

Institutional Services Division

Appendices

Volume 2

Research and Accountability

Pinellas County Schools

September 2007

Volume 1 contains Evaluation Report

Appendix A

Institutional Services Division: Evaluation Plan

Institutional Services Evaluation Appendix A

Division / Departments Organization		IS DIVISION BUDGET & RESOURC	TRANSPORTATION VEHICLE MAINT.	WAREHOUSE	MAINTENANCE	FACILITIES DESIGN & CONSTR REAL PROPERTY MGMT	FOOD SERVICES
Structure/Organizational Chart	organizational charts-interviews-web	X	X	X	X	X	X
Way of work	mission & goals-best practice worksheet-Interviews- policy- Job descriptions-certifications-focus group		X	X	X	X	X
Working relationships							
Intra Department	interview-focus groups-climate surveys-	X	X	X	X	X	X
Inter Department	satisfaction survey-JDS		X	X	X	X	
Process and Procedures							
Work Systems	interview-focus groups-documents-terms		X	X	X	X	X
Communication			X				
Official		X	X	X	X	X	X
Unofficial	interview-focus group-JDS-climate survey-	X	X	X	X	X	X
Activities							
Contracting/ Purchasing	documents -policy-interview -Web			X	X	X	X
	construction documents , policy,capital outlay, budget, interview transcripts					X	
Customer Satisfaction							
Internal							
School based customer	satisfaction survey	X	X	X	X	X	X
Division customer	satisfaction survey	X	X	X	X	X	X
Non school based custom	satisfaction survey		X	X	X	X	X
External							
Industry	survey					X	
Fiscal Practices							
Best Financial Practices	best practice worksheet-interview			X	X	X	X
Cost control systems	interviews	X		X	X	X	X
Jobs							
Job effectiveness and efficiency	JDS-climate survey-focus group-interview	X	X	X	X	X	X
Job Satisfaction	JDS-climate survey-focus group-interview		X	X	X	X	X

Appendix C

Institutional Services Division: External Customer Satisfaction Survey

Institutional Services External Customer Satisfaction

1. intro

This survey contains a list of departments in Institutional Services Division (ISD). Please rate your satisfaction level with all of the departments that you either presently work with or have worked with in the past.

Please rate as many of the departments as possible on all of the areas with which you feel comfortable. If you have never worked with a listed department, answering the initial question with a no will take you to the next department.

The survey consists of a series of tables in which you will be able to rate different areas of the ISD in the following 5 areas: Quality of Work, Responsiveness, Attitude & Appearance, Work Completion, and Overall Satisfaction. If you feel that you are not able to rate the area on one of the areas, feel free to use the N/A column provided.

If you have additional comments (not required) concerning the department, please type it in the "comments" section provided after each question.

Thank you for your assistance.

2. Demographics

1. My Position:

- Principal
- Assistant Principal
- School Secretary
- Plant Operator
- Cafeteria Manager
- Area Maintenance Supervisor
- Area Plant Operations Supervisor
- Area Level Personnel
- Other (please specify)

3. BUSINESS DEPARTMENT

2. Have you worked with the Business Department?

- Yes
- No

4. BUSINESS

3. BUSINESS (Institutional Services Business Dept)

	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory	N/A
QUALITY OF WORK	jn	jn	jn	jn	jn
RESPONSIVENESS	jn	jn	jn	jn	jn
ATTITUDE & APPEARANCE	jn	jn	jn	jn	jn
WORK COMPLETION	jn	jn	jn	jn	jn
OVERALL SATISFACTION	jn	jn	jn	jn	jn

4. Comments on Business Department:

5. AREA MAINTENANCE SUPERVISOR

5. Have you worked with the Area Maintenance Supervisor?

- Yes
- No

6. Untitled Page

6. AREA MAINTENANCE SUPERVISOR

	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory	N/A
QUALITY OF WORK	jn	jn	jn	jn	jn
RESPONSIVENESS	jn	jn	jn	jn	jn
ATTITUDE & APPEARANCE	jn	jn	jn	jn	jn
WORK COMPLETION	jn	jn	jn	jn	jn
OVERALL SATISFACTION	jn	jn	jn	jn	jn

7. Comments on Area Maintenance Supervisor:

7. AREA PLANT SUPERVISOR

8. Have you worked with the Area Plant Supervisor?

Yes

No

8. Untitled Page

9. AREA PLANT SUPERVISOR

	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory	N/A
QUALITY OF WORK	jn	jn	jn	jn	jn
RESPONSIVENESS	jn	jn	jn	jn	jn
ATTITUDE & APPEARANCE	jn	jn	jn	jn	jn
WORK COMPLETION	jn	jn	jn	jn	jn
OVERALL SATISFACTION	jn	jn	jn	jn	jn

10. Comments on Area Plant Supervisor:

9. ENERGY MANAGMNT OFFICE

11. Have you worked with the Energy Managment Office?

Yes

No

10. Untitled Page

12. ENERGY MANAGEMENT

	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory	N/A
QUALITY OF WORK	jn	jn	jn	jn	jn
RESPONSIVENESS	jn	jn	jn	jn	jn
ATTITUDE & APPEARANCE	jn	jn	jn	jn	jn
WORK COMPLETION	jn	jn	jn	jn	jn
OVERALL SATISFACTION	jn	jn	jn	jn	jn

13. Comments on Energy Management Department:

11. FACILITIES DESIGN & CONSTRUCTION

14. Have you worked with the Facilities Design and Construction Department?

Yes

No

12. Untitled Page

15. FACILITIES DESIGN & CONSTRUCTION

	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory	N/A
QUALITY OF WORK	jn	jn	jn	jn	jn
RESPONSIVENESS	jn	jn	jn	jn	jn
ATTITUDE & APPEARANCE	jn	jn	jn	jn	jn
WORK COMPLETION	jn	jn	jn	jn	jn
OVERALL SATISFACTION	jn	jn	jn	jn	jn

16. Comments on the Facilities Design and Construction Department:

13. MAINTENANCE

17. Have you worked with the Maintenance Department (Painting, Lawn Maintenance, Plumbing, etc.)?

Yes

No

14. Untitled Page

18. MAINTENANCE - (this is a general rating for the entire Maintenance department, including, Painting, Lawn Maintenance, Plumbing etc.)

	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory	N/A
QUALITY OF WORK	jn	jn	jn	jn	jn
RESPONSIVENESS	jn	jn	jn	jn	jn
ATTITUDE & APPEARANCE	jn	jn	jn	jn	jn
WORK COMPLETION	jn	jn	jn	jn	jn
OVERALL SATISFACTION	jn	jn	jn	jn	jn

19. Comments on the Maintenance Department:

15. FOOD SERVICES

20. Have you worked with the Food Services Department?

Yes

No

16. Untitled Page

21. FOOD SERVICES

	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory	N/A
QUALITY OF WORK	jn	jn	jn	jn	jn
RESPONSIVENESS	jn	jn	jn	jn	jn
ATTITUDE & APPEARANCE	jn	jn	jn	jn	jn
WORK COMPLETION	jn	jn	jn	jn	jn
OVERALL SATISFACTION	jn	jn	jn	jn	jn

22. Comments on Food Services:

17. REAL PROPERTY MANAGEMENT

23. Have you worked with the Real Property Management?

Yes

No

18. Untitled Page

24. REAL PROPERTY MANAGEMENT

	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory	N/A
QUALITY OF WORK	jn	jn	jn	jn	jn
RESPONSIVENESS	jn	jn	jn	jn	jn
ATTITUDE & APPEARANCE	jn	jn	jn	jn	jn
WORK COMPLETION	jn	jn	jn	jn	jn
OVERALL SATISFACTION	jn	jn	jn	jn	jn

25. Comments on Real Property Management:

19. TRANSPORTATION

26. Have you worked with the Transportation Department?

Yes

No

20. Untitled Page

27. TRANSPORTATION

	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory	N/A
QUALITY OF WORK	jn	jn	jn	jn	jn
RESPONSIVENESS	jn	jn	jn	jn	jn
ATTITUDE & APPEARANCE	jn	jn	jn	jn	jn
WORK COMPLETION	jn	jn	jn	jn	jn
OVERALL SATISFACTION	jn	jn	jn	jn	jn

28. Comments on the Transportation Department:

21. WAREHOUSE

29. Have you worked with the Warehouse Department?

Yes

No

22. Untitled Page

30. WAREHOUSE

	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory	N/A
QUALITY OF WORK	jn	jn	jn	jn	jn
RESPONSIVENESS	jn	jn	jn	jn	jn
ATTITUDE & APPEARANCE	jn	jn	jn	jn	jn
WORK COMPLETION	jn	jn	jn	jn	jn
OVERALL SATISFACTION	jn	jn	jn	jn	jn

31. Comments on the Warehouse:

23. Untitled Page

Thank you for completing our survey!

Have a nice day.

Appendix D

Institutional Services Division: Customer Satisfaction Non-School Based Survey

District Admin feedback for IS

1. intro

This survey contains a list of departments in Institutional Services Division (ISD). Please rate your satisfaction level with all of the departments that you either presently work with or have worked with in the past.

Please rate as many of the departments as possible on all of the areas with which you feel comfortable. If you have never worked with a listed department, answering the initial question with a no will take you to the next department.

The survey consists of a series of tables in which you will be able to rate different departments of the ISD in the following 5 areas: Quality of Work, Responsiveness, Attitude, Work Completion, and Overall Satisfaction. If you feel that you are not able to rate the area on one of a department, feel free to use the N/A column provided.

If you have additional comments (not required) concerning the department, please type it in the "comments" section provided after each question.

Thank you for your assistance.

2. Demographics

1. Have you taken a survey for the Institutional Services evaluation?

Yes

No

2. Do you work with any division of the Institutional Services Division (Maintenance, Warehouse, FD&C, Transportation, Food Services, etc).

Yes

No

3. My Position:

4. My Department:

3. BUSINESS DEPARTMENT

5. Have you worked with the Institutional Services Business Dept?

Yes

No

4. BUSINESS

6. BUSINESS(Institutional Services Business Dept)

	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory	N/A
QUALITY OF WORK	jn	jn	jn	jn	jn
RESPONSIVENESS	jn	jn	jn	jn	jn
ATTITUDE	jn	jn	jn	jn	jn
WORK COMPLETION	jn	jn	jn	jn	jn
OVERALL SATISFACTION	jn	jn	jn	jn	jn

7. Comments on Business Department:

5. AREA MAINTENANCE SUPERVISOR

8. Have you worked with the Area Maintenance Supervisor?

Yes

No

6. Untitled Page

9. AREA MAINTENANCE SUPERVISOR

	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory	N/A
QUALITY OF WORK	jn	jn	jn	jn	jn
RESPONSIVENESS	jn	jn	jn	jn	jn
ATTITUDE	jn	jn	jn	jn	jn
WORK COMPLETION	jn	jn	jn	jn	jn
OVERALL SATISFACTION	jn	jn	jn	jn	jn

10. Comments on Area Maintenance Supervisor:

7. AREA PLANT SUPERVISOR

11. Have you worked with the Area Plant Supervisor?

- Yes
- No

8. Untitled Page

12. AREA PLANT SUPERVISOR

	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory	N/A
QUALITY OF WORK	jn	jn	jn	jn	jn
RESPONSIVENESS	jn	jn	jn	jn	jn
ATTITUDE	jn	jn	jn	jn	jn
WORK COMPLETION	jn	jn	jn	jn	jn
OVERALL SATISFACTION	jn	jn	jn	jn	jn

13. Comments on Area Plant Supervisor:

9. ENERGY MANAGMENT OFFICE

14. Have you worked with the Energy Managment Office?

- Yes
- No

10. Untitled Page

15. ENERGY MANAGEMENT

	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory	N/A
QUALITY OF WORK	jn	jn	jn	jn	jn
RESPONSIVENESS	jn	jn	jn	jn	jn
ATTITUDE	jn	jn	jn	jn	jn
WORK COMPLETION	jn	jn	jn	jn	jn
OVERALL SATISFACTION	jn	jn	jn	jn	jn

16. Comments on Energy Management Department:

11. FACILITIES DESIGN & CONSTRUCTION

17. Have you worked with the Facilities Design and Construction Department?

- Yes
- No

12. Untitled Page

18. FACILITIES DESIGN & CONSTRUCTION

	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory	N/A
QUALITY OF WORK	jn	jn	jn	jn	jn
RESPONSIVENESS	jn	jn	jn	jn	jn
ATTITUDE	jn	jn	jn	jn	jn
WORK COMPLETION	jn	jn	jn	jn	jn
OVERALL SATISFACTION	jn	jn	jn	jn	jn

19. Comments on the Facilities Design and Construction Department:

13. MAINTENANCE

20. Have you worked with the Maintenance Department (Painting, Lawn Maintenance, Plumbing, etc.)?

Yes

No

14. Untitled Page

21. MAINTENANCE - (this is a general rating for the entire Maintenance department, including, Painting, Lawn Maintenance, Plumbing etc.)

	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory	N/A
QUALITY OF WORK	jn	jn	jn	jn	jn
RESPONSIVENESS	jn	jn	jn	jn	jn
ATTITUDE	jn	jn	jn	jn	jn
WORK COMPLETION	jn	jn	jn	jn	jn
OVERALL SATISFACTION	jn	jn	jn	jn	jn

22. Comments on the Maintenance Department:

15. FOOD SERVICES

23. Have you worked with the Food Services Department?

Yes

No

16. Untitled Page

24. FOOD SERVICES

	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory	N/A
QUALITY OF WORK	jn	jn	jn	jn	jn
RESPONSIVENESS	jn	jn	jn	jn	jn
ATTITUDE	jn	jn	jn	jn	jn
WORK COMPLETION	jn	jn	jn	jn	jn
OVERALL SATISFACTION	jn	jn	jn	jn	jn

25. Comments on Food Services:

17. REAL PROPERTY MANAGEMENT

26. Have you worked with the Real Property Management?

Yes

No

18. Untitled Page

27. REAL PROPERTY MANAGEMENT

	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory	N/A
QUALITY OF WORK	jn	jn	jn	jn	jn
RESPONSIVENESS	jn	jn	jn	jn	jn
ATTITUDE	jn	jn	jn	jn	jn
WORK COMPLETION	jn	jn	jn	jn	jn
OVERALL SATISFACTION	jn	jn	jn	jn	jn

28. Comments on Real Property Management:

19. TRANSPORTATION

29. Have you worked with the Transportation Department?

Yes

No

20. Untitled Page

30. TRANSPORTATION

	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory	N/A
QUALITY OF WORK	jn	jn	jn	jn	jn
RESPONSIVENESS	jn	jn	jn	jn	jn
ATTITUDE	jn	jn	jn	jn	jn
WORK COMPLETION	jn	jn	jn	jn	jn
OVERALL SATISFACTION	jn	jn	jn	jn	jn

31. Comments on the Transportation Department:

21. WAREHOUSE

32. Have you worked with the Warehouse Department?

Yes

No

22. Untitled Page

33. WAREHOUSE

	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory	N/A
QUALITY OF WORK	jn	jn	jn	jn	jn
RESPONSIVENESS	jn	jn	jn	jn	jn
ATTITUDE	jn	jn	jn	jn	jn
WORK COMPLETION	jn	jn	jn	jn	jn
OVERALL SATISFACTION	jn	jn	jn	jn	jn

34. Comments on the Warehouse:

23. Untitled Page

35. Who is the best person in your department to talk to about the Institutional Services Division?

Thank you for completing our survey!

Have a nice day.

Appendix E

Institutional Services Division: Internal Customer Satisfaction Survey

**Pinellas County Schools
Institutional Services Division Survey
November 2006**

MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the circle.
- Erase clearly any marks you may wish to change.
- This form will not scan if photocopied.

My Job Title Is: _____

This survey seeks your input concerning your interactions with other departments in the Institutional Services Division. Please fill in the most applicable response regarding your interactions with that department.

	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory	Never Work With
BUSINESS					
Cooperation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support (Management)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timeliness (Get things when needed)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Work Product	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AREA MAINTENANCE SUPERVISOR					
Cooperation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support (Management)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timeliness (Get things when needed)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Work Product	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AREA PLANT SUPERVISOR					
Cooperation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support (Management)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timeliness (Get things when needed)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Work Product	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EDUCATIONAL SPECIFICATIONS					
Cooperation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support (Management)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timeliness (Get things when needed)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Work Product	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ENERGY MANAGEMENT					
Cooperation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support (Management)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timeliness (Get things when needed)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Work Product	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FACILITIES DESIGN & CONSTRUCTION					
Cooperation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support (Management)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timeliness (Get things when needed)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Work Product	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Institutional Services Division Survey
November 2006**

	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory	Never Work With
FOOD SERVICES					
Cooperation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support (Management)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timeliness (Get things when needed)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Work Product	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
REAL PROPERTY MANAGEMENT					
Cooperation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support (Management)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timeliness (Get things when needed)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Work Product	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TRANSPORTATION					
Cooperation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support (Management)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timeliness (Get things when needed)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Work Product	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WAREHOUSE					
Cooperation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support (Management)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timeliness (Get things when needed)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Work Product	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In this section select three (3) areas of the maintenance department that you work with the most, enter the names of your chosen areas and rate them below. (Ex. Plumbing, HVAC, etc.)

MAINTENANCE AREA:					
Cooperation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support (Management)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timeliness (Get things when needed)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Work Product	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MAINTENANCE AREA:					
Cooperation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support (Management)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timeliness (Get things when needed)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Work Product	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MAINTENANCE AREA:					
Cooperation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support (Management)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timeliness (Get things when needed)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Work Product	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix F

Institutional Services Division: Focus Groups

FOCUS GROUP AREA OF DISCUSSION AND QUESTIONS

Working collaboratively with members of the department of Research and Accountability, the independent facilitators from the University of South Florida developed a list of topics relevant to Institutional Services Division employees. These general topics were then translated into a list of possible focus group questions. To maintain consistency across each focus group, four (4) key focus group questions were selected and were employed by the focus group facilitators to guide the discussions of each focus group. These questions included:

- What do you like about working in your department?
- What are the strengths of your department?
- What are the problems in your department that need to be improved?
- What can be done about the problem areas you have identified?

General Overview of Focus Group Questions/Areas of Discussion

1. Departmental organization
 - Do you have enough employees to do the job?
 - i. (enough inspectors for large projects?)
 - How are work orders distributed to mechanics
 - i. up to the foreman?
 - Do certain people get the “good” tasks and others get the “bad”?
 - What is the biggest problem you have in doing your job on a day to day basis?
2. Relationship of the employees in this department
 - How is the relationship between maintenance and other departments? Like FD&C?
 - within the department / with other departments
3. Communication within your department
 - Do you get accurate information from your foreman? Manager? The director of maintenance?
 - If you have a problem who do you usually turn to? Foreman?
 - What is the relationship like with management?
4. Personnel issues
 - Feedback
 1. Do you get feedback on the projects that you work on?
 2. From the principals/HPO's?
 3. Is there recognition for a job well done?
 - Poor performance
 1. If there are no real ramifications of disciplinary actions, what happens with poor performance?
 2. Is there any motivation to do quality work, or is it simply motivation to not be hassled?
 3. Are there any suggestions/feedback given to the employees on their performance appraisal to help improve poor performers?
 - Mentoring
 1. Would a mentoring program be beneficial?
 - Training
 1. Do you feel you have enough opportunity to take additional classes to earn additional certifications if wanted?
 2. Opportunity to change jobs, advancement
5. Promotion or Advancement
 - Is there an opportunity for you to get a raise/promotion/advancement?

Appendix F

- Job security
 - Pay level
6. ELKE
 - Do you have problems with the ELKE system?
 - Are there any changes to the ELKE system that you would like to see?
 7. Inventory
 - How does the inventory process work in the maintenance department?
 8. Contractors
 - Is there work that we currently outsource that you feel confident you could do?
 - Do you ever have to go back and fix what a contractor does?
 - Are there any suppliers/contractors that you do not like working with/want to work with?

Additional Questions which could be posed:

What do you think are the most difficult issues you are dealing with right now in your department?
What could be done to address those issues?
What makes you feel successful as an IS division employee?
What makes you want to continue to be an IS division employee?
What could be done to help you be more successful in your job?
What else do you think we need to know to improve training or address issues you are facing?

Construction

Are there an appropriate number of people for the work your department has to do?
Are projects distributed fairly?
What is the relationship like with the maintenance department? Other departments?
What departments do you work closely with? How are the relationships with those departments?
How do we improve the process of communication from facilities to maintenance and vice versa?
Do you get feedback from your supervisor? How effective is it?
Do you have the opportunity to discuss problems with your supervisors?
Do you have the opportunity to take additional continuing education credits/advance certifications?
Do you get recognition for a job well done?
If you can double your salary by going into the private sector, why do you stay here with PCSB?
How do you feel about your job security?

Warehouse

Pick-ticket – how does the process work for picking supplies? Is it efficient; are there changes that need to be made to the process?
Is there any part of the stock discrepancy that is cumbersome/needs to be changed?
On call on the weekends! - What type of impact does this have on employees? Is it always one person, or a rotation of on-call employees?
Warehouse does not use ELKE – should you?
Would it make life easier to use an on-line inventory for people to choose materials?
Do you get enough information, or do you feel like you only know what your supervisor wants you to know.
Do you feel you can go to your supervisor/foreman with any problems?
Is there anything that you know you shouldn't talk about?
Do you get enough feedback on your job?
Compliments from other departments – When your department gets compliments do you hear about them?
Are you concerned about your job security?
Are you satisfied with your pay level?
Do you have a good relationship with other departments?
How is your equipment – is there anything that really needs to be replaced?

Appendix G

Institutional Services Division: Job Diagnostic Survey

Appendix H

Institutional Services Division: Best Practices

***Best Financial Management Practices With Their Associated Indicators
Best Practices (1, 2, 3 . . .) and Indicators (a, b, c . . .)
Adopted June 2002***

FACILITIES CONSTRUCTION

Best Practices and Indicators

Construction Planning¹

1. The district has effective long-range planning processes.²

- a. The district has established a facilities planning committee that includes a broad base of school district personnel, parents, construction professionals, and other community stakeholders. The board specifies the role and responsibility of the committee, provides a forum for the committee to offer the board recommendations, and establishes the committee's goal and interim reporting targets.

- b. The district has established authority and assigned responsibilities for facilities planning.
 - The district uses accurate and relevant planning information through professionals knowledgeable in facilities planning, design, and construction.
 - The district addresses the feasibility and cost-effectiveness of alternative program solutions.
 - The district evaluates existing facilities support of current and planned programs and activities.
 - The district has an opportunity to reassess goals and objectives and to plan further programs and activities.
 - The district reassesses the educational program and identified future needs.

- c. The district estimates facilities and site needs based upon demographic projections that are regularly updated.³

- d. The district prepares a comprehensive Five-Year Educational Plant Survey in accordance with Florida law.

- e. The district uses FISH data in conjunction with recent student occupancy surveys to ensure that the district is making optimal use of building capacity.⁴

- f. The district routinely assesses facilities for physical condition, educational suitability, and technology readiness. A uniform checklist was used to provide evaluation criteria related to
 - site size and layout;
 - space (size, number, utility, and flexibility of various areas in the facility and the relationships of these areas to each other);
 - light, heat, and air;
 - acoustics;
 - aesthetics;
 - equipment;
 - availability of utilities;
 - hazardous materials;
 - maintenance;
 - structural adequacy;
 - adaptability to change; and

¹ Senate Bill 1906, passed during the 2002 Legislative Session, changes intergovernmental coordination and planning and requires district participation in the region's comprehensive planning process. It combines the Educational Plant Survey and the Five-Year Educational Facilities Work Plan into a comprehensive planning document; The Educational Facilities Plan. Staggered submission of interlocal agreements, which will include the new Educational Facilities Plan, will begin March 1, 2003 and conclude December 1, 2004. The implementation of the new law will have an impact on the structure of the BFMP reviews.

² Long-range covers 5-20 years out.

³ The district's enrollment projections are based on student data provided by the Florida Department of Education and factors such as land use, geographical limitations and developable land, local ordinances that regulate the rate of growth of the area, forecasts of economic conditions reported by the private sector, vocational opportunities in the community, availability of community services, major highway and street networks and their probable future development.

⁴ FISH data should be updated on a monthly basis and when new facilities come on-line or old facilities are phased out.

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Best Practices and Indicators

- fire safety; and/or other health, sanitation, safety issues and future operational and maintenance costs.

g. Is there other information that demonstrates the district's use of this best practice that should be considered?

2. When developing the annual five-year facilities work plan the district evaluates alternatives to minimize the need for new construction.

- a. The district evaluates, in writing, alternatives to new construction that could reduce the demand for new construction.^{5,6}
- b. New school facilities are planned to accommodate expansion through relocatables or permanent facilities when changes in demographics or rapid growth can be anticipated.
- c. The school district has considered joint-use agreements that share the construction, operation, and maintenance costs of a multi-use complex with a local municipal or county government, further reducing the construction costs of its schools.
- d. When appropriate, the school district considers building regional multi-use complexes to be shared by middle and high schools.
- e. The five-year facilities plan allows for construction only when needs cannot be met through other means.
- f. Is there other information that demonstrates the district's use of this best practice that should be considered?

3. The five-year facilities work plan establishes budgetary plans and priorities.

- a. The five-year facilities work plan identifies sources of funds and accurately itemizes the costs of facility needs such as site purchase, new construction, remodeling, renovation, the long-term use of relocatables, site improvement, and deferred maintenance.
- b. District effectively prioritizes construction needs to meet highest needs first.
- Projects including instructional capacity are given higher priorities than administrative or support projects.⁷
 - Construction and renovation priorities are established to ensure equitable treatment of all areas within the district.
- c. The established budget incorporates inflation factors that may affect future construction costs.
- d. Is there other information that demonstrates the district's use of this best practice that should be considered?

4. The school board ensures responsiveness to the community through open communication about the construction program and the five-year facilities work plan.

- a. The school board holds regular hearings at which information regarding the construction program is provided.
- b. The school board provides a clear explanation of each construction project in a format that allows for public response.
- c. Is there other information that demonstrates the district's use of this best practice that should be considered?

5. The district has an effective site selection process based on expected growth patterns.

- a. The district begins school siting decisions well in advance of future need based on expected demographic changes.

⁵ This compares the advantages and disadvantages of each of the alternatives including long- and short-term cost implications.

⁶ Possible alternatives include, but are not limited to, year-round education, extended day schools, block scheduling, changes in grade level configuration, changes in zoning, use of relocatable facilities (portables).

⁷ Under extraordinary circumstances the district may be able to justify giving administrative or support needs higher priority, but this should be carefully reviewed.

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Best Practices and Indicators

- b. The facilities planning committee, or a similar committee, reviews areas for potential sites and provides input regarding site acquisitions.
-
- c. Is there other information that demonstrates the district's use of this best practice that should be considered?

6. The board considers the most economical and practical sites for current and anticipated needs, including such factors as need to exercise eminent domain, obstacles to development, and consideration of agreements with adjoining counties.

- a. The district has established appropriate site selection criteria that incorporate:
- the requirements of sections 235.054, 235.19, and 235.193, *F.S.*, and Section 1.4(2), State Requirements for Educational Facilities (SREF) and follow basic acquisition procedures and ⁸
 - safety, location, environment, soil characteristics, topography, size and shape, accessibility, site preparation, public services, utilities, costs, availability, political implications (zoning, environmental impact report requirements, joint use, etc.), transportation of students, and integration.
-
- b. The district determines the most economical and practical locations for sites based on its established criteria and its ranking of potential sites. ⁹
-
- c. The district properly anticipates and evaluates obstacles to development. ¹⁰
-
- d. When appropriate, the board considers condemnation to acquire selected sites.
-
- e. Prices paid for sites reflect fair market value based on independent appraisals that were obtained as specified in Florida law. ¹¹
-
- f. The district has an effective mechanism/process to reconcile differences in appraisals.
-
- g. Sites selected meet the previously established selection criteria.
-
- h. Is there other information that demonstrates the district's use of this best practice that should be considered?

Construction Funding

7. Funds collected for school projects were raised appropriately.

- a. The district can demonstrate that if local bond referendum proceeds were used, the scope of each project was spelled out in the bond resolution.
-
- b. The district can demonstrate that if local sales-surtax revenue was used to finance any project, the scope of that project was spelled out in sales-surtax referendum resolution advertisement.
-
- c. The district has evaluated in writing the advantages and disadvantages of alternative methods for funding and financing construction projects when developing its capital-planning budget.
-
- d. In order to increase construction funding, the district first maximizes the use of local revenue alternatives.
-
- e. Is there other information that demonstrates the district's use of this best practice that should be considered?

8. The district approves and uses construction funds only after determining that the project(s) are cost-efficient and in compliance with the lawfully designated purpose of the funds and the district's five-year facilities work plan.

⁸ This could include receiving recommendations from site-election specialists or real estate/ development professionals, planning acquisition prior to the projected need, Reviewing potential sites and recommend sites to the Board in priority order.

⁹ This is based upon full development costs.

¹⁰ This could include transportation plans, zoning, environmental concerns, and neighborhood concerns for each site considered.

¹¹ See s. 235.054, *F.S.*

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- a. Approved uses of construction funds have been determined by the district's finance director to be in compliance with the lawfully designated purpose of the funds ^{12, 13, 14} (*Basic Indicator*)

- b. The district submits all reports required to assure construction funding to the Department of Education. ¹⁵

- c. The district does not use funds from the Public Education Capital Outlay and Debt Service Trust Fund or the School District and Community College District Capital Outlay and Debt Service Trust Fund for any new construction of educational plant space with a total cost per student station, including change orders, that exceeds the amounts specified in Florida law. ^{16, 17}

- d. The district uses the school tax defined in Florida law, as two-mill money for construction, renovation, and other authorized purposes. ¹⁸

- e. The school board uses state funds in a timely manner.

- f. All available capital resources are applied towards the five-year facilities work plan and limited use capital funds are not diverted to other lower priority allowable uses. ^{19, 20}

- g. Is there other information that demonstrates the district's use of this best practice that should be considered?

Construction Design

9. The district develops thorough descriptions and educational specifications for each construction project. ²¹

- a. The educational specifications effectively address educational program components. ²²

- b. Program goals, objectives and activities, and teaching strategies and instructional methods have been defined based on staff input.

- c. The needs and design implications of advanced technology such as computers, integrated networks, and satellite transmissions and reception have been identified.

- d. New facilities are designed to be adaptable to changes and innovations in education and flexible enough to accommodate a variety of program uses. Interior spaces are simple with inherent versatility. ²³

¹² See s. 236.25, *F.S.*

¹³ Approved by the district school board.

¹⁴ This includes renovation, remodeling, or upgrading.

¹⁵ Required reports include Survey for Validation (s. 235.15, *F.S.*); Project Implementation Information for projects over \$200,000 (SREF 4.1 (97)); (s. 235.26(c), *F.S.*); Project Priority List for use of CO&DS bond funds (section 9(d), Article XII, state constitution); Twelve-month PECO Capital Outlay Projection and Request for Project Encumbrance Authorization (s. 235.14, *F.S.*); and Florida Inventory of School Houses Update (s. 235.014, *F.S.*). Optional reports include Letter of Transmittal, Facility Space Chart, and Life Cycle Cost Analysis for projects with department plan review assistance (SREF and s. 235.26, *F.S.*); Capital Outlay Bond Issue Form for participation in CO&DS bond sale.

¹⁶ If the district applies for a waiver they fail to meet the best practice.

¹⁷ See s. 235.435(6)(b)1., *F.S.*

¹⁸ See s. 236.25(2), *F.S.*

¹⁹ The board has deleted items from the list of previous year expenditures that do not relate to facilities improvements.

²⁰ The district facilities director provides the board and the public a full accounting of the use of all capital funds.

²¹ This includes such descriptions as a rationale for the project; a determination of the size of the facility and that it meets the space requirements of current *Laws of Florida*; a determination of the grade level the facility will serve; a determination of whether the new facility will serve all parts of the district on an open enrollment basis or will be a "magnet" school or a special school; a map has been prepared that shows the location of the planned facility within the community and the proposed attendance area of the school; construction budget that meets the state averages or requirements of current *Laws of Florida*, relative to cost per student station; the source of funding for the project; planning and construction time line; durability and maintenance costs; an estimate plan for the time of construction; the date of completion and opening.

²² Such as the curriculum, instructional methods, staffing, and support services; also included is a statement of the school's philosophy and program objectives.

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- e. The specifications effectively address spatial relationships.²⁴
- f. Educational specifications comply with the “small schools” requirement.²⁵
- g. Is there other information that demonstrates the district’s use of this best practice that should be considered?

10. The architectural design fulfills the building specification needs as determined by the district.

- a. The district submits the educational specification and communicates all program requirements to the architect before the commencement of written specifications and schematic drawings.
- b. The planning leader, the users of the facility and the architect and engineers have matched the written specifications and schematics against the educational specifications. The planning leader, design professionals and principal verify in writing that the final plans represent the district’s needs.²⁶
- c. The district communicates its findings and recommendations for every step of the design process to the school board.
- d. Is there other information that demonstrates the district’s use of this best practice that should be considered?

11. New construction, remodeling, and renovations incorporate effective safety features.

- a. Appropriate safety features are incorporated into the design of all new construction.²⁷
- b. Whenever facilities are renovated, safety needs are assessed and safety designs are revised or added to the facility.²⁸
- c. Is there other information that demonstrates the district’s use of this best practice that should be considered?

12. The district minimizes construction and maintenance and operations costs through the use of cost-effective designs, prototype school designs, and frugal construction practices.

- a. When selecting designs for new construction the district evaluates and compares the costs of construction for various designs using school prototypes, energy conservation, life cycle costing, and operation of the facility.²⁹ (*Basic indicator*)
- b. The district has a written policy that encourages the design team to comply with the district’s SMART school design philosophy and develop practical design solutions that are functional and cost-effective and when possible the district selects construction designs that will earn SIT awards for frugal construction practices.
- c. The district uses the results of the life cycle cost analyses to design, construct, select equipment for, and furnish new facilities to minimize maintenance and operations costs.
- d. Consideration has been given to maximizing passive design and “green architecture” concepts and techniques such as building orientation, shading walls and fenestration, using light colors on exterior walls and roofs, etc. to take advantage of, or minimize the negative impact of, the prevailing environmental influences.
- e. The district regularly assesses and revises facility designs and construction practices to ensure it minimizes

²³ This includes variable group size, individualized instruction, team teaching, peer tutoring, cooperative learning, interdisciplinary teaching, use of computers, year-round education, and before- and after-school use.

²⁴ This includes consideration given to the location and size of the various spaces within and surrounding a facility, the association of those spaces and the ability of individuals to interact between and within the spaces.

²⁵ Schools must be built or operated in accordance with the “small schools” requirement. Refer to s. 235.2157, *F.S.*

²⁶ The users include teachers, students, parents, site administrators, maintenance, safety, and district administrators.

²⁷ Features include limited access entrances, sufficient entrances and exits, signs, and front desks having views of the entrance.

²⁸ These needs and designs include lighting, break-proof doors, security systems, fencing, and window or door bars. Essentially, is safety reviewed and addressed as part of the renovation process?

²⁹ See s. 235.0155, *F.S.*

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maintenance and operations costs based on appropriate standards from comparable school districts, government agencies, and private industry.

- f. Is there other information that demonstrates the district's use of this best practice that should be considered?

New Construction, Renovation and Remodeling

13. The district has effective management processes for construction projects.

- a. The school district has a written evaluation of the potential costs and benefits of privatizing part or all of the construction program.
- b. The district has considered alternative delivery methods including but not limited to design/build and turnkey.
- c. The district has assigned one person with the authority and responsibility to keep facilities construction projects within budget and on schedule.
 - The district has determined the credentials and construction-related experience required of the manager for each project.
 - Each project manager reports directly to the individual responsible for implementing the five-year facilities work plan.
 - The project manager is held accountable for keeping facilities construction projects within budget and on time.
- d. The school board establishes a "not-to-exceed" cost.³⁰
- e. Is there other information that demonstrates the district's use of this best practice that should be considered?

14. District planning provides realistic time frames for implementation that are coordinated with the opening of schools.

- a. The tasks for achievement of all phases of each project have been incorporated and timed to coordinate with the opening of schools. When time frames are not met, the district revises them accordingly and identifies why they were not met, with updates provided to the board and public.³¹
- b. The plan contains an accountability component that provides assurance to the board and to the public that the projects addressed in the plan will be implemented at the proposed budget levels within the time frame outlined.³²
- c. The board receives budget updates at the completion of each phase of design.³³
- d. Is there other information that demonstrates the district's use of this best practice that should be considered?

15. All projects started after March 1, 2002, comply with the *Florida Building Code*.

- a. The appropriate district personnel can demonstrate their knowledge and understanding of the *Florida Building Code*.³⁴
- b. The district has procedures in place to ensure that all projects with dates of construction contracted after March

³⁰ The total project amount, including change orders, for each new project prior to the beginning of the initial planning phase is limited and cost-per-student station contract amount for each new project prior to the beginning of the initial planning phase is limited.

³¹ This includes site purchases, board actions, procurement cycles, interface with local and state entities, contingencies for weather delays, etc., and the district has met its planned time frames.

³² The board has delegated adequate decision-making authority and holds the long-range plan manager accountable to resolve issues in a timely manner and keep the master plan on time and within budget.

³³ There are quarterly reporting systems required that contain status, schedule, task/time assessments, budget update, program update, potential problems, and critical issues.

³⁴ This means that the appropriate personnel have received training in the Florida Building Code or can justify not needing training.

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1, 2002, comply with the permitting and inspection requirements of the *Florida Building Code*.

- c. Is there other information that demonstrates the district's use of this best practice that should be considered?

16. The district requires appropriate inspection of all school construction projects.

- a. The district requires inspection by competent building code professionals that complies with Ch. 235, *F.S.*, and the requirements of the *Florida Building Code*.³⁵
- b. A final inspection is conducted and a certificate of occupancy is issued before buildings are occupied.
- c. If the facility does not pass inspection, the district can document the reasons for failure and the corrective steps taken.
- d. The district files the appropriate documentation with the Department of Education and updates its FISH data.³⁶
- e. Is there other information that demonstrates the district's use of this best practice that should be considered?

17. The district retains appropriate professionals to assist in facility planning, design, and construction.

- a. The district uses a selection committee to find appropriate professionals for each construction project who are familiar with architecture, design and construction, and engineering.
- b. The district can demonstrate that professionals were selected early in the planning process, in compliance with ss. 287.055 and 235.211, *F.S.*, and that the committee screened written applications in order to select an appropriate number of professionals to interview and that the selected candidates were interviewed.
(*Basic Indicator*)
- c. The district considers alternative project delivery methods including but not limited to design/build and turnkey and bases the selection of the appropriate professional on the type of project management selected.
- d. Interviewers consider experience; adequacy of technical and support personnel and availability of particular individuals for the type of project management selected; the proximity of the candidate's office to the district; thoroughness; creativity within the context of sound construction practices and wise expenditures of public funds; adequacy of project supervision; sound business procedures and record keeping on the job; financial responsibility; suitability of size and type of organization; methods of operation; willingness of the candidate to make changes in plans at various points in the process; ability and inclination of the candidate to protect the district's interests in his or her dealings with the contractor; minority business enterprise status; and references contacted when selecting project professionals.
- e. The district can demonstrate that finalists were evaluated based on interviews; visits to examples of their work; interviews with previous clients; examination of typical documents such as plans, specifications, and change orders; and visits to the architects' offices.
- f. The district can demonstrate that the contracts with professionals include all of the district's requirements; meet the requirements of current law; and clearly state the amounts and methods of compensation; and that compensation does not encourage overbuilt or extravagant project costs.
- g. Is there other information that demonstrates the district's use of this best practice that should be considered?

18. The district follows generally accepted and legal contracting practices to control costs.

- a. For each new project started in the past three years, the board considered using alternative bidding and construction systems.³⁷

³⁵ This includes new construction, renovation, remodeling, or alteration projects, for installation of relocatables, and for day labor projects.

³⁶ Documentation includes a certificate of occupancy.

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- b. The board uses generally accepted bidding procedures including:
- bids opened at the exact time advertised and inspected to confirm that all required documents are in order;³⁸
 - after bids are opened, they are submitted to the board for awarding of the contract;
 - when contracts were negotiated, all provisions of law were met;
 - legal counsel reviewed contract documents;
 - contracts are awarded to the lowest responsible bidder whose bid met the specifications or to the construction manager or design build contractor selected pursuant to s. 287.055, *F.S.*
-
- c. Each contract is signed by the appropriate district official and that each contractor awarded a contract has submitted the following:
- a signed owner-contractor agreement;
 - a workers' compensation insurance certificate, a payment bond; and
 - a performance bond, a guarantee of completion within the time required or other requirements as needed.
-
- d. Is there other information that demonstrates the district's use of this best practice that should be considered?

19. The district minimizes changes to facilities plans after final working drawings are initiated in order to control project costs.

- a. The districts uses contracting methods that minimize change orders and all changes to facilities plans after final working drawings are initiated require board approval.
-
- b. The district can document the reason for any change orders and the person responsible for making them.
-
- c. Change orders implemented do not result in the project exceeding budget, do not compromise educational specifications, do not exceed industry standards, and do not extend the completion date beyond the date projected, unless unforeseen circumstances occur.
-
- d. Is there other information that demonstrates the district's use of this best practice that should be considered?

20. The architect recommends payment based on the percentage of work completed. A percentage of the contract is withheld pending completion of the project.

- a. The architect recommends payment based on the percentage of work correctly completed and in conformance with the contract documents.
-
- b. Payments are made to contractors on the basis of requests for payment reviewed by the architect.
-
- c. A percentage of the contract is withheld pending final completion of the project to cover non-conforming work that must be corrected prior to occupancy.
-
- d. The district has a system of internal controls to ensure that timely payments are made only after the architect's approval of the work completed, and with the concurrence of the district's project manager in charge of the project.
-
- e. Is there other information that demonstrates the district's use of this best practice that should be considered?

Facility Occupancy and Evaluation

³⁷ This includes cost, long-term quality of construction, and management implications of using a construction system such as design/build, construction manager, or construction manager at-risk versus the traditional construction system prior to selecting the type of contracting and construction system to use.

³⁸ Documents include signed bid form, with dollar amount; bid bond; designation of sub-contractors; a non-collusion affidavit; and certificates regarding worker's compensation and liability insurance.

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21. The district conducts a comprehensive orientation to the new facility prior to its use so that users better understand the building design and function.

- a. The district provides a customized orientation program for maintenance personnel and school staff.³⁹
- b. The architect, the facilities planner, the contractor, and/or the educational administrator share the responsibility for the orientation program.
- c. Is there other information that demonstrates the district's use of this best practice that should be considered?

22. The district conducts comprehensive building evaluations at the end of the first year of operation and regularly during the next three to five years to collect information about building operation and performance.

- a. A comprehensive evaluation that assesses facility use and operating costs, as well as building operation and performance, is conducted by the end of the first year of occupancy.⁴⁰
- b. Additional evaluations are performed at appropriate intervals during the first three to five years of operation.
- c. Results of evaluations are used to compare the product with educational specifications to see whether the district received the product it said it wanted, and whether the district still needs the product it built.
- d. Evaluations are used to make changes, if necessary, to the district's construction planning process for facilities to be built in the future.
- e. The district can identify improvements made to its construction planning process based on its analysis of maintenance and operations costs.
- f. Is there other information that demonstrates the district's use of this best practice that should be considered?

23. The district has established and implemented accountability mechanisms to ensure the performance, efficiency, and effectiveness of the construction program.

- a. The district has clearly stated goals and measurable objectives for the program that reflect the intent (purpose) of the program and address the major aspects of the program's purpose and expenditures.
- b. The district uses appropriate performance and cost-efficiency measures and interpretive benchmarks, including comparisons to adjoining districts, to evaluate the program and uses these in management decision-making.
- c. The district has established and implemented strategies to continually assess the reliability of program performance and cost data.
- d. The district has taken advantage of significant opportunities to improve construction operations management, increase efficiency and effectiveness, and reduce costs.
- e. Is there other information that demonstrates the district's use of this best practice that should be considered?

24. The district regularly evaluates facilities construction operations based on established benchmarks and implements improvements to maximize efficiency and effectiveness.

- a. The district assesses its facilities construction operations as a whole at least annually using performance data and its established benchmarks.
- b. The district reports its progress towards meeting its goals, objectives and benchmarks to the board and the public on an annual basis.

³⁹ The orientation program should include clear and understandable users' manuals designed for the appropriate staff. The program may also need to be customized to the particular type of user (i.e., maintenance staff or teacher).

⁴⁰ The evaluation should include educational adequacy, function, safety, efficiency, and improvements for future facilities.

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FACILITIES CONSTRUCTION

Best Practices and Indicators

- c. The district has established and implemented strategies based on the outcomes of these recommendations.
- d. Is there other information that demonstrates the district's use of this best practice that should be considered?

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FACILITIES MAINTENANCE

Best Practices, Indicators

Program Direction and Accountability

1. The district's maintenance and operations department has a mission statement and goals and objectives that are established in writing.

- a. The maintenance department has approved a mission statement that clearly defines the purpose and expected outcomes of the department.¹
- b. The maintenance and operations department has clearly stated goals and measurable objectives for each program that reflect the expected outcomes of the program and address the major aspects of the program's purpose and expenditures.
- c. Goals and objectives include written comprehensive projections of the following needs:
 - manpower;
 - budget;
 - equipment; and
 - physical condition and repair/replacement needs of district facilities including, but not limited to, paint, roofs, HVAC equipment (tracking age and repair history), grounds (including paving), electrical service, and plumbing.
- d. Is there other information that demonstrates the district's use of this best practice that should be considered?

2. The district has established and implemented accountability mechanisms to ensure the performance and efficiency of the maintenance and operations program.

- a. The maintenance and operations department uses appropriate performance and cost-efficiency measures and interpretive benchmarks to evaluate each program and uses these in management decision making.
- b. The maintenance and operations department has established and implemented strategies to continually assess the reliability of program performance and cost data.
- c. The maintenance and operations department regularly evaluates the performance of all maintenance and operations work and can demonstrate that adjustments are made to maximize performance and efficiency.²
- d. The district has taken advantage of significant opportunities to improve maintenance operations management, increase efficiency and effectiveness, and reduce costs.
- e. Is there other information that demonstrates the district's use of this best practice that should be considered?

3. The district obtains and uses customer feedback to identify and implement program improvements.

- a. Customer feedback is used to conduct a self-analysis to improve the performance and productivity of the maintenance department.³
- b. Customers are surveyed at least annually using a written instrument to determine strengths and weaknesses of the maintenance department service and to identify major maintenance needs.
- c. Customer survey results are shared with customers and staff.
- d. Is there other information that demonstrates the district's use of this best practice that should be considered?

¹ The mission statement identifies the priority customer as the school centers, employee input was used in the development of the mission statement, and the mission statement is posted and shared with the public and all employees of the department.

² Adjustments include, but are not limited to, reassignment of personnel, reallocation of resources, and implementation of new procedures.

³ The self-analysis includes, but is not limited to, the efficient assignment of work orders and scheduling, and the efficient and effective completion of work assignments.

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FACILITIES MAINTENANCE

Best Practices, Indicators

4. The district has established procedures and staff performance standards to ensure efficient operations.

- a. The maintenance department has and follows written procedures that, at a minimum, provide for
 - replacement and selection of equipment;
 - purchase of equipment, supplies and materials;
 - maintenance and operations budget criteria;
 - facilities standards;
 - personnel staffing and hiring policies; and
 - use of facilities and equipment.
- b. Written operational procedures for the maintenance and custodial services departments are up to date and accessible to school personnel and the public.⁴
- c. The maintenance and operations department has written performance standards for staff that are communicated to employees and are made readily available to other interested parties.⁵
 - Performance standards for commonly repeated tasks have been established by the district on the basis of internal review or available benchmarks of industry practices and are used for assigning work and conducting performance appraisals.⁶
- d. The school district performance standards ensure that all schools are maintained equitably.
- e. The district has a process for communicating failures to meet departmental and staff performance standards and can track responses to those failures.
- f. Is there other information that demonstrates the district's use of this best practice that should be considered?

5. The department maintains educational and district support facilities in a condition that enhances student learning and facilitates employee productivity.

- a. District educational facilities are effectively maintained and provide an appropriate teaching environment.
- b. District educational facilities are effectively maintained and provide an environment conducive to student learning.
- c. District support facilities are effectively maintained and provide appropriate working conditions for district employees.
- d. Is there other information that demonstrates the district's use of this best practice that should be considered?

Organizational Structure and Staffing

6. The district regularly reviews the organizational structure of the maintenance and operations program to minimize administrative layers and assure adequate supervision and staffing levels.

- a. The maintenance and operations department is administered in accordance with a published organizational chart that has been approved by the school board.
 - The district provides appropriate supervision of maintenance and operations staff.

⁴ Files and records of procedures and practices are maintained and readily available for review by the public, district, and department staff. Procedures are updated on a regular schedule and employees are included in the process. The district has a written standard for cleanliness that is included in the custodial service standards.

⁵ Standards may be based upon industry benchmarks, comparisons with other districts, or internal reviews. All standards, however, must set performance goals.

⁶ Internally developed standards must include clear performance goals but may cover a variety of standards such as time open for a work order or drive time.

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Best Practices, Indicators

- Levels of authority and responsibility have been assigned to each position.
- Supervisor/employee ratios have been established and are based on appropriate standards or benchmarks.

- b. The maintenance and operations department regularly reviews the program's organizational structure and staffing levels and makes appropriate staffing adjustments based on these reviews.⁷
- The district has appropriate staffing levels based on applicable comparisons and/or benchmarks such as the number of custodial staff in relation to the size of the facilities and other relevant factors.
 - Staffing projections reflect the activities proposed in the five-year facilities work plan.
 - Staffing formulas provide for additional staff as new facilities are brought on-line and as existing facilities become older and require more maintenance and provide for deleting staff and closing facilities whenever indicated.
 - The district reports organizational staffing review findings in writing and distributes these findings to school board members and the public.
- c. The program structure includes reasonable lines of authority and spans of control given the responsibilities of each organizational unit.⁸
- d. Is there other information that demonstrates the district's use of this best practice that should be considered?

7. Complete job descriptions and appropriate hiring and retention practices ensure that the maintenance and operations department has qualified staff.

