



Final Report

Survey Appendix

**Exploring the Role
and Adoption of
Technology-Based
Training and
Employment
Services**

**IQC # DOLQ111A21697
Task Order No.
DOLU111A21719**

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Prepared for:
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Employment and Training
Administration
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Appendix C: Survey Materials

- Training and Employment Notice (TEN) 21-12
- State email invitation
- State survey
- Local email invitation
- Local survey

TRAINING AND EMPLOYMENT NOTICE	NO.
	21-12
	DATE
	February 15, 2013

TO: DOL ETA REGIONAL ADMINISTRATORS
 ALL STATE WORKFORCE ADMINISTRATORS
 ALL STATE AND LOCAL WORKFORCE AGENCIES
 ALL WORKFORCE INVESTMENT BOARD (WIB) AGENCIES
 ALL WIB STATE EXECUTIVE DIRECTORS
 ALL WIB LOCAL EXECUTIVE DIRECTORS

FROM: JANE OATES
 Assistant Secretary

SUBJECT: Administration of State and Local Technology-Based Learning (TBL) Surveys to State Workforce Agency Administrators and Local Workforce Investment Board Executive Directors, Respectively

1. Purpose. To alert State Workforce Agency Administrators and Local Workforce Investment Board (LWIB) Executive Directors that a study of TBL in the public workforce system is being implemented and their completion of the State TBL Survey and Local TBL Survey, respectively, will support this effort. The primary purpose of these surveys is to gather up-to-date information on TBL opportunities and usage at the state and local levels, and factors that influence its adoption and design in the public workforce system.

2. Background. Technology-based learning (TBL), also known as distance learning and/or e-learning, is defined as any learning via electronic technology. TBL is defined broadly to include online education as well as learning facilitated by other electronic technologies like intranet sites, satellite broadcasts, audio and video conferencing, Internet bulletin boards and chat rooms, web casts, simulations, electronic gaming, podcasting, CD-ROMs, and a variety of mobile options (e.g., smart phone applications or "apps").¹ In 2008, the Employment and Training Administration (ETA) launched the TBL Initiative² to increase the awareness of TBL educational and training opportunities among public workforce system stakeholders, advance the use of technology for training within the public workforce system, and increase the number of people trained in high growth jobs by broadening the opportunities for skill and competency development. While several projects were initiated to advance TBL utilization or test innovative TBL strategies, the extent to which TBL training and development strategies are used, under which circumstances, and factors that shape their adoption within the public workforce system are still not well-documented.

¹ For background on the evolution and benefits of TBL please see the report, "Technology-Based Learning Strategies," which is available at http://www.doleta.gov/reports/papers/TBL_Paper_FINAL.pdf.

² Issued January 3, 2008, Training and Employment Guidance Letter (TEGL) No. 17-07 entitled, Using Technology-Based Learning in the Workforce Investment System (http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2574).

In July 2011, ETA contracted with Abt Associates to develop for administration two survey instruments to learn more about the use of TBL at the state and local levels in the public workforce system. Upon Abt Associates' preparation of two draft surveys in early 2012, ETA obtained the assistance of the Regional Administrators to conduct outreach with and identify leaders from state workforce agencies and local workforce boards to participate in pilot testing the two surveys. Five State Workforce Agency Administrators and six LWIB Executive Directors provided valuable initial reviews of the surveys. Both survey instruments were revised to address design, question content and complexity, and other issues uncovered during the pilot testing. The final versions of each survey are now ready for implementation and administration to all State Workforce Agency Administrators and LWIB Executive Directors.

3. Descriptions of Surveys. Both the State TBL Survey and Local TBL Survey have Office of Management and Budget approval, under the Paperwork Reduction Act (control number, 1205-0436), and both surveys will be administered or accessible electronically on an Internet-based survey platform called FluidSurveys.

- The intended respondents for the State TBL Survey are the State Workforce Administrators. This survey consists of three sections: 1) state policy, guidance, and support for TBL; 2) opportunities for TBL in support of WIA Title I training services; and 3) factors influencing the current level of TBL opportunities. The State TBL Survey is anticipated to take 30 minutes to complete. All State Workforce Agency Administrators will be given one month to complete their surveys.
- The intended respondents for the *Local TBL Survey* are the LWIB Executive Directors. This survey consists of six sections: 1) contextual information about the Local Workforce Investment Area; 2) use of TBL in the provision of Workforce Investment Act (WIA) Title I core and intensive services; 3) use of TBL to support WIA Title I training services; 4) use of TBL to support WIA Title II services; 5) accessibility of TBL services; and 6) factors influencing the current level of TBL provision. The Local TBL Survey takes approximately 90 minutes to complete. All LWIB Executive Directors will be given one month to complete their surveys.

4. Action Requested. State Workforce Agency Administrators and LWIB Executive Directors are encouraged to participate in this study of TBL and respond to the State TBL Survey or Local TBL Survey, respectively.

