

*A PRELIMINARY REVIEW*

*OF THE*

*CENTER FOR PROFESSIONAL*  
*DEVELOPMENT*

PE94-03-03

## TABLE OF CONTENTS

Executive Summary . . . . .	1
The Center for Professional Development	
Purpose and Functions of the Center for Professional Development . . .	5
Organizational Structure. . . . .	5
Professional Development Project, Development Training Project . . . .	6
Project First for Instructional Renewal Through Science & Technology	7
Professional Personnel Evaluation Project . . . . .	8
The West Virginia Advanced Placement Center . . . . .	9
Funding . . . . .	9
Compensation . . . . .	9
Appendix A	
Summary of Participants & Programs Offered . . . . .	11
Appendix B	
Summary of Survey Results . . . . .	12
Appendix C	
Summary of CPD's 1992 Program Evaluation Results . . . . .	15
Appendix D	
Center for Professional Development Members & Staff . . . . .	16
Appendix E	
Record of the CPD Board of Director's Meetings . . . . .	19
Appendix F	
Purpose and Authority For the Preliminary Performance Review . . . .	20
Appendix G	
Scope and Methodology for the Preliminary Review . . . . .	21

## EXECUTIVE SUMMARY

### *The Center for Professional Development*

The Center for Professional Development (the Center) was created to study and promote the implementation of programs and practices to develop and assure high quality teaching and management in the West Virginia public school system. These goals are to be achieved through the Professional Development Project, the Development Training Project, the Professional Personnel Evaluation Project, "Project First" for instructional renewal through science and technology, and the West Virginia Advanced Placement Center.

### *Should the Center for Professional Development Be Reestablished?*

Given that the Center has only been in operation for four years, it appears to be **efficiently and effectively** performing the responsibilities and goals set forth by the Legislature. Since its creation in August 1990, the Center has provided training of innovations in education to over 13,000 teachers and administrators, with an expected attendance of 2,560 this summer. This constitutes over 50% of the state's public school educators. In a survey conducted by the Joint Committee on Government Operations, 74.7% of the teachers who have attended the seminars feel the training has improved the quality of teaching in public schools, with 89.8% stating that the seminars were of higher or similar caliber than college graduate courses in education. (For complete survey results see Appendix B.)

In addition to the survey conducted by the Legislative Research and Performance Evaluation Division, the Legislative staff reviewed the results of course evaluations conducted by the Center for Professional Development. These evaluations show that the Center's courses have been practical (as opposed to theoretical), enlightening, well presented, and useful. Overall the institute participants gave the workshops a 4.5 rating, with 5 being the highest possible, for providing "material/information useful in ... teaching and children's learning." (For complete evaluation results see Appendix C.) The Center also studies its effectiveness through open-ended questions mailed to participants one to two years after attending a Center workshop. Teachers explain how they use the training, and most importantly, how the students benefit. These documents clearly demonstrate that the Center is working toward enhancement of the education process.

The results of the Preliminary Performance Review indicate that the Center for Professional Development is effectively carrying out its legislative mandate .

### *Recommendation 1*

*The Center for Professional Development should be continued and reestablished by the Legislature.*

### Major Area of Concern

Although the Legislative Research and Performance Evaluation Division recommends that the Center be reestablished, the total impact the Center's programs have had on a statewide level, whether the information is being shared, and what could be done to improve the programs, has not been "precisely" measured. Therefore, the Legislative Research and Performance Evaluation Division has one **major** area of concern:

- 1) The Center is not sufficiently monitoring the impact of its programs on the school systems and the quality of education throughout the state. While teachers who have attended the seminars appear very satisfied with the training and apply the knowledge within the classroom, no attempts have been made to measure whether the information is being shared with other teachers or that overall improvements are being made within the school system. The Center could monitor this impact through the use of an annual statewide teacher survey. (see page 5).

