

IEA STRATEGIC PLAN

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For nearly 150 years, the Illinois Education Association has been a leading force for the improvement of public education in our state. Founded in 1853, the Association worked to improve teaching pedagogy, created a State Superintendent of Education, and initiated an institution for the formal training of teachers. Throughout our history, the IEA has continuously sought to identify the public education needs of the times and to marshal our resources to meet them. For a century and a half, the IEA has labored to improve public funding of schools, to expand educational opportunity, and to advocate working conditions that would attract and retain the highest quality education employees possible. Our record of achievement is unparalleled.

Entering the 21st Century, the IEA is charting a new course for the future of education in Illinois. We seek, through our efforts, to honor the past while ushering in a new era. Each of our constituencies is undergoing profound change. By definition, a strategic plan focuses on the future yet we also want to honor in this document, the past. There are past commitments yet to be fulfilled and new ones yet to be pledged.

The Association commits itself to maintaining this legacy and meeting the challenges of the future in our official mission statement:

The Illinois Education Association-NEA's mission is to effect excellence and equity in public education and to be THE advocacy organization for all public education employees.

This mission statement and the development of a new strategic plan to implement it will focus the IEA's energy and work in ways that truly meet the needs and aspirations of members and those they serve. In the years ahead, IEA must succeed with three critical, interrelated goals. IEA must assist locals to be highly effective advocates. IEA must assist locals and members by giving them a full voice in addressing changes in how schools deliver high quality education to all students. Finally, IEA must continuously assess its systems and structure in order to meet members' needs and interests, develop action plans and meaningfully measure its effectiveness. Thus, a new Strategic Plan is being developed to build on the IEA's successful past and reach new levels of success in the future.

This entire document will focus on improvement, constant learning and a drive towards excellence. The values of excellence and equity are deeply intertwined. We want to continue our focus on high quality service to all locals regardless of size, location, or local resources precisely because of this fairness issue. This requires powerful advocacy both inside and outside the IEA.

A. The Effective Local

IEA's challenge is twofold. First, to be the advocacy organization for all education employees. "Advocacy" here means the whole continuum from protective to highly collaborative behavior, based on the circumstances and environment. Second, to empower our members to be strong partners with other stakeholders to create high performing systems that support successful students. Our members should benefit from traditional contractual protections and benefits while positively impacting changes resulting in highly successful schools and students.

By this definition of a high performing system, such a system meets our members' full set of needs and aspirations as well as those of the students. Such high performing systems pay our members well, treat them fairly, support their full involvement and continuous growth and learning in the work they do, so that they have a sense that they truly make a difference and contribute in their support of high performing students who perform at world-class levels. By achieving the second part of our mission, we achieve the first part as well. In fact in these times when the public education system itself is at risk, we can only be the effective advocacy organization for our members by effectively partnering with others to transform Illinois public education into a high performing, world-class system.

The success of the IEA in meeting these challenges will depend on the strength and effectiveness of our locals. The number and diversity of our locals will continue to grow. The IEA must serve as the resource that empowers local leaders and members to be effective advocates for those they represent. This will require meeting the needs common to all locals and, in particular, the unique needs of individual locals. Locals vary widely in types of membership, size, community resources, community expectations, and their relationships with administration, board, and other significant groups in the communities they serve.

Despite these variances, this is what we believe must be in place for a local to effectively meet member needs and aspirations.

An effective local must have multidimensional programs that meet the diverse needs of its membership. These programs include membership recruitment,

bargaining and contract enforcement, educational change, and political action. In addition, an effective local must establish effective external relationships within the community in order to maximize its influence.

A local must have a strong leadership team. The days when an effective local president alone could be relied upon to get the job done are gone. The responsibilities are too much for any one person. Not only must there be a team, but also there must be a program that recruits and nurtures new leadership.

An effective local needs to assess and meet the needs and wants of its members. Its mission statement and strategic plan must be relevant; this requires continuous review and updating to reflect the changing needs and wants of the members. The local must openly assess how well it carries out its mission and be openly accountable to its membership.

The local must achieve broad-based member involvement, develop recognition programs for members and leaders, and provide meaningful training programs. The local must be effective in fostering internal communications that bring members together and also must have a system that communicates effectively to the community it serves.

To build effective locals, we must enhance two-way communication between and among our locals and the state organization regarding the needs and aspirations of members. The IEA Region is the vehicle to accomplish this effective communication. A prerequisite for nurturing effective locals is, therefore, the development of successful regions.