- **How will Respondents Access the Survey?** Abt Associates (TBL_DOL@AbtAssoc.com) will send emails titled, *DOL Technology-Based Learning Survey*, to all State Workforce Agency Administrators and LWIB Executive Directors. The email will contain the secure, Section 508-complaint Web sites through which the surveys may be accessed and instructions for completing the surveys. Surveys may be saved, allowing respondents the opportunity to complete the survey over multiple sessions and time to consult with data sources and/or get assistance from program or other staff for information to respond to survey questions, if needed. Additionally, if

necessary, other WIB staff at the state or local levels may be contacted to provide input or complete specific questions.

- **When are the Responses to the Surveys Due?** After receipt of the email from Abt Associates, State Workforce Agency Administrators and LWIB Executive Directors will have one month to complete the surveys. The specific date by which respondents should complete the surveys will be included in the email from Abt Associates.
- **What are the Benefits of this Study to the Public Workforce System?** After collecting all completed surveys, Abt Associates will review and analyze the results from these survey research efforts. Some responses also may prompt Abt Associates to conduct follow-up with respondents to gather additional information about the design and implementation of TBL. Ultimately, Abt Associates will prepare a final report and briefing useful for assessing the current and future usage, practices, and policies of TBL; making determinations regarding the incorporation of technology in service planning and provision; sharing models for replication or partnerships; and planning future policy proposals, investment opportunities, and technical assistance activities.

In summer 2013, Abt Associates will share highlights from the final report at a comprehensive briefing. Upon approval of the final report for public dissemination, the final report, and an abstract of this publication, will be posted on the ETA Research Publication Database Web site at: <http://wdr.doleta.gov/research/keyword.cfm>.

5. Inquiries. For questions specific to completing the surveys, please contact Abt Associates, specifically, the TBL Surveys Solutions Desk on email at tbl_dol@abtassoc.com or call 1-855-295-5528 (toll free). For more information on ETA's TBL Initiative, please contact Michelle Ennis in ETA's Office of Policy Development and Research at 202-693-3636 or ennis.michelle@dol.gov.

**INTRODUCTORY EMAIL FOR THE SURVEY OF TECHNOLOGY-BASED LEARNING
FOR STATE WORKFORCE AGENCY ADMINISTRATORS**

The U.S. Department of Labor's Employment and Training Administration (ETA) invites State Workforce Agency Administrators to complete an online survey about the current state of technology-based learning (TBL) in their states. This invitation provides background on the larger TBL data collection effort and information about completing the survey. Additional information is provided in the Training and Employment Notice (TEN) No. 21-12, entitled "Administration of *State and Local Technology-Based Learning (TBL) Surveys* to State Workforce Agency (SWA) Administrators and Local Workforce Investment Board (LWIB) Executive Directors, Respectively". State Workforce Agency Administrators are encouraged to **complete the survey by Friday, March 15, 2013**.

Background:

Within the last decade, the workforce investment system has seen an increase in the availability and use of technology-based learning (TBL). TBL, also known as distance learning and/or e-learning, is defined as any learning via electronic technology. TBL includes online education as well as learning facilitated by other electronic technologies like intranet sites, satellite broadcasts, audio and video conferencing, Internet bulletin boards and chat rooms, web casts, simulations, electronic gaming, podcasting, CD-ROMs, and a variety of mobile options (e.g., smart phone applications or "apps").

ETA launched a national strategy TBL agenda¹ in 2006. As part of this agenda, ETA is examining the development and implementation of TBL in the public workforce investment system. Additionally, ETA contracted with Abt Associates to develop and administer surveys to explore the current use of TBL in the public workforce investment system².

This survey is for State Workforce Agency Administrators and is designed to obtain information about the current status of TBL development and implementation at the state level.

Upon receipt of the completed surveys, Abt Associates will analyze all responses and prepare a report with the findings. ETA will post the report on the ETA Research Publication Database Website and share it with the public workforce investment system via the ETA advisory system. A briefing discussing the survey administration and findings also is planned. The report will be useful to local and state leaders to assess their TBL usages and practices, and share models for replication or partnerships.

The final report will not refer to individual survey respondents. Additionally, the data provided for this collection will not affect states' relationships with ETA or future funding opportunities.

Completing the survey:

This survey requires answering 11 questions about the current status of TBL at the level of the state Workforce Investment System. It should be completed by Friday, March 22, 2013.

State Workforce Agency Administrators will complete this data collection and should, as needed, draw upon staff and data resources to obtain the requested information. The survey may require a small amount of fact-finding on the part of the primary respondent and/or input from multiple respondents, such as staff knowledgeable about the state's Eligible Training Provider List (ETPL).

