

The National Employer Survey Phase II

Administered by the U.S. Bureau of the Census

Jointly Supported by the National Center for Postsecondary Improvement (NCPI)
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Hello. This is [fill in name] from the U.S. Census Bureau. The Educational Quality of the Workforce survey team has asked the Census Bureau to conduct a survey on employers' hiring and human resources practices. The results of the survey will be used to determine how our nation's firms and schools can work together to better meet the challenges of global competition.

I will be reading to you a list of questions requesting data. If the requested information is available but not readily at hand, just tell me that. If the requested information isn't available or would be very difficult to obtain, please provide us with your best estimate. Some enterprises are made up of more than one establishment. If your establishment is part of a multi-establishment enterprise, please keep in mind that the information I will be requesting pertains to this establishment only—not to the entire company.

I. Firm Characteristics: Production Statistics, Machinery, Equipment, and Technology

The first set of questions ask about the general characteristics of your establishment. This information will give us a rough picture of how much your establishment produces (of the scope of your business) and what types of technology you use.

- 1a. We have your establishment's principal line of business listed as [FILL]. Is this correct?
- 1b. What is the principal product you produce at your establishment?
2. What was your establishment's total value of sales, receipts, or shipments for calendar year 1996?
3. What was the total labor cost used in the production of your 1996 sales?
[**READ IF NECESSARY:** For example, wages, salaries, and other non-wage benefits such as health care, pensions, and insurance.]
4. What was the total cost of goods and services used in the production of your 1996 sales?
[**READ IF NECESSARY:** For example, energy costs, raw materials, goods and services purchased in the course of doing business. This excludes labor costs from the last question.]
5. At the end of calendar year 1996, what was the total book value of the fixed capital stock in your establishment?
[**READ IF NECESSARY:** For example, buildings, equipment, furniture, vehicles, etc.]
6. In 1996, how much did your establishment spend on new equipment?

7. What percent of your machinery or equipment used in production is
 - (a) Less than 1 year old?
 - (b) Between 1 and 4 years old?
 - (c) Between 5 and 10 years old?
 - (d) More than 10 years old?
- 8a. What percent of your managers and supervisors use computers in their jobs?
- 8b. What percent of your production [sales/customer service/other front line] and non-supervisory employees use computers in their jobs?

II. Workforce Characteristics

The following questions ask about the nature of your workforce.

- 9a. In 1996, did you have any contract, leased, or temporary agency workers who were not employees of your establishment?
 [READ IF NECESSARY: These are workers for whom your establishment did not withhold payroll taxes.]
 - (1) Yes
 - (2) No [SKIP 9b.]
- 9b. How many contract, leased, or temporary agency workers did you have in 1996?

Now I'm going to ask about employees on your payroll at the end of 1996.

- 9c. Please tell me the number of your employees in each of these three categories. Exclude those agency workers that I just asked you about.
 [READ IF NECESSARY: Employees on your payroll are ones for whom your establishment withholds income tax.]
 - (a) Permanent full-time
 - (b) Permanent part-time
 - (c) Temporary or seasonal workers on your payroll
10. Of the permanent employees at this location at the end of 1996, how many or what percent were in each of these five categories?
 [SELECT INPUT PREFERENCE: (P) PERCENT (N) NUMBER]
 - (a) Managers/professionals
 - (b) Supervisors
 - (c) Technical/technical support
 - (d) Office/clerical/sales/customer service
 - (e) Production employees

11. What is the average number of years of completed schooling for the following categories of employees?
- (a) Managers/professionals
 - (b) Supervisors
 - (c) Technical/technical support
 - (d) Office/clerical/sales/customer service
 - (e) Production employees

READ A COUPLE OF EXAMPLES IF NECESSARY:

- | | |
|---------------------------------------|---|
| (10) Less than high school | (16) Bachelor degree (B.A., B.S.) |
| (11) High school, no diploma | (18) Master's degree (M.A., M.S., M.B.A.) |
| (12) High school graduate (or G.E.D.) | (19) Professional degree (M.D., D.D.S.) |
| (13) Some college but no degree | (20) Doctorate degree (Ph.D., Ed.D.) |
| (14) Associate degree (occup/vocat) | |

