0	0	0	3.71	.49	2.5
18	6	2	3	1	0	0	1	0	33	50	17	0	0	3.17	.75	14
19	7	4	2	1	0	0	0	0	57	29	14	0	0	3.43	.79	9
20	7	4	1	2	0	0	0	0	57	14	29	0	0	3.29	.95	12.5
21	7	2	3	1	0	1	0	0	29	43	14	0	14	2.71	1.38	20.5

\*Missing responses

Table 7

## VIRGINIA

## AEL Directors/Job-Alikes

N = 14

Need Statement Number	n	Frequency								Percent					Mean	Standard Deviation	Rank
		4	3	2	1	0	?	*	4	3	2	1	0				
1	14	7	5	2	0	0	0	0	49	36	15	0	0	3.36	.74	7	
2	14	6	8	0	0	0	0	0	43	57	0	0	0	3.43	.51	5	
3	13	11	1	1	0	0	1	0	86	7	7	0	0	3.88	.60	1	
4	13	7	4	2	0	0	0	1	55	31	14	0	0	3.39	.77	6	
5	13	7	6	0	0	0	0	1	55	45	0	0	0	3.54	.52	2	
6	14	4	5	5	0	0	0	0	30	35	35	0	0	2.93	.83	13.5	
7	14	2	4	8	0	0	0	0	15	30	55	0	0	2.57	.76	18	
8	14	4	5	5	0	0	0	0	30	35	35	0	0	2.93	.83	13.5	
9	14	4	8	1	1	0	0	0	30	56	7	7	0	3.07	.83	10.5	
10	14	6	5	3	0	0	0	0	42	35	13	0	0	3.21	.80	9	
11	14	4	8	1	0	1	0	0	29	57	7	0	7	3.00	1.04	12	
12	14	1	6	5	1	1	0	0	7	43	36	7	7	2.36	1.01	20	
13	14	10	1	3	0	0	0	0	71	7	22	0	0	3.50	.89	3.5	
14	13	5	6	2	0	0	1	0	39	46	15	0	0	3.23	.73	8	
15	14	3	4	5	0	2	0	0	21	29	36	0	14	2.43	1.28	19	
16	14	9	3	2	0	0	0	0	64	22	14	0	0	3.50	.81	3.5	
17	13	3	7	2	0	1	1	0	22	56	15	0	7	2.85	1.07	16.5	
18	14	2	8	4	0	0	0	0	14	56	30	0	0	2.86	.66	15	
19	14	5	5	4	0	0	0	0	35	35	30	0	0	3.07	.83	10.5	
20	14	1	5	6	1	1	0	0	7	36	43	7	7	2.29	.99	21	
21	13	3	5	5	0	0	1	0	22	39	39	0	0	2.85	.80	16.5	

\*Missing responses

Table 8

## WEST VIRGINIA

## AEL Directors/Job-Alikes

N = 12

Need Statement Number	n	Frequency							Percent					Mean	Standard Deviation	Rank
		4	3	2	1	0	?	*	4	3	2	1	0			
1	12	3	6	3	0	0	0	0	25	50	25	0	0	3.00	.74	9
2	12	7	5	0	0	0	0	0	58	42	0	0	0	3.58	.52	3
3	12	8	4	0	0	0	0	0	67	33	0	0	0	3.67	.49	1
4	12	7	3	2	0	0	0	0	58	24	18	0	0	3.42	.85	5.5
5	12	8	3	1	0	0	0	0	67	25	8	0	0	3.58	.67	3
6	12	1	6	4	1	0	0	0	8	50	34	8	0	2.58	.79	18
7	12	2	6	2	2	0	0	0	17	49	17	17	0	2.67	.94	15
8	12	0	6	5	1	0	0	0	0	50	42	8	0	2.42	.67	20
9	12	2	5	4	1	0	0	0	17	42	33	8	0	2.67	.89	15
10	12	4	4	3	1	0	0	0	33	33	25	8	0	2.92	1.00	10.5
11	12	7	5	0	0	0	0	0	58	42	0	0	0	3.58	.52	3
12	12	0	5	6	1	0	0	0	0	42	50	8	0	2.33	.65	21
13	12	6	5	1	0	0	0	0	50	42	8	0	0	3.42	.67	5.5
14	12	2	7	1	1	1	0	0	17	59	8	8	8	2.67	1.15	15
15	10	0	6	3	1	0	2	0	0	60	30	10	0	2.50	.71	19
16	11	5	4	2	0	0	0	1	45	36	19	0	0	3.27	.79	7
17	12	5	5	2	0	0	0	0	42	42	16	0	0	3.25	.75	8
18	12	3	5	4	0	0	0	0	24	42	34	0	0	2.92	.79	10.5
19	12	1	6	5	0	0	0	0	8	50	42	0	0	2.67	.65	15
20	12	1	6	5	0	0	0	0	8	50	42	0	0	2.67	.65	15
21	12	2	6	4	0	0	0	0	17	50	33	0	0	2.83	.72	12

\*Missing responses

Table 9

## AEL Directors/Job-Alikes Rankings

--BY NEED STATEMENT--

Need Statement Number	AL	KY	OH	PA	TN	VA	WV	Region Rank
1	2	8	5	8	1	7	9	4
2	8.5	3.5	1	11.5	2.5	5	3	3
3	4.5	2	2	1	4.5	1	1	1
4	4.5	15.5	4	2	15	6	5.5	6
5	2	3.5	3	6	9	2	3	2
6	15.5	19	14	11.5	12.5	13.5	18	15.5
7	15.5	18	16.5	11.5	17	18	15	17
8	15.5	21	11	6	17	13.5	20	15.5
9	7	15.5	13	19	4.5	10.5	15	13
10	15.5	8	8	11.5	9	9	10.5	9
11	6	8	8	9	9	12	3	8
12	20.5	12	21	18	20.5	20	21	21
13	2	1	15	4	17	3.5	5.5	5
14	15.5	12	11	6	6	8	15	10
15	12	20	20	21	19	19	19	20
16	10.5	14	6	3	9	3.5	7	7
17	8.5	12	18	16	2.5	16.5	8	12
18	15.5	8	16.5	14.5	14	15	10.5	14
19	10.5	8	8	14.5	9	10.5	15	11
20	20.5	17	11	17	12.5	21	15	19
21	19	5	19	20	20.5	16.5	12	18

Table 10.

## AEL Directors/Job-Alikes Need Statements

--BY RANKING--

Rank	AL	KY	OH	PA	TN	VA	WV
1	1,5,13	13	2	3	1	3	3
2	--	3	3	4	2,17	5	2,5,11
3	--	2,5	5	16	--	13,16	--
4	3,4	--	4	13	3,9	--	--
5	--	21	1	5,8,14	--	2	4,13
6	11	1,10,11,18,19	16	--	14	4	--
7	9	--	10,11,19	--	5,10,11,16,19	1	16
8	2,17	--	--	1	--	14	17
9	--	--	--	11	--	10	1
10	16,19	--	8,14,20	2,6,7,10	--	9,19	10,18
11	--	12,14,17	--	--	--	--	--
12	15	--	--	--	6,20	11	21
13	6,7,8,10,14,18	--	9	--	--	6,8	7,9,14,19,20
14	--	16	6	18,19	18	--	--
15	--	4,9	13	--	4	18	--
16	--	--	7,18	17	7,8,13	17,21	--
17	--	20	--	20	--	--	--
18	--	7	17	12	--	7	6
19	21	6	21	9	15	15	15
20	12,20	15	15	21	12,21	12	8
21	--	8	12	15	--	20	12

