

January 6, 2005

To: Oregon School Boards Association

From: Davis, Hibbitts & Midghall, Inc.

Date: January 6, 2005

Re.: OSBA Membership Research Summary

## **Introduction**

- Davis, Hibbitts & Midghall, Inc. (DHM) recently concluded membership research for the Oregon School Boards Association (OSBA). The cornerstone of the research was a phone survey of a proportional sample of 400 OSBA members. The purpose of the survey was to provide a benchmark of membership opinion about OSBA and to provide information to assist the OSBA with planning and communications.
- In addition to the phone survey, 212 members completed an online survey. The purpose of the online survey was to reach more members as well as validate and supplement the phone survey findings.
- Four focus groups were conducted with three composed of board members and one of superintendents. These groups provide a more in-depth look by having the 20 participants more closely focus on OSBA's mission, strengths, and weaknesses, primarily through written responses to five questions.
- The following is a brief summary of and commentary on the research findings, mostly covering the phone survey.

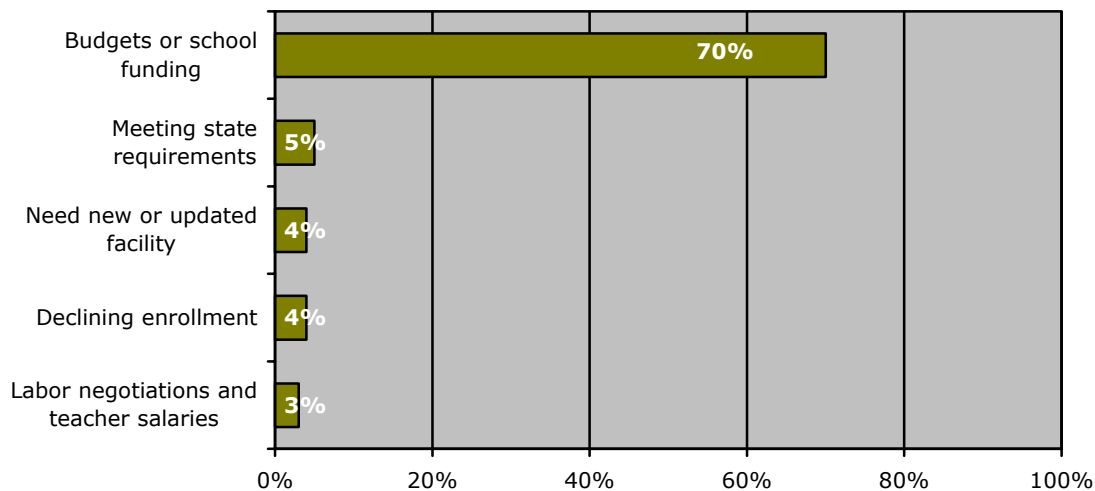
## **Phone Survey**

### **The Members**

- Nearly all of those surveyed (83%) serve on K-12 boards (Q48), with 47% of all respondents from districts with less than 1,000 students – school districts smaller than most urban and suburban high schools (Q50). The elected tenure of this group is relatively limited. One-half have been in office three years or less and another third for 4 – 8 years (Q47).
- Three in four (74%) say their service is a positive experience for them (Q2). More than half of these say it is due to fulfillment of some feeling of community service. The other (near) half says it is because their Board is effective (Q3).

- Of the 19% saying their experience was a negative one, they attribute it to funding (13%) and internal conflicts (10%) among a variety of reasons. It is worth noting that among those saying theirs was a negative experience, nearly two-thirds gave positive reasons – almost “in spite of my negative experience there are good things happening” (Q4).
- Not surprisingly, more than two-thirds (70%) identify budget and funding as the biggest issue facing them (Q6).

### Biggest Issues Facing Your Districts/College Now



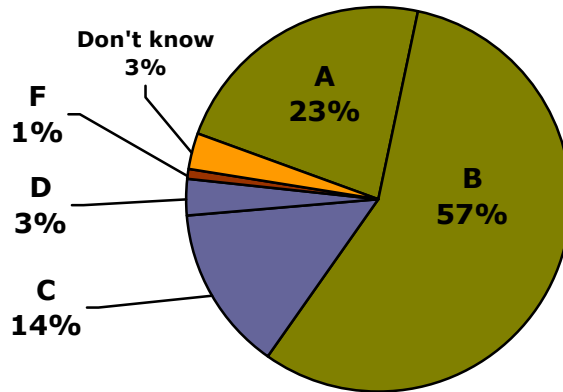
Source: Davis, Hibbitts & Midghall, Inc. October 2004

- Members offer a variety of different responses – ranging from NCLB compliance to declining enrollment to needing new or updated facilities – when asked to go beyond funding issues. None of these volunteered responses garner more than 15% of the total (Q7).

### Perceptions of OSBA

- While this wide array of concerns likely makes it challenging for OSBA to respond effectively to the diverse needs of its members, the organization fares well when graded (Q9). Three-fourths give it an A (23%) or B (57%).

