

# Douglas County School District Community Survey

Higher Education and Employer Interviews, 2017



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# Executive Summary

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# Overview and Context

This report summarizes interviews of 36 business leaders and college admissions representatives that were conducted in late 2016 and early 2017, for the purpose of defining survey goals and subsequently following up on specific issues of interest observed in the survey. It is part of a larger community research project that includes the following reports:

- ➔ High School Student Survey Report
- ➔ High School Student Interview Report
- ➔ High School Student Data Breakouts and Open-End Summary
- ➔ Employee Survey Report
- ➔ Employee Interview Report
- ➔ Employee Data Breakouts and Open-End Summary
- ➔ Parent and Community Survey Report
- ➔ Parent Interview Report
- ➔ Parent Data Breakouts and Open-End Summary
- ➔ Community Data Summary and Open-End Summary
- ➔ Higher education and Employer Interview Report
- ➔ Summary of Top-Level Findings

# Research Goals

Corona Insights conducted interviews between October 2016 to March 2017 with college admissions counselors and business leaders involved in hiring to understand what skills are important for high school students to have upon graduation. The employer interviews focused on the hiring of high school graduates as opposed to college graduates.

A total of 10 admissions counselors and 26 business leaders involved in hiring participated in the research. A detailed methodology can be found in the [appendix](#).

This research was conducted with the following goals in mind:

- ➔ Understand what admissions counselors look for when admitting students, and what employers look for when hiring students out of high school
- ➔ Understand what skills sets students up for success once in college or the workforce
- ➔ Understand the current strengths and weaknesses of Douglas County students

# Key Findings

## Soft skills tend to be most important to employers of high school graduates and highly important to succeeding in post-secondary education

- ➔ Employers can teach the hard skills needed for their business, but they find it harder to teach soft skills. As a result, for roles where they're hiring someone with just a high school diploma, those soft skills are typically most important. Communications skills are a particularly valued skill.
- ➔ Students that have good organizational skills and a strong work ethic are likely to be able to succeed in the college environment.

## High schools can best prepare students for working post-graduation by requiring a class on the workplace and its expectations.

- ➔ When it comes to suggestions for DCSD, employers want to see students come better prepared to work a full-time job – customer relations, communications skills, and professional demeanor, as well as job interview skills and basics such as putting together a good resume and cover letter. Basic life skills are seen as useful as well.
- ➔ Both in general and seen in DCSD graduates specifically, the biggest gap in knowledge or skills is workplace professionalism.

# Key Findings

## High school GPA and test scores were primary factors in determining college admission.

- ➔ For many schools, if the student's index score that combines GPA and test scores is high enough, they are automatically admitted. So preparation for admissions really should focus on these factors.
- ➔ For students who fall below the index score required for admissions, some schools will look at a personal essay to understand reasons why the student may have low GPA and test scores.

## Admissions counselors would like to see more emphasis in high school on thriving once the student is in college, not just getting admitted.

- ➔ These include training students to deal with competing priorities, distractions, and self-guidance.

# Key Findings

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**Both college recruiters and employers would like to see high schools offering a wide variety of opportunities, both in academics and extracurriculars.**

- ➔ These opportunities should help set and maintain expectations while challenging students.
- ➔ Extracurriculars are valuable regardless of your college decision. They present the image to both potential employers and college admissions that a person has motivation and followthrough.

**DCSD graduates are well regarded both in colleges and the workforce.**

- ➔ They are deemed among the better prepared graduates in the metro area.



# Admissions and Hiring

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## Section 1

# Many companies are open to and regularly hire employees directly out of high school

- ➔ In general, many interviewees hired recent high school graduates at least a few times a year, if not more regularly.
  - > Willingness and frequency of hiring directly out of high school varies greatly depending on the size and type of company.

“ We do quite frequently. Most of our labor hiring tends to be kids either just out of high school or in their mid 20s.

- ➔ Due to the nature of jobs that typically don't require post-secondary education, there is a lot of seasonal hiring.

