



Today's School Boards & Their Priorities for Tomorrow


2018 Survey conducted by the National School Boards Association
in partnership with *K12 Insight* 

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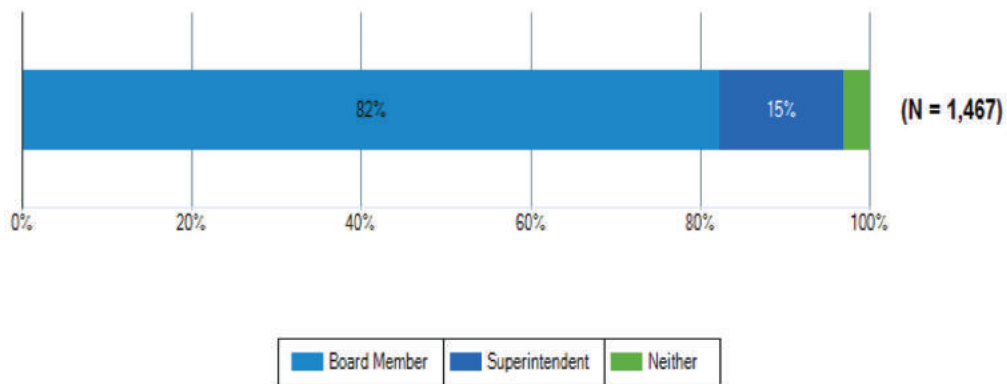
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SURVEY METHOD

School board members and superintendents active in the National School Boards Association's National Connection and Council of Urban Boards of Education (CUBE) programs received e-mail invitations to complete the survey between November 14, 2017 and February 12, 2018. State school board associations distributed another survey link to school district leaders within their respective states. Finally, the survey link was shared on various social media platforms. From the 9,236 valid e-mails addresses among National and CUBE districts, 1,031 responses were received from school board members and superintendents. An additional 411 responses were received through the public URL shared by the states associations and through social media. Responses were received from every state except Hawaii, and the District of Columbia. Eighty-two percent of respondents were board members while 15 percent were superintendents. When comparing the current data with the 2010 survey, there were slightly fewer board participants (82% versus 88%) and slightly more superintendents (15% versus 12%). Three percent in 2018 represented other district roles and were not included in the analysis. When comparing data between surveys, it should be noted that in 2018, everyone's response is tabulated for every question while in 2010, certain responses were presented as an aggregate opinion for an entire board and could account for some variances.

Which of the following best describes your role?



Similar surveys were conducted by NSBA in 2010, 2002 and 1992. While responses to some questions can be tracked over time, the differing methodologies and pool of respondents make it challenging to definitively identify trends. This survey provides general insights about the nearly 90,000 school board members, mostly elected (88% v. 12%), who govern the nation's 13,500 school districts.

The [executive summary](#) of the 2018 survey identified school board members top priorities in preparing their districts for the future in five categories: People, Finance, Technology, Enhancing Education, and Community Engagement/Board Operations.

Data tables are grouped in six areas:

Individual Board Member Demographics: Gender, Age, Race, Education Level, Working v. Retired, Household Income, Children in School, Union Affiliation, Political Philosophy, State

Board Service & Elections: Elected v. Appointed; Timing of Elections and Party Affiliation; Length of Service, Motivation to Serve; Future Plans; Incumbent v. Challengers; Plans for Future Service; Campaign Funds and Ease of Race; Annual Salary; Meeting Stipends; Time Spent on Board Service

District Profiles: District Demographics, Board/Superintendent Support, Distribution of Resources, Timing of Elections, Budget Approval, Taxing Authority

Board Development: Size of Board; Length of Term; Frequency of Training; Whole Group v. Individual; Training Resources; Content Knowledge & Sources of Information

District Priorities: Urgent Issues, Impacts & Issues regarding Student Achievement; Barriers to Success

Board Meetings: Meeting Documents, Public Comment Period, Meeting Access

INDIVIDUAL BOARD MEMBER DEMOGRAPHICS

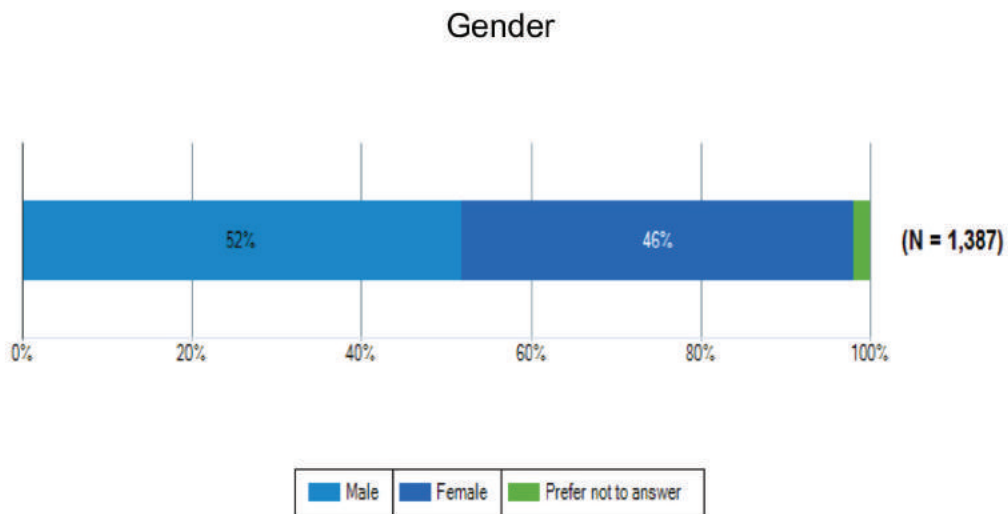
Gender, Age, Race, Education Level, Working v. Retired, Household Income, Children in School, Union Affiliation, Political Philosophy, State

Demographic changes among board members appear minimal since NSBA conducted its School Boards Circa 2010 survey. In some cases, minor changes may be attributed to the decision not to over-sample urban districts as had been previously done.

Gender and Age

The nation's school boards reflect a better gender balance than either the United States Congress or the state legislatures in 2017. Only 19.6% seats in the US Congress and 24.9% of positions in state legislatures were filled by women in 2017 while 50% of the nation's school board members were female. The number of females holding school board positions has steadily increased from 39.9% in NSBA's 1992 survey to 44% in its 2010 survey.

Board members continue to reflect a mature segment of the population with a median age of 59 among those completing the 2018 survey, not a surprising result since nearly 70% were over age 50 when this question was asked in 2010.



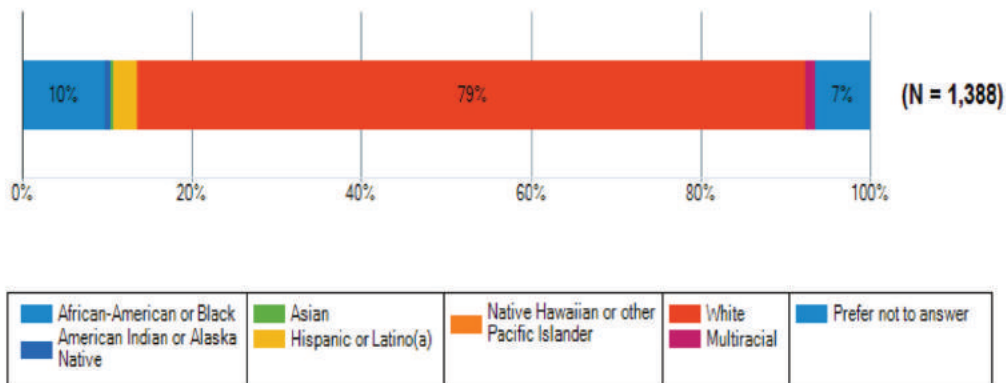
Race

Although school boards are becoming increasingly diverse, they do not reflect the rapidly changing demographics of the K-12 student population. National projections from the US Department of Education for the 50.7 million students entering prekindergarten through grade 12 in 2017 were White 48%; Black 16%; Hispanic 27%; less than 1% each Asian/Pacific Islander and American Indian/Alaska Native students, and nearly 3% identifying as two or more races.

Most board members in the 2018 survey were White (78%) followed by African American/Black (10%), Hispanic or Latino(a) (3%) and American Indian/Alaskan Native (1%). Board members who self-describe as Multiracial comprised 1% of survey respondents with an additional 7% who preferred not to answer. While Black board members saw gains from 2002 when they held 7.8% of the board seats to 2010 when that number increased to 12.3%, there was a decline in 2018 to 10%.

Among survey respondents, 45% reported less than 25% of their districts' students represented ethnic minorities; 22% indicated their minority student population was between 26% and 50%; 18% indicated 51% to 75% were minorities; while 12% indicated their district student population was 76% to 100% minority.

What is your race/ethnicity?

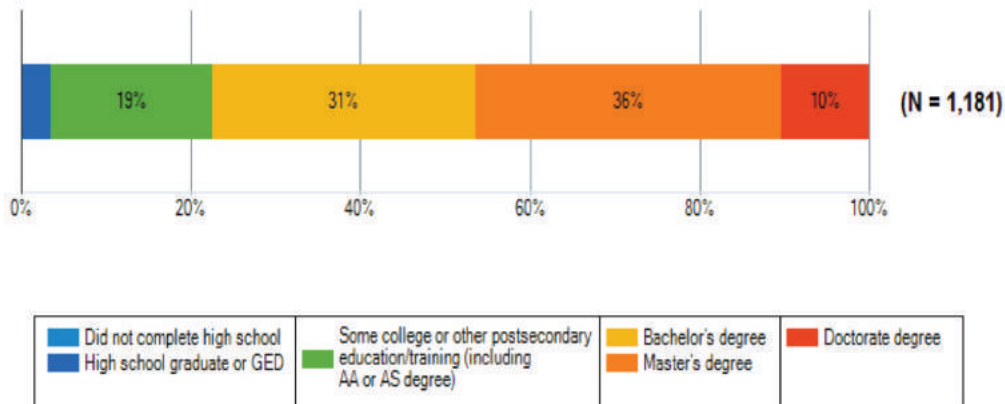


Education, Career, Income

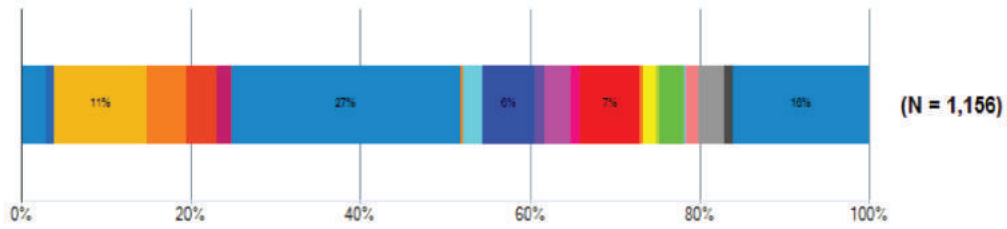
There were few changes when asked about the highest education level achieved between respondents in 2010 and 2018 with the greatest number in both surveys having either a Master's or a Doctorate (46.5% versus 46%, respectively.) In 2018, 31% of participants had obtained a Bachelor's degree; 19% had some college or other postsecondary training including AA or AS degrees; and just 4% had only a high school diploma or GED, down from 5.1% in 2010.

As volunteers, board members reflect a wide range of occupations in their chosen professions. Education remains the largest category among survey participants at 27% followed by 11% in Business and Finance. Several minor occupational fields from 2010 were collapsed into the Other category in 2018 making some direct comparisons challenging. The career choices of the 2018 participants provide 49% of them with annual household incomes at or above \$100,000, the same as found in the 2010 survey. Those participants earning between \$50,000 and \$99,999 declined in 2018 to 30%, down from 40% in 2010 while 8% in 2018 were earning between \$25,000 and \$49,999. Although just under 2% of survey participants earned less than \$25,000 in 2010, none of the 2018 respondents selected that category, however 13% preferred not to answer the income question.