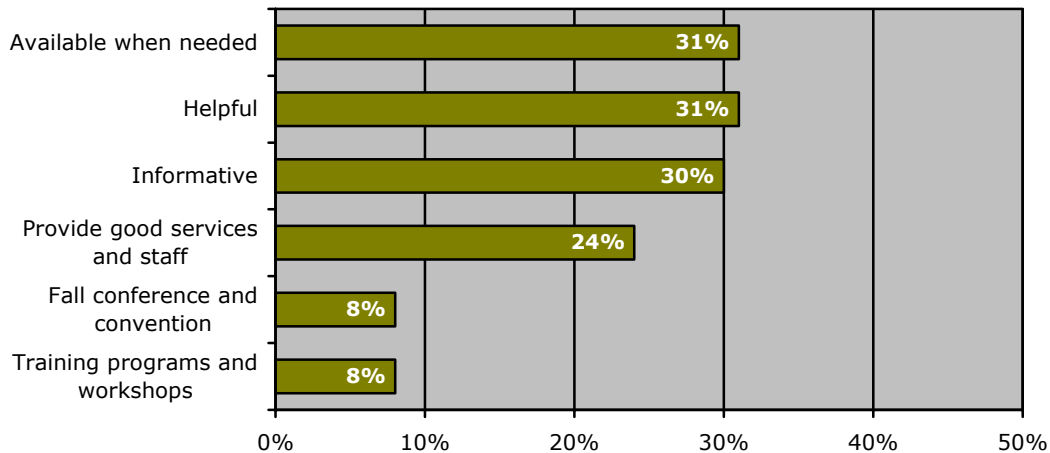
## OSBA Job Performance



Source: Davis, Hibbitts & Midghall, Inc. October 2004

- The vast majority note the organization, its programs, and communications are helpful or supportive (Q13-14).
- Those who grade OSBA at a B or lower and who have negative comments reflect their concerns about insufficient focus on the needs of small districts, the level of bureaucracy and politics, “could do a better job communicating/interacting,” and “always room for improvement” (Q11-13).
- Seventy-eight percent or more of these members believe OSBA is an effective, responsive organization that provides good services and arms Board members to be more effective (Q16a, b, c, and e). This aligns with their most common descriptions of what they like best about OSBA: its availability when needed, helpfulness, and provision of good information and services (Q42).

## Like Best About OSBA



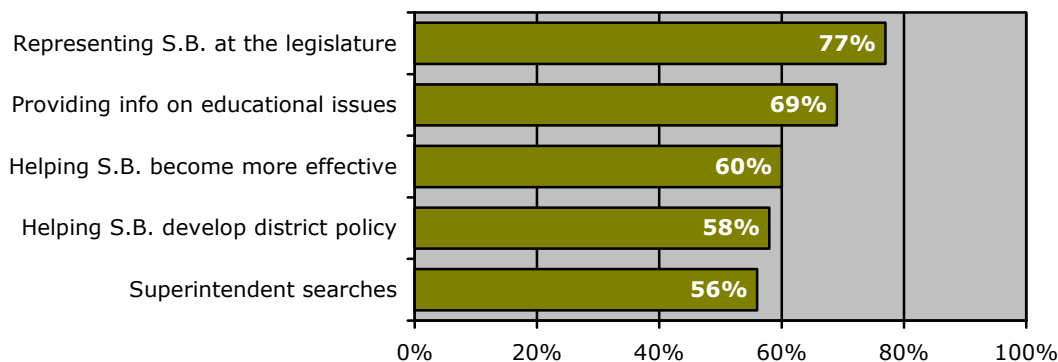
Source: Davis, Hibbitts & Midghall, Inc. October 2004

- When asked about OSBA’s performance on specific issues the last two years, faring best with a grade of A or B are information on education issues (84%) and board leadership training (71%) (Q41f and h). Two-thirds also give OSBA an A or B on their support for school funding, NCLB, and legislative lobbying (Q41a, c, and g). The lowest A/B grades are for collective bargaining (61%), student achievement (55%), and charter schools (39% with a 37% “don’t know”) (Q41b, d, and e).

**OSBA Services**

- Overall, OSBA rates very highly on key dimensions of customer service. At least eight of ten say OSBA is effective, responsive, and does a good job (Q16a, b, e). Two-thirds give it an A when contacted (Q17) and an A or B for timeliness of call backs (Q18). More than three-quarters also give an A or B for getting the information they need when they call (Q18).
- Nearly all OSBA programs and services are well known (Q15i a-e), with 74% or more members saying they are familiar with most workshops and training, consulting services, publications, and legislative advocacy. 84% or more also say these services are very or somewhat effective (Q15ii a-e).
- Programs and services that more than half consider very important are representing boards in Salem, providing information on education issues, helping boards be more effective, helping craft district policies, and superintendent searches (Q29a, c, d, h, and i).

**Most Important OSBA Programs & Services (Percentage “Very Important”)**



Source: Davis, Hibbitts & Midghall, Inc. October 2004

- Services not as “very” important include communication with communities (35%) and employees (30%), consulting on charter schools (27%), and web-based training (20%) (Q29f, g, j, and k).
- While 78% say OSBA’s legal services are very or somewhat important (Q29l), fewer (61%) say they are interested in OSBA’s new legal services (Q20).
- Other than the website, legislative advocacy efforts are the least familiar to members of the items tested (Q15i c), with less than one-third saying they were “very familiar” with them. One-

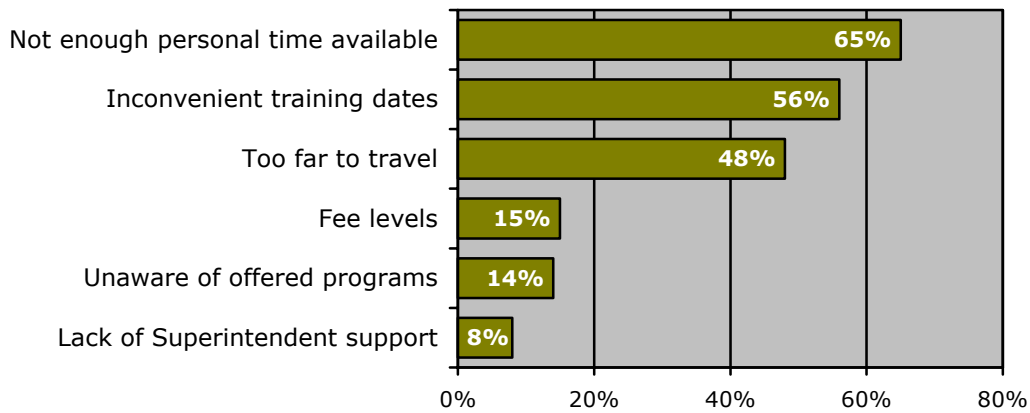
quarter also say they are unfamiliar with OSBA’s legislative efforts. However, about two-thirds agree that OSBA’s legislative programs effectively represent their interests (Q16d and f).

