



Oregon School Boards Association

Value Drivers Assessment Insight Report

November 20th, 2023

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This report is a summary of the data collection and stakeholder engagement efforts conducted by Coraggio Group on behalf of the Oregon School Boards Association (OSBA). The purpose of this effort was to gather insights from OSBA staff, OSBA members, and other external stakeholders (including business officials, superintendents, and administrative assistants) to identify key value driver themes and recommendations.

A total of 483 stakeholders participated in an online survey which ran from August 11th, 2023 to September 23rd, 2023. Depending their relationship to OSBA (see slide 4), they were asked to provide feedback on the following topics:

1. **OSBA attributes**
2. **The value, efficiency, and scope of OSBA's services**
3. **Overall OSBA membership value**
4. **Future priorities and services**
5. **Organizational strengths, challenges, and barriers to change**

To dive more deeply into the above topics, Coraggio also conducted a total of eleven focus groups with OSBA staff, OSBA's board, school boards of different district sizes, business officials, superintendents, and administrative assistants.

The insights gathered from the survey and focus groups were synthesized into a set of key themes centered around opportunities to drive value. Each theme is also accompanied by a set of actionable value driver recommendations that will serve as the basis for the value drivers prioritization process in the coming months.



Introduction



Survey Methodology (Logic)

The survey was designed by Coraggio Group in collaboration with OSBA and consisted of both closed-ended and open-ended questions. Only one question was required (relationship to OSBA), and respondents were free to skip questions as they wished. However, their response to the first question (relationship to OSBA) did determine which questions they were shown. Attached is a link to the [survey](#) for reference. The following definitions are provided below, which are used to indicate each question's respondent base.

Respondent Base Definitions:

- All Respondents:** Every survey participant
- All External Respondents:** Every survey participant except OSBA staff
- OSBA Members:** All OSBA members (school board/ESD board members, community college board members, OSBA Board of Directors)
- OSBA Service Area Users:** Only OSBA members who selected having used that service area in Q9
- OSBA Staff:** Only OSBA staff

Respondent Base by Section Summary:

- Q1: Affiliations** (Required of all respondents)
- Q2-4: Member Demographics** (OSBA Members only)
- Q5-6: Staff Demographics** (OSBA Staff)
- Q7-8: OSBA Attributes and Services** (All External Respondents)
- Q9: OSBA Member Services Used** (OSBA Members only)
- Q10-17: Service-Specific Questions** (OSBA Service Area Users only)
- Q18-20: Overall Member Experience** (OSBA Members only)
- Q22-30: Staff Questions** (OSBA Staff only)
- Q31-33: Strengths, Weaknesses, and Barriers to Change** (OSBA Staff only)
- Q34-35: Closing Thoughts** (All respondents)



Below is a description of how data from the survey was analyzed.

Closed-ended questions:

- Rating scale (Likert scale) questions asked respondents to respond on scales of 1 (most negative option) to 5 (most positive option) for different qualities such as effectiveness, importance, and use of resources.
- Results of rating scale questions are presented as numerical averages, where respondents who skipped the question or selected the “No basis for opinion” option are excluded from the calculation.
- Multiple-choice questions either asked respondents to select a single option or were a ‘check all that apply’ format.
 - Results for both types of multiple-choice questions are presented as a percentage of total respondents that selected that specific option.
- Many closed-ended questions were accompanied with an option for written elaboration or comments in an open-ended style.
 - These responses were not analyzed, but some are used as quotes in this report.

Open-ended questions:

- Depending on the nature of the question, open-ended responses involving textboxes or comment boxes were either grouped into discrete categories based on theme or used as quotes throughout the report.
 - For those responses that were grouped into discrete theme categories, response proportions are expressed as a *percentage of respondents providing a response within that category*. For questions of this type with multiple responses, percentages may not add up to 100%.

Survey Methodology (Analysis)



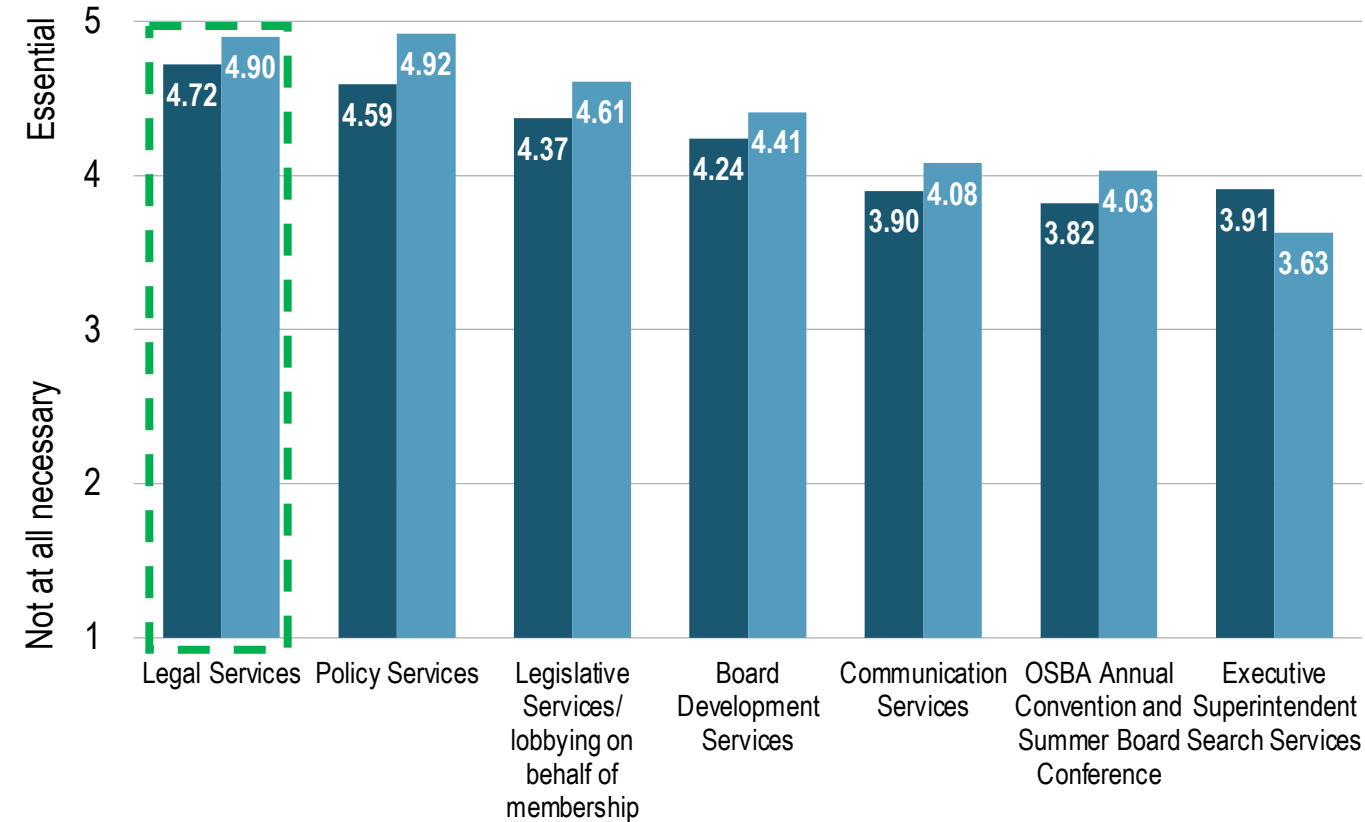
Service Area Value Driver Themes and Recommendations

Service Area Value Driver Themes

1. OSBA's members find Legal Services extremely valuable, and some want Legal Services offerings expanded
2. Members find individualized policy work to be valuable, and OSBA may want to enhance resources to maintain this service's quality
3. Executive Superintendent Search Services are an essential offering to a minority of districts and should be reviewed to minimize pain points and maximize value
4. Opportunities exist for OSBA to tailor board development content to districts' needs, modernize delivery methodologies, embrace efficiencies, and clearly frame boards' roles
5. OSBA can drive higher participation in Legislative Services and focus on encouraging member activity towards legislative efforts
6. OSBA's Communication Services are seen as critical in educating members and the general public, but resources could be reallocated amongst services to better address members' needs
7. OSBA has an opportunity to clarify its conferences' intended audiences and objectives and lower barriers to representative membership participation

Necessity of OSBA Service by Membership Status

■ OSBA Members ■ Non-Member External Stakeholders



Insights

- Both members and non-member external stakeholders (who include business officials, superintendents, and administrative assistants) see PACE as the most necessary OSBA service.
- Staff are more likely to believe that Legal Services should be expanded compared to any other service area. (Appendix 1.21)
- Members using PACE—as well as OSBA staff—believe the service to be extremely valuable, and staff also believe PACE is a good use of OSBA's resources. (Appendix 1.10a) Members indicate that PACE is especially essential for small-to-medium districts who cannot afford self-coverage, and that some school boards would not be OSBA members without PACE.
- 84% of PACE users believe that OSBA should maintain the current extent of PACE services. (Appendix 1.10b) However, some indicate that they wish PACE could advise superintendents in-house instead of referring them.
- Some members feel that OSBA's legal team tends to give boards advice on the path of least resistance rather than presenting them with a full range of legal options.
- Some members suggest that OSBA could begin offering contract negotiations as a means of generating additional revenue.
- Some members report that it has become more difficult to quickly reach OSBA's legal team in recent years.

1. OSBA's members find Legal Services extremely valuable, and some want Legal Services offerings expanded

Value Driver Recommendations

1. Investigate options for offering legal advice to superintendents as well as school boards.
2. Consider offering contract negotiations through OSBA's legal department.
3. Invest in additional resources—either attorneys or administrative assistants—to help provide quicker response times to members' legal inquiries or direct inquiries based on urgency.

1. OSBA's members find Legal Services extremely valuable, and some want Legal Services offerings expanded

“Legal help is worth what we pay and surprisingly helpful.”

“There is no other viable alternative for PACE. It is absolutely critical and number one in importance for us.”

“The most compelling OSBA program is PACE liability and attorney services.”

“PACE is the only option unless you’re large and can afford self-coverage. You just have to do it.”

“PACE is definitely less relevant to [large urban district], which has in-house counsel and government relations.”

“One challenge that superintendents face is when seeking legal advice is that there are times that OSBA states that because they represent boards, PACE cannot advise superintendents and suggest we go to COSA. While I understand this, it seems a legal opinion should be available to districts that pay into PACE.”

“When consulting on areas of employment in particular, they tend to give advice on the safest path rather than the spectrum of options. Districts may be willing not to take the path of least resistance, but OSBA doesn’t provide their full list of options.”

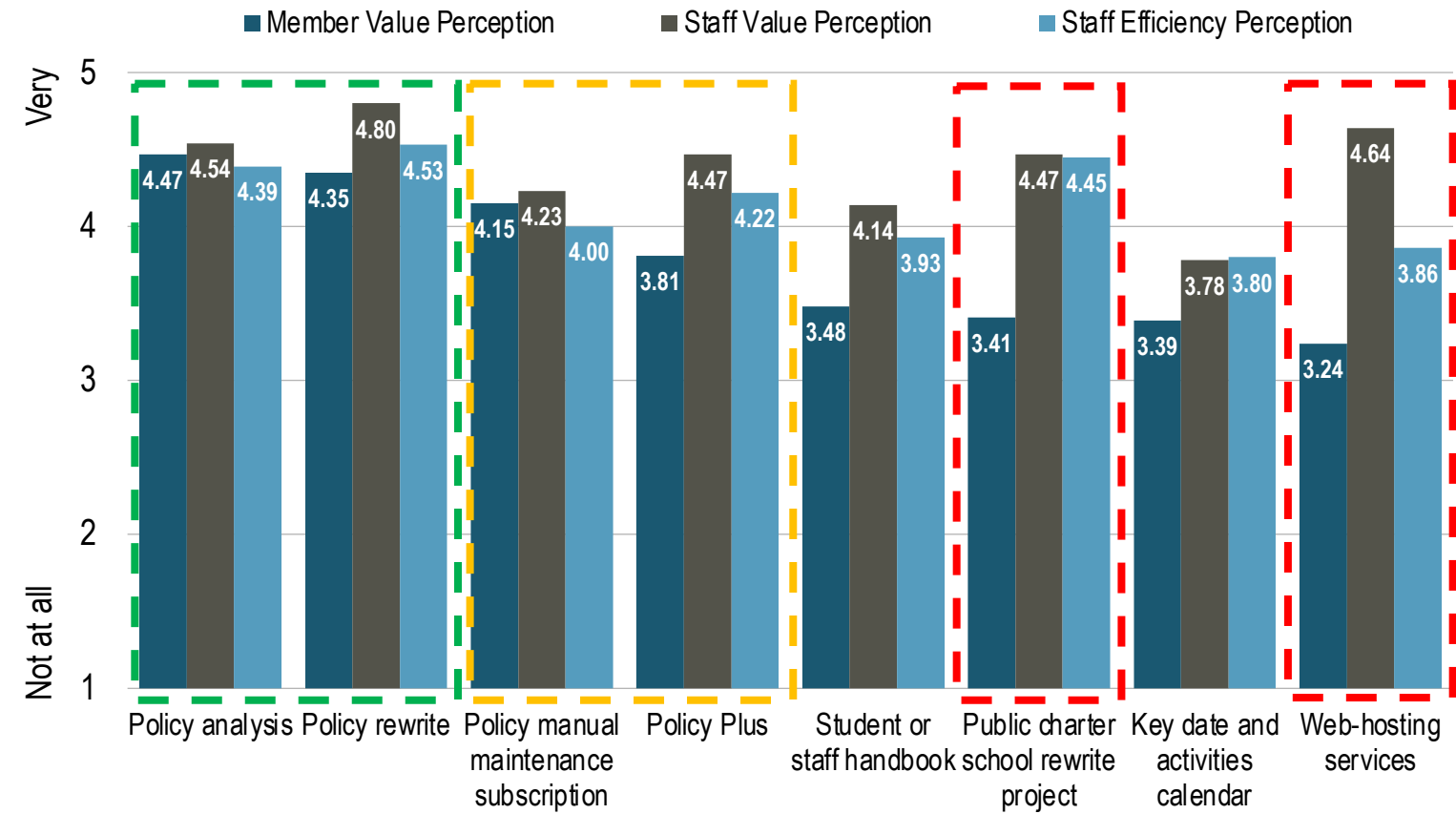
“Offer contract negotiations for small districts.”

“OSBA could offer contract negotiations again, but through the legal department instead of through a labor department, as it had before.”

“With OSBA not offering contract bargaining anymore, the legal department could offer negotiations to generate more revenue.”

“I would like to share that access to legal services has been more difficult to come by the last few years. Rather than being able to access an attorney on short notice, now it is often a several-hour-to-several-day wait, with a few examples of my calls not being returned at all.”

Policy Services Value and Use of Resources



Insights

- Member Policy Service users and staff both view Policy Analyses and Policy Rewrites as very valuable. Members highlight that it would be infeasible to perform the research in-house necessary to keep their policies up-to-date.
- Policy manual maintenance subscriptions and Policy Plus are seen as moderately valuable by members. (Appendix 1.11a)
- Member Policy Service users see public charter school rewrites and web-hosting services as less valuable than other Policy Services, and less valuable than staff see them. (Appendix 1.11a) Many member Policy Service users think that the extent of these specific services should be decreased. (Appendix 1.11b)
- Staff recognize that policy services are most efficient at scale, and that custom policy analyses are time-consuming and resource intensive. They indicate that at present, the price of these services does not cover their internal costs.
- Some Policy Service member users report that they have received policy documents that were insufficiently proofread and had typos.
- Some report that post-pandemic changes in Policy Plus require board members and administrative assistants to perform a larger share of the work of compiling and editing policy documents compared to pre-pandemic.

2. Members find individualized policy work to be valuable, and OSBA may want to enhance resources to maintain this service's quality

Value Driver Recommendations

1. Consider raising the price of custom policy analyses and rewrites given how highly members value them. Consider using these price increases to invest in additional staff time and resources to support additional document proofreading and minimize the task burden of editing and compiling policy documents currently placed on member subscribers.
2. Consider allocating resources away from Policy Services that many members find less valuable, including public charter school rewrites and web-hosting services.

2. Members find individualized policy work to be valuable, and OSBA may want to enhance resources to maintain this service's quality

“The comprehensive policy review/update is very valuable.”

“Policy help is worth what we pay.”

“We recently went through a policy re-write and OSBA support was invaluable for this big process.”

“From a board secretary/Superintendent’s assistant role, I have relied on OSBA consistently over the year to ensure we are doing things right and interpreting policies correctly/legally.”

“It would be extremely difficult to individually conduct the level of research necessary to ensure that policies are updated.”

“The Policy Department does very labor-intensive work. The price of its services does not cover the department’s costs. District get a good value on a services.”

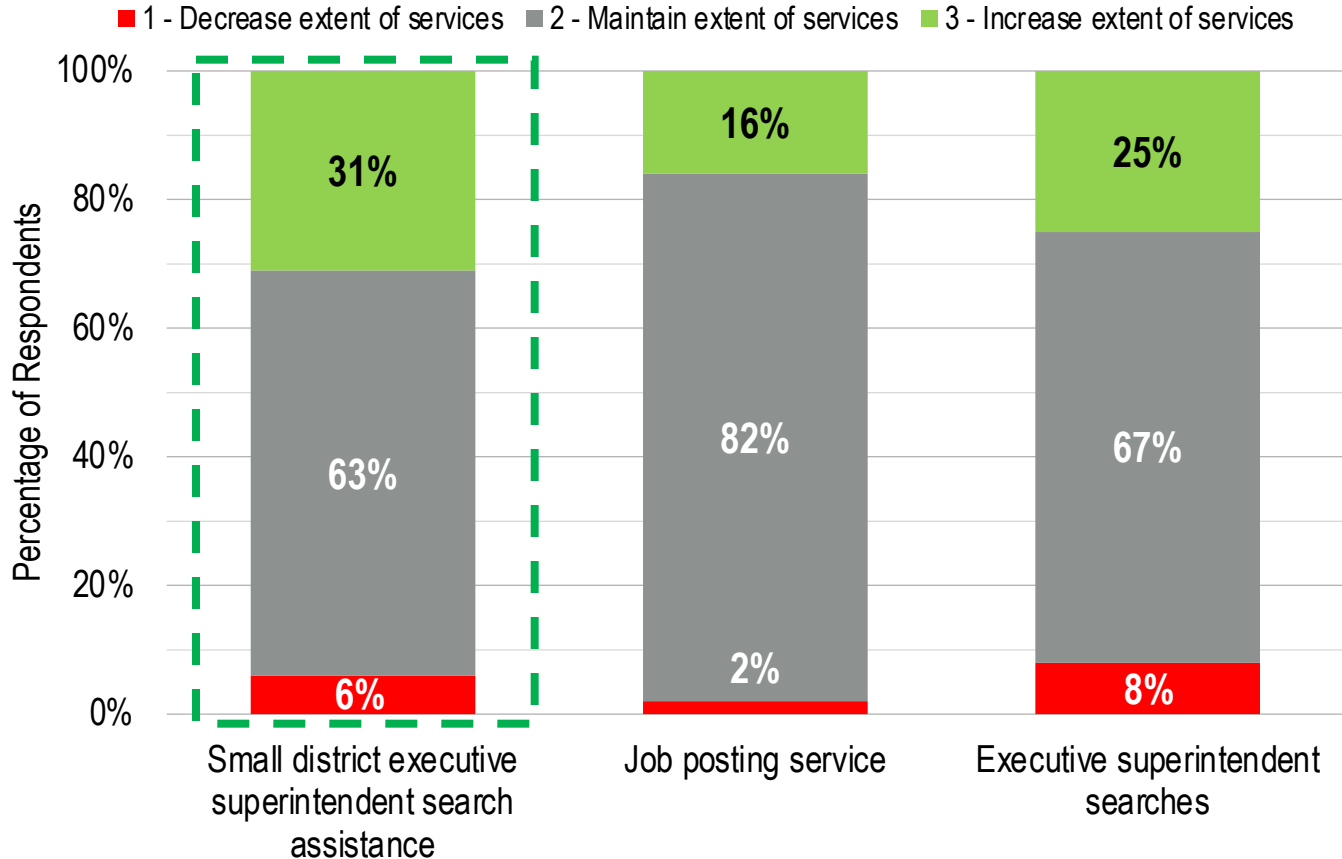
“Policy Plus is a good service, but the quality of product is not always great... E.g. typos in posted product.”

“The policy rewrite process is important, but the quality of the work that comes to us is poor.”

“It would be nice if OSBA followed the standards for tracking changes that are standard in the legal environment. This may just be an issue of office staff training, but it often leads to frustration during our board meetings when we are reviewing policy changes.”

“Policy Plus is an essential service for us; however, the work required on our end to process policy changes in word documents before sending back is much more extensive than it was when I first started in this role.”

Executive Superintendent Search Services Scope of Services



Insights

- While member users of OSBA's Executive Superintendent Search Services find these services to be valuable, (Appendix 1.12a) a smaller proportion of members responding to the survey (36%) reported using Executive Superintendent Search Services compared to any other OSBA service area.
- Despite relatively low member utilization of these services, they are seen to be an essential offering for smaller districts who could not afford other recruiter options.
- Still, members who have used this service report mixed experiences with both the process and the outcome of the service. Some indicate that they wish OSBA better considered the unique dynamics involved in their district's search.
- OSBA staff do not see any of their organization's Executive Superintendent Search Services to be a good use of resources. (Appendix 1.12a)

3. Executive Superintendent Search Services are an essential offering to a minority of districts and should be reviewed to minimize pain points and maximize value

Value Driver Recommendations

1. Tailor OSBA's Executive Superintendent Search Services offerings to the minority of districts—particularly smaller ones—who use them.
2. Investigate pain points experienced by member users of this service.
3. Investigate a resource model that may include outsourcing Executive Superintendent Search Services, providing a discounted pool of search firms or embedding a contracted recruiter to enhance service and capabilities.

3. Executive Superintendent Search Services are an essential offering to a minority of districts and should be reviewed to minimize pain points and maximize value

“Some districts don’t have the resources available to conduct these searches on their own so it’s important that we assist them.”

“I see the value [the superintendent search services] bring to districts, especially small districts that cannot afford big recruiter contracts to get quality candidates in those important roles.”