“ We do it seasonally. Most of our hiring is now to ramp up for April through November. In June, July, August, September, and October we're hiring as we need for the positions that become available.

- ➔ Some interviewees felt they could do more hiring of recent high school graduates if there were better connections between their industry and the schools.

“ Right now, not very frequently. [hiring high school graduates] It's just the nature of our business. We have a lot of jobs where we could employ people out of high school if we had a better connection there.

# High school graduates are most frequently hired into customer service positions

- ➔ A majority of positions that high school graduates were hired into frequently tended to be customer-service oriented, however there was a wide variety.

## Frequently hired-for positions for high school graduates

Administrator	Apprentice (various)	Assistant (various)	Attendant	Cashier
Cook/Chef	Coordinator	Customer Service Representative	Delivery Person	Dishwasher
Fitness Instructor	Front Desk	General Laborer	Guest Services	Lifeguard
Machine Operator	Maintenance	Management	Personal Banker	Receptionist
Scheduler	Stage Crew	Technician (various)	Waiter/Bartender	Valet

# Employers are looking for grammatically correct applications and applicants with a mix of soft skills

- ➔ For some interviewees, an application that is free of grammatical and other basic errors is a strict requirement to be further considered for employment.
- ➔ While acknowledging that it is more difficult for recent high school graduates, many interviewees liked to see some form of work history and a commitment to something.
- ➔ Most are looking for a variety of soft skills, either directly relevant to the position or to the company's culture.

“

My hot point is – if I catch any grammatical or spelling errors, I don't even consider them.

“

We're looking for anybody that has done anything – a lot of extracurricular activities, applying themselves such as being a part of clubs or athletics... Applying themselves is a good concept for teams, and being able to work well with others is very important.

“

We're looking more for personality. I'm looking for someone with communication skills, that can be outgoing, and those types of things. We can teach them how to do the job, but can't teach them personality skills.

# GPA and test scores are the primary factors in determining college admissions

- ➔ Above all else, schools look at GPA and test scores to determine admissions.
  - > For many schools, if the student's index score that combines GPA and test scores is high enough, they are automatically admitted.
  - > For students who fall below the index score required for admissions, some schools will look at a personal essay to understand reasons why the student may have low GPA and test scores.

“ Standard test scores and GPA are the base scores for review. We can accept an essay if a student doesn't meet the overall mark. We look for an explanation of their academic history, challenges that they have dealt with, overcame, things of that nature. Basically context to their curriculum and grades.

- ➔ Private and more selective colleges also tend to look at GPA and test scores first, but also base admissions on a more holistic approach.
  - > The key attributes they look for in students are course load, variety and difficulty of classes, as well as involvement in the school community through extracurricular activities.
  - > Generally, they look for students who have taken challenging courses and who show leadership skills and involvement in high school through clubs, sports, or other activities.

“ We look at what kinds of courses they had access to and what they took advantage of. Did they accept and take on a challenge of a rigorous curriculum? We allow student to tell us activities and awards and look for how diverse their experience was outside of academics, in leadership roles and teamwork.

# Finding a candidate is willing or has a desire to learn makes employers confident they can succeed

- ➔ Many interviewees listed soft skills and characteristics as what makes them confident a job candidate can succeed.
  - > The willingness or desire to learn was the most frequently mentioned skill or characteristic that made employers confident a candidate could succeed.
  - > Communication skills, generally speaking, were also commonly mentioned by interviewees.
- ➔ Most interviewees relied on phone and in-person interviews to judge whether potential employees have the skills and characteristics they look for.
  - > Some utilize testing and various assessments, such as personality profiling.

“

Being trainable or coachable. A thirst for knowledge and a desire to improve themselves.

“

What we're looking for is the ability to clearly communicate and come across as confident.

“

Interviewing at the high school level for sure. They don't have any real experience to go back to.