Members have split opinions on whether they believe their own board has enough say in crafting OSBA legislative priorities (Q21). While a plurality (46%) say they do, a third say they don’t, and more than one in five just don’t know. Suggestions of improvements to this process (among the No’s) reflect the make-up of OSBA’s membership: 37% say it should more involve small schools and districts. A similar number argue for more peer-to-peer communication (Q22). All of that said, 93% believe representing them in Salem is an important role for OSBA (Q29h).

***OSBA Workshops***

- OSBA workshops generally get high marks:
  - 74% say they meet expectations (Q23)
  - 77% say fee levels, 81% say lack of awareness, and 87% say lack of support from their school superintendent are not hindrances to participating (Q26a, e and f)
- Time – personal time, training dates, and travel distance– is by far the greatest limit on workshop participation (Q26).

**Biggest Obstacles to Workshops & Training (Percentage “Yes”)**



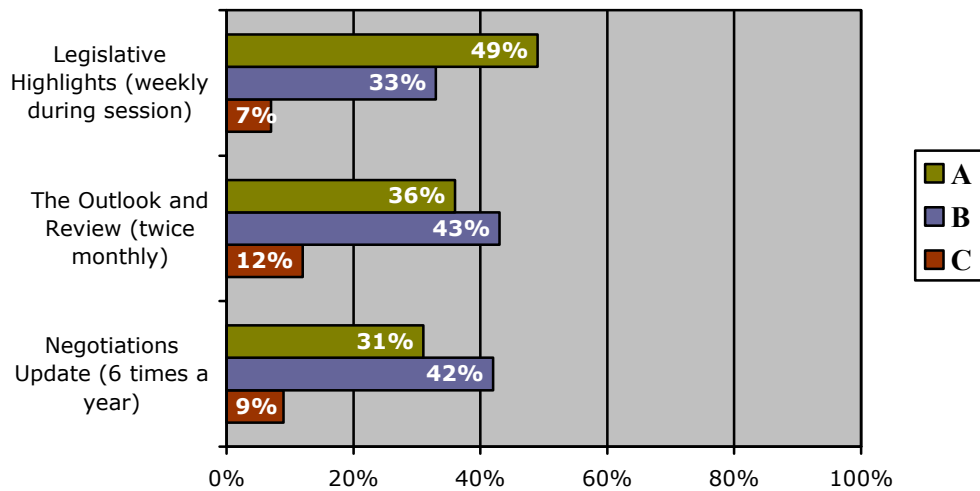
Source: Davis, Hibbitts & Midghall, Inc. October 2004

- While more than half say they are interested in receiving training on specific issues tested (Q24), there is not a significant surge in interest for any specific topic. Slightly more than half (51-58%) say they would like more trainings on effective meetings, team building, labor relations, how to work with difficult people, and using data to improve achievement. Only for public communication (Q24e) is there interest from more than three of five members.
- Given the geographic dispersion of members, it is not surprising that members prefer regional and in-district workshops over statewide ones (72% and 68% respectively vs. 49% - Q25). As noted earlier, using web technology to address the geographic challenge is not nearly as popular (only 40% say they like that option).

## OSBA Communications

- The vast majority of members feel OSBA does a good job keeping them in the loop on specific issues (Q40). Eighty-one percent or more say these communications are effective.
- Members also like OSBA publications. 70-80% given them an A or B (Q30). It is worth noting that while OSBA's legislative work fares relatively less well in awareness among these members, its Legislative Highlights gets the highest grade of its publications.

### Rating OSBA Publications



Source: Davis, Hibbitts & Midghall, Inc. October 2004

- Most remember reading “Closing the Achievement Gap” (53%) and “The Perfect Storm: Rising Health Care Costs” (61%) (Q31, 33). While both publications were generally useful, twice as many who read them (32% vs. 16%) found the latter “very useful” (Q32, 34).
- In an echo of dynamics noted earlier, the one thing they say they would change about OSBA centers on more communication, greater attention to small schools, and more local trainings (Q 43). However, 72% also say they are not interested in any new services from OSBA (Q44).
- OSBA's website fares less positively compared to other things on a variety of dimensions. Only 45% say they are familiar with it (Q15i d) – although 88% believe the website is effective. Despite the overall low recognition, only 8% said they didn't know if the website was effective (Q15ii d). Proposed web-based training for members also scores lowest in importance of OSBA services (Q29k), as well as lowest as a strategy for providing training (Q25d).