“I know smaller districts use OSBA for a superintendent search - but where's the cutoff? All the ones I know of in the past few years used an outside service. Would smaller districts have trouble finding someone in their price range if OSBA did not provide that service?”

“The process for the superintendent search seems to be flawed. It was not a good process initially. It did improve the second time around. In the future, we would use a private firm for this.”

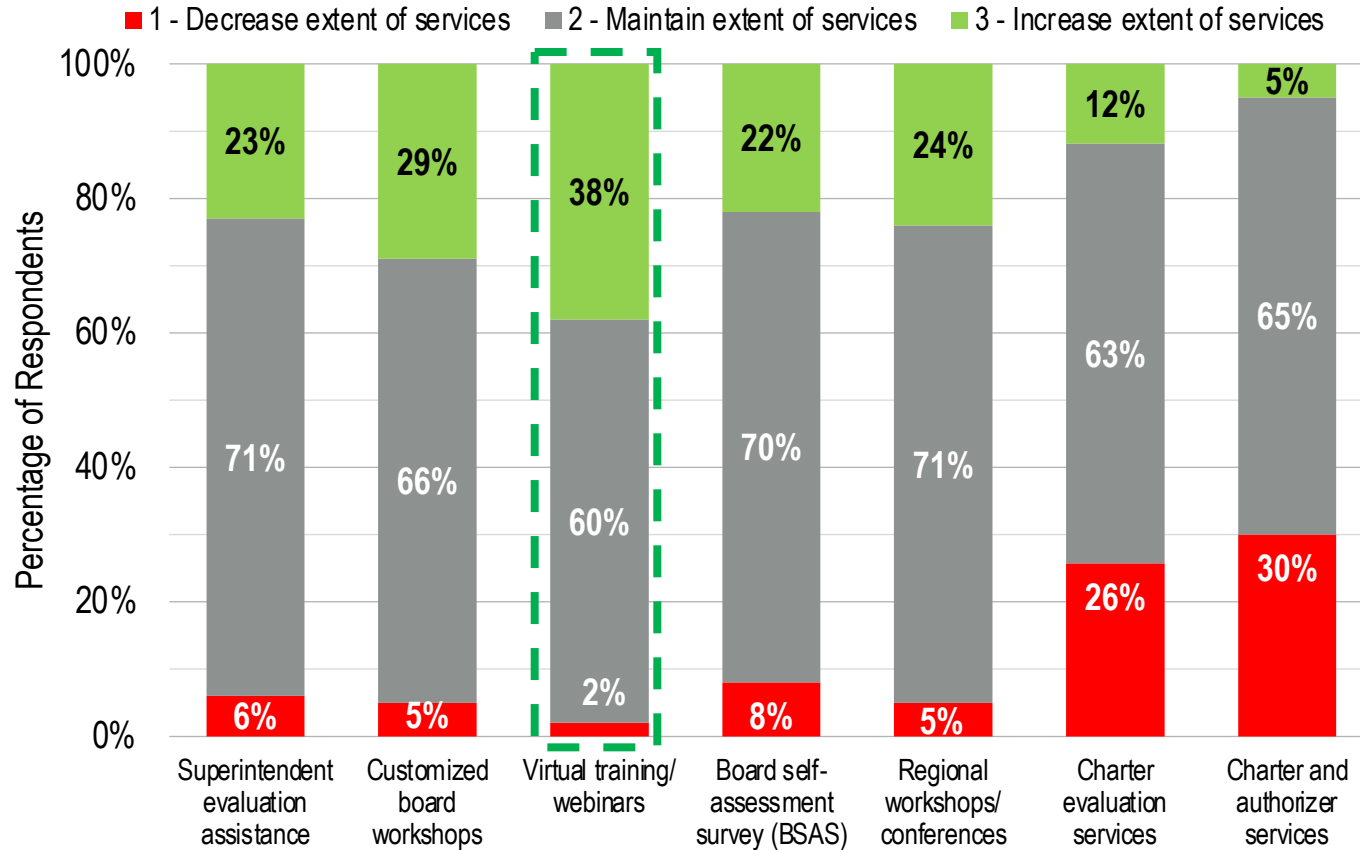
“We used the service. While I really appreciate the candidate we ultimately hired and has been our super for a few years now, I think it is an overpriced and not very useful service. We had very few candidates, the postings seemed very thin on coverage, and the facilitator spent way too much time telling us his thoughts and experiences.”

“We would never use OSBA again for superintendent search services. We were directed not to reach out to other districts for more information. We did what they told us, and it didn’t work out well.”

“All [executive superintendent search services] would be very valuable if they did it with a more practical understanding of the real world rather than just the academic world.”

“We have a streamlined process for this service; however, we need more administrative support and specialists/consultants to effectively use our resources to provide this service – especially to maintain the current and potential revenue levels it brings to OSBA.”

Board Development Services Scope of Services

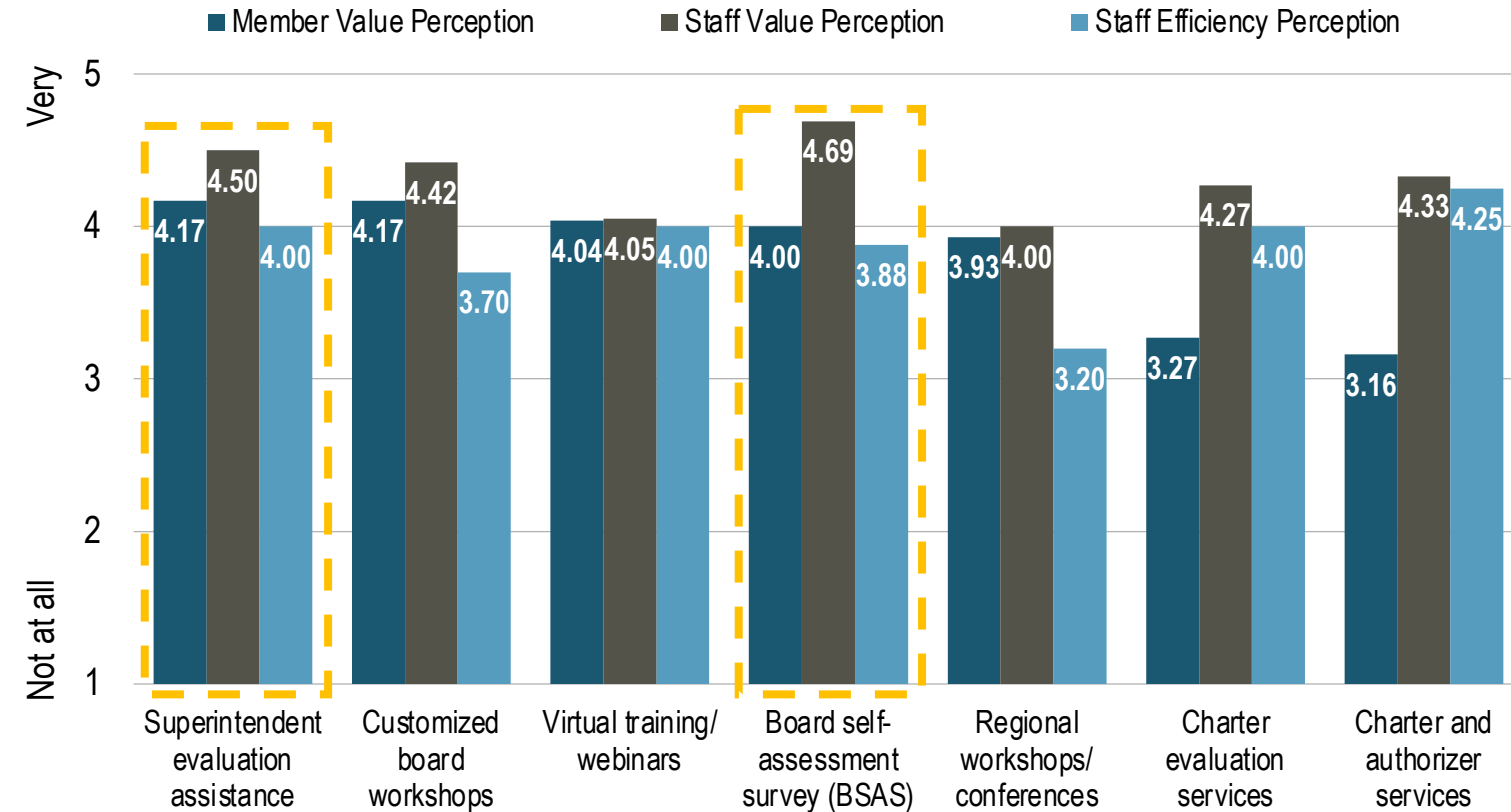


Insights

- 72% of OSBA members surveyed report using Board Development Services, more than any service area other than OSBA's conferences. (Appendix 1.9)
- Members report that Board Development Services are especially useful for those who have less experience serving on boards in general.
- Many OSBA members—including some on the board—suggest that OSBA could offer an online library of standardized board development trainings to more efficiently provide those trainings that do not need to be customized. Members using Board Development Services are more likely to suggest expanding virtual training/webinars than any other Board Development Service. (Appendix 1.13b)
- Many also would like to see additional customized board workshops, (Appendix 1.13b) and some report that trainers do not take sufficient time to understand each district's context or help them problem-solve. Some would like the time to work through case studies of how other districts have solved common problems.

4. Opportunities exist for OSBA to tailor board development content to districts' needs, modernize delivery methodologies, embrace efficiencies, and clearly frame boards' roles

Board Development Services Value and Use of Resources



Insights

- Staff see the Board Self-Assessment Survey as more valuable than member Board Development Service users. Some members suggest using more modern leadership development frameworks.
- Staff also see Superintendent Evaluation Assistance as more valuable than member Board Development Service Users. Some suggest that a new evaluation model such as the Carver's Policy Governance Model would be more effective in evaluating the actual role of superintendents than the current 360 evaluation model.
- Many members who live farther from Salem report that it is expensive to hire OSBA trainers to come to them.
- Business officials, superintendents, and board members in focus groups would like OSBA to provide more direct answers and guidance on what the scope of school board members' roles should be, such as during board development trainings, to center members on the correct responsibilities for their role and steer them away from personal agendas.

4. Opportunities exist for OSBA to tailor board development content to districts' needs, modernize delivery methodologies, embrace efficiencies, and clearly frame boards' roles (cont.)

Value Driver Recommendations

1. Achieve efficiencies by offering additional standardized or compliance-related board training in an asynchronous online format.
2. Reallocate trainer resources such that they can take additional time to customize their workshops to each district's context and help individual boards solve their unique problems or to provide direct consulting and technical assistance.
3. Consider adopting new, more modern evaluation models for Superintendent Evaluation Assistance and Board Self-Assessments.
4. Hire regionally-based trainers to decrease internally and externally-borne travel costs and develop stronger regional connections and relationships.
5. Become more proactive in educating new and potential board members on the scope of their roles.

4. Opportunities exist for OSBA to tailor board development content to districts' needs, modernize delivery methodologies, embrace efficiencies, and clearly frame boards' roles

“These are some of the most valuable services OSBA can provide in addition to policy services because training board members and establishing strong relationships is foundational to avoiding legal ramifications and superintendent turnover. This is where we have the most influence on the impact boards make on student success - which should be the primary reason we exist as an organization.”

“Would like to see more “plug and play” resources provided. For example, rather than a long presentation about ethics that we have to book someone to come and present, a video or recorded webinar for board members that they could access at their convenience would be helpful.”

“I attended a board training ...it was useless and boring. Felt like propaganda tilted towards selling your services.”

“I just have not been impressed with these services. The facilitators are generally ineffective, come across as trying to make everyone happy, and often spend a lot of time talking about themselves. Maybe invest in professional trainers rather than current/retired board members and administrators?”

“Our board benefits from trainings that have more hands-on examples, rather than just a PowerPoint presentation. If there are aspects in a training where they have to try and work through a scenario, that type of learning sticks better with them than a slide presentation.”

“These services are administratively intensive, heavy on travel expenses, and historically under-supported due to insufficient administrative and technical support, inconsistent procedural and systematic workflows, inefficient database and website platforms, employee turnover, and lack of long-term strategic planning.”

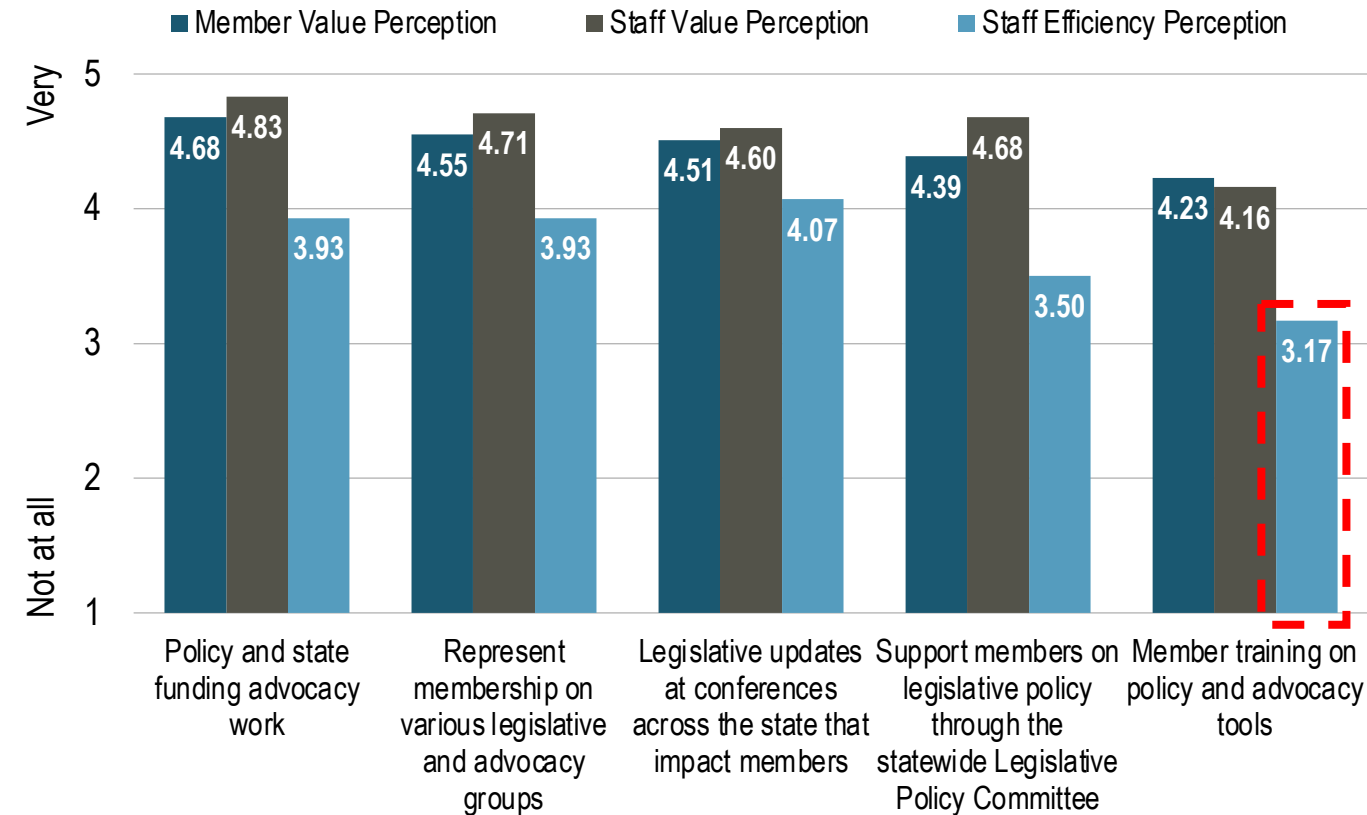
“Would like to see more “plug and play” type resources provided. For example, rather than a long presentation about ethics that we have to book someone to come and present, a video or recorded webinar for board members that they could access at their convenience would be helpful.”

“OSBA needs to shift compliance-based training (e.g., public meeting law, executive session, ethics, school law, school finance, and board roles and responsibilities, etc.) to a HIGH-QUALITY asynchronous learning platform so that OSBA staff can focus on coaching the membership on higher-order board functions like vision-based leadership, culturally responsive governance, systems thinking, and education innovation as well as addressing emergent complex problem (legal, PR, HR, etc.)”

“OSBA could provide ethics and legal training, as far as expectations as board members. Webinars on ethics and legal expectations, as a prerequisite for being sworn in. “

“It would also be helpful to have some infographic-style “cheat sheets” for newer board members on topics such as Robert’s Rules of Order basics, quorum “best practices,” etc.”

Legislative Services Value and Use of Resources



Insights

- Legislative Services is the second-least-commonly-used of OSBA's service areas (43%) amongst the survey's member respondents. (Appendix 1.9) Staff reiterate that there is low engagement with this service area among members.
- Member users and OSBA staff alike see all OSBA's Legislative Services as very valuable. However, staff do not see them as an efficient use of resources. Many members believe that OSBA can continue to increase the scope of its lobbying and better empower districts to lobby on their own.
- Member training on policy and advocacy tools is seen as the least efficient use of resources. Still, many members want to see an increased extent of services in this area. (Appendix 1.14b)
- To better support the interests of smaller and more rural school boards, some suggest that OSBA can coordinate the engagement of legislative representatives and school boards to facilitate local representation on legislative initiatives.
- OSBA board members suggest that OSBA could implement an intensive session on legislative advocacy for members.

5. OSBA can drive higher participation in Legislative Services and focus on encouraging member activity towards legislative efforts

Value Driver Recommendations

1. Work to engage more members in all OSBA legislative services.
2. Increase the scope of member training on policy and advocacy tools to amplify efforts towards OSBA's legislative mission while minimizing the organization's use of resources.

5. OSBA can drive higher participation in Legislative Services and focus on encouraging member activity towards legislative efforts

“I think this area deserves more attention and investment. This is where OSBA’s experience and expertise could really make an impact.”

“Legislative services does critical work, but only a small circle of members are engaged. Most school board members are disengaged from legislative processes.”

“I don’t feel there’s enough education coming from OSBA for how to reach out to their legislators. There are really prominent needs right now.”

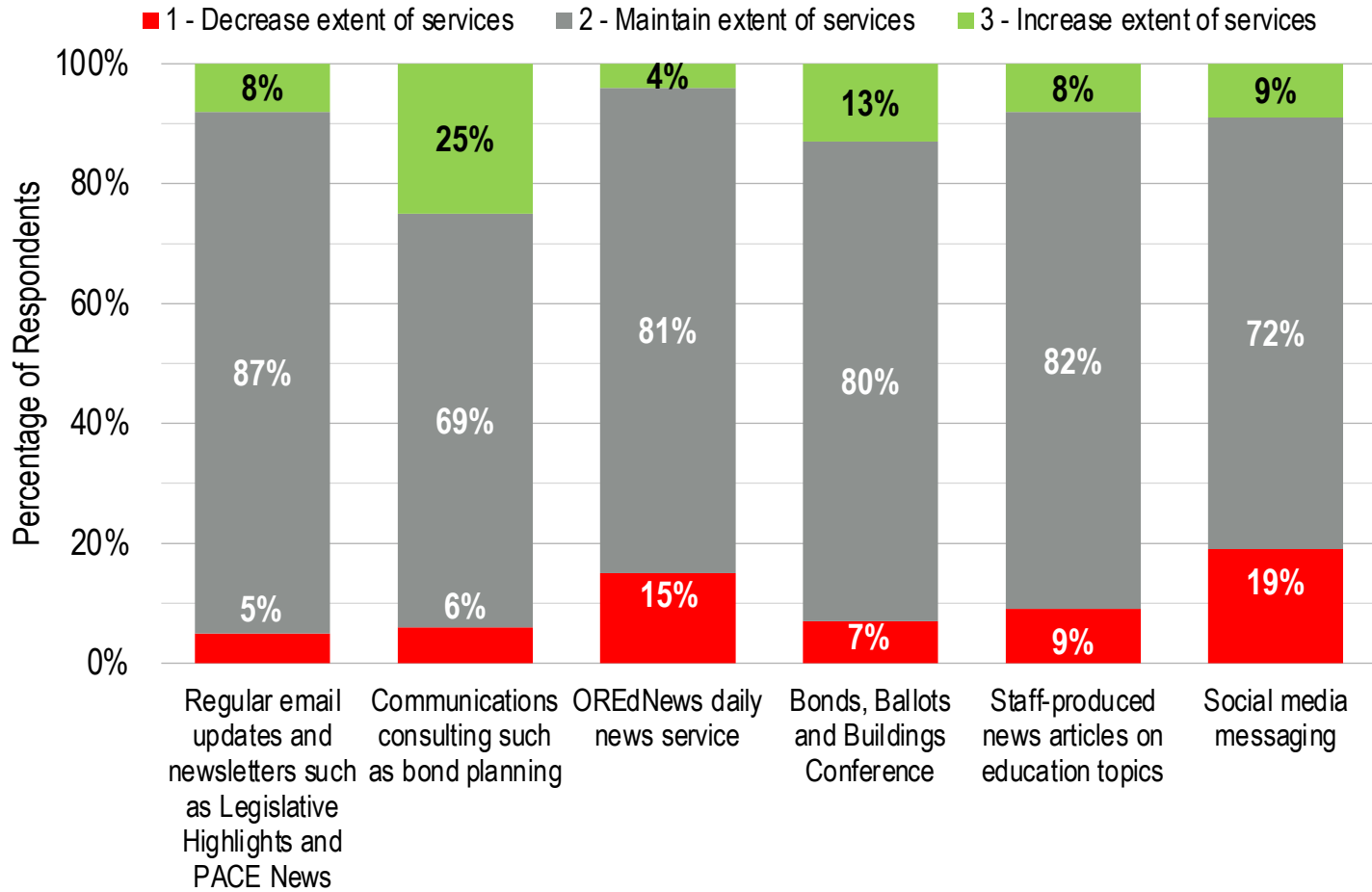
“Lobby for more dollars. Help different districts learn how to lobby better.”

“This is a small and mighty staff doing great work.”

“It would be great to see OSBA have an initiative to facilitate local legislative representatives to actually engage in dialog and relation with their local school districts. This would be beneficial for more balanced response to legislative initiatives.”

“I would love to have a class with BoardBook experts.”

