

| Raw Notes  | Question      |
|--|---------------|
| 21st century learners -- global perspective, financial literacy, cultural awareness / competent                                    | Postsecondary |
| Attitude - "I've got a diploma" but not college ready. They think they are "entitled" to college but are socially promoted.        | Postsecondary |
| Civics   | Postsecondary |
| Civics - learn more about government, civics, map reading, history.  | Postsecondary |
| Civics -- so there is political participation.   | Postsecondary |
| Coherent writer  | Postsecondary |
| Collaborate  | Postsecondary |
| Collaboration skills   | Postsecondary |
| Collaborative skills   | Postsecondary |
| Communication  | Postsecondary |
| Communication  | Postsecondary |
| Communication -- written and verbal  | Postsecondary |
| Communication -- need to be able to communicate using a variety of modes for a variety of purposes and for a variety of audiences. | Postsecondary |
| Communication -- students need to be able to write and communicate effectively.  | Postsecondary |
| Communication -- writing, speaking skills  | Postsecondary |
| Communication modes: in print, orally, visually, digitally. Purposes: to inform, instruct, persuade.                               | Postsecondary |
| Communication audiences: small groups, large groups, in person and at a distance.  | Postsecondary |
| Communication skills -- verbal, written, other   | Postsecondary |
| Confident  | Postsecondary |
| Conflict [resolution?]   | Postsecondary |
| Conflict management  | Postsecondary |
| Connect  | Postsecondary |
| Constructive listener  | Postsecondary |
| Content literacy   | Postsecondary |
| Convergent / divergent thinkers  | Postsecondary |
| Core solid: literacy, science, math, civics, history.  | Postsecondary |
| Create   | Postsecondary |
| Critical reader  | Postsecondary |
| Critical thinker   | Postsecondary |

| Raw Notes  | Question      |
|--|---------------|
| Critical thinking  | Postsecondary |
| Critical thinking  | Postsecondary |
| Critical thinking - ability to do critical thinking  | Postsecondary |
| Critical thinking skills   | Postsecondary |
| Critical thinking skills   | Postsecondary |
| Culture - need state history courses to appreciate heritage.   | Postsecondary |
| Entitlement  | Postsecondary |
| Etiquette  | Postsecondary |
| Experience -- beyond classroom   | Postsecondary |
| Global thinkers  | Postsecondary |
| Global world -- need critical thinking, foreign language, ethical and social etiquette skills, leadership.   | Postsecondary |
| Independent  | Postsecondary |
| Interview skills -- job, vocational training, college entrance program   | Postsecondary |
| Journalism   | Postsecondary |
| Leadership   | Postsecondary |
| Leadership (leadership courses or opportunities are usually limited / geared to those students who are already leaders)  | Postsecondary |
| Leadership skills  | Postsecondary |
| Learn -- ability to learn  | Postsecondary |
| Learn -- how to learn  | Postsecondary |
| Learner behavior   | Postsecondary |
| Life skills  | Postsecondary |
| Life skills -- put life skills back into high school.  | Postsecondary |
| Listening  | Postsecondary |
| Literacy - placement testing shows deficiencies in math and literacy.  | Postsecondary |
| Long-term goals  | Postsecondary |
| Math -- fear of math; too much with calculator.  | Postsecondary |
| Math - placement testing shows deficiencies in math and literacy; therefore, students need developmental work (they don't know multiplication tables, can't make money change) and it delays them in their program (lose year without credit). | Postsecondary |

| Raw Notes   | Question      |
|---|---------------|
| Math -- proficient math skills  | Postsecondary |
| Math skills -- basic math skills  | Postsecondary |
| Numeracy [math]   | Postsecondary |
| Organizational skills   | Postsecondary |
| Prioritization  | Postsecondary |
| Problem-solving / analytical skills -- evaluation / discrimination or discerning  | Postsecondary |
| Problem-solving skills  | Postsecondary |
| Problem-solving skills (they are lacking)   | Postsecondary |
| Processing of knowledge presented   | Postsecondary |
| Read at college level   | Postsecondary |
| Reading - proficient reading skills   | Postsecondary |
| Reasoning skills  | Postsecondary |
| Research skills   | Postsecondary |
| Resiliency / coping skills  | Postsecondary |
| Resiliency  | Postsecondary |
| Resiliency  | Postsecondary |
| Science and social studies -- testing might also show low levels in science and social studies.   | Postsecondary |
| Scientific method   | Postsecondary |
| Self-directed learning  | Postsecondary |
| Self-initiation -- development of self-initiation from pre-K-12   | Postsecondary |
| Self-management -- study skills, time management, money management  | Postsecondary |
| Social skills   | Postsecondary |
| Soft skills   | Postsecondary |
| Study -- ability to study   | Postsecondary |
| Study skills  | Postsecondary |
| Study skills - many students enter postsecondary with no idea how to study and manage their time. Students need to be able to study outside of the classroom - don't expect to learn everything during professor's lecture. | Postsecondary |
| Synthesize  | Postsecondary |
| Team player   | Postsecondary |
| Technology  | Postsecondary |