What is the highest level of education you have obtained?



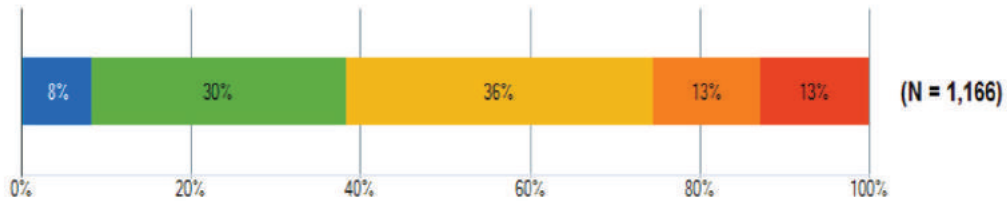
Which of the following best describes your occupation?



Architecture and Design	Construction and Extraction	Installation, Maintenance, and Repair	Media and Communication	Protective Services
Arts and Design	Education, Training, and Instruction	Legal	Military	Sales
Building and Grounds Maintenance	Entertainment and Recreation	Life, Physical, and Social Science	Office and Administrative Support	Transportation and Material Moving
Business and Financial Operations	Farming, Fishing, and Forestry	Management	Personal Care and Services	Other (Please specify)
Community and Social Services	Food Preparation and Beverage Service	Math	Production	
Computer and Information Technology	Health Care			



What is your annual household income?



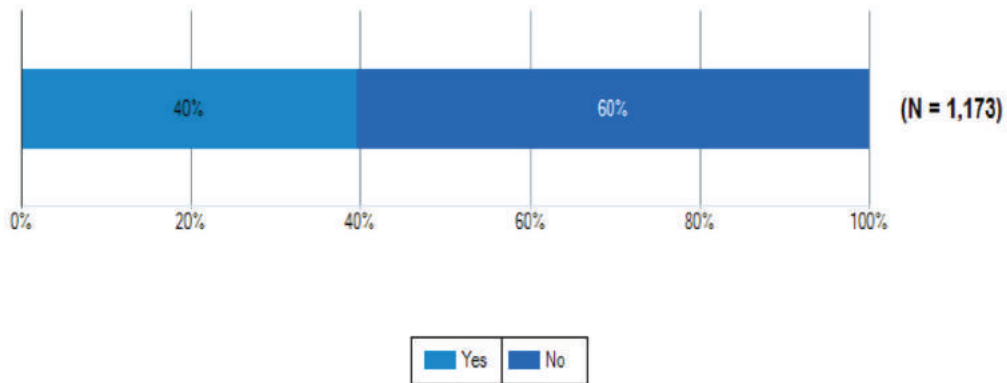
Less than \$25,000	\$50,000 to \$99,999	\$100,000 to \$200,000	More than \$200,000	Prefer not to answer
\$25,000 to \$49,999				



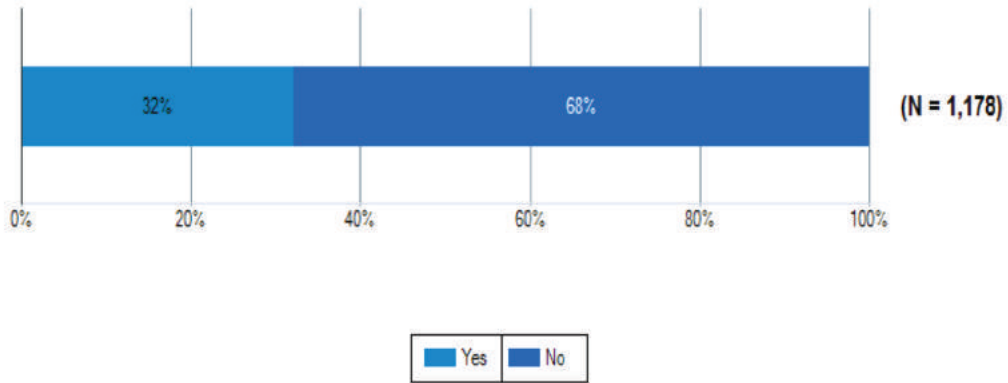
Retirement and Children in School

In 2010, 72.6% of respondents were still working while that number dropped to 60% in 2018 meaning that among the survey participants, 40% are retired. However, 32% of participants indicate they have a child in school or preschool, down slightly from the 38.1% who responded positively to that question in 2010. While just over 35% in 2010 said their child (or children) were attending school in the same district where they serve on the board, that number increased to 91% in 2018. Also in 2018, 6% were attending other districts; 5% were in private schools and 1% attended a charter.

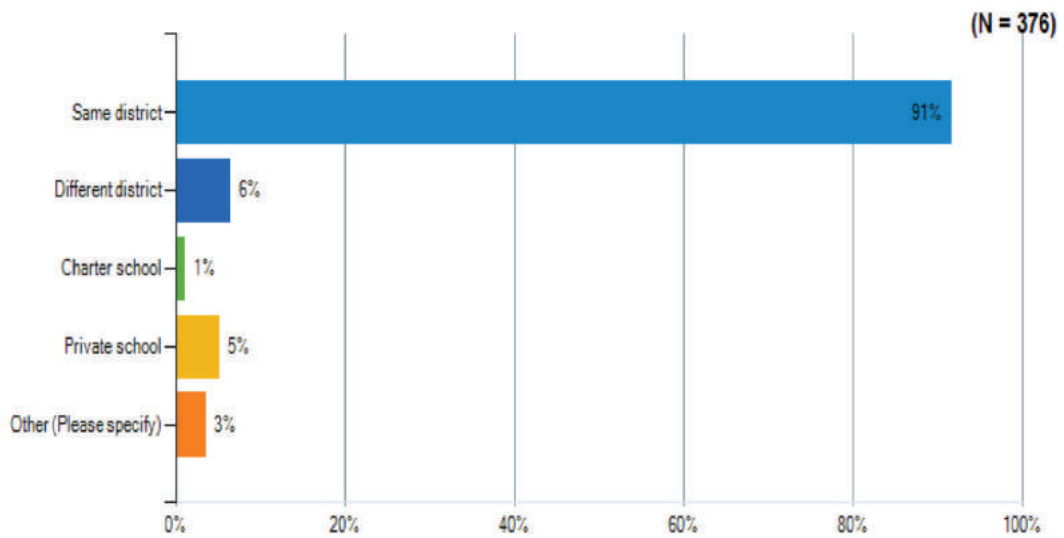
Are you retired?



Do you currently have any children in school or preschool?



Where are your children enrolled? (Please select all that apply)

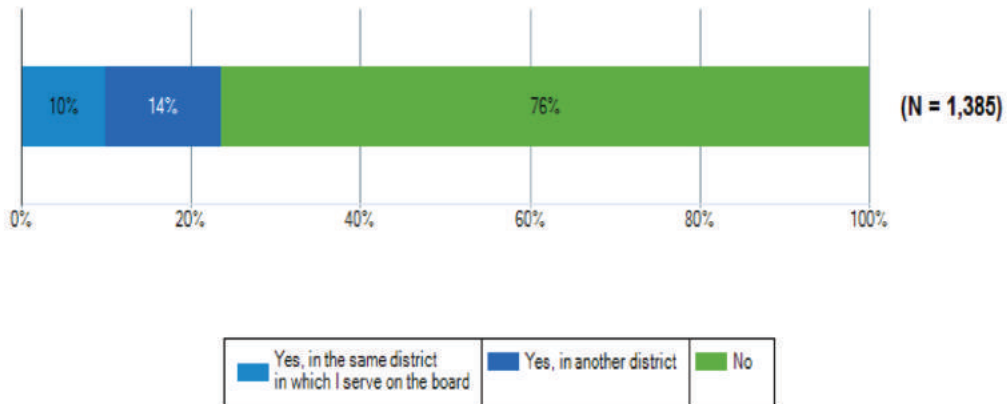


Union Membership and Political Philosophy

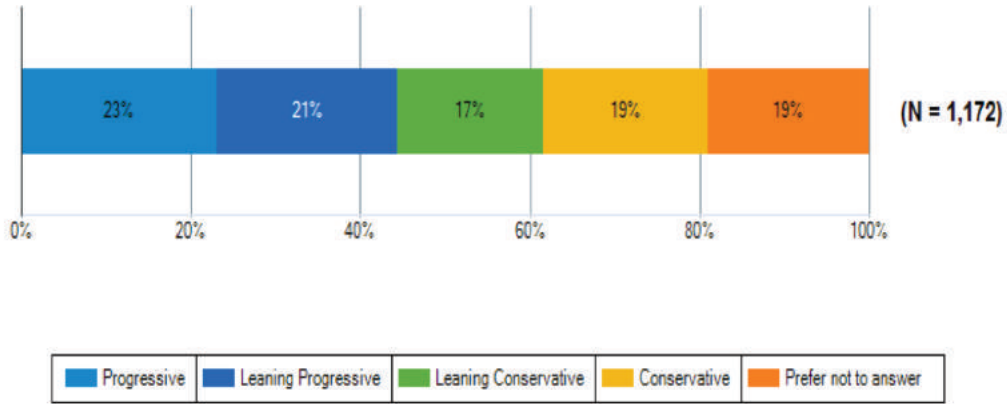
More survey participants in 2018 are current or former members of an educators' union than in 2010 (24% versus 17.6%). In 2018, 10% had an affiliation with a union in the same district where they serve on the board, while 14% were connected through another district. The percentage of same district affiliation remained virtually the same in both surveys, although educator union affiliation through another district nearly doubled, up from 7.4% in 2010.

Individual board members reflect the broad spectrum of political philosophies found across the general American public and among the 80% of 2018 respondents who choose to respond to this question, they are almost evenly split among Progressive (23%); Leaning Progressive (21%); Leaning Conservative (17%); and Conservative (19%). In 2010, the categories were labeled differently, with 20.3% identifying as Liberal; 49.3% as Moderate; and 30.3% as Conservative.

Are you a current or former member of an educators' union?



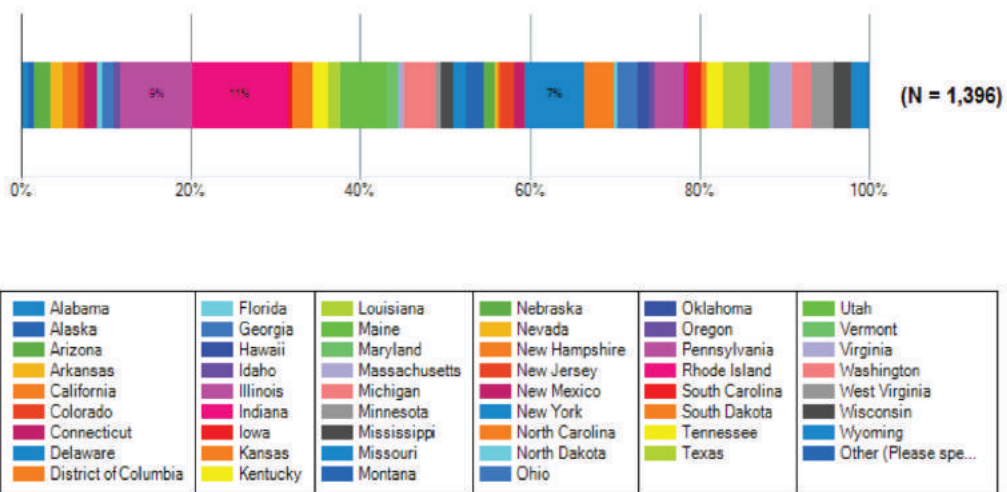
Which of the following best represents your political philosophy?



Survey Participation by State

In the 2018 survey, responses were received from every state except Hawaii, and the District of Columbia.

In what state are you a school board member or superintendent?



