THE EFFECTS OF YEAR-ROUND SCHOOLS ON THE HOSPITALITY INDUSTRY'S SEASONAL LABOR FORCE AT TOURIST ATTRACTIONS IN THE UNITED STATES

Lyn Marie Pickeral

A Dissertation

Submitted to

the Graduate Faculty of

Auburn University

in Partial Fulfillment of the

Requirements for the

Degree of

Doctor of Philosophy

Auburn, Alabama

December 17, 2004

THE EFFECTS OF YEAR-ROUND SCHOOLS ON THE HOSPITALITY

INDUSTRY'S SEASONAL LABOR FORCE AT

TOURIST ATTRACTIONS IN THE

UNITED STATES

Except where reference is made to the work of others, the work described in this dissertation is my own or was done in collaboration with my advisory committee. This dissertation does not include proprietary or classified information.

Lyn Marie Pickeral

Certificate of Approval:

S. Jean Weese
Associate Professor
Nutrition and Food Science

Susan Hubbard, Chair
Associate Professor
Nutrition and Food Science

William I. Sauser, Jr.
Professor
Management

Margaret Ross
Associate Professor
Educational Foundations,
Leadership and Technology

Stephen McFarland
Dean
Graduate School

VITA

Lyn Marie Pickeral was born May 22, 1956, in Washington D.C. She worked 25 years in the hospitality industry before starting her quest for higher education. She married Joseph Radigan on October 14, 1989. She earned a Bachelor of Science in Business from Regents College of New York in 1998, and Master of Science in Nutrition and Food Science with emphasis in Hotel and Restaurant Management from Auburn University's distance learning program in 2000. She entered the Ph.D. program at Auburn University in September 2002.

DISSERTATION ABSTRACT

THE EFFECTS OF YEAR-ROUND SCHOOLS ON THE HOSPITALITY INDUSTRY'S SEASONAL LABOR FORCE AT TOURIST ATTRACTIONS IN THE UNITED STATES

Lyn Marie Pickeral

Doctor of Philosophy, December 17, 2004
(M.S., Auburn University, 2000)
(B.S., Regents College, 1998)

116 Typed Pages

Directed by Susan Hubbard

The purpose of this study was to investigate the effects of Year-Round Schools on the Seasonal Labor Force at tourist attractions. Specifically, the study investigated the peak tourist season in the US, seasonal workers and their origins. Additionally, the study examined Year-Round Schools, the duration of summer vacation in the school systems and the minimum hiring periods.

Participants were 247 general managers of tourist attractions in the US. All participants completed a self-reporting survey about Year-Round Schools, tourist season, seasonal workers, cost and time to train workers and the number of weeks for which they would hire. Statistical measures including chi-square, correlation, logistic regression, and ANOVA was used in analyzing the data.

Significant relationships were noted between the time and cost to train a seasonal worker. Seventy-five percent of tourist attractions responded that the cost to train a seasonal worker that was available for 6 weeks or less was not cost effective and they would be unwilling to hire for this length of time. Also, the number of weeks an attraction was willing to hire a seasonal worker and the total number of seasonal workers in their workforce were noted as significant. The smaller the number of seasonal workers the less likely the attraction was to hire for less than the full tourist season.

Differences were observed in the number of weeks that an attraction would hire and the number of seasonal workers employed, as well as the percentage of the total workforce that was seasonal. Using logistic regression, it is predicted that 89.5% of the time the tourist attraction will not hire for less than 4 weeks. The hospitality industry employs 5.8 million people as seasonal workers; thirty-eight percent of those workers come from the school system. Alternative labor pools need to be identified to fill the loss of seasonal workers from the school systems where Year-Round Schools are implemented.

ACKNOWLEDGMENTS

I would like to thank my Chair, Dr. Susan Hubbard, for doing this twice, being a mentor, friend and listening real fast. My committee members: Dr. Margaret Ross, for making statistics fun, still scary but fun; Dr. William Sauser, the second time around also and Dr. Jean Weese. All of the members of my committee were a perfect fit and like me, asked for the facts and only the facts. All of the students and faculty at Auburn added to the completion of this project and I am grateful. John Russell; for identifying the core question in my survey. Dr. Robin Fellars and Michelle Flurry deserve recognition as they helped me with ideas, research outlines and answering my questions. Dr. Maria Witte for walking me through the steps for this and Dr. James Witte for teaching me Power Point. The community and neighbors in Milton Florida, who gave me peace of mind; I so needed it. My friends, family and Pensacola Junior College thank you for the encouragement.

Finally, my husband Joe, for the love, support and keeping the home fires burning while I was away working towards my goal.

Style Manual or journal used: American Psychological Association 5th Edition

Computer Software used: Statistical Program for the Social Sciences (SPSS) 11.5

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CHAPTER 1

INTRODUCTION

The hospitality and tourism industry is a leading American business with billions of dollars in economic contributions. According to the Travel Industry Association of America, in 2001 the tourism industry generated $555 billion in sales, representing 8.6% of the gross domestic product. It directly generated 7.9 million jobs and contributed $98.8 billion in federal, state and local taxes. In 2002 the tourism industry generated $566.7 billion in sales. It directly generated 7.95 million jobs and contributed $68.34 billion in federal, state and local taxes (Travel Industry Association of America, 2002). Tourism is defined by the Travel Industry Association of America as a trip for pleasure of more than 50 miles one-way away from home. Currently, it is estimated that 11.5 million people (or one in eighteen workers) are employed by tourism organizations. The U. S. Bureau of Labor Statistics predicts by 2005 the tourism industry will employ 12.4 million people. The industry is the nation's largest services export industry, third largest retail sales industry and one of America's largest employers. It is either the first, second or third largest employer in 29 U.S. states (Riegel, 1995).

A large segment of the hospitality industry is tourist attractions. With 324 million visitors in 2002 and $9.9 billion in sales, tourist attractions account for about 5.6% of the sales and taxes generated in the industry (International Association of Amusement Parks and Attractions, 2003).

Tourist attractions employ the largest number of seasonal workers. According to the U.S. Department of Labor, of the total seasonal work force is 49.1% employed in the hospitality industry from Memorial Day through Labor Day (United States Department of Labor, 2002).

The majority of seasonal workers come from the school system: high school students, teachers, janitorial staff, bus drivers and cafeteria workers (Pickeral, 2000). They traditionally work during the summer, Memorial Day through Labor Day, which coincides with the peak tourist season in the United States.

The trend in the K-12 education system in the United States is moving away from the typical agrarian calender which is 9 months of school, Memorial Day through Labor Day off for summer vacation, and moving towards Year-Round Schools. The Year-Round School calendar traditionally means 9 weeks in school, 3 weeks for vacation. Currently, 46 states and the District of Columbia have some type of Year-Round School or adjusted calendar (National Association of Year-Round Education, 2003). Since 1986 the growth rate of Year-Round Schools in the United States is reported to be 544% and continued growth is expected (National Association of Year-Round Education, 2003).

Purpose of the study

The purpose of this study was to identify and evaluate the effects of a year-round school calendar on the hospitality industry's seasonal labor force in the United States. Also, to investigate alternative labor pools, to fill the loss of seasonal workers where year-round schools are implemented.

The current shortage (Gillette, 1996) of seasonal workers in the hospitality industry will increase as more and more school systems implement year-round schools (Pickeral & Hubbard, 2002). Without seasonal workers the hospitality industry cannot provide the level of service to maintain a viable tourism program. The United States cannot afford to lose the revenue generated from tourism in terms of employment and tax revenue. If the implementation of Year-Round School calendars is detrimental for tourism, an alternative labor pool(s) must be found to offset the loss of seasonal workers from the school system segment.

Definitions of Terms

Agrarian Calender: 9 months of school, Memorial Day through Labor Day off for summer vacation.

Expert: A person with a high degree of skill in or knowledge of a certain subject, in this case the hospitality industry.

Non-Travel Tourism: For the purpose of this study, money generated in the hospitality industry within 50 miles from home.

Seasonal Labor Force: All the employees who work less than 9 months out of the year.

Seasonal Worker: An individual employee who works less than 9 months out of the year.

School System: K - 12 schools in the United States.

Tourist Attractions: Establishments that operate facilities or provide services that enable patrons to participate in recreational activities or pursue amusement, hobby, and leisure time interests.

Travel Tourism: Travel Industry of America (TIA) defines travel tourism as a one-way trip of 50 miles or more away from home.

Year-Round Schools: Also known as: adjusted calendar, alternative schedule, single or multiple track. It is a schedule that deviates form the agrarian school calender generally and historically used in the United States.

Abbreviations

SDOE is the abbreviation for the States Department of Education including the District of Columbia.

SLF is the abbreviation for Seasonal Labor Force.

SW is the abbreviation for Seasonal Workers.

YRS is the abbreviation for Year-Round Schools.

Assumptions

The first assumption: That tourist attractions need and use a seasonal labor force.

The second assumption: That the peak tourist season in the United States is Memorial Day through Labor Day, and that it will remain so during and following implementation of YRS.

The third assumption: That high school students, teachers, cafeteria workers, janitorial staff and school bus drivers work as seasonal labor in the hospitality industry from Memorial Day through Labor Day during their summer vacation.

The fourth assumption: That tourism generates much of the hospitality industry's revenue, through lodging, meals, retail sales, admissions and other revenue.

CHAPTER 2

LITERATURE REVIEW

The hospitality industry is the nation's number one surplus producing export, at a rate of 18.6 billion dollars, number two employer behind the health care service and the nation's third largest industry in terms of total sales receipts of 433 billion dollars (Brewton, 1998). The hospitality industry in the United States is a combination of 15 different segments. These segments are defined and classified by the Bureau of Labor Statistics Economic Census in five categories: (1) Transportation, (2) Travel Agents and Tour Operators, (3) Accommodation and Food Service, (4) Art, Entertainment and Recreation, and (5) Retail Sales.

Transportation:

Category 481 Air Transportation

Industries in the Air Transportation subsector provide air transportation of passengers and/or cargo using aircraft, such as airplanes and helicopters. The subsector distinguishes scheduled from nonscheduled air transportation. Scheduled air carriers fly regular routes on regular schedules and operate even if flights are only partially loaded. Nonscheduled carriers often operate during nonpeak time slots at busy airports. These establishments have more flexibility with respect to choice of airport, hours of operation, load factors, and similar operational characteristics.

Nonscheduled carriers provide chartered air transportation of passengers, cargo, or specialty flying services. Specialty flying services establishments use general-purpose aircraft to provide a variety of specialized flying services.

Scenic and sightseeing air transportation and air courier services are not included in this subsector but are included in subsector 487, Scenic and Sightseeing Transportation. Although these activities may use aircraft, they are different from the activities included in air transportation. Air sightseeing does not usually involve place-to-place transportation; the passenger's flight (e.g., balloon ride, aerial sightseeing) typically starts and ends at the same location. Courier services (individual package or cargo delivery) include more than air transportation; road transportation is usually required to deliver the cargo to the intended recipient.

Category 482111 Railways

This U.S. industry is comprised of establishments known as line-haul railroads primarily engaged in operating railroads for the transport of passengers and/or cargo over a long distance within a rail network. These establishments provide for the intercity movement of trains between the terminals and stations on main and branch lines of a line-haul rail network (except for local switching services).

Category 483112 Deep Sea Passenger Transportation (Cruise ships)

This U.S. industry is comprised of establishments primarily engaged in providing deep sea transportation of passengers to or from foreign ports.

