LeadingAge™ Ohio

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Board of Directors Meeting
Feb 11, 2021 10:00 am – Noon

AGENDA

Time	Item #	Description	Responsible
10:00 a.m.		Call to Order; Welcome	Cynthia Bougher, Chair
10:05 a.m.		Reflection	Kathryn Brod
10:10 a.m.	02 02-A	Approval of Agenda and November 19, 2020 Minutes Consent Items of Ctte/Subctte summaries: Budget & Finance (2/4/2021)	Cynthia Bougher, Chair
10:15 a.m.	03	Annual Board Survey Results	Cynthia Bougher
10:25 a.m.	04	2019 – 2021 Strategic Plan Goals & upcoming strategic plan development	Kathryn Brod
10:35 a.m.		Generative Discussion: How has the value-proposition of LeadingAge Ohio either been demonstrated or fallen short during COVID?	All

LeadingAge Ohio Board of Directors
Meeting Minutes
November 19, 2020

Board member attendance via ZOOM:

Class of 2021
Cynthia Bougher, *Chair*
Linda Casey, *Treasurer*
Rev. Kenneth Daniel, *Immediate Past Chair*
Kerry Hamilton
Laura Lamb
Troy Snyder

Class of 2022
Rich Boyson
Larry Gumina
Wendy Price Kiser
Larry Monroe, *Secretary*
Michelle Norris
Cynthia Struk
Chris Widman

Class of 2023
Scott Buchanan
Ann Conn
Gayle Mattson
Allison Salopeck, *Vice Chair*
Kristi Strawser

Not attending: N/A

Staff members: Kathryn Brod, Corey Markham

Guest: Katie Smith Sloan, LeadingAge

I. **CALL TO ORDER**
Rev. Kenneth Daniel called the meeting to order at 10:00am.

II. **BOARD COMMITMENT/RECOMMITMENT & CONFLICT OF INTEREST STATEMENT**
Ken Daniel welcomed the new Class of 2023 Board members and led all Board members through a recitation of the board commitment statement. He reminded all to return signed conflict of interest statements to Bobbi Dolan.

III. **REFLECTION**
Chris Widman shared Shel Silverstein's "Little Boy & Old Man", a poem that captures a bit of the indignity toward aging that COVID-19 has highlighted.

IV. PROPOSED 2020-2021 BOARD OFFICER SLATE

Nominating Committee member Larry Gumina presented a proposed slate of officers for the 2020-2021 Board year:

Chair: Cynthia Bougher
Vice-Chair: Allison Salopeck
Secretary: Larry Monroe
Treasurer: Linda Casey

On motion, the Board approved the slate of the individuals above.

Kathryn Brod thanked Ken Daniel for his multi-year leadership on the Advocacy Committee as well as his two-year role as Board chair. The LeadingAge Ohio plaque has been engraved to reflect Ken's service.

V. APPROVAL OF AGENDA, AUGUST 13 MEETING SUMMARY AND CONSENT AGENDA

The meeting agenda was considered, the August Board meeting summary reviewed and consent agenda highlighted.

On motion the August 13, 2020 Board meeting summary and consent agenda were accepted as submitted.

VI. ANNUAL BOARD SURVEY

Chair Cynthia Bougher encouraged board members to participate in the annual board self-assessment conducted by HW&Company. 100% participation is desired.

VII. LEADINGAGE ALIGNMENT AGREEMENT

Katie Smith Sloan, LeadingAge President/CEO, presented the background for the original 2001 development of an Alignment Agreement between LeadingAge (national) and the LeadingAge state partners. She noted that the purpose of the agreement was to articulate the common principles and specific duties of each respective entity's work. The most significant change incorporated as a result of the recent 2020 Alignment Agreement review is the ability for proprietary organizations to join LeadingAge. Several additional changes (e.g. an increase in the percentage of states' dues that can come from for-profit members) follow from this shift. While many state partners, including Ohio, allow for-profits to join their state associations, until now, these members could not be joint members of LeadingAge (national). Katie reviewed the ideals that reflect LeadingAge, its work and its members. These ideals offer a new language for describing who LeadingAge members are and what they stand for without discussing tax status. Board members concurred that a commitment to these ideals, both at the state and national level, will create an important distinctive foundation for the mission-driven work of LeadingAge members.

On motion, the Board approves LeadingAge Ohio's commitment to the 2020 LeadingAge Alignment Agreement.

VIII. CEO REPORT

Kathryn Brod provided a visual dashboard of the revised 2020 goals accomplished to date. She reported a key initiative in each of the strategic plan's pillars: Advocacy (UNC's Economic Impact of LeadingAge Ohio members); Identity (LeadingAge Ohio's work to have the state implement DiseaseWatch, an infection surveillance tool); and Workforce (LeadingAge Ohio's continued work with the registered apprenticeship program). Kathryn encouraged board members to review the summary of the

recently completed member pulse survey for it provides insights into members' views of LeadingAge Ohio's COVID-19 response.

IX.   **RESOLUTION TO CHANGE THE NAME OF MIDWEST CENTER FOR HOME, HOSPICE AND PALLIATIVE CARE EDUCATION (MCE) TO LEADINGAGE OHIO FOUNDATION**

When the MCE and LeadingAge Ohio Foundation boards agreed to merge the respective funds, both boards – as well as their member, the LeadingAge Ohio board – agreed that renaming the MCE Foundation to LeadingAge Ohio Foundation was an appropriate next step. All agreed that given the amount of time since the merger, LeadingAge Ohio's name has greater name recognition than MCE's. To complete the name change, legal counsel has provided the resolution that must be adopted by the LeadingAge Ohio Board.

On motion, the Board approves signing the resolution to change the name of the MCE foundation to the LeadingAge Ohio Foundation.

X.   **ADVOCACY COMMITTEE AGENDA**

Wendy Price Kiser, Advocacy Committee Chair, provided a brief overview of election results and the federal initiatives for which LeadingAge is advocating in order to provide financial support to its members. She also reviewed the state of Ohio election results and the implications of the results for the state's legislative lame duck session. While lame duck is the most immediate work at hand, she drew Board members' attention to the subcommittee meeting summaries as evidence of the work underway to prepare for the next biennium budget. Kathryn reported that the Post-Acute Regional Rapid Testing (PARRT) program could be potentially scaled across the state.

On motion the Advocacy Committee meeting summaries and Hospice, Home Health & HCBS, SNF/AL and Housing Subcommittees' summaries were accepted as submitted.

XI.   **TREASURER'S REPORT**

Linda Casey, Treasurer, provided an overview of the September 2020 financials. She reminded board members that while the budget for 2020 was not revised because of the public health emergency, earlier in the year staff "tightened their belts" and began working toward a revised 2020 forecast. As a result of that work, the bottom line far (before realized/unrealized gains and losses) exceeds budget.

On Motion, the Budget & Finance Committee recommended that the Board of Directors receive the September 2020 LeadingAge Ohio financial statements as submitted.

The 2021 Operating and Capital Budgets have been prepared based on the assumption that COVID-19's impact will continue and, as a result, a net loss of approximately $100k is budgeted for operations. Though a 10% reduction across all salaries would produce a positive gross margin, should staff be able to continue to create additional virtual education opportunities, the negative margin could be mitigated. The Budget & Finance Committee members reviewed the education assumptions in more detail and recommended that -- given the ongoing uncertainty of COVID-19 and a just completed federal election -- staff should provide a quarterly update on 2021 year-end projections. Should the financial situation deteriorate or assumptions play out in a more negative way than anticipated, staff salary

adjustments or additional adjustments might then be considered. Board members concurred with this approach.

On motion, the Budget & Finance Committee recommended that the Board of Directors reapprove the 2021 LeadingAge Ohio Operating and Capital Budgets.

XII.   **BOARD COMPOSITION**
Linda Casey, Laura Lamb and Michelle Norris led the board through a discussion of how the LeadingAge Ohio Board could – through its own work – set an example of leadership in diversity, equity and inclusion for its members. The discussion was informed through a pre-meeting survey of board members' work in their own organizations and through a Zoom poll of board members' opinions on LeadingAge Ohio's work to-date. After setting the stage for the discussion with an opening prayer that contained portions of Martin Luther King's "I Have a Dream" speech, Kathryn was asked to describe the current process by which nominations and election to LeadingAge Ohio's Board occurs; she noted a nomination practice that includes the breadth of service lines, gender diversity, and geographic diversity. To date candidates have been sought who are CEOs or COOs (or similar).

Board member discussion included:
a. the necessity of having members grow diversity in their own organizations' leadership; participating in LeadingAge Ohio committee work might help foster these opportunities.
b. the challenge of creating more "fertilization", i.e. education, programming, partnerships, etc., to grow and develop diversity in the leadership of our respective organizations.
c. the importance of ensuring that the culture of the LeadingAge Ohio Board is welcoming; this may require that a mentoring role be established to come alongside new Board members.
d. the importance of having the Board skill sets to move our vision forward.

Board members agreed that building a successful diversity, equity and inclusive culture is hard work/emotional work and, therefore, the Board's success isn't accomplished by simply checking off a box that board composition has changed. A video on microaggressions stressed the importance of ensuring meaningful impact vs. having good intentions. The Board's feedback and comments will be reviewed and a suggested path forward will be proposed at its next meeting.

XIII.   **Adjournment**
Board members were encouraged to complete the meeting evaluation. The meeting adjourned at 12:32 pm.

XIV.   **Executive Session**
As was customary, the board met in Executive Session following the close of the meeting.

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Larry Monroe, Secretary, LeadingAge Ohio Board of Directors   Date

Question	2011	2012	2015	2016	2018	2019	2020	Change from 2019	Total Increase from 2011
1) There is a high level of trust and respect among board members enabling them to work well together.	3.19	3.28	3.40	3.50	3.63	3.71	3.71	-	0.52
2) Each individual board member is given the opportunity to participate in board activities and decisions.	3.25	3.50	3.40	3.42	3.69	3.71	3.71	-	0.46
3) OLD - Committees, action councils, and special interest groups are used effectively to support strategic priorities.	2.88	3.11	2.86	3.33	N/A	N/A	N/A		
3) NEW - Committees and subcommittees are used effectively to support strategic priorities.					3.47	3.64	3.71	0.07	N/A
4) NEW - Special interest groups and task forces (e.g., MLTSS) are used effectively to support strategic priorities.					3.44	3.21			N/A
5) The board focuses on substantial policy matters as opposed to minutiae and administrative details.	3.31	3.29	3.36	3.75	3.63	3.79	3.79	-	0.48
6) Board members look beyond the interests of their own organizations to focus on what's in the best interest of the association and profession.	2.93	3.11	3.13	3.42	3.44	3.54	3.50	(0.04)	0.57
7) The board understands and adheres to the boundaries between the roles of board and management.	3.31	3.39	3.43	3.50	3.69	3.71	3.79	0.08	0.48
8) The credibility and trust between the board and the President/CEO is high.	3.25	3.33	3.79	3.75	3.94	3.93	3.86	(0.07)	0.61
9) The board leadership runs effective meetings.	3.33	3.44	3.79	3.83	3.75	3.77	3.86	0.09	0.53
10) My role as a board member is clear.	3.38	3.39	3.29	3.58	3.69	3.79	3.79	-	0.41
11) The board refers to the strategic plan when making policy decisions.	2.94	2.94	2.94	3.25	3.53	3.38	3.50	0.12	0.56
12) The advanced information board members receive for a board meeting is adequate to enable effective decision making.	3.12	3.06	3.43	3.67	3.47	3.77	3.57	(0.20)	0.45
13) The board receives and reviews adequate financial information to determine the financial health of the organization.	3.31	3.47	3.36	3.58	3.73	3.92	3.86	(0.06)	0.55
14) Communication among board members is conducive to a productive working environment where board members can discuss their ideas and concerns openly with others.	3.00	3.39	3.27	3.50	3.53	3.69	3.57	(0.12)	0.57
15) The credibility and trust between board members and the Chair is high.	3.40	3.50	3.64	3.75	3.60	3.62	3.86	0.24	0.46
16) I believe that part of my board responsibilities is to be an advocate for the association in front of policy makers, members and non-members.	3.56	3.67	3.60	3.83	3.73	3.62	3.79	0.17	0.23
17) NEW - The board balances its focus on matters of interest for both hospice/home care and senior living providers.					2.93	2.92	3.29	0.37	N/A
18) NEW - The board is adequately informed about members' satisfaction with the association and its programs.					3.33	3.23	3.43	0.20	N/A
19) Overall, I believe we have an effective board; one that solves problems effectively and looks at the "big picture".	3.19	3.33	3.50	3.50	3.73	3.69	3.93	0.24	0.74
20) I believe I'm an effective board member.	3.12	3.28	3.33	3.33	3.33	3.23	3.57	0.34	0.45

KEY:
1 - STRONGLY DISAGREE
2 - DISAGREE
3 - AGREE
4 - STRONGLY AGREE

Question	1	2	3	4
1) There is a high level of trust and respect among board members enabling them to work well together.	-	-	4.00	10.00
2) Each individual board member is given the opportunity to participate in board activities and decisions.	-	-	4.00	10.00
3) Committees and subcommittees are used effectively to support strategic priorities.	-	-	4.00	10.00
4) Special interest groups and task forces (e.g., MLTSS) are used effectively to support strategic priorities.				
5) The board focuses on substantial policy matters as opposed to minutiae and administrative details.	-	-	3.00	11.00
6) Board members look beyond the interests of their own organizations to focus on what's in the best interest of the association and profession.	-	-	7.00	7.00
7) The board understands and adheres to the boundaries between the roles of board and management.	-	-	3.00	11.00
8) The credibility and trust between the board and the President/CEO is high.	-	-	2.00	12.00
9) The board leadership runs effective meetings.	-	-	2.00	12.00
10) My role as a board member is clear.	-	-	3.00	11.00
11) The board refers to the strategic plan when making policy decisions.	-	1.00	5.00	8.00
12) The advanced information board members receive for a board meeting is adequate to enable effective decision making.	-	2.00	2.00	10.00
13) The board receives and reviews adequate financial information to determine the financial health of the organization.	-	-	2.00	12.00
14) Communication among board members is conducive to a productive working environment where board members can discuss their ideas and concerns openly with others.	-	-	6.00	8.00
15) The credibility and trust between board members and the Chair is high.	-	-	2.00	12.00
16) I believe that part of my board responsibilities is to be an advocate for the association in front of policy makers, members and non-members.	-	-	3.00	11.00
17) The board balances its focus on matters of interest for both hospice/home care and senior living providers.	-	-	10.00	4.00
18) The board is adequately informed about members' satisfaction with the association and its programs.	-	-	8.00	6.00
19) Overall, I believe we have an effective board; one that solves problems effectively and looks at the "big picture".	-	-	1.00	13.00
20) I believe I'm an effective board member.	-	-	6.00	8.00

KEY:
1 - STRONGLY DISAGREE
2 - DISAGREE
3 - AGREE
4 - STRONGLY AGREE

1. **There is a high level of trust and respect among board members enabling them to work well together.**
   a. Has been a challenging year for boards. I feel that ours at LAO was highly engaged with each other and the staff to create a meaningful platform of supports for our members.
   b. With Covid and doing on line meetings the relationship aspect of Board work this year did not seem as strong. I missed the networking and discussions.

2. **Each individual board member is given the opportunity to participate in board activities and decisions.**
   a. It seems we include a few members more than others.
   b. Good discussions, inclusive of everyone. An effort to enlist everyone's thoughts.

3. **Committees and subcommittees are used effectively to support strategic priorities.**
   a. I believe that Kathryn and team work very effectively with the committee structure. The minutes are comprehensive and give board members a very clear and timely update as to priorities and information covered during meetings.
   b. Kathryn is good at identifying members with expertise that can come together and work on projects. I think the committee structure has supported the strategic priorities. LAO did a fantastic job of supporting members with Covid information this year and quickly responded to member needs.

4. **Question removed in 2020.**

5. **The board focuses on substantial policy matters as opposed to minutiae and administrative details.**
   a. We always have time dedicated to generative and strategic issues and actions.
   b. This year more than any, I feel as though the board and staff have focused on substantial policy matters as it relates to CoVid response, testing and workforce needs.
   c. The shorter meetings this year virtual did not allow as much conversation so the group stayed focused on the big picture.

6. **Board members look beyond the interests of their own organizations to focus on what's in the best interest of the association and profession.**
   a. I think we do ok with this. Its hard to bifurcate completely.
   b. I feel this is the case, I have never sensed one board member focusing on their own organization. The fact of the matter is that if one organization is struggling with an issue, it's most likely that it is affecting multiple other organizations.

7. **The board understands and adheres to the boundaries between the roles of board and management.**
   a. No additional comments

8. **The credibility and trust between the board and the President/CEO is high.**
   a. Kathryn creates a transparent governance relationship with the officers and board members.
   b. I believe that there is the utmost trust and confidence between our board and Kathryn.

9. **The board leadership runs effective meetings.**
   a. Rev Daniels has been a very effective and competent Board President. He and Kathryn have worked very closely together over these past sessions.
   b. Often effective but occasionally unclear on why certain issues become prioritize on agenda.

10. **My role as a board member is clear.**
    a. No additional comments

11. **The board refers to the strategic plan when making policy decisions.**
    a. I believe that we do in normal times, but this year certainly is an outlier and so much time and effort has been expended to support the Covid response. We still have kept our eye and focus on workforce as well it's been so dramatically affected through all of this.
    b. This year the strategic plan was kind of thrown out the window with Covid but I think the Board understood the need to pivot. In many ways LAO still achieved the strategic planning objectives- connections with legislatures and government agencies as a source of information for older adults, highlighting our work on social media and in the press, workforce initiatives, the PARRT program launch was truly innovative. LAO provided great member value this year with the Covid resources and daily communication. It was great to see Ohio represented as Kathryn participated in the panel discussion for the LA virtual conference.
    c. I believe we have a good routine of reporting out on progress regarding strategic plan but when it comes to individual issues, it is harder to discern connection between discussion topic and strategic plan

12. **The advanced information board members receive for a board meeting is adequate to enable effective decision making.**
    a. We get a lot of information.
    b. The nomination process for new members needs some refinement.
    c. Our board packets are thorough, complete and generate robust conversations on topics during our board meetings

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LEADINGAGE OHIO
2020 BOARD EFFECTIVENESS SURVEY
SUMMARY OF ADDITIONAL COMMENTS

13. **The board receives and reviews adequate financial information to determine the financial health of the organization.**
    a. Very confident in our financial health.
    b. The finance committee does a great job. Pete does a great job. Kathryn has done an amazing job at stewarding the financial resources of LAO.

14. **Communication among board members is conducive to a productive working environment where board members can discuss their ideas and concerns openly with others.**
    a. Some members are more quiet and need to be invited into conversations more directly and intentionally.
    b. I agree with this. There is always the opportunity for all to speak up and participate. Some board members are just more outspoken than others, but I believe that board members have confidence that their voice is heard in our board meetings.

15. **The credibility and trust between board members and the Chair is high.**
    a. I have called upon the board chair for questions and have always been responded to timely.

16. **I believe that part of my board responsibilities is to be an advocate for the association in front of policy makers, members and non-members.**
    a. No additional comments

17. **The board balances its focus on matters of interest for both hospice/home care and senior living providers.**
    a. A work in progress. We can always do better.
    b. I think board has made good progress related to this issue over the past couple of years. I don't think there will be a 50% focus on hospice/home care because these programs comprise a much smaller percentage of members.
    c. I know that we try wholeheartedly to assure that hospice and home care issues are balanced, but the senior living providers appear to consume more of the issues that are addressed in the meetings. It may just be a reflection of role and perception but frequently senior living takes the greater majority of attention.

18. **The board is adequately informed about members' satisfaction with the association and its programs.**
    a. We are fully informed of our members' satisfaction.

19. **Overall, I believe we have an effective board; one that solves problems effectively and looks at the "big picture."**
    a. One of the best boards I have been involved with!

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20. **I believe I am an effective board member.**
    a. Responses withheld to maintain confidentiality

Strategic Plan Pillar	Goal	2020
Advocacy: thought leadership	Conduct 15 grassroots visits VIRTUALLY	(green)
	Reach $30k $15k PAC fundraising	
	Develop one NF Quality Proposal	
	Develop one Workforce Proposal (including removing barriers to entry)	(green)
	Drive statewide MOLST recognition campaign through regional work	
	Adapt member support, including to provide one-on-one assistance when needed	
	Launch campaign to position LAO members as proactively as possible for next biennial budget	
	Move Statewide Service Coordination model to launch position	(yellow)
Advocacy: survive & thrive	Host two sets of regional gatherings for leadership	(green)
	Increase # of opportunities for gatherings by discipline and increase member organization participation virtually	
	Engage collaboratively with OMDA to create joint opportunity	
	Prepare and disseminate Economic Impact Study, using existing data sources to maximize depth/breadth	(yellow)
	Prepare 2020-2021 Advocacy Agenda; communicate through multiple media channels	(green)
Identity: grow membership/revenue streams	Identify and gain at least one high quality proprietary nursing home member	(red)
	Identify and gain at least one hospital/health system	(red)
	Identify and gain at least one new member type through advocacy engagement	(green)
Identity: grow understanding provider to provider; provider to vendor	Create tools for building member understanding of palliative care	(green)
	Research and, if possible, launch vendor evaluation tool - crowd sourced with provider comment	(red)
	Build technical white paper tool box	(green)
	Create Business Advisory Council	
Workforce/Technology	Create workforce legislation: ERN/C3PO/WisCaregiver model	
	Maximize opportunities to educate millenials via social media	
	Launch CTLYB marketing campaign with "pick up" by ODE or other organization	
	Identify and mobilize campaign to build number of individuals entering aging/end-of-life fields	(yellow)
	Identify Employee engagement tool to enhance staff retention	
Member Value	Create and launch semi-annual brief survey of members and associate members	(yellow)

LeadingAge Ohio Advocacy Committee: December 3, 2020 Meeting Summary

Via Zoom/ Conference Call: Lisa Berkemeier (Graceworks); Salli Bollin (MemoryLane Care Services); Megan Bradford (Episcopal Retirement Services); Renee Cummings (AccessCo); Chris Green (Otterbein SeniorLife); Jeff Lycan - Vice-Chair (Ohio's Hospice); Cory Parish (Shepherd of the Valley); Megan Kelley (National Church Residences); Scott Maloney (K2M Design); Rick Marshall (Genacross); Wendy Price-Kiser - Chair (Ohio Living Home Health & Hospice); Mike Ray (Green Hills Community); Allison Salopeck (Jennings)

Absent: Denise Bauer (FairHoPe Hospice); Kim King (Home Care Network);

Staff: Kathryn Brod; Patrick Schwartz; Anne Shelley; Susan Wallace

Guest: Bridget McAuliffe (Barnes & Thornburg)

I. Welcome, Call to Order & Check-In

Wendy Price Kiser (Chair) called the meeting to order at 10:05am. Allison Salopeck was introduced as the incoming chair to the Advocacy Committee. Wendy directed committee members to the meeting summaries of the previous Advocacy Committee meeting, as well as subcommittee meeting summaries. The Advocacy Committee summary was received without change. Salli Bolin of Memory Lane Care Services in Toledo was introduced and welcomed as the chair of the newly-formed Adult Day Subcommittee; this subcommittee will be co-chaired by Selena Pittman of McGregor, but Salli will serve as the liaison to the Advocacy Committee. Subcommittee chairs were asked to highlight any additional updates from information contained within the meeting summaries. Jeff Lycan noted that their subcommittee had continued to discuss the Hospice Respite Care Relief Act, a federal bill that would make certain modifications to the respite level of care that would benefit families during the COVID-19 pandemic.

II. Statehouse update

Bridget McAuliffe reported that the leadership of the new General Assembly brings a fairly seasoned leadership team, as well as several younger leaders. The leadership team that will surround House Speaker Cupp includes:

- Rep. Ginter, current chair of the Aging & Long-Term Care Committee will be Speaker Pro Tempore;
- Rep. Seitz is retaining his position as Majority Floor Leader;
- Rep. Carfagna, Assistant Majority Floor Leader;
- Rep. Don Jones Majority Floor Whip;
- Rep. Abrams, Assistant Majority Floor Whip.

The Senate has also elected their leadership:

- Sen. Matt Huffman will serve as Senate President;
- Sen. Hottinger, President Pro Tempore;
- Sen. Schuring, Majority Floor Leader;
- Sen. McColley, Majority Whip.

LeadingAge Ohio Advocacy Committee: December 3, 2020 Meeting Summary

Both Senators Huffman and Hottinger are on the current Senate leadership committee. Bridget described the very challenging budget environment anticipated, with overall revenues down as a result of the pandemic. In the meantime, lame duck is proving very busy, with many bills/amendments moving through leadership.

a. **HB509 (expedited licensing bill).** This bill addresses the delays experienced when assisted living requests certification of additional beds. The bill requires ODH to allow AL to pay a fee for expedited review, similar to the options available at initial certification. HB509 has passed the House, but there is uncertainty regarding whether there is sufficient time for the bill to make it through the Senate before the end of session.

b. **HB 498 (tax credits available for home modifications).** This bill provides up to $10M in tax credits for those who need to make home modifications or pay privately for home care or other services, in order to remain in their homes. This bill was passed out of the Aging & Long-Term Care Committee, but is unlikely to make it through the Senate. It is possible this will be included in the biennium budget bill.

c. **STNA online education.** LeadingAge Ohio has worked to develop language that would allow the classroom portion of STNA training to be completed online. There appears to be little controversy/objection to the language, but it's uncertain whether the Senate will incorporate the amendment into existing legislation before the end of the session.

d. **HB770 (essential caregiver).** This bill arose from family frustrations of not being able to visit loved ones during COVID. LeadingAge Ohio has helped educate the bill sponsor regarding the importance of aligning the bill with federal visitation, i.e. the "compassionate care" component of CMS QSO-20-39. Written testimony was provided and amendment language offered; LeadingAge Ohio staff is hopeful that the bill will be much improved from its as-introduced version, which would have opened long-term care to too many individuals, posing significant infection control risk. This bill would only last as long as the PHE.

e. **HB461 (Electronic surveillance ("camera bill").** This legislation would allow long-term care residents and family members to elect to install electronic monitoring devices in resident rooms. The Advocacy Committee had a robust conversation about the topic early in 2020, including noting that may telemonitoring technologies incorporate some sort of camera surveillance. LeadingAge Ohio testimony drew from the Committee's input, raising topics of dignity, security of data, wi-fi capabilities and associates costs.

III. **Regulatory Update**
Three regulatory updates were provided:

a. **The Post-Acute Regional Rapid Testing program (PARRT).** PARRT was introduced through a partnership with National Church Residences, Central Ohio Geriatrics, Ohio Living and LeadingAge Ohio to help address the needs of testing individuals in long-term care settings without requiring them to leave facilities for the testing. PARRT also included expert consultation after-testing, to help care for individuals in-place and reduce pressure on the anticipated hospital surge. As the pandemic has evolved, the need for expert consultation post-testing. The Administration has decided to scale the program, and the Controlling Board has approved funding for the program to be expanded statewide.

b. **Survey frequency.** Survey frequency has increased dramatically in recent weeks, as requirements of the Centers for Medicare & Medicaid Services (CMS) mandate focused infection control surveys for new outbreaks. The process is repetitive and challenges

providers who are already working with extraordinary demands related to testing and COVID caregiving. ODH has acknowledged that their bandwidth to cover the frequency of survey has been stretched thin. LeadingAge Ohio has asked ODH to modify its documentation requests to ease provider burden in this regard, but ODH lacks the authority to do so. CMS has signaled that they are working towards modifying the process, but with no target date in sight.

c. DiseaseWatch. Kathryn reminded the Committee of the DiseaseWatch program that has been discussed at previous meetings. The program would leverage technology developed by RealTime, which pulls clinical data from electronic medical records on an hourly basis and searches it for changes that could indicate a localized outbreak. LeadingAge Ohio has been working with the staff of RealTime, as well as with IPRO and the Ohio State University Office of Geriatrics & Gerontology, to finalize a proposal for the Administration to consider. LeadingAge Ohio has also met with Director McElroy regarding the program, who was very interested. However, there may be insufficient time remaining before CARES Act funding expires to get the necessary funding approved by the state.

IV. Funding update & Budget Planning

Relief funding for providers continues to evolve at the federal level, as negotiations are underway on another stimulus bill. States like Ohio, with some unspent funds, are looking to the end of the year as important line of demarcation. For the direct provider relief from HHS, there is flexibility in the timing of expenditures. A provider can file a report in early February 2021 to show how much of the CARES funding was spent in 2020; the provider then has until June 2021 to spend any remaining funds, with a final report filing due in July. Ohio Department of Medicaid staff has indicated that the Treasury Department, which awarded relief funds to the state (some of which were subsequently awarded to providers) has not allowed this same flexibility. Some of the funding at the federal level is taking back $$ from other areas where funding hasn't been spent. LeadingAge is advocating for flexibility in this spending.

LeadingAge Ohio staff met with ODM's leadership to talk about the biennium budget and the leadership noted that they are facing challenges related to what the implications of scaling down Medicaid eligibility will look like after the pandemic. This next phase of pandemic and its ongoing economic impact creates much uncertainty. Committee members agreed that vaccine distribution questions and potential impact on providers adds to the uncertainty.

V. Budget Priorities

Susan Wallace walked through the "LeadingAge Ohio Budget Preparation" document prepared from previous committee discussions. Budget priorities included:

- **NF quality incentive payment (QIP)** and other rate-related proposals, including rebasing. LeadingAge Ohio has had preliminary meetings with the Ohio Department of Medicaid (ODM) related to NF QIP and other payment-related topics. ODM indicated that they had submitted their budget to the Administration, but anticipated changes on a month-to-month basis, as tax revenue projections change. ODM suggested we meet again early in the new year, and also requested concepts for "whole system reform" rather than the silo'ed, piecemeal approach that budget advocacy often takes.

- Regarding the **AL waiver rate,** which was the top priority during the last biennial budget, has not been identified as a priority by the assisted living association, given all of the more-pressing challenges related to occupancy, PPE, staffing challenges during the pandemic. Some committee members expressed reticence to sideline this policy proposal, since so much effort has gone into educating the legislature on it. Others noted that in the midst of the pandemic, ODA had dedicated more staff to

LeadingAge Ohio Advocacy Committee: December 3, 2020 Meeting Summary

managing the program, which could signal a desire to invest in it. Furthermore, it is an important program for housing-based assisted living models, to ensure that low-asset individuals have an alternative to costly nursing facility care.

- Disability Rights Ohio has put together a coalition to advocate for increased wages for direct service providers that offer care in **Ohio's home- and community-based programs.** During the last budget, persistent focus on this area secured a boost in wages for waivers managed by the Department of Developmental Disabilities (DoDD), but not for those managed by the Department of Aging or ODM. Unfortunately, the group is very HCBS-focused and critical of nursing home care, which is at odds with LeadingAge Ohio's continuum-based perspective. Committee members questioned whether their HCBS approach was inclusive of assisted living, and whether an overarching, unified message could be developed across aging services.

Committee members expressed reticence to make final decisions on budget priorities during this meeting, but instead asked that LeadingAge Ohio schedule a dedicated meeting for the topic, and create a survey to be completed prior to the meeting. They asked for additional information to provide context for each issue, including how much effort would be required for any priorities, whether there were likely allies or other avenues to achieve the stated goals. The first four items on the list have had a significant amount of work already done, having been previous policy priorities. The remainder would need to be built "from the ground up" and in short order. Furthermore, Susan noted that adult day services hasn't received an increase in reimbursement since 2007 so, though new, it will be a likely high priority. A meeting will be scheduled before the Christmas holiday.

VI. 2021 Participation
Susan Wallace thanked Advocacy Committee members for their participation in the 2020 Committee work and asked for Committee members to confirm their willingness to continue serving in 2021.

VII. Adjournment
Appreciation was conveyed by Susan Wallace for Wendy Price Kiser's leadership these past two years. With no new business, the meeting adjourned at 11:35am.

Next Committee Meeting: January 7, 2021 via Zoom.

LeadingAge Ohio Advocacy Committee: January 7, 2021 Meeting Summary

Via Zoom/ Conference Call: Lisa Berkemeier (Graceworks); Denise Bauer (FairHoPe Hospice); Salli Bollin (MemoryLane Care Services); Judy Budi (Graceworks); Chris Green (Otterbein SeniorLife); Cory Parish (Shepherd of the Valley); Megan Kelley (National Church Residences); Kim King (Home Care Network); Rick Marshall (Genacross); Wendy Price-Kiser (Ohio Living Home Health & Hospice); Allison Salopeck – Chair (Jennings)

Absent: Megan Bradford (Episcopal Retirement Services); Renee Cummings (AccessCo); Jeff Lycan (Ohio's Hospice); Mike Ray (Green Hills Community)

Staff: Kathryn Brod; Patrick Schwartz; Susan Wallace

Guest: Bridget McAuliffe (Barnes & Thornburg)

I. **Welcome, Call to Order & Meeting Summary Review**

Allison Salopeck (Chair) called the meeting to order at 10:02am. Allison welcomed new Advocacy Committee members Judy Budi and Salli Bolen to the Advocacy Committee.

The meeting summary of the December 3 Advocacy Committee was received without change. Salli provided a brief overview of the first meeting of the Adult Day Subcommittee, noting that not all adult day centers have reopened in Ohio but centers are helping one another and LeadingAge Ohio is assisting, as well. Vaccine distribution is uneven around the state, county to county. When considering LeadingAge Ohio's priorities in the upcoming biennium budget, she noted that adult day reimbursement continues as a challenge, but LeadingAge Ohio will look to the experience in other state programs (DODD, child care, e.g.) to strengthen its proposal.