- a. Job descriptions have been developed, properly reflect the needs of the department, and are reviewed and updated periodically to address changing requirements and actual practices.
- Appropriate personnel participate in the writing and review of job descriptions.
 - Job descriptions are readily available for applicants and staff to review.
- b. Procedures are established for attracting qualified applicants based on district size, location, and needs.
- c. Job vacancy notices adequately describe job responsibilities; job qualifications; educational/professional requirements; application and selection criteria; and salary and benefits.
- d. Personnel procedures ensure that adequate personal and professional references are obtained and contacted.
- e. Is there other information that demonstrates the district's use of this best practice that should be considered?

8. The district provides a staff development program that includes appropriate training for maintenance and operations staff to enhance worker job satisfaction, efficiency, and safety.

- a. The district ensures that maintenance and custodial standards are regularly updated to implement new

⁷ In conducting this review, the district uses feedback from staff and the public. The review includes a comparison of the program's (or schools') staffing levels to programs in comparable districts using appropriate measures, which might include age of and distance between facilities.

⁸ Reasonable lines of authority and spans of control should be in comparison to industry standards.

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FACILITIES MAINTENANCE

Best Practices, Indicators

technology and procedures.

- b. The district provides professional development and training programs based on district size and capabilities, identified needs, and the relevant trades. Annual planned training programs are implemented for appropriate trades personnel, support and supervisory personnel, and administrators.
 - Written training goals and expected outcomes are established in the areas of safety, trades enhancement, cross trades utilization, interpersonal team skills, district policy awareness, and department procedures.⁹
 - The maintenance and operations director works closely with the curriculum development department to ensure a planned, sequential program for personnel skills development.
 - The programs include technical training as well as personnel interaction strategies. Training is individualized when possible to fit skills/trades/group needs and to assist employees in meeting work standards.
 - Instructors used for staff training are from appropriate trade/instructional areas. Outside professional trainers are used when possible.¹⁰
 - Training programs provide an opportunity for staff feedback and evaluation.
 - Where possible, there is a defined apprenticeship program.

- c. Participation in state and national organizations is supported in order to remain current with maintenance issues, new technology, equipment, materials, and procedures.

- d. The maintenance and operations department subscribes to various trade publications and the publications are available to employees.

- e. Is there other information that demonstrates the district's use of this best practice that should be considered?

Resource Allocation and Utilization

9. The administration has developed an annual budget with spending limits that comply with the lawful funding for each category of facilities maintenance and operations.

- a. The budget does not rely on or permit unlawful use of taxpayer dollars.¹¹ (*Basic Indicator*)

- b. The annual budget addresses long-term goals for maintaining and operating district facilities.

- c. The annual budget addresses ongoing and recurring maintenance tasks in order to avoid high repair or replacement costs in future years.

- d. Funds have been reasonably allocated to address deferred maintenance needs and these funds are used for their intended purpose.

- e. The budget process provides for routine evaluation of actual versus planned expenditures.

- f. The budgets for physical plant maintenance and custodial services are developed using appropriate professional standards.¹²

- g. Allocations are included for the correction of deficiencies identified in the district's annual Safety, Casualty and Fire Safety Inspection report and the district can demonstrate that the monies are used as intended.

⁹ This may be prohibited by union contracts.

¹⁰ This may include manufacturer's training representatives, technical experts, or Department of Education facilities support personnel.

¹¹ See ss. 235.186, 235.211, 235.435, and 236.25, *F.S.*, for requirements regarding maintenance funding.

¹² The goal is to have a budget based on a clear, rational basis such as comparisons with similar districts and historical data. The goal should not simply be a function of what the last budget allocated.

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Best Practices, Indicators

h. Is there other information that demonstrates the district's use of this best practice that should be considered?

10. The district accurately projects cost estimates of major maintenance projects.

a. Cost estimates are based on the district's experience with prior similar projects, current estimating cost standards, and market conditions.

b. The cost of inflation for maintenance projects is projected for five years.

c. The district regularly evaluates projected cost estimates for accuracy and utilizes this information to improve future estimates.

d. Is there other information that demonstrates the district's use of this best practice that should be considered?

11. The board maintains a maintenance reserve fund to handle one-time expenditures necessary to support maintenance and operations.

a. The district and maintenance department do not use the reserve fund for recurring expenses.
(Basic Indicator)

b. The budgetary policy is flexible enough to ensure funding of unforeseen maintenance needs that could adversely affect the district's mission if not funded (e.g., emergency funds).

c. Is there other information that demonstrates the district's use of this best practice that should be considered?

12. The district minimizes equipment costs through purchasing practices.

a. The district regularly conducts cost comparisons to determine whether purchasing practices have minimized costs.

b. Volume purchases are made whenever cost-effective.

c. The maintenance and operations department considers equipment operating and maintenance costs when buying new equipment.

d. Refurbishing or repairing is considered along with new purchases and the most cost-effective method is selected.

e. Inflationary costs for equipment are provided for a five-year period.

f. Replacement projections have been developed for plant and maintenance equipment.

g. Is there other information that demonstrates the district's use of this best practice that should be considered?

13. The district provides maintenance and operations department staff the tools and equipment required to accomplish their assigned tasks.

a. The maintenance and operations department personnel are provided with the tools necessary to accomplish assigned duties.

b. Seldom needed tools and equipment are readily available through other sources.

c. A procedure exists for maintenance and operations staff to acquire parts, materials, and equipment that are not stocked on maintenance vehicles.

d. Is there other information that demonstrates the district's use of this best practice that should be considered?

14. The district uses proactive maintenance practices to reduce maintenance costs.

a. The maintenance and operations department evaluates the cost to maintain specific facility designs and implements strategies to reduce labor and long-term maintenance costs.

b. A preventative maintenance program has been implemented to reduce long-term maintenance costs and service outages.

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Best Practices, Indicators

- c. The administration has a process in place to ensure that policies and procedures are followed for disposal of surplus furniture and equipment.¹³
- d. Is there other information that demonstrates the district's use of this best practice that should be considered?

15. The maintenance and operations department identifies and implements strategies to contain energy costs.

- a. The district collaborates with its utility providers, government agencies, uses available local industry experts and/or other organizations to identify energy efficiency benchmarks and implement actions to increase cost-efficiency.
- b. The district has a written energy management plan.
- c. Is there other information that demonstrates the district's use of this best practice that should be considered?

16. The district has an energy management system in place, and the system is maintained at original specifications for maximum effectiveness.

- a. The district has a written energy management plan in place.
- b. The maintenance and operations department regularly monitors energy management controls and generates routine reports to verify the energy management system is working.
- c. Plans have been developed to address corrective actions in facilities where the energy management system is less effective.
- d. Is there other information that demonstrates the district's use of this best practice that should be considered?

17. District personnel regularly review maintenance and operation's costs and services and evaluate the potential for outside contracting and privatization.

- a. District personnel regularly evaluate existing services and activities to explore the feasibility of alternative methods of providing services, such as outside contracting and privatization.¹⁴
- b. District personnel regularly evaluate all contracted and/or privatized services to verify effectiveness and cost savings.
- c. Is there other information that demonstrates the district's use of this best practice that should be considered?

Information Management

18. A computerized control and tracking system is used to accurately track work orders and inventory.

- a. A work order tracking system is used to increase management capability.
- The computerized work order system includes control of inventory as well as tracking of parts, materials, equipment, and associated costs to individual work orders.
 - The inventory control system accounts for commonly used parts, materials, and equipment, including those carried on maintenance vehicles.
 - The inventory control system includes a procedure to automatically re-order supplies when they are depleted.
 - The system provides a mechanism to charge back work order expenses to the appropriate entity.
- b. The maintenance department analyzes information such as actual work hours (sometimes referred to as "wrench time"), hours scheduled versus hours worked, travel time, and total hours required to complete jobs.

¹³ This is equipment that is old, outdated, worn out, and/or otherwise unusable.

¹⁴ The maintenance and operations department should have written evaluations of the costs and benefits associated with alternative delivery methods.

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Best Practices, Indicators

- c. Work order reports are routinely produced and analyzed to improve performance.
- d. Is there other information that demonstrates the district's use of this best practice that should be considered?

19. The maintenance and operations department has a system for prioritizing maintenance needs uniformly throughout the district.

- a. The maintenance and operations department places highest priority on responding to life, health, and safety issues.
- b. The maintenance and operations department prioritizes maintenance needs based on its prioritization guidelines and completes regular and emergency maintenance repairs accordingly.¹⁵
- c. The school district's process of prioritizing maintenance is designed to address every school's needs.
- d. District procedure determines when emergency maintenance is necessary and provides for effective emergency repairs.
- e. Is there other information that demonstrates the district's use of this best practice that should be considered?

Health and Safety

20. District policies and procedures clearly address the health and safety conditions of facilities.

- a. The district has established written health and safety standards.¹⁶ (*Basic Indicator*)
- b. Evaluations are made and documented for the condition of buildings and of each school.
- c. The district has a written plan for healthy indoor air quality that requires monitoring of indoor air quality as appropriate and includes corrective action plans for indoor air quality problems.
- d. Is there other information that demonstrates the district's use of this best practice that should be considered?

21. The school district complies with federal and state regulatory mandates regarding facility health and safety conditions.

- a. Procedures comply with all relevant federal and state requirements.¹⁷
- b. The district participates in state and federal voluntary efforts regarding facility health and safety conditions and has documented resulting cost savings and/or avoidance.
- c. Is there other information that demonstrates the district's use of this best practice that should be considered?

22. The district is aware of and prepared for the permitting and inspection requirements of the Florida Building Code.

- a. Maintenance and operations staff received training regarding Florida Building Code and all other applicable state and local requirements.¹⁸
- b. The maintenance and operations department has procedures in place to ensure that all required permits are obtained prior to the start of a project.

¹⁵ Guidelines may consider the educational program needs, changing enrollment projections, and long-range facility planning to determine priorities of maintenance needs.

¹⁶ See also D.2.a.

¹⁷ Examples include EPA guidelines, Occupational Safety and Health Administration's Hazardous Communication Standards, federal and state regulations hazardous materials plans, Asbestos Hazardous Emergency Response Act rules, other mandated environmental and safety issues (i.e., Refrigerant Use and Disposal, Florida Department of Labor and Employment regulations).

¹⁸ Training will probably be focused on explaining the new code requirements in terms of facility condition as well as inspections and permitting.

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Best Practices, Indicators

-
- c. The maintenance department has reviewed the *Florida Building Code* and has developed a procedure to ensure that all necessary inspections will take place.¹⁹
-
- d. Is there other information that demonstrates the district's use of this best practice that should be considered?
-

¹⁹ The district has several options for completing inspections. Inspections can be done in-house, it can be contracted out to a consultant, it can be done through local municipalities, or through some other comparable method. The key is that the maintenance and operations department knows how it will ensure that all permitting and inspections are obtained.

Appendix I

Transportation: Focus Group 2005 Follow-up Survey

Appendix I

Member of TRANSPORTATION Team please answer these questions

Since last spring 2005, do you find changes in the following:

- | | | |
|--|-----|----|
| • Respect/consideration for bus drivers
 • Comments | YES | NO |
| • Communication between dispatch/school
• Comments | YES | NO |
| • Route related issues such as, timing, new routes/stops, substitute drivers
• Comments | YES | NO |
| • Information on student behavior (outcomes
• Comments | YES | NO |

What do you think are the most difficult issues bus drivers are dealing with right now?

What else do you think we need to know to improve bus driver training, address issues facing bus drivers or make people want to be bus drivers?

Appendix J

Institutional Services Division: Construction Management Survey

Appendix J
**PINELLAS COUNTY SCHOOLS
CONSTRUCTION MANAGEMENT SURVEY**
January 2007

Please complete both sides.

1. Have you ever responded to Request For Proposals (RFP) for a Construction Management (CM) contract with Pinellas County Schools (PCSB)

If so, how many times in the last three years?

2. Have you ever received a CM Contract for a PCSB Project?

How many times?

3. When was the last time you received a CM contract?

4. What has been the size (cost wise) of the projects you have worked on for PCSB?

5. If you have ever been selected as a CM to work with PCSB:

What do you think has contributed to the selection of your company to work with PCSB?

Appendix J

CONSTRUCTION MANAGEMENT SURVEY

6. If you have not been selected as a CM to work with PCSB:

What elements do you think contributed to your company not being granted a CM contract? (*For example: capabilities of your company, timeline of the project, cost of the project, paperwork required by PCSB, certifications or insurances required by PCSB, competition with other companies submitted proposal for the same project*)..

7. Would you respond to a RFP to work with the PCSB in the future?

8. Please list some reasons why would or would not?

9. What changes would you make to improve the RFP submission procedure and the selection process?

Appendix K

Results: ISD Internal Climate Survey

Internal Climate Survey – Institutional Services Division

Executive Summary

In December 2006 and January 2007, the department of Research and Accountability created and administered an Internal Climate Survey. This survey was sent to employees of the Institutional Services Division along with a request for their participation. All available ISD employees were invited to participate in the survey.

The Internal Climate Survey asked employees to respond to 49 items which assessed a series of constructs including organizational stressors (role conflict, role overload, and work demands), organizational supports (perceived organizational support, supervisor support, and coworker support) and work-family conflict.

A total of 1376 employees responded to the survey invitation and completed the survey, including employees in Food Service, School Based positions, Maintenance, Transportation, Cafeteria, Clerical, Warehouse, FD&C, and Real Property and Planning departments.

Stressors

On average, ISD employees reported a slight amount of role overload, indicating that occasionally they do not have the time to accomplish all of their required tasks, or that they have too much work to do everything well. Carpenters and Painters within the Maintenance department indicated the highest levels of role overload (a slight amount), whereas Grounds Keepers reported the lowest (little to none).

On the other hand, ISD employees indicated little if any role conflict. These findings suggest that ISD employees do not receive conflicting requests, typically have the manpower, resources, and materials necessary to complete their tasks, and seldom work on unnecessary tasks. Findings were relatively consistent across departments however; Food Service employees, Kitchen staff, and Cafeteria employees reported the lowest levels of role conflict.

ISD employees also reported, on average, that they seldom feel that their work makes too many demands on them. Similar to the findings reported above, levels of work demands were relatively consistent across departments. Warehouse employees, Food Service employees, Kitchen staff, and Cafeteria employees again reported the lowest levels of work demands.

Supports

On average, ISD employees reported only a slight degree of organizational support. ISD employees agreed that the district provides them with some support, and indicated that ISD employees feel that the district cares about their well-being and their general satisfaction at work. Cafeteria employees and Night Foremen reported the highest levels of support from the district, while Painters within the Maintenance department reported the least.

ISD employees indicated that they feel a moderate amount of support from their supervisors. On average, ISD employees indicated that they feel that their supervisors are helpful in getting the job done, express care and concern for them, and appreciate the work they do. Levels of supervisor support were consistent across departments, with few notable exceptions. Painters within the Maintenance department again reported the lowest levels of support from their supervisors, followed by Truck Drivers within the Warehouse department. Head Plant Operators and HVAC technicians reported the highest.

Coworkers were rated as providing slightly more support than supervisors by ISD employees. Similar to the description above, ISD employees feel that their coworkers are helpful in getting the job done and encourage each other to work together. Ratings of coworker support were remarkably consistent across departments. Truck Drivers from the Warehouse were the one exception and reported much lower levels of coworkers support than other departments.

Work Family Conflict

Finally, the degree of work-family conflict reported by ISD employees was remarkably consistent and remarkably low throughout the ISD. On average ISD employees indicated that their work responsibilities do not regularly interfere with their family life, and that their family lives do not regularly interfere with their work responsibilities.

Internal Climate Survey – Institutional Services Division

Climate Survey Administration

In December 2006 and January 2007, the department of Research and Accountability created and administered an Internal Climate Survey. This survey was sent to employees of the Institutional Services Division along with a request for their participation. All available ISD employees were invited to participate in the survey.

Survey packets were sent via inter-office mail (the pony) to locations throughout the district, and were either personally addressed to the intended recipients, or were addressed to supervisors who then handed out surveys to their subordinates. Pre-labeled return inter-office mail (pony) envelopes were provided with each survey and were used by the respondents to return their completed surveys to the department of Research and Accountability. This procedure, which was explained in a brief memo attached to the survey, allowed participants to respond to the items contained in the questionnaire anonymously. Furthermore, this procedure allowed participants the freedom to express themselves as they desired without fear of their supervisor or any other employee having access to their responses.

A total of 1376 employees responded to the survey invitation and completed the survey, including employees in Food Service, School-Based Positions, Maintenance, Transportation, Cafeteria, Clerical, Warehouse, FD&C, and Real Property and Planning departments. The distribution of employees completing the Climate survey appears in Table 1 below.

Table 1:
Distribution of employees completing Climate Surveys by department

Department	Number of Employees Responding
Food Service	334
School Based	306
Maintenance	195
Transportation	182
Cafeteria	94
Clerical	37
Warehouse	29
FD&C	8
Real Property and Planning	4
No Department Listed	187

Other than job position, no other demographic data was collected thereby ensuring the anonymity of the customers. Furthermore, only findings at an aggregate level are reported.

Internal Climate Survey (ICS)

The Internal Climate Survey asked employees to respond to 49 items which assessed a series of constructs including organizational stressors (role conflict, role overload, and work demands), organizational supports (perceived organizational support, supervisor support, and coworker support) and work-family conflict.

First, employees read a brief introduction to the survey which informed them of the purpose and the basic structure of the survey questions. Next, employees responded to the series of 49 items by filling in the circle next to the item that represented their response.

Internal Climate Survey Constructs

The internal Climate Survey assessed a total of eight constructs, which previous research has indicated are related.

Organizational Stressors

Stressors examined in the Climate Survey included role conflict, role overload, and work demands. Typically high levels of these stressors serve as indicators of working conditions which are not conducive to effective work situations. Furthermore, employees reporting high levels of these stressors, typically report low levels of support variables.

- **Role conflict:** the level to which an individual feels interference in the demands of a role. Specifically, role conflict in an employment setting is indicated when an individual receives incompatible requests from two or more people, receives an assignment without the manpower to accomplish it or adequate resources and materials to execute it.

Role conflict was assessed using eight items developed by Rizzo, House, and Lirtzman (1970). Employees responded to each item and indicated the extent to which they felt the item was true of their jobs. Employees used a seven point scale from 1 (very false), 2 (somewhat false), 3 (slightly false), 4 neither false nor true), 5 (slightly true), 6 (somewhat true), to 7 (very true).

- **Role Overload:** the degree to which an individual feels overwhelmed by tasks inherent in a role. In an employment situation, an individual who has too much work to do, or is asked to do an amount of work that is considered unfair would be likely to experience role overload.

Role overload was assessed using three items. Employees responded to each item by indicating the extent to which they agreed or disagreed with that item. Employees used a seven point scale from 1 (strongly disagree), 2 (disagree), 3 (somewhat disagree), 4 (neither agree nor disagree), 5 (somewhat agree), 6 (agree), to 7 (strongly agree) to respond.

- Work demands: connotes the amount of work an individual is asked to do while on the job.

Work demands were assessed using three items which were based on the work of Aryee, Luk, Leung, and Lo (1999). Employees responded to each item by indicating how often an event occurred on the job. Employees used a seven point scale from 1 (never), 2 (almost never), 3 (seldom), 4 (sometimes), 5 (usually), 6 (almost always), to 7 (always).

Organizational Supports

Support measures assessed in the Climate Survey included perceived organizational support, supervisor support, and co-worker support. Previous research supports that individuals who report high levels of support, whether from the organization, his/her supervisor, or coworkers, report lower levels of stressors, as compared to those individuals reporting lower levels of support.

- Perceived Organizational Support: the level to which employees believe that their organization appreciates an individual's effort and contributions, and cares about their general satisfaction at work.

Perceived Organizational Support was assessed using eight items from a scale developed by Eisenberger, Huntington, Hutchison, and Sowa (1986). Employees responded to each item by indicating the extent to which they agreed or disagreed with that item. Employees used a seven point scale from 1 (strongly disagree), 2 (disagree), 3 (somewhat disagree), 4 (neither agree nor disagree), 5 (somewhat agree), 6 (agree), to 7 (strongly agree).

- Supervisor support: the amount of assistance and cooperation an individual feels is provided by their supervisor, as well as the degree to which employees believe that their supervisor cares about and appreciates them, gives them credit for the things they accomplish, and helps them get the job done.

Supervisor support was assessed using ten items developed by Baruch-Feldman, Brondolo, Ben-Dayana, and Schwartz (2002). Employees responded to each item by indicating the extent to which they agreed or disagreed with that item. Employees used the same seven point scale discussed above from 1 (strongly disagree) to 7 (strongly agree).

- Coworker support: the extent to which an individual's coworkers provide assistance and support, are friendly and helpful in getting the job done, and take a personal interest in an individual.

Coworker support was assessed using seven items also developed by Baruch-Feldman et al. (2002). Employees responded to each item by indicating the extent to which they agreed or disagreed with that item. Employees used the same seven point scale discussed above from 1 (strongly disagree) to 7 (strongly agree).

Work-Family Conflict

Work-family conflict is a type of inter-role conflict that occurs when the expectations and demands of work and family roles are incompatible with each other to some degree.

Work-family conflict is considered bi-directional in nature; conflict can arise in the work domain (work interferes with family) or in the family domain (family interferes with work).

- **Work Interfering with Family Conflict:** the degree to which employees feel that demands of work make fulfilling their family responsibilities more difficult.

Work interfering with family was assessed using five items developed by Netemeyer, Boles, and McMurrian (1996). Employees responded to each item by indicating the extent to which they agreed or disagreed with that item. Employees used the same seven point scale discussed above from 1 (strongly disagree) to 7 (strongly agree).

- **Family Interfering with Work Conflict:** the extent to which employees feel that their family responsibilities hinder their ability to complete job-related tasks.

Family interfering with work was also assessed using five items developed by Netemeyer et al. (1996). Employees responded to each item by indicating the extent to which they agreed or disagreed with that item. Employees used the same seven point scale discussed above from 1 (strongly disagree) to 7 (strongly agree).

Internal Climate Survey Psychometric Properties

After the administration of the survey, basic psychometric properties of the Internal Climate Survey were assessed to ensure that the survey captured the responses of the employees reliably. Results of the analyses suggested that the Internal Climate Survey very reliably captured the employee's responses across each construct assessed by the survey.

Due to the high numbers of individuals from specific jobs, analyses were conducted within each department which focused on these groups of employees. For example, in the Food Service department, separate analyses were conducted for Food Service Employees and Food Service Management.

Results:

Food Service Department

A total of 334 Food Service employees responded to the survey invitation and completed the survey, including 280 Food Service employees, and 54 employees in Food Service management.

Food Service Employees

Stressors

Consistent with other ISD employees, Food Service employees reported only a slight amount of role overload, indicating that occasionally they feel that the amount of work they are asked to do is unfair.

However, Food Service employees indicated the second lowest levels of role conflict in the ISD. As compared to the majority of the ISD who reported a slight degree of role conflict, Food Service employees reported none. These results indicate that while Food Service employees may feel slightly overwhelmed with the work they are asked to do, the requests they are provided are clear and do not conflict with other requests they are given.

Similarly, Food Service employees reported, on average, that they do not feel high levels of work demands. These ratings, which are slightly lower than the rest of the ISD, indicate that Food Service employees do not feel that they have too much work to do.

Supports

On average, Food Service employees reported a slight degree of perceived organizational support. Food Service employees indicated that the district cares about their well-being and their general satisfaction at work to a slight degree. Food Service employees' ratings of the support provided by the district were slightly higher than the remainder of the ISD.

Food Service employees indicated that they feel a modest amount of support from their supervisors. This finding intuitively makes sense as food Service employees indicated a low degree of role conflict, which speaks to the interaction between supervisors and employees. Similar to the findings reported above, Food Service employees' ratings of supervisor support were slightly higher than the remainder of the ISD.

Consistent with the ratings of supervisor support, Food Service employees rated their coworkers as providing a modest amount of support. This level of support was slightly higher than the support reported by other ISD employees.

Work Family Conflict

Finally, the degree of work-family conflict reported by Food Service employees was very low. In fact, on average employees disagreed that their work responsibilities interfered with their family life at all. Similarly, employees indicated that their family lives do not interfere with their work. In total, Food Service employees indicated levels of work-family conflict comparable with those of other ISD employees.

Food Service Management

Stressors

Food Service Management reported a slight amount of role overload, indicating that occasionally they feel the amount of work they are asked to do is unfair. Levels of role overload reported by Food Service Management were comparable with those reported by Food Service employees and the remainder of the ISD.

While Food service employees reported the second lowest levels of role conflict in the ISD, reports of role conflict by Food Service Management were more consistent with the remainder of the division indicating that Food Service Management experiences a minimum of role conflict. Additionally, while responses from Food Service employees speak to the qualities of their supervisors (i.e. Food Service Management), ratings by management employees are obviously referring to the qualities of their supervisors (i.e. upper level supervisors).

Although Food Service Management reported levels of role conflict consistent with the remainder of the ISD, levels of work demands reported by Food Service Management were higher than the ISD average. While these findings suggest Food Service Management feels that they have more work to do than the remainder of the ISD, their responses indicated that they seldom have too much work to do.

Supports

Consistent with the Food Service employees, Food Service Management reported a slight degree of perceived organizational support. Food Service Management reported that they feel that the district cares about their well-being and their general satisfaction at work to a slight degree.

Food Service Management indicated that they feel a modest amount of support from their supervisors. As mentioned above, ratings of supervisor support by Food Service Management refer to upper-level supervisors, thereby speaking to the positive amount of support provided by these individuals.

Food Service Management rated their coworkers as providing the highest levels of support in the division. These results suggest that the management team within the Food Services department is a highly cohesive group which regularly supports each other.

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Work Family Conflict

Ratings of work-family conflict reported by Food Service Management were consistent with the remainder of the ISD. Employees reported that their work responsibilities do not regularly interfere with their family lives, and that their family lives do not interfere with their work responsibilities.

School Based Employees

A total of 306 school-based employees responded to the survey invitation and completed the survey, including 193 Plant Operators, 60 Head Plant Operators, and 53 Night Foremen. Due to the similarity between responses provided by these groups of employees, responses were aggregated and are reported below. Noteworthy differences across groups are highlighted.

School Based Employees

Stressors

Head Plant Operators, Plant Operators, and Night Foremen indicated a slight degree of role overload, indicating that they sometimes feel that they have too much work to do, to do everything well. Employees in all three positions reported the same degree of role overload on average, which was slightly lower than the ISD average.

In terms of role conflict, Plant Operators reported the least role conflict, followed by Night Foremen. Individuals in both of these positions indicated that they did not experience role conflict, and were consistent with the ISD average. However, Head Plant Operators, who presumably have more responsibility and therefore are likely to be faced with multiple demands and conflicting requirements, indicated a slight degree of role conflict. The ratings of role conflict by HPOs were higher than the remainder of employees in the ISD.

A similar pattern of results was obtained for work demands. Plant Operators, again reported the lowest level of work demands, and indicated that they seldom experience high levels of work demands. As compared to Night Foreman, who indicated they seldom/sometimes experience high levels of work demands. Night Foremen reported levels of work demands consistent with the remainder of the ISD. As reported above, Head Plant Operators reported the highest levels of work demands and described that they sometimes experience high levels of work demands. Although HPOs reported the highest level of work demands out of all School Based employees, it is important to note that this level of demands was still only rated as moderate.

Supports

Night Foremen reported the highest level of organizational support, and indicated that the district provided a moderate level of support. Similarly, Head Plant operators, and Plant Operators agreed with the level of support as described by Night Foremen but to a slightly lower degree. However, employees from all three positions indicated that they did perceive support from the district.

Head Plant Operators indicated the highest level of supervisor support, followed by Night Foremen, and Plant Operators. HPOs reported that their supervisors provided them with a good level of support, which was higher than the average

rating of supervisor support in the district. Night Foremen similarly rated their supervisors as slightly more supportive than the average, whereas Plant Operators rated their supervisors consistent with the ISD average.

Coworker support was rated remarkably similarly by School Based employees. These employees rated their coworkers as moderately supportive, which was consistent with the ISD average.

Work Family Conflict

The degree of work-family conflict reported by School Based employees was consistent with the remainder of the ISD. Employees reported that neither their work interfered with their family lives, nor did their family lives interfere with their work responsibilities.

Maintenance Department

A total of 195 maintenance department employees responded to the survey invitation and completed the survey, including 22 Painters, 21 Mechanics, 15 Grounds Keepers, 14 Carpenters, 14 HVAC technicians, 12 Electricians, 13 Equipment Operators, along with 84 others from various trades.

Maintenance Department (All Trades)

Stressors

On average, Maintenance department employees reported a slight amount of role overload, indicating that occasionally they have too much work to do, to accomplish all of their required tasks. It is important to note that while some Maintenance department employees noted high levels of role overload, the average rating indicated only slight role overload.

In terms of role conflict, which can involve conflicting orders from supervisors, or insufficient manpower to complete an assignment, Maintenance department employees indicated that they do not feel the effects of role conflict. Consistent with the majority of the ISD, Maintenance department employees reported that they disagreed with the items describing role conflict on the survey.

Maintenance department employees reported, on average, that they do not feel that their work makes too many demands on them. Similar to the results reported above for role conflict, Maintenance department employees disagreed with the items assessing work demands on the survey.

Supports

On average, Maintenance department employees reported a slight degree of perceived organizational support, indicating that they feel that the district only slightly cares about their well-being and their general satisfaction at work. As compared to the rest of the ISD, Maintenance department employees on average reported less perceived organizational support than their coworkers in other departments.

Maintenance department employees indicated that they do feel a moderate amount of support from their supervisors. Although ratings varied from low to high support, the majority of employees indicated that their supervisors were moderately supportive (i.e. cares about the employee, is helpful in getting the job done).

Coworkers were rated as providing more support than supervisors to Maintenance department employees, although the level of support was still only rated as moderate. Coworker support as reported by Maintenance department employees was consistent with the degree of support reported by the entire ISD.

Work Family Conflict

The degree of work-family conflict reported by Maintenance department employees was consistent with the remainder of the ISD. Employees reported that their work responsibilities do not regularly interfere with their family lives, and that their family lives do not interfere with their work responsibilities.

Painters

22 Painters responded to the survey invitation and completed the survey.

Stressors

As compared to the remainder of the Maintenance department, Painters reported the second highest levels of role overload. According to those Painters responding, Painters feel that the amount of work they are asked to do is unfair.

Painters also reported the highest levels of role conflict in the Maintenance department; indicating that they feel their supervisors give conflicting demands, and that they do not have adequate resources to complete the job. Of note, is that although Painters reported the highest levels of role conflict in the department, this level indicated only a slight degree of role conflict.

Painters reported a similar level of work demands as the remainder of the Maintenance department.

Supports

Painters reported the lowest levels of organizational support in the Maintenance department and in the ISD. Painters indicated that they do not feel that the district provides support nor appreciates their efforts.

Similarly, Painters reported the lowest levels of supervisor support in the Maintenance department and in the ISD. This result, combined with the relatively high rating in role conflict speaks to a potential issue between Painters and their supervisors. According to those Painters responding, Painting supervisors do not provide adequate support for their employees.

Painters reported a similar level of coworker support as the remainder of the Maintenance department.

Mechanics

21 Mechanics responded to the survey invitation and completed the survey.

For all variables, Mechanics reported similar levels of stressors and supports as the remainder of the Maintenance department.

Grounds Keepers

15 Grounds Keepers responded to the survey invitation and completed the survey.

As compared to the remainder of the Maintenance department, as well as all other ISD employees, Grounds Keepers reported the lowest levels of role overload. According to those Grounds Keepers responding, they feel that they do not have too much work to do, to do everything well. It may be useful to remember that this survey was conducted during the winter months; therefore, responses from Grounds Keepers may be significantly different if assessed at another time.

For all other variables, Grounds Keepers reported similar levels of stressors and supports as the remainder of the Maintenance department.

Carpenters

14 carpenters responded to the survey invitation and completed the survey.

Stressors

As compared to the remainder of the Maintenance department, as well as all other ISD employees, Carpenters reported the highest levels of role overload. Therefore, according to those Carpenters responding, Carpenters feel that they simply have too much work to do, to do everything well.

However, Carpenters reported the lowest levels of role conflict in the Maintenance department. Low levels of role conflict indicate that Carpenters feel their supervisors do not give conflicting demands, and that they have adequate resources to complete the job.

Interestingly, Carpenters reported the lowest levels of work demands in the ISD. This finding, when coupled with the results of the role overload scale seems contradictory. However, low levels of work demands indicate that although Carpenters do not feel that they have too much work to do, they may feel overwhelmed by the work that they are given due to time pressures or other extraneous variables.

Supports

Carpenters reported the highest levels of organizational support in the Maintenance department. Carpenters reported that feel that the district provides a moderate amount of support and that the district appreciates their effort.

Similarly, Carpenters reported the highest levels of coworker support in the Maintenance department, and the second highest level of co-worker support in the ISD.

Carpenters reported similar levels of supervisor support as the remainder of the Maintenance department.

HVAC Technicians

14 HVAC technicians responded to the survey invitation and completed the survey.

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As compared to the remainder of the Maintenance department, HVAC technicians reported the highest levels of supervisor support. According to those HVAC technicians responding, Supervisors in this area provide support and demonstrate care and appreciation for their employees.

For all other variables, HVAC technicians reported similar levels of stressors and supports as the remainder of the Maintenance department.

Equipment Operators

13 equipment operators responded to the survey invitation and completed the survey.

On average, Equipment Operators reported similar levels of stressors as the remainder of the Maintenance department. Equipment operators also reported consistent levels of support as provided by the district, but reported slightly less supervisor support and coworkers support than the rest of the Maintenance department. However, levels of support as described by Equipment Operators still remained in the moderate level.

Electricians

12 electricians responded to the survey invitation and completed the survey.

On average, Electricians reported similar levels of stressors and support variables as the remainder of the Maintenance department, with one notable exception. As compared to the rest of the department, who reported moderate levels of supervisor support, Electricians reported that their supervisors did not provide them with adequate support.

Transportation Department

A total of 182 Transportation department employees responded to the survey invitation and completed the survey, including 150 Bus Drivers, and 32 others from various positions. Due to the remarkable similarity between responses provided by Bus Drivers and the remainder of the Transportation department, responses from these two groups were aggregated and are reported below.

Transportation Department

Stressors

Transportation department employees reported a slight amount of role overload, indicating that occasionally they do not have the time to accomplish all of their required tasks. The levels of role overload reported by Transportation employees were slightly less than that reported by the remainder of employees within the ISD however; these ratings still indicated a slight degree of role overload.

Similarly, Transportation department employees indicated a slight amount of role conflict. As compared to the majority of the ISD who reported little to no role conflict, Transportation department employees indicated slightly more conflict.

On the other hand, Transportation department employees reported, on average, that they do not feel that their work makes too many demands on them. These findings, which are consistent with the rest of the ISD, indicate that transportation department employees do not feel that they have too much work to do.

Supports

On average, Transportation department employees reported only a slight degree of perceived organizational support. As compared to the rest of the ISD, Transportation department employees on average reported less perceived organizational support than employees in other departments; however, this rating was still a positive one. These findings indicate that Transportation department employees feel that the district only slightly cares about their well-being and their general satisfaction at work, but does in fact care about them.

Consistent with the remainder of the ISD, Transportation department employees indicated that they feel a modest amount of support from their supervisors. Although ratings of supervisor support for this department were not as high as ratings from other departments, the majority of employees indicated that their supervisors were supportive.

Similarly, coworkers were rated as providing equal levels of support as supervisors by Transportation department employees. This modest level of support was lower than the support reported by other ISD employees, although not the lowest overall.

Work Family Conflict

The degree of work-family conflict reported by the Transportation department employees was the highest of all ISD employees. Although on average Transportation department employees indicated that their work responsibilities did not regularly interfere with their family life, some employees did indicate a high degree of interference. As compared to work interfering with employees' family lives, employees indicated that their family lives do not interfere with their work responsibilities. Ratings on this construct were comparable with those of other ISD employees.

Cafeteria Employees

A total of 94 cafeteria employees responded to the survey invitation and completed the survey, including 27 Cafeteria Workers, 23 Cooks, 13 Cashiers, 12 Cafeteria Managers, and 19 others. Due to the similarity between responses provided by these groups of employees, responses were aggregated and are reported below. Responses from Cafeteria Management, while similar to those of other Cafeteria employees will be reported separately due to some notable differences.

Cafeteria Employees

Stressors

Cafeteria employees reported the highest amount of role overload in the ISD, although these ratings still only indicated a slight amount of role overload. Therefore, Cafeteria employees reported that they occasionally do not have the time to accomplish all of their required tasks.

However, Cafeteria employees reported the lowest levels of role conflict in the ISD. As compared to the majority of the ISD who reported little role conflict, Cafeteria employees reported none. Consistent with the findings from Food Service employees, while Cafeteria employees may feel slightly overwhelmed with the work they are asked to do, they are provided with clear instructions and requests which do not conflict with each other.

Similarly, Cafeteria employees reported among the lowest ratings of work demands, indicating that Cafeteria employees do not feel that they have too much work to do.

Supports

Cafeteria employees reported a slight degree of perceived organizational support indicating that Cafeteria employees feel that the district shows concern for them as employees and appreciates their efforts. Cafeteria employees' ratings of the support provided by the district were slightly higher than the remainder of the ISD.

Cafeteria employees indicated that they feel a modest amount of support from their supervisors. This finding intuitively makes sense given the findings reported above that Cafeteria employees report no role conflict. Ratings of supervisor support by Cafeteria employees were slightly higher than the remainder of the ISD.

Additionally, Cafeteria employees rated their coworkers as providing comparable levels of support to that provided by their supervisors. Support provided by coworkers was reported at a modest level, which was slightly higher than the support reported by other ISD employees.

Work Family Conflict

The degree of work-family conflict reported by the Cafeteria employees was consistent with the remainder of the ISD. Employees reported that their work responsibilities do not regularly interfere with their family lives, and that their family lives do not interfere with their work responsibilities.

Cafeteria Management

Stressors

Cafeteria Management reported consistent levels of role overload as the remainder of the ISD, indicating that they occasionally feel that the amount of work they are asked to do is unfair.

As compared to the level of role conflict reported by Cafeteria employees, Cafeteria Management reported levels of role conflict comparable to the remainder of the ISD, indicating that Cafeteria Management experience a minimum level of role conflict. As suggested previously, ratings by management employees obviously refer to the qualities of their supervisors and thus provide another reference point as to the clarity of policies and procedures as issued by upper level supervisors.

While Cafeteria Management reported levels of role conflict consistent with the remainder of the ISD, work demands reported by Cafeteria Management were nearly the highest in the ISD. These findings suggest that not only do Cafeteria Management feel that they have more work to do than the remainder of the ISD, they also feel overwhelmed by the work that they have to do.

Supports

Consistent with concerns expressed above, Cafeteria Management reported nearly the lowest level of organizational support in the ISD. Contrary to ratings provided by Cafeteria employees, Cafeteria Management reported receiving little to no support from the district. Cafeteria Management indicated that they felt as if the district was neither concerned about their well being nor their general satisfaction at work.

For all other support variables, Cafeteria Management reported similar levels as those of the Cafeteria Employees.

Work Family Conflict

Ratings of work-family conflict reported by Cafeteria Management were consistent with the remainder of the ISD. Employees reported that their work responsibilities do not regularly interfere with their family lives, and that their family lives do not interfere with their work responsibilities.

Clerical Employees

A total of 37 Clerical employees responded to the survey invitation and completed the survey, including 31 Clerical workers, and 6 Secretaries.

Stressors

Clerical employees reported consistent levels of role overload as the remainder of the ISD, indicating that occasionally they do not feel they have enough time to complete their work responsibilities.

Similarly, Clerical employees reported levels of role conflict comparable to the remainder of the ISD, and indicated that they experience a minimum level of role conflict.

Finally, Clerical employees reported levels of work demands consistent with the remainder of the ISD. These findings suggest that Clerical employees feel that although they may be slightly overwhelmed by the amount of work, or the time requirements of the work they have to do, they do not feel that they are asked to do an unreasonable amount of work.

Supports

Similarly, Clerical employees reported levels of organizational, supervisor, and coworker support consistent with the remainder of the ISD. On average, Clerical employees reported a slight degree of organizational support. Clerical employees indicated that they feel that the district cares about their well-being and their general satisfaction at work.

In comparison, Clerical employees indicated that they feel a modest amount of support from their supervisors and coworkers. This finding is consistent with the finding reported above in which Clerical employees reported a minimum degree of role conflict.

Work Family Conflict

Ratings of work-family conflict reported by Clerical employees were consistent with the remainder of the ISD. Employees reported that their work responsibilities and their family lives do not regularly interfere with each other.

Warehouse Department

A total of 29 Warehouse employees, including 10 Truck Drivers, responded to the survey invitation and completed the survey. Due to discrepant results obtained from Truck Drivers, as compared to the remainder of the Warehouse employees, these two groups will be summarized separately when appropriate.

Stressors

All Warehouse employees reported levels of work overload that were consistent with the ISD average, and indicated only a slight degree of work overload. Therefore, Warehouse employees only occasionally feel that they have too much job-related work to do.

In terms of role conflict, Warehouse employees reported lower levels than the remainder of the ISD, and indicated that they do not regularly experience role conflict. However, Truck Drivers indicated that they experience role conflict to a slight degree. This finding may illustrate that Truck Drivers are often given conflicting requests. For example, a Truck Driver who is given a delivery to make and is then asked to change the delivery by the school, is receiving conflicting requests. Although role conflict may sometimes be indicative of the interaction a Truck Driver has with his/her supervisor, the scenario described above is also possible.

All Warehouse employees reported similar levels of work demands. Employees reported that they seldom feel high levels of word demands, which was consistent with the ISD average.

Supports

All Warehouse employees reported slight levels of organizational support which were consistent with levels of support described by other ISD employees. Warehouse employees indicated that the district seems to care about their wellbeing and demonstrates a slight degree of concern for them.

Truck Drivers indicated the second lowest levels of supervisor support in the ISD. According to those Truck Drivers responding, Warehouse supervisors do not provide adequate support for their employees. This finding in conjunction with the relatively high levels of role conflict may indicate an area of concern. Other employees within the Warehouse department indicated levels of supervisor support that were consistent with the remainder of the ISD and suggested a moderate amount of supervisor support.

Similarly, Truck Drivers reported the lowest levels of coworker support in the ISD. Although the level of support indicated by Truck Drivers was not negative, it was the lowest in the division. Truck Drivers described receiving only a slight degree of coworker. All other Warehouse employees reported an average level of coworker support.

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Work Family Conflict

Ratings of work-family conflict reported by all Warehouse employees were consistent with the remainder of the ISD.

FD&C Department

A total of 8 FD&C employees responded to the survey invitation and completed the survey. Due to the very small number of employees responding, results provided for the FD&C department should be interpreted very cautiously.

Although average responses are presented, it is important to examine the range of scores when looking at a distribution of responses that is this small. For example, although work demands were rated on average as being fairly low, some employees indicated that they were usually placed under a high degree of work demands, whereas others indicated they almost never were.

Stressors

FD&C employees reported levels of role overload consistent with the remainder of the ISD, and indicated that they occasionally feel that they do not have enough time to get everything done.

FD&C employees reported the second highest levels of role conflict in the ISD, and indicated that they are likely to experience a slight degree of role conflict. Ratings provided by FD&C employees may speak to the qualities of their working conditions; however, as noted above, the extremely small number of responses prevents making any firm conclusions based on these data.

Work demands reported by FD&C employees were consistent with others in the ISD, indicating that they seldom feel a high degree of work demands.

Supports

Ratings of organizational, supervisor, and coworker support were consistent with the remainder of the ISD. FD&C employees reported that the district supports them to a slight degree, and that their supervisors and coworkers support them at a moderate level.

Work Family Conflict

Ratings of work-family conflict reported by FD&C employees were also consistent with the remainder of the ISD.

Real Property and Planning Department

A total of 4 Real Property and Planning department employees responded to the survey invitation and completed the survey. Consistent with the findings reported above for the FD&C department, due to the very small number of employees responding, results provided for the Real Property and Planning Department should be interpreted very cautiously.

Stressors

Real Property and Planning Department employees reported levels of role overload lower than average for the ISD, and indicated that they only seldom feel that they do not have enough time to get everything done.

However, Real Property and Planning Department employees reported the highest levels of role conflict and work demands in the ISD. These findings suggest that the 4 employees who responded do not feel that they receive consistent requests and that they usually experience high levels of work demands.

Again, as noted above, the extremely small number of responses prevents making any firm conclusions based on these data.

Supports

Ratings of organizational and coworker support were consistent with the remainder of the ISD. FD&C employees reported that the district supports them to a slight degree and that their coworkers support them at a moderate level. Ratings of supervisor support were the highest reported in the ISD, and indicated that the Real Property and Planning Department supervisor provides a good level of support.

Work Family Conflict

Ratings of work-family conflict reported by Real Property and Planning Department employees were consistent with the remainder of the ISD.

Appendix L

Faith + Gould: Review Facilities Construction Management Process

PINELLAS COUNTY SCHOOLS

Department of Evaluation, Research and Accountability

Largo, Florida

Review of Facilities Construction Management Process

Date

April 19, 2007

Project Number

55095-07



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BACKGROUND

Appendix L
Pinellas County Schools
Review of Facilities Construction Management Process

Background

The Pinellas County School District, Department of Evaluation, Research and Accountability are conducting a review of the major capital improvement projects with regards to the following:

- Escalation of project cost.
- Management of project contract scope changes.
- Project quality management.

During the course of this review, Faithful+Gould, in concert with the District's Department of Evaluation, Research and Accountability, identified five projects and conducted reviews of specific project records. These included records for:

- Gibbs High School
- Thurgood Marshall Middle School
- Dunedin Highland Middle School
- Sunset Hills Elementary School
- Dunedin Elementary School

The scope of work will provide a review of these five past projects. Specifically identifying:

- Original budget development process
- Comparison of the original budget versus the GMP contract price and the final project cost.
- Reviewing change orders and determining the cause for the change order.
- Cost trends will be determined and a comparison of other K-12 projects within the geographical area as well as regional and national averages will be provided.
- Review of project quality issues will be undertaken as well as procurement practices for professional services.

In addition to the project document records, subsequent interviews with the District's Director of Facilities were reviewed.

Finally, the facilities planning documents recorded with the State of Florida, Department of Education were reviewed.

Faithful+ Gould utilized recognized standard core competencies to perform the review of planning, designing and construction of capital building programs as well as the Best Financial Management Practices and the associated indicators list as adopted by the Commission of Education and the Florida statutes.

SUMMARY

Appendix I
Pinellas County Schools
Review of Facilities Construction Management Process

Summary

The process of facilities planning in the Pinellas County School District is based on the development of a five year facility work plan and the subsequent capital outlay plan. The framework for the development of the work plan and capital outlay plans is the District's Educational Plant Survey. The Department of Evaluation, Research and Accountability has compiled a review of the capital outlay process and documented the same in their report dated, September 2006. Their findings provide a substantial overview of the existing procedures for establishing the district's facilities planning processes.

It is beyond the scope of this study to evaluate the District's policies and/or effort applied to the preparation of these individual documents. However, with this said, it will be difficult to separate the planning efforts of the individual representative projects from the District's over riding planning documents due to the inability to extricate the project planning initiation process from the capital outlay process.

Overall, it does appear that the district is utilizing some level of a best practices methodology throughout the Facilities Design and Construction Department. The following recommendations, which are based on a limited review of the before mentioned projects, are intended to assist with the process of providing direction and organization in improving facilities issues.

The following recommendations or any variation would be beneficial to the District; to develop a framework for greater transparency of the collaborative efforts required which would provide greater opportunities for stakeholder input and subsequent decisions. The implementation of this framework should be given high priority. In order to achieve the level of participation that will produce the degree of clarity required, the district should form a standing facilities program/project management oversight committee that includes a broad base of school district and community stakeholders. The committee should be formed and act in accordance with the following guidelines:

- *Membership is to be broadly represented of the community.*
- *Members are to be free of conflict of interest.*
- *The committee membership will total seventeen individuals; two selected by each Board member and three by the Superintendent.*
- *Committee membership will be solicited from citizens throughout the district with overall appointment based on:
 1. *Geographical representation*
 2. *Representation from the professional business community with a variety of professional backgrounds**

Pinellas County Schools
Review of Facilities Construction Management Process

3. *Parents, senior citizens and the public sector (as appropriate)*
 4. *Participants will need to be familiar with the industry as well as project management principles*
- *The committee should be formed the year prior to the beginning of each five year capital Plan and be assigned the following major responsibilities:*
 1. *The committee will be a standing committee of the Board*
 2. *The primary responsibility of assisting the district with the establishment of the initial development and the continuous iteration of a best practices criteria*
 3. *Providing the oversight requirement for the maintenance of the facilities best practices procedures*
 - *The Board developed charter should include:*
 1. *A global strategy for better project planning and execution that will target:*
 - a. *Lowering overall project costs*
 - b. *On time completion*
 - c. *Lowering project risks*
 - d. *Higher quality*
 - e. *Measurable project key performance indicators*
 - f. *Increased probability of overall success*
 - g. *More confident project management team*
 - h. *Increased executive confidence*
 - i. *Higher public acceptance and credibility*
 2. *A process for the committee to be continuously renewed with community participation while maintaining program/project continuity.*

Additionally, from an operationally perspective we recommend that:

- *The District establish and adopt a formal program to conduct comprehensive building evaluations to collect information about building operation and performance*
- *The District establish an accountability system that sets clear priorities and expectations for the construction program in terms and effectiveness*
- *The District collect and report appropriate performance and cost - efficiency benchmark data from adjoining districts and/or the state and use this data to evaluate program performance and for management decision-making*

Pinellas County Schools
Review of Facilities Construction Management Process

- *The District establish and adopt a policy to evaluate and, where applicable, improve construction operations, based on the results of measurement against the goals and performance measures established in the "Best Practices" in the "Sharpen Your Pencil Program" provided by the state. Then report its progress toward meeting its goals, objectives and benchmarks on an annual basis*
- *The District regularly assess and revise facility design and construction practices to ensure it minimizes maintenance and operations costs based on appropriate standards from comparable school districts, government agencies and private industry*
- *The District analyze maintenance and operation costs to identify improvements to the District's construction planning process and closing the feedback loops from maintenance to construction*
- *The District utilizes an independent source for analysis of the ed specs and development of the construction documents to mitigate the risk of incomplete or inaccurate construction documents and validate construction cost. This analysis should not be conducted by a firm that will be involved in the construction of the project due to it being a conflict of interest.*
- *The District have a policy to encourage the incorporation of design solutions that comply with Florida's "Smart Schools", "Small Schools" and "Frugal Schools Program"*
- *The District update the A/E Handbook by coordinating with current industry standard formatting guidelines established by the Construction Specifications Institute (CSI), Masterformat 2004*
- *The District establish and adopt a procedure for comparing architectural designs to educational specifications and present to the Board in a summary format to ask for Board approval*
- *The District establish and adopt a formal process to communicate its findings and recommendations for every step of the design process to the Board in a format established by the Board and at a level of detail appropriate for Board and public consumption*

CONSTRUCTION PLANNING

Appendix L
Pinellas County Schools
Review of Facilities Construction Management Process

Construction Planning

If success is measured by the ability to complete projects under budget then establishment of project budgets during the planning phase is mandatory. Once a project budget is defined in the facilities five year work plan it is compiled into a facilities program summary which will provide an input to the capital outlay request for funding from the state DOE.