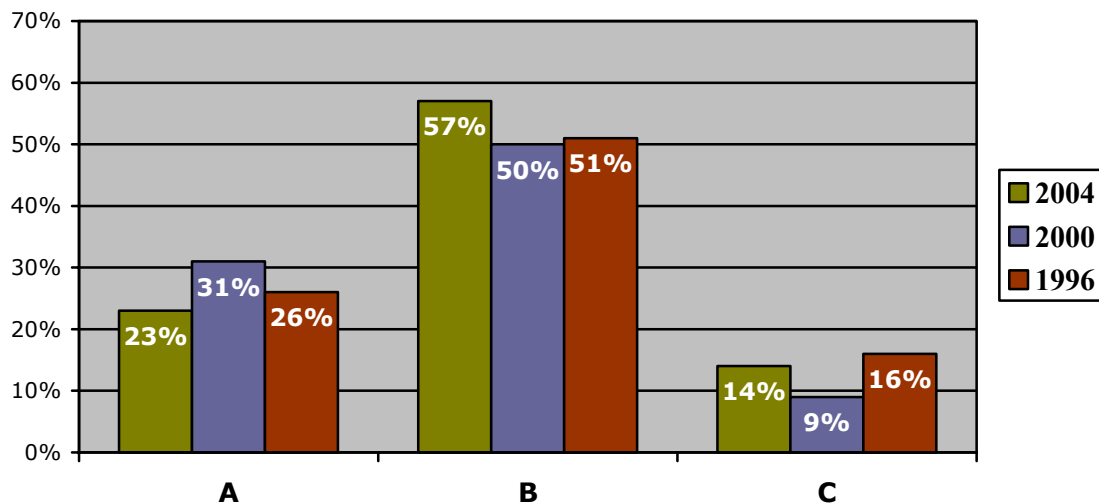
Almost two-thirds of the members say they have not visited the website in the last month and 11% say they used it six or more times that month (Q35). Of those who do use it, 29% do so for legislative updates, one-quarter for general news, and one-fifth for daily updates (Q36). Nearly half (49%) say the daily service is helpful (Q38).

Members are split on how they want to receive communications, with 44% preferring email and an equal number preferring regular mail (Q39).

## Trends Over Time

- There are not dramatic changes in member opinions when comparing some of the 2004 survey findings with similar questions asked in previous years. For OSBA's overall grade, results have been quite similar for 1996, 2000, and 2004 (Q9), with slightly more A and slightly fewer C grades in 2000 than in 2004. The number of A grades was lowest in 2004 (23% compared to 31% in 2000 and 26% in 1996).

### OSBA Job Performance Over Time



Source: Davis, Hibbitts & Midghall, Inc. October 2004

- Members were asked about OSBA performance in school funding, student achievement, and charter schools in 2004 (Q41) and 2000. In 2004, members give OSBA higher grades for school funding and student achievement. Most notable about charter schools is the drop in "don't know" responses from 60% in 2000 to 37% in 2004.
- Fewer members think their board has enough say in establishing OSBA's legislative policies and priorities (Q21) in 2004 (46%) than in 2000 (58%).

## Online Survey

### OSBA Communications

- The online survey results validate many of the key findings from the member survey. Online survey respondents, similar to phone survey respondents, grade OSBA with a solid B/A, express the same interest in new OSBA training offerings, agree that time is the biggest barrier to workshop attendance, have similar positive reactions to OSBA publications, and similarly rate the effectiveness of OSBA communications.

- Online survey respondents are as or more: positive than phone survey respondents about their Board experience, familiar with OSBA and its programs and services, and likely to say workshops met their expectations.

### **Superintendents' Opinions**

- The online survey also provides better representation of superintendents' opinions. Looking at both the phone and online survey results, superintendents do not vary notably from the overall membership. They do, though, give more A grades to OSBA generally and for courtesy, giving needed information, and timeliness of call backs. They also are more familiar with workshop and training courses, consulting services, and the website, and are more likely to say OSBA is responsive to their needs.

### **Focus Groups**

- The focus group participants mention lobbying and advocacy, information and communications, advice and being a resource, training and help, and leadership and support when focusing on their expectations for and the mission of OSBA.
- The participants give OSBA a solid B in job performance. They generally see OSBA's strengths as "good lobbyists, good negotiators, good policy support, good leadership program, great education for new board members, great convention."
- Identified weaknesses include not meeting the needs of small districts, becoming too big, and conflicts in representing too many interests.
- Perceived conflicts of interest mainly center on OSBA being a healthcare provider and OSBA being a resource for contract negotiations with superintendents. A superintendent commented "conflicts of interest with health insurance and negotiation services" and a board member "OSBA represents several constituencies with differing views...and has too strong a relationship with superintendents." Suggestions for resolving these conflicts include having a more transparent budget when it comes to healthcare costs and financial benefits to OSBA's bottom line, and communicating more with the board and less with superintendents.
- Other identified weaknesses include not meeting the needs of small districts and becoming too big.

### **Additional Observations**

- Challenges that may require attention include smaller districts' needs, perceived conflicts of interest, level of bureaucracy, lack of time for member participation in workshops, mixed reviews of legislative advocacy, and relative lack of interest in the website.
- Members who attended the most events in the past two years often are most familiar with OSBA and more likely to say OSBA program and services are more effective. This direct correlation, which is not surprising, underscores the importance of involving more members in OSBA events.



- The subgroup variations are not unexpected. The most frequent variations are by number of events attended (discussed above), length of board service, and district size. Newer board members and members from districts with fewer than 100 students often are least familiar and involved with OSBA. These smallest districts, for example, are least interested in OSBA workshops and trainings and consultant services. We might infer that these particular services are not as useful to them, given expressed concerns throughout this research about OSBA not meeting the needs of small districts.

**2004 OSBA Membership Survey – Telephone Executive Interviews  
 Combined Version; N=402-Annotated  
 October 2004**

1. What was your primary motivation for becoming a board member? (Open. Clarify response; accept only primary motivation.)

	<b>2004</b>	<b>2000</b>
Be more active in the schools-----	30%	----
Give back to the community-----	28%	10%
To help the schools/help with problems-----	20%	----
To help the students/kids-----	20%	63%
Have kids/children in school-----	15%	5%
Funding reasons-----		12%
Was asked to serve-----	5%	6%
Other (non-specific)-----	5%	10%
<b>[DON'T READ]</b> DK / Na / Refused-----	0%	1%

2. All things considered, has your board experience been very positive, somewhat positive, neutral, somewhat negative, or very negative?