### Recommendation 2

*The Center should conduct a survey of state educators to evaluate the program impact, including whether participants are sharing their training with teachers who have not had an opportunity to attend the Center's workshops. The survey should also be used to monitor improvements in education, and obtain ideas on how the educator training process can be improved. This survey should initially involve only educators from elementary and middle schools, since the Center did not offer high school workshops until the summer of 1994. Results of the survey should be reported to the Joint Committee on Government Operations no later than December 1, 1994. In addition, the Center should continue this relatively inexpensive monitoring process on an annual basis. The Research and Performance Evaluation Division is willing to assist in preparing this year's survey.*

### Minor Areas of Concern

In addition, the Legislative Research and Performance Evaluation Division has six **minor** areas of concern with the functioning of the Center for Professional Development:

- 1) There appears to be some duplication in the broad area of staff development in the public school system. County Staff Development Councils, Regional Educational Service Agencies (RESA), the State Department of Education, and the Center all provide professional development workshops and seminars. The most obvious duplication is apparent in the programs provided by RESAs, but each RESA offers different seminars. Since the legislative intent in the creation of the Center was to

provide a way of expanding regional training to a statewide level in order to be equitable and accountable, these duplications may be consistent with that intent. (see page 6-7).

- 2) There appears to be duplication in the Code regarding the responsibility of implementation and training of computer technology. The Center is supposed to coordinate the various state, regional and county agencies that deal with computer technology. The West Virginia Distance Learning Coordinating Council is also responsible for meeting this objective. Both RESAs and the Center provide computer training for educators. The Library Commission is creating a statewide technology network, which is also a responsibility of the Center. In response to this duplication, the Center has concentrated on computer training that can be applied in the classroom (see page 7-8).
- 3) The Center appears to have failed in its responsibility for facilitating delivery of computer instruction to "non-traditional student" populations as required by statute. However, the statute does not define "non-traditional students"; therefore, it is unclear exactly what the Center is supposed to accomplish (see page 7-8).
- 4) The Center has not provided consultation and assistance to the county staff development councils as required by statute. Although these councils are functioning, comments made by teachers in response to survey questions lead us to believe that many educators are dissatisfied with the available county programs (see page 6-7).
- 5) The statute states that the Center is responsible for developing process, procedures, and assessment measures for the certification of teachers. The Center has not been performing this function, which continues to be a responsibility of the Department of Education as recommended by the Governor's Task Force on Teacher Preparation. Also, with the passage of S.B. 1000, which creates the Educators' Professional Standards Board, it is unclear what role the Center should play in fulfilling this mandate (see page 7).
- 6) The Advisory Council to the Center does not keep complete records of their meetings. Also, the members are reimbursed for expenses. The statute does not grant this reimbursement (see page 9-10).

### Recommendations

- 3) *The Center should work more closely and coordinate efforts with the state's higher education institutions, RESAs, WV State Board of Education, the Secretary of Education and the Arts, and County Staff Development Councils. This could*

*eliminate much of the duplication of efforts in the areas of computer technology, staff development, and teacher preparation/certification.*

- 4) *The Legislature should require the Center to communicate its available services and programs to all professional educators in the state.*
- 5) *The Legislature should define "non-traditional student" so as to clarify its intent regarding instruction.*
- 6) *The Legislature should require the Center to study the current problems with student Advanced Placement scores and report those findings along with a plan for improvements to the Legislative Oversight Commission on Education Accountability.*
- 7) *The Legislature should require the Center to maintain records of all Advisory Council meetings.*
- 8) *The Legislature should amend the Center's statute to provide for the reimbursement of expenses for Advisory Council members.*

## THE CENTER FOR PROFESSIONAL DEVELOPMENT

### Purpose and Functions of the Center for Professional Development

The Center for Professional Development (the Center) was created by the Acts of the 1990 Legislature, Third Extraordinary Session (West Virginia Code, Chapter 18A, Article 3A). The Center was created to study matters related to the quality of education and to promote the implementation of programs and practices to assure improvements in the quality of teaching and management in the public school system. Although the Center appears to be fulfilling these goals, it has failed to monitor the impact of its programs on a statewide basis. While teachers who have attended the seminars appear very satisfied with the training and apply the knowledge within the classroom, no attempts have been made to measure whether the information is being shared with other teachers or that overall improvements are being made within the school system. The Center could monitor this impact through the use of an annual statewide teacher survey.

