

# Real Talk: Unpacking the Complexity of Governance in Programs

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# Governance and the Field

**It's Complicated.**

Relationships make life better, not simpler.



# Why us?



# Objectives for the Session

1. Understand the key elements of governance and ownership that may be at play in your state
2. Identify potential collaborators that could be useful in this work or should be at the table
3. Plan for candid conversations about governance and how it impacts program equity in your state





# Complexity is Inherent

- US Dept. of Education
- State Higher Ed. Executive
- State K12 Executive
- Governors Office
- Education Legislative Staff
- Higher Ed. State Agency
- K12 State Agency
- Multi-System Situations
- Independent College Systems
- Regional Accreditors
- Program Accreditors
- Colleges
- Universities
- High Schools
- School Districts
- College Districts
- Workforce Agencies
- Licensing boards
- Board of Regents
- State Board of Education



# Owners, Partners, and Stakeholders

## Owner

- Single entity
- Empowered with authority for decisions and arbitration
- Provides direction
- Leads
- Makes decisions

## Partners

- Vested interest in the outcomes/direction of the program
- Contributes (assists, advocates, funds, staffs, other)
- Impacts/influences decisions

## Stakeholders

- Multiple entities
- Impact the program and/or are impacted by the program
- Provides perspectives
- Assists/supports
- Informs decisions

# Ownership Matters

Ownership is the state agency or other entity that is in charge of the program.

- Sometimes this might be hard to identify and often it may be multiple agencies or a hierarchy of individuals
- Clarity on ownership, point, and governance can build a stronger coalition and stakeholder group, along with state-wide alignment and promotion

# Ownership Indicators:

- Identified in statute, guidance or policy
- Leads the program, sets its priorities/objectives, course correction
- Makes decisions (particularly tough ones)
- Advocate for funds and policy (or policy changes)
- Provides quality assurance and oversight
- Pull, compile, verify, interpret, and report program data
- Answers questions, provides guidance and training, interprets statute/policy, arbitrates issues or disputes



# Ownership: Who's on Point?

Generally the most informed and directly engaged, often has decision rights.



# Governance

Encompasses the statutes, administrative rules, policy, guidance, and standard practices that dictate various elements of a College in High School program

- Can be formal or informal
- Can be minimal or complex
- Can be prescriptive or loose
- Can be integrated into education or treated as a stand-alone
- Can be at the state, system, district, institution levels and overlapping

# State and Local Stakeholders

- Governors Office
- State Higher Ed. Executive
- State K12 Executive
- Education Legislative Staff
- Higher Ed. State Agency
- K12 State Agency
- Other Secondary and Postsecondary Systems
- Independent College Systems
- Colleges & Universities (leadership, staff and faculty)
- School Districts & High Schools
- Workforce Agencies
- Licensing boards
- Board of Regents
- Board of Public Education
- Students and Parents
- Non-Profit Organizations (education and workforce)
- Unions
- Business and Industry
- Data and Research Entities (institutions, state legislature, state ed. agency)

# National Stakeholders

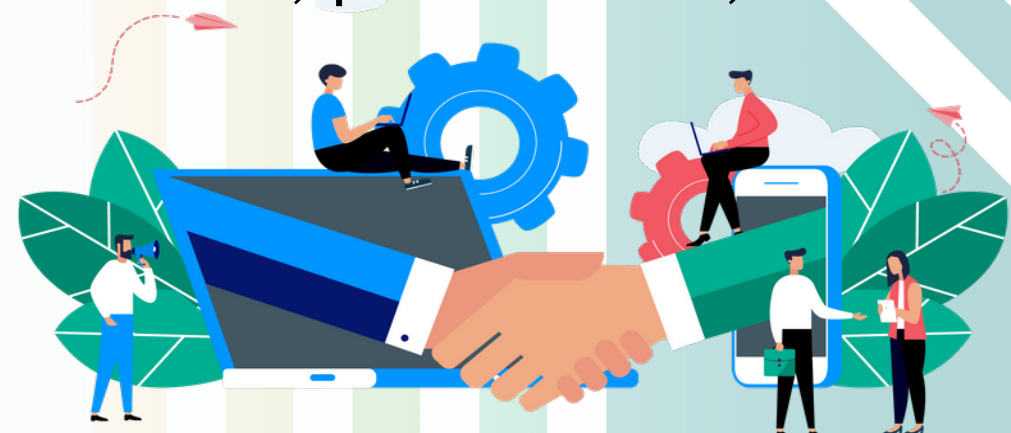
- US Department of Education
- Regional Accreditors
- Program Accreditors





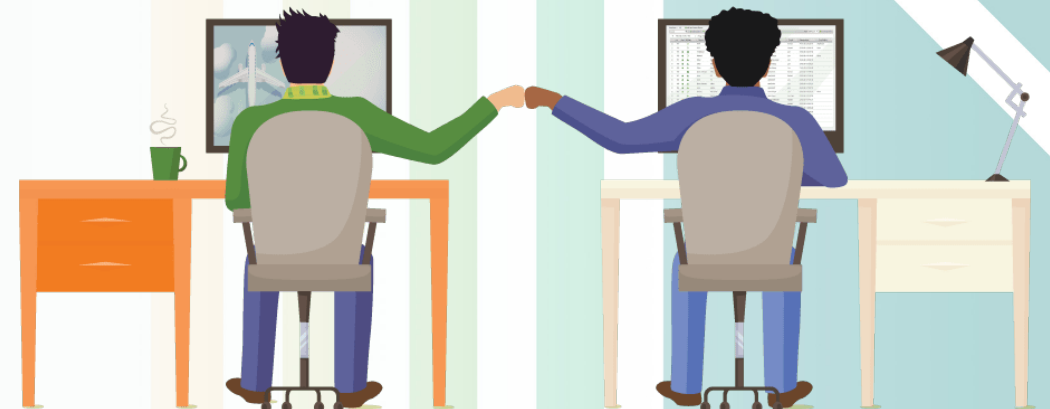
# Partners

- Contribute more directly to the work than stakeholders
  - Often bring more than just insights and perspectives
  - Can expand your reach and network
- Come in many forms and participate for many reasons
  - May be developed from stakeholders
  - May be national, state, regional, local, public sector, private sector, non-profits



# Partner Types & Roles

- **Champions** - elevate, enhance and increase (knowledge, impact, acceptance)
- **Informers** - Advise, improve, course-correct,
- **Braiders** - may bring additional funding, braid with other projects, build sustainability



# Why find and develop additional partners?

- Improve program direction, features, audience
- Expand program reach
- Diversify knowledgeable individuals and entities
- Add to or support other initiatives, assert relevancy in new or different realms
- Find, develop, engage new funding sources, build more sustainable funding, expand into new initiatives
- Gain more support, staff, and champions

# Basic Action Steps for States

**Evaluate:** Determine your state's landscape for College in High School Programs in key areas such as ownership, partners, governance, data, and funding.

**Discover:** Identify collaboration opportunities with partners, champions, funding sources, and other stakeholders.

**Engage:** Engage in candid conversations on equity and the role of governance. Is it helping or hindering? Prioritize areas for work.



# Key Questions Resource

- Questions to consider about ownership, governance, stakeholders, partners, and turf
- [https://drive.google.com/file/d/17T9\\_HlvbBu-yGPlelPxaL4-LJlqvHpEn/view?usp=sharing](https://drive.google.com/file/d/17T9_HlvbBu-yGPlelPxaL4-LJlqvHpEn/view?usp=sharing)

# Thank You!



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