- 12a. What percent or how many of your permanent employees are women?
- 12b. What percent or how many of your permanent employees are minorities?
[**READ IF NECESSARY:** For the purposes of this survey, minorities include the categories of African American, Hispanic, Asian, Pacific Islander, and Native American.]
13. What percent or how many of current permanent employees have been with you for less than one year?
14. What percent or how many of your permanent workforce left voluntarily (e.g., retired or quit) in the past year?
15. What percent or how many of your permanent workforce left involuntarily (e.g., were fired or laid off) in the past year?
- 16a. In the past three years, has the size of your permanent workforce increased, decreased, or stayed the same?
- 16b. [**NOT ASKED IF 16a IS "STAYED THE SAME."**] By what percent or by how many people has your workforce increased/decreased?
17. How many hours per week, including overtime, do the following categories of employees typically work?
- (a) Managers/professionals
 - (b) Supervisors
 - (c) Technical/technical support
 - (d) Office/clerical/sales/customer service
 - (e) Production employees

III. Work Organization and Design

18. Compared to your major competitors, do you consider your employees' productivity to be higher, lower, or the same?
19. Has your establishment participated in any benchmarking programs that compare your practices and performances with other organizations?
 - (1) Yes
 - (2) No
20. Has your establishment undergone re-engineering within the past three years?
 - (1) Yes
 - (2) No
21. What percent or how many of non-managerial and non-supervisory employees are currently involved in self-managed teams?
[READ IF NECESSARY: These teams have some degree of responsibility and discretion over such decisions as methods of work, task schedules, assignment of members to different tasks, and feedback about group performance.]
- 22a. What percent or how many of non-managerial and non-supervisory employees are involved in regularly scheduled meetings to discuss work-related issues?
- 22b. Which of the following items are discussed in these meetings?
 - (a) Working conditions
 - (b) Health and safety
 - (c) Choice of new technology or equipment
 - (d) Ways to improve specific tasks
23. What percent or how many of non-managerial and non-supervisory employees are currently involved in job rotation?
[READ IF NECESSARY: Job rotation refers to a work design system that allows employees to rotate among different jobs.]
24. How many levels are there between a front-line supervisor and the top official in your establishment?
[IF NO FRONT-LINE SUPERVISORS, ASK WITH REFERENCE TO MANAGERS.]
25. On average, how many employees report to each front-line supervisor?
[IF NO FRONT-LINE SUPERVISORS, ASK WITH REFERENCE TO MANAGERS]

IV. Compensation and Benefits

26. What is the average pay for the following categories of full-time employees?
Also, please specify the unit of payment for each category.

Amount of Pay:

Unit of Payment:

- (1) Hourly
- (2) Weekly
- (3) Monthly
- (4) Annually

26a. Managers or professionals

26b. Supervisors

26c. Technicians

26d. Office/clerical/sales/customer service

26e. Production employees

27. Does your establishment contribute toward any of the following employee benefits?

(1) Yes (2) No

[NOTE TO INTERVIEWER: READ EACH BENEFIT]

- (a) Pension plan
- (b) Severance plan
- (c) Medical or health insurance
- (d) Dental care benefits
- (e) Child care benefits
- (f) Family leave
- (g) Life insurance
- (h) Sick pay
- (i) Paid vacation/holidays
- (j) Stock options or profit sharing

28a. Are any of your employees represented by a union or unions?

- (1) Yes
- (2) No [SKIP 28b]

28b. What percent or how many of your non-managerial, non-supervisory employees are covered by a collective-bargaining agreement?