To improve the quality of education offered in the public school system the statute requires the Center to be responsible for the following projects:

- 1) The Professional Development Project (§18A-3A-2);
- 2) The Development Training Project (§18A-3A-2A);
- 3) "Project First" for instructional renewal through science and technology (§18A-3A-4);
- 4) The Professional Personnel Evaluation Project (§18A-3A-3); and;
- 5) The West Virginia Advanced Placement Center (§18A-3A-6).

### Organizational Structure

The Center operates under the supervision of a Board of Directors and with the assistance of an Advisory Council. The Board of Directors has nine members. The Secretary of Education and the Arts and the State Superintendent of Schools are ex-officio voting members. The other members of the Board are appointed by the Governor with the advice and consent of the Senate. Appointments must include one member of the State Board of Education, two experienced educators, one of which must be a working classroom teacher, and four citizen members knowledgeable in matters relevant to the issues addressed by the Board. Board members are appointed for four-year terms. The Board of Directors must meet at least quarterly, but they normally meet bi-monthly. All policies, programs, and fiscal expenditures must be approved by this Board.

The Advisory Council, created by statute to assist the Board of Directors, consists of eleven members jointly appointed by the Secretary of Education and the Arts and the State Superintendent of Schools. Appointments must include two professors of teacher education (one public school and one private school), two county school superintendents (one from a county with enrollment above the state average and one from a county with enrollment below the state average), one secondary school principal, one elementary school principal, two elementary school educators, and two secondary school educators. The Advisory Council must be chaired by an employee of the Center, usually the Executive Director. Members of the Advisory Council serve two-year terms and meet on the months that the Board of Directors does not meet. The Advisory Council members are allowed to attend Board of Directors meetings; however, members do not have the power to vote or set policy. Minutes are not kept for the Advisory Council meetings, although, any recommendations made by the Advisory Council are recorded in the Board of Directors' meeting minutes.

The Center has four full-time employees: an executive director, an executive assistant, an executive secretary, and a personnel/fiscal director. Instructors are employed on a weekly basis for the various Institutes. In addition, the Center employs interns through the Governor's Internship Program to assist with clerical duties during the summer travel period.

**Professional Development Project (18A-3A-2), Development Training Project (18A-3A-2A)**

The Center is responsible for identifying required skills for educators and implementing training programs which will assure high quality professional performance. An emphasis is to be placed on developmental instruction in Kindergarten through Fourth grade. However, this training, which helps teachers adapt the learning process and specific tasks to the psychological and physical maturity of the student, has been extended to include all grade levels.

The Professional Development and Development Training projects are being accomplished primarily through the Governor's Summer Institute. Each summer the Center provides eight four-day seminars in various locations based on the Regional Educational Service Agency (RESA) areas. The seminars provide training in leadership and team-building skills, classroom management, new teaching strategies, and the expanded uses of technology in teaching methods. Each year the Institute concentrates on a particular developmental age group. Presenters are experienced West Virginia teachers recognized by their Faculty-Senates, school administrators, County Staff Development Councils, or area RESA as outstanding, innovative educators teaching within that particular age group.

The Center pays for participants' food, lodging, materials, and provides a \$150 stipend. To be eligible for the stipend a participant must be a full-time teacher in the West Virginia public school system and attending a seminar for the first time. Participants can also receive three hours of graduate credit from West Virginia University, Marshall University, or West Virginia Graduate College, which are used toward recertification and employment reclassification.



To monitor and evaluate the program's success the Center conducts an exit survey at the end of each seminar. The results are reported to the Center's Board of Directors each year. Participants from 1992 and 1993 state that less time should be spent on personal leadership sessions, but overall, educators feel the sessions provide a variety of information, practical ideas, and necessary networking with other teachers. A program called "Ideas that Work" has also been utilized by the Center to measure outcomes of the program by monitoring how students benefit from the seminar training through teachers' classroom applications.

There appears to be some duplication in the broad area of staff development. County Staff Development Councils, Regional Education Service Agencies, and the State Department of Education also provide workshops and seminars. Though most of the training provided by these entities is specialized, such as special education, administrator training, or dealing with specific county issues, some RESAs offer similar programs to those offered by the Center. However, since the legislative intent in creating the Center was to provide a way of expanding regional training to a statewide level in order to be equitable and accountable, this duplication may be consistent with that intent.