BOARD SERVICE & ELECTIONS

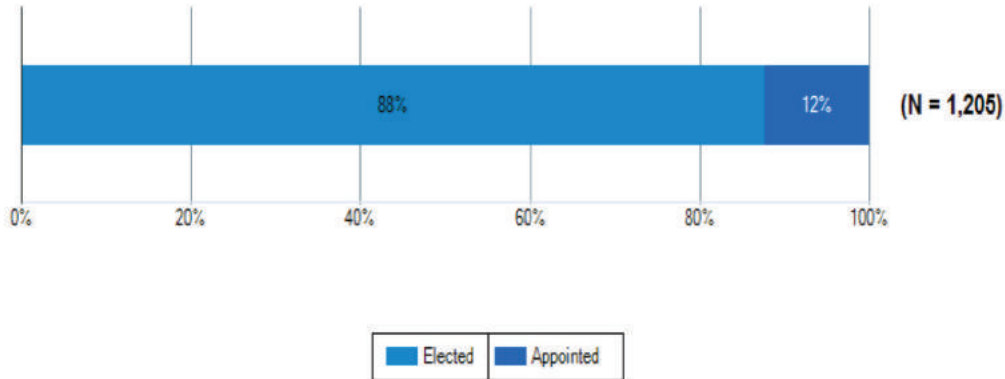
Elected v. Appointed; Timing of Elections and Party Affiliation; Length of Service, Motivation to Serve; Future Plans; Incumbent v. Challengers; Plans for Future Service; Campaign Funds and Ease of Race; Annual Salary; Meeting Stipends; Time Spent on Board Service

Elections

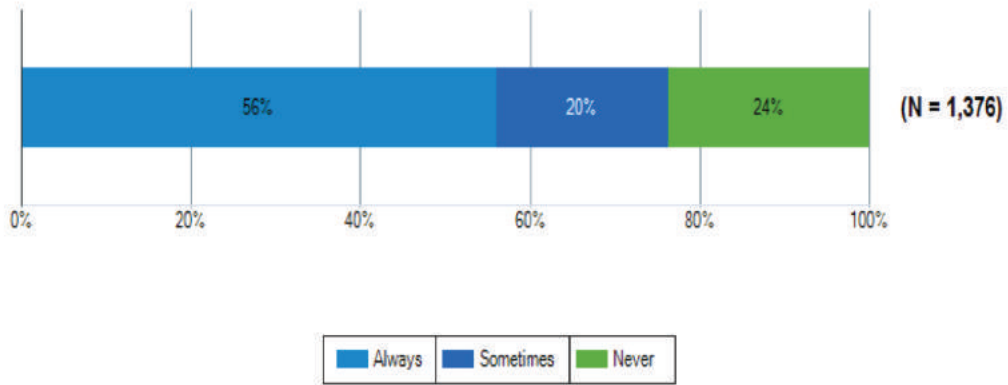
Being a member of a local school board provides the first entrée to public service for many individuals. Although the number of appointed board members among the 2018 respondents more than doubled from 2010 (12% versus 5.5%), the majority (88% in 2018) are locally elected.

The majority of 2018 survey respondents (56%) indicated elections were held on the same day as national or state elections and 88% said board candidates' party affiliations are not identified on the ballot. When asked if they could recall how many incumbents on their local board had been defeated by challengers since January 2012, 44% indicated zero and another 25% recalled only one defeat, suggesting the composition of the respondents' boards has been relatively stable.

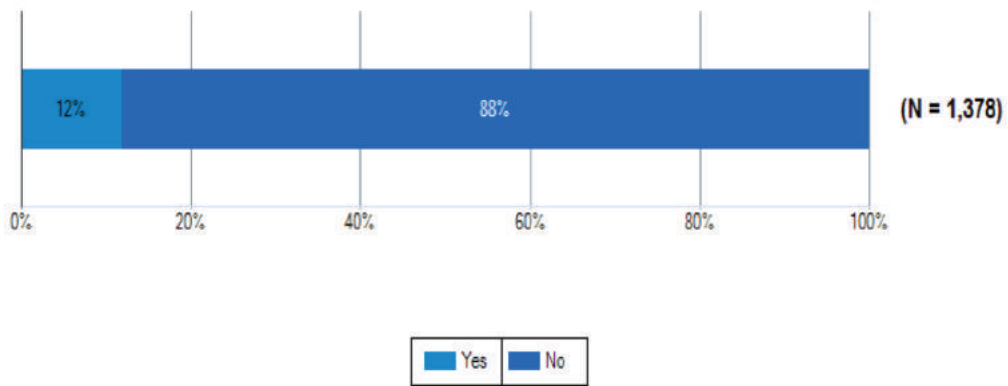
Were you elected or appointed to the board?



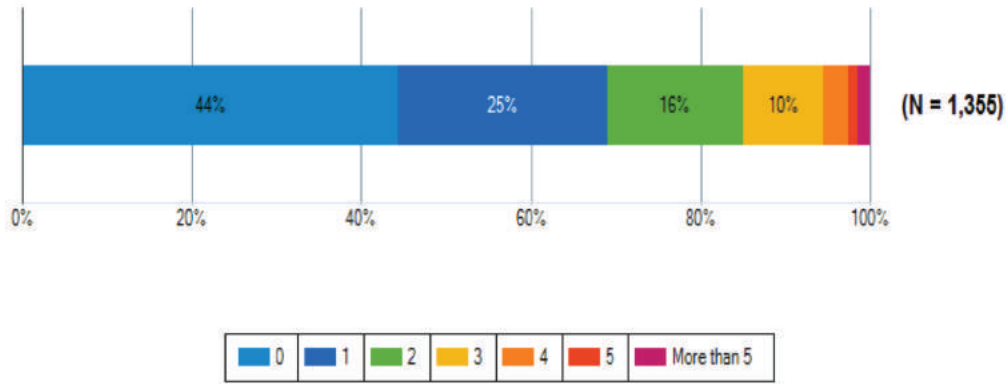
How often are board elections held the same day as national or state elections?



Are school board candidates' political party affiliations identified on the ballot?



To the best of your recollection, how many incumbent board members in your district have been defeated by challengers since Jan. 1, 2012?

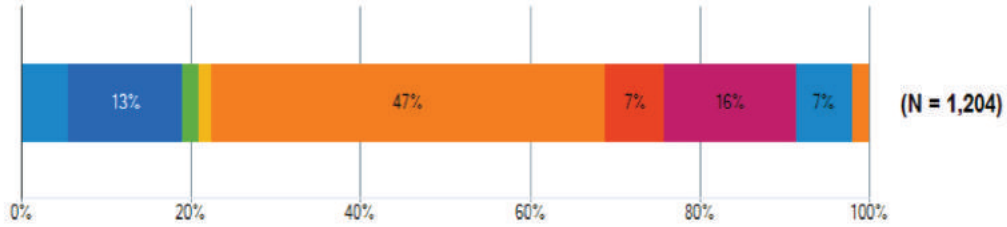


Length of Service, Motivation to Serve and Future Plans

Board members responding to the 2018 survey have served on their boards an average of 8.6 years, up slightly from 2010 when the highest ranked category of service was two to five years. When asked the reason they initially ran for the school board, the top-ranked response in 2010 at 50.3% remained the same in 2018 at 47%, “To ensure that our children’s school are the best they can be.” Sharing the same second most popular reason in 2010 (22.4%) and 2018 (16%) was, “To give back to my community”. Slightly more respondents indicated they were recruited to serve in 2018 (13%) than in 2010 (8%).

The majority (55%) of board members in 2018 responded Yes when asked about their plans to pursue another term on the board; 31% were undecided about continued service; and 14% said No. The desire to remain on the board appears to have increased since 2010 when only 43.4% planned to seek another term and 19.5% said No to future service.

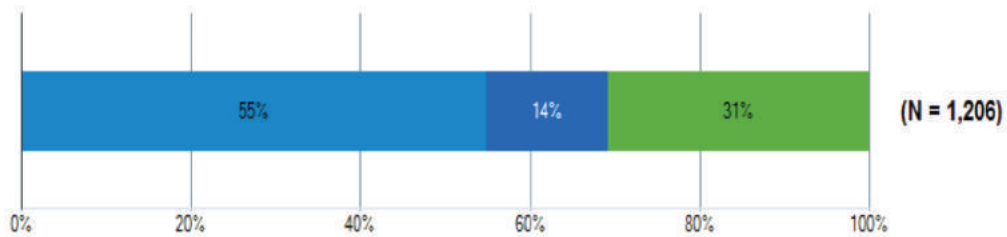
Which of the following reasons best describes why you initially ran for the board?



I was appointed	To ensure that a different candidate did not get on the board	To fix specific issues in the schools or the district	To represent my constituency on school-related issues
I was recruited	To ensure that our children's schools are the best they can be	To give back to my community	Other (Please specify)
To develop my role as a public leader in my community			



Do you plan to pursue another term on the board?



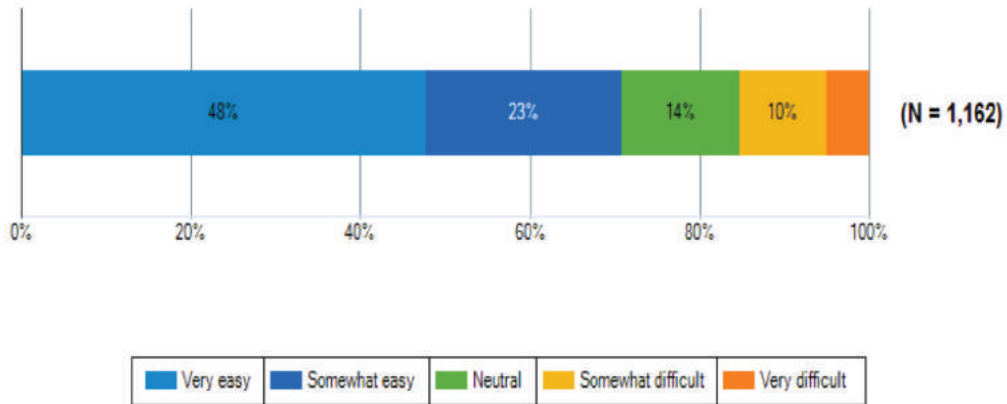
Yes	No	Undecided
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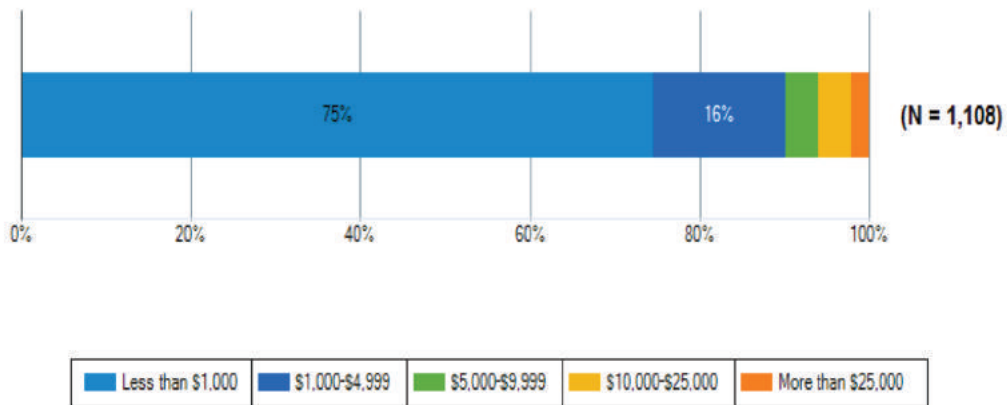
Ease of Campaign and Cost of Local Election

Although elections can take their toll on candidates, 48% of those responding to the 2018 survey characterized their victory in the last election as Very Easy; 23% as Somewhat Easy; and only 5% as Very Difficult. Three-quarters of 2018 survey respondents (75%) spent less than \$1,000 on their most recent school board election while only 9% spent more than \$5,000. Contributions under a \$1,000 were almost equally balanced among all the possible choices for support, while larger contributions of more than \$1,000 primarily came from Personal Funds or those from Family & Friends.

