

# Colorado's Preschool to Postsecondary Alignment Act, SB08-212 (CAP4K)

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**THEMES - Durango**

# Guiding Questions - Postsecondary

- Critical thinking and evaluation – discerning sources/information (web sites, ads, articles); Problem solving -> beginning at an early age
- Independence – the ability to self-advocate
  - Knowing your multiple intelligences/learning style
  - Self awareness of how you learn v. knowing how to learn
- Work ethic
  - Tenacity and persistence – getting the job done to a quality standard
  - Time management
  - Responsible to self; accountable to expectations
- Interpersonal skills
  - Teamwork and collaboration

# Guiding Questions - Postsecondary

- Knowing how to learn
  - Content AND context (of the material); why?
  - Ability to pose questions and process answers
- Focus, passion, interest to gain deeper awareness, curiosity
- Active participation/engagement
- Financial management: ability to live independently as a responsible adult; understanding how to manage finances (loans); financial literacy
- Goal-driven and pursuing a pathway

# Guiding Questions - Postsecondary

- Ethics (plagiarism, understanding ethical/responsible/legal behaviors)
- Basic skills in all content areas (ability to write a one-page argument, knowing the difference between fact and opinion... reading, writing, math, sciences, technology literacy)

# Guiding Questions - Workforce

- Everything from the last list, plus!
- Adaptability in the workplace; flexibility; ability to be retrained, ability to change/shift
  - Related to technology, have to learn new things to survive; creativity and risk-taking
- Teamwork and collaboration; ability to work cooperatively (and learn independently)
- Humility; willingness to engage with others to learn from them (mentors)
- Ability to take direction, follow instruction, accept criticism, knowing when to lead/be innovative and when to follow/listen
- Knowing strengths and interests related to goals

# Guiding Questions - Workforce

- In what way are they different? At what level is the distinction?
  - Experientially based
- Knowing how to find a job, job search, interview skills, resume writing, networking -> keeping a job
- Shift in perspective: contributing v. receiving (service before self)
- Need to know how to apply what have learned (skills/tasks/coursework knowledge) to the workforce (implications for students and teachers)
- Maturity (cognitive structure of brain) -> adulthood
- Ability to come up with more than one answer to a problem

# Guiding Questions - Workforce

- Life management skills, organization
- Understand and meet obligations
- Higher education a safe environment
- How to operationalize PWR at student/local level
  - Courses, skills needed to enter workforce
  - Entrepreneurial programs

# Guiding Questions - Durango

- High population of Native American schools
  - Reservation schools and public high schools (around the US) provide different skills sets; difference in academic readiness
  - Cultural aspects
  - Disconnect between federal programs and state support
- Need for stronger support from the state for a strong community college system
- Reluctance for P12 and higher education to engage in meaningful dialogue/change re: instructional practice
  - Changing needs have impact on educator preparation
- Need to lessen emphasis on lecture environment; seat time v. competency based

# Guiding Questions - Durango

- Mismatch between student needs (competence and readiness) and system requirements
- Need for flexible measures, more than one
- Bilingual, ESL endorsement
- Limited accessibility to outside experiences
  - High cost of living
  - Communities far apart – little in between
  - Lack of reliance on technology to connect; opportunity to tap technology better
  - Few higher education opportunities within the area; opportunity for greater range and depth
- Need for more seamless boundaries from high school to higher education; smoother transitions; concurrent enrollment

# Guiding Questions - Durango

- Recreational industries
  - High use of drugs/alcohol
- Need for transportation to organizations of higher education from outlying areas
- Understanding of water and what it means in community
- Transition from ranching to tourism in community
- Poverty of isolation
- Can't afford to live here, but you can't afford to leave here