In addition to the seminars, the Center is to provide consultation and assistance to county staff development councils. This area has received only minimal attention; however, the Center is currently compiling a task force to study the county staff development councils and recommend action by the Center.

Although the Center is responsible for developing processes, procedures, and assessment measures for the certification of teachers, this action is currently being performed by the Department of Education as recommended by the Governor's Task Force on Teacher Preparation. Also, with the passage of S.B.1000, which creates the Educators' Professional Standards Board, it is unclear what role the Center should play in fulfilling this mandate.

#### **"Project First" for Instructional Renewal Through Science and Technology (18A-3A-4)**

The goals for "Project First" include establishing a long-range plan to further cooperation and coordination of the various state, regional, and county agencies which deal with computer technology and training for educators. The West Virginia Distance Learning Coordinating Council is also responsible for meeting this objective. In addition, the Library Commission is creating the statewide technology network linking universities, colleges, schools, and libraries. This appears to be a duplication of efforts necessitating a more unified effort between the agencies involved. Since the Center is responsible for providing computer training to educators, both in the Higher Education Technology Institutes for education professors and in summer seminars for classroom teachers, the Center should play a larger part in the coordination process than it has in the past.

The Center is also responsible for facilitating delivery of instruction to "non-traditional student populations." There is no evidence to indicate that the Center has been working toward

this goal. Furthermore, "non-traditional student" is not defined in the Center's enabling legislation.

### **Professional Personnel Evaluation Project (18A-3A-3)**

The Center is required to establish programs that teach administrators how to evaluate other educational professional personnel. The Center provides Evaluation Leadership Institutes to provide training in evaluation and conference skills and how to write an improvement plan that involves objective evaluation measures. This program is a certification requirement for all administrators, cited in the West Virginia Code 18A-2-12. At this time, 5,000 administrators have alternative certificates<sup>1</sup> and will need this program to maintain education administration certification.

Five to six training seminars are held each summer in locations coordinated with the Governor's Summer Institute workshops. In 1992, 1,835 administrators attended the Leadership Institute. Seventy-five county school board members and 713 administrators attended the Institute in 1993. The Center has sole responsibility for this training, which costs approximately \$26,000 annually.

Participants can receive two hours graduate credit for \$50 through an agreement with West Virginia University, Marshall University, and West Virginia Graduate College. Several RESAs offer a one college credit hour follow-up course in evaluation for educators.

In addition, the Center is responsible for establishing programs that provide instruction to classroom teachers who serve as beginning teacher mentors. The Center has not implemented any such programs at this time; however, a beginning teacher/mentor symposium is currently being organized for next year. RESAs also provide mentor and first year teacher training workshops.

---

<sup>1</sup> In 1991 and 1992, the Department of Education issued what became known as the "Taco Bell" certificates, which allowed a person with a Master's Degree in any subject and three years of management experience to receive an alternative certificate and serve as an administrator in the public school system. In 1992, the Legislature amended the law to eliminate this method of certification. Administrators who received this certification must now obtain a Master's Degree in Education Administration, attend a Center *Leadership Evaluation Seminar* and meet other specified state requirements to maintain their certification after June 4, 1997.

**The West Virginia Advanced Placement Center (18A-3A-6)**

The Center provides statewide coordination for the continued growth and development of advanced placement (AP) programs. This responsibility includes conducting research, evaluating the state's AP programs, establishing a pool of instructors, coordinating AP training institutes, and providing follow-up training.

Until last year the Center provided only the funding (\$160,000 annually) and oversight for the Advanced Placement program, which was operated out of the West Virginia College of Graduate Studies. When the Director of the AP program resigned in March 1993, the Center dismissed the AP Advisory Council and assumed the responsibility of operating this program, which provides the only AP teacher training in West Virginia. Institutes are scheduled for summer 1994 with a one-day follow-up course in the Fall.