To that end we should continue to employ the current regional structure for the Illinois Education Association. This model has been a part of our organizational culture since 1970 when it was put into effect, and is understood by our governance and staff.

We do believe, however, that our structural model is not working as effectively as it could, but that the problems are the result of operation not of the structure itself. Where there has been this lack of effectiveness it has led to leader frustration and a questioning of the region structure. We therefore believe that the IEA should commit appropriate resources immediately to improve the performance of its regions. This would include expanding, developing and examining regional programs and budgets to better provide training, communication and assistance for leaders and members within the region.

Finally, we need to focus the attention of our locals on the issues of leadership development, member apathy, leadership continuity, organizational planning, community outreach, the problems of scale (large numbers of small locals with limited resources) and programmatic training

from the state organization. In addition, we must enhance the parameters of collective bargaining and local effectiveness by including sound recommendations and assistance on how to improve employee job satisfaction, effectiveness and to increase the role of our members as integral partners in improving the educational program in their school district or university. (See to Appendix A)

B. Organizational Effectiveness

As part of our strategic plan, we believe it is essential that IEA commit itself to continuous improvement by employing Baldrige principles. The concept of Baldrige is to continuously seek the best alignment of IEA's structures, personnel, and financial resources to truly meet member needs. Those principles are as follows:

- **Member Needs:** Building relationships and addressing the needs of members, local associations, local leaders, region leaders and state leaders in order to maintain relevancy to them.
- **Leadership:** Governance/IEASO/Management of IEA providing direction and guidance for the organization.
- **Strategic Planning:** Developing a plan that sets forth IEA's strategic issues and activities toward achievement of the organizational goals.
- **Human Resources:** Utilizing personnel to their fullest potential. Also building and maintaining a work environment and an employee support climate conducive to performance excellence, full participation, and personal and organizational growth.
- **Information System:** Gathering of information by polling members, obtaining survey results, reviewing membership data, and then analyzing and disseminating information.
- **Process Management:** Examining IEA's process management, which includes the delivery of service and support to our members. Partnering with the IEA support processes, i.e., various departments within IEA and managing relationships with external partners.
- **Results:** Determining member satisfaction with services and information provided by the organization. Also striving for high morale and satisfaction among staff. In addition, we are recommending that the Board, the management, and the leadership of IEASO build into their annual work schedule clearly dedicated time for review of their specific results. We would also recommend a sharing of these results with each other to emphasize the collaborative culture, and its drive toward greater accountability.

These principles define a process to develop a clearly focused strategic plan, set goals that can be meaningfully measured to determine our progress and performance, and use the resulting evaluation to refine the performance of the organization. This should lead to a culture of accountability and continued learning.

In the spring of 2000, the strategic planning group submitted a level one Baldrige application so that external evaluators could suggest a framework for systemic improvement. IEA received a thorough feedback report along with a visit by the lead examiner. The lead examiner met with the strategic planning group at the fall 2000 retreat.

The feedback report is an excellent starting point for the refinement, alignment and most importantly the deployment of a strategic plan. The external Baldrige examiners focused on these issues: How do we continue to improve our ability as an organization to be member-focused? What actions do we engage in to further those goals? Do the three strategic objectives meet the needs and aspirations of our members? How does our work connect at every level of the organization with these objectives? Are the proper measurements and evaluation procedures in place to track this progress? How well do the separate IEA functions align to support these efforts? (See Appendix B)

SUMMARY

Meeting the needs of our members is our central goal. Long and short term planning of our work should be clear and focused to that end. Working toward becoming a high performing system will challenge how we currently work, view one another and allow for change. The result will be a staff and governance having a clear agreement on the direction of the organization. This cannot be accomplished through a top down process, but rather through a collaborative culture and a two-way communication process.

The IEA, therefore, commits itself to a strategic plan that focuses on our locals ensuring that they effectively meet the needs of members in all aspects of advocacy, including any school change issues in which they choose to become engaged. In addition, IEA commits itself to becoming a higher performing organization in all aspects of its work by using a system of continuous improvement in a culture of accountability.