Table 11

## ALABAMA

## Non-Public School Administrators

N = 11

Need Statement Number	n	Frequency								Percent					Mean	Standard Deviation	Rank
		4	3	2	1	0	?	*	4	3	2	1	0				
1	11	3	7	1	0	0	0	0	27	64	9	0	0	3.18	.60	11.5	
2	11	7	2	2	0	0	0	0	64	18	18	0	0	3.45	.82	5.5	
3	11	9	2	0	0	0	0	0	82	18	0	0	0	3.82	.40	1	
4	11	5	5	1	0	0	0	0	45	45	9	0	0	3.36	.67	8	
5	11	7	4	0	0	0	0	0	64	36	0	0	0	3.64	.50	3	
6	11	3	4	3	0	1	0	0	27	36	27	0	9	2.73	1.20	17	
7	11	3	4	4	0	0	0	0	27	36	36	0	0	2.91	.83	15	
8	11	8	3	0	0	0	0	0	73	27	0	0	0	3.73	.47	2	
9	11	5	5	1	0	0	0	0	45	45	9	0	0	3.36	.67	8	
10	11	4	4	3	0	0	0	0	36	36	27	0	0	3.09	.83	13.5	
11	11	3	7	1	0	0	0	0	27	64	9	0	0	3.18	.60	11.5	
12	10	1	3	6	0	0	1	0	10	30	60	0	0	2.50	.71	19	
13	11	4	4	3	0	0	0	0	36	36	27	0	0	3.09	.83	13.5	
14	10	2	5	2	1	0	1	0	20	50	20	10	0	2.80	.92	16	
15	11	1	5	4	0	1	0	0	9	45	36	9	0	2.45	1.04	20.5	
16	11	6	5	0	0	0	0	0	55	45	0	0	0	3.55	.52	4	
17	11	5	6	0	0	0	0	0	45	55	0	0	0	3.45	.52	5.5	
18	9	3	5	1	0	0	2	0	33	56	11	0	0	3.22	.67	10	
19	11	6	3	2	0	0	0	0	55	27	18	0	0	3.36	.81	8	
20	11	2	4	4	1	0	0	0	18	36	36	9	0	2.64	.92	18	
21	11	2	2	6	1	0	0	0	18	18	55	9	0	2.45	.93	20.5	

\*Missing responses

Table 12

## KENTUCKY

## Non-Public School Administrators

N = 11

Need Statement Number	n	Frequency							Percent					Mean	Standard Deviation	Rank
		4	3	2	1	0	?	*	4	3	2	1	0			
1	11	4	7	0	0	0	0	0	36	64	0	0	0	3.36	.50	5
2	11	3	6	2	0	0	0	0	27	55	18	0	0	3.09	.70	8.5
3	11	10	1	0	0	0	0	0	91	9	0	0	0	3.91	.30	1
4	11	4	7	0	0	0	0	0	36	64	0	0	0	3.36	.50	5
5	11	6	4	1	0	0	0	0	55	36	9	0	0	3.45	.69	3
6	11	2	2	7	0	0	0	0	18	18	64	0	0	2.55	.82	16.5
7	11	2	1	8	0	0	0	0	18	9	73	0	0	2.45	.82	18
8	11	3	6	1	1	0	0	0	27	55	9	9	0	3.00	.89	10.5
9	11	6	5	0	0	0	0	0	55	45	0	0	0	3.55	.52	2
10	11	1	5	5	0	0	0	0	9	45	45	0	0	2.64	.67	14.5
11	11	2	5	4	0	0	0	0	18	45	36	0	0	2.82	.75	12
12	11	0	3	8	0	0	0	0	0	27	73	0	0	2.27	.47	20.5
13	11	5	2	4	0	0	0	0	45	18	36	0	0	3.09	.94	8.5
14	11	4	5	0	2	0	0	0	36	45	0	18	0	3.00	1.10	10.5
15	10	1	3	4	2	0	1	0	10	30	40	20	0	2.30	.95	19
16	11	5	5	1	0	0	0	0	45	45	9	0	0	3.36	.67	5
17	11	5	4	2	0	0	0	0	45	36	18	0	0	3.27	.79	7
18	11	1	6	3	1	0	0	0	9	55	27	9	0	2.64	.81	14.5
19	11	0	8	3	0	0	0	0	0	73	27	0	0	2.73	.47	13
20	11	1	2	7	1	0	0	0	9	18	64	9	0	2.27	.79	20.5
21	11	1	4	6	0	0	0	0	9	36	55	0	0	2.55	.69	16.5

\*Missing responses

Table 13

27

OHIO

## Non-Public School Administrators

N = 8

Need Statement Number	n	Frequency								Percent					Mean	Standard Deviation	Rank
		4	3	2	1	0	?	*	4	3	2	1	0				
1	8	3	5	0	0	0	0	0	37	63	0	0	0	3.38	.52	5	
2	8	2	5	1	0	0	0	0	25	63	12	0	0	3.13	.64	10	
3	8	7	1	0	0	0	0	0	88	12	0	0	0	3.88	.35	1	
4	8	2	5	1	0	0	0	0	25	63	12	0	0	3.13	.64	10	
5	8	7	0	1	0	0	0	0	88	0	12	0	0	3.75	.71	2	
6	8	1	4	2	1	0	0	0	12	50	25	12	0	2.63	.92	15.5	
7	8	1	5	2	0	0	0	0	12	63	25	0	0	2.88	.64	14	
8	8	3	4	1	0	0	0	0	37	50	12	0	0	3.25	.71	6.5	
9	8	3	3	2	0	0	0	0	37	37	25	0	0	3.13	.83	10	
10	8	2	6	0	0	0	0	0	25	75	0	0	0	3.25	.46	6.5	
11	8	4	4	0	0	0	0	0	50	50	0	0	0	3.50	.53	4	
12	8	0	4	2	2	0	0	0	0	50	25	25	0	2.25	.89	19.5	
13	8	3	2	3	0	0	0	0	37	25	37	0	0	3.00	.93	13	
14	8	2	5	1	0	0	0	0	25	63	12	0	0	3.13	.64	10	
15	8	0	3	2	2	1	0	0	0	37	25	25	12	1.88	1.13	21	
16	8	5	3	0	0	0	0	0	63	37	0	0	0	3.63	.52	3	
17	8	3	3	2	0	0	0	0	37	37	25	0	0	3.13	.83	10	
18	6	0	3	3	0	0	2	0	0	50	50	0	0	2.50	.55	17.5	
19	8	0	2	6	0	0	0	0	0	25	75	0	0	2.25	.46	19.5	
20	8	0	4	4	0	0	0	0	0	50	50	0	0	2.50	.53	17.5	
21	8	1	3	4	0	0	0	0	12	37	50	0	0	2.63	.74	15.5	

\*Missing responses

## PENNSYLVANIA

## Non-Public School Administrators

N = 8

Need Statement Number	n	Frequency							Percent					Mean	Standard Deviation	Rank
		4	3	2	1	0	?	*	4	3	2	1	0			
1	8	2	2	4	0	0	0	0	25	25	50	0	0	2.75	.89	17
2	8	1	5	2	0	0	0	0	12	63	25	0	0	2.88	.64	13.5
3	8	7	1	0	0	0	0	0	88	12	0	0	0	3.88	.35	1
4	8	4	2	1	1	0	0	0	50	25	12	12	0	3.13	1.13	9.5
5	8	5	3	0	0	0	0	0	63	37	0	0	0	3.63	.52	2
6	8	1	4	3	0	0	0	0	12	50	37	0	0	2.75	.71	17
7	8	1	5	2	0	0	0	0	12	63	25	0	0	2.88	.64	13.5
8	8	4	4	0	0	0	0	0	50	50	0	0	0	3.50	.53	4
9	8	3	4	1	0	0	0	0	37	50	12	0	0	3.25	.71	7
10	8	3	4	1	0	0	0	0	37	50	12	0	0	3.25	.71	7
11	8	4	4	0	0	0	0	0	50	50	0	0	0	3.50	.53	4
12	8	1	3	2	2	0	0	0	12	37	25	25	0	2.38	1.06	21
13	8	2	4	1	1	0	0	0	25	50	12	12	0	2.88	.99	13.5
14	8	3	3	2	0	0	0	0	37	37	25	0	0	3.13	.83	9.5
15	8	2	4	2	0	0	0	0	25	50	25	0	0	3.00	.76	11
16	8	3	4	1	0	0	0	0	37	50	12	0	0	3.25	.71	7
17	8	1	3	4	0	0	0	0	12	37	50	0	0	2.63	.74	19.5
18	6	3	3	0	0	0	2	0	50	50	0	0	0	3.50	.55	4
19	8	2	2	4	0	0	0	0	25	25	50	0	0	2.75	.89	17
20	8	2	3	3	0	0	0	0	25	37	37	0	0	2.88	.83	13.5
21	8	0	5	3	0	0	0	0	0	63	37	0	0	2.63	.52	19.5