	<b>2004</b>	<b>2000</b>
Very positive-----	47%	----
Somewhat positive-----	27%	82% (mostly)
Neutral-----	5%	16%
Somewhat negative-----	8%	3% (mostly)
Very negative-----	11%	----
<b>[DON'T READ]</b> DK / Na / Refused-----	2%	0%

3. (If Q2 Positive) What are your reasons for your answer? (Open.)

	<b>2004</b>	<b>2000</b>
Good/effective school board-----	46%	43%
Opportunity to help-----	33%	----
Made positive impact on education quality-----	13%	12%
Leadership-----		11%
Kids have made positive impact-----	12%	23%
Great superintendent-----	7%	8%
Give back to the community/serve the community-----	5%	8%
Other (non-specific)-----	3%	3%
<b>[DON'T READ]</b> DK / Na / Refused-----	0%	1%

4. (If Q2 Negative) What are your reasons for your answer? (Open.)

	<b>2004</b>	<b>2000</b>
A positive experience-----	35%	----
Had some good learning experiences-----	17%	----
Working with good, knowledgeable people-----	14%	----
Budget crisis/Issues faced by board-----	13%	25%
Internal conflicts-----	10%	13%
Difficult issues from public/state-----	5%	13%
The board is detached-----	5%	13%
All other responses-----	3% or less	
<b>[DON'T READ]</b> DK / Na / Refused-----	2%	----

5. (If Q2 Neutral ) What are your reasons for your answer? (Open.)

	<b>2004</b>	<b>2000</b>
Both positive and negative days/moments -----	40%	17%
Budget problems/lack of funds -----	20%	---
Had some/going through difficult times-----	15%	12%
Trying to please too many people-----	5%	14%
Too many state regulations-----	5%	5%
Board has no real power-----	5%	---
Other (Non-specific) -----	10%	5%
<b>[DON'T READ]</b> DK / Na / Refused -----	0%	2%

6. What would you say is the biggest issue facing your district/college now? (Open.)

	<b>2004</b>	<b>2000</b>
Budget/Funding-----	70%	78%
Meeting state requirements -----	5%	16%
Need new/updated facility -----	4%	15%
Declining enrollment-----	4%	10%
Labor negotiations/Teacher salaries -----	3%	14%
All other responses -----	2% or less	3%or less
<b>[DON'T READ]</b> DK / Na / Refused -----	0%	1%

7. (If Q6 budget/funding) Other than the budget or school funding, what is the biggest issue facing your district/college now? (Open.)

Complying with No Child Left Behind -----	15%
Declining enrollment-----	14%
Need new/updated facilities-----	14%
Losing qualified teachers-----	10%
Improving curriculum-----	9%
Increase community support-----	5%
Cutting/lack of programs -----	6%
All other responses -----	4% or less
<b>[DON'T READ]</b> DK / Na / Refused -----	1%

8. How familiar are you with the Oregon School Boards Association: not at all familiar, not very familiar, somewhat familiar, or very familiar?

Very familiar -----	42%
Somewhat familiar -----	47%
Not very familiar -----	8%
Not at all familiar (Skip to end of Q—Q45)-----	3%
<b>[DON'T READ]</b> DK / Na / Refused -----	1%

9. All things considered, what grade would you give OSBA: A, B, C, D, or F?

	<b>2004</b>	<b>2000</b>
A -----	23%	31%
B -----	57%	50%
C -----	14%	9%
D -----	3%	1%
F -----	1%	1%
<b>[DON'T READ]</b> DK / Na / Refused -----	3%	8%

10. (If Q9 F) What are your reasons for your answer? (Open.)
- They do a bad job ----- 1 respondent
  - Ineffective ----- 1
  - They aren't doing anything ----- 1
  - Just another way to spend money ----- 1
11. (If Q9 D) What are your reasons for your answer? (Open.)
- Underperforming organization ----- 4 respondents
  - Ineffective ----- 2
  - Do very little for small districts ----- 2
  - Sides with teachers/Doesn't care about non-union ----- 2
  - Not very professional ----- 1
  - Publications/presentations are below standards ----- 1
12. (If Q9 C) What are your reasons for your answer? (Open.)
- Too much bureaucracy/politics-----11 respondents
  - Don't address issues for small schools -----10
  - Don't provide good services/training/workshops -----10
  - Not enough money ----- 5
  - Not enough focus on education-----4
  - Other ----- 5
  - Non/Nothing ----- 5
  - [DON'T READ]** DK / Na / Refused ----- 5
13. (If Q9 B) What are your reasons for your answer? (Open.)
- They are doing a good job-----22%
  - Always room for improvement -----17%
  - They are helpful -----15%
  - Could do a better job communicating/interacting-----13%
  - Not enough focus on small schools districts-----9%
  - Need more funds -----9%
  - All other responses -----7% or less
  - [DON'T READ]** DK / Na / Refused ----- 1%
14. (If Q9 A) What are your reasons for your answer? (Open.)
- They're helpful/informative/supportive -----62%
  - Do a good job -----28%
  - Good training programs/workshops -----20%
  - Good communication/interaction -----14%
  - Provide helpful services -----13%
  - Other ----- 3%

15. I'm going to read to you some OSBA programs and services. Let's start with (ROTATE). Tell me how familiar you are with it: not at all familiar, not very familiar, somewhat familiar, or very familiar. (IF SOMEWHAT/VERY FAMILIAR) How effective are/is \_\_\_\_: not at all effective, not very effective, somewhat effective, or very effective?