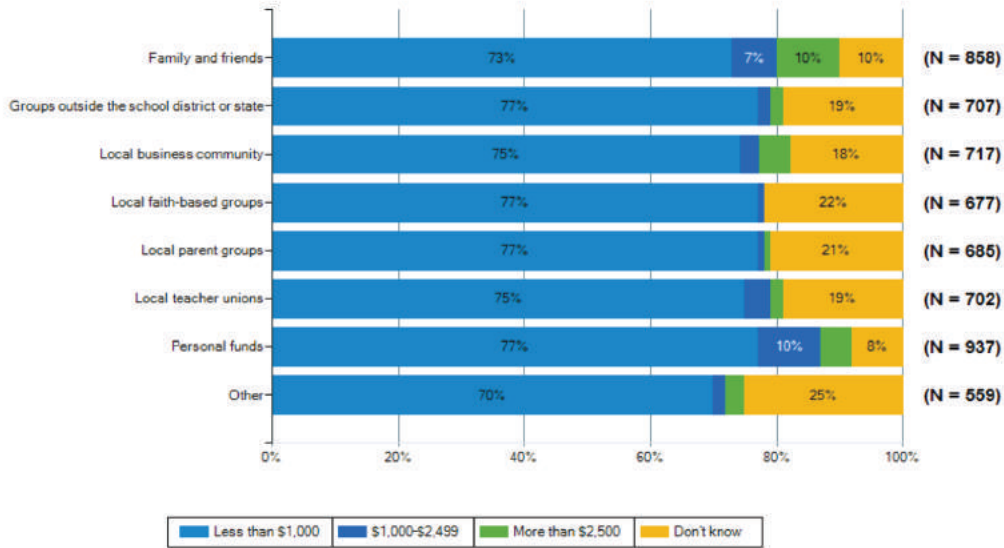
How would you characterize your victory in your most recent election?



Approximately how much did you (or your campaign committee) spend in the most recent school board election?



How much funding for your last board campaign came from the following sources?

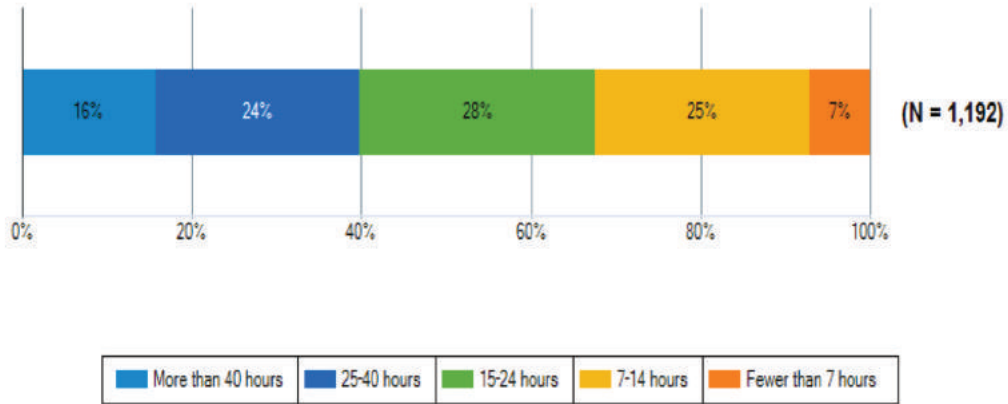


Time and Compensation for Board Service

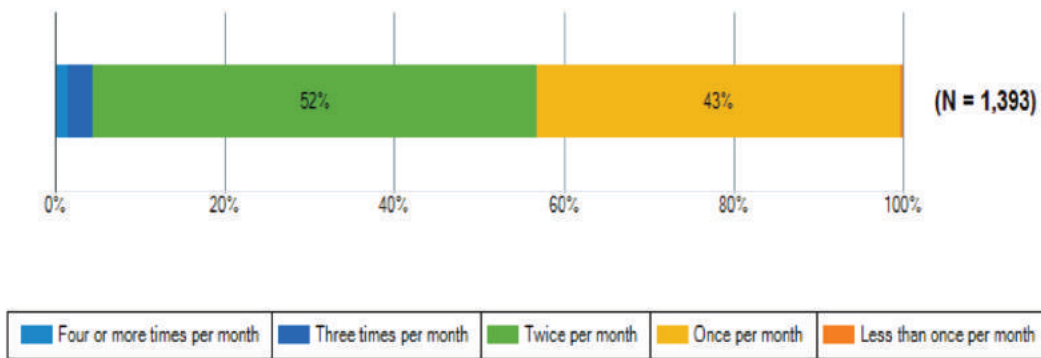
Once elected, the majority of 2018 respondents (52%) said their entire school board meets twice per month while 43% said the entire board meets only once a month. However, board members often engage in other activities that add hours to their board service. In a typical month, 16% of 2018 survey respondents said they spend more than 40 hours on board work; 24% dedicate 25-40 hours; 28% spend 15-24 hours; 25% spend 7-14 hours; and only 7% spend fewer than 7 hours. The time commitment for board members is comparable to the findings in the 2010 survey.

Most board members (61%) in 2018 were volunteers who received no annual salary for their board service which remained comparable to the 2010 survey data when 62.3% indicated no annual compensation. In addition, 73% of the 2018 respondents indicate they receive no stipend for individual meetings, just slightly fewer than the 76.5% who responded to that same question in 2010.

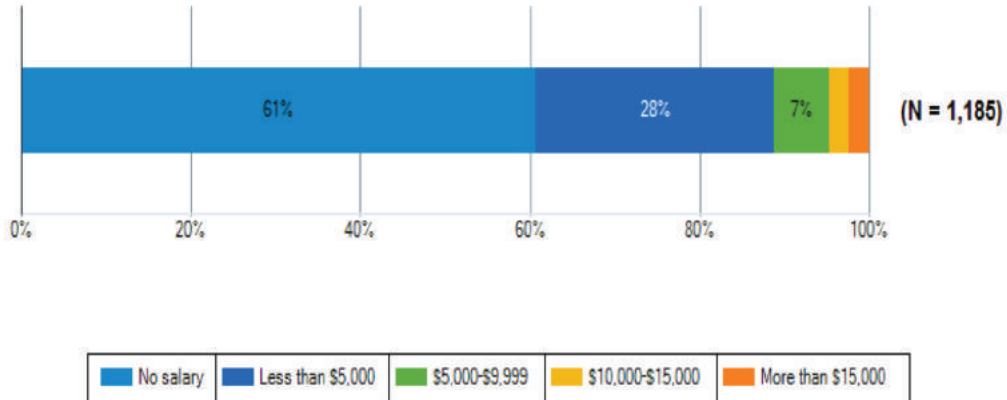
How many hours do you spend on board work in a typical month?



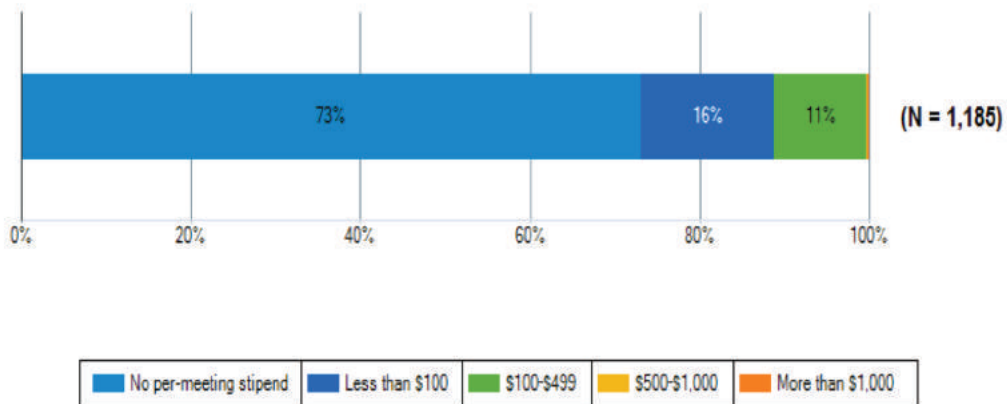
How many times per month does the entire school board meet?



What is your annual salary for your board service?
(Do not include per-meeting stipends).



How much is the per-meeting stipend you receive for your board service?

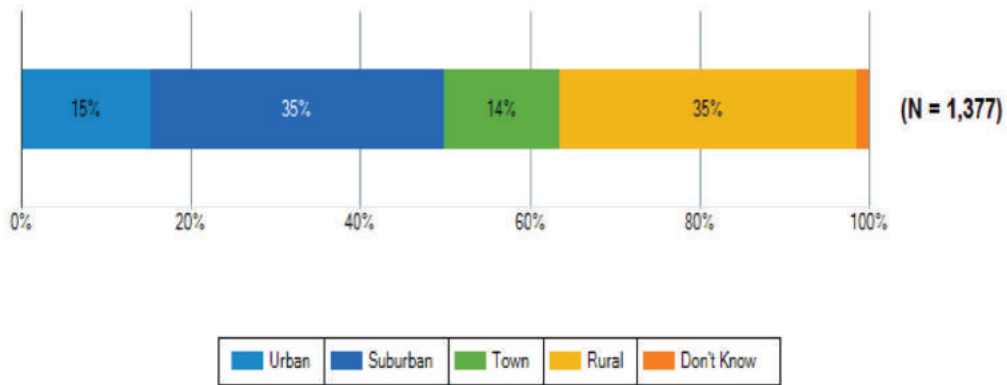


DISTRICT PROFILES

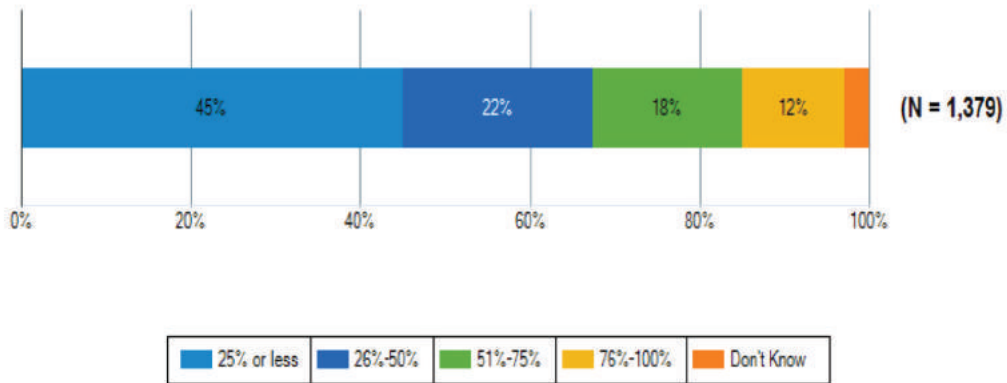
District Demographics, Distribution of Resources, Budget Approval, Taxing Authority

Urban districts comprised 15% of responding board members in the 2018 survey; 35% identified as Suburban; 14% as Town, and 35% as Rural. When asked what percentage of students in their districts are racial or ethnic minorities, 45% of respondents indicated that 25% or less were in that category while just 12% indicated their district demographic was 76% - 100% minority. Among all respondents in the 2018 survey, the average student enrollment on the opening day of the school year was 11,013.

Which of the following best describes your district?



What percentage of the students in your district are racial or ethnic minorities?