\*Missing responses

Table 15

## TENNESSEE

## Non-Public School Administrators

N = 11

Need Statement Number	n	Frequency								Percent					Mean	Standard Deviation	Rank
		4	3	2	1	0	?	*	4	3	2	1	0				
1	11	4	7	0	0	0	0	0	36	64	0	0	0	3.36	.50	6	
2	11	5	5	1	0	0	0	0	45	45	9	0	0	3.36	.67	6	
3	11	10	1	0	0	0	0	0	91	9	0	0	0	3.91	.30	1	
4	11	6	3	2	0	0	0	0	55	27	18	0	0	3.36	.81	6	
5	11	9	2	0	0	0	0	0	82	18	0	0	0	3.82	.40	2	
6	11	4	5	2	0	0	0	0	36	45	18	0	0	3.18	.75	9.5	
7	11	4	4	3	0	0	0	0	36	36	27	0	0	3.09	.83	12.5	
8	11	7	3	1	0	0	0	0	64	27	9	0	0	3.55	.69	3.5	
9	11	7	3	1	0	0	0	0	64	27	9	0	0	3.55	.69	3.5	
10	11	3	6	2	0	0	0	0	27	55	18	0	0	3.09	.70	12.5	
11	11	3	6	2	0	0	0	0	27	55	18	0	0	3.09	.70	12.5	
12	11	2	5	4	0	0	0	0	18	45	36	0	0	2.82	.56	19	
13	9	4	2	2	1	0	1	1	44	22	22	12	0	3.00	1.12	16	
14	11	3	6	1	1	0	0	0	27	55	9	9	0	3.00	.89	16	
15	10	1	2	6	1	0	1	0	10	20	60	10	0	2.30	.82	21	
16	11	4	5	2	0	0	0	0	36	45	18	0	0	3.18	.75	9.5	
17	11	5	2	4	0	0	0	0	45	18	36	0	0	3.09	.94	12.5	
18	11	5	1	4	1	0	0	0	45	9	36	9	0	2.91	1.13	18	
19	11	4	4	2	1	0	0	0	36	36	18	9	0	3.00	1.00	16	
20	11	4	6	1	0	0	0	0	36	55	9	0	0	3.27	.65	8	
21	11	3	3	4	1	0	0	0	27	27	36	9	0	2.73	1.01	20	

\*Missing responses

Table 16

## VIRGINIA

## Non-Public School Administrators

N = 8

Need Statement Number	n	Frequency							Percent					Mean	Standard Deviation	Rank
		4	3	2	1	0	?	*	4	3	2	1	0			
1	8	3	4	1	0	0	0	0	37	50	12	0	0	3.25	.71	4.5
2	7	2	4	1	0	0	1	0	29	57	14	0	0	3.14	.69	6
3	8	6	2	0	0	0	0	0	75	25	0	0	0	3.75	.46	1
4	8	6	0	2	0	0	0	0	75	0	25	0	0	3.50	.93	2
5	8	4	0	3	1	0	0	0	50	0	37	12	0	2.88	1.25	13.5
6	8	1	5	2	0	0	0	0	12	63	25	0	0	2.88	.64	13.5
7	8	2	3	3	0	0	0	0	25	37	37	0	0	2.88	.83	13.5
8	8	3	4	1	0	0	0	0	37	50	12	0	0	3.25	.71	4.5
9	8	2	5	1	0	0	0	0	25	63	12	0	0	3.13	.64	7.5
10	8	2	4	2	0	0	0	0	25	50	25	0	0	3.00	.76	10
11	8	3	3	2	0	0	0	0	37	37	25	0	0	3.13	.83	7.5
12	8	1	4	3	0	0	0	0	12	50	37	0	0	2.75	.71	16.5
13	8	3	2	3	0	0	0	0	37	25	37	0	0	3.00	.93	10
14	8	2	4	1	1	0	0	0	25	50	12	12	0	2.88	.99	13.5
15	7	2	2	2	0	1	1	0	29	29	29	0	13	2.57	1.40	20
16	8	5	1	2	0	0	0	0	63	12	25	0	0	3.38	.92	3
17	8	3	3	1	1	0	0	0	37	37	12	12	0	3.00	1.07	10
18	8	2	3	2	1	0	0	0	25	37	25	12	0	2.75	1.04	16.5
19	8	2	2	3	1	0	0	0	25	25	37	12	0	2.63	1.06	18.5
20	8	2	3	2	0	1	0	0	25	37	25	0	12	2.63	1.30	18.5
21	8	1	2	3	2	0	0	0	12	25	37	25	0	2.25	1.04	21

\*Missing responses

## WEST VIRGINIA

## Non-Public School Administrators

N = 8

Need Statement Number	n	Frequency								Percent					Mean	Standard Deviation	Rank
		4	3	2	1	0	?	*	4	3	2	1	0				
1	8	5	3	0	0	0	0	0	63	37	0	0	0	3.63	.52	3.5	
2	8	5	1	2	0	0	0	0	63	12	25	0	0	3.38	.92	8	
3	8	5	3	0	0	0	0	0	63	37	0	0	0	3.63	.52	3.5	
4	8	6	1	1	0	0	0	0	75	12	12	0	0	3.63	.74	3.5	
5	8	6	1	1	0	0	0	0	75	12	12	0	0	3.63	.74	3.5	
6	8	4	3	0	1	0	0	0	50	37	0	12	0	3.25	1.04	9.5	
7	8	2	3	2	1	0	0	0	25	37	25	12	0	2.75	1.04	15	
8	8	3	3	2	0	0	0	0	37	37	25	0	0	3.13	.83	11.5	
9	8	5	2	1	0	0	0	0	63	25	12	0	0	3.50	.76	6.5	
10	8	4	2	1	1	0	0	0	50	25	12	12	0	3.13	1.13	11.5	
11	8	5	2	1	0	0	0	0	63	25	12	0	0	3.50	.75	6.5	
12	8	1	2	3	2	0	0	0	12	25	37	25	0	2.25	1.04	18.5	
13	8	4	3	0	1	0	0	0	50	37	0	12	0	3.25	1.04	9.5	
14	8	1	3	3	1	0	0	0	12	37	37	12	0	2.50	.93	16	
15	8	2	2	2	0	2	0	0	25	25	25	0	25	2.25	1.58	18.5	
16	8	7	0	1	0	0	0	0	88	0	12	0	0	3.75	.71	1	
17	8	4	1	2	1	0	0	0	50	12	25	12	0	3.00	1.20	13	
18	7	1	2	2	1	1	0	1	14	29	29	14	14	2.14	1.35	20	
19	8	3	3	2	1	0	0	0	37	25	25	12	0	2.88	1.13	14	
20	8	2	2	2	1	1	0	0	25	25	25	12	12	2.38	1.41	17	
21	8	1	2	2	1	2	0	0	12	25	25	12	25	1.88	1.46	21	

\*Missing responses

Table 18  
 Non-Public School Administrators Rankings  
 --BY NEED STATEMENT--

Need Statement Number	AL	KY	OH	PA	TN	VA	WV	Region Rank
1	11.5	5	5	17	6	4.5	3.5	7
2	5.5	8.5	10	13.5	6	6	8	8
3	1	1	1	1	1	1	3.5	1
4	8	5	10	9.5	6	2	3.5	5
5	3	3	2	2	2	13.5	3.5	2
6	17	16.5	15.5	17	9.5	13.5	9.5	14
7	15	18	14	13.5	12.5	13.5	15	16
8	2	10.5	6.5	4	3.5	4.5	11.5	4
9	8	2	10	7	3.5	7.5	6.5	6
10	13.5	14.5	6.5	7	12.5	10	11.5	10
11	11.5	12	4	4	12.5	7.5	6.5	9
12	19	20.5	19.5	21	19	16.5	18.5	20.5
13	13.5	8.5	13	13.5	16	10	9.5	12
14	16	10.5	10	9.5	16	13.5	16	13
15	20.5	19	21	11	21	20	18.5	19
16	4	5	3	7	9.5	3	1	3
17	5.5	7	10	19.5	12.5	10	13	11
18	10	14.5	17.5	4	18	16.5	20	15
19	8	13	19.5	17	16	18.5	14	17
20	18	20.5	17.5	13.5	8	18.5	17	18
21	20.5	16.5	15.5	19.5	20	21	21	20.5