Category 532111 Passenger Car Rental

This industry is comprised of establishments primarily engaged in renting passenger cars without drivers, generally for short periods of time.

Category 487 Scenic and Sightseeing Transportation

Industries in the Scenic and Sightseeing Transportation subsector utilize transportation equipment to provide recreation and entertainment. These activities have a production process distinct from passenger transportation carried out for the purpose of other types of for-hire transportation. This process does not emphasize efficient transportation; in fact, such activities often use obsolete vehicles, such as steam trains, to provide some extra ambience. The activity is local in nature, usually involving a same-day return to the point of departure. The Scenic and Sightseeing Transportation subsector is separated into three industries based on the mode: land, water, and other.

Activities that are recreational in nature and involve participation by the customer, such as white-water rafting, are generally excluded from this subsector, unless they impose an impact on part of the transportation system. Charter boat fishing, for example, is included in the Scenic and Sightseeing Transportation, Water Industry.

Travel Agents and Tour Operators:

Category 561510 Travel Agencies

This industry is comprised of establishments primarily engaged in acting as agents in selling travel, tour, and accommodation services to the general public and commercial clients.

Accommodation and Food Services:

Category 72 The Sector as a Whole

The Accommodation and Food Services sector is comprised of establishments providing customers with lodging and/or preparing meals, snacks, and beverages for immediate consumption. The sector includes both accommodation and food service establishments because the two activities are often combined at the same establishment. Excluded from this sector are civic and social organizations; amusement and recreation parks; theaters; and other recreation or entertainment facilities providing food and beverage services.

Category 721 Accommodation

Industries in the Accommodation subsector provide lodging or short-term accommodations for travelers, vacationers, and others. There is a wide range of establishments in this subsection. Some provide lodging only; while others provide meals, laundry services, and recreational facilities, as well as lodging.

Lodging establishments are classified in this subsector even if the provision of complementary services generates more revenue. The types of complementary services provided vary from establishment to establishment.

The subsector is organized into three industry groups: (1) traveler accommodation, (2) recreational accommodation, and (3) rooming and boarding houses. The Traveler Accommodation industry group includes establishments that primarily provide traditional types of lodging services. This group includes hotels, motels, and bed and breakfast inns. In addition to lodging, these establishments may provide a range of other services to their guests. The RV (Recreational Vehicle) Parks and Recreational Camps industry group includes establishments that operate lodging facilities primarily designed to accommodate outdoor enthusiasts. Included are travel trailer campsites, recreational vehicle parks, and outdoor adventure retreats. The Rooming and Boarding Houses industry group includes establishments providing temporary or longer-term accommodations, which for the period of occupancy may serve as a principal residence. Board (i.e., meals) may be provided but is not essential.

Establishments that manage short-stay accommodation establishments (e.g., hotels and motels) on a contractual basis are classified in this subsector if they both manage the operation and provide the operating staff. Such establishments are classified based on the type of facility managed and operated.

Category 721120 Casino Hotels

This industry is comprised of establishments primarily engaged in providing short-term lodging in hotel facilities with a casino on the premises. The casino operations on premises includes table wagering games and may include other gambling activities, such as slot machines and sports betting. These establishments generally offer a range of services and amenities, such as food and beverage services, entertainment, valet parking, swimming pools, and conference and convention facilities.

Category 721214 Recreational and Vacation Camps (except Campgrounds)

This U.S. industry is comprised of establishments primarily engaged in operating overnight recreational camps, such as children's camps, family vacation camps, hunting and fishing camps, and outdoor adventure retreats that offer trail riding, white-water rafting, hiking, and similar activities. These establishments provide accommodation facilities, such as cabins and fixed campsites, and other amenities, such as food services, recreational facilities and equipment, and organized recreational activities.

Category 722 Food Services and Drinking Places

Industries in the Food Services and Drinking Places subsector prepare meals, snacks, and beverages to customer order for immediate on-premise and off-premise consumption. There is a wide range of establishments in this industry category. Some provide food and drink only; while others provide various combinations of seating space, waiter/waitress services and incidental amenities, such as limited entertainment.

The industries in the subsector are grouped based on the type and level of services provided. The industry groups are full-service restaurants; limited-service eating places; special food services, such as food service contractors, caterers, and mobile food services; and drinking places.

Food services and drink activities at hotels and motels; amusement parks, theaters, casinos, country clubs, and similar recreational facilities; and civic and social organizations are included in this subsector only if these services are provided by a separate establishment primarily engaged in providing food and beverage services.

Excluded from this subsector are establishments operating dinner cruises. These establishments are classified in subsector 487, Scenic and Sightseeing Transportation, because those establishments utilize transportation equipment to provide scenic recreational entertainment.

Category 71 Arts, Entertainment, and Recreation

The Arts, Entertainment, and Recreation sector includes a wide range of establishments that operate facilities or provide services to meet varied cultural, entertainment, and recreational interests of their patrons.

This sector is comprised of (1) establishments that are involved in producing, promoting, or participating in live performances, events, or exhibits intended for public viewing; (2) establishments that preserve and exhibit objects and sites of historical, cultural, or educational interest, which are according to Gregory (1986) staffed mainly by volunteers;

and (3) establishments that operate facilities or provide services that enable patrons to participate in recreational activities or pursue amusement, hobby, and leisure time interests, such as stadiums and arenas.

Some establishments that provide cultural, entertainment, or recreational facilities and services are classified in other sectors. Excluded from this sector are: (1) establishments that provide both accommodations and recreational facilities, such as hunting and fishing camps and resort and casino hotels and these are classified in subsector 721.

Accommodation; (2) restaurants and night clubs that provide live entertainment in addition to the sale of food and beverages are classified in subsector 722, Food Services and Drinking Places and (3) establishments using transportation equipment to provide recreational and entertainment services, such as those operating sightseeing buses, dinner cruises, or helicopter rides and these are classified in subsector 487, Scenic and Sightseeing Transportation.

Retail Sales:

Category 453220 Gift, Novelty, and Souvenir Stores

This industry comprises establishments primarily engaged in retailing new gifts, novelty merchandise, souvenirs, greeting cards, seasonal and holiday decorations, and curios.

The Economic Census for 1997 reported that the five categories of the hospitality industry had 1.141 trillion dollars in sales, paid 190 billion in taxes and employed 22 million people. The breakdown is as follows in Table 1.

Table 1

Sales and Employees in the Hospitality Industry by Category

Category	Sales($1,000)	Employees
Transportation (481)		
Air	20,249,033	89,125
Railways	1,893,436	23,907
Cruise Ships	318,245,044	2,920,777
Car Rental	14,783,704	102,623
Subtotal	355,171,217	3,136,432

Table 1

Sales and Employees in the Hospitality Industry by Category cont.

Category	Sales($1,000)	Employees
Travel Agents and Tour Operators (561510)		
	295,936,350	7,347,366
Subtotal	295,936,350	7,347,366
Accommodations and Food Service (72)		
Lodging & Food	350,399,194	9,451,226
Casino Hotels	20,652,442	271,220
Subtotal	371,051,636	9,722,446
Art, Entertainment and Recreation (71)		
	104,715,028	1,587,660
Subtotal	104,715,028	1,587,660

Table 1

Sales and Employees in the Hospitality Industry by Category cont.

Category	Sales($1,000)	Employees
Retail Sales (453220)		
	14,497,296	208,371
Subtotal	14,497,296	208,371
Total	1,141,371,527	22,002,275

Tourism is the reason the hospitality industry is as large as it is. According to the Travel Industry Association of America, Bureau of Economic Analysis/U.S. Department of Commerce in 2001 the Economic Impact of Travel in the US (including both US resident and international travel) accounted for about 50% of the money generated by the hospitality industry. Table 2 shows the money generated from tourism travel only.

Table 2

Impact of Tourism Travel

Travel Expenditures	$555.2 Billion
Travel-Generated Payroll	$173.9 Billion
Travel-Generated Employment	7.9 Million Jobs
Travel-Generated Tax Revenue	$98.8 Billion
Trade Surplus	$8.6 Billion

Since WWII tourism in the United States has steadily grown. In 2000 the number of domestic tourists was 468 million and international tourists numbered 72.4 million. Combined, 540.4 million people contributed over a trillion dollars to the US economy. International tourists coming to America is ever increasing. The Travel Industry of America (2003) is projecting a 6% increase for 2004 over 2003.

The first-time visitors are usually drawn to Disneyland and Sea World looking for the real America. Returning Asian and Europeans are more likely to hike the Grand Canyon or visit a dude ranch. This increases the states' revenues and jobs (Layacona, 1993).

From the first pilgrimage to Niagra Falls in the 1800's (Sears, 1989) to Disney and Las Vegas, a city of make believe, tourism has been important to the development of America. One of the consequences of this growth is tourism urbanization which is a metropolitan area in which tourism is the basic, dominant industry (Gladstone, 1998).

Two types of tourism urbanization exist in the U.S. (1) sun, sand and sea, and (2) capital intensive tourism. The first caters to retirees and are mainly in Florida i.e., Orlando. The other caters to median and higher incomes and gambling is the base i.e., Las Vegas and Atlantic City.

The majority of tourism income occurs from Memorial Day thru Labor Day, the peak tourist season in the United States. Some reasons for the peak season is the weather, except for the threat of hurricanes the weather is normally good for beaches and traveling. Schools are out and parents tend to take their vacations when their children can travel with them.

The summer is also the time for youth employment. The hospitality industry adds an additional 20% or 5.8 million seasonal jobs. Most teenagers have found their first paying job in the hospitality industry, serving fast food or taking tickets at an amusement park.

According to the National Restaurant Association (2003), about one-third of the adults in the United States have worked in food service at one point in their lives. The typical worker in the industry is between 16 and 24 years of age and is in, high school or college, or just starting an entry level management/supervisor position. In the 1980's and 90's the hospitality industry while steadily growing, experienced a labor shortage of about 12%, which still continues today. The low birth rate of the 70's and 80's directly impacted the labor pool of 16-24 year olds. Another typical worker in the hospitality industry according to National Restaurant (2003) is the school worker, i.e., teachers, janitors, bus drivers, etc., who have worked seasonally during their summer vacation. Additionally, establishments that preserve and exhibit objects and sites of historical, cultural, or educational interest, are staffed mainly by volunteers according to Gregory (1986). At the same time the birthrate was shrinking, median incomes was expanding. The boomers had more disposable income than any previous generation , traveled more for pleasure and thus their children didn't have to work to pay for college or for spending money. Other reasons for the shortage were the long hours and low wages. Most entry level hourly jobs in hospitality pay at or just above minimum wage.

Because of the labor shortage, most employees work more than an eight hour day during the peak season. Standing behind a hot dishwasher or wearing a chicken suit while employees in other industries, especially for the tech savvy youth pay twice that amount and work normal hours, has added to the existing shortage.

The hospitality industry has not successfully marketed itself as a career builder. Rapid advancement through the ranks from dishwasher to management has not been properly conveyed (Goldwasser, 2000).

The Bureau of Labor Statistics found that in the month of July 2002 which is normally when schools are the least active and the height of the tourist season that 26% of the employable youths were in school. The Bureau Of Labor Statistics stated this could be due to K-12 summer classes, summer college classes, or Year-Round Schools (YRS).

YRS are not new in United States. Bluffton, Indiana became known as the forerunner of modern year-round education in 1904. YRS ceased during World War II, for national uniformity was felt essential to the war effort to provide summer workers for the farms and factories. Hayward, California implemented an official YRS program which became the first YRS following WWII.. In 2003 the number of year-round schools reported to the National Association for Year-Round Education (NAYRE) was 3,181 accounting for 2,230,730 students (NAYRE, 2003).