<u>ROTATE</u>	<u>Very Familiar</u>	<u>Smwt Familiar</u>	<u>Not very Familiar</u>	<u>Not at All Fam.</u>	<u>DK/NA</u>
a. OSBA's workshop and training course. -----	42%	37%	11%	8%	2%
b. OSBA's consultant services, including policy rewrite, union contract negotiations, superintendent searches, board leadership training -----	54%	30%	9%	5%	3%
c. OSBA's legislative advocacy efforts -----	32%	42%	19%	5%	2%
d. OSBA's Website-----	18%	28%	20%	29%	5%
e. OSBA's information publications -----	48%	41%	7%	2%	2%

<u>ROTATE</u>	<u>Very Effect</u>	<u>Smwt Effect</u>	<u>Not very Effect</u>	<u>Not at Effect</u>	<u>DK/NA</u>
a. OSBA's workshop and training course. -----	54%	34%	4%	2%	6%
b. OSBA's consultant services, including policy rewrite, union contract negotiations, superintendent searches, board leadership training -----	62%	32%	3%	1%	2%
c. OSBA's legislative advocacy efforts -----	39%	46%	8%	0%	6%
d. OSBA's Website-----	51%	37%	3%	1%	7%
e. OSBA's information publications -----	48%	44%	4%	1%	4%

16. I'm going to read to you some statements about OSBA. For each one, please tell me if you disagree strongly, disagree somewhat, agree somewhat, or agree strongly. If you are neutral or don't know, just let me know.

<u>ROTATE</u>	<u>Strgly Agree</u>	<u>Smwt Agree</u>	<u>Neutral</u>	<u>Smwt Disagr.</u>	<u>Strgly Disagr.</u>	<u>DK/NA</u>
a. In my district, OSBA is considered an effective organization. -----	45%	40%	6%	5%	2%	2%
b. OSBA is responsive to my needs-----	45%	33%	10%	5%	2%	4%
c. OSBA prepares brd members to be effective in their role --	43%	38%	6%	7%	4%	3%
d. OSBA's legislative program effectively represents my board with its legislative positions -----	25%	40%	10%	12%	5%	7%
e. Considering only the services I know it provides my district, OSBA does a good job-----	58%	32%	5%	2%	1%	1%
f. OSBA provided effective representation during the 2003 legislative session-----	35%	30%	13%	5%	3%	14%

17. When you contact someone at OSBA, what grade would you give that person for courtesy: A, B, C, D, or F?

	<b>2004</b>	<b>2000</b>
A -----	66%	61%
B -----	8%	6%
C -----	1%	1%
D -----	0%	0%
F -----	0%	0%
<b>[DON'T READ]</b> DK / Na / Refused -----	24%	32%

18. For giving you the information you need?

	<b>2004</b>	<b>2000</b>
A -----	54%	54%
B -----	23%	12%
C -----	4%	2%
D -----	1%	1%
F -----	0%	0%
<b>[DON'T READ]</b> DK / Na / Refused -----	18%	33%

19. For timeliness of call backs?

	<b>2004</b>	<b>2000</b>
A -----	44%	47%
B -----	20%	15%
C -----	1%	1%
D -----	1%	1%
F -----	0%	0%
<b>[DON'T READ]</b> DK / Na / Refused -----	34%	36%

20. How interested would your district be in the new OSBA Legal Service which provides access to legal advice from attorneys experienced in representing school districts: not at all interested, not very interested, somewhat interested, or very interested?

Very interested-----	23%
Somewhat interested -----	37%
Not very interested -----	14%
Not at all interested-----	9%
<b>[DON'T READ]</b> DK / Na / Refused -----	16%

21. Do you think your board has enough say into establishing OSBA's legislative policies and priorities?

	<b>2004</b>	<b>2000</b>
Yes -----	46%	58%
No -----	33%	25%
<b>[DON'T READ]</b> DK / Na / Refused -----	21%	17%

22. (If Q21 No) How could OSBA improve the process? (OPEN.)

	<b>2004</b>	<b>2000</b>
Become more involved with small schools/districts-----	37%	35%
More communications between boards/districts -----	33%	6%
Survey/poll members -----	15%	36%
Send out newsletters/post on websites-----	7%	2%
Other -----	2%	6%
None/Nothing -----	2%	---
<b>[DON'T READ]</b> DK / Na / Refused -----	16%	12%

**Now, I'd like to ask you some questions about OSBA's workshops.**

23. Generally, have the workshops you have attended met your expectations?

Yes -----	74%
No -----	12%
<b>[DON'T READ]</b> DK / Na / Refused -----	14%

24. I'm now going to read to you a list of topics. For each one, tell me if you would be interested in receiving training for it.

<b>(ROTATE)</b>	<b><u>Yes</u></b>	<b><u>No</u></b>	<b><u>DK/NA</u></b>
a. Conducting effective meetings -----	51%	46%	3%
<i>2002 Becoming a more effective board member</i> -----	43%	54%	3%
b. Working with difficult people -----	54%	41%	5%
c. Board team building -----	53%	43%	4%
d. How to use data to improve student achievements -----	58%	38%	4%
<i>2002 School boards improving school achievement</i> -----	54%	44%	1%
e. How to communicate with the public -----	61%	36%	3%
<i>2002 School Board Communications</i> -----	45%	53%	2%
f. Effective relations with your labor unions -----	52%	41%	7%
<i>2002 Collective Bargaining</i> -----	37%	62%	1%

25. Now, I'd like to read to you a list of ways OSBA could offer training. For each one, tell me if you would be interested in it?