Table 19

## Non-Public School Administrators Need Statements

--BY RANKING--

Rank	AL	KY	OH	PA	TN	VA	WV
1	3	3	3	3	3	3	16
2	8	9	5	5	5	4	1,3,4,5
3	5	5	16	8,11,18	8,9	16	--
4	16	1,4,16	11	--	--	1,8	--
5	2,17	--	1	--	1,2,4	--	--
6	--	--	8,10	9,10,16	--	2	9,11
7	4,9,19	17	--	--	--	9,11	--
8	--	2,13	2,4,9,14,17	--	20	--	2
9	--	--	--	4,14	6,16	10,13,17	6,13
10	18	8,14	--	--	--	--	--
11	1,11	--	--	15	7,10,11,17	--	8,10
12	--	11	--	2,7,13,20	--	5,6,7,14	--
13	10,13	19	13	--	--	--	17
14	--	10,18	7	--	--	--	19
15	7	--	6,21	--	13,14,19	--	7
16	14	6,21	--	1,6,19	--	12,18	14
17	6	--	18,20	--	--	--	20
18	20	7	--	--	18	19,20	12,15
19	12	15	12,19	17,21	12	--	--
20	15,21	12,20	--	--	21	15	18
21	--	--	15	12	15	21	21

Table 20

## Correlation Data

AEL Directors/Job-Alikes Vs.  
Non-Public School Administrators

	$\rho$	$t_{obs}$	$t^*_{crit}$	p
AL	.58	3.10	2.86	.01
KY	.38	1.80	1.73	.10
OH	.71	4.42	3.89	.001
PA	.51	2.59	2.09	.05
TN	.54	2.79	2.09	.05
VA	.67	3.94	3.89	.001
WV	.64	3.62	3.18	.005

\*df = 19

### Summary

As a mechanism for providing a continual update on the status of educational needs of AEL's seven member-state Region, a needs-sensing confirmation study was conducted. The AEL Board of Directors, individuals serving in similar positions as the Board members, and a sample of non-public school administrators were surveyed. Although the previous AEL studies (1980-83) dealing with educational needs utilized the need statements generated by statewide conference participants in 1980, the 1984 confirmation study used summary-type statements.

The results in the 1980-83 studies indicated that the importance of the educational needs had apparently not shifted extremely over the time period. That is, what was judged to be important in 1980, 1981, and 1982 was still important in 1983. Consequently, no major shifts in AEL R & D services to the region and no major shifts in long-term programmatic R & D should have occurred as a function of the results of these studies. Because minor changes within each state did occur, AEL staff who were directly responsible for providing services to the states considered the changes and developed work plans and strategies accordingly.

Although summary need statements were used in 1984, the results of the 1984 survey were strikingly familiar to the previous studies. Mastering basic skills and developing the knowledge, skills, and attitudes to be effective life-long learners were very important in the previous studies and in this study--in each state and across the Region. The two groups that were surveyed were in high agreement concerning the importance of the need statements.

**APPENDICES**

**APPENDIX A:**

**AEL Board Members:  
Communication and Listing**

MEMORANDUM

April 18, 1984

TO: AEL Board Members

FROM: Joe E. Shively *JES*  
Director of Needs Assessment

SUBJECT: 1984 Needs Sensing Survey

As a member of the AEL Board of Directors, you will probably recall that in 1980 we conducted a comprehensive Needs Assessment Project in our seven member states. We used the resulting need statements to determine AEL's long-term programmatic R & D agenda, as well as to provide guidance in establishing individual state R & D activities. In 1984 we are conducting a survey of all Board members in each AEL member state for revalidation purposes. Results from this needs sensing study can be used to sharpen the focus of the R & D activities at AEL and in each state.

Not only would we like for you to complete a rating of the statements, but also we would like to ask for your assistance in identifying two individuals who perform in Board of Director roles similar to your own and who would be willing to participate in the revalidation process. For example, if you represent the Classroom Teachers Association in your state, identify two additional teachers to complete the survey form. If you represent the Member at Large category, select two individuals who do not represent the other specific categories already represented on the Board.

Enclosed are all the materials you will need to successfully accomplish your validation/rating task:

- AEL to Assess Educational R & D Needs. This brochure provides an overall summary of the original 1980 Needs Assessment Project. Note the special and significant contribution of the original validators to the project. Similarly, your participation and contributions are also significant.
- Instructions. These instructions will provide you with the direction/guidance required to complete your task.
- Need Statements Instrument. The need statements are to be assigned priority ratings according to the enclosed instructions. These statements came from the 1980 Needs Assessment Project.
- Self-addressed Return Envelope (stamped). This envelope is to be used for mailing the completed Need Statements Instrument to AEL.

Also enclosed are two additional packets (including a copy of this memo) for you to give to your "job-alike" colleagues for their use in rating the statements.

The number that you see written on the last page of the instrument and the number in front of each need statement are for data control or analysis purposes. Furthermore, the number in front of each need statement has nothing to do with the importance of the need statement-- your task is to give us such input. I will be responsible for data analysis of the need statement ratings. Your responses will be carefully coded (using the numbering system) so that confidentiality will be preserved. Only my data coder and I will see your individual ratings and only summaries of the data will be distributed.

I would like to thank you for your cooperation in this important activity. If you have any questions, please feel free to call me toll free at 1-800-624-9120.

Now read the first enclosure for your own information. Then, after following the instructions printed on the instruction sheet, please return the rated Need Statements Instrument no later than seven (7) days after you receive it.

JES:sjk

JRS

Enclosures

cc: Terry L. Edell

## **AEL to Assess Educational R & D Needs**

The Appalachia Educational Laboratory (AEL) is conducting a major assessment of educational needs in its seven member states. The study will produce well-documented statements of research and development needs specific to each state, as well as the agenda for AEL's R & D work. These results will be useful to both AEL and the individual states for establishing research and development priorities in education. Primary support for the study is being provided by the National Institute of Education (NIE).

Needs assessments are not new to the Laboratory. AEL is a non-profit corporation created and controlled by educators of its member states. Its function is to provide the states, separately and collectively, a specialized research and development approach for meeting the verified educational needs of the Region. However, the 1980 assessment differs from previous AEL needs studies. In the current project, AEL staff will work with states to translate identified *educational needs* into statements about *R & D needs* that states can use, independent from AEL, as a basis for decisions about educational R & D planning.

### **MAJOR EVENTS:**

Several major events will occur between February and September 1980. Conferences will be convened in each of the seven member states. Through a structured process, participants will develop a list of state *educational needs*. These lists, combined with educational needs identified by AEL staff members in the course of their work, will be submitted to a larger sample of each state's population for validation. The lists of validated *educational needs* will be translated into *R & D needs* through interactions by Laboratory staff with the Chief State School Officer, department of education personnel, and AEL Board members in the individual states. The R & D needs statements may then be used by states (1) to select short-term R & D service projects to be conducted with AEL, and (2) to identify potential R & D projects that can be conducted using other means of support.

Needs information produced by member states also will guide AEL's long-term R & D planning. A committee of AEL Board members and an NIE representative will be charged with recommending to the Laboratory's Executive Board alternate long-term, programmatic R & D agendas. Major information sources to be used by the committee in its decision-making are a multi-state/regional needs matrix, developed from the seven lists of state-specific educational needs; each state's R & D needs statements; and a set of specially prepared scholarly papers.

The AEL Executive Board will receive the committee's report and select one long-term, programmatic R & D agenda that will guide AEL's work during the next decade. The long-term agenda will include work recommended for support under AEL's institutional agreement with NIE, as well as work recommended for support by other funding sources.