II. **Budget Priorities**

Susan Wallace briefly reviewed the results of the early December budget priority survey completed by the Advocacy Committee members. She then presented the resulting proposed LeadingAge Ohio budget priorities:

- NF quality incentive payment (QIP) and other rate-related proposals, including rebasing (note: this ranked as the highest priority across all responses).
- Assisted living-Waiver (AL-W), which holds the most promise for offering options for affordable housing providers, is proposed with a protective (vs proactive) stance. This position will keep attention on AL-W and will hopefully keep the program's reimbursement from losing ground.
- Advancing workforce initiatives is a priority across all program areas; the initiatives will seek to enhance both recruitment as well as retention.
- Maintaining attention on lagging Medicaid eligibility determination.
- Improving PASSPORT reimbursement for adult day services & adult day transportation. Susan explained that adult day was disproportionately impacted by the pandemic, and PASSPORT adult day was woefully underfunded and had seen significant

provider attrition in recent years. She noted there really isn't another voice for adult day outside of LeadingAge Ohio. And, finally,

- Creating a PPE cache received a good number of votes, but LeadingAge Ohio staff will need to research to learn how to take this general concept and create a proposed policy solution.

Susan noted that there are additional priorities on which LeadingAge Ohio would not lead but support: PACE, advancing low-income housing tax credit expansion, and supporting the Ohio Housing Trust Fund. Each of these issues has a dedicated group of stakeholders and received lower overall support in the survey, so they are efforts to support, not to lead on.

Committee members agreed that since providers received "less than what was promised in the last budget," particularly on AL waiver and PASSPORT payment, LeadingAge Ohio should begin its budget advocacy with a more proactive stance, citing considerable revenue pressures (and these census levels are down around the state so, in fact, the state has certainly saved money as a result) as well as expense pressures from COVID. While increases for providers in this biennium budget may be unlikely, starting at a stronger place was encouraged. Educating policy makers on the way in which modest expenditures in one program area (e.g. AL-W) could result in significant savings in another (e.g. Nursing facility stays), as well as aligning our 'asks' with other associations to the greatest degree possible, were encouraged.

Committee members emphasized that THE most critical area on which to lead budget advocacy is workforce, particularly because COVID has exacerbated already existing challenges. They noted that: 1) progress was made in bringing increases for Direct Service Professionals in the last budget, so this may give a precedent for LeadingAge Ohio in this budget process, and 2) competition for workforce is increasing, coming not only from expected sources (other long-term care providers, acute care, etc.) but also increasingly from aggressive unlikely competition (e.g., travelling nurse opportunities).

Committee members noted that the development of a statewide PPE cache may fit better into a COVID-related proposal vs. the budget process, so they recommended that be trimmed from the list of priorites.

The final proposed LeadingAge Ohio Biennium Budget Advocacy Agenda, incorporating the committee's discussion, will be presented to the LeadingAge Ohio board for approval.

Regulatory Initiatives

Each committee member was asked to respond the following generative discussion question: *if you could change one, single regulation to make your work life easier, what would it be?*
Committee members offered the following:

- Being consistency among surveyors in applying regulations, whether in nursing homes or in affordable housing. Surveyors should be able to cite and show a regulation that is not in compliance. There is discrepancy between surveyors as well as inconsistency from the same surveyor who might change their minds year to year.
- Offer survey relief, perhaps by receiving an extended survey window through a demonstration of quality, e.g.
- Align AL-W regulations – how could AL-W regulations be aligned with regulations for RCFs, to reduce regulatory hurdles.

III.

LeadingAge Ohio Advocacy Committee: January 7, 2021 Meeting Summary

- Adjust the required staffing ratio for adult day programs – the staffing requirement of 1 staff to 6 participants is a ratio required only in childcare infant programs. If adult day could be staffed with a more appropriate ratio, reimbursement pressures would be greatly relieved.
- Eliminate facility assessment (federal requirement). The facility assessment hasn't reduced any survey requirement, so the assessment is largely a massive paperwork exercise.
- Educate ODH/ODA/ODM by ensuring they 'dig in' to understand particular issues (providers MUST send a claim within 24 hours of when service is provided; this requires 7 day/week claims processing when clearly the state isn't processing 7 days a week but it also results in additional work to submit corrected claims).
- Challenge the current very restrictive COVID guidelines for adult day which are keeping many providers closed.
- Consider how to bring a consistency between Medicare Advantage plans in their willingness to pay for adult day.

IV. **Legislative Update**
Bridget McAuliffe noted that the 134th General Assembly includes a significant number of 'freshmen' legislators. The goal with these freshmen is to introduce LeadingAge Ohio and learn where their interests lie. Bridget noted that LeadingAge Ohio has used the past year to build a platform of trust and education, so the association should be in a good position for promoting its priorities, in particular, workforce solutions, particularly since COVID has placed a spotlight on workforce challenges in aging services. Once committee assignments are finalized (with chair of committees likely known by late January), communication of LeadingAge Ohio priorities will begin.

Bridget provided a high-level overview of the biennium budget process. The Governor's budget will be released by Feb 4; Bridget will share its priorities as soon as they are known. After introduction in the House, its work will begin with the vote on the House sub-bill and omnibus amendment occurring after spring break. Typically moves to Senate last week of April. The budget bill must be signed July 1.

V. **Virtual Lobby Days**
The virtual gathering opportunity provides flexibility to have visits on any day of the week vs. those days when legislators are in session. Susan will be reach out with a series of proposed dates, potentially scheduling virtual visits over severeal days in mid-March.

VI. **Adjournment**
With no new business, the meeting adjourned at 11:35am.

Next Committee Meeting: February 11, 2021 via Zoom.

LeadingAge Ohio Adult Day Subcommittee: December 18, 2020 Meeting Summary

By Conference Call: Salli Bolen (Memory Lane Care Services); Heather Fleshman (National Church Residences); Celeste Mackey (Bayley); Chris Parks (Bayley); Eric Murray (Youngstown Area Jewish Federation); Selena Pittman (McGregor); Steve Schnabl (Oxford Seniors); Tom Thompson (JRC)

Not Present: N/A

Staff: Kathryn Brod, Susan Wallace

I. Welcome and Call to Order

The meeting convened at 1:00pm. Susan introduced Salli Bolen and Selena Pittman as co-chairs of the committee.

II. Federal & State Funding Update

Susan Wallace reported that coronavirus relief is anticipated to be included in a compromise bill moving its way through Congress; the package includes Medicare extenders up for renewal such as renewal of the Money Follows the Person (in Ohio, HOME Choice) demonstration; and hopefully financial support for the vaccine distribution process. She noted that it is currently uncertain whether states will have relief funds renewed or expanded; in Ohio, these were the principal ways that funds were channeled to adult day providers. Committee members reviewed the ways adult day services interact with state and federal policymakers, noting that principally it is through PASSPORT and DoDD waivers, which are state-administered, but rely on approval from the federal Centers for Medicaid & Medicare Services (CMS), and have certain federal requirements. Some adult day is provided under Ohio's PACE waiver, which has only one site (McGregor in northeast Ohio). Medicare Advantage plans also recognize adult day services to some degree.

LeadingAge Ohio has reached out to Ohio to learn which providers and how much CARES funding was awarded dollars in the second round of funding. The Department of Medicaid (ODM) and the Office of Budget & Management (OBM) provided this information in the first round to provider associations, which made it easy for LeadingAge Ohio to assist members. ODA is expected to provide the listing for the second round of its funding, as well.

III. Vaccine update

Kathryn Brod described the unfolding vaccine process in nursing homes and assisted living providers through the national Pharmacy Partnership Program. Committee members with continuum campuses reported that staff in adult day are scheduled for vaccines, but not their adult day members. In the state's Vaccine Workgroup meeting yesterday, the state urged provider associations to help managed expectations regarding timelines, as more delays than anticipated are occurring. Free-standing Adult Day Service providers are urged to reach out ASAP to their local health departments, and some subcommittee members noted they have already done so, with no timeline yet set for vaccine administration.

IV. Opening/Testing update

LeadingAge Ohio Adult Day Subcommittee: December 18, 2020 Meeting Summary

Committee members described an array of testing experiences, with several reporting positive staff tests that have either caused a short-term closure or are close to doing so. Each member described dramatically reduced census numbers, i.e. less than half of normal for all programs. Most indicated that it was difficult getting individuals back, particularly in the midst of the holidays. They shared positive reports on MAKO lab and its partnership to ensure that the testing cadence was increased to best contain the virus. Some sites haven't yet opened, and some subcommittee members noted that other adult day centers in their areas had closed, causing increased demand for their services. Closures can create particular problems for remaining ADS providers, for even if family members are eager to have their loved one participate, transportation difficulties may emerge given the location of the remaining providers.

V. **Biennium Budget Planning**

Susan reported that Matt Hobbs is moving from ODA to ODM, so we are losing an important source of information to help budget for the impact of proposed agenda items, but may be gaining a knowledgeable ally, depending on what is new role is within ODM. Susan asked committee members to further refine their thinking related to adult day funding in the upcoming budget: How should LeadingAge Ohio work to determine an appropriate increase in PASSPORT rates for adult day and transportation? Should the DD Waiver provide the model for this boost? Can we work to effectively advocate for a boost based on providers' costs?

Alternatively, a recommendation from one member who provides both child care and adult day, is that a day-hold rate be sought so that even when there's a missed day, the center would still receive the reimbursement planned. In this way, the proposal can be framed as creating parallel structure with other caregiver-supporting programs. Should the advocacy work include both of these initiatives, perhaps with one being a "fall-back" request, if the other cannot be achieved?

Committee members shared that pre-pandemic, their no-show rates range from 10 – 20 percent, so the impact of day-hold reimbursement would be extremely helpful. In Ohio's childcare policy, there are 10 allowable/reimbursed absences per six months. Another possibility would be creating a program by which, after an individual has missed a certain number of days (or example, 50% or 5 days), it would trigger a review. All agreed that an appropriate increase in the daily rate would be of most benefit to all. Susan will reach out to several committee members to begin to model the financial impact/cost of each approach, so that we have a sense of the cost for each budget proposal ahead of meeting with legislators.

VI. **Next meeting**

2021 Meeting dates will occur on the second Friday of the month at 11am. Outlook invitations for all of 2021 will be sent shortly. All members of the subcommittee are currently assumed to be continuing into 2021.

LeadingAge Ohio Adult Day Subcommittee: January 15, 2020 Meeting Summary

By Conference Call:	Salli Bollin (Memory Lane Care Services); Celeste Mackey (Bayley); Chris Parks (Bayley); Eric Murray (Youngstown Area Jewish Federation); Steve Schnabl (Oxford Seniors); Tom Thompson (JRC); Paullecia Brown-Scott (Acclaim Senior Activities Center); Sally Gallant (Willow Brook)
Not Present:	Heather Fleshman (National Church Residences); Selena Pittman (McGregor)
Staff:	Kathryn Brod, Susan Wallace

I. Welcome and Call to Order

The meeting convened at 11:00am. The minutes for the December 18 meeting were approved with one correction to a name misspelling.

II. Federal Update

Brendan Flinn of LeadingAge provided a federal update, noting the following:

- Regarding the paycheck protection (PPP) loans which were initially made available to small businesses (<300 employees) in March, there has been a renewed phase of lending. Currently, the portal is open to community lenders on Tuesday, January 19, the portal will be opened to the entire community for applications.
- Biden's initial proposal outlines a $1.9 trilli0n package which would pay an additional $1,400 to most Americans via direct stimulus and extend unemployment benefits through September. It also includes provisions for the production, distribution and allocation of vaccines. A less-likely proposal includes moving the country towards a $15/hr minimum wage, but this seems unlikely to pass since any policy that would fall outside of a budget reconciliation process would require a 60-vote majority in the Senate to pass. While $3 billion was dedicated to provider relief in the December relief package, it is anticipated there may be additional relief for Medicaid programs and providers.

III. Opening/Testing update

Most of the adult day providers represented on the subcommittee were in some stage of reopening, but noted that they were operating far below their typical capacity because of the restrictions placed on adult day providers. Kathryn noted that if any were still struggling to access testing for staff, that Ethos Labs had provided information about their services, which had been included in a LeadingAge Ohio daily COVID-19 report. The subcommittee members expressed concerns about other adult day providers that are currently not affiliated with an association, and they recommended conducting another survey to gauge the percentage that were still unable to reopen, as well as demonstrate value of LeadingAge Ohio membership.

Susan reminded members that the deadlines for expending the provider relief funds, which had previously had a deadline to spend them by December 31, had been extended through the end of March. The same extension was granted for providers who were awarded dollars via the Bureau of Worker's Compensation grants for indoor air quality. While funds went unclaimed during the second

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round of provider relief that was specifically targeted at senior centers and adult day, these funds are unlikely to be offered again to adult day, but rather will be expended in other COVID relief initiatives. The subcommittee recommended LeadingAge Ohio advocate for additional funding in the future.

IV.   Vaccine update

Committee members shared their vaccine status. While some reported their local health departments had been very helpful in providing their staff and participants vaccines, others reported that their local health departments were not including adult day in the 1a priority group.

V.   Biennium Budget Planning

Susan shared that, following a late-December meeting, the Advocacy Committee asked LeadingAge Ohio staff to take its comments and develop a budget platform based on those comments. To that end, LeadingAge Ohio identified the following priorities for the biennial budget:

- Support workorce through adequate payment and other supports;
- Preserve nursing facility payment through continuation of the quality incentive payment and rebasing;
- Support Ohio's assisted living waiver as an important alternative to nursing facility care;
- Address regulatory burden in the Medicaid eligibility process;
- Support adult day providers and transportation by addressing historic shortfalls in reimbursement.

Subcommittee members provided speaking points on issues, including pointing out the higher cost of nursing facility care, and that supporting adult day allows care to be provided in the "right place and right time."

VI.   Adjournment
The Subcommittee adjourned at 12:04pm.

LeadingAge Ohio SNF/AL Subcommittee Meeting Summary: November 18, 2020

By Conference Call: Ricki Dhamani (Ohio Living); Chris Green-Chair (Otterbein Senior Life); Arlene Jaroscak (OASN); Janet Julian (Brethren Retirement Community); Chris Kenney (Bricker and Eckler); Ryan Kramer (HW & Co.); Serra Marshall (Ohio Eastern Star Home); Rachele Rosa (Jennings); Bob Stillman (Ohio Living); Christy VandeWater (Plante Moran); David Zack (United Church Homes)

Absent: Janet Feldkamp (Benesch); Dave Mannion (Crandall Medical Center); Stacy Terrell (Kendal at Oberlin);

Staff: Kathryn Brod; Stephanie DeWees; Anne Shelley; Susan Wallace

I. Welcome and Call to Order

The meeting was called to order at 10:00am. Nursing home reimbursement work group has been created to consider LeadingAge Ohio's proposal for NF quality measures. Though the biennium budget discussion won't begin in earnest with the new General Assembly until early next year, language on quality for the next biennium budget is under development in communication with our colleague associations.

II. Federal Update

Future meetings of this subcommittee will include an update by colleagues from LeadingAge. Susan shared that the Biden transition team has reported that they are awaiting information from the General Services Administration in order to effective transition management of COVID-19 response. A spending bill must be enacted by December 1 ; without an spending package, the federal government is at risk of shut down. Alternately, Congress could choose to operate on Continuing Resolutions, funding government programs for short durations while they work towards a larger compromise. While LeadingAge is advocating for additional testing funding, Ohio is one of the few states with unspent CARES funds. Among other under-spending of CARES Act dollars, Ohio's Provider Relief Funds were not fully applied for. No more application windows are available for aging services providers in Ohio, but LeadingAge Ohio has raised this concern to LeadingAge in hopes that a spending package or future relief package might allow states to maintain and continue to distribute any remaining CARES funding. The state indicates that they are still working through the administrative hurdles in their efforts to get funding out. A second round of funding was made available for ADS and senior centers. Questions from subcommittee members focused on repayment requirements, particularly related to how providers were managing internal accounting and what costs funds would be allocated to. Administrative officials have shared that they do not anticipate any provider reporting requirements to the state, though the state is under reporting requirements to the federal government.

III. State Update

a. **Disease Watch:** LeadingAge Ohio is partnering with IPRO and Probari to utilize Disease Watch/Real Time to mobilize early detection of disease (COVID, flu, other) so that facilities can respond quickly to address symptom development, and, in the case of COVID, to mitigate the disease spread days before testing results available. LeadingAge Ohio plans to present the concept to the state tomorrow, in hopes of securing CARES Act or other funding for the project.

b. **PARRT:** LeadingAge Ohio is joining with the Ohio Medical Directors Association and colleague associations to support the state's desire to scale the Post-Acute Rapid Response Testing program (PARRT) to deploy testing support to congregate care settings across the state. Built originally to address hospital surge issues and the challenges of obtaining testing for nursing home residents

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in Franklin County, the program's effectiveness at bringing strategic testing solutions to multiple provider types (particularly assisted living, adult day, etc.) could be used throughout the state.

c. **Lame Duck:** House bill 461, which would have allowed cameras to be placed in resident rooms, appears to be removed from the House Aging & Long-term Care hearing schedule this week. HB 770, which would have created an essential caregiver designation, has been assigned to House Committee for sponsor testimony and possible vote, signaling its importance to House leadership. We've provided input to the sponsors (Frazier and Richardson) so that they understand our concerns. The chief concern is that an essential caregiver could be assigned by EVERY resident, which would create significant administrative burden to already-stressed providers. At this point, it is unclear what amendments are being considered and whether the next draft will more-closely match essential caregiver models that LeadingAge Ohio has discussed with the administration.

IV. Biennium Budget Planning

a. **Nursing Facility reimbursement.** As previously noted, LeadingAge Ohio has assembled a nursing home reimbursement work group to provide quick feedback on nursing home reimbursement as we head into budget. Rebasing is scheduled in SFY 2021, and its impact yet unknown, depending on which numbers the Ohio Department of Medicaid (ODM) uses for its assumptions. In addition, the quality mechanism is set to sunset (a 5.2% reduction at beginning of next biennium), with the understanding that long-term care associations would come back to the table to make recommendations to ODM for its continuation. In light of what is going on with COVID, LeadingAge Ohio supports the quality incentive intact, erring on the side of stable funding. Changes will be required for the measures, since they are based on Nursing Home Compare which CMS has frozen for the duration of the public health emergency. On its next call, the work group will discuss quality indicators related to:

i. Change of ownership provisions
ii. Occupancy level exclusions

Work group members will consider the quality measures both from the perspective of what is needed as well as what could be dropped.

b. **Assisted Living Waiver.** The increase achieved in the current biennium budget was not nearly sufficient to meet AL's needs. However, the previous focus on the assisted living waiver would do little to offset the ongoing pandemic-related costs and low occupancy. Susan noted that she had conferred with the Ohio Assisted Living Association, which has yet to develop a budget proposal for assisted living, but agreed that some more-targeted pandemic support—whether focused on infection control, PPE or other costs-- would be meaningful. Committee members expressed support for I/C funding, but questioned whether the support should be a one-time payment or ongoing, and how it would be administered given most assisted living in Ohio is privately paid. Susan noted that LeadingAge Ohio is also considering a policy solution, e.g. one that would extend even beyond assisted living to HCBS. An example of such a proposal might be that the state develop an I/C resource center for non-nursing services (AL, HCBS, Adult Day, Senior Centers).

V. Education and Support Needs

Anne Shelly provided an overview of upcoming education. In early December Plante Moran will be offering education on the CARES ACT funding and accounting/reporting. LeadingAge Ohio has obtained CEs through BELTSS for Project ECHO Ohio participants. In addition, PDPM education is in the planning as well as two Administrator/DON regional forums.

LeadingAge Ohio SNF/AL Subcommittee Meeting Summary: November 18, 2020

When asked "what is keeping you up at night", committee members expressed a variety of concerns, including:

- Fatigue is setting in as cases are racing through our staff; record COVID-19 positive numbers occurring in facilities.
- While I/C has enabled bulk of cases to remain with employees, contact tracing is causing staff capacity to dwindle.
- Occupancy has not recovered and has significantly declined for some. The resulting financial implications for bond/financial covenants are challenging.
- Testing results reporting remains far too slow: speed and access to information is critical if we are to partner well with local hospitals to manage the influx of patients.
- Getting answers on a timely basis remains challenged, as the help desks are overwhelmed.

VI. **Adjournment**
Susan will be reaching out to determine interest in continuing on this committee in 2021. Meeting adjourned at 10:57am.

2021 Meeting dates will be determined in the next few weeks.

LeadingAge Ohio Hospice/HH/HCBS Subcommittee: November 17, 2020 Meeting Summary

By Conference Call: Megan Kale Cheever (Mount Carmel Hospice); Ellen Deeds (Aultman Hospice & Palliative Care); Jeff Lycan (Ohio's Hospice, Inc.); Kristy Strawser (State of the Heart Hospice); Danelle Villers (Ohio Living Home Health & Hospice)

Absent: Cathy Browne (Hospice of Wyandotte County); Denise Bauer (FairHoPe Hospice); Judy Bishop Pierce (Ashanti Hospice); Kim King (Home Care Network);

Staff: Kathryn Brod, Anne Shelley, Susan Wallace

Guest: Mollie Gurian (LeadingAge)

I. Welcome and Call to Order
The meeting convened at 1:00pm. The summary for the September 23 subcommittee meeting was approved without changes.

II. Budget Priorities 2022-2023 Biennium Budget
Susan asked committee members to consider key issues for hospice and home health for the state's upcoming biennium budget. Committee members suggested that perhaps pandemic relief – from PPE to data – which has been a shotgun approach during COVID be included in the state's budget in a more coordinated fashion.

Staff will continue work on the prioritization of LeadingAge Ohio budget priorities at the December Advocacy Committee meeting. The committee's work will be to examine how to balance the needs of competing priorities with a particular consideration to the current pandemic context. Some previous proposals, like raising assisted living waiver rates, seem mismatched to providers' current pressures. The Advocacy Committee will need to evaluate whether the priorities are covering the membership continuum and whether they the right asks, given the unique way each setting has been affected by the pandemic.

The subcommittee discussed telehealth changes, noting that many of the changes included in HB 679 have already been made permanent by the Department of Medicaid. Subcommittee members were asked to weigh in on additional telehealth changes, particularly those that may help HCBS providers and/or offset upfront technology investments for providers.

III. Federal Update/Action
Mollie Gurian encouraged home health and hospice members to complete the survey developed in partnership with the Administration on PPE/testing. LeadingAge is working to get BinaxNOW tests to home health and hospice providers, and response to the survey is critical for directing these supplies.

LeadingAge has worked to have a specific Home Health and Hospice Town Hall on December 10 to discuss 2021 priorities and encouraged members to join to ensure their challenges are captured.

Regarding the federal election outcome, Mollie shared that President-elect Biden's transition is waiting certification election results and approval of the General Services Administration to begin transition. Meanwhile, Congress is now in Lame Duck session, with three principal priorities: first, a general spending bill, second, a new COVID relief/stimulus package and finally, a Medicare extenders package. By early December, Congress will either need to pass a continuing resolution (CR) or come to an agreement on an Omnibus Appropriations package. Every 6 months Medicare/Medicaid extenders are considered, and they are also coming due in December. These are often used to move other Medicare/Medicaid issues, and Committee staff are waiting to hear whether they can pull any COVID-related funding into this package.

Mollie shared that LeadingAge had meeting with Senator Portman and Senate Finance Committee staff regarding the Hospice Care Improvement Act (S. 2807). Two key differences between the House and Senate versions are the imposition of civil monetary penalties (CMPs) and survey frequency (every 2 years) in House; the Senate version proscribes more targeted surveys. This bill may have new life as Congress looks to move legislation that can offset other spending, since it is marked as a savings to the Medicare program. LeadingAge is advocating for any savings to fund other hospice priorities, including the Rural Access to Hospice Act (S. 1190/H.R. 2594)or the Respite Care Relief Act of 2020 (S. 4423/HR. 8322). At this point, it is unclear whether anything related to telehealth are going to be included in any year-end legislation. Allowing the hospice face-to-face visit to be done via telehealth would require a change by Congress, as would allowing home health reimbursement for telehealth services. A proposal on the latter includes many parameters/guardrails, to address concerns related to fraud, waste and abuse.

IV. Direct Service Provider Focus

LeadingAge Ohio staff has joined the Home and Community-based Services (HCBS) Coalition, a group convened by Disability Rights Ohio that also includes Ohio Council for Home Care and Hospice, o4a and other stakeholders. The group is working to convene stakeholders well ahead of the next biennial budget to create a unified voice around the need to address perennial underfunding of Ohio's home and community-based services, resulting in stagnant wages for direct care providers.

V. Lame duck.
With the recent shift of leadership, stakeholders are still working to ascertain which legislative priorities will emerge in the lame duck. One bill of note for aging services is Rep. Roemer's bill on scope of practice issues (HB673), which seems likely to move. LeadingAge Ohio is working to ascertain whether HB 711, which corrects the technical difficulties related to enabling EMTs to follow DNR orders signed by physician assistants and nurse practitioners, could be amended to it. One member questioned the scope of the criminal sentencing reform bill (SB 3), and whether it may ease background check requirements for health care providers.

VI. New business

Mollie asked for member feedback on the hospice carve-in/Medicare Advantage demo, since LeadingAge has been asked to sign a letter to the Administration asking for a year's delay in implementation. Only the northeast corner of the state has been included in the pilot, so few members would be impacted by a delay. Mollie noted challenges that have been reported regarding standardized definitions of palliative care and rates, of course, declining. Providers noted that they have seen rate cuts from 12 – 20% with Medicare Advantage plans, and would see no downside in asking for a delay, if doing so would delay significant losses. One committee member noted that the demonstration seems to be following course of the concurrent care demonstration, which was underutilized

because of the way it was designed, making it difficult for providers to participate. CMS will need to expand the demo to make it more robust and more meaningful.

VII. Regulatory Update/Education Calendar

Anne Shelley provided regulatory updates, noting that EVV continues to move forward, but actual claims editing has still not been turned on. ODM plans to turn on in the spring of 2021. I; if claim isn't matching visits at that point, then members will experience a 10% payment reduction.

Regarding the hospice final rule, Anne shared that she continues to hear provider confusion related to the new addendum requirement, and is planning education on the topic. Furthermore, she is working to raise awareness of changes in the home health final rule which will prohibit home health agencies from providing new infusion therapy services. This will have a significant impact on some providers that do business in this space.

Hospice education planning is underway. Anne shared that this year, they didn't include a policy update for hospices and it was requested multiple times on the evaluations of the October Education Fest. Subcommittee members were encouraged to share ideas for 2021 Hospice education.

VIII. Adjournment
With no additional new business, the meeting adjourned 1:59pm.

Next Meeting: To be scheduled in 2021.

LeadingAge Ohio
Balance Sheet
December 31, 2020

	This Year	Last Year	Difference	Comments
ASSETS				
Current Assets				
Checking	40,882	41,170	(288)	
Savings	527,117	351,670	175,446	
Petty Cash	300	300	0	
Investments	1,593,410	1,505,639	87,771	Up 5.8% from 2019 to 2020
A/R - Dues	0	8,500	(8,500)	
A/R - Misc.	3,575	9,879	(6,304)	
Prepaid Expenses	10,238	433	9,805	
Prepaid Conference Expenses	2,500	0	2,500	
Prepaid Seminar Expenses	8,735	0	8,735	
Total Current Assets	**2,186,757**	**1,917,592**	**269,165**	
Property and Equipment				
Office Furniture & Equipment	233,243	230,043	3,200	Added a new office cubicle.
Leasehold Improvements	204,688	204,688	0	
A/D - Furniture & Equipment	(198,909)	(185,188)	(13,721)	
A/D - Leasehold Improvements	(204,688)	(204,688)	0	
Total Property and Equipment	**34,334**	**44,855**	**(10,521)**	
Other Assets				
Interco Receivable	0	0	0	
Other Assets	12,500	12,500	0	
Total Other Assets	**12,500**	**12,500**	**0**	
Total Assets	**2,233,591**	**1,974,947**	**258,645**	
LIABILITIES AND CAPITAL				
Current Liabilities				
A/P - Trade	66,104	18,263	47,841	
A/P - LeadingAge National	4,900	3,000	1,900	
A/P - Foundation	100	0	100	
Credit Card	2,254	4,368	(2,115)	
Accrued Payroll	0	4,400	(4,400)	
Accrued Vacation	86,908	78,345	8,563	
Accrued Expenses	9,500	9,500	0	
Deferred Revenue - Dues	9,310	13,125	(3,815)	
Deferred Revenue - Seminar/Trn	33,600	56,450	(22,850)	
Total Current Liabilities	**212,675**	**187,450**	**25,225**	
Long-Term Liabilities				
Interco Payables	0	0	0	
Total Long-Term Liabilities	**0**	**0**	**0**	
Total Liabilities	**212,675**	**187,450**	**25,225**	
Capital				
Unrestricted	1,812,983	1,456,601	356,383	
Net Income	207,933	330,896	(122,963)	
Total Capital	**2,020,916**	**1,787,496**	**233,420**	
Total Liabilities & Capital	**2,233,591**	**1,974,947**	**258,645**	

LeadingAge Ohio
Income Statement
Compared with Budget
For the Twelve Months Ending December 31, 2020

	Last Year Actual	This Year Actual	Budget	Difference	%	Comments
Revenues						
Membership Dues	1,263,729	1,300,009	1,216,100	83,909	7%	
Associate Dues	73,581	70,047	73,500	(3,453)	-5%	
Partnership Income	25,219	26,706	27,500	(794)	-3%	
						The net impact (when offset by reduction
Seminars & Education Income	326,885	187,430	265,000	(77,570)	-29%	in expense) is approx $30k.
Annual Conference	323,323	99,463	320,000	(220,538)	-69%	Reflects Fall Education Fest.
Event Income	0	12,125	35,000	(22,875)	-65%	2020 events cancelled.
Golf Event Income	0	200	0	200		
Advertising & Publications	104	700	100	600	600%	
Consulting Income	14,440	3,425	10,000	(6,575)	-66%	
Donations/Public Support	90	13,500	0	13,500		RedRock Media Campaign
Rental Income	18,098	17,013	17,860	(847)	-5%	
Interest Income	842	446	0	446		
Dividends and Interest	77,321	66,323	43,000	23,323	54%	
Other Income	10,552	17,583	3,000	14,583	486%	Includes $9k from EIDL from the SBA.
CompManagement Revenue	1,941	4,099	2,000	2,099	105%	
UST Revenue	2,630	2,577	2,500	77	3%	
MCE Management Fee Revenue	0	0	0	0		
Total Revenues	2,138,753	1,821,646	2,015,560	(193,914)	-10%	
Expenses						
						See Seminars & Education comment
Seminars & Education Expense	150,996	66,616	115,000	(48,384)	-42%	above.
Annual Conference Expense	154,698	0	158,000	(158,000)	-100%	Replaced with virtual Fall Educ Fest
Event Expense	0	1,505	35,000	(33,495)	-96%	2020 Events cancelled
Advertising & Publications	10,018	15,000	0	15,000		Salary & Benefits Study
Consulting Expense	1,815	0	1,200	(1,200)	-100%	
OAAC Expenses	3,745	1,890	0	1,890		
						Includes the accrued vacation accrual
Salary & Wages	823,048	850,830	852,000	(1,170)	0%	adjustment.
Employer Taxes	58,444	54,532	68,000	(13,468)	-20%	Includes refund/rebate checks of $10k.
Payroll Service Fees	2,181	2,164	2,500	(336)	-13%	
						Include cost sharing refund check for
Employee Insurance	89,653	93,198	112,000	(18,802)	-17%	approximately $4k.
						Using the prior year 401k forfeitures to
Employee Retirement	63,300	43,848	70,000	(26,152)	-37%	fund 2020 contributions.
Staff Development	6,338	1,450	5,400	(3,950)	-73%	
Professional Fees	76,899	80,250	82,500	(2,250)	-3%	
Statewide Service Project	9,900	0	0	0		
Public Relations	0	0	2,000	(2,000)	-100%	
Legal Services	1,540	2,729	9,000	(6,271)	-70%	
Accounting	54,065	44,985	57,000	(12,015)	-21%	
Lobbying	114,255	114,210	114,200	10	0%	
Data & Research	8,000	8,800	8,000	800	10%	Quality Metrics and 5 Star tool
MA SNP	48	0	0	0		
Office Expenses	9,886	6,613	8,500	(1,887)	-22%	
Telecommunications	14,848	11,045	15,000	(3,955)	-26%	
Utilities	15,013	11,611	15,900	(4,289)	-27%	
Postage & Shipping	2,183	846	1,600	(754)	-47%	
Repair & Maintenance-Building	6,175	4,337	4,500	(163)	-4%	
Office Equipment Rental	23,610	2,173	2,300	(127)	-6%	Copier lease expired in 2019.
Office Cleaning	7,529	6,800	8,000	(1,200)	-15%	
Marketing	10,754	7,279	15,500	(8,221)	-53%	
IT Support	22,999	24,187	24,000	187	1%	Promethius Consulting
Website	320	725	1,000	(275)	-28%	
Database/Network	17,347	15,190	15,000	190	1%	TCS
						No charge for Results Direct for 2020 as
Other IT Expenses	15,271	5,875	5,000	875	17%	compared to 2019.
Insurance	6,225	6,225	6,225	0	0%	
Committee Expenses	7,189	1,666	6,000	(4,334)	-72%	
Dues & Subscriptions	6,392	6,763	11,000	(4,237)	-39%	
Travel & Meals	18,449	4,547	25,000	(20,453)	-82%	
Credit Card Fees	17,245	7,019	18,000	(10,981)	-61%	
Bank Service Charges	156	168	0	168		
						No investment service fees from Wells
Investment Service Charges	4,283	0	6,000	(6,000)	-100%	Fargo Advisors
Late Fees	0	39	0	39		
Depreciation & Amortization	14,535	13,721	14,200	(479)	-3%	
Rent	75,754	79,526	79,500	26	0%	
Total Expenses	1,925,103	1,598,361	1,974,025	(375,664)	-19%	
Operating Income	213,650	223,285	41,535	181,750		
Grant Income	61,355	0				
Grant Expense	(55,922)	0				
Realized Gain/Loss	71,744	(55,114)				
Unrealized Gain/Loss	40,069	76,563				
Professional Fees - Cedar Grove		(36,800)				
Net Income	330,896	207,933	41,535	181,750		

LeadingAge Ohio

Succession Plan for
President/CEO

Purpose

Leadership plays an essential role in the success of an organization. This document is to ensure that the leadership, governance and daily operations of LeadingAge Ohio continue in a consistent, competent manner to protect the interests of the organization during the process of changing of the President and CEO, either in an emergency or in a planned transition. This Succession Plan should be considered a confidential internal document of the Board of Directors until the time of implementation. This Plan contains both approved board policy and the process that should take place in the event of a President/CEO transition.