<b>(ROTATE)</b>	<b><u>Yes</u></b>	<b><u>No</u></b>	<b><u>DK/NA</u></b>
a. Training sessions as regional workshops -----	72%	19%	9%
b. Customized in-district workshops -----	68%	26%	6%
c. Statewide workshops -----	49%	44%	7%
d. Web-based training -----	40%	55%	5%

26. For each item I read to you, please tell me if it has prevented you from taking part in OSBA workshops in the past? (ROTATE.)

<b>(ROTATE)</b>	<b><u>Yes</u></b>	<b><u>No</u></b>	<b><u>DK/NA</u></b>
a. Fee levels-----	15%	77%	8%
b. Not enough personal time available -----	65%	31%	4%
c. Too far to travel -----	48%	48%	4%
d. Training dates were inconvenient-----	56%	40%	4%
e. Lack of support from school superintendent -----	8%	87%	5%
f. Lack of awareness about offered programs-----	14%	81%	5%

27. Has anything else prevented you from participating in OSBA training?

Yes -----	17%
No -----	81%
<b>[DON'T READ]</b> DK / Na / Refused -----	2%

28. (If 27Yes) What else? (OPEN.)

No time -----	10 respondents
Don't like the topics-----	6
Lack of quality-----	5
Lack of money/funds -----	4

29. I'm now going to read to you some programs and services. For each one, tell me how important it is for OSBA to offer it: not at all important, not very important, somewhat important, or very important. (ROTATE.)

<b><u>ROTATE</u></b>	<b><u>Very</u></b> <b><u>Impor.</u></b>	<b><u>Smwt</u></b> <b><u>Import.</u></b>	<b><u>Not very</u></b> <b><u>Import.</u></b>	<b><u>Not at all</u></b> <b><u>Import.</u></b>	<b><u>DK/</u></b> <b><u>NA</u></b>
a. Helping school boards develop district policy. -----	58%	30%	6%	3%	3%
b. Helping school boards bargain contracts with local unions- -----	46%	32%	12%	7%	4%
c. Helping school boards with superintendent searches -----	56%	28%	8%	4%	5%
d. Helping school boards become more effective boards -----	60%	28%	7%	3%	2%
e. Helping school districts with personnel/human resource needs-----	33%	43%	14%	5%	4%
f. Helping school boards communicate with their communities -----	35%	40%	15%	6%	4%
g. Helping school boards communicate with their employees -----	30%	39%	19%	7%	5%
h. Representing school boards at the legislature-----	77%	15%	3%	2%	3%
i. Providing information on educational issues to school boards-----	69%	26%	2%	2%	2%
j. Consulting on charter school applications-----	27%	32%	17%	7%	16%
k. Web-based training -----	20%	40%	18%	13%	9%
l. Providing legal services-----	41%	36%	13%	5%	5%



**I now have a few questions about OSBA publications and Web Site**

30. I will now read to you a list of three OSBA publications. For each one, please grade it A, B, C, D, or F.

<u>ROTATE</u>	<u>A</u>	<u>B.</u>	<u>C</u>	<u>D</u>	<u>F</u>	<u>DK/ NA</u>
a. <u>The Outlook and Review</u> received twice monthly	36%	43%	12%	3%	0%	7%
<i>2002 Focus on Critical Issues</i>	40%	36%	9%	1%	0%	14%
b. <u>Negotiations Update</u> received 6 times a year	31%	42%	9%	3%	1%	14%
<i>2002 Negotiations Update</i>	41%	35%	10%	1%	1%	14%
c. <u>Legislative Highlights</u> received weekly during the legislative session	49%	33%	7%	2%	1%	9%
<i>2002 Legislative Highlights</i>	53%	32%	8%	1%	1%	6%

31. Last year OSBA sent you two publications. Did you read the one titled “Closing the Achievement Gap?”

Yes	53%
No	34%
<b>[DON'T READ]</b> DK / Na / Refused	14%

32. (If Q31 Yes). How useful was it: not at all useful, not very useful, somewhat useful, or very useful?

Very useful	16%
Somewhat useful	66%
Not very useful	11%
Not at all useful	3%
<b>[DON'T READ]</b> DK / Na / Refused	5%

33. The other publication OSBA sent you last year was titled “The Perfect Storm: Rising Health Care Costs.” Did you read it?

Yes	61%
No	29%
<b>[DON'T READ]</b> DK / Na / Refused	11%

34. (If Q33 Yes). How useful was it: not at all useful, not very useful, somewhat useful, or very useful?

Very useful	32%
Somewhat useful	58%
Not very useful	7%
Not at all useful	2%
<b>[DON'T READ]</b> DK / Na / Refused	2%

35. In the last month, how many times have you used OSBA’s Web Site? (ENTER NUMBER BELOW.)

	<b>2004</b>	<b>2000</b>
0	65%	47%
1-5 times	28%	21%
6-10 times	4%	11%
11-30 times	7%	22%

36. (If Q35 Used Web Site) What features of the OSBA Web Site do you use most often? (OPEN.)

	<b>2004</b>	<b>2000</b>
Legislative/Policies update-----	29%	24%
General news-----	25%	32%
Daily information/updates-----	19%	20%
Calendar of events-----	14%	9%
Research -----	9%	---
Job postings -----	---	8%
Training/workshops -----	7%	---
All other responses -----	7% or less	7% or less
<b>[DON'T READ]</b> DK / Na / Refused -----	7%	8%

37. (If Q35 Used Web Site) Is there anything you would like to see added to the OSBA Web Site? (OPEN.)