**SPECIAL FEATURES:**

The 1980 needs assessment contains several special features:

- **Equitable representation in selection of conference participants.** Since initial identification of each state's educational needs will occur at the individual conferences, an equitable balance of participants will be selected to represent a broad array of agencies and organizations.
- **Validation of needs by a larger sample of state's residents.** A larger sample of people representing the same groups attending the conferences will be used to verify identified educational needs.
- **Commissioned papers to give in-depth perspectives.** Educational scholars will be commissioned to prepare papers that will refine and expand information about the Region's most prevalent needs.

**ANTICIPATED RESULTS:**

The results of the needs assessment have high potential for positive impact on education in the Region. Information resulting from the study will be useful to the member states as well as to the Laboratory for making decisions about educational R & D priorities.

Three particular results may have immediate impact:

- the listings of each state's most critical R & D needs,
- the identification of state department/AEL R & D service projects, and
- the determination of AEL's long-term, programmatic R & D agenda.

**FUTURE PLANS:**

Since educational needs, and therefore R & D needs, are dynamic, AEL will implement a major needs assessment every three years. Through systematic repetition, the Laboratory can adjust its response to regional needs, both in terms of short-term R & D services and long-term, programmatic R & D work. In addition, AEL can assist member states in appropriately redirecting their R & D focus as some needs are met and new needs emerge.

**MORE INFORMATION:**

A flowchart outlining the progression of the needs assessment and a document describing the design of the project are available from the Laboratory. To obtain these or other information about AEL's 1980 needs assessment, call or write:



Terry L. Eidell, Director  
Appalachia Educational Laboratory, Inc.  
P. O. Box 1348  
Charleston, WV 25325  
304/344-8371

## VALIDATION INSTRUCTIONS

1. Attached is an instrument containing statements of educational need and a scale for rating the importance of each need. The scale uses the following notation:
  - 4: I believe that this need has extreme importance in our state.
  - 3: I believe that this need has considerable importance in our state.
  - 2: I believe that this need has some importance in our state.
  - 1: I believe that this need has relatively little importance in our state.
  - 0: I really don't think that this is a need in our state.
  - ?: I don't understand this need statement well enough to be able to rate its importance.
2. Please read the first need statement. Think about the personal priority you place on that need and the potential impact on the state if that need can be met. Then, with these things in mind, rate the importance of the need statement by circling the appropriate numeral on the scale. (Circle only one numeral for each need statement).
3. Repeat this procedure for each of the other need statements: read it carefully, think about the two considerations, and then rate its importance accordingly.
4. When you've completed the rating procedures, slip the completed instrument into the envelope and return to AEL (the envelope is already addressed and stamped).

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**APPENDIX B:**

**Non-Public School Administrators:  
Communication and Listing**

April 18, 1984

Dear Educator:

In 1980 the Appalachia Educational Laboratory (AEL) conducted a comprehensive Needs Assessment Project in its seven member states. We used the resulting need statements to determine AEL's long-term programmatic R & D agenda, as well as to provide guidance in establishing individual state R & D activities. In 1984 we are conducting a survey of non-public schools in each AEL member state for revalidation purposes. Results from this needs sensing study can be used to sharpen the focus of the R & D activities at AEL and in each state.

You have been identified as a person who is interested in the educational needs of your state and as one who would be willing to spend approximately one hour participating in this needs sensing activity.

Enclosed are all the materials you will need to successfully accomplish your validation/rating task:

- AEL to Assess Educational R & D Needs. This brochure provides an overall summary of the original 1980 Needs Assessment Project. Note the special and significant contribution of the original validators to the project. Similarly, your participation and contributions are also significant.
- Instructions. These instructions will provide you with the direction/guidance required to complete your task.
- Need Statements Instrument. The need statements are to be assigned priority ratings according to the enclosed instructions. These statements came from the 1980 Needs Assessment Project.
- Self-addressed Return Envelope (stamped). This envelope is to be used for mailing the completed Need Statements Instrument to AEL.

April 18, 1984

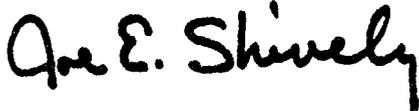
Page 2

The number that you see written on the last page of the instrument and the number in front of each need statement are for data control or analysis purposes. Furthermore, the number in front of each need statement has nothing to do with the importance of the need statement--your task is to give us such input. I will be responsible for data analysis of the need statement ratings. Your responses will be carefully coded (using the numbering system) so that confidentiality will be preserved. Only my data coder and I will see your individual ratings and only summaries of the data will be distributed.

I would like to thank you for your cooperation in this important activity. If you have any questions, please feel free to call me toll free at 1-800-624-9120.

Now read the first enclosure for your own information. Then, after following the instructions printed on the instruction sheet, please return the rated Need Statements Instrument no later than seven (7) days after you receive it.

Sincerely yours,



Joe E. Shively, Ph.D.  
Director of Needs Assessment

JES:sjk

JRS

Enclosures

## **AEL to Assess Educational R & D Needs**

The Appalachia Educational Laboratory (AEL) is conducting a major assessment of educational needs in its seven member states. The study will produce well-documented statements of research and development needs specific to each state, as well as the agenda for AEL's R & D work. These results will be useful to both AEL and the individual states for establishing research and development priorities in education. Primary support for the study is being provided by the National Institute of Education (NIE).

Needs assessments are not new to the Laboratory. AEL is a non-profit corporation created and controlled by educators of its member states. Its function is to provide the states, separately and collectively, a specialized research and development approach for meeting the verified educational needs of the Region. However, the 1980 assessment differs from previous AEL needs studies. In the current project, AEL staff will work with states to translate identified *educational needs* into statements about *R & D needs* that states can use, independent from AEL, as a basis for decisions about educational R & D planning.

### **MAJOR EVENTS:**

Several major events will occur between February and September 1980. Conferences will be convened in each of the seven member states. Through a structured process, participants will develop a list of *state educational needs*. These lists, combined with educational needs identified by AEL staff members in the course of their work, will be submitted to a larger sample of each state's population for validation. The lists of validated *educational needs* will be translated into *R & D needs* through interactions by Laboratory staff with the Chief State School Officer, department of education personnel, and AEL Board members in the individual states. The R & D needs statements may then be used by states (1) to select short-term R & D service projects to be conducted with AEL, and (2) to identify potential R & D projects that can be conducted using other means of support.

Needs information produced by member states also will guide AEL's long-term R & D planning. A committee of AEL Board members and an NIE representative will be charged with recommending to the Laboratory's Executive Board alternate long-term, programmatic R & D agendas. Major information sources to be used by the committee in its decision-making are a multi-state/regional needs matrix, developed from the seven lists of state-specific educational needs; each state's R & D needs statements; and a set of specially prepared scholarly papers.

The AEL Executive Board will receive the committee's report and select one long-term, programmatic R & D agenda that will guide AEL's work during the next decade. The long-term agenda will include work recommended for support under AEL's institutional agreement with NIE, as well as work recommended for support by other funding sources.

**SPECIAL FEATURES:**

The 1980 needs assessment contains several special features:

- **Equitable representation in selection of conference participants.** Since initial identification of each state's educational needs will occur at the individual conferences, an equitable balance of participants will be selected to represent a broad array of agencies and organizations.
- **Validation of needs by a larger sample of state's residents.** A larger sample of people representing the same groups attending the conferences will be used to verify identified educational needs.
- **Commissioned papers to give in-depth perspectives.** Educational scholars will be commissioned to prepare papers that will refine and expand information about the Region's most prevalent needs.

**ANTICIPATED RESULTS:**

The results of the needs assessment have high potential for positive impact on education in the Region. Information resulting from the study will be useful to the member states as well as to the Laboratory for making decisions about educational R & D priorities.

Three particular results may have immediate impact:

- the listings of each state's most critical R & D needs,
- the identification of state department/AEL R & D service projects, and
- the determination of AEL's long-term, programmatic R & D agenda.

**FUTURE PLANS:**

Since educational needs, and therefore R & D needs, are dynamic, AEL will implement a major needs assessment every three years. Through systematic repetition, the Laboratory can adjust its response to regional needs, both in terms of short-term R & D services and long-term, programmatic R & D work. In addition, AEL can assist member states in appropriately redirecting their R & D focus as some needs are met and new needs emerge.