Communications Services Scope of Services



Insights

- Staff feel that OSBA has historically been very effective in shaping the public narrative around key education issues.
- Member users see communications consulting (such as bond planning) as more valuable than staff, (Appendix 1.15a) and are most likely to believe its extent of services should be increased compared to other Communications Services.
- Members see the Bonds, Ballots, and Buildings conference to be less valuable than staff do. (Appendix 1.15a) Some indicate that other legal and communications assistance for bond planning, especially if it is on-demand when members need it, could be more useful than information received at the conference.
- Members indicate frustration due to the fact that many articles in OREdnews are behind a paywall.

6. OSBA's Communication Services are seen as critical in educating members and the general public, but resources could be reallocated amongst services to better address members' needs

Value Driver Recommendations

1. Reallocate resources from the Bonds, Ballots, and Buildings conference towards communications consulting and bond planning services that members can use at the time they need them.
2. Investigate options for media subscriptions allowing members to more broadly access the articles in OREdNews or provide quick article summaries to capture the nature and essence of the article.

6. OSBA's Communication Services are seen as critical in educating members and the general public, but resources could be reallocated amongst services to better address members' needs

“We are currently pursuing a bond and would love to see more information regarding the steps, advocacy and promotion of our bond.”

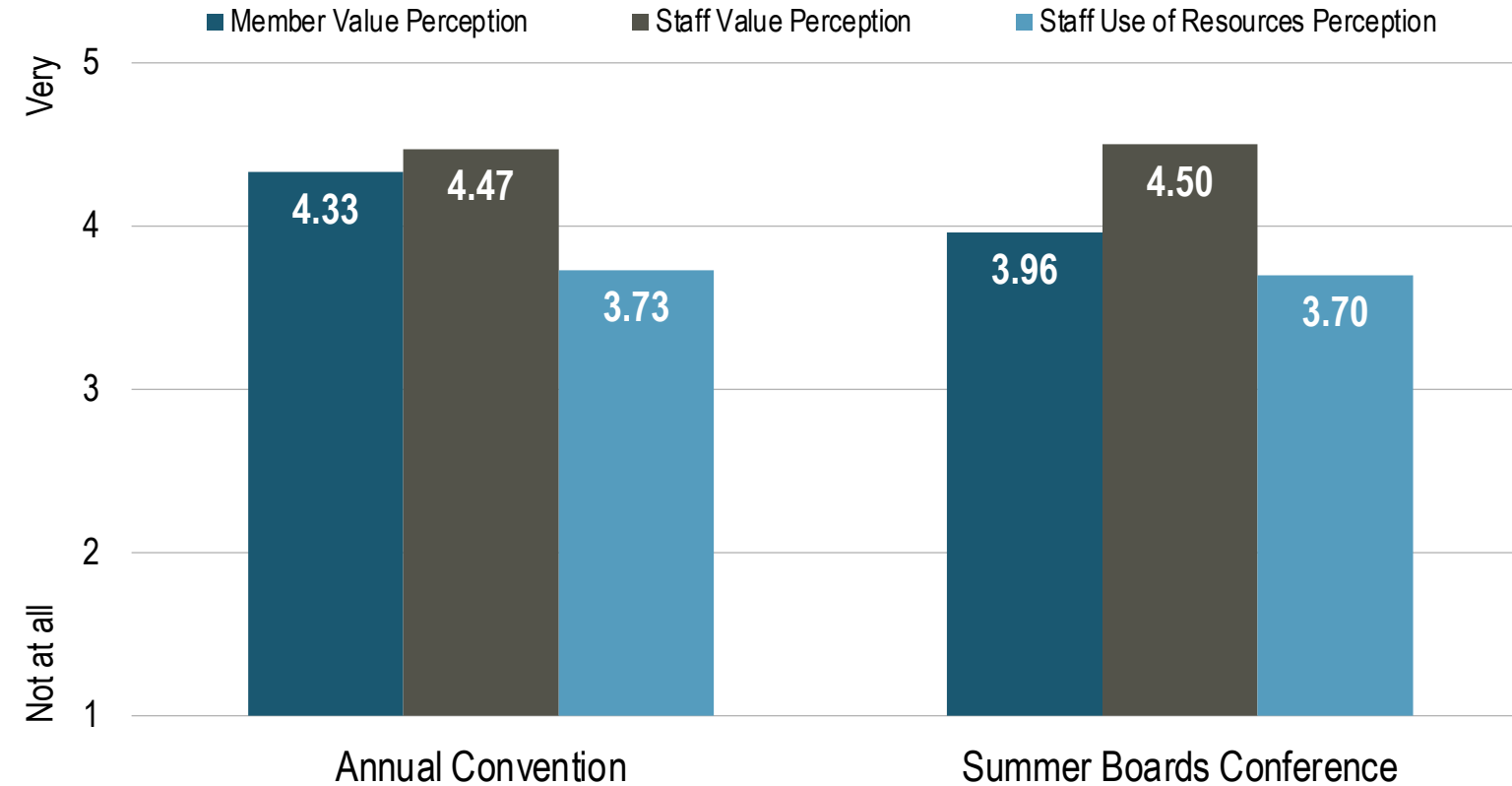
“When it comes to needing bonds, it is not always coordinated around the time OSBA holds the Bonds, Ballots, and Buildings Conference, so we found more value as members with legal and communications assistance for bond planning than the overview and contacts received at a conference.”

“While I appreciate the compilation of articles statewide, with so many firewalls to the stories, I wonder really how useful seeing the headline and not having access to the full story really is.”

“I’ve noticed that OREdNews is mostly a headline service, since most articles are behind paywalls.”

“Make arrangements with newspapers that we can get all the news without paying.”

Annual Convention & Summer Boards Conference Value and Use of Resources



Insights

- 77% of members responding to the survey report attending either the Annual Convention or the Summer Boards Conference. (Appendix 1.9)
- Staff perceive the Summer Boards Conference to be more valuable than members do. (Appendix 1.16a) Members who had attended the conference in the past highlighted that it was most valuable to attend as a new board member and that some of the sessions could be repetitive.
- Some members see the Annual Convention as an effective opportunity to encourage school boards to be involved during the legislative session.
- Staff do not see either conference as a good use of resources. (Appendix 1.16a)
- 61% of respondents prefer to keep the existing format of one large Annual Convention as opposed to four regional conferences. (Appendix 1.17) However, many members suggest that the Annual Convention should not be hosted in Portland every year. Some also reported that cost represented a barrier to their board's attendance.
- Some indicate that the Summer Boards Conference does not take place at a convenient time of year for them.

7. OSBA has an opportunity to clarify its conferences' intended audiences and objectives and lower barriers to representative membership participation

Value Driver Recommendations

1. Consider replacing the Summer Board Conference with online board training specific to new board members.
2. Clarify the intended audience and purpose of both the Annual Convention and Summer Boards Conference.
3. Investigate options to cut the costs of both the Annual Convention and Summer Boards Conference and pass on some of the savings to subsidize attendance by members of smaller school boards.
4. Host the Annual Convention and Summer Boards Conference in rotating locations around the state.

7. OSBA has an opportunity to clarify its conferences' intended attendees and objectives and lower barriers to representative membership participation

“The Summer Boards Conference is less informative for an experienced board member.”

“The Summer Boards Conference is valuable, especially for new board members, but the timing is challenging for me to attend due to work conflicts.”

“While the offerings OSBA has for newer board secretaries are great, after a few years it has started to feel like I’m just repeating the same sessions at the summer/fall conferences that I’ve already had, and I don’t know where to look to continue learning and growing in this role.”

“I believe the same quality of content and professional development, maybe even better training, can be provided through smaller-scaled regional events, single-day events, virtual events and webinars, and on-demand/pre-recorded learning – especially for the very foundational levels of professional development. This way, members can tailor their professional development to meet their needs and OSBA staff can spend time adapting to higher-level content and custom needs beyond the base-level material covered at large events.”

“2 of the classes I took at Summer Board Conference were the same information with different titles.”

“There is way too much focus on the conferences. It feels very sales-pitchy.”

“These conferences are less valuable when they are only in the Greater Portland area.”

“I’d like to see if the conference could be held maybe more regionally supporting more rural areas. We are always headed to the larger cities, which I understand, but I’d like to see you get creative and support rural communities where the impact of the resources can support those communities.”

“I don’t think we should further divide our already divided membership/board. However, I do not think the convention should be in Portland every year.”

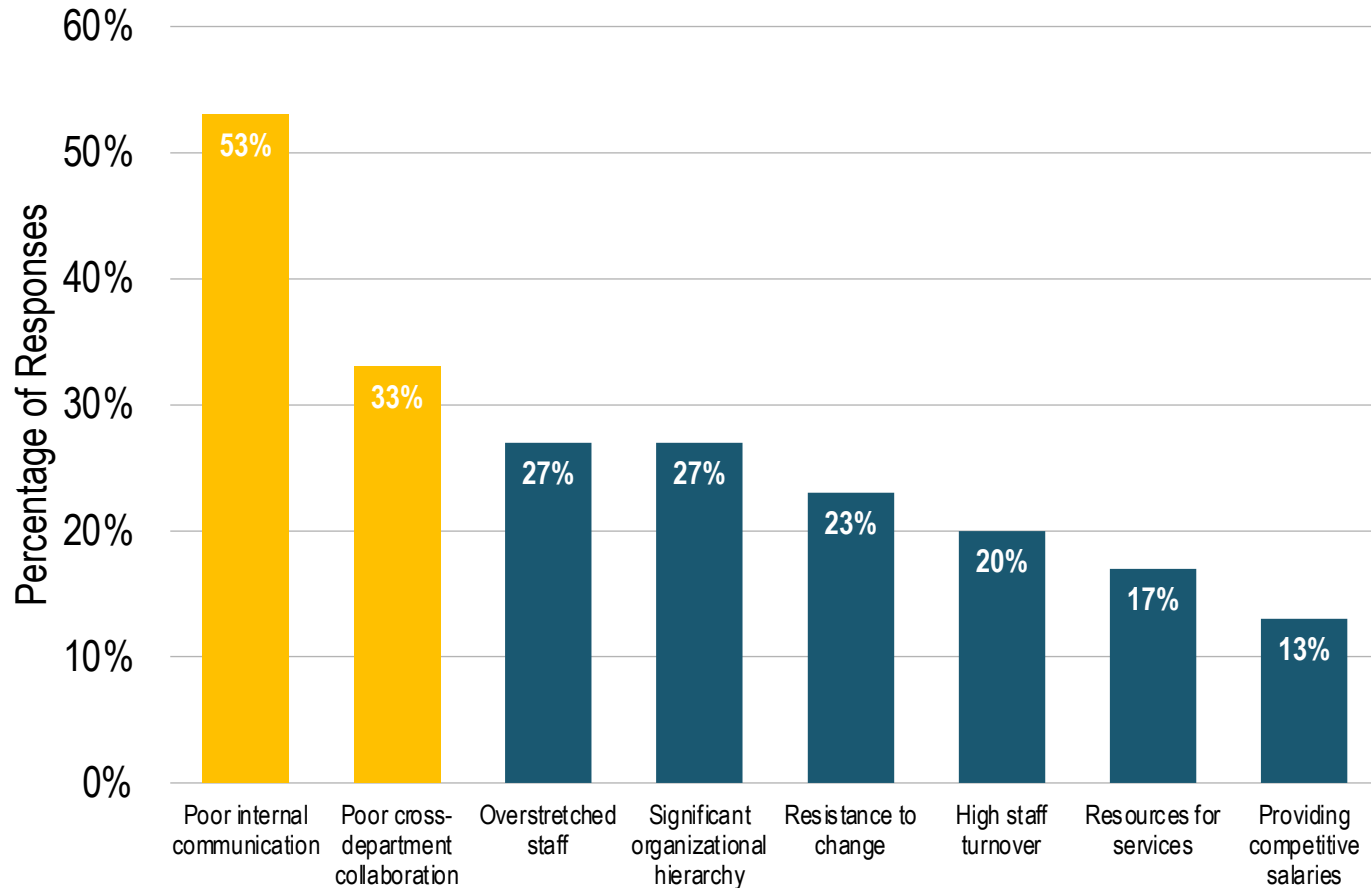


Organizational Value Driver Themes and Recommendations

Organizational Value Driver Themes

8. **OSBA has an opportunity to strengthen internal communication, role clarity, and retention**
9. **Improved communication on services available could help OSBA members better realize the full value of their membership**
10. **OSBA members wish for the organization to increasingly understand and consider the full range of members' community contexts and perspectives**

Top Organizational Challenges



Insights

- Over half of OSBA staff report that poor internal communication represents a top organizational challenge, while a third say poor cross-department collaboration represents a challenge.
- Staff also believe that poor communication and organizational siloes are among the organization's top barriers to change. (Appendix 1.24)
- Staff also report that OSBA has a hierarchical organizational culture that represents a significant organizational challenge and barrier to change. (Appendix 1.23 & Appendix 1.24)
- Some staff highlight that despite the clear organizational chart, responsibilities for specific tasks within and across departments can be unclear.
- Staff report a perception that a strategy of cost-cutting via attrition has impacted members' experience working with OSBA in that they are less comfortable working with new OSBA staff.
- Some staff and members see an opportunity to build capabilities related to embedding equity within the organization.

8. OSBA has an opportunity to strengthen internal communication, role clarity, and retention

Value Driver Recommendations

1. Develop initiatives to boost staff retention and increase diversity when making new hires.
2. Identify opportunities to improve visibility and communications within departments.
3. Audit existing processes to determine whether they are currently completed by the right individuals within the organization.
4. Increase transparency in decision-making and provide opportunities for meaningful engagement in decision making at lower levels of the hierarchy.

8. OSBA has an opportunity to strengthen internal communication, role clarity, and retention

“Increase transparency/communication from leadership and include non-leadership in decisions that directly affect them.”

“If OSBA is interested in fulfilling what our strategic documents say matters, we need to get comfortable with being bold and taking risks. More than vertical and lateral communication is required. We need to become skilled at synergistic collaboration internally AND externally. OSBA is a fantastic group of humans with tremendous potential to help lead radical change in public education.”

“Look and see who is not in the room/does not have a voice and ask if that is effective or inclusive.”

“I often hear comments from members about how OSBA is a “revolving door,” and they feel uncomfortable working with new staff.”

“Some staff are burnt out or getting burnt out and need to know what is happening next.”

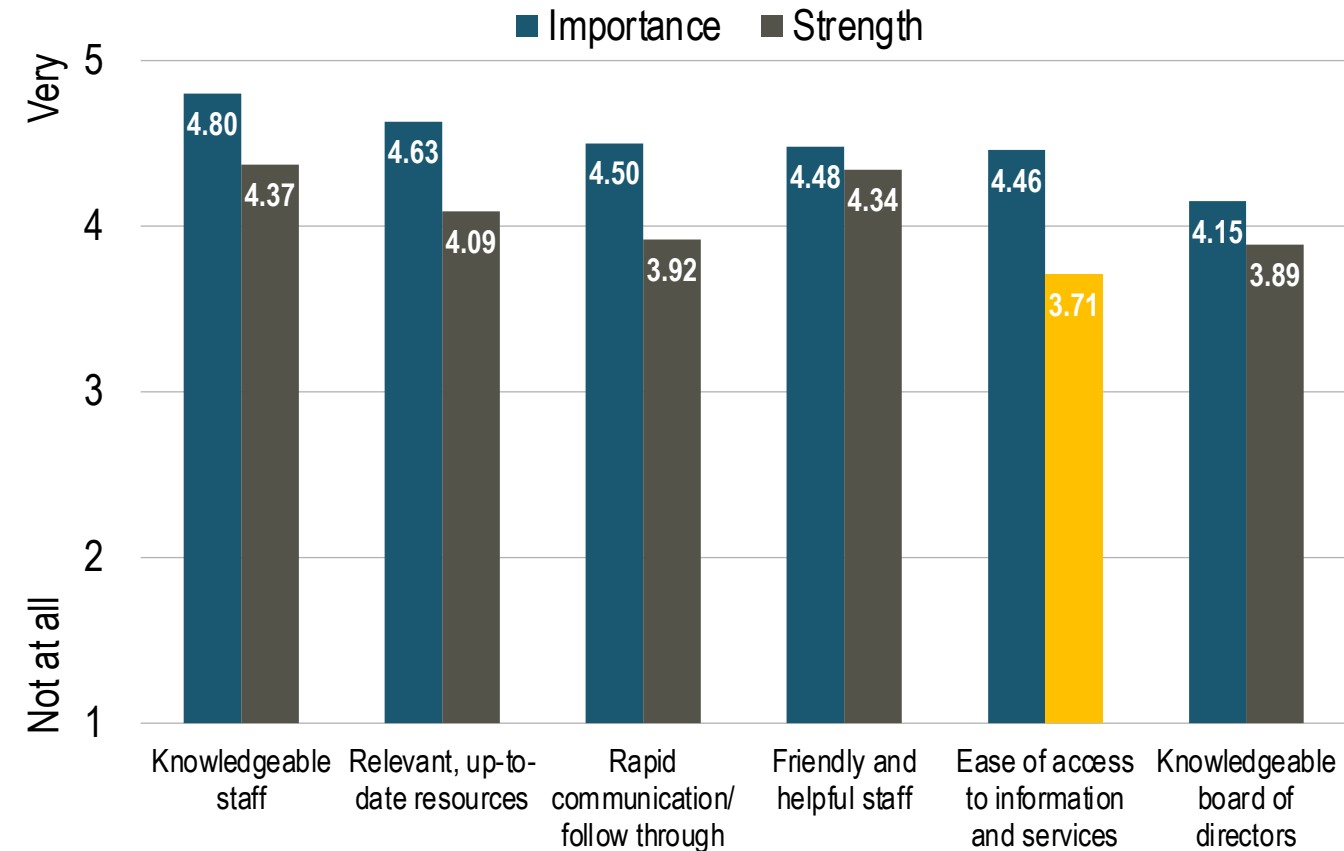
“We have a great deal of turnover in the organization, which is morale-decreasing and not sustainable.”

“There have been harmful effects of employee turnover: the services we provide are only as good as the employees that provided them.”

“Focus on Intersectional Equity. Hire a leader who represents that mission.”

“All staff need equity training, and I would like to see more diversity in your staff.”

OSBA Attribute Importance and Strength



Insights

- OSBA members and other external stakeholders responding to the survey indicated that while it is very important that OSBA provide easy access to information and services, they rate OSBA as only moderately strong in this attribute.
- 85% of members report receiving the same or more value than they would expect based on what they pay for an OSBA membership. (Appendix 1.18)
- Still, many members indicate that they are not aware of OSBA's full scope of services.
- Many members also indicated that they have difficulty navigating OSBA's website.

9. Improved communication on services available could help OSBA members better realize the full value of their membership

Value Driver Recommendations

1. Consider revamping OSBA's website and communicating to members about key changes and where they can find information on each of OSBA's services.
2. Consider raising membership fees in light of members' general satisfaction with what they already receive for their money, without full knowledge of OSBA's services.

9. Improved communication on services available could help OSBA members better realize the full value of their membership

“I haven't heard of half of these services.”

“We have an opportunity to educate our members as to what we offer. Many don't know much about our services or what we do and how valuable it is.”

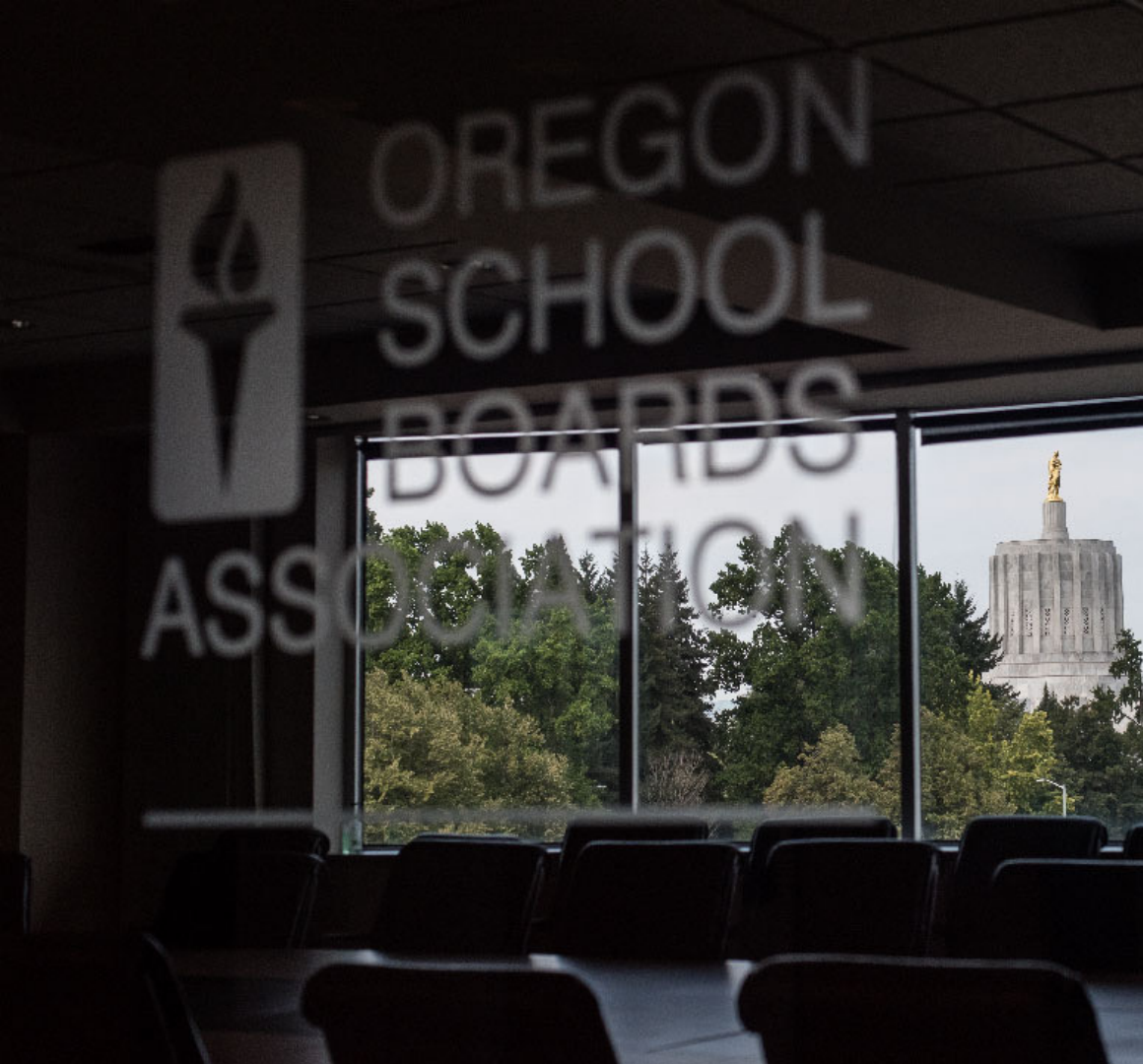
“Things seem scattered across categories on your website.”