The Center employs student AP scores to evaluate the success of the program. Since West Virginia scores are currently below the national norm, the Center plans to conduct a study to determine what can be done to address this problem. This concern must be dealt with immediately, since the passage of S.B. 243, Regular Session 1994, now requires state colleges and universities to accept AP credits.

**Funding**

The Center for Professional Development is funded through a line-item appropriation under the Secretary of Education and the Arts. Approximately 85% of the appropriation goes to direct services to education professionals.

<u>Fiscal Year</u>	<u>Appropriation</u>
1991	\$2,000,000
1992	1,000,000
1993	930,000
1994	2,000,000
1995	1,800,000

**Compensation**

The members of the Board of Directors are not compensated for their services, but are reimbursed for "reasonable and necessary expenses actually incurred in the performance of their official duties from funds appropriated." (West Virginia Code 18A-3A-1). Advisory Council

members are also reimbursed for travel expenses, although the statute does not say that they are entitled to such reimbursement.

## APPENDIX A

### *SUMMARY OF PARTICIPANTS AND PROGRAMS OFFERED BY THE CENTER FOR PROFESSIONAL DEVELOPMENT*

<u><i>Governor's Summer Institute</i></u>	<u><i>No. Attending</i></u>
1991 (Grades K-1)	2,134 teachers
1992 (Grades 2-4)	2,645 teachers
1993 (Grades 5-8)	2,640 teachers
1994 (Grades 9-12)	2,123 teachers (registered as of 6/30/94)
 <u><i>Evaluation Leadership Institute</i></u>	
1992 Evaluation Leadership Institute	1,835 administrators
1993 Evaluation Leadership Institute for Renewal of Administrative Certificate	713 administrators
1993 Evaluation Leadership for West Virginia School Board Association	75 county school board members
1994 Evaluation Leadership Institute	219 administrators (registered as of 6/30/94)
 <u><i>Advanced Placement Institute</i></u>	
1991 AP Summer Institute	261 AP teachers
1991 AP Fall Institute	155 AP teachers
1992 AP Summer Institute	138 AP teachers
1992 AP Fall Institute	77 AP teachers
1993 AP Summer Institute	175 AP teachers
1993 AP Fall Institute	107 AP/honors teachers
1994 AP Summer Institute	219 AP teachers (registered as of 6/30/94)

## APPENDIX B

### SUMMARY OF SURVEY RESULTS

Population 7,445 (Persons who have attended CPD programs)  
Sample Size 250  
Questionnaires Returned 79  
Percent Return 31.6%

1. Do you feel that the overall quality of education in West Virginia has improved as a result of programs offered by the Center for Professional Development?

No Improvement	3 responses	3.8%
Minimal Improvement	17 "	21.5%
Measurable Improvement	46 "	58.2%
High Improvement	13 "	16.5%

2. Has your attendance at the seminars offered by the Center for Professional Development had an effect on the quality of teaching and management at your school?

No Effect	2 responses	2.5%
Minimal Effect	16 "	20.3%
Measurable Positive Effect	40 "	50.6%
Highly Positive Effect	21 "	26.6%

3. Were the courses taken through the Center for Professional Development significantly different than the continuing education courses offered by the State Department of Education?

Yes	55 responses	69.6%
No	16 "	20.3%
Unsure	8 "	10.1%

4. How do the Center for Professional Development courses compare to college graduate courses in education?

Higher Quality	34 responses	43.0%
Same Quality	37 "	46.8%
Lower Quality	6 "	7.6%
Unsure	2 "	2.5%

5. What was your primary reason for deciding to attend a seminar given by the Center for Professional Development?

To learn new techniques	52 responses	65.8%
Motivation	26 "	32.9%
Certification	13 "	16.5%
Graduate Credit Hours	25 "	31.6%
Other	6 "	7.6%

6. Do teachers and administrators share the knowledge they gain from Center for Professional Development courses at in-service or Faculty-Senate meetings?

Yes	70 responses	88.6%
No	9 "	11.4%

7. What priority would you assign to funding for the Center for Professional Development?

Low Priority	6 responses	7.6%
Moderate Priority	34 "	43.0%
High Priority	39 "	49.4%

8. Has the use of technology for educational purposes increased in the last four years?

No Increase	0 responses	0.0%
Minimal Increase	11 "	13.9%
Measurable Increase	32 "	40.5%
High Increase	36 "	45.6%

9. Has there been any improvement in the quality of administrative personnel skills in the evaluation of teacher performance?