# College recruiters think high schools should offer a wide variety of opportunities to their students

- ➔ When asked what high schools should do to ensure students have the needed skills for admissions, admissions counselors encouraged high schools to be sure to offer a wide variety of challenging courses for their students.
  - > In general, they felt that students who had taken AP or IB classes were more prepared for college, and were more likely to be admitted if they looked beyond GPA and test scores if they had taken those courses.
- ➔ Admissions counselors also wanted high schools to ensure that students had basic skills, such as writing and math, and felt that schools should always meet the HEAR requirement (Higher Education Admission Requirements) so students had all the coursework they needed to be admitted.
- ➔ They also felt that schools should both offer and encourage students to get involved in extracurricular activities, such as clubs, sports, and leadership opportunities.

“ I would say offering AP or IB curriculum to increase rigor. We like to see students challenge themselves within courses, even if it doesn't result in them taking the AP or IB test. Putting themselves in the course to challenge themselves is a big benefit because we have a better understanding if they can manage a college level course. It gives us a gauge of how they would do.

# Employers would like to see high schools teach students professional workplace expectations

- ➔ Many interviewees mentioned the difficulty high schools would have with teaching students soft skills they value, believing many of those skills are learned at home.

“ It goes beyond what the schools can do. It starts at their home. Are the parent’s teaching the kids to be honest, ethical, reliable, and responsible citizens?

- ➔ Interviewees commonly mentioned wanting schools to have a course that teaches the reality of the workplace and its expectations.

- > A few interviewees specifically mentioned the DECA program as being an example of something high schools could be doing.

“ I would encourage them to have classes on real life situations and interacting, appropriate behavior, what expectations are when in the working world, and what the standard rules are.

- ➔ Some felt students should also be better prepared for the process of finding and securing a job, from building a resume to interviewing successfully.

“ I think it would be great if high schools had a career training class, module, or something like that where they conducted mock interviews with the kids so they can know what to expect when they are in an interview situation. Take some time to say “here’s what a job cover letter looks like,” and do that in the context of an English class.



# Skills for Success

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## Section 2

# Nearly all top-of-mind skills or characteristics sought after by employers are soft skills

- ➔ Very few interviewees mentioned specific hard skills they look for in employees.
  - > Basic mathematic ability (adding, subtracting, making change, etc.) and punctuality were the only hard skills mentioned.
- ➔ Interviewees sought those who have a solid grasp on a variety of soft skills relevant to both the position and working in general.
  - > Specific to position, many skills desired were communication-based, such as being friendly, good natured, personable, making eye contact, and engaging conversationally.
  - > Unsurprisingly, work-based soft skills, such as emotional intelligence, efficient, team player, willing to learn, professional behavior, and hard working, were mentioned by nearly every interviewee.

“

Punctuality and being on time is also important. If you're doing an in-person interview, make sure you show up 5-10 minutes early.

“

Definitely those customer services skills are the most important. The customer service temperament. [...] but more so we're looking for those things that are a little bit more difficult to teach someone in a three week training period – temperament, emotional intelligence, initiative, being an independent worker...

# Students with a strong work ethic, communication skills and organizational skills tend to succeed in college

- ➔ In college, students are required to juggle many different things at once to succeed.
  - > Students that have good organizational skills and a strong work ethic are likely to be able to succeed in this environment.
  - > Colleges believe that high school GPA, coursework, and test scores are good indicators that students have these skills.
- ➔ Students that succeed in college also have good social skills so they can not only adjust to the social college environment, but can also navigate having conversations with professors and other students to enhance their learning.

“ Our students that are successful are those who have a very strong work ethic, who understand when they need to ask for help. They manage their time well and understand how to prioritize. Those students tend to have the least amount of challenges. In some cases, the best students are not straight A students. They are students who have tripped and overcome getting lower grades. They have had challenges and know how to overcome them. And of course, students who understand how to work as a part of a team. Students who come with teamwork skills do well as well.

”

# A driven employee who can communicate and work well with others is the type that succeeds in a company

- ➔ Expectedly, given the skills and characteristics that interviewees looked for, soft skills and personality traits were most frequently mentioned when describing the type of employee who succeeds in the company.
- ➔ Most commonly mentioned was some form of a driven employee (hard worker, proactive, takes initiative, persistent, self-starter).