V. Recruiting and Hiring

29. What percent of total labor costs is spent annually on the recruitment and selection of employees?

- 30a. How many people have you hired in the past two years? **[IF NONE, SKIP TO 32a.]**
[READ IF NECESSARY: Include former as well as current employees.]
- 30b. **[IF ONLY ONE HIRED]** Into which category does he/she fit?
[IF MORE THAN ONE] How many or what percent were in each of these five categories?
[SELECT INPUT PREFERENCE: (P) PERCENT (N) NUMBER]
- (a) Managers/professionals
 - (b) Supervisors
 - (c) Technical/technical support
 - (d) Office/clerical/sales/customer service
 - (e) Production employees
- 31a. Of those managers/professionals hired in the last two years, what percent had attained the following levels of education?
- (a) Four-year college degree or higher
 - (b) Two-year college degree but not a four-year degree
 - (c) Some college but no college degree
 - (d) Certificate from a technical institute but no college degree
 - (e) High school diploma but no further degree or certificate
 - (f) Less than a high school diploma
- 31b. Of those supervisors hired in the last two years, what percent had attained the following levels of education?
- 31c. Of those technical/technical support hired in the last two years, what percent had attained the following levels of education?
- 31d. Of those office/clerical/sales/customer service hired in the last two years, what percent had attained the following levels of education?
- 31e. Of those production workers hired in the last two years, what percent had attained the following levels of education?

The next four questions ask about the graduates you've hired from different types of schools.

- 32a. Based on your experience with hiring their graduates, how would you rate your local high schools' overall performance in preparing students for work in your establishment?
- (1) Unacceptable
 - (2) Barely acceptable
 - (3) Adequate
 - (4) More than adequate
 - (5) Outstanding
 - (8) We have not hired any graduates of the local high school who have applied for positions with our establishment.
 - (9) No graduates of the local high school have applied for positions with our establishment.
- 32b. Based on your experience with hiring their graduates, how would you rate the local technical institutes' overall performance in preparing students for work in your establishment?
- 32c. Based on your experience with hiring their graduates, how would you rate the local community colleges' overall performance in preparing students for work in your establishment?
- 32d. Based on your experience with hiring their graduates, how would you rate four-year colleges' and universities' overall performance in preparing students for work in your establishment? (Please consider graduates of all four-year colleges and universities that you have hired, not just those from local institutions.)
33. What is a typical production employee's job title [JOB TITLE]?
- 33a. During the last three years, have the skills required to perform a(n) [JOB TITLE] at an acceptable level increased, decreased, or remained the same?
34. Approximately how many months does it take a typical, newly hired [JOB TITLE] to become fully proficient?
35. What percent of your typical [JOB TITLE] would you regard as being fully proficient?
36. During the last three years, has the proportion of [JOB TITLE] you consider to be fully proficient increased, decreased, or remained the same?

37. The following are methods that might be used in recruiting applicants for a(n) [JOB TITLE] opening. In terms of their value in helping you to attract acceptable applicants, please rank each method on a scale of 1 to 5:
- | | |
|----------------|--------------------|
| (1) No value | (4) Very important |
| (2) Some value | (5) Essential |
| (3) Important | |
- (a) Newspaper ads
 - (b) Job postings at your establishment
 - (c) Referrals by current employees
 - (d) Contacting local high schools
 - (e) Contacting technical schools
 - (f) Contacting colleges or universities
 - (g) Private employment agencies
 - (h) Public employment agencies
 - (i) Unsolicited inquiries
38. Once you have established a pool of applicants for a(n) [JOB TITLE] opening, what sources of information do you use to evaluate the candidates? I am going to read a list of information sources and ask you to rate them on how regularly you obtain information from them. Please use the scale of 1 to 5:
- | | |
|------------------|------------|
| (1) Never | (4) Often |
| (2) Occasionally | (5) Always |
| (3) Regularly | |

How regularly do you obtain information from

- (a) Application form
- (b) Resume
- (c) References of previous employers
- (d) References of former teachers or instructors
- (e) School transcripts
- (fca) Scores received on Golden State Exams (CALIFORNIA)
- (fky) Score received on Kentucky Instructional Results Information Systems (KIRIS) assessment (KENTUCKY)
- (fmd) Score received on Maryland Functional Test (MARYLAND)
- (fmi) Score received on Michigan High School Proficiency Test or Michigan Education Assessment Program (MICHIGAN)
- (g) Other information on student achievement in high school, e.g., examples of student work in school (IF NOT KENTUCKY OR MICHIGAN)
- (gky) Applicant's student portfolios in math and writing (KENTUCKY)
- (gmi) Applicant's Employability Skills Portfolio (MICHIGAN)
- (h) Interviews
- (i) Tests administered as part of the interview
- (j) Drug/alcohol screens
- (k) Work samples