No Improvement	9 responses	11.4%
Minimal Improvement	28 "	35.4%
Measurable Improvement	31 "	39.2%
Greatly Improved	11 "	13.9%

10. How much has the overall quality of teacher preparation programs and mentor assistance programs in West Virginia improved in the last four years?

No Improvement	4 responses	5.1%
Minimal Improvement	24 "	30.4%
Measurable Improvement	39 "	49.4%
Greatly Improved	6 "	7.6%
No Response	6 "	7.6%

11. Have you ever attended a seminar given by the Center for Professional Development?

Yes	79 responses	100.0%
No	0 "	0.0%

\* In addition to this survey, the committee staff conducted a statewide survey of teachers. The questions were based upon a reading of the Center's enabling legislation. Therefore, elementary, middle/junior high, and high school teachers were included in the survey. However, once the Preliminary Review began, staff discovered that the high school educator programs did not begin until this Summer. Since staff could not identify whether high school teachers responded to the survey questionnaire, the survey results were considered unusable as a measure of the Center's impact in the public school system. A repeat survey was considered before presenting this report, but home addresses and phone numbers of teachers were not accessible during the summer months. Since such a survey should serve as a monitoring device and outcome measure to be completed by the Center annually, the Legislative Research and Performance Evaluation Division recommends that the Center be responsible for conducting this survey. The Legislative Research and Performance Evaluation Division will assist in any way that is requested by the Joint Committee on Government Operations.



## APPENDIX C

### SUMMARY OF CPD'S 1992 PROGRAM EVALUATION RESULTS

- 1) *In what ways will the material/information you received [at the Center for Professional Development institute] be useful to you in teaching and in children's learning?*

Total Institute Participants - 2,645

<u>Response</u>	<u>% of Respondents</u>
1. Now I have new ideas	23%
2. I know how to use whole language	16%
3. I will use a more hands-on approach	10%
4. You have motivated me	10%
5. I know how to use manipulatives	5%
6. I will try new or enhance techniques	5%
7. I know how to use computers better	4%
8. I know how to use more technology	4%

- 2) *Rate the institute you attended based on the material/information useful in your teaching and children's learning, on a scale of 1 (low) to 5 (high).*

<u>Institute Location</u>	<u>Rating</u>
1. West Liberty	4.3
2. Shepard	4.4
3. Glenville	4.5
4. Charleston	4.6
5. Marshall	4.6
6. WVU	4.6
7. Wesleyan	4.6
8. Bluefield	4.7
Average Rating	4.5

"The ratings seem to indicate that participants were more satisfied with the institute as we became more experienced in providing sessions. Ratings improved as each session progressed through the summer."

1993 data was not available at the time of the evaluation.

## APPENDIX D

### CENTER FOR PROFESSIONAL DEVELOPMENT

#### BOARD OF DIRECTORS

<u>MEMBER</u>	<u>TERM EXPIRATION</u>
Dr. Steve Creasey Dean of Education Glenville College	6-30-94*
Dan Daniel Teacher Parkersburg High School	6-30-97
Bob Harding C & P Telephone Co.	6-30-97
Audrey Horne State Board of Education	6-30-94*
Dr. Henry Marockie State Superintendent of Schools	ex officio
Patricia Petty Principal South Charleston High School	6-30-94*
Bill Sanders, Chairman President General Motors	6-30-94*
Barbara Harmon-Schamberger Secretary of Education and the Arts	ex officio
John York Director of Personnel Weirton Steel	6-30-97

ADVISORY COUNCIL MEMBERS

<u>MEMBER</u>	<u>TERM EXPIRATION</u>
Debra Battle Principal Ranson Elementary School	6-30-95
Dwight Dials Superintendent Raleigh County Schools	6-30-95
Jean Jory Teacher Forest Hills High School	6-30-95
Mary Alice Klein Superintendent Tucker County Schools	6-30-94*
Esther Lauderman Teacher Williamstown Elementary School	6-30-95
Jerry Linkinogger Principal Clay High School	6-30-94*
Dr. William Phillips Professor Fairmont State College	6-30-95
Janet Rodriguez Department Chair Wheeling Jesuit College	6-30-94*
Tammy Varney Teacher Jefferson Elementary School	6-30-94*
Tom Vogel Teacher Capitol High School	6-30-94*

\* Terms expired.