Roles

The Board of Directors of LeadingAge Ohio (the Board) has reviewed the job description of the President /CEO and has a clear understanding of the President/CEO's role. A copy of this Plan will be held by the Chair of the Board of Directors and in the President/CEO's office along with a copy of the President/CEO's Employment Agreement. Copies of the Plan are available upon request by any Board member and shall be reviewed with the incoming Board members as part of their orientation. The Plan and the President/CEO's job description shall be reviewed periodically by the Executive Committee (the Committee).

Succession Plans

A. <u>In the Event of an Emergency or Temporary, Unplanned Absence</u>

1. Subject to Sections B and C, below, an emergency or temporary, unplanned absence shall mean that the President/CEO has been deemed, without prior notice or planning, to be unable to perform the responsibilities and duties of his/her position for a period of fewer than 60 days.

2. In the event of an emergency or temporary, unplanned absence of the President/CEO, the Director of Advocacy, or such other senior LeadingAge Ohio employee in the event that that the Director of Advocacy is unavailable to do so, is to immediately inform the Board Chair of the President/CEO's absence.

3. As soon as it is feasible, the Chair shall convene a meeting of the Board or Executive Committee, at the Chair's discretion, to affirm the procedures prescribed in this Plan or to make modifications as the Committee/Board, as the case may be, deems appropriate (hereinafter in this Section, a reference to the Board shall also include the Committee, in the event that the Chair has determined that the Committee shall be convened to handle this issue instead of the full Board).

4. The Board may (a) appoint one of the persons designated by the President/CEO as set forth on Schedule A as Acting President/CEO; or (b) consider other appropriate options, such as splitting executive duties among various directors, as appropriate.

5. Once the Board has appointed the Acting President/CEO or otherwise delegated decision-making authority under this Section, he or she will have such authority for decision-making and independent action as the Board shall grant, including such authority for decision-making and independent action as the President/CEO currently possesses. The Acting President/CEO may be offered additional compensation and work assistance until a permanent President/CEO is in place.

6. The Board Chair, along with the Board, is responsible for monitoring the work of the Acting President/CEO. The Chair and Board will be sensitive to the special support needs of the Acting President/CEO in this temporary leadership role.

B. Absence as a Result of Disability

1. In the event the President/CEO becomes disabled, is unable to discharge the duties and responsibilities of his/her position, and it is uncertain how long the disability period will last, the process will initially differ from that set forth above until a determination has been made that the disability is permanent and will lead to termination of the President/CEO's responsibilities. If the disability is sudden and significant, the Board shall proceed with implementation of this Plan pursuant to Section C, below.

2. In the event the Board determines that the disability is not temporary but may last for a period longer than 60 days, the Board shall have the option to determine whether this Plan needs to be implemented.

C. As a Result of a Planned Transition

1. This provision governs in the event that the President/CEO retires, resigns, is terminated, or his/her disability is deemed likely to last a period longer than 60 days.

2. The President/CEO will attempt to provide six months' notice prior to his/her anticipated retirement.

3. The President/CEO will provide two months' notice of his/her resignation per his/her employment contract.
   a. The resignation notice is to be provided to the Board Chair, who, in turn, will inform the full Board of Directors.
   b. The President/CEO will inform LeadingAge Ohio members, the President/CEO of LeadingAge and other key stakeholders of the Association through announcements, the form and timing of which will be agreed upon by the President/CEO and the Executive Committee/Board of Directors.

4. As part of the planned transition process, the incumbent President/CEO will maintain current information and contact inventory that summarizes information that may be useful in the transition and search process, similar to that set forth on Schedule B, attached hereto.

5. Additionally, the President/CEO shall offer input for consideration at the Board's request when choosing candidates for the President/CEO position.

Communications Plans
A. Unplanned Absence

1. Upon transferring the responsibilities to the Acting President/CEO, the Board Chair will immediately notify staff members, the Board and key stakeholders of the delegation of authority. As soon as practicable after the Acting President/CEO has assumed the delegated authority conferred by the Board, Board members and the Acting President/CEO shall communicate the temporary leadership structure to the members, members of the legislature, and key regulatory agencies.

2. The Board Chair will then implement the transition as set forth in the planned notice and announcement.

B. Planned Transition Notice and Announcement

Upon recommendation of the Committee, the Board shall appoint a President/CEO Search Committee, the majority of whom shall be current Directors and name a Chair of the Search Committee. The names and roles of the Search Committee and a timeline of the succession/search process will be shared with members and staff concurrently with or shortly after the Planned Transition announcement.

Search Committee Responsibilities

The philosophy and practice of the Search Committee will be to search proactively for the best qualified candidate from national, state and internal talent pools while employing the best practices of executive search and adhering to all state and federal employment laws. The search committee will schedule regular meetings and follow an established search process that addresses the following:

- Determine if a search consultant is needed and select and engage an executive search consultant if warranted.
- Develop a work plan and timeline for the search process to be ratified by the Board
- Profile/Outline key competencies for new President/CEO, to be ratified by the Board.
- Consult with the President/CEO and other staff as appropriate.
- Consult with LeadingAge leadership as determined in the *Alignment Agreement.*
- Without revealing confidential information, make regular and timely reports regarding the search process to the Board and members.
- Select one or more candidates who will undergo multiple interviews, as well as full reference checks, and, if desired, physical/psychological assessment.
- Schedule meetings for the final candidate(s) with the full Board and any other staff as deemed advisable, and with select LeadingAge Ohio constituencies, as determined by the Search Committee.
- In consultation with the Executive Committee and search consultant, if any, the Search Committee Chair will recommend remuneration, benefits, and other compensation arrangements to the Board at the time of its final decision.
- The Board will vote on the selection of the President/CEO, with the selection of the new President/CEO announced through a communications plan developed by the LeadingAge Ohio Director of Communications/Public Relations and any outside public relations assistance as deemed necessary. The communications plans will be approved by the Search Committee and in consultation with the Executive Committee.
- Search Committee will identify key elements of a first year's transition plan, which plan will be developed in consultation with the incoming President/CEO and the outgoing President/CEO, if appropriate.

Approved by the LeadingAge Ohio Board of Directors on _____

By :_____(signature)
Cynthia Bougher
   Chair
   LeadingAge Ohio Board of Directors

By:_____(signature)
Kathryn Brod
   President/CEO
   LeadingAge Ohio

Dated: _____

SCHEDULE A

ACTING PRESIDENT/CEO DESIGNEE

Susan Wallace
Chief Policy Officer

_____
President/CEO LeadingAge Ohio

Date of Designation: _____

LeadingAge™ Ohio

Board Attendance
2020-2021

Board Sign In		11/19/2020
		attended
Chair	Bougher, Cynthia	X
Vice-Chair	Salopeck, Allison	X
Treasurer	Casey, Linda	X
Secretary	Monroe, Larry	X
Past Chair	Daniel, Kenneth	X
	Boyson, Rich	X
	Buchanan, Scott	X
	Conn, Ann	X
	Gumina, Larry	X
	Hamilton, Kerry	X
	Kiser, Wendy P.	X
	Lamb, Laura	X
	Mattson, Gayle	X
	Norris, Michelle	X
	Snyder, Troy	X
	Strawser, Kristi	X
	Struk, Cynthia	X
	Widman, Chris	X

P = participated by phone

2021 Legislative Visits by Kathryn Brod & team

Name	Event(s)	2021 Scheduled Meetings
Rep. Ginter	Award Presentation	February 4, 2021

Kathryn Brod Meetings with Administration & Other*
2021

		2021 Q1			2021 Q2			2021 Q3			2021 Q4		
		Jan	Feb	March	April	May	June	July	August	September	October	November	December
Governor's ALZ & Dementia TF	Admin	1/11/2021											
OAHP	Assoc												
O4A (AAA's)	Assoc	1/8/2021	2/5/2021										
OPRA/AASC/OALA/ONA/OCHCH	Assoc												
OAAC	Council												
OMDA	Assoc	Thursday 8:00 am weekly calls ...											
ODH	Admin	1/5, 1/20/2021	2/3/2021										
OHA	Assoc												
ODA	Admin	1/25/2021											
ODM	Admin	1/14/2021											
OHFA/OPN	Council												
OSU/Alber Enterprise	Univ												
OSU	Univ												
LTC Advisory/Scripps	other	1/28/2001											
LTC Collaborative	other												
Office of Workplace Transformation	Admin												
Pathways, Ohio Chamber, OPN	other												

*does not include other LeadingAge Ohio staff and/or lobbyist visits

LeadingAge Ohio January 2021 Member Pulse Survey

What is your role within your organization? Please check one.

- CEO/COO/CIO/CFO
- Executive Director/Administrator
- Director of Nursing/Clinical Staff
- Communications/Marketing/Public Relations
- Human Resources
- Fund Development/Philanthropy
- Volunteer

- Activities
- Finance/Billing
- Property Manager/Service Coordinator
- Dining Services
- Facilities/Maintenance
- Chaplain/Bereavement
- Other (please specify)

In the past six months, what is the most important program/service LeadingAge & LeadingAge Ohio provided for you in your role? Please check one.

- Advocacy with policy makers.
- Communication on topics of importance (federal and state regulations, COVID-19 orders, etc.).
- Education programs (CEs, etc.) to help ensure members are equipped.
- Networking opportunities to help with peer engagement.
- 911 regulatory support from LeadingAge Ohio staff experts (Stephanie DeWees, Anne Shelley).
- Other (please describe)

In the next six months, what do you anticipate is the most important program/service LeadingAge & LeadingAge Ohio will provide for you in your role? Please check one.

- Advocacy with policy makers.
- Communication on topics of importance (federal and state regulations, COVID-19 orders, etc.).
- Education programs (CEs, etc.) to help ensure members are equipped.
- Networking opportunities to help with peer engagement.
- 911 regulatory support from LeadingAge Ohio staff experts (Stephanie DeWees, Anne Shelley).
- Other (please describe)

If you had the opportunity to become more engaged with LeadingAge Ohio in 2021, which areas would interest you? Check all that apply.

- Grassroots advocacy (participating in local engagement with civic, state, and federal policymakers).
- Committee** work (in order to help craft LeadingAge Ohio priorities).** LeadingAge Ohio Committees include: Advocacy, Awards, Human Resources, Membership, Professional Development, Nominating & Advocacy subcommittees of Adult Day, Housing, SNF/AL, HH/Hospice
- Networking engagement (participate in regional/state gatherings for individuals in similar positions as my own).
- Annual Conference [August 4 – 6, 2021] volunteering (assisting with various elements of the annual conference, such as registration, resident art & writing, trade show, etc.)
- None of the above, as I am not interested in additional engagement at this time.
- Other (please describe)

Would you like us to follow up with you on your interest? If so, please provide your name and email address below.

LeadingAge® Ohio

2021 Board Dates

Board meeting*:   **February 11** (Thursday)

LeadingAge Leadership Summit:
                          ~~April 19 — 21~~ *Cancelled*

Board meeting*:   **May 13** (Thursday)

Leadership Summit: **September 28**

Board meeting*:   **August 12** (Thursday)

LeadingAge Ohio Annual Conference:
                          August 4 - 6, Columbus

LeadingAge Annual Conference:
                          October 24 - 27, Atlanta

Board meeting*:   **November 11** (Thursday)

*Board meeting time:
        10 am – 2 pm

A Statewide Action Plan for Increasing
Postsecondary Educational Attainment in Ohio

BRIDGING OHIO'S WORKFORCE GAP

EDUCATION

WORKFORCE

AUGUST 2020

A Statewide Action Plan for Increasing
Postsecondary Educational Attainment in Ohio

BRIDGING OHIO'S WORKFORCE GAP

BRIDGING OHIO'S WORKFORCE GAP

The development of this plan was led by Ohio Excels
in partnership with the Complete to Compete Ohio Coalition.

Introduction:
Ohio's Attainment Picture and Why It Must Improve

By almost every measure, Ohio's economy has been on a roll, entering the 2020s with greater energy and optimism than at any time in decades. Having thrown off its long-held "Rust Belt" image, our state has embraced new technologies with a global reach. This has created an amazing array of job openings and career opportunities, not only for those already in the workforce, but also for young Ohioans preparing for careers.

The **attainment rate** is the percent of adults aged 25-64 that have high-value credentials (e.g., certificates and certifications) or postsecondary degrees (e.g., bachelors, associates, etc.).

Even with Ohio's successes, we have consistently faced a critical skills gap. Our state's ability to attract and develop job creators that can offer increasingly high-paying jobs has consistently been hampered by a lack of enough skilled talent to fill open positions. The reason is that, for generations, Ohioans could achieve middle-class prosperity with a high school education or less. It is a belief that — in some quarters — has lingered too long. Because of advancements in technology, many of the routine, manual jobs that once led to middle-class prosperity have been replaced by new jobs that require more education and training. In today's global economy, jobs demand more and higher-level knowledge and skills. This may be even more true as the economy recovers from COVID-19.

However, Ohio's families have been dealt a major dose of uncertainty by the COVID-19 pandemic. Unprecedented business closures, unemployment and market losses have created economic disruption that will linger for years. The corresponding losses to public sector revenues will force state and local government entities, as well as public education institutions, to make hard choices as they adjust. The uncertainty ahead will try our state's resolve, force our policymakers to work together like never before and create a need for Ohio's creativity and hard work to once again be brought to bear to help our state and its people get back on their feet.

Therefore, in the face of these challenges, the need to help Ohioans close the gaps between the skills they have and the skills employers need is acute and urgent. It means more Ohioans must **attain** advanced educational levels represented by high-value credentials or postsecondary degrees, and it means that work must accelerate quickly.

Prior to the pandemic, Ohio's rate of educational attainment was much too low to meet the needs of employers, creating the imperative for our state to increase the number and percentage of Ohioans — young people entering the workforce, mid-life career changers and those currently out of the workforce — who have the education, training and skillsets of value to employers. Researchers have shown that Ohio needs **nearly one million more adults** with high-value credentials and postsecondary degrees to keep up with employer needs and to keep the state's economy moving.

As we take up efforts to close the attainment gap, certain issues stand out that require particular attention, including inequitable access to employment, healthcare and technology.

There have long been unacceptable gaps in educational attainment for Ohioans based on household income and race. The pandemic has further highlighted these gaps, with members of lower income families — many of whom are also racial minorities — less likely to be able to work from home, learn from home and are more likely to have become unemployed in the current economic downturn. Access to, and mastery of, technology is correlated with higher educational attainment. With online learning likely to play a larger role going forward, too many lower-skilled workers who lack technical ability and access to technology will also lack the means to improve their skills. And so, a self-perpetuating cycle continues.

For many Ohio families, the current unknown environment raises tough choices about finances, child care and learning access. If those hampered by these challenges find themselves further sidelined in a time of economic difficulty, they will fall further behind — and so will Ohio. Going forward, a question that will be asked of all policies will be: Do they widen or shrink this equity gap?

Development of this plan began prior to the pandemic, but it has been updated and revised to reflect Ohio's new, emerging reality. Its purpose remains, however, to outline how organizations — private and public, state and local — can contribute to increasing the educational attainment of Ohioans. The plan also highlights areas that the Complete to Compete Ohio Coalition will address to support these statewide efforts.

The purpose of this plan is to guide the efforts of the Complete to Compete Ohio Coalition as it helps Ohioans' attain high-value credentials and postsecondary degrees across the state.

A public-private coalition of more than 40 members from Ohio's education and workforce systems, Complete to Compete Ohio Coalition's participants include employers, educators and the leaders of state agencies, statewide associations, unions, philanthropies and community organizations from across the state. The coalition's mission is to raise awareness about the importance of earning high-value credentials and postsecondary degrees, coordinate and collaborate on efforts to increase attainment and provide technical assistance to other champions of attainment. For the past three years, the coalition has been hosting events to highlight the importance of attainment and its impact on individuals and on the economy of our state, creating communication tools, researching best practices and developing common points of advocacy. The coalition is ready to build on this foundation to implement new policies and programs and to promote practices that will move the needle on attainment.

Ohio's future success hinges on the educational attainment levels of our citizens as they leave high school and throughout their working careers. While the task is certainly not easy, it is achievable. A decade ago, many saw Ohio's dire state as beyond repair. Together we righted the ship and turned Ohio into a global model for innovation in workforce development, economic strategy, public sector innovation and private sector growth. Those achievements prove that we can climb the hills before us and reclaim the promise of stability and broad-based prosperity for Ohio in the future.

Ohio's Attainment Landscape

While Ohio's economic resurgence created exciting new career opportunities, these openings became increasingly out of reach to many in our state because of the widening gap between job requirements and jobseeker qualifications. This gap created an urgent need to increase Ohio's attainment levels — the number and percentage of Ohioans who have high-value credentials or a postsecondary degree.

The Lumina Foundation, a national leader in attainment, measures the attainment rate for Ohio each year. It counts a credential as valuable if it increases a worker's earnings at least 20 percent higher than those of a typical high school graduate. Lumina uses Census data and estimates from the Georgetown Center on Education and the Workforce to calculate the rate.

Before the COVID-19 pandemic, Ohio lagged the nation in workforce growth and **two-thirds** of all employers looking for new employees said they were concerned about the growing skills gap. Unfortunately, that gap will likely only be exacerbated as a result of the uncertainty about the job landscape created by the pandemic. Traditionally, many people choose to strengthen their competitive positions by improving their skills during difficult economic times, resulting in higher postsecondary enrollment and more credentials and degrees. However, the unique circumstances of this crisis make predicting future enrollment and attainment difficult — such upskilling may not occur in the same manner as before.

Prior to the pandemic, economists said reaching an attainment rate of 65 percent was critical to keeping Ohio competitive in the future. If Ohio maintains its status quo rates of credentialing and postsecondary graduation, the state will fall short of that desired attainment level by **nearly one million Ohioans**.

Ohio computes a combined attainment rate that includes both degrees granted and credentials earned. Based on this measure, Ohio has increased its attainment rate over the past decade. Ohio's attainment rate currently stands at **49.2 percent** of working-age adults. However, this is two percentage points below the national average of 51.3 percent and places Ohio 31st among all the states.

Ohio's Average Attainment Rate

State Average

49.2%

43.2*   43.6   44.1   44.6

2018

34.9   34.7   35.8   35.5   36.5   37.5

2008
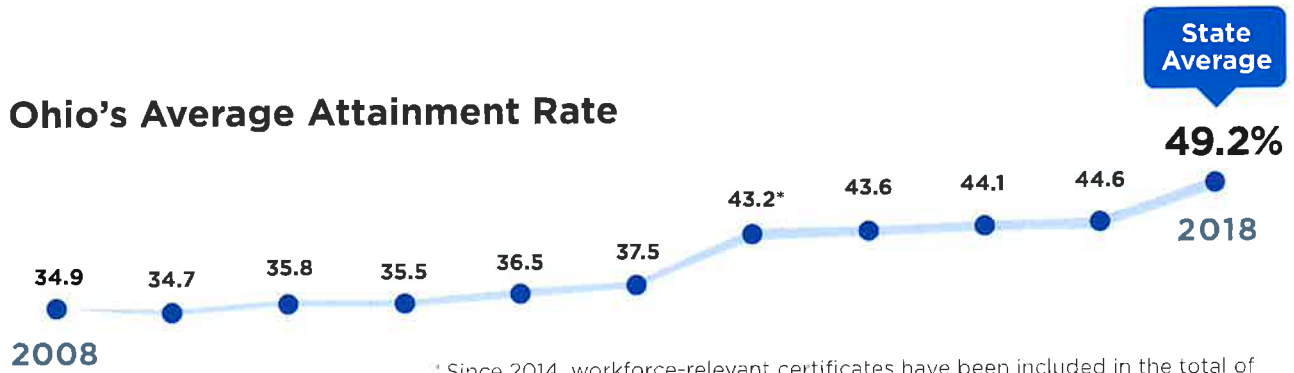
* Since 2014, workforce-relevant certificates have been included in the total of postsecondary credentials. Since 2018, the total also has included certifications.

While the need is apparent everywhere in Ohio, there are wide differences in attainment percentages for various demographic groups and in different regions of the state, making solutions all the more challenging. In order to fulfill our state's workforce demand, we must include all Ohioans and address existing inequities in workforce readiness and opportunity gaps among various segments of Ohio's population.

Educational attainment is increasing among all Ohioans, but large gaps persist and must be closed, specifically gaps linked to race and ethnicity. Data show a persistent and troubling gap — roughly 13 percentage points — between the attainment levels of non-white, underrepresented minorities and those of their white peers.

Attainment also varies, often widely, from county to county and even within counties. For example, some counties in the southeastern part of the state have rates below 20 percent, while other counties near the large metropolitan areas have rates exceeding 50 percent.

Guiding Principles

Five core principles guide this statewide plan and should continue to guide Ohio's efforts to increase attainment:

Equity-Centered

Close opportunity gaps by removing barriers for underserved and underrepresented Ohioans.

Learner-Focused

Focus on the needs of Ohio learners of all ages, incomes, genders, race or ethnicities, and place individual learners at the center of every attainment effort.

Workforce-Aligned

Connect the knowledge and skills required by Ohio's employers directly to attainment efforts to ensure that all Ohioans are prepared for success and that Ohio's changing economy thrives.

Partnership-Led

Establish diverse and dynamic partnerships with education, business, philanthropic, social service and other community organizations at the state and local levels to accelerate attainment efforts.

Success-Driven

Identify, celebrate and quickly scale the policies and programs that are working to increase attainment in all communities across Ohio and at the state level.

Strategies to Increase Attainment

The Complete to Compete Ohio Coalition identified **five statewide objectives** to increase attainment:

1

Attainment Value

Create the demand among Ohioans for pursuing all types of credentialing and postsecondary options by developing and sharing comprehensive messaging to communicate how improved attainment impacts the lives and prosperity of individuals and communities.

2

Workforce Alignment

Deepen the connections between education, the workforce and social services to ensure that all students and adults have the knowledge and skills required for in-demand careers through exposure and experience in career-connected learning opportunities.

3

Access and Affordability

Create and communicate affordable routes to degrees and credentials so more Ohioans can access and complete their education with minimal or no debt.

4

Academic Success and Completion

Ensure that all Ohioans have the knowledge and skills they need to start their career or to start a new educational experience, remediation free, with the ability to complete on time.

5

Regional Partnerships

Create and support multisector partnerships as they work to address local workforce and education needs and accelerate attainment.

1 Attainment Value

Create the demand among Ohioans for pursuing all types of credentialing and postsecondary options by developing and sharing comprehensive messaging to communicate how improved attainment impacts the lives and prosperity of individuals and communities.

STRATEGY A

Share messaging related to attainment, as well as support, coordinate and host attainment-focused statewide and regional events for students, families, educators, counselors, policymakers and business and community leaders.

1. Create a statewide messaging campaign.
   a. Identify champions for the attainment messaging.
   b. Use student or recent graduate voices of all ages to help drive messaging.

2. In addition to general statewide messaging, create a suite of messaging resources to reach targeted populations.
   a. Identify specific populations (e.g., disadvantaged, underserved, recently unemployed due to COVID-19, adults, etc.) and target them with creative, culturally appropriate messaging using multiple languages and mediums.
   b. Partner with local and state agencies such as the Departments of Rehabilitation and Correction, Job and Family Services, Youth Services and Opportunities for Ohioans with Disabilities to communicate with and increase the attainment of the Ohioans they serve.
   c. Expand awareness of the Adult Diploma Program, the 22+ Program and Aspire so more adults earn a high school diploma or its equivalent.

3. Raise policymakers' awareness of and focus on Ohio's attainment successes and challenges, as outlined in a communications plan.

Highlights of Ohio's Current Attainment Assets

Complete to Compete Ohio Coalition The Complete to Compete Ohio Coalition — a public-private coalition of more than 40 members across the Ohio education and workforce systems — created a communications campaign to highlight the importance of educational attainment.

In-Demand Jobs Week In-Demand Jobs Week is a celebration of jobs, industries and skills that are in demand in Ohio. Each spring, communities partner with their local industries and community organizations to plan events and activities that will inspire excitement among students and job seekers.

Workforce Alignment

2

Deepen the connections between education, the workforce and social services to ensure that all students and adults have the knowledge and skills required for in-demand careers through exposure and experience in career-connected learning opportunities.

STRATEGY A

Maximize the collaboration between businesses and education institutions in order to increase the number of K-12 and postsecondary students engaging in internships, apprenticeships and co-ops to explore careers, develop applied knowledge and skills, earn a high-value credential, and gain valuable workplace experience and connections to jobs within their preferred career field.

1. Increase work-based learning opportunities — either in-person or virtually — for K-12 and postsecondary students.

   a. Identify and remove barriers, such as legal barriers (e.g., insurance and age restrictions), for schools, students and businesses interested in work-based learning experiences.

   b. Encourage employers and education institutions to facilitate work-based learning opportunities for all students and explore potential incentives for these organizations to further encourage work-based learning.

2. Track employment data by education institution and program to determine the labor market outcomes for recent graduates.

3. Develop supports for employers such as toolkits and guides on the various models of work-based learning, including virtual experiences, so that employers can more readily and successfully engage K-12 and postsecondary students in these opportunities.

Highlights of Ohio's Current Attainment Assets

ApprenticeOhio ApprenticeOhio is Ohio's authorized state apprenticeship agency which assists employers in developing apprenticeship programs, approves applications for sponsorship and provides oversight and technical support to existing programs to ensure quality and safety.

OhioMeansJobs-Readiness Seal The OhioMeansJobs-Readiness Seal is a formal designation that students can earn on their high school diplomas and transcripts indicating they have the personal strengths, strong work ethic and professional experience that businesses need.

STEM and STEAM Schools STEM schools focus on the infusion of high-level mathematics, technology, engineering and science into curriculum. STEAM schools infuse the arts and design with STEM.

2

Workforce Alignment

Deepen the connections between education, the workforce and social services to ensure that all students and adults have the knowledge and skills required for in-demand careers through exposure and experience in career-connected learning opportunities.

STRATEGY

B

Increase the number of Ohioans of all ages earning high-value, industry-recognized credentials aligned to the knowledge and skills required for in-demand careers.

1. Work with businesses to upskill their employees through short- and long-term certificates, credentials and degrees to meet current and future workforce needs.

2. Improve data collection of industry credentials and analyze which credentials students are earning, how the most commonly earned credentials are aligned to in-demand jobs and how the credentials affect labor market outcomes.

3. Leverage new policies and programs at the K-12 level to communicate the value of industry credentials and increase the number of students earning high-value credentials.

   a. Identify incentive funding for credentials to expand training programs, including online-only programs, and credentials earned in traditional high school and career technical schools.

   b. Use Ohio's new graduation requirements' focus on career preparation to encourage more students to earn industry credentials.

   c. Improve and leverage the "Prepared for Success" measure on Ohio's school and district report cards to incent schools and districts to place greater emphasis on offering and helping students earn high-value credentials.

Highlights of Ohio's Current Attainment Assets

Innovative Workforce Incentive Program This program, administered by the Ohio Department of Education, uses financial incentives to increase the number of high school students who earn industry-recognized credentials in priority industry sectors.

Ohio TechNet Ohio TechNet is a consortium of education and training institutions that coordinates higher education's efforts to support the workforce needs of manufacturers.

SuccessBound SuccessBound is a communications and convening strategy led by the Ohio Department of Education designed to bring together Ohio's strong business and education partnerships to engage and inspire students about career opportunities and raise awareness about career-preparation opportunities.

TechCred TechCred helps Ohioans learn new skills and helps employers build a stronger workforce with the skills needed in a technology-infused economy through state grants to employers who upskill their employees with short-term technology credentials.

Workforce Alignment

2

Deepen the connections between education, the workforce and social services to ensure that all students and adults have the knowledge and skills required for in-demand careers through exposure and experience in career-connected learning opportunities.

STRATEGY

C

Increase access for underserved and underrepresented Ohioans to work-based learning experiences.

1. Ensure that students have access to wraparound services that support educational attainment and encourage students to engage in work-based learning opportunities.

   a. Pilot a model where a social services coordinator is shared between employers to support students in work-based learning opportunities.

   b. Expand the state's Comprehensive Case Management and Employment Program (CCMEP) eligibility to help more low-income young adults build career paths.

2. Focus on increasing the attainment opportunities for restored citizens in Ohio.

   a. Expand training and other educational opportunities to incarcerated Ohioans, including the ability to earn credentials.

   b. Expand access to second-chance aid (e.g., Ohio College Opportunity Grant (OCOG), Pell Grants).

   c. Create a coalition of businesses to promote and expand the use of best practices and extol the value of hiring restored citizens.

3. Identify Ohioans who drop out of high school and college to determine why they did not complete and identify interventions that will help re-engage them to complete their educations.

Highlights of Ohio's Current Attainment Assets

Adult Diploma Program The Adult Diploma Program provides job training and a new pathway for adults, ages 22 or older, to earn a high school diploma and industry credentials aligned to one of Ohio's in-demand jobs.

Aspire Program for Adult Learners Ohio's Aspire programs provide free services for individuals who need assistance acquiring the skills to be successful in postsecondary education and training, and employment. Programming includes high school equivalence preparation.

Comprehensive Case Management and Employment Program The Comprehensive Case Management and Employment Program (CCMEP) helps low-income young adults ages 14-24 get the training and supports necessary to enter a career and break the cycle of poverty. County agencies combine available programs to provide services.

Employment First Employment First is a multi-agency initiative designed to ensure every individual with a disability has an opportunity to seek employment. State agencies work to provide a person-centered planning process for every individual of working age to identify their desired employment goal and their place on the path to community employment.

Finish for Your Future Finish for Your Future is an Ohio Department of Higher Education initiative focused on building capacity and processes to enroll significantly more adult learners and increasing retention and completion of adult learners once they have enrolled in postsecondary education.

Ohio Central School System The Ohio Central School System is a school district operating within the Ohio Department of Rehabilitation and Correction (ODRC) that seeks to provide educational programs for prisoners to allow them to complete adult education courses, earn Ohio certificates of high school equivalence or pursue career training.

OhioMeansJobs Centers OhioMeansJobs centers assist job seekers, employers and youth in each county with job search assistance, employee recruitment, job training and more.

Second Chance Pell Grants This federal pilot program allows penal institutions to collaborate with a college or university to provide Federal Pell Grant funding to otherwise eligible students who are incarcerated and who are eligible for release back into the community, particularly those who are likely to be released within five years of enrollment in the program.

22+ Adult High School Diploma Program The 22+ Adult High School Diploma Program helps adults earn a high school diploma. The program is free to adults who are over 22 years old, living in Ohio and do not have a diploma or a GED.

3 Access and Affordability

Create and communicate affordable routes to degrees and credentials so more Ohioans can access and complete their education with minimal or no debt.

STRATEGY A

Increase the number of potential students who complete the Free Application for Federal Student Aid (FAFSA).

1. Strengthen the tracking of FAFSA completions.
   a. Improve current coordination of FAFSA data.
   b. Create a real-time tracking system that high school counselors can use to monitor their students' FAFSA completion.

2. Promote FAFSA completion.
   a. Require schools to promote and communicate the importance of completing the FAFSA to all high school students and families and develop strategies, such as identifying available supports, to help students and families complete the form.
   b. Expand FAFSA completion initiatives to include adult populations and new partners (e.g., Ohio Department of Job and Family Services and the Ohio Department of Rehabilitation and Correction).
   c. Pilot incentives for students and/or districts for FAFSA completion, with a special emphasis on high schools serving underrepresented student populations.
   d. Include FAFSA completion data on the district and school report cards.

3. Provide supports to students, families and schools to help complete the FAFSA.
   a. Create and expand partnerships to help students and families complete the FAFSA forms (e.g., districts partner with accounting firms or college access networks).
   b. Support educational campaigns on the importance of completing the FAFSA and the resources students and families can access to help complete the form.

Highlights of Ohio's Current Attainment Assets

Cradle to Career Organizations These organizations are local and regional partnerships working to improve outcomes for students by bringing together cross-sector partners around a shared community vision.

Ohio FAFSA Data Service Information on student FAFSA application completion is available to high school counselors so they can assist graduating seniors who are seeking financial aid for postsecondary education.

Regional College Access Programs These programs, such as I Know I Can, College Now Greater Cleveland, and the Mahoning Valley College Access Program are dedicated to improving the quality and quantity of support that underrepresented students receive to apply to, enter and succeed in postsecondary education.

3 To Get Ready!!! The *3 to Get Ready!!!* campaign, led by the Ohio Department of Higher Education, is designed to help high school students prepare for their postsecondary education by focusing on applying for financial aid through FAFSA, submitting college applications and selecting where students will pursue their postsecondary education.

3 Access and Affordability

Create and communicate affordable routes to degrees and credentials so more Ohioans can access and complete their education with minimal or no debt.

STRATEGY B

Provide opportunities for students — especially underserved and underrepresented students — to earn postsecondary credit and industry-recognized credentials while in high school.

1. Ensure access for all students to regular and substantive academic and career counseling during the middle and high school grades.

2. Increase the number of high school students enrolling in, and successfully completing, postsecondary-level learning by expanding:
   a. Access to dual enrollment College Credit Plus courses,
   b. Availability of Advanced Placement (AP) courses and completion of associated AP examinations, and
   c. Opportunities to enroll in early college high schools.

3. Encourage additional partnerships between traditional high schools, career-technical schools and higher education institutions to ensure more students have access to career-technical education programming and credentialing opportunities.

Highlights of Ohio's Current Attainment Assets

College Credit Plus College Credit Plus is Ohio's dual enrollment program that provides students in grades 7-12 the opportunity to earn college and high school credits at the same time by taking courses from Ohio colleges or universities.

Early College High Schools Early College High Schools combine high school and the first several years of college, which can lower the overall cost of a student's college education. In grades 9 and 10, students take college-prep classes. In grades 11 and 12, students take college-level classes, earning both college and high school credit.