Finally, we believe it is important to recognize those environmental factors most likely to impact IEA and its stakeholders as we go about meeting the targets we have set for ourselves as outlined in the following environmental scan:

Environmental Scan Update

Illinois Education Association Spring 2003

A combination of a new gubernatorial administration in Springfield, Democratic control of both houses of the legislature, and the overwhelming state budget crises makes it very difficult to predict the environmental trends that we can expect will influence the IEA this spring. About January 1, 2003, it looks like the following major issues will affect us this spring.

- 1. The “Perfect Storm” Illinois Financial Crises** - As of January 1 it looks like there is a \$600 million deficit in this year’s budget that has to be fixed by the state by June 30, 2003. This could have a profound impact on whether school districts receive their total payments before July 1 and cause their audits to show greater deficits. The results of these problems in the past have been for school districts to layoff more employees and further tighten down on teacher’s salaries. The picture for the next fiscal year is even bleaker when Illinois will be faced with about a 3 billion deficit. It is particularly bleak because there are no signs of any short-term revenue growth that could reduce the problems. School districts will be faced with increasing pressure from the federal government for student improvement with rapidly declining support from the state. Universities and community colleges will have new responsibilities placed upon them from the federal government similar to K-12 schools with much less financial capacity.
- 2. Difficult Bargaining Climate** – There is a lot of anecdotal evidence that school districts have used up surpluses and good cash balances in coping with health care costs and employee salaries. The fact that over 80% of our school districts are now into deficit spending will make it difficult to provide salary increases making it difficult to achieve acceptable negotiations settlements. Most new federal financial resources are earmarked for specific expenditures other than salaries and benefits. Health care increases will continue to escalate.
- 3. Federal Governmental Programs (the Bush Agenda)** – It seems that rules that are evolving for the implementation of ESEA will increase the accountability pressure upon school districts while the federal government begins to decrease the amount of financial support it is currently providing. School districts will have to implement the Supplemental Services provisions of ESEA diverting more funds to private providers. Congress will be considering the Higher Education Reauthorization Act that will place the same responsibilities on higher education institutions. The reauthorization of IDEA could also place new accountability responsibilities on special education.
- 4. Induction/Mentoring Implementation** – There is a growing consensus among education, business and academic groups of the value of institutionalized induction and mentoring programs in every school for every new teacher in the first two years of employment. A state law mandating that

every school district develop a comprehensive Induction/Mentoring program could well pass the Illinois legislature this spring using ESEA funds to administer the program.

5. **Health Care Crises** – There is some evidence that the health care crises could switch from the concerns over TRIP within Illinois to the problems that every school district, college and the state is having in providing health care. Benefit reductions and greater employee contributions are likely to result
6. **Illinois Educational Governmental Reorganization?** – This issue is put in the form of a question because we do not have formal evidence or a plan that the new Blagojevich administration has announced. The growing controversy about the effectiveness of the ISBE could cause a major reorganization about how education policy is established and managed with Illinois. There is a growing awareness of the need for stronger coordination within P-16 levels in Illinois.

Effective Locals

Effective Locals have been a priority of the IEA for a number of years. At our Summer Leadership Academy, we have offered a session on Strong Locals at the President's School, we have a Joint Governance/Staff Task Force on Strong Locals, and our previous strategic plans have had Effective Locals as a focus.

We have examined these materials, as well as current environmental conditions, to suggest what might be some components of an Effective Local.

We utilized the Baldrige framework for placement of these Effective Local components.

The following list is a compilation of past work and some anticipation of future needs:

Components of an Effective Local (Utilizing the Baldrige Framework)

- I. Leadership
 - A. Strong Leadership Team
 - B. Program to recruit and nurture new leaders
 - C. Vision Encompassing Traditional Advocacy as Well as Meaningful Role in School Change
- II. Strategic Planning
 - A. Mission Statement
 - B. Process of ongoing program planning
- III. Customer and Market Focus
 - A. Assessment of organizational and membership needs and expectations
- IV. Information and Analysis
 - A. Assessment of the effectiveness of local program
- V. Human Resource Focus
 - A. Broad-based member involvement

B. Recognition program for members and leaders

C. Strong internal relationships (local)

D. Training program for members and leaders

VI. Process Management

A. Strong Infrastructure

1. Effective communication system - internal and external
2. Clearly defined leadership structure and roles

B. Multidimensional Programs

1. Membership recruitment
2. Advocacy
3. Political action
4. Social
5. Mentoring
6. Public relations
7. Professional Development

C. Strong External Relationships
(District or Employer, Region, State, Community)

Organizational Effectiveness

The purpose of this document is to provide background as to the development of the IEA strategic plan. An equally important reason for this paper is to begin engaging staff and governance in aligning the infrastructure to the needs and aspirations of our members.