39. After you have established your applicant pool and obtained information about potential [JOB TITLE] employees, what characteristics or attributes are most critical in making your hiring decision? Please use a scale of 1 to 5:
- | | |
|--------------------------|--------------------|
| (1) Not at all important | (4) Very important |
| (2) Is of some value | (5) Essential |
| (3) Important | |
- (a) Attitude
 - (b) Previous full-time work experience
 - (c) Previous after-school or summer work experience
 - (d) High-quality performance at previous jobs
 - (e) Industry-based credentials (certifying applicant's skills)
 - (f) Communication skills
 - (g) Education level (years completed)
 - (h) School reputation
 - (i) High academic performance in school
 - (j) Course work in technical areas
 - (k) Course work in general subjects
 - (l) Participation in community and/or extra-curricular activities
40. How many weeks does it take to fill a typical [JOB TITLE] opening?
41. How many candidates do you interview for each [JOB TITLE] opening?

VI. Training

The next set of questions asks about structured or formal training. This may be offered at your establishment or at another location and may occur during working hours or at other times. Formal training includes all types of training activities that have a pre-defined objective as opposed to informal, on-the-job training.

[READ IF NECESSARY: Examples of structured or formal training include seminars, lectures, workshops, audio-visual presentations, apprenticeships, and structured on-the-job training.]

- 42a. Do you pay for or provide any formal training, either on-the-job (by supervisors or outside contractors) or at a school or technical institute?
- (1) Yes
 - (2) No
43. What did your establishment spend last year on formal training programs?
44. What percent of formal training occurs during paid working hours?
- 45a1. In the past year, what percent of or how many managers and professionals received formal training?

- 45a2. What is the average number of training hours each manager or professional received last year?
- 45a3. Which of the following areas did managers and professionals cover during their training?
- (a) Improving teamwork or problem-solving skills
 - (b) Training in sales and customer service
 - (c) Training to use computers and/or new equipment
 - (d) Training on the safe use of equipment and tools
- 45a4. Three years ago, what percent of or how many managers and professionals received formal training?
- 45b1. In the past year, what percent of or how many supervisors received formal training?
- 45b2. What is the average number of training hours each supervisor received last year?
- 45b3. Which of the following areas did supervisors cover during their training?
- (a) Improving teamwork or problem-solving skills
 - (b) Training in sales and customer service
 - (c) Training to use computers and/or new equipment
 - (d) Training on the safe use of equipment and tools
 - (e) Remedial skills in literacy and arithmetic
- 45b4. Three years ago, what percent of or how many supervisors received formal training?
- 45c1. In the past year, what percent of or how many technical/technical support staff received formal training?
- 45c2. What is the average number of training hours each technical/technical support staff person received last year?
- 45c3. Which of the following areas did technical/technical support staff cover during their training?
- (a) Improving teamwork or problem-solving skills
 - (b) Training in sales and customer service
 - (c) Training to use computers and/or new equipment
 - (d) Training on the safe use of equipment and tools
 - (e) Remedial skills in literacy and arithmetic
- 45c4. Three years ago, what percent of or how many technical/technical support staff received formal training?
- 45d1. In the past year, what percent of or how many office/clerical/sales/customer service staff received formal training?