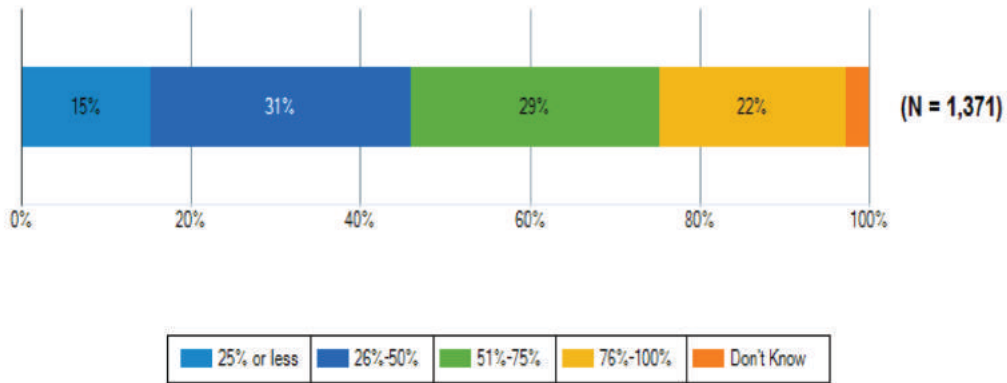


Resource Allocation

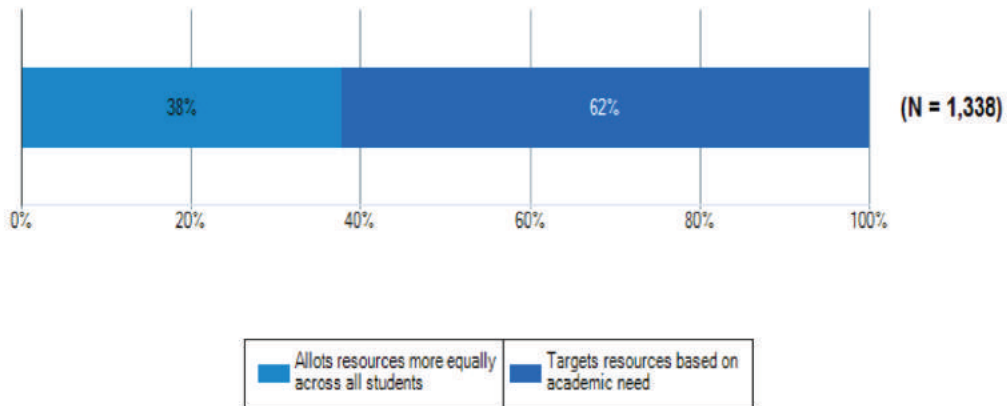
The percentage of students eligible for free and reduced-price meals offer another lens to describe student populations. 2018 survey respondents said 25% or fewer of their students qualified; 31% had 26% to 50% eligible students; 29% said 51% to 75% of their students qualified; and 22% respondents had more than 76% of their student who are eligible.

When asked how the district allocates limited resources between low-performing students and all students, 38% said the resources were allocated equally, while 62% target them based on need.

What percentage of the students in your district are eligible for free and reduced-price meals?



How does your district allocate limited resources between low-performing students and all students?

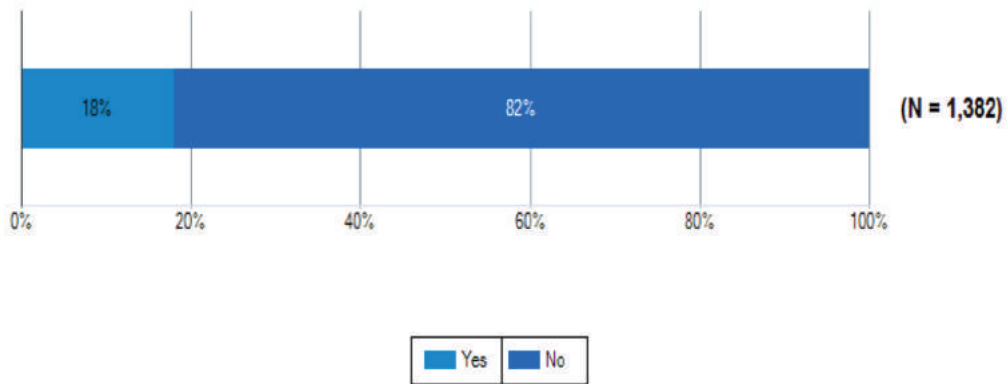


Funding Options

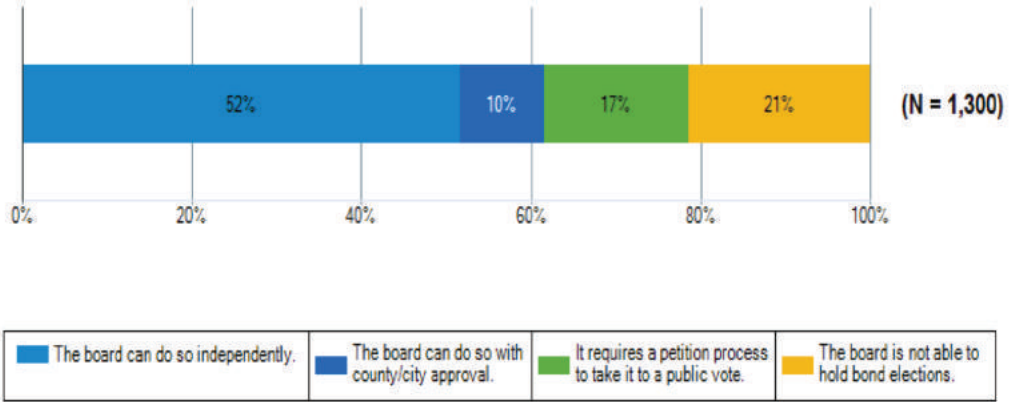
In 2018, board members indicated 18% of their districts required budget approval from a city or county council, while in the 2010 survey when this question was asked only of participating superintendents, just over half that number (9.3%) required such approval. Fewer districts in 2018 (52%) can independently hold a bond election compared to the 79.1% of superintendents who responded to that question in 2010. Overall, there appears to be less flexibility for boards to go directly to the public with 21% indicating no ability to hold a bond election in 2018 versus 5.5% in 2010.

Survey respondents in 2018 indicated 48% of boards have discretionary authority to levy taxes, down from the 65.8% in 2010 who had that authority when only superintendents responded to this inquiry. When there is a tax levy, 41% of 2018 respondents said voter approval is Always required; 37% said Sometimes; and 22% said Never, which reflects an almost identical pattern from the 2010 responses.

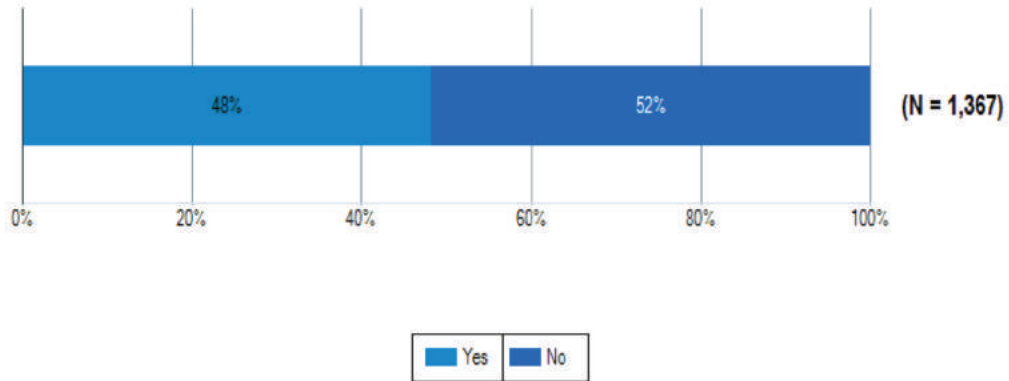
Does a city or county council have to approve the budget of the board/district?



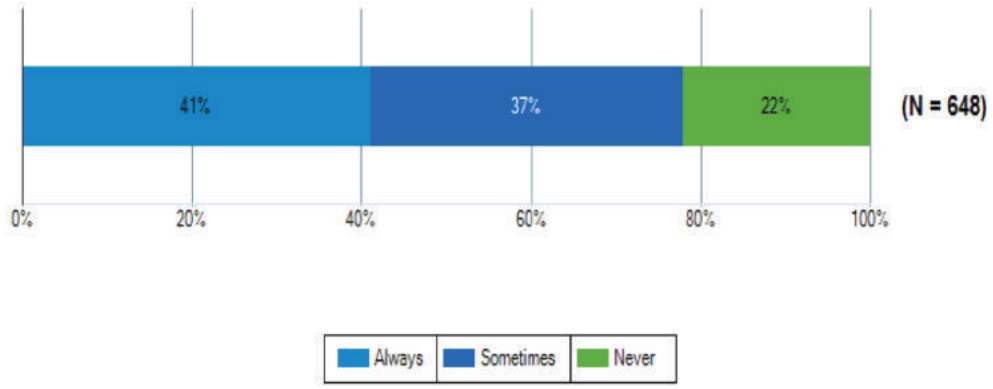
How is the board able to hold bond elections?



Does your board have discretionary authority to levy taxes?



How often does the tax levy require voter approval?



BOARD DEVELOPMENT

Size of Board; Length of Term; Frequency of Training; Whole Group v. Individual; Training Resources; Content for Training

Based on the 2018 survey respondents, the typical board contains seven individuals, while in the 2010 survey, boards with five seats were the most common. The average length of an individual board term in the 2018 survey was four years which remained consistent with the 2010 survey findings.

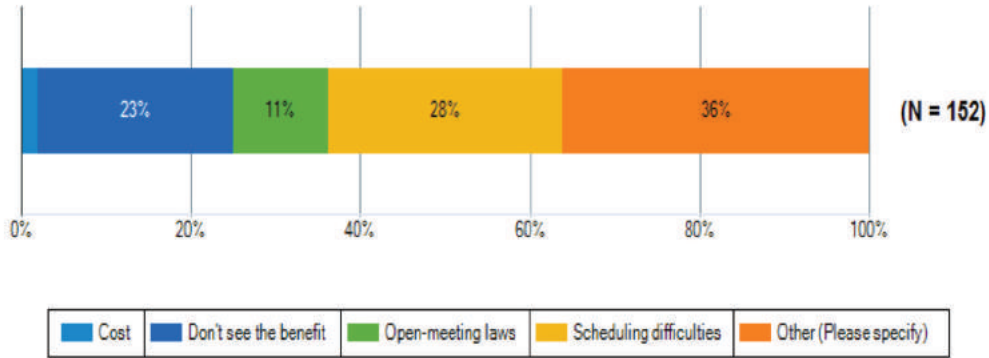
Frequency of Training

Individuals elected to serve on local boards need to develop governance skills that allow them to effectively support the work of the district. Receiving training twice a year as an entire board was the most frequent response in 2018 at 34% followed by 30% who said only once a year. While 23.3% of boards said they never engaged in whole board training in 2010, that number dropped to 13% in 2018 suggesting more boards may be engaged in group training experiences. For those boards that do not engage as a group, 28% cited scheduling difficulties; 23% did not see a benefit; 11% identified open meeting laws; 2% noted cost; and 36% selected the generic Other category.

About how often does your entire board participate in or receive training together?



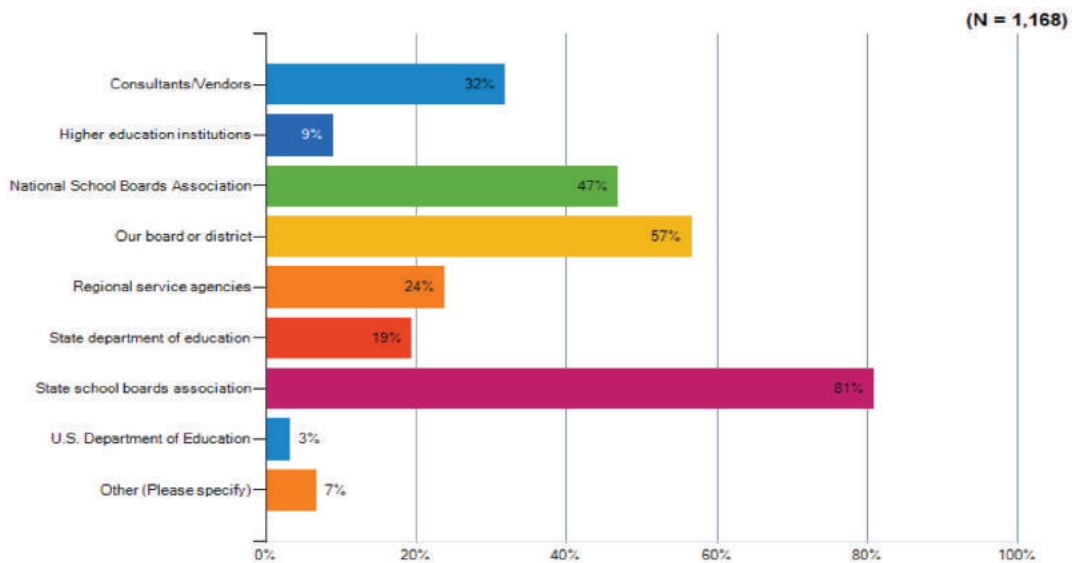
What is the primary reason your board does not receive training together?



