

| Raw Notes | Question |
|--|---------------|
| Ability to ask appropriately and process it | Postsecondary |
| Ability to create / innovate | Postsecondary |
| Ability to persevere | Postsecondary |
| Assessment [sic] culture is not good. | Postsecondary |
| Active engagement | Postsecondary |
| Ask good questions | Postsecondary |
| Basic computer skills | Postsecondary |
| Basic skills in all content areas / curricula | Postsecondary |
| Career planning skills -- plan / path / career pathway | Postsecondary |
| Collaboration | Postsecondary |
| Collaboration | Postsecondary |
| Communication -- Speaking skills | Postsecondary |
| Communication -- lack good communication skills | Postsecondary |
| Computer literate | Postsecondary |
| Critical thinking | Postsecondary |
| Critical thinking | Postsecondary |
| Critical thinking -- analytical thinking -- evaluating | Postsecondary |
| Critical thinking -- independent thinking | Postsecondary |
| Critical thinking skills -- to get rid of confirmation bias (confirm what we already think) -- papers that are based on "I feel" = teachers want what "I think." | Postsecondary |
| Discipline -- organization skills | Postsecondary |
| Economics | Postsecondary |
| English (grammar) ready (Accuplacer test ready) | Postsecondary |
| Ethics -- training in ethics -- plagiarism -- letter of law -- US intent of law. | Postsecondary |
| Financial -- basic banking skills | Postsecondary |
| Financial literacy | Postsecondary |
| Flexibility | Postsecondary |
| Fostering ability / atmosphere of question-asking | Postsecondary |
| Independent study and learning ability -- how to learn on their own | Postsecondary |
| Intellectual maturity | Postsecondary |
| Interpersonal and soft skills (workforce and postsecondary) | Postsecondary |

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| K-12 is not an exploratory system and the skill to think is not formed. | Postsecondary |
| Know how to extract knowledge | Postsecondary |
| Know how to learn | Postsecondary |
| Know their learning style and how to learn | Postsecondary |
| Knowledge of technology | Postsecondary |
| Learning also happens out of classroom | Postsecondary |
| Literacy | Postsecondary |
| Math | Postsecondary |
| Math -- basic geometry, simple algebra, ratio, proportion | Postsecondary |
| Math -- Geometry and algebra | Postsecondary |
| Math -- proficiency in core skills -- meet state standards | Postsecondary |
| Math -- solid algebra and basics | Postsecondary |
| Math -- students lack basic math skills | Postsecondary |
| Math ready (Accuplacer test ready) | Postsecondary |
| Most have no life experience and so it is hard to have an opinion on what they want to do | Postsecondary |
| Multiple intelligences -- knowing their own learning styles | Postsecondary |
| Need to be independent -- take care of yourself | Postsecondary |
| Need to have experienced failures and survived them. | Postsecondary |
| Need to learn how to question | Postsecondary |
| No context, just content | Postsecondary |
| Not challenged enough! | Postsecondary |
| Organization | Postsecondary |
| Organizational skills | Postsecondary |
| Passion -- interests -- a specific reason to attend -- a focus -- career awareness or awareness of possibilities (but are these traits, skills?) | Postsecondary |
| Postsecondary ready | Postsecondary |
| Problem-solving | Postsecondary |
| Problem-solving -- leadership -- takes leadership to solve | Postsecondary |
| Problem-solving skills | Postsecondary |
| Problem-solving skills | Postsecondary |
| Problem-solving skills need to be built | Postsecondary |

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| Professional disposition -- not consumer but learner | Postsecondary |
| Proficient at the affective / problem-solving teamwork | Postsecondary |
| Read | Postsecondary |
| Read and summarize an article in a weekly magazine | Postsecondary |
| Read at college level | Postsecondary |
| Reading -- Proficiency in core skills -- meet state standards | Postsecondary |
| Research skills for writing papers, finding sources, citing sources and library research. | Postsecondary |
| Resiliency | Postsecondary |
| Self-advocacy | Postsecondary |
| Self-advocacy | Postsecondary |
| Self-advocacy -- advocating for themselves to teachers | Postsecondary |
| Self-discipline | Postsecondary |
| Self-motivation -- ownership | Postsecondary |
| Social skills -- integrity, honesty, citizenship, empathy | Postsecondary |
| Spelling | Postsecondary |
| Students can advocate for their learning needs | Postsecondary |
| Students don't have a good world view; they lack a presence of mind to be excellent and exploratory thinkers. | Postsecondary |
| Students need to understand that they can have different perspective. | Postsecondary |
| Teamwork | Postsecondary |
| Technological skills | Postsecondary |
| Technology competence -- word processing, searching / research -- spreadsheets, graphics -- digital literacy -- validity of websites | Postsecondary |
| Time management | Postsecondary |
| Time management | Postsecondary |
| Time management | Postsecondary |
| Understand context, concepts, and syntax | Postsecondary |
| Understand that there are expectations in the classroom | Postsecondary |
| Understand the differences between high school and college expectations | Postsecondary |
| Verbal -- students lack basic verbal skills | Postsecondary |
| Willingness to learn | Postsecondary |