Innovative Workforce Incentive Program This program, administered by the Ohio Department of Education, uses financial incentives to increase the number of high school students who earn industry-recognized credentials in priority industry sectors.

Project Lead The Way Project Lead The Way is a nonprofit organization that provides real-world, applied learning experiences in computer science, engineering and biomedical science for PreK-12 students and teachers across the U.S.

3

Access and Affordability

Create and communicate affordable routes to degrees and credentials so more Ohioans can access and complete their education with minimal or no debt.

STRATEGY C

Expand access to affordable pathways and increase funding for need-based aid, including programs targeted to nontraditional adult learners, and include completion-based incentives in any state aid.

1. Advocate for more need-based state financial aid and pilot completion-based incentives.

2. Encourage high schools and postsecondary institutions to promote more low-cost pathways for degrees and credentials that lead to in-demand jobs.

3. Remove barriers to continued education associated with small educational debt, such as modifying the collections and interest accrual processes.

4. Better leverage employer professional development resources or investments (e.g., pre-imbursement rather than reimbursement) to support employed students' education and training needs.

5. Promote Ohio's strong portfolio of postsecondary options offering alternative learning models to accommodate adult students' unique needs and challenges, such as evening and weekend options and set schedules each semester so students can plan for families and work.

Highlights of Ohio's Current Attainment Assets

Career-Technical Credit Transfer (CT)[2] (CT)[2] helps more high school and adult career-technical students go to college and enter with college credit. Technical credit earned in high school saves students money and time, and Ohio business and industry will benefit from more employees with higher education and advanced skills.

Choose Ohio First The Choose Ohio First Scholarship from the Ohio Department of Higher Education is designed to significantly strengthen Ohio's competitiveness within STEMM (Science, Technology, Engineering, Math and Medicine) disciplines and STEMM education programs. Choose Ohio First awards competitive scholarship funding to Ohio's colleges and universities to support undergraduate and graduate students in innovative academic programs.

Financial Aid for Military Service & First Responders Ohio provides financial aid and other resources for students who are active service members, veterans and sometimes their family members as well. Opportunities include the Ohio War Orphans and Severely Disabled Veterans' Children Scholarship, the Ohio Safety Officers Memorial Fund and the Ohio National Guard Scholarship Program.

Ohio College Opportunity Grant (OCOG) OCOG provides grant money to Ohio residents who demonstrate the highest levels of financial need who are enrolled at Ohio public colleges or universities, Ohio private, non-profit colleges or universities and Ohio private, for-profit institutions.

Ohio Open Ed Collaborative North Central State College, in collaboration with Ohio State University, Ohio Dominican University and 15 other community colleges joined together to develop open educational resources and other materials in an effort to reduce the cost of textbooks for students through an innovation grant from the Ohio Department of Higher Education.

Ohio Transfer to Degree Guarantee (T2DG) T2DG enables Ohio students to streamline credit transfer among the state's public institutions of higher education and from both secondary and adult career-technical institutions to help students find the best pathway to quicker degree completion and to launch successful careers.

Pell Grants Federal Pell Grants provide need-based grants to low-income undergraduate and certain postbaccalaureate students to promote access to postsecondary education.

Performance-Based Higher Education State Funding The state's share of instructional support for public colleges and universities is tied to student advancement and completion instead of simply enrollment.

3 Access and Affordability

Create and communicate affordable routes to degrees and credentials so more Ohioans can access and complete their education with minimal or no debt.

STRATEGY D

Increase affordable broadband access to unserved and underserved areas in Ohio to improve and expand effective online learning opportunities for students

1. Expand affordable broadband access to unserved and underserved areas in Ohio.

    a. Advocate for increased investment in broadband infrastructure throughout the state, with a special emphasis on unserved and underserved areas, potentially including federal and state grant programs.

    b. Support BroadbandOhio as it develops a statewide plan to increase broadband access in Ohio and pursues funding opportunities.

    c. Advocate for adequate broadband speeds that support multiple-use scenarios in households to ensure work and school can be performed simultaneously by multiple household members.

    d. Increase public awareness of low-income internet plans to qualifying households through community organizations and internet service provider marketing.

2. Equip students and educators to be successful in an online learning environment.

    a. Expand access to affordable learning devices for low-income students to better enable online instruction.

    b. Add digital literacy provisions to broadband infrastructure legislation to help increase the spread and effective use of broadband connectivity.

    c. Include effective online teaching and learning practices in the preparation programs for pre-service educators and professional development for in-service educators.

Highlights of Ohio's Current Attainment Assets

BroadbandOhio Housed within the Ohio Development Services Agency, BroadbandOhio is dedicated to improving access to high-speed internet across the state, leads the implementation of Ohio's broadband strategy and is the point of contact for all broadband projects in the state.

OARnet The Ohio Academic Resources Network (OARnet) was created by the Ohio Department of Higher Education to expand broadband access to higher education, K-12, state and local government and offer innovative services for higher education students.

17

Bridging Ohio's Workforce Gap

4

Academic Success and Completion

Ensure that all Ohioans have the knowledge and skills they need to start their career or to start a new educational experience, remediation free, with the ability to complete on time.

STRATEGY A

Ensure that Ohio's students, especially our most disadvantaged students, benefit from effective educators, support personnel and leadership who have the training, supports and resources necessary to deliver quality caring, teaching and learning.

1. Provide financial incentives, such as salary bonuses and student aid forgiveness, to educators working in hard-to-staff schools.

2. Identify and implement strategies, such as building on the educator equity lab work underway at the Ohio Department of Education, to diversify the school leader, educator and support personnel pipeline.

3. Ensure pre-service and in-service school leaders, educators and support personnel participate in preparation programs and professional development which highlights best practices for student engagement, trauma-informed instruction and social-emotional learning.

Highlights of Ohio's Current Attainment Assets

Each Child, Our Future *Each Child, Our Future*, adopted by the State Board of Education in June 2018, is Ohio's shared five-year strategic plan for ensuring that each student is challenged, prepared and empowered for his or her future by way of an excellent prekindergarten through grade 12 education.

Equity Labs Hosted by the Ohio Department of Education, local and regional equity labs help district personnel identify their most concerning equity gaps, identify their root causes and choose strategies to narrow the gaps.

4 Academic Success and Completion

Ensure that all Ohioans have the knowledge and skills they need to start their career or to start a new educational experience, remediation free, with the ability to complete on time.

STRATEGY B

Increase access to wraparound services and academic supports to students of all ages.

1. Continue student success and wellness investments for schools and evaluate the programs to identify best practices.

   a. Share best practices for wraparound services as they relate to access, academic success, student mobility, college- and career-readiness and other important issues.

2. Expand access to programs and promising practices that decrease remediation and increase student retention and completion.

   a. Use the lessons learned from Ohio's postsecondary institutions to scale up efforts, such as the Community College Acceleration Program (CCAP), to improve advising, corequisite remediation, financial supports, relevant pathways and other supports to help students complete on time.

Highlights of Ohio's Current Attainment Assets

Corequisite Remediation Corequisite Remediation is a model where students, instead of enrolling in costly, non-credit bearing remediation courses, enroll directly into college-level courses and receive just-in-time academic support in order to increase student retention and completion.

Credit When It's Due Credit When It's Due assists eligible students with obtaining an associate degree by using prior coursework successfully completed at two or more Ohio public colleges or universities to satisfy the requirements for an associate degree.

Federal TRIO Program TRIO programs provide grants to education and community institutions to serve and assist low-income individuals, first-generation college students and individuals with disabilities to progress through the academic pipeline from middle school to postbaccalaureate programs.

Prior Learning Assessment The Prior Learning Assessment measures student learning that has occurred outside the college classroom, such as work and military experience, to determine whether it is appropriate for college credit and the equivalent number of college credits that apply.

Ready, Set, Soar Ohio Ready, Set, Soar Ohio is a diverse statewide coalition of early childhood, education, health, advocacy, philanthropy and business organizations, community leaders, policymakers and families with the goal of lifting up all Ohio children, ensuring they are more likely to be kindergarten ready, graduate from high school, have higher earnings and better health.

Student Resource Centers Ohio Campus Compact's Student Resource Centers is a statewide initiative working with institutions of higher education to identify the nonacademic needs of students and connecting students to the on-campus, community, state and federal resources that exist to help eliminate barriers to a student's academic success.

4

Academic Success and Completion

Ensure that all Ohioans have the knowledge and skills they need to start their career or to start a new educational experience, remediation free, with the ability to complete on time.
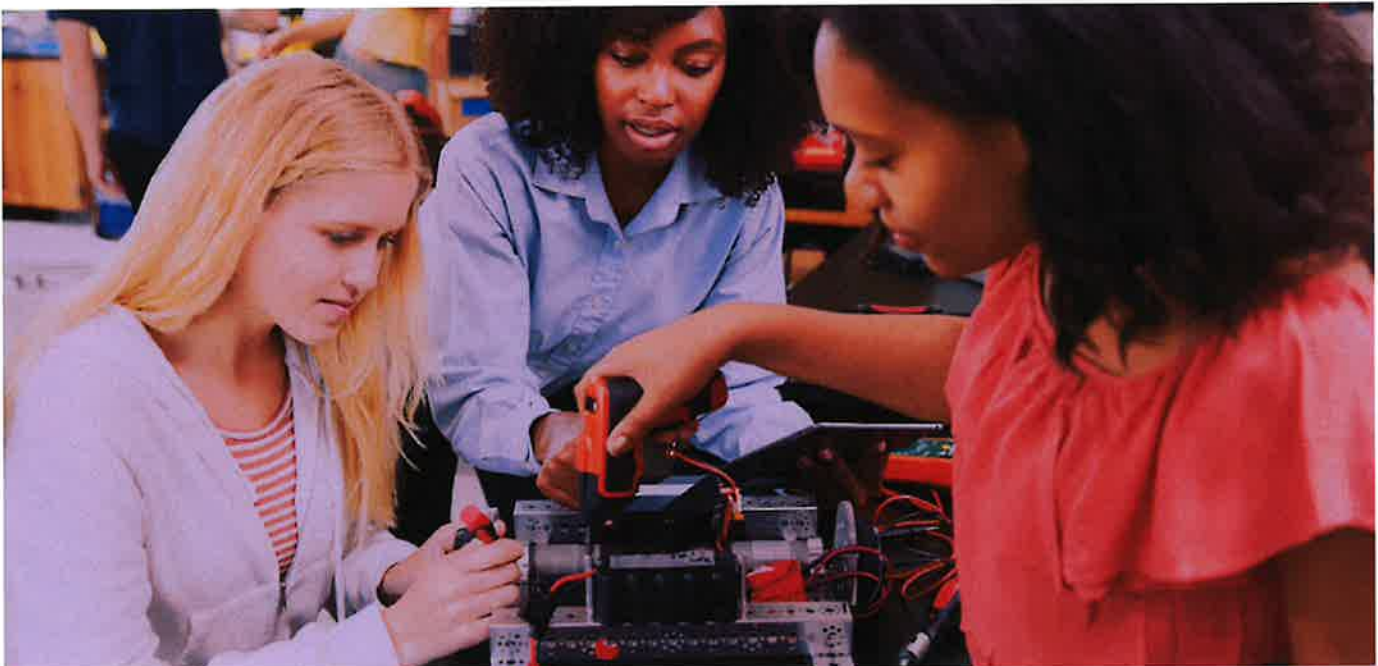
STRATEGY C

Increase student access to K-12 and postsecondary academic and career counseling in partnership with counselors, other educators and local business and nonprofit partners.

1. Require all students to develop an individual career plan, in consultation with families, teachers and counselors, that addresses the career interests of the student and the academic, work-based learning, social services and financial literacy steps required to complete the plan.

2. Ensure that career awareness and exploration opportunities are available for all middle school and high school students, including data on earning potential, required educational pathways and availability of jobs in each career area.

3. Building on OhioMeansJobs.com and similar systems, develop a comprehensive navigation tool to help students, families, adults, educators and counselors identify potential career options, connect students with supports and guide them through their educational experience.

4. Use school district business advisory councils to help identify businesses and nonprofits to provide career counseling and mentoring when appropriate.

5. Develop partnerships between education and business leaders to provide opportunities for educators to visit Ohio worksites and for employers to visit classrooms.

6. Embed career exploration into teacher and counselor preparation curricula and ongoing professional development.

Highlights of Ohio's Current Attainment Assets

Each Child, Our Future *Each Child, Our Future*, adopted by the State Board of Education in June 2018, is Ohio's shared five-year strategic plan for ensuring that each student is challenged, prepared and empowered for his or her future by way of an excellent prekindergarten through grade 12 education.

Free ACT or SAT Administration in High School All high school students take a state-funded administration of the ACT or SAT in the spring of their junior year. This free administration of the exam gives students who may not have been considering higher education an opportunity to see if they are college ready.

GEAR UP Ohio's GEAR UP state project is focused on embedding a college-going culture in targeted schools and communities to increase the number of low-income students prepared to enter and succeed in postsecondary education. The project is coordinated in partnership with the Ohio Department of Higher Education, the Ohio Department of Education and College Now Greater Cleveland.

Project Lead The Way Project Lead The Way is a nonprofit organization that provides real-world, applied learning experiences in computer science, engineering and biomedical science for PreK-12 students and teachers across the U.S.

OhioMeansJobs.com OhioMeansJobs.com is Ohio's free, online career counseling portal that connects businesses to job seekers and provides career services to all Ohioans.

Ohio Strong Start to Finish Ohio Strong Start to Finish is a collaboration between the Ohio Department of Higher Education and Ohio's public colleges and universities seeking to significantly increase the number of students completing gateway mathematics and English courses as part of a guided pathway within their first academic year.

5 Regional Partnerships

Create and support multisector partnerships as they work to address local workforce and education needs and accelerate attainment.

STRATEGY A

Raise the profile of local and regional workforce collaboratives and industry sector partnerships and support the creation of such partnerships where they do not exist.

1. Identify ways to create additional collaboratives to serve communities that don't have P-20 councils, workforce collaboratives or industry sector partnerships.

   a. Create a state grant program to offer startup funding for comprehensive collaboratives focused on attainment.

   b. Leverage the leadership of successful organizations already in Ohio to serve as mentors or coaches to the staff of newly developing organizations.

2. Identify ways to strengthen and grow existing collaboratives.

3. Convene workforce and economic development organizations throughout Ohio to focus on attainment and opportunities for additional collaboration between business and education institutions.

STRATEGY B

Increase awareness of, participation in and effectiveness of school district business advisory councils to improve student career awareness and readiness.

1. Highlight successful business advisory councils that have led to strong partnerships between educators and local business leaders.

2. Identify and communicate the best practices for business advisory councils and bring them to the attention of superintendents, local board members and business leaders.

3. Raise awareness of business advisory councils and their importance among business leaders throughout the state.

Highlights of Ohio's Current Attainment Assets

Business Advisory Councils Business Advisory Councils foster cooperation among K-12 schools, businesses and the communities they serve. Made up of local business leaders and educators, they ensure that the work of educators and employers aligns with the needs of the local economy.

Cradle to Career Organizations These organizations are local and regional partnerships working to improve outcomes for students by bringing together cross-sector partners around a shared community vision.

Governor's Executive Workforce Board Governor's Executive Workforce Board members are innovative leaders in business, education and workforce development. They are responsible for advising the Governor, Lt. Governor and the Governor's Office of Workforce Transformation about emerging workforce needs, solutions and best practices.

Industry Sector Partnerships Industry Sector Partnerships are collaborations between businesses, education and training providers, and other community leaders who work together to create a more skilled workforce in their region.

JobsOhio JobsOhio is a private nonprofit corporation designed to drive job creation and new capital investment in Ohio through business attraction, retention and expansion efforts.

Ohio TechNet Ohio TechNet is a consortium of education and training institutions that coordinates higher education's efforts to support the workforce needs of manufacturers.

Workforce Development Boards Workforce Development Boards set policy, develop local plans and budgets to carry out the duties of the local system and act as an independent broker of programs to assist employers in meeting their hiring needs and workers to find sustainable jobs.

Plan Implementation

The Complete to Compete Ohio Coalition will develop detailed action plans for each strategy. The action plans will include specific tactics, outcomes, metrics, policy priorities, partners and timelines.

The coalition will develop these plans during the summer of 2020. When this work is complete, the coalition will post the plans on its website — **www.CompletetoCompeteOhio.org** — and immediately begin to implement the highest priority strategies and tactics.

Attainment Metrics

The coalition will monitor the statewide attainment rate each year to measure Ohio's progress toward greater attainment. In addition to this rate, the state should monitor the indicators below — many of which are reported by state agencies such as the **Ohio Department of Higher Education**, **Ohio Department of Education** and the **Ohio Department of Job and Family Services**. When possible, all metrics should be disaggregated by demographic characteristics and region.

PreK-12

- Percent of Students Who Start Kindergarten Ready to Learn
- Ohio's State Tests, Especially 3rd and 8th Grade Reading and Math Proficiency
- ACT and SAT Scores
- FAFSA Completion Rates
- Percent of High School Students in Work-Based Learning Opportunities (e.g., Internships, Co-ops, etc.)
- Four-Year High School Graduation Rate
- Number of High School Graduates Earning a High-Value, Industry-Recognized Credential
- Number of High School Graduates Earning Nine or More Postsecondary Credits
- Number of High School Graduates Entering Military Service
- Number of High School Students who have Enrolled in and Completed a Pre-Apprenticeship

Postsecondary

- Average Student Credit Hours by Term
- Number of Certificates Awarded by Ohio Technical Centers and Community Colleges
- Postsecondary Enrollment
- Postsecondary Persistence
- FAFSA Completion Rates
- Postsecondary Completion Rates
- Six-Year College and University Graduation Rate
- Six-Year College and University Retention Rate
- Three-Year College Retention and Success Rate
- Average Student Debt
- Percent of Postsecondary Students in Work-Based Learning Opportunities (e.g., Internships, Co-ops, etc.)
- Number of Postsecondary Students Earning a High-Value, Industry-Recognized Credential

Workforce

- Educational Attainment by County
- Percent of County Residents Earning a Living Wage
- Average Wage per Attainment Level
- Job Placement Rate for Recent Graduates
- Percent Change in Skill Gap
- Unemployment Rate
- Number of Unfilled Job Openings
- Number of Adults Earning a High-Value, Industry-Recognized Credential
- Number of Ohioans Enrolled in Registered Apprenticeship Programs
- Number of Employers Offering Paid Work-Based Learning Opportunities

For more information, visit the
Complete to Compete Ohio website:
www.CompletetoCompeteOhio.org

Ohio Excels

Or contact Ohio Excels:
www.OhioExcels.org
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LEADING WITH INTENT

2017 National Index of Nonprofit Board Practices

BoardSource

Empowering Boards. Inspiring Leadership.

CONTENTS

INTRODUCTION

As the leading organization focused on strengthening and supporting nonprofit board leadership, BoardSource has been tracking and analyzing trends in nonprofit board leadership since we launched our first national study in 1994. *Leading with Intent: 2017 National Index of Nonprofit Board Practices* is the most recent in this series of studies.[1] Board chairs and executives[2] from more than 1,300 nonprofit organizations responded to a survey in the summer of 2016, sharing data and insights about their boards' composition, practices, performance, and culture (Methodology, page 6). Responses from these 1,700 leaders are the basis of this study.

Leading with Intent is organized into four broad categories. In practice, these categories are deeply intertwined and difficult to isolate, but they provide a framework for exploring the relationship between who serves on a board, how it is structured, the culture it cultivates, and the way that it does its work:

1. **People: Board Composition and Structure (Page 10).**
   Having the right people on a board makes higher performance — in both the board's internal and external functions — more likely. This report therefore begins with who serves on the board and how they are composed and organized as a collective body.
2. **Culture: Leadership Culture and Dynamics (Page 20).**
   How the board conducts its work — from group dynamics to its relationship with the chief executive — can help or hinder the board's ability to carry out its work. Likewise, board culture and dynamics are also affected by who serves on the board and the nature of the work that the board undertakes.
3. **Work: Board Responsibilities (Page 28).**
   Boards are charged with many important responsibilities. This section explores how well boards are fulfilling their basic, strategic and adaptive, and external and ambassadorial leadership roles.
4. **Impact: Perceptions of the Board's Impact on Organizational Performance (Page 44).**
   Ultimately, the most important measure of board performance is the impact that the board has on organizational performance. While *Leading with Intent* does not include objective measures of organizational effectiveness and the board's impact on them, it explores board chair and executive perceptions of the board's impact on organizational performance, and board characteristics that seem to be positively linked to these perceptions.

The report concludes with a section on Opportunities for Board Reflection and Action (page 50), which provides guidance on how boards can leverage *Leading with Intent*'s findings as a part of their own organization's ongoing board development work.

It is important to note that while *Leading with Intent* provides valuable information about what is happening within boardrooms and insights into trends, strengths, and challenges across the sector, the data itself is descriptive, rather than instructive. The data help describe current trends or dynamics in board leadership as a starting point for conversation; they are not necessarily a recommendation for board practice. *Leading with Intent* does, however, contextualize each finding by highlighting important sector-wide opportunities and challenges as well as opportunities for reflection and change within individual boards. This includes citing relevant BoardSource recommended governance practices, where applicable.

How to Read and Interpret the Data

Throughout this report, we use a variety of charts and graphs to illustrate the data and findings. This includes cross-tab graphs, which illustrate the relationship between responses to two different questions, such as this example below:

RELATIONSHIP BETWEEN SOCIAL TIME AND THE EXTENT TO WHICH THE BOARD IS A COLLABORATIVE TEAM

Summary of Finding: Boards described as being a collaborative team working toward a shared goal are more likely to report that they have dedicated social time for board members. Boards not described as being a collaborative team working toward a shared goal are less likely to have social time for board members.
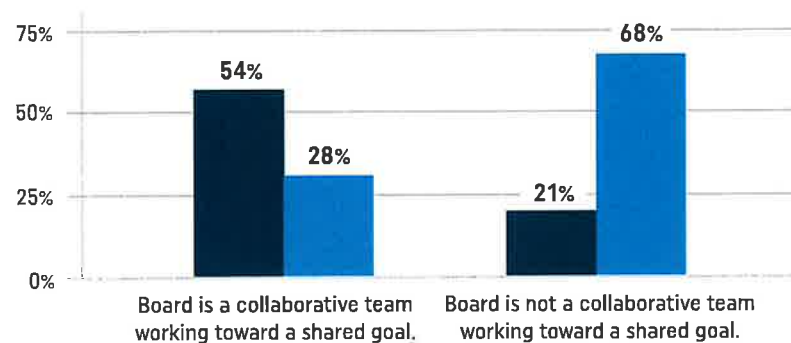
Board is a collaborative team working toward a shared goal.

Board is not a collaborative team working toward a shared goal.

Board has social time specifically for its members.

Board does not have social time for its members.

These graphs provide important insights into the relationship between responses to two different questions. Because of this, they can easily be misinterpreted. We therefore encourage careful reading and citation. For all of these cross-tab graphs, please note the following:

- The two sets of bar graphs summarize findings within two different sets of responses. In this sample, the set of responses on the left are from those organizations that report the board is a collaborative team working toward a shared goal. The set on the right is from organizations that report the board cannot be described as a collaborative team working toward a shared goal.
- The two bars within these sets refer to the percentage of the subset with the board characteristic named in the legend (at the bottom or right of the chart). In this sample, this means the following:
  - Of those respondents who indicate that the board is a collaborative team working toward a shared goal, 54 percent report they have dedicated social time for their board members, while 28 percent report they do not.
  - Of those respondents who indicate the board is not a collaborative team working toward a shared goal, 21 percent report they have dedicated social time for their board members, while 68 percent report they do not.

It is important to note these relationships between responses are not intended to indicate causation; the data cannot support the idea that one characteristic causes the other. Given the potential for misinterpretation of these graphs, citations should include the chart or the summary of findings that is included, rather than interpreting and restating the graph.

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1 These studies were formerly known as the BoardSource Nonprofit Governance Index.
2 BoardSource uses the terms "executive" and "chief executive" to refer to any nonprofit staff member who reports directly to the board, regardless of title (chief executive officer, executive director, president & CEO, etc.).

METHODOLOGY

Leading with Intent 2017 reports on nonprofit board composition, practices, performance, and culture. This year's study is BoardSource's ninth, with previous studies conducted in 1994, 1996, 1999, 2004, 2007, 2010, 2012, and 2015.

Given the many years of data available, *Leading with Intent* highlights generalized trends and changes, but it is important to note that the respondents and sample size are not consistent across the years of the studies, and a statistical comparison was not conducted.

Leading with Intent is unique in that it collects responses and feedback from both chief executives and board chairs, creating opportunities to compare and contrast these perspectives.

BoardSource received a total of 1,759 individual responses: 1,378 from chief executives and 381 from board chairs.[3] The sample includes 214 organizations where both the chief executive and the board chair of the same organization completed the survey.

The *Leading with Intent* chief executive survey included 111 questions about board composition, structure, practices, performance, and culture. The board chair survey included 41 questions, many of which mirrored questions that were asked of the chief executives, with an emphasis on those questions that invited subjective ratings of board performance and culture. An overview of the raw findings and select comparative data tables are presented in the Data At-a-Glance section of the report (see page 52).

Respondents represent a broad cross-section of the nonprofit sector — including public charities, foundations[4], and other types of nonprofits — as well as organizations with different budget sizes, geographic service regions, and mission areas. (See Appendix: Characteristics of Participating Organizations, Page 60).

SURVEY RESPONDENTS

	All Respondents		Public Charities		Foundations		All Other Organizations	
	N	%	N	%	N	%	N	%
Chief Executive	1,378	78%	879	81%	111	79%	388	72%
Board Chair (or board designee)	381	22%	201	19%	30	21%	150	28%
Total	1,759	--	1,080	--	141	--	538	--

---

3 Not every dataset in this report has the same base sample size because respondents skipped some questions. Data in this report is calculated based on the number of respondents who answered that specific question.

4 One-hundred eleven (111) foundation chief executives and 30 foundation board chairs responded to the survey and completed an additional foundation-customized question set. Thanks to support from The William and Flora Hewlett Foundation and the Ford Foundation, a supplementary report on foundation governance practices is forthcoming.

BoardSource identified respondents in two primary ways:

1. *A direct invitation from BoardSource to chief executives and board chairs who have opted in to BoardSource's network of leaders.* On May 10, 2016, BoardSource sent the *Leading with Intent* survey to a convenience sample of 22,708 nonprofit chief executives and board chairs with an invitation to participate in the research project. Each individual was provided with a unique URL to the survey and encouraged to provide the name and contact information for his or her board chair or chief executive. If provided, BoardSource invited those individuals to participate in the survey, providing each with a unique URL.

2. *An open invitation to participate in the study promoted through partner organizations and other broad outreach channels (social media, e-newsletter, daily news brief, etc.).* BoardSource provided an open URL to the survey so it could be broadly and easily shared. This version of the survey included branching questions that directed respondents to the appropriate set of questions for chief executives or board chairs.

BoardSource administered the survey using survey software licensed from Qualtrics and performed analysis in both SPSS and Statwing, a statistical analysis tool that complements the Qualtrics system. All surveys were completed between May 10, 2016 and July 5, 2016. To express its appreciation for participation in the survey, BoardSource offered all respondents a complimentary board leadership resource.

ACKNOWLEDGMENTS

BoardSource could not have conducted *Leading with Intent 2017* without the insights, guidance, support, and dedication of many leaders in the field of nonprofit governance and leadership. We want to thank the following groups, individuals, and organizations:

BoardSource Research Advisory Council

The Research Advisory Council shared valuable input on the survey questions, key analysis areas, key findings, and development of this report. The members of the council are:

- **Alan Abramson, Ph.D.,** professor and director, Center for Nonprofit Management, Philanthropy and Policy, George Mason University
- **Marla Bobowick,** BoardSource senior governance consultant and principal, Bobowick Consulting
- **Will Brown, Ph.D.,** professor and director, Nonprofit Management Program, Bush School of Government & Public Service, Texas A&M University
- **Anne Cohn Donnelly, D.P.H.,** clinical professor, Kellogg School of Management, Northwestern University, and former member of BoardSource's board of directors
- **Donald Haider, Ph.D.,** professor of social enterprise and director of the Center for Nonprofit Management, Kellogg School of Management, Northwestern University
- **Judith Millesen, Ph.D.,** professor, Voinovich School of Leadership and Public Affairs, Ohio University
- **Rick Moyers,** independent consultant, and chair of BoardSource's board of directors
- **Una Osili, Ph.D.,** director of research, Lilly Family School of Philanthropy, Indiana University
- **David Renz, Ph.D.,** director, Midwest Center for Nonprofit Leadership, University of Missouri-Kansas City
- **Bill Ryan,** adjunct lecturer in public policy, John F. Kennedy School of Government, Harvard University
- **Cathy Trower, Ph.D.,** president, Trower & Trower, Inc., and vice chair of BoardSource's board of directors
- **Sylvia Yee, Ph.D.,** senior advisor, Evelyn & Walter Haas, Jr. Fund, and member of BoardSource's board of directors

BoardSource also thanks The William and Flora Hewlett Foundation and the Ford Foundation for their support of *Leading with Intent 2017* and the expanded outreach they enabled to foundations, which will be explored in a follow-up report.

Additionally, we want to recognize those organizations that helped disseminate the survey to their networks, including The Alliance for Nonprofit Management, The Bridgespan Group, The Case Foundation, The Center for Effective Philanthropy, CompassPoint, Grantmakers for Effective Organizations, GuideStar, National Council of Nonprofits, NEO Law Group, and *Nonprofit Quarterly.*

KEY FINDINGS

1. **Boards are no more diverse than they were two years ago and current recruitment priorities indicate this is unlikely to change.** Despite reporting high levels of dissatisfaction with current board demographics — particularly racial and ethnic diversity — boards are not prioritizing demographics in their recruitment practices. Nearly a fifth of all chief executives report they are not prioritizing demographics in their board recruitment strategy, despite being dissatisfied with their board's racial and ethnic diversity. (Read more on pages 12-14.)

2. **Boards are starting to embrace their roles as advocates for their missions, but stronger leadership is still needed.** More than half of all boards are actively working in concert with staff leadership to educate policymakers on behalf of their organization, but most organizations do not have formal policies around advocacy. Both chief executives and board chairs cite board member ambassadorship as a top three area for board improvement. (Read more on page 43.)

3. **Strong understanding of programs is linked to stronger engagement, strategy, and external leadership — including fundraising.** The board's knowledge of the organization's programs relates to board performance in several key areas: strategic thinking and planning, commitment and engagement, and fundraising and community outreach. This points to the importance of cultivating a deep understanding of the organization's programs and operating environment through ongoing board education. (Read more on page 38.)

4. **Boards that assess their performance regularly perform better on core responsibilities.** Boards that assess themselves get higher grades across all areas of board performance. Emphasizing the importance of regular board assessment, boards that assessed their performance more recently (within the past two years) report higher performance scores than those that assessed less recently. (Read more on pages 40-41.)

5. **Chief executives and board chairs agree that the board has an impact on organizational performance, and that two particular board characteristics matter most: the board's understanding of its roles and responsibilities, and the board's ability to work as a collaborative team toward shared goals.** For both chief executives and board chairs, these two characteristics strongly correlate to their perceptions of the board's overall impact on organizational performance. While there is no evidence that this relationship is causal, it does document a perceived connection between board performance and organizational performance, and may point to high-leverage opportunities for board development and growth. (Read more on pages 44-45.)

People are the lifeblood of any organization, and — for a nonprofit organization — that includes the critical leadership of the board of directors.

Leading with Intent helps us understand who is at the helm of nonprofit organizations, both on the board and in the executive seat. It also provides clues about how board composition is changing over time, or — in the case of board diversity — how it is staying the same.[5]

Demographics

The following is a snapshot of current board and chief executive demographics, as reported by chief executives:

DEMOGRAPHIC PROFILE OF BOARDS AND EXECUTIVES[6]

Race & Ethnicity	Chief Executive	Board Chair	Board Member
Caucasian	90%	90%	84%
African American/Black	4%	5%	8%
Asian	2%	2%	3%
American Indian or Alaska Native	< 1%	1%	1%
Native Hawaiian or Pacific Islander	< 1%	< 1%	< 1%
Two or more races	2%	1%	1%
Other	2%	1%	3%
Hispanic or Latino of any race	3%	3%	5%
Not Hispanic or Latino	97%	97%	95%

Gender	Chief Executive	Board Chair	Board Member
Male	28%	58%	52%
Female	72%	42%	48%
Other	0%	< 1%	< 1%

Age	Chief Executive	Board Chair	Board Member
65 or older	13%	29%	16%
50 to 64	56%	43%	41%
40 to 49	20%	17%	26%
Under 40	11%	11%	17%

5 *Leading with Intent* does not track the same organizations over time and therefore should not be considered a longitudinal study of board composition.
6 In 2017, *Leading with Intent* created separate categories to report on ethnicity to better track with U.S. Census Bureau data.

BoardSource asked both chief executives and board chairs to reflect on their level of satisfaction with their board's demographic diversity. While there are moderate levels of dissatisfaction across all areas of demographic diversity, both executives and board chairs are most dissatisfied with their racial and ethnic diversity (Figures P2 & P3). Given this finding, *Leading with Intent* drills down in that particular area of board composition.