- 45d2. What is the average number of training hours each office/clerical/sales/customer service staff person received last year?
- 45d3. Which of the following areas did office/clerical/sales/customer service staff cover during their training?
- (a) Improving teamwork or problem-solving skills
 - (b) Training in sales and customer service
 - (c) Training to use computers and/or new equipment
 - (d) Training on the safe use of equipment and tools
 - (e) Remedial skills in literacy and arithmetic
- 45d4. Three years ago, what percent of or how many office/clerical/sales/customer service staff received formal training?
- 45e1. In the past year, what percent of or how many production employees received formal training?
- 45e2. What is the average number of training hours each production employee received last year?
- 45e3. Which of the following areas did production employees cover during their training?
- (a) Improving teamwork or problem-solving skills
 - (b) Training in sales and customer service
 - (c) Training to use computers and/or new equipment
 - (d) Training on the safe use of equipment and tools
 - (e) Remedial skills in literacy and arithmetic
- 45e4. Three years ago, what percent of or how many production employees received formal training?
46. Do you reimburse the cost of tuition for an approved course for
- (a) Managers and professionals
 - (b) Supervisors
 - (c) Technical/technical support
 - (d) Office/clerical/sales/customer service
 - (e) Production employees
47. Do you provide time off from work to take an approved course for
- (a) Managers and professionals
 - (b) Supervisors
 - (c) Technical/technical support
 - (d) Office/clerical/sales/customer service
 - (e) Production employees

VII. School to Work

The following four questions refer to production employees who are 18 to 25 years old.

- 48a. About how many 18 to 25 year old employees did you hire in the last two years?
[**READ IF NECESSARY:** Include former as well as current employees.]
- 48a1. What percent or how many of them were involuntarily terminated within a year of being hired?
- 48a2. What percent or how many of them quit within a year of being hired?
- 48b. What percent or how many came directly from high school or a community college (that is, within a year of graduation or stopping their studies)?

The next questions ask about programs that might bring students into your workplace.

- 49. School-to-work partnerships consists of joint activity between schools and employers to build connections between school-based learning and work-based learning. Is your establishment participating in such a school-to-work partnership?
 - (1) Yes
 - (2) No
- 50. Is your establishment participating in any of the following work-based learning activities for high school or community college students?
 - 50a1. Job shadowing
[**READ IF NECESSARY:** Where a student follows an employee for one day or more to learn about a particular occupation or industry.]
 - (1) Yes
 - (2) No
 - 50a2. How many students were involved in job shadowing at your establishment during the past year?
 - 50b1. Mentoring
[**READ IF NECESSARY:** Where an employee is assigned to guide a student and serve as a liaison with the school on behalf of the student and the firm.]
 - (1) Yes
 - (2) No
 - 50b2. How many students were involved in mentoring at your establishment during the past year?

- 50c1. Internships
[**READ IF NECESSARY:** Where for a specified period of time students work for an employer to learn about a particular occupation or industry. This may or may not include financial compensation.]
(1) Yes
(2) No
- 50c2. How many students were involved in internships at your establishment during the past year?
- 50d1. Cooperative education
[**READ IF NECESSARY:** A method of instruction whereby students alternate or coordinate their academic and vocational studies with a paid or unpaid job in a related field.]
(1) Yes
(2) No
- 50d2. How many students were involved in cooperative education at your establishment during the past year?
- 50e1. Registered apprenticeships
[**READ IF NECESSARY:** Formal programs registered with the U.S. Department of Labor or with an approved state apprenticeship agency. Registered apprenticeships are typically paid work experiences.]
(1) Yes
(2) No
- 50e2. How many students were involved in registered apprenticeships at your establishment during the past year?
- 50f1. Youth apprenticeships
[**READ IF NECESSARY:** Multi-year programs combining school-based and work-based learning in an occupation area. These are designed to lead directly into a related postsecondary program, entry-level job, or registered apprenticeship program. These apprentices may or may not be paid.]
(1) Yes
(2) No
- 50f2. How many students were involved in youth apprenticeships at your establishment during the past year?
51. Of production employees who are 18 to 25 years old hired in the last two years, what percent or how many would you estimate had prior experience in a cooperative education, internship, or apprenticeship program, either at your establishment or elsewhere?

