

SB08-212: Colorado's Alignment Bill
Co-convened Regional Meeting: Colorado Springs, CO
December 3, 2008

NOTES – RAW DATA

Guiding Question #1 – **What skills and competencies do students need to be workforce ready?**

Responses:

- Discipline for the job
- Employer owes! → middle management
parent → teacher ↔ boss
- Self-directed learning
- Need to know how to interview
- Basic life skills
- Capstone project for senior year
- Read, write, math
- Leadership (lead & follow)
- Communicate
- How to learn
- Collaborate
- Tenacity
- Reliability
- Work ethic
- Cultural competency
- Problem-solving
- Work independently
- Initiative
- Self-directed efficacy
- Understanding of operational protocols
- Technologically literate
- Ethics
- Quality work (fastidious)
- Creativity
- Literacy skills – reading, writing, math, speak
- How to learn
- Collaborate
- Tenacity
- Reliability
- Work ethic
- Cultural competency

- Critical thinking / problem-solving
- Initiative
- Self-directed
- Basic technology skills
- Ethics
- Creativity
- Leadership
- Ability to follow directions
- Ability to produce quality work
- Willingness to ask questions
- Hypothesize
- Study skills
- Questioning
- Ability to learn
- Critical thinking
- Reading, writing at appropriate level
- Problem-solving
- Team work / collaboration / cooperation
- Follow directions
- Interpersonal communication – speaking / listening
- Self-advocacy
- Creativity
- Responsibility – strong work ethic – motivation
- Basic life skills
- Cultural awareness
- Technology skills
- Courtesy / social awareness
- Flexibility
- Ability to adapt
- Understanding value of both technical and soft skills
- Globalization / global awareness
- Appreciation for process of learning
- Goal driven: clear vision for future
- Gathering information
- Pride in quality of work
- Find connection between text and real world
- Interpret / analyze
- Synthesize information
- Self-reliance
- Motivation
- Innovators
- Writing skills

- Be a leader
- Ability to be cultural
- Awareness of differences
- Technology skills
- Academic skills
- Another language
- Character engagement skills
- Interpersonal
- Background knowledge
- Innovation
- Fiscal knowledge
- Accountability
- Character and manner
- Desire to learn
- Life skills
- Compassion
- Identify problem / issue and find multiple solutions
- Adaptability and resourcefulness
- Understanding and awareness of cultural diversity and philosophies
- Willingness to learn new skills and ideas
- Accountability for personal decisions – self control
- Practice in creative ways to deal with possible consequences of decisions
- How to clean up messes that result from poor decisions
- Develop skills to visualize and verbalize behavioral changes that are necessary to learn
- Reasoning
- Speaking
- Cooperation
- Follow multi step directions
- IT skills
- Prioritization
- Independent
- Strong work ethic
- Leadership
- Focus
- Understand expectations
- Soft skills → EQ → emotional intelligence
- Improvise and write effectively; think broadly
- Entrepreneurial
- Conflict resolution skills
- Strong commitment
- Realistic expectations
- Listening skills

- Time management
- Flexibility
- Take constructive criticism
- Assume responsibility
- Tolerance
- Honesty and integrity
- Show up consistently
- Greater sense of focus
- How to write quality resume
- Conduct strong job interview
- Knowledge about local, national, international
- Information retrieval
- Presentation of self
- Know required skills of job specifics
- Value employment
- Citizenship
- Mastery of content
- Effective communication skills
- Sciences
- Vocational and academics
- Wide range of real world experiences
- Integrate
- Attitudinal skills
- Able to produce
- Take risk
- Numerative
- Analytical
- Career expectations
- Self-starter

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Guiding Question #2 – **What skills and competencies do students need to be postsecondary ready?**

Responses:

- Math / science
- Reading
- Time management
- Stress management
- Ethnic diversity
- Good communication skills
- People / interaction skills
- Basic financial responsibility
- Emotional skills / self-reliance
- Basic content knowledge
- Basic literacy, read, write, math, speak
- Listening
- Cultural competency
- Ethics
- Integrity
- Time management
- Self-regulation
- Understanding postsecondary system
- Initiative
- Knowledge of social networking
- Technology
- Goal setting
- How to learn
- How to work with people from different cultures
- Budgeting (financial literacy)
- Fail successfully
- Emotional maturity
- Literacy skills – read, write, speak, listen
- Content knowledge
- Cultural competencies
- Ethics
- Integrity

- Time management
- Self-regulation
- Understand the system
- Initiative
- Social networking
- Technology skills
- Goal setting
- How to learn
- Financial management / literacy
- Work ethic
- Content knowledge
- Self-discipline / self-sufficiency / self-advocacy
- Stamina / grit
- Time management
- Test taking
- Emotional maturity
- Intellectual curiosity
- Work ethic / discipline
- Higher level of competency
- Informational literacy
- Goal driven
- Ability to fail successfully
- Financial literacy
- Research + reflection
- Argumentation skills
- Computer literacy
- Commitment
- Awareness of community
- Personal responsibility for choice made
- Time management
- Accept / give appropriate feedback
- Adaptability / flexibility
- Ability to work in a diverse environment
- Technology / information
- Financial literacy
- No remediation
- Desire to contribute (citizenship)
- Ability to fail successfully
- Emotional maturity
- Good mental health/ metacognition
- Research skills and reflection
- Desire and motivated to learn