P2 CHIEF EXECUTIVE SATISFACTION WITH CURRENT BOARD DIVERSITY

Category	Satisfied	Neutral	Dissatisfied
Race/ethnicity	18%	18%	65%
Socioeconomic status	22%	42%	36%
Persons with a disability	10%	58%	32%
Age	49%	21%	30%
Gender	53%	19%	28%
LGBTQ	13%	59%	28%

0%   25%   50%   75%   100%

Satisfied   Neutral   Dissatisfied
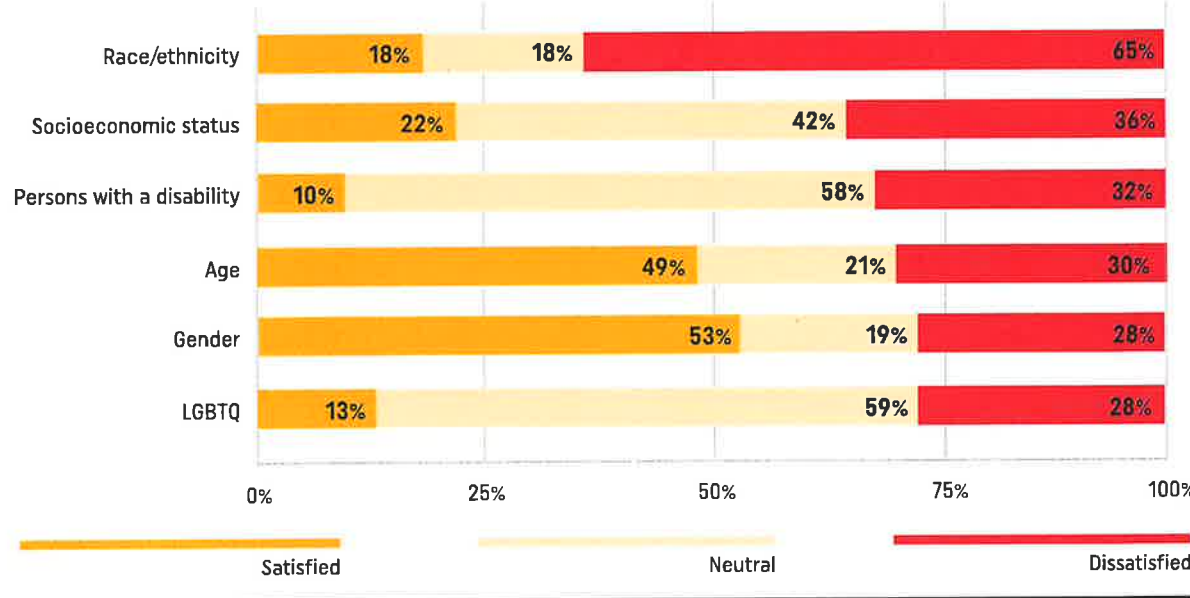
P3 BOARD CHAIR SATISFACTION WITH CURRENT BOARD DIVERSITY

Category	Satisfied	Neutral	Dissatisfied
Race/ethnicity	31%	28%	41%
Socioeconomic status	39%	47%	14%
Persons with a disability	9%	71%	20%
Age	65%	20%	15%
Gender	71%	14%	15%
LGBTQ	19%	67%	14%

0%   25%   50%   75%   100%

Satisfied   Neutral   Dissatisfied

WHAT WE FOUND	WHY IT MATTERS
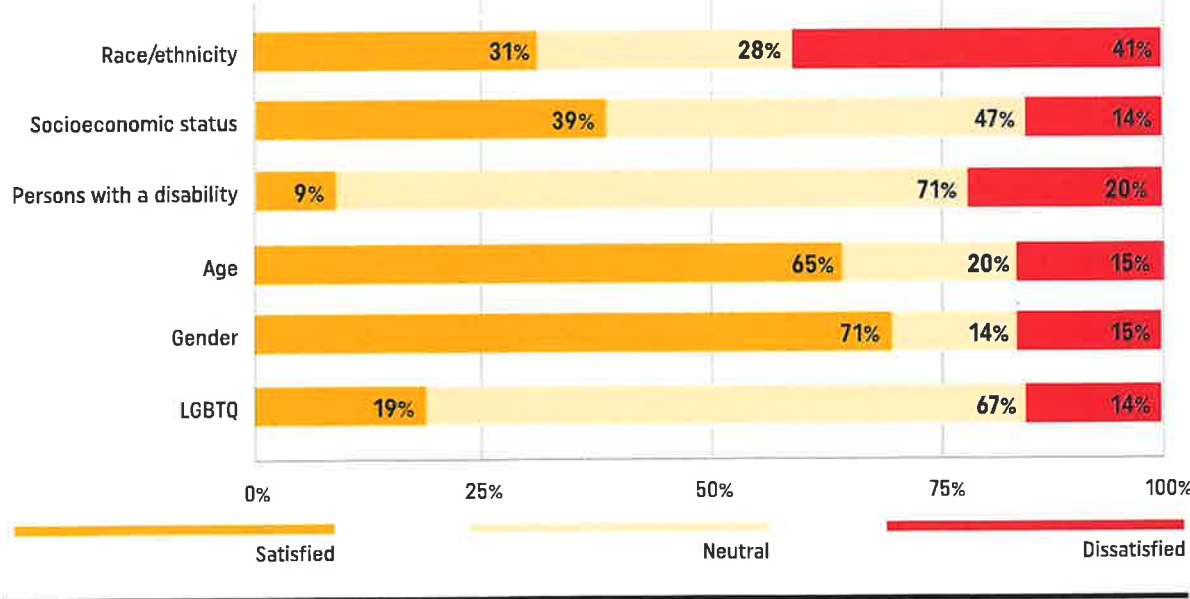
Boards are no more diverse than they were two years ago.

In 2015, *Leading with Intent* reported that 89 percent of chief executives and 80 percent of board members were Caucasian, and 25 percent of boards were 100 percent white. In this year's study, 90 percent of chief executives and 84 percent of board members report as Caucasian (Figure P1). Twenty-seven (27) percent of boards identify as all white.

Unfortunately, this is a longstanding trend. Since BoardSource began tracking diversity data through this study, the levels of board diversity have largely remained unchanged, with people of color and ethnic minorities never representing more than 18 percent of board membership.[7]

A board's composition impacts how it leads.

At the most fundamental level, who serves on a board impacts how it functions and the decisions it makes. While board composition is not one-size-fits all, a board that is homogeneous in any way risks having blind spots that negatively impact its ability to make the best decisions and plans for the organization.

The blind spots created by a lack of racial and ethnic diversity are particularly concerning, as they may result in strategies and plans that ineffectively address societal challenges and inequities, or even reinforce them.

Chief executives understand this connection between a diverse board and the board's role in strategy and planning, reporting that their board's diversity is "important" or "very important" when it comes to (Figure P4)
- understanding the changing environment from a broader perspective (89 percent reporting)
- developing creative new solutions to new problems (84 percent reporting)
- understanding the client populations served by the organization (82 percent reporting)
- planning effectively (77 percent reporting)

CHIEF EXECUTIVE PERSPECTIVES ON THE IMPORTANCE OF DIVERSITY

	Very important	Important	Somewhat important	Not important	Don't know/no opinion
Understanding external context from a broader perspective	61%	28%	7%	3%	1%
Developing creative new solutions to new problems	52%	33%	10%	4%	2%
Understanding the client populations served by the org.	54%	28%	11%	4%	2%
Enhancing the organization's standing with the public	49%	31%	11%	4%	4%
Planning effectively	38%	39%	14%	6%	2%
Increasing fundraising or expanding donor networks	46%	26%	14%	8%	6%
Monitoring & strengthening programs and services	35%	37%	18%	8%	2%
Attracting & retaining top board talent	35%	35%	19%	8%	3%
Attracting & retaining top staff talent	25%	30%	26%	15%	4%

7 Past BoardSource studies found that boards were 86 percent white in 1994, 91 percent white in 2004, 86 percent white in 2007, 84 percent white in 2010, and 82 percent white in 2012.

WHAT WE FOUND

Board chairs and chief executives disagree on whether their boards have enough racial and ethnic diversity.

While a significant number of both chief executives and board chairs report dissatisfaction with the level of racial and ethnic diversity on their boards, it is notable that the rate of dissatisfaction is much higher among chief executives (Figure P5):

- Sixty-five (65) percent of chief executives report they are somewhat or extremely dissatisfied with the level of racial and ethnic diversity.
- This compares to 41 percent of board chairs who express the same levels of dissatisfaction.

WHY IT MATTERS

Board members need to understand the impact that a lack of racial and ethnic diversity may be having on their organization.

It is possible chief executives express higher levels of dissatisfaction with the board's racial and ethnic diversity because they are more exposed to the way it is affecting their organization. Seventy-nine (79) percent of chief executives say that expanding racial and ethnic diversity is important, or greatly important, to increasing their organization's ability to advance its mission.

Additionally, chief executive responses highlight an understanding of the many ways that diversity (or lack of diversity) can impact an organization's

- **reputation**: 80 percent of executives report that diversity and inclusion is important, or very important, to "enhancing the organization's standing with the general public."
- **reach**: 72 percent of executives report that diversity and inclusion is important, or greatly important, to "increase fundraising or expand donor networks."

If an organization is facing issues and challenges due to a lack of board diversity, chief executives are wise to help the board understand these issues rather than continuing to make the case for diversity without the board fully understanding what is at stake.

P5 HOW SATISFIED ARE YOU WITH YOUR BOARD'S RACIAL AND ETHNIC DIVERSITY?

	Extremely satisfied	Somewhat satisfied	Neither satisfied or dissatisfied	Somewhat dissatisfied	Extremely dissatisfied
Executives	4%	14%	17%	43%	22%
Board Chairs	11%	19%	28%	33%	8%
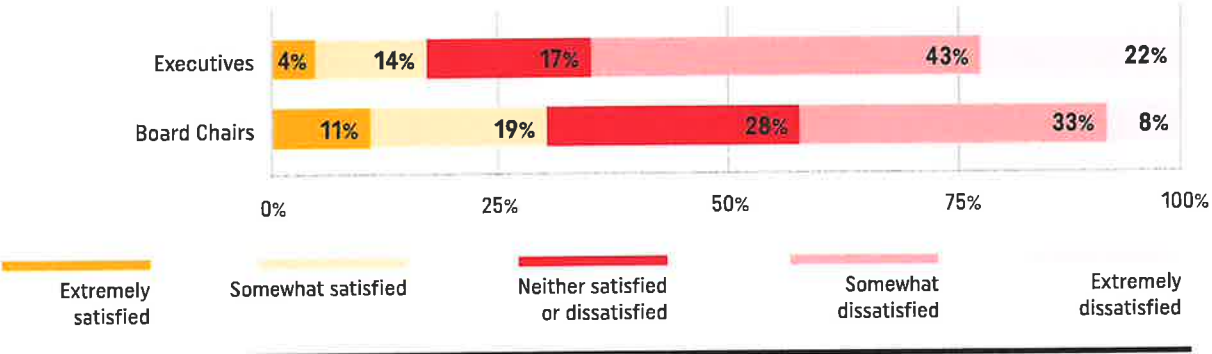
WHAT WE FOUND

Actions speak louder than words when it comes to board diversity.

Board recruitment practices reveal that despite expressing dissatisfaction with current levels of board diversity, the majority of board chairs and chief executives do not report demographic diversity as a high priority in board recruitment (Figure P6).

Even more striking is that nearly one in five of all chief executives surveyed — 253 total respondents — report both of the following:
- Executives are somewhat or extremely dissatisfied with their board's racial or ethnic diversity.
- Demographics are not a priority in recruiting (low priority or not a priority).

Of those chief executives who say they are extremely dissatisfied with the board's racial and ethnic diversity, only 25 percent report that demographics are a "high priority" in board recruitment (Figure P7).

This dissonance between attitudes and actions is especially noticeable among the 363 organizations that report having zero people of color on their boards. Within these organizations,
- 62 percent of executives report that expanding the board's racial and ethnic diversity is greatly important or important to increasing the organization's ability to advance its mission
- only 10 percent of executives report that demographics are a high priority in board recruitment

WHY IT MATTERS

Boards will not become more diverse without changes in their board recruitment practices.

Strategic board composition does not happen on its own. Boards must define what the ideal board composition looks like — not just in terms of diversity, but also in expertise, experience, and networks — and then be vigilant about finding it through focused and disciplined board recruitment.

For some boards, this means changing the way they identify potential candidates by moving beyond the personal networks of existing board members and considering nontraditional recruitment strategies, such as a posted board search or use of a search firm.

Unfortunately, changing board recruitment practices does not rank as a top three priority for most boards. When asked what they should do to improve their board's performance, only 21 percent of all executives and 23 percent of chairs report "change or strengthen recruitment practices" (Figure W2, page 29). Within the all-white boards, changing recruitment practices ranks no higher, with only 21 percent of those executives ranking it as a top three priority.

While these findings are discouraging in terms of the current orientation to diversifying board leadership, they certainly illuminate a need to help boards better understand the connection between board recruitment practices and board composition realities.

P6 WHAT IMPORTANCE DOES THE BOARD ASSIGN TO THE FOLLOWING ITEMS WHEN RECRUITING BOARD MEMBERS?

Item	High	Medium	Low or not a priority
Passion for the mission (execs)	82%	14%	4%
Passion for the mission (chairs)	80%	19%	2%
Community connections (execs)	53%	34%	13%
Community connections (chairs)	42%	45%	13%
Desired skills (execs)	47%	40%	13%
Desired skills (chairs)	47%	45%	9%
Occupation (execs)	36%	51%	13%
Occupation (chairs)	24%	53%	23%
Ability to fundraise (execs)	31%	37%	32%
Ability to fundraise (chairs)	19%	46%	35%
Demographics (execs)	24%	46%	30%
Demographics (chairs)	25%	47%	28%

High · Medium · Low or not a priority

P7 SUMMARY OF EXECUTIVES' RESPONSES TO LEVEL OF SATISFACTION WITH BOARD'S RACIAL/ETHNIC DIVERSITY AND PRIORITIZATION OF DEMOGRAPHICS IN BOARD RECRUITMENT

Summary of Findings: Nineteen (19) percent of all respondents report that demographics are not a priority (low or not) in their recruitment practices despite being dissatisfied with their board's racial and ethnic diversity.

		Level of Priority Placed on Demographics in Board Recruitment			
		High priority N=327 24% of total responses	Medium priority N=629 46% of total responses	Low priority N=321 24% of total responses	Not a priority N=82 6% of total responses
Level of Satisfaction with Board's Current Racial/ Ethnic Diversity	Extremely satisfied N=57 / 4% of total responses	18	22	12	5
	Somewhat satisfied N=185 / 14% of total responses	67	93	22	3
	Neither satisfied nor dissatisfied N=239 / 18% of total responses	40	91	79	29
	Somewhat dissatisfied N=578 / 43% of total responses	126	298	133	21
	Extremely dissatisfied N=300 / 22% of total responses	76	125	75	24
Total Dissatisfied and Not Prioritizing Demographics in Recruitment				253 19% of all respondents	

WHAT WE FOUND

Values matter when it comes to recruiting for greater diversity on boards.

Leading with Intent drills down on which specific board actions correlate with greater emphasis on demographics in board recruitment. The diversity practice that has one of the strongest relationships to recruiting practices that prioritized demographics is whether or not the board has "agreed that it is important to incorporate diversity and inclusion into the organization's core values."

WHY IT MATTERS

A board's composition is a reflection of its values.

Whether intentional or not, the composition of a board is a reflection of organizational values — what the organization considers to be relevant and important expertise, experience, and perspective for its top decision-making body.

Clearly articulated values on diversity are a signal that a board has thought through what diversity means to the organization and why it matters to its mission and work. It is this conversation and visible commitment that helps ensure diversity is not only prioritized in recruitment, but that it comes from a place of understanding and authenticity that can be further articulated to potential board candidates and other constituents.

Board Size

A common question is, "What is the perfect size board?" The simple answer is that there is no magic number. The best size for a board is one that reflects the needs of the organization; no outside benchmark can determine what that should be.

The average board size has decreased over the past 20 years.

This year's study finds that — overall — board size has decreased slightly over the past 20 years, with the average board size currently at 15 individual members (Figure P8) and the median board size at 13 (not including vacant seats).

The size of the board impacts how it does its work.

While there is no "right" size for a board, BoardSource believes that it is possible for a board to be either too small or too large. Generally speaking, BoardSource recommends that a board have no fewer than five board members. But even if that minimum has been achieved, a board may be too small if the following circumstances apply:
- It does not have access to the expertise and perspectives it needs to make good decisions and plans for the organization.
- It struggles to maintain independence or exert influence in a way that provides the necessary oversight and balance to the chief executive.
- It does not have access to the networks it needs to build its reach and reputation in a way that enables it to secure the funding and influence it needs to do its work.

A board may be too big in these situations:
- There are too many board members to meaningfully engage in a full-board conversation.
- Real deliberation and discussion on big organizational issues is being shifted to the executive committee.
- Board members are disconnected from the board's governing role and participation is on an almost honorary basis.

P8 AVERAGE BOARD SIZE DECREASING OVER TIME

1994	1999	2004	2007	2012	2015	2017
19	19	17	16	16	15	15
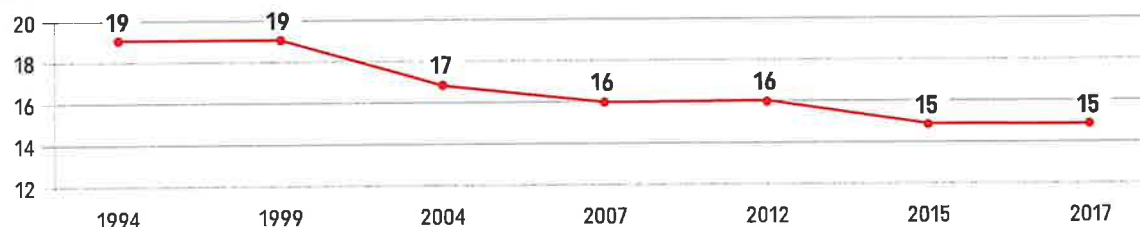
Term Limits

WHAT WE FOUND	WHY IT MATTERS

Term limits have become the norm.

Today, 72 percent of boards have limits on how many consecutive terms an individual member can serve, leaving only 28 percent that do not. This is an increase from BoardSource's first study in 1994, when 37 percent of all boards did not have term limits (Figure P9).

Of those boards that have term limits, the most common configuration is two, three-year terms (Figures P10-P11).

Term limits help ensure that a board's composition reflects its current leadership needs.

Without term limits, it can be difficult for a board to bring on new talent and leadership, which is essential for the long-term health of the leadership body. As the needs of the organization change over time, so should the composition of the board to ensure that the board has the necessary skill sets, perspectives, and networks for the future, rather than the past. The adoption of term limits by more and more boards is an encouraging sign about ongoing board revitalization, and it positions organizations to cultivate more strategic board composition over time.

P9 ADOPTION OF TERM LIMITS OVER TIME

1994: 63%, 1996: 67%, 1999: 58%, 2004: 58%, 2007: 68%, 2012: 73%, 2015: 71%, 2017: 72%
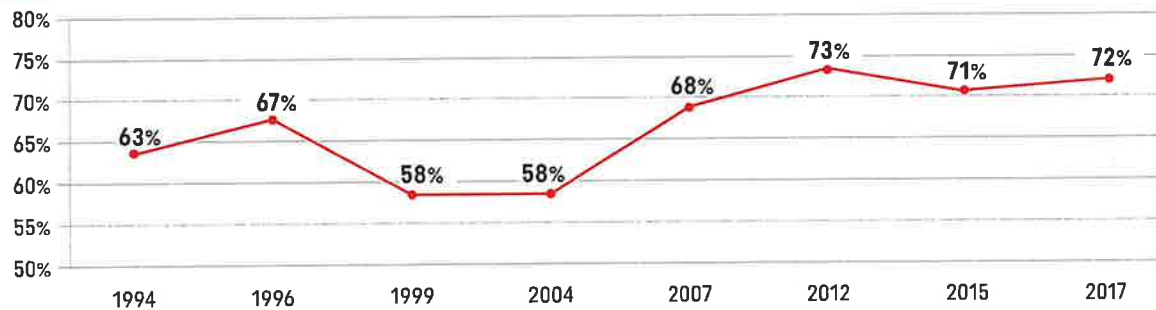
P10 MAXIMUM NUMBER OF TERMS

1 Term 3%, 2 Terms 42%, 3 Terms 21%, 4+ Terms 6%, No Limit 28%

P11 LENGTH OF TERMS

1 Year 3%, 2 Years 16%, 3 Years 61%, 4+ Years 9%, No Terms 11%
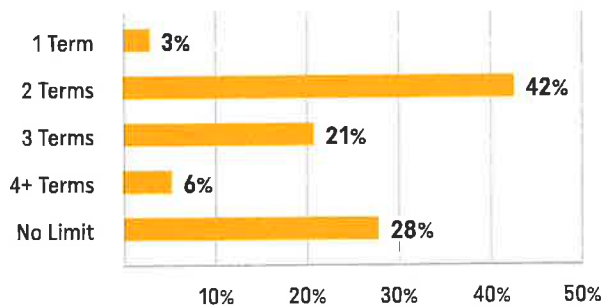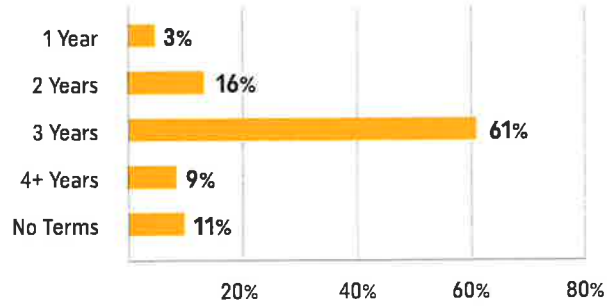
Committees

Committees create a structure for deploying board members to ongoing responsibilities that require group — but not necessarily full board — engagement. Committees are a critical aspect of a board's composition and structure as they often factor heavily in the board's thinking about its ideal size and needed skill sets. When used strategically, committees enable board members to perform critical tasks and functions as small groups, often in between full board meetings, thereby deploying board member time and expertise as efficiently as possible while maximizing the board's leadership potential.

WHAT WE FOUND	WHY IT MATTERS
The average number of board committees has decreased over time. In 1994, boards had an average of 6.6 standing committees. That number has slowly decreased; the 2017 study finds an average of 4.5 standing committees. The following are the most common committees: • Executive (76 percent) • Finance or Finance/Audit (76 percent) • Governance, Nominating, or Governance & Nominating (70 percent) • Fundraising (53 percent)	**Committees should be used judiciously.** Standing committees should be created only when there is an ongoing need for a particular board role. Each standing committee should have a clear and essential function that is aligned with appropriate board leadership roles and responsibilities. Organizations should avoid creating standing board committees that • **meet a short-term, time-bound leadership need.** Functions that are needed now, but won't be needed in perpetuity — such as strategic planning — are better handled by a task force, which should sunset once the work is completed. • **duplicate staff functions.** Boards should avoid creating committees for things that duplicate or mirror the organization's staff structure and responsibilities. If there is a desire to tap non-staff expertise in a particular area of the organization's programming or work, organizations should consider an advisory committee that may include board members, but reports to staff. • **signal a commitment to something that does not require ongoing work from a board committee,** such as a compensation philosophy for the organization's staff. This would be more appropriately handled by the creation of a board policy or statement of beliefs, rather than an ongoing board leadership body.
More than half of all boards do not document the role of their standing committees. Only 47 percent of boards report that the role and scope of each committee is documented as a part of a formal committee charter.	**Each committee should have a clear and appropriate purpose that is documented.** A written description helps ensure that committee members understand the responsibilities and expectations for the committee. Furthermore, the scope of its responsibilities and decision-making power should be limited only to those things explicitly delegated to the committee by the full board.

THE CULTURE

Although the norms that constitute board culture and dynamics may be difficult to define, they significantly influence the ways board members work together. Culture — shaped by a combination of formal and informal rules, agreements, and traditions that develop over time — informs how a board interacts, deliberates, and, ultimately, performs as a collective governing body.

Leading with Intent asked questions about board culture, drilling down on how board members interact with each other, as well as on the board's overall orientation to its work and role as a board.

WHAT WE FOUND

Most board chairs and executives report that board culture is strong.
Both board chairs and executives report relatively strong levels of agreement on those characteristics indicative of positive board culture, with more than half of all respondents expressing agreement in all but three categories (Figure C1).

The following areas are where board culture is strongest — according to both board chairs and executives:
- Board members listen attentively and respectfully to each other (94 percent of chairs and 90 percent of executives agree).
- The board encourages, supports, and listens to creative and innovative suggestions (93 percent of chairs and 88 percent of executives agree).
- Board members have the interests of the organization uppermost in discussions, rather than the interests of their personal agenda (92 percent of chairs and 85 percent of executives agree).
- The board has a clear vision that inspires it to work with enthusiasm and commitment (92 percent of chairs and 85 percent of executives agree).

WHY IT MATTERS

Board culture impacts how board members relate to each other, the executive, and the work.
In the absence of a strong board culture, it can be challenging for a board to do its work. Deliberation, decision making, and the ability to attract and retain strong board members and executives can be derailed if the board is not managing its culture in a way that keeps it collegial, productive, and focused on mission.

Indeed, strong culture can be the "secret sauce" that gives boards their edge, but poor culture can keep struggling boards mired in unproductive conflict and the frustration of disruptive and disrespectful board relations.

FIG C1 SUMMARY OF RESPONSES TO QUESTIONS ON BOARD CULTURE

Board Culture Characteristics	% Agree or Strongly Agree		
	Executives	Chairs	Variance
Board members share accountability and take collective responsibility for failures and mistakes.	55%	76%	21%
Board members' own further learning and growth about the organization and the board's work is a high priority.	52%	68%	16%
The board continuously raises the bar by encouraging higher performance from its members and from the organization.	45%	59%	14%
Our board is a collaborative team that works well together toward a common goal.	75%	86%	11%
I see a clear linkage between board priorities and organizational goals.	79%	90%	11%
There is honest communication between board members.	79%	89%	10%
Board members appropriately balance short-term and long-term needs.	64%	74%	10%
Success is celebrated on the board.	80%	90%	10%
Our board members share clearly articulated core values that guide decision making, even though members may disagree on details.	76%	85%	9%
Our board has an annual retreat with getting-to-know-you and bonding exercises.	42%	50%	8%
We have a clear vision that inspires me to work with enthusiasm and commitment.	85%	92%	7%
Board members have the interests of the organization uppermost in discussions, rather than the interests of their personal agendas.	85%	92%	7%
The board is able to resolve internal conflicts in a professional, positive way, allowing progress to be made.	82%	89%	7%
The board is adaptable in the face of changes in the environment, funding levels, etc., in order to sustain the mission and organization.	79%	85%	6%
The board encourages, supports, and listens to creative and innovative suggestions.	88%	93%	5%
Our board has social time specifically for its members.	49%	54%	5%
Board members listen attentively and respectfully to each other.	90%	94%	4%
Most board members are eager to stay on the board for the maximum time allowed in the bylaws.	79%	82%	3%
The majority of board members is actively engaged in overseeing and governing the organization.	71%	74%	3%

The Board Chair's Role in Building a Positive Board Culture

When it comes to board culture, the importance of the board chair's leadership cannot be overstated. *Leading with Intent* data shows a clear link between the ability of the board to work as a collaborative team and the board chair's ability to

- resolve conflict, build consensus, and reach compromise
- foster an environment that builds trust among board members
- establish clear expectations of board service
- encourage board members to frame and discuss strategic questions

Summary of Findings: When board chairs are strong facilitators of board culture, the board is more likely to operate as a collaborative team working toward a common goal.

FIG C2) BOARD CHAIR IS ABLE TO RESOLVE CONFLICT, BUILD CONSENSUS, AND REACH COMPROMISE
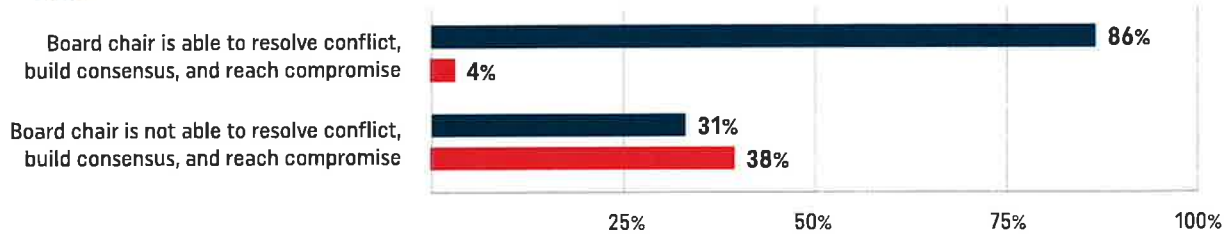
Board chair is able to resolve conflict, build consensus, and reach compromise — 86% / 4%

Board chair is not able to resolve conflict, build consensus, and reach compromise — 31% / 38%

FIG C3) BOARD CHAIR FOSTERS AN ENVIRONMENT THAT BUILDS TRUST

Board chair fosters an environment that builds trust among board members — 84% / 4%

Board chair does not foster an environment that builds trust among board members — 40% / 32%

FIG C4) BOARD CHAIR ESTABLISHES CLEAR EXPECTATIONS OF BOARD SERVICE

Board chair establishes clear expectations of board service — 88% / 3%

Board chair does not establish clear expectations of board service — 39% / 31%

FIG C5) BOARD CHAIR ENCOURAGES BOARD MEMBERS TO FRAME AND DISCUSS STRATEGIC QUESTIONS

Board chair encourages board members to frame and discuss strategic questions — 86% / 4%
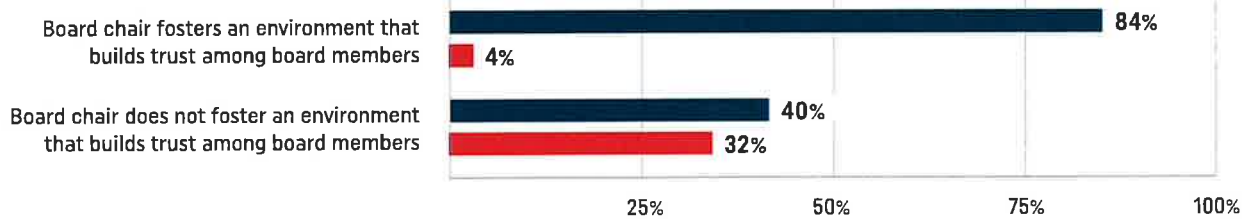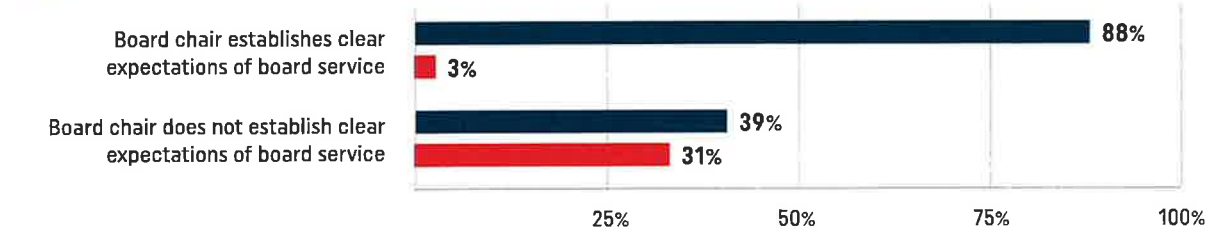
Board chair does not encourage board members to frame and discuss strategic questions — 37% / 35%
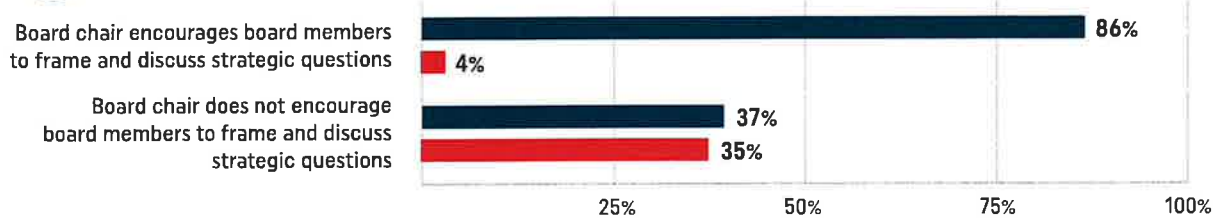
The board is a collaborative team that works well together toward a common goal.
The board is not a collaborative team working toward a common goal.

WHAT WE FOUND

Executives rate board chairs highly in how they manage the board's culture.
Chief executives give their board chairs high marks for managing and leading the board's culture, with the majority of chief executives reporting A or B grades in all categories (Figure C6).

A board chair's facilitation skills are critical.
Two of the four highlighted categories of board chair performance are related to the chair's effectiveness as a facilitator, emphasizing the critical role that board chairs play in framing and facilitating the board's work:
- *Board chair is able to resolve conflict, build consensus, and reach compromise.* Seventy-four (74) percent of chief executives give their board chairs an A or B grade at resolving conflicts, building consensus, and reaching compromise; eight (8) percent give their boards a D or F grade in this same category (Figure C6).
- *Board chair encourages board members to frame and discuss strategic questions.* Seventy-two (72) percent of chief executives give their board chairs an A or B grade at encouraging board members to frame and discuss strategic questions; nine (9) percent give their boards a D or F grade in this same category (Figure C6).

WHY IT MATTERS

Strong board chairs should be celebrated.
Board chairs have significant responsibilities, and many aspects of the board's and the organization's success rest heavily on their shoulders. Chief executives and boards should celebrate the ways in which their chairs are modeling strong chair leadership, both to thank them for their service and to set positive expectations for those who will succeed them in the role.

Chair selection should emphasize skills in managing and facilitating group dynamics.
Given the importance of the chair's role in creating and sustaining a strong board culture, and the impact that board culture has on overall organizational performance, boards are wise to emphasize skills related to consensus building and conflict resolution when selecting a chair.

Taking opportunities to observe and cultivate this skill set among committee chairs and other board leadership positions may help ensure that future candidates for the chair position are well prepared to lead. It also helps ensure the board is not forced to appoint a chair who does not have these essential skills.

FIG C6 HOW WOULD YOU GRADE THE LEADERSHIP OF THE CURRENT BOARD CHAIR IN THE FOLLOWING AREAS?