| Raw Notes   | Question       |
|---|----------------|
| Technology  | Postsecondary  |
| Technology usage  | Postsecondary  |
| Time management   | Postsecondary  |
| Work ethic -- strong work ethic   | Postsecondary  |
| Work ethic - good work ethic -- includes ability to recognize a problem - includes organization and working a problem through. How do we treat others? Respect! | Postsecondary  |
| Work with other people  | Postsecondary  |
| Write at college level  | Postsecondary  |
| Writing -- proficient writing skills  | Postsecondary  |
|   |                |
| Having ability to start a business - because of our lack  | Regional Needs |
| 4 year college and community college is wonderful -- extended services very important because of large region.  | Regional Needs |
| Adult education and "gen ed" -- big concern   | Regional Needs |
| Adult learner options for access to learning over lifespan.   | Regional Needs |
| Agricultural industry and politics  | Regional Needs |
| Agriculture   | Regional Needs |
| Arts - also music and performing arts.  | Regional Needs |
| Bilingualism is very important in San Luis Valley.  | Regional Needs |
| Children discouraged from learning or if students are experiencing homesickness they encourage them to just come home.  | Regional Needs |
| Cultural inclusiveness  | Regional Needs |
| Cultural mismatch between K-12 and Higher Ed.   | Regional Needs |
| Develop outdoor recreation degree to enhance rafting, trail leading industry, etc. Would motivate college kids.   | Regional Needs |
| Distance (physical) to opportunities, i.e., transportation.   | Regional Needs |
| Dream Act -- young undocumented people / local high school graduates being able to attend / afford college  | Regional Needs |
| Effects of socio-economic limitations   | Regional Needs |
| Families -- need family approach and also consideration of family composition and familial roles.   | Regional Needs |

| Raw Notes   | Question       |
|---|----------------|
| Family obligations  | Regional Needs |
| First generation  | Regional Needs |
| First generation -- number of first generation (male mentality may view higher ed as for nerd / sissies).   | Regional Needs |
| Global viewpoint  | Regional Needs |
| High school can be boring for smart kids - self-pacing works better.  | Regional Needs |
| Higher percentage of remediation  | Regional Needs |
| Homogeneous   | Regional Needs |
| Intellectual capital but not economic or political capital  | Regional Needs |
| Isolated experiences  | Regional Needs |
| Lack of all-year continuum - a disconnect is created (home school, Delta, migration, online, farming duties, etc.)  | Regional Needs |
| Lower income area where teacher force and skill is not consistent.  | Regional Needs |
| Migrant population -- Guatemalan families   | Regional Needs |
| Non-traditional college-age students: young parents, many 18-19 year olds with kids / young families.   | Regional Needs |
| Non-traditional students  | Regional Needs |
| Patios en espanol -- community learning centers within biking distance of all our San Luis Valley residents (every 20 miles?) with technology available to young and older learners (computers, high speed internet, web cams, etc.). | Regional Needs |
| Planning for supplies and the time it takes for things (supplies) to arrive.  | Regional Needs |
| Politics -- Conservative community politics.  | Regional Needs |
| Postsecondary education not viewed as viable option.  | Regional Needs |
| Poverty - levels -- (not money - the myriad social skills / values / ignorance concerning education)  | Regional Needs |
| Poverty - low salaries; high cost of living.  | Regional Needs |
| Question to ponder: Why are some home-schooled kids successful academically and socially?   | Regional Needs |
| Recession - what recession means to a rural community -- it feels like we are always in a recession.  | Regional Needs |
| Regional providers for education (PreK-12, Higher Ed)   | Regional Needs |
| Rural environment   | Regional Needs |