Though it is beyond the scope of this report, it is incumbent for us to say that, the future planning for the District is unique in that it is incorporated into a community that is considered to be “built out” and is realizing flat to negative student population growth. This trend is expected to continue into the foreseeable future. This will require a very distinct proactive approach with sound solutions for the District’s future facilities needs. It will provide great opportunities for creative and improvising thoughts implementing future projects. The District’s utilization of the state’s required long range planning tools enables the District to identify its critical needs, establish strategies and plan for the allocation of resources to address said needs.

However, after reviewing some of the planning effort associated with the before mentioned projects, we are of the opinion that the planning process appears deficient in the following:

- a consistent high level of input from a broad base of stakeholders
- external oversight and documentation applied that would make information accessible to those both familiar and not so familiar with the planning process

We recommend these following solutions. The District should implement a plan to secure broad stakeholder input and ensure that all critical needs are identified. The project team, which establishes the five year work plan, should be expanded. It will need to capture input from:

- *the individual communities that are adjacent to each campus*
- *the local authorities having jurisdiction with regards to the specific school district*
- *parents and other community members*

This committee comprised of district personnel and the before mentioned community members will provide a greater level of oversight and accountability that will be beneficial to the District. The discussions and decisions made during this portion of the planning phase will need to be carefully documented in writing and subsequently published for review by the executive staff and Board. These resulting plans should include looking ahead from 5 to 20 years into the future.

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Further, the plans should have a conditions assessment of the subject facilities. The District would be well served to develop a uniform checklist for the physical condition, educational suitability and technology readiness and perform a review to determine how each facility measures up and compares to the other facilities.

This routine evaluation should provide an objective measure of the needs for each school and establish a baseline for functional equity between schools. Along with this analysis, a written evaluation of alternative recommendations and the cost impacts that were considered should be provided.

In general, the effectiveness of the program should be measured by its ability to deliver projects that meet the educational needs of the district, that are timely, cost effective and that satisfy the demands of the users, the board and the community.

CONSTRUCTION FUNDING

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Construction Funding

As indicated in an earlier section, planning and funding are inextricably linked. The District's plant survey data in the Florida Inventory of School Houses (FISH), the five year work plan and capital outlay plan must be kept accurate and up to date. The information included addresses the requirements of Florida law for the use of construction funds.

It appears that the District is reporting to the state and that the reports are in accordance with the Florida statutes and rules of the Department of Education. It is primarily a current year budget document with an additional four year projection of anticipated revenue requests for continuing and new capital projects. The planning documents provide a schedule of major and minor projects intended to maintain the educational plant and ancillary facilities of the District's property, and to provide an adequate number of satisfactory stations for the projected student enrollment.

The District's staff is responsible for the development of the planning documents. Major and minor capital projects and component replacements are based on need. The planning efforts filter the projects through a checklist and are prioritized according to the established grading system. The reports indicate the use of a yearly 3% escalation factor applied to all future funding requests. It is not within the scope of this study to analyze the funding process. It is used simply to determine the respective projects budget cost baselines.

While reviewing the planning documents, that were provided, we found that the initial funding requests were significantly amended to a greater value by subsequently submitted documentation. There are three factors that contribute to the needs of such substantial increases. One is the project scope is changed by the addition of more requirements; secondly, by the increase of production cost, and finally, that the schedule has been revised. We specifically focused on the first two areas since it appears that the projects did not realize any significant cost variance due to scheduling modifications.

First, with regards to a change in the project scope, we again needed to look at the methodology used during the early planning efforts. As a project is looked at more closely by staff and administration, there may be a greater level of development in elaborating the scope of the work. In fact, this has been indicated to be the case, in the interviews with the District's Facilities Director. This is a normal course for the process to go through during the iterative planning phase. Our observation is that the efforts of elaboration for the project's scope appear to be over too long of a period. In fact, it appears that the scope is undergoing extensive modification even after the construction has commenced. This prompts the impression that the projects are experiencing substantial scope creep. Additionally, it leads to concerns about the projects management and thus accountability.

We would recommend that a much greater effort be applied early in the project planning phase so that the funding resources will be considerably less impacted by the addition of new scope or revised scope requirements.

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In setting the priorities for major projects and also the minor projects, the school district needs to include a method for the school administration and district office planners to raise and discuss design and building condition issues when improvements are being planned. This strategy session, Workshop, needs to identify the informational needs for the future project planning discussions and deliberations. This planning effort is iterative and there will be a deliverable product for the staff to submit for acceptance by the oversight committee and Board. This process will be an open process so that staff will have the opportunity to achieve a broad assessment of the needs not only from the school administrators and area maintenance personnel, but also input from the community, parents and members of the oversight committee.

Secondly, concerning the variance in the budget costs for the work, it has been indicated that the District's staff has been historically including a 3% escalation factor to the monies requested in the planning documents. This has been an acceptable formula in the past, but it is well documented and known that during the period that the sample projects were planned that the construction industry realized a considerable cost escalation due to the increased demand of materials and skilled labor. We have researched numerous national sources, including Engineering News Report (ENR), R.S. Means, Factory Mutual and our own data base, to establish an average value of escalation for the District's geographical area. Our best calculations indicate that as a whole the industry was subjected to an average increase in cost of approximately 38% during the time frame of the years 2000 through 2005. This by far outstretched all planned increases and created a highest level of strain on the capital outlay budgets.

These two factors were the main elements contributing in the increase in project cost. The first can be mitigated by the practice of better planning efforts of the District and the second may be mitigated only by the considerations of the funding agencies and their responses to the volatility of the industry market and future cost factors.

Additionally, in reviewing the Florida Department of Education reports on cost for the years 2000 through 2004 it was noted that the typical District's costs for new construction, remodeling and renovation projects exceeded the state averages as well as the costs for the immediately adjacent districts of Pasco County and Hillsborough County. In fact, Hillsborough was consistently a greater economical model than Pinellas County.

We strongly suggest that an effort be made to open a dialog with Hillsborough County to investigate their district's effort in the construction, renovation and remodeling of their facilities. It appears that there are some very helpful lessons to be learned that will enable the District to reduce the costs for future construction.

CONSTRUCTION DESIGN

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Construction Design

As we looked at how the representative projects were developed, with emphasis on their framework for executing and controlling the projects and with specific attention given to the change control management and quality control management aspects, it is crucial to investigate the level of planning effort afforded to the educational specifications (ed spec) development prior to and during the construction design phase of the projects.

Currently, the District's staff does employ a level of effort to develop their ed spec for their projects. The development of the ed spec commences prior to the process of professional design services solicitation. It is a cooperative effort of in-district staff made up of Curriculum Services Supervisors and the Educational Specification Specialist who uses the State Regulations for Educational Facilities (SREF) guidance. Each supervisor prepares an initial list for their respective area of expertise and grade level (elementary, middle and high school). The Ed. Spec. Specialist then reviews and edits this list for each respective project assuring compliance with DOE. This document is then provided to the contracted project design team along with the facilities Architectural/Engineering Handbook as a baseline of requirements for the individual projects. Upon the receipt of the initial project requirement, the design team leads the effort in providing the professional expertise to elaborate the Educational Specifications to its final form as a deliverable that documents the intent of the project scope. This product is then used to develop the project design documents.

Educational specifications are an important part of the planning process and it should allow stakeholders, including parents, subject matter experts, educators, administrators and design professionals to develop working descriptions of a planned educational facility. Well written ed specs should ensure that, once built, the facility meets the needs of a variety of users.

The SREF provides the mandated guidance for input to the ed spec. Additionally, the ed spec should include a rationale for the project, determine the size of the facility, and define the District's program goals, objectives, and activities, teaching strategies and instructional methods, all based on staff input. Ed specs should identify the needs and design implications of advance technology and provide for adaptability as changes and innovations occur in education and develop practical design solutions that are functional and cost-effective.

Though the District has ed spec development processes in place, *it is our recommendation that a greater effort and oversight be utilized in order to mitigate the potential for scope changes to a project after the design team has developed the construction documents and the construction team has commenced.*

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Our review of the representative projects indicate that an inordinate amount of information was requested by the construction team (Requests for Information) and provided by the design team (Architects Supplemental Instructions) for the projects after the construction team was in place and the construction had commenced. This only increases the amount of risk on the project budget which is typically borne by the Owner. In fact the level of Change Order activity for the projects exceeded the national average.

We recommend that the District utilize an independent source for analysis of the ed specs and development of the construction documents to mitigate the risk of incomplete or inaccurate construction documents and validate construction cost. This analysis should not be conducted by a firm that will be involved in the construction of the project due to it being a conflict of interest.

We further recommend that the District should have a policy to encourage the incorporation of design solutions that comply with Florida's "Smart Schools", "Small Schools" and "Frugal Schools Program". This should enable the District to enhance their ability to effectively control the costs of new construction projects. By incorporating these recommended design solutions the District will also need to update their A/E Handbook. In reviewing the handbook it was found to be outdated and lacked the appropriate level of organization. We strongly recommend that the handbook be coordinated with current industry standard formatting guidelines established by the Construction Specifications Institute (CSI), Masterformat 2004.

CONSTRUCTION EXECUTION AND CONTROL

Construction Execution and Control

The district should make reasoned and appropriate selections of design and construction professions to aid in carrying out the mission, goals, and obligations of the school board and in accordance with Florida law. It should begin sufficiently in advance of a projects completion date to ensure that the necessary persons are selected, obligated, and committed to the project. Districts may select from a combination of in-house and out-sourced options to staff a particular project or group of projects.

Currently the District out-sources the design and construction activities. It has a well defined procedure for selection of design and construction professionals. The Florida statutes (F.S 287.055, CCNA) mandate the procedure for the selection process for both of these disciplines. The District maintains the staff to provide Owner's Representative services during the design and pre-construction phases as well as during the construction execution phase. The District also maintains the capabilities of performing the duties of the state requirements for a Building Official, Building Plans Examiner and Building Inspection Services.

The District may be able to improve the management of construction projects by exploring alternative service methods. The District has several options on how to complete a construction project. The potential cost savings of alternative methods should be weighed before a project begins. *We recommend this practice that ensures that the District has evaluated the various types of construction contracting and chosen the most beneficial method given the circumstances of individual projects.* Once the method is chosen, the project must be monitored for quality, timeliness and costs.

As part of the research for this study we noted the District probably uses a standard Architects Institute of America (AIA) standard format for securing the professional services contract agreement with the proposed project architect (sample not provided). Therefore, we were unable to review its content relative to project scope changes. The construction services contract (sample provided) appears to be a format that has evolved overtime with the District. This agreement provides for the project to be executed within a Construction Management process with a Guaranteed Maximum Price and Fixed Fee for the Construction Manager. It appears to be a fairly all inclusive document which tends to favor the Construction Manager heavily with regards to hard and soft costs and the appropriate level of risks distribution. All of the projects that we have been provided for review have been carried out with this construction contract. Thus, it appears that the District does not consider alternative delivery methods.

Upon examination of the project documents, it appears the District's facilities construction management operations utilize the normal management tools. Some specific contractual required documents were not discovered in the project files that were provided. For the purpose of this review, the high school is the specific project that has been determined to be reviewed. The appropriate documents

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were supplied sufficiently. As we noted there was an inordinate amount of information requested of the design team.

While interviewing the facilities director, he indicated that there was a substantial change during the initial stages of the planning for the high school. The project team chose to completely renovate the project. He described it as a "Replacement" project.

Architects must prepare a quality set of documents and then stop designing. Obviously, it is impossible to avoid any change but limiting them results in fewer problems and any associated unintended consequences or risks. Working out unresolved details and final product selections after issuing construction documents is a precarious endeavor. Owners need to thoroughly analyze their needs during design and stick with the program. Contractors must price according to the documents and construct what is requested. Project team members have a responsibility to resist the desire during construction to make changes. The conceiving, designing, and constructing of a capital facility project is a complex undertaking. Change is inevitable throughout the process, but change must be controlled to ensure the project parameters (cost, schedule, quality, and safety) remain in control. Changes may cause all sorts of impacts, including interrupting the flow of work, cause completed work to be demolished or removed, create delays, cause schedules to slip and inflate costs, all of which may generate claims and result in litigation.

Capital construction projects have been challenged over the past several years by higher costs of materials, labor, shorter deadlines, more complex projects, weightier client expectations, tighter purse strings and efficiencies costs. According to a recent survey owner's cited a "profound need to manage escalating costs....failures in the management of construction projects can be disastrous."

Project controls and managing change is therefore essential for a successful project outcome. Talent and energy alone are not enough to ensure a successful project. Talent and energy must be focused on project objectives that support the District's needs. Establishing well-defined, achievable and measurable project objectives early in the planning of a construction project is critical to project success. However, developing good project objectives alone is not enough to ensure a successful project. The members of the project team, whose needs and priorities often conflict, must become aligned with the project objectives and remain aligned throughout the project. Alignment is an integral part of the project planning process. The concept of alignment is simple, yet must be managed as a key process. Research has shown a positive correlation between increased efforts to gain alignment in project planning and project success. Executive-level project sponsors must do more than ensure that appropriate tools, technologies, and resources are being applied early in the project life cycle. They must realize the need for and benefits of alignment, and then must take a leadership role in nurturing and facilitating it. This alignment increases efficiency and productivity by focusing the project team. It also reduces cost by eliminating unnecessary rework.

Pinellas County Schools Review of Facilities Construction Management Process

Research has determined that one of the most common reasons capital projects fail is due to incomplete project planning and incomplete scope definition during the early stages of project development. The research further concludes that a structured and comprehensive approach to the earliest of planning efforts can significantly enhance the probability of success for a capital facility project, as defined in terms of cost, schedule and project performance.

As indicated previously, the emphasis of our investigation was focused on the high school project. As part of this effort we were to determine the causes of changes to the project in comparison to its original budget development and compare budgets (original versus GMP and final).

Though we have previously provided our findings in the Construction Planning section, we believe, it is incumbent upon us to further elaborate for the purpose of emphasizing the importance of the early planning effort and its relationship to project execution and change controls.

As stated in the Construction Planning section, we found that the earliest of the planning exercises (Five Year Work Plan) needs to have greater level of comprehensive input.

We recommended that in the development of the Five Year Work Plan that a greater level of input be achieved from a broader range of stakeholders that would "ensure all critical needs are identified".

This is where alignment of the District's needs is amplified and the project's stakeholder buy-in is achieved. With the integration of capital/operations decision making, front end business case analysis, total spend planning and life cycle based budgeting, the project team will be working to meet specific challenges of a project that, at a minimum, should include the following:

- Supporting an integrated workplace model*
- Integrating strategic planning with project development processes*
- Using mission-based planning to streamline processes and organizations*
- Using a "total cost of ownership" view to shape planning effort*
- Improving the reliability of facilities data*
- Making facilities condition assessments a driver of budgets & operations*
- Solving the construction-cost-escalation problem with implementation of project control measures*

After this phase of the project planning effort has identified the necessary funding requirements and establishes the revenue stream in the Capital Outlay the project scope will be established at high level and will need to be further elaborated during the execution of a completed Educational Specification and the design documents. This effort again is a very critical to the controlling of changes to a project. As stated earlier the design process must prepare a "quality set of documents". This process develops the detailed definition of the project scope required, defines project execution, approach, and establishes project control guidelines. During this development of the concept issues will be identified and resolved to ensure understanding of the project concept by all stakeholders and facilitate "buy-in".

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Strategic to this concept development effort will be the confirming of the project budget. A project budget is managed first by creating realistic estimates for the cost of the project. Once the initial budget and reserve amount are decided upon, a baseline should be established. Monitoring the cost of each task and the total, cumulative cost of the project regularly is the key to keeping project costs under control.

Again, as indicated in the Construction Design section, it is our recommendation that the District "utilize and independent source" to analyze the completeness of the development of the design documents and the associated reasonable costs for the project. This effort should be coincidental to the concept development and should include the following:

- *Review completeness of Educational Specifications*
- *Validation of planning budget baseline*
- *Establish Risk Management Plan*
- *Establish Communication Management Plan*
- *Establish Change Control Management Plan*
- *Value Engineering Management Plan*
- *Work Breakdown Structure*
- *Schematic design budget validation*
- *Design Documents budget validation and constructability review*
- *Construction Document budget validation and constructability review*

As previously stated, "change is inevitable throughout the process, but change must be controlled". Most change requests fall into one of four categories: errors or omissions, risk response, value-added, or external events. In our study of the high school project all of these were contributory to the end costs of the project. The original flawed budget estimates created large variances to the project costs. The continuing revisions to the Estimates to Complete (ETC) was a moving target and thus led to the sense that the project was not managed well. Our consensus is that this project was not managed as well as it could have been. The planning didn't take into consideration numerous issues that eventually produced the high level of Requests for Information(RFI's), Architectural Supplemental Instructions (ASI's), Change Order Requests (COR) and subsequent items for inclusion in the project Change Orders (CO's).

We finally recommend that the District initiate and establish as procedural policy that each phase of a projects development be subjected to review session, a "Lessons Learned" activity. This is a key component of project performance. Without a concerted effort to reflect on specific project learning's, lessons are lost, mistakes are repeated and operational efficiencies are lost. These reviews look most specifically at the ways organizations capture and implement learning about project processes. The benefits of investing resources in the learning process include:

- *Lessons learned from one project can influence assessments, risks analysis or other stages of planning for subsequent projects*

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- *Projects are part of the organizational process cycle in which theories from one project can be tested in the next cycle*
- *The holistic view of project lessons can increase management's ability to make organizational decisions*
- *The ability of an organization to continuously learn and improve its project management processes is a sign of a mature project management organization*

Appendix M

Results: ISD External Customer Satisfaction Survey

School Based Customer Satisfaction Survey

Executive Summary

In November and December 2006, the department of Research and Accountability created and administered an Customer Satisfaction Survey. An invitation was sent to customers of the Institutional Services Division (i.e., employees of the Pinellas County School District to the Division) to participate in the survey. A total of 365 customers responded to the survey invitation.

The Customer Satisfaction Survey asked customers to rate the quality of work, responsiveness, attitude and appearance, work completion, and their overall satisfaction with several departments within the IS division.

Customers of the Institutional Services Division were overwhelmingly satisfied with the performance of the division. On average, 52.4% of those customers responding were *very satisfied* with the performance of the ISD departments. Additionally, on average, 42.9% of those customers responding were *satisfied* with the performance of the ISD departments.

In general, a very small percentage of customers responding to the customer satisfaction survey indicated that they were *unsatisfied* with the performance of the division (4.7% on average). However, two departments (FD&C and Transportation) received significantly more negative responses than the other departments.

Approximately 17% of those customers, who indicated that they had worked with the *Facilities, Design, and Construction department*, reported that they were unsatisfied with the work completion of the department. Similarly, 10.7% indicated they were unsatisfied with the quality of work FD&C provided.

Nearly 21% of the customers who indicated that they had worked with the *Transportation department* noted that they were unsatisfied with the responsiveness of the Transportation department. Of note, is that nearly one third of all Principals and twenty percent of all Assistant Principals responding indicated that they were unsatisfied with the responsiveness of the Transportation department. Customers similarly indicated that they were unsatisfied or very unsatisfied with the work completion (11.9%), quality of work (11.0%) and attitude and appearance (8.9%) of the Transportation Department.

In summary, customers of the Institutional Services Division expressed their overwhelming satisfaction with the performance of the division. With limited exceptions, ISD departments consistently received satisfactory and very satisfactory ratings. Areas for improvement were noted in the work completion and quality of work of the Facilities, Design, and Construction department, and the responsiveness, work completion, quality of work, and attitude and appearance of the Transportation Department.

Customer Satisfaction Survey

Customer Satisfaction Survey Administration

In November and December 2006, the department of Research and Accountability created and administered an Customer Satisfaction Survey. This survey was placed on an internet based survey administration system. An invitation was sent to customers of the Institutional Services Division (i.e., employees of the Pinellas County School District external to the Division) to participate in the survey. Those customers invited to participate were located at schools and other school board locations and included those individuals who were most likely to have had contact with Institutional Services Division employees.

A total of 365 customers responded to the survey invitation including: eighty-six (86) principals, sixty-nine (69) school secretaries, sixty-six (66) assistant principals, fifty-four (54) cafeteria managers, thirty-one (31) plant operators, and twenty-eight (28) head plant operators, among others. Other than job position, no other demographic data was collected thereby ensuring the anonymity of the customers. Furthermore, only findings at an aggregate level are reported.

Customers who participated in the customer satisfaction survey were provided an internet link to access the survey and were required to log-in to the system.

Customer Satisfaction Survey

The Customer Satisfaction Survey asked customers to rate the quality of work, responsiveness, attitude and appearance, work completion, and their overall satisfaction with several departments within the IS division including:

- Institutional Services Business Department
- Area Maintenance Supervisor
- Area Plant Supervisor
- Energy Management Office
- Facilities, Design, and Construction
- Maintenance
- Food Services
- Real Property Management
- Transportation
- Warehouse

First, customers read a brief introduction to the survey which informed them of the purpose and the basic structure of the survey questions. Next, customers entered their job title by either selecting it from a list of available options or typing it. Customers next indicated if they had ever worked with each of the departments listed above. If a customer indicated that he/she had worked with the specified department, a list of questions was displayed that asked the customer to indicate his/her level of satisfaction

with the quality of work, responsiveness, attitude and appearance, work completion, and his/her overall satisfaction with the specified department. Customers could indicate that they were very satisfied, satisfied, unsatisfied, or very unsatisfied with the specific department's performance. Additionally, customers were provided with the opportunity to type comments about each department if they chose to do so.

After the administration of the survey, basic psychometric properties of the Customer Satisfaction Survey were assessed to ensure that the survey captured the responses of the customers reliably. Results of the analyses suggested that the customer satisfaction survey very reliably captured the customer's responses across each department assessed by the survey.

Institutional Services Business Department

Approximately 43% (157 customers) of those customers completing the customer satisfaction survey indicated that they had worked with the Institutional Services Business Department.

Of those customers responding, almost all (99.0%) indicated that they were satisfied or very satisfied or with the performance of the Business Department. On average, a greater percentage (55.5%) of those responding rated the quality of work, responsiveness, attitude and appearance, and work completion of the Business Department as *satisfactory*, as compared to 43.4% of those responding who rated the department's performance as *very satisfactory*.

Only three customers indicated that the performance of the Business Department was less than satisfactory. Specifically, a Principal rated the department as very unsatisfactory on all items, an Assistant Principal rated the responsiveness of the department as unsatisfactory, and an Area Maintenance Supervisor rated the attitude and appearance of the department as unsatisfactory.

Open-Ended Comments

Although only 3% of those customers responding made comments regarding the Institutional Services Business Department, all of the comments were complimentary. Employees in the Institutional Services Business Department were described as most helpful and pleasant, very diligent, and great team players who provide outstanding professional service.

Area Maintenance Supervisors

Sixty-three percent (63%, 230 customers) of the customers completing the customer satisfaction survey indicated that they had worked with an Area Maintenance Supervisor (AMS).

Of those customers responding, 96.5% indicated that they were satisfied or very satisfied or with the performance of the AMSs. The majority of customers responding (64.4%) indicated that the quality of work, responsiveness, attitude and appearance, and work completion of the AMSs was *very satisfactory*. The attitude and appearance of the AMSs was rated the highest overall with nearly 70% of those responding indicating that they were very satisfied. Approximately 32% of those responding rated the quality of work, responsiveness, attitude and appearance, and work completion of the AMSs as *satisfactory*.

A small percentage of customers (3.5%) indicated that they were unsatisfied or very unsatisfied with the performance of the AMSs. The largest percentage of unsatisfied responses (5.4%) focused on the responsiveness of the AMSs, and was given primarily by Principals and Assistant Principals. A smaller percentage of customers indicated that they were unsatisfied or very unsatisfied with the work completion (4.6%), the quality of work (2.3%), or the attitude and appearance (1.8%) of the AMSs.

Open-Ended Comments

Approximately 20% of those customers responding made comments regarding the AMSs. The majority of comments were extremely positive and noted that the AMSs provide excellent service, do a great job, and are very helpful. AMSs were noted to get things done in a timely fashion, through quick response times and appropriate follow-ups. Additionally, several comments were made indicating that AMSs go out of their way to assist the schools and regularly “go the extra mile” to do whatever it takes to ensure the safety of the students. In general, AMSs were described as very knowledgeable, reliable, hard working individuals, who are excellent problem solvers. They were described as a vital and necessary asset to Pinellas County Schools.

- Terry Huberty was repeatedly described as doing an exceptional job, and was described as very professional, and very easy to work with. Additionally, Terry was cited as responding in a timely manner to problems and having the tenacity to follow-up on those problems. Further, Terry was described as being a pleasure to work with and a great benefit to the schools.
- Paul Schatzle was described as doing a superb job, and was described as being very knowledgeable. Paul was cited as being very responsive to the needs of the schools and as doing everything possible to resolve any issues. Furthermore, Paul was described as really caring about the students, schools, and employees.

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- Tom McGinty was described as doing an “awesome” job, as very helpful, and as pleasant to work with.

Of the comments made regarding AMSs a very small percentage (4.3%) were negative. A Principal commented that an AMS did not respond quickly to the needs of the school, and a School Secretary indicated that an AMS has an arrogant attitude.

Area Plant Supervisor

Fifty-five percent (55.3%, 202 customers) of those customers completing the customer satisfaction survey indicated that they had worked with an Area Plant Supervisor (APS).

Approximately 97% of those customers responding indicated that they were satisfied or very satisfied with the performance of the APSs. The majority of customers responding (approximately 64%) indicated that the quality of work, responsiveness, attitude and appearance, and work completion of the AMSs was *very satisfactory*. The attitude and appearance of the APSs was rated the highest overall with nearly 70% of those responding indicating that they were very satisfied. Thirty-three percent (33%) of those responding rated the quality of work, responsiveness, attitude and appearance, and work completion of the APSs as *satisfactory*.

A very small percentage of customers (approximately 3.0%) indicated that they were unsatisfied or very unsatisfied with the performance of the APSs. The largest percentage of unsatisfied responses (5.1%) focused on the responsiveness of the APSs, and was given by Principals, Assistant Principals, and Head Plant Operators. A smaller percentage of customers indicated that they were unsatisfied or very unsatisfied with the work completion (3.6%), the quality of work (2.0%), and the attitude and appearance (1.5%) of the APSs.

General Comments

Approximately 21% of those customers responding made comments regarding the APSs. Area Plant Supervisors were overwhelmingly described as being responsive to the needs of the schools in a prompt and efficient manner. Furthermore, APSs were described as willing to help in any way possible, and willing to do whatever it takes to get the job done. Their experience and wealth of knowledge was cited as being especially appreciated. It was noted that Pinellas County Schools are first rate thanks to the efforts and quick response system established by this outstanding department.

- Bill Johnston was cited as being always accessible and helpful in any way possible. It was noted that Bill goes out of his way, and “goes the extra mile” to assist with problems or issues. Bill was described as being very professional, a great help, a great teacher, and a pleasure to work with.
- Doug Abbott was described as doing a great job, as being very responsive to issues, and as always willing to assist anyone who needs it.
- Mike Pixley was described as a good APS, who has always responded to and accommodated all requests for help or assistance.

Of the comments made regarding APSs a small percentage (6.5%) were negative. Two Principals commented that follow through is inconsistent and that an APS does not always respond in a timely or complete manner to the needs of the school.

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Finally, a Plant Operator commented that he/she does not feel supported by his/her APS at all.

Energy Management Office

Of those customers completing the customer satisfaction survey approximately 39% (142 customers) indicated that they had worked with the Energy Management Office.

Most of the customers responding (96.3%) indicated that they were satisfied or very satisfied or with the performance of the Energy Management Office. More than half of the customers responding (approximately 53%) indicated that the quality of work, responsiveness, attitude and appearance, and work completion of the Energy Management Office was *very satisfactory*. The attitude and appearance of the Energy Management Office employees was rated the highest with approximately 60% indicating that they were very satisfied. Less than half of the customers responding (42.9%) indicated that they were *satisfied* with the performance of the Energy Management Office.

Several customers (approximately 3.7%) indicated that they were unsatisfied or very unsatisfied with the performance of the Energy Management Office. The work completion of the Energy Management Office was rated as the least satisfactory by approximately 7% of the customers responding, and included Head Plant Operators and Principals. A much smaller percentage of customers indicated that they were unsatisfied or very unsatisfied with the responsiveness (3.7%), the attitude and appearance (2.2%) or the quality of work (2.1%) of the Energy Management Office.

Open ended comments

Only 16% of those customers responding made comments concerning the Energy Management Office.

Energy Management Office employees were described as hard working and knowledgeable individuals who do a very good job. They were described as very efficient and it was noted that they are always trying to be more efficient. Energy Coaches were noted to be very reliable and always respond to needs and questions.

- Don Nasko was described as a great energy coach, who always provides a great deal of energy conservation related information and keeps the schools aware of their energy usage.
- Gary Huffaker was noted as doing a great job by providing up-to-date information, as well as assisting in the correction of energy systems.
- Wayne Hefty was described as a pleasure to work with.

In general, there were approximately half as many negative comments as positive ones for the Energy Management Office Coaches. A Principal and a Head Plant Operator noted that although the coaches have a lot of great ideas, they do not follow-up with requests. Furthermore, an individual commented that he/she does not get much

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information from the coaches. Finally, an Area Maintenance Supervisor noted that not all three coaches are working at the same level, that there is a lack of consistency in the messages from the coaches, and that one of the coaches has a bit of a negative attitude.

Facilities, Design, and Construction

Less than a third (31.5%, 115 customers) of those completing the customer satisfaction survey indicated that they had worked with the Facilities, Design, and Construction department (FD&C).

Approximately 89% indicated that they were satisfied or very satisfied or with the performance of FD&C. Nearly equal numbers of customers (45.1% and 42.8%) indicated that that the quality of work, responsiveness, attitude and appearance, and work completion of FD&C was *very satisfactory* or *satisfactory*. The attitude and appearance of FD&C was rated the highest overall with 54.5% indicating that they were very satisfied.

On average, 11% of those customers who completed the customer satisfaction survey indicated that they were unsatisfied or very unsatisfied with the performance of FD&C. Of special note, approximately 17% of those customers responding indicated that they were unsatisfied or very unsatisfied with the work completion of FD&C. Similarly, 10.7% indicated they were unsatisfied or very unsatisfied with the quality of work FD&C provided. A smaller percentage of customers indicated that they were unsatisfied or very unsatisfied with of the responsiveness (8.9%) and the attitude and appearance (5.5%) of FD&C.

Open ended comments

Although only 16% of those customers responding made comments regarding the Facilities, Design, and Construction department, a nearly equal mix of positive and negative comments were received.

In general, FD&C employees were described as knowledgeable people who work well with others. They do a very good job and, in general, customers indicated they were satisfied with their work. FD&C employees were described as being very professional and were noted to be responsive to comments and suggestions. Finally, FD&C employees were noted to be dedicated people who are considered to be irreplaceable.

Although FD&C received several positive comments, they also received an equal number of negative comments. First, it was noted by a Plant Operator that there is not enough oversight or supervision of contractors by this department. An Area Plant Operations Supervisor and an Area Maintenance Supervisor noted that FD&C tends to be too lenient with the contractors, and regularly blame the schools instead of addressing problems with contractors. A Head Plant Operator and a Plant Operator noted that FD&C employees do not follow-up on projects, either on inspections done throughout the job, or after projects are supposed to be done. A Principal suggested that FD&C employees were not responsive to requests, and that the length of time for completion of projects/approvals is too long. Finally, a cafeteria manager noted that work completed by contract services was substandard but was accepted by the department, thus resulting in long term problems for the school.

Maintenance

Approximately 55% (202 customers) of those customers completing the customer satisfaction survey indicated that they had worked with the Maintenance Department.

Of those customers responding, almost all (approximately 96%) indicated that they were satisfied or very satisfied with the performance of the Maintenance Department. On average, a slightly greater percentage (approximately 49.8%) of those responding rated the quality of work, responsiveness, attitude and appearance, and work completion of the Maintenance Department as *satisfactory*, as compared to approximately 46.5% of those responding who rated the department's performance as *very satisfactory*.

A very small percentage of customers (approximately 3.8%) indicated that they were unsatisfied or very unsatisfied with the performance of the Maintenance department. The largest percentages of unsatisfied responses focused on the responsiveness (6.0%) and the work completion (5.1%) of the Maintenance department, and were given by Principals, Assistant Principals, and Head Plant Operators. A much smaller percentage of customers indicated that they were unsatisfied or very unsatisfied with the attitude and appearance (2.5%) or the quality of work (1.5%) of the Maintenance department.

Open ended comments

21.7% of those customers completing the customer satisfaction survey made comments regarding the Maintenance department.

Maintenance department employees were described as doing an excellent job and were noted to always be helpful and supportive of the schools. It was repeatedly mentioned that the maintenance department employees respond to problems in a very efficient and timely manner and are responsive to problems. Maintenance department trades people were described as being very knowledgeable and professional.

Several comments were made noting that maintenance department employees are very dependable and dedicated employees who show a strong commitment to the schools and care about what they are doing. It was noted, that compared to some contractors, the maintenance department employees know how to work in schools around students. Additionally, maintenance department employees were described as being quite knowledgeable about the schools they service and were reported to complete the vast majority of their work in a timely manner.

- The plumbing department received many positive comments, which included that the department provides outstanding service which is fast and efficient. Plumbers were described as being courteous, excellent workers, and crucial to the schools everyday existence.
- The painting department similarly, received a wealth of positive comments. Painters were consistently noted to do excellent work with little instructional

interruption. Although one negative comment was made, a Principal commented on the scheduling of the painters, and not on their actual work. The Principal noted that after a long scheduling delay, and without notice, the painting crew did not show up.

- The electrical department received one comment indicating that electrical employees have been outstanding.
- Although the lawn maintenance department did receive a positive comment regarding their performance which noted their ability to keep the schools attractive and safe, the majority of comments made were negative regarding this department. A Head Plant Operator voiced a desire for the crew to do more edging and trimming. A Cafeteria Manager noted a lack of supervision and direction, and a Principal noted the availability of the lawn crew in the summer was a problem. Additionally, a Principal suggested that the lawn maintenance crew can not be relied on to maintain the schools, and that other individuals have to correct deficiencies in their performance. Finally, a Principal voiced a criticism of the scheduling of the lawn maintenance crew, which reflected that work that is not completed during a regularly scheduled visit, is often not finished until the next regularly scheduled visit – up to six weeks later.

Although the majority of general comments regarding the maintenance department was positive, several criticisms from Head Plant Operators and Plant Operators were also noted. A Head Plant Operator and a Plant Operator reported that since the job cuts, response times have slowed, although response times for emergency or priority situations remain high. Next, a Head Plant Operator commented that some employees spend way too much time on the phone with personal calls. A Head Plant Operator noted that some departments have an attitude. Finally, management was criticized by a Head Plant Operator for their lack of follow-up, their inability to hold contractors accountable, and for creating an atmosphere where morale is terrible.

Food Services

More than half (57.3%, 209 customers) of those customers completing the customer satisfaction survey indicated that they had worked with the Food Services department.

Approximately 95% indicated that they were satisfied or very satisfied with the performance of the Food Services department. More than half (57.1%) of the customers indicated that the quality of work, responsiveness, attitude and appearance, and work completion of the Food Services department was *very satisfactory*. The attitude and appearance of the Food Services department was rated the highest overall with over 60% indicating that they were very satisfied. More than one third (37.9%) of the customers indicated that the performance of the Food Services department was *satisfactory*.

A small percentage of customers (approximately 5%) indicated that they were unsatisfied with the performance of the Food Services department; however no customers indicated that they were very unsatisfied. The largest percentage of unsatisfied responses (6.4%) focused on the responsiveness of the Food Services department, and was given primarily by Cafeteria Managers, Principals and Assistant Principals. A smaller percentage of customers indicated that they were unsatisfied with the attitude and appearance (5.9%), the work completion (4.0%), and the quality of work (3.5%) of the Food Services department.

Open ended comments

Approximately 16% of those customers responding made comments regarding the Food Services department.

Food Service Department employees were repeatedly described as very helpful and hard working individuals. They were described as doing a great job and as always available and willing to pitch in when needed. Furthermore, employees were described as very supportive, responsive to the needs of the district, and very thorough in their work. Additionally, the department was described as a very well run, very organized, and caring department.

Although the majority of comments was positive, a quarter (23.5%) of the comments made regarding the Food Service Department were negative. Several customers noted that the responsiveness of the Food Service Department is slow, including two Principals, a Head Plant Operator, and a Plant Operator. Additionally, management problems were noted by two Cafeteria Managers who noted that Food Service management is out of touch with school operations, and that there are too many managers and not enough workers. Finally, a Head Plant Operator expressed that the Food Service Department uses products that are difficult for the students to open.

Real Property Management

Of those customers completing the customer satisfaction survey 36.2% (132 customers) indicated that they had worked with the Real Property Management Office.

Most of the customers responding (99.4%) indicated that they were satisfied or very satisfied or with the performance of the Real Property Management Office. Nearly two-thirds of the customers responding (61.9%) indicated that the quality of work, responsiveness, attitude and appearance, and work completion of the Real Property Management Office was *very satisfactory*. The responsiveness of the Real Property Management Office was rated the highest with approximately 65% indicating that they were very satisfied. Approximately one-third of the customers responding (37.5%) indicated that they were *satisfied* with the performance of the Real Property Management Office.

Only two customers indicated that the performance of the Real Property Management Office was less than satisfactory. Specifically, an Area Maintenance Supervisor rated the department as unsatisfactory on responsiveness and work completion; and a Head Plant Operator rated the work completion of the department as unsatisfactory.

Open ended comments

Only 12% of those customers responding made comments concerning the Energy Management Office.

Energy Management Office employees were repeatedly described as very helpful, and as providing excellent service with a wealth of information. It was mentioned that Energy Management Office employees always return phone calls and are responsive. They were described as a good, hard working team, that is an asset to the system.

Although the majority of comments were positive, two negative comments were made. According to two Head Plant Operators, the Energy Management Office does not follow up after initial meetings, and does not deposit lease money in a timely fashion.

Transportation

Less than half (45.8%, 167 customers) of those customers completing the customer satisfaction survey indicated that they had worked with the Transportation department.

Approximately 87% of the customers responding indicated that they were satisfied or very satisfied or with the performance of Transportation department. Over half of the customers (57%) indicated that that the quality of work, responsiveness, attitude and appearance, and work completion of FD&C was *satisfactory*. Approximately thirty percent (29.0%) of the customers responding indicated that they were *very satisfied* with the performance of the Transportation department.

On average, 13% of those customers who completed the customer satisfaction survey indicated that they were unsatisfied or very unsatisfied with the performance of Transportation department. Nearly 21% of those customers responding indicated that they were unsatisfied or very unsatisfied with the responsiveness of the Transportation department. Of note, is that nearly one third of all Principals and twenty percent of all Assistant Principals responding indicated that they were unsatisfied with the responsiveness of the Transportation department. A smaller percentage of customers indicated that they were unsatisfied or very unsatisfied with the work completion (11.9%), quality of work (11.0%) and attitude and appearance (8.9%) of the Transportation Department.

Open ended comments

Approximately one quarter (24.5%) of those customers responding made comments regarding the Transportation department, and a nearly equal mix of positive and negative comments were received.

The transportation department was described as doing an excellent job, and as always helpful. Many customers noted that the Transportation department has improved greatly over this past year, that service is getting much better, and that dealings with the Transportation department have been much more expedient as of late. Furthermore, several customers noted that the responsiveness of the transportation department has greatly improved, and that the department does an outstanding job of following-up on transportation concerns, and responding to the needs of the parents and schools. Next, many customers commented that despite the pressure members of the transportation department are under, they do an outstanding job, which is greatly appreciated. Finally, customers voiced that Transportation department employees demonstrate a great deal of concern for the students, and seem to understand the importance of transporting the students every day.

However, slightly more than half (53.1%) of those customers commenting, indicated that the transportation department had some areas in need of improvement. By far, the largest area of concern for customers of the transportation department was a lack of communication between the department and the schools. Several Principals and

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Assistant Principals indicated that the transportation department employees are not responsive to issues, fail to return phone calls, and are generally unresponsive. Next, two assistant principals noted that it is difficult to reach a person to help in a crisis or with a challenging problem, and that the department is not very customer friendly. Additionally, a Principal noted that it is hard to reach supervisors, and that it may take days before a call gets returned. A Principal and an Assistant Principal noted problems with the phone number that parents call, and commented that the number should be answered more quickly, and that parents often complain that it takes too long to get through, that the line stays busy too often, or that at other times no one answers the phone. Finally, some of the people who answer the phone at dispatch were described as rude by an Assistant Principal. Additionally, bus lateness was mentioned as problematic by a Principal, Assistant Principal and School Secretary. Buses were cited as being continually late in the morning and afternoon, but as especially problematic in the afternoon. A lack of bus assistants, especially when dealing with ESE students was noted as being problematic by a Principal and an Assistant Principal. Finally, an Assistant Principal commented that route changes are not handled in a timely manner.

Warehouse

Of those customers completing the customer satisfaction survey, approximately 60.8% (222 customers) indicated that they had worked with the Warehouse department.

Most of the customers responding (98%) indicated that they were satisfied or very satisfied or with the performance of the Warehouse department. Nearly two-thirds of the customers responding (58.8%) indicated that the quality of work, responsiveness, attitude and appearance, and work completion of the Warehouse department was *very satisfactory*. The responsiveness (60.2%) and the attitude and appearance (61.6%) of the Warehouse department were rated the as most satisfactory. Approximately one-third of the customers responding (39.1%) indicated that they were *satisfied* with the performance of the Warehouse department.

A very small percentage of those customers responding (approximately 2.0%) indicated that the performance of the Warehouse department was less than satisfactory. Specifically, several Principals and Cafeteria Managers (2.7%) indicated that the responsiveness of the Warehouse department was unsatisfactory. Fewer customers indicated that the work completion (2.3%), quality of work (1.8%), and attitude and appearance (1.4%) of the Warehouse department was unsatisfactory.

Open ended comments

Only 16.7% of those customers responding made comments concerning the Warehouse department.

Nearly three-quarters (73.0%) of those customers making comments indicated that the department was doing a good job. Specifically, the warehouse department was described as helpful, professional, courteous, and prompt. Many customers commented that warehouse employees are very accommodating, flexible, and are willing to assist them. Additionally, warehouse employees were described as being customer-focused, hard working people, who “go the extra mile to help you out.” Next, customers commented that the warehouse employees are over-worked and under paid, and that the warehouse works very well with limited resources. Finally, a customer noted that the warehouse has improved service over the last year.

Approximately one-quarter (27.0%) of those customers commenting, indicated that the warehouse department was in need of improvement. A central area of customer concern focused on picking up materials in a timely manner. Several Principals noted that they have to wait too long for items to be picked up by the drivers. Additionally, an Assistant Principal and a Plant Operator indicated that it often takes several phone calls to get materials picked up.

Finally, a mix of positive and negative comments was received regarding the warehouse drivers. Several customers commented that the drivers are great, and go above and beyond to do their jobs. However, two Cafeteria Managers and a School Secretary

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indicated that the delivery people are rude, demanding, and short tempered. Additionally, a Cafeteria Manager indicated that the drivers don't wait to have orders checked.

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Results: ISD Internal Customer Satisfaction Survey

Customer Satisfaction Survey – Division Employees

Executive Summary

In December 2006 and January 2007, the department of Research and Accountability created and administered Customer Satisfaction Survey. This survey was sent to customers of the Institutional Services Division (i.e., employees of the Pinellas County School District within the Division) who were invited to participate. An effort was made to invite all available ISD employees to participate in the survey.

A total of 1321 ISD employees responded to the survey invitation and completed the survey, including employees in food service, school-based positions, maintenance, transportation, cafeteria, clerical, warehouse, FD&C, and real property departments.

The Customer Satisfaction Survey asked customers to rate the cooperation, communication, support (management), timeliness, and quality of work product of several departments within the IS division.

Institutional Services Business Department

Sixty-four percent (849 customers) of customers responded to questions pertaining to the Institutional Services Business Department. On average, 87.4% indicated that they were satisfied or very satisfied with the performance of the Department. Approximately 16% of the customers responding indicated that they were unsatisfied with the support and the timeliness of the Business department and 15% indicated their dissatisfaction with the Department's communication.

Area Maintenance Supervisors

Sixty-five percent (852 customers) of customers indicated their level of satisfaction with an AMS. Ninety percent (90.2%) of the customers responding indicated that they were satisfied or very satisfied with the performance of the AMSs. The cooperation and the quality of the work product of the AMSs were rated as the most satisfactory, with 93% of the customers indicating they were satisfied. Thirteen percent of the customers responding indicated that they were unsatisfied with the timeliness of the AMSs, 11% indicated dissatisfaction with the support, and 10% indicated dissatisfaction with the communication of the department.

Area Plant Supervisor

Sixty-three percent (836 customers) of customers rated their satisfaction with the performance of an APS. Nine out of ten (90.2%) customers responding indicated that they were satisfied or very satisfied with the performance of the Area Plant Supervisor. Twenty percent of Transportation customers indicated their dissatisfaction with the timeliness, 19.1% indicated their dissatisfaction with the support, and 18.8% indicated their dissatisfaction with the quality of the work product of an APS.

Educational Specifications

Approximately half (663 customers) of the customers responded to the items pertaining to the Educational Specifications department. Ninety percent (89.7%) of those customers responding indicated that they were satisfied or very satisfied with the performance of the Educational Specifications department. Transportation customers were most dissatisfied with the timeliness (29.3%) and the communication (24.7%) of the Educational Specifications department. Warehouse customers expressed a similar level of dissatisfaction with 23.1% indicating they were dissatisfied with the cooperation, support, and quality of work product of the Educational Specifications department.

Energy Management Office

Approximately 46% of customers (607 customers) indicated their level of satisfaction with the Energy Management Office. Ninety percent (89.7%) of those customers responding indicated that they were satisfied or very satisfied with the performance of the Energy Management Office. The cooperation and quality of work product were rated the most satisfactory, with more than 90% of customers indicating their satisfaction. Transportation customers were again the least satisfied, with 23.5% indicating their dissatisfaction with the timeliness and (22.4%) with the cooperation of the Energy Management Office.

Facilities, Design, and Construction

Fifty-one percent (672 customers) of customers responded to the items regarding FD&C. With the lowest percentage of all departments assessed, only seventy-nine percent (78.6%) of the customers responding indicated that they were satisfied or very satisfied with the performance of department. The cooperation of the FD&C department was rated as the most satisfactory, with nearly 81% of the customers indicating they were satisfied. The timeliness of the FD&C department was rated as unsatisfactory by the most customers (23%) followed by the communication (22%), and the support (21.5%) of the department.

Food Services

Approximately 72% (950 customers) of customers indicated their level of satisfaction with the Food Services department. Ninety-three percent (92.8%) of the customers responding indicated that they were satisfied or very satisfied with the performance of Food Services department. The quality of the work product of the Food Services department was rated as satisfactory by the most customers (94.2%). Approximately 9% of the customers responding indicated that they were unsatisfied or very unsatisfied with the communication of the Food Services department; and 8% indicated dissatisfaction with the support of the Department.

Real Property Management

One third (37.2%) of customers (492 customers) responded to the items concerning the Real Property Management Office. Ninety-three (92.5%) of the customers responding indicated that they were satisfied or very satisfied with the performance of Real Property Management Office. The cooperation and the quality of the work product of the Real Property Management Office were rated as the most satisfactory, with nearly 94% of the

customers indicating they were satisfied. Nine percent (9%) of the customers responding indicated that they were unsatisfied or very unsatisfied with the communication and the timeliness of the Real Property Management Office.

Transportation

Approximately 53% (694 customers) of customers indicated their level of satisfaction with the Transportation department. Eighty-three percent (83%) of the customers responding indicated that they were satisfied or very satisfied with the performance of the Transportation department. The cooperation, support, and the quality of the work product of the Transportation department were rated as the most satisfactory, with greater than 84% of the customers indicating they were satisfied. By far, the timeliness (20.7%) and the communication (20.1%) of the Transportation department were rated as the least satisfactory areas of the department's performance.

Warehouse

Fifty-six percent (741 customers) of customers completed the items pertaining to the Warehouse department. The highest percentage of customers out of any department in the ISD (93.9%) indicated that they were satisfied or very satisfied with the performance of Warehouse department. The cooperation, communication, support, and the quality of the work product of the Warehouse department were consistently rated as satisfactory, with nearly 94% of the customers indicating they were satisfied. Approximately 9% of the customers responding indicated that they were unsatisfied or very unsatisfied with the timeliness of the Warehouse department.

Maintenance Department

A total of 275 customers rated the Maintenance department in general. Ninety-three (92.5%) of the customers responding indicated that they were satisfied or very satisfied with the performance of Maintenance department in general. The cooperation and of the department was rated as the most satisfactory, with nearly 96% of the customers indicating they were satisfied. The timeliness of the Maintenance department was reported to be unsatisfactory by 10% of the customers responding, and the support of the department was rated as unsatisfactory by 9%. In general, a very small number of customers indicated that they were unsatisfied with the performance of the Maintenance department.

To attempt to fully capture the diversity of trades within the maintenance department, customers were asked to rate three different areas of their choosing within the maintenance department. Customers were instructed to write the names of the areas of the maintenance department that they worked with the most, and then rate those specific areas (e.g., plumbing, HVAC, etc.).