**MORE INFORMATION:**

A flowchart outlining the progression of the needs assessment and a document describing the design of the project are available from the Laboratory. To obtain these or other information about AEL's 1980 needs assessment, call or write:



Terry L. Eidell, Director  
Appalachia Educational Laboratory, Inc.  
P. O. Box 1348  
Charleston, WV 25325  
304/344-8371

## VALIDATION INSTRUCTIONS

1. Attached is an instrument containing statements of educational need and a scale for rating the importance of each need. The scale uses the following notation:
  - 4: I believe that this need has extreme importance in our state.
  - 3: I believe that this need has considerable importance in our state.
  - 2: I believe that this need has some importance in our state.
  - 1: I believe that this need has relatively little importance in our state.
  - 0: I really don't think that this is a need in our state.
  - ?: I don't understand this need statement well enough to be able to rate its importance.
2. Please read the first need statement. Think about the personal priority you place on that need and the potential impact on the state if that need can be met. Then, with these things in mind, rate the importance of the need statement by circling the appropriate numeral on the scale. (Circle only one numeral for each need statement).
3. Repeat this procedure for each of the other need statements: read it carefully, think about the two considerations, and then rate its importance accordingly.
4. When you've completed the rating procedures, slip the completed instrument into the envelope and return to AEL (the envelope is already addressed and stamped).

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1120 South Detroit Street  
Xenia, OH 45385

Mr. David E. Green, Principal  
Lutheran West School  
3850 Linden Road  
Rocky River, OH 44116

Sr. Jovita Hatem, Principal  
St. Paul School  
61 Moss Road  
Westerville, OH 43081

Sr. Maureen Field, Principal  
St. Vincent-St. Mary School  
15 North Maple Street  
Akron, OH 44303

Mr. Michael Trainor, Principal  
St. Xavier School  
600 North Bend Road  
Cincinnati, OH 45224

Mr. Edward Tyrrell, Principal  
Summit Country Day School  
2161 Grandin Road  
Cincinnati, OH 45208

PENNSYLVANIA

Principal  
Bishop Carroll High School  
Box 57  
Ebensburg, PA 15931

Principal  
Valley Forge Christian Academy  
Valley Park and White Horse  
Phoenixville, PA 19460

Principal  
Bishop McDevitt High School  
22nd and Market Streets  
Harrisburg, PA 17103

Principal  
Yeshiva Academy of Harrisburg  
100 Vaughn Street  
Harrisburg, PA 17110

Principal  
Cardinal O'Hara High School  
Eagle and Springfield Roads  
Springfield, PA 19064

Principal  
Monsignor Bonner High School  
Garrett and Lansdowne  
Drexel Hill, PA 19063

Principal  
St. Matthew's Lutheran School  
950 West Seventh Street  
Erie, PA 16507

Principal  
Shalom Christian Academy  
126 Social Island Road  
Chambersburg, PA 17201

Principal  
Milton Elsner Yeshiva High School  
930 Hickory Street  
Scranton, PA 18505

Principal  
Catholic High School Lancaster  
650 Juliette Avenue  
Lancaster, PA 17601

Principal  
Oak Grove Amish School  
Willow Road  
Lancaster, PA 17601

Principal  
Gettysburg Christian Academy  
328 West Middle Street  
Gettysburg, PA 17325

Principal  
Eden Christian Academy  
2326 Duncan Avenue  
Allison Park, PA 15101

Principal  
Hebrew Institute  
6401 Forbes Avenue  
Pittsburgh, PA 15217

Principal  
North Catholic High School  
1400 Troy Hill Road  
Pittsburgh, PA 15212

Principal  
St. Joseph High School  
800 Montana Avenue  
Natrona, PA 15065

Principal  
St. Mathew Lutheran School  
600 East North Avenue  
Pittsburgh, PA 15212

Principal  
Seton Lasalle High School  
1000 McNeilly Road  
Pittsburgh, PA 15226

Principal  
Swissvale Baptist Academy  
Schoyer Avenue and Miriam Street  
Pittsburgh, PA 15218

Principal  
Beaver Valley Christian Academy  
350 Adams Street  
Rochester, PA 15074

Principal  
Quigley High School  
Franklin Street Exit  
Baden, PA 15005

Principal  
Villa Joseph Marie High School  
1180 Holland Road  
Holland, PA 18966

Principal  
Allentown Central Catholic High School  
Fourth and Chew Streets  
Allentown, PA 18102

Principal  
Lehigh Christian Academy  
689 South Hillview Road  
Allentown, PA 18103

Principal  
Mt. View Seventh Day Adventist School  
305 Fleming  
Williamsport, PA 17701

Principal  
Valley View Amish School  
R. D. 1, Box 393  
Belleville, PA 17004

Principal  
Pocono Central Catholic High School  
R. D. 1  
Cresco, PA 18326

Principal  
Akiba Hebrew Academy  
223 North Highland Avenue  
Marion Station, PA 19066

Principal  
The Baldwin School  
Montgomery and Morris  
Bryn Mawr, PA 19010

Principal  
King of Prussia Christian Academy  
590 West Valley Forge Road  
King of Prussia, PA 19406

Principal  
Notre Dame High School  
3417 Church Road  
Easton, PA 18042

Principal  
Pius X High School  
Third Avenue  
Bangor, PA 18013

Principal  
Lutheran High School of Philadelphia  
13th and Ruscomb Streets  
Philadelphia, PA 19141

Principal  
Nazareth Academy High School  
Grant and Frankford Avenue  
Philadelphia, PA 19114

Principal  
Roman Catholic High School  
Broad and Vine Streets  
Philadelphia, PA 19107

Principal  
Johnstown Christian School  
R. D. 2  
Holsoppie, PA 15935

Principal  
Venango Christian High School  
1505 West First Street  
Oil City, PA 16301

Principal  
Immaculate Conception High School  
135 West Chestnut Street  
Washington, PA 15301

Principal  
St. Michael's School for Boys  
Box 370  
Hoban Heights  
Tunkhannock, PA 18657

Principal  
York Catholic High School  
601 East Springettsbury  
York, PA 17403

TENNESSEE

Mr. Ronny J. Copeland, Principal  
Nashville Christian School  
7555 Sawyer Brown Road  
Nashville, TN 37221

Mr. Jack Little, Principal  
Old Hickory Academy  
1981 Hollywood Drive  
Jackson, TN 38301

Sister Marie Anne Ballard, Principal  
St. Ann School-Bartlett  
6529 Stage Road  
Memphis, TN 38134

Sister Mary Angela, Principal  
St. Cecilia Academy  
4210 Harding Road  
Nashville, TN 37205

Sister Mary Jeanne Partington  
Principal  
St. Patrick School  
St. Patrick Street  
McEwen, TN 37101

Ms. Loretta H. Welsh, Principal  
St. Paul The Apostle School  
306 West Grizzard Street  
Tullahoma, TN 37388

Mr. Larry Van Neste, Principal  
Sky View Academy  
3000 University  
Memphis, TN 38127

Mr. Paul E. Young, Principal  
Southern Baptist Educational  
Center  
5250 Tulane Road  
Memphis, TN 38109

Mr. William Hovendon, Principal  
Sumner Academy  
P. O. Box 944  
Gallatin, TN 37066

Mr. Tom Hughes, Principal  
Tennessee Academy  
1201 Hefalson Street  
Brownsville, TN 38012

Mr. Leonard K. Bradley, Principal  
Friendship Christian Elementary School  
P. O. Box 727  
Lebanon, TN 37087

Mr. James Bridgeman, Principal  
Goodpasture High School  
619 Due West Avenue  
Madison, TN 37115

Mr. Inge M. Smith, Principal  
Harpeth Academy  
P. O. Box 349  
Franklin, TN 37064

Mr. Daniel W. Kellum, Principal  
Harrison-Chilhowee Baptist Academy  
Seymour, TN 37865

Sister M. Gabriella Webb, Principal  
Immaculate Conception High School  
1725 Central Avenue  
Memphis, TN 38104