“The website is always a little behind and hard to navigate, especially lately.”

“I appreciate being able to call someone with immediate concerns. The website isn't as helpful as it could be.”

“I would find it helpful to have the website a little more user friendly. I often just send a generic email as I am not sure which department or person would be able to help me with my question.”

“In some cases, resources are easy to locate; in others, it requires reaching out to staff to get pointed in the right direction.”



Insights

- Members, staff, and other external stakeholders such as superintendents and business officials repeatedly spoke to how the current political climate has divided OSBA's membership, and that there is a perception that OSBA better represents districts that are larger, more urban, and have more liberal constituents.
- Some members spoke on the importance of separating OSBA from the Oregon Department of Education's brand to maintain their political neutrality.
- Because of perceptions about OSBA's bias, other organizations such as Community School Boards of Oregon have emerged.
- Some respondents want OSBA to spend more time listening and getting to know their communities during regional visits and trainings; they highlighted the importance of OSBA's regional visits focusing on relationship-building and two-way conversations.

10. OSBA members wish for the organization to increasingly understand and consider the full range of members' community contexts and perspectives

Value Driver Recommendations

1. Consider various perspectives while crafting communications on politically divisive topics.
2. Consider hosting additional opportunities for urban and rural board members to discuss issues and find common ground. If the rural caucus will serve this purpose, ensure two-way dialogue and peer to peer sharing.
3. Consider tailoring services across service areas to cater specifically to smaller school districts.

10. OSBA members wish for the organization to increasingly understand and consider the full range of members' community contexts and perspectives

“When lobbying, OSBA needs to stay in the lane of advocating for school funding and local control. When OSBA gets outside of that lane, pressured by extreme board members and districts to actively take political sides, they get themselves in trouble.”

“OSBA has demonstrated that its focus is on issues not relating to education and is in full support of a very liberal agenda.”

“They do not include the conservative voice.”

“If politics continue to grow in this organization, districts that disagree with the direction of OSBA will leave the organization.”

“Our district gave some serious thought to leaving OSBA this past year. If OSBA continues its trend of politicization, our district and many others will leave OSBA and that is not something I personally want, but I also will not continue to support an organization that does not represent our district.”

“Listen to the messages from the students and their parents.”

“Be honest and put academic achievement as the top priority. Get politics out of the schools.”

“I would like to see a broader support of how we can leverage more local control and doing what is best for our students vs. seeing only through the lens of larger more urban populations.”

“Listen very closely to all the school districts in the state of Oregon, large, and very importantly, small. Be very aware of the uniqueness of the small districts in Oregon as we have special needs and sometimes vary in our thought and application process.”

“Not all schools are the same size. Solutions for big districts don't always work for rural areas.”

“Offer more services focused on rural communities and unique situations specific to these areas.”

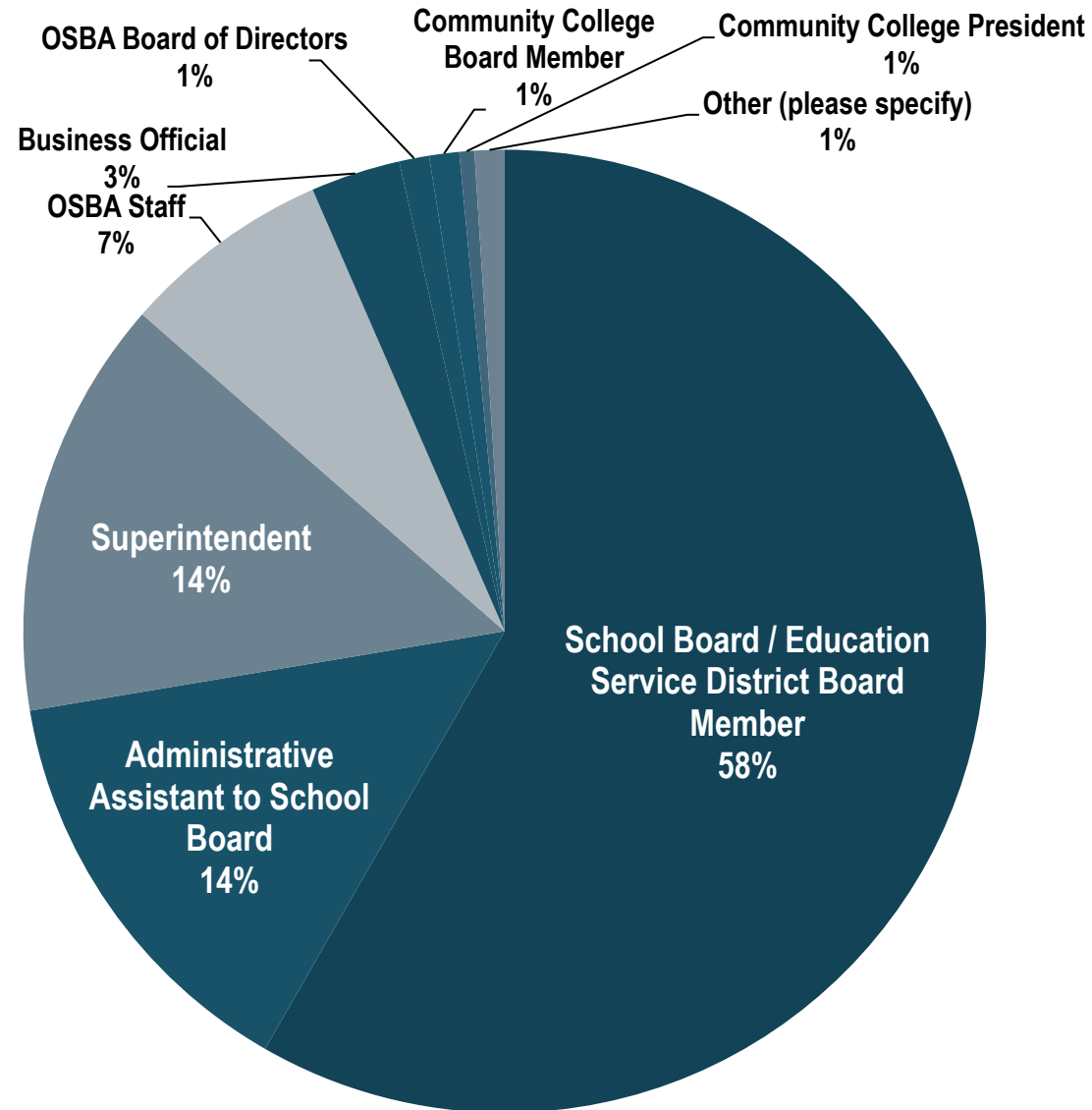


Appendix 1: Stakeholder Survey

Appendix 1.1: Affiliation (All Respondents)

Please choose the category that best describes yourself.

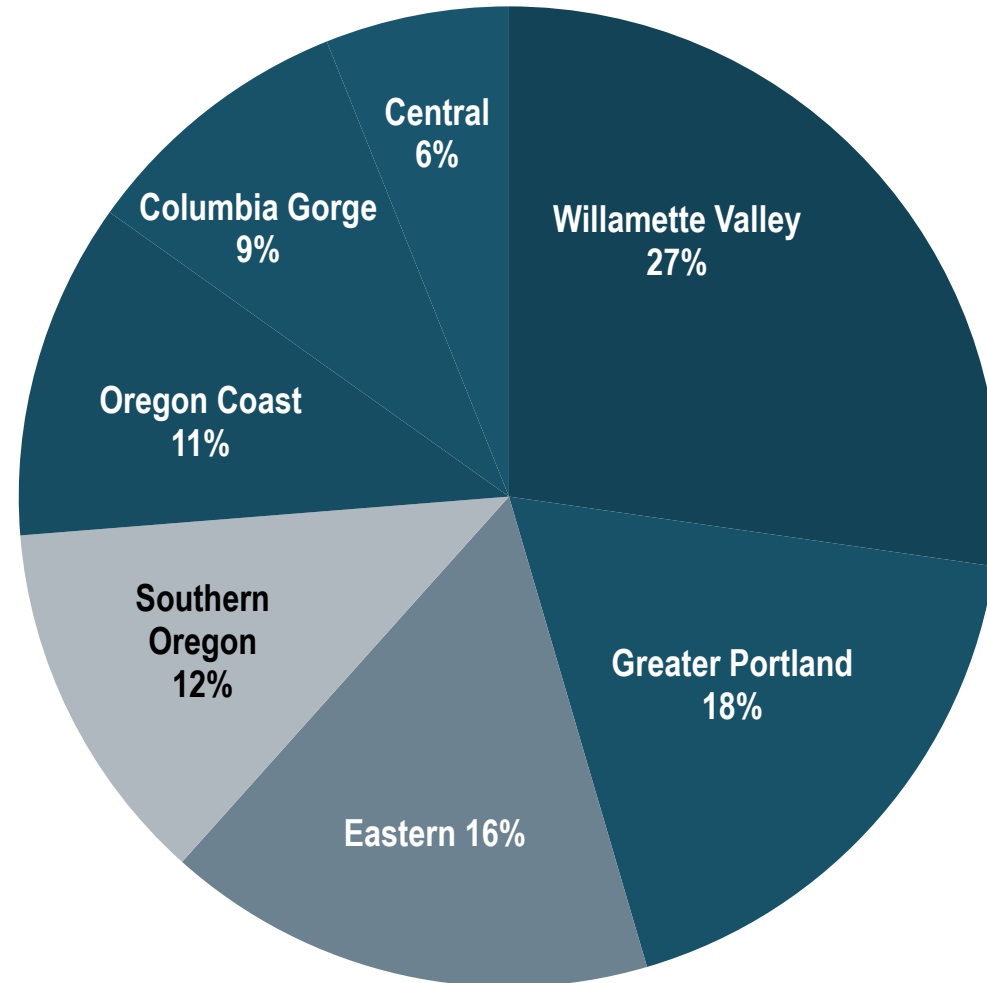
N = 483



Appendix 1.2: Region (OSBA Members)

Which of Oregon's seven regions is your work affiliated with?

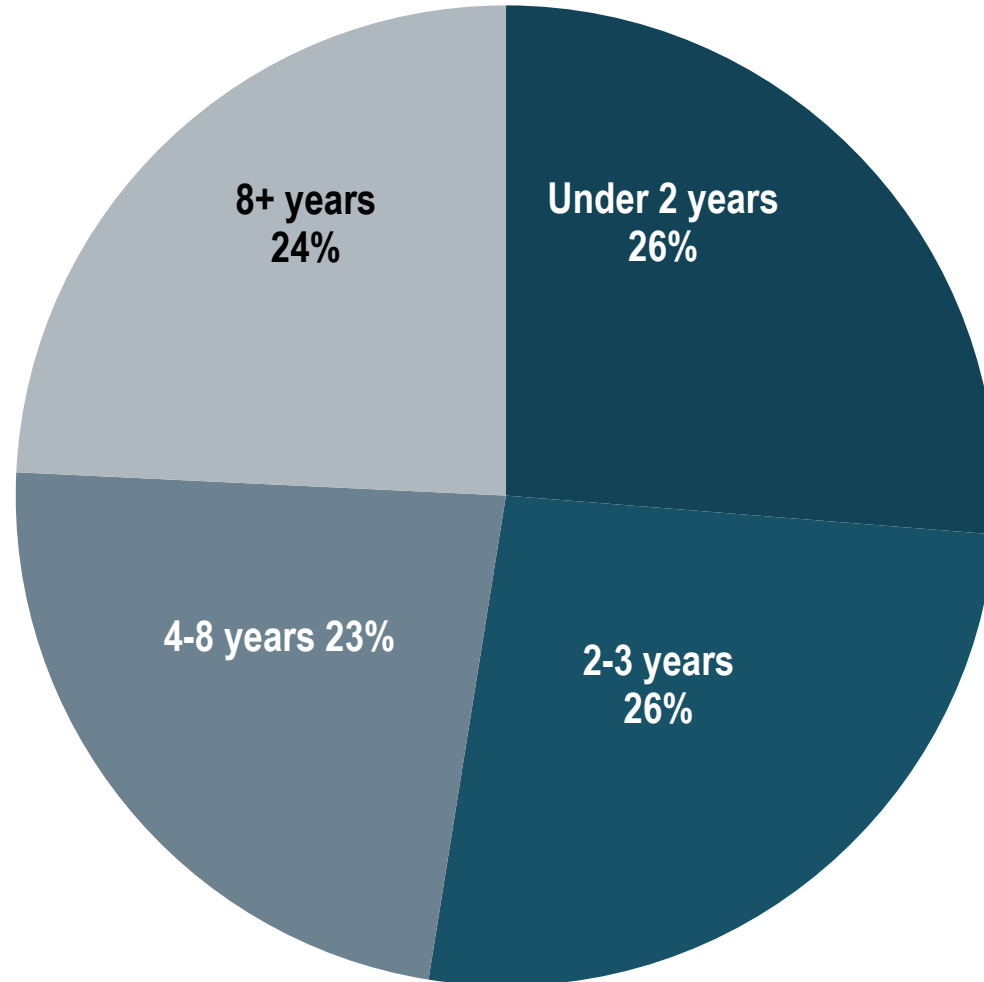
N = 279



Appendix 1.3: Board Tenure (OSBA Members)

How long have you served on your board?

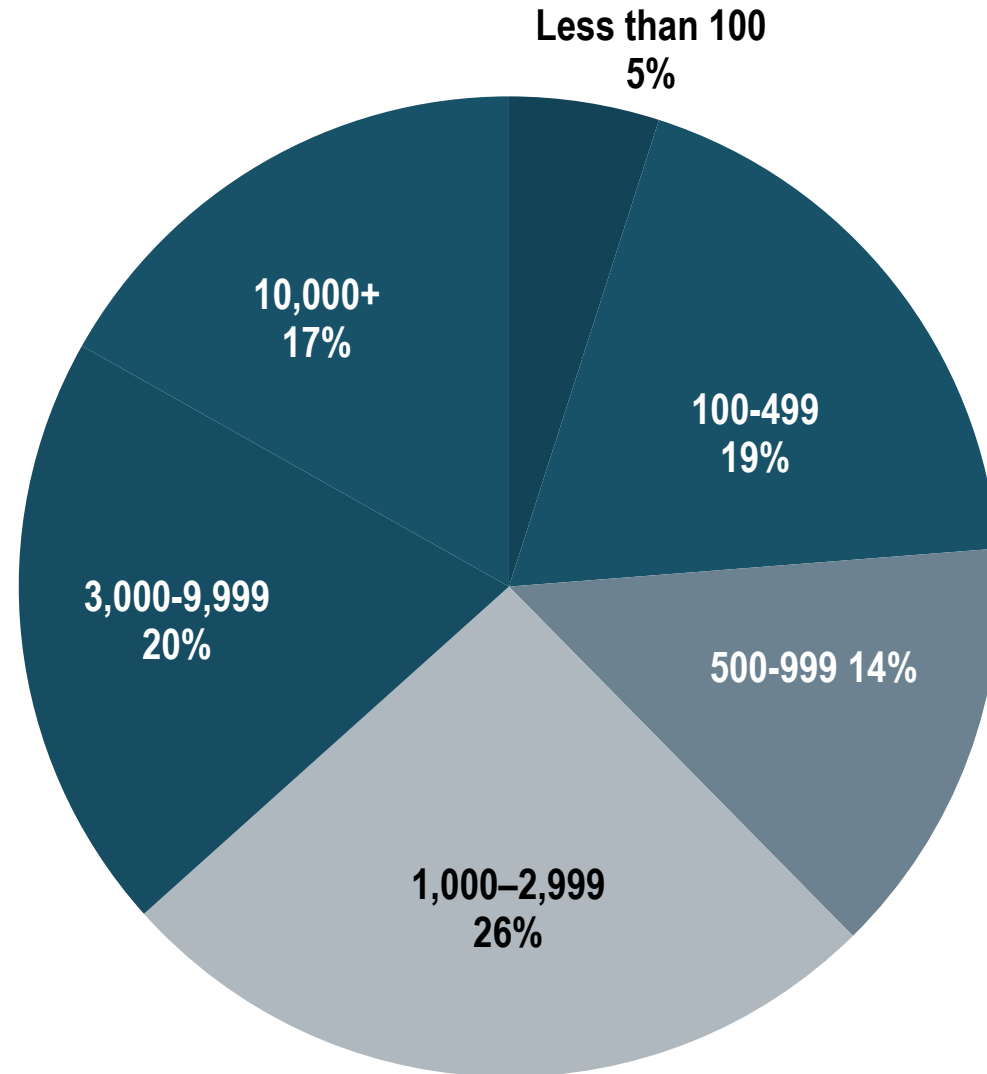
N = 281



Appendix 1.4: District Size (OSBA Members)

How many students does your board represent?

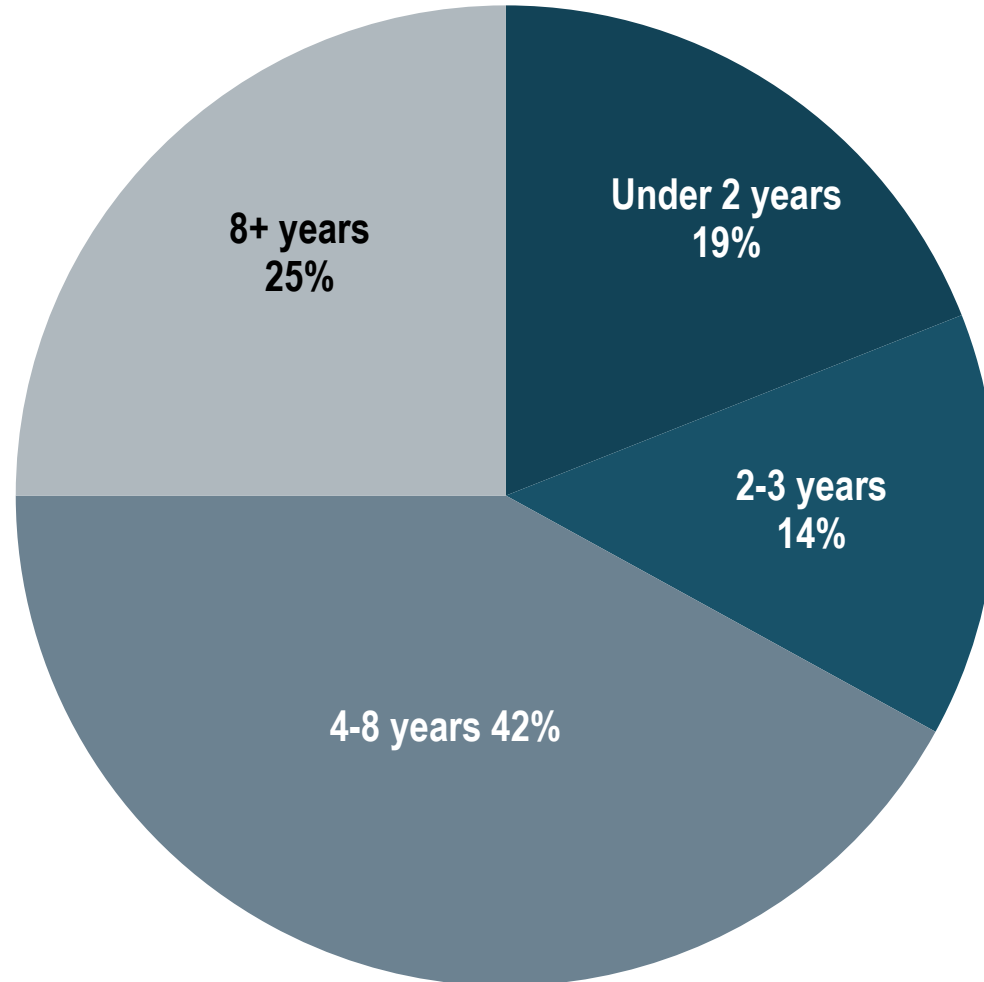
N = 280



Appendix 1.5: Staff Tenure (OSBA Staff)

How long have you worked for OSBA?

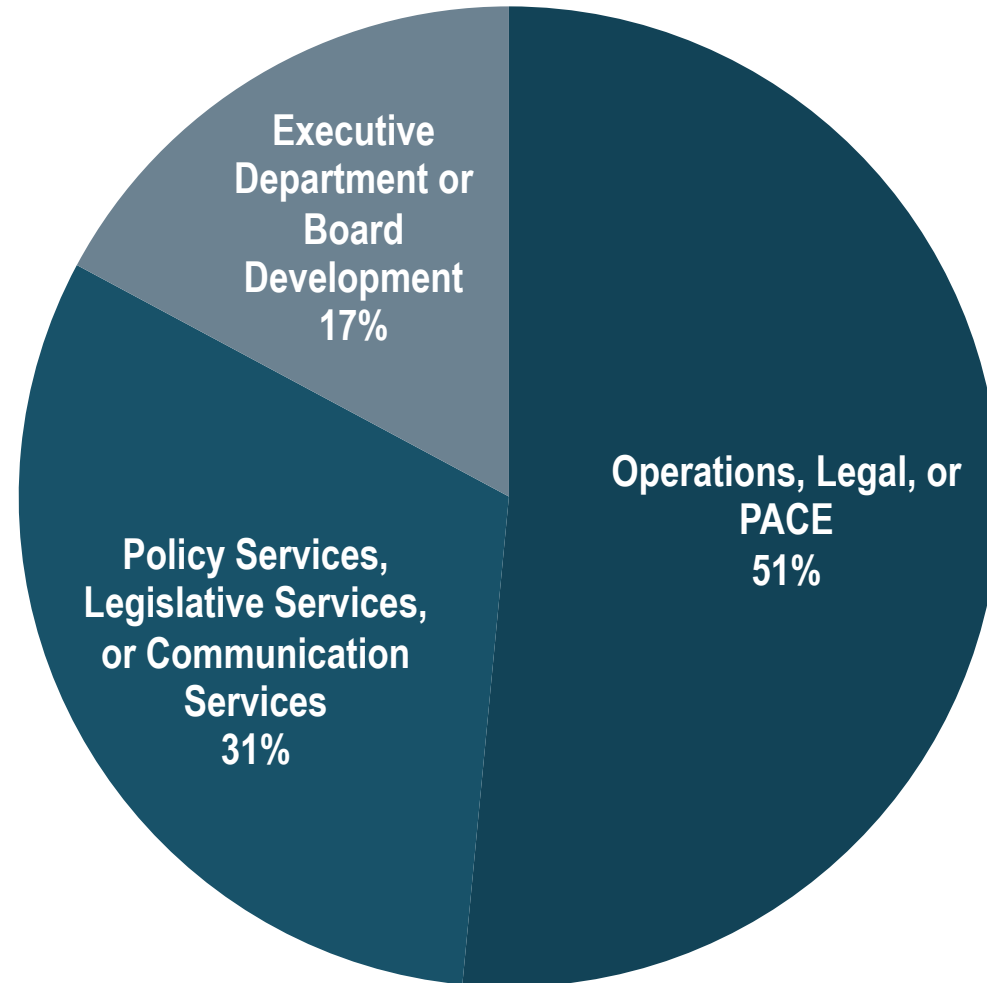
N = 36



Appendix 1.6: Staff Department (OSBA Staff)

What department do you work in?