Customers selected a wide variety of trades which to rate and included: (the number of customers rating each trade is in parentheses): Plumbing (255), Electricians (183), HVAC (180), Carpentry (83), Sheet Metal (30), Pest Control (29), Lawn Care (26), Sites (22), Painters (20), Refrigeration (19), Carpet Technicians (19), Equipment Operators (16), Roofing (12), Locksmiths (11), Welding (11), Plasters (9), Mechanics (9), Masons (7), and the Cabinet Shop (6)

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In general, Pest Control employees received the largest percentage of very satisfied customers in the ISD (68.6%) followed by Welders (67.3%) and employees within the Cabinet Shop (66.7%). In general, there were very few customers who indicated they were dissatisfied with the performance of the Maintenance trades.

Customer Satisfaction Survey-Division employees Customer Satisfaction Survey Administration

In December 2006 and January 2007, the department of Research and Accountability created and administered Customer Satisfaction Survey. This survey was sent to customers of the Institutional Services Division (i.e., employees of the Pinellas County School District within the Division) who were invited to participate. An effort was made to invite all available ISD employees to participate in the survey.

Survey packets were sent via inter-office mail (the pony) to locations throughout the district, and were either personally addressed to the intended recipients, or were addressed to supervisors who then handed out surveys to their subordinates. Return inter-office mail (pony) envelopes were provided with each survey and were used by the respondents to return their completed surveys to the department of Research and Accountability. This procedure, which was explained in a brief memo attached to the survey, allowed participants to respond to the items contained in the questionnaire anonymously. Furthermore, this procedure allowed participants the freedom to express themselves as they desired without fear of their supervisor or any other employee having access to their responses.

A total of 1321 ISD employees responded to the survey invitation and completed the survey, including employees in food service, school-based positions, maintenance, transportation, cafeteria, clerical, warehouse, FD&C, and real property departments. The distribution of employees across departments responding to the Customer Satisfaction Survey appears below in Table 1.

Table 1: Distribution of employees completing the Customer Satisfaction Survey by department

Department	Number of Employees Responding
Food Service	328
School Based	283
Maintenance	198
Transportation	175
Cafeteria	94
Clerical	39
Warehouse	29
FD&C	8
Real Property / Planning	4
No Department Listed	163

Other than job position, no other demographic data was collected thereby ensuring the anonymity of the customers. Furthermore, only findings at an aggregate level are reported.

Customer Satisfaction Survey

The Customer Satisfaction Survey asked customers to rate the cooperation, communication, support (management), timeliness, and quality of work product of several departments within the IS division including:

- Institutional Services Business Department
- Area Maintenance Supervisor
- Area Plant Supervisor
- Educational Specifications
- Energy Management Office
- Facilities, Design, and Construction
- Food Services
- Real Property Management
- Transportation
- Warehouse
- Maintenance

First, customers read a brief introduction to the survey which informed them of the purpose and the basic structure of the survey questions. Next, customers entered their job title in a space provided. Customers then indicated their level of satisfaction with the cooperation, communication, support (management), timeliness, and quality of work product of each department. Customers could indicate that they were very satisfied, satisfied, unsatisfied, or very unsatisfied with the specific department's performance. Additionally, customers could indicate if they had not worked with the specified department.

Climate Survey (ICS) Analysis

After the administration of the survey, basic psychometric properties of the Customer Satisfaction Survey were assessed to ensure that the survey captured the responses of the customers reliably. Results of the analyses suggested that the Customer Satisfaction Survey very reliably captured the customer's responses across each department assessed by the survey.

Additionally, due to the large numbers of customers responding, it was possible to compare the responses of the customers by department. Therefore, responses summarized below are first described for the entire group of customers responding. Then, noteworthy exceptions by department are noted.

Institutional Services Business Department

Sixty-four percent (849 customers) of those customers completing the Customer Satisfaction Survey responded to questions pertaining to the Institutional Services Business Department. A total of 204 School Based, 203 Food Service, 140 Maintenance, 103 Transportation, 52 Cafeteria, 27 Clerical, and 17 Warehouse customers, among others responded.

Eighty-seven percent (87.4%) of the customers responding indicated that they were satisfied or very satisfied with the performance of Institutional Services Business Department. Nearly two-thirds of the customers (65.3%) indicated that the cooperation, communication, support (management), timeliness, and the quality of work product of the Business department were *satisfactory*. Approximately 22% of the customers responding indicated that they were *very satisfied* with the performance of the department. The cooperation and the quality of the work product of the Business department were rated as most satisfactory, with nearly 92% of the customers indicating they were satisfied.

Food Service customers were the most satisfied with the Business department, with nearly 94% expressing their satisfaction. Nearly all (97.1%) of the Food Service customers were satisfied with the quality of the work product of the Business Department.

On average, 13% of the customers responding indicated that they were *unsatisfied* or *very unsatisfied* with the performance of Institutional Services Business Department. Approximately 16% of the customers responding indicated that they were unsatisfied or very unsatisfied with the support and the timeliness of the Business department; 15% indicated their dissatisfaction with the Department's communication, whereas, only 8% indicated dissatisfaction with the cooperation or the quality of the work product of the department.

Across all categories, nearly one-third (30%) of all Transportation customers responding indicated that they were dissatisfied with the performance of the Business department. Specifically, 40.4% indicated their dissatisfaction with the timeliness, 38.8% indicated their dissatisfaction with the support, and 31.1% indicated their dissatisfaction with the communication of the Business department.

Maintenance customers expressed a similar, although less intense dissatisfaction with the performance of the Business department. Seventeen percent of Maintenance customers expressed dissatisfaction with the Business department, and specifically were most dissatisfied with the support (24.1%) and the communication (21.9%) of the Business department.

Area Maintenance Supervisors

Sixty-five percent (852 customers) of the customers completing the Customer Satisfaction Survey indicated their level of satisfaction with an Area Maintenance Supervisor (AMS). A total of 221 School Based, 183 Food Service, 147 Maintenance, 89 Transportation, 51 Cafeteria, 23 Clerical, and 18 Warehouse customers, among others responded.

Ninety percent (90.2%) of the customers responding indicated that they were satisfied or very satisfied with the performance of the Area Maintenance Supervisors. Fifty-nine percent (59.7%) indicated that that the cooperation, communication, support (management), timeliness, and the quality of work product of the Area Maintenance Supervisors were *satisfactory*. Thirty-one percent (30.5%) indicated that they were *very satisfied* with the performance of the Area Maintenance Supervisors. The cooperation and the quality of the work product of the Area Maintenance Supervisors were rated as the most satisfactory, with 93% of the customers indicating they were satisfied. Communication and support, similarly, were rated as satisfactory by 90% of the customers.

Cafeteria customers were the most satisfied with the Area Maintenance Supervisors, with 97% expressing their satisfaction. The cooperation, communication, support (management), and quality of work product of the Area Maintenance Supervisors was rated as equally satisfactory by 98% of Cafeteria customers, with only the timeliness of the department rated slightly lower (94%).

Only, 10% of the customers responding indicated that they were *unsatisfied* or *very unsatisfied* with the performance of Area Maintenance Supervisors. Thirteen percent of the customers responding indicated that they were unsatisfied or very unsatisfied with the timeliness of the Area Maintenance Supervisors; whereas, only 11% indicated dissatisfaction with the support, 10% indicated dissatisfaction with the communication, , and 7% indicated dissatisfaction with the cooperation or the quality of the work product of the Area Maintenance Supervisors.

Sixteen percent (16.2%) of all Maintenance customers responding indicated that they were dissatisfied with the performance of the Area Maintenance Supervisors. Specifically, 20.7% indicated their dissatisfaction with the communication, 19.5% indicated their dissatisfaction with the support, and 16.8% indicated their dissatisfaction with the timeliness of the Area Maintenance Supervisors.

Similarly, Transportation (14.2%) and Warehouse (13.7%) customers expressed a slight degree of dissatisfaction with the performance of the Area Maintenance Supervisors. For both departments, the timeliness of the Area Maintenance Supervisors was the biggest concern with 18% of both departments noting they were dissatisfied.

Area Plant Supervisor

Sixty-three percent (836 customers) of those customers completing the Customer Satisfaction Survey rated their satisfaction with the performance of an Area Plant Supervisor (APS). A total of 247 School Based, 178 Food Service, 131 Maintenance, 68 Transportation, 55 Cafeteria, 21 Clerical, and 19 Warehouse customers, among others responded.

Nine out of ten (90.2%) customers responding indicated that they were satisfied or very satisfied with the performance of the Area Plant Supervisor. More than half of the customers (57%) indicated that the cooperation, communication, support (management), timeliness, and the quality of work product of the Area Plant Supervisor were *satisfactory*. One-third (33.4%) of the customers responding indicated that they were *very satisfied* with the performance of the Area Plant Supervisor. Ratings were consistent across items.

Clerical (95.3%) and Food Service (97.2%) customers were the most satisfied with the performance of the Area Plant Supervisor. All of the Clerical customers (100%) were satisfied with the timeliness of the Area Plant Supervisor, and nearly all of the Food Service customers were satisfied with the quality of the work product (96.6) and the communication (96.1%) of the Area Plant Supervisor.

On average, only 10% of the customers responding indicated that they were *unsatisfied* or *very unsatisfied* with the performance of the Area Plant Supervisor. As mentioned above, ratings were remarkably consistent, with no notable differences in performance across items.

Nearly 17% of all Transportation customers responding indicated that they were dissatisfied with the performance of the Area Plant Supervisor. Specifically, 20% indicated their dissatisfaction with the timeliness, 19.1% indicated their dissatisfaction with the support, and 18.8% indicated their dissatisfaction with the quality of the work product of the Area Plant Supervisor.

Warehouse and School Based customers expressed a less intense dissatisfaction with the performance of the Area Plant Supervisor. Ten percent of both Warehouse and School Based customers expressed dissatisfaction with the Area Plant Supervisor, and specifically were most dissatisfied with the timeliness of the Area Plant Supervisor.

Educational Specifications

Of those customers completing the Customer Satisfaction Survey approximately half (663 customers) responded to the items pertaining to the Educational Specifications department. A total of 167 School Based, 151 Food Service, 107 Maintenance, 81 Transportation, 45 Cafeteria, 13 Warehouse, and 10 Clerical customers, among others responded.

Ninety percent (89.7%) of those customers responding indicated that they were satisfied or very satisfied with the performance of the Educational Specifications department. More than two-thirds of the customers (67.7%) indicated that that the cooperation, communication, support (management), timeliness, and quality of work product of the Area Plant Supervisor were *satisfactory*. Twenty-two percent (22%) of the customers responding indicated that they were *very satisfied* with the performance of the Educational Specifications department. Ratings were consistent across items.

Clerical (100%), Cafeteria (96.4%), and Food Service (95.1%) customers were the most satisfied with the performance of the Educational Specifications department. All of the Clerical customers (100%) were satisfied with the Educational Specifications department on all of the items, and nearly all of the Cafeteria (97.8) and Food Service (96.1%) customers were satisfied with the cooperation of the Educational Specifications department.

On average, one out of every ten customers (10.3%) responding indicated that they were *unsatisfied* or *very unsatisfied* with the performance of Educational Specifications department. One quarter (24%) of all Transportation customers responding indicated that they were dissatisfied with the performance of the Educational Specifications department. Specifically, Transportation customers were most dissatisfied with the timeliness (29.3%) and the communication (24.7%) of the Educational Specifications department.

Warehouse customers expressed a similar level of dissatisfaction with the performance of the Educational Specifications department, with 23.1% indicating they were dissatisfied with the cooperation, support, and quality of work product of the Educational Specifications department.

Fourteen percent (14.2%) of Maintenance customers expressed dissatisfaction with the Educational Specifications department, and specifically were most dissatisfied with the support provided by the department.

Energy Management Office

Approximately 46% of those customers completing the Customer Satisfaction Survey (607 customers) indicated their level of satisfaction with the Energy Management Office. A total of 186 School Based, 126 Food Service, 100 Maintenance, 50 Transportation, 38 Cafeteria, 13 Clerical, and 12 Warehouse customers, among others responded.

Ninety percent (89.7%) of those customers responding indicated that they were satisfied or very satisfied with the performance of the Energy Management Office. Greater than two-thirds of the customers (67.5%) indicated that that the cooperation, communication, support (management), timeliness, and quality of work product of the Energy Management Office were *satisfactory*. Twenty-two percent (22.2%) of the customers indicated that they were *very satisfied* with the performance of the Energy Management Office. The cooperation and quality of work product were rated the most satisfactory, with more than 90% of customers indicating their satisfaction.

Most of the Cafeteria (96.8%), Food Service (95.7%), and School Based (95.4%) customers were satisfied with the performance of the Energy Management Office. These customers were satisfied with the department on all of the items, with the highest percentage indicating their satisfaction with the quality of work product of the Energy Management Office.

On average, ten percent of the customers (10.3%) indicated that they were *unsatisfied* or *very unsatisfied* with the performance of Energy Management Office. Consistent with previous results, Transportation customers were again the least satisfied, with 20.1% indicating that they were dissatisfied with the performance of the Energy Management Office. Specifically, Transportation customers were most dissatisfied with the timeliness (23.5%) and the cooperation (22.4%) of the Energy Management Office.

Maintenance customers expressed a similar level of dissatisfaction with the performance of the Energy Management Office, with 23.5% indicating they were dissatisfied with the communication, 21.2% indicating they were dissatisfied with the support, and 17.6% indicating they were dissatisfied with the cooperation of the Energy Management Office.

Facilities, Design, and Construction

Fifty-one percent (672 customers) of those completing the Customer Satisfaction Survey responded to the items regarding the Facilities, Design, and Construction department (FD&C). A total of 174 School Based, 141 Food Service, 128 Maintenance, 60 Transportation, 42 Cafeteria, 15 Clerical, and 12 Warehouse customers, among others responded.

With the lowest percentage of all departments assessed, only seventy-nine percent (78.6%) of the customers responding indicated that they were satisfied or very satisfied with the performance of Facilities, Design, and Construction department. Fifty-nine percent of the customers (59.1%) indicated that that the cooperation, communication, support (management), timeliness, and quality of work product of the FD&C department were *satisfactory*. Less than 20% of the customers responding indicated that they were *very satisfied* with the performance of the FD&C department. The cooperation of the FD&C department was rated as the most satisfactory, with nearly 81% of the customers indicating they were satisfied.

Cafeteria customers were the most satisfied with the FD&C department, with 96.2% expressing their satisfaction. Nearly all (97.6%) of the Cafeteria customers were satisfied with the timeliness and the quality of the work product of the FD&C department.

On average, 21% of the customers responding indicated that they were *unsatisfied* or *very unsatisfied* with the performance of FD&C department. The timeliness of the FD&C department was rated as unsatisfactory by the most customers (23%) followed by the communication (22%), and the support (21.5%) of the department.

Across all categories, nearly half (43%) of all Maintenance customers responding indicated that they were dissatisfied with the performance of the FD&C department. By far, the communication of the FD&C department was rated as most unsatisfactory by 46.2% of all Maintenance customers.

Nearly one-quarter (24.2%) of Transportation customers expressed a similar dissatisfaction with the performance of the FD&C department. Specifically, 29% of Transportation customers expressed dissatisfaction with the timeliness and the quality of the work product of the FD&C department.

Food Services

Approximately 72% (950 customers) of those customers completing the Customer Satisfaction Survey indicated their level of satisfaction with the Food Services department. A total of 317 School Based, 202 Food Service, 113 Maintenance, 90 Cafeteria, 48 Transportation, 23 Clerical, and 21 Warehouse customers, among others responded.

Ninety-three percent (92.8%) of the customers responding indicated that they were satisfied or very satisfied with the performance of Food Services department. More than half of the customers (58%) indicated that that the cooperation, communication, support (management), timeliness, and quality of work product of the Food Services department were *satisfactory*. One-third (34.8%) of the customers responding indicated that they were *very satisfied* with the performance of the Food Services department. The quality of the work product of the Food Services department was rated as satisfactory by the most customers (94.2%).

School Based (95%) and Cafeteria (94.6%) customers were the most satisfied with the Food Services department, and expressed the most satisfaction with the quality of the work product and the cooperation of the Food Services department.

On average, 7% of the customers responding indicated that they were *unsatisfied* or *very unsatisfied* with the performance of the Food Services department. Approximately 9% of the customers responding indicated that they were unsatisfied or very unsatisfied with the communication of the Food Services department; and 8% indicated dissatisfaction with the support of the Department.

The only customers that expressed significant amounts of dissatisfaction with the Food Services department were Warehouse customers, with 23.4% expressing their dissatisfaction. The quality of work product of the Food Service department was rated as unsatisfactory by more than a quarter (27.3%) of Warehouse customers, and the cooperation, communication, and support was similarly rated (23.8%).

Real Property Management

One third (37.2%) of those customers completing the Customer Satisfaction Survey (492 customers) responded to the items concerning the Real Property Management Office. A total of 142 School Based, 108 Food Service, 67 Maintenance, 40 Cafeteria, 30 Transportation, 15 Clerical, and 11 Warehouse customers, among others responded.

Ninety-three (92.5%) of the customers responding indicated that they were satisfied or very satisfied with the performance of Real Property Management Office. More than two-thirds of the customers (69.3%) indicated that that the cooperation, communication, support (management), timeliness, and quality of work product of the Real Property Management Office were *satisfactory*. Approximately 23% of the customers responding indicated that they were *very satisfied* with the performance of the Real Property Management Office. The cooperation and the quality of the work product of the Real Property Management Office were rated as the most satisfactory, with nearly 94% of the customers indicating they were satisfied.

Cafeteria customers were the most satisfied with the Real Property Management Office, with 97% expressing their satisfaction, and rated all items similarly satisfactory.

On average, 7.5% of the customers responding indicated that they were *unsatisfied* or *very unsatisfied* with the performance of Real Property Management Office. Nine percent (9%) of the customers responding indicated that they were unsatisfied or very unsatisfied with the communication and the timeliness of the Real Property Management Office.

Although the Warehouse and Transportation customers were the least satisfied with the performance of the Real Property Management Office, such very small numbers of customers from these departments responded to the items regarding the Real Property Management Office that percentages associated with their responses have little merit. In total, a very small number of customers expressed any dissatisfaction with the performance of the department.

Transportation

Of those customers completing the Customer satisfaction survey, approximately 53% (694 customers) indicated their level of satisfaction with the Transportation department. A total of 158 Transportation, 136 School Based, 122 Maintenance, 106 Food Service, 31 Cafeteria, 19 Warehouse, and 18 Clerical customers, among others responded.

Eighty-three percent (83%) of the customers responding indicated that they were satisfied or very satisfied with the performance of the Transportation department. Sixty-three percent of the customers (62.6%) indicated that they were *satisfied* with the cooperation, communication, support (management), timeliness, and the quality of work product of the Transportation department. Twenty percent of customers indicated that they were *very satisfied* with the performance of the department. The cooperation, support, and the quality of the work product of the Transportation department were rated as the most satisfactory, with greater than 84% of the customers indicating they were satisfied.

Cafeteria department customers were the most satisfied with the Transportation department, with 94% expressing their satisfaction.

Seventeen percent of the customers responding indicated that they were *unsatisfied* or *very unsatisfied* with the performance of Transportation department. By far, the timeliness (20.7%) and the communication (20.1%) of the Transportation department were rated as the least satisfactory areas of the department's performance.

Interestingly, Transportation department customers were the most dissatisfied with the performance of the Transportation department! More than one-third (36.7%) indicated that they were unsatisfied or very unsatisfied with their own department's performance. Specifically, 45% indicated their dissatisfaction with the timeliness, 43.4% indicated their dissatisfaction with the communication, and 34% indicated their dissatisfaction with the support of the Transportation department.

Warehouse

Fifty-six percent (741 customers) of those customers completing the Customer Satisfaction Survey completed the items pertaining to the Warehouse department. A total of 177 School Based, 156 Food Service, 144 Maintenance, 45 Cafeteria, 43 Transportation, 35 Clerical, and 28 Warehouse customers, among others responded.

The highest percentage of customers out of any department in the ISD (93.9%) indicated that they were satisfied or very satisfied with the performance of Warehouse department. Nearly two-thirds of the customers (62.4%) indicated that that the cooperation, communication, support (management), timeliness, and quality of work product of the Warehouse department were *satisfactory*. Approximately 32% of the customers responding indicated that they were *very satisfied* with the performance of the Warehouse department. The cooperation, communication, support, and the quality of the work product of the Warehouse department were consistently rated as satisfactory, with nearly 94% of the customers indicating they were satisfied.

Only 6.1% of the customers responding indicated that they were *unsatisfied* or *very unsatisfied* with the performance of Warehouse department. Approximately 9% of the customers responding indicated that they were unsatisfied or very unsatisfied with the timeliness of the Warehouse department. Consistent with other ratings, Transportation customers (15.2%) were the least satisfied with the performance of the Warehouse department. The cooperation of the Warehouse department was rated as unsatisfactory by 18.2% of the Transportation customers.

Maintenance Areas

To attempt to fully capture the diversity of trades within the maintenance department, customers were asked to rate three different areas of their choosing within the maintenance department. Customers were instructed to write the names of the areas of the maintenance department that they worked with the most, and then rate those specific areas (e.g., plumbing, HVAC, etc.).

Due to the format with which the maintenance department was assessed, a wide variety of areas were cited for rating. Although many customers selected specific areas to rate, 20.8% of the customers responding (275) rated the maintenance department in general. Therefore, presented below is a summary of the general maintenance department ratings, as well as ratings of the specific trades that were selected by customers.

Maintenance Department

A total of 275 customers including 81 Food Service, 62 School Based, 30 Maintenance, 20 Cafeteria, 16 Transportation, 9 Warehouse and 5 Clerical customers, among others rated the Maintenance department in general.

Ninety-three (92.5%) of the customers responding indicated that they were satisfied or very satisfied with the performance of Maintenance department in general. Sixty-two percent of the customers (62.2%) indicated that the cooperation, communication, support (management), timeliness, and quality of work product of the Maintenance department were *satisfactory*. Thirty percent (30.3%) of the customers responding indicated that they were *very satisfied* with the performance of the Maintenance department. The cooperation and of the department was rated as the most satisfactory, with nearly 96% of the customers indicating they were satisfied.

On average, 7.5% of the customers responding indicated that they were *unsatisfied* or *very unsatisfied* with the performance of Maintenance department. The timeliness of the Maintenance department was reported to be unsatisfactory by 10% of the customers responding, and the support of the department was rated as unsatisfactory by 9%. In general, a very small number of customers indicated that they were unsatisfied with the performance of the Maintenance department.

Plumbing

Nineteen percent of all customers responding to the Customer Satisfaction Survey (255 customers) rated the performance of the Plumbing trade within the Maintenance department.

Nearly all (96.3%) of customers responding indicating that they were satisfied or very satisfied with the performance of the Plumbing shop. Half (50.4%) of customers responding indicating that they were very satisfied with the performance of the shop, whereas, 45.9% indicated they were satisfied. The cooperation and the quality of the

work product of the Plumbing shop were rated as most satisfactory by 97.7% of the customers responding.

Only 3.7% of customers responding indicating that they were unsatisfied or very unsatisfied with the performance of the Plumbing Shop. Specifically, the timeliness of the Plumbing shop was rated as the most unsatisfactory by 6.7% of customers responding. The majority of customers expressing dissatisfaction with the timeliness of the Plumbing trade were Food Service customers including several Food Service Managers, a Food Service Assistant, a Food Service C, and a Cook. Additionally, several Plant Operators and a Head Plant operator expressed their dissatisfaction, among others.

Electricians

Fourteen percent of all customers responding to the Customer Satisfaction Survey (183 customers) rated the performance of the Electricians within the Maintenance department.

Ninety-five percent (94.5%) of customers responding indicating that they were satisfied or very satisfied with the performance of the Electricians. Nearly half (48.4%) of customers responding indicating that they were very satisfied with the performance of the shop, and 46.1% indicated they were satisfied. The quality of the work product of the shop was rated as most satisfactory by 97.8% of the customers responding.

Only 5.5% of customers responding indicating that they were unsatisfied or very unsatisfied with the performance of the Electricians. Specifically, the support (7.7%), timeliness (7.1%) and communication (6.0%) of the shop were rated as the most unsatisfactory. A wide variety of customers expressed their dissatisfaction in the support of the electricians including School-Based customers (2 Head Plant Operators, and a Night Foreman), Maintenance customers (2 HVAC, a Carpenter, an Instrument Technician, a Locksmith, and an Appliance/ Refrigeration customer) as well as others. The timeliness and the communication of the trade were rated as unsatisfactory by a similar distribution of customers.

HVAC

Approximately fourteen percent of all customers responding to the Customer Satisfaction Survey (180 customers) rated the performance of the HVAC trade within the Maintenance department.

Ninety-two percent of customers responding indicated that they were satisfied or very satisfied with the performance of the HVAC employees. Nearly half (48.6%) of the customers responding indicating that they were very satisfied with the performance of the shop, and 43.2% indicated they were satisfied. The quality of the work product and the communication of the shop were rated as most satisfactory by nearly 94% of the customers responding.

Eight percent of customers responding indicated that they were unsatisfied or very unsatisfied with the performance of the HVAC employees. Specifically, the communication and the timeliness (10%) of the employees were rated as the most unsatisfactory. Several customers expressed their dissatisfaction with the communication of the HVAC employees including School-Based customers (3 Head Plant Operators, 2 Night Foremen and a Plant Operator), Maintenance customers (2 Electricians, 2 Carpenters, and an HVAC customer) as well as others. The timeliness of the trade was rated as unsatisfactory by a similar distribution of customers.

Carpentry

Six percent of all customers responding to the Customer Satisfaction Survey (83 customers) rated the performance of the Carpentry trade within the Maintenance department.

Nearly all (96.6%) of customers responding indicating that they were satisfied or very satisfied with the performance of the Carpentry Shop. Forty-two percent of customers responding indicating that they were very satisfied with the performance of the shop, whereas, 54.4% indicated they were satisfied. The quality of the work product and the support of the Carpentry shop were rated as most satisfactory by 97.6% of the customers responding.

On average, only 3.4% of customers responding indicating that they were unsatisfied or very unsatisfied with the performance of the Carpentry Shop. Specifically, the timeliness of the Carpentry shop was rated as the most unsatisfactory by 4.8% of customers responding. Only four customers, a Head Plant Operator, a Maintenance customer, a Coordinator, and one customer not indicating their position were unsatisfied with the timeliness of the trade. Additionally, the same Head Plant Operator and Coordinator were both unsatisfied with all other items as well.

Sheet Metal

Approximately 2% of all customers responding to the Customer Satisfaction Survey (30 customers) rated the performance of the Sheet Metal employees within the Maintenance department. Employees within the Sheet Metal shop within the Maintenance department received the second highest evaluation in the ISD, with 66% of customers responding indicating that they were very satisfied with the performance of the Sheet Metal Shop. The remaining 34% indicated that they were satisfied. Seventy percent of the customers responding were very satisfied with the cooperation and the quality of the work product of the Sheet Metal shop.

Pest Control

Two percent of all customers responding to the Customer Satisfaction Survey (29 customers) rated the performance of the Pest Control employees within the Maintenance department. Pest Control employees within the Maintenance department received the

largest percentage of very satisfied customers in the ISD, with 68.6% of customers responding indicating that they were very satisfied with the performance of the Pest Control employees. Thirty percent indicated that they were satisfied. All customers (100%) responding indicated they were satisfied with the timeliness, the quality of work product, the support of the trade. Only one employee (who did not indicate his/her job title) indicated dissatisfaction with the cooperation and communication of the Pest Control employees.

Lawn Care

Two percent of all customers responding to the Customer Satisfaction Survey (26 customers) rated the performance of the Lawn Care employees within the Maintenance department. Ninety-three percent of customers responding indicated that they were satisfied or very satisfied with the performance of the Lawn Care employees. Nearly half (44.6%) of customers responding indicating that they were very satisfied with the performance of the shop, and 48.5% indicated they were satisfied. The quality of the work product and the communication of the shop were rated as most satisfactory by 96.2% of the customers responding. Seven percent of customers responding indicating that they were unsatisfied or very unsatisfied with the performance of the Lawn Care department. Specifically, the timeliness (11.5%) of the employees was rated as the most unsatisfactory. However, only three customers expressed their dissatisfaction in the timeliness of the trade including a Mechanic, a Plant Operator, and one customer who did not indicate their job title.

Sites

One and a half percent of all customers responding to the Customer Satisfaction Survey (22 customers) rated the performance of the Sites Department within the Maintenance department. Eighty-nine percent of customers responding indicated that they were satisfied or very satisfied with the performance of the Sites department. Fifty-four percent were very satisfied with the performance of the shop, and 35% indicated they were satisfied. The cooperation, support, and quality of the work product of the shop were rated as equally satisfactory by nearly 91% of the customers responding. Only three customers (11.1%) responding indicated that they were unsatisfied or very unsatisfied with the performance of the Roofing employees. The communication and the timeliness of the employees were rated as unsatisfactory by a Foreman, a Painter, and a customer who did not indicate their job title.

Painters

One and a half percent of all customers responding to the Customer Satisfaction Survey (20 customers) rated the performance of the Painters within the Maintenance department. Most (96%) of the customers responding indicating that they were satisfied or very satisfied with the performance of the Painting shop. More than half (56%) of customers responding indicating that they were very satisfied with the performance of the shop, whereas, 40% indicated they were satisfied. The cooperation and support of the Painting

shop were rated as very satisfactory by 60% of the customers responding. Only one employee (a Plant Operator) indicated dissatisfaction with the communication, cooperation, timeliness, and support of the Painting shop.

Refrigeration

Slightly less than 1.5% of all customers responding to the Customer Satisfaction Survey (19 customers) rated the performance of the Refrigeration employees within the Maintenance department. Refrigeration employees within the Maintenance department received equal numbers of satisfied and very satisfied customers (48.4%). All customers (100%) responding indicated they were satisfied with the cooperation and the support of the trade. Only two employees (Food Service Managers) indicated their dissatisfaction with the communication, timeliness, and the quality of the work product of the Refrigeration employees.

Carpet

Slightly less than 1.5% of all customers responding to the Customer Satisfaction Survey (19 customers) rated the performance of the Carpet employees within the Maintenance department. Most (95.8%) of the customers responding indicating that they were satisfied or very satisfied with the performance of the Carpet shop. Forty percent of customers responding indicating that they were very satisfied with the performance of the shop, whereas, 55.4% indicated they were satisfied. All customers (100%) responding indicated they were satisfied with the communication, cooperation, and the support of the trade. Only one employee (a Plant Operator) indicated dissatisfaction with the communication, cooperation, timeliness, and support of the Carpet shop.

Equipment Operators

Approximately 1% of all customers responding to the Customer Satisfaction Survey (16 customers) rated the performance of the Equipment Operators within the Maintenance department. Eighty-eight percent of customers responding indicated that they were satisfied or very satisfied with the performance of the Sites department. Sixty-five percent were very satisfied with the performance of the shop, and 22.3% were satisfied. The quality of the work product of the shop was rated as satisfactory by nearly 94% of the customers responding.

Twelve percent (12.4%) of customers responding indicated that they were unsatisfied or very unsatisfied with the performance of the Equipment Operators. The support of the employees was rated as most unsatisfactory by 18.8% of customers including two Food Service Managers and a customer who did not indicate their job title.

Roofing

One percent of all customers responding to the Customer Satisfaction Survey (12 customers) rated the performance of the Roofing employees within the Maintenance

department. Ninety percent of customers responding indicated that they were satisfied or very satisfied with the performance of the Roofing trade. Fifty-five percent of the customers responding indicating that they were very satisfied with the performance of the shop, and 35% indicated they were satisfied. The cooperation, communication, support, and quality of the work product of the shop were rated as equally satisfactory by nearly 92% of the customers responding.

One in ten customers (10%) responding indicated that they were unsatisfied or very unsatisfied with the performance of the Roofing employees. Specifically, the timeliness (16.7%) of the employees was rated as unsatisfactory. However, it is important to note that this percentage only indicates 2 customers (a Night Foreman, and a Painter) were dissatisfied.

Locksmith

One percent of all customers responding to the Customer Satisfaction Survey (11 customers) rated the performance of the Locksmiths within the Maintenance department. All of the customers responding indicated that they were satisfied or very satisfied with the performance of the Locksmiths within the Maintenance Department. Although 40% of customers responding indicated they were very satisfied with the performance of the trade; the majority (60%) was satisfied. The quality of the work product and the cooperation of the trade were rated very satisfactory by the most customers (45.5%).

Welding

One percent of all customers responding to the Customer Satisfaction Survey (11 customers) rated the performance of the Welding employees within the Maintenance department. Ninety-five percent of the customers responding indicating that they were satisfied or very satisfied with the performance of the Welding shop. Welders received the second highest percentage of very satisfied customers (67.3%). Twenty-seven percent indicated they were satisfied. All customers (100%) responding indicated they were satisfied with the communication and cooperation of the trade. Only one employee (a Planner) indicated dissatisfaction with the support, timeliness, and the quality of work product of the shop.

Plasters

Less than 1% of all customers responding to the Customer Satisfaction Survey (9 customers) rated the performance of the Plasters within the Maintenance department. All of the customers responding indicated that they were satisfied or very satisfied with the performance of the Plasterers within the Maintenance Department. Forty-seven percent of customers responding were very satisfied with the performance of the trade; however, the majority (53.3%) was satisfied. The cooperation of the Plasterers was rated as very satisfactory by 66.7% of the customers responding, and the communication and quality of work product (55.6%) were also rated as very satisfactory.

Mechanics

Less than 1% of all customers responding to the Customer Satisfaction Survey (9 customers) rated the performance of the Mechanics within the Division. Most (95.6%) of the customers responding indicating that they were satisfied or very satisfied with the performance of the Mechanics. Fifty percent of customers responding indicating that they were very satisfied with the performance of the shop, and 45.3% indicated they were satisfied. All customers (100%) responding indicated they were satisfied with the communication, cooperation, and the support of the trade. Only one employee (a Bus Driver) indicated dissatisfaction with the timeliness and the quality of work product of the shop.

Masons

Less than 1% of all customers responding to the Customer Satisfaction Survey (7 customers) rated the performance of the Masons within the Maintenance department. All of the customers responding indicated that they were satisfied or very satisfied with the performance of the Masons within the Maintenance Department. Sixty percent of customers responding were very satisfied with the performance of the trade, and the remaining 40% indicated that they were satisfied. The cooperation of the Masons was rated as very satisfactory by 71.4% of the customers responding.

Cabinet Shop

Less than 1% of all customers responding to the Customer Satisfaction Survey (6 customers) rated the performance of the Cabinet Shop within the Maintenance department. Employees within the Cabinet Shop within the Maintenance department received the third highest evaluation in the ISD, with 66.7% of customers responding indicating that they were very satisfied with the performance of the Cabinet Shop. The remaining 33.3% indicated that they were satisfied. Eighty-three percent of the customers responding were very satisfied with the cooperation and the quality of the work product of the Cabinet shop.

Appendix O

Results: External Customer Construction Management Survey

Responses-Construction Management Survey
Appendix O

	1	2	3	4	5	6	7	8	9
	Have you ever responded to (RFP) for a (CM) contract with PCS. If so, how many times in the last three years?	Have you ever received a CM contract for a PCSB Project? How many times?	When was the last time you received a CM contract?	What has been the size (cost wise) of the projects you have worked on for PCSB?	If you have ever been selected as a CM to work with PCSB: What do you think has contributed to the selection of your company to work with PCSB?	If you have not been selected as a CM what elements do you think contributed to not being granted a CM contract?	Would you respond to a RFP in the future?	Please list some reasons why or why not?	What changes would you make to improve the RFP process?
1	5	1	4 years ago	\$4.5 million	Good approach to project in presentation. Staff wanted to see some "New Blood".	Hard to break staff use of CMS consistency doing work there.	Yes	Good Staff! Very fair people! Good spec	It's fair, no suggestions
2	6	None	None	NA	NA	As attested by the multiple CM contracts with other education clients, we are qualified to provide CM services to PCSB. Elements for not being selected: Relatively new office to the Tampa Bay area. District is currently using prototype designs, repeatedly built by several competitors.	Yes	We have a very knowledgeable staff that understands the CM process. We have a completed and satisfied numerous CM projects for other local school districts'. PCSB's Facilities staff understand the CM process (very professional). PCSB adequately compensates the construction management firms.	The selection process is effective and satisfactory.
3	8	3	September 2003	\$5 million \$10 Million \$21 million	Our reputation as a premier construction manager around the state and in our home in Pinellas County where our corporate office has been for 44 years. This coupled with extensive successful experience, as well as the K-12, College and University experience.	NA	Yes	Because of a successful track record with Pinellas County Schools, and excellent relationships with the Project Managers and Field Managers who know of our reputation of completing projects on time and on budget and our excellent quality of work.	That some consideration shall be give to Pinellas County Corporate based companies that have the qualifications and a proven track record with Pinellas County Schools who meet or exceed the qualifications of other multinational companies. Multinational companies have never contribute to the community by providing employment or by volunteerism unlike Pinellas County based companies who's employees both support that tax base and also that their family members support and are part of your Educational System.
4	2	4	2002	23,000,000 151,000 (Not CM) 99,000 (Not CM) 18,600,000 11,200,000 11,300,000	Available manpower to properly staff project. Understanding complexities of project. Reputable, qualified subcontractor base. Flexibility with district changing needs. Recommendations from other school districts and prior proven capabilities.	Error in submittal package(financial). District desire to maintain numerous firms to do work.	Yes	PCSB fair in administering contract. Pay in very efficient manner. PCSB understands teamwork as key to a quality and timely project vs. the "Us-Them" process used by other districts.	Financial requirements excessive (compared to other districts) as a payment and performance bond is required. Perhaps 1 additional week to respond. Quicker feedback on final selection.

Responses-Construction Management Survey
Appendix O

	Have you ever responded to (RFP) for a (CM) contract with PCS. If so, how many times in the last three years?	Have you ever received a CM contract for a PCSB Project? How many times?	When was the last time you received a CM contract?	What has been the size (cost wise) of the projects you have worked on for PCSB?	If you have ever been selected as a CM to work with PCSB: What do you think has contributed to the selection of your company to work with PCSB?	If you have not been selected as a CM what elements do you think contributed to not being granted a CM contract?	Would you respond to a RFP in the future?	Please list some reasons why or why not?	What changes would you make to improve the RFP process?
5	6	3	November 2006	\$22 million \$12 million \$11 million	Reputation and sequential success with PCSB.	NA	Absolutely	As owner's PCSB is fair and understands the needs and desires of the construction management process. For example, timely payments, use of qualified subcontractors.	None
6	5	5	2004	Projects range from \$1.3 million to over \$20 million	We have demonstrated an ability to complete projects on time and within budget while meeting the highest quality standards. We have a tremendous amount of experience constructing new educational facilities and also renovating and remodeling existing facilities.	NA	Yes	The PCSB is our most valued client who we have committed to establishing and maintaining a long standing relationship built on trust and integrity.	We have no changes for the RFP submittal or selection procedure.
7	4	1	1999	\$14,330,460.00	Our experience with school construction in other counties and our past construction of 4 new elementary schools in Pinellas County.	Our current workload and our lack of CM experience in Pinellas County.	Absolutely	To demonstrate our CM ability to produce a quality project on schedule and below budget.	Select CM's based upon experience with building schools and allow all CM's to demonstrate their abilities.
8	5	2	2003	\$6.2 million \$2.6 million	Extensive past experience with Hillsborough Co. School Board and other CM Projects.	We do not know, our proposal met all the requirements.	Yes	We had a great experience working with the PCSB and look forward to future projects.	By only requiring 1 original book and 1 CD.
9	7	3	May 2004	\$13,725,000 GMP \$19,563,745 GMP \$12,948,911 GMP	Experience of team proposed. Quality of presentation materials presented. Project specific knowledge. Ability to control cost and schedule.	NA	Yes	We will continue responding to the RFP because we have enjoyed our relationship with PCSB and their staff on the projects that we have completed. We are committed to the local market as our office is located in Tampa, Florida. We feel the leaders involved in the New Construction department are dedicated to providing quality buildings at competitive (but reasonable) prices, which fits with our goals as a General Contractor/Construction Manager.	The current PCSB RFP process is clear and concise. We would not suggest changes at this time. Although it has been over two years since we were awarded a CM contract, we are confident that we will continue a relationship with PCSB. We look forward to the next project we can do with PCSB.

Responses-Construction Management Survey
Appendix O

	Have you ever responded to (RFP) for a (CM) contract with PCS. If so, how many times in the last three years?	Have you ever received a CM contract for a PCSB Project? How many times?	When was the last time you received a CM contract?	What has been the size (cost wise) of the projects you have worked on for PCSB?	If you have ever been selected as a CM to work with PCSB: What do you think has contributed to the selection of your company to work with PCSB?	If you have not been selected as a CM what elements do you think contributed to not being granted a CM contract?	Would you respond to a RFP in the future?	Please list some reasons why or why not?	What changes would you make to improve the RFP process?
10	4	2	2003	\$10 million \$5.5 million	Our qualifications	Lack of previous experience with PCSB on certain size projects, such as High Schools. Often times, the Selection Committee considers only specific K-12 experience even though our firm has completed comparables sized, more complex projects in the educational sector.	Yes, if we believe that we would be considered based on our overall qualifications and reputation within the Pinellas County community.	We would not respond to a RFP if the basis of selection was primarily public school experience. This type of selection process favors the large, national contractors who have a large list of K-12 schools, many of which aren't even in Florida. This skews the contractor pool by preventing local, qualified contractors with comparable experience from being selected and also limits your selection pool to the same contractors over and over. It also prevents the School Board from obtaining a "fresh" approach to solutions and methods used on other higher education and public facilities that may be benefit the PCSB.	Considerations should be given to the overall experience, reputation, and ability of the CM to provide continuing support to PCSB. Residence and the commitment of the CM/Contractor to the community over time should also warrant consideration. We also feel that the contract awards should be more equitably spread out among the CM's.
11	4	6	May 2006	Avg. Cost \$25 million	Experience in K-12 work. Pre construction services. Construction coordination on occupied campuses.	N/A	Yes	PCS is a very professional organization. They have well established rules and procedures which allow a CM to perform their work while knowing our responsibilities to our client.	None

Appendix P

Results: Job Diagnostic Survey

Job Diagnostic Survey – Institutional Services Division

Executive Summary

In November 2006, the Research and Accountability department administered the Job Diagnostic Survey (JDS – short form, Hackman & Oldham, 1974) to 347 employees in the Institutional Services Division of the Pinellas County School Board. Employees in Maintenance (251 employees), Vehicle Maintenance (60 employees), Warehouse (26 employees), and Facilities, Design, and Construction (10 employees) departments completed the survey.

The short form of the JDS assesses general work characteristics (skill variety, task identity, task significance, autonomy, feedback from the job itself, feedback from agents, and dealing with others) as well as affective responses to the job (general satisfaction and internal work motivation) and specific satisfactions an employee may have with his/her job (satisfaction with: pay, security, social interaction, supervisor, and growth). Additionally, the use of the JDS allows an investigation into the amount of specific job characteristics employees would like to have in their jobs.

General Work Characteristics

Employees within the Institutional Services Division reported moderate levels of general work characteristics. Employees within the FD&C department reported higher levels of skill variety and dealing with others than the other three departments; whereas employees in the maintenance and the vehicle maintenance departments reported the highest levels of task identity and feedback received from the job itself. Employees in the Warehouse and FD&C departments reported notably lower autonomy than those employees in the Maintenance and Vehicle Maintenance departments,

Across all four departments, employees in the IS division reported consistently high levels of task significance, indicating that they see their jobs as having a significant impact on the lives of other people. This finding is reassuring in that it is apparent that the employees of the IS division realize that the work they do makes a direct contribution to the welfare and safety of the students and employees of Pinellas County Schools.

Of all of the general job characteristics, feedback from supervisors/co-workers was rated the lowest by employees in the IS division, indicating that feedback from their supervisors/co-workers was only occasionally offered. However, it is important to note that across all departments, feedback from supervisors/co-workers was moderate. No department indicated an outstanding level of feedback from their supervisors/co-workers, nor did they indicate a poor level of feedback.

Affective Responses to the Job

Employees in the IS division noted that they had a relatively strong degree of internal work motivation, indicating that they feel a sense of personal satisfaction when they complete their jobs appropriately. Similarly, employees reported that they are satisfied with their jobs. Across all four departments, employees agreed that they were very satisfied with their jobs and the kind of work they do.

Specific Satisfaction

Employees in the IS division were the least satisfied with their job security. Vehicle Maintenance and Warehouse employees reported being fairly neutral to slightly satisfied with their job security, as compared to Maintenance employees who reported being neutral, and FD&C employees who reported being slightly dissatisfied. IS division employees reported being satisfied with the amount of social interaction inherent in their jobs, their supervisors, and were “slightly satisfied” with the potential for growth in their jobs. Contrary to what might be expected, employees in the IS division reported being fairly neutral regarding their satisfaction with pay.

Comparison with Normative Data

A noteworthy benefit of using the Job Diagnostic Survey (Hackman & Oldham, 1974) is that various authors have assembled an extensive array of normative data that is useful for comparative purposes. Hackman and Oldham suggest that data collected using the JDS be compared to these normative data, and suggest that any extreme differences may be indicative of a problem. Although several noteworthy differences were discovered and are discussed below, in general, data obtained from the IS division were remarkably consistent with normative data, indicating that employees within the IS division rate their job characteristics similarly to those of the general population.

Employees in the Maintenance and FD&C departments reported lower scores on satisfaction with job security than did the normative samples. These results indicate that these employees are less satisfied with their job security than normative samples typically are. Across the ISD, employees reported being more satisfied in general than the normative samples, indicating that they are “satisfied” with their jobs as compared to only “slightly satisfied” normative samples.

Comparison of desired job characteristics with ratings of current job characteristics

A comparison was made between the work characteristics discussed above and the employees’ desired job characteristics. In other words, the amount of each job characteristic that an employee desired in his/her job was compared to the amount of that characteristic the employee reported he/she actually had in his/her job.

According to these data, a widespread concern exists regarding job security within the ISD. All four departments reported a significant discrepancy between the amount of job security they currently have, and the amount of job security they would like to have. Additionally, across the ISD, employees indicated that the amount of feedback they currently receive from their supervisors is not adequate with what they would like to receive. Finally, as might be expected, across the ISD, employees indicated that they would like more pay than they are currently receiving.

Qualitative Comments - Job Diagnostic Survey

Finally, comments made by employees of the ISD were collected, content analyzed, and summarized into major themes. In general comments focused on issues pertaining to a lack of experienced knowledgeable leadership, concerns regarding a lack of job security, a lack of accountability for contractors, a lack of manpower due to recent job cuts, and a lack of opportunities for advancement/promotion.

Job Diagnostic Survey – Institutional Services Division

Job Diagnostic Survey Administration

In November 2006, the Research and Accountability department administered the Job Diagnostic Survey (JDS – short form, Hackman & Oldham, 1974) to 347 employees in the IS division of the Pinellas County School Board. Employees in Maintenance (251 employees), Vehicle Maintenance (60 employees), Warehouse (26 employees), and Facilities, Design, and Construction (10 employees) departments completed the survey.

An individual from the Research and Accountability department and a contract employee hired for the execution of this project administered the survey to employees. Employees typically completed the survey before the start of their work day or at pre-determined time points during their day. Data collections took place at the Pinellas County Schools' Walter Pownall Service Center Complex as well as at the Facility Services Meeting Room (Annex) and the Sites Meeting Room (Annex).

A member of the Research and Accountability department explained the intended purpose of the survey and fielded questions at each data collection. Participating employees were given the two page JDS survey as well as a blank sheet of paper upon which they were encouraged to write comments if they so desired. No personally identifying information was collected, so therefore all data collected is anonymous. Furthermore, only findings at an aggregate level are reported.

Job Diagnostic Survey (JDS)

The Job Diagnostic Survey is a well-known and widely employed survey of job characteristics. The JDS, developed by Hackman and Oldham, has been employed in a variety of settings since its original development in the early 1970's. The authors have assembled an extensive collection of normative data which is used for comparative purposes.

The short form of the JDS was developed to facilitate the use of the JDS in applied settings. The short form contains five sections. Sections 1 (7 items) and 2 (14 items) assess the general work characteristics of skill variety, task identity, task significance, autonomy, feedback from the job itself, feedback from agents, and dealing with others. Section 3 (7 items) assesses affective responses to the job and includes general satisfaction, and internal work motivation. Section four (14 items) assesses specific satisfactions an employee may have with his/her job and includes satisfaction with: pay, security, social interaction, supervisor, and growth. Finally, section five (11 items) asks employees to indicate the amount of specific job characteristics they would like to have in their jobs.

After the administration of the survey, basic psychometric properties of the JDS were assessed to ensure that the survey captured the responses of the employees reliably. In general, the reliability of the survey instrument fell within the typical guidelines for such

an instrument, indicating that employees' responses were consistent across the specific subscales assessed by the survey.

Composite Job Dimensions

The following 9 job dimensions are assessed by mathematically combining items from each section of the survey.

- **Skill Variety:** “The degree to which a job requires a variety of different activities in carrying out the work, which involve the use of a number of different skills and talents of the employee.”
- **Task Identity:** “The degree to which the job requires the completion of a “whole” and identifiable piece of work – i.e., doing a job from beginning to end with a visible outcome.”
- **Task Significance:** “The degree to which the job has a substantial impact on the lives or work of other people – whether in the immediate organization or in the external environment.”
- **Autonomy:** “The degree to which the job provides substantial freedom, independence, and discretion to the employee in scheduling his work and in determining the procedures to be used in carrying it out.”
- **Feedback from the Job Itself:** “The degree to which carrying out the work activities required by the job results in the employee obtaining information about the effectiveness of his or her performance.”
- **Feedback from Agents:** “The degree to which the employee receives information about his or her performance effectiveness from supervisors or from co-workers.”
- **Dealing with Others:** “The degree to which the job requires the employee to work closely with other people (whether other organization members or organizational “clients”).”
- **General Satisfaction:** “An overall measure of the degree to which the employee is satisfied and happy in his or her work.” (Pay Satisfaction, Security Satisfaction, Social Satisfaction, Supervisory Satisfaction, and Growth Satisfaction)
- **Internal Work Motivation:** “The degree to which the employee is self-motivated to perform effectively on the job.”