The survey is estimated to require 30 minutes to complete, though completion time may vary from organization to organization, and may be completed over multiple sessions. To ensure secure access to and completion of the survey, each state is assigned a personalized link to the survey. The survey can be accessed through the following personalized link:

<LINK>

Each web address is linked to a specific state and can be shared with staff in that state if they are assisting with the survey. However, a state's link should *not* be shared outside of that state.

¹ Issued January 3, 2008, Training and Employment Guidance Letter (TEGL) No. 17-07 entitled, "Using Technology-Based Learning in the Workforce Investment System".

² In addition, Local Workforce Investment Board Executive Directors are being surveyed about TBL usage at the local level.

ETA and Abt Associates appreciate State Workforce Agency Administrators' assistance in providing information that can improve services for the clients of the public workforce investment system. Any inquiries, comments or questions, and supporting information requested in the survey should be sent to the TBL Survey Solutions Desk at Abt Associates by email at TBL_DOL@AbtAssoc.com or by phone at 855/295-5528 (toll free).

For general information about ETA's TBL Initiative, please contact Michelle Ennis (Ennis.Michelle@DOL.gov), Division of Research and Evaluation, Office of Policy Development and Research, Employment and Training Administration, U.S. Department of Labor.

Sincerely,

/Glen Schneider/

Glen Schneider
Project Director
Abt Associates

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such a collection displays a valid OMB control number. The valid OMB control number for this information collection is 1205-0436. Participation in this information collection is voluntary; however this is the single point of data for each state's context for and use of TBL. The time required to complete this information collection is estimated to average 45 minutes per response, including the time to review instruction, search existing data resources, gather the data needed, and complete and review the information collection. Any comments concerning the accuracy of the time estimate or suggestions for improving this form should be submitted in writing to the U.S. Department of Labor, Office of Policy Development and Research, Room N-4511, Washington, D.C. 20210.

State Technology-Based Learning (TBL) Survey

Notes: This survey is intended for State Workforce Agency Administrators and those they designate to complete the survey. The online survey can be accessed at <http://survey.abtassociates.com/s/dol-tbl-survey-state/>

The TBL Survey is designed to be completed online. This review version of the survey contains the full set of questions for all respondents. The online survey that respondents complete may contain a subset of these questions if certain questions do not apply to their states.

Introduction

Technology-based learning (TBL), also known as distance learning and/or e-learning, is defined as any learning via electronic technology. This survey is designed to obtain information about the current status of TBL development and implementation in the public workforce investment system. To review the letter introducing this data collection effort, please click here <[Link to print the introductory email](#)>. Additional information is provided in the Training and Employment Notice (TEN) No. 21-12, entitled “Administration of *State and Local Technology-Based Learning (TBL) Surveys* to State Workforce Agency (SWA) Administrators and Local Workforce Investment Board (LWIB) Executive Directors, Respectively” (http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=8828).

The US Department of Labor's Employment and Training Administration and Abt Associates appreciate State Workforce Agency Administrators' assistance in providing information that can improve services for the clients of the public workforce investment system. Thank you in advance for diligently and thoroughly completing this survey. Please send any inquiries, comments or questions, and supporting information requested in the survey to TBL_DOL@AbtAssoc.com or call the Solutions Desk at 855/295-5528 (toll free).

For general information about ETA's TBL Initiative, please contact Michelle Ennis, Division of Research and Evaluation, Office of Policy Development and Research, Employment and Training Administration, U.S. Department of Labor at ennis.michelle@dol.gov.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such a collection displays a valid OMB control number. The valid OMB control number for this information collection is 1205-0436. Participation in this information collection is voluntary; however this is the single point of data for each state's context for and use of TBL. The time required to complete this information collection is estimated to average 45 minutes per response, including the time to review instruction, search existing data resources, gather the data needed, and complete and review the information collection. Any comments concerning the accuracy of the time estimate or suggestions for improving this form should be submitted in writing to the U.S. Department of Labor, Office of Policy Development and Research, Room N-4511, Washington, D.C. 20210.

Instructions

State Workforce Agency Administrators have one month to complete the TBL Survey. **By Friday March 22, 2013, please complete and submit this survey.** State Workforce Agency Administrators will complete this survey and should, as needed, draw upon appropriate state or local personnel, their staff, or, any related data resources (e.g., the state's Eligible Training Provider List) to obtain the requested information. Survey completion requires consulting the state ETPL.

The survey is estimated to take **30 minutes to complete**, but completion time may vary from agency to agency. To review the entire survey before beginning, please use the button below ("Review Responses") to access a printable version of the survey.