Over the last 20 years, leadership from the three anchors (management, governance and IEASO) has been meeting to discuss and develop a strategic plan for the organization. Through this process, several critical documents were produced. During the mid '80s managers, the executive committee and representatives from professional and associate staff met and created a mission statement that answers the question why we exist. In the early '90s the three anchors began to meet for two-day retreats. The Hickory Ridge Agreement was developed to better improve relationships. This was later expanded as the Collaboration Document to explore and have a common understanding as to what collaboration means. The document also is an attempt to shape how the three anchors work together. In other words, what is the agreed upon behavior that the three anchors will engage in to generate and support a better work environment; IEASO and IEA Board of Directors finally ratified the Collaboration Document in the fall of 1999. During this time the strategic plan was also developed and created tasks in seven areas deemed key to the success of the organization with deadlines in two-year intervals. The seven areas are: Building & Maintaining Strong Locals; Building & Maintaining a Strong State Association; Human Resources; IEA Operations; Political Action & Legislative Action; Relationships with Unions & Other Organizations; and School Transformation.

At the fall 2000 strategic planning retreat, the group focused its time condensing the organization's main function or direction. Through this process three strategic objectives were identified: 1) Building Effective Locals, 2) School Transformation and 3) Realigning the infrastructure to meet the needs and aspirations of our members (high performing system). These three strategic objectives, working in concert, are processes to keep members satisfied, to promote public education and to be good stewards of membership dues. The three strategic objectives provide focus for the organization to gain continued success in representing its 114,000 members throughout the state.

The strategic planning group agreed at the fall 2000 retreat, that one aspect of developing the strategic plan was to explore the use of Baldrige as a framework for systemic improvement. In the spring of 2000 strategic planning was renewed by the strategic planning group attending a workshop on the Baldrige Framework for Excellence. Leaders from educational support organizations throughout the state such as ISBE, National Louis University, IFT, IEA and others attended the two-day

introduction. Consequently, IEA leaders from each of the three anchors agreed to complete and submit an application to the Lincoln Foundation for recognition at level two. Members from each anchor were appointed to address one of the seven categories that comprise the Baldrige Criteria. (The seven categories are Leadership, Strategic Planning, Human Resources, Information System, Process Management, Member Needs and Results). Although IEA did not receive that recognition, it did receive a thorough feedback report along with a visit by the lead examiner. The lead examiner met with the strategic planning group at the fall 2000 retreat.

The feedback report is an excellent starting point for the refinement, alignment and most importantly the deployment of the strategic plan. The strategic planning group agrees that as IEA continues to grow in membership numbers, the struggle to anticipate and meet the needs of our members continues to challenge the current system. Below are four points gleaned from the feedback for further consideration to effect real change.

- 1) The current strategic plan does not offer meaningful direction to staff and governance. It is only the strategic planning group who is familiar with the strategic plan. As a result, the organization is unable to focus its energies, thereby making it difficult for the organization to move quickly when changes occur or to anticipate developing member needs. Rather there is a climate of random acts of improvement or working at cross-purposes because we fail to align the stated objectives with the delivery of services to members. Furthermore, it is unclear how processes, such as Legal, Research, Computer, and Accounting, et al are aligned to support primary delivery systems, such as the UniServ Program, and Government Relations. The strategic plan needs to focus more effectively on those processes that directly relate to member needs. In light of the new certification requirements, our members may have changing expectations that require school change and professional development to become primary delivery systems.
- 2) Although much data is collected, the only forms of measurement that offer a surface view of IEA's success is through its annual membership numbers, cash balance, and debt-to-asset ratio. As stated above, there are seven key areas identified as critical to IEA's success. The feedback report, however, indicates that the plan does not offer any way to measure results for improvement through trend data analysis. This problem makes it difficult to tie data to decision-making that would ultimately result in improved programs.
- 3) We intend to distribute the strategic plan to field offices, board of directors, and headquarters. However there is no process that aligns the work we do to the strategic plan. In other words, there is no process for staff and governance to offer input into the creation or further discussion of the strategic plan based on processes (how the actual work is performed) used in the field or departments. Complicating this further is the nature of volunteerism of governance working with full time staff and field offices located throughout the state. Creating capacity to balance these tensions would truly enhance our ability to meet the needs of our members.