Sections 1 and 2: General Work Characteristics

Sections 1 and 2 of the JDS assess the general work characteristics of skill variety, task identity, task significance, autonomy, feedback from the job itself, feedback from agents, and dealing with others.

Average scores for each general work characteristic were calculated using the scoring instructions as developed by Hackman and Oldham. Composite scores were calculated for each department within the IS division and are reported below.

Maintenance Department

Skill Variety

Employees within the Maintenance department reported having relatively high levels of skill variety. Since employees within the Maintenance department regularly engage in a variety of job related activities, this finding intuitively makes sense.

Task Identity

Employees in the Maintenance department reported the highest levels of task identity. These employees regularly complete an entire job, and are able to see a project from inception to completion.

Task Significance

Maintenance employees reported consistently high levels of task significance, indicating that they see their jobs as having a significant impact on the lives of other people. This finding is reassuring in that it is apparent that maintenance department employees realize that the work they do makes a direct contribution to the welfare and safety of the students and employees of Pinellas County Schools.

Autonomy

Employees in the Maintenance department reported the highest levels of autonomy, indicating that these employees feel that they have freedom in scheduling their work as well as what procedures they can use. For employees in the Maintenance department, it is often feasible to significantly change their schedule or the procedures used.

Feedback from the Job Itself

Consistent with the findings for task identity, employees in the Maintenance department indicated that they received feedback from the job itself to a great extent. As reported earlier, since employees in the Maintenance department regularly complete an entire project, they are able to get feedback about the effectiveness of their performance.

Feedback from Agents (i.e. Supervisor/Co-Workers)

Of all of the general job characteristics, feedback from supervisors/co-workers was rated the lowest by employees in the Maintenance department, indicating that feedback from their supervisors/co-workers was only occasionally offered. Although the lowest ratings, it is important to note that feedback from supervisors/co-workers was rated as existing at a moderate level within the maintenance department.

Dealing with Others

Employees in the maintenance department indicated that their jobs involved dealing with others to a moderate amount.

Vehicle Maintenance Department

Skill Variety

Employees within the vehicle maintenance department reported having high levels of skill variety. Vehicle maintenance employees often engage in a variety of activities while on the job, thus contributing to this finding.

Task Identity

Employees in the vehicle Maintenance department reported high levels of task identity. These employees regularly complete an entire job, and are able to see a project from inception to completion.

Task Significance

Vehicle Maintenance employees reported high levels of task significance, indicating that they see their jobs as having a significant impact on the lives of other people.

Autonomy

Employees in the vehicle maintenance department indicated that that they have freedom in scheduling their work. This finding suggests that vehicle maintenance employees may have some flexibility in the specific functions and procedures required of their jobs.

Feedback from the Job Itself

Consistent with the findings for task identity, employees in the vehicle maintenance department indicated that they received feedback from the job itself to a large extent. For example, a Vehicle Maintenance employee, upon completion of a repair to an engine, is immediately informed of the success or failure of the repair if the engine runs!

Feedback from Agents (i.e. Supervisor/Co-Workers)

Feedback from supervisors/co-workers was rated the lowest by employees in the vehicle maintenance department, indicating that vehicle maintenance employees

receive a moderate amount of feedback from their supervisors/coworkers about their performance effectiveness.

Dealing with Others

Employees in the vehicle maintenance department reported the lowest levels of dealing with others in the ISD, although they rated the amount as moderate. This finding illustrates that vehicle maintenance workers do not interact with others to the extent that the other three departments do.

Warehouse Department

Skill Variety

Employees in the Warehouse department reported the lowest level of skill variety. This finding intuitively makes sense since positions in the Warehouse department require relatively consistent tasks, with little variety.

Task Identity

Warehouse employees reported lower levels of task identity than employees in the other three departments. This finding seems logical in that warehouse employees do not regularly complete an entire job, or are able to see a project from inception to completion.

Task Significance

Similar to the findings above, warehouse employees reported lower levels of task significance than employees in the other three departments. However, warehouse employees did report a moderate amount of task significance, simply not to the extent of the other departments. Therefore, although to a lesser extent, warehouse employees indicated that they see their jobs as having a significant impact on the lives of other people.

Autonomy

Employees in the Warehouse reported notably lower autonomy than those employees in other departments, indicating that these employees feel that they have less freedom in scheduling their work as well as what procedures they can use. This lack of autonomy may simply be inherent in the specific functions and standardized procedures required of their jobs. It would not be feasible for a warehouse employee to significantly change their schedule or the procedures used.

Feedback from the Job Itself

Consistent with other measures in this section, warehouse employees reported lower levels of feedback from the job than other departments. Consistent with their ratings on task significance, warehouse employees indicated only a modest amount of feedback from doing their jobs.

Feedback from Agents (i.e. Supervisor/Co-Workers)

Employees in the Warehouse department reported the lowest levels of feedback from their supervisors/coworkers, of all departments. However, it is important to note that across all departments, feedback from supervisors/co-workers was moderate. No department indicated an outstanding level of feedback from their supervisors/co-workers, nor did they indicate a poor level of feedback.

Dealing with Others

Employees in the warehouse department indicated that their jobs involved dealing with others to modest extent.

Facilities, Design, and Construction Department

Skill Variety

Employees within the FD&C department reported having higher levels of skill variety than the other three departments. Since employees within the FD&C department regularly engage in a variety of job related activities, this finding intuitively makes sense.

Task Identity

Employees in the FD&C department reported the lowest levels of task identity. Although it would seem that these employees regularly complete an entire job, and are able to see a project from inception to completion, that may not be the case.

Task Significance

Employees in the FD&C department reported having higher levels of task significance than the other three departments. FD&C employees indicated that they see their jobs as having a significant impact on the lives of other people.

Autonomy

Employees in the FD&C department reported notably lower autonomy than employees in other departments, indicating that these employees feel that they have less freedom in scheduling their work as well as what procedures they can use. This lack of autonomy may be due to their increased interaction with other employees/individuals, which necessitates their adherence to a specific schedule.

Feedback from the Job Itself

Consistent with the findings for task identity, employees in the FD&C department reported lower levels of feedback from the job, at levels consistent with employees in the warehouse department. This finding indicates that FD&C employees do not feel receive immediate feedback as part of their jobs.

Feedback from Agents (i.e. Supervisor/Co-Workers)

FD&C employees reported a moderate amount of feedback from their supervisors/co-workers, indicating that they only sometimes receive feedback about their performance effectiveness.

Dealing with Others

Not surprisingly, employees in the FD&C department reported that dealing with others is a central component of their jobs.

Section 3: Affective Responses

Internal Work Motivation

Employees in the IS division noted that they had a relatively strong degree of internal work motivation. Across all four departments, employees indicated that they feel a sense of personal satisfaction when they complete their jobs appropriately. Although employees in the FD&C department reported the highest internal work motivation, differences across departments were minimal.

General Satisfaction

Employees in the Institutional Services division report that they are satisfied with their jobs. Across all four departments, employees agreed that they were very satisfied with their jobs and the kind of work they do. Employees in the Maintenance department were the most satisfied with their jobs, followed by Warehouse, Vehicle Maintenance, and FD&C employees – although all were satisfied!

Section 4: Specific Satisfaction

To investigate specific aspects of the job that an employee may or may not be satisfied with, satisfaction subscales were examined. The JDS contains satisfaction with pay, security, social interaction, supervisor, and growth subscales.

Satisfaction with Pay

Contrary to what might be expected, employees in the IS division reported being fairly neutral regarding their satisfaction with pay. Although Warehouse employees were slightly more satisfied with their pay than the other three departments, all four departments were relatively neutral.

Satisfaction with Security

Employees in the IS division were the least satisfied with their job security of all satisfaction subscales. Vehicle Maintenance and Warehouse employees reported being fairly neutral to slightly satisfied with their job security, as compared to Maintenance employees who reported being neutral, and FD&C employees who reported being slightly dissatisfied.

Satisfaction with Social Interaction

IS division employees reported being satisfied with the amount of social interaction inherent in their jobs. No noteworthy differences existed across departments.

Satisfaction with Supervisor

Employees in Warehouse, Maintenance, and Vehicle Maintenance reported being slightly satisfied with their supervisors, whereas employees in the FD&C department reported slightly lower satisfaction. In general, however, satisfaction with supervisors appears to be consistent across departments.

Satisfaction with Growth

IS division employees reported being “slightly satisfied” with the potential for growth in their jobs. No noteworthy differences existed across departments.

Comparison with Normative Data

A noteworthy benefit of using the Job Diagnostic Survey (Hackman & Oldham, 1974) is that various authors have assembled an extensive array of normative data that is useful for comparative purposes. Three different widely cited studies have established norms for the subscales used in the JDS (Hackman & Oldham, 1974; Oldham, Hackman, & Stepina, 1979, VanMaanen & Katz, 1974) and were used in this project.

Hackman and Oldham suggest that data collected using the JDS be compared to these normative data, and suggest that any extreme differences may be indicative of a problem.

Data collected from employees in the IS division were compared with normative data for each general work characteristic, affective response, and specific satisfaction. Although several noteworthy differences were discovered and are discussed below, in general, data obtained from the IS division were remarkably consistent with normative data, indicating that employees within the IS division rate their job characteristics similarly to those of the general population.

Maintenance

Employees in the Maintenance department reported lower scores on the satisfaction with job security subscale than did the normative samples. These results indicate that Maintenance employees, who are relatively neutral regarding their job security, are less satisfied with their job security than are normative samples.

Interestingly, employees in the Maintenance department also reported higher scores on the general job satisfaction measure as compared to normative samples. Maintenance employees reported being “satisfied” with their jobs as compared to “slightly satisfied” normative samples.

Vehicle Maintenance

Employees in the Vehicle Maintenance department reported having more skill variety inherent in their jobs than the normative samples. Although the normative samples contain a wide variety of jobs, it is possible that Vehicle Maintenance employees may in fact perform a wider variety of tasks as part of their jobs. Alternately, it may be that Vehicle Maintenance employees simply perceive that their jobs contain a wider variety of tasks than others.

Vehicle Maintenance employees also reported higher scores on the general job satisfaction measure as compared to normative samples, and reported being “satisfied” with their jobs as compared to “slightly satisfied” normative samples.

Warehouse

Similarly, employees in the Warehouse department reported higher scores on the general job satisfaction measure as compared to normative samples, and reported being “satisfied” with their jobs as compared to “slightly satisfied” normative samples.

FD&C

FD&C department employees, like Maintenance employees reported lower scores on the job security subscale than the normative samples. FD&C employees reported being “slightly dissatisfied” with their job security as compared to “slightly satisfied” normative samples.

Consistent with the rest of the IS division, FD&C employees reported being more satisfied in general than the normative samples, indicating that they are “satisfied” as compared to “slightly satisfied” normative samples.

FD&C department employees also reported higher levels of skill variety, dealing with others, and internal work motivation than normative samples. Although these differences are not considered noteworthy according to Hackman and Oldham’s standards, the differences deserve mention.

Section 5: Desired Job Characteristics

The last section of the survey administered to the IS division asked employees to indicate their preferred or desired level of certain job related characteristics (e.g., job security, salary and fringe benefits; See table below for a complete listing). Employees indicated, using a seven point scale, the amount they desired that each characteristic be present in their jobs. Responses ranged from “would like having this only a moderate amount (or less)” (1) to “would like having this extremely much” (7).

1. High respect and fair treatment from my supervisor
2. Stimulating and challenging work
3. Chances to exercise independent thought and action in my job
4. Great job security

5. Very friendly co-workers
6. Opportunities to learn new things from my work
7. High salary and good fringe benefits
8. Opportunities to be creative and imaginative in my work
9. Quick promotions
10. Opportunities for personal growth and development in my job
11. A sense of worthwhile accomplishment in my work.

Although all response options available for the employees to select indicated that an employee would feel favorably towards the characteristic in question (e.g., would like having this...), it is conceivable that an employee may not have desired certain job characteristics at all. For example, although “Opportunities to be creative and imaginative in my work” may seem desirable, it may be that an employee would rather not be creative in their work. However, results of analyses conducted on the responses in this section indicated that across the IS division, employees on average indicated that they strongly desired all of the job characteristics listed in the survey.

Among all job characteristics, “great job security” and “a sense of worthwhile accomplishment in my work” were rated as the most strongly desired. A “High salary and good fringe benefits” and “Opportunities to learn new things from my work” were also strongly desired. “High respect and fair treatment from my supervisor” and “Stimulating and challenging work” were rated as less desirable, and interestingly, the opportunity for “quick promotions” was rated noticeably lower in desirability than any other job characteristic.

Although these results as an aggregate provide some useful information, consistent with previous sections, analyses were conducted to determine differences between individual departments within the IS division. Results of those analyses are presented below.

Maintenance

Among Maintenance employees, although job security and high salary and good fringe benefits were rated among the most desirable job characteristics, a sense of worthwhile accomplishment was rated as the most desirable job characteristic. Furthermore, additional job characteristics which emphasized personal growth and autonomy in the job were also endorsed as being strongly desired. For example, the opportunity to learn new things, to be creative and imaginative, to exercise independent thought, and the opportunity for personal growth and development were also rated as strongly desired. Finally, the opportunity for quick promotions was rated as the least important job characteristic across the Maintenance department. Although this characteristic was still rated as being desirable, it was the least highly endorsed of all job characteristics.

Vehicle Maintenance

Vehicle maintenance employees rated the opportunity to learn new things and gaining a sense of accomplishment on the job as the most desirable job characteristics. Job security, high salary, and good fringe benefits were rated

similarly and were strongly desired as well. Although the opportunities for personal growth and job development were strongly desired, opportunities for creativity and exercising independent thought were less strongly desired. Finally, quick promotions were again rated as being the least strongly desired job characteristic.

Warehouse

Employees in the Warehouse department followed a slightly different pattern than that reported above, and also reported the lowest desire for the job characteristics listed in the survey, as compared to any other department. Contrary to the other three departments assessed, Warehouse employees rated having friendly co-workers as the most strongly desired job characteristic. Similar to the other departments, Warehouse employees rated job security and high pay and fringe benefits as strongly desired. Opportunities for personal growth, exercising independent thought, and learning new things on the job were rated similarly and were desired. Consistent with other departments, the opportunity for quick promotions was rated as least strongly desired.

FD&C

Employees in the FD&C department followed a similar pattern as that reported above, but reported the strongest desire for the job characteristics listed in the survey, as compared to any other department. Echoing results discussed earlier and a concern that seems to be evident in the department, FD&C employees expressed the strongest desire for job security and rated it as tied for the most important job characteristic. Interestingly, as compared to the results from the entire IS division, FD&C employees rated the opportunity to learn new things and gaining a sense of accomplishment on the job as more desirable than a high salary and good fringe benefits. Opportunities for personal growth, creativity, and exercising independent thought were also endorsed as being highly desirable. Echoing results of the entire IS division, FD&C employees reported that quick promotions, friendly co-workers, and respect and fair treatment from their supervisor were the least strongly desired job characteristics.

Comparison of desired job characteristics with ratings of current job characteristics

Finally, a comparison was conducted between the previously discussed composite variables (e.g., autonomy, satisfaction with pay, satisfaction with supervision; as discussed in sections 1 through 4) and the desired job characteristics (as discussed in section 5). A comparison was made by taking each item listed in section five and matching that item with a similar item(s) from sections 1 through 4. In other words, the amount of each job characteristic that an employee desired in his/her job was compared to the amount of that characteristic the employee reported he/she actually had in his/her job. For example, the amount of “great job security” desired was compared to the Satisfaction with Job security composite variable. Noteworthy results for the entire IS division and each department are presented below.

Feedback from Supervisors

Across the IS division, employees consistently indicated that the amount of feedback they currently receive from their supervisors is not adequate with what they would like to receive. Although the Vehicle Maintenance department reported the largest discrepancy, all four departments reported sizeable differences between their desired amount of feedback and the feedback they currently receive. As discussed earlier, across the division, employees reported that they are neither satisfied nor dissatisfied with the amount of feedback they are receiving from their supervisors, but instead remain neutral. As indicated by their responses in section five, although they are neither satisfied nor dissatisfied with the amount of feedback they are currently receiving, across the division, employees reported desiring more feedback. This would seem to be an area that would require future attention.

Skill variety

Employees in the Vehicle Maintenance and Maintenance departments reported that the amount of skill variety required of their jobs was fairly consistent with the amount of skill variety they desired. However, Warehouse employees reported a significant discrepancy. Warehouse employees reported that they desired a great deal more skill variety in their jobs than they currently have. As reported earlier, Warehouse employees reported the lowest amount of skill variety across the IS division. Although Warehouse employees reported a large discrepancy in skill variety, it is important to remember that Warehouse employees also reported having nearly the highest levels of general job satisfaction across the division. Thus it appears that while Warehouse employees may desire more variety in their jobs, they remain satisfied with the current job responsibilities. This discrepancy may warrant future investigation. Interestingly, FD&C employees actually reported having more skill variety in their jobs than they desired. Although the discrepancy between the desired level and the actual level was not significant, a job with too much skill variety may eventually overwhelm an employee and therefore should be considered.

Autonomy

In general, IS division employees reported a slight discrepancy between the amount of autonomy they desired and the actual amount of autonomy inherent in their jobs. With the exception of the FD&C department, employees expressed a desire to have slightly more autonomy in their jobs as compared to the level they currently have. FD&C employees, however, reported a significant discrepancy, nearly double that of any other department. It is interesting to note that employees in the FD&C department also reported having the highest level of interaction with others. Logically, if these employees are constrained in the scheduling of their work, and work collaboratively with others for a majority of their job, the level of autonomy inherent in their jobs would be low. Therefore, the large discrepancy noted between the amount of autonomy they desired and the actual amount of autonomy inherent in their jobs would be explained.

Job Security

According to these data, a widespread concern exists regarding job security within the IS division. According to this comparison, all four departments reported a significant discrepancy between the amount of job security they currently have, and the amount of job security they would like to have. As previously discussed, Vehicle Maintenance and Warehouse employees reported being fairly neutral to slightly satisfied with their job security, as compared to Maintenance employees who reported being neutral, and FD&C employees who reported being slightly dissatisfied. Sizeable discrepancies were noted across all four departments indicating that employees in the IS division would like to feel a great deal more secure in their jobs than they currently do. FD&C reported the largest discrepancy by far, nearly triple the size of the Warehouse employees, and double the size of the Vehicle Maintenance employees. Maintenance employees also reported a sizeable discrepancy; more than double that of the Warehouse employees. Clearly, job security is a pressing concern for employees in the IS division.

Satisfaction with growth

Although Warehouse employees expressed the lowest satisfaction with their potential for growth across the IS division (slightly satisfied) Warehouse employees also demonstrated the smallest discrepancy between the potential for growth they currently have in their jobs and the potential for growth they would like to have in their jobs. The discrepancy was nearly negligible. However, employees in the three other departments reported larger discrepancies, and indicated that they would like more potential for growth in their jobs than they currently have. Although none of the discrepancies were noticeably large, Vehicle Maintenance and FD&C expressed the biggest discrepancy.

Satisfaction with pay

Finally, as might be expected, across the IS division employees indicated that they would like more pay than they are currently receiving. Across the four departments, Warehouse reported the smallest discrepancy, whereas FD&C reported the largest.

Qualitative Comments - Job Diagnostic Survey

Finally, comments made by employees of the ISD were collected, content analyzed, and summarized into major themes. In general comments focused on issues pertaining to a lack of experienced knowledgeable leadership, concerns regarding a lack of job security, a lack of accountability for contractors, a lack of manpower due to recent job cuts, and a lack of opportunities for advancement/promotion.

Leadership

Issues discussed included a top-heavy organizational structure, some managers micro-manage their employees, some managers are not knowledgeable about the jobs being conducted in the shops they manage, and that managers should be in

the field more. Leadership does not communicate effectively with their subordinates or with other leaders.

Job Security

Concerns over a lack of job security were evident. Employees expressed that they felt their jobs were in danger of being terminated.

Contractors/Interaction between Departments

A closer connection needs to exist between the people who are building/remodeling the schools and the people who must maintain this equipment after it comes into the maintenance system. Contractors (FDC) are not help accountable for their work, and the work is not inspected properly. This lack of accountability means that maintenance must fix what contractors did not originally construct properly, resulting in a great expenditure of resources and money. Employees are dissatisfied with outsourcing of jobs, and report outsourcing makes retention of valued employees more difficult, as well as deprives employees of needed overtime.

Manpower

Job cuts resulting in a lack of manpower were noted (plumbers, air-conditioning shop, and general comments). This lack of appropriate manpower has resulted in a smaller (insufficient) number of employees being expected to perform their jobs at a greater number of facilities, as well as at older facilities which require more attention.

Advancement/Promotion

Standardized career path information and promotional guidelines should be developed and implemented. Currently, individuals receive promotions according to the “good-old-boy” system, or based on personalities, their buddies, or because of who they are related to in the department and NOT their abilities. A lack of upward mobility was noted. Additionally, individuals expressed dissatisfaction with their levels of pay as compared to private industry.

Appendix Q

Facilities Design and Construction: Job Titles and Qualifications

Appendix Q
INSTITUTIONAL SERVICES, FDandC
JOB TITLE and QUALIFICATIONS

JOB TITLE	MINIMAL QUALIFICATIONS	REMARKS	EMPLOYEES NAMES	CERTIFICATION
Director, Facilities	BA in Architecture, Engineering + 10 Yrs.	There is no licensure requirements for this position.	Tony Rivas	A - Limited Plan Examiner A - Limited Inspector A - Certified GC APP - Building Code Administrator
School Board Architect	BA in Architecture + FL License		Gene Rizzo	A - Architect APP - Building Code Administrator
Director, Real Property Management	BA in Business Admin. + Real Estate License + Contractor License or knowledge of construction practice + 5 Yrs. Exp.		James Miller	A - Real Estate License
Manager, Facilities Design Construction Design	BA in Architecture..... + Limited Licensure Plan Examiner or Inspector with 1 Yr. of Hire + Certified GC + 5 Yrs. MA in Architecture + Architect Professional Registrations + 5 Yrs. Exp.	There are two different minimal qualifications for this job title, it may be better to separate them and make it more clear.	Vacant John Trecastelli	A - Licensed Architect
Senior Construction Coordinator Construction Design	BA Engineering, Architecture + 3 Yrs. or (Reg. Arch or PE), may require Certificate as a Uniform Building Code Inspector	Certification or registration should be a requirement.	Gary Nelson John Czerkas Brian Long Peer Lovfald Mandana Rahgozar	None A - Limited Plan Examiner EI - Eligible for PE Exam EI - Eligible for PE Exam None A - PE

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INSTITUTIONAL SERVICES, FDandC
JOB TITLE and QUALIFICATIONS

JOB TITLE	MINIMAL QUALIFICATIONS	REMARKS	EMPLOYEES NAMES	CERTIFICATION
Educational Spec. Specialist	MA in Ed Leader or BA in Architecture + Architect License	Need better job requirements alignments.	Frank Frail	A - Licensed Architect
Real Property Facilities Specialist	BA in Business Admin. + 3 Yrs. Real Estate Appraisal	Do they need to have a real estate appraisal license.	Steve Fairchild Kevin Fannon	
Sr. Technical Project Coordinator	AA in Build Construction + 2 yrs. Exp. + 4 yrs. Inspection + Certification Construction Inspector	Employees in this job description should have a Construction Inspector License.	Rickey Bevilacqua Albert Comtois	A - Limited Plan Examiner A - Limited Inspector
Construction Inspector	HS or GED + 5 yrs. Exp. OR registered PE OR Architect may required to obtain certification as a Uniform Bldg. Code Inspector	This position's minimal qualifications must require Certified Bldg. Inspector.	Michael Parkinson James Leiby	APP - Provisional Bldg. Inspector A - Limited Inspector
Coordinator New Construction	BA in Engineering, Architecture + 1 yr. Exp. OR regular Architect PE may required to obtain certification as a Uniform Bldg. Code Inspector		Vacant	

The employees that are in charge of working with the CM to ensure the quality of construction do not have sufficient inspection licenses; they have none or have limited certifications.

Some minimal qualifications do not align with the duties or of state requirements.

Certification Abbreviations

A = Active
IA = Inactive
APP = Applicant
EI = Eligible

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Results: Focus Groups

Focus Groups – Institutional Services Division

Executive Summary

From January 17th through January 29th the department of Research and Accountability planned, administered, and executed focus groups of employees from within the Institutional Services Division. Twenty (20) focus groups were conducted and included a total of two-hundred forty one (241) employees from departments within the Institutional Services Division including: Maintenance, Transportation, Warehouse, Food Services, Facilities Design and Construction, Real Properties, Painting, Pest Control and Clerical employees.

Working collaboratively with members of the department of Research and Accountability, independent facilitators developed a list of topics relevant to Institutional Services Division employees. These general topics were then translated into four (4) key focus group questions which were employed by focus group facilitators to guide the discussions of each focus group. These questions focused on 1) what employees like about the department, 2) the strengths of the department, 3) any areas which have potential for improvement, and 4) solutions to those problems.

Maintenance

Across the maintenance department, employees expressed their appreciation for the sense of independence they feel while on the job, the remarkable teamwork and collaboration they have with their coworkers, the high quality service they provide to their customers through the use of zones, and the benefits and tools they are provided.

Maintenance department employees noted several strengths of the department including: the department is particularly successful in providing high quality customer service, the teamwork amongst coworkers, the department's ability to outperform contractors, good communication and fast response times, a focus on the safety of the students and employees, and the independence provided to them.

Key areas cited for improvement by maintenance employees included management related issues, problems associated with the Facilities, Design and Construction department and the use of contractors, pay-related issues, manpower issues, training, the performance evaluation system, personnel issues, and the waste of money across the district.

Several solutions were offered by Maintenance department employees in response to the areas cited for improvement.

Transportation

Transportation employees cited that they appreciate the sense of teamwork prevalent in the transportation department and the benefits they received, and they expressed that they can rely on their knowledgeable coworkers for expert advice, job-specific support, and assistance when needed.

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Consistent with what they like about their jobs, transportation employees noted that the sense of teamwork prevalent in the transportation department is one of the department's greatest strengths. It was noted that despite the situation or deadline, members of the transportation team (including the supervisors, director, foremen, managers, and dispatch) come together to work as a team to accomplish the task. They also mentioned training opportunities provided by management as a key strength.

Areas in need of improvement that were consistently cited across focus groups of transportation employees involved management related issues, lack of input into decisions, promotion practice concerns, the bus driver shortage, a lack of training, and problems with basic working conditions.

Several solutions were offered by Transportation department employees in response to the areas cited for improvement.

Warehouse

Warehouse employees expressed that they appreciate their coworkers, their supervisor, and the relaxed atmosphere in the warehouse.

Warehouse employees feel that the key strength of the warehouse is their ability to accommodate the special requests of the schools and always do a very good job for others. Additionally, warehouse employees cited that the warehouse is relied on to take on extra responsibilities and deal effectively with OPS referrals.

Two critical areas in need of improvement as reported by the warehouse employees were that established warehouse procedures are not followed or are disregarded by the warehouse supervisor, and that there is a general lack of communication from outside and within the ISD with the warehouse.

Overwhelmingly, warehouse employees noted that the most effective method of addressing the areas in need of improvement was to simply follow the established rules and procedures.

Food Services

Food Services employees expressed appreciation for the friendly, professional, committed, and team-oriented employees within the department. They also take pride in their strong reputation and their sense of independence, and they value the leadership support they receive to make decisions and take action without micromanagement. Benefits and the variety of their work also appeal to Food Services employees.

Food Services employees feel that key strengths are their people, the technology they use, and management's commitment to training and education.

Food Services employees cited concern regarding the application of Department of Education policies and regulations, their communications with other department and the

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mixed messages that are received, and the unique structure of some Food Services employees reporting to school administration.

Employees in this department provided several suggestions for remedying the problems related to supervision.

Facilities, Design, and Construction / Real Property Management

FD&C and Real Property employees expressed appreciation for the team-oriented atmosphere of their department, whose employees help each other and provide a strong sense of camaraderie. They also liked the strong management support that they receive.

FD&C and Real Property employees feel that key strengths are the experience, dedication, and knowledge base of employees, as well as diverse nature of positions and strong levels of teamwork.

FD&C and Real Property employees cited concern about job security and management-related practices, the lack of technical support, construction review practices, and communication and teamwork problems with others departments, especially Maintenance.

Employees in this department provided several suggestions for remedying the problems related to supervision.

Painting and Pest Control

Painters and Pest control trades people cited a good sense of camaraderie among high quality co-workers as the primary benefit of their department.

The beautification and sanitation of the schools was cited as the main strength of the department. Making school buildings appear more attractive and giving the schools a clean new look at a price more competitive than contractors could do was noted.

A primary concern cited by this department was a lack of appropriate equipment to do their job efficiently. Second, employees noted management related problems including a lack of respect and a lack of equitable treatment for all employees.

Employees in these trades provided several suggestions for remedying the problems related to supervision.

Clerical

Clerical employees within the ISD indicated that they appreciate the sense of teamwork, camaraderie, and open lines of communication that they feel with their coworkers. Supervisors were cited as being open, honest, and respectful, and allowing individuals a sense of independence in their work, which was appreciated.

According to clerical employees, a key strength of the ISD is providing high quality service for the customers of the division, including the children, schools, teachers,

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administrators, and parents. It was noted that division employees are extremely focused on customer service, and take a great deal of pride in their jobs.

According to clerical employees within the ISD, key issues in need of improvement involve communication from upper level administrators, the ramifications of prior and potential job cuts, job descriptions and pay-related issues.

Central to several of the areas cited for improvement, clerical employees suggested that upper level administrators need to improve the communication with the employees, whether through e-mail, memos, or simply coming to WPSC.

Focus Groups – Institutional Services Division

Focus Group Administration

From January 17th through January 29th the department of Research and Accountability planned, administered, and executed focus groups of employees from within the Institutional Services Division. A focus group is essentially a group interview in which candid, unsolicited information is gathered during an open forum. A facilitator guides the interview, while a small group of participants discuss the topics brought up by the facilitator.

Twenty (20) focus groups were conducted and included a total of two-hundred forty one (241) employees from departments within the Institutional Services Division including: Maintenance (11 focus groups – 134 employees), Transportation (3 focus groups – 26 employees), Warehouse (1 focus group – 13 employees), Food Services (1 focus group – 9 employees), Facilities Design and Construction, Real Properties (1 focus group – 10 employees), Painting, and Pest Control (1 focus group – 14 employees). Clerical employees were included in two (2) separate focus groups (22 employees).

Employees from each department within the Institutional Services Division were randomly selected by a member of the department of Research and Accountability to participate in the focus groups. Additionally, those employees who expressed a special interest in participating in the focus groups were also selected for participation.

Focus groups were held at the Pinellas County School Board Administration Office, the Walter Pownall Service Center, and the Gus A. Stavros Institute. Participation in the focus groups was considered a normal work activity and employees could be reimbursed for mileage if they used a personal vehicle. Independent facilitators from the University of South Florida conducted each focus group and guided the discussions with a predetermined list of topics.

Focus Group Topics

Working collaboratively with members of the department of Research and Accountability, the independent facilitators from the University of South Florida developed a list of topics relevant to Institutional Services Division employees. These general topics were then translated into a list of possible focus group questions. To maintain consistency across each focus group, four (4) key focus group questions were selected and were employed by the focus group facilitators to guide the discussions of each focus group. These questions included:

- What do you like about working in your department?
- What are the strengths of your department?
- What are the problems in your department that need to be improved?
- What can be done about the problem areas you have identified?

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Furthermore, when necessary, focus group facilitators posed additional questions to focus group participants including questions dealing with job satisfaction, communication, relationships, work-related issues, and leadership, which were taken from a pre-approved list of auxiliary focus group questions. A full list of all possible focus group questions is presented in Appendix F.

Focus Group Analysis

Participants were assured that their identities and any comments and/or discussions shared during the focus groups were confidential; therefore, results reported here include only general summaries of the information that participants shared with the facilitators. Furthermore, to maintain the confidentiality of the participating employees, all summaries of focus group sessions were prepared by the independent facilitators.

First, due to the similarity of concerns presented during the focus groups and the department specific information provided, summaries of information provided across focus groups from the same department were integrated into department specific summaries and are presented. Next, following the departmental summaries, summaries of the individual focus group sessions are presented.

Department Specific Summaries

Maintenance Department (11 focus groups)

Likes

Across the maintenance department, employees expressed their appreciation for the sense of independence they feel while on the job, the remarkable teamwork and collaboration they have with their coworkers, the high quality service they provide to their customers through the use of zones, and the benefits and tools they are provided.

Independence

Maintenance department employees commented that they appreciate the sense of independence they have in their jobs, and the freedom that they experience when on the road. Additionally the use of “P-cards” which allow an employee to purchase needed supplies in a timely manner, has increased the efficiency of the workers and has contributed to the sense of independence and trust experienced by the employees. In general, employees do not feel micro-managed.

Teamwork/Coworkers

Maintenance department employees cited a strong sense of teamwork and collaboration in the maintenance department. Employees noted that coworkers are very knowledgeable and are always willing to help each other with problems, and that foremen and trades people work well together.

Zones/Customer Service

Maintenance employees reported that through the use of zones, they get to know the facilities better, thereby saving time since they are familiar with the facilities which they maintain. Additionally, the use of zones allows the employees to develop better customer relationships, in that the employee is familiar with the school, but also the school personnel are familiar with the employee.

Benefits/Tools

Finally, maintenance department employees reported that they valued the benefits provided to them by the district including: the pay scale, retirement, work schedule, time off, uniforms, medical insurance, and shoe allowances. Additionally, the quality and availability of tools and equipment was noted as especially valued; specifically, the “tool room” which provides a wide selection of good quality tools.

Strengths

Maintenance department employees noted several strengths of the department including: the department is particularly successful in providing high quality customer service through the use of zones, the teamwork amongst coworkers, the department’s ability to outperform contractors, good communication and fast response times, a focus on the safety of the students and employees, and the independence provided to them.

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Customer Service through the use of Zones

Maintenance department employees noted that the customer service they provide to the schools is a significant strength of the department. Additionally, due to their use of zones, and their ability to get to know the schools they maintain on a more thorough basis, maintenance department employees can fix problems more efficiently, and prevent problems from occurring more readily through the use of preventative maintenance. This ability allows a maintenance employee the ability to quickly and efficiently deal with problems before they occur, thereby saving the school and the district even more money.

Teamwork/Coworkers

Maintenance department employees reported that a strength of their department is the knowledgeable, experienced, and talented workforce that regularly demonstrate a sense of teamwork and are willing to help one another whether within a trade, or from trade to trade. Additionally, foremen were cited as being especially knowledgeable, due to being promoted from within the department, and therefore are able to provide hands-on assistance to employees when needed.

Better than Contractors

Maintenance department employees noted that a key strength of the department is that as compared to contractors, they can accomplish more work, at a better quality, with faster response times, and at a lower price. Maintenance employees noted that they can always be counted on to deal with any problems that arise and can always deliver effective results regardless of the problem. Additionally, because they are not driven to make a profit, they show greater attention to quality and customer satisfaction.

Communication/Response Times

Maintenance department employees commented that communication between employees, schools, and management is a strength of the maintenance department. This communication is facilitated by the use of two-way radios which allow practically instant communication between employees. Additionally, due to this communication, response times to respond to problems are very quick.

Safety/Background Checked

Next, maintenance employees commented that a strength of the department is the department's focus on safety, both for the students and the employees. Employees noted that all of the maintenance employees are background checked and are trusted to be on campus and around students. Employees cited the installation of gates and fences to ensure the safety of students, as well as the OSHA training room, "Safety Alert," and weekly tailgate topics which focus on employee safety.

Independence

Maintenance department employees noted that they are provided the freedom to problem solve which facilitates the completion of required assignments and

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allows them to be more creative and adaptable in their jobs. For example, employees are provided “P-cards” which allow them to purchase needed supplies from local businesses instead of having to request the appropriate supply, wait for it to arrive, and then return to finish the project.

Potential for Improvement

Key areas cited for improvement by maintenance employees included management related issues, problems associated with the Facilities, Design and Construction department and the use of contractors, pay-related issues, manpower issues, training, the performance evaluation system, personnel issues, and the waste of money across the district.

Management (i.e. Superintendent, Department Director, & Administration)

Several key issues involving management were identified with consistency across Maintenance department focus groups, including: a severe disconnect between management and the employees, a lack of communication and support from management to the employees, and issues the qualifications and job-related knowledge of management.

Disconnect Between Management and the Workers

First, one of the main problems identified by the maintenance department employees is a severe disconnect between management and the workers. Employees noted that it does not appear that management understands the number of people required to perform the job, the amount of work that the maintenance department does, the schedules required to accomplish that work, or what happens at Walter Pownall Service Center.

Communication

Next, maintenance department employees noted a lack of communication between departmental management and the employees. For example, employees cited that the director of maintenance does not have an open-door policy, and in fact they only see him 2-3 times a year. Furthermore, employees cited that supervisors often do not communicate honestly with employees, and issues presented to management by employees are often ignored unless someone in higher management brings the issue up as well.

Lack of qualifications/job related knowledge

Employees expressed that some supervisors have little job related qualifications and got their jobs through the “good old boy network.” It was suggested that supervisors are not familiar with the job that they are supervising, and that supervisors often do not know what their employees do in the field. Furthermore, due to this lack of job specific knowledge, it was noted that supervisors may waste money by buying things that they do not know about, or get the wrong material.

Support

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Finally, a lack of support from management was noted. Employees mentioned that supervisors almost always side with the school or the customer when a problem occurs and rarely consult the employee to get the required information before making a decision.

Maintenance and FD&C/Contractors

Several key issues involving the relationship between the Maintenance department and the Facilities, Design and Construction department were identified across Maintenance department focus groups, including a lack of consideration for maintenance issues in the initial design and construction of school board buildings, a lack of accountability for contractors, and the sense that maintenance is forced to fix FD&C problems.

Lack of consideration

Maintenance department employees cited a lack of consideration for maintenance issues in the initial design and construction, or re-design and construction of school board buildings as a major problem. Specifically, maintenance employees suggested that when buildings are initially designed, there are no considerations made for regular maintenance, and the input of trades people familiar with the day to day operations of the buildings are not solicited or considered when offered. Additionally, the products specified by FD&C and used by contractors are a significant problem for maintenance. For example, outdated products are specified or contractors simply put in whatever they want, thereby creating a lack of consistency across schools. Then, when maintenance has to repair the product, it is not in stock or is not a standard material thereby causing special orders and difficulty.

No accountability for Contractors/ Maintenance will fix it

Additionally, maintenance employees commented that there is no accountability for contractors to complete what they are paid to perform correctly or completely. Therefore, if a contractor does not complete a job, or completes a job incorrectly, the burden to repair/replace the problem falls upon the maintenance department. This lack of accountability for contractors to FD&C creates an inordinate amount of extra work that is thrust upon the maintenance department. Similarly, it was noted that the District continues to use the same contractors despite construction problems they have demonstrated in the past. Here too, more input from Maintenance could help FD&C make better decisions about which contractors to hire based on the maintenance problems they have experienced.

Pay

Although maintenance department employees did not consistently voice a concern about the level of pay they currently receive, several pay related issues were

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presented including a lack of a merit pay system or a system to compensate employees for advanced qualifications, problems with salaries for new employees, and a lack of promotions.

Lack of a Merit Pay System

First, the lack of a merit pay system, in which an employee is rewarded for exemplary performance, was cited as needing improvement, especially considering that all employees get the same annual raise regardless of performance.

Lack of Compensation Based on Certifications / Licenses / Education

Next, it was repeatedly mentioned as problematic that there is no increase in compensate based on advanced certifications, licenses, or education. For example, a master electrician and an entry-level electrician are often paid the same amount based on their level of seniority.

Lack of Compensation Based on Experience

Next, it was repeatedly mentioned as problematic that there is no increase in compensate based on advanced certifications, licenses, or education. For example, a master electrician and an entry-level electrician are often paid the same amount based on their level of seniority.

Pay Rates for New Employees

Pay rates for new employees were also cited as problematic. On one hand, according to maintenance department employees, newly hired employees regularly receive pay at comparable levels to those of employees with higher organizational tenure. However, supervisors noted that they are unable to hire qualified employees off the street at other than the minimum pay scale, and therefore are unable to attract high quality employees, but instead must settle for employees with little to no experience.

Promotions

Finally, problems exist with the foreman pay structure in that some employees may actually take a pay cut if they apply for a promotion to a foreman position. This “demotion” prevents many qualified employees from assuming additional responsibilities according to maintenance supervisors. Furthermore, due to the arbitrary number of journeyman positions that are available, there may not be any journeyman positions available for an employee to be promoted into. Therefore, an employee may be required to do the same amount of work as his coworkers for years, without ever getting the pay raise commensurate with his responsibilities.

Manpower/Job Cuts

Next, due to the seemingly random nature of previous job cuts, employees expressed that there is a morale problem in the district in which employees feel

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very little job security. Furthermore, this morale problem, combined with the decreased manpower caused by the job cuts, has resulted in employees feeling overwhelmed and overburdened with work. According to maintenance employees, the district is “setting them up to fail,” where the department is expected to maintain an ever increasing number of facilities with fewer employees. This lack of manpower creates a reduction in response times, more second calls, slower completion of projects, and a more reactive workforce as compared to a proactive workforce. Additionally, maintenance employees are forced to just “put out fires” while other district employees (e.g., HPOs) are forced to assume regular maintenance tasks.

Personnel issues

Personnel issues as cited by the maintenance department include a lack of ramifications for poor employees and the inability to effectively discipline such employees. Maintenance employees noted that the inability to terminate incompetent workers leads to additional work for the remaining members of the department. Often, employees will have to follow an incompetent worker and fix things the individual does. Alternately, incompetent employees may be given less work to do by their foremen, in an attempt to reduce the amount of wasted effort by the department, or may be given a very good recommendation in an attempt to promote the individual to another department.

Waste

Maintenance department employees commented on an exorbitant amount of waste perpetrated by the district. Maintenance department employees commented that there have been countless instances where they have been tasked to repair an item, only to find out that the building was torn down weeks later or the work they did was removed or replaced only a short period of time later. Similarly, employees noted that at times they may be given a work order to determine what is recyclable in a school, but are then never allowed the opportunity to actually recycle the materials identified. This waste, according to the maintenance department employees, may be costing Pinellas County millions of dollars.

Performance Evaluation

Next the performance review process was noted as being especially problematic. Consistent with the problems noted above, employees noted that supervisors who have limited job relevant knowledge often review the performance of employees they supervise. However, without direct knowledge of the employee’s performance or an understanding of what the employee is actually doing effectively judging the employee’s performance is difficult. Additionally maintenance department employees noted that the performance evaluation as it currently exists is more of a popularity contest – if supervisors like the employee they administer positive ratings, whereas if an employee is disliked they receive negative ratings. This also applies to the process of promotions as well.

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Training

Finally a lack of hands-on, relevant training was cited as an area in need of improvement. Although the schools are being built with improved technologies, maintenance employees are not receiving training on how to repair these technologies. Therefore, contractors are repeatedly being hired to fix maintenance related issues, when departmental employees could be trained on, and fix the problems.

Equipment Issues

While many individuals noted that they are provided with proper tools to do their work, several individuals noted that lack of consistency and standardization in the purchase of tools, equipment, and materials, increasing the number of parts that have to be ordered, carried, and worked with. This causes additional time for a repair to be made pending location and/or ordering of a part.

Solutions

Several solutions were offered by Maintenance department employees in response to the areas cited for improvement above.

Increase communication between management

Maintenance department employees expressed that in order for management to fully understand the unique job that each department does and the maintenance department processes; they should go to WPSC and spend some time interacting with the workers.

Additionally upper-level management should share information with maintenance department management and employees before public declarations are made. Next, maintenance department employees suggested that the superintendent can address the morale problems in the department by simply providing information about the future direction of the department.

Departmental Management

To address problems with departmental management, maintenance department employees suggested several options. First, maintenance department employees suggested that the number of supervisors and “non-working” foremen need to be reduced, and the number of working foremen should be increased. By getting more knowledgeable foremen into the field working with the workers, they will be better able to provide the needed assistance to the employees. Additionally by having an increased number of foremen working side by side with the employees in the field, they will be better able to make informed judgments regarding their employees’ performance on annual performance evaluations.

The creation of a lead tradesperson position was suggested. These positions would be filled by knowledgeable trades people who would be able to assist the other trades people with job related questions, provide support if needed in the

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field, and could serve as experts in important decisions, such as hiring, transfers, and purchasing of supplies/products.

Finally, it was suggested that supervisors should take input from the employees, be more willing to help, and actually have an open door policy and do something about the issues that are presented to them.

Maintenance and FD&C/Contractors

Maintenance department employees suggested that a knowledgeable maintenance department manager/tradesperson (e.g., a lead tradesperson) should be invited to review the building specifications and blueprints from a maintenance perspective in order to highlight potential maintenance problems, outdated specifications, non-standardized materials, and mistakes from being made which affect maintenance processes.

Additionally, inviting a set of knowledgeable maintenance department trades people on the final walk-through when a project is complete would provide for more accountability with contractors. These individuals could make a punch list of outstanding issues for the contractor to complete, thereby saving the district a great deal of money, and the maintenance department the trouble of repairing the mistakes of a contractor.

Finally, maintenance department employees suggested that additional inspectors are required to ensure that contractors are performing their contracted obligations. For example, an on-site supervisor was suggested as a way of keeping track of new construction projects and could implement a more formalized inspection procedure.

Pay

A merit pay system was suggested in which pay increases would be tied to performance and knowledge, which would be based on a legitimate performance evaluation and would incorporate testing, as well as a consideration of credentials and proficiencies.

Manpower/Job Cuts

Maintenance department employees suggested that hiring more employees, and/or creating more working foremen positions would alleviate the perception that maintenance only has time to “put out fires” and would allow workers to perform preventative maintenance, thereby saving the district money in the long run.

Personnel issues

Maintenance department employees suggested that in order to deal with employees who break the rules, as opposed to discussing the problem with the entire department, individuals should be singled out and dealt with appropriately. Furthermore, the progressive discipline policy that is currently in place needs to

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be enforced as opposed to simply disregarding prior offenses. Finally, individuals need to be held accountable for mistakes they make.

Waste

Maintenance department employees suggested that allowing organizations salvage rights to materials in buildings that are going to be torn down or renovated could be a way of conserving some resources and preventing some waste within the Pinellas County School district.

Performance Evaluation

Improvements in the performance appraisal process were suggested including having the evaluation completed by someone with the job-specific qualifications to evaluate the performance of employees. Additionally, the use of group (360 degree) evaluations for supervisors and foremen was suggested, as well as soliciting feedback from HPOs for maintenance worker evaluations. By allowing the trades people the opportunity to rate the performance of their leadership, this upward appraisal could provide useful insight into the performance of management.

Purchasing

Maintenance department employees cited the need for more input into the tools, parts, and equipment that is purchased since they are the most knowledgeable and will have to use the equipment. They also suggested the possibility of streamlining the purchasing process and list of tools and parts used throughout the district.

Training

Finally, maintenance department employees suggested providing more hands-on, relevant, trade-specific, and meaningful training, as opposed to the “dog and pony show” and sales pitches for workers to buy tools that are currently common. By increasing the training available to employees, maintenance department employees suggested that they would be better able to address some of the maintenance problems that are currently being outsourced at a higher cost.

Transportation (3 focus groups)

Likes

Transportation employees cited that they appreciate the sense of teamwork prevalent in the transportation department, and expressed that they can rely on their knowledgeable coworkers for expert advice, job-specific support, and assistance when needed.

Next, transportation department employees expressed that the variety inherent in their jobs and the steady nature of their work was valued, and that the continual challenges, diversity in responsibilities, and continual contact with different groups of people (parents, coworkers, and drivers) was exciting and created a great deal of diversity in their jobs.

The emphasis on the safety of the students was especially appreciated. With new positions added, the removal of dangerous stops, and the improved software available to address safety issues, transportation employees noted that the department's emphasis on safety was noteworthy.

Transportation department employees also expressed appreciation for the benefits and support they receive, such as job training, retirement plan, sick and vacation leave, and health insurance.

A sense of autonomy, independence, and freedom in leadership style was cited by transportation department supervisors. Supervisors expressed that they feel free to use different approaches when required, to deal with their subordinates, and receive support from their supervisors to do so.

Strengths

Consistent with what they like about their jobs, transportation employees noted that the sense of teamwork prevalent in the transportation department is one of the department's greatest strengths. It was noted that despite the situation or deadline, members of the transportation team (including the supervisors, director, foremen, managers, and dispatch) come together to work as a team to accomplish the task.

Additionally, transportation employees noted that their flexibility as a department is a noteworthy strength. Employees cited that the department is extremely customer focused and will "bend over backward" to accommodate the requests of the parents, students, and schools. Additionally, the department's ability to effectively deal with problems (e.g., drivers not coming in to work) as well as the department's ability to work well under pressure was consistently noted.

They also cited the district's willingness to replace and/or update buses and maintenance vehicles as a key strength.

Next, the transportation director himself was cited as a significant strength of the department.

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Finally, transportation supervisors cited the people oriented focus of the department as a strength; including taking care of the students, while getting them to school in a safe and efficient manner.

Potential for Improvement

Areas in need of improvement that were consistently cited across focus groups of transportation employees involved management related issues, the bus driver shortage, a lack of training, and problems with basic working conditions.

Management Related Issues

Transportation employees noted a disconnect between upper-level administrators, the schools, the school board, parents, and the transportation department, in which a lack of knowledge about what the transportation department does is evident. Furthermore, it was commented that there is a lack of support from upper-level administrators and the school board when it comes to dealing with transportation issues. Additionally, a lack of respect from upper-level administrators, the schools, parents, and the school board was mentioned.

Favoritism, special favors, and unequal treatment of employees by transportation supervisors was noted, in which a select few employees receive special training, new positions, and/or information, whereas the rest of the department does not. Additionally an inequity in the enforcement of policies/procedures was noted which follows a similar pattern. Similarly, it was noted that in some instances employees are not help accountable for their performance. Contributing to this problem is a perceived lack of support and follow-through by management, as well as perceptions that decisions are made more to address parents than they are to help drivers.

Another opportunity for improvement cited by Transportation employees was upper management's tendency to make decisions that don't include employee input, don't work, or that have unanticipated implications for employees, such as changing procedures without any knowledge of how they work and what was wrong.