“ Being proactive in all senses. Not waiting for something to happen and react to it, but thinking ahead on what else can they can do to make something better. I think that’s probably what I’ve seen as people being successful.

- ➔ Many interviewees also found that employees with good communication skills and, relatedly, who work well in a team find career success with their company.

“ They have to be passionate about the work we’re doing, they have to be excited to be a part of a team, they have to have a really strong work ethic, and they have to be open to taking direction, especially at an entry level. They have to be coming in with the attitude that there’s a lot they can learn.

# Employees who succeed in the workplace were challenged and succeeded in high school

- ➔ Most interviewees acknowledged the ability for a high school student to shape their own high school experience.
  - > Interviewees felt their employees who were succeeding at their company were the ones who did more than the basic requirements for graduation, such as participating in team sports, volunteering, or other extracurriculars.
- ➔ Regardless of students' academic and extracurricular choices, employees who succeeded were challenged and held to consistent and higher standards in school.
- ➔ Some respondents simply felt that high schools couldn't do much, and that it is the parents and how they raise their kids.

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I think those that are involved in extracurriculars in high school tend to do well in the work force. They know what it takes to be on time, work hard, and do what is asked of them.

“

It has to do with not just skating by and actually being challenged and wanting to overcome those challenges; stretching beyond yourself; participating in extra programs or clubs, maybe just to push your own limits.

“

Oftentimes, I don't know whether it's the high school that does this. I think that the high school can shape their experience by the classes they offer and expectations set before it, but I think it's the parents and what they're doing.

# Students often struggle with overcoming challenges and asking for help

➔ Admissions counselors feel that students will often struggle with the rigor of a college course load, but are afraid to ask for help.

> Students are also often afraid to fail, and don't know how to overcome challenges, because they have not faced these things in high school.

“ A lot of them don't know how to navigate difficult situations in the classroom, difficult assignments doing poorly on an exam. They don't know how to follow up with a faculty member to learn what they didn't do well and learn new skills to be successful.

➔ In terms of subject area, many students tend to struggle with math courses in college.

> Admissions counselors recognized that this was a national trend.

# New employees struggle most with being confident, understanding professionalism, and workplace expectations

- ➔ Interviewees have seen new employees struggle in a variety of classic ways.
  - > Most frequently mentioned, employees struggle with the expectations of the workplace and understanding the basic professional workplace requirements.

“ I would say general professionalism. Coming [to work] in appropriate attire, showing up to work on time... Even in that first contact in the interviews – not having a resume at all, or having a resume that’s half a page long or 5 pages long.

- ➔ Some interviewees felt new employees lacked confidence in themselves and their skills, which limited their ability to do things independently and without much direction.

“ What I see is a lot of kids don’t have a self-starting mentality. They need a lot of supervision. They need a lot of input from their supervisor. A lot of direction. I’d like to see some kids who I give them the ball and they run with it. A little bit more of the self-starter type. The younger generation needs a lot of input and supervision.

- ➔ Other, less frequently mentioned, examples of what a new employee typically struggles with include: communication (both written and verbal), staying focused and on-task, and abstract, big-picture thinking.

# The social environment of college and finding a good balance is also a challenge for many, but important to achieve success

- ➔ Many admissions counselors felt that successful students did a very good job of balancing multiple priorities, which included the academic and the personal.
  - > However, many students struggled with this, as they had not experienced having so much freedom and making those decisions on their own.

“ I think above all, the ability to balance is important. That they are not only able to handle but to appreciate and get value from a challenging academic curriculum. But also see there is more to the college experience than that. The student who gets something out of the academic experience, but also engages in extracurriculars.

- ➔ Simply adjusting to a college environment was also considered a large challenge, but very important for long-term success.

“ When a student goes to college, the comfort zone and structure they are used to having in high school changes instantly. The might be the hardest thing for a person to cope with when they go to college because they have to create a new support system. For students it is especially difficult because they've always been surrounded by friendly faces and non-strangers. When students can build that support as quickly as they can, they are successful. Once you find that community, roommates, club, job—somewhere with people with a similar interest.



