HB21-1330 Task Force

CDHE Overview
NOTE: This is an evolving document

COLORADO
Department of
Higher Education

Future of Higher Education Task Force

●Charges the Commission on Higher Education to convene a task force by August 1, 2021 and deliver a report to the Colorado General Assembly in December 2021

- Task force membership:
  - a representative from each governing board
  - Colorado Workforce Development Council
  - postsecondary students
  - advocacy groups
  - public K12 partner
  - and at least one member of CCHE (including the task force chair)

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The Seven *(beginning on page 27 of the signed act)*

I.   *Review the role and mission and service area of each state institution of higher education, each local district college, and each area technical college, including all instruction offered by whatever means outside the geographic boundaries of a campus as described in section 23-1-109 (4) to determine whether the availability of and access to postsecondary credential programs is sufficient throughout the state without undue overlap and to ensure the most efficient use of resources*

II. *Review the history, purpose, effect, and continuing benefit of service areas and the commission's policy concerning service areas and, based on the degree to which service areas improve and add value to the delivery of postsecondary education within the state and support the state's postsecondary access and attainment goals, recommend whether the service areas should continue and whether the service areas should be redrawn*

III. *Examine ways in which to leverage best practices through data and technology to make informed decisions about interventions that drive student success; create multiple and linked pathways to postsecondary credentials, including the development of incremental credentials that a student may attain while working toward a baccalaureate degree; and ensure equitable access and benefit to students, including minimizing costs and time spent in attaining a credential or degree*

IV. *Examine strategies for increasing student retention and completion and to address the consequences students experience when they incur debt in attending an institution of higher education or local district college without completing a degree or other credential*

The Seven *(beginning page 27)*

V. Develop effective strategies for leveraging federal higher education reforms, including the possibility of funding for two years of postsecondary enrollment for each student, to raise the completion rate for two-year and four-year degree programs

V. Review the role of the state institutions of higher education, the local district colleges, the area technical colleges, and the state workforce development council in designing and promoting career pathways and other workforce development initiatives. The goal of the review is to determine how the roles of higher education and the state workforce development council may be thoughtfully integrated to reduce overlap and facilitate greater efficiencies and economies in providing workforce development and skills training for traditional and nontraditional students and to support and meet the needs of the workforce and the professional, industrial, and business sectors in Colorado.

V. Review possible uses of money transferred to the workers, employers, and workforce centers cash fund pursuant to section 24-75-231 (2)(b)(i)(a) for programs, services, or other assistance for populations disproportionately impacted by the covid-public health emergency that address or mitigate the impacts of the public health emergency on educational disparities.

Workforce, economic, and community development require lifelong learning/upskilling for all Coloradans – what is the evolving role of higher education in service to that imperative in Colorado?

Group One
Higher Ed Governance & Workforce Development Ecosystems
Questions #1, #2, & #3

Facilitators: Chloe Figg, Brandon McReynolds, Chris Rasmussen

1. Review the role and mission and service area of each state institution of higher education, each local district college, and each area technical college, including all instruction offered by whatever means outside the geographic boundaries of a campus as described in section 23-1-109 (4) to determine whether the availability of and access to postsecondary credential programs is sufficient throughout the state without undue overlap and to ensure the most efficient use of resources

Essential questions:
Does the current higher education ecosystem, including program availability, market demand, and geographic area, provide the right opportunities for Coloradans?

Do the umbrella law and policies related to role and mission, service areas, and extended studies, help or hinder efforts to meet workforce demand and operate with maximum efficiency?

2. Review the history, purpose, effect, and continuing benefit of service areas and the commission's policy concerning service areas and, based on the degree to which service areas improve and add value to the delivery of postsecondary education within the state and support the state's postsecondary access and attainment goals, recommend whether the service areas should continue and whether the service areas should be redrawn

Essential question:
Do service areas--and related policies on extended studies--continue to have utility as is, or have circumstances changed suggesting needed revisions to applicable statute/commission policy?

3. Review the role of the state institutions of higher education, the local district colleges, the area technical colleges, and the state workforce development council in designing and promoting career pathways and other workforce development initiatives. The goal of the review is to determine how the roles of higher education and the state workforce development council may be thoughtfully integrated to reduce overlap and facilitate greater efficiencies and economies in providing workforce development and skills training for traditional and nontraditional students and to support and meet the needs of the workforce and the professional, industrial, and business sectors in Colorado.

Essential question: How might the state's workforce development council and department of higher education increase efficiencies, share resources, and better align to accelerate education, training, and support opportunities for traditional and nontraditional students?

Exploratory Resources

- Colorado Statutes on IHE Role and Mission
- Presentation on Role and Mission and Service Areas
- ECS 50-State Governance Structure Comparison
- CCHE Role in Systemwide Planning (overview)
- CCHE 2010 Strategic Plan, "The Degree Dividend," asked "do we have the right structure to support the higher ed ecosystem?"
- CDHE Service Area Policy
- CCCS Service Area Policy and Map
- Kansas Board of Regents study of service areas
- CCHE Extended Studies Policy
- Colorado Collegiate Apprenticeships (workforce alignment example)
- My Colorado Journey (workforce alignment example)
- TalentFound Dashboard
- Talent Development GIS

- Moving from **courses** and **credits** to **content knowledge** and **competencies**

- Flexibility in schedules, modality, and entry points (example: Rio Salado College)

- Rise of Skills-Based Hiring

- Demand for shorter-term college programs

Current Schools of Thought

Group Two
Successful Student Supports & Promising Practices
Questions #4 & #5

Facilitators: Shelley Banker, Brittany Lane, Jason Schrock

4. Examine strategies for increasing student retention and completion and to address the consequences students experience when they incur debt in attending an institution of higher education or local district college without completing a degree or other credential

Essential questions:

- **How do we leverage best practices in student retention and completion to maximize success, while focusing on equity of outcomes and driving down the financial burden for students and families?**

- **How do we mitigate debt for those not completing a credential or degree?**

5. Develop effective strategies for leveraging federal higher education reforms, including the possibility of funding for two years of postsecondary enrollment for each student, to raise the completion rate for two-year and four-year degree programs

Essential questions:

- **How would potential federal reforms, including funding for the first two years of postsecondary education, impact Colorado's higher education ecosystem?**
- **Given current workforce needs, is a more targeted approach needed?**
- **What are the intended and unintended consequences for institutions-- particularly for urban vs. rural and large vs. small institutions?**
- **What additional investments are needed to ensure comprehensive evidence-based support systems?**

- COSI

- HB 1330- Higher Education Student Success

- HB21-1264- Funds Workforce Development Increase Worker Skills

- Finish What you Started (Pay for Success)

- FAFSA Completion (HB 1330) (CAFSA)

- SB21-029- Colorado American Indian Tribes In-state Tuition

- HB21-1200 Revise Student Financial Literacy Standards (CDE)

- Social determinants of student success (Hunger Free and Healthy Minds campus checklists; Single Stop)

- Teacher Loan Forgiveness Program

- DTAP (Dependent Tuition Assistance Program) What to Know About the Latest Free College Bills TICAS (Date posted: June 23, 2021)

- CAAS Coalition Support Letter for Evidence Based Practices

- LA Adult Promise Program/ high demand jobs

Exploratory Resources

Current Schools of Thought

- Free Community College provides access to more students, but there are limitations and considerations

- Student supports (addressing the whole student) is in some ways more important than financial support.

- Need to rethink how we're doing things - current structures and systems are not designed for today's students

- Cost of education is more expensive and we need to rethink how we deliver education and support students

Group Three
Leveraging Best Practice & Outside Resources
Questions #6 & #7

Facilitators: Joon Choe, Kim Poast, Lauren Ramsay, Michael Vente

6. Examine ways in which to leverage best practices through data and technology to make informed decisions about interventions that drive student success; create multiple and linked pathways to postsecondary credentials, including the development of incremental credentials that a student may attain while working toward a baccalaureate degree; and ensure equitable access and benefit to students, including minimizing costs and time spent in attaining a credential or degree

Essential questions:
- **How can data and technology and data-driven decision making help us rethink credentials and pathways to accelerate progress for Coloradans?**
- **Where is progress currently being made, and where can we reduce cost/time to degree and increase public transparency and accountability?**

7. Review possible uses of money transferred to the workers, employers, and workforce centers cash fund pursuant to section 24-75-231 (2)(b)(i)(a) for programs, services, or other assistance for populations disproportionately impacted by the covid-public health emergency that address or mitigate the impacts of the public health emergency on educational disparities.

Essential question: How can Colorado higher education institutions more effectively leverage publicly available benefits, philanthropy, and federal funding for the most affected workers in the state?

Exploratory Resources

Resources

- ECS Transfer Landscape
- Career Pathways (CWDC)
- Talent Pipeline Report

Current Projects

- Reverse Transfer
- Credential as You Go
- SHEEO Transfer Project – critical analysis of transfer policies for equity; aligning data with transfer pathways; partnership with the Gardner Institute
- HB 21-1330 Associates/Bachelors Transfer
- National Skills Coalition Quality Postsecondary Credential Policy Academy (ETPL, WBL)- CDHE, CCCS, CDE and CDLE, quality non-degree credentials (NDCs) in Colorado with the National Skills Coalition
- SB 21-106- Successful High School Transition (incentive for HS Students for completion of credential)
- HB 20-2002- Work Based Learning for College Credit
- Colorado Collegiate Apprenticeship Program (COHELPS)
- HB21-1149 Energy Pathways in Higher Education
- SHEEO Federal Reconciliation Overview

Current Schools of Thought

Focus on the intersection between workforce & education, including leveraging public benefits and tech enabled career navigation

- [Essential for a Post-COVID Economy: Recommendations for a Fully Funded and Transformed Workforce Development System](#)

- [The Big Blur](#)

- [Learn & Work Ecosystem](#)

Stackable, incremental credentials

- [Stackable Credentials Pathways in Ohio](#)

- ['Credentials as you go' can help college students – especially adults and people of color](#)

Credential Transparency

- [NCSL- Credential Transparency](#)
- [Credential Transparency Bolsters the Impact of Education and Career Pathways](#)