Ms. Mattie L. Robinson, Principal  
Knoxville Christian School  
11549 Snyder Road  
Knoxville, TN 37922

Mr. Manford R. Simcock, Principal  
Madison Academy  
100 Academy Drive  
Madison, TN 37115

Mr. William Hoyt, Principal  
Memphis Catholic High School  
61 North McLean Boulevard  
Memphis, TN 38104

Mr. David R. Davis, Principal  
Memphis Preparatory School  
1555 McAlister Drive  
Memphis, TN 38116

Mr. J. W. Wooldridge, Principal  
Middle Tennessee Christian School  
1720 Memorial Boulevard  
Murfreesboro, TN 37130

Mr. John Rutland, Principal  
Auburndale School  
2100 North Germantown Road  
Cordova, TN 38018

Mr. Howard M. Kennedy, Principal  
A. W. Spalding Elementary School  
P. O. Box 568  
Collegedale, TN 37315

Mr. Charles D. Wortham, Principal  
Bishop Byrne High School  
1475 East Shelby Drive  
Memphis, TN 38116

Mr. Rex Davis, Principal  
Boyd Buchanan School  
4626 Bonnieway Drive  
Chattanooga, TN 37411

Mr. Charles Smith, Principal  
Clarksville Academy  
710 North Second Street  
Clarksville, TN 37040

Mr. Dean Maddock, Principal  
Collegedale Academy  
P. O. Box 628  
Collegedale, TN 37315

Mr. James D. Phifer, Principal  
Notre Dame High School  
2701 Vermont Avenue  
Chattanooga, TN 37404

Mr. Joseph R. Thornton, Principal  
Episcopal Day School  
Route 1, Old Humboldt Road  
Jackson, TN 38301

Mr. Thomas S. Collums, Principal  
Evangelical Christian School  
7600 Macon Road  
Cordova, TN 38018

Mr. Dick Hays, Principal  
Ezell-Harding Christian High School  
574 Bell Road  
Antioch, TN 37013

Mr. J. O. Belin, Principal  
First Assembly Christian School  
P. O. Box 11487  
Memphis, TN 38111

Mr. William Campbell, Principal  
Franklin Road Academy  
4800 Franklin Road  
Nashville, TN 37220

Ms. Phyllis Wahl, Principal  
Yeshiva of the South School  
5255 Meadowcrest Cove  
Memphis, TN 38117

VIRGINIA

Sr. Laurence Boucher  
Principal  
All Saints Parochial School  
9294 Stonewall Road  
Manassas, VA 22110

Dr. W. Hugh Moomaw, Principal  
Cape Henry Collegiate School  
1320 Mill Dam Road  
Virginia Beach, VA 23454

Rabbi Joshua H. Sackett  
Principal  
Hebrew Academy of Tidewater  
1244 Thompkins Lane  
Virginia Beach, VA 23464

Sr. Therese Dowgiallo, Principal  
Linton Hall Military School  
9535 Linton Hall Road  
Bristow, VA 22013

Mr. William A. Owings  
Principal  
Lynchburg Christian Academy  
701 Thomas Road  
Lynchburg, VA 24514

Rabbi David Abramchik, Principal  
Rudin Torah Academy  
6801 Patterson Avenue  
Richmond, VA 23226

Mrs. Jean R. Green, Principal  
St. Anne School  
350 Euclid Avenue  
Bristol, VA 24201

Sr. Mary F. McBride, Principal  
St. Gregory School  
5345 Virginia Beach Boulevard  
Virginia Beach, VA 23462

Sr. Lynmarie, Principal  
St. Leo's School  
3704 Old Lee Highway  
Fairfax, VA 22030

Sr. Karl Ann Homberg, Principal  
St. Philip School  
7506 St. Philip Court  
Falls Church, VA 22042

Mr. William H. Dotson, Principal  
Sweethaven Christian School  
5100 West Norfolk Road  
Portsmouth, VA 23703

Dr. Wayne D. Massey, Principal  
Woodlawn Academy  
P. O. Drawer 939  
Chatham, VA 24531

Col. James W. Pendergrass  
Principal  
Fork Union Military Academy  
P. O. Box 278  
Fork Union, VA 23055

Mr. Romulus M. Sanders, Jr.  
Principal  
Hargrave Military Academy  
Route 5  
Chatham, VA 24531

Col. Trevor D. Turner  
Principal  
Randolph Macon Academy  
Front Royal, VA 22630

Mr. Charles F. Zimmer  
Principal  
Virginia Episcopal School  
P. O. Box 408  
Lynchburg, VA 24505

Sr. Mary J. Albert, Principal  
Notre Dame Academy  
P. O. Box 197  
Middleburg, VA 22117

Mr. Robert E. Leopheimer  
Principal  
St. Agnes School  
Jefferson Park  
Alexandria, VA 22302

Sr. Alice Condon, Principal  
St. Mary's Academy  
2404 Russell Road  
Alexandria, VA 22301

Mr. Patrick Bassett, Principal  
Stuart Hall  
P. O. Box 210  
Staunton, VA 24401

Mr. Michael B. Redman  
Principal  
Brunswick Academy  
Highway 606 North  
Lawrenceville, VA 23868

Mr. J. David Yoder, Principal  
Eastern Mennonite High School  
Harrisonburg, VA 22801

Sr. Nancy Focht, Principal  
Holy Cross High School  
2125 Langhorne Road  
Lynchburg, VA 24501

Mr. William M. Hooper  
Principal  
Isle of Wight Academy  
P. O. Box 105  
Isle of Wight, VA 23397

Mr. Charles A. Schneider  
Principal  
Norfolk Christian High School  
255 Thole Street  
Norfolk, VA 23505

Sr. Suzanne Thompson  
Principal  
Our Lady of Walsingham  
High School  
P. O. Box 159  
Williamsburg, VA 23185

Br. Robert E. Lambour  
Principal  
Peninsula Catholic High School  
332 34th Street  
Newport News, VA 23067

Mr. Gregory J. O'Conner  
Principal  
Roanoke Catholic High School  
620 North Jefferson Street  
Roanoke, VA 24016

Mr. William G. de Coligny  
Principal  
St. Anne's Belfield School  
2132 Ivy Road  
Charlottesville, VA 22903

Mr. William A. Havard, Principal  
Tidewater Academy  
P. O. Box 536  
Wakefield, VA 23888

WEST VIRGINIA

Sr. Mary Paul Moxley, Principal  
St. Joseph School  
336 South Queen Street  
Martinsburg, WV 25401

Ms. C'Ann Hill, Principal  
St. Joseph Central School  
600 - 13th Street  
Huntington, WV 25701

Mr. Pete Basil, Principal  
Madonna School  
Park Avenue and Michael Way  
Weirton, WV 26062

Mr. Guy R. Packrone, Principal  
Notre Dame School  
127 East Pike Street  
Clarksburg, WV 26301

Dr. Deborah A. Blackwood, Principal  
Charleston Catholic High School  
Broad and Virginia Streets  
Charleston, WV 25301

Sr. Eileen Marie Sinnott, Principal  
St. Patrick School  
224 Center Avenue  
Weston, WV 26452

Sr. M. Jane Harrington, Co-Principal  
Mr. John R. Miller, Co-Principal  
Bishop Donahue School  
325 Logan Street  
McMechen, WV 26040

Ms. Mary Joan McMahon, Principal  
St. James and St. John School  
St. James Building  
31 - 4th Street  
McMechen, WV 26040

Sr. Eileen Carney, Principal  
St. Francis Central School  
375 Birch Street  
Morcantown, WV 26505

Dr. Joseph Viglietta, Principal  
Central Catholic School  
14th and Eoff Streets  
Wheeling, WV 26003

Mr. Richard Skaggs, Principal  
Wheeling Catholic Consolidated School  
St. Alphonsus Building  
2111 Market Street  
Wheeling, WV 26003

Mr. Mark Lynskey, Principal  
Parkersburg Catholic School  
3201 Fairview Avenue  
Parkersburg, WV 26101