Each year the individual states' Department of Education make changes to the school calender to fit the needs of their areas. In order to implement a Year-Round calender schools do not have to be a member of NAYRE however, these schools are not counted in the official list published annually by NAYRE.

The number of YRS and students may be much higher than originally thought. YRS operate on different schedules or tracks and the students enrolled in them have less than half of the normal season to work a summer job. The typical YRS calendar operates on a 9-week in school and 3-week out schedule for the first three semesters. The fourth semester is 9 weeks in and 5 weeks out. The school year typically ends the second week in June and resumes the third week in July. The remaining 2 weeks of the year are set aside for holidays, conferences and workshops.

According to the Bureau of Labor Statistics (2003), during the peak tourist season in the U.S. the hospitality industry will hire an additional 5.8 million workers. Every segment of the industry uses seasonal workers. The amusement, entertainment and recreation segment is the largest consumer of seasonal workers. The nature of their business is seasonal with the exception of tourist cities such as Las Vegas, Orlando and Atlantic City (Gladstone, 1998). Most tourist attractions operate less than 9 months and depending on the location, for example the northeast part of the country, operate only Memorial Day through Labor Day. In 2002 the International Association of Amusement Parks and Attractions (IAAPA) reported revenue of 9.9 billion dollars. The Economic census reported for the entire segment $104 billion or 10% of the industry's sales were from the amusement segment. This segment has the largest number of visitors; 280 million visited the national parks in 2002 and 324 million visited theme parks in the same year. In 2002, 29 states had heritage/cultural themes compared to none in 1990.

Because of tourism and the seasonal nature of tourist attractions, a new year-round attraction is emerging, the indoor water park. Since 1995 indoor water parks have grown from none to 18, mainly in the Midwest (Jaeger, 2002).

Besides attracting the most tourists, the attractions employ the largest number of seasonal workers. Of the 5.8 million seasonal workers in tourism, 3.3 million or 58% are employed by tourist attractions.

Some of the largest employers of SWS are: Six Flags that hires 50,000 workers worldwide, and Sea World that hired 2000 workers in 2003. The average number of SWS needed by IAAPA was 650 at each of their 450 U.S. sites.

The hospitality industry's labor shortage extends to all segments. Needing an additional 5.8 million seasonal workers in addition to the existing shortage of 3.4 million of regular workers has forced the industry to look at other labor pools outside of the 16-24 year olds (Kirrane, 1998). According to Gillette (2003) the hospitality industry also uses temporary workers to fill jobs. Temp workers are sometimes international labor and usually for support positions, and not your typical seasonal worker taking tickets or operating an amusement ride.

The industry not only has a labor shortage but a 100% turnover problem, higher than any other industry. Hinkin (2000), found that turnover is caused primarily by poor supervision, a poor work environment, and inadequate compensation.

The cost of turnover has been calculated at $1300 to $2200 per hourly employee, and the time it takes for a new employee to become proficient at the assigned tasks ranged from 54 to 80 workdays (Hinkin, 2000). Turnover also causes loss of productivity by co-workers, who must disrupt their own work to help the new employee. The cost of training and the overtime paid to employees to fill the need left by shortages and turnover is adding to the need to find alternative labor pools.

Labor pools the industry is targeting includes international labor, which accounts for about 2% of the seasonal labor force, and has long been used by the industry especially for seasonal jobs. Since the events of September 11, 2002 the B2B visas and student visas for internationals have not been as easy to obtain. Congress is being lobbied by the tourism industry to speed up the process of approving visas for seasonal workers (Fredericks, 2002).

Retirees are living longer and getting bored with playing golf or gardening so they are taking part time jobs; however, they are not returning in large numbers. Besides boredom, another reason retirees are returning to work is that in 2000 President Clinton signed into law the Senior Citizens Freedom to Work act, which allows seniors to earn wages and not be penalized on their social security income. According to Safer (2003), many companies are hiring retirees on a part-time basis because they are the only ones willing to work flexible hours and they do not need health benefits. Also, Safer (2003) found that this group of workers is not only dependable, but they bring an old-fashioned work ethic of working very hard and very conscientiously.

The Bureau of Labor Statistics (2003) projects the number of people over 55 will double to more than 33 million in 2025. With the advances in health care and technology allowing work to be less physical, people beyond the age of 60 or even 80 are capable of working a full day (Safer, 2003). Depending on their income levels, many are volunteering rather than working for pay. However, as the population ages, health problems arise. According to the Census 2000, the number of people with disabilities over 55 is increasing.

The most underutilized labor pool is the disabled worker. Of the 32 million people classified disabled, 16 million are considered employable, yet 70% are unemployed. Eleven million people are available for work (Kirrane, 1998). Perception is one of the problems employers have with hiring the disabled. Many people think of a disabled person as a quadriplegic or paraplegic (Greenwood, 1987).
In fact, to be considered disabled under the law means (1) to have a physical or mental impairment that limits one or more of the person's life activities, (2) to have a record of such impairment, or (3) to be regarded as having such an impairment.

Employers are concerned with the cost associated with accommodating disabled employees. Most reasonable accommodations cost less than a couple hundred dollars and if accommodations cause undue hardship there are programs from the government for assistance (Berger, 2001).

Employers are concerned with employee attitudes toward the disabled. Many employees feel that their workload will increase because they will have to do their job and the disabled person's also. The attitude is "they were hired because it is the law"and not that they will be able to handle the job requirements (Berger, 2001).

Employers also are concerned with loss of productivity. They believe that because an employee is disabled he or she will not be able to perform at the same capacity as a non-disabled worker (Greenwood,1990).

Nelton (1998) found that hiring disabled persons could improve the morale of employees and help productivity. Most disabled workers are loyal, perform at high levels and show up every day on time, deleting turn-over costs. This attitude comes from the fact that they have long been denied work and they appreciate the opportunity. Non-disabled employees observe positive attitude displayed by their disabled colleagues and improve their own attitudes (Nelton, 1998).

Technology and social factors are enabling more disabled workers to enter the workforce. Computer tools, an aging population, and longer life spans are expected to increase the number of disabled employees especially in the service sector (Mergenhagen, 1997).

Because of the history of labor shortage in the hospitality industry, the lodging segment of the industry had been hiring the disabled long before the implementation of the Americans with Disabilities Act of 1990 (ADA).

The lodging industry believes that "just because someone can run a 100-yard dash doesn't mean they are capable of running a fine hotel" and they concentrate on hiring qualified people and focus on what they can do, not what they can't (Koss, 1992).

The labor shortage and lack of adequate school training for tomorrow's leaders has pushed many industries into school-to-work programs (Kirraine, 1998). The hospitality industry is no exception and has developed the Hospitality Business Alliance with 36 states and Washington D.C. which prepares students for the adult working world. There are two programs, one for food service through the National Restaurant Association (2003) and the other for lodging through American Hotel & Lodging Association (2003). These programs link school to career through classroom instruction and hands on experience.

The Marriott Corporation in Washington D.C. has developed the nation's first public charter high school dedicated to and supported by the hospitality industry (CubE, 2000). The industry is not only filling their labor needs but also improving their image as a career choice, not just a summer job.

Some of the good news for the industry is the birth rate of the 70's and 80's has reversed itself and though not at the level of the boomers, 15% of 16-24 year olds should start entering the job market at a consistent rate for the next 10 years. The bad news is the baby boomers start retiring in the next five years and they are the largest population in the United States.

Summary

It is clear that the tourism industry is a major segment of the United States economy, and that Year-Round Schools will likely affect adversely the availability of seasonal workers from the school systems to serve this industry. But more specific information is necessary: To what extent do tourist attractions depend on the school systems for seasonal workers? Will Year-Round Schools adversely impact the availability of these workers? To what extent has this issue been addressed by the tourism Industry? Are tourism managers identifying and preparing for employment of additional labor pools?

Tourist attraction managers were surveyed seek answers to these and similar questions. The normative data resulting from this study will provide a foundation upon which to build strategy and policy regarding this issue.

CHAPTER 3

METHOD

The method used to gather the data for this study was survey research. The researcher developed, tested and implemented a survey tool for determining the relationship between Year-Round Schools and seasonal workers in the hospitality industry at tourist attractions in the United States.

This study was approved by the Auburn University Institutional Review Board for Research Involving Human Subjects. An information letter signed and dated by the investigator(s) was used to inform the participants about the nature of the study and to request participation. For this study, survey research was utilized and data were collected using a self-administered questionnaire. The information letter also served as a thank you note for study participation as no tangible incentive was given. The study was conducted in four phases: (1) A semi Delphi panel, (2) initial mailing, (3) reminder postcard mailing and, (4) telephone/e-mail request(s) to non-respondents.

The first phase (semi Delphi panel) was conducted via the World Wide Web where five experts from the hospitality field reviewed and critiqued the questionnaire for content validity, wording, flow, length and appropriateness of questions.

Changes were made to the questionnaire based on the experts' recommendations. Once a consensus was reached by all of the panel members that the questionnaire was appropriate and valid the next phase was implemented.

During the second phase, survey questionnaires were sent to 1000 management employees at tourist attractions in the United States. The initial mailing was sent on April 18, 2003. Phase Three was to send a reminder postcard. Four weeks after the initial mailing, a reminder postcard was sent to the non-respondents requesting they complete the survey. Phase Four included a telephone call/email to all non-respondents three weeks after the postcard reminder was sent.

Reliability and Validity

The instrument was critiqued by experts in the field of hospitality and tourism. They determined if the survey provided the needed information to test the hypotheses, to ensure subject understanding of questions asked and to determine ease of instrument use. A reliability analysis was performed using Cronbach Alpha for the instrument, the result was an Alpha score of $\propto$=.7506.

A previous research instrument was available that measured the effects of Year-Round Schools on seasonal workers in the hospitality industry at tourist attractions. The instrument had been used for the State of Tennessee and was modified to encompass the United States.

Responses from items were deemed to have content validity because they contained appropriate literature-based information commonly used in the discussion and description of trends and participants at tourist attractions in the United States.

Participants

The population was identified from the state tourist office visitor guide books that listed the name and address of all tourist attractions for the 50 states and the District of Columbia. Questionnaires were distributed by postal mail to the office of the general manager representatives from the entire population (n=1000).

Subjects were randomly selected for this study using the Research Randomizer web site (Randomizer, 2003). Participants were 1000 management employees at tourist attractions in the United States. In order to be included in the sample, the participants had to be a management employee at the time of this study at a tourist attraction in the United States.

Instrument

The research instrument/questionnaire was designed to allow ease of data entry, and to capture a maximum amount of information in a minimum amount of time. The questionnaire included seventeen force-field questions with two to seven possible responses, requiring the respondent to either check responses or circle responses.

The instrument also contained one open-ended question. This question was designed to allow respondent to add any additional comments or to expound on their responses/feelings if desired. A three-column format was used for the instrument (Appendix C).

The first column stated the question, the second column provided space for taking notes and recording actual figures where appropriate. The third column was used to enter data in predetermined categories.

Dichotomous and categorized questions were used to lead into other questions or used when no response variation existed. Examples are: Do you employ seasonal workers? Do you have a year-round school system in your area? How long does it take to train your seasonal workers? Where do your seasonal workers come from? The instrument was divided into two sections, the first section inquired about tourist seasons and seasonal workers. The second section involved questions about Year-Round Schools. Two hundred eighty-two respondents returned the instrument, 247 with seasonal workers, 18 with volunteers, 17 without seasonal workers. Two hundred eighty two usable surveys were returned for a response rate of 28.2%.