# High schools can start preparing students for college sooner and help them understand what life will be like in college

- ➔ Several admissions counselors mentioned that high schools generally do a good job of getting students admitted to college, but don't always do a great job of preparing them for college.
  - > Several suggested high schools should start talking about the college experience sooner in high school.
  - > Many felt that it would be helpful for high school counselors to encourage students to attend summer programs, seminars, or events at colleges so they could be exposed to the environment.
- ➔ Again, admissions counselors encouraged high schools to offer a wide range of rigorous courses, as well as extracurricular activities to expose students to as many challenges and opportunities as possible.
- ➔ Some admissions counselors also suggested giving students more opportunities for freedom, encouraging them to ask for help, and allowing them to fail so they have a better understanding of how to overcome challenges before they get to college.

“

I think giving them responsibility in their senior year. Having more self-guided projects where they pick what they are doing. Giving them multiple things that they need to be doing. Trying to mimic a little of what happens after you graduate, with not as much hand holding. Also making sure they feel supported and can explore what they want to do. Being exposed to many different majors. Helping them understand what college is going to be like versus just focusing on getting them in.

# Encouraging students to participate in extracurriculars and setting clear expectations will better prepare future employees

- ➔ Many interviewees would like to see some sort of course that helps set professional expectations, understand how to function in a professional environment, and build life skills.
- ➔ There was also an emphasis that high schools should ensure students continue to have access to, and encourage participation in, extracurricular activities, such as sports, volunteering, or other clubs.
- ➔ Finally, some believed that setting clear expectations in the school and classroom will help build skills that will transfer to the workplace.

“

When I was in school, we did home ec. It prepared you to do the basics. Wouldn't it be great if we had a workplace class that taught you how to function in a workplace? Learning social skills of just being around other adults. Interacting with levels of management and doing things the way you're told, pose questions in a positive way, and not trying to complain. Workplace social skills class.

“

Just through the expectations that are set to pass and excel in a course. It's similar – if you put in the time and do the work, you can get a good grade. If you prepare and check your work and try your best, it's going to work out. If you just punch in the clock, trying to coast through, it won't work out very well.

# Many employers find at least half of employees right out of high school are well prepared

- ➔ Overall, there was a mixed response when it came to preparedness of employees directly out of high school.
  - > Some interviewees felt nearly none were well-prepared, though a few acknowledged that it was largely from inexperience of holding a full time job and those responsibilities.
  - > A few perceived about half of those right out of high school to be prepared, while many others believed most of those employees to be prepared.
- ➔ While many believed most students to be prepared, a few interviewees mentioned a caveat – expectations versus reality has caused some issues, particularly with compensation or time off.

“

Not super prepared, I would say. We expect to train them and teach them our expectations and what it takes to be successful here. It's a starting point – I wouldn't say they're not prepared, just that not too many have worked full time, and it's a new chapter. It's fine as long as they're teachable. We want to make the investment and get a return.

“

I would say, from a knowledge standpoint, pretty well prepared. We've seen a huge change in the attitude of their expectation about a job. For example, if you asked a baby boomer, they would tell you “I was given a job, they paid me, I got time off, and I was thrilled.” This generation is, “you're paying me, I get a 401k, vacation, health – what else?” Kind of like not wanting to work hard.

# There is much opportunity for career advancement for employees with just a high school diploma

- ➔ In many interviewee's companies, there is a fairly high ceiling for those employee who just have a high school diploma.
  - > A motivated employee who is willing to learn, works hard, and is professional is viewed highly, regardless of their number of degrees or diplomas.

“ The sky is the limit. If they come in and work hard, they can progress from a back of the house employee to someone that is customer facing. If they work hard and act the part and show up on time and are a good representative for us, they can move into potentially an office role or sales role. We've got kids that started out with us washing cars that are in management roles now.