*Center For Professional Development Full-time Staff*

<u>NAME</u>	<u>TITLE</u>	<u>EMPLOYMENT</u>
Dr. Gail E. Looney	Executive Director	March 16, 1991
Mary A. Hoff	Executive Assistant	November 1, 1992
Patsy Liversedge	Personnel/Fiscal	July 1, 1993
Barbara Griffiths	Executive Secretary	December 16, 1993

## APPENDIX E

### **RECORD OF THE CENTER FOR PROFESSIONAL DEVELOPMENT BOARD OF DIRECTORS MEETINGS**

<u>Meeting Dates</u>	<u>Members in Attendance</u>
January 16, 1991	7 members
February 20, 1991	6 members
March 1, 1991	7 members
July 30, 1991	6 members
October 25, 1991	6 members
December 6, 1991	5 members
January 6, 1992	6 members
April 16, 1992	7 members
June 3, 1992	7 members
August 28, 1992	8 members
October 15, 1992	8 members
December 1, 1992	10 members
January 28, 1993	9 members
June 3, 1993	6 members
September 14, 1993	6 members
November 4, 1993	6 members
January 25, 1994	7 members

## **APPENDIX F**

### **PURPOSE AND AUTHORITY FOR THE PRELIMINARY PERFORMANCE REVIEW**

This preliminary performance review of the Center for Professional Development was conducted in accordance with the West Virginia Sunset Law, Chapter 4, Article 10, Section 11 of the West Virginia Code, as amended. This preliminary performance review is intended to assist the Joint Committee on Government Operations in making one of five recommendations according to Chapter 4, Article 10, Section 12 of the West Virginia Code, as amended. These recommendations include:

1. The department, agency, or board be terminated as scheduled;
2. The department, agency, or board be continued and reestablished;
3. The department, agency or board be continued and reestablished, but the statutes governing it be amended in specific ways to correct ineffective or discriminatory practices and procedures, burdensome rules and regulations, lack of protection of the public interest, overlapping of jurisdiction with other governmental entities, unwarranted exercise of authority either in law or any other deficiencies;
4. A performance audit be performed on a department, agency or board on which a preliminary review has been completed; or
5. The department, agency, or board be continued for a period of time not to exceed one year for the purpose of completing a performance audit.

## APPENDIX G

### SCOPE AND METHODOLOGY FOR THE PRELIMINARY PERFORMANCE REVIEW

A preliminary performance review is defined in Chapter 4, Article 10, Section 3 of the West Virginia Code, as amended, as follows:

"To determine the goals and objectives of a department, agency, or board; and to determine the extent to which plan of a department, agency, or board has met or is meeting those goals and objectives."

The criteria for a preliminary performance review are set forth in Chapter 4, Article 10, Section 11 of the West Virginia Code, as amended, as follows:

- (1) If the board or agency was created to solve a problem or provide a service.
- (2) If the problem has been solved or the service has been provided.
- (3) The extent to which past board or agency activities and accomplishments, current projects and operations, and planned activities and goals for the future are or have been effective.
- (4) The extent to which there would be significant and discernible adverse effects on the public health, safety, or welfare if the board or agency were abolished.
- (5) Whether or not the board or agency operates in a sound fiscal manner.

The preliminary performance review of the Center for Professional Development covers the period July 1, 1990 through June 30, 1994. This preliminary performance review of the Commission follows Generally Accepted Government Auditing Standards (GAGAS, 1988 Revision), which apply to government organizations, programs, activities, and functions.

Information compiled in this report has been acquired from the West Virginia Code, minutes of meetings of the Board of Directors, reports submitted to the Board of Directors, annual reports, Center evaluation records, user surveys, fiscal records, personal interviews, and on-site observations.