- Ability to handle skills
- Consumer math
- Life skills
- Systems savvy
- Consumer skills
- Problem solving
- Assertiveness
- Mastery of subject area
- Exceed the minimum
- Affective intelligence / arts
- Creativity
- Interdisciplinary awareness
- Multi-task
- Prioritize
- Activities / extra curricular experience
- Strong basic content knowledge
- Accountability
- Self-sufficiency
- Goal-oriented
- Research and reflection
- Motivation
- Emotional maturity
- Focus on tasks
- Independence
- Microsoft works
- Exposure to higher education
- Community service / learning
- Skills outlined in “Aligning CO’s Education System”
- Decision making
- Analytical skills
- Evaluating material / evidence
- College level academics
- Higher level of competency
- Self-expression
- Balance between job, family, school
- Willing to ask for help
- Inquisitive mind
- Knowledge (historical facts, political science, social sciences)
- Read unknown content and comprehend
- Critical thinking
- Compare and contrast
- Integrity

- Ability to study: organize / think
- Basic computer skills / keyboard
- Identify points of view and positions
- Decision-making based on core values
- Evaluators
- Career pathways
- Fiscal responsibility
- Decisions: accept actions / clean up on own
- Broader and deeper of knowledge base
- History and geography mastery
- Interest in growth and development
- Personal skills / strong character
- Leadership skills
- Advanced math skills
- Globally competitive technology
- Cultural shift needs to occur (*bigger than CDE)
- Understanding learning process
- Acceptance and failure as a learning opportunity
- Read: identify authors purpose, reasons, and support for reason
- To question received wisdom
- Scientific and mathematical literacy
- Civility
- Persistence
- Commitment to education
- Confidence in ability to learn
- Focus / goals / direction

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Guiding Question #3 – Are there special considerations for the workforce or higher education in your region of the state?

Responses:

- Court systems (“ed through criminal justice”)
- Rural areas (whole host of problems)
- Lax requirements for promotion
- High tech urban areas
- Parental education in these areas
- Business / professional involvement – educational process
- High tech skills
- Diversity of people & language
- Government STEM (Science, Technology, Engineering, Mathematics) & research
- Disability education
- Under-participation in Higher Ed
- Opportunities to learn in rural districts
- Need for tech savvy workforce
- Need for highly qualified and competent teachers
- Discrepancy between rural and urban needs
- Poor state support of Higher Ed
- Opportunities to learn / Military
- Highly qualified teachers / need for Special Ed
- Tech savvy workforce
- Engineering needs (STEM – Science, Technology, Engineering, Mathematics)
- Wide diversity across area – rural to suburban
- Less funding for Higher Ed in Colorado
- Dependence on tuition
- Unable to accommodate students / workers with disabilities
- Market / availability of loans / grants for students
- Disparity of resources
- Internationally benchmarked
- Sustainability
- Tourism
- Military
- Transient population
- High tech fields

- Aerospace installations
- Science
- Non-profit skills / appreciation
- Outsourcing
- Financing for state education
- Creating stronger economic development environment
- Innovation / creativity
- Financial aid
- Anti- government / fiscal conservation
- Consistency in all districts and schools / efforts to access programs
- Cost to educate: size, districts, and locations
- Community demographics
- Hospitality as an area economic focus
- Economic success locally and statewide
- Responsible citizenship
- Kids in cracks / transition from courts to public education
- Disparity of resources
- Sustainability
- Geographical awareness
- Foreign language skills
- Understanding how taxes ensure a better quality of life for all and some upward social economic mobility for the poorest
- Support for public education
- Higher salaries for teachers and respect for learning
- Moving family from survival into involvement
- Minority consideration for alternative programs
- Poor involvement of private sector
- No standard requirement to motivate continuous educators
- Teachers / educators not meeting same requirements
- Water issues
- Unemployment rates
- Service industry focus
- High tech companies do not stay due to lack of diversity
- A lot of districts
- Racial parity
- Lack of diversity
- ESL
- Digital divide
- Disparity of resources at all levels
- Not site-based decisions → different curriculum
- Less school districts
- 1 school district for state and 1 for Denver

- Department of Corrections: support services for employees and employee families
- Foster care
- Internationally competitive
- Parenting skills
- Thinking beyond local job opportunities: prep for global opportunities
- Military: transitions and moving around
- Resources and programs to assist students in seeing / believing options and alternatives beyond what a local economy / small rural area provides.
- Need more technical / VOC program options for students
- Green technology / renewable energy
- Sustainable agriculture
- Higher level math
- Visionary leaders
- Offering technology training that meets business needs
- Students with learning disabilities
- Urban drop-outs
- Religious and home school education
- Gap in student documentation
- Socio-economic segregation
- Lots of students through criminal/ court system
- Environmental stewardship
- International benchmark
- Low pay
- Government services
- STEM (Science, Technology, Engineering, Mathematics)
- New fields: if cyber command comes to Colorado Springs –need college to lead in assurance training and skills
- Space technology due to high level of space-related contracts
- Tourism industry: need hospitality and human services
- SES (socio-economic status) – segregated throughout region
- Economy: wait list for services
- Special education: students / laws
- Children entering school below grade level
- Higher education match to workforce needs
- Cyber command, homeland security
- Language diversity / cultural diversity
- Education track
- Low pay in entry jobs
- Link between environment and economy
- Adapt to student learning style (technology)
- Need to educate parents / educate first generation families
- Limited resources

- Dealing with military population
- Community disinclined to support public institutions
- Lowest funded public education system
- Politically active area
- Engineering
- Medical / nursing
- Salaries for educators vs. technical filling positions in remote areas
- Lack of transportation system
- High school: how do we get them to stay
- High mobility
- Non-traditional student
- Teacher training for workforce
- Certified students for wind and urban technology
- High need kids due to military
- Need for special need teachers impacted by the military
- Education for all educators (teachers / admin)
- Early childhood education
- Expansion of service to meet the need to military families
- Anti-government hurts public schools
- Monies for technology in academics
- Monies to hire faculty at competitive wages
- Special monies for developmentally disabled