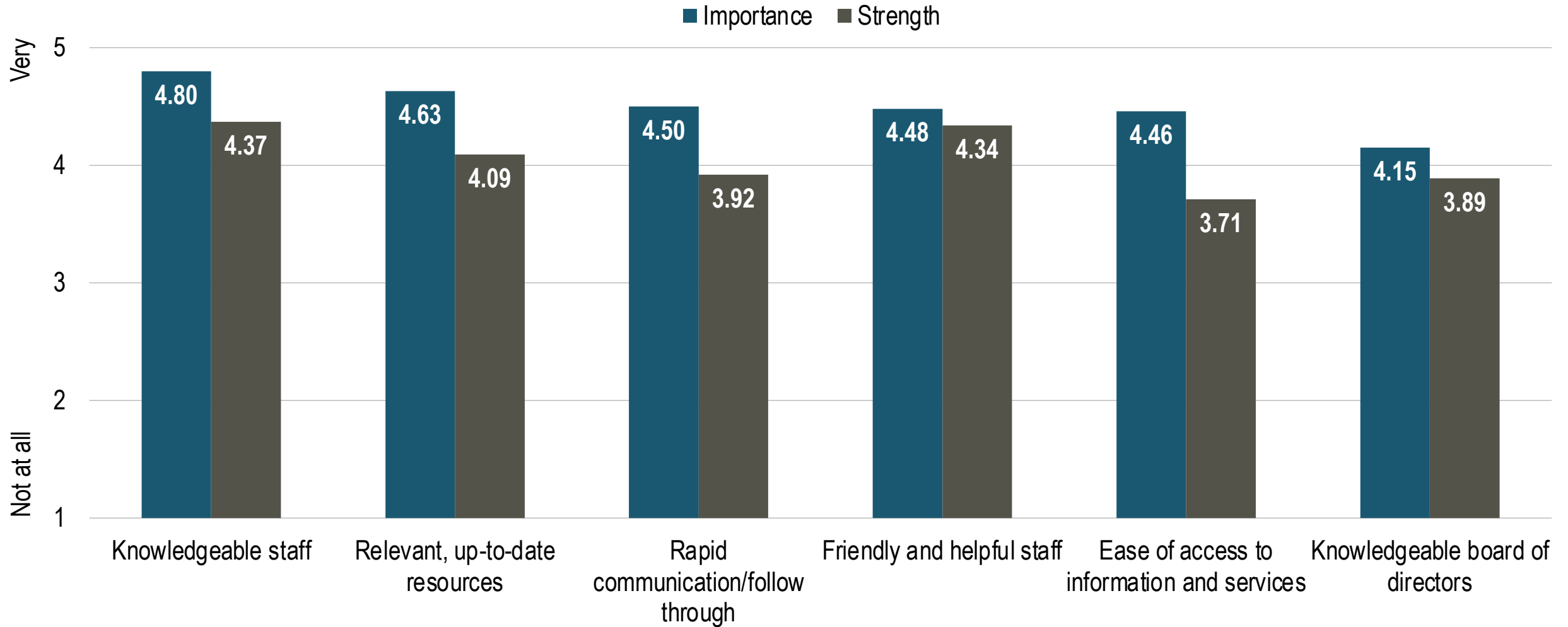
N = 35



Appendix 1.7: OSBA Attribute Importance and Strength (All External Respondents)

How important are the following OSBA attributes to you, and how strong is OSBA in each of the following areas?

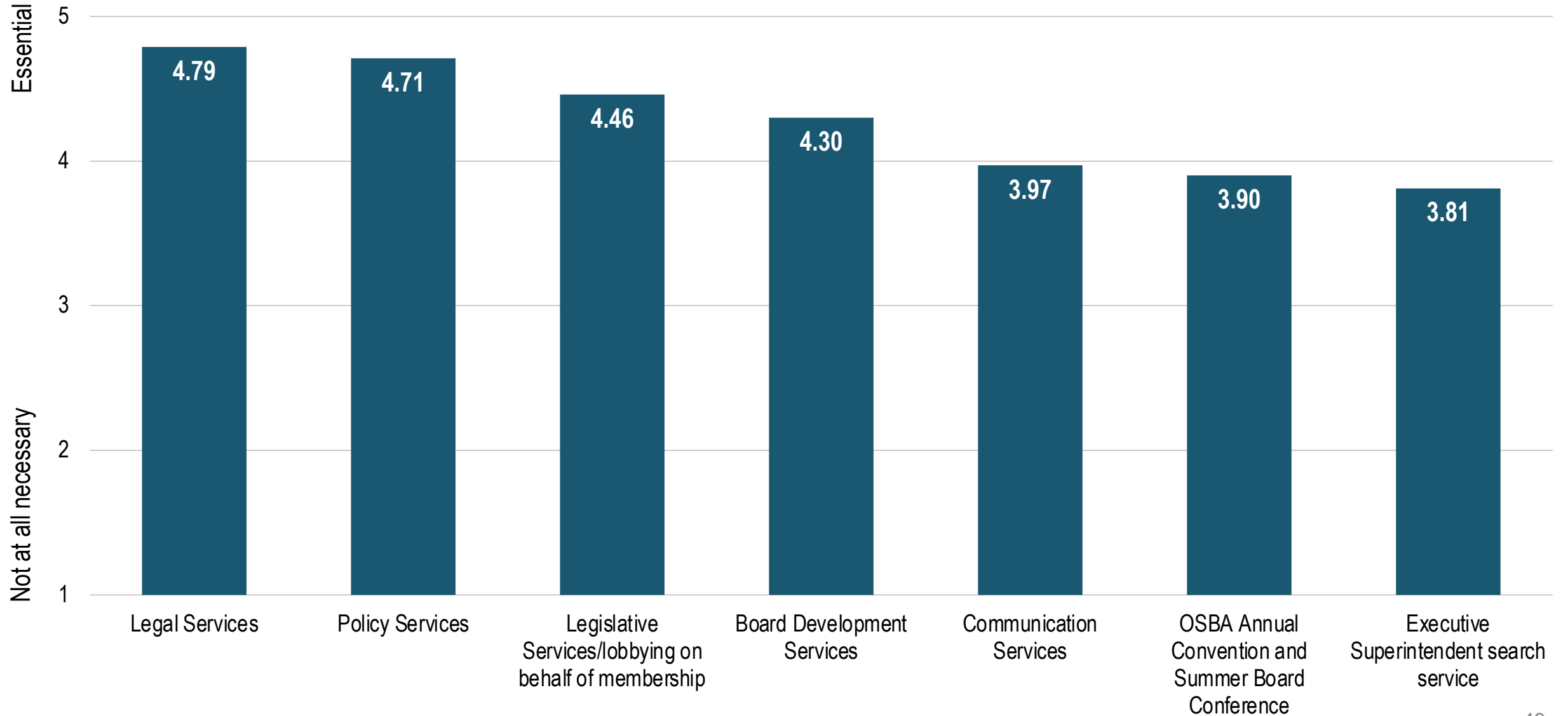
N = 362



Appendix 1.8: Necessity of OSBA Services (All External Respondents)

How necessary are each of the following OSBA services?

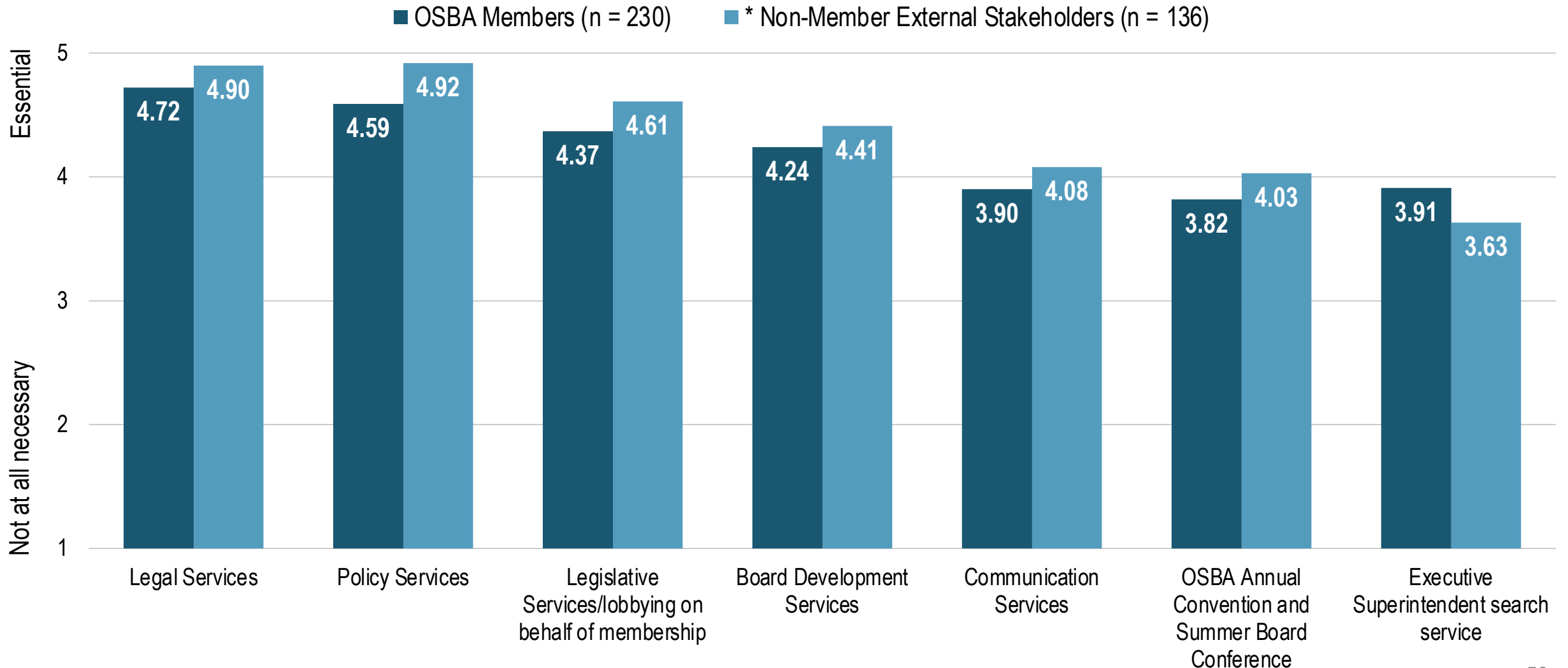
N = 366



Appendix 1.8a: Necessity of OSBA Services by Membership Status (All External Respondents)

N = 366

How necessary are each of the following OSBA services?

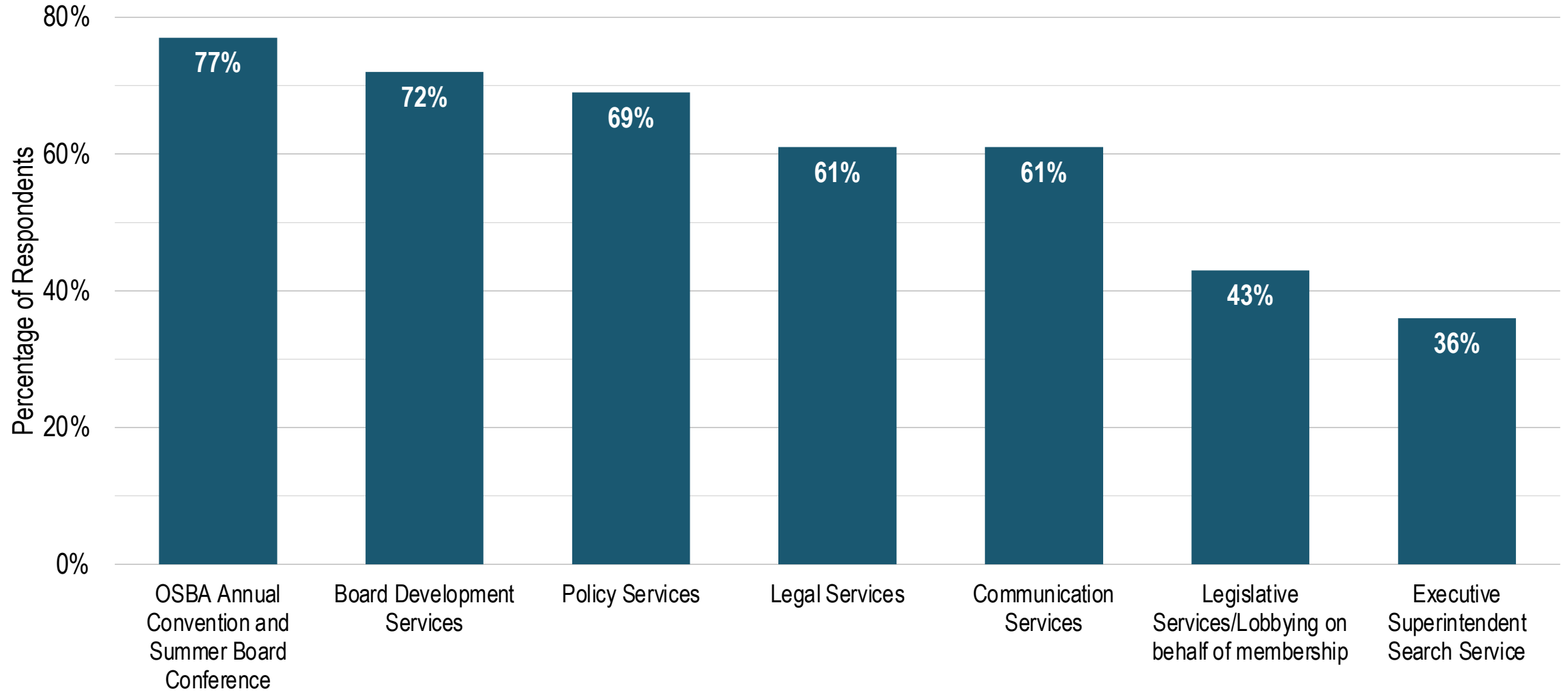


* Non-member external stakeholders include community college board members, administrative assistants, business officials, and superintendents

Appendix 1.9: Member Services Used (OSBA Members)

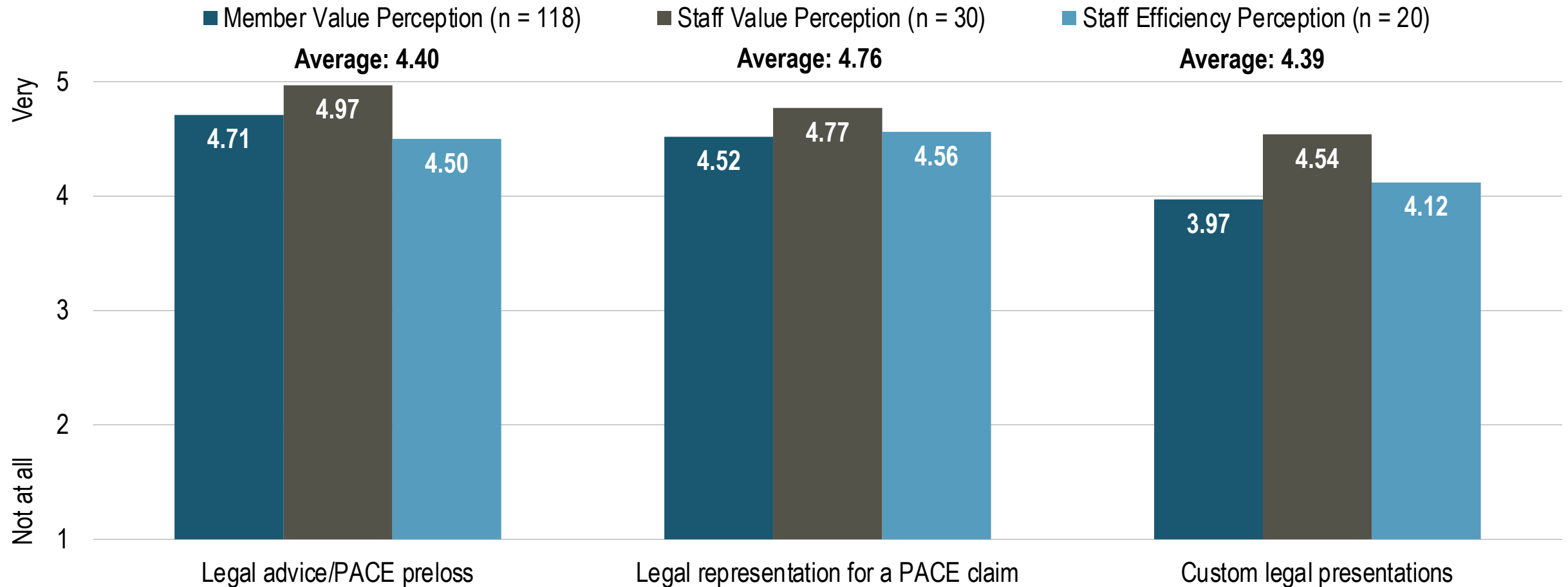
Which of the following OSBA services have you used?

N = 223



Appendix 1.10a: Legal Services Value and Use of Resources (OSBA Service Area Users and OSBA Staff)

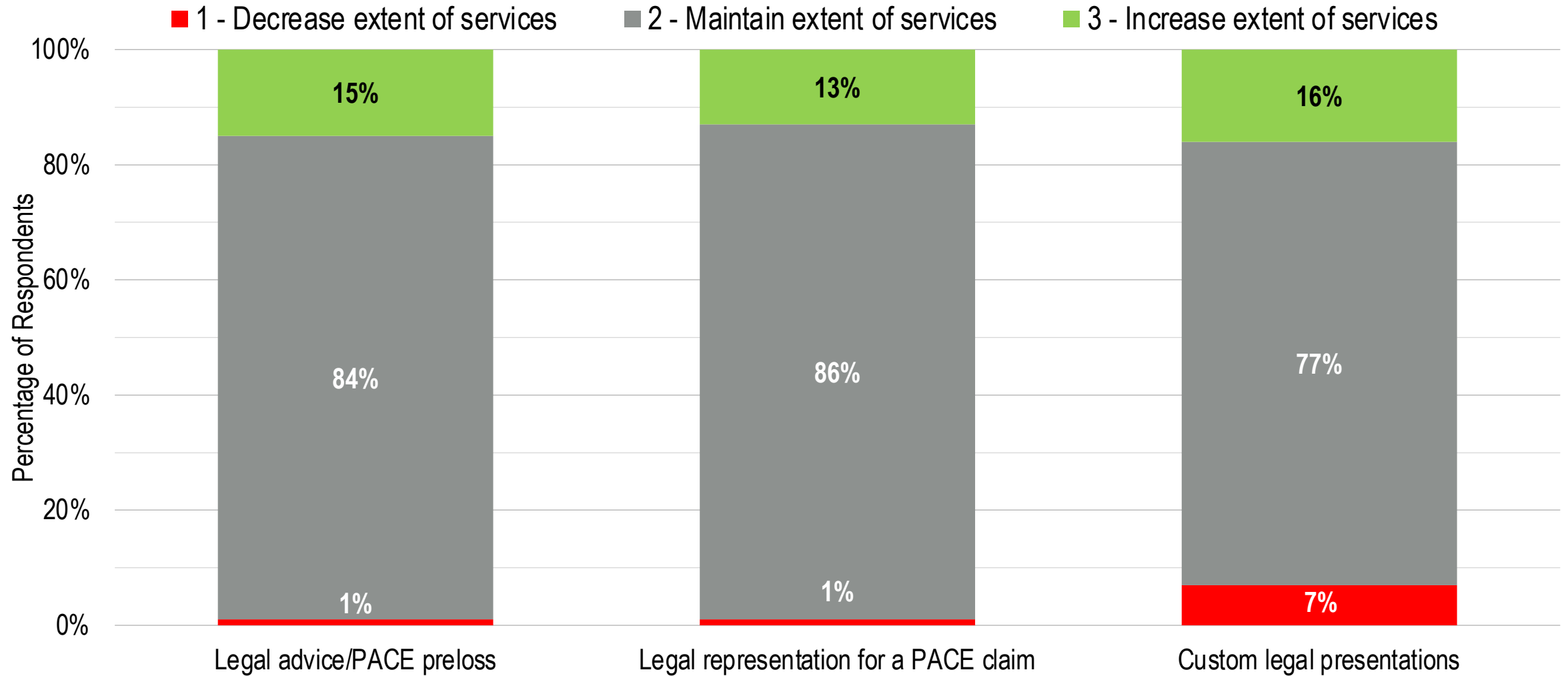
How valuable are OSBA's Legal Services to members who use them, how valuable do staff perceive them to be, and how efficiently do staff believe they use OSBA's resources?