Statistical Analysis

The analyses for research questions were descriptive. Responses for closed-ended questions were summarized by frequency and percentage, while the open-ended question was categorized by the researcher prior to the calculation of frequency and percentage.

The researcher used chi-square, ANOVA and correlation, and logistic regression to analyze the data for questions one through fourteen. These statistics were chosen because of the relationships that were addressed in this study.

The chi-square test was the most appropriate for the questions being researched as the groups were being compared on the categorical value. All statistical analyses were performed using SPSS® Version 11.5.

The research addressed the following 10 hypotheses:

H1: The school systems provide the majority of the seasonal labor used by tourist attractions.

H2. There is a labor shortage of seasonal workers at tourist attractions.

H3: Year-round schools will affect the number of seasonal workers available from the school systems in the United States.

H4: There is no significant difference between regions of the United States and the effect of year-round schools on the seasonal labor force.

H5: Tourist attractions have not addressed the issue of year-round schools.

H6. Tourist attractions have not identified the impact of year-round schools on their seasonal labor that come from the school systems.

H7: Tourist attractions that hire for less than the full season will have more seasonal workers than those who don't.

H8: The cost and time to train a new seasonal worker will be a major factor in hiring for less than the tourist season.

H9: The probability of hiring for four weeks or less is a function of the time (hours) it takes to train a seasonal worker.

H10: Additional labor pools can be identified to offset the loss of seasonal workers from the school system.

CHAPTER 4

RESULTS

The peak tourist season in the United States is Memorial Day through Labor Day. Of the 282 surveys returned, 276 (97.9%) included Memorial Day through Labor day as part of their tourist season, four (1.4%) January through March only, and two (.07%) October through December only. Of the 276 attractions that included Memorial Day through Labor day as part of the tourist season, 142 (51.4%) also listed the month of May and 119 (43.1%) also listed September as part of their peak season. Figure 1 indicates that the shoulder areas of May and September are increasing; this could be due to the off-season rates offered at tourist attractions.

The total number of seasonal workers reported in this study is 39,363, mean 159.36 and SD = 432.991. The average percent of the seasonal workforce is 59.41 per year. The range was 1 - 3000 workers.

The K- 12 school system provides 37.19% of seasonal workers. High school students make up 25.07% of the total seasonal labor force, school workers total 12.12% and college students make up 22.31 % The total percent of seasonal workers from the K-12 school system is 37.12 % and from the entire school system including college students 59.50%.

The other 40.5% includes retirees, international and other teenagers, other temps and other volunteers not included in any other category; for example, teenagers that were not included in the school category. Figure 2 shows the breakdown of seasonal workers. Hypotheses 1 is supported.

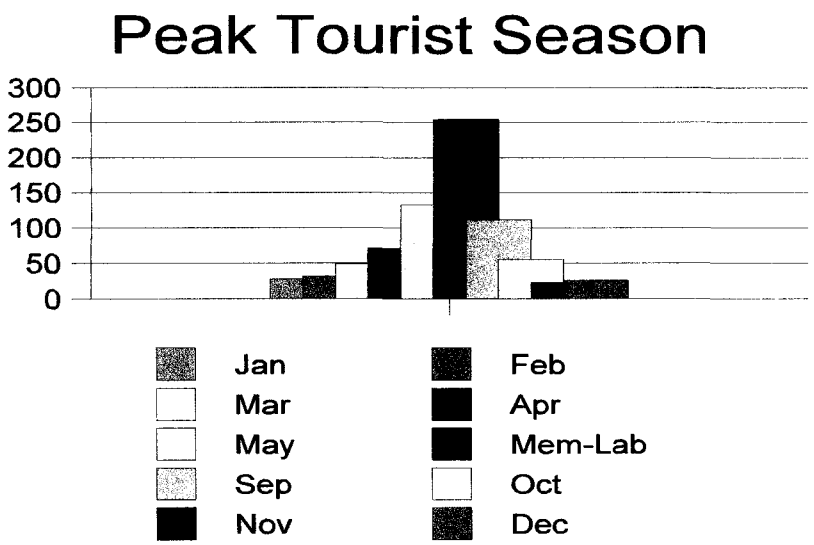

Figure 1 Tourist Season in the United States.

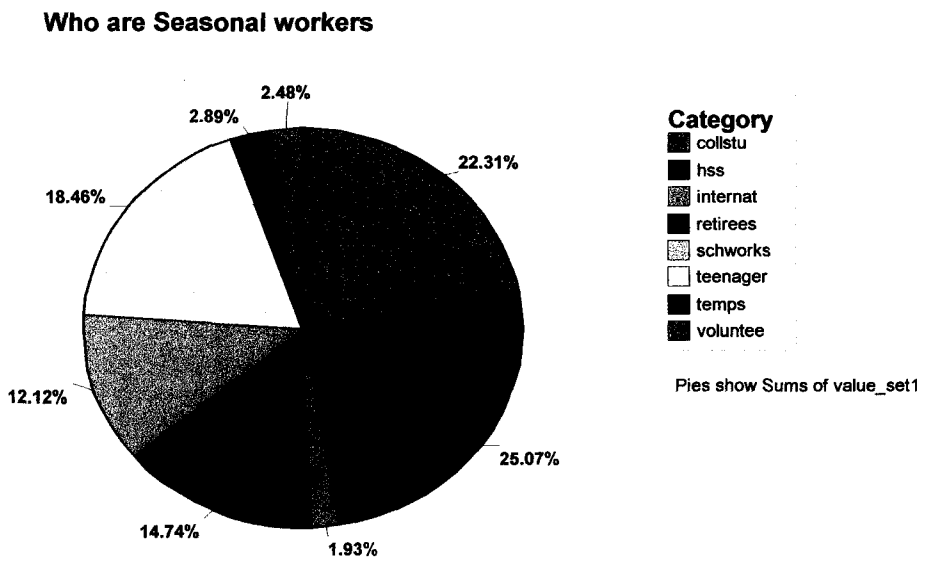

Figure 2 Who are Seasonal Workers

The source for seasonal workers is illustrated in Figure 3. The local community is the main source for seasonal workers at 55.7% followed by, at 19.2% surrounding counties. The surrounding states and other states make up 18.3% and international accounts for 6.8%.

Sixty-six (66) attractions reported a labor shortage of seasonal workers. Eight (12.1%) reported a shortage of 10%. Twenty-four (36.4%) reported a 20% shortage. Sixteen (24.2%) reported the shortage at 30%. Eight (12.1%) reported the shortage at 50% and 10 (15.2%) indicated the shortage was above 50%. Figure 4 breaks down the reasons by percentages for the shortage as reported by the attractions.

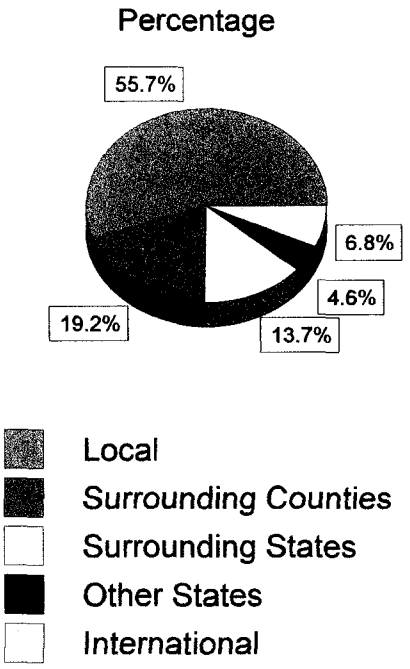

Figure 3 Sources for Seasonal Workers.

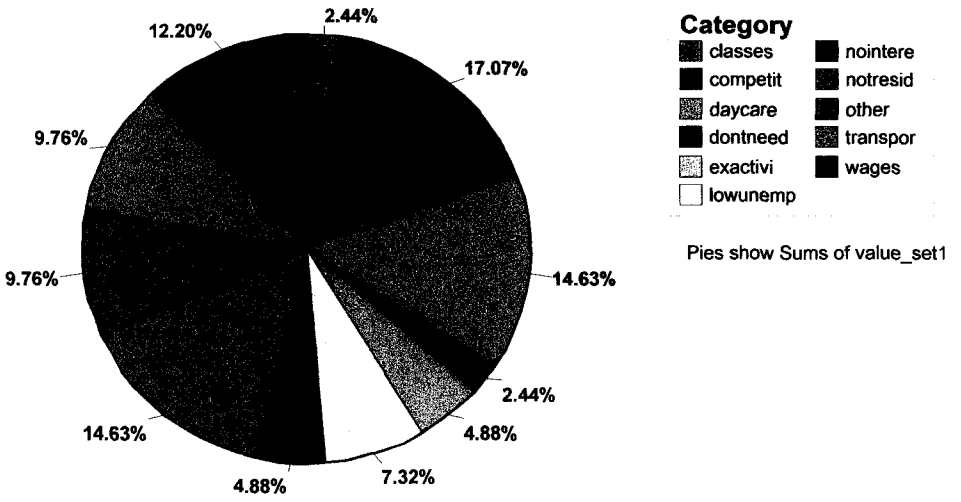

Figure 4 Reasons for Labor Shortage.

Two hundred forty-seven (247) attractions reported the hours it takes to train their seasonal workers to do their job at an acceptable level, not necessarily peak proficiency. Thirty-eight (15.45%) attractions reported that the time it took to train their seasonal workers was 1 - 4 hours. Fifty-nine (23.9%) reported that it took 5 - 8 hours to train. Fifty-three (21.5%) reported training took 9 - 16 hours. Twenty-six (10.5%) reported 17 - 24 hours. Thirty-four (13.8%) reported 25 - 40 hours and thirty-seven (15.0%) reported it took more than 40 hours to train their seasonal workers.

Two hundred forty-seven (247) attractions reported the cost to train each of their seasonal workers. One hundred thirty-eight (55.9%) reported it cost less than $500.00 to train each of their workers. Fifty-eight (23.5%) reported the cost to be $501.00 - $1000.00 per employee. Twenty-one (8.5%) reported the cost was $1001.00 - $2500.00. Twelve (4.9%) reported it cost $2501.00 - $5,000.00 to train each of their employees. Nine (3.6%) reported the cost between $5001.00 - $9,999.00 and nine (3.6%) reported the cost as more than $10,000.00. As expected, there is a strong correlation between hours and cost (time and money). Table 3 shows the result of the correlation.

Table 3

Correlation of Hours and Cost.

Domains	Pearson Correlation	Significance (2-tailed)
HOURS	1	.000
COST	.451(**)	.000

** Correlation is significant at the 0.01 level (2-tailed)

N=247

The second section of the instrument inquired about Year-Round Schools. Because the data set was so large it was deemed appropriate to catagorize it into the five geographical regions of the United States for Chi-square analysis. The five geographical regions in the United States are:

Northeast (NE): Maine, Vermont, New Hampshire, Connecticut, Massachusetts, New York, New Jersey, Delaware, Maryland, Pennsylvania, Rhode Island and Washington D.C.

Southeast (SE): Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Arkansas, Kentucky, Louisiana, Mississippi and Tennessee.

West (W): Alaska, California, Colorado, Idaho, Montana, Nevada, Oregon, Utah, Washington, Hawaii and Wyoming.

Midwest (MW): Michigan, Nebraska, North Dakota, South Dakota, Ohio, Wisconsin, Minnesota, Indiana, Illinois, Iowa Kansas, and Missouri.

Southwest (SW): New Mexico, Oklahoma, Texas, and Arizona.

Table 4 shows the 247 respondents and the number of seasonal workers in each region of the United States.

Table 4

Geographical Regions

Region	N	# of SWS
Northeast	46	10,210
Southeast	99	17,354
Midwest	45	2,482
Southwest	18	5,144
West	39	4,173
Total	247	39,363

In response to the question, "Is there a Year-Round School in your area?", fifty-nine (24.7%) replied no, 89 (35.6%) replied yes and 99 (39.7%) were unsure if there was one or not. The non-parametric statistical tool of chi-square (X^2) was used to determine whether there was a statistically significant relationship between the regions of the country and the responses of yes, no and unsure. Level of significance was established at $p \leq 0.05$. The results yielded a statistically significant difference in regions, in relationship to the number of yes, no and unsure responses. See Table 5 for data results for each region.

Table 5

Year-Round Schools

Region	No	Yes	Unsure	Total
Northeast	8	2	36	46
Southeast	20	58	21	99
Midwest	12	5	28	45
Southwest	8	6	4	18
West	11	18	10	39
	59	89	99	247

$X^2 = 77.384$ $p =< 0.001$

The question about future plans (within 5 years), for a year-round school produced the following results: 56 (22.6%) responded no, 76 (30.8%) responded yes and 115 (46.6%) responded unknown. The non-parametric statistical tool of chi-square (X^2) was used to determine whether there was a statistically significant relationship between the regions of the country and the responses of yes, no and unsure. Level of significance was established at $p \leq 0.05$. The results yielded a statistically significant difference in regions, in relationship to the number of yes, no and unsure responses. The results are shown in Table 6.

Table 6

Future Year-Round School Planned

Region	No	Yes	Unknown	Total
Northeast	14	2	30	46
Southeast	8	54	37	99
Midwest	14	5	26	45
Southwest	6	4	8	18
West	14	11	14	39
	56	76	115	247

$X^2 = 58.051$ $p =< 0.001$

Several organizations track Year-Round Schools; however, at the federal level it is the Department of Education that does so (DOE) (2003). The Department of Education (SDOE) for the 50 States and the District of Columbia (2003) may also track them but, some do not. The local school districts have the authority to set the school calendar to meet their needs and do not always have to report their calendars to the state. When an adjusted calendar is set up some states do not report it as a Year-Round School district.

According to the Tennessee Department of Education (2003) several of their districts have adjusted calendars, but unless the district notifies the state and actually reports it as a year-round school then it is classified as an agrarian calendar school.

The National Association of Year Round Education (NAYRE) (2003) tracks year-round schools only from those states/districts that are members of their organization. There are limitations to this information. Because this information is self reported, all states/districts may not be covered in Table 7. Also, the terminology used by the different school districts (e.g., alternative schedule, adjusted schedule, single track, etc.) may have a different meaning in each state. Table 7 shows the data from the DOE (2003), the SDOE's (2003), NAYRE (2003) and the responses to the survey.

Table 7

Year-Round Schools Reported by State

State	DOE	SDOE	NAYRE	Survey
Alabama	Yes	Yes	Yes	Yes
Alaska	Yes	No	No	No
Arizona	Yes	Unknown	Yes	Yes
Arkansas	Yes	Unknown	Yes	Yes
California	Yes	Yes	Yes	Yes
Colorado	Yes	Yes	Yes	Yes
Connecticut	No	No	Yes	No
Delaware	No	Unknown	Yes	No
District of Columbia	No	Unknown	Yes	Unknown
Florida	Yes	Yes	Yes	Yes
Georgia	Yes	Yes	Yes	No
Hawaii	Yes	No	Yes	No
Idaho	Yes	Yes	Yes	Yes
Illinois	Yes	Unknown	Yes	No
Indiana	Yes	Unknown	Yes	Unknown
Iowa	Yes	Unknown	Yes	Yes

Table 7

Year-Round Schools Reported by State (cont.)

State	DOE	SDOE	NAYRE	Survey
Kansas	No	Yes	Yes	Yes
Kentucky	Yes	Yes	Yes	Yes
Louisiana	Yes	No	Yes	Unknown
Maine	Yes	Unknown	No	Unknown
Maryland	Yes	Unknown	Yes	Unknown
Massachusetts	No	Unknown	Yes	Unknown
Michigan	No	Unknown	Yes	Unknown
Minnesota	Yes	Unknown	Yes	Unknown
Mississippi	No	Unknown	Yes	Unknown
Missouri	Yes	Yes	Yes	Yes
Montana	No	Unknown	Yes	Unknown
Nebraska	No	Unknown	Yes	Unknown
Nevada	Yes	Unknown	Yes	Yes
New Hampshire	No	No	No	Unknown
New Jersey	Yes	Unknown	Yes	Unknown
New Mexico	Yes	Yes	Yes	Yes

Table 7

Year-Round Schools Reported by State (cont.)

State	DOE	SDOE	NAYRE	Survey
New York	No	Unknown	Yes	Unknown
North Carolina	Yes	Yes	Yes	Yes
North Dakota	No	Unknown	Yes	Unknown
Ohio	Yes	Unknown	Yes	Unknown
Oklahoma	No	Unknown	Yes	Unknown
Oregon	Yes	Unknown	Yes	Unknown
Pennsylvania	Yes	Yes	Yes	Yes
Rhode Island	No	Unknown	No	Unknown
South Carolina	Yes	Yes	Yes	Yes
South Dakota	No	Unknown	Yes	Yes
Tennessee	Yes	Yes	Yes	Yes
Texas	Yes	Yes	Yes	Yes
Utah	Yes	Unknown	Yes	Yes
Vermont	No	Unknown	Yes	No
Virginia	Yes	Unknown	Yes	Yes

Table 7

Year-Round Schools Reported by State (cont.)

State	DOE	SDOE	NAYRE	Survey
Washington	Yes	Unknown	Yes	Yes
West Virginia	Yes	Unknown	Yes	Unknown
Wisconsin	Yes	Yes	Yes	No
Wyoming	No	Unknown	Yes	Unknown

Note. The information for Table 7 was gathered from either the State Department of Education (SDOE) web sites or a email from each of the 50 State Department of Education and the District of Columbia. Each SDOE is listed in the reference section.

The respondents were asked if a Year-Round School would affect their seasonal labor force. Forty-four (17.8%) responded no, 161 (65.2%) responded yes and, 42 (17.0%) were unsure if they would be affected. The non-parametric statistical tool of chi-square (X^2) was used to determine whether there was a statistically significant difference between the regions of the country and the responses of yes, no and unsure. Level of significance was established at $p \leq 0.05$. The results yielded a statistically significant difference in regions, in relationship to the number of yes, no and unsure responses. The SW region reported relatively fewer no's at 13 (72.2%) than the other regions of the United States. Table 8 shows the results of the chi-square analysis.

Table 8

Effect of Year-Round Schools on Seasonal Labor Force

Region	No	Yes	Unknown	Total
Northeast	2	36	8	46
Southeast	15	68	16	99
Midwest	4	37	4	45
Southwest	13	1	4	18
West	10	19	10	39
	44	161	42	247

$X^2 = 56.967$ $p = <0.001$

The results of this analysis supports H^7.

Hypothesis 5 and 6 stated the industry would not have developed a plan for Year-Round Schools nor would they have a plan for loss of seasonal workers due to Year-Round Schools. Two hundred twenty (88.7%) said they did not have a plan for YRS, 28 (11.3%) said they did. The non-parametric statistical tool of chi-square (X^2) was used to determine whether there was a statistically significant difference between the regions of the country and the responses of yes and no .

Level of significance was established at $p \leq 0.05$. The results yielded a statistically significant difference in regions, in relationship to the number of yes and no responses.

Of the respondents, 227 (92%) said they did not have a plan for loss of SW's which is more than expected and 20 (8%) said they did, which is less than expected thus hypotheses five and six are supported. Table 9 shows the data results for both these hypotheses.

Table 9

Plan for Year-Round Schools/Loss of Seasonal Workers

	Plan for YRS		Plan for loss of SW's	
Region	No	Yes	No	Yes
Northeast	44	2	42	4
Southeast	77	22	83	16
Midwest	43	2	45	0
Southwest	17	1	18	0
West	39	0	39	0
	220	27	227	20
$X^2 = 22.276$ $p =< 0.001$			$X^2 = 17.661$ $p = <0.01$	

Hypothesis 7 represented the statement that tourist attractions that hired for less than the full season would have more seasonal workers than those that do not. Four one-way ANOVA tests were performed to determine the difference between groups. The analysis was performed on the dependent variable seasonal workers and the independent variables of (1) less than normal (less than full season) (2) less than 8 weeks (3) less than 6 weeks and (4) less than 4 weeks with alpha set at .05. Table 10 displays the variable mean and standard deviations for the independent variables.

The ANOVA results are presented in Table 11.

Table 10

Means, and Standard Deviations for Independent Variables

Variable	Mean	Standard Deviation
less than full season	.77	.425
less than 8 weeks	.52	.501
less than 6 weeks	.26	.439
less than 4 weeks	.11	.308

Table 11

ANOVA Results for Seasonal Workers and Hiring for Less than Normal, 8, 6 and 4 Weeks.

DV*IV	df	F	Sig.	Partial η^2
sws*lessnorm	1, 245	2.700	.102	.003
sws*less8	1, 245	.451	.502	.002
sws*less6	1, 245	9.006	.003*	.853
sws*less4	1, 245	4.180	.042*	.135

*$p \leq .05$

The less than 6 week group was statistically significantly at $p \leq .05$ thus, hypotheses 3 is partially supported. The effect size was calculated to evaluate the difference in sws between groups. Effect size (η^2) for less than six weeks was .853 indicating a large effect (> .14) (Cohen,1988). Thus, effect size and F - values were consistent, suggesting that there is a significant and substantial difference in the number of seasonal workers and hiring them for less than 6 weeks. The less than 4 week group was statistically significant in that $p \leq .05$, however there was not as large an effect size as compared to the 6 week group.

The ninth hypothesis addressed the question of whether or not hiring for four weeks or less is based on the time (hours) it takes to train a seasonal worker. A logistic regression was performed between hiring for four weeks or less as the dependent variable and the number of hours it takes to train a seasonal worker as the categorical independent variable (categories1= 1-4 hours, 2= 8-16 hours, 3= 17-20 hours, 4= 21-40 and 5= +40 hours). Analysis was performed using SPSS. After deletion of 35 cases with missing values, data from 247 tourist attractions were available for analysis. Level of significance was established at $p \leq 0.05$. The results are presented in Table 12.

Table 12

Logistic Regression Analysis of Hiring for Four Weeks or Less as a Function of Hours to Train

Variables in the Equation

		B	S.E.	Wald	df	p.
Step 1	Constant	-1.222	.432	7.999	1	.005*
	Hours	-.299	.141	4.514	1	.034*

*$p \leq .05$

According to the Wald (1943), criteria the number of hours it takes to train a seasonal worker reliably predicted not hiring for 4 weeks or less, *Wald value* = 4.514, $p < .034$. The results of the Chi-square test in Table 13 show a statistically significant result between the time (hours) and the number of weeks , (less than 4) for which the tourist attraction will hire.

Table 13

Omnibus Tests of Model Coefficients

Step 1	Chi-square	df	p
Step	4.947	1	.026*
Block	4.947	1	.026*
Model	4.947	1	.026*

*$p \leq .05$

In Table 14 we are able to predict in 89.5% of the time the tourist attraction will not hire for less than 4 weeks.

Table 14

Model Prediction Success Table

Actual Choice	Predicted Choice		Actual Total
	No	Yes	
No	221	0	221
Yes	26	0	26
Pred. Total	247	0	247
Correct	221	0	221
Total Correct	89.5%		

One hundred fifty-eight (64%) respondents said they would hire for less than the full season because they need SW's and 89 (36%) said they would not.

One item asked if retirees and the disabled were labor pools from which respondents could draw. The non-parametric statistical tool of chi-square (X^2) was used to determine whether there were statistically significant difference between the regions of the country and the responses of yes and no.

Level of significance was established at $p \leq 0.05$. The results yielded a statistically significant difference in regions, in relationship to the number of yes and no responses for the retiree labor pool. The responses for hiring the disabled were 125 (50.1%) yes and 122 (49.9%) no, there was not a significant difference noted for the disabled. Table 15 shows the data for both labor pools.

Table 15

Labor Pools Retirees and Disabled

Regions	Retirees		Disabled	
	No	Yes	No	Yes
Northeast	6	40	24	22
Southeast	26	73	45	54
Midwest	8	37	26	19
Southwest	12	6	12	6
West	12	27	15	24
$X^2 = 21.578$ $p =< 0.001$			$X^2 = 8.9997$ $p = <0.10$	

Forty attractions had a combined total of 483 (1.2%) disabled SW's. One hundred twenty-two responded to the question of what are the reasons for not hiring the disabled. Sixty-four responses were received for not hiring retirees. The reasons were the same for both the disabled and retirees. Ninety-eight (80.3%) responded that the jobs were too physically demanding for the disabled and 40 (62.5%) cited the jobs as too physically demanding for retirees. the other areas of already working, not a resource and other were much less important. The results for both are displayed in Figure 5.

There was one open-ended question on the instrument. A theme analysis was performed. Fifty respondents wrote comments and four (8%) said the cost of training is keeping them from hiring new seasonal workers. Five (10%) said their season has decreased but they don't know why, five (10%) said the practice of schools opening before labor day was hurting their business. Nine (18%) said they are hiring international labor, and not hiring from the schools and 15 (30%) said they were losing revenue because Year-Round School calendars had the effect of decreasing their tourist season.

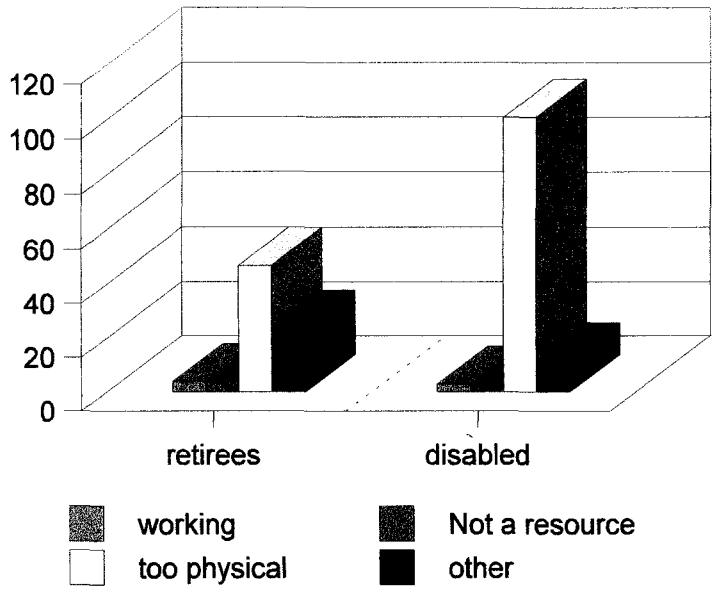

Figure 5 Reasons for Not Hiring Retirees and Disabled.

CHAPTER 5

DISCUSSION

Ten hypotheses were formulated for the effects of Year-Round Schools on the hospitality industry's seasonal labor force at tourist attractions in the United States. Each hypothesis tested a function of seasonal workers, year-round schools, cost and time to train, regions of the United States and additional labor pools.

Hypothesis 1: The school systems provide the majority of the seasonal labor used by tourist attractions.

The SW's from the K-12 school system account for 37.19% of the total seasonal labor force. Figure 2 shows that this is the source of the majority of seasonal workers. Figure 3 shows that 23.99% of the workers are from the high schools, that could include students, support staff and teachers. The other 13.2% are support staff and teachers from the elementary and middle schools. Hypothesis 1 is supported.

Hypothesis 2. There is a labor shortage of seasonal workers at tourist attractions.

It is an accepted fact that there is a shortage of labor in the entire hospitality industry; tourist attractions are no exception. Tourist attractions because of their nature of operating for less than 9 months (there are some exceptions) are the largest consumer of seasonal labor (IAAPA, 2003). Sixty-six (26.7%) of the 247 respondents reported a labor shortage, the average being 20%. Figure 4 indicated that competition, at 17.07%, was the main reason given for the labor shortage, followed by a lack of interest in working in the hospitality industry and lack of day care, both at 14.6%. Tourist attractions have relied on volunteers, especially at museums, to fill their seasonal worker positions (Pickeral & Hubbard, 2002). Eighteen (7.2%) of the respondents used only volunteer labor. Figure 2 shows that an additional 2.48% used volunteers and paid workers. The existing labor shortage in the industry continues to be a challenge across every segment. Thus, Hypothesis 2 is supported.

Hypothesis 3: Year-round schools will affect the number of seasonal workers available from school systems in the United States.

According to the United States Department of Labor (2002), from Memorial Day through Labor Day the 3.3 million seasonal workers at tourist attractions provide 49.1% of the annual seasonal labor force needs. Figure 2 shows that 37.19% or 1.25 million seasonal workers come from the school systems.

Year-Round Schools will reduce the number of workers available for the peak tourist season not only at tourist attractions but for the entire hospitality industry. If alternative labor pools are not identified to replace the workers from the school system the industry may not be able to maintain a viable tourism program and 190 billion federal and state tax dollars resulting from tourism will be greatly reduced. To further explain this point, Table 16 shows the revenue from tourism, non-tourism and totals by state for 2001. Table 17 shows only the tourism travel generated tax revenue by state for 2001.

Many tourist attractions operate only Memorial Day through Labor Day because of the attraction itself and the area of the country in which it is located. Ocean City Maryland, Cape May, New Jersey and Virginia Beach. Virginia are three that fall into this category. The ocean/beach is the attraction and it is too cold except in the summer months to go into the water.

The Northeast region of the country and parts of the Southeast have only one tourist season: Memorial Day through Labor Day. Several school systems that may or may not have a adjusted calendar for the school year still return to school prior to Labor Day. According to the State(s) Department of Education (2003) the average start dates for schools in the following three states are: Florida the 7th of August, Alabama the 8th of August and Tennessee July 26th. The school starting dates for all schools and colleges has been acknowledged by tourist attractions as a concern for several years. Pickeral (2002) reported that the state of Tennessee, in 2000, had a shortage of workers in August due to the return to school. Therefore, Hypothesis 3 is supported.

Table 16

Travel-Related Revenue by State for Tourism and Hospitality - 2001

State	Tourism*	Non-Tourism	Total**
Alabama	5,152,600	7,402,487	12,555,087
Alaska	1,343,200	939,543	2,282,743
Arizona	11,515,000	9,358,016	19,403,316
Arkansas	3,812,300	5,318,672	9,130,972
California	71,422,000	78,097,670	149,519,670
Colorado	9,662,200	12,023,859	21,686,059
Connecticut	6,734,400	9,244,801	15,979,201
Delaware	1,037,300	1,245,443	2,282,743
Florida	55,731,400	41,285,180	97,016,580
Georgia	15,329,300	18,911,846	34,241,146
Hawaii	12,952,100	4,168,473	17,120,573
Idaho	2,128,100	3,578,758	5,706,858
Illinois	22,275,900	27,944,447	50,220,347
Indiana	6,481,200	8,356,630	14,837,830
Iowa	4,246,500	6,025,844	10,272,344
Kansas	3,516,100	4,473,501	7,989,601

Table 16

Travel-Related Revenue by State for Tourism and Hospitality - 2001 Cont.

State	Tourism*	Non-Tourism	Total**
Kentucky	5,065,800	7,489,287	12,555,087
Louisiana	9,055,700	11,488,987	20,544,687
Maine	1,895,800	2,669,686	4,565,486
Maryland	8,855,100	11,689,587	20,544,687
Massachusetts	11,698,200	12,270,602	23,968.802
Michigan	12,115,800	15,277,117	27,392,917
Minnesota	8,051,200	10,210,744	18,261,944
Mississippi	4,941,100	7,613,987	12,555,087
Missouri	9,278,700	12,407,359	21,686,059
Montana	1,928,500	2,636,986	4,565,486
Nebraska	2,617,400	4,230,829	6,848,229
Nevada	20,716,800	24,938,061	45,654,861
New Hampshire	2,605,000	3,101,858	5,706,858
New Jersey	15,129,100	19,112,046	34,241,146
New Mexico	3,830,100	5,300,872	9,130,972
New York	34,926,100	30,132,077	65,058,177

Table 16

Travel-Related Revenue by State for Tourism and Hospitality - 2001 Cont.

State	Tourism*	Non-Tourism	Total**
North Carolina	12,510,300	16,909,860	29,675,660
North Dakota	1,144,000	1,138,743	2,282,743
Ohio	12,765,800	16,909,860	29,675,660
Oklahoma	3,850,500	5,280,472	9,130,972
Oregon	5,612.000	6,943,087	12,555,087
Pennsylvania	15,676,500	19,706,017	35,382,517
Rhode Island	1,400,300	2,023,815	3,424,115
South Carolina	7,324,600	8,654,601	15,979,201
South Dakota	1,381,300	2,042,815	3,424,115
Tennessee	10,253,500	13,715,302	23,968,802
Texas	34,388,300	40,942,221	75,330,521
Utah	4,026,400	5,104,572	9,130,972
Vermont	1,347,000	2,077,115	3,424,115
Virginia	13,403,900	18,554,503	31,858,403
Washington	8,534,900	9,727,044	18,261,944
West Virginia	1,693,400	2,872,086	4,565,486

Table 16

Travel-Related Revenue by State for Tourism and Hospitality - 2001 Cont.

State	Tourism*	Non-Tourism	Total**
Wisconsin	6,893,900	9,085,301	15,979,201
Wyoming	1,518,300	1,905,815	3,424,115
Washington DC	5,606,200	4,666,144	10,272,344
Other*	4,513,400		(4,513,400)
Total	$538,680,300*	$602,691,227	$1,141,371,527

* Sources: TIA, DOC, OTTI

* Includes spending in those states for which individual estimates are not provided in the table and excludes international passenger fare payments, international traveler spending in the U.S. territories, and Canadian traveler spending not *allocated to states.*

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** Source: Economic Census 1997 and 2002

Table 17

Tourism Travel-Generated Tax Revenue By State - 2001

State	Share of Domestic ($ Millions)	Domestic Total (Percent)	Share of International ($ Millions)	International Total (Percent)
Alabama	664.9	0.8%	n/a	n/a
Alaska	249.3	0.3%	n/a	n/a
Arizona	1,379.5	1.6%	240.1	2.0%
Arkansas	608.4	0.7%	n/a	n/a
California	10,065.5	12.0%	2,055.5	17.3%
Colorado	2,017.0	2.4%	161.8	1.4%
Connecticut	1,048.7	1.3%	35.4	0.3%
Delaware	167.1	0.2%	n/a	n/a
Florida	6,315.5	7.6%	2,502.5	21.1%
Georgia	3,366.2	4.0%	296.2	2.5%
Hawaii	1,039.1	1.2%	877.1	7.4%
Idaho	384.3	0.5%	n/a	n/a
Illinois	4,304.9	5.1%	321.8	2.7%

Table 17

Tourism Travel-Generated Tax Revenue By State - 2001 Cont.

State	Share of Domestic ($ Millions)	Domestic Total (Percent)	Share of International ($ Millions)	International Total (Percent)
Indiana	1,036.0	1.2%	28.2	0.2%
Iowa	628.5	0.8%	n/a	n/a
Kansas	546.1	0.7%	n/a	n/a
Kentucky	839.9	1.0%	n/a	n/a
Louisiana	1,131.4	1.4%	77.8	0.7%
Maine	254.8	0.3%	n/a	n/a
Maryland	1,807.4	2.2%	79.2	0.7%
Massachusetts	1,653.9	2.0%	307.2	2.6%
Michigan	2,129.7	2.5%	120.3	1.0%
Minnesota	2,606.5	3.1%	164.8	1.4%
Mississippi	846.5	1.0%	n/a	n/a
Missouri	1,653.6	2.0%	31.4	0.3%
Montana	237.5	0.3%	n/a	n/a
Nebraska	472.1	0.6%	n/a	n/a

Table 17

Tourism Travel-Generated Tax Revenue By State - 2001 Cont.

State	Share of Domestic ($ Millions)	Domestic Total (Percent)	Share of International ($ Millions)	International Total (Percent)
Nevada	2,741.4	3.3%	301.2	2.5%
New Hampshire	246.0	0.3%	10.9	0.1%
New Jersey	2,644.0	3.2%	152.5	1.3%
New Mexico	553.6	0.7%	n/a	n/a
New York	5,557.1	6.6%	1,780.5	15.0%
North Carolina	2,151.4	2.6%	81.8	0.7%
North Dakota	247.4	0.3%	n/a	n/a
Ohio	2,095.7	2.5%	114.1	1.0%
Oklahoma	693.8	0.8%	n/a	n/a
Oregon	825.1	1.0%	49.0	0.4%
Pennsylvania	2,654.8	3.2%	244.0	2.1%
Rhode Island	189.5	0.2%	n/a	n/a
South Carolina	1,021.2	1.2%	89.2	0.8%
South Dakota	192.1	0.2%	n/a	n/a

Table 17

Tourism Travel-Generated Tax Revenue By State - 2001 Cont.

State	Share of Domestic ($ Millions)	Domestic Total (Percent)	Share of International ($ Millions)	International Total (Percent)
Tennessee	1,793.0	2.1%	84.3	0.7%
Texas	5,855.2	7.0%	606.9	5.1%
Utah	749.0	0.9%	62.4	0.5%
Vermont	181.2	0.2%	n/a	n/a
Virginia	2,121.1	2.5%	80.2	0.7%
Washington	1,386.3	1.7%	154.0	1.3%
West Virginia	263.7	0.3%	n/a	n/a
Wisconsin	1,187.3	1.4%	46.8	0.4%
Wyoming	195.1	0.2%	n/a	n/a
Washington DC	611.2	0.7%	224.2	1.9%
Total	$83,610.2	100.0%	$11,879.4*	100.0%*

[4] Sources: TIA, OTTI

n/a: not available due to small sample size for international visitors.

* Includes tax revenue generated in those states for which individual estimates are not provided in the table and excludes international travel-generated tax revenue created from international passenger fare payments. international traveler spending in the U.S. territories, and Canadian traveler spending not allocated to states.

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The effects of Year-Round Schools on tourism was addressed by the New York Tourism and Hospitality Association in 1999, and by the Governor of Florida in 2003. New York found that they would have a negative effect on revenue and labor (Chesterton, 1999) as well as teenagers' learning life skills, responsibility and improving their self-esteem by working a summer job. In 2003, WEAR (the local station affiliate of ABC news in Pensacola, Florida) reported that Florida Governor Jeb Bush was looking into requiring schools not to start the new school year prior to Labor Day to protect the revenue from tourism. Table 16 and 17 show the revenue that all states should be interested in protecting.

H4: There is no significant difference between regions of the United States and the affect of Year-Round Schools on the seasonal labor force.

The five regions of the United States were compared in Table 8. Only one of the 18 (0.728%) respondents received from the Southwest region indicated that Year-Round Schools would effect their seasonal labor force. After examining the sources of their seasonal workers and where they come from, less than five percent are high school students/school workers that come from the school system. The bulk of their workers are retirees (72%), internationals (10%) and volunteers (10%), the remaining categories accounted for 3.5%. There have been Year-Round Schools in all states located in the Southwest since before 1998 (NAYRE, 2003).

This area may have already found alternative labor pools. Further study into this region could benefit the industry. Thus, hypothesis 4 is partially supported.

H5: Tourist attractions have not addressed the issue of Year-Round Schools and its impact on the tourism attraction industry segment.

According to NAYRE and the SDOE's the largest number of Year-Round Schools are in California, North Carolina, Kentucky, Nevada, Hawaii and Texas. Many of the respondents from those states answered no or unsure when asked about current Year-Round Schools. Table 5 shows that overall 158 (63.95%) responded no or unsure to a current year-round school and Table 6 shows 172 (69.6%) answered no or unsure to a plan within the next 5 years for Year-Round Schools.

There could be many reasons that tourist attractions are unaware of Year-Round Schools. One reason could be the terminology used to describe Year-Round Schools. Another reason could be a lack of community involvement/interest is keeping the tourist attractions unaware of this issue. A third reason could be that people who move quite frequently i.e. military, or people without school age children may be unaware of what is going on in the schools. One respondent stated that in June of 2002 Santa Rosa County Florida, which has a large population of military, sent the calendar for the upcoming school year to all parents in the county. The starting date for school was the first week in August. Two years prior to this the starting date was after Labor Day. There wasn't any feedback to/from the community about the change in the calendar.

Table 9 shows that of the 247 responses, 219 (88%) said their organization had not addressed the issue of Year-Round Schools and, 227 (92%) said they did not have a plan for the loss of seasonal workers from the school system if Year-Round Schools negatively impacted their seasonal labor force.

These numbers correspond to Tables 5, 6, 7 and 8. The tourist attractions don't know that Year-Round Schools exist and therefore, can't address something of which they are unaware. Therefore, Hypotheses 5 and 6 are supported.

H6. Tourist attractions have not identified the impact of Year-Round Schools on their seasonal labor that come from the school systems.

This hypotheses was supported by the discussion of hypotheses 5. As previously stated, 227 (92%) said they did not have a plan for the loss of seasonal workers from the school system if Year-Round Schools negatively impacted their seasonal labor force. These numbers correspond to Tables 5, 6, 7 and 8. The tourist attractions don't know that Year-Round Schools exist and therefore, cannot address something about which they are unaware.

H7: Tourist attractions that hire for less than the full season will have more seasonal workers than those who do not.

Two hundred forty-seven respondents reported seasonal workers that totaled 39,363 combined. The range was 1 - 3000 seasonal workers. The percentage of the workforce reported as seasonal was from 10% to 100%. Table 11 shows the 57 (23%) respondents who would not hire for less than the full season had 10 or fewer seasonal workers. The 119 (48%) that said they would not hire for less than 8 weeks had fewer than 40 seasonal workers. The 183 (74%) that answered no to hiring for less than 6 weeks had less than 600 seasonal workers.

The 64 (26%) that answered yes to hiring for 6 weeks reported their seasonal labor force as 75% or more of their total workforce. The 27 (11%) that said they would hire for less than 4 weeks had more than 600 seasonal workers who comprised 95% or more of the total workforce. Looking at Table 11, approximately 7 weeks or more is the time a seasonal worker could expect to be hired to work at tourist attractions that have less than 600 workers. Thus hypotheses 7 is supported. This would affect those 37.9% of workers from the school systems if a year-round school was implemented. The normal summer break for a year-round school on a 9-3 track is 5 weeks (NAYRE, 2003).

H8: The cost and time to train a new seasonal worker will be a major factor in hiring for less than the full tourist season.

Two hundred forty-seven (247) attractions reported the hours it takes to train their seasonal workers to do their job at an acceptable level, not necessarily peak proficiency. Thirty-eight (15.45%) attractions reported that the time it took to train their seasonal workers was 1 - 4 hours. Fifty-nine (23.9%) reported that it took 5 - 8 hours to train. Fifty-three (21.5%) reported training took 9 - 16 hours. Twenty-six (10.5%) reported 17 - 24 hours. Thirty-four (13.8%) reported 25- 40 hours and thirty-seven (15.0%) reported it took more than 40 hours to train their seasonal workers. The average is between 5 and 16 hours.

Hinkin (2002) found that it takes from 7.7 to 11.4 weeks for a person to become proficient at a job. Running a dishwasher or taking tickets at a theme park does not require the same level of skill or training that maintaining a web site does; however, it still takes time to become proficient at these tasks.

Two hundred forty-seven (247) attractions reported the cost to train each of their seasonal workers. One hundred thirty-eight (55.9%) reported it cost less than $500.00 to train each of their workers. Fifty-eight (23.5%) reported the cost to be more than $500.00 per employee. Twenty-one (8.5%) reported the cost was more than $1,000.00. Twelve (4.9%) reported it cost more than $2,500.00 to train each of their employees. Nine (3.6%) reported the cost as more than $5,000.00 and nine (3.6%) reported the cost as more than $10,000.00. As expected, there is a strong correlation between hours and cost (time and money). Table 3 shows this correlation. The seasonal workers from the year-round school system that are available for 5 weeks or less don't become proficient at there tasks and cost about $100.00 per week to train. They return to school before the investment of time and money is recouped. Therefore, Hypothesis 8 is supported.

H9: The probability of hiring for four weeks or less is a function of the time (hours) it takes to train a seasonal worker.

The discussion of hypotheses 8 supported some of this hypothesis as well. Tables 12, 13 and 14 analyzed the hiring for four weeks as a function of hours and found that it is not cost effective to hire for 4 weeks or less. Tourist attractions will not hire for this limited number of weeks 89.4% of the time.

The 10.6% of those that will hire for 4 weeks have over 600 employees and their seasonal labor force is 95% or more of their total workforce. Therefore, Hypothesis 9 is supported.

H10: Additional labor pools can be identified to offset the loss of seasonal workers from the school system.

The loss of 37.9% of seasonal workers from the school system if Year-Round Schools were implemented across the country would affect 1.25 million seasonal workers at tourist attractions and 2.19 million in the hospitality industry. Results of the study identified three additional labor pools from which industry can draw. International labor, which accounts for about 2.4 % of the current labor force has become an issue since the events of September 11, 2001, yet, six respondents said they would/have turned to international labor for their seasonal workers because of Year-Round Schools.

The industry has targeted retirees and the same results were found in this nation-wide study as Pickeral and Hubbard (2002) found in the state of Tennessee. The 2000 US Census reported that 12.4% of the US population is retirement age (65years of age and older), yet Figure 5 shows 14.74% of the workforce at tourist attractions are retirees. This may be a labor pool that is already being used to its capacity.

The third pool is the disabled. Kirrane (1998) found that 11 million employable disabled people are unemployed. This number of workers would offset the loss from the school system.

One hundred twenty-two respondents said the disabled were not a resource for their attraction. Figure 5 shows that ninety-eight (80.3%) said the reasons for not hiring the disabled is the work is too physically demanding. While no one expects the lifeguard at a pool to be visually impaired or the guide through the Smoky Mountains to be a quadriplegic there are many jobs that the disabled can handle. Berger (2001) found that most accommodations required for the disabled are minimum costs. The government will assist with accommodations that are expensive. Hiring the disabled may help not only by replacing the school system workers but by reducing the turnover problem as well. Nelton (1998) found that hiring the disabled improved productivity, increased morale and lowered turnover costs. Tourist attractions need to look at how the lodging industry has integrated the disabled into all areas of hotels before this labor pool is dismissed as an option. The time to examine this potential labor source is now as more and more school systems adjust their calendars. The industry is going to find itself in a worse labor shortage than currently exists.

Further Studies

Further studies may include the changing traffic patterns due to Year-Round Schools in each region of the country, more specifically, the changing traffic patterns in those areas with just a tourist season of Memorial Day to Labor Day. Also, research is needed on how the Southwest region of the country has adapted for their labor needs since Year-Round Schools are in every state in that region. Researchers might expand on all other segments of the hospitality industry. Additionally, study of vacation timing trends would provide useful data for the travel industry.

Limitations

A major limitation is the self-report nature of the survey design used in this study. The investigator relied solely on the tourist attractions' honesty in reporting information.

Reporting how many employees may be a problem because of the seasonal nature of the job, since cash payments may be used instead of the traditional payroll system. The type of tourist attraction that the survey was sent to; museums and cultural centers typically use volunteers. Thirty-five of the respondents in this study were from museums and used only volunteers, not paid employees.

CHAPTER 6

SUMMARY

Significant Findings

The following conclusions are the most significant findings supported by the data from the study:

1. Year-Round Schools will affect the number of seasonal workers available from school system labor pool.

2. Tourist attractions will not hire for 6 weeks or less if they have less than 600 workers and the percentage of seasonal workers is more than 75%.

3. Eighty-nine percent of the time tourist attractions will not hire for 4 weeks or less and only if their seasonal labor force is more than 600 and 95% or greater of their total workforce.

4. Disabled individuals form a labor pool for the industry that should be investigated and utilized.

5. The industry needs to identify what labor pool their employees come from.

6. The reporting and tracking of Year-Round Schools is very weak and no one source has all of the information.

7. The majority of seasonal labor for tourist attractions comes from school systems.

8. The seasonal labor force in the Southwest region of the country is not affected by Year-Round Schools.

9. The cost and time to train seasonal workers is a major factor in not hiring for less than the full tourist season.

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APPENDIX A

Auburn University
Auburn University, Alabama 36849-5605
College of Human Sciences
Department of Nutrition and Food Science
328 Spidle Hall
Telephone: (334) 844-4261
FAX: (334) 844-3268

INFORMATION LETTER FOR
"The Effects of Year-Round Schools on the Hospitality Industry's Seasonal Labor Force at Tourist Attractions in the United States"

As a graduate student at Auburn University in Auburn, Alabama, I, Lyn Pickeral am working towards a Ph.D. in Nutrition and Food Science with an emphasis in Hotel and Restaurant Management. You are invited to participate in a study that deals with year-round schools and the effect on seasonal labor at tourist attractions. You were selected as a possible participant because you are a management employee at a tourist attraction and work in the United States.

If you decide to participate, I will need you to complete the attached survey. The survey will take approximately 20 minutes to complete.

There is no risk associated with this study. All information will remain anonymous. I plan to disclose the compiled results of this research in a hospitality/tourism academic publication and a dissertation. By filling out this survey, you are agreeing to participate in my study of "The Effects of Year-Round Schools on the Hospitality Industry's Seasonal Labor Force at tourist attractions in the United States." You may choose not to participate in this study. However, after providing anonymous information (completing the survey and returning it to me), you will be unable to withdraw since there will be no way to identify individual information.

Your decision whether or not to participate will not jeopardize your future relations with the Department of Nutrition and Food Science or Auburn University.

If you have any questions, please feel free to contact us. I (Lyn Pickeral) can be reached at (334) 740-4538, Dr. Susan Hubbard can be reached at (334) 844-1333. For more information regarding your rights as a research participant you may contact the Office of Human Subjects Research by phone or e-mail. The people to contact there are Executive Director E.N. "Chip" Burson (334) 844-5966 (bursoen@auburn.edu) or IRB Chair Dr. Peter Grandjean at (334) 844-1462 (grandpw@auburn.edu).

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE WHETHER TO PARTICIPATE IN THIS RESEARCH PROJECT. IF YOU DECIDE TO PARTICIPATE, THE DATA YOU PROVIDE ON THIS SURVEY WILL SERVE AS YOUR AGREEMENT TO DO SO. THIS LETTER IS YOURS TO KEEP.

Lyn M. Pickeral 4/4/2003
Investigator's signature Date

Susan L. Hubbard 4/4/2003
Co-investigator's signature Date

APPENDIX B

SURVEY QUESTIONS FOR "THE EFFECTS OF YEAR-ROUND SCHOOLS ON THE HOSPITALITY INDUSTRY'S SEASONAL LABOR FORCE AT TOURIST ATTRACTIONS IN THE UNITED STATES."

1. List the dates of your peak tourist season (s). _____State____

2. Do you employ seasonal workers?

Yes ☐ No ☐

(If you checked Yes, go to question # 3, If No, stop here and return the survey)

Section I

3. How many seasonal workers do you employ? _____

4. What percent of your total workforce is seasonal?_____

5. Who are your seasonal workers? (Check all that apply)

- Teenagers ☐
- High School Students ☐
- College students ☐
- School workers ☐
- Retirees ☐
- Disabled ☐
- Temps (outsourced) ☐
- Other (please explain) ☐_____

6. Which of the following represent the source(s) of your seasonal workers? (Check all that apply)

- Local community ☐
- High Schools ☐
- Colleges ☐
- International ☐
- Surrounding counties ☐
- Surrounding States ☐
- Other States ☐

7. Is the current labor pool for seasonal workers, in your local area, sufficient for your needs (in terms of numbers not quality)?

Yes ☐ No ☐

(If yes, go to question # 8, if no go to question # 7b)

7b.If you checked no, what percentage of additional workers do you need?

10 % ☐
20 % ☐
30 % ☐
50 % ☐
50+ % ☐

7c. What is the reason for the shortage? (Check all that apply)

Low wages ☐
Transportation ☐
Extracurricular activities ☐
College classes ☐
Don't need summer employment ☐
Lack of interest in working in hospitality ☐
Low unemployment rate in this area ☐
Day Care ☐
Competition ☐
Not in a residential area ☐
Other (Please explain) ☐_____

8. How many hours does it take to train your seasonal workers?

1- 4 ☐
5-8 ☐
9-16 ☐
17-24 ☐
25-40 ☐
40+ ☐

9. What is the cost of training your seasonal workers?

< $500. ☐
< $1,000. ☐
< $2,500. ☐
< $5,000. ☐
< $10,000. ☐
< $15,000. ☐

Section 2

EXPLANATIONS OF YEAR-ROUND SCHOOL AS USED IN THIS SURVEY. A YEAR-ROUND SCHOOL IS ALSO KNOWN AS: ADJUSTED CALENDAR, ALTERNATIVE SCHEDULE OR SINGLE TRACK CALENDAR. IT IS ANY DEVIATION FROM THE AGRARIAN CALENDAR GENERALLY USED IN THE UNITED STATES.

10. Is there a Year-Round School system in your area?
Yes ☐ No ☐ Unknown ☐

11. Will there be a Year-round School system within the next five years in your area?
Yes ☐ No ☐ Unknown ☐

12. If a Year-Round School is implemented in your area, will it effect your seasonal work force?
Yes ☐ No ☐ Unsure ☐

13. Does your company/attraction have a plan to address the issue of Year-Round Schools.
Yes ☐ No ☐

13b. Does your company/attraction have a plan on how a Year-Round School could effect your seasonal labor force?
Yes ☐ No ☐

14. If your workers come from the school system would you still hire them if they had less than the normal summer vacation to work for you?
Yes ☐ No ☐

14b. If your workers come from the school system would you still hire them if they were available for less than eight weeks?
Yes ☐ No ☐

14c. If your workers come from the school system would you still hire them if less than six weeks? Yes ☐ No ☐

14d. If your workers come from the school system would you still hire them for less than four weeks? Yes ☐ No ☐
(If yes go to question # 15, if no go to 16)

15. Would you hire them because you need the resources?
Yes ☐ No ☐

16. Congress recently enacted a law that allows people age 65 and over, collecting Social Security to earn unlimited income without a penalty on their Social Security benefits. Are retirees an additional labor pool you can draw from?

Yes ☐ No ☐

(If yes go to question # 17, if no go to 16b)

16b. If you checked no to question 16, why not?

Already working ☐
Not a resource ☐
Too physically demanding ☐
Not our company culture ☐
Other (please explain) ☐_____

17. How many of your seasonal workers are disabled? _____

18. Are the disabled a resource for your company?

Yes ☐ No ☐

(If you checked yes go to question # 19, if no go to question # 18b)

18b. If you checked no to question 17, why not?

Already working ☐
Not a resource ☐
Too physically demanding ☐
Not our company culture ☐
Other (please explain) ☐_____

19. If you would like to explain any answers or offer additional comments please use the space below.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

THANK YOU FOR PARTICIPATING IN THIS SURVEY.
I GREATLY APPRECIATE YOUR COOPERATION.

APPENDIX C

AUBURN UNIVERSITY

AUBURN UNIVERSITY, ALABAMA 36849

Associate Provost and
Vice President for Research
Telephone: (334) 844-4784
FAX: (334) 844-5971

Office of Human Subjects
Institutional Review Board
for the Use of Human Subjects
307 Samford Hall
Telephone: (334) 844-5966
FAX: (334) 844-4391

April 2, 2003

MEMO TO: Lyn Pickeral
HRM

PROTOCOL TITILE: "The Effects of Year-Round Schools on the Hospitality Industry's Seasonal Labor Force at Tourist Attractions in the United States"

Our office is in receipt of your protocol regarding the program you wish to implement. Thank you for contacting the Office of Human Subjects Research regarding any human subjects-related activities. We have reviewed your materials and, based upon what you have submitted, believe that your activities as described do not constitute "human subjects research" according to existing guidelines and statutes.

If there are any changes made which would constitute human subjects research, or if there are any events adverse or otherwise which concern the investigator(s) we encourage you to contact this office for further consultation.

We wish you success in your endeavors and look forward to working with you in your future research activities.

Sincerely,

E.N. (Chip) Burson,
Executive Director
Office of Human Subjects Research

cc: Dr. Susan Hubbard
Dr. Robert Keith

APPENDIX D

April 29, 2003

INSTRUCTIONS AND EXPLANATION LETTER FOR SURVEY

Please complete the survey in ink.

Return the survey in the enclosed self-addressed stamped envelope by May 30th, 2003.

The survey should take approximately 20 minutes. This study is very important to the hospitality industry. Seasonal workers account for 20% of our total workforce. We need to identify an additional labor pool to offset the loss of seasonal workers that will not be available from the school system when Year-Round Schools are implemented.

On the address labels there is a number. This is used to track non-respondents. Once your survey is received, the envelope will be destroyed and your company name deleted from the list. The data collected will be reported as anonymous.

I appreciate your timely return of this survey.

If you have any questions you may reach me at:

Lyn Pickeral
334-740-4538
pickelm@auburn.edu.