| Raw Notes | Question |
|--|----------------|
| Work ethic | Postsecondary |
| Work ethic -- strong work ethic -- responsibility to oneself | Postsecondary |
| Work ethic -- tenacity -- persistence | Postsecondary |
| Work ethic -- willingness to work | Postsecondary |
| Write | Postsecondary |
| Writing -- convincing one-page argument -- differences between fact and opinion | Postsecondary |
| Writing -- proficiency in core skills -- meet state standards | Postsecondary |
| Writing five-paragraph essay | Postsecondary |
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| Accessibility to outside opportunities and resources | Regional Needs |
| Affordable child care | Regional Needs |
| Artists reside in the area | Regional Needs |
| Attitudes that education is a luxury that's not necessary | Regional Needs |
| Conservation of water | Regional Needs |
| Cost of living | Regional Needs |
| Create a tech infrastructure -- remote degree access | Regional Needs |
| Distance from metro area | Regional Needs |
| Diversity of tourism, tribes, gas / oil, agriculture, higher ed | Regional Needs |
| Drug and alcohol treatment programs needed -- making programs we do have more accessible | Regional Needs |
| English as a second language | Regional Needs |
| English language skills need to improve | Regional Needs |
| Ethnic diversity | Regional Needs |
| Familial problems draw them back | Regional Needs |
| Fluent Spanish / English | Regional Needs |
| High transient populations -- follow jobs, ski, rafting, etc. | Regional Needs |
| High use of drug and alcohol | Regional Needs |
| Higher native population -- one tribe very poor | Regional Needs |
| Huge disparity in communities -- financially, demographics, technological availability, etc. | Regional Needs |
| Huge geographical distances to any college | Regional Needs |
| Isolation | Regional Needs |
| Lack of jobs (professional and technical) | Regional Needs |

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| Limited in training programs that are offered in this area | Regional Needs |
| Limits to post-BA programs | Regional Needs |
| Local employers will hire young people for full-time jobs even though they are high school age or without diploma or GED | Regional Needs |
| Low amount of higher degree employment | Regional Needs |
| Many high school students are care givers and work for family income | Regional Needs |
| Mental health problems -- high level of abuse | Regional Needs |
| Merger of San Juan Tech and Pueblo Community College is limiting opportunities | Regional Needs |
| Money sources to stay in school once there | Regional Needs |
| Must be adaptable and flexible within career choices | Regional Needs |
| Native American culture | Regional Needs |
| Native American culture of the Southwest | Regional Needs |
| Native American population and cultural differences | Regional Needs |
| Native American population and special needs | Regional Needs |
| Need private sector involvement and guidance -- guidance on key skills / application of skills | Regional Needs |
| Need state to support stronger community college system | Regional Needs |
| Need to increase parents' educational expectations -- push students | Regional Needs |
| Outdoor attitude | Regional Needs |
| Place-based education | Regional Needs |
| Poverty / drugs (high rates in this area) | Regional Needs |
| Poverty issue -- not comfortable going on -- transition -- not a stable home | Regional Needs |
| Ranching v. tourism | Regional Needs |
| Rely on tourism and agriculture that fluctuate widely | Regional Needs |
| Role models to show that moving for a job is possible | Regional Needs |
| Rural -- isolated geographically -- disconnected from Denver info (TV) | Regional Needs |
| Rural v. urban | Regional Needs |
| Safety of being in community | Regional Needs |
| Seasonal and transient | Regional Needs |
| Service-based industry | Regional Needs |
| Tourism is main employer | Regional Needs |
| Transition from high school to "real world" | Regional Needs |