	A	B	C	D or F
Cultivates a constructive partnership with the chief executive	61%	23%	9%	7%
Fosters an environment that builds trust	51%	28%	15%	6%
Able to resolve conflict, build consensus, and reach compromise	41%	33%	18%	8%
Encourages board members to frame and discuss strategic questions	41%	31%	19%	9%
Establishes clear expectations of board service	30%	33%	25%	11%
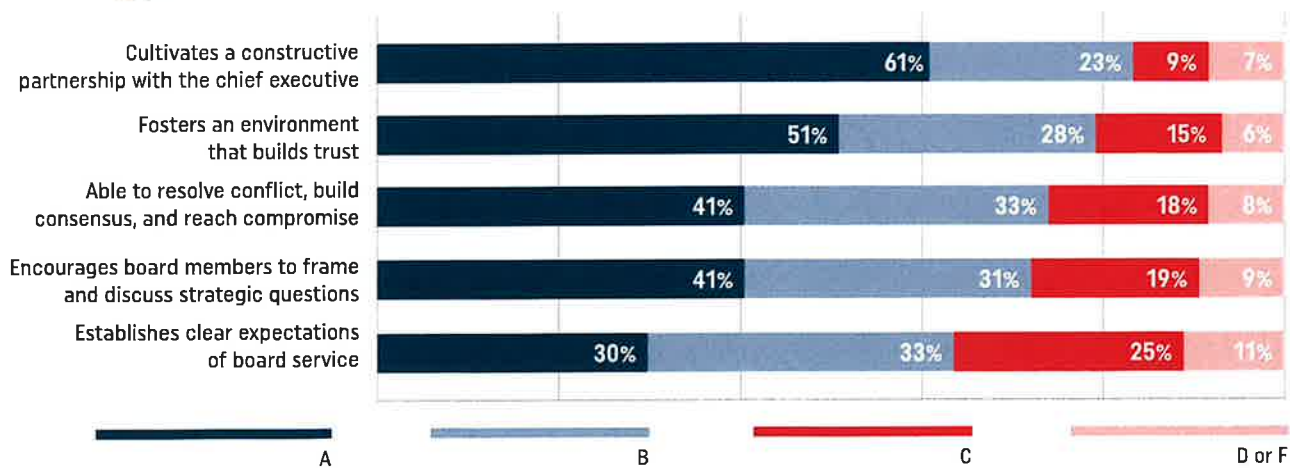
The Culture of Board Meetings

Culture impacts how a board does its work, and there is no time when that is more evident than during a board meeting. A board's unique culture informs how discussions and deliberations are structured and facilitated, how decisions are made, and how board members interact with each other and staff throughout its meetings.

WHAT WE FOUND

The way board meetings are structured relates to the board's overall performance.

The data show strong relationships between meeting structure and practices and the board's overall culture (Figure C7). When looking across all questions related to board culture, the following two aspects of meetings stand out based on both board chair and chief executive responses:

- **Meeting Structure:** Executives and board chairs who report that board meetings "are well run and use effective meeting practices, such as clear agendas, good facilitation, and timely start and close" also report stronger agreement with positive statements about board culture.
- **Preparation:** Executives and board chairs who report that "board members are prepared for board meetings (e.g., read materials in advance, follow up on assignments)" also report stronger agreement with positive statements about board culture.

WHY IT MATTERS

Meeting structure shapes how a board engages in its work.

Boards do their work as a full board during meetings, so it is no surprise that how a meeting is structured shapes whether or not a board does that work well. This reinforces the need for thoughtfully planned and facilitated meetings, and the importance of ample time to dig into big issues, rather than moving through a packed agenda in a way that does not enable board members to openly explore issues and ask meaningful questions (Figure C8).

Board meeting time is a precious and limited resource, with most boards meeting for two hours or less each time they come together (Figure C9), and executives currently report that 38 percent of all meeting time is spent on routine reporting. This reality may be limiting the boards' ability to fully leverage its leadership role to benefit the organization and its overall performance.

FIG C7 — THE RELATIONSHIPS BETWEEN QUESTIONS ON BOARD CULTURE AND MEETING STRUCTURE AND PRACTICES

Strongest Relationships Based on Executive Responses

1. Board members are prepared for board meetings, e.g., read materials in advance, follow up on assignments.
2. Board meetings focus on strategy and policy rather than on operational issues.
3. Meetings are well run and use effective meeting practices, such as clear agendas, good facilitation, start/end on time.

Strongest Relationships Based on Board Chair Responses

1. Meetings are well run and use effective meeting practices, such as clear agendas, good facilitation, start/end on time.
2. Meetings allow adequate time for board members to ask questions and explore issues.
3. Board members are prepared for board meetings, e.g., read materials in advance, follow up on assignments.

FIG C8 — INDICATORS OF BOARD MEETING QUALITY

Indicator	Response	Great extent	Some extent	Small extent	Not done
Board members are prepared	Board Chair Response	29%	53%	17%	1%
	Executive Response	20%	54%	24%	2%
Meetings focus on strategy and policy	Board Chair Response	34%	45%	18%	3%
	Executive Response	25%	45%	25%	5%
Meetings allow time for discussion	Board Chair Response	67%	29%	3%	1%
	Executive Response	61%	32%	7%	
Meetings are well run	Board Chair Response	75%	22%	2%	1%
	Executive Response	64%	29%	6%	1%
Board receives necessary information	Board Chair Response	78%	20%	2%	
	Executive Response	81%	15%	1%	3%

Legend: Great extent, Some extent, Small extent, Not done

FIG C9 — MEETING FREQUENCY, LENGTH, AND ATTENDANCE

		Meetings Per Year				Length of Meetings (Hours)				Average Attendance		
		1	2-5	6-9	10+	<2 hours	2-4 hours	4-8 hours	Multi-day	75-100%	50-74%	Under 50%
Organization Type	Charity	0%	28%	35%	37%	61%	33%	3%	2%	84%	16%	0%
	Association	2%	63%	16%	20%	33%	30%	17%	20%	92%	7%	1%
	Foundation	2%	53%	21%	23%	47%	36%	10%	8%	92%	8%	0%
	Other	0%	26%	35%	38%	59%	31%	4%	6%	83%	16%	1%
Budget Size	Small < $1 million	1%	27%	30%	42%	63%	32%	3%	2%	85%	14%	1%
	Medium $1 - 9.9 million	0%	35%	33%	32%	56%	31%	7%	6%	85%	15%	0%
	Large $10+ million	0%	42%	35%	23%	41%	42%	7%	11%	88%	12%	0%
Board Size	1-10	2%	35%	26%	37%	47%	42%	7%	4%	93%	5%	2%
	11-20	0%	29%	33%	38%	58%	31%	4%	6%	87%	13%	0%
	21-40	0%	37%	37%	26%	69%	25%	4%	2%	73%	27%	0%
	41+	0%	73%	20%	7%	53%	20%	20%	7%	40%	60%	0%

The Role of Social Time

WHAT WE FOUND	WHY IT MATTERS

Social time for board members is important.

Leading with Intent asked two questions related to social time provided for board members. The responses offer some interesting insights into how board members coalesce as a team. Fewer than half (Figure C1) of all chief executives report that their board
- has social time specifically for its members (49 percent)
- has an annual retreat with getting-to-know-you and bonding exercises (42 percent)

But despite having two of the lowest levels of agreement of all of the culture questions, the importance of social time seems to be quite significant in terms of its relationship to overall board culture and — in particular — the level of satisfaction that board members experience during their board service (Figures C10-C11).

The board is a team, and teams work better when the members know each other.

Sometimes we forget that a board is a team, and — as such — benefits from opportunities for its members to get to know each other and build relationships of comfort and trust. In the workplace, this can happen more organically, as team members interact on a daily basis. But for boards, some of which only meet a few times a year, being intentional about creating interpersonal bonds can make a real difference in how the board works and functions, and also creates a level of enjoyment and personal satisfaction that board members gain from their board service.

Given that fewer than half of boards are investing in social time for board members, this may represent a real opportunity to deepen board engagement and commitment.

Relationship between board social time and board culture (chief executive responses)

SOCIAL TIME & BUILDING COLLABORATIVE TEAM

Board is a collaborative team. — 54%, 28%
Board is not a collaborative team. — 21%, 68%

SOCIAL TIME & LENGTH OF SERVICE

Board members are eager to serve max # of terms — 55%, 28%
Board members are not eager to serve max # of terms — 17%, 73%

Board has social time specifically for its members.
Board does not have social time for its members.
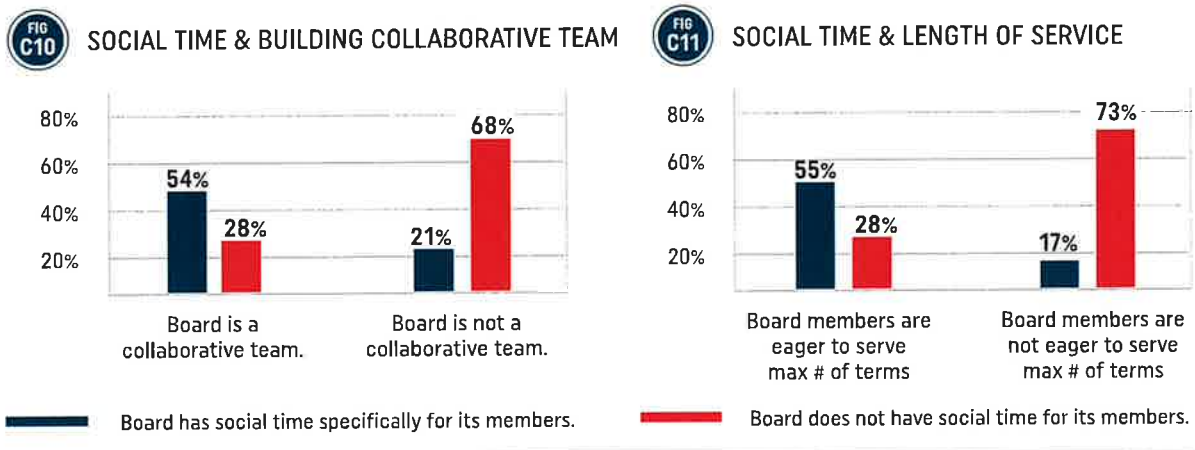
Leading with Intent invited chief executives and board chairs to reflect on the work that the board does, both within and outside the boardroom. Their responses help paint a picture of what boards are doing well, and where they are more challenged, as well as general trends about how boards are fulfilling their core responsibilities as the organization's top leadership and governance body.

Ratings of board performance have been relatively consistent over time, and board chairs and chief executives generally agree on how the board is currently performing, though board chairs do rate board performance slightly higher across all areas of performance.

Boards, in general, are doing well with more fundamental board responsibilities — understanding the organization's mission and providing financial oversight. Conversely, they struggle most with external responsibilities, including fundraising, advocacy, and community-building and outreach. These trends are reflected, in both the overall ratings of board performance (Figure W1) and the indications of the most important areas for board improvement (Figure W2).

FIG W1 — RATINGS OF PERFORMANCE IN KEY AREAS OF BOARD RESPONSIBILITY

	Area of Board Performance	Average Grade from Executives	Average Grade from Chairs
Strength	Understanding mission	A-	A-
	Financial oversight	B+	B+
Solid Performance	Legal & ethical oversight	B	B+
	Guiding & supporting the chief executive	B	B+
	Level of commitment & involvement	B	B+
	Knowledge of programs	B	B+
	Understanding board roles & responsibilities	B	B
	Thinking strategically as a board	B	B
	Adopting & following a strategic plan	B-	B
	Evaluating the chief executive	B-	B
	Monitoring performance against strategic plan	B-	B
Challenge Areas	Community-building & outreach	C+	B
	Monitoring legislative & regulatory issues	C	B-
	Increasing board diversity	C	C+
	Fundraising	C	C+

FIG W2 — WHAT ARE THE THREE MOST IMPORTANT AREAS THE BOARD SHOULD ADDRESS TO IMPROVE ITS OWN PERFORMANCE?[8]

Area	Executives	Board chairs
Fundraising	67%	64%
Outreach & ambassadorship	43%	42%
Board leadership pipeline	30%	35%
Commitment & engagement	28%	32%
Strategic planning	20%	28%
Strengthen board recruitment	21%	23%
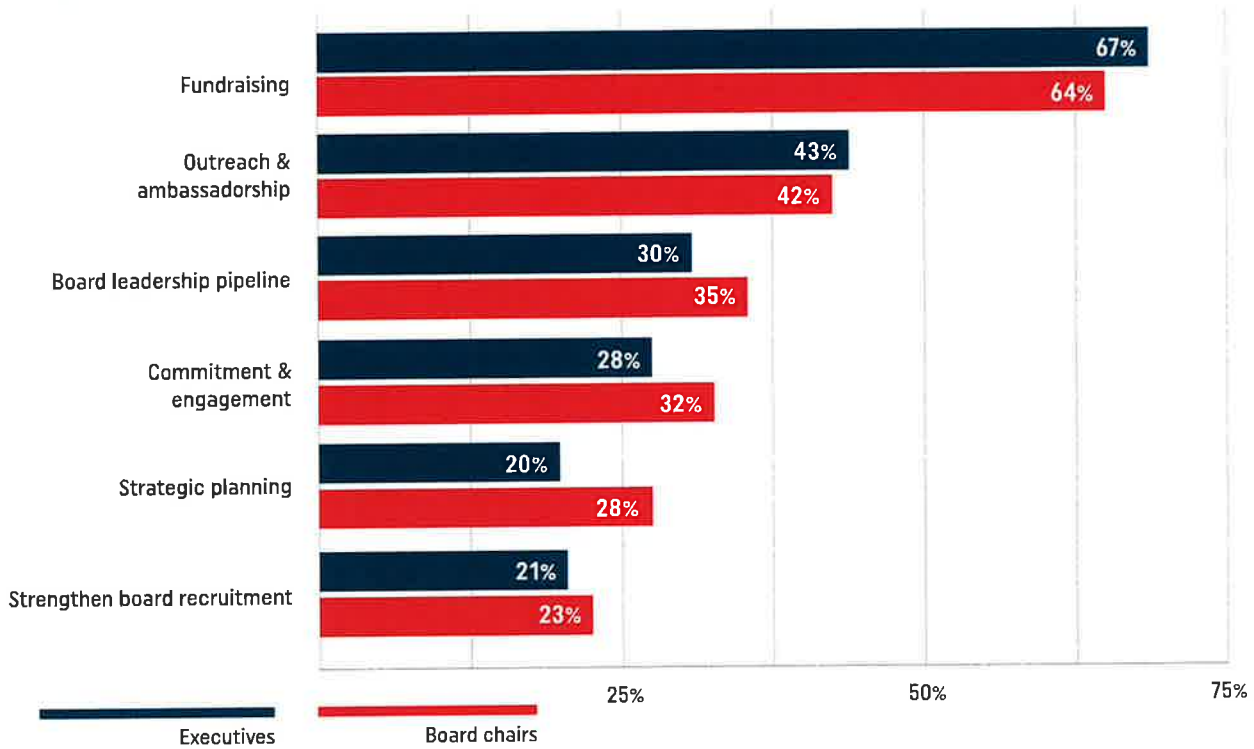
Given the breadth of topics covered in this section of the report, it is divided into three subsections:

The Basics
▶ Mission alignment
▶ Oversight and accountability

The Board's Strategic & Adaptive Role
▶ Constructive partnership with the chief executive
▶ Thinking and leading strategically
▶ Intentional board practices

External Leadership & Ambassadorship
▶ Fundraising
▶ Community outreach
▶ Advocacy

It is notable that these three categories roughly map to the areas where boards are doing very well (The Basics), where they receive average marks (The Board's Strategic & Adaptive Role), and where they are more challenged (External Leadership & Ambassadorship).

8 Top six responses shown.

The Basics
▶ Mission alignment

WHAT WE FOUND	WHY IT MATTERS

The board's understanding of mission impacts its decision making.

According to both chief executives and board chairs, there is a relationship between the board's understanding of the mission and the extent to which the board uses organizational values to guide decision making (Figure W3):
- Of the board chairs who give their boards an A or B grade in understanding the organization's mission, 88 percent agree that values guide board decision making and only three (3) percent disagree.
- Of the board chairs who give their boards a D or F grade in understanding the organization's mission, just 25 percent agree that values guide board decision making and 75 percent disagree.

A mission-driven board is essential.

The board is fundamentally responsible for defining the organization's mission and what it strives to accomplish — its core purpose. A disciplined commitment to this core purpose should drive everything the board does.

Organizations should not assume that current or potential board members will be mission-driven in their approach. Boards — and individual board members — that don't have a firm understanding of the organization's mission may be more likely to prioritize decisions or strategies that are not mission- or values-driven, taking the organization off course and diminishing its ability to fulfill its core purpose.

Passion for the mission is a recruitment priority.

Board chairs and executives agree that passion for the organization's mission is a top priority for recruitment, with 80 percent of board chairs and 82 percent of executives reporting it as a high priority for all potential board members — the number one response (Figure P6, page 15).

Recruitment priorities are not disconnected from performance.

Given the emphasis placed on passion for the mission during board recruitment, it is perhaps no surprise that "understanding the organization's mission" is the top-rated area of board performance (Figure W1). It is more likely that boards will do well in areas that are prioritized and clearly articulated during board recruitment and less well in areas that are not addressed during that process.

W3 THE RELATIONSHIP BETWEEN UNDERSTANDING OF MISSION AND VALUES-DRIVEN DECISION MAKING

BOARD CHAIR RESPONSE: Strong understanding (A or B grade): 88% agree, 3% disagree. Weak understanding (D or F grade): 25% agree, 75% disagree.

EXECUTIVE RESPONSE: Strong understanding (A or B grade): 81% agree, 8% disagree. Weak understanding (D or F grade): 19% agree, 63% disagree.

Agree that values guide decision making / Disagree that values guide decision making
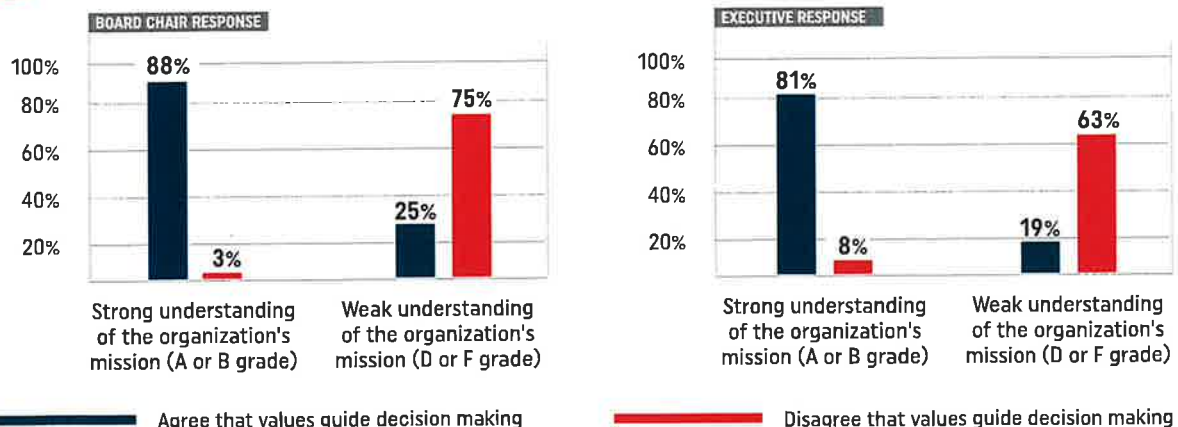
▶ Oversight & Accountability

WHAT WE FOUND	WHY IT MATTERS

Overall, financial oversight is strong, but audit practices show room for improvement.

Both board chairs and chief executives rate the board's financial oversight activities relatively high. Overall, chief executives and board chairs give their boards a B+ grade.

Conducting an annual audit is an important part of financial oversight, and one that is required for those organizations with annual expenditures of $1 million or more.[9] Eighty-three (83) percent of all organizations and 96 percent of organizations with budgets of $1 million or more conduct an annual audit, but fewer have adopted two important practices that BoardSource recommends. Of the boards that conduct an audit (Figure W4),
 · nearly a quarter of organizations (24 percent) do not meet with their auditors to discuss the results
 · more than two-thirds (69 percent) do not meet with their auditors without staff present

The board should view auditors as a partner in ensuring proper financial oversight.

Proper board oversight helps ensure the organization acts appropriately to safeguard the resources entrusted by donors and the public.

The purpose of an annual audit is to review the financial statements of the organization and express an opinion on the likelihood of their accuracy. This is accomplished by reviewing the financial statements prepared by staff and conducting random tests on internal financial systems and controls. If the board does not take the time to meet with the auditors — including in an executive session without staff present — it is missing a critical opportunity to gain insights about the strengths and potential challenges of internal financial systems and controls that may not otherwise be evident.

Some boards are not paying enough attention to potential conflicts of interest.

While the vast majority of boards have a written conflict-of-interest policy, 15 percent of executives report that their boards are not reviewing and signing conflict-of-interest disclosures on an annual basis.

Conflicts of interest pose a significant threat to a board's oversight function.

This response could be an indication that boards are not being vigilant enough about the ongoing identification of potential conflicts — an important way to ensure the board is taking appropriate measures to guarantee that its decision making is never compromised by conflicting loyalties, which can cause major issues for an organization, both in terms of its reputation and legal responsibility.

FIG W4 CHECKLIST OF OVERSIGHT, TRANSPARENCY, AND ACCOUNTABILITY PRACTICES

Oversight Practices	%
Written conflict-of-interest policy	94%
➡ Signed annual disclosure of potential conflicts (89% of those that have a policy)	85%
External annual audit	83%
➡ Meet with auditors (76% of those that conduct an audit)	64%
➡ Meet with auditors, without staff present (31% of those that conduct an audit)	26%
Carry Directors & Officer's liability insurance	93%
Board receives a copy of the Form 990 before filing	79%
Post IRS Form 990 to organizational website	38%
Board ensures that there are policies governing privacy and data security	32%
Post financial statements to organizational website	29%

9 Excluding houses of worship and those exempt from filing Form 990.

The Board's Strategic & Adaptive Role
▶ Building a Constructive Partnership with the Chief Executive

The board's strategic and adaptive work — the work it does to navigate a state of ongoing change and uncertainty — relies heavily on a strong partnership between the board and the chief executive. Without that partnership, the board is likely to be disconnected or disengaged from the ongoing work of the organization, and unable to leverage its leadership beyond the most basic of oversight functions.

Building a strong, constructive partnership takes intentionality and focus from both the chief executive and the board, and requires strong leadership from the board chair, who operates as the board's primary liaison to the chief executive. This section of the report drills down on the partnership between the board and the chief executive.

WHAT WE FOUND	WHY IT MATTERS

Chief executives and board chairs agree: Boards do a good job providing guidance and support to the chief executive.

Overall, "providing guidance and support to the chief executive" is an area of strength for most boards (Figure W5):
- Eighty (80) percent of board chairs and 65 percent of executives give their boards an A or B grade in this category.
- Only 3 percent of chairs and 10 percent of executives give their boards a D or F grade.

The organization relies on the leadership partnership between the board and chief executive.

If the board and executive are not working well together, the organization can suffer in a whole host of ways: a lack of strategic alignment, a toxic or contentious culture, or the inability to leverage the leadership potential of the board, executive, or both. Boards that demonstrate strong performance in providing guidance and support to the executive are exhibiting an essential capacity for investing in and supporting this critical partnership.

Most — but not all — boards regularly evaluate the performance of the chief executive.

Seventy-two (72) percent of executives report they have received a performance review in the past two years and 60 percent in the past year; 15 percent of executives report they have never been formally evaluated by the board.[10]

For the boards that are regularly conducting reviews, there is evidence the review process can be strengthened:
- Only 59 percent of executives report their evaluation was based on mutually agreed upon goals.
- Sixteen (16) percent of executives report they do not have any written goals.

Evaluation is an important opportunity to reflect on accomplishments and align future goals.

The partnership between the board and executive relies on open communication about performance. An annual evaluation (or assessment) creates a regular opportunity to reflect on where the executive has had success and where there may be challenges. Perhaps even more important, it is an opportunity to align goals and expectations for the future.

BoardSource recommends that the board conduct a formal review of the executive's performance on an annual basis. This should include an opportunity for the full board to provide feedback on the executive's performance, as well as a self-evaluation by the executive. Furthermore, BoardSource encourages boards to solicit feedback on the executive's performance from his or her direct reports to ensure a more holistic view of the executive's performance.

FIG W5 — HOW WOULD YOU RATE YOUR BOARD'S PERFORMANCE IN PROVIDING GUIDANCE & SUPPORT TO THE CEO?

Board chairs: A 39%, B 41%, C 17%, D or F 3%
Executives: A 27%, B 38%, C 25%, D or F 10%
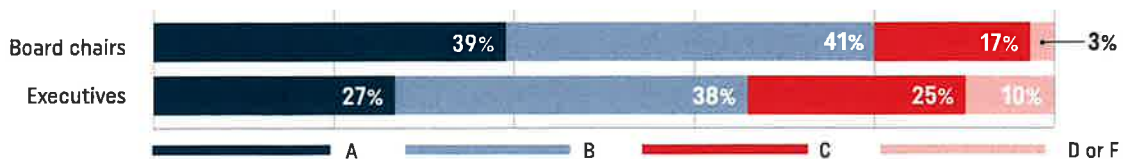
10 Excludes those executives who have been in their positions for less than a year.

WHAT WE FOUND

Most chief executives report trusting, productive partnerships with their board chairs.

Across the board, executives give their chairs relatively high marks (Figure W6), particularly as it relates to building a strong and trusting board chair–executive partnership.[11]
- Eighty-four (84) percent of executives give their board chair an A or B grade when it comes to cultivating a productive, constructive partnership.
- Seventy-nine (79) percent give them an A or B grade for fostering an environment that builds trust.

It is also notable that when BoardSource asked chief executives to identify who they are likely to rely on when counsel is needed on a difficult issue, 84 percent of executives include their board chair among their top three choices, with 58 percent naming the chair as their top choice.

WHY IT MATTERS

The board chair sets the tone for the chief executive's relationship with the board.

Board chairs typically serve as the primary liaison between the board and the chief executive, setting the tone for how the board works with the chief executive. It is important to note, however, that the full board is responsible for providing support and oversight to the executive and the chair. Individual board members do not have decision-making power when it comes to oversight of the executive.

Effective chairs embrace their role as a strategic partner and important resource to the executive, and work to build a trusting relationship built on mutual respect.

FIG W6 HOW WOULD YOU GRADE THE LEADERSHIP OF THE CURRENT BOARD CHAIR IN THE FOLLOWING AREAS?

	A	B	C	D or F
Cultivates a constructive partnership with the chief executive	61%	23%	9%	7%
Fosters an environment that builds trust	51%	28%	15%	6%
Able to resolve conflict, build consensus, and reach compromise	41%	33%	18%	8%
Encourages board members to frame and discuss strategic questions	41%	31%	19%	9%
Establishes clear expectations of board service	30%	33%	25%	11%
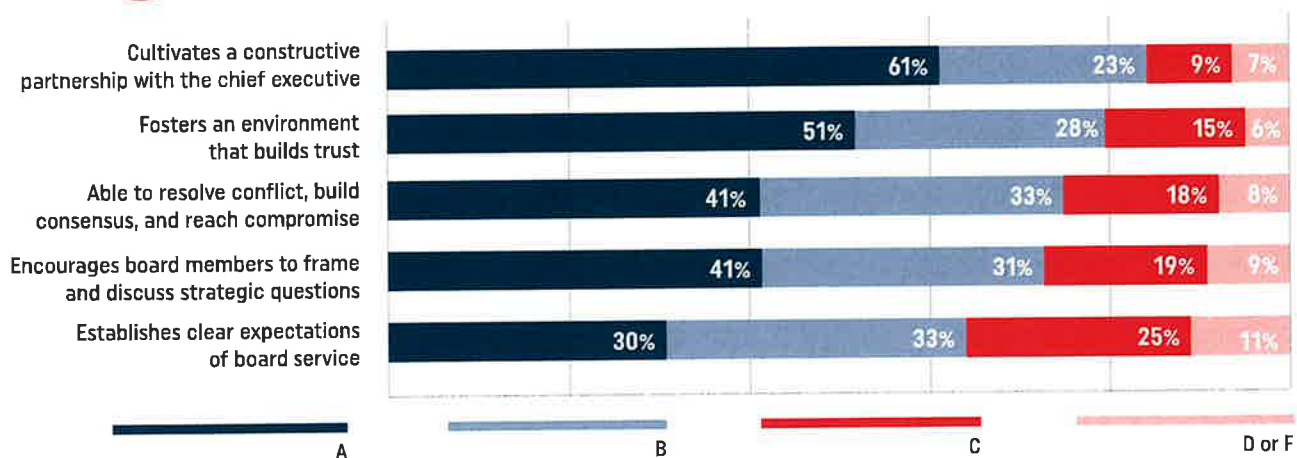
11 Board chairs were not asked to rate their own performance in these areas, so no comparison data is provided.

WHAT WE FOUND

Boards play a key role in a chief executive's leadership experience.

Overall, 46 percent of executives report they are extremely satisfied in their position, and an additional 41 percent report they are moderately satisfied (Figure W7). While this is generally good news, it is important to note that boards play a critical role in a chief executive's overall job satisfaction — and it is not always positive (Figure W8):
- Thirty (30) percent of executives report that the board has an extremely positive impact on their personal job satisfaction.
- Thirty-five (35) percent report that the board has a moderately positive impact on their job satisfaction.
- Sixteen (16) percent of executives report that the board has a negative impact on their job satisfaction.

WHY IT MATTERS

A board that provides strong support and guidance can make the chief executive role more manageable.

When we compare responses to the question about the board's impact on executive job satisfaction to the executive's overall job satisfaction, the relationship is quite strong (Figure W9):
- Seventy-seven (77) percent of executives who report their boards have an extremely positive impact on their job satisfaction also report that they are extremely satisfied with their position overall.
- Only two (2) percent of executives who report extremely positive board impact report being dissatisfied with their position overall.

Given the considerable job responsibilities and stressors most nonprofit executives face, knowing that the board can be a source of positive support and energy is an important insight, and reinforces the importance of investing in a strong and healthy partnership.

W7 EXECUTIVE JOB SATISFACTION

Extremely satisfied	46%
Moderately satisfied	40%
Slightly satisfied	6%
Neither satisfied nor dissatisfied	1%
Dissatisfied	7%

W8 BOARD'S IMPACT ON EXECUTIVE JOB SATISFACTION

Extremely positive	30%
Moderately positive	35%
Slightly positive	14%
Neither positive nor negative	5%
Negative impact	16%
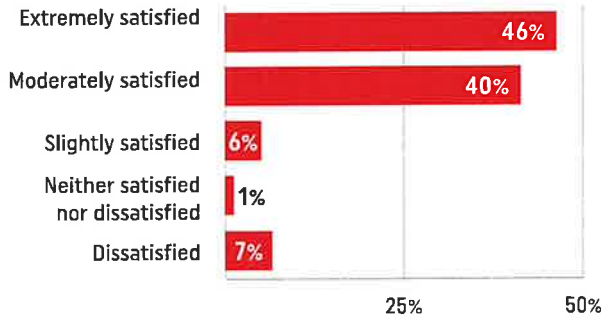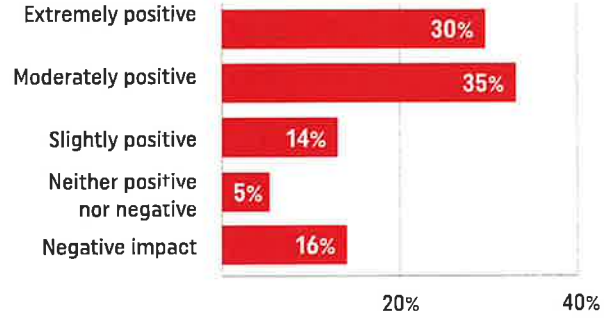
W9 EXECUTIVE JOB SATISFACTION BASED ON BOARD'S LEVEL OF IMPACT

Board has an extremely positive impact on executive satisfaction: 77% / 2%

Board has an extremely negative impact on executive satisfaction: 15% / 65%

■ Executive is satisfied with the position overall

■ Executive is dissatisfied with the position overall
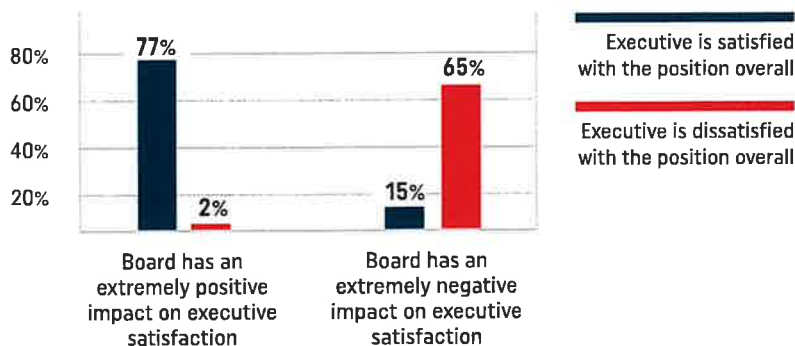
▶ The Board's Role in Strategy

As explored later in The Impact section of this report, *Leading with Intent* finds that several of the most important areas of board performance — in terms of the perceived impact of the board on organizational performance — are related to the board's role in strategy. Specifically, the data show a strong relationship between perceptions of the board's impact on organizational performance and ratings of board performance in

- thinking strategically as a board
- adopting and following a strategic plan
- monitoring organizational performance and impact against the goals or objectives in the strategic plan

Each of these areas has a strong relationship to the board's perceived impact on organizational performance in both the board chair and chief executive responses; boards that have strong performance in these strategic areas are perceived to have a positive impact on organizational performance, and vice versa.

WHAT WE FOUND

Boards are not fully engaging in strategy.

Eighty-four (84) percent of organizations report they have a written strategic plan, but fewer report their boards are doing well in their broader strategic role. Of the organizations with written strategic plans, executives report room for improvement in several key strategic functions (Figure W10):

- Only 54 percent report the board is good at monitoring organizational performance against the strategic plan.
- Just 26 percent report board meetings focus on strategy and policy versus operational issues.

WHY IT MATTERS

Strategy is an ongoing board function.

Boards should continually focus on strategy, asking important questions about what is working, what is not, and what is changing in the internal and external environment. This commitment to ongoing reflection and learning is critical in an environment characterized by fast-paced change.

Some boards are formalizing this iterative approach to strategy by focusing on flexible, adaptive strategic frameworks rather than long-term, static plans that map out many years' worth of strategies and tactics that could easily become irrelevant as circumstances and needs change.