- 52a. How would you compare the productivity of those new hires who had experience in a cooperative education, internship, or apprenticeship program to other 18 to 25 year old newly hired employees in the same job?
- (1) Same
 - (2) Better
 - (3) Worse
- 52b. How would you compare the “attitude” or “work-readiness” of those new hires who had experience in a cooperative education, internship, or apprenticeship program to other 18 to 25 year old newly hired employees in the same job?
- (1) Same
 - (2) Better
 - (3) Worse
- 52c. What percent of or how many new hires who had experience in a cooperative education, internship, or apprenticeship programs needed remedial training in reading or math?
- 52d. What percent or how many were involuntarily terminated within a year of being hired?
- 52e. What percent or how many quit within a year of being hired?

VIII. Community Involvement

53. The following list consists of activities which involve establishments working directly with schools and students. Does your establishment sponsor or participate in any of them?
- (1) Yes (2) No
 - (a) Employees visit students in schools to describe their work in their industry or company
 - (b) Students visit your worksite to learn about education and work opportunities or to observe workplace activities
 - (c) Employees tutor students, either at or away from your establishment
 - (d) Employer-sponsored before- or after-school activities
 - (e) Employer-sponsored youth clubs
 - (f) Employer-sponsored scholarships/awards/recognition of students
 - (g) Employees teach or assist the teaching of students in classrooms

54. The following is a list of ways that establishments might work directly with educators, either at the workplace or in schools. Does your establishment participate in any of them?
- (1) Yes (2) No
- (a) School-based enterprises
[**READ IF NECESSARY:** Where employers provide expertise as consultants to student-operated businesses at schools.]
 - (b) Professional development for school personnel
[**READ IF NECESSARY:** Where employers provide opportunities for educators to develop their skills and knowledge, and/or to increase their awareness of current technology.]
 - (c) Developing curricula and instructional materials
[**READ IF NECESSARY:** Where employers work with teachers to develop instructional material to guide teaching in classrooms.]
 - (d) Communicating about business practices
[**READ IF NECESSARY:** Where employers provide information to school personnel on current industry practices, distribute copies of industry skill standards to teachers to use in their program planning, or connect educators to industry skill-standards implementation projects.]
 - (e) Donating funds or equipment to schools
 - (f) Offering scholarships/awards/recognition of teachers
55. Does your establishment use any of the following methods to engage in activity around issues related to the reform of primary and/or secondary education?
- (1) Yes (2) No
- (a) Industry association memberships
 - (b) Membership on local advisory committees
 - (c) Participation in community forums
 - (d) Editorials and/or advertisements in the local media
 - (e) Internal company communications
 - (f) Other (specify)
- 55a. What other methods do you use to engage in activity around issues related to the reform of primary and/or secondary education?
56. Does your establishment contribute to the local education foundation?
- (1) Yes
- (2) No
- (0) Our community does not have a local education foundation

57. Does your establishment allow its employees to take time off to participate in activities related to their children's education?
[**READ IF NECESSARY:** For example, parent-teacher conferences.]
(1) Yes
(2) No
58. Do you provide your employees with time off to do volunteer work in the local schools?
(1) Yes
(2) No
59. Does your establishment allow its employees to take time off to serve on a school or district committee or governing board?
(1) Yes
(2) No

For California establishments only

- 60ca1. Of these five state-level education reforms that are being implemented in California, please tell me if [**INTERVIEWER: DON'T READ NUMBERS**]
(1) you've never heard of the program,
(2) have heard of the program but aren't familiar with it, or
(3) have heard of the program and are familiar with its features.
- (a) Golden State Exams
(b) Curriculum Frameworks
(c) School Improvement Program
(d) Class Size Reductions
(e) Charter Schools
- 60ca2. How do you think the following reform(s) will affect the educational quality of the young entrants to the workforce in your state? On a scale of 1 to 5, where
(1) is Will have a detrimental affect on educational quality
(2) is Will not improve educational quality at all
(3) is Will not improve educational quality very much
(4) is Will improve educational quality somewhat
(5) is Will improve educational quality a great deal
- (a) Golden State Exams
(b) Curriculum Frameworks
(c) School Improvement Program
(d) Class Size Reductions
(e) Charter Schools

For Kentucky establishments only

60ky1. Of these four state-level education reforms that are being implemented in Kentucky, please tell me if **[INTERVIEWER: DON'T READ NUMBER]**

- (1) you've never heard of the program,
- (2) have heard of the program but aren't familiar with it, or
- (3) have heard of the program and are familiar with its features.