| Raw Notes   | Question       |
|---|----------------|
| Rural flight: young people leave San Luis Valley to go to cities for opportunity.   | Regional Needs |
| Schools need to become more community-centered.   | Regional Needs |
| Strong cultural and heritage forces.  | Regional Needs |
| Too low expectations of student performances.   | Regional Needs |
| Tourism   | Regional Needs |
| Urban / rural prejudice.  | Regional Needs |
| Utilize what we have here. For example: take our assets here and use them amongst schools.  | Regional Needs |
| We are collectively impoverished -- need to look at early childhood development   | Regional Needs |
| Willingness to accept change and "outside the Valley" influences.   | Regional Needs |
|   |                |
| Ability to relate classroom skills and knowledge learned to life outside school. All things relate. The transference and application of school-learned skills changes in the workforce; this goes to the relevancy of curriculum. | Workforce      |
| Ability to seek out information -- ask questions  | Workforce      |
| Accountability  | Workforce      |
| Application of knowledge base   | Workforce      |
| Behavior outside of the work place will impact your ability to attain a job.  | Workforce      |
| Chain of command - students need to understand chain of command.  | Workforce      |
| Communication skills  | Workforce      |
| Communication skills -- write and communicate verbally and orally.  | Workforce      |
| Competencies  | Workforce      |
| Confidence  | Workforce      |
| Conflict resolution skills  | Workforce      |
| Cooperation -- Students need to understand the balance between competitiveness and cooperation.   | Workforce      |
| Decision-making ability   | Workforce      |
| Dependable  | Workforce      |
| Dress code and personal hygiene.  | Workforce      |
| Entrepreneurial skills - encouragement for entrepreneurial skills; need empowering attitude to have own business -- "can do" attitude.  | Workforce      |
| Ethical   | Workforce      |

| Raw Notes   | Question  |
|---|-----------|
| Example: Student has opportunity to take trip to historical locale. Teachers adapted assignments to embrace the experience, i.e., historical presentation for Social Studies; architecture pictures for Art; expense report on trip for Math. | Workforce |
| Fiscal awareness  | Workforce |
| Follows through with projects   | Workforce |
| Foreign language  | Workforce |
| Humility -- students need to demonstrate humility and an ability to take direction.   | Workforce |
| Incremental steps   | Workforce |
| Industrial revolution structure and not adapting / growing into 21st century.   | Workforce |
| Information gatherers   | Workforce |
| Instant gratification is a hindrance.   | Workforce |
| Internet important for research (texting worsens writing and speaking skills).  | Workforce |
| Knowing when consensus is appropriate and when following directions is the appropriate route.   | Workforce |
| Learner behavior  | Workforce |
| Life skills   | Workforce |
| Life skills: interview, resume, test ready, work ethic, better manners, appropriate dress.  | Workforce |
| Long-term consequences / awareness  | Workforce |
| Networking skills   | Workforce |
| Organizational skills -- electronically and desk.   | Workforce |
| Planning skills   | Workforce |
| Postsecondary -- same set of skills required for postsecondary.   | Workforce |
| Postsecondary education -- same as postsecondary education  | Workforce |
| Presenting themselves in appropriate manner   | Workforce |
| Prioritizing / "chunking" of tasks  | Workforce |
| Privacy -- confidentiality  | Workforce |
| Problem-solving skills  | Workforce |
| Professionalism -- Students need to be able to understand appropriate work behavior and the importance of confidentiality -- professionalism.   | Workforce |
| Reasoning -- deductive reasoning  | Workforce |
| Reputation -- (MySpace, etc.)   | Workforce |
| Respect for others  | Workforce |

| Raw Notes  | Question  |
|--|-----------|
| Responsible  | Workforce |
| Resume and interview skills  | Workforce |
| Role in the work place [aware of?]   | Workforce |
| See big picture  | Workforce |
| Self-confidence  | Workforce |
| Self-confidence  | Workforce |
| Self-discipline  | Workforce |
| Self-motivation  | Workforce |
| Social skills  | Workforce |
| Students need to be able to meet deadlines and understand the consequences of not meeting those deadlines. | Workforce |
| Students need to think on their feet.  | Workforce |
| Team work  | Workforce |
| Time management  | Workforce |
| Understanding that their "contribution" contributes to the task at hand.                                   | Workforce |
| When to lead and when to follow  | Workforce |
| Willing to be part of success of job / company.  | Workforce |
| Willingness to try and give more.  | Workforce |
| Work ethic - good work ethic   | Workforce |
| Work place etiquette -- personal calls, language, dress  | Workforce |