FIG W10 BOARD PERFORMANCE ON STRATEGY WITHIN ORGANIZATIONS THAT HAVE A WRITTEN STRATEGIC PLAN

The board is good at adopting and following a strategic plan (A or B grade). — 67%
The board is good at thinking strategically as a board (A or B grade). — 64%
The board is good at monitoring performance and impact against strategic plan (A or B grade). — 54%
Board meetings focus on strategy and policy vs. operational issues (to a great extent). — 26%
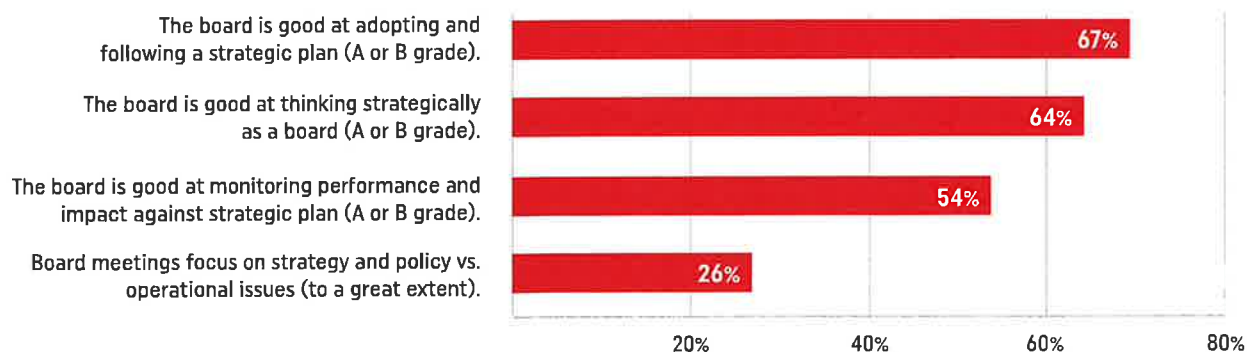
▶ Intentional Board Practices & Ongoing Board Development

To strengthen the board's performance in all areas of board responsibility and ensure that the board is adapting to emerging organizational needs, boards must embrace their responsibility for ongoing board development and improvement. While board development is a broad category that encompasses many things, BoardSource defines the most important elements as
· strategic board composition and recruitment
· ongoing board education about the organization and its programs, the external operating environment, and the board's own leadership role
· regular reflection on board performance

BoardSource encourages boards to formalize the responsibility for ongoing board development and board self-management as a part of a governance committee charter, but — regardless of how the board chooses to structure itself — what is most important is the board's commitment to thoughtful and intentional reflection and development.

WHAT WE FOUND	WHY IT MATTERS
Boards and chief executives do not see eye-to-eye when it comes to the board's management of itself.	**Strong governance and board leadership is a shared responsibility.**

A closer look at the responses in The Culture section reveal that while boards and executives are aligned on most responses, there are significant variances in responses to questions about the board's management of itself (Figure W11).

This includes the extent to which
· the board continuously raises the bar by encouraging higher performance from its members and from the organization
· board members' own further learning and growth about the organization and the board's work is a high priority
· board members share accountability and take collective responsibility for failures and mistakes

While it may not be surprising that executives rate boards lower in these key areas, it is indeed a signal that there is a gap between board chair and executive perceptions of what the appropriate or ideal commitment to self-management looks like.

This gap could be an entry point to an honest conversation about how effectively the board and executive are working together to strengthen the organization's governance and board leadership, and an opportunity to cultivate a deepened commitment to ongoing board development within the board.

W11 BOARD CHAIR AND EXECUTIVE PERSPECTIVES ON THE BOARD'S SELF-MANAGEMENT

Board Culture Characteristics	% Agree or Strongly Agree		
	Executives	Chairs	Variance
The board continuously raises the bar by encouraging higher performance from its members and from the organization.	45%	59%	14%
Board members' own further learning and growth about the organization and the board's work is a high priority.	52%	68%	16%
Board members share accountability and take collective responsibility for failures and mistakes.	55%	76%	21%

▶ Strategic Board Composition & Recruitment

Given how essential it is that boards comprise the right people — those who bring the critical skill sets, areas of expertise, networks, work styles, and perspectives that the organization needs — board recruitment is naturally one of the most important functions of the board.

WHAT WE FOUND

WHY IT MATTERS

Finding the right people to serve as board members can be challenging.

Thirty-six (36) percent of executives and 52 percent of board chairs report it is difficult or very difficult to find board members.

While this is down somewhat from *Leading with Intent*'s 2015 findings (58 percent of executives and 53 percent of board chairs reported difficulty with board recruitment in 2015), it is still notable that a third of all boards face challenges finding the right people to serve on their board.

It is not about filling seats — it is about finding the right people.

Being strategic about board recruitment is essential to building the board that the organization needs, but that does not necessarily make it easier to fill board seats. In fact, it can make it more difficult. But when it comes to board recruitment, faster and easier is not necessarily the goal.

When a board is strategic about recruitment, the criteria are narrower and more focused on the leadership that the board and organization will need over time. Finding the right candidates takes time and attention from the governance committee and the full board. It requires an ongoing commitment to identifying and cultivating potential board talent, and a willingness to say no to potential candidates who do not align with the board's current recruitment goals.

▶ Ongoing Board Education

Effective board education should help board members cultivate and maintain a strong understanding of the following:
· How the organization's programs support the mission, strategy, objectives, and business model.
· The external operating environment, including the larger system of organizations working on similar or related issues and the policy environment in which the organization is working.
· The board's own leadership role and how it may need to shift and change due to ongoing organizational change.

WHAT WE FOUND

Strong understanding of programs relates to stronger engagement, strategy, and external leadership — including fundraising.

The need for deep understanding of the organization's programs is reinforced by *Leading with Intent*'s findings, which highlight how board members' understanding of programs positions them for stronger — or weaker — performance in many areas of board performance (Figure W12), including
· strategic thinking and planning
· overall engagement and commitment
· external leadership and ambassadorship

WHY IT MATTERS

Boards cannot lead effectively if they do not understand the organization's work.

Board members need to understand the work of the organization to be able to engage in ways that are meaningful to the organization. Providing board members with ongoing opportunities to deepen their understanding of the organization's mission and work — as well as their responsibilities as a board member — is an important way to strengthen the board's performance and to build a more passionate and committed board.

Board education happens both in structured and unstructured ways, and may include some or all of the following:
· Comprehensive orientation for new board members that includes both an orientation to their role as a board member and to the organization and its work.
· Focused educational sessions or moments as a part of regular board meetings that help cultivate a deep understanding of the organization's mission, programs, and impact.
· Ongoing education and reflection about the board's role and how best to leverage its full leadership potential.
· Thoughtful preparation of board materials to provide context and background to support effective engagement, deliberation, and decision making without miring board members in unnecessary or irrelevant detail.

BREAKDOWN OF BOARD PERFORMANCE RATINGS BY LEVEL OF KNOWLEDGE OF THE ORGANIZATION'S PROGRAMS

FIG W12

		Of those boards with...		
		Strongest knowledge of programs (A)	Strong knowledge of programs (A or B)	Weak knowledge of programs (D or F)
		What % receive strong (or weak) scores in these areas?		
Strategic thinking & planning	Thinking strategically as a board			
	Excellent (A grade)	46%	28%	5%
	Good (A or B grade)	86%	73%	22%
	Weak (D or F grade)	3%	4%	41%
	Board members appropriately balance short-term and long-term needs			
	Strongly agree	46%	30%	1%
	Strongly agree or agree	81%	76%	24%
	Disagree	5%	8%	54%
Engagement & commitment	The majority of board members is actively engaged in overseeing and governing			
	Strongly agree	54%	36%	7%
	Strongly agree or agree	91%	82%	28%
	Disagree	6%	10%	65%
	Level of commitment and involvement			
	Excellent (A grade)	56%	33%	0%
	Good (A or B grade)	90%	80%	12%
	Weak (D or F grade)	1%	3%	53%
External leadership & ambassadorship	Fundraising			
	Excellent (A grade)	11%	7%	1%
	Good (A or B grade)	42%	31%	7%
	Weak (D or F grade)	19%	30%	69%
	Community-building and outreach			
	Excellent (A grade)	23%	13%	0%
	Good (A or B grade)	59%	50%	3%
	Weak (D or F grade)	9%	13%	71%

▶ Regular Reflection on Board Performance

While there are many ways boards can be intentional about reflecting on board performance, a formal board self-assessment ensures that board members are engaging in a process of group- and self-reflection.

WHAT WE FOUND	WHY IT MATTERS
Boards that assess themselves regularly perform better on core responsibilities.	**Board self-assessment is the starting point for thoughtful board development.**

Boards that assess their own performance get higher grades across all areas of board performance, as rated by chief executives (Figure W13). The largest positive variances are in the following categories:
- Evaluating the chief executive
- Adopting and following a strategic plan
- Monitoring organizational performance and impact against strategic plan goals
- Understanding board roles and responsibilities

The majority of boards are prioritizing performance assessment, with 58 percent reporting their board has conducted a formal self-assessment at some point; up from 23 percent of boards in 1994. Only 40 percent of all boards have done an assessment in the past two years, however, which is BoardSource's recommended practice.

By engaging the full board in a discussion about its performance, the board can establish a holistic view of what it is doing well and what may need to change. It also invites board members to self-identify how best to prioritize board development efforts, which helps ensure they are invested and engaged in those efforts and hold themselves accountable to making positive changes.

Discernable differences in performance between boards that assessed their performance in the past two years and those that assess performance less frequently reinforce the importance of regular reflection on performance (Figure W13).

FIG W13 — COMPARISON OF BOARD PERFORMANCE BASED ON FREQUENCY OF BOARD SELF-ASSESSMENT

Area of Board Performance *Ratings reported by chief executives based on a four-point scale.*	Assessed in past 2 years	Assessed ever	Never assessed	Variance[12]
Evaluating the chief executive	2.83	2.71	2.05	0.78
Adopting and following a strategic plan	2.98	2.90	2.32	0.67
Monitoring organizational performance against strategic plan	2.68	2.62	2.16	0.52
Understanding board roles and responsibilities	2.99	2.93	2.49	0.51
Legal and ethical oversight	3.09	3.07	2.68	0.41
Providing guidance and support to the chief executive	2.97	2.92	2.61	0.36
Thinking strategically as a board	2.87	2.83	2.52	0.35
Financial oversight	3.31	3.28	2.97	0.34
Level of commitment and involvement	2.92	2.88	2.61	0.32
Increasing the diversity of the board	1.94	1.87	1.63	0.31
Fundraising	1.93	1.88	1.63	0.30
Monitoring legislative and regulatory issues that may impact the organization	1.98	1.96	1.74	0.24
Community-building and outreach	2.26	2.25	2.05	0.21
Understanding the organization's mission	3.47	3.47	3.27	0.20
Knowledge of the organization's programs	2.79	2.78	2.70	0.09
Overall average grade	2.74	2.69	2.36	0.38

12 Between those boards that have assessed their performance in the past two years and those that have never assessed performance.

External Leadership & Ambassadorship

The board's active and engaged leadership outside of the boardroom is critically important to the organization's ability to extend its networks, build its influence, and enrich its reputation in a way that fuels greater financial, programmatic, and policy successes. In these external leadership roles, board members are typically engaging individually, rather than as a collective group, often relying heavily on a partnership with staff to leverage their unique position as community leaders.

Given the external, individualized aspects of these responsibilities, it is perhaps no surprise that board members may find them more challenging. For many board members, both fundraising and community outreach are outside of their comfort zone and — as a result — engagement can be intimidating. Indeed, these external leadership roles — including advocacy — are among the lowest rated areas of board performance (Figure W1) and areas cited most frequently for improvement (Figure W2) across all the years that we have included them in this study.

▶ Fundraising

WHAT WE FOUND	WHY IT MATTERS
Chief executives and board chairs agree that fundraising performance needs to be improved.	**Without fundraising, most nonprofits would cease to exist.**
Board chairs give their boards a C+ and chief executives give their boards a C in fundraising performance, and both groups identify it as one of the top three most important areas for improved board performance. It is the most frequently selected response. (Figures W1 and W2).	For most nonprofits, raising funds is essential not only to their success, but to their very existence. Boards can help support and accelerate these efforts, but it takes a commitment and intentionality to make it happen.
Establishing expectations for fundraising during recruitment is linked to stronger engagement.	**Changes to board recruitment practices may be the key to improved fundraising performance.**
Leading with Intent finds that clarity of fundraising expectations is linked to greater engagement in fundraising: • When fundraising expectations are clearly articulated during recruitment, 52 percent of chief executives report their boards are actively engaged in the organization's fundraising efforts. • When fundraising expectations are not clearly articulated during recruitment; only 12 percent of executives report that their boards are actively engaged in fundraising efforts.	Organizations and boards looking to strengthen their board's fundraising performance should reflect on what expectations are being set for board member involvement in fundraising during the recruitment process. Being candid about how an organization wants board members to engage in fundraising ensures that potential board members understand the expectations and can opt out of board service if this responsibility does not interest them. Without honest and transparent expectations, it is unlikely boards and organizations will begin seeing different results.

▶ Advocacy, Community-Building, and Outreach

WHAT WE FOUND	WHY IT MATTERS

Boards are starting to embrace their roles as advocates for their missions, but stronger leadership is essential.

Two years ago, *Leading with Intent* found that only 33 percent of boards were working in concert with staff leadership to educate policymakers on behalf of the organization. Today, 52 percent of boards are actively participating in this work.

Despite this progress in focused advocacy work, both executives and chairs agree: Boards still need to get better at their broad leadership as ambassadors for their missions through engagement in advocacy. When asked what the three most important areas for the board to address to strengthen its performance, "outreach efforts and acting as ambassadors for the organization" is second only to fundraising as the most often selected response, with 43 percent of executives and 42 percent of chairs including it among their top three choices (Figure W2).

Building an organization's advocacy capacity is important, particularly in times of change.

Nonprofit organizations do not operate in a vacuum. Policy decisions at the local, state, and federal level impact the way nonprofits do their work, whether its access to funding, laws and regulations that govern their work, or policy decisions that affect those they serve.

Advocating for decisions that will enable your organization to better fulfill its mission is always important, but it becomes even more important when there are significant changes in elected leadership (local, state, or federal level). Newly elected officials need to be educated about how policy decisions and funding changes could affect their communities. Nonprofit organizations and their leaders can, and should, play an important role in making sure this happens.

By engaging in public policy through advocacy, nonprofit leaders ensure their mission and the people the organization serves are not forgotten when important decisions are being made.

Most organizations do not have formalized policies related to advocacy.

Only 15 percent of nonprofits have a written protocol to guide how they will — and will not — engage in advocacy.

Aligning values and goals around advocacy is essential.

Boards and chief executives need to have thoughtful conversations about organizational goals and values, and how advocacy can, and should be, used as a strategy for advancing these goals and values. An advocacy policy formalizes these decisions and ensures that the executive can lead the organization's advocacy efforts with confidence, and that there are clear expectations about what the board considers appropriate or inappropriate engagement in advocacy.

An advocacy policy also helps reinforce the important role that board members should play in supporting those advocacy efforts; an expectation that some boards choose to incorporate into their board job description or pledge.

THE IMPACT

For the first time, *Leading with Intent* asked chief executives and board chairs to report on the extent to which their board has a positive impact on organizational performance. While a subjective measure that lacks objective validation, this question provides a window into perceptions of the board's impact on organizational performance and the extent to which it relates to other aspects of board performance.

Overall, both executives and chairs report the board has an impact on organizational performance, with only 14 percent of executives and five (5) percent of chairs indicating the board has no impact on organizational performance. It is important to note that a small percentage of respondents report that the board had a negative — versus positive — impact on organizational performance: five (5) percent of executives and two (2) percent of chairs.

FIG 11 — **WHAT IMPACT DOES YOUR BOARD HAVE ON THE OVERALL EFFECTIVENESS OF YOUR ORGANIZATION'S PERFORMANCE?**

	Very positive impact	Somewhat positive impact	No impact	Somewhat or very negative
Board Chair	43%	50%	5%	2%
Chief Executive	29%	52%	14%	5%
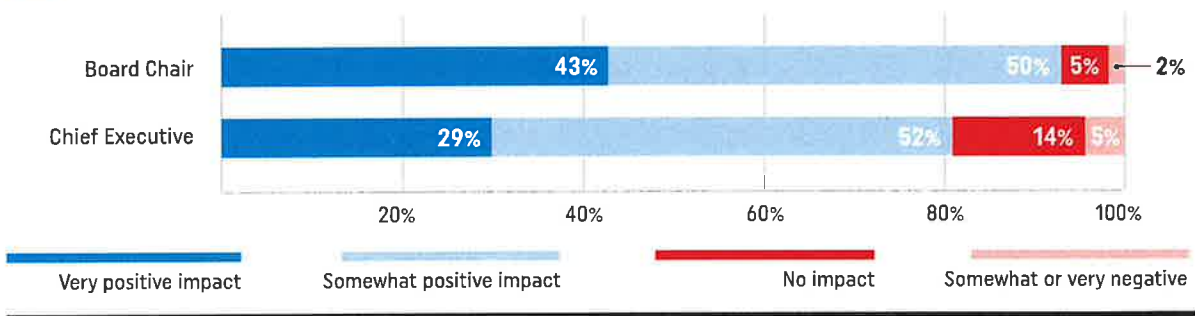
Building from this question, this year's study takes a closer look at the relationship between perceptions of the board's overall impact on organizational performance and other board characteristics. While this analysis relies on responses to subjective questions about board performance and culture and does not provide objective validation of those perceptions, the findings begin to document what BoardSource has long known to be true: Board leadership does have an impact on organizational performance.

This section of the report explores what the data indicate are the most significant relationships, and provides perspectives on how boards and executives can translate that into potentially high-leverage board development efforts.

Work vs. Culture

Leading with Intent asked board chairs and chief executives to reflect on various aspects of the board's work and its culture as well as to answer a series of objective questions about board structure, composition, and practices. When analyzing relationships between the subjective questions on the board's work and culture, there are variances in what chief executive and board chair responses point to in terms of the characteristics most related to the board's impact on organizational performance.

Broadly speaking,
- board chair responses generally emphasize the importance of the board's functional roles or work
- chief executive responses highlight the importance of positive board culture

FIG i2 **AREAS OF CULTURE AND WORK MOST LINKED TO PERCEPTIONS OF BOARD'S IMPACT ON ORGANIZATIONAL PERFORMANCE**

Strongest Relationship to Perceptions of Board Impact on Organizational Performance	
Chief Executive Responses	**Board Chair Responses**
Work Characteristics	
1. Level of commitment and involvement	1. Thinking strategically as a board
2. Providing guidance and support to the chief executive	2. Board members receive information in advance of the meeting that is necessary to make informed decisions.
3. Board members are prepared for board meetings, e.g., read materials in advance, follow up on assignments.	3. Meetings are well run and use effective meeting practices, such as clear agendas, good facilitation, start/end on time.
4. Knowledge of your organization's programs	4. **Understanding the board's roles and responsibilities**
5. Understanding the board's roles and responsibilities	5. Understanding your organization's mission
Culture Characteristics	
1. **Our board is a collaborative team that works well together toward a common goal.**	1. **Our board is a collaborative team that works well together toward a common goal.**
2. Board members appropriately balance short-term and long-term needs.	2. The majority of board members is actively engaged in overseeing and governing the organization.
3. I see a clear linkage between board priorities and organizational goals.	3. I see a clear linkage between board priorities and organizational goals.
4. Board members share accountability and take collective responsibility for failures and mistakes.	4. We have a clear vision that inspires me to work with enthusiasm and commitment.
5. The majority of board members is actively engaged in overseeing and governing the organization.	5. The board continuously raises the bar by encouraging higher performance from its members and from the organization.

A Strong Understanding of Board Roles & Responsibilities

One area of board work that both chief executive and board chair responses support as fundamental to the board's positive impact on the organization's performance is **a strong understanding of the board's roles and responsibilities.**

For both executives and chairs, there is a strong correlation between their ratings of the board's understanding of its roles and responsibilities and their perceptions of the board's impact on organizational performance. As illustrated by Figure i3, boards rated as having a positive impact on organizational performance also have a strong understanding of their roles and responsibilities; those that have a negative impact on organizational performance are more likely to have a weak understanding of their roles and responsibilities.

FIG i3 THE RELATIONSHIP BETWEEN ROLE UNDERSTANDING AND IMPACT ON ORGANIZATIONAL PERFORMANCE

Strong understanding is defined as an A or B grade and weak understanding is defined as a D or F grade. Responses that indicate a C grade on understanding their roles and responsibilities or that indicate that the board has no impact on organizational performance are not included.

BOARD CHAIR PERCEPTIONS

- Positive impact on organizational performance: 80% (strong), 3% (weak)
- Negative impact on organizational performance: 0% (strong), 67% (weak)

CHIEF EXECUTIVE PERCEPTIONS

- Positive impact on organizational performance: 73% (strong), 5% (weak)
- Negative impact on organizational performance: 16% (strong), 50% (weak)

■ Strong understanding of board's roles & responsibilities
■ Weak understanding of board's roles & responsibilities

The board's understanding of roles and responsibilities is fundamental to the board's performance across the other areas of board responsibility. As Figure i4 demonstrates, boards that have a strong understanding of roles also tend to have stronger performance across all other performance areas.

FIG i4 HOW DO BOARDS THAT RATE WELL IN THEIR UNDERSTANDING OF THEIR ROLES AND RESPONSIBILITIES PERFORM IN OTHER AREAS OF BOARD WORK, WHEN COMPARED TO THEIR PEERS THAT DID NOT RATE WELL IN THEIR UNDERSTANDING OF THEIR ROLES AND RESPONSIBILITIES?[13]

Area of Board Performance Ratings Reported by Executives Based on a Four-Point Scale	Strong Understanding of Role (A or B)	Weak Understanding of Role (D or F)	Variance
Adopting and following a strategic plan	3.08	1.33	1.75
Thinking strategically as a board	3.09	1.42	1.66
Monitoring performance against strategic plan goals/objectives	2.82	1.22	1.59
Providing guidance and support to the chief executive	3.17	1.60	1.57
Evaluating the chief executive	2.81	1.26	1.56
Legal and ethical oversight	3.27	1.77	1.50
Level of commitment and involvement	3.12	1.68	1.44
Community-building and outreach	2.51	1.13	1.38
Monitoring legislative/regulatory issues that may impact org	2.17	0.87	1.30
Increasing the diversity of the board	2.06	0.83	1.23
Financial oversight	3.45	2.26	1.18
Fundraising	2.08	0.91	1.17
Understanding organization's mission	3.65	2.56	1.09
Knowledge of organization's programs	3.01	2.00	1.01

▶ Current Performance

Because there is a strong correlation between a board's understanding of its roles and responsibilities and its perceived impact on organizational performance, the board's performance is this area is especially important. The following section summarizes current board performance in this critical area.

WHAT WE FOUND	WHY IT MATTERS
Boards receive average grades on understanding their roles and responsibilities. Both executives and chairs give their boards a B grade when it comes to understanding their roles and responsibilities. Executives overall rating is 2.73 on a 4-point scale; chairs rate boards slightly higher at 2.96.	**Role definition and understanding is fundamental.** For any board to work effectively, it must be clear about what the work is. The data demonstrate that a board's understanding of its roles and responsibilities relates to strong board performance in other areas and the perceptions of the board's impact on organizational performance. Given that boards get a B grade in this area, and that 37 percent of executives and 25 percent of chairs give their boards a C grade or below in this area, it is clear that stronger orientation and ongoing education about the board's essential roles and responsibilities is a potentially high-leverage opportunity for board development.

13 These numbers are as reported by chief executives. The board chair results were very similar with the variances ranging from 1.90 for adopting and following a strategic plan down to 1.05 for legal and ethical oversight.

The Board as a Collaborative Team

Both board chair and chief executive responses indicate a strong relationship between perceived board impact on organizational performance and one particular area of board culture: **the extent to which the board functions as a collaborative team working toward a common goal.** However, as Figure i5 demonstrates, this relationship is much stronger according to executives versus chairs.

FIG i5 — **TO WHAT EXTENT IS THE BOARD A COLLABORATIVE TEAM?**

Strong performance is defined as an A or B grade and weak performance is defined as a D or F grade.

BOARD CHAIR PERCEPTIONS

	Board is a collaborative team.	Board is not a collaborative team.
Positive	97%	58%
Negative	0%	13%

EXECUTIVE PERCEPTIONS

	Board is a collaborative team.	Board is not a collaborative team.
Positive	90%	32%
Negative	1%	33%

━━━ Positive impact on organizational performance
━━━ Negative impact on organizational performance
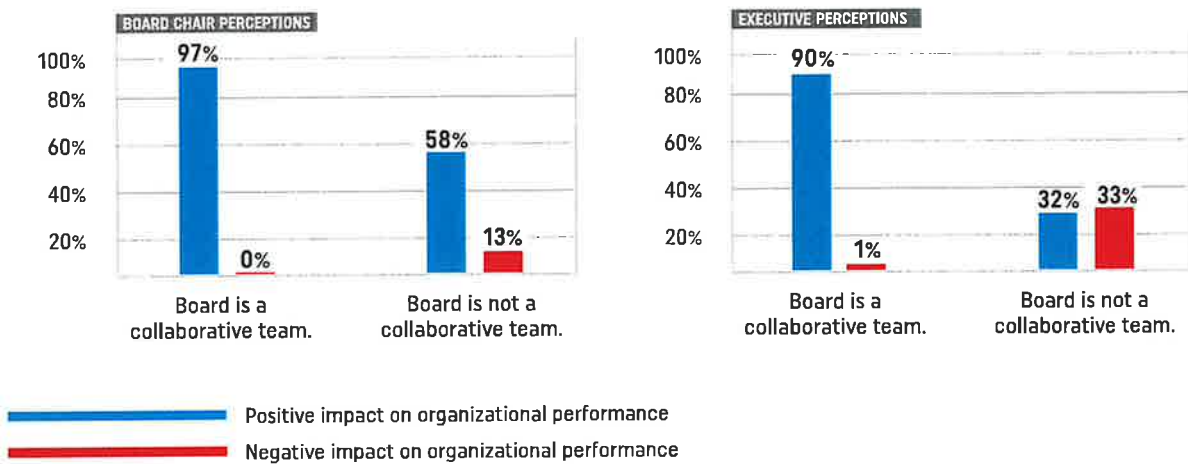
▶ **Current Performance**

This aspect of board culture clearly matters when it comes to the board's perceived impact on organizational performance. The following section summarizes current board performance is this area.

WHAT WE FOUND	**WHY IT MATTERS**
Executives and chairs have different perspectives on whether the board is a collaborative team working toward a common goal. Seventy-five (75) percent of executives and 86 percent of chairs agree their boards are collaborative teams working toward a common goal. While this is quite positive overall, it is one of the highest levels of disagreement between chairs and executives on all of the questions related to board culture (Figure C1, page 21).	**Boards should align themselves behind common goals and work together to achieve them.** Given the significance of this aspect of board culture and the relatively high levels of disagreement between chairs and executives, boards and executives may want to have a focused conversation about how the board is doing in this critical area. If together they identify room for improvement, building an action plan to ensure alignment around goals and working together as a team would be time well spent.

The Information Needed to Make Informed Decisions

Notably, there was only one board characteristic identified by board chairs as having a strong relationship to the board's impact on organizational performance that did not surface as strongly in chief executive responses: Board members receive the information in advance of meetings necessary to make informed decisions.

While the data cannot demonstrate causation, it is reasonable to assume from this finding that
· board chairs believe a board's impact on organizational performance is directly affected by the board receiving the information it needs to make informed decisions in advance of a board meetings
· chief executive responses demonstrate they do not place the same emphasis on the importance of board materials

▶ Current Performance

Acknowledging a disconnect in the perspectives between chairs and executives, *Leading with Intent* looks at both meeting preparedness and advance materials to benchmark current performance.

WHAT WE FOUND	WHY IT MATTERS
Board chairs and chief executives agree that too many board members are unprepared for meetings. More than a quarter (26 percent) of executives and nearly a fifth (18 percent) of board chairs report that board members are unprepared for board meetings.	**The explanation for why board members are unprepared is open to interpretation.** Executives rate board members lower than board chairs do on preparedness for meetings, but executives are more likely to state that board members receive the information they need to prepare for meetings (Figure i6). This — coupled with the feedback from chairs about the importance of receiving materials in advance — begs the question: Could chief executives have a blind spot about the materials and time needed to prepare adequately for meetings? Given this possibility, executives should reflect with the board chair on how effectively the board is being prepared to engage in board meetings and decision making, and what might need to change.

FIG i6 BOARD CHAIR AND EXECUTIVE PERSPECTIVES ON LEVEL OF PREPAREDNESS FOR BOARD MEETINGS

	Chairs	Executives	Variance
Board members are prepared for meetings...			
· To a great extent	29%	20%	9%
· To some extent	53%	54%	1%
· To a small extent or not done	18%	26%	8%
Board members receive the information they need in advance of meetings to make informed decisions...			
· To a great extent	78%	81%	3%
· To some extent	20%	15%	5%
· To a small extent or not done	2%	3%	1%

OPPORTUNITIES FOR REFLECTION

Leading with Intent identifies many opportunities for board development and reflection. As you consider how these opportunities relate to your board's people, culture, work, and impact, BoardSource offers the following suggestions for board reflection and consideration.

1 Help your board cultivate a deeper understanding of your organization's work.

Make it an ongoing priority to deepen your board's understanding of your organization's programs — what you do, why it matters, and how you know you are having an impact. To understand your starting point, reflect on the following questions with your governance committee members, or whichever group of board leaders has responsibility for board self-management:

1. To what extent do each of our board members understand our programs? Is the level of understanding strong enough to give us confidence about our ability as a board to make strategic decisions about our organization's future?
2. How effectively are we creating opportunities for board members to experience our programs and/or hear from those we serve? Does our approach to board education include enough "show," instead of just "tell"?
3. If our chief executive left the room during a board meeting, would board members be able to continue a robust discussion about what we have prioritized programmatically and why?

2 Create opportunities to build your board's comfort with and engagement in providing leadership outside of the boardroom.

Think strategically and creatively about how to position board members for stronger leadership outside the boardroom through fundraising, advocacy, and broader community outreach. Consider asking each board member to reflect on the following as part of a full board conversation or another appropriate forum:

1. What makes you proud about your affiliation with our organization? How do you know that our work matters? Why and how does it matter to you personally?
2. How many of the people in your life — family, colleagues, neighbors, or others — know about your board leadership with our organization? Fundraising aside, how comfortable are you talking with them about the work that we do and why it is important to you?
3. If elected officials and other decision makers in our community knew of your involvement with our organization, would they be more interested in learning about our organization's work? How could you leverage this connection to strengthen our organization's impact or defend it from potential funding or policy threats?
4. If our organization ceased to exist, what would be lost? If we were to significantly grow or expand our impact, what new reality could this create? How could each of our roles as advocates and fundraisers help prevent the former and create the latter?

For more on the board's advocacy role, visit standforyourmission.org.

3 Explore and define your organization's values as it relates to diversity, inclusion, and equity.

Start a conversation about what diversity means to your organization, and what a commitment to diversity, inclusion, and equity would look like for your board, your organization, and your work in the community. Consider the following questions as a part of a full board conversation:

1. Is our organization's reputation being negatively (or positively) impacted by our board's current composition vis-à-vis diversity? If someone were to make assumptions about our organizational values based on our board composition, what would they be likely to think?
2. How well are we cultivating a deeper understanding of the community or communities that we serve and bringing their perspectives, needs, feedback, and priorities into our strategic boardroom discussions? Are we ever at risk of making decisions without fully understanding how these decisions may affect those we serve?
3. If we were to make a deeper commitment to diversity, inclusion, and equity, what would that mean for our mission, our work, and the people we serve?

For more on the board's leadership role on issues related to diversity, inclusion, and equity, visit boardsource.org/initiatives/diversity-equity-inclusion.

4 Check in regularly on how well your board understands — and is fulfilling — its roles and responsibilities.

Ensure that every board member starts his or her service with a firm understanding of his or her roles and responsibilities — both what they are and what they aren't — and continually reinforce the importance of role understanding throughout every member's service. Reflect on the following as a part of a governance and/or executive committee meeting:
1. How confident are we that each board member has a firm understanding of the board's responsibilities and governing role?
2. How effectively is our board leveraging its leadership for oversight, strategic and adaptive work, and external leadership and ambassadorship? Are we over- or under-emphasizing any of these categories or work? What would the ideal balance look like for us as a board?
3. If we are veering toward micromanagement in a board conversation, do we have the understanding, culture, and leadership among our board members that enable us to self-identify that and recalibrate in the moment, or would it go unchecked or rely on the executive to say something?
4. What mechanism do we have for regularly reflecting on our overall performance as a board, and how well we are fulfilling our leadership roles both within and outside of the boardroom?

5 Invest in the board's culture.

Work to cultivate a board culture of trust, respect, and mutual accountability within your board by creating opportunities for your members to engage with each other in a way that deepens their understanding of each other and their shared commitment to the organization's work. Reflect on the following as a part of a governance committee meeting or a conversation between the board chair and executive:
1. Who is involved in the board's decision making? Is it a full board activity? Or are smaller groups of power (e.g., executive committee) making decisions before or after board meetings? How does this affect our culture, and the trust and openness between board members?
2. Does the way that we facilitate board meetings encourage thoughtful discussion and deliberation? Are we closer to debating things too much or too little? How does this affect our ability to make well-considered decisions and move forward as a collective leadership body?
3. To what extent have our board members cultivated relationships with each other that enable them to trust and respect each other, even when they disagree?