- (a) Kentucky Education Reform Act (KERA)
- (b) Kentucky Instructional Results Information System (KIRIS)
- (c) School-Based Decision Making
- (d) Non-graded primary school

60ky2. How do you think the following reform(s) will affect the educational quality of the young entrants to the workforce in your state? On a scale of 1 to 5, where

- (1) is Will have a detrimental affect on educational quality
- (2) is Will not improve educational quality at all
- (3) is Will not improve educational quality very much
- (4) is Will improve educational quality somewhat
- (5) is Will improve educational quality a great deal

- (a) Kentucky Education Reform Act (KERA)
- (b) Kentucky Instructional Results Information System (KIRIS)
- (c) School-Based Decision Making
- (d) Non-graded primary school

For Maryland establishments only

60md1. Of these three state-level education reforms that are being implemented in Maryland, please tell me if **[INTERVIEWER: DON'T READ NUMBER]**

- (1) you've never heard of the program,
- (2) have heard of the program but aren't familiar with it, or
- (3) have heard of the program and are familiar with its features.

- (a) Maryland School Performance Assessment Program (MSPAP)
- (b) Maryland Functional Test
- (c) Reconstitution of Schools

60md2. How do you think the following reform(s) will affect the educational quality of the young entrants to the workforce in your state? On a scale of 1 to 5, where

- (1) is Will have a detrimental affect on educational quality
- (2) is Will not improve educational quality at all
- (3) is Will not improve educational quality very much
- (4) is Will improve educational quality somewhat
- (5) is Will improve educational quality a great deal

- (a) Maryland School Performance Assessment Program (MSPAP)
- (b) Maryland Functional Test
- (c) Reconstitution of Schools

For Michigan establishments only

60mi1. Of these five state-level education reforms that are being implemented in Michigan, please tell me if **[INTERVIEWER: DON'T READ NUMBER]**

- (1) you've never heard of the program,
- (2) have heard of the program but aren't familiar with it, or
- (3) have heard of the program and are familiar with its features.

- (a) Michigan Model Content Standards
- (b) Michigan Education Assessment Program (MEAP)
- (c) High School Proficiency Test
- (d) Employability Skills Portfolio
- (e) Charter Schools

60mi2. How do you think the following reform(s) will affect the educational quality of the young entrants to the workforce in your state? On a scale of 1 to 5, where:

- (1) is Will have a detrimental affect on educational quality
- (2) is Will not improve educational quality at all
- (3) is Will not improve educational quality very much
- (4) is Will improve educational quality somewhat
- (5) is Will improve educational quality a great deal

- (a) Michigan Model Content Standards
- (b) Michigan Education Assessment Program (MEAP)
- (c) High School Proficiency Test
- (d) Employability Skills Portfolio
- (e) Charter Schools

For Pennsylvania establishments only

60pa1. Of these two state-level education reforms that are being implemented in Pennsylvania, please tell me if **[INTERVIEWER: DON'T READ NUMBER]**

- (1) you've never heard of the program,
- (2) have heard of the program but aren't familiar with it, or
- (3) have heard of the program and are familiar with its features.

- (a) Pennsylvania System of School Assessment
- (b) School District Strategic Planning Process

60pa2. How do you think the following reform(s) will affect the educational quality of the young entrants to the workforce in your state? On a scale of 1 to 5, where:

- (1) is Will have a detrimental affect on educational quality
- (2) is Will not improve educational quality at all
- (3) is Will not improve educational quality very much
- (4) is Will improve educational quality somewhat
- (5) is Will improve educational quality a great deal

- (a) Pennsylvania System of School Assessment
- (b) School District Strategic Planning Process

61. Would you be interested in receiving a summary report of the results of this survey?

- (1) Yes (2) No