To ensure confidential access to and completion of the survey, each State Workforce Agency Administrator has been sent an email with a personalized link to the survey. The web address sent to each State Workforce Agency Administrator is linked to each specific state and can be shared with staff if they are assisting with the survey. However, the link should not be shared outside of that state. State Workforce Agency Administrators will respond to three short sections in this survey:

- **State Policy, Guidance, and Support for TBL:** General questions about the context of TBL in your state;
- **TBL and Your State's Eligible Training Provider List (ETPL):** Questions about the use of online or distance learning to support eligible training providers' training programs in your state. These questions may require consultation with staff responsible for the state ETPL;
- **TBL Challenges or Barriers:** Questions about the adoption and use of TBL in your state workforce investment system.

To navigate through the survey, use the navigation buttons at the bottom of each page of the survey. **Do not use the browsers' navigation buttons.** If, while working on the survey, it is not possible to navigate to the next page, please make sure that all the required questions are answered. A required question that is not answered when the "Next" button is clicked will have a pink bar above it to indicate that the question must be answered to proceed to the next page.

The survey can be completed over multiple sessions. To complete the survey at a later time, please use the "Save and continue later" button at the bottom of each page. All responses will be saved and the web link that can be used to resume the survey will be displayed. To complete the survey, use either that link or the identical one provided in the original email.

Instructions (Continued)

Abt Associates may require clarification or additional information regarding survey responses. Please provide your contact information below:

Name: _____
Title: _____
Organization: _____
E-mail: _____

If needed, survey respondents should consult with other staff (e.g., staff responsible for the state ETPL) or data sources within the state in order to complete all questions.

Please identify the individuals or data source(s) consulted to complete this survey. Respondents will have the opportunity to confirm or update this information at the end of the survey.:

Individual(s) (name, title, and organization):

Data source(s): _____

Please send any inquiries, comments or questions, and supporting information requested in the survey to the TBL Solutions Desk at Abt Associates by email at TBL_DOL@AbtAssoc.com or by phone at 855/295-5528 (toll free).

Terms Used in this Survey

[<Link to print this page>](#)

Please review the following definitions of the terms that will be used throughout this survey. Some of the definitions will be repeated just prior to the questions in which they appear, with the key terms in *italics*. Click the button to the right to print these definitions for later reference.

- **Technology-based learning (TBL):** Also known as distance learning and/or e-learning, is defined as any learning via electronic technology. TBL is defined broadly to include online education as well as learning facilitated by other electronic technologies like intranet sites, satellite broadcasts, audio and video conferencing, Internet bulletin boards and chat rooms, web casts, simulations, electronic gaming, podcasting, CD-ROMs, and a variety of mobile options (e.g., smart phone applications or "apps").
- **Participant:** An individual who is determined eligible to participate in WIA-sponsored core, intensive, training or Title II services and receives them in either a physical location (i.e., on-site) or remotely through electronic linkages. Participants may include incumbent workers, underemployed and unemployed individuals, and dislocated workers.
- **Eligible training providers:** Providers of training services defined in accordance with WIA, Section 122.
 - **"In-person programs"** indicates programs that rely on face-to-face instruction (i.e., traditional programs). No course or session is held online or by distance.
 - **"Distance programs"** indicates programs that are delivered online or through electronic linkages only (e.g., videoconferencing).
 - **"Blended programs"** offer courses or sessions both in-person and through distance.
- **PY2011:** Program Year 2011, which encompasses July 1, 2011 – June 30, 2012. Please consider any activities or courses occurring at any time during PY2011, even if they were completed beyond PY2011.

Please remember that the purpose of this survey is to gain a better understanding of the current use of TBL in WIA-funded workforce development services.

I. State Policy, Guidance, and Support for TBL

This section asks general questions about the context for technology-based learning (TBL) in your state workforce investment system during the 2011 Program Year (PY2011 is July 1, 2011 – June 30, 2012).

- *Technology-based learning (TBL)*: Also known as distance learning and/or e-learning, is defined as any learning via electronic technology. TBL is defined broadly to include online education as well as learning facilitated by other electronic technologies like intranet sites, satellite broadcasts, audio and video conferencing, Internet bulletin boards and chat rooms, web casts, simulations, electronic gaming, podcasting, CD-ROMs, and a variety of mobile options (e.g., smart phone applications or "apps").

Q1

Please list your State Workforce Agency's top policy priorities for PY2011, regardless of whether they relate to TBL.

Q2

In PY2011, did your State Workforce Agency consider the use of TBL in your state's workforce investment system a high priority, medium priority, low priority, or not a priority at all? (Select one.)

- High priority
- Medium priority
- Low priority
- Not at priority at all
- Unknown

Q2A

Which of the following explain the level of priority that your state workforce investment system has given to TBL? (Select all that apply.)

- TBL is already widely used within the state's workforce investment system
- TBL is a local-level strategic issue
- TBL is not appropriate for the state's workforce investment system
- TBL was not discussed or considered as a possible component of the state's workforce investment system
- Other(s): (list below)
- Unknown

Q2B

Please briefly describe your State Workforce Agency's action plan/and or strategies for promