

**Survey of Business and Industry Apprentice Sponsors  
Alamance-Burlington School System**

*We are surveying all Alamance County employers who participated in the Apprenticeship Program last school year (20xx-xx). The purpose of this survey is to learn what additional skills employers think students working as apprentices need. Below are a series of questions about your experience last year with student apprentices. If you choose to complete the survey, all the information you supply will be held in the strictest confidence. No individual will be identified, and all responses will be reported in a summarized format. Your decision to answer these questions will in no way affect your relationship with the Alamance-Burlington School System. For more information about your rights as a participant in this project, please contact Mrs. Vickie Hodge, Tech Prep Coordinator, xxx-xxx-xxxx. Please return the survey using the self-addressed, postage paid envelope as soon as possible. Thank you for taking time to complete this survey. Your responses will be used to make the apprenticeship experience more meaningful to the students and employers of Alamance County.*

Company Name: _____	
Address: _____	
Type of business/industry: _____	
Approximate # full-time employees: _____	Approximate # part-time employees: _____

1. Why does your company participate in the Apprenticeship Program? *(Check all that apply.)*
  - It is good public relations; our company likes working with the public schools.
  - Apprentices provide an opportunity to increase the diversity in the workplace.
  - Apprentices provide the opportunity to test potential employees.
  - Apprentices fill short-term or part-time hiring needs.
  - Apprentices are a good source of entry-level employees.
  - Other *(please explain.)* \_\_\_\_\_
  
2. How did your company learn about the Apprenticeship Program? *(Check all that apply.)*
  - Networking, other business and industry partners
  - Company participation on workforce development/educational advisory committees
  - Our employees
  - Other *(please explain.)* \_\_\_\_\_
  
3. What type of supervision is provided student apprentices in your company?
  - Student apprentices are assigned to one employee.
  - Student apprentices are assigned to a team of employees.
  - After a specified orientation, student apprentices work independently.
  - Other *(please explain.)* \_\_\_\_\_
  
4. For each work experience component listed below indicate the orientation a student apprentice in your company would receive: ① **Worksite Orientation** (through training, workshops, or on the job) ② **No Orientation** (did not receive any training at work) ③ **NA** (not applicable, does not apply to student apprentices)

Work Experience Components	Worksite Orientation	No Orientation	NA
Tasks or work processes that students will perform	①	②	③
Skills required of the job	①	②	③
Work environment (schedule of rotation through departments)	①	②	③
Normal work hours, days off, holidays	①	②	③
Benefits	①	②	③
Technology and equipment the student mayor may not use	①	②	③
Safety precautions	①	②	③
Dress code and behavior	①	②	③
Other <i>(please explain.)</i>	①	②	③

5. What is the average hourly wage *your* company pays apprentices? \_\_\_\_\_ per hour.
6. Is it standard practice in your company to give apprentices an increase in their hourly wage as they transition as an apprentice to a regular employee?  
 YES What is the approximate amount of the hourly increase? \_\_\_\_\_  
 NO *(Please explain.)* \_\_\_\_\_
7. Is it standard practice for your company to hire student apprentices as full-time, regular employees once they have completed high school?  
 YES, we hire/have hired student apprentices as full time employees once they complete high school.  
 NO, we do not routinely hire students who have worked as apprentices. *(Please explain.)* \_\_\_\_\_
8. How does the productivity of an employee who has worked as an apprentice compare to that of an employee who has not had an apprenticeship experience? *If an employee has worked as a student apprentice in our company, they are usually...*  
 More productive.  
 About the same as an employee who has not had an apprenticeship experience.  
 Less productive.
9. How does the retention rate of entry-level employees who have worked as apprentices compare to other entry-level employees?  
 There is a higher retention rate; these employees seem to stay with the company.  
 The retention rate is about the same as other employees.  
 There is a lower retention rate; these employees do not seem to stay with the company as long.
10. How do the initial training requirements of employees who have been student apprentices compare to entry-level employees who have not had an apprenticeship experience?  
 They do not require as much initial training as other entry-level employees.  
 They require about the same amount of initial training as other entry-level employees.  
 They require more initial training than other entry-level employees.
11. What are your concerns with having student apprentices working in your company? *(Check all that apply)*  
 Health and safety concerns  
 Inadequate academic/technical preparation of the student for the workplace  
 Student's lack of understanding of personal responsibility, work ethics, work habits, etc.  
 Immaturity of the employee  
 Employer liability  
 Lack of productivity of the employees who must mentor or supervise the student apprentice  
 Other
12. How do you encourage apprentices to look at their long-term educational needs?  
 Through their work experience, student apprentices are exposed to jobs and careers in our industry.  
 We talk to our student apprentices about the skills and qualifications needed in the jobs and careers in our industry.  
 We offer scholarships for our student apprentices to continue their education after high school.  
 We offer tuition reimbursement for our regular employees to encourage them to continue their education beyond high school.  
 Other \_\_\_\_\_

13. For apprentices (as a group) who you have had working in your company, indicate your overall level of satisfaction with the adequacy of the workplace competencies/skills listed below:

The rating scale is:    ① Dissatisfied    ② Somewhat dissatisfied    ③ Neither satisfied/dissatisfied  
 ④ Somewhat satisfied    ⑤ Satisfied    ○ NA -Not Applicable, the position does not require this skill

Workplace Competencies/Skills	Overall Satisfaction	NA
<b>Writing</b>		
Uses written communication to share information, express ideas, and respond appropriately	① ② ③ ④ ⑤	○
Uses correct English	① ② ③ ④ ⑤	○
Displays adequate technical preparation	① ② ③ ④ ⑤	○
Presents a clear message to engage and inform reader	① ② ③ ④ ⑤	○
Uses effective presentation using text, graphics, and formatting	① ② ③ ④ ⑤	○
<b>Reading</b>		
Reads simple and complex instructions such as manuals	① ② ③ ④ ⑤	○
Evaluates the quality of written materials	① ② ③ ④ ⑤	○
<b>Performing Mathematics</b>		
Performs basic calculations	① ② ③ ④ ⑤	○
Calculates fractions, percentages, and decimals	① ② ③ ④ ⑤	○
Reads charts and diagrams	① ② ③ ④ ⑤	○
Uses U.S. and metric measures	① ② ③ ④ ⑤	○
Calculates distances and weight	① ② ③ ④ ⑤	○
Uses a calculator to solve problems	① ② ③ ④ ⑤	○
<b>Participating as a team member</b> – works cooperatively, contributes to the group	① ② ③ ④ ⑤	○
<b>Teaching others new skills</b> - helps others learn	① ② ③ ④ ⑤	○
<b>Serving clients and customers</b> - works/communicates with clients/customers to satisfy their needs	① ② ③ ④ ⑤	○
<b>Exercising leadership</b> – communicates thoughts, feelings and ideas to justify a position; encourages, persuades, convinces or otherwise motivates an individual or group, including responsibly challenging existing procedures, policies or authority.	① ② ③ ④ ⑤	○
<b>Demonstrating responsibility</b> –exerts a high level of effort and perseveres to attain goals.	① ② ③ ④ ⑤	○
<b>Exhibiting integrity and honesty</b> - can be trusted; chooses ethical courses of action	① ② ③ ④ ⑤	○
<b>Displaying dependability</b> – exhibits dependable behaviors, attitudes and work ethic that advance the goals of the company and its members; includes attendance and punctuality, being prepared (including appropriate dress and appearance), carrying out assigned tasks, and pride in outcome.	① ② ③ ④ ⑤	○
<b>Thinking creatively</b> - generates new ideas	① ② ③ ④ ⑤	○
<b>Making decisions</b> – specifies goals/constraints; generates alternatives, considers risks, evaluates/chooses the best alternatives	① ② ③ ④ ⑤	○
<b>Problem solving</b> – recognizes problems, devises and implements action plans	① ② ③ ④ ⑤	○
<b>Knowing how to learn</b> – uses efficient learning techniques to acquire and apply new knowledge	① ② ③ ④ ⑤	○
<b>Acquiring and evaluating information</b> – identifies a need for data, obtains it from existing sources or creates it; evaluates its relevance and accuracy	① ② ③ ④ ⑤	○
<b>Interpreting and communicating</b> – selects and analyzes information and communicates the results to others using oral, written, graphic or pictorial methods	① ② ③ ④ ⑤	○
<b>Speaking/Listening</b> - uses oral communication to share information, express ideas, and respond appropriately in the workplace; includes grammatically correct English, correct information and knowledge of a subject, effective delivery, and courteous and sensitive language	① ② ③ ④ ⑤	○
<b>Using computers to process information</b> - uses computers to acquire, organize, analyze and communicate information.	① ② ③ ④ ⑤	○
<b>Selecting technology</b> – judges which set of procedures, tools or equipment, including computers and computer programs will produce desired results.	① ② ③ ④ ⑤	○
<b>Applying technology to tasks</b> – understands the overall intent and proper procedures for setting up and operating machines, including computers and their applications	① ② ③ ④ ⑤	○
<b>Maintaining equipment and troubleshoots</b> – prevents, identifies, or solves problems with equipment, including computers and other technology.	① ② ③ ④ ⑤	○

14. What additional skills do you think are needed for student apprentices either at the secondary or post-secondary level?

15. Based on your experience, rate the performance of the Alamance-Burlington School System in preparing student apprentices for work in your company.

- Outstanding
- More than adequate
- Adequate
- Barely acceptable
- Unacceptable

16. What are the training needs of your organization? *(Check all that apply.)*

- Flexible course scheduling (high school and/or post-secondary) for student apprentices
- Specific job related non-credit courses for our employees.
- Short-term, intensive non-credit courses for our employees (from one day to three weeks or more)
- Structured skill certification programs
- Non-technical courses such as technical writing, communication, teamwork, etc.

17. Additional comments: \_\_\_\_\_

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