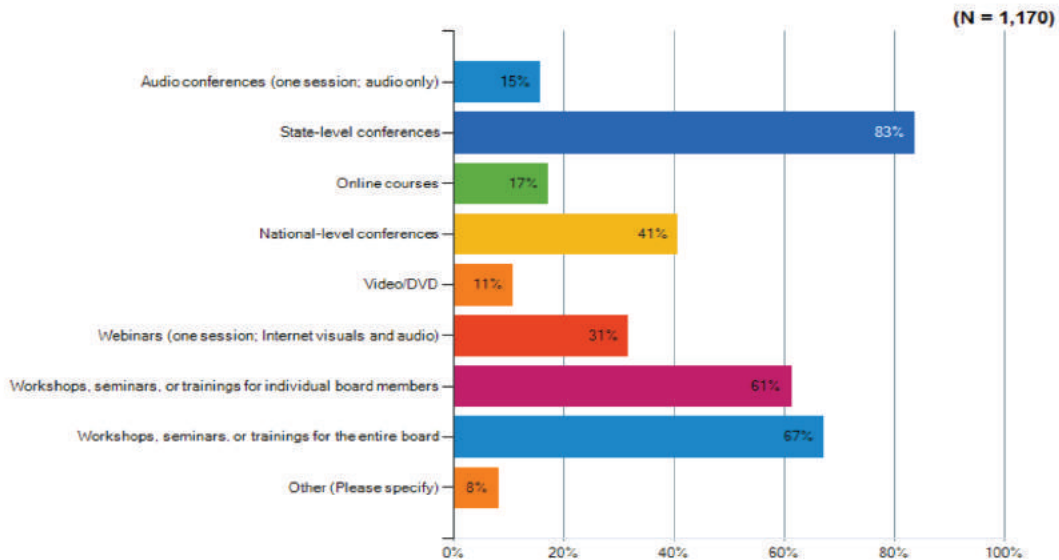
Training Providers & Platforms

Overwhelmingly, 81% of 2018 survey respondents reported they had received training from their State School Boards Association, followed by 57% who had received training from their Board or District; and 47% from NSBA, all consistent with the 2010 survey results. State level conference at 83% were by far the most frequent choice when asked what types of board development or training respondents had participated in during the past year. However, each category type from webinars to national conferences reflected higher percentages of participation than shown in the 2010 study suggesting more board members are receiving training.

Which organizations provided the board development/training that you have received? (Select all that apply)



Which types of board development/training have you participated in during the past year?(Select all that apply)



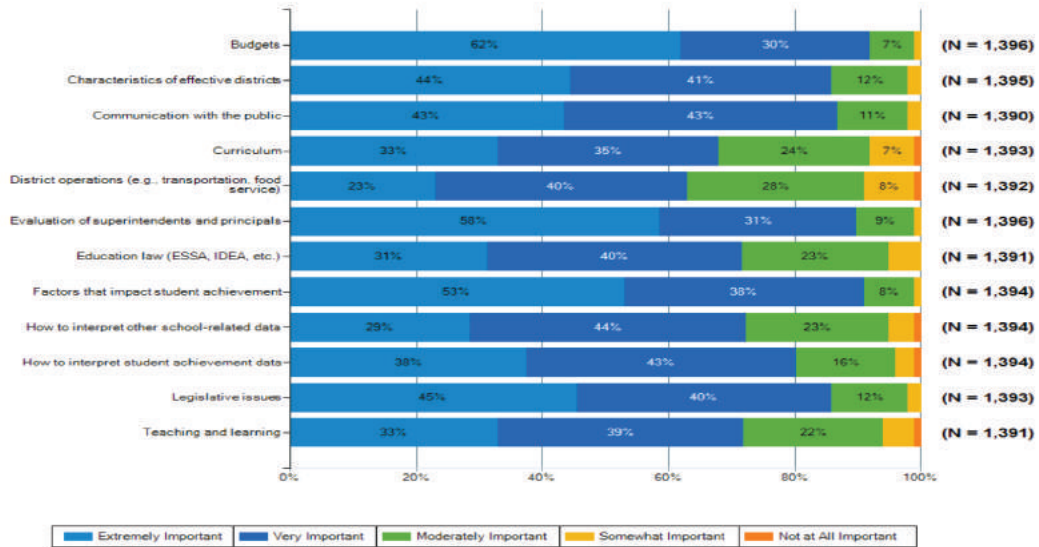
Content Knowledge & Sources for Information

The 2018 survey sought to understand how important board members felt it was for them to have knowledge in various areas that could help them effectively perform their board duties. Among items ranked Extremely Important, Budget knowledge took the top place with 62%; 58% identified Evaluation of Superintendents and Principals; and 53% selected Factors that Impact Student Achievement. District Operations (9%) and Curriculum (8%) garnered the most votes in the Somewhat or Not at All Important knowledge categories.

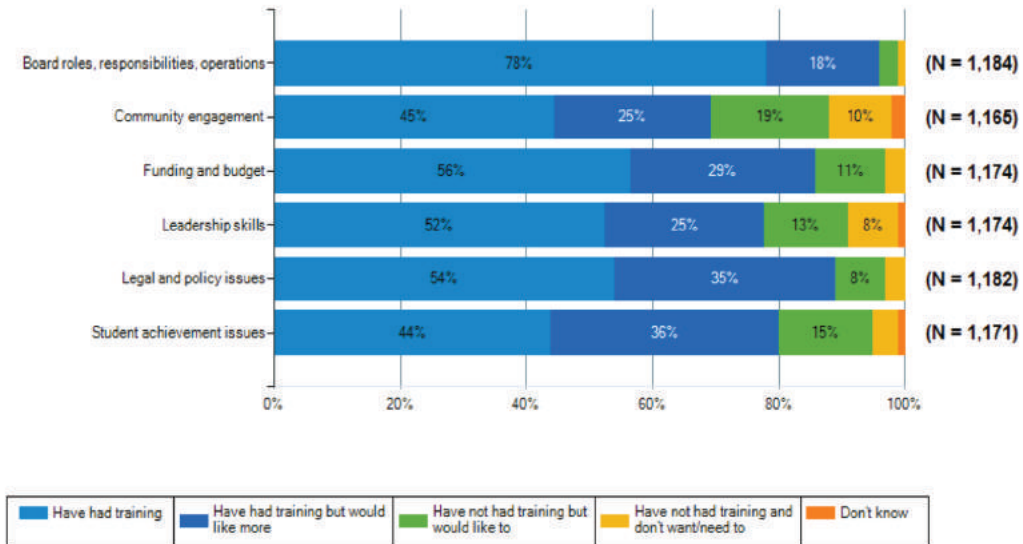
By far the greatest number of 2018 survey participants (78%) had participated in training about Board Roles, Responsibilities, and Operations followed by 56% who had training in Funding and Budget issues. Perhaps more interesting, are the highest ranked topics about which board members would like new or additional training including 51% on Student Achievement issues; 44% on Community Engagement; and 43% on Legal and Policy. These training priorities continue to reflect the top areas of interest from the 2010 survey.

When asked how frequently board members consult an extensive list of sources for information when they need to make a decision, Asking the Superintendent was the overwhelming choice by 56% for the Almost Always category. When the Almost Always and Often categories were combined, 72% of respondents selected State School Board Association/Other State Organizations and 45% turned to NSBA/Other National Organizations, both categories nearly doubling in importance since the 2010 survey when State resources were 37.6% and NSBA/national groups was 16.9%. Interesting to note that the Never or Rarely referenced source categories were Foundations at 61% and Social Media at 57%, like the findings in 2010.

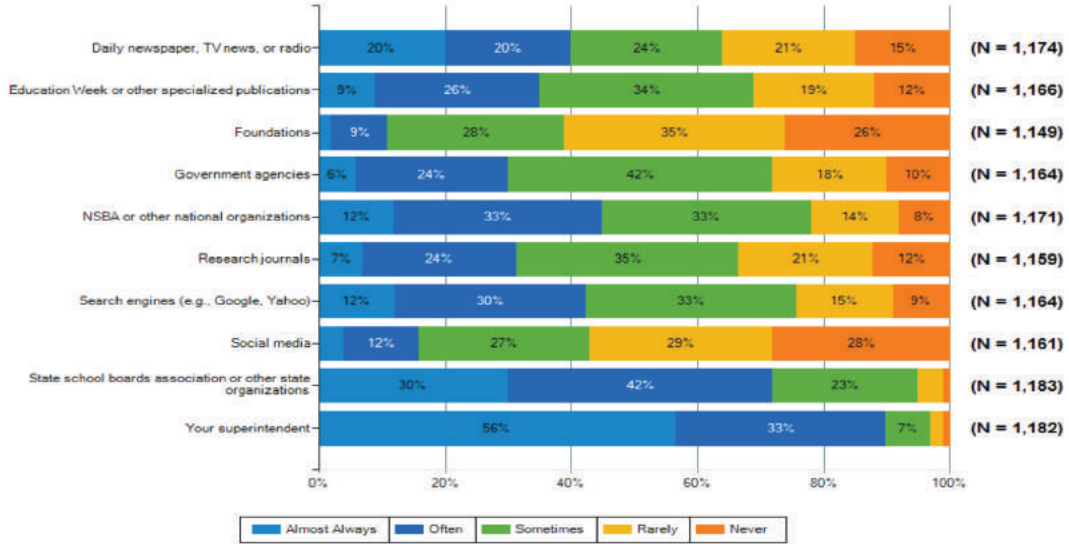
How important is it for board members to have knowledge in the following areas so they effectively perform their board ...



Please select the board training you have had in each area.



How frequently do you consult the following sources for information you need to make board decisions?