- 4) It is not clear how the current strategic plan meets the needs and aspirations of our members. What information we do collect is anecdotal with sporadic membership surveys. Furthermore, management, staff or governance does not review current programs to measure whether those programs are meeting the needs and aspirations of our members.

Meeting the needs of our members is our central goal. Long and short-term planning of our work should be clear and focused to that end. Working toward becoming a high performing system will challenge how we currently work, view one another and allow for change. The result will be a staff and governance having a clear agreement on the direction of the organization. This, however, cannot be accomplished through a top down process. There needs to be a systemic way of communicating and listening to members. This process will lay the foundation for additional increasingly difficult discussions. For example, how are we meeting the needs of our members within day-to-day activities? What indicators (internally and externally) tell us this; how do we measure our work in such a way that creates opportunity for improvement; how do we create accountability that allows discontinuation of a process that does not meet the needs of our members; what training does staff and governance need to meet the needs of our members; what are the results we are getting, and how do we improve those results.

Given this background, how do we become an organization that is member focused? What actions do we engage? Do the three strategic objectives stated above meet the needs and aspirations of our members? How does your work connect with these objectives? How do we know we are making progress? Lastly, what process do we use to answer these questions?

It is paramount to the viability of this organization that we constantly remind ourselves that it is an organic, fluid organization impacted by internal and external changes that may cause stressful environments that can reduce the organization's or stakeholders' ability and capacity to remain productive and connected.

Therefore, we must develop and implement a systemic way of communicating and listening to members. As we carefully scrutinize the data, it will provide us with insight as to how to authentically engage the stakeholders at all levels of the organization and give merit to this strategic plan. By engaging the people who do the work on a daily basis, the strategic plan will have meaning at all levels of the organization and in turn delight our members.

Measuring Our Organizational Performance

The IEA Strategic Plan for 2002-03 calls upon the organization to focus its resources toward the achievement of three broad strategic goals:

- 1). To provide guidance and support to increase the effectiveness of our locals regardless of their size and diversity;
- 2). To increase IEA's organizational effectiveness through the use of the Baldrige framework for systemic improvement.

The IEA has three levels, locals, regions, and the state. Each level has unique work. Each level must be engaged in and own the strategic planning process. As the strategic plan is deployed, each level must engage in a similar planning process while adjusting to the needs of the other two levels. The critical link that the strategic planning process provides is a local assessment tool which, annually, allows locals and regions to communicate their needs to the state so that allocation decisions align the resources of the organization with the needs of the local members. Locals must own the development of this instrument. The interpretation of this assessment will allow the organization to make allocation decisions based on local need. The allocation of organizational resources will empower local members to achieve the objectives defined by their local strategic planning process.

The following are offered as initial benchmarks to guide our efforts in this first cycle of organization-wide strategic planning:

Strategic Goals	<i>Benchmarks of Progress</i>		
	State	Region	Local¹

<p>To provide guidance and support to increase the effectiveness of our locals regardless of their size and diversity</p> <p>◆Planning</p>	<ul style="list-style-type: none"> • Does IEA have a strategic plan aligned with its regions and locals? • What number and percent of regions have a strategic plan aligned with the state and its locals? • Did the Association develop in conjunction with its regions and locals an IEA version of Baldrige Criteria for Org Excellence • What number and percent of locals regularly participate in SLA, CBC, and other state and regional programs? 	<ul style="list-style-type: none"> • Does the Region have a strategic plan aligned with the state and its locals? • What number and percent of locals formally conduct an annual member needs/satisfaction assessment? • What number and percent of locals have a strategic plan aligned with the region and the state? 	<ul style="list-style-type: none"> • Does the local have a strategic plan aligned with the state and its region? • Does the local formally conduct an annual member needs/satisfaction assessment? • Does the local have a strong advocacy role within the Association? • What percent of members are involved in dealing with member advocacy issues such as collective bargaining and contract support? • How did the local score on IEA version of Baldrige Criteria for Organizational Excellence?
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¹ Local association benchmarks listed here are for the purpose of evaluating the IEA strategic plan. It is anticipated that local would establish other benchmarks to measure their own local goals.