Field Operations Supervisors were described as having little job related knowledge which prevents them from being helpful to the employees. Additionally, it was noted that it is often difficult to find or communicate with an FOS when needed. Finally, it was noted that although drivers may give routing requests/changes to their FOS, those requests do not typically make it to routing. The perception of the transportation employees is that communication stops at the FOSs.

A lack of consistency in policies and procedures across compounds was noted. Transportation employees noted that due to the individual discretion that supervisors have, no two procedures are completed the same way across the different transportation locations.

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Shortage of Bus Drivers/Bus Assistants

A substantial driver shortage was discussed as an area in need of improvement. Employees cited low pay, a lack of support from schools, little training, and a general lack of respect for bus drivers as contributing factors to the driver shortage. The lack of qualified bus drivers impacts all of the members of the transportation department, in that mechanics, supervisors, dispatch, and others are forced to work overtime and drive routes in addition to their normal responsibilities. This shortage is resulting in significant overtime as well as increased likelihood of burnout for those employees that are overextending themselves.

Additionally, a significant shortage of bus assistants was discussed. Due to a lack of assistants on the buses, bus drivers are tasked with not only driving the buses but also disciplining up to thirty-five children at the same time. Employees cited that while a “busy” student may be segregated from classmates or may have much closer supervision while at school (e.g., a class with 5 students per teacher), that same student is placed on a bus full of other students at the end of the day with only the bus driver to supervise them all.

Transportation employees noted that due to the driver shortages, there is no discipline / accountability for poor drivers or for drivers that break the rules. Although a driver may call out of work for the majority of the days in the school year, the driver is not fired, but instead transportation employees are told to be thankful that the driver showed up for the number of days he/she did!

Training

A lack of training for transportation employees was noted in which relevant training is not provided. For example, training on how to deal with dangerous situations, or challenging students is not provided; however non-essential training (e.g., teambuilding) is.

Payroll

Payroll related issues were voiced as having a negative impact on bus drivers. According to transportation employees, the payroll printout that bus drivers get is so confusing that a payroll employee is needed on hand every pay day just to field questions from confused drivers. Additionally, the lack of clarity in the payroll printout causes drivers to feel as if they are being cheated by the division and many threaten to quit, thereby adding to the existing driver shortage.

Solutions

Several solutions were offered by Transportation department employees in response to the areas cited for improvement above.

Standardizing Policies and Procedures

Transportation employees suggested that standardizing policies and procedures across the department is needed. In order to establish these policies and

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procedures, a cross-functional group should be assembled, in which a representative from all areas of the department could be brought together to provide input. These standardized policies and procedures should be followed at all transportation locations, and should be provided to the school board to ensure that special requests/favors are not requested which violate the established guidelines.

Communications and Input

Transportation employees believe they should have more input into key decisions. To improve clarity and accuracy of communications, they suggested more clarification of roles and responsibilities, in order that an employee knows whom to call or go to with a particular problem or request. To better empower employees, Transportation employees suggested that upper management become more “visible,” gain more knowledge of what they do and the issues they face, and seek their input on issues that affect them.

Field Operations Supervisors

Transportation employees suggested that Field Operations Supervisors should be held more accountable, and need to be managed more effectively by Area Operations Supervisors. Additionally it was suggested that FOSs should get out of the office and interact with the employees on a more regular basis.

Shortage of Bus Drivers/Bus Assistants

Transportation employees stressed that additional employees (i.e. bus drivers and bus assistants) should be hired. In order to retain qualified bus drivers, it was suggested that they be paid for eight hours per day for twelve months a year, or be given summer work from other departments who typically hire outside of the ISD to fill summer-only positions. Other suggestions relating to the retention of bus drivers were also made and included: providing on-site day care which would open as early as bus drivers are required to report to work (3 AM), as well as allowing ride-alongs (in which a bus drivers children could ride the bus with the driver).

Training

Training for bus drivers and transportation employees was suggested as a critical need. Transportation employees suggested that special training in crisis management, first aid, CPR, dealing with students with special needs, and dealing with special circumstances are all areas of critical importance for employees who interact with students on a regular basis. Training was also suggested for supervisors in order for them to hold people accountable and make fair and equitable promotion decisions.

Route Related Solutions

Other solutions were offered by transportation employees which addressed route related issues. Keeping the bus routes the same from year to year, instead of changing them annually was suggested as a way to eliminate requiring bus drivers

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learning new routes, as well as an attempt to provide some consistency in discipline for the students on each route.

Additionally, non-mirrored routes (in which a different driver drives the AM and PM routes) and pairing schools (having students from different schools on the same bus) should be eliminated. Finally, changes to routes/route time should be more readily incorporated into routing plans as opposed to a strict reliance on what the computer says.

Warehouse (1 focus group)

Likes

Warehouse employees expressed that they appreciate their coworkers, their supervisor, and the relaxed atmosphere in the warehouse. Specifically, warehouse employees expressed that they have a consistent group of co-workers that they can rely on for support. The warehouse supervisor was cited as being very approachable, and as enabling a relaxed/laid-back atmosphere in the warehouse in which employees are permitted to perform their job functions with a sense of independence. Additionally, warehouse employees cited the basic working conditions of the warehouse, and cited an appreciation for their work schedules during the school year and the schedule flexibility they have to deal with family or personal issues.

Strengths

Warehouse employees feel that the key strength of the warehouse is their ability to accommodate the special requests of the schools and always do a very good job for others. Additionally, warehouse employees cited that the warehouse is relied on to take on extra responsibilities and deal effectively with OPS referrals.

Potential for Improvement

Two critical areas in need of improvement as reported by the warehouse employees were that established warehouse procedures are not followed or are disregarded by the warehouse supervisor, and that there is a general lack of communication from outside and within the ISD with the warehouse.

First, established procedures for warehouse operations are typically not followed or are disregarded by the warehouse supervisor. Most notably, warehouse employees relayed a typical example in which an individual will make a call to a warehouse employee and will ask for a special request (e.g., for a special delivery). The warehouse employee will inform the individual that the special request is not possible. The individual will then call the warehouse supervisor, who will disregard established procedures and will grant the special request, thereby requiring warehouse employees to make special accommodations which often inconvenience and upset other customers. Warehouse employees noted that typically the people who follow the established procedures do not get their supplies delivered as quickly as those who circumvent the procedures and call the supervisor directly to ask for special requests. Warehouse employees commented that most often “the squeaky wheel gets the grease” and that there are no ramifications for people who do not follow procedures.

Second, Warehouse employees noted that communication problems within and outside the ISD are rampant. For example, timelines for projects are not communicated ahead of time. The warehouse is not told when supplies are being delivered or when they are needed, and therefore has to scramble to get the supplies distributed properly. Additionally, although communication between the foreman and the employees is great, there is a lack of communication from the supervisor to the foreman.

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Solutions

Overwhelmingly, warehouse employees noted that the most effective method of addressing the areas in need of improvement they identified was to simply follow the established rules and procedures. Instead of allowing special requests to monopolize the time and the functioning of the warehouse, warehouse employees suggested that the warehouse supervisor should first communicate well-defined policies and procedures appropriately to all customers. Then the warehouse supervisor should enforce the policies and procedures and stop granting special requests. Warehouse employees noted that not only would this change remedy their main concern noted above, but would also improve the efficiency of the warehouse staff.

Food Services (1 focus group)

Likes

Food Services employees liked the people within the department, whom they indicated have friendly relationships with one another, are professional, and work well together toward a clear and well-defined goal. Food Services employees also enjoyed that they were well known throughout other counties, states, and the nation for providing top quality products and services.

Food Services employees also spoke very favorably of the leadership support they receive, such as management providing them with latitude and freedom to make decisions, listening well, being open-minded to other viewpoints, and challenging employees to go beyond their comfort zone in performing their duties.

Food Services employees appreciate that they are an independent department to the extent that they set their own budget and make their own monetary decisions. In terms of support, Food Services employees also enjoy the benefits they receive, such as time off and training opportunities that are both required and that prepare them for potential advancement. They also believe they are supported with strong technology and standardized equipment.

Strengths

Strengths of the Food Services department include the talent and experience of its employees, the trust in employees conveyed by Director-level leadership, and the long-term thinking exhibited by management. Employees also believe a strength of their department is that they have the right technology and the right information to make effective long-term decisions.

Also, in terms of management support, training classes are offered to provide employees the skills they need to do their work. Also, employees commented on the effective procedures manuals that are in place to help defined accepted and standard practices and that are under frequent revision.

Potential for Improvement

From an external standpoint, Food Services employees noted that their performance could be improved with better procedures, clearer standards and consistent application of these standards from the Department of Education. Food Services employees also noted that communications and working relationships with other department could be improved. For example, sometimes Food Services' problems are overlooked or at the bottom of the priority list, their input is not acted upon, and things other departments say will be changed are not.

Other problems concern Food Services employees receiving mixed messages and inconsistent information due to multiple channels of communication. Regarding personnel issues, for example, a department will continue to call people until it gets the answer it wants, thus deflecting several people from their work, and costing the district

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time and money. They also note the pressure received when different schools ask for “special case” consideration of their issues and concerns. This sometimes results in standard practices being overlooked to settle an immediate problem and a lack of standard practices across schools without any repercussions for not following procedures.

Internally, they noted that the organizational matrix reporting structure in some places leads to some confusion in roles and responsibilities, such that direction is sometimes unclear and feedback about an individual’s performance is not sought from all informed sources when doing performance appraisals.

Food service employees operating under the warehouse department noted a lack of respect and communication emanating from food service management, and remarked that there seems to be a significant disconnect between food service management and the food service warehouse employees.

Solutions

To clarify Department of Education rules and procedures, Food Services employees suggested that directors make more effort to learn about new policies and procedures and then pass those down throughout the organization. They also suggested that such procedures be applied consistently, with Directors being available for discussion and clarification of unclear rules.

On a similar theme, Food Services recommended that rules and procedures be applied across the District’s schools in order to ensure more consistency and fewer “special cases.” They noted that the department could do a better job of proactively keeping them informed about policies and procedures, but that Principals should also refer to Food Services staff before making decisions that impact this department (e.g., personnel decisions). They also noted that they as a department need to update the policies and procedures manual on the Internet and Intranet, and that school staff should have copies as well, as a way of getting other departments up to date information on accepted practices.

Food Services employees suggested a number of solutions to improve communications within and external to the department. Internally, they suggested that management keep the “right” individuals informed of decisions made (i.e., inform those who need to know). Externally, they suggested analyzing and removing non-valued added communication challenges that lead to mixed messages. Structurally, Food Services employees suggested that clearer organizational charts be created that clarify reporting and decision-making responsibilities, and that people be trained on whom to refer to when a decision needs to be made. They also suggested that alternate performance appraisals be created, that Principals seek Food Services’ input when doing appraisals for Food Services employees, and that roles and responsibilities be discussed with the reporting supervisor at the school in order to clarify direction and reporting structure.

In order to receive better support from external departments, Food Services employees suggested they have greater communication with these departments, that the departments

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act on the input that they provide, and that the departments hire more staff in order to address their concerns and get their hardware software programs up and running on a more timely basis. They also suggested more follow-up with the external departments be made.

Facilities, Design, and Construction / Real Property Management (1 focus group)

Likes

FD&C and Real Property personnel liked the team atmosphere of their department, whose employees work well together, help each other out, and have a long shared history that encourages a sense of family. This allows them to be candid with one another yet at the same time helps relieve frustration. FD&C and Real Property employees also appreciate the strong management support they receive to make “right” decisions for the department. They also take pride in the fact that they produce – i.e., they get the schools up and running.

Strengths

Strengths of the FD&C and Real Property departments are the knowledge and experience possessed by employees who have long tenure and who have been through issues many times. Employees are dedicated to their profession and to the District, and they are committed to doing whatever it takes – thus, they are willing to go beyond the standard 40-hour work week to get things done.

Strong teamwork was cited as another strength, as is strong customer focus. Another strength lies in the resources and structure of the FD&C department...all disciplines are represented which allows them to tackle a wide range of work. Real Property’s strength lies in its ability to “wear lots of hats” in dealing with a high volume of work. All of these strengths contribute to what employees believe is a strong reputation within the construction industry.

Potential for Improvement

FD&C and Real Property employees stated concern with their job security, given recent comments that by June their jobs would be “gone.” There is a perception that if you are not an educator or bus driver, the district does not value your work and does not care for your concerns. In Real Property, its past success has led to greater expectations, and with personnel cuts this has resulted in them having to perform “triage” on tasks.

Across the IS department, FD&C employees felt that there was a lack of communication between departments at higher levels of management, noting that Maintenance and FD&C was “butting heads.” At the employee level, they felt they work well with Maintenance employees, but that communications are not present at the management level. These employees also report a subsequent lack of teamwork and accountability between departments, where they are blaming each other for mistakes and for standards not being enforced.

From outside of the IS department (i.e., senior management; Board), FD&C employees felt there was a lack of timely decision-making, lack of information sharing, and lack of input into decisions. They also feel micro-managed by district management, whom they feel sometimes lacks foresight and long-term planning, such as when bigger problems are not resolved in favor of projects that hold high public opinion, or when they tear down

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schools yet are forced to build portable classrooms elsewhere. FD&C employees also noted some instances where roles and reporting relationships were not clear, leading some supervisors to incorrectly believe they had responsibility over certain employees and diffusion of responsibility for mistakes.

Internally, they noted that internal managers positions are not being filled, resulting in more volume of work, a strain on resources, no one being available to make decisions, and no one to go to with questions and requests for assistance.

Solutions

To improve communication and teamwork at the IS Department level, employees suggested inter-department management meetings be held to discuss key issues and projects. They also suggested that the Maintenance department management keep them informed about issues and changes that will impact them. To improve teamwork and collaboration, employees suggested using “exitting meetings” to ensure everyone is committed to the same design and construction goals, and to have and enforce consistent standards for activities across all disciplines (e.g., electrical; plumbing). Employee also suggested that IS department management needed to have greater input into decisions that impact their department. Likewise, they suggested that the IS Department needs more communication from district management about decisions made and why.

Internally, employees also suggested that FD&C management communicate information down throughout the organization. Management training was also suggested to help supervisors better understand their responsibilities.

FD&C employees suggested a regular “summit” meeting between FD&C and Maintenance employees doing the same job, to occur monthly, bi-monthly, or annually, in order to improve communications. Similarly, they suggested that both FD&C and Energy Management sit in on design meetings and that they communicate and commit to shared goals.

To increase productivity, FD&C employees suggested that they be provided with up-to-date technology and better equipment with which to do their work, and that their input be considered into which technology to purchase. They also suggested that they be provided with the latest codes to help with plan reviews via CDs and servers.

Painting, and Pest Control (1 focus group)

Likes

Painters and Pest control trades people cited a god sense of camaraderie among high quality co-workers as the primary benefit of their department. Additionally benefits provided by the district including retirement and heal care, as well as the uniforms were cited as positive aspects of the job.

Strengths

The beautification and sanitation of the schools was cited as the main strength of the department. Making school buildings appear more attractive and giving the schools a clean new look at a price that is more competitive than contractors could do was noted.

Potential for Improvement

A primary concern cited by this department was a lack of appropriate equipment to do their job efficiently. Employees noted that when they request appropriate supplies they are told that they are unavailable due to budgetary restrictions; or conversely, when budgetary issues are not cited, employees report that due to the county mandate to purchase the lowest priced product, they are often forced to use inferior products. Additionally, employees report that they are seldom consulted on what materials need to be purchased, and when they are consulted, their recommendations are often ignored. Next, employees reported that even when product specifications are wrong or are limiting, they are not allowed to change them to obtain the desired product. This inability to use the appropriate product often results in additional work being required of the employees, often consisting of the use of additional materials, thereby resulting in additional expenditures of money. Finally, employees noted that they are often forced to use old or defective materials which should no longer be used. This problem is especially noteworthy as the use of outdated or defective material could lead to serious injury.

Second, employees in this department noted a problem with the annual performance evaluation. Employees noted that supervisors who complete the performance evaluations often have little direct knowledge of the employee's performance on the job. Additionally employees noted that the performance evaluation as it currently exists is a personality contest in which supervisors rate employees they like the employee positively, whereas those they dislike receive negative ratings. Finally, employees noted that some foremen consistently look for negative aspects of an individuals performance and rate an employee accordingly on the performance evaluation, whereas others rate employees fairly.

Next, employees noted that management demonstrated a lack of respect and personal skills, and noted that management treats employees like second class citizens. Employees also cited a lack of communication between supervisors and employees.

Another problem cited by employees was that certain procedures are not applied equitably throughout the department. For example, the night shift employees in this trade are required to drive to WPSC to have brief informational meetings, and are then required

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to commute together in a department van to their worksite. Although the purpose of this procedure is supposedly to provide needed information, employees report that often there is no information provided. Furthermore, day shift employees in this trade are not required to follow the same procedure. Employees suggested that this procedure reduces their “wrench time” significantly thereby costing the district a considerable amount.

Fifth, employees commented on a large amount of waste in the district. Employees recalled many occurrences where they have been tasked to paint an area only to find out that the building was torn down later. For example, An employee relayed an occurrence where a contractor asked the him to stop painting the windows because his employees were getting their hands full of paint when they were taking the windows out! Consistent with reports from other maintenance department employees, this lack of coordination may be costing Pinellas County millions of dollars.

Next, employees cited a lack of consideration for maintenance issues in the design and construction of school board buildings as a problem. Specifically, employees suggested that when buildings are initially designed, there are no considerations made for painting and include areas that are very difficult or impossible to paint. Employees suggested that a simple consideration of these issues could prevent recurring maintenance problems.

Finally, employees cited several additional problems which include: that due to the Anderson report they are described as “semi-skilled” labor and therefore receive lower pay; they do not receive regular feedback from customers or management; there is a limited budget for training therefore they do not regularly receive training other than required OSHA training; and the need for contractors to be held accountable for their work.

Solutions

Although employees in this trade did not provide many suggestions for remedying the problems listed above they did cite several issues related to supervision. First, employees suggested that a change in leadership at the trade level was needed, and suggested the possibility of having rotating foremen, so that the same one individual was not always responsible for the same employees. By rotating supervisory responsibilities favoritism or personal preferences could be minimized. Next, employees suggested that as part of the annual performance evaluation, supervisors should provide guidance on how an employee could improve their performance from just “satisfactory” to above satisfactory. Currently, no such guidance is provided. Additionally, employees cited that leadership should be honest, and have a more open line of communication with employees. The lack of trust that is evident from management could be addressed, and the sense that an employee is always being watched could be dealt with.

Finally, a suggestion was made that satellite locations could be established to prevent individuals from having to drive extensive commutes to and from WPSC. These satellite locations could be established in existing district buildings thereby saving money and resources.

Clerical (all departments - 2 focus groups)

Likes

Clerical employees within the ISD indicated that they appreciate the sense of teamwork, camaraderie, and open lines of communication that they feel with their coworkers. Supervisors were cited as being open, honest, and respectful, and allowing individuals a sense of independence in their work, which was appreciated.

Clerical employees reported that they appreciate that their jobs are interesting and challenging from day to day. Finally, clerical employees cited that they appreciated the benefits (including vacation, healthcare, and retirement) as well as the flexibility in scheduling allowed them by the division.

Strengths

According to clerical employees, a key strength of the ISD is providing high quality service for the customers of the division, including the children, schools, teachers, administrators, and parents. It was noted that division employees are extremely focused on customer service, and take a great deal of pride in their jobs.

Further, clerical employees reported that a central strength of the division is the excellent work force composed of knowledgeable and educated employees that regularly demonstrate a sense of teamwork and collaboration.

Potential for Improvement

According to clerical employees within the ISD, key issues in need of improvement involve communication from upper level administrators, the ramifications of prior and potential job cuts, job descriptions and pay-related issues.

A lack of communication from upper level administrators was cited as a significant issue in need of improvement. Employees cited this lack of communication along with a lack of awareness from upper level administrators as to what occurs within the ISD as contributing factors in a disconnect perceived to exist between upper level administrators and ISD employees.

Clerical employees expressed that the manner in which the terminations were handled last year was extremely poor, citing little rationale, and arbitrary cuts made to employee with long tenure. Additionally, the impact of previous job cuts was cited to be exacerbated by the continual threat of more job cuts/privatization yet to come. This continual threat of job cuts/privatization was cited as being very distracting and making productive work more difficult. Additionally, clerical employees indicated that due to previous job cuts, employees have been forced to take on more responsibilities, thereby leading to delays in the completion of tasks.

Clerical employees within the ISD reported a significant opportunity to improve their job descriptions and noted that support staff job titles and pay rates are not commensurate with the amount and complexity of the work they perform. Employees noted that all

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clerical positions are combined under three or four job titles with similar pay scales. This lack of diversity in job titles and pay rates precludes employees from the possibility of advancement into higher level positions.

Third, clerical employees noted that they seem to be ignored or neglected by the district. Employees suggested that although they do receive an annual raise consistent with the percentage increase dictated by the school board, any extra monies that are requested are almost exclusively used for educators.

Clerical employees noted that the annual performance evaluation is pointless and should be improved. Employees cited that their actual performance does not influence their performance evaluation, but instead only if the supervisor likes the employee.

Finally, clerical employees suggested that scheduling issues could be improved, and suggested that the compressed work schedule (4 10-hour days) either be eliminated or applied uniformly.

Solutions

Central to several of the areas cited for improvement above, clerical employees suggested that upper level administrators need to improve the communication with the employees, whether through e-mail, memos, or simply coming to WPSC. They suggested that by sharing information (regarding future job cuts) employees would be better informed of the direction of the division, and would be less distracted and panicked by what is currently unknown.

To address the problem concerning the adequacy of job descriptions and the inequity in pay commensurate with job responsibilities, clerical employees within the ISD suggested a complete reclassification of job titles and pay schedules. Employees suggested an audit of all clerical positions. Furthermore, employees suggested that job descriptions be written which capture all of the responsibilities required of the job, and not for the person who is desired to fill the position.

Clerical employees suggested that when an employee is transferred or leaves the organization, a certain amount of overlap in time with the new employee is necessary. In this manner, the exiting employee would be permitted to adequately train the new employee to facilitate the smooth transfer of responsibilities.

Next, clerical employees expressed that recognition for exemplary job performance, whether through the use of memos, being taken out to lunch, or simply thanked, is needed. Employees agreed that recognition from higher management is needed.

Finally, clerical employees suggested that management needs to stay in touch with the workers by going to WPSC and spending some time interacting with the workers.

Individual Focus Groups

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Wednesday, January 17, 2007

Maintenance (1), 7:30AM – 9:00AM

Likes

Maintenance department employees indicated that they appreciate the sense of independence they have in their jobs. Additionally, they indicated that they appreciate that their coworkers are regularly available to provide support to them while on the job. All in all, maintenance employees indicated that theirs was one of the best jobs in town.

Strengths

Maintenance department employees reported that a major strength of their department is the excellent work force composed of knowledgeable and skilled trades people that demonstrate a sense of teamwork and are willing to provide assistance.

Communication between the foremen and the workers and between the workers and other departments was noted to be excellent. Maintenance department employees commented that there is regularly a good line of communication between people about the job and what has to get done to accomplish any task.

Additional strengths of the maintenance department were reported to include benefits, including: time off, retirement, health insurance, and schedule flexibility; regular training (e.g., tailgates); and a sense that the maintenance department will provide the required tools to do the job if requested.

Potential for Improvement

One of the main problems identified by the maintenance department employees is a severe disconnect between the superintendent/administration and the workers, in which employees noted that it does not appear to them that the superintendent/administration understands the number of people required to perform the job or what happens at Walter Pownall Service Center. Maintenance department employees expressed that in order for the superintendent (and the school board members) to fully understand the unique job that each department does and the maintenance department processes; they should go to WPSC and spend some time interacting with the workers. Maintenance department employees further expressed that it does not appear that the superintendent/administration appreciates the maintenance department, or the highly skilled workers that comprise the department.

Second, maintenance department workers commented on an exorbitant amount of waste perpetrated by the Pinellas County School board. Maintenance department employees commented that there have been countless instances where they have been tasked to repair an item, only to find out that the building was torn down weeks later or the work they did was removed or replaced only a short period of time later. This lack of coordination, according to the maintenance department employees may be costing Pinellas County millions of dollars.

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Third, maintenance department employees commented that problems with employees were of some concern. Employees noted that there was a certain amount of “dead weight” or employees who did not do their fair share of the work, as well as employees who were “prima-donnas” or who chronically complained about the work. Additionally, maintenance department employees commented that it was a problem that there was no accountability for and no way of getting rid of poor workers.

Next, maintenance department employees commented that they were extremely dissatisfied with “working under the sword” or the lack of job security caused by the superintendent, and expressed a concern that outsourcing / privatization would cost them their jobs.

Finally, maintenance department employees listed several additional problems including: not having enough people to do the job; an inequity in the pay scale in which new employees are making as much as employees who have been employed with the district for many years; and a lack of accountability for outside contractors.

Solutions

Maintenance department employees suggested that in order to deal with employees who break the rules, that a focus on the specific individual is needed as opposed to the group focus that currently predominates the department. As opposed to lecturing the entire department, individuals should be singled out and dealt with appropriately. Furthermore, the progressive discipline policy that is currently in place needs to be enforced as opposed to simply disregarding prior offenses. Finally, individuals need to be held accountable for mistakes they make.

Second, maintenance department employees suggested that a review of building specifications and blueprints should be conducted from a maintenance perspective in order to prevent recurring maintenance problems or prevent mistakes from being made which affect maintenance processes.

Next, employees suggested that trades people should be consulted when decisions are being made to utilize the benefit of their knowledge. For example, instead of having someone who has no direct knowledge of how to do the job make the decision, ask the person who is going to do the job for their input, thereby ensuring that the correct tool/procedure is employed.

Finally, maintenance department employees suggested that trade specific and meaningful training be offered as opposed to the “dog and pony show” and sales pitches for workers to buy tools that are commonly counted as training presently.

Wednesday, January 17, 2007
FD&C and Property (1), 7:30AM – 9:30AM

Likes

FD&C and Real Property personnel liked the team atmosphere of their department, whose employees work well together, help each other out, and have a long shared history that encourages a sense of family. This allows them to be candid with one another yet at the same time helps relieve frustration.

FD&C and Real Property employees also appreciate the strong management support they receive to make “right” decisions for the department. Real Property personnel also believe that management is accessible to their concerns. They also take pride in the fact that they produce – i.e., they get the schools up and running.

Strengths

Strengths of the FD&C and Real Property departments are the knowledge and experience possessed by employees who have long tenure and who have been through issues many times. Employees are dedicated to their profession and to the District, and they are committed to doing whatever it takes – thus, they are willing to go beyond the standard 40-hour work week to get things done.

Strong teamwork was cited as another strength, as is strong customer focus. Another strength lies in the resources and structure of the FD&C department...all disciplines are represented which allows them to tackle a wide range of work. Real Property’s strength lies in its ability to “wear lots of hats” in dealing with a high volume of work. All of these strengths contribute to what employees believe is a strong reputation within the construction industry.

Potential for Improvement

FD&C and Real Property employees stated concern with their job security, given recent comments that by June their jobs would be “gone.” There is a perception that if you are not an educator or bus driver, the district does not value your work and does not care for your concerns (e.g., letting a person go 1.5 years before they reached their 30-year pension). In Real Property, its past success has led to greater expectations, and with personnel cuts this has resulted in them having to perform “triage” on projects and tasks.

FD&C and Property employees also noted that technical support (e.g., printers; computers) was an opportunity for improvement, as they felt that they were at the bottom of the rung in terms of getting the latest technology, thus leading to lower performance.

From outside of the IS department (i.e., senior management; Board), FD&C employees felt there was a lack of timely decision-making, lack of information sharing, and lack of input into decisions. They also feel micro-managed by district management, whom they feel sometimes lacks foresight and long-term planning, such as when bigger problems are not resolved in favor of projects that hold high public opinion, or when they tear down schools yet are forced to build portable classrooms elsewhere. FD&C employees also

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noted some instances where roles and reporting relationships were not clear, leading some supervisors to incorrectly believe they had responsibility over certain employees and diffusion of responsibility for mistakes.

Internally, employees felt that construction managers are being hired too early in the construction planning process. Also, they felt that the district does not always get what it pays for from contractors and that contractors, in that sense, are not held accountable. They also noted that internal managers positions are not being filled, resulting in more volume of work, a strain on resources, no one being available to make decisions, and no one to go to with questions and requests for assistance.

Across the IS department, FD&C employees felt that there was a lack of communication between departments at higher levels of management, noting that Maintenance and FD&C was “butting heads.” At the employee level, they felt they work well with Maintenance employees, but that communications are not present at the management level. Similarly, the lack of communications between FD&C and Energy Management results in FD&C not being aware of planning decisions and actions taken by Energy Management, resulting in additional costs and time. These employees also report a subsequent lack of teamwork and accountability between departments, where they are blaming each other for mistakes and for standards not being enforced.

Solutions

To improve communication and teamwork at the IS Department level, employees suggested inter-department management meetings be held to discuss key issues and projects. They also suggested that the Maintenance department management keep them informed about issues and changes that will impact them. To improve teamwork and collaboration, employees suggested using “exiting meetings” to ensure everyone is committed to the same design and construction goals, and to have and enforce consistent standards for activities across all disciplines (e.g., electrical; plumbing).

Employee also suggested that IS department management needed to have greater input into decisions that impact their department. Likewise, they suggested that the IS Department needs more communication from district management about decisions made and why.

Internally, employees also suggested that FD&C management communicate information down throughout the organization. Management training was also suggested to help supervisors better understand their responsibilities.

FD&C employees suggested a regular “summit” meeting between FD&C and Maintenance employees doing the same job, to occur monthly, bi-monthly, or annually, in order to improve communications. Similarly, they suggested that both FD&C and Energy Management sit in on design meetings and that they communicate and commit to shared goals.

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To help with the high volume of work in Real Property, it was suggested that the district implement appropriate user fees rather than just look at utility costs, and allow re-allocation of work based on priority and need. It was noted that this could result in greater efficiency and more satisfied customers.

To help the district save money, FD&C personnel suggested hiring contractors later in the new constructing planning process (e.g., 66% CDs) and restructuring contracts to state precisely what is expected of contractors.

To increase productivity, FD&C employees suggested that they be provided with up-to-date technology and better equipment with which to do their work, and that their input be considered into which technology to purchase. They also suggested that they be provided with the latest codes to help with plan reviews via CDs and servers. More generally, they suggested that the district show more commitment to continuing education and updating manuals needed to do their work.

Wednesday, January 17, 2007
Clerical (1), 9:30AM – 11:30AM

Likes

Clerical employees within the ISD reported that they feel a sense of camaraderie with their fellow support staff workers and can rely on them for support and assistance when needed. They also noted a free and open line of communication with their supervisors and cited that they feel that they are treated with respect regardless of their positions. Employees reported a warm and relaxed atmosphere at WPSC, which permits them to perform their job functions with a sense of independence. Clerical employees also noted that they appreciated the schedule flexibility they have.

Strengths

Clerical employees within the ISD reported that a major strength of the division is the trust and respect that they receive, and the independence they are provided to problem solve and perform their job functions.

Additionally, clerical employees reported that a strength of the division is the excellent work force composed of knowledgeable and educated employees that demonstrate a sense of teamwork and are willing to provide assistance. Finally, the services provided to the students were named as an additional strength by clerical employees of the district.

Potential for Improvement

Clerical employees within the ISD reported a significant opportunity to improve their job descriptions and noted that support staff job titles and pay rates are not commensurate with what they actually do in those positions. For example, extra work is often assigned and is not reflected in the job description or pay rates. Furthermore, all clerical positions are lumped under three or four job titles which receive approximately the same pay rates. For example, a clerical II position and a secretary III position are the same pay grade. This lack of diversity in job titles and pay rates precludes employees from the possibility of advancement into higher level positions.

Clerical employees also noted that the annual performance evaluation should be improved. Employees cited that their actual performance does not influence their performance evaluation, but instead only if the supervisor likes the employee.

Third, clerical employees noted that they seem to be ignored or neglected by the district. Employees suggested that although they do receive an annual raise consistent with the percentage increase dictated by the school board, any extra monies that are requested are almost exclusively used for educators.

Clerical employees noted a problem with the district's emphasis on computer technology and the use of the internet for the dissemination of information. Employees noted that many of the employees they work with are not computer literate and may not ever have access to a computer, thereby making the acquisition of information and important documentation (e.g., w-2's, pay stubs, etc.) more difficult.

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Next, clerical employees noted an issue pertaining to scheduling requirements, in that clerical employees are only allowed to work 37.5 hours per week whereas others work 40.

Finally, clerical employees within the ISD expressed that the manner in which the terminations were handled last year was extremely poor, citing little rationale, and arbitrary cuts made to employee with long tenure. They expressed a significant dissatisfaction with the manner in which the terminations were made.

Solutions

To address the main problem concerning the adequacy of job descriptions and the inequity in pay commensurate with job responsibilities, clerical employees within the ISD suggested a complete reclassification of job titles and pay schedules is needed. Employees suggested a complete audit of all clerical/support staff positions district-wide. Furthermore, employees suggested that job descriptions be written which capture all of the responsibilities required of the job, and not for the person who is desired to fill the position. Employees suggested that a standardized set of job descriptions would prevent instances where a change in a job description is made to keep people out of a job or to hire a certain individual.

Furthermore, clerical employees suggested that when an employee is transferred or leaves the organization, a certain amount of overlap in time with the new employee is necessary. In this manner, the exiting employee would be permitted to adequately train the new employee to facilitate the smooth transfer of responsibilities.

Third, clerical employees expressed that recognition for exemplary job performance, whether through the use of memos, being taken out to lunch, or simply thanked, is needed. Employees agreed that recognition from higher management is needed.

Finally, clerical employees suggested that management needs to stay in touch with the workers by going to WPSC and spending some time interacting with the workers.

Wednesday, January 17, 2007

Painters and Pest Control (1), 2:00PM – 4:00PM

Likes

Painters and Pest control trades people cited a god sense of camaraderie among high quality co-workers as the primary benefit of their department. Additionally benefits provided by the district including retirement and heal care, as well as the uniforms were cited as positive aspects of the job.

Strengths

The beautification and sanitation of the schools was cited as the main strength of the department. Making school buildings appear more attractive and giving the schools a clean new look at a price that is more competitive than contractors could do was noted.

Potential for Improvement

A primary concern cited by this department was a lack of appropriate equipment to do their job efficiently. Employees noted that when they request appropriate supplies they are told that they are unavailable due to budgetary restrictions; or conversely, when budgetary issues are not cited, employees report that due to the county mandate to purchase the lowest priced product, they are often forced to use inferior products. Additionally, employees report that they are seldom consulted on what materials need to be purchased, and when they are consulted, their recommendations are often ignored. Next, employees reported that even when product specifications are wrong or are limiting, they are not allowed to change them to obtain the desired product. This inability to use the appropriate product often results in additional work being required of the employees, often consisting of the use of additional materials, thereby resulting in additional expenditures of money. Finally, employees noted that they are often forced to use old or defective materials which should no longer be used. This problem is especially noteworthy as the use of outdated or defective material could lead to serious injury.

Second, employees in this department noted a problem with the annual performance evaluation. Employees noted that supervisors who complete the performance evaluations often have little direct knowledge of the employee's performance on the job. Additionally employees noted that the performance evaluation as it currently exists is a personality contest in which supervisors rate employees they like the employee positively, whereas those they dislike receive negative ratings. Finally, employees noted that some foremen consistently look for negative aspects of an individuals performance and rate an employee accordingly on the performance evaluation, whereas others rate employees fairly.

Next, employees noted that management demonstrated a lack of respect and personal skills, and noted that management treats employees like second class citizens. Employees also cited a lack of communication between supervisors and employees.

Another problem cited by employees was that certain procedures are not applied equitably throughout the department. For example, the night shift employees in this trade

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are required to drive to WPSC to have brief informational meetings, and are then required to commute together in a department van to their worksite. Although the purpose of this procedure is supposedly to provide needed information, employees report that often there is no information provided. Furthermore, day shift employees in this trade are not required to follow the same procedure. Employees suggested that this procedure reduces their “wrench time” significantly thereby costing the district a considerable amount.

Fifth, employees commented on a large amount of waste in the district. Employees recalled many occurrences where they have been tasked to paint an area only to find out that the building was torn down later. For example, An employee relayed an occurrence where a contractor asked the him to stop painting the windows because his employees were getting their hands full of paint when they were taking the windows out! Consistent with reports from other maintenance department employees, this lack of coordination may be costing Pinellas County millions of dollars.

Next, employees cited a lack of consideration for maintenance issues in the design and construction of school board buildings as a problem. Specifically, employees suggested that when buildings are initially designed, there are no considerations made for painting and include areas that are very difficult or impossible to paint. Employees suggested that a simple consideration of these issues could prevent recurring maintenance problems.

Finally, employees cited several additional problems which include: that due to the Anderson report they are described as “semi-skilled” labor and therefore receive lower pay; they do not receive regular feedback from customers or management; there is a limited budget for training therefore they do not regularly receive training other than required OSHA training; and the need for contractors to be held accountable for their work.

Solutions

First, employees suggested that a change in leadership at the trade level was needed, and suggested the possibility of having rotating foremen, so that the same one individual was not always responsible for the same employees. By rotating supervisory responsibilities favoritism or personal preferences could be minimized. Next, employees suggested that as part of the annual performance evaluation, supervisors should provide guidance on how an employee could improve their performance from just “satisfactory” to above satisfactory. Currently, no such guidance is provided. Additionally, employees cited that leadership should be honest, and have a more open line of communication with employees. The lack of trust that is evident from management could be addressed, and the sense that an employee is always being watched could be dealt with.

Finally, a suggestion was made that satellite locations could be established to prevent individuals from having to drive extensive commutes to and from WPSC. These satellite locations could be established in existing district buildings thereby saving money and resources.

Thursday, January 18, 2007
Maintenance (2), 7:30AM – 9:30AM

Likes

Maintenance department employees commented that they appreciate the sense of independence they have in their jobs, and the freedom that they experience when on the road. Additionally, they indicated that they appreciate that their coworkers are regularly available to provide advice and support to them while on the job. In addition to the pay scale, daily schedule, and the benefits, maintenance employees indicated that PCSB is a pretty good place to work.

Strengths

Maintenance department employees reported that a strength of their department is the knowledgeable work force that regularly demonstrate a sense of teamwork and are willing to help one another whether within a trade, or from trade to trade.

Second, maintenance department employees noted that they are provided the freedom to problem solve which facilitates the completion of required assignments and allows them to be more creative and adaptable in their jobs. For example, employees are provided “P-cards” which allow them to purchase needed supplies from local businesses instead of having to request the appropriate supply, wait for it to arrive, and then return to finish the project. This immediate addressing of problems allows the maintenance department to be more responsive to problems and have quicker response times than possible as compared to outside contractors.

Finally, employees noted that useful and relevant training that is provided is a strength of the department. Also, the ability for the department to “do more with less” is a noteworthy strength. Although there are reportedly not enough employees to do the job appropriately, maintenance department employees reported that they are doing an admirable job based on the low number of employees they currently have.

Potential for Improvement

Problems with departmental management were noted by maintenance department employees and included issues pertaining to supervisor knowledge, performance evaluations, and the hiring/transfer process. Specifically, it was suggested that supervisors are not familiar with the job that they are supervising, and that supervisors often do not know what their employees do in the field. Furthermore, due to this lack of job specific knowledge, it was noted that supervisors may waste money by buying things that they do not know about, or get the wrong material. Additionally, it was noted that there are too many supervisors and foremen and not enough working foremen providing assistance in the field. Next the performance review process was noted as being especially problematic. Consistent with the problem noted above, employees noted that supervisors who have limited job relevant knowledge often review the performance of employees they supervise. However, without direct knowledge of the employee’s performance or an understanding of what the employee is actually doing effectively judging the employee’s performance is difficult. Additionally maintenance department

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employees noted that the performance evaluation as it currently exists is more of a popularity contest – if supervisors like the employee they administer positive ratings, whereas if an employee is disliked they receive negative ratings. Third, the hiring/transfers process is described as being inherently unfair. Employees noted the interview process is essentially meaningless in that it often appears that management has already decided who they are going to hire before a single employee has walked through their door.

Next, maintenance department employees cited a lack of consideration for maintenance issues in the initial design and construction, or re-design and construction of school board buildings as a major problem. Specifically, maintenance employees suggested that when buildings are initially designed, there are no considerations made for regular maintenance, and the input of trades people familiar with the day to day operations of the buildings are not solicited or considered when offered. Additionally, maintenance employees commented that there seems to be no accountability for outside contractors in completing what they are paid to perform correctly or completely, and this burden ultimately falls upon the maintenance department.

Third, maintenance department workers commented on an enormous amount of waste within the Pinellas County School district. Maintenance department employees noted that there have been instances where they have been tasked to see what is salvageable from a building, but are then never tasked to go back and salvage things. Additionally, numerous instances were cited where useful materials, supplies, and furniture were simply thrown away, as opposed to being recycled, sold, or donated. Finally, maintenance department employees noted that at times, incorrect supplies/materials have been ordered, but instead of being returned or resold, the items are simply given away or sold for pennies on the dollar. This waste, according to the maintenance department employees, may be costing Pinellas County millions of dollars.

Next, pay related issues were cited as being problematic for maintenance department employees. Specifically, due to a lack of merit increases, there is no incentive to perform additional work. Furthermore, newly hired employees regularly receive pay at comparable levels to those of employees with high organizational tenure. Also, there is no increase in pay or status based on holding advanced certifications. For example, a master electrician and a lower level electrician are often paid the same amount based on their level of seniority.

Finally, a lack of hands-on, relevant training was noted as a problem for the maintenance department. Maintenance department employees also commented that it was a problem that there was no way to get rid of poor workers.

Solutions

To address problems with departmental management, maintenance department employees suggested several options. First, maintenance department employees suggested that the number of supervisors and “non-working” foremen need to be reduced, and the number of working foremen should be increased. By getting more

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knowledgeable foremen into the field working with the workers, they will be better able to provide the needed assistance to the employees. Additionally by having an increased number of foremen working side by side with the employees in the field, they will be better able to make informed judgments regarding their employees performance on the annual performance evaluation. Next, maintenance department employees suggested the implementation of a 360 degree feedback process for supervisors and foremen. By allowing the trades people the opportunity to rate the performance of their leadership, this upward appraisal could provide useful insight into the performance of management. Finally, the creation of lead tradesperson positions were suggested. These positions would be filled by knowledgeable trades people who would be able to assist the other trades people with job related questions, provide support if needed in the field, and could serve as experts in important decisions, such as hiring, transfers, and purchasing of supplies/products. Additionally, as a type of succession planning, these lead trades people could be groomed to assume leadership positions when such a position came available.

Next, maintenance department employees suggested that a knowledgeable maintenance department tradesperson (e.g., a lead tradesperson) should be invited to review the initial stages of construction projects to ensure that no recurring maintenance issues have been incorporated into the design of project. By allowing a maintenance tradesperson input into the design and construction of a project, maintenance issues may be avoided. Additionally, inviting a knowledgeable maintenance department tradesperson (e.g., a lead tradesperson) on the final walk-through when a project is complete would allow for more accountability with contractors as the individual could make a punch list of outstanding issues for the contractor to complete, thereby saving the maintenance department the trouble of repairing the mistakes of a contractor.

Third, maintenance department workers suggested that by allowing other organizations salvage rights to materials in existing buildings that are going to be torn down or renovated would be a way of conserving some resources and preventing some waste within the Pinellas County School district.

Next, providing more hands-on, relevant training was suggested as a way to alleviate a lack of training for the maintenance department.

Finally, maintenance department employees suggested that disciplinary actions should focus on the problem person and not include everyone in the department when disciplinary issues arise.

Thursday, January 18, 2007

Maintenance (3), 7:30AM – 9:30AM

Likes

Maintenance department employees noted that employees are now being empowered to make decisions more than before, and that communications from peer to peers have improved recently due in part to better technology (e.g., Nextel two-way phones). Improvements in processes, like the use of “P-cards” which allow an employee to purchase needed supplies in a timely manner, have increased the efficiency of the workers and have also contributed to a feeling that they are trusted.

Maintenance employees also enjoy the benefits they receive, including health insurance, sick pay, and the retirement plan. They also enjoy the work schedule, noting that in some areas a 4 day / 10 hour per day schedule is being implemented. Some note that, in general, compensation is now better than ever as it is more close to the private business pay rate.

In terms of support, Maintenance employees commented positively on the department’s steady efforts to improve the vehicles, on the uniforms that are provided to employees that does save some money, and on the job and quality improvement training that is offered. They also indicated that the equipment has been improved such that it is safer, and, overall, they feel they are provided the tools they need to do their jobs effectively.

Maintenance employees also felt positively about their fellow employees, whom they described as dedicated, friendly, and willing to help out. They believe that the different shops work well together and show good solidarity in trying to meet the department’s goals.

In working for the district, maintenance employees noted that because they are not focused on making a profit, they are more focused on providing quality services and ensuring the satisfaction of their customer base; for instance a Field Tech can fix a problem on the spot rather than waiting for external help – there is less pressure to sell. Although employees generally feel that there is less job security than in prior years, it is still slightly higher compared to the private sector.

Strengths

Maintenance employees believe their department’s key strengths are that they are “always there for emergencies” and that they are effective at fixing contractor’s mistakes. This is due in part due to the talented and experienced employees throughout the department, who work and communicate well with each other. These employees also noted that their department’s tracking and monitoring system for in-house work was strong.

Potential for Improvement

Despite the observation that technology has helped improve communications between employees, some Maintenance personnel noted that the quality of Nextel service was not

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reliable or effective in certain spots (e.g., inside building), and that they are not allowed to use better phones. Similarly, although some appreciate that the district provides uniforms, some individuals acknowledge they receive less materials than other shops.

Several issues were noted regarding the department's compensation. For example, Maintenance employees noted that the compensation rate bands are too wide, with too low a starting salary, which makes it difficult to attract new talent in the department. Conversely, some noted that pay scales are continually adjusted (e.g., sliding scale) such that new hires receive the same wage rate as the last person who was hired, regardless of how long the last person has worked for the district. This leads to the perception that "years of experience" means little. Groundskeepers believe that their salary rate has not been adjusted following their move from Plant Operations to Maintenance. Some also noted that the elimination of the cabinet shop (resulting from an Arthur Anderson study) had the impact of lowering the pay grade for carpenters. Some noted that they were doing work beyond their job scale but not being paid equitably for it (e.g., Technician I doing Technician II work, yet being paid as a Technician I).

Several aspects of communications were noted as needing improvement. For example, they note that management does not inform them of decisions, their input into decisions is not sought, and the consistency of decision-making appears lacking. Some noted that as a result of the Employee Quality Council being disbanded, employees are discouraged from offering input. They also noted that communications from and with contractors needed to be improved.

On a related note, some employees felt they lacked management support in the sense that managers are focused more on satisfying the external customer than on supporting internal employees, and they are quick to discipline and investigate employee mistakes but deny their own. Additionally, there is a perception of favoritism in discipline practices as well.

Maintenance employees noted issues with the use of contractors. Specifically, they indicated that contractors lack accountability for ensuring their work is completed as accurately and as expected. Often they note that they have to go behind and repair contractor mistakes and finish their uncompleted work. A lack of a work tracking system for contractors contributes to this problem. They also noted that the district's focus on using cheaper outside contractors results in lower job security. They noted problems with contractors not doing the "punch out list" properly, which results in warranty issues and the Maintenance department having to respond to emergencies that contractors should be handling. Maintenance personnel complete what would take a contractor two days to respond to in two hours. Despite this, the district continues to use these contractors.

Maintenance employees noted a lack of communication and cooperation between the Maintenance department and the FD&C department. They indicated that power struggles between the two departments, and lack of Maintenance input, result in no clear responsibility for making repairs (e.g., sometimes repairs that Maintenance starts are

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taken over by Facilities who then contracts the work externally), resulting in either nothing getting done or rushed work.

Some issues were raised about promotional practices as well. For example, there is a perception that promotional decisions and job assignments are based on the “Good old boy” network where contacts and relationships matter more than qualifications. Other perceptions involve having family members brought into the organization and jobs being created for a favored person who wants more pay. On a similar theme, maintenance employees believe that employees are not held accountable for their performance...nothing happens when people do not perform well, whereas some people who should not have lost their jobs were moved outside of the organization.

Some issues were also raised regarding the department’s use of vehicles; specifically, that supervisors are allowed to drive vehicles home, but the employees who respond to emergency calls are not allowed to take the vehicles home – they have to pick up a tool truck from another location, which costs time and money for the district. They also noted that some vehicles either lack air conditioning or had their air conditioning removed, and that the distribution of A/C-equipped vehicles was not equitable.

Solutions

Maintenance employees offered several ideas to deal with the problems outlined above. For example, they suggested that the district/department create a tracking system for contractors to see what they are doing, what they have completed, what is left to complete, etc. They also suggested more thorough and accurate inspections in order to avoid down-the-road repairs and warranty issues. They noted that the person(s) who hires contractors needs to have adequate experience and knowledge.

Maintenance employees suggested that management/district stop outsourcing work so frequently and look for cost savings in others areas, such as not having all supervisors drive the district’s vehicles home. To ensure that the “right” work is being done, this group suggested that work requests be prioritized less on the “power” of the individual requesting the work and more on the true needs of the district.

To improve timeliness of response and to save money, Maintenance employees suggested that the tradesmen who are on call be allowed to drive the tool truck home, and that only the supervisor on call be allowed to take a vehicle home. To improve safety and performance, they suggested that maintenance employees have the ability to work the same hours and have the same access as contractors, such as being able to repair equipment in the off-hours when a building is not occupied. Having both night and day shifts was suggested to address this issue as well.

From a management support perspective, Maintenance personnel suggested that greater pay equity be implemented to reward people for the work they are actually doing. They also suggested that management act on and implement the suggestions and recommendations that are offered from the current study. They also recommended that greater attention be paid to improving communications through the chain of

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command...suggestions included management training in communication and employee training in teamwork and interpersonal skills.

From a staffing perspective, employees suggested having fewer managers and more trades personnel in order to save money and provide more resources to devote to the technical work being performed. They also desired fairer decisions regarding who gets promoted (ie., hiring person who has most seniority and highest qualifications and test scores rather than the person who is liked the most), as well as greater accountability for employees who do not perform well.

Maintenance employees suggested that housing the Facilities and Maintenance division under “one umbrella,” with a single leader to report to, could help improve working relationships and reduce power struggles between the divisions.