Appendix 1.10b: Legal Services Scope of Services (OSBA Service Area Users)

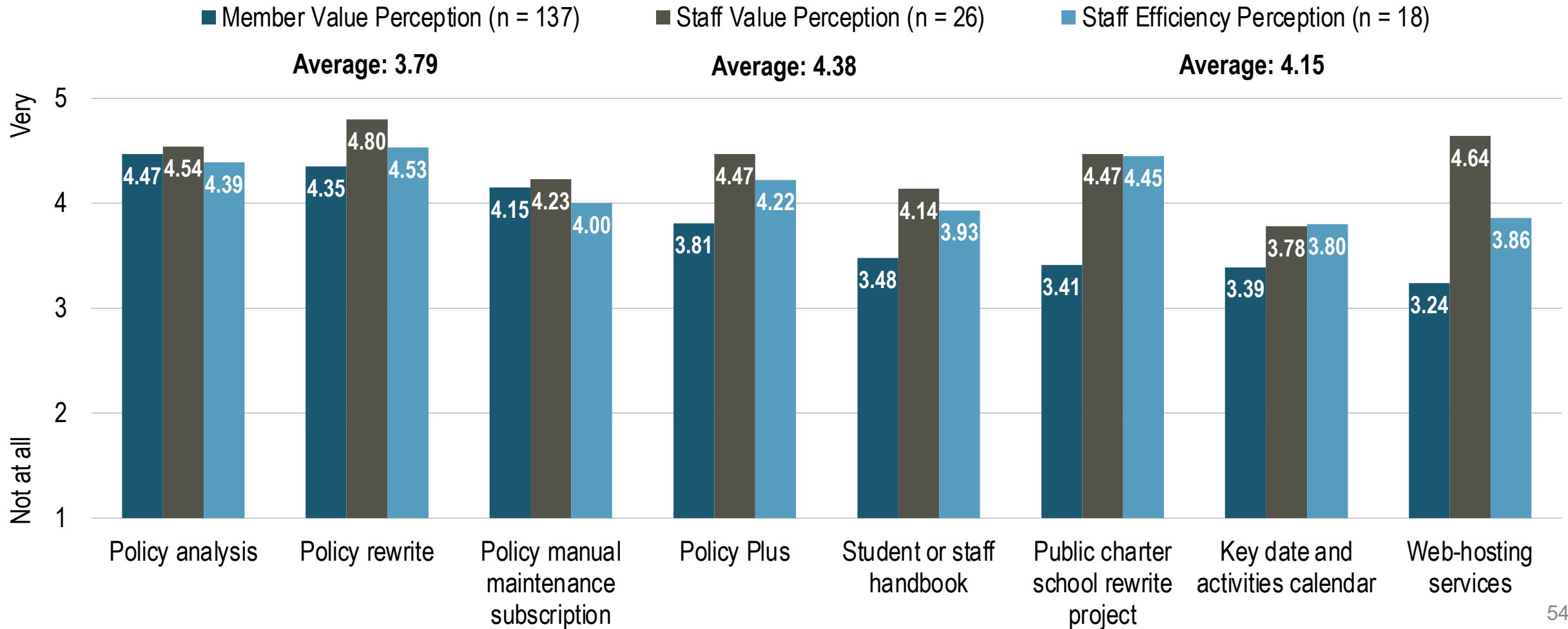
Should OSBA decrease, maintain, or increase the extent of the following Legal Services?

N = 91



Appendix 1.11a: Policy Services Value and Use of Resources (OSBA Service Area Users and OSBA Staff)

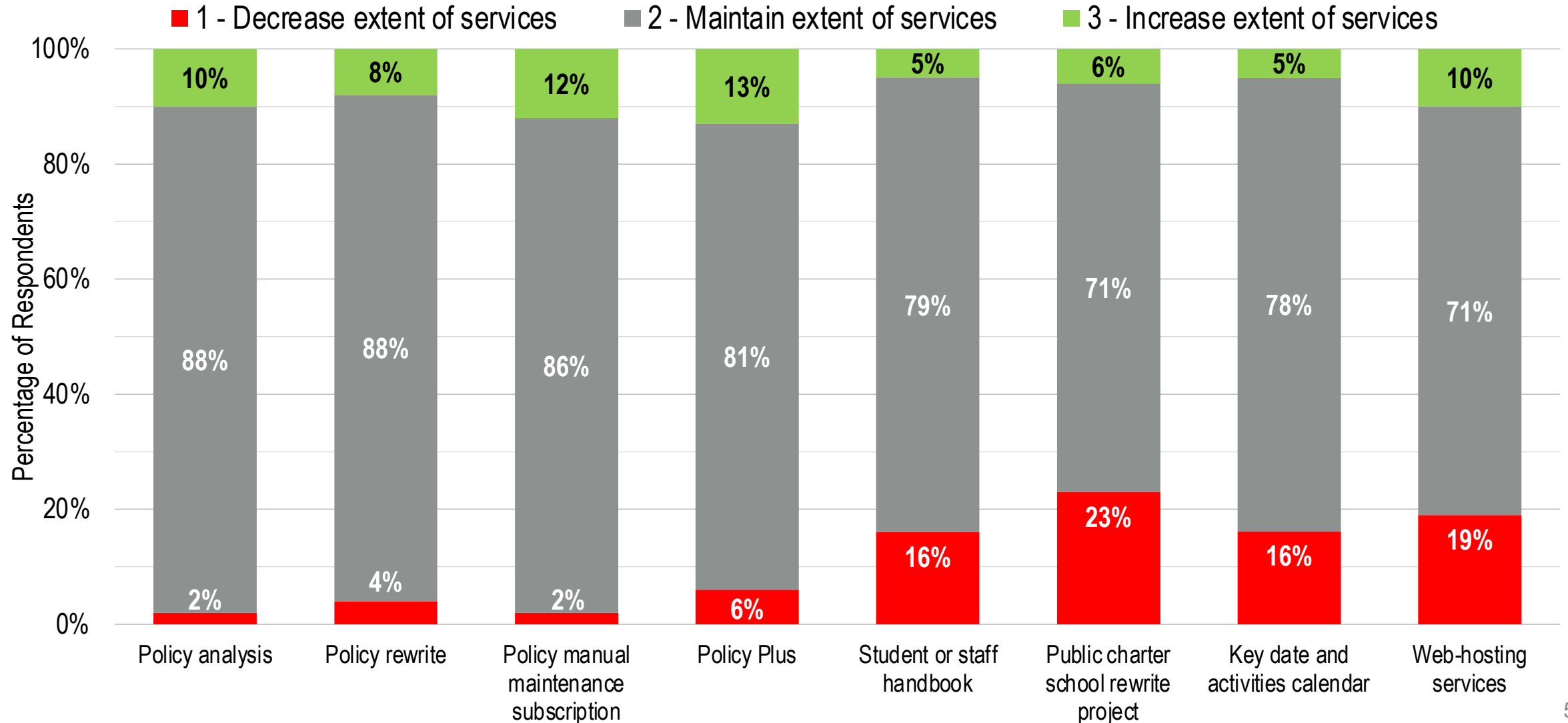
How valuable are OSBA's Policy Services to members who use them, how valuable do staff perceive them to be, and how efficiently do staff believe they use OSBA's resources?



Appendix 1.11b: Policy Services Scope of Services (OSBA Service Area Users)

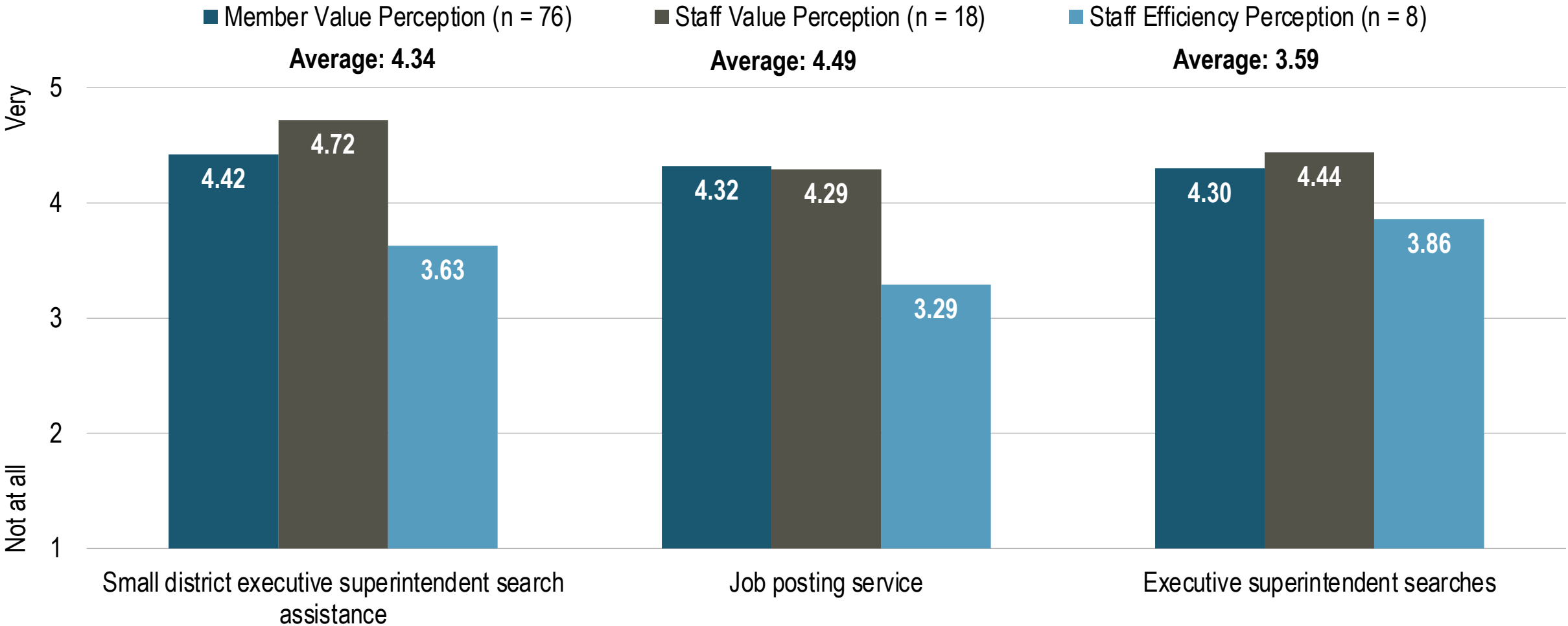
Should OSBA decrease, maintain, or increase the extent of the following Policy Services?

N = 111



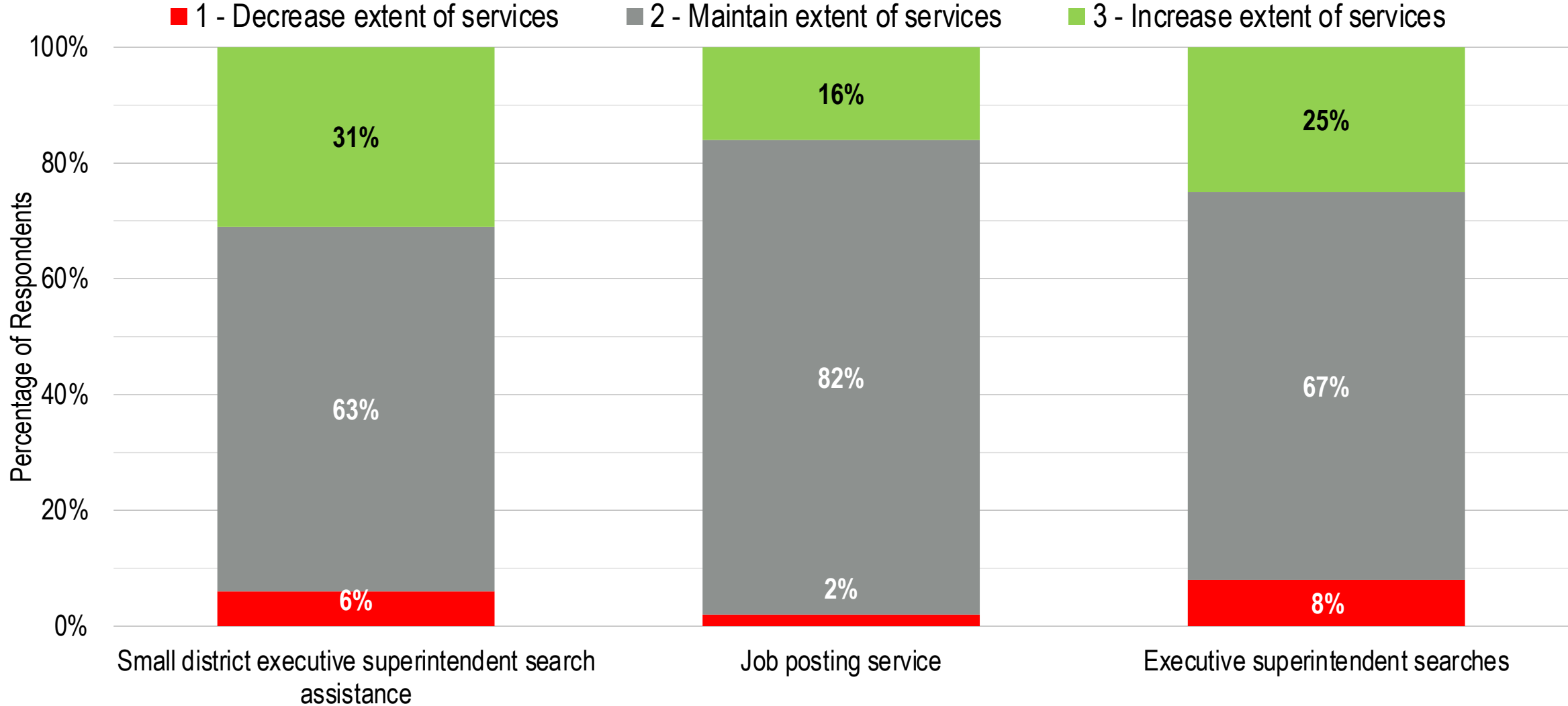
Appendix 1.12a: Executive Superintendent Search Services Value and Use of Resources (OSBA Service Area Users and OSBA Staff)

How valuable are OSBA’s Executive Superintendent Search Services to members who use them, how valuable do staff perceive them to be, and how efficiently do staff believe they use OSBA’s resources?



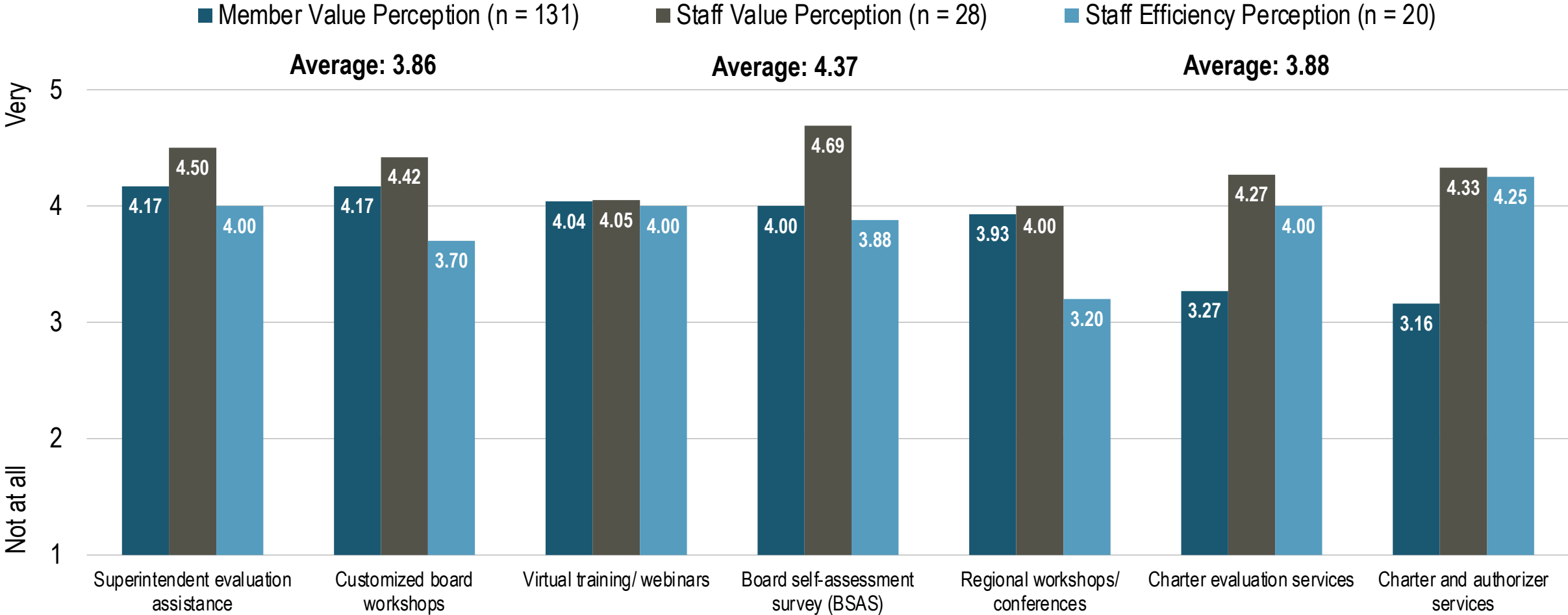
Appendix 1.12b: Executive Superintendent Search Services Scope of Services (OSBA Service Area Users)

Should OSBA decrease, maintain, or increase the extent of the following Executive Superintendent Search Services? N = 56



Appendix 1.13a: Board Development Services Value and Use of Resources (OSBA Service Area Users and OSBA Staff)

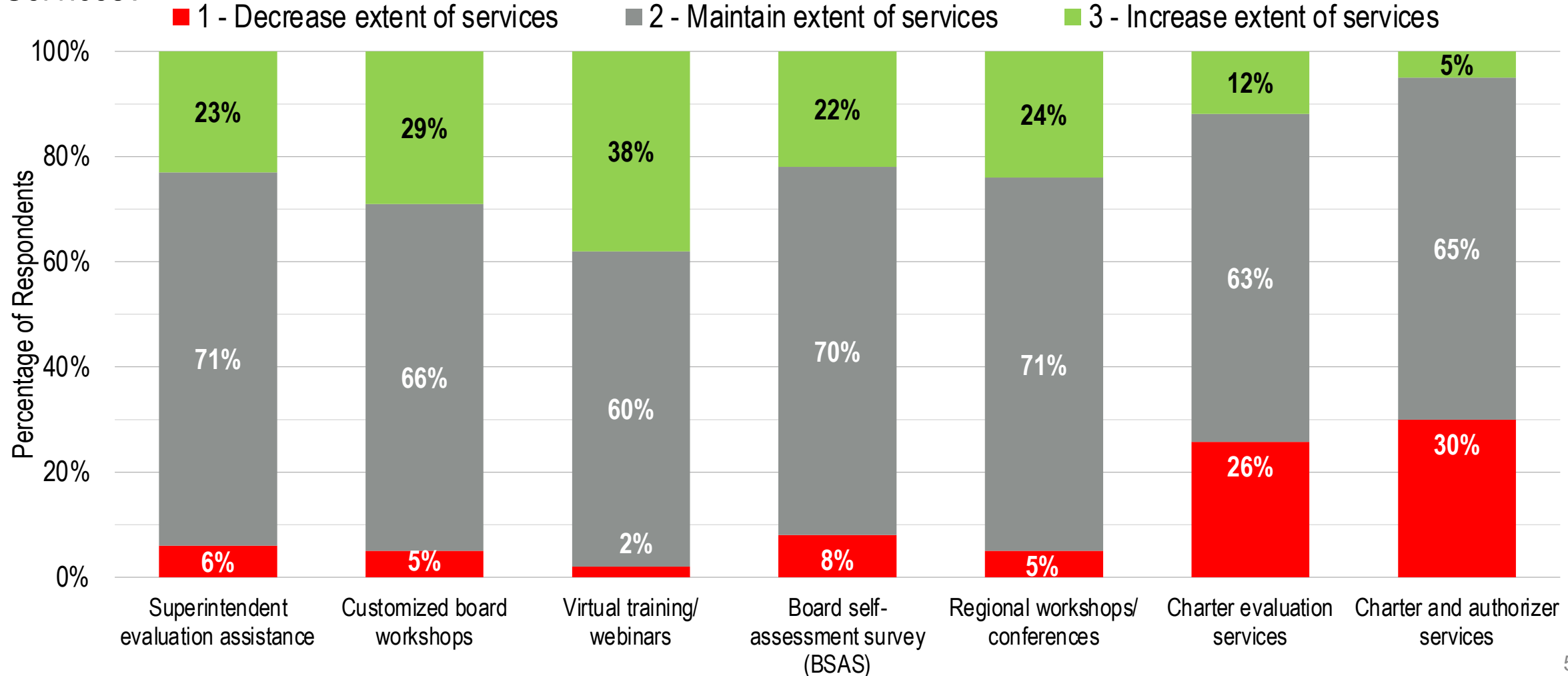
How valuable are OSBA’s Board Development Services to members who use them, how valuable do staff perceive them to be, and how efficiently do staff believe they use OSBA’s resources?



Appendix 1.13b: Board Development Services Scope of Services (OSBA Service Area Users)

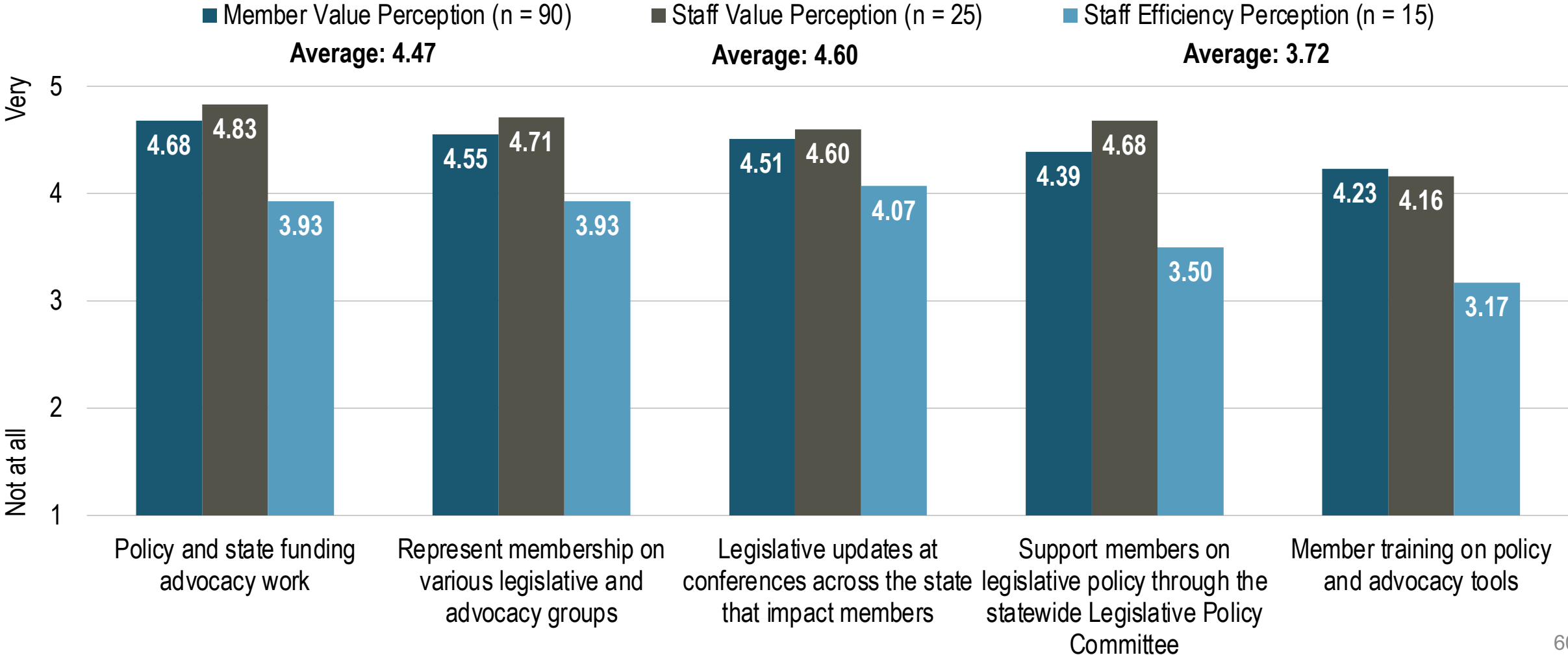
Should OSBA decrease, maintain, or increase the extent of the following Board Development Services?