	<b>2004</b>	<b>2000</b>
More links -----	4%	---
Directory of school boards and members -----	4%	.2%
Other (non-specific)-----	4%	.7%
None/nothing-----	86%	94%
<b>[DON'T READ]</b> DK / Na / Refused -----	1%	1%

38. Do you find OSBA's Daily Electronic News Clipping service you receive via the email helpful?

Yes -----	49%
No -----	26%
<b>[DON'T READ]</b> DK / Na / Refused -----	25%

39. Do you prefer receiving information from OSBA via email or in the mail?

Email -----	44%
Mail -----	44%
Both -----	4%
Other -----	4%
<b>[DON'T READ]</b> DK / Na / Refused -----	5%

40. How effectively does OSBA communicate with you about each of the following: not at all effectively, not very effectively, somewhat effectively, or very effectively?

<u>ROTATE</u>	<u>Very</u> <u>Effectv.</u>	<u>Smwt</u> <u>Effectv.</u>	<u>Not very</u> <u>Effectv.</u>	<u>Not at all</u> <u>Effectv.</u>	<u>DK/</u> <u>NA</u>
a. Association services and programs. -----	45%	38%	8%	2%	7%
b. OSBA legislative policies and priorities-----	53%	34%	4%	2%	7%
c. Issues in education and emerging trends -----	41%	48%	8%	1%	3%
d. Legal issues and court rulings-----	35%	46%	9%	4%	7%
e. Board policy trends and updates-----	51%	35%	7%	3%	5%
f. Collective bargaining information-----	50%	36%	6%	2%	6%

41. How would you grade the job OSBA has done over the past two-years supporting your board in dealing with each of the following: A, B, C, D, or F?

<u>ROTATE</u>	<u>A</u>	<u>B.</u>	<u>C</u>	<u>D</u>	<u>F</u>	<u>DK/NA</u>
a. School funding	31%	34%	16%	5%	4%	10%
<i>2000 School funding</i>	24%	31%	12%	3%	2%	28%
b. Student achievement	15%	40%	20%	4%	2%	20%
<i>2000 Student achievement</i>	12%	28%	12%	2%	0%	46%
c. No Child Left Behind (NCLB)	28%	37%	19%	3%	3%	10%
d. Charter schools	14%	25%	20%	3%	1%	37%
<i>2000 Charter schools</i>	17%	15%	5%	1%	1%	60%
e. Collective Bargaining	33%	28%	15%	4%	2%	18%
f. Board leadership training	38%	33%	10%	2%	4%	13%
g. Lobbying the legislature	38%	30%	13%	5%	3%	12%
h. Providing information on educational issues	44%	40%	10%	1%	0%	4%

42. What do you like best about OSBA? (OPEN.)

	<b>2004</b>	<b>2000</b>
Helpful	31%	56%
Available when needed	31%	7%
Informative	30%	24%
Provide good services/staff	24%	7%
Fall conference/convention	8%	---
Training programs/workshops	8%	6%
All other responses	3% or less	2% or less
<b>[DON'T READ]</b> DK / Na / Refused	1%	8%

43. If you could change one thing about OSBA, what would it be? (OPEN.)

	<b>2004</b>	<b>2000</b>
More communication	14%	8%
More local workshops/training	11%	7%
More attention toward small schools	11%	---
Become more proactive	7%	11%
Focus on education	7%	---
Lower fees	5%	---
Better leadership	4%	---
Specific issues/policies	---	7%
All other responses	4% or less	5% or less
None/nothing	23%	14%
<b>[DON'T READ]</b> DK / Na / Refused	19%	35%

44. Is there is a service that OSBA does not offer that your school board would be interested in receiving from OSBA? (OPEN)

More services for small schools -----	4%
Grants/grant writing workshops -----	2%
Better/Cheaper health insurance-----	1%
Other (non-specific)-----	6%
None/nothing-----	72%
<b>[DON'T READ]</b> DK / Na / Refused -----	15%

45. Is your age between?

18-34 -----	2%
35-44 -----	20%
45-54 -----	41%
55-64 -----	27%
65+ -----	10%
<b>[DON'T READ]</b> DK / Na / Refused -----	1%

46. Gender?

	<b>2004</b>	<b>2000</b>
Male -----	60%	69%
Female -----	40%	31%

47. Title?

	<b>2004</b>	<b>2000</b>
Board member -----	57%	57%
New board member -----	20%	---
Chairman -----	17%	9%
Superintendent/Other -----	6%	35%

47. Years as a board member?

	<b>2004</b>	<b>2000</b>
1 year of less -----	20%	25%
2 -3 years -----	28%	23%
4 -8 years -----	32%	28%
8 or more years -----	14%	24%
No answer -----	6%	0%

48. Type of board?

	<b>2004</b>	<b>2000</b>
K-12 -----	83%	81%
Educational Service District -----	10%	11%
Community College-----	6%	8%

49. Number of board members?

	<b>2004</b>	<b>2000</b>
5 members -----	40%	43%
7 members -----	55%	45%
9 members -----	4%	10%
11 members -----	1%	1%

50. District size?

	<b>2004</b>	<b>2000</b>
Less than 100 -----	11%	13%
100-499 -----	23%	18%
500-999 -----	13%	12%
1000-2,999 -----	19%	19%
3,000 or more -----	17%	19%
C or E -----	17%	19%

51. Geographic locations?

	<b>2004</b>	<b>2000</b>
Portland/Tri-County-----	10%	10%
Willamette Valley -----	24%	23%
Coast -----	14%	12%
Southern Oregon-----	11%	16%
East Oregon -----	41%	40%

51. Number of OSBA events in last 2 years?

	<b>2004</b>	<b>2000</b>
None-----	38%	33%
1-3 events-----	46%	38%
4-6 events-----	14%	20%
7 or more events -----	2%	9%