- ➔ Some interviewees mentioned career advancement was possible, but the employees would have to be willing to undertake some form of continuing education, be it college classes, certifications, or internal education.

“ Within a community bank, they look at the potential. They will send you to classes and train you, but you're not limited. If you want to be a loan officer and you have the tenacity and ability to comprehend and work out, you can be a vice president of loans.

- ➔ In some industries, advancing is nearly impossible without a college degree, simply due to the nature of the work itself.

# Perceptions of Douglas County Students

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## Section 3

# In general, most employers find DCSD graduates to have what they are looking for

- ➔ Though feedback was somewhat mixed, a majority of interviewees felt that graduates coming from DCSD schools had what they were looking for.

“ We’ve hired a few. I would say the majority we interview we did hire. We’ve had pretty good success, really. We like the local kids.

- ➔ When it came to what was normally missing from candidates, few skills or characteristics were commonly mentioned across interviewees.
  - > A few interviewees mentioned that they find many applicants are lacking a strong work ethic.
  - > Some interviewees felt applicants were missing professionalism and professional experience.
  - > Overall, many mentioned some form of soft skills – or soft skills in general – as being missed.

“ The desire to do whatever it takes [is missing] – whatever it takes to succeed in a job. It’s going to take hard work. I feel like there’s a huge sense of entitlement.

“ We have a dearth here – what is lacking (and we are more than willing to train technical skills) is all soft skills.

# Overall, admissions counselors believe Douglas County students are on par with similar districts

- ➔ Admissions counselors generally felt that Douglas County students were quality students who they wanted to attract to their colleges.
  - > They often said they were a similar quality of students in districts such as Cherry Creek and Jeffco.
  - > They believed that the demographics of Douglas County generally translated into quality students on a large scale level.
- ➔ Aside from generally thinking they were good students, admissions counselors did not feel that Douglas County students were significantly different than other students they admitted.
  - > They did not feel that Douglas County students had any gaps in knowledge or skills.

“

It's one of our better districts. It is one of our best. They tend to not need any remediation. We have had really good success with all students we have admitted from Douglas County. For us, it's right up there with another school district close by, the Cherry Creek School District.

“

They seem to do a pretty good job as far as student preparedness, previous academic coursework, retention of students. I think Douglas County does a pretty good job. When we look at higher performing school districts—Douglas County, Cherry Creek, Littleton, the southern end of Jeffco schools—the more affluent districts are going to have higher performing schools.

# Employers typically find DCSD graduates to be better educated

- Few interviewees held similar views on what, if anything, is unique about the employees they've hired that have come out of the DCSD schools.
  - > Most commonly mentioned was that they are local, which provides unique value to some businesses.
  - > Many interviewees either didn't know or felt there was nothing that made them unique.

“ They know the area and demographic of our patients, and they understand the level of care or service that we expect. I don't know if I've hired anyone from Douglas County that doesn't know that.

- The most frequently mentioned strengths of interviewees' employees from the DCSD schools is that they are simply better educated.
  - > Other more commonly mentioned strengths include: they're outgoing, have a strong sense of community, and are more driven.

“ They seem better educated and usually more fluent, verbally. They're a little more mature.



# DCSD graduates tend to struggle most with professionalism

- ➔ Similar to above, few interviewees held similar opinions on the gaps in knowledge or skills most often seen in DCSD graduates.
  - > DCSD graduates seemed to struggle most with professionalism, such as showing up on time and using workplace-appropriate communication.

“

Even though I don't necessarily think all that we hire are from DCSD [have this weakness], it's the professionalism. Almost every single high school candidate we hire, that's the least developed skill.

“

Probably the last couple that we've hired thought it would be cool to work in a hotel and both wanted to be in food and beverage, and it was a rude awakening finding they needed to be here at 5:30 in the morning.

# Employers want high schools to better prepare students to enter the work force

- ➔ By far, the most frequently suggested piece of advice to DCSD to ensure their students are set up for success after high school was the introduction of a class that prepares students to enter the work force, covering such material as workplace expectations and career opportunities.
  - > Some interviewees specifically mentioned the importance of acknowledging that not every student is capable nor interested in attending college, and that high schools need to do a better job preparing these students for their futures.