Thursday, January 18, 2007

Warehouse (1), 10:00AM – 12:00 PM

Likes

Warehouse employees expressed that they appreciate their coworkers, their supervisor, and the relaxed atmosphere in the warehouse. Specifically, warehouse employees expressed that they have a consistent group of co-workers that they can rely on for support. The warehouse supervisor was cited as being very approachable, and as enabling a relaxed/laid-back atmosphere in the warehouse in which employees are permitted to perform their job functions with a sense of independence. Additionally, warehouse employees cited the basic working conditions of the warehouse, and cited an appreciation for their work schedules during the school year and the schedule flexibility they have to deal with family or personal issues.

Strengths

Warehouse employees feel that the key strength of the warehouse is their ability to accommodate the special requests of the schools and always do a very good job for others. Additionally, warehouse employees cited that the warehouse is relied on to take on extra responsibilities and deal effectively with OPS referrals.

Potential for Improvement

Two critical areas in need of improvement as reported by the warehouse employees were that established warehouse procedures are not followed or are disregarded by the warehouse supervisor, and that there is a general lack of communication from outside and within the ISD with the warehouse.

First, established procedures for warehouse operations are typically not followed or are disregarded by the warehouse supervisor. Most notably, warehouse employees relayed a typical example in which an individual will make a call to a warehouse employee and will ask for a special request (e.g., for a special delivery). The warehouse employee will inform the individual that the special request is not possible. The individual will then call the warehouse supervisor, who will disregard established procedures and will grant the special request, thereby requiring warehouse employees to make special accommodations which often inconvenience and upset other customers. Warehouse employees noted that typically the people who follow the established procedures do not get their supplies delivered as quickly as those who circumvent the procedures and call the supervisor directly to ask for special requests. Warehouse employees commented that most often “the squeaky wheel gets the grease” and that there are no ramifications for people who do not follow procedures.

Second, Warehouse employees noted that communication problems within and outside the ISD are rampant. For example, timelines for projects are not communicated ahead of time. The warehouse is not told when supplies are being delivered or when they are needed, and therefore has to scramble to get the supplies distributed properly. Additionally, although communication between the foreman and the employees is great, there is a lack of communication from the supervisor to the foreman.

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Additional problems as noted by the Warehouse employees include: the warehouse is asked to store obsolete equipment all year long which takes up valuable warehouse space; the warehouse is using old/broken equipment (e.g., the forklifts); there is little feedback provided from schools/customers, and what feedback that is received usually stays in the warehouse office and is not passed on to the employees; there is low pay and little chance for promotion/advancement; there is no job security; and not enough employees to do the job adequately (e.g., more drivers are needed).

Food service employees operating under the warehouse department noted a lack of respect and communication emanating from food service management, and remarked that there seems to be a significant disconnect between food service management and the food service warehouse employees.

Solutions

Overwhelmingly, warehouse employees noted that the most effective method of addressing the areas in need of improvement they identified was to simply follow the established rules and procedures. Instead of allowing special requests to monopolize the time and the functioning of the warehouse, warehouse employees suggested that the warehouse supervisor should first communicate well-defined policies and procedures appropriately to all customers. Then the warehouse supervisor should enforce the policies and procedures and stop granting special requests. Warehouse employees noted that not only would this change remedy their main concern noted above, but would also improve the efficiency of the warehouse staff.

Additional suggestions for remedying problems mentioned earlier included eliminating the compressed work schedule (4 ten hour days) in the summer; purchasing a hand held scanner to scan in and out material, new forklifts (currently one forklift is gasoline and another has no horn or back-up alarm), electric pallet jacks, new trucks, as well as getting more timely repairs for the current equipment; pay raises based on experience; hire more employees; receive increased support from the supervisor; and increased recognition for a job well done.

Thursday, January 18, 2007
Food Services (1), 10:00AM – 12:00 PM

Likes

Food Services employees liked the people within the department, whom they indicated have friendly relationships with one another, are professional, and work well together toward a clear and well-defined goal. Food Services employees also enjoyed that they were well known throughout other counties, states, and the nation for providing top quality products and services. They enjoy that they work toward a high-level objective – working for the children within the school system.

Food Services employees also spoke very favorably of the leadership support they receive, such as management providing them with latitude and freedom to make decisions, listening well, being open-minded to other viewpoints, and challenging employees to go beyond their comfort zone in performing their duties. Likewise, they enjoy the open communication they have with managers in their staff and monthly meetings, noting that their comments are followed up on and issues get resolved. They also noted that “Employee News” being distributed throughout the department helped to build a sense of community.

Food Services employees appreciate that they are an independent department to the extent that they set their own budget and make their own monetary decisions. Related to this, Food Services employees like that their input is sought into the budget planning process. At the same time, they note that they have good relationships with other departments.

In terms of support, Food Services employees also enjoy the benefits they receive, such as time off and training opportunities that are both required and that prepare them for potential advancement. They also believe they are supported with strong technology and standardized equipment.

In terms of the work being done, Food Services employees enjoy the variety of daily work, as there is “always something new” to deal with. They also note that their department uses a variety of metrics to measure performance, such as P&L statements and participation reports.

Strengths

Strengths of the Food Services department include the talent and experience of its employees, the trust in employees conveyed by Director-level leadership, and the long-term thinking exhibited by management.

Employees also believe a strength of their department is that they have the right technology and the right information to make effective long-term decisions. They believe the department spends its budget on the right reasons; for example, to “feed the children” and “improve department performance.” Management provides up to date software to help employees remain productive.

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Also, in terms of management support, training classes are offered to provide employees the skills they need to do their work. Also, employees commented on the effective procedures manuals that are in place to help define accepted and standard practices and that are under frequent revision.

Finally, Food Services employees noted the strong focus the department keeps on health educational initiatives, nothing for example they have been recognized externally and asked to do programs elsewhere.

Potential for Improvement

From an external standpoint, Food Services employees noted that their performance could be improved with better procedures, clearer standards and consistent application of these standards from the Department of Education.

Food Services employees also noted that communications and working relationships with other departments could be improved. For example, sometimes Food Services' problems are overlooked or at the bottom of the priority list, their input is not acted upon, and things other departments say will be changed are not.

Other problems concern Food Services employees receiving mixed messages and inconsistent information due to multiple channels of communication. Regarding personnel issues, for example, a department will continue to call people until it gets the answer it wants, thus deflecting several people from their work, and costing the district time and money. In a sense there is a feeling of being taken for granted, where other departments believe that 'we'll still get the kids fed.'

They also note the pressure received when different schools ask for "special case" consideration of their issues and concerns. This sometimes results in standard practices being overlooked to settle an immediate problem and a lack of standard practices across schools without any repercussions for not following procedures.

Internally, they noted that the organizational matrix reporting structure in some places leads to some confusion in roles and responsibilities, such that direction is sometimes unclear and feedback about an individual's performance is not sought from all informed sources when doing performance appraisals (e.g., when a Principal does an appraisal for a Food Services employee within a particular school, Food Services' input is not sought).

Some Food Services employees noted some parking issues at the Walter Pownall Service Centers, such as having vans be required to park by buses whereas SUVs can be parked out front, inconsistent application of rules across departments, and not being able to park one's personal car in the space that the County vehicle occupies.

Solutions

To clarify Department of Education rules and procedures, Food Services employees suggested that directors make more effort to learn about new policies and procedures and then pass those down throughout the organization. They also suggested that such

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procedures be applied consistently, with Directors being available for discussion and clarification of unclear rules.

On a similar theme, Food Services recommended that rules and procedures be applied across the District's schools in order to ensure more consistency and fewer "special cases." They noted that the department could do a better job of proactively keeping them informed about policies and procedures, but that Principals should also refer to Food Services staff before making decisions that impact this department (e.g., personnel decisions). They also noted that they as a department need to update the policies and procedures manual on the Internet and Intranet, and that school staff should have copies as well, as a way of getting other departments up to date information on accepted practices.

Food Services employees suggested a number of solutions to improve communications within and external to the department. Internally, they suggested that management keep the "right" individuals informed of decisions made (i.e., inform those who need to know). Externally, they suggested analyzing and removing non-valued added communication challenges (e.g., moving away from QuickMail) that lead to mixed messages. Structurally, Food Services employees suggested that clearer organizational charts be created that clarify reporting and decision-making responsibilities and that people be trained on whom to refer to when a decision needs to be made. They also suggested that alternate performance appraisals be created, that Principals seek Food Services' input when doing appraisals for Food Services employees, and that roles and responsibilities be discussed with the reporting supervisor at the school in order to clarify direction and reporting structure.

In order to receive better support from external departments, Food Services employees suggested they have greater communication with these departments, that the departments act on the input that they provide, and that the departments hire more staff in order to address their concerns and get their hardware software programs up and running on a more timely basis. They also suggested more follow-up with the external departments be made, and that these departments be held accountable for providing the "right" equipment. They also suggested more structure around how an external department prioritizes their requests; for example, if a level "4" priority is not completed within 30 days then it automatically should become a higher level "3" priority.

Monday, January 22, 2007

Maintenance (4), 7:30AM – 9:30AM

Likes

Maintenance department employees indicated that they appreciate the independence and trust they feel when they are on the road. Improvements in processes, like the use of “P-cards” which allow an employee to purchase needed supplies in a timely manner, have increased the efficiency of the workers and have also contributed to a feeling that they are trusted as employees.

Additionally, employees cited the strong sense of teamwork in the maintenance department as noteworthy and commented that other trades can be counted on to help when needed. The department was described as a “finely oiled team.” The quality and availability of tools was noted as especially valued. The “tool room” was discussed and was praised as supplying a good selection of tools and having regular availability. Finally, maintenance employees cited that they appreciated the feedback they receive from the customers, including the students, principals, and HPOs.

Strengths

Maintenance employees commented on three main strengths of the department which include: a strong sense of teamwork among knowledgeable employees, open lines of communication which facilitate fast response times, and a strong customer focus.

A strong sense of teamwork among knowledgeable employees was noted as being evident within the department. Employees cited that whether within their own trade or from another trade, someone is always available to lend assistance when needed. Additionally, foremen were cited as being especially knowledgeable, due to being promoted from within the department, and therefore are able to provide hands-on assistance to employees when needed.

Maintenance department employees commented that communication between employees, schools, and management is a strength of the maintenance department. This communication is facilitated by the use of radios which allow practically instant communication between employees. Additionally, due to the fast and frequent communication, response times to problems are very quick.

Another strength of the maintenance department is the customer focus of the employees. Maintenance department employees noted that they take a great deal of pride in maintaining their schools. Furthermore, through the use of zones, maintenance workers commented that they are more familiar with the schools they are responsible for maintaining, and can therefore fix problems more efficiently, and prevent problems from occurring more readily. As compared to contractors, maintenance department employees noted that they do the work more efficiently, and at a much lower cost.

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Potential for Improvement

Maintenance department employees noted several areas in need of improvement including the relationship between maintenance and FD&C, as well as personnel, and system related issues. Additionally, management related issues were also mentioned as in need of improvement.

A general lack of communication between the Maintenance and FD&C departments was noted. Employees expressed that their opinions do not seem to matter with FD&C and that regardless of the suggestions or improvements they suggest FD&C simply ignores their input. Furthermore, a prevalent attitude was noted that according to FD&C if something in a new school is incorrectly completed by a contractor, maintenance will fix it! This lack of accountability for contractors to FD&C creates an inordinate amount of extra work that is thrust upon the maintenance department.

Personnel issues as cited by the maintenance department include a lack of ramifications for poor employees and the inability to effectively discipline such employees. Maintenance employees noted that the inability to terminate incompetent workers leads to additional work for the remaining members of the department. Often, employees will have to follow an incompetent worker and fix things the individual does. Alternately, incompetent employees may be given less work to do by their foremen, in an attempt to reduce the amount of wasted effort by the department, or may be given a very good recommendation in an attempt to promote the individual to another department.

Systemic related issues cited by maintenance employees include issues related to pay, performance evaluations, training, and overtime. The lack of a merit raise system was cited as needing improvement. In addition, the inability to compensate an employee for exemplary performance was noted as problematic, especially considering that all employees get the same annual raise regardless of performance. The performance evaluations employed district-wide were cited as in need of improvement, as well as the policy of rating all employees as simply satisfactory regardless of actual performance. Next, a lack of training was noted. Finally, the abolishment of over-time was noted as being especially problematic and wasteful, in that employees who could simply finish a job at the end of the day, are now required to spend more time packing up their materials, only to have to start the job over again the next day.

Finally, management related issues discussed included a lack of awareness of upper-level administrators, the school board, and some teachers, as to the operations of the maintenance department. Due to the recent job cuts, maintenance workers are now forced to “put out fires” as opposed to performing preventative maintenance. Maintenance employees suggested that it does not appear that upper-level administrators, the school board, and some teachers are aware of the amount of work that the maintenance department does, or the schedules required to accomplish that work.

Solutions

To address the problem between the Maintenance and FD&C departments, maintenance department employees suggested combining the two departments into one. Therefore,

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instead of having an adversarial relationship, both sections of the division would be required to work together. Furthermore, having a set of maintenance trades people working with FD&C to oversee and inspect projects would be useful. These trades people could be responsible for providing a second set of eyes to make sure that contractors perform their work correctly. Similarly, maintenance department employees suggested that additional inspectors are required to ensure that contractors are performing their contracted obligations. For example, an on-site supervisor was suggested as a way of keeping track of new construction projects and could implement a more formalized inspection procedure.

Maintenance department employees suggested that hiring more employees, or creating more working foremen positions would alleviate the perception that maintenance only has time to “put out fires” and would allow workers to perform preventative maintenance, thereby saving the district money in the long run.

Next, a merit pay system was suggested in which pay increases would be tied to performance and knowledge, which would be based on a legitimate performance evaluation and would incorporate testing, as well as a consideration of credentials and proficiencies. Improvements in the performance appraisal process were also suggested including having the evaluation completed by someone with job-specific qualification to evaluate the performance of employees. Additionally, the use of group (360 degree) evaluations was suggested, as well as soliciting feedback from HPOs for maintenance worker evaluations.

Monday, January 22, 2007

Maintenance (5), 7:30AM – 9:30AM

Likes

Maintenance personnel appreciate the competent, terrific employees in their organization, the challenging nature and variety of their work, and the latitude they have to plan and execute their work without being micro managed. They also enjoyed with relaxed, team-oriented work environment that is devoted to helping the children learn in the best environment possible, which provides them with the most significant rewards (e.g., receiving a card thanking them for work).

Maintenance employees also enjoy their work schedule, the time off and paid holidays that their job provides, other benefits such as uniforms and health insurance, and the support they receive in terms of having the right tools, equipment, and vehicles to do their work.

Strengths

Strengths of the Maintenance department include the experience of its employee base, the efficient planning and organization of work that occurs within the department, the lack of turnover (that is helped by the department providing time off for family, retirement planning, and the reward of working for the school children), and the security of receiving a paycheck that will not bounce.

Maintenance employees also commented positively on the level of communications between coworkers that helps them to get their jobs done. They also note that technology helps to increase their performance, and that the department and supervisors support them getting training on equipment before it is installed. They enjoy the training opportunities that are provided to help them achieve high levels of certification. They also enjoy that they are often assigned to particular schools, which allows them to become familiar with the people and issues relevant to that school.

Maintenance employees believe they do their work cheaper and with better quality than outside contractors, and compared to contractors they are less interested in the bottom-line profit and more interested in helping provide a good environment for children. They care about their jobs and take pride that they help provide a safe school environment due to the background checks that are performed on internal employees.

Potential for Improvement

Maintenance employees noted that they do not always get access to the school when it is needed to repair equipment, which costs the district and money, particularly if the delay results in equipment failure. Contributing to this problem is the lack of communication and accessibility (no Nextel) with the Head Plant Operator at each school, who is usually very busy since he or she is the only HPO assigned to the school. Other contributors are work scheduling procedures, which results in maintenance personnel not getting access during holidays when schools are closed. Similar concerns were cited about parking

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access; specifically, that after hours parking lots are locked down and they at times have to use ladders to climb over fences for access.

The department/district's focus on doing more with less is causing concerns as well. Open jobs are not filled, positions are removed, and jobs are retitled and moved to another shop, which results in more work being placed upon employees with no additional resources. It was noted that the district does not add maintenance personnel when they add a new school. Or, when someone is brought in from another shop they are not able to do the work. Additionally, they do not have enough employees to devote to preventative maintenance activities, thus exacerbating equipment problems. Also, the department's push to have 'one man for one job' creates safety problems.

Maintenance employees also noted that problems occur with new school warranties as there appears to be a lack of strong quality control on new buildings. This causes issues because a faulty installation or construction will not appear for some time, at which point it becomes the maintenance department's responsibility for handling. Part of the issue could be that schools may wait some time before reporting problems to the Maintenance department.

Related to this, Maintenance employees stated that the district continues to hire contractors who in the past have shown several problems with construction. Overall, they feel there is a lack of accountability for contractors...contractors are paid when jobs are not completed and they are not held responsible for solving problems. Employees noted that HPOs could communicate problems more quickly.

There were some concerns expressed about supervisory practices as well. Specifically, maintenance employees note that when an employee does not perform as expected, the entire group is held accountable rather than the individual. Decisions are not being made at the supervisor level, and information is filtered. Some issues were raised about promotional practices as well. For example, there is a perception that promotional decisions are based more on friendships and relationships more than qualifications.

Maintenance employees also noted problems stemming from a lack of communication from FD&C; for example, when a warranty stops and starts for schools that are completed in multiple phases.

Regarding compensation issues, some employees noted that the low starting salary makes it difficult to attract new talent, and that once here, the pay scales need to be better adjusted so that a person with more years of experience is paid more than the new person who just started. Employees noted that their COLA increase was lower than the federal government but did follow state guidelines. It was also noted that there are instances where employee are performing work beyond the scope of their job (e.g., Mechanics doing Journeyman work) yet are not being paid equitably.

Regarding the issues of job security, employees communicated a general perception that management is "filtering" the department's employees. Specifically, they are making

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decisions such as implementing a low COLA with the notion of “if you don’t like it, then leave,” which increases the concern of privatization and outsourcing.

Solutions

Maintenance employees noted several possible ways to address many of the issues outlined above. For example, they suggested that the district standardize schools and the equipment used to cut down on maintenance issues and costs. Benefits-wise, maintenance employees would enjoy greater choices as to their health care providers.

From a communication perspective, Maintenance employees suggested that upper management need to get more in touch with what happens at the worker level, and to listen to and use worker input into designs and changes made. They also suggested that efforts be taken to improve communications and teamwork between Facilities and Maintenance, in order that FD&C can be made aware of problems that they could then use to improve their contractor selection and plan review.

From a logistics perspective, maintenance employees desire greater access to buildings and suggest that HPOs be provided Nextel phones to improve communications and timeliness of service. They also suggested that HPOs report to the Maintenance Department rather than the school, and that they be held accountable for keeping the Maintenance department informed of problems on a timely basis. Regarding work scheduling problems, maintenance employees suggested that schools could better communicate to them their availability for repairs and services, such as when small “in service” days are held.

To avoid down-the-road construction problems, maintenance employees suggested that better quality inspections be done that include maintenance foreman/personnel participation. They also suggested that a warranty should be enforced starting from when the problem was first diagnosed and fixed rather than when the building was approved in general. Also, they recommended that FD&C be more responsible and accountable for holding quality inspections. They also recommended that contractors be screened for whether they have demonstrated construction problems in the past, and that more comprehensive plan reviews be conducted before approving them (e.g., considering maintenance implications of various design and construction features).

In terms of outsourcing, employees suggested that the district review contractors as a potential source of costs savings given the high hourly rates they charge.

Employees suggested that supervisors be held more accountable for ensuring fair promotional practices and for holding their own employees accountable. They note that a three-person decision-making committee is being used for promotion decisions, yet suggested that more tests be done covering both book knowledge and performance, and that it be easier to discipline and hold employees accountable after their probationary period end.

Monday, January 22, 2007

Transportation Supervisors (1), 10:00 AM – 12:00 PM

Likes

Transportation supervisors expressed that they are most appreciative of their coworkers. They cited a strong sense of teamwork within the transportation department and expressed that they can rely on their knowledgeable coworkers for expert advice and job-specific support when needed. Furthermore, transportation supervisors cited that their coworkers are approachable and have a great deal of job experience.

A sense of autonomy, independence, and freedom in leadership style was also cited. Supervisors expressed that they feel free to use different approaches when required, to deal with their subordinates, and receive support from their supervisors to do so.

Next, transportation supervisors expressed that the variety inherent in their jobs was valued, and that the continual contact with different groups of people (parents, coworkers, drivers) was exciting and created a great deal of diversity in their jobs.

Strengths

The central strength of the transportation department, according to the transportation supervisors, is the department's remarkable flexibility. Supervisors cited the department's ability to effectively deal with problems (e.g., drivers not coming in to work) as well as the department's ability to work well under pressure. Additionally, supervisors cited that transportation employees have a phenomenal work ethic and do whatever it takes to get the job done, often requiring employees to go above and beyond the call of duty.

Furthermore, transportation supervisors cited that the department demonstrated a strong sense of teamwork, in which employees work well together and support each other (including the supervisors, director, foremen, managers, and dispatch).

Next, the transportation director himself was cited as a significant strength of the department.

Finally, transportation supervisors cited the people oriented focus of the department as a strength; including taking care of the students, while getting them to school in a safe and efficient manner.

Potential for Improvement

Transportation supervisors noted several areas that have the potential to be improved including the use of bus assistants, a significant disconnect between the schools, school board, parents, and the transportation departments, the significant driver shortage, as well as issues with payroll, uniforms, and training.

Transportation Supervisors cited a significant problem with a shortage of bus assistants. Due to a lack of assistants on the buses, bus drivers are tasked with not only driving the

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buses but also disciplining up to thirty-five children at the same time. According to the transportation supervisors, this may result in unsafe practices. Employees cited that while a “busy” student may be segregated from classmates or may have much closer supervision while at school (e.g., a class with 5 students per teacher), that same student is placed on a bus full of other students at the end of the day with only the bus driver to supervise them all. Additionally, while some buses have bus assistants, the assistants who are only minimally compensated by the school, often only supervise the one specific child they are tasked to monitor, and will ignore the rest, read the newspaper, or even sleep!

Next, transportation supervisors noted a disconnect between upper-level administrators, the schools, the school board, parents, and the transportation department, in which a lack of knowledge about what the transportation department does is evident. Furthermore, it was commented that there is a lack of support from upper-level administrators and the school board when it comes to dealing with transportation issues. Additionally, a lack of respect from upper-level administrators, the schools, parents, and the school board was mentioned, which is evident in that negative events that occur are discussed routinely while positive feedback is completely absent.

A substantial driver shortage was discussed as an area in need of improvement. The lack of qualified bus drivers impacts all of the members of the transportation department, in that mechanics, supervisors, dispatch, and others are forced to work overtime and drive routes in addition to their normal responsibilities. This shortage is resulting in significant overtime as well as increased likelihood of burnout for those employees that are overextending themselves.

Payroll related issues were voiced as having a negative impact on bus drivers. According to the transportation supervisors, the payroll printout that bus drivers get is so confusing that a payroll employee is needed on hand every pay day just to field questions from confused drivers. Additionally, the lack of clarity in the payroll printout causes drivers to feel as if they are being cheated by the division and many threaten to quit, thereby adding to the existing driver shortage.

The quality, styles, and availability of uniforms was also discussed as an area in need of improvement. Specifically, it was noted that the quality of the uniform shirts is poor, that only men’s style shirts are available, and that there is a lack of availability of the correct number and sizes of shirts needed. Furthermore, there is a lack of consistency in how bus drivers are required to wear their uniforms, with some drivers allowed to wear a heavier coat over the relatively thin windbreaker provided, while others can not.

Finally, a lack of training was voiced as an issue that needs improvement. Transportation supervisors noted that while some employees receive appropriate training, others are not permitted to attend training sessions. It was noted that due to the employee shortage, many supervisors do not have the ability to take the time to attend training.

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Solutions

To address the lack of bus drivers/bus assistants, transportation supervisors stressed that additional employees should be hired. Additionally, it was suggested that in order to retain qualified bus drivers, they should be paid for eight hours per day for twelve months a year. Additionally it was noted that bus drivers could be given summer work from other departments who typically hire outside of the ISD to fill summer-only positions. Other suggestions relating to the retention of bus drivers were also made and included: providing on-site day care which would open as early as bus drivers are required to report to work (3 AM), as well as allowing ride-alongs (in which a bus drivers children could ride the bus with the driver). Finally, modifying the confusing payroll printout that bus drivers receive would be a significant and much needed improvement.

Other solutions were offered by transportation supervisors which addressed route related issues not specifically discussed during the focus group. Keeping the bus routes the same from year to year, instead of changing them annually was suggested as a way to eliminate bus drivers being required to learn new routes, as well as an attempt to provide some consistency in discipline for the students on each route. Additionally, the practice of having non-mirrored routes (in which a different driver drives the AM and PM routes) should be eliminated. Similarly, the practice of pairing schools (having students from different schools on the same bus) should also be eliminated. Finally, changes to routes/route time should be more readily incorporated into routing plans as opposed to a strict reliance on what the computer says.

Wednesday, January 24, 2007

Maintenance (6), 7:30AM – 9:30AM

Likes

Maintenance department employees commented that they appreciate the sense of independence they feel in their jobs, the use of zones, their coworkers, as well as several systemic issues.

Maintenance employees reported that they feel a great deal of independence in their jobs, in which typically they can pick up their work orders, and then spend the rest of their day working at their own discretion.

Next, the use of zones was noted as being especially valued. Maintenance employees reported that they get to know the facilities better, thereby saving time since they do not have to search for problems, but instead are familiar with the facilities which they maintain. Additionally, the use of zones allows the employees to develop better customer relationships, in that the employee is familiar with the school, but also the school personnel are familiar with the employee. Combined with the use of radios, maintenance workers reported that they can quickly and efficiently get to an emergency situation in one of their schools and resolve the problem.

Maintenance employees also noted that they appreciate their knowledgeable coworkers, and the good communication and teamwork that is evident in the maintenance department.

Finally, maintenance department employees commented that they appreciated the tools that were available to them; specifically, the “tool room” which provides a wide selection of good quality tools. Additionally, employees appreciate the uniforms that they are provided, as well as the benefits provided across the district including time off, pension, and the schedule.

Strengths

Reflective of the likes expressed above, maintenance employees noted that the key strength of the department is the customer service they provide to the schools.

Maintenance employees noted that due to the use of zones, they are better able to provide customer service by being more knowledgeable about the individual schools they maintain. Further, the teamwork across trades allows maintenance employees to fix problems regardless of the source. Maintenance employees suggested that their quick response time, and their flexibility in working with the schools also contributes to their customer focus. Finally, their ability to work with and around the students was cited as being noteworthy in that all maintenance employees have been screened and have clean records, thus legally allowing them to work around students.

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Potential for Improvement

Areas in need of improvement, as cited by maintenance employees included issues pertaining to management, decreased manpower, the use of zones, dealing with the work done by contractors, as well as a lack of training.

Maintenance department employees noted a significant disconnect between upper-level administrators / management and maintenance employees in which a lack of communication is evident. Employees suggested that there is a wall between management and the employees. For example, employees cited that the director of maintenance does not have an open-door policy, and in fact they only see him 2-3 times a year. Furthermore, a fear of retaliation was mentioned in that if an employee brings up a problem to a supervisor, the employee is automatically labeled as a trouble maker. Finally, employees expressed that most supervisors have little job related qualifications and got their jobs through the “good old boy network.”

Next, a morale problem was noted in response to the way that job cuts were handled in the past. Furthermore, this morale problem, combined with the decreased manpower caused by the job cuts, has resulted in employees feeling overwhelmed and overburdened with work. Employees report that they have to do more work (more facilities) with fewer employees. The result of this lack of manpower is that maintenance employees are forced to just “put out fires” while other district employees (e.g., HPOs) are forced to assume regular maintenance tasks.

Although zones were cited as a significant strength of the department, problems were also associated with their use. For example, at times a non-journeyman (e.g., level 1) will get assigned a zone to maintain. Although the employee is doing the same work as a journeyman, the employee does not receive the same amount of pay! Furthermore, due to the arbitrary number of journeyman positions that are available, there may not be any journeyman positions available for such an employee to be promoted into. Therefore, the employee may be required to do the same amount of work as his coworkers for years, without ever getting the pay raise commensurate with his responsibilities.

Problems with contractors were also cited. Specifically, maintenance employees noted that due to the limited accountability for the contractors, the maintenance department is often responsible for repairing things that contractors do.

Finally a lack of training was cited as an area in need of improvement. Although the schools are being built with improved technologies, maintenance employees are not receiving training on how to repair these technologies. Therefore, contractors are repeatedly being hired to fix maintenance related issues, when departmental employees could be trained on, and fix the problems.

Solutions

To alleviate the problems presented by working with contractors, maintenance department employees suggested that more accountability is needed from the contractors. Employees suggested that contractors need to be more closely supervised, and the district

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would benefit from having county inspectors look after them. Therefore, glaring problems would be caught long before maintenance is involved.

Additionally, the relationship between maintenance and FD&C could be improved. Employees suggested that FD&C should take the suggestions as provided by maintenance employees and incorporate them into their blueprints, thereby avoiding making the same mistake/maintenance problems in multiple locations.

Finally, maintenance employee suggested enlarging the workforce to alleviate some of the manpower shortages, as well as increasing the training available to employees to allow maintenance employees to address some of the maintenance problems currently outsourced at a higher cost.

Wednesday, January 24, 2007

Maintenance (7), 7:30AM – 9:30AM

Likes

Maintenance employees cited that they appreciated the benefits they received, such as time off, vacation days, retirement plan, health insurance, and a steady paycheck. They enjoy the steady nature of their work and believe there is still some degree of job security, though not as much as in the past.

From a support and logistical standpoint, employees felt that their work schedule allows them to “have a life” in the afternoon, that they are provided the tools to do their job, and that they work in safe conditions.

Maintenance employees also like the sense of teamwork that they have, where employees help each other out, know their jobs, are talented and professional, and have a good attitude. Employees also enjoy the latitude and freedom they have to do their work and make decisions without being micro-managed, an example being the “P-card” that they can use to make equipment purchases.

Strengths

Maintenance employees reported a key strength is that they do their job more cheaply and efficiently than others could, and that they are dedicated to working for the children rather than for a profit. Along these lines, they believe they control the quality of their parts and equipment well and do not use cheap parts as some contractors do.

Contributing to maintenance employees’ success is that they do not work under the stress of having to make a profit, though they do note that the volume of work combined with not having enough staff does create its own pressures.

Maintenance employees believe they are strong at responding quickly and effectively to emergencies. Their strong technical knowledge helps them here. Also, they receive much safety and refresher training. They are also flexible and willing do more work than will contractors. Also, as contractors do not normally do background checks yet maintenance employees do, they are able to support a safe learning environment for children. They also believe they have good relationships with their customers: administrators, teachers, and students.

Potential for Improvement

First and foremost, maintenance employees believe that contractors are not being held accountable for their performance. Inspections are not done well, warranties are not enforced, no follow-ups are done prior to the warranty expiring, and inspections do not always include the most informed and knowledgeable employees. As a result, the repairs fall back on the responsibility of the maintenance department, which affects their budget and causes more frustration. Participants noted that responsibility for the lack of communication and follow-up falls both within the Maintenance and Facilities departments.

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Maintenance employees also noted problems with the materials used in building construction. For example, decisions on fixtures are made for aesthetic purposes with little regard given for ongoing maintenance costs or parts availability. Additionally, antiquated materials and equipment are still used throughout the district that is difficult to repair and find parts for. Employees also cited concerns with a lack of standardization in tools and equipment purchases, which makes repairs more timely and difficult. This all costs extra money for the district.

Lack of communication was also noted as a concern. Specifically, information is not passed down to the worker level and communications between departments does not take place, which results in a lack of trust. Despite the fact that most employees felt good teamwork was evident in many places, some groups do not work well or cooperate effectively.

Maintenance employees noted that it takes time to get things done as foreman and supervisors do not appear to be willing to make decisions, and they noted that they do not receive much accurate performance feedback. Additionally, they noted that some supervisors are isolated and are not knowledgeable about what is going on the field. They also noted that some supervisors are quick to blame when something is done incorrectly.

At a higher level, maintenance employees cited concerns with the lack of direction from upper management regarding long-term plans and not following priorities due to political pressures. This impacts the maintenance department in terms of having to rush certain work, which leads to mistakes that have to be repaired by maintenance employees.

From a support perspective, employees noted that there was a lack of in-house training on standard processes and procedures. They also noted that the lack of manpower, stemming from more facilities being built combined with job cuts, has resulted in too many jobs and work to be done by employees. At the same time, however, money is found to add more administrative staff to the district's payroll. The recent job cuts have also created lower job security and a perception that employees are being "set up to fail."

Compensation issues were noted as well. Specifically, for some roles employees are not paid based on their experience but are on certifications achieved, which is unfair for occupations where certifications are not required. Furthermore, some employees are performing higher-level work without compensation, and raises are based on tenure rather than performance. Concerns were also raised that promotional decisions are based on the "good old boy network."

Finally, maintenance employees noted that school and non-maintenance personnel take actions against accepted rules, such as using ball fields during non-scheduled hours or painting a mural on a wall, yet maintenance is held accountable for making repairs and corrections.

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Solutions

Maintenance personnel suggested several possible solutions for addressing the issues noted above. For instance, they suggested combining Facilities and Maintenance departments to increase oversight, holding contractors to longer warranty periods, not paying contractors until the job is completed correctly, enforcing the warranty until the problem is fixed correctly, having better communications between Facilities and Maintenance, including each trade in inspections, incorporating lessons-learned from one building's construction into the next building's design, including more input from the trades during the design phase of buildings, and having Facilities take responsibility for acting on Maintenance department input, as ways to combat on-going problems with new school construction. Also, maintenance personnel suggested that construction costs could be better controlled with better long-term forecasting, more accountability for meeting initial estimates, more fuel-efficient vehicles.

Maintenance employees also suggested the department implement better screening procedures for promotions to higher-level positions (e.g., foreman; supervisor). Along with this they suggested that promotional decisions be made less on the "good old boy network" and more on qualifications. They acknowledged that improvements have been made, yet suggested that there could be better guidelines for making valid selections and more fairness in determining who gets interviewed. They also suggested more in-house supervisor training in order to provide new supervisors with the skills they need to perform effectively (e.g., interpersonal skills; diplomacy).

Maintenance employees also suggested that people be held accountable for making decisions and that employees with performance problems be held accountable, not the broader group. At a broader level, maintenance employees recommended training for employees on interpersonal skills, teamwork, and collaboration in order to improve working relationships.

To improve the purchasing of quality equipment and standard tools, maintenance employees suggested having more input into equipment and parts purchases, using more redundant vendors, reviewing and improving purchasing procedures, and making larger purchases in volume.

Maintenance employees suggested that employees be kept abreast of new technology and advances in procedures, be provided training on new procedures and processes, and be held accountable for using the training. Holding regular meetings with upper management could encourage better communication, and reinstating "input groups" could provide a forum for employees to share their ideas. Also, providing employees with a copy of the results from this study could encourage open communication. To get managers more in touch with the work being done in the field, maintenance employees suggested having managers do a field workers' "job for a day."

Maintenance personnel also suggested that pay raises be based more on merit than tenure, with possibly a combination of both factors.

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Maintenance employees also recommended that administrators provide more support and listen to their input. For example, they desire administrators to both enforce and hold teachers and principals accountable for following procedures that can impact the work required of the maintenance department. Also, they suggested that the HPO at each school do more to keep the principal informed and to enforce accepted maintenance practices (e.g. not letting a door remain open to the outside while the A/C is running). More training to provide educators an overview of maintenance's role was also suggested.

Wednesday, January 24, 2007
Transportation (2), 10:00AM – 12:00 PM

Likes

Transportation employees cited that they appreciate the sense of teamwork prevalent in the transportation department, in which co-workers care about each other and can be relied upon for assistance when needed. The job itself, with continual challenges and diversity in responsibilities, was cited as being pleasing; as well as the sense of self-satisfaction that employees get from doing their jobs. Finally, the emphasis on safety of the students was especially emphasized. With new positions added, the removal of dangerous stops, and the improved software available to address safety issues, transportation employees noted that the emphasis on safety was noteworthy.

Strengths

Consistent with what they like about their jobs, transportation employees noted that the sense of teamwork prevalent in the transportation department is one of the department's greatest strengths. It was noted that despite the situation or deadline, members of the transportation team can always come together to work as a team to accomplish the task. Additionally, transportation employees noted that their flexibility as a department is a noteworthy strength. Employees cited that the department is extremely customer focused and will "bend over backward" to accommodate the requests of the parents, students, and schools.

Potential for Improvement

The majority of areas in need of improvement as cited by transportation employees involved management related issues. Additionally, the bus driver shortage, a lack of training, and problems with basic working conditions were discussed.

Management related issues cited by the transportation employees include a disconnect between upper-level administration and employees/drivers, favoritism and unequal treatment of employees by transportation supervisors, problems relating to Field Operations Supervisors, as well as a lack of consistency in management. A significant disconnect was noted between upper-level administrators and employees/drivers in which information is not directly communicated. Instead, employees commented that if they want information about their jobs, they should simply read the newspaper.

Favoritism, special favors, and unequal treatment of employees by transportation supervisors was noted, in which a select few receive special training, new positions, and/or information, whereas the rest of the department does not. Additionally an inequity in the enforcement of policies/procedures was noted which follows a similar pattern.

Several comments regarding management related issues pertained to the Field Operations Supervisors. FOSs were described as not having job related knowledge which prevents them from being helpful to the employees/drivers. Additionally, it was noted that it is often difficult to find or communicate with an FOS when needed due to the schedules they keep. Finally, it was noted that although drivers may give routing requests/changes

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to their FOS in order to have changes made, those requests do not typically make it to routing. The perception of the transportation employees is that communication stops at the FOSs.

A lack of consistency in policies and procedures across compounds was noted. Transportation employees noted that due to the individual discretion that supervisors have, no two procedures are completed the same way across the different transportation locations. The result of this lack of consistency is that if an employee is needed to work at a different location, the employee is often unable to complete the task appropriately for that facility.

Transportation employees commented on the problem of the bus driver shortage which currently plagues the transportation department. Employees cited low pay, a lack of support from schools, little training, and a general lack of respect for bus drivers as contributing factors to the driver shortage.

Transportation employees noted that due to the driver shortages, there is no discipline / accountability for poor drivers or for drivers that break the rules. Although a driver may call out of work for the majority of the days in the school year, the driver is not fired, but instead transportation employees are told to be thankful that the driver showed up for the number of days he/she did! Additionally, the sick leave policy, which encourages drivers to call out sick (or loose their sick days at the end of the year) contributes to the driver shortage and causes problems covering routes for transportation employees.

A lack of training for transportation employees was noted in which relevant training is not provided. For example, training on how to deal with dangerous situations, or challenging students is not provided; however non-essential training (e.g., teambuilding) is.

Finally, basic working conditions were cited as in need of improvement. Although some improvements have occurred, approximately fifty percent of the buses do not have air conditioning. At times the temperature inside these buses can reach over 120 degrees!

Solutions

Transportation employees suggested that the standardization of policies and procedures across the department is needed. In order to establish these policies and procedures, a cross-functional group should be assembled, in which a representative from all areas of the department could be brought together to provide input. Additionally, these standardized policies and procedures should be followed at all transportation locations, and should be provided to the school board to ensure that special requests/favors are not requested which violate the established guidelines.

Transportation employees suggested that Field Operations Supervisors should be held more accountable, and need to be managed more effectively by Area Operations Supervisors. Additionally it was suggested that FOSs should get out of the office and interact with the employees on a more regular basis.

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Training for bus drivers and transportation employees was suggested as a critical need. Transportation employees suggested that special training in crisis management, first aid, CPR, dealing with students with special needs, and dealing with special circumstances are all areas of critical importance for employees who interact with students on a regular basis.

Finally, as an attempt to retain and recruit more drivers, transportation employees suggested that more driver incentive would be useful.

Wednesday, January 24, 2007
Clerical (2), 2:00 PM – 4:00 PM

Likes

Clerical employees within the ISD indicated that they appreciated the sense of teamwork and open lines of communication that they feel with their coworkers across departments as well as within their own departments. Additionally, clerical workers reported that their jobs are often interesting and challenging, requiring them to perform different functions from day to day. Supervisors were often cited as being open and honest, and allowing individuals a sense of independence in their work, which was appreciated. Finally, clerical workers cited that they appreciated the benefits (including vacation, healthcare, and retirement) as well as the flexibility of schedule allowed them by the division.

Strengths

According to clerical employees, the key strength of the ISD is providing high quality service for the customers of the division, including the children, schools, teachers, administrators, and parents. It was noted that division employees are extremely focused on customer service, and take a great deal of personal pride in their jobs.

Potential for Improvement

According to clerical employees within the ISD, the key areas in need of improvement are: communication from management, the ramifications of prior and potential job cuts, job descriptions and pay-related issues.

A lack of communication from upper level administrators was cited as a significant issue in need of improvement. Employees cited this lack of communication along with a lack of awareness from upper level administrators as to what occurs within the ISD as contributing factors in a disconnect perceived to exist between upper level administrators and ISD employees.

Clerical employees next expressed that the impact of previous job cuts is extremely detrimental and is exacerbated by the continual threat of more job cuts/privatization yet to come. This continual threat of more job cuts/privatization was cited as being very distracting and making productive work more difficult. Additionally, clerical employees indicated that due to previous job cuts, employees have been forced to take on more responsibilities, thereby leading to delays in the completion of tasks.

Next, clerical employees cited that their job descriptions and pay scales do not accurately reflect their jobs, and the amount and complexity of the work they perform. Employees noted that all clerical positions are combined under three or four job titles with similar pay scales. Additionally, clerical employees noted a lack of focus on support staff positions in terms of compensation, and cited that when additional funding is procured, it almost always is provided to educators.

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Finally, clerical employees suggested that scheduling issues could be improved, and suggested that the compressed work schedule (4 10-hour days) either be eliminated or applied uniformly. Performance evaluations were cited as being pointless, and in need of improvement, and a lack of training opportunities was noted.

Solutions

Central to several of the areas cited for improvement above, clerical employees suggested that upper level administrators need to improve the communication with the employees, whether through e-mail, memos, or simply coming to WPSC. They suggested that by sharing information (regarding future job cuts) employees would be better informed of the direction of the division, and would be less distracted and panicked by what is currently unknown.

Additionally, clerical employees suggested that funding used for some of the newly created upper level positions, could be used more effectively by hiring much needed line-workers.

Next, clerical workers suggested that a complete job audit be performed, in order to create job descriptions which are applicable and fully describe the work actually being performed. Associated with the job audit, changes in the compensation structure would be beneficial in which individuals would be duly compensated for higher certifications and licenses.

Finally, a step program designed to provide higher levels of pay after certain lengths of employment was suggested as a way of rewarding employees for long tenures with the district.

Thursday, January 25, 2007
Maintenance (8), 7:30AM – 9:30AM

Likes

Maintenance department employees expressed that they appreciate the sense of independence they feel in their jobs, their coworkers, the support they receive from the schools, as well as certain benefits provided to them by the district.

Maintenance employees indicated that they feel a sense of independence in their jobs, and noted that most foremen allow them to be independent when on the road. Additionally the use of “P-cards” was cited as adding to the sense of independence and trust experienced by the employees.

Next, employees cited a supportive workforce as especially appreciated. Employees noted that coworkers are always willing to help each other with problems, and that foremen and trades people work well together. Similarly, employees reported receiving support from school-based personnel, and mentioned that HPOs often help with maintenance related issues.

Finally, maintenance employees reported that they valued the benefits provided to them by the district including: retirement, schedule, uniforms, shoe allowances, and the availability of tools.

Strengths

Maintenance department employees noted that a key strength of the department is that as compared to contractors, they can accomplish more work, at a better quality, with faster response times, and at a lower price. Maintenance employees noted that they can always be counted on to deal with any problems that arise and due to the outstanding teamwork across trades, can always deliver effective results regardless of the problem.

Additionally, maintenance department employees noted that due to their use of zones, and their ability to get to know the schools that they maintain on a more thorough basis, they are better able to perform preventative maintenance. This ability allows a maintenance employee the ability to quickly and efficiently deal with problems before they occur, thereby saving the school and the district even more money.

Next, maintenance employees commented that an additional strength of the department is that all of the employees are background checked and are trusted to be on campus and around students. Finally, employees noted that the departments focus on safety, both for the students and the employees is a significant strength. Employees cited the installation of gates and fences to ensure the safety of students, as well as weekly “tailgate topics” that focus on employee safety.

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Potential for Improvement

Key areas cited for improvement by maintenance employees included management related issues, manpower issues, problems associated with contractors, and the waste of money across the district.

Issues pertaining to management included a lack of communication and a lack of support from supervisors and upper-level administrators to employees. Employees cited that supervisors often do not communicate honestly with employees, and issues presented to management by employees are often ignored unless someone in higher management brings the issue up as well. Additionally, a lack of support from management was noted. Employees mentioned that supervisors almost always side with the school when a problem occurs and rarely consult the employee to get the required information before making a decision.

Next, due to the random nature of previous job cuts, employees expressed that there is very little job security in the district. Additionally, manpower shortages caused by the job cuts are severely problematic. According to maintenance employees, the district is “setting them up to fail,” where the department is expected to maintain an ever increasing number of facilities with fewer employees. This lack of manpower creates safety issues, in which employees are now performing jobs requiring two employees by themselves, as well as slower response time, and slower completion of projects.

According to maintenance employees, significant problems exist with the use of contractors and the process of building a new school. Maintenance employees suggested that contractors are not being held accountable for their work, but instead the problems they cause are being turned over to maintenance to fix. Additionally, contractors that routinely do substandard work are not tracked; therefore the same contractor can be rehired to complete another job. According to maintenance employees, this lack of accountability for contractors is doubly troublesome in that not only are the contractors wasting district money initially, but then maintenance budgeted dollars are being wasted to fix their mistakes.

Finally, maintenance employees noted that the district wastes a great deal of money in the repair, construction, and demolition of schools. For example, employees noted that they are often tasked with repairing a school building only to find out that the building was demolished shortly thereafter. Similarly, employees noted that at times they may be given a work order to determine what is recyclable in a school, but are then never allowed the opportunity to actually recycle the materials identified.

Solutions

Maintenance department employees suggested that to remedy the problems with supervisors and eliminate the “good old boy network,” individuals with business related experience from outside the district should be brought in. It was suggested that supervisors should take input from the employees, be more willing to help, and actually have an open door policy and do something about the issues that are presented to them.

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Maintenance department employees suggest a more stringent monitoring of contractors, including checking their work, and having trades people inspect the work before it is done and before the contractor is paid, in order to create a punch list. Additionally, in the design and construction of schools, problems in the blueprints/specifications need to be recognized so that they are not repeated over and over again each time a new school is built. Maintenance department employees suggested that the specifications used for contractors need to be updated and that contractors need to be required to use the same standardized materials available in the schools so there is no need to special order replacement parts.

Thursday, January 25, 2007
Maintenance (9), 7:30AM – 9:30AM

Likes

Maintenance department employees expressed a liking for the various benefits offered by school district, such as the time off they get for Spring Break and other holidays, health insurance, sick leave, and the retirement plan. Related to this, maintenance employees also enjoyed their work schedule, which allows them time in the afternoon to take care of errands.

Maintenance employees also appreciate the diversity of work, which keeps them busy and from getting bored. They also like their co-workers, whom they describe as hard-working and good natured. They also indicated that, as a group, they have a great deal of experience within the department that leads to the ability to share knowledge and help each other. They described an environment of effective teamwork, typified by good relations with co-workers, effective communication, and a willingness to help each other out.

Maintenance employees also expressed appreciation for the support they receive in terms of tools and equipment, a safe work environment, cell phones that allow frequent and timely communications, and reliable vehicles. Additionally the use of “P-cards” was cited as helping people to complete their work orders.

Strengths

Maintenance department employees noted several strengths of their department. First, they indicated that maintenance employees are given latitude and are empowered to make decisions, such as picking up equipment from Home Depot. In essence, several people feel “like their own boss” where they have some control over their work.

Maintenance employees also noted that there was good communications and teamwork between different departments within Maintenance. They also noted that the Maintenance department has effective systems that allow for inter-department cooperation.

Potential for Improvement

Key areas cited for improvement by maintenance employees include ineffective stockroom and purchasing practices, such as supplies not being timed for the season and supplies getting too low before another order is placed. Employees complained about the several weeks it takes to obtain proper supplies due to various rules, regulations, and statutes. On a related note, maintenance employees noted that their input as to the quality of parts and suppliers being ordered is not solicited or used. This results in people making decisions as to which supplies and parts to order who have no expertise in the area. Also, Maintenance employees noted a lack of standardization in the equipment and infrastructure used in different schools.

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According to maintenance employees, significant problems exist with the use of contractors and the process of building a new school. Maintenance employees suggested that contractors are not being held accountable for their work, but instead the problems they cause are being turned over to maintenance to fix. This causes additional time and money for the Maintenance department, as sometimes problems do not come up until after the warranty period has expired. Additionally, contractors that routinely do substandard work continued to be used by the school system for others projects. Some employees noted that FD&C's hands are tied with their rules and regulations.

Still, maintenance department employees noted communication and teamwork problems between the Maintenance and FD&C departments, such as Maintenance not being kept informed of changes and their input not being solicited or considered. Some employees noted that the design of school buildings was completed without thought to the maintenance requirements, making it harder for maintenance personnel to do their jobs.

Maintenance employees also noted problems with performance management practices in the school system. Specifically, they noted that high performers are not rewarded, that lower performers are given the same raise as high performers, and the performance review forms and system is not effective in helping employees understand or improve their performance. A possible contributor to this problem is that one's performance is often reviewed by a supervisor who doesn't view their work on a daily basis.

Some maintenance employees also noted that the distribution of work is sometimes unfair, being based on favoritism. Other employees, however, noted that they were assigned to work in "zones" and as such favoritism did not factor into work assignment decisions.

Some employees also noted that the school system does not provide the right equipment for certain situations. They also noted that recent job cuts have made it very difficult to complete their jobs in a timely basis, and that the use of portables creates unique and challenging maintenance difficulties.