DISTRICT PRIORITIES

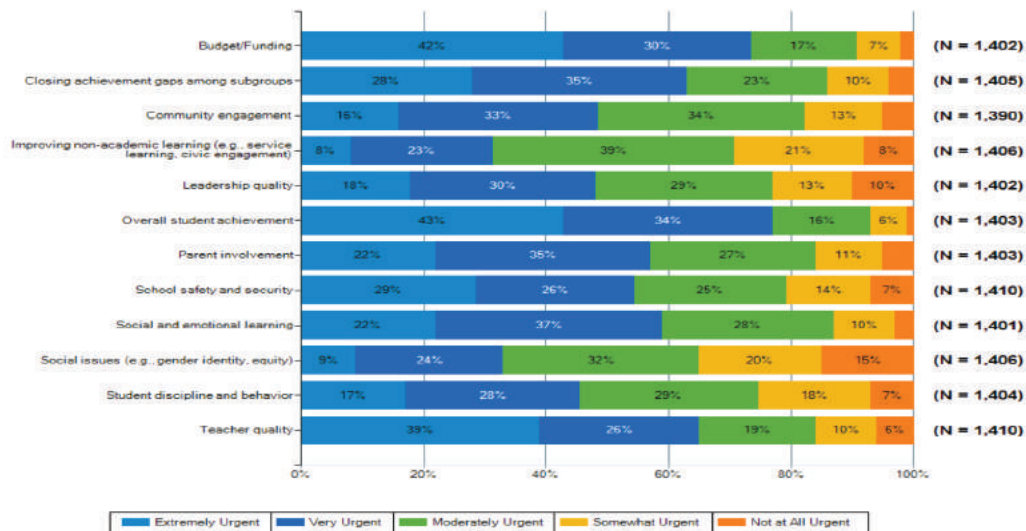
Urgent Issues, Student Achievement; Barriers to Success

Urgent Issues

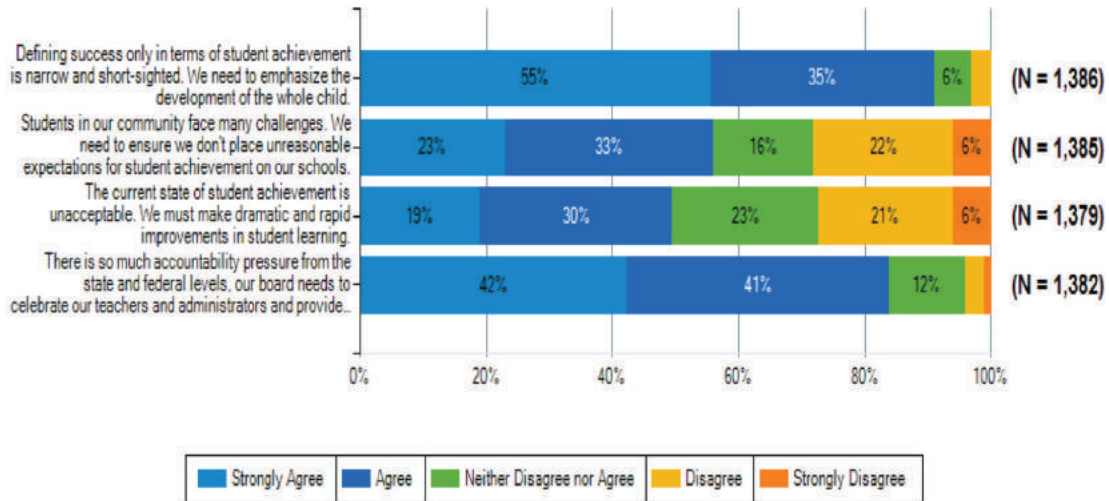
Among the issues identified as Extremely Urgent by 2018 survey respondents, Overall Student Achievement at 43%, Budget/Funding at 42%; and Teacher Quality at 39% were at the top of the list. At the other end of the spectrum, the three issues with the highest combined scores for Somewhat Urgent and Not Urgent at All were Social Issues (e.g. gender, identity, equality) at 35%; Improving Non-Academic Learning (e.g. service learning, civic engagement) 29%; and Student Discipline & Behavior at 25%.

Survey participants were asked about how strongly they agreed or disagreed with a variety of statements. Ninety percent ranked “Defining success only in terms of student achievement is narrow and short-sighted. We need to emphasize the development of the whole child” as either Strongly Agree or Agree. Gaining almost as much agreement at 83% with the combined categories of Agree or Strongly Agree was the statement acknowledging that because of the state and federal accountability pressures, the board needs to celebrate its teachers and administrators and provide the moral support for them to do the work. “Students in our community face many challenges. We need to ensure we don't place unreasonable expectations for student achievement on our schools.” The previous statement again collected the strongest combined scores for Disagree or Strongly Disagree at 28% in 2018 as compared to 35.9% in the 2010 survey. The largest discrepancy between the two surveys was the reaction by 27% in 2018 who Disagreed or Strongly Disagreed with “The current state of student achievement is unacceptable. We must make dramatic and rapid improvements in student learning,” compared to only 12.2% who felt that way about this statement in 2010. This seems to suggest there is a greater sense of urgency among board members about the need to improve student achievement.

How urgent are the following issues for your board and your district right now?



How strongly do you agree or disagree with the following statements?

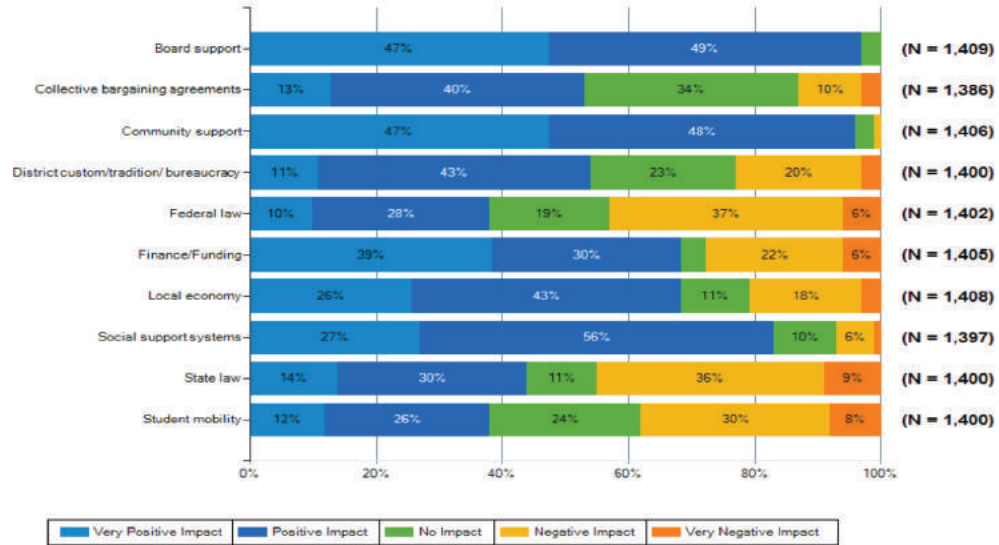


Factors, Approaches and Barriers Impacting Student Achievement

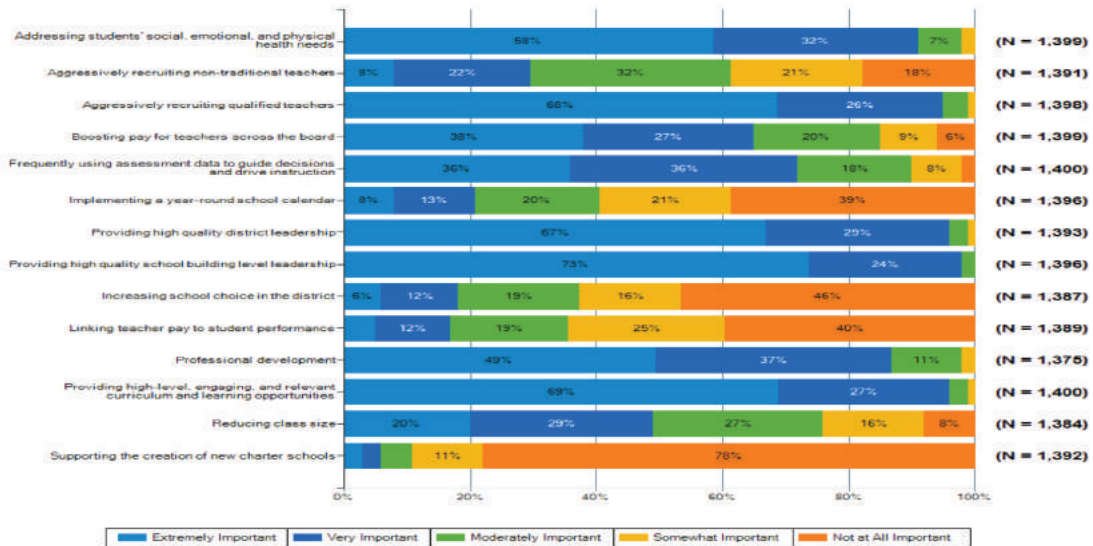
When asked about the Positive or Negative Impact several factors might have on improving Student Achievement, Board Support and Community Support at 47% each received the highest percentage of Very Positive votes. State Laws at 45%, Federal Laws at 43%, and Student Mobility at 38% collected the highest percentage scores in the combined categories of Negative and Very Negative Impact.

Survey respondents were asked to determine how important each of several approaches could be to improve student learning. The top three approaches deemed Extremely Important were Providing High Quality School Building Level Leadership (73%); Providing High-Level, Engaging and Relevant Curriculum & Learning Opportunities (69%); and Aggressively Recruiting Qualified Teachers (68%). The least popular approaches receiving the highest percentage under the Not at All Important category were Supporting the Creation of New Charter Schools (78%); Increasing School Choice in the District (46%); and Linking Teacher Pay to Student Performance (40%).

What type of impact do the following have on improving student achievement?



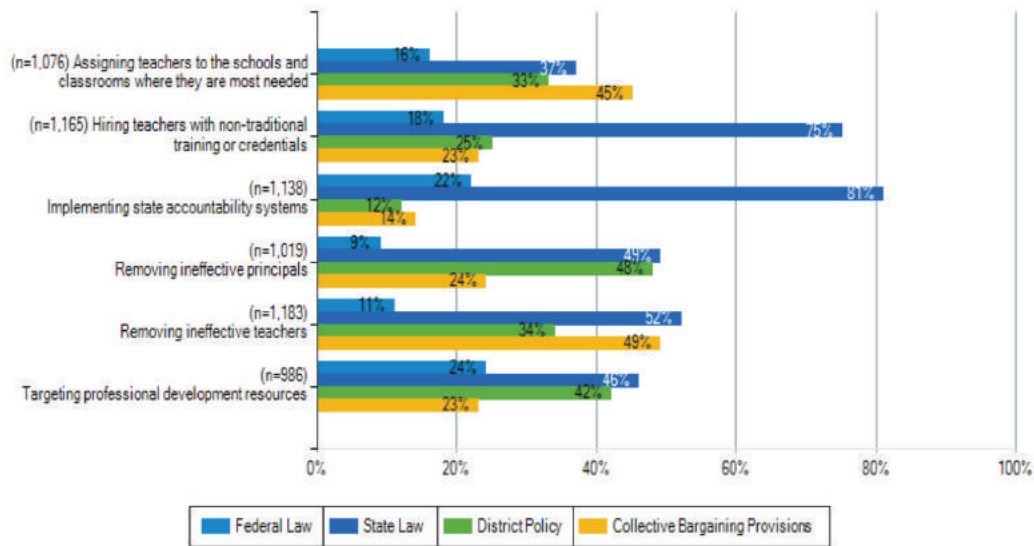
How important do you think each approach is for improving student learning?



Barriers Impacting Student Achievement

State Law was identified as the greatest barrier by 2018 survey respondents in the Implementing a State Accountability System (81%) and when Hiring Teachers with Non-Traditional Training or Credentials (75%). Collective Bargaining Provisions were a major barrier to Assigning Teachers to the Schools & Classrooms Where They are Most Needed (45%) and when Removing Ineffective Teachers (49%). District policies were most often seen as a barrier to Removing Ineffective Principals (48%) and Targeting Professional Development Resources (42%). While registering a small percentage across multiple issues, Federal Law received the fewest votes as a barrier. Federal Law was seen by only 24% of the 2018 survey participants to impact a district's ability Target Professional Development while State Law at 46% and District Policy at 42% were greater barriers.

Please indicate whether federal or state law, district policies, and/or collective bargaining provisions are barriers to improving student achievement.