N = 110



Appendix 1.14a: Legislative Services Value and Use of Resources (OSBA Service Area Users and Staff)

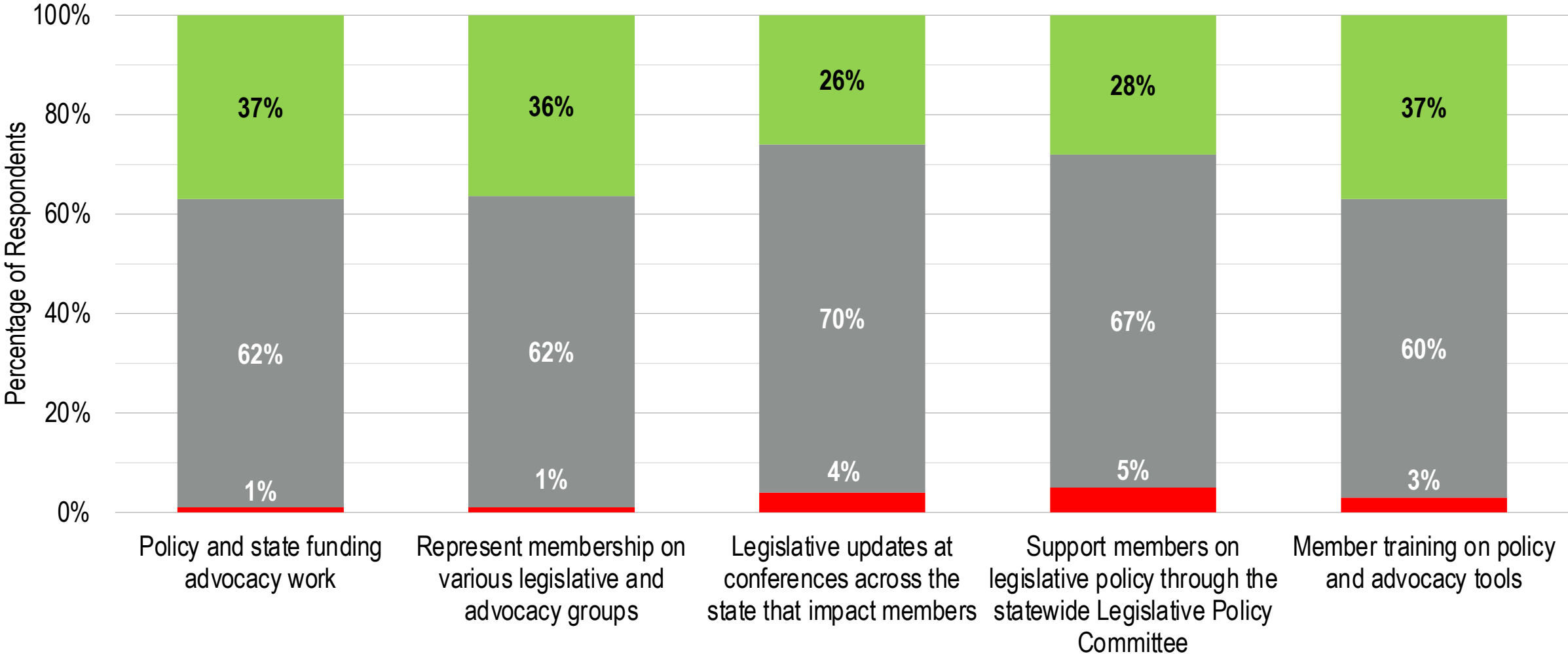
How valuable are OSBA’s Legislative Services to members who use them, how valuable do staff perceive them to be, and how efficiently do staff believe they use OSBA’s resources?



Appendix 1.14b: Legislative Services Scope of Services (OSBA Service Area Users)

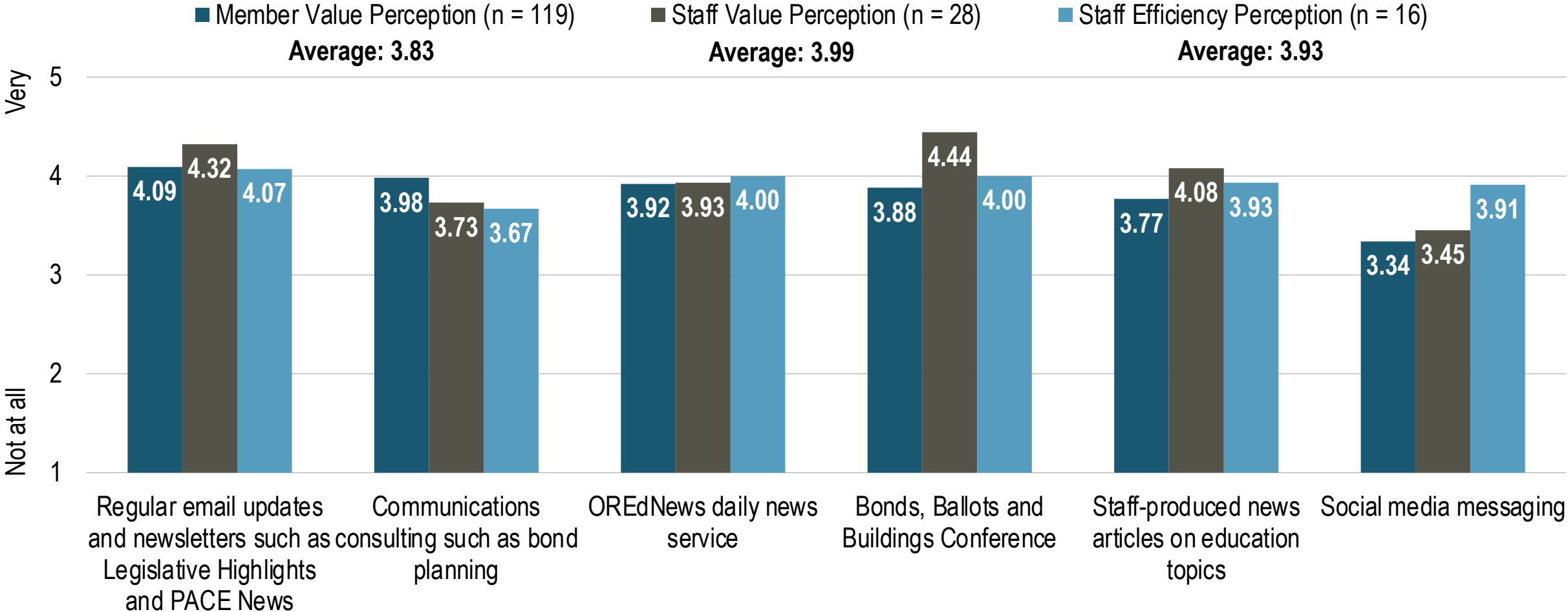
Should OSBA decrease, maintain, or increase the extent of the following Legislative Services? N = 79

■ 1 - Decrease extent of services ■ 2 - Maintain extent of services ■ 3 - Increase extent of services



Appendix 1.15a: Communications Services Value and Use of Resources (OSBA Service Area Users and Staff)

How valuable are OSBA’s Communications Services to members who use them, how valuable do staff perceive them to be, and how efficiently do staff believe they use OSBA’s resources?

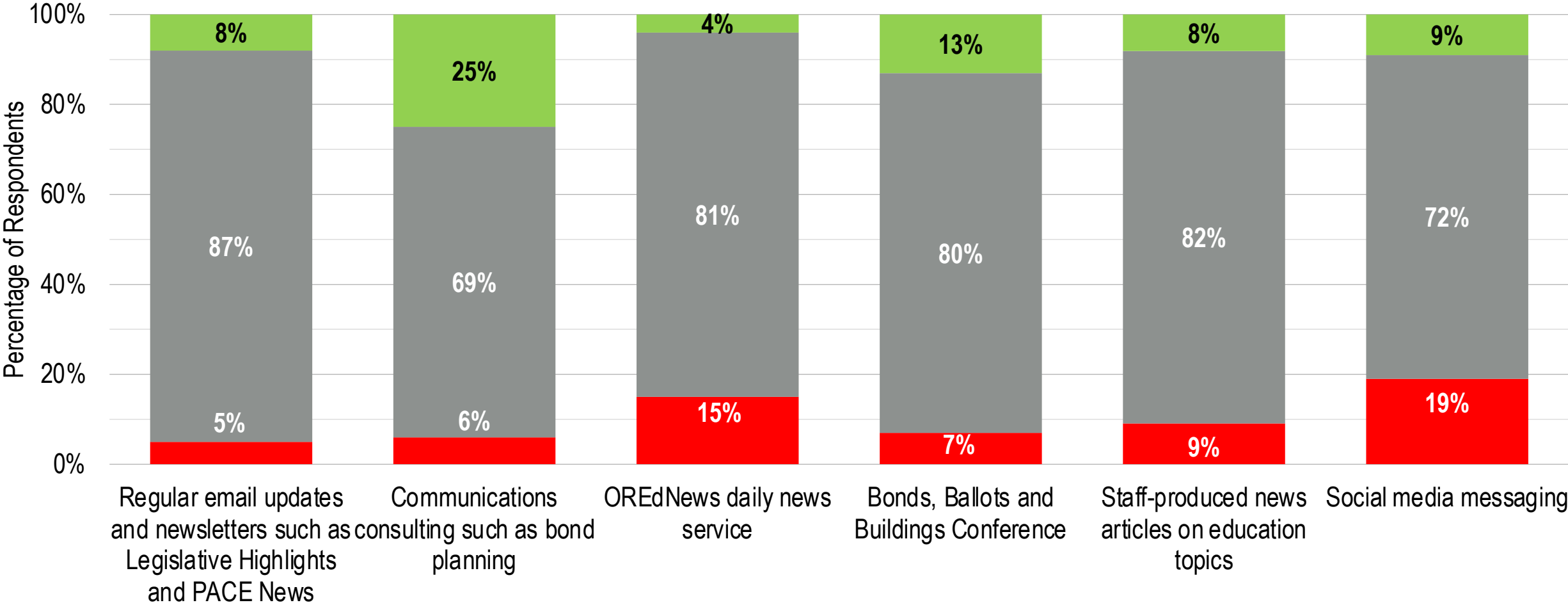


Appendix 1.15b: Communications Services Scope of Services (OSBA Service Area Users)

Should OSBA decrease, maintain, or increase the extent of the following Legislative Services?

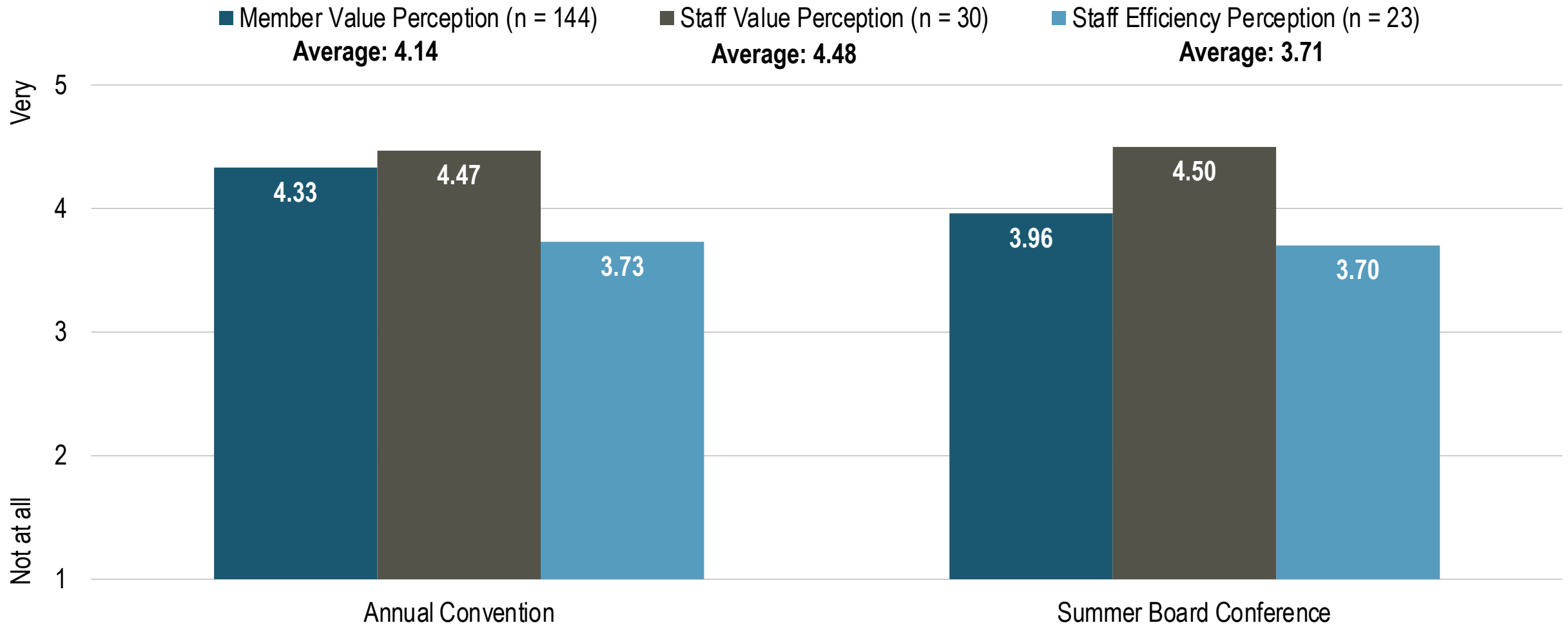
N = 102

■ 1 - Decrease extent of services ■ 2 - Maintain extent of services ■ 3 - Increase extent of services



Appendix 1.16a: Annual Convention & Summer Boards Conference Value and Use of Resources (OSBA Service Area Users and Staff)

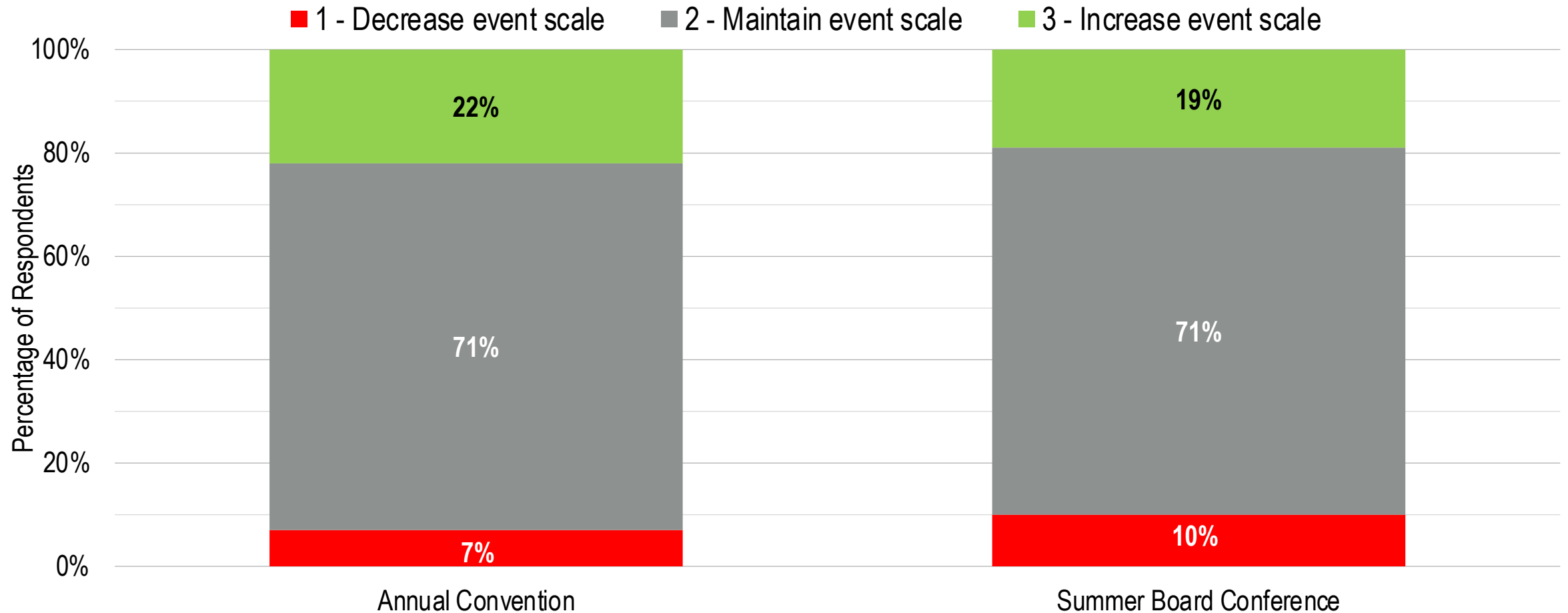
How valuable are OSBA's Annual Convention & Summer Boards Conference to members who use them, how valuable do staff perceive them to be, and how efficiently do staff believe they use OSBA's resources?



Appendix 1.16b: Annual Convention and Fall Boards Conference Scale (OSBA Service Area Users)

Should OSBA decrease, maintain, or increase the scale of the Annual Convention & Fall Boards Conference?

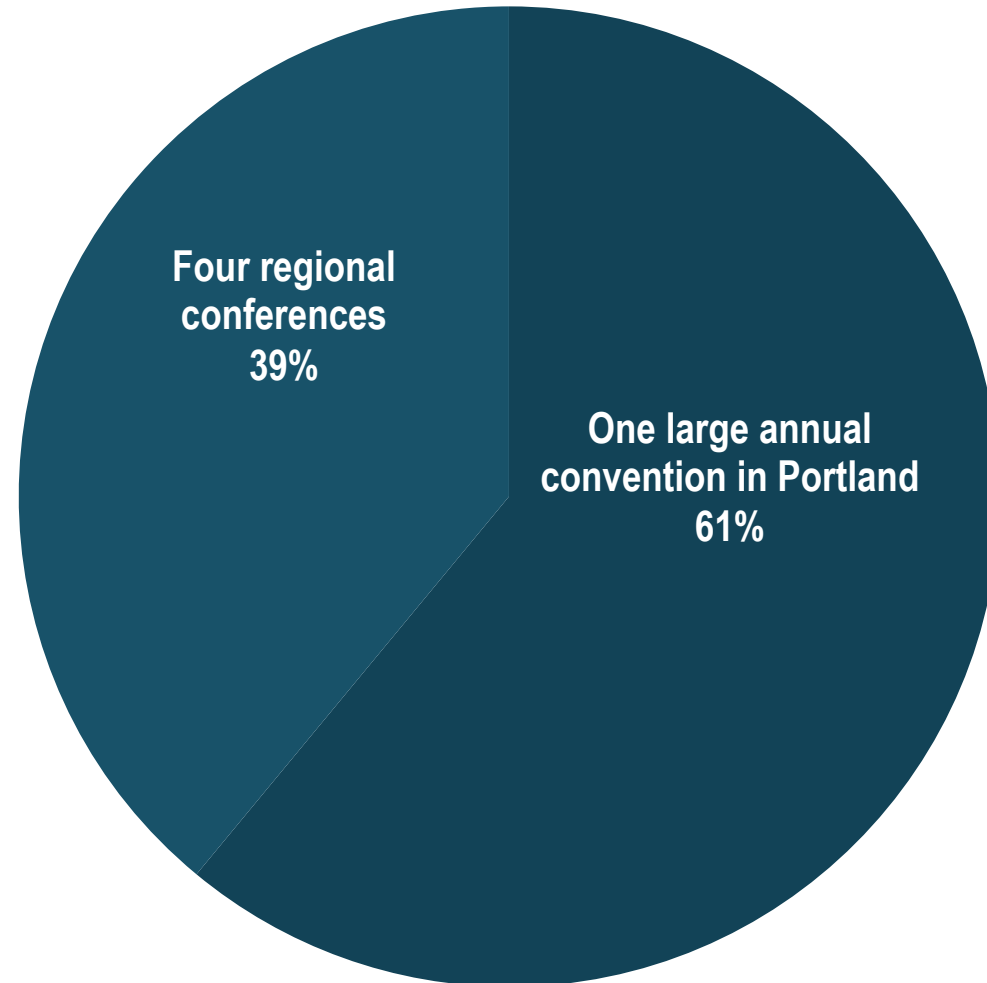
N = 124



Appendix 1.17: Preferred OSBA Convention Format (OSBA Members)

Please select your preferred OSBA convention format:

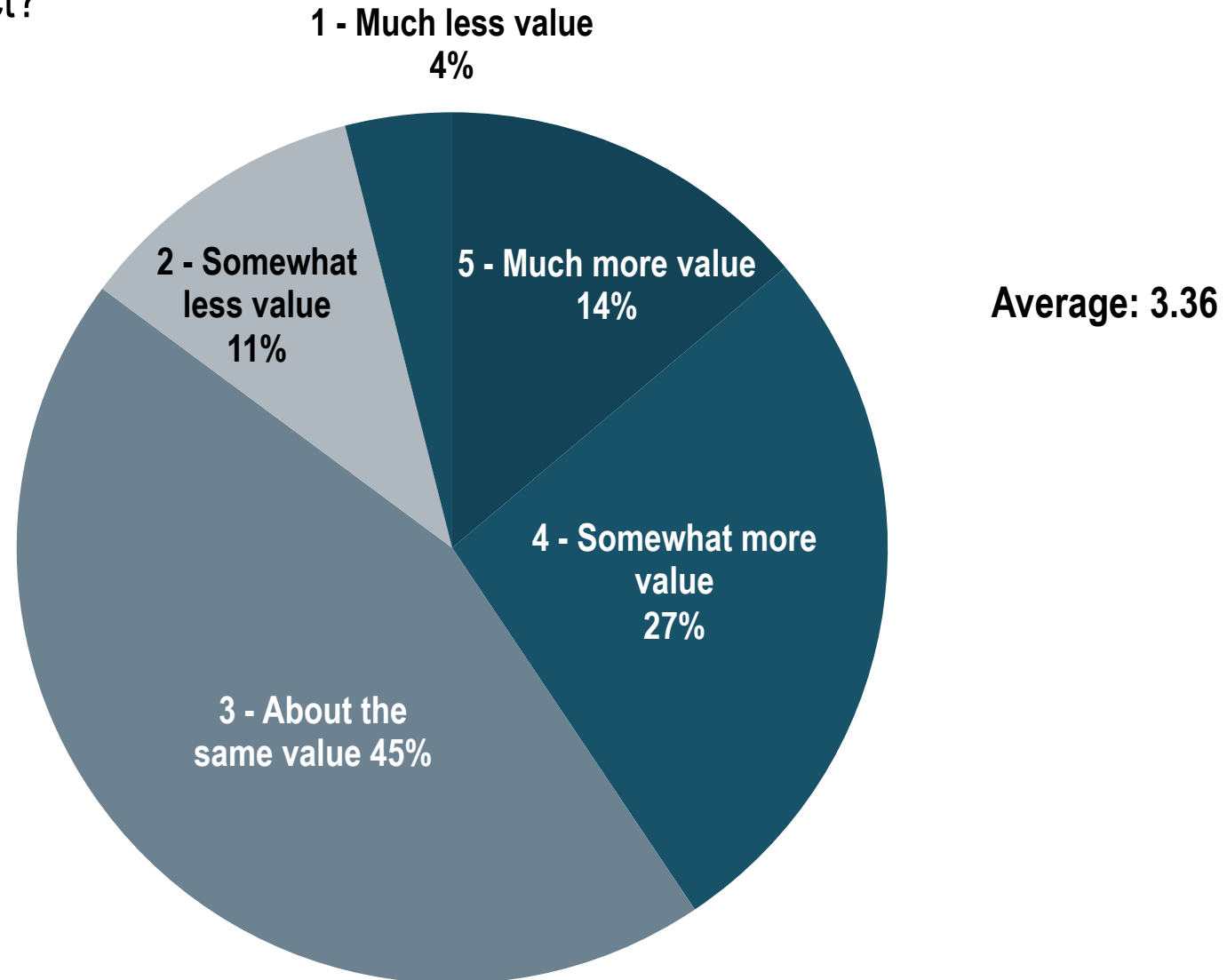
N = 155



Appendix 1.18: Overall Membership Value (OSBA Members)

Considering how much you pay for an OSBA membership overall, how much value do you receive relative to what you would expect?

N = 190



Appendix 1.19: Model Organizations (OSBA Members)

Are there other organizations whose services and approach you think could be a model for OSBA?

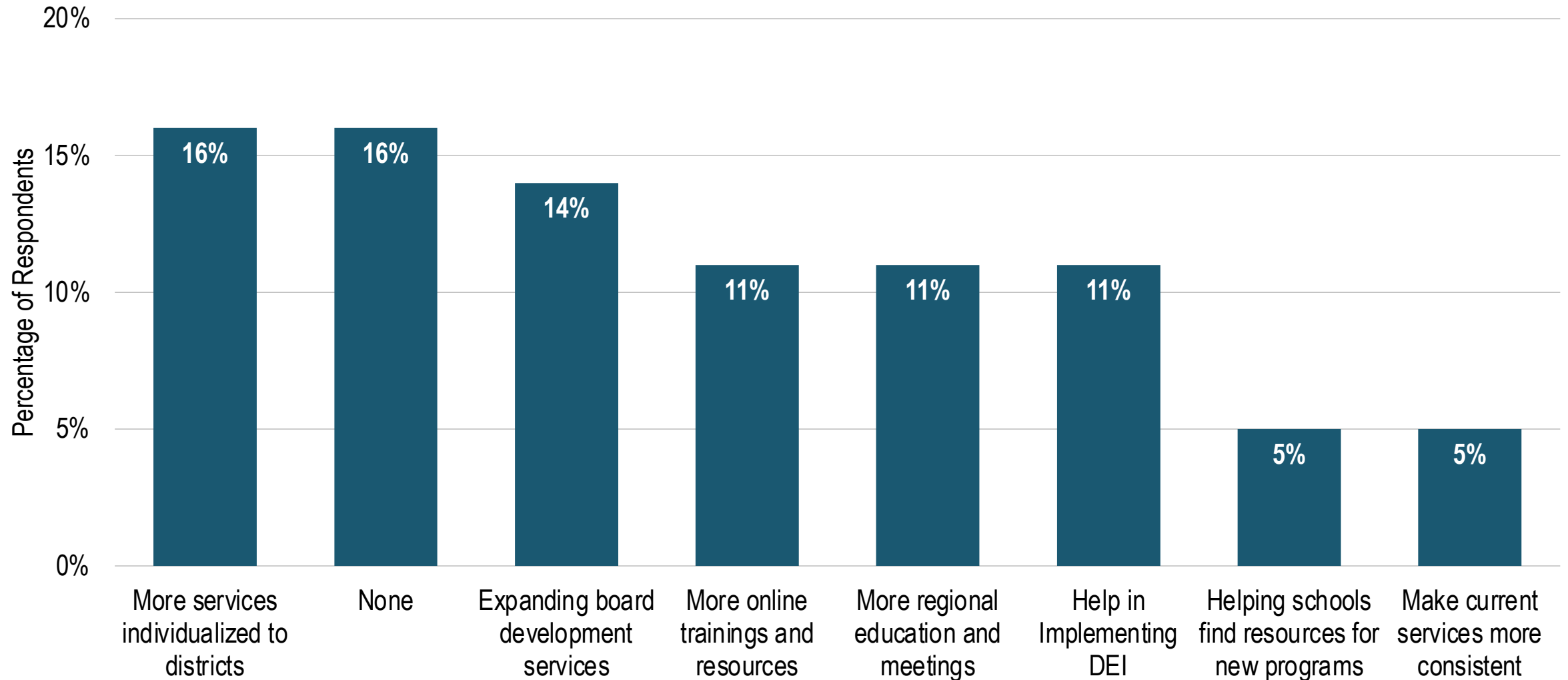
N = 21

Team BondingGallup
School Board Partners
Parents Rights in Education
Community College Consortium
National School Boards Association
Masonic Model Student Assistance Program
Arizona Coalition of School Board Members
Association of Christians in Student Development
Association of Oregon Counties
International County/City Management Association
Oregon Association of Education Service Districts
Government Finance Officers Association
Special Districts Association of Oregon
The Institute for Public Procurement
American Alliance of Museums
Basic Rights Oregon
Oregon Humanities
INROADS

Appendix 1.20: New Programs and Services (OSBA Members)

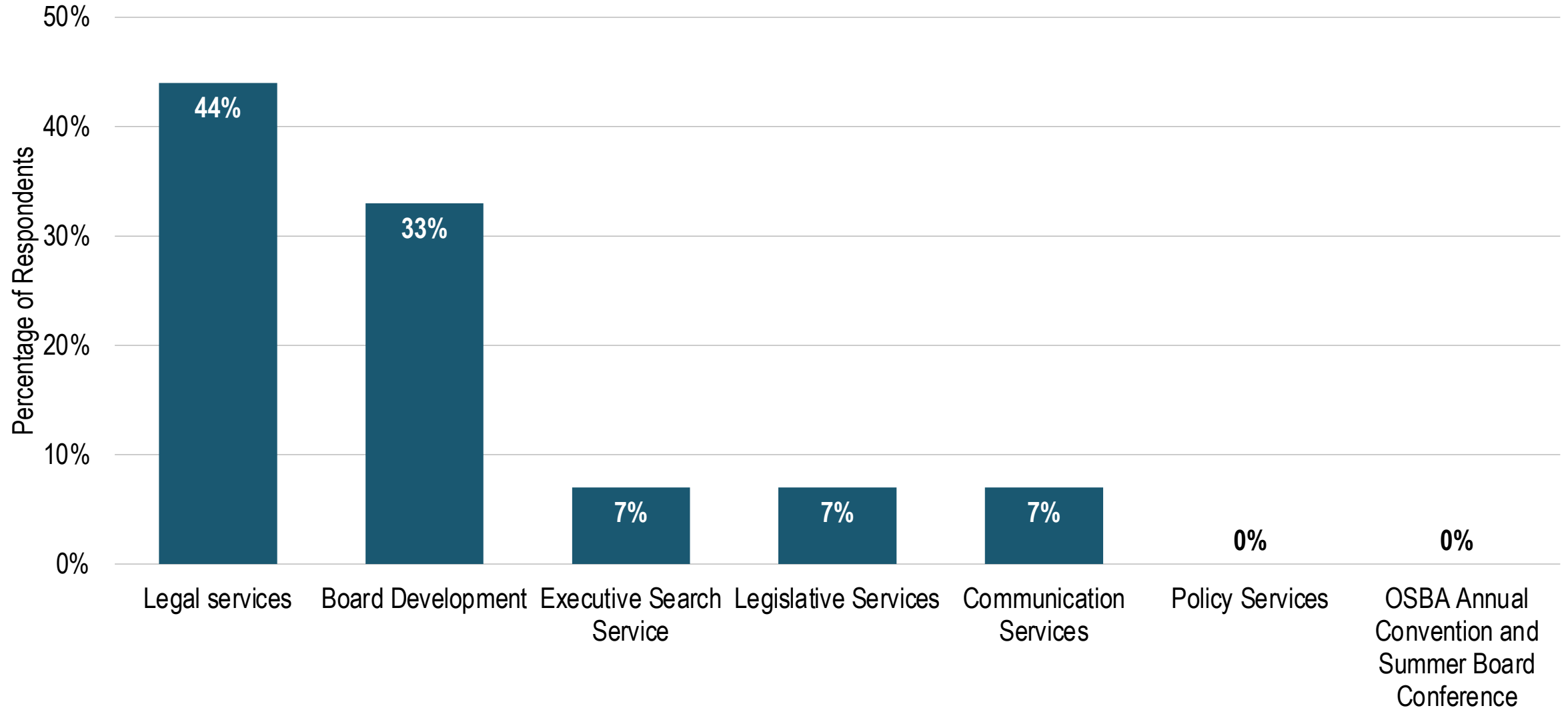
What additional services would you like to see OSBA provide that it does not currently offer?

N = 37



Appendix 1.21: Priority for Service Expansion (OSBA Staff)

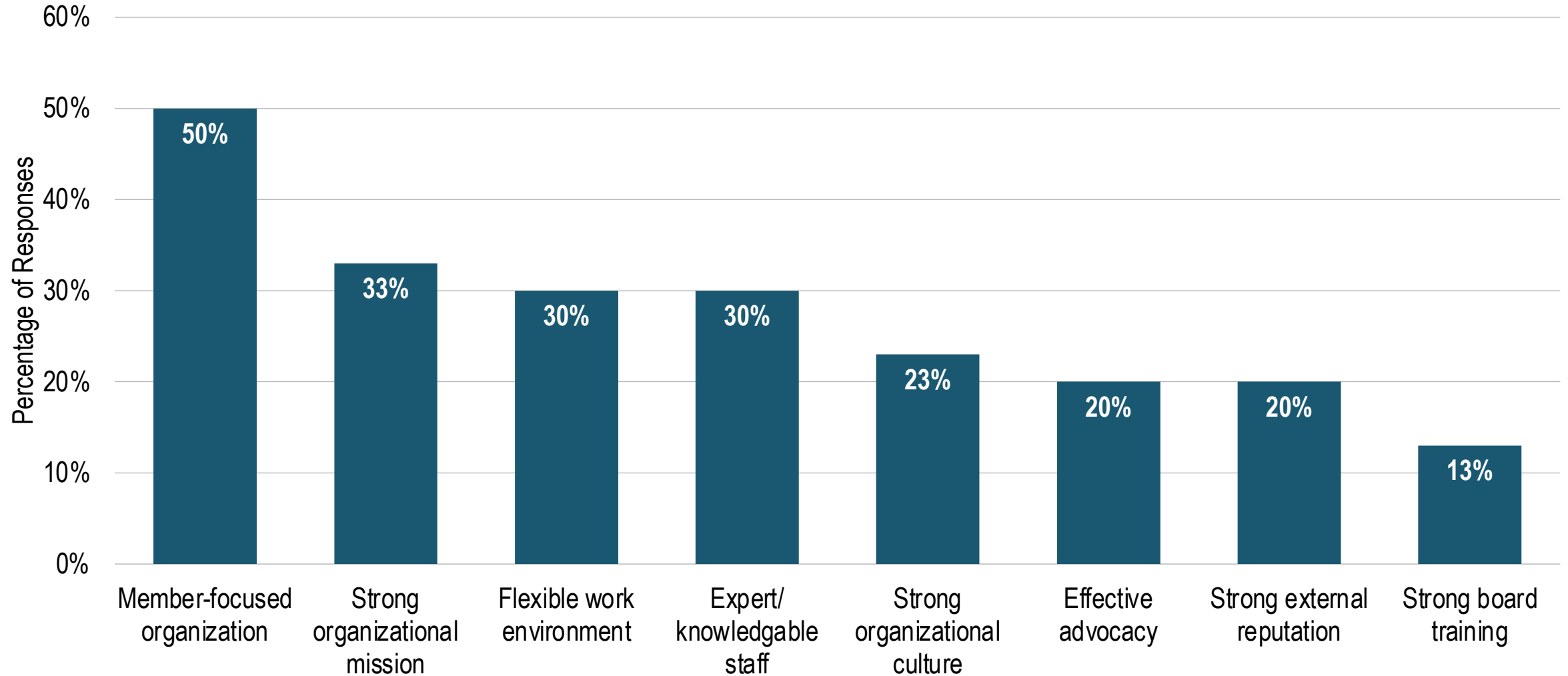
If OSBA were to expand upon one of its existing member services tomorrow, which one should it be? N = 27



Appendix 1.22: Top Organizational Strengths (OSBA Staff)

What do you believe are OSBA's top three organizational strengths?

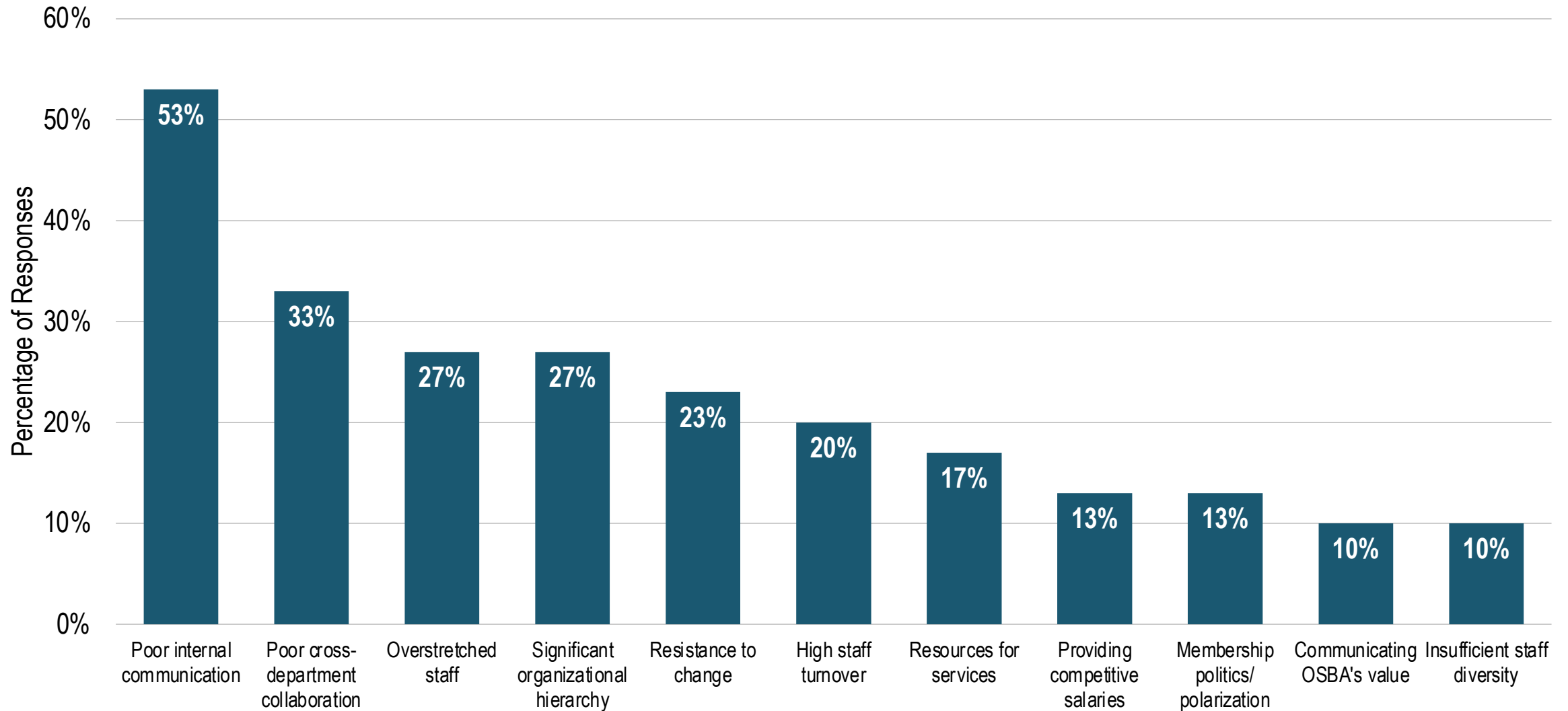
N = 30



Appendix 1.23: Top Organizational Challenges (OSBA Staff)

What do you believe are OSBA's top three organizational challenges?

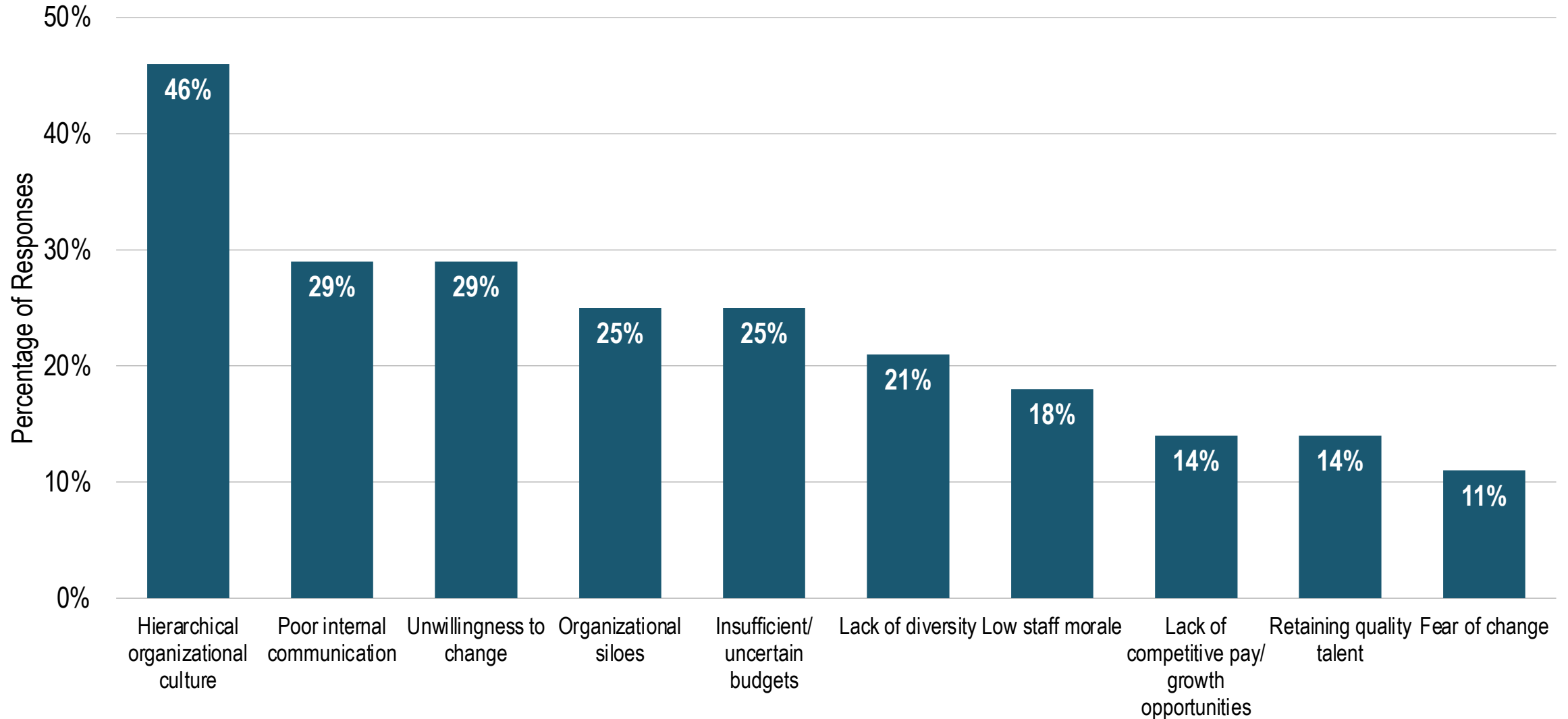
N = 30



Appendix 1.24: Top Organizational Barriers to Change (OSBA Staff)

What do you believe are OSBA's top three organizational barriers to change?

N = 28



Thank you.

We're looking forward
to working together.



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