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| Transportation | Regional Needs |
| Transportation issues | Regional Needs |
| Understanding of personal life styles and values | Regional Needs |
| Unique role of gas / oil as a career path -- can get a high paying welding job here | Regional Needs |
| Variety of socio-economic populations (high to low) | Regional Needs |
| Wages are not enough to live on in these counties (cost of living too high or wages are too low) | Regional Needs |
| Water situation -- Lake Knighthorse | Regional Needs |
| Weather variables | Regional Needs |
| Working outdoors and altitude | Regional Needs |
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| Ability to accept negative feedback and that skills are not up to par | Workforce |
| Ability to focus and stay on task | Workforce |
| Ability to look into future needs, opportunities | Workforce |
| Ability to network for jobs | Workforce |
| Ability to take direction | Workforce |
| Accepting constructive criticism | Workforce |
| Active learners -- seek out activities at job | Workforce |
| Appropriate use of electronics -- cell phones, PDAs, games | Workforce |
| Be able to follow through and complete a goal, etc. | Workforce |
| Being held to a higher standard | Workforce |
| Collaboration | Workforce |
| Communication | Workforce |
| Communication -- English language skills -- reading and writing | Workforce |
| Communication skills | Workforce |
| Communication skills -- to tell boss needs, problems, etc. | Workforce |
| Computer literacy | Workforce |
| Creative / innovative | Workforce |
| Critical thinking -- independent thinking | Workforce |
| Don't just ask questions; find answers | Workforce |
| Ethics -- Trustworthy -- Integrity | Workforce |
| Fill out a job application -- how to find a job -- what's a good resume? | Workforce |

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|---|-----------|
| Financial literacy | Workforce |
| Finding a mentor / coach to relate to | Workforce |
| Flexibility -- Adaptable in the workplace -- job shifts -- retrain | Workforce |
| Flexibility -- Being able to "roll with the punches" | Workforce |
| Flexibility and negotiation | Workforce |
| Flexible problem-solving -- contemplate multiple solutions | Workforce |
| Goal-setting | Workforce |
| Grasp on globality and awareness of other cultures | Workforce |
| Have personal pride | Workforce |
| How to deal with conflict appropriately | Workforce |
| Increase ability to access information | Workforce |
| Initiative | Workforce |
| Innovative | Workforce |
| Interpersonal communication -- positive people skills | Workforce |
| Learning how to learn | Workforce |
| Life skills -- laundry, cooking, organizing, getting up | Workforce |
| Marketing oneself -- job interview | Workforce |
| | |
| Meta-cognition -- what are my strengths (my interests may not match my strengths) -- where do I need fill-in? | Workforce |
| Pass a drug screening | Workforce |
| Persistence with a job until it's well done | Workforce |
| Positive self-advocacy skills | Workforce |
| Pride in craftsmanship | Workforce |
| Problem-solve -- able to problem-solve | Workforce |
| Professionalism | Workforce |
| Punctuality | Workforce |
| Quality in production -- taking pride in work | Workforce |
| Respect for co-workers and others | Workforce |
| Responsibility | Workforce |
| Responsible and prepared | Workforce |
| Same as Question #1 (postsecondary readiness) | Workforce |

| Raw Notes | Question |
|--|-----------|
| Same as Question #1 (postsecondary) | Workforce |
| Same as Questions #1 - postsecondary readiness. | Workforce |
| See job as professional development opportunity | Workforce |
| Selecting an appropriate career path | Workforce |
| Self-assessment and understanding into what area individual abilities may lead | Workforce |
| Self-learning | Workforce |
| Self-monitoring -- know evaluation procedures | Workforce |
| Self-reflection | Workforce |
| Self-starter -- initiator | Workforce |
| Setting a goal of excellence | Workforce |
| Setting priorities | Workforce |
| Skills to quit / switch jobs | Workforce |
| Skills to work as a team, both as the dominant and non-dominant members -- group dynamics | Workforce |
| Soft skills -- customer service | Workforce |
| Spelling | Workforce |
| Team player | Workforce |
| Teaming | Workforce |
| Teamwork | Workforce |
| Teamwork -- collaboration | Workforce |
| Technology -- find and use | Workforce |
| They see no "professional" job market so they decide to not get post-high school education | Workforce |
| Time management | Workforce |
| Time management | Workforce |
| Understand authority and respect | Workforce |
| Understand expectations of workforce -- professional dress and language | Workforce |
| Understanding how current actions affect future possibilities | Workforce |
| Understanding the difference between effort and quality | Workforce |
| Understanding when to take initiative -- balancing independence and authority | Workforce |
| Versatile / adaptable | Workforce |
| Vocational enthusiasm | Workforce |
| Willingness to learn | Workforce |

| Raw Notes | Question |
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| Work ethic | Workforce |
| Work ethic | Workforce |
| Work ethic -- responsibility to the job, employer, and team; show up; work the extra time | Workforce |
| Working with other people | Workforce |
| Workplace ethics | Workforce |
| Writing skills | Workforce |