<p>◆Planning</p>	<ul style="list-style-type: none"> • What number and percent of local associations have their members participate in an association sponsored activity in: political action, school transformation, or professional or leadership development training? 		
<p>◆Program</p>	<ul style="list-style-type: none"> • What formal programs/trainings does the state provide to assist regions with advocacy issues? • What formal programs did the IEA offer to assist its regions and locals in organizational and leadership development? • How many UniServ Directors and Region Chairs received training in assisting locals and regions in strategic planning, in assessing member needs and satisfaction? • What percent of the IEA budget is devoted to the organizational development of local associations? 	<ul style="list-style-type: none"> • What formal programs did the region offer to assist its local in organizational and leadership development? • What formal programs/trainings does the region provide to assist locals with advocacy issues? • What number and percent of locals regularly participate in SLA, CBC, and other state and regional programs? • What number and percent of local associations had members participate in an association sponsored activity in: political action, school transformation, or professional or leadership development training? 	<ul style="list-style-type: none"> • What percent of local members participate in an association sponsored activity in: political action, school transformation, or professional or leadership development training? • Does the local regularly participate in SLA, CBC, and other state and regional programs?

<p>◆ Budget</p>	<ul style="list-style-type: none"> • What percent of IEA’s budget is devoted to advocacy issues: bargaining, contract enforcement, etc.? • What percent of the IEA budget is devoted to supporting school transformation efforts of local associations? 	<ul style="list-style-type: none"> • What percent of the region budget is devoted to the organizational development of local associations? • What percent of the region budget is devoted to supporting school transformation efforts of local associations? 	<ul style="list-style-type: none"> • What percent of the local budget is devoted to the organizational development of district and work sites? • What percent of the local budget is devoted to supporting school transformation efforts?
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<p>To provide guidance and support to local associations working with their schools to meet the diverse needs of their students and develop life-long learners</p> <p>◆ Planning</p>	<ul style="list-style-type: none"> • How many UniServ Directors and Region Chairs received training in assisting locals and regions in school transformation efforts? • What number and percent of local associations across the state have, at the district level, a formalized on-going collaborative relationship with the district focused on school improvement planning? 	<ul style="list-style-type: none"> • What number and percent of local associations in the region have, at the district level, a formalized on-going collaborative relationship with the district focused on school improvement planning? 	<ul style="list-style-type: none"> • Has the local established a formalized on-going collaborative relationship with the district focused on school improvement planning? • What number and percent of the buildings have established a formalized on-going collaborative relationship with the district focused on school improvement planning?
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<p>Planning</p>	<ul style="list-style-type: none"> • For each local association, what number and percent of the buildings have established a formalized on-going collaborative relationship with the district focused on school improvement planning? • Do districts with formalized on-going collaborative relationship with their local association(s) show more success in increasing the annual number of students attaining proficient achievement levels and in decreasing the “student achievement gap?” • What number of local associations and their school districts are actively involved in a learning network? 	<ul style="list-style-type: none"> • For each local association, what number and percent of the buildings in the region have established a formalized on-going collaborative relationship with the district focused on school improvement planning? • How many locals have increased the number of students attaining proficient achievement levels increased and the “student achievement gap” decreased over the previous year? • How many and what percent of local associations and school districts participate in a learning network? 	<ul style="list-style-type: none"> • Has the number of students attaining proficient achievement levels increased and the “student achievement gap” decreased over the previous year? • Do the local association and the school district participate in a learning network?
<p>◆Program</p>	<ul style="list-style-type: none"> • What formal programs did the IEA offer to assist its regions and locals in school transformation efforts? 	<ul style="list-style-type: none"> • What formal programs did the region offer to assist its locals in school transformation efforts? 	

<p>To increase IEA's organizational effectiveness through the use of the Baldrige framework for systemic improvement</p>	<ul style="list-style-type: none"> • How much did IEA increase its score in each of the seven (7) categories on its second Baldrige application? • How does the IEA fare on member needs/satisfaction assessments? • How many staff and Board members have been engaged in a review of the initial Baldrige Feedback Report and subsequent feedback reports? 	<ul style="list-style-type: none"> • How did the region score on IEA version of Baldrige Criteria for Organizational Excellence? • How does the region fare on member needs/satisfaction assessments? • How many regions and Region Council members have been engaged in a review of the Baldrige Feedback Report? 	<ul style="list-style-type: none"> • How does the local fare on member needs/satisfaction assessments?
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