DATA AT-A-GLANCE*

	ALL	Budget Size			Type				Service Area			
		Small < $1 million	Medium $1 – 9.9 million	Large $10+ million	Charity	Foundation	Association	Other	Local	Regional within state/ State	Multistate/ National	Inter-national
Number of Responding Organizations	1,378	552	620	138	879	111	122	266	536	494	194	90
BOARD STRUCTURE												
Average board size	15.3	13.1	16.9	17.5	15.3	13.5	16.9	15.2	15.2	16.3	14.1	13.8
Have 3-year terms for board members	61%	57%	64%	60%	64%	55%	48%	58%	62%	64%	52%	58%
Limit board members to 3 or fewer consecutive terms	66%	61%	69%	71%	68%	66%	60%	63%	66%	68%	63%	59%
Do not limit consecutive terms for board members	28%	33%	24%	22%	27%	27%	31%	31%	29%	26%	28%	33%
Chief executive is a non-voting member of the board	38%	37%	41%	33%	38%	23%	45%	42%	40%	36%	40%	37%
Chief executive is a voting member of the board	13%	16%	10%	11%	14%	16%	10%	11%	12%	10%	19%	22%
BOARD PRACTICES												
Written vision statement	84%	80%	86%	88%	84%	79%	81%	88%	82%	87%	84%	76%
Written job description for the chief executive	89%	83%	93%	97%	89%	89%	89%	89%	89%	90%	86%	89%
Conduct a annual written board performance evaluation for the chief executive	60%	47%	68%	79%	58%	67%	67%	63%	59%	60%	67%	56%
Conducted a formal, written board assessment in past 3 years	45%	35%	51%	63%	48%	38%	44%	41%	43%	47%	50%	39%
Actively work to educate policy makers	52%	47%	53%	73%	51%	51%	62%	54%	48%	61%	48%	45%
Written public protocol for advocacy	15%	11%	17%	27%	16%	14%	20%	12%	12%	20%	14%	10%
Written public policy or advocacy policy agenda	13%	8%	15%	26%	11%	11%	28%	12%	9%	18%	13%	8%
Budget for board professional development/education	37%	36%	38%	38%	35%	48%	43%	38%	36%	39%	38%	35%
Pay board members a salary	1%	1%	1%	0%	1%	3%	1%	1%	1%	0%	2%	1%
Pay board members an honorarium	1%	1%	2%	3%	0%	5%	3%	3%	1%	1%	2%	5%
Reimburse board members for travel expenses	19%	11%	21%	39%	13%	33%	45%	20%	9%	17%	40%	41%
Organization engages in fundraising	86%	91%	85%	76%	95%	58%	53%	83%	91%	87%	76%	74%
Require board members to make a personal monetary contribution to the organization	59%	60%	58%	54%	69%	36%	19%	51%	63%	59%	55%	33%
The board actively participates in fundraising versus relying mostly on the CEO and staff	40%	40%	41%	36%	42%	36%	31%	35%	42%	39%	38%	33%
Expectations related to fundraising are clearly explained during recruitment	67%	64%	70%	65%	70%	64%	46%	62%	67%	67%	71%	50%

ACCOUNTABILITY POLICIES & PRACTICES (% of boards that have/do)	ALL	Small < $1 million	Medium $1 – 9.9 million	Large $10+ million	Charity	Foundation	Association	Other	Local	Regional within state/ State	Multistate/ National	Inter-national
Conduct an annual external audit	83%	65%	95%	98%	85%	81%	72%	82%	82%	86%	82%	76%
Meet as a full board or as a committee of the board with auditors	64%	39%	79%	96%	66%	63%	49%	64%	63%	67%	66%	53%
Meet as a full board or as a committee of the board with auditors without staff present	26%	9%	33%	61%	24%	32%	21%	30%	22%	28%	33%	20%
Distribute Form 990 to board before filing	79%	73%	83%	87%	83%	70%	72%	72%	82%	76%	79%	80%
Post Form 990 to own Web site	38%	27%	46%	48%	44%	39%	24%	24%	38%	40%	36%	31%
Post financial statements to own Web site	29%	19%	35%	39%	31%	34%	24%	19%	25%	30%	30%	42%
Directors and officers liability insurance	93%	88%	96%	98%	94%	91%	93%	91%	94%	94%	93%	85%
Written conflict of interest policy	94%	90%	97%	98%	94%	96%	94%	94%	95%	93%	95%	95%
Require board members to sign conflict of interest policy and annual disclosure form	85%	77%	89%	98%	86%	92%	79%	82%	86%	85%	85%	83%
Whistleblower policy	78%	64%	87%	94%	81%	77%	68%	72%	78%	79%	77%	72%
Statement of ethics	59%	52%	60%	76%	57%	58%	56%	65%	54%	64%	59%	57%
Document retention and destruction policy	73%	60%	81%	85%	75%	74%	66%	68%	73%	75%	71%	61%
Written strategic plan	84%	77%	89%	90%	86%	71%	81%	83%	82%	87%	82%	80%
Written job descriptions for board members	71%	70%	71%	74%	73%	66%	69%	66%	74%	71%	65%	59%
Written succession plan for the chief executive	27%	17%	31%	50%	28%	23%	24%	28%	26%	30%	28%	20%
Document meetings held and actions taken by the board and each of its committees	89%	85%	92%	95%	89%	83%	90%	88%	88%	90%	89%	90%
Written protocols governing the security of PII (personally identifiable information)	32%	21%	36%	58%	31%	28%	27%	39%	29%	38%	28%	28%
BOARD MEETINGS												
Average number of times full board met in past 12 months	7.32	7.78	7.11	6.49	7.59	6.16	5.68	7.62	8.45	7.21	5.38	5.30
Boards that have 5 or fewer meetings per year	33%	28%	35%	42%	28%	55%	64%	27%	17%	32%	64%	71%
Boards whose meetings average less than 3 hours	84%	91%	81%	72%	90%	73%	51%	87%	97%	87%	59%	49%
Boards that have an annual board retreat	42%	36%	45%	49%	43%	37%	48%	38%	39%	45%	40%	41%
Percentage of average board meeting time given to strategic / generative work	40%	39%	40%	42%	39%	37%	46%	40%	38%	39%	45%	41%
Boards that use a board portal to a great extent	22%	15%	23%	42%	20%	32%	34%	20%	17%	23%	26%	31%

* All of the data at a glance is as reported by the chief executive of the organization. The number of respondents may vary by question depending on how many answered the question. For more information on the data, view the full Leading with Intent Report available at http://leadingwithintent.org.

	ALL	Budget Size			Type				Service Area			
		Small < $1 million	Medium $1 - 9.9 million	Large $10+ million	Charity	Foundation	Association	Other	Local	Regional within state/ State	Multistate/ National	Inter-national
COMMITTEES												
Average number of permanent committees	4.5	4.0	4.7	5.3	4.4	4.2	6.3	4.4	4.5	4.6	4.2	4.6
Have written charters for committees	47%	32%	55%	71%	47%	50%	50%	45%	41%	49%	57%	51%
Executive Committee	76%	73%	79%	77%	78%	68%	81%	72%	78%	77%	74%	66%
Finance & Audit Committee	45%	37%	53%	43%	46%	33%	31%	45%	43%	48%	45%	41%
Finance Committee (separate from Audit)	31%	29%	29%	43%	30%	32%	35%	29%	32%	30%	26%	32%
Audit Committee (separate from Finance)	16%	5%	20%	42%	15%	28%	21%	13%	14%	18%	19%	20%
Governance & Nominating Committee	41%	30%	48%	51%	43%	36%	26%	40%	39%	44%	43%	30%
Governance Committee (separate from Nominating)	9%	10%	8%	7%	8%	8%	15%	7%	7%	10%	11%	7%
Nominating Committee (separate from Governance)	21%	20%	20%	25%	18%	18%	43%	20%	21%	18%	19%	34%
Fundraising/Development Committee	53%	53%	56%	43%	61%	34%	17%	51%	60%	54%	40%	41%
BOARD PERFORMANCE												
Board has a "very positive" impact on organization's performance	28%	28%	26%	38%	26%	39%	32%	31%	29%	27%	29%	34%
Regularly monitors the organization's progress against the strategic plan goals	66%	55%	73%	80%	65%	65%	71%	69%	62%	70%	67%	68%
Ensures that the organization's programs or impact are assessed	62%	55%	66%	72%	63%	59%	55%	61%	61%	64%	61%	59%
Key Board Performance Areas (% received A or B grades from CEO)												
Understanding your organization's mission	87%	84%	88%	93%	87%	88%	86%	86%	86%	87%	89%	92%
Thinking strategically as a board	61%	55%	64%	71%	61%	66%	62%	59%	62%	60%	59%	62%
Adopting and following a strategic plan	59%	51%	64%	71%	59%	54%	67%	60%	60%	58%	58%	64%
Understanding the board's roles and responsibilities	63%	57%	66%	75%	63%	63%	66%	64%	62%	66%	62%	61%
Level of commitment and involvement	64%	56%	67%	79%	63%	74%	68%	60%	63%	64%	63%	68%
Knowledge of your organization's programs	63%	64%	62%	62%	62%	72%	65%	64%	63%	62%	62%	69%
Fundraising	24%	24%	23%	27%	27%	26%	13%	16%	27%	24%	16%	22%
Providing guidance and support to the chief executive	64%	59%	67%	72%	64%	68%	68%	63%	65%	64%	63%	65%
Evaluating the chief executive	52%	40%	58%	66%	50%	57%	52%	55%	49%	52%	54%	57%
Legal and ethical oversight	68%	59%	71%	84%	67%	72%	65%	68%	64%	72%	69%	66%
Financial oversight	78%	68%	83%	93%	77%	84%	75%	79%	77%	81%	75%	70%
Monitoring legislative and regulatory issues that have the potential to impact the organization	25%	22%	25%	36%	21%	34%	45%	26%	19%	31%	27%	29%
Increasing the diversity of the board	23%	21%	23%	27%	21%	33%	24%	23%	20%	25%	20%	32%
Community-building and outreach	38%	39%	36%	36%	36%	52%	38%	38%	39%	40%	29%	35%
Monitoring organizational performance and impact against strategic plan goals or objectives	49%	39%	54%	64%	47%	49%	53%	51%	46%	49%	51%	62%
Key Board Chair Performance Areas (% received A or B grades from CEO)												
Fosters an environment that builds trust among board members	79%	77%	81%	82%	79%	83%	75%	80%	78%	80%	84%	76%
Encourages board members to frame and discuss strategic questions	72%	70%	73%	77%	73%	71%	70%	72%	71%	71%	78%	68%
Establishes clear expectations of board service	63%	58%	66%	71%	64%	60%	57%	63%	63%	64%	62%	61%
Is able to resolve conflict, build consensus, and reach compromise	73%	70%	76%	73%	74%	68%	73%	73%	73%	72%	76%	74%
Cultivates a productive, constructive partnership with the chief executive	84%	82%	86%	85%	85%	85%	80%	83%	84%	83%	87%	81%
BOARD CULTURE												
We have a clear vision that inspires me to work with enthusiasm and commitment.	85%	81%	87%	90%	84%	89%	86%	86%	85%	85%	87%	80%
I see a clear linkage between board priorities and organizational goals.	79%	74%	82%	85%	79%	82%	75%	80%	77%	81%	80%	82%
Our board members share clearly articulated core values that guide decision making, even though members may disagree on details.	76%	74%	77%	80%	77%	72%	68%	78%	73%	77%	81%	79%
The board is able to resolve internal conflicts in a professional, positive way, allowing progress to be made.	82%	80%	83%	88%	83%	83%	80%	82%	83%	83%	80%	80%
The majority of board members is actively engaged in overseeing and governing the organization.	71%	65%	73%	83%	71%	75%	70%	70%	69%	74%	70%	67%
Board members appropriately balance short-term and long-term needs.	64%	60%	65%	80%	66%	63%	63%	62%	64%	66%	61%	64%
Board members have the interests of the organization uppermost in discussions, rather than the interests of their personal agendas.	85%	81%	86%	92%	86%	81%	77%	84%	84%	85%	83%	88%

CONTINUED

	ALL	Small <$1 million	Medium $1-9.9 million	Large $10+ million	Charity	Foundation	Association	Other	Local	Regional within state/State	Multistate/ National	Inter-national
Budget Size					**Type**				**Service Area**			
BOARD CULTURE (Continued)												
Board members listen attentively and respectfully to each other.	90%	88%	91%	95%	91%	93%	87%	91%	90%	91%	90%	91%
The board encourages, supports, and listens to creative and innovative suggestions.	88%	86%	88%	92%	88%	85%	83%	90%	86%	88%	87%	90%
The board is adaptable in the face of changes in the environment, funding levels, etc., in order to sustain the mission and organization.	79%	74%	81%	92%	79%	87%	79%	79%	79%	82%	76%	75%
Board members' own further learning and growth about the organization and the board's work is a high priority.	52%	48%	54%	62%	52%	47%	57%	55%	49%	55%	52%	63%
Our board is a collaborative team that works well together toward a common goal.	75%	73%	76%	82%	74%	78%	75%	78%	74%	77%	75%	73%
There is honest communication between board members.	79%	77%	81%	82%	79%	85%	75%	80%	78%	81%	80%	78%
Success is celebrated on the board.	80%	80%	80%	77%	79%	82%	82%	79%	78%	81%	82%	80%
Board members share accountability and take collective responsibility for failures and mistakes.	55%	55%	54%	65%	54%	58%	66%	55%	51%	59%	58%	58%
Our board has social time specifically for its members.	49%	45%	49%	58%	45%	58%	68%	49%	42%	46%	66%	68%
The board continuously raises the bar by encouraging higher performance from its members and from the organization.	45%	42%	45%	56%	44%	47%	51%	45%	43%	47%	45%	49%
Most board members are eager to stay on the board for the maximum time allowed in the bylaws.	79%	73%	82%	91%	77%	88%	79%	83%	78%	79%	82%	81%
DIVERSITY & INCLUSION												
Made explicit and discussed the benefits of diversity and inclusivity of the board, as it pertains to your mission	70%	66%	71%	81%	72%	67%	63%	67%	68%	71%	70%	74%
Agreed that it is important to incorporate diversity and inclusion into the organization's core values	76%	76%	75%	79%	75%	64%	78%	80%	77%	76%	73%	76%
Developed a detailed plan of action for the board to become more inclusive, including measures of progress	18%	15%	19%	19%	18%	16%	21%	17%	13%	21%	17%	24%
Encouraged resources be allocated to support recruitment of diverse board leaders and to inspire board service	17%	16%	17%	25%	17%	17%	20%	17%	12%	18%	21%	33%
Modified organizational policies and procedures to be more inclusive	29%	29%	28%	38%	29%	25%	27%	29%	27%	31%	31%	27%
Conducted diversity training for staff and board members	21%	15%	23%	38%	22%	11%	13%	25%	20%	24%	18%	16%
Evaluated and modified recruitment efforts specifically to reach potential members from diverse backgrounds	48%	45%	50%	55%	48%	55%	46%	44%	48%	48%	49%	54%
Have a written diversity and inclusion statement	44%	41%	46%	51%	46%	34%	34%	47%	43%	49%	40%	33%
Make demographics a high priority in board recruitment	24%	19%	27%	28%	25%	23%	21%	22%	23%	26%	23%	19%
Chief Executive Demographics												
Gender: Female	72%	77%	69%	62%	73%	73%	69%	69%	76%	72%	60%	60%
Male	28%	23%	31%	38%	27%	27%	31%	31%	24%	28%	40%	40%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Ethnicity: Hispanic or Latino (any race)	3%	2%	3%	4%	2%	7%	3%	4%	3%	3%	1%	2%
Not Hispanic or Latino (any race)	97%	98%	97%	96%	98%	93%	97%	96%	97%	97%	99%	98%
Race: American Indian or Alaska Native	0%	0%	1%	0%	0%	0%	1%	0%	0%	0%	1%	1%
Black/African-American	4%	4%	4%	4%	5%	4%	4%	3%	5%	3%	6%	2%
Asian	2%	2%	1%	0%	2%	2%	2%	1%	1%	1%	5%	5%
Caucasian	90%	90%	89%	94%	90%	89%	89%	90%	91%	92%	84%	86%
Native Hawaiian or Pacific Islander	0%	1%	0%	0%	1%	0%	0%	0%	0%	0%	1%	0%
Two or more races	2%	1%	2%	1%	1%	3%	2%	2%	2%	2%	1%	5%
Other	2%	1%	2%	1%	1%	3%	2%	4%	1%	2%	2%	1%
Age: Under 40	11%	17%	7%	3%	13%	9%	10%	7%	13%	10%	7%	13%
40-49	20%	20%	22%	12%	19%	23%	24%	18%	20%	16%	28%	24%
50-64	56%	51%	59%	67%	57%	51%	55%	59%	56%	59%	55%	48%
65 or older	13%	12%	12%	18%	11%	17%	12%	17%	11%	15%	10%	14%

CONTINUED

	ALL	Budget Size			Type				Service Area			
		Small < $1 million	Medium $1 – 9.9 million	Large $10+ million	Charity	Foundation	Association	Other	Local	Regional within state/State	Multistate/ National	Inter-national
Board Chair Demographics												
Gender: Female	42%	44%	42%	32%	41%	33%	48%	45%	45%	41%	36%	40%
Male	58%	55%	58%	67%	59%	67%	52%	55%	55%	59%	64%	60%
Other	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%
Ethnicity: Hispanic or Latino (any race)	3%	3%	3%	3%	3%	7%	6%	2%	3%	3%	3%	5%
Not Hispanic or Latino (any race)	97%	97%	97%	97%	97%	93%	94%	98%	97%	97%	97%	95%
Race: American Indian or Alaska Native	1%	1%	1%	1%	1%	0%	2%	2%	1%	1%	2%	2%
Black/African-American	5%	5%	5%	6%	5%	1%	4%	5%	5%	5%	5%	8%
Asian	2%	2%	2%	3%	2%	3%	2%	2%	2%	1%	4%	8%
Caucasian	90%	90%	90%	90%	90%	95%	89%	88%	90%	92%	87%	82%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%
Two or more races	1%	1%	1%	0%	0%	1%	1%	0%	1%	0%	1%	0%
Other	1%	1%	1%	1%	2%	0%	2%	2%	2%	1%	2%	0%
Age: Under 40**	10%	14%	8%	1%	10%	4%	12%	10%	12%	9%	5%	13%
Board Members (Voting) Demographics												
Gender: Female	48%	50%	47%	41%	48%	45%	47%	47%	48%	48%	45%	44%
Male	52%	50%	53%	59%	52%	55%	53%	53%	52%	51%	55%	56%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Ethnicity: Hispanic or Latino (any race)	5%	4%	5%	6%	4%	7%	6%	5%	5%	5%	4%	3%
Not Hispanic or Latino (any race)	95%	96%	95%	94%	96%	93%	94%	95%	95%	95%	96%	97%
Race: American Indian or Alaska Native	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	0%
Black/African-American	8%	8%	7%	9%	8%	6%	6%	8%	8%	8%	8%	5%
Asian	3%	3%	3%	2%	3%	4%	4%	2%	3%	2%	4%	8%
Caucasian	84%	84%	84%	84%	84%	85%	86%	84%	84%	85%	84%	83%
Native Hawaiian or Pacific Islander	0%	0%	1%	0%	0%	0%	0%	1%	0%	1%	0%	0%
Two or more races	1%	1%	1%	0%	1%	1%	1%	1%	1%	0%	1%	1%
Other	3%	3%	3%	2%	3%	3%	2%	4%	3%	2%	2%	3%
Age: Under 40	17%	21%	16%	9%	18%	9%	16%	16%	18%	17%	13%	14%
40-49	26%	25%	28%	24%	27%	20%	29%	25%	27%	26%	25%	24%
50-64	41%	38%	42%	47%	41%	46%	45%	40%	39%	41%	43%	45%
65 or older	16%	16%	15%	21%	15%	25%	10%	19%	15%	16%	19%	17%

Chief Executive Satisfaction with Level of Board Diversity (% extremely or somewhat satisfied)	ALL	Small < $1 million	Medium $1 – 9.9 million	Large $10+ million	Charity	Foundation	Association	Other	Local	Regional within state/State	Multistate/ National	Inter-national
Age	49%	48%	52%	40%	50%	46%	55%	44%	53%	52%	36%	46%
Gender	53%	52%	56%	51%	54%	57%	52%	50%	54%	55%	49%	59%
Race	18%	16%	18%	19%	17%	26%	19%	16%	16%	20%	15%	19%
Diverse socioeconomic status	22%	21%	22%	26%	21%	24%	21%	27%	23%	22%	18%	24%
LGBTQ	13%	13%	14%	13%	12%	14%	14%	17%	12%	15%	13%	17%
Persons with a disability	10%	11%	9%	11%	9%	9%	6%	14%	10%	11%	7%	10%
CHIEF EXECUTIVES												
First-ever nonprofit CEO position	66%	72%	64%	52%	66%	59%	61%	71%	69%	63%	63%	76%
Plan on leaving in next 3 years	26%	29%	25%	18%	27%	23%	34%	22%	25%	27%	26%	28%
Have a written job contract	31%	32%	27%	45%	28%	41%	49%	29%	28%	32%	35%	37%
Are "extremely satisfied" with their job	46%	36%	51%	59%	45%	46%	45%	51%	44%	46%	51%	47%
Report board has an "extremely positive" impact on their overall job satisfaction	30%	25%	31%	40%	28%	36%	34%	33%	29%	28%	32%	39%
FUNDING SOURCES (% of total revenue)												
Earned Income	32%	29%	34%	33%	26%	12%	70%	41%	26%	30%	43%	48%
Contributed Revenue	42%	53%	37%	22%	50%	46%	16%	28%	47%	39%	38%	45%
Government Funding	20%	15%	23%	32%	22%	4%	9%	28%	22%	26%	10%	3%
Investments	6%	3%	6%	13%	3%	37%	4%	3%	5%	6%	9%	4%

**The survey of board chairs did not include organizational characteristics around budget size, type, or service area. CEOs were asked to share demographics on board chairs in certain categories, including whether their board chair was under 40 years of age.

APPENDIX

Characteristics of Participating Organizations

The respondent pool represents a cross-section of nonprofit organizations based on budget size and geographic service area (see Figure A1), as well as on missions (see Figure A3). Participating organizations are well distributed geographically and come from all 50 states. The respondents also include 34 non-U.S.-based organizations (see Figure A4).

FIG A1 ORGANIZATION TYPE, BUDGET SIZE, AND GEOGRAPHIC SERVICE AREA

Annual Operating Budget	% of Respondents
Small - Less than $1 million	40%
Medium - $1 million to $9.9 million	45%
Large - $10 million and more	10%
Not specified	5%

Geographic Service Area	% of Respondents
Local	39%
State - Statewide or regional within a state	36%
National - Regional across multiple states or national	14%
International	7%
Not specified	4%

Type of Organization	% of Respondents
Charity - Public charity	64%
Association - Association or professional society/trade association	8%
Foundation - Private, independent, community, public, operating, or other	9%
Other - Includes schools/universities and governmental agencies	19%

Year Founded	% of Respondents
Before 1949	15%
1950-1974	21%
1975-1999	41%
2000-2016	18%
Not specified	5%

FIG A2 ORGANIZATION MISSION AREA

Mission Area	% of Respondents
Human Services	16%
Education	12%
Arts, Culture and Humanities	9%
Youth Development	8%
Health Care	8%
Housing and Shelter	6%
Philanthropy, Voluntarism and Grant-making Foundations	5%
Community Improvement and Capacity Building	4%
Mental Health and Crisis Intervention	3%
Environment	3%
Animal-Related	2%

Mission Area	% of Respondents
Diseases, Disorders, and Medical Disciplines	2%
Food, Agriculture and Nutrition	2%
Public and Societal Benefit	2%
Civil Rights, Social Action, and Advocacy	2%
Recreation and Sports	2%
Religion-related	2%
Employment	1%
Science and Technology	1%
International, Foreign Affairs and National Security	1%
Other	11%

FIG A3 LOCATION OF RESPONDING ORGANIZATIONS *SORTED FROM MOST TO LEAST RESPONDENTS*

State	% of Respondents
CA	9.2%
TX	5.4%
IL	4.6%
FL	4.5%
NY	4.4%
MI	4.4%
VA	4.3%
IN	3.8%
PA	3.4%
OH	3.4%
WA	3.4%
NC	2.8%
WI	2.8%
Outisde US	2.8%
AZ	2.7%
MA	2.7%
MN	2.5%

State	% of Respondents
CO	2.5%
MD	2.1%
DC	2.1%
GA	2.0%
IA	1.9%
MO	1.9%
OR	1.6%
CT	1.5%
NJ	1.3%
SC	1.2%
ME	1.1%
OK	1.1%
TN	1.1%
KY	1.0%
NE	1.0%
AR	0.9%
LA	0.8%

State	% of Respondents
NH	0.8%
AL	0.7%
KS	0.7%
AK	0.7%
HI	0.7%
MT	0.7%
NM	0.7%
WY	0.6%
UT	0.5%
DE	0.4%
NV	0.4%
ND	0.2%
ID	0.2%
MS	0.2%
RI	0.2%
SD	0.2%
WV	0.1%

FIG A4 PROFILE OF RESPONDING CHIEF EXECUTIVES

Average tenure in position	8 years
Median compensation	$89,000
First-time chief executive	66%
Serves as a member of the board (voting)	13%
Serves as member of the board (non-voting)	38%
Does not serve as a member of the board	49%
Written employment contract	31%

FIG A5 BOARD SERVICE OF BOARD CHAIR RESPONDENTS

		% of Respondents
	1 Nonprofit Boad	28%
	2 Nonprofit Boards	15%
Other Board Service	3+ Nonprofit Boards	10%
	Corporate	7%
	Other	10%

		Median
Years of Service to Organization	As Board Members	5 years
	As Chair	2 years

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January 2021

LEADINGAGE
2021 Policy Action Forum
JANUARY 27 2021 2 p.m. ET

You have relied on LeadingAge throughout the COVID-19 pandemic for insight and advocacy around critical federal policy issues. Join us at a live virtual 2021 Policy Action Forum on **January 27 at 2:00 p.m. ET** to get an inside view of how Washington, DC politics influence progress, as a new Congress and Administration come into power. In addition, hear from LeadingAge leadership about the path for advocacy and policy in the year ahead.

Special guest and health policy expert, Dr. Adaeze Enekwechi, will offer a primer on how politics and progress are shaped by what matters most to people, policymakers, and stakeholders as well as sharing her perspective on what the transition of power in Washington means for our field.

playbook.leadingage.org

LeadingAge members and their dedicated staff have developed critical strategies to navigate during a pandemic. We have gathered and analyzed that collective intelligence for today and the future.

The Pandemic Playbook will guide aging services providers in preparing for and mitigating the impact of this and any future pandemic-like event by applying lessons learned this year. This interactive, web-based tool is filled with a curated set of successful strategies, links, videos, images, podcasts, and resources from across the field.

Playbook users can explore topics ranging from management and workforce issues to infection control and the importance of physical/psychological wellness of staff and residents. For ease of use, there is a Search function to expedite topic-specific research.

For additional information, please contact Nancy Hooks at nhooks@leadingage.org.

*Leading**Age***

COVID-19 Member Calls – Now on Monday, Wednesday & Thursday

As the pandemic continues to evolve, we are mindful that your organizational priorities are evolving as well. As of this month, we are expanding member update calls to Mondays, Wednesdays and Thursdays at 3:30 pm EST.

Register here to join us for legislative, regulatory, and operational information from the policy team, LeadingAge members, and other subject matter experts. Need to miss a session? The podcast series, LeadingAge Coronavirus Spotlights, features the guest presentations from the live daily online updates.

LeadingAge Members-Only Nursing Home Testing Toolkit

The first in a new series of toolkits developed with Pathway Health is available exclusively to members of LeadingAge. The Testing Toolkit has 13 sections focusing on testing policies, learning and leadership, competencies, pre- and post-testing, outbreak investigation, swabbing collection, and billing.

These COVID-19 Nursing Home Toolkits and Resources are for LeadingAge members only, and can be adapted as appropriate to reference relevant state laws or regulations.

Toolkit for HUD Section 202 Providers in the CDC Pharmacy Partnership for Long-term Care Program

Many HUD Section 202 communities are participating in the CDC's Pharmacy Partnership for Long Term Care Program, which aims to facilitate safe and efficient on-site COVID-19 vaccination clinics at certain long term care communities, including Section 202 communities. Through this program, staff and residents will have an opportunity to get vaccinated on site. Go to: https://leadingage.org/sites/default/files/Vaccine%20Toolkit%20Affordable%20Housing_0.pdf

New, Strategic Consulting Services for LeadingAge Members

LeadingAge Consulting offers members access to deeper levels of direct support through strategic consulting and technical assistance engagements with the help of a team of trusted and reliable specialists. The first partner in the consulting program is ATI Advisory, a research and advisory services firm working to transform the delivery of health care and aging services for older adults. They help provider organizations like LeadingAge members to evaluate market opportunities and assess options for developing new partnerships, capabilities, and risk-arrangements. Learn more about LeadingAge Consulting and working with ATI.

LTSS Center COVID-19 Research Summaries

The LeadingAge LTSS Center @UMass Boston is sharing research studies and research-based articles focusing on how the coronavirus pandemic is affecting older adults and the people who care for them. Check out our brief summaries of the latest data and analysis, including these recently posted articles:

- Reimagining Nursing Homes in the Wake of COVID-19

- Stemming the Tide of COVID-19 Infections in Massachusetts Nursing Homes
- A Post-COVID Aging Agenda

LeadingAge Annual Meeting 2021 Call for Sessions is Now Open

Do you have an idea for a session that should be part of next year's Annual Meeting? Submit your ideas for consideration through our online call for sessions form. This year, an organization can submit a maximum of one proposal and the submission deadline is January 25, 2021. Learn more and submit your proposal today.

New Insights and Tools from LeadingAge

LeadingAge staff experts are developing essential advocacy, guidance/tools, and curating the most relevant resources for aging services providers on COVID-19 and beyond, including:

- An Hour with Walgreen's Vaccine Distribution Program – LeadingAge Webinar Summary

- COVID-19 Vaccination Clinics: Members' Insights from Week One

- FAQs and Resources on COVID-19 Vaccines and Vaccinations

- LeadingAge Submits Concerns, Recommendations for Housing Credit Average Income Test

- Toolkit for HUD Section 202 Providers in the CDC Pharmacy Partnership for Long-term Care

Program

A complete timeline of insights, tools, and useful COVID-19 links is available here, so you'll never miss an update.

The Mentor's Voice Podcast

The Mentor's Voice provides students and young professionals an opportunity to candidly learn from leaders in the field of aging. The goal is to disseminate wisdom and knowledge to emerging leaders and to inspire and inform their career journey. The Mentor's Voice is brought to you by LeadingAge and supported by Markentum. We encourage you to share this with new staff, interns, and students.

LeadingAge National News

February 2021

Tell Us About Your Diversity and Inclusion Practices

LeadingAge is embarking on a major initiative, called for in our newly adopted strategic plan, to help members achieve greater diversity in their organizations.

We know that the more diverse our organizations are, the more successful they will be in carrying out their missions. And, organizations with high diversity in staff and governance outperform those that are less diverse.

On January 19, 2021, LeadingAge sent multi-site organizations and life plan communities a 5-minute survey to help us gauge their current reality and practices with respect to diversity and inclusion. We plan to use the survey results to begin charting our strategy to develop resources and supports to help LeadingAge members who are striving to make their organizations more inclusive. Please check your Inbox - the deadline for completion is February 6, 2021.

Welcome VNAA and ElevatingHOME to LeadingAge!

As of February 1, 2021, we officially welcome ElevatingHOME and the Visiting Nurse Associations of America members to LeadingAge. The addition makes our membership richer than ever. Together, we are a community of more than 5,000 care providers that encompasses the continuum of services for people as they age, including those with disabilities.

We are united in a collective commitment to providing quality care and service—with innovation, integrity, and accountability to our workforce and our communities.

CEO/ED Roundtable: Ethics and Equity in a Pandemic

Join us Thursday, February 25th at 11:30 a.m. ET for a highly interactive event will address the ethical impact of the coronavirus pandemic on aging services and society in general. Ethics expert Dr. Michael Gillette will help us explore equity issues, allocation challenges and the tension between individual autonomy and public health. Register today.

LeadingAge Pandemic Playbook
playbook.leadingage.org

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LEADINGAGE
2021 Policy Action Forum
JANUARY 27 2021 2 p.m. ET

Missed it last month? You can still see it!

Last week, LeadingAge members from across the country joined the 2021 Policy Action Forum and discussed the national advocacy plans for this year. As we look to the future, it has never been more important for us to raise our voices in support of federal policies that support older adults and aging services providers. Raise your voice TODAY by asking your members of Congress to support a new COVID-19 relief bill that prioritizes older adults and those who care for them! Listen to the recording of the 2021 Policy Action Forum. Read LeadingAge president and CEO Katie Smith

Sloan's message on making 2021 a new beginning for older Americans and the need for real relief that prioritizes older adults across the continuum.

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Promoting Person-Centered Care: A Toolkit for Policymakers

A new toolkit from the LeadingAge LTSS Center @UMass Boston outlines steps that policymakers at the state level can take to implement a pay-for-performance (P4P) program that uses Medicaid funds to promote person-centered care in nursing homes. Using Medicaid Funds to Promote Person-Centered Care in Nursing Homes: A Toolkit for Policymakers focuses on lessons learned from implementation of the Promoting Excellent Alternatives in Kansas Nursing Homes (PEAK 2.0), a program that helps Kansas nursing homes implement person-centered care.

New Insights and Tools from LeadingAge

LeadingAge staff experts are developing essential advocacy, guidance and tools, and curating the most relevant resources for aging services providers on COVID-19 and beyond, including:

- LeadingAge Calls for Rent Relief for Older Adults
- Nursing Home Weekly: Recap of LeadingAge Update
- Senior Housing Weekly: Recap of LeadingAge Updates
- Vaccination Clinic Tips and Tools for Housing Providers
- Interview with Dr. Nimalie Stone (CDC) January 28, 2021
- FAQs and Resources on COVID-19 Vaccines and Issues Surrounding Vaccinations

A complete timeline of insights, tools, and useful COVID-19 links is available here, so you'll never miss an update.

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The Mentor's Voice provides students and young professionals an opportunity to candidly learn from leaders in the field of aging. The goal is to disseminate wisdom and knowledge to emerging leaders and to inspire and inform their career journey. The Mentor's Voice is brought to you by LeadingAge and supported by Markentum. We encourage you to share this with new staff, interns, and students.