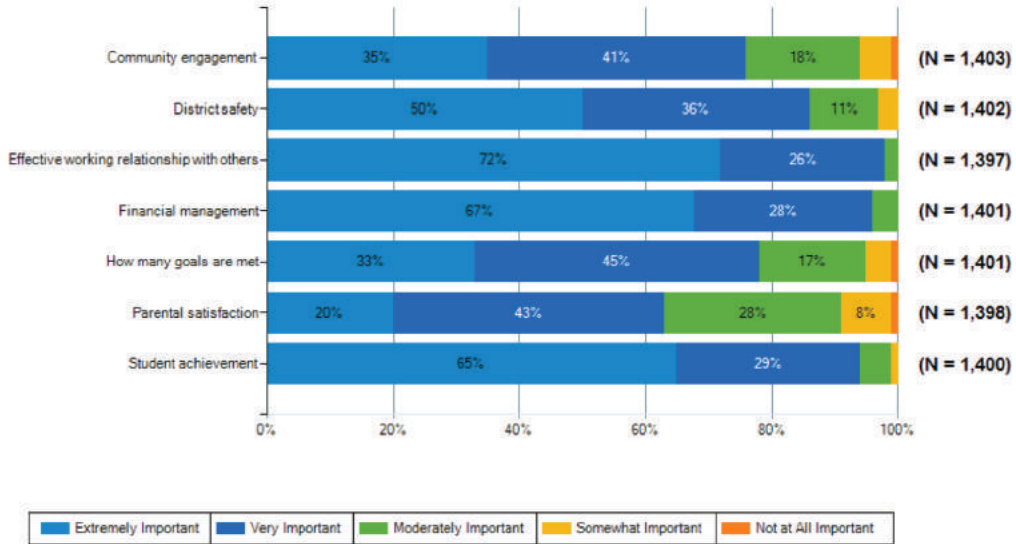


Superintendent Evaluation & Support

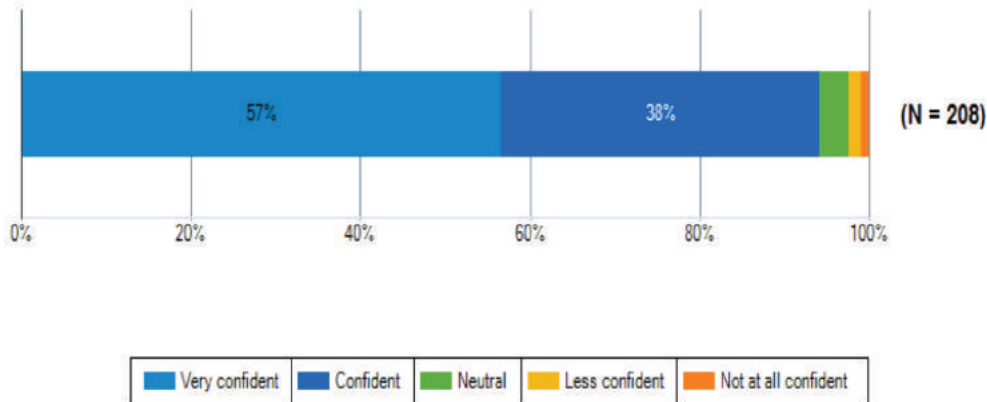
One of a school board's major tasks is the hiring and evaluation of the district's superintendent. 2018 survey respondents were asked to consider how important each of seven aspects of the job are when considering a superintendent's performance. Collecting the highest percentage (72%) of Extremely Important votes was having an Effective Working Relationship with Others, followed by Financial Management (67%) and Student Achievement (65%). On the negative end of the scale, Parental Satisfaction received the most Somewhat Important or Not at All Important marks at 9%.

Among the superintendents who completed the 2018 survey, 57% indicated they were Very Confident or Confident (38%) that their school board members would support them when tough decisions about resources or personnel in the district are required. When asked if their board had overturned a personnel decision since they had been in their role as superintendent, 90% answered No.

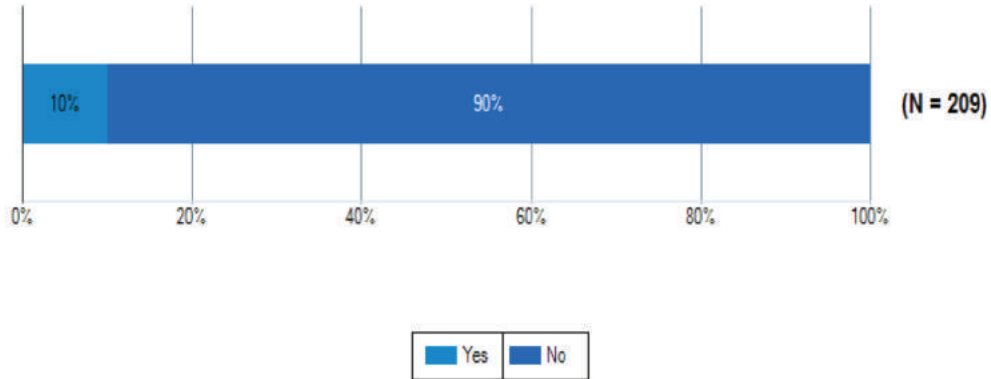
How important are each of the following in evaluating superintendent performance?



When you must make tough decisions about resources and personnel, how confident are you that the board will support you?



Since you have been superintendent, has the board overturned a decision you have made related to personnel termination?



BOARD MEETINGS

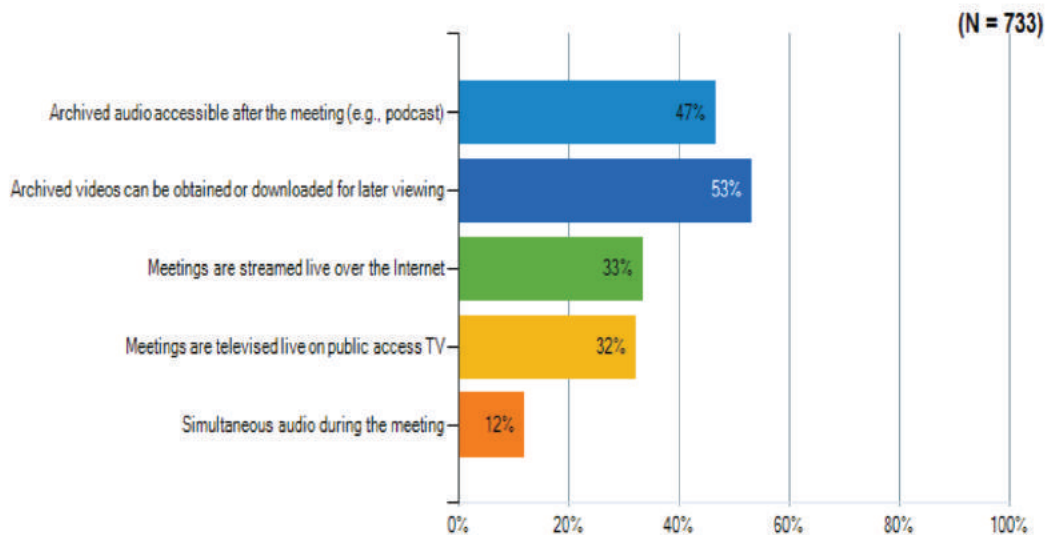
Meeting Documents, Public Comment Period, Meeting Access, Frequency of Meetings

Public Access & Engagement

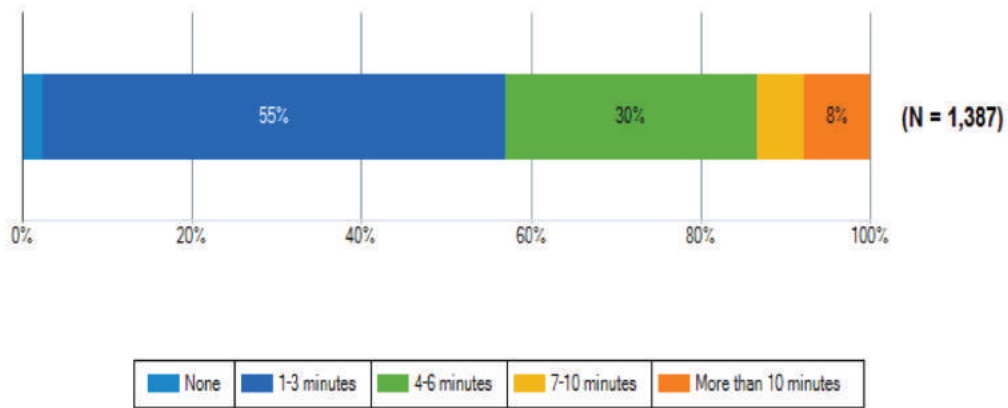
School board meetings have always been the traditional place for the public to engage with the board members. When asked how the public can access a district's school board meeting remotely, 53% of the 2018 respondents offer Archived Videos that can be obtained or downloaded for later viewing; 47% provide Archived Audio, like a podcast, that is accessible after the meeting; and only 12% offer Simultaneous Audio during the Meeting. Although the 2018 categories were phrased a bit differently from those in the 2010 survey, technology is making board meetings more accessible. For example, the greatest growth has been from 5.2% who were Streaming Meetings Live over the Internet in 2010 to 33% who are doing so in 2018. Meetings that are Televised Live on Public Access TV has also experienced an increase from 21.6% in 2010 to 32% in 2018. The modern technologies utilized by many districts are making district operations more transparent and allow interested citizens and parents to follow a board's proceedings even if they cannot attend the meeting in person.

Those citizens who do attend the board meeting in person have an opportunity to address the board. According to the 2018 survey participants, the majority (55%) allot 1 to 3 minutes per person for public comment during the meeting. Thirty percent of survey participants provide 4 to 6 minutes per person and 8% said they allow 10 or more minutes per person.

How can the public access your school board meetings remotely? (Select all that apply)



How much time is allotted per person for public comment at board meetings?

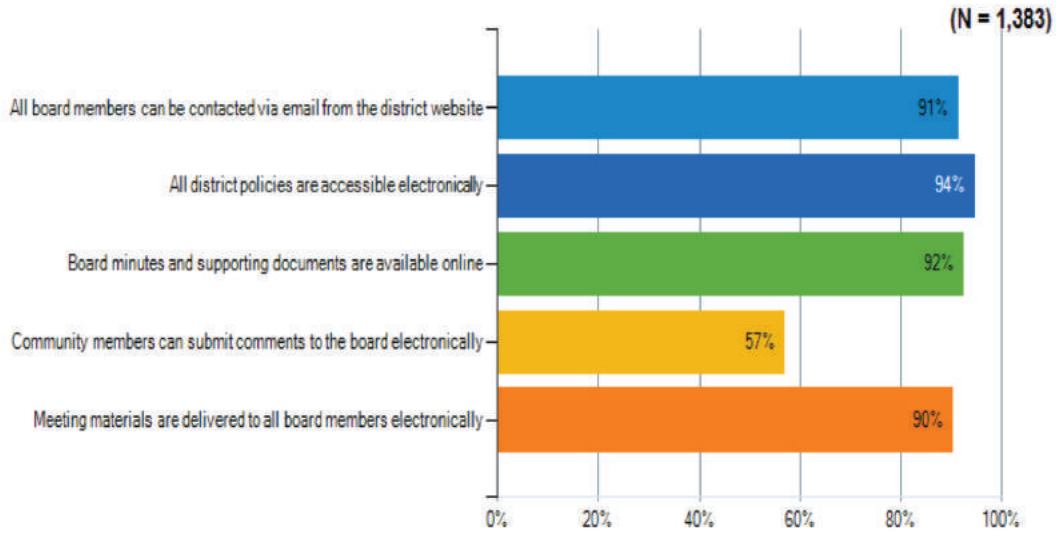


Board Operations and Support

Each of the following board operations has experienced considerable growth since the 2010 survey. In 2018 survey participants were serving in districts where All District Policies are Accessible Electronically (94% versus 69.9% in 2010); Board Minutes and Supporting Documents are Online (92% up from 56.2%); All Board Members can be Contacted via Email from the District Website (91% up from 66.7%); and Meeting Materials are Delivered to Board Members Electronically (90% up from 47.7%). However, responding to a newly added question, only 57% of 2018 survey participants indicate that Community Members Can Submit Questions to the Board Electronically.

Survey participants were asked about the resources they have access to that can assist them with their work as a board member. Administrative Support is available to 92% of 2018 respondents; 91% have access to Legal Counsel; 62% have access to Staff who can to Assist with the Interpretation of Student Learning Data; 58% have support from the Communications Staff; and 46% have access to Staff to Assist with Research.

Which of the following board operations apply to your board? (Select all that apply)



To which of the following resources does your board have access?