Mr. Lorena Sue Boyce, Principal  
Fairmont Catholic School  
416 Madison Street  
Fairmont, WV 26554

Principal  
Martinsburg Academy  
P. O. Box 1356  
Martinsburg, WV 25401

Principal  
Lory Baptist School  
Route 1, Box 135  
Julian, WV 25529

Principal  
Christian Academy  
990 Jefferson Avenue  
Huntington, WV 25704

Principal  
Mt. Hebron Academy  
Route 2  
Salem, WV 26426

Principal  
North Fork Christian School  
Cabins, WV 26855

Principal  
Greenbrier Valley Christian School  
Route 92  
White Sulphur Springs, WV 24986

Principal  
Christian Academy  
P. O. Box 445  
Ravenswood, WV 26164

Principal  
Cross Lanes Christian School  
5330 Floradale Drive  
Charleston, WV 25312

Principal  
North Fork Christian School  
Cabins, WV 26855

Principal  
Calvary Baptist Academy  
3655 Teays Valley Road  
Hurricane, WV 25526

Principal  
Beckley Pentecostal Academy  
2211 S. Kanawha Street  
Beckley, WV 25801

Principal  
Bolt Christian Academy  
Box 331  
Bolt, WV 25817

Principal  
Pipestem Christian School  
Pipestem, WV 25979

Principal  
Parkersburg Christian School  
711 Broadway Avenue  
Parkersburg, WV 26101

Principal  
Elk Valley Christian School  
P. O. Box 625  
Elkview, WV 25701

Principal  
First Baptist Christian School  
Box 306-C  
Chapmanville, WV 25508

Principal  
Calvary Christian School  
Meadowdale  
Fairmont, WV 26554

Principal  
Maranatha Baptist School  
3140 Oakvale  
Princeton, WV 24740

Principal  
Keystone Christian Academy  
P. O. Box 856  
Keystone, WV 24852

Principal  
Seventh Day Advent School  
110 South Park  
Wheeling, WV 26003

**APPENDIX C:**  
**Confirmation Instrument**

NEED STATEMENTS INSTRUMENT

Rating Scale Key	4 - Extreme importance
	3 - Considerable importance
	2 - Some importance
	1 - Relatively Little importance
	0 - Probably Not a need
	? - Don't Understand statement

1. There needs to be greater recognition of the limited capabilities of schools, greater agreement on their legitimate purposes and goals, and greater attention to the need for curriculum that is both focused on essential learning and free of unnecessary duplication. 4 3 2 1 0 ?

2. Communication between schools and their various publics needs to be dramatically improved and increased, so that all involved are better informed on educational issues, more aware of school successes and measures of effectiveness, and more confident and supportive of schools' future. 4 3 ~~2~~ 1 0 ?

3. Every possible effort needs to be made to assure that each student masters the basic skills of reading, writing, and mathematics prior to completion of high school. 4 3 2 1 0 ?

4. Students need to understand the general purposes and personal relevance of education, they need to have a good knowledge of the educational and career opportunities available to them, they need to recognize the career implications of educational decisions they make (particularly in high school), they need to be motivated to succeed in all aspects of school, and they need to take greater responsibility and initiative for both their educational and their career development. 4 3 2 1 0 ?

5. School curricula needs to place greater emphasis on helping students develop the knowledge, skills, and attitudes they will need to be effective life-long learners in a society that is both rapidly changing and increasingly constrained and interdependent. 4 3 2 1 0 ?

6. Greater efforts need to be made to maximize the potential of career and vocational programs, so that all students, upon completion of high school, understand the world of work and its relation to education, can assess accurately their own career interests and skills, have developed specific career decision-making skills, and are prepared to seek and obtain productive and satisfying employment. 4 3 2 1 0 ?

7. Ways need to be developed to meet the deficiencies in guidance and counseling programs, so that children can develop throughout their school experiences an increasing understanding of the relationships among educational opportunities, career development, and personal growth during the rest of their lives. 4 3 2 1 0 ?

# NEED STATEMENTS INSTRUMENT

Rating Scale Key	4 - Extreme importance
	3 - Considerable importance
	2 - Some importance
	1 - Relatively Little importance
	0 - Probably Not a need
	? - Don't Understand statement

- | Statement  | 4 | 3 | 2 | 1 | 0 | ? |
|--|---|---|---|---|---|---|
| 8. Schools and educators need to recognize that drug and alcohol use, abuse, and addiction among youth is a serious problem that needs to be alleviated and they need to take an active role in programs designed for prevention, intervention, and treatment.   |   |   |   |   |   |   |
| 9. Measures need to be taken to improve the quality of discipline in schools and classrooms, including, for example, increasing awareness among all school constituencies of the need for discipline, increasing the ability of school personnel to handle discipline situations, placing greater responsibility and authority for discipline with classroom teachers, and designing more effective special programs for students who are especially disruptive. |   |   |   |   |   |   |
| 10. Schools need to increase substantially their ability to diagnose, meet, and monitor the unique educational needs of each individual student, whether or not he/she is diagnosed as "exceptional."  |   |   |   |   |   |   |
| 11. Ways need to be developed to provide more positive communication between parents and teachers, to involve parents of children at all grade levels in their children's learning, and to generate more positive feelings among parents about schools in general, about their contacts with teachers, and about the education of their children.  |   |   |   |   |   |   |
| 12. Systems for collecting, analyzing, and reporting performance data and cost-benefit data about both programs and students need to be developed, disseminated, and used to evaluate both programs and students.  |   |   |   |   |   |   |
| 13. Inadequacies in school funding programs, as well as their undesirable consequences, need to be carefully reviewed and effectively dealt with so that the collection and allocation of funds for education matches more closely the mandated and desired priorities of education.   |   |   |   |   |   |   |
| 14. Preservice and inservice education for teachers, administrators, and school board members needs to be improved and expanded, and uniform standards for assessing the quality of this education need to be carefully developed and rigorously applied through certification, accreditation, and contract renewal decisions.   |   |   |   |   |   |   |
| 15. Methods need to be developed--and implemented in schools--that reduce all forms of inequities which exist for students, teachers, and administrators.  |   |   |   |   |   |   |

NEED STATEMENTS INSTRUMENT

Rating	4 - Extreme importance
Scale	3 - Considerable importance
Key	2 - Some importance
	1 - Relatively Little importance
	0 - Probably Not a need
	? - Don't Understand statement

- |     |   |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|---|
| 16. | The competence of personnel in education--particularly teachers--varies dramatically. Policies and procedures need to be adopted to assure that only highly qualified and motivated individuals are certified and employed to teach; improved performance evaluation systems, including adequate provision of time and incentives, need to be developed, adopted, and utilized; and tenure needs to be granted only to individuals who have adequately demonstrated their competence as professional educators. | 4 | 3 | 2 | 1 | 0 | ? |
| 17. | Programs, incentives, and working conditions need to be changed and/or developed to enhance the profession of teaching, increase the self-esteem and morale of teachers and others in school districts, and thereby reduce the need for teachers to turn to collective bargaining as their primary strategy for dealing with organizational problems.   | 4 | 3 | 2 | 1 | 0 | ? |
| 18. | More systematic R & D needs to be conducted in education, this R & D needs to address fundamental educational questions and problems, and the knowledge produced by these efforts needs to be systematically used to assess needs, plan programs, and design practices.   | 4 | 3 | 2 | 1 | 0 | ? |
| 19. | We tend in education to adopt changes without first investigating thoroughly their potential costs and benefits. We need to investigate more thoroughly the costs and benefits of proposed changes before we make them, including careful field-testing and budgetary analysis of the proposed changes and of their implications for the future.  | 4 | 3 | 2 | 1 | 0 | ? |
| 20. | The roles, purposes, and functions of the state department of education--particularly its responsibilities for information collection, regulation, service, and professional development--need to be clearly defined and well communicated to citizens in the state.  | 4 | 3 | 2 | 1 | 0 | ? |
| 21. | Ways need to be developed to enhance communication, coordination, and collaboration among various educational agencies, e.g., through participation of synthesis studies, development of regional exchanges, and organization of informational clearinghouses.  | 4 | 3 | 2 | 1 | 0 | ? |