Solutions

Maintenance department employees noted a number of ways to deal with problems listed above. To deal with supply problems they suggested better advanced planning from Purchasing as to seasonal demands, that the criteria be raised for when to order new supplies (e.g., don't wait until only ten units are left in inventory before ordering new parts...raise the limit), that upper management and Purchasing seek and use trade input to help streamline the purchasing process and secure better quality parts (e.g., regular management meetings), and the list of tools and parts used throughout the school district be trimmed and standardized in order to save money and time.

To deal with contractor-related issues, management employees suggested different pay structures, such as withholding a percentage of contractor pay until the building works for a certain amount of time, securing more manpower to devote to inspections before approving a building, including maintenance personnel in inspections, and seeking trade

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input on corrections to be made before building approval. More thorough inspections were recommended as well (with more attention to safety). Also, employees suggested that maintenance department personnel get more involved in inspecting building plans prior to approval, and in determining where portables are to be placed.

Maintenance department employees suggested either combining FD&C and Maintenance, or senior management taking more responsibility for encouraging cooperation and collaboration, in order to deal with teamwork problems between FD&C and Maintenance.

Maintenance employees suggested that performance management practices could be improved by adding more career steps and more opportunities for training, citing a nearby school district that has up to four levels of a job title where advancement to another level depends on one's training and experience.

Other general improvement suggestions included opening up a satellite location for employees to report to that is closer to the school where they work, and reviewing work allocations to ensure work requirements in different zones are distributed equitably. Some employees suggested cost savings that could lead to better equipment purchases could be achieved by not hiring contractors for work that could be done internally. When doing building inspections, maintenance personnel suggested that a system be put into place whereby the district could document its lessons-learned that could be applied to future projects, thus helping to avoid instances where ineffective contractors are used multiple times or the same faulty constructive methods are avoided. Finally, some employees suggested that the district reorder and reprioritize work around FCAT testing, since some maintenance procedures are not allowed during FCAT testing.

Thursday, January 25, 2007
Transportation (3), 10:00AM – 12:00 PM

Likes

Transportation employees noted that they enjoy the steady, daily pace of their work that does not lead to high levels of stress and that they enjoy working hard for the benefit of the children attending school. On a related note, transportation employees enjoy the people with whom they work, labeling them as committed, hard working, and willing to help each other out.

Transportation employees also like the benefits they receive, including health insurance, the retirement plan, and sick and vacation leave. They also appreciate their work schedule and the flexibility they have to swap schedules if they have an appointment. They also like the availability of over-time, noting that while it is assigned by seniority it does rotate to different employees.

Transportation employees also like the job training they receive and the incentives they are offered to pursue certifications, citing for example annual one-week training programs with vendors that allow them to learn from other counties.

Strengths

Similar to the things they like about their department, the number one strength of the Transportation department is the people, who take pride and are hard-working. They also cite the district's willingness to replace and/or update buses and maintenance vehicles as a key strength.

Transportation employees also noted that the department will provide training and development opportunities to employees, such as helping new employees obtain their CDLs, helping employees obtain their GEDs, providing support for higher education, and allowing employees to cross-train (e.g., mechanics training on other engines).

Potential for Improvement

The first improvement opportunity outlined by Transportation employees was the lack of effective top-down and peer-to-peer communication, leading to instances where problems are not communicated back to the main compound, directions are not clear or are wrong (e.g., wrong location given for a bus breakdown), and assistance is not made available or they are told they are on the wrong channel or frequency. A lack of willingness to help among dispatchers, as well as technology and radio problems, was offered as contributors to these problems.

Related to this, transportation employees also felt that LEADs do not receive much clear direction from leadership due to "too many people are talking at once," such that three different people are saying different things to the LEAD drivers. This results in the employee trying to please everyone.

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Another opportunity for improvement cited by Transportation employees was upper management's tendency to make decisions that don't include employee input, don't work, or that have unanticipated implications for employees, such as changing procedures without any knowledge of how they work and what was wrong.

Transportation also cited issues with the "good old boy network" and perceptions of favoritism and nepotism leading to employees who are not as qualified being placed in supervisory or leadership positions and other employees being held back. At times it is perceived that promotion decisions are made ahead of time, before the hiring process is started.

Transportation employees also relayed that departmental rules and regulations were not being applied consistently, such as some types of students not being held accountable for their actions whereas others are. Contributing to this problem is a perceived lack of support and follow-through by management, as well as perceptions that decisions are made more to address parents than they are to help drivers.

In some instances employees within the Transportation Department are not being held accountable, such as drivers whose vehicles are not kept clean. Transportation employees also noted that the low pay makes it hard to find qualified applicants.

The low-bid nature of purchasing contracts also causes problems for repairs, lost man hours and, ultimately, higher costs.

Finally, the fear of privatizing, combined with recent job cuts, has created a work environment where job security is no longer a strength.

Solutions

First and foremost, transportation employees believe they should have more input into key decisions such as which equipment is purchased after going out to bid. To improve clarity and accuracy of communications, they suggested more clarification of roles and responsibilities, in order that an employee knows whom to call or go to with a particular problem or request. Clearer roles and responsibilities could also help clarify "who is in charge" in order that LEADs are not hearing different messages and direction from different people.

Also, to encourage better communications transportation employees suggested that the district invest more in good technology, not just that which is low bid, which should save money in the long-term. They also recommended that all levels of employees and shops should attend etiquette training, covering both communication and interpersonal skills.

To better empower employees, Transportation employees suggested that upper management become more "visible," gain more knowledge of what they do and the issues they face, and seek their input on issues that affect them. These employees also recognized their responsibility in communicating their input to upper management.

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Transportation employees suggested that to deal with problems resulting from people who are not as qualified moving into supervisory positions, management training be implemented and that the supervisor be assigned to a different shop where he or she would no longer be working with his or her former peers. These employees also suggested that management follow-through consistently with repercussions for those individuals who do not perform as expected.

Monday, January 29, 2007

Maintenance Foreman/Supervisors (10), 7:30AM – 9:30AM

Likes

Maintenance supervisors expressed that they appreciate the level of communication within ISD management and within the maintenance department. Supervisors expressed that they have regular meetings to discuss issues that need to be addressed, and that they are given the independence to do their jobs with little micro-managing from their supervisors. Additionally, supervisors expressed that the maintenance director is especially valued and that he is regularly available in WPSC to talk to.

Supervisors cited a strong sense of teamwork and collaboration among trades within the department as especially noteworthy. Supervisor cited that their coworkers are always available to discuss issues or will get back to you if they don't have the time.

Furthermore, supervisors mentioned that they can always count on their employees to work effectively together, and can pull the right personnel to get any job done. A strong sense of intersectional communication / cooperation was noted within the department.

Next, supervisors noted that they appreciate the benefits offered by the district including compensation levels, sick leave, vacation, retirement, as well as a certain degree of job security.

Strengths

According to maintenance supervisors, strengths of the maintenance department include a strong customer focus, a qualified and competent workforce, and a pervasive focus on safety.

Supervisors expressed that maintenance department employees have a strong customer focus. As compared to contractors who only do 80% of the work, maintenance department employees get the entire job done. Additionally, maintenance employees regularly come back and clean up after contractors who may leave work unfinished. Furthermore, according to supervisors, maintenance employees take great pride in their workmanship, and have a sense of accomplishment in getting the job done correctly for the customer.

Next, supervisors expressed that due to working in zones, maintenance department employees are more familiar with the schools they maintain, and are therefore able to save time and money in the maintenance of their schools. This familiarity with the schools operates bi-directionally in that the workers know the schools and are therefore able to remedy problems, but also that the schools know the workers, thereby ensuring the safety of the students. Supervisors also commented that this improved familiarity with the schools also allows maintenance employees to respond more quickly than otherwise possible, as well as allowing a focus on preventative maintenance and predictive replacement. For example, if an employee is at a school and notices a material that needs to be replaced, the employee can submit a doc sheet requesting materials be replaced before damage or larger problems occur.

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Maintenance supervisors noted a significant focus on safety as a key strength of the department. Specifically, supervisors mentioned that all employees are issued personal protective equipment (PPE) and are instructed to wear them. The STOP program, which emphasizes safe working conditions is used within the department and has reportedly, reduced accidents since its inception in 2002. The OSHA training room, which has approximately 46 training topics was mentioned, as well as several publications which are issued to employees which promote safe working practices including the “Safety Alert” and the tailgate topics.

Potential for Improvement

According to maintenance supervisors, several key areas are in need of improvement including the morale problem and manpower shortages caused by prior job cuts, the relationship between FD&C and maintenance and the lack of accountability of contractors, the salary structure for rank and file employees, and personnel issues.

According to maintenance supervisors, the recent job cuts resulted in a morale problem in which employees do not know if more job cuts are going to occur or what is coming next. Due to the elimination of many maintenance positions, and the ever increasing size of schools, maintenance employees are required to maintain more square footage with less people. This disparity has caused a reduction in response time, more second calls, and a more reactive workforce as compared to a proactive focus. Supervisors expressed that this lack of manpower leads to outsourcing of certain tasks, thereby increasing the fear of privatization.

The relationship between maintenance and FD&C was discussed as a significant problem. Specifically, maintenance supervisors explained that there is no consideration of maintenance when building and designing schools. Therefore, maintenance is left to fix problems in new schools which causes maintenance to be over budget, and reflects poorly on maintenance, when in fact it should be an FD&C issue. Additionally, the products specified by FD&C and/or used by contractors are a significant problem for maintenance. For example, FD&C may specify outdated products to put in schools, or the contractors simply put in whatever they want, thereby creating a lack of consistency across schools. Then, when maintenance has to repair the product, it is not in stock or is not a standard material thereby causing special orders and difficulty.

Next, the salary structure for the rank and file employees is not commensurate with the qualifications they hold. Supervisors note that they are unable to hire qualified employees off the street at other than the minimum pay scale, and therefore are unable to attract high quality employees, but instead must settle for employees with little to no experience. Additionally, due to the inability to compensate an employee for advanced certifications, licenses, or education, employees have no incentive to pursue advanced training. Finally, problems exist with the foreman pay structure in that some employees may actually take a pay cut if they apply for a promotion to a foreman position. This “demotion” prevents many qualified employees from assuming additional responsibilities according to maintenance supervisors.

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Maintenance supervisors expressed that it is hard to terminate a “challenging” employee, which involves a lengthy process. Supervisors noted that they receive little support from administration in the process, and that even if all documentation is in place it takes “an act of congress” to get someone out. This lack of ramifications for poor employees creates a morale problem, when employees see others getting away with not working. Similarly, the lack of a financial impact for poor performers simply perpetuates the morale problem.

Solutions

In order to improve the communication between upper-level administrators and maintenance, maintenance supervisors suggested that upper-level administrators come to WPSC and interact with employees on a regular basis. Additionally upper-level administrators should share information with maintenance management before public declarations are made. Supervisors reported that they often find out information about their jobs by reading the newspaper.

Next, supervisors suggested that the superintendent can address the morale problems in the department by simply providing information about the future direction of the department. However, supervisors noted that the superintendent should not make decisions without getting all of the information first.

Finally, maintenance supervisors suggested that merit raises should be provided for good employees, and that trades people who are on-call should be allowed to take a district vehicle home with them in order to save time and money.

Monday, January 29, 2007

Maintenance (11), 7:30AM – 9:30AM

Likes

Maintenance department employees expressed a liking for the various benefits offered by the school district, such as insurance, sick and vacation time, equalized pay, and the retirement plan. They also enjoy the continuing education opportunities that they are provided covering equipment training, skill improvement, and safety training.

Maintenance employees also like their co-workers, whom they describe as respectful and hard working team players. They enjoy having access to their fellow co-workers, all being housed under “one roof,” in order to seek help. This makes the job easier and encourages more cooperate and fewer “turf battles.” They also appreciate that the department’s employees care about the safety of the children attending school.

Maintenance employees also appreciated the resources they have to do their work, including good tools and good vehicles. For some departments they also liked that their supervisors were accessible, knowledgeable, and helpful. They noted that these supervisors supported their efforts to attend training classes and kept them informed of activities and events within the department.

Maintenance employees also cited their work schedule as something they enjoy. At the same time, they appreciate that there is always work to do, such as repairing contractor mistakes. Along this same line of thought, these employees noted that they like the fact that they always get the job done, with minimal response time and faster than using outside services.

Strengths

The first strength that Maintenance department listed was the knowledge and teamwork of employees throughout the department. They also viewed the “zone system” of work assignments as a strength. In particular, they noted that the zone system allows maintenance employees to become familiar with other employees and school personnel within the zone, increases commitment to do the job right the first time, increases familiarity with the particular issues within the zone, allows for accurate information to be conveyed, and encourages ownership.

Maintenance employees also felt that the uniform background checks conducted for employees helps increase security for the schools and encourages a professional and safe work environment.

Potential for Improvement

According to maintenance employees, significant problems exist with the use of contractors and the process of building a new school. They stated that contractors are screened for low costs and not the quality of their work. They believe that the lack of quality follow-up and accountability costs the district more money as construction problems inevitably fall back to the Maintenance department for repair. The problem is

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exacerbated by the lack of quality inspections, whereby potential problems are missed that become an issue later on as the building warranty is about to expire. Also, according to maintenance employees there is a lack of proper oversight of sub-contractors.

Maintenance employees also noted an opportunity to improve the interactions and communications with the FD&C group. Specifically, decisions are made on which parts and fixtures to include in construction plans without Maintenance department input or thought as to the impact on on-going maintenance costs or parts availability.

Maintenance employees also noted a lack of standardization in the parts and infrastructure used in different schools. This results in more cost inefficiencies due to replacement parts not being available. On a related note, they indicated that some Purchasing rules and regulations (e.g., using local vendors) results in the district paying more for parts than if they were to be purchased elsewhere, and the perception that vendors charge the district more for a part than they do other customers.

Maintenance employees noted that the district wastes money in the repair, construction, and demolition of schools. For example, employees noted that they are often tasked with repairing a school building only to find out that the building was targeted to be torn down. They also noted that the district was spending money on land and maintenance of portable classrooms when there were unfinished classrooms available.

The maintenance employees also noted that the district issues mandates of no over-time and they cut the workforce in order to save money, then hire outside contractors to perform the same work or keep work levels the same without hiring any additional assistance (thus increasing the workload for employees who remain). This results in lost opportunity for internal employees, more customer complaints, and more work being piled on the short-staffed maintenance department, whom is ultimately the department called to make final repairs. The resulting lack of manpower also inhibits the department from taking on larger jobs, leading to a “patch and repair” mindset and an unclear mission statement. Also, cutbacks on personnel lead to lower perceptions of job security.

Maintenance employees also noted that they are not compensated for their education or additional training they receive. Along this same line of thought, maintenance employees commented that managers do not hold people accountable for their performance...low performers are rewarded but do not perform the same work as high performers.

According to maintenance employees, equipment is not updated on a timely basis; rather, there is a greater focus on maintaining old equipment that is not as efficient, that burns out parts more quickly, and that has obsolete parts. These problems lead to un-standardized repair methods as the maintenance personnel have to retrofit a part onto the old equipment. All of this costs the district money.

Solutions

Various solutions were offered to improve the hand-off from contractors to the Maintenance department. These included getting maintenance department input before

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making any changes to equipment, better communication from the contractor as to where they left off in their work and where the Maintenance department needs to pick up, and the hiring of more qualified inspectors to ensure construction was done accurately. At a more general level, they suggested that more realistic budgeting would help save the district money, and that having more inspection and certification staff would help avoid quality problems.

Other suggestions to encourage better use of contractors was for management to perform cost-benefit analyses on using internal employees versus outside contractors to perform work, screening contractors for their background to ensure safe and secure schools, and putting more focus on quality when hiring contractors.

To encourage better working relationships with FD&C, maintenance employees suggested that FD&C and maintenance personnel meet before making changes to plans or design decisions, and that official responsibilities be assigned for maintenance personnel to assist in this process. They also suggested that FD&C make design decisions based on total lifecycle costs (including on-going maintenance costs).

Solutions to improve purchasing procedure included not buying parts and equipment based on low cost (noting that they sometimes cannot get parts when the company goes out of business and their equipment is no longer in use), gathering maintenance employee input on what parts to buy, buying direct from vendors to save money, and buying parts on line rather than going out to bid in order to save money. They also noted that clarification of Purchasing rules and regulations could be helpful.

Better communications was a constant theme throughout several suggestions. For example, maintenance employees suggested better communication between the Maintenance department and schools, and within the schools (e.g., between HPO and night foreman). Enabling maintenance technicians at the schools with more knowledge would improve communications as well, according to maintenance employees. They also recommended more communication from senior management about budget decisions and new and changed policies, and for senior management to understand their conditions, equipment, and issues. Training on communications skills for maintenance personnel could help communications with teachers, HPOs, etc.

More flexibility in work scheduling as also mentioned as a possible solution, such as implementing a “Floating 40” work week. This could allow maintenance personnel to perform some tasks (e.g., repairing HVAC systems) without shutting down the school. Also, there was a suggestion to have employees and the crew in the truck do a “whole” job as a way to allow employees to do larger jobs.

To ensure the most up-to-date equipment is used, employees suggested creating a master updating plan, and seeking and using trades’ input on equipment to be replaced. Better long range planning was suggested as a way to avoid repairs in schools that are being targeted for destruction.

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Several suggestions were offered to improve performance management practices within the district, including pay for performance, better hiring practices to identify more qualified supervisor candidates, supervisors being willing and able to confront performance problems and hold people accountable, supervisors being knowledgeable enough to identify acceptable practices when other stakeholders (e.g., principals) complain, better application of the current performance appraisal system, having supervisors focus their evaluations on data and performance and not on personality or personal relationships, and providing more acknowledgement (e.g., “Thanks”).

Appendix S

Results: Maintenance Customer Satisfaction Survey 2006

Appendix S

MAINTENANCE - 2006 CUSTOMER SATISFACTION SURVEY RESULTS

1 = VERY DISSATISFIED 2 = DISSATISFIED 3 = SATISFIED 4 = VERY SATISFIED 5 = CUSTOMER DELIGHT		QUALITY OF WORKMANSHIP	QUALITY OF MATERIALS	CLEAN AND SAFE	FAST RESPONSE	REDUCE # OF EMERGENCIES PPM PROGRAM	ATTITUDE AND APPEARANCE	WORK 100% COMPLETE	KNOW STATUS OF WORK ORDERS & PROJECTS	INSPECTION OF WORK ORDERS AND PROJECTS
PRINCIPAL and/or HPO (PLEASE RATE SHOPS AND WHOLE DEPARTMENT 1 TO 5)		OVERALL DEPARTMENT	OVERALL DEPARTMENT	OVERALL DEPARTMENT	OVERALL DEPARTMENT	OVERALL DEPARTMENT	OVERALL DEPARTMENT	OVERALL DEPARTMENT	OVERALL DEPARTMENT	OVERALL DEPARTMENT
SHOPS 1 - 5		WRITTEN COMMENTS, DELTAS AND PLUSSES BELOW PLEASE								
4.2	CARPENTER SHOP	4.3	4.2	4.4	3.9	3.9	4.3	4.3	4.1	4.1
4.2	CABINET SHOP	4.3	4.2	4.3	4.1	3.9	4.3	4.3	4.2	4.2
3.9	ROOFING SHOP	3.8	3.8	4.0	3.7	3.7	4.0	3.9	3.9	3.9
4.2	LOCK SHOP	4.3	4.2	4.3	4.1	3.8	4.2	4.3	4.1	4.1
4.1	GLASS SHOP	4.1	4.2	4.2	4.0	3.9	4.2	4.2	4.2	4.1
	AVERAGE SECTION RATING	4.2	4.1	4.2	3.9	3.8	4.2	4.2	4.1	4.1
4.0	PAINT SHOP	4.0	3.9	4.0	3.9	3.7	4.1	4.0	4.0	3.9
4.1	PLASTER SHOP	4.2	4.1	4.2	4.0	3.9	4.2	4.2	4.1	4.0
	AVERAGE SECTION RATING	4.1	4.0	4.1	3.9	3.8	4.1	4.1	4.1	4.0
4.1	HVAC SHOP	4.2	4.1	4.2	4.1	3.9	4.2	4.1	4.1	4.1
4.1	HVAC- INSTRUMENT TECH. SHOP	4.1	4.1	4.2	3.9	3.8	4.2	4.1	4.1	4.0
4.2	PLUMBING SHOP	4.2	4.2	4.3	4.1	4.0	4.4	4.3	4.2	4.1
4.1	IRRIGATION SHOP	4.2	4.1	4.2	3.8	3.9	4.1	4.2	4.1	4.0
	AVERAGE SECTION RATING	4.2	4.1	4.2	4.0	3.9	4.2	4.2	4.1	4.1
4.0	CAFETERIA EQUIPMENT SHOP	4.1	4.0	4.1	4.0	3.8	4.1	4.1	4.1	4.1
4.1	SHEET METAL SHOP	4.1	4.1	4.1	3.9	3.9	4.2	4.1	4.1	4.0
4.3	ELECTRICAL SHOP	4.4	4.2	4.4	4.2	4.0	4.3	4.3	4.3	4.3
4.0	INTERCOM-CLOCK-TV SHOP	4.1	4.0	4.1	4.0	3.8	4.1	4.1	4.0	4.0
4.1	COMPUTER SHOP	4.1	4.0	4.1	3.9	3.9	4.1	4.1	4.0	4.1
4.3	DIESEL GENERATOR SHOP	4.3	4.2	4.3	4.3	4.3	4.3	4.3	4.3	4.3
	AVERAGE SECTION RATING	4.2	4.1	4.2	4.1	3.9	4.2	4.2	4.1	4.1
4.0	SITES-GROUND CREW NOT LAWN MOWING	4.0	4.0	4.0	3.9	3.8	4.1	4.0	4.0	3.9
4.0	SITES-RELOCATABLE CREW	4.0	4.0	4.1	3.9	3.8	4.1	4.0	4.0	4.0
4.1	SITES-CONCRETE & MASON SHOP	4.2	4.1	4.2	4.0	3.9	4.2	4.2	4.1	4.0
4.1	SITES- WELDING SHOP	4.2	4.1	4.2	4.1	3.9	4.2	4.2	4.1	4.1
	AVERAGE SECTION RATING	4.1	4.0	4.1	4.0	3.8	4.1	4.1	4.0	4.0
4.3	CUSTOMER SERVICE SECTION	4.3	4.3	4.3	4.3	4.1	4.4	4.3	4.3	4.2
4.2	MAINTENANCE WAREHOUSE	4.2	4.0	4.2	4.1	4.0	4.3	4.2	4.2	4.1
	AVERAGE SECTION RATING	4.3	4.2	4.3	4.2	4.1	4.3	4.3	4.3	4.2
3.6	MAINTENANCE CONTRACTING SECTION	3.6	3.6	3.7	3.6	3.6	3.7	3.6	3.6	3.7
	AVERAGE SECTION RATING	3.6	3.6	3.7	3.6	3.6	3.7	3.6	3.6	3.7
4.3	PEST CONTROL	4.3	4.3	4.4	4.4	4.3	4.4	4.4	4.3	4.3
4.1	CARPET REPAIR / MAINTENANCE	4.1	4.0	4.2	4.1	4.0	4.2	4.2	4.1	4.1
3.9	LAWN / TURF MAINTENANCE	3.9	4.0	4.0	3.7	3.7	4.1	3.8	4.0	3.9
	AVERAGE SECTION RATING	4.1	4.1	4.2	4.1	4.0	4.2	4.1	4.1	4.1
	OVERALL DEPARTMENT RATING	4.1	4.1	4.2	4.0	3.9	4.2	4.1	4.1	4.1

Appendix T

Maintenance: Vehicle Advertisement



PINELLAS COUNTY
SCHOOLS

Governor's Sterling Award Winner

**WALTER POWNALL
SERVICE CENTER**

11111 S. Belcher Road
Largo, FL 33773
(727) 541-3526

June 8, 2006

**School Board Of
Pinellas County,
Florida**

Chairman
Carol J. Cook

Vice Chairman
Mary L. Tyus Brown

Nancy N. Bostock
Janet R. Clark
Jane Gallucci
Linda S. Lerner
Mary L. Russell

Superintendent
Clayton M. Wilcox, Ed.D.

SUBJECT: Vehicle Advertisement

Dear Potential Advertising Client,

Thank you for considering to spend your advertising dollars with the Maintenance Department of Pinellas County Schools. Because of the generous support of vendors and business partners like your company, we are able to recognize our valued employees and your company has the advantage of receiving exposure throughout Pinellas County. This letter is intended to highlight some of the benefits your company could expect to receive if you choose to advertise with us.

- Maintenance department vehicles operate 247 days a year, Monday thru Friday and travel on all major highways and roads.
- Your advertising signs are prominently displayed and have the potential to expose your company advertising to thousands of commuters each day.
- Your company advertisement will be the only advertisement prominently displayed on one side of our vehicle.
- Your company signs will be placed on vehicles that are professionally maintained and operated which will project a positive image for your company.

Enclosed are examples of advertising signs of other vendors and business who currently advertise with us. Should you have any questions or wish to discuss other aspects of our advertising program, please contact Mike Hewett at (office) 727-547-7207 or (cell) 727-638-3309.

Sincerely,

Leon Hobbs, Ed.D.
Associate Superintendent
Institutional Services
Pinellas County Schools

Dan Smith,
Director of Maintenance
Maintenance Department
Pinellas County School

Enclosure (3)

*Pinellas County School is
An equal opportunity
Institution for education*

GUIDELINES FOR ADVERTISING ON SCHOOL BOARD VEHICLES

(PINELLAS COUNTY SCHOOLS, WPSC, MAINTENANCE DEPARTMENT)
(11111 S. BELCHER ROAD, LARGO, FL 33773 727-547-7179 FAX 547-7241)

1. Advertising signs must positively support all existing School Board Policies, Codes of Conduct, Core Values and Guiding Principles.
2. A sample of proposed sign is to be provided. The Institutional Services Associate Superintendent and the Director of Maintenance will approve or disapprove the sign.
3. Our goal is to provide funding to be used for recognition events that include food, non-alcoholic beverages and token of appreciation rewards for outstanding service by employees.
4. The signs, to be provided by the advertiser, are to be made out of (.032) aluminum (or other approved equally sturdy materials) with self-stick vinyl lettering and graphics. Only signs in good condition are to be used.
5. The sign size will normally be 9.5"H X 51"W or 17"H x 24"W or 21"H x 48"W but may vary with type of vehicle on which it is placed.
6. The sign will be installed by the Maintenance Department and will be returned to advertiser at the end of the year, if not renewed.
7. The signs will be placed on the back or the side of a vehicle. It will be attempted to place signs on vehicles that are assigned to different parts of the county or in zones per the advertiser's wishes. School Board vehicles are usually on the road 247 days a year from 6:30 AM to approximately 3:00 PM. A maximum of 3 different advertiser's signs shall be placed on any one vehicle. Buses will not have any advertising placed on them.
8. The advertising rate will be \$60 per sign for one year with minimum of 10 signs. A check for the whole amount is to be received prior to signs being installed on vehicles.
9. A contract will be prepared by School Board Attorney for each approved advertiser to sign which will include the right to cancel by either party, for any reason, with a prorated refund.

Appendix T

ADVERTISER APPLICATION

Company Name _____

Address _____ City _____ State ____ Zip _____

Contact Person _____ Phone # _____

Number & size of signs _____ Start/End Dates _____ - _____
From To

Signed: _____ Date: _____

Signature denotes agreement to above guidelines

Amount of Check \$ _____ Date Received _____

Sign Approved By: _____ Associate Supt. Date _____

(See number one above)

Sign Approved By: _____ Maintenance. Director Date _____

MAINTENANCE VEHICLE ADVERTISEMENT AGREEMENT

THIS AGREEMENT between the School Board of Pinellas County, Florida, 301 4th Street S.W., Largo, Florida, (the "Board") and _____ (Company Name & Address) _____ (the "Company"), is made this _____ day of _____, 2006.

The agreement shall be for period of one year starting on _____, 2006.

WHEREAS, The Board and the Company wish to participate in a program of truck advertising and recognition as approved by the School Board on February 26, 2002;

WHEREAS, such a program is to the mutual benefit of the Board and its employees and to the Company.

NOW, THEREFORE, in consideration of the mutual promises, undertakings, covenants and conditions set forth herein, the parties agree as follows:

1. The Company shall provide at its own expense up to _____ light sheet metal signs for individual attachment to maintenance vehicles.

2. Prior to attachment to maintenance vehicles, the Company shall pay by check to the Pinellas County School Board an amount determined at the rate of \$ 60.00 per sign per year totaling \$ _____. It is expressly understood that these funds shall be available for employee recognition events for the Board's Maintenance Department.

3. The designee of the Superintendent of Schools shall assure secure attachment of Company provided signs at mutually agreeable points on individual maintenance vehicles. The signs shall remain on the vehicles one year. The year shall begin on the date on which all the Company provided signs have been attached to the Board's vehicles. After one year from such date, this Agreement will automatically expire, and the Board shall then detach the Company's signs and make them available for return to the Company, unless this Agreement is extended by mutual agreement.

4. The designee of the Superintendent of Schools shall assure that the selected maintenance vehicles to which signs are attached shall be in routine and continuous service during the term of this agreement and successor agreements.

5. The Company shall provide a sample or design description of proposed signs prior to payment or installation of signs on maintenance vehicles. The size, location, design and color of Company provided signs shall be subject to approval of the Superintendent of School or his designee.

6. The parties reserve the right to cancel this agreement with or without cause upon thirty (30) days written notice to the other party. Should cancellation be made by either party, the Company shall be eligible for a refund of the amount per sign prorated by the number of months remaining in the calendar year times the number of signs removed.

7. Nothing in this agreement contemplates or provides that signs may be changed or modified during the term of the agreement unless mutually agreed upon.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the day and year first written above.

THE SCHOOL BOARD OF PINELLAS
COUNTY, FLORIDA

(Company Name)

Leon Hobbs, Ed.D., Associate Superintendent
Institutional Services

APPROVED AS TO FORM:

School Board Attorneys Office

Appendix T



Appendix T



Appendix T



Appendix U

Results: Transportation 2005 Focus Group

Transportation 2005 Focus Groups Results

Focus Groups Results

For comparative purposes, a review of the analysis and the findings of the 2005 focus groups are presented below. Participants were assured that their identities and any comments and/or discussions shared during the focus groups were confidential; therefore, results reported here include only summaries of the information that participants shared.

Respect/Consideration Issues

- Bus drivers are always guilty until proven innocent. Specifically, bus drivers are not asked for their side of an issue, but instead drivers are radioed to see a field coordinator.
- Respect is absent as evidenced by the condescending attitude and rudeness drivers receive from dispatch.
- A lack of support is evident from school administrators.
- A lack of respect for drivers is evident from parents, students, teachers, and schools.
- There is a lack of appreciation for drivers. For example, when someone receives an award they should be honored, not have the award simply put in their mailbox

Route related issues

- Drivers need time to learn their routes
- Double routes are unsafe for drivers/children since drivers do not always know where they are going
- Bathroom breaks/availability
- Drivers with more seniority should get to pick their routes
- Parents not at drop-offs (pre-K) make drivers late for the rest of their routes – parents should be held accountable
- Drivers instructed to wait for late children at stops – causes driver to be late
- More effective communication regarding new stops is needed
- Route times are unrealistic

Communication between dispatch/school and busses

- Phone calls and radio dispatch should be recorded
- Radio calls need to be answered more quickly by dispatch
- Drivers should have priority over phone calls by parents
- Radio tower at High Point is underpowered
- Having a separate line for driver emergencies to dispatch is needed
- School office should be manned until last student is dropped off
- Better communication is needed between all
- More availability for interaction with supervisors is needed

Lack of tangible outcomes for drivers regarding student behavior

- Incident reports need to be responded to – the driver need to be informed of the outcome

- Drivers need to be informed of what is happening with offending student
- Discipline reports given to misbehaving students by drivers are revised by school to be less severe – does not consider driver has already given warnings
- Lack of knowledge on the part of drivers regarding what happens to student that receives disciplinary report – due to school handling the issue and not reporting anything to the driver
- Drivers do not get their copy of a referral
- Respect and act on the referrals written by drivers

Salary/Pay/Benefits issues

- Increases in pay will assist in retaining good drivers
- Inequity between drivers salaries and supervisors salaries
- Drivers with longer organizational tenure are earning approximately the same as new drivers – inequity in salary
- Lack of comparable pay causes difficulties filling driver jobs
- Drivers should be eligible to receive home purchasing incentives from the county

Assistants

- More assistants are needed
- Lack of ramifications for useless/ineffective assistants
- Driver complaints regarding assistants are unheeded
- Lack of knowledge regarding what bus drivers can do regarding assistants
- No assistant when dealing with special needs children (deaf, etc.) unsafe

Communication between school and parents

- Schools need to provide timely information to parents regarding route and time changes
- Information sheets to give to parents regarding transportation issues are needed
- Parents should be informed of next stop, in case the student misses original scheduled stop
- Drivers/relief drivers should be supplied with informational cards to give to parents (phone numbers to call, etc.)

Discrepancy between classroom conduct and bus conduct

- The bus should be treated as if it were an extension of the classroom regarding discipline
- Bus related behavioral problems should have bus related consequences (e.g., cleaning the bus)

Suggestions/Programs to assist drivers/dispatch

- Mentoring
- Job sharing – bring drivers in to help dispatch

Service/Mechanical related issues

- Better/quicker response needed to buses that break down
- Fix mechanical problems the first time

Qualifications of drivers

- New drivers are not required to have a high school diploma/GED – not setting a good example
- Lower quality of new drivers – feel they can get away with not doing their job appropriately due to driver shortage

General conditions

- Conditions at High Point compound are not good – ankle deep water when it rains
- All busses need to have air conditioning

Information

- Written procedures to follow regarding problems are needed
- Emergency procedure cards for drivers

General Bus safety for students

- Media blitz regarding Bus rules for students and parents is needed
- Course in proper bus safety (loading and unloading) is needed
- Incentive program for students who use positive behavioral skills on the bus

Appendix V

Results: Bus Driver Comments

Transportation Department – Bus Drivers’ Comments

In 2005, the Institutional Services Division planned, administered, and executed focus groups of bus drivers from within the Transportation Department of the Institutional Services Division. A focus group is essentially a group interview in which candid, unsolicited information is gathered during an open forum. A facilitator guides the interview, while a small group of participants discuss the topics brought up by the facilitator. In 2005, these focus groups were conducted to investigate the general climate of the Transportation department following several significant instances which directly affected the bus drivers and the Transportation Department as a whole.

Results of these focus groups suggested several key areas in which improvements or changes in processes could be made and included:

- A lack of respect/consideration for bus drivers
- Route related problems (e.g., timing of routes, changes)
- Problems with communication between dispatch/school and busses
- A lack of tangible outcomes for drivers regarding student behavior
- Salary/benefits issues
- A lack of qualified bus assistants; and
- Problems with communication between the schools and parents

For a complete review of the results of the 2005 Transportation Department focus groups please see Appendix U.

Topics for Investigation - Bus Drivers

Therefore, to assess the extent to which conditions within the Transportation Department had changed since the 2005 focus groups, several questions were developed and administered to members of the Transportation Department during the recent Institutional Services Division Internal Climate Survey. The questions selected asked members of the Transportation Department to indicate if changes had occurred since the Spring of 2005 in the following areas:

- Respect/consideration for bus drivers
- Communication between dispatch/school
- Route related issues such as, timing, new routes/stops, substitute drivers
- Information on student behavior (outcomes)

Space was provided following each question which provided the members of the Transportation Department an opportunity to make comments regarding the four areas listed above.

Finally, two additional open-ended questions were posed to Transportation department employees which aimed to assess the central problems bus drivers are currently dealing with, as well as suggestions for improvement. The two questions posed were:

- What do you think are the most difficult issues bus drivers are dealing with right now?
- What else do you think we need to know to improve bus driver training, address issues facing bus drivers or make people want to be bus drivers?

Results – Transportation Department

One-hundred sixty-four (164) members of the Transportation Department completed the open-ended question portion of the Institutional Services Division climate survey (145 bus drivers). Employee responses were collected, content analyzed, and summarized into major themes. Results are presented below and are organized by question.

Of note, although employees responded to the questions above indicating that change had either occurred or did not occur, the majority of open-ended responses simply detailed the current situation within the Transportation department and did not significantly discuss specific changes that have occurred.

Respect/Consideration for Bus Drivers

Approximately one-third (36.4%) of the members of the Transportation Department who responded noted that since last spring 2005, changes had occurred in terms of the respect and consideration shown for bus drivers. However, over half (56.8%) of the members of the Transportation Department who responded noted that no changes had occurred.

Bus Drivers are NOT respected / Respect has decreased

The majority of employees making comments (41.0%) concerning the level of respect shown to bus drivers indicated that employees feel that bus drivers are not respected, and/or that the level of respect for bus drivers has decreased since the Spring of 2005.

The majority of employees commented that there is simply no respect for bus drivers. Drivers were described as being treated like “second-class” or “third-class citizens”, “like numbers, not individuals”, like “just another body in the seat”, or as if they were at the “bottom of the ladder” or the “low man on the pole.”

Employees noted a distinct lack of respect from a variety of sources, which included individuals associated with the schools (e.g., students, parents, principals, teachers), individuals within the Transportation Department (e.g., supervisors, field area supervisors, field operations supervisors, area managers), as well as individuals in Administration.

Several employees indicated that the level of respect has decreased from the public, the schools, the parents, and the students. Additionally, respect and consideration for bus drivers was described as steadily spiraling downward.

Additionally, several employees noted a specific lack of respect and consideration from dispatch employees, and cited that dispatch employees can often be rude and abrasive to bus drivers.

Bus Drivers are respected / Respect has increased

Although the majority of comments concerning the level of respect shown to bus drivers indicated a lack of respect, approximately one-quarter of the comments (23.1%) indicated that bus drivers are respected and/or that the level of respect shown to bus drivers has increased since spring of 2005.

Employees commented that the level of respect has improved and suggested that schools and administrators often provide support for bus drivers. Additionally, the superintendent's ruling regarding buses returning to pick up students who miss the bus was cited as contributing to the sense of respect. Finally, supervisors and other ISD personnel were cited as demonstrating respect for bus drivers.

No change in the level of respect

A small percentage (6.4%) of those employees making comments indicated that there have been no changes in the amount of respect shown to bus drivers.

Communication between Dispatch/School

Almost half (42.6%) of the members of the Transportation Department who responded, noted that changes had occurred in terms of the communication between dispatch/school and the bus drivers since last spring 2005; whereas the other half (45.5%) noted that no changes had occurred.

Communication with Dispatch

One-quarter (25%) of the members of the Transportation Department who commented on communication processes discussed dispatch related communication specifically.

Of those employees discussing dispatch, almost half of the comments indicated that dispatch is doing a great job. Transportation employees noted that dispatch seems to do anything to satisfy school personnel, and that communication from dispatch has improved over the last year.

Several employees made comments regarding the lack of communication between the schools and dispatch, and cited that dispatchers often have difficulty when contacting schools. Specifically, employees noted that dispatch is unable to call a high school before 7:00 a.m. and that when they do call, there is either no one to answer the phone, or the person answering the phone does not relay the message to the administrator.

Next the communication from the schools/parents to dispatch was noted to be problematic. Employees commented that schools will tell parents one thing, and dispatch something else. Additionally, schools are abusing the call line, by having dispatch continually call the drivers.

Finally, several employees commented specifically on problems related to dispatch. Employees noted that dispatch does not follow through with what they say they are going to do and that at times dispatch would rather argue than

support the drivers. Employees suggested that dispatch employees need to receive more adequate training.

Communication is NOT present/ Communication is poor

Approximately twenty percent (18.8%) of the employees making comments regarding communication indicated that there is a lack of communication, and/or that communication has decreased since the spring of 2005. Overwhelmingly, transportation employees indicated that the biggest problem in communicating with the schools is that schools are simply unavailable. Employees expressed that they have constant trouble reaching responsible people, that communicating with a school before 7:00 a.m. is problematic, and that individuals in the schools rarely answer their phones. Additionally, transportation employees reported that schools “do not have a clue to what’s going on” and “are not aware of the policies of transportation.”

Communication is present/ Communication has increased

Of those employees commenting on the level of communication between dispatch/school and the bus drivers, a small percentage (12.5%) indicated that the level of communication had improved over the past years. Employees commented that changes are being made, and issues are being taken more seriously.

No Change in the Level of Communication

A small percentage (9.3%) of respondents reported that no changes have occurred in terms of communication, citing that changes and improvements are still needed.

Route Related Issues such as, Timing, New Routes/Stops, Substitute Drivers

Less than a third (31.8%) of those members of the Transportation Department responding indicated that changes had occurred in route related issues since last spring 2005, such as timing, new routes/stops, and substitute drivers; however, the majority (58.5%) reported no changes.

Routing

The majority of employees making comments regarding route related issues (25%) commented specifically on the routing department. In general, Routing was described as slow and unresponsive, and out of touch with what the drivers experience on a daily basis. Specifically, employees suggested that routing does not care about the drivers. Errors in the computer system were cited as being especially frustrating, and inefficient. Next, employees suggested that routing does not pay close enough attention to changes, or adequately investigate route changes they make which result in problems. Finally, it was suggested that routing does a terrible job overloading the buses, which results in drivers feeling overloaded.

Route Correction/Changes

Next, approximately 18% of those employees commenting indicated problems with route corrections/changes. Employees cited that it takes many, many attempts before route corrections are made, often taking several weeks. In other words, employees cited that requests to change stop orders or times are not handled efficiently, and that routing issues are not responded to in a timely manner. Next, employees suggested that routing changes that are made are seldom changed the way drivers request them to be. Furthermore, employees noted that many requests for changes to routes are not acted upon, are ignored, or are refused. Similarly, employees noted that drivers are not permitted to make changes to their routes even when the safety of the students is an issue. Finally, an employee explained that due to the inefficiency and unresponsiveness of routing changes, most drivers give up trying to have changes made, and simply break policy anyway.

Routes

Eleven percent (11%) of those transportation employees commenting noted problems with routes. Employees suggested that many routes have too many stops, and that the timing of routes is in need of improvement. Specifically, employees noted that there is often not enough time between stops, and that route times are inaccurate. However, one comment was made indicating that dangerous stops have been taken care of.

Choosing Routes

A small percentage of employees responding (4.6%) indicated that they were dissatisfied that routes are changed after a driver selects the route. Employees suggested that these changes are frustrating and makes the process of selecting routes pointless.

Removal of Stops

Several employees (4.6%) indicated that routing should quickly remove stops that have no students, thereby reducing run times and saving fuel.

Consistency of Routes

Finally, a small number of employees (3.1%) indicated that routes should remain the same from year to year (including route numbers).

Route related issues is good/has gotten better

A few (6.2%) members of the transportation department who commented on route related issues noted that route related issues have improved.

Information on Student Behavior (Outcomes)

Finally, less than a third (30.7%) of those members of the Transportation Department responding indicated that changes had occurred concerning information on student behaviors (outcomes); however, the majority (60.2%) reported no changes.

Lack of Support

Of those employees commenting on information on student behavior outcomes, the majority (22%) indicated that there is a lack of support for the bus drivers. Employees noted that there is little support in dealing with discipline problems from certain schools. Employees cited that schools prolong discipline problems thus allowing multiple offenses, and do not consult with the drivers in deciding consequences. A lack of support was noted in that schools do not hold the students accountable for their actions while on the buses.

Discipline on the Bus

Many employees (14.6%) reported that student discipline and misbehavior on the bus is a significant problem. Employees commented that a driver MUST be able to direct all of his/her attention to the road, but instead must deal with discipline problems. Additionally, employees noted that schools don't handle most of the discipline problems like they should, and suggested that schools need to get much tougher with students and tougher with parents of misbehaving students.

Referral process

The student referral process was cited as problematic by many employees (13.4%). Employees noted that they referral process is slow, and that referrals are either ignored by the schools, or the bus driver never receives the referral back from the school. Additionally, employees noted that schools are not following through with the referrals in a timely manner, and are therefore giving the students the message that they are not going to do anything with the referral.

Follow-up of Student Behavior Outcomes

Many employees (10.9%) commented that there needs to be an improvement in the follow-up of student behavior outcomes, stating that bus drivers are not given any information on how situations turn out.

ESE

A small percentage (4.8%) of respondents indicated that bus drivers need to be made aware of ESE students in order to handle their behavior more appropriately. Additionally, a double standard was noted in which ESE students receive many more warnings before disciplinary action is taken than do other students.

Inconsistent between schools

A small percentage of employees (3.7%) indicated that information on the outcomes of student behaviors is inconsistent across schools, with some schools providing information, whereas others do not. Additionally, employees cited that rules vary from school to school making unity in the district difficult.

Information on Student Behavior has Improved

Of those employees commenting on information on student behavior outcomes, a small percentage (8.5%) noted that there has been an improvement since spring 2005.

What do you think are the most difficult issues bus drivers are dealing with right now?

Issues presented by members of the transportation department currently facing bus drivers focused predominantly on student behavior/discipline problems on the buses. Additionally, issues related to a lack of support, route related issues, the driver shortage, and pay related issues were discussed.

Student Behavior/Discipline

Nearly half (49%) of the employees of the transportation department commenting reported that the most difficult issues bus drivers are currently dealing with involve student behavior and discipline problems. Overwhelmingly, transportation employees noted that student behavior and discipline problems while on the bus are the biggest issue facing bus drivers. Employees noted that student behavior seems to be getting worse, and that administrators do not want to take students that are discipline problems off of the bus. Employees noted that there is a definite lack of respect for bus drivers which is evidenced by the behavior of the students, as well as their parents in responding referrals. Next, employees suggested that the lack of discipline on the bus is perpetuated by administrators who do not support the bus drivers, deal with behavioral referrals, or enforce the discipline policy. Finally, employees commented that student disruptive behavior creates a safety issue for bus drivers and the students, in that a bus driver is made uncomfortable, or is distracted while driving the bus. A lack of bus assistants was noted as problematic, and would be useful in remedying some of the student management responsibilities of the bus drivers.

Lack of Support

Fewer employees (12%) noted a lack of support from schools, administrators, and transportation management as difficult issues facing bus drivers. Specifically, employees noted a lack of support from administrators in enforcing discipline. A lack of support from parents, and schools was also noted. Employees commented that they are always at fault, and that they are constantly placed in uncomfortable positions between the schools and the parents. Finally, employees noted that departmental management in unsupportive as well.

Route Related Issues

Several employees (11%) commented that the most difficult issues bus drivers are currently dealing with involved route related issues in terms of timing and corrections to routes. Employees commented that getting routes corrected or changed is a regular problem. Additionally, a lack of consideration of the input provided from bus drivers was mentioned as a significant issue. Employees cited that routing does not get input from the drivers on their routes and that drivers should have more say in how the routes are structured. Finally, employees noted that changes and additions are made to routes that are already overscheduled, that bus drivers are asked to cover routes that they do not know, and that routes are changed every year, thereby making it more difficult to establish consistency.

Pay-Related Issues

Some employees (6.5%) noted that the biggest issue bus drivers are dealing with right now has to do with pay-related issues. Employees noted that although the cost of living in Pinellas County has risen considerably, the pay provided to bus drivers is not commensurate. Furthermore, due to the low wages paid to bus drivers, high quality drivers are less likely to apply to work for the district resulting in the current driver shortage.

Driver Shortages

Finally, a small number of employees (5.3%) cited the driver shortage as their biggest problem. Additionally, a shortage of bus assistants was noted.

What else do you think we need to know to improve bus driver training, address issues facing bus drivers or make people want to be bus drivers?

Employees provided several suggestions for improving bus driver training, as well as several issues that currently face bus drivers including: pay-related issues, training that new drivers receive, a lack of discipline on the buses, routing related issues, support and respect for bus drivers.

Pay

The majority of comments in response to this question (26.4%) were related to pay. Overwhelmingly, employees suggested that the pay rate for bus drivers needs to be improved to a level which would at least be a living wage, and that a cost of living increase is needed yearly. Additionally, a lack of summer pay/employment was noted as especially difficult for many. Employees suggested that receiving unemployment during the summer months would be beneficial. Finally, although some employees suggested that driver's starting pay needs to be improved, others mentioned that the starting pay rate should not be almost as much as a driver that has been high seniority.

Training/New Drivers

Seventeen percent (17%) of those employees commenting indicated that improved training for new drivers is needed. Employees cited that the training that new drivers receive is not comprehensive enough. Better trainers and instructors are needed. Furthermore, having lead drivers assist with the training of new drivers was recommended. Next employees suggested that new drivers should be required to ride a bus before beginning training to expose them to the situations they are likely to face. After training, employees suggested that more hands-on daily driving is needed with seasoned drivers and for longer time periods for new drivers to learn to cope with a variety of situations. It was stated that the driver mentor/shadowing program should be reinstated. Finally, employees suggested a variety of training that is needed including: detailed information on situations with students and parents that may arise, training on student management, training on how to deal with unruly children, and training on basic procedures (i.e., the use of the two way radio, or how to read an edulog sheet).

Discipline

Many (12.8%) of the employees who commented suggested that discipline issues are a problem that need to be addressed. Employees noted that student discipline on buses is a major factor both in recruiting new drivers and keeping the current ones. Employees suggested that schools should correct student behavior problems by enforcing the rules, and that students should not be allowed to continue to ride when severe discipline problems occur. Employees suggested that holding the parents responsible if their child is unruly would assist in holding students accountable for their behavior. Finally, employees commented that to make people want to be bus drivers, they should be given authority and cooperation in resolving discipline issues.

Routing

Several employees (7.8%) noted that route related issues need to be considered. Employees suggested that a communication gap exists between routing and bus drivers, in that routing does not listen to the drivers. Additionally, the suggestions and the wisdom of the bus drivers are not considered when new routes are made, or when stops are added to existing routes. Employees suggested that routing changes need to take place with much more efficiency. Finally, employees suggested that route sharing (am or pm) would be beneficial.

Support

Approximately six percent (5.7%) of the employees commented that bus drivers need to be supported more effectively. Employees suggested that management, schools, and the school board should support the drivers. Additionally, employees suggested that bus drivers should not be considered guilty until they prove themselves innocent, but that the district should support them in their very difficult job.

Respect

Five percent (5%) of the employees commenting indicated that respect for bus drivers should be improved. Employees suggested that driving a school bus should be portrayed as the respectful profession that it is. Employees should know that what they do is important and that they are appreciated. Additionally, the ideas and input of the bus drivers should be valued and desired.

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