Review of Observations from Policy Review and Major Categories for Recommendations

Higher Education Planning Commission Meeting
June 10, 2014
Preliminary Observations from Policy Review
## Framework for Policy Review

### Policy Tools to Accomplish Goals

<table>
<thead>
<tr>
<th>Goals</th>
<th>Policy Leadership</th>
<th>Finance policy related to:</th>
<th>Decision-making Authority-Governance</th>
<th>Data/Information for Planning, Monitoring Performance, and Accountability</th>
<th>Accountability</th>
<th>Laws and regulations</th>
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<tbody>
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<td>Institutions</td>
<td>Students</td>
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<td>Increase educational attainment</td>
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<td>Globally competitive economy and sustainable communities</td>
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<td>Affordability</td>
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Categories for Recommendations

• Establish Policy Leadership Entity
• Align Finance Policy with Goals
  – Institutional Finance
  – Student Finance
• Establish Metrics Related to Goals for
  – Monitoring
  – Accountability
• Remove Regulatory Barriers
Policy Leadership

Connecticut needs entity or venue that has the authority and responsibility to:

• Establish, build consensus around, and sustain attention to long-term goals for postsecondary-level education attainment – or for the whole education system, P-20

• Develop metrics and data/information system necessary for measuring progress toward goals and holding the system accountable for performance

• Report annually on progress toward achieving the established goals

• Provide a venue to discuss the challenges in reaching goals and shape recommendation to the Governor and Legislature on an action agenda to achieve goals (e.g., a two-year agenda toward long-term goals)
Policy Leadership (Continued)

**Design Criteria** for Policy Leadership Entity:

- Is composed of the state’s most influential civic, business/industry, and cultural leaders representing the diversity of the state’s population
- Has a degree of independence from, but trusting relationships with:
  - The state’s political leadership: the Governor and General Assembly and
  - Higher education institutional leadership
- Is not encumbered by responsibilities for governing public institutions, or carrying out regulatory or administrative tasks that are inconsistent with statewide policy leadership
The system [education] is *bottom heavy* and *loosely coupled*. It is bottom heavy because the closer we get to the bottom of the pyramid, the closer we get to the factors that have the greatest effect on the program’s success or failure. The system is loosely coupled because the ability of one level to control the behavior of another is weak and largely negative.

The skillful use of delegated control is central to making implementation work in bottom-heavy, loosely controlled systems. *When it becomes necessary to rely mainly on hierarchical control, regulation, and compliance to achieve results, the game is essentially lost.*

Richard F. Elmore, *Complexity and Control: What Legislators and Administrators Can Do About Implementing Public Policy*