Develop some sort of class that teaches them the basics; this is what your expectations are – if you're just hired and working, these are the minimum expectations that you're going to be expected to accomplish. You need to not call off, need to not be late, have a handle on communication, be respectful, know how much it's going to cost to survive – basic budgeting. Give them a realistic expectation. Give them the basic expectations of employers – what's important, what's not important, how to dress appropriately.

# Appendix

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# Methodology

## ➔ Research mode

- > All interviews were approximately 30 minutes long and conducted via telephone.
- > Higher education interviews were conducted in October and November 2016.
- > Employer interviews were conducted in February and March 2017.

## ➔ Recruiting

- > Higher Education: Participants were recruited from a list of schools frequently attended by Douglas County students, with a mix of in-state, out-of-state, two-year, four-year, public, and private schools. Corona Insights contacted admissions counselors via email and telephone to schedule interviews.
- > Employers: Corona purchased a list of business leaders of companies located in Douglas county. Business leaders were invited to participate in a very short screening survey in exchange for the opportunity to participate in an interview and be paid \$100. From the screening survey, Corona identified candidates to best fit the needs of the interview: they had to be located and doing business in Douglas county and must have hired at least some employees with just a high school diploma. From there, Corona identified potential participants whose companies spanned across a variety of industries, focusing more on industries that hire a greater percentage of those with just a high school diploma or equivalent and on those who pay higher than average wages to high school graduates.

## ➔ Incentive

- > All participants were offered \$100 as an incentive for their participation.

# Participant Employers

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➔ The table on the following page shows the size of the employment economy statewide for people under the age of 30 with a high school diploma and no college degree. Interviews concentrated on employers of occupations that represented large numbers of jobs, relatively high average wages, or both.

# High School Graduate Occupations (Under Age 30)

Occupation	Jobs	12-month Wages	Jobs x Wages
Office	82,423	\$14,922	\$1,229,904,840
Sales	85,057	\$13,114	\$1,115,418,350
Food and Beverage	84,137	\$11,645	\$979,781,540
Repair	20,038	\$31,264	\$626,468,220
Manager	22,187	\$26,516	\$588,306,560
Construction	27,603	\$20,791	\$573,895,180
Transportation	41,746	\$13,319	\$556,018,530
Production	20,512	\$20,198	\$414,300,540
Military	13,663	\$25,361	\$346,512,500
Cleaning	25,737	\$13,233	\$340,576,860
Personal Services	34,224	\$8,869	\$303,545,460
Medical	10,331	\$28,203	\$291,361,400
Protection	13,342	\$19,072	\$254,464,800

Continued on following page

# High School Graduate Occupations (Under Age 30)

Occupation	Jobs	12-month Wages	Jobs x Wages
Health Services	14,936	\$16,631	\$248,408,070
Computers	8,730	\$24,410	\$213,097,400
Extraction	4,026	\$52,872	\$212,861,300
Entertainment	10,666	\$14,990	\$159,887,200
Business	5,879	\$27,156	\$159,649,000
Education	13,790	\$11,542	\$159,160,550
Engineering	3,921	\$22,871	\$89,676,900
Finance	3,247	\$24,621	\$79,945,100
Farming and Forestry	4,961	\$11,334	\$56,229,824
Social Care	2,328	\$17,857	\$41,571,300
Science	2,164	\$17,620	\$38,129,500
Legal	1,021	\$17,618	\$17,987,800
Long-Term Unemployed	9,454	\$0	\$0
Not in Work Force	53,614	\$0	\$0

# About Corona Insights

Our founder named the company Corona because the word means “light.” It’s the knowledge that surrounds and illuminates an issue; exactly what we provide. Our firm’s mission is to provide accurate and unbiased information and counsel to decision makers. We provide market research, evaluation, and strategic consulting for organizations both small and large.

*Learn more at [www.CoronaInsights.com](http://www.CoronaInsights.com)*

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