

The task force was charged to study the following:

Is the availability of and access to postsecondary credential programs sufficient throughout the state without undue overlap and ensures the most efficient use of resources?

Do **service areas** improve and add value to the delivery of postsecondary education and support the state's access and attainment goals? Are they still relevant? Should they be redrawn?

What are the best practices - leveraged through data and technology - that:

- a. Drive student success;
- b. Create multiple and linked pathways to postsecondary credentials - including incremental credentials that a student may attain while working toward a bachelor's degree;
- c. Ensure equitable access and benefit to students - including minimizing costs/time spent attaining a credential or degree.

What are strategies for increasing **student retention and completion**? How can the state mitigate the consequences that students experience when they incur **debt** without completing a credential or degree (at an IHE or local district college)?

What are strategies for leveraging **federal higher education reforms** - including the possibility of funding **two years of postsecondary enrollment** for each student - to raise the completion rate of two-year and four-year degree programs?

What roles could the state IHEs, the local district colleges, the ATCs, and the state workforce development council serve in designing and promoting **career pathways and other workforce development initiatives**?

- d. How can the roles of postsecondary education and the state workforce development council be **thoughtfully integrated** to reduce unnecessary overlap to better provide workforce development and skills training for traditional and nontraditional students?
- e. How can these integrated roles better support and **meet Colorado's** workforce, professional, industrial, and business sector **needs**?

What are the **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 that address or mitigate educational disparities for populations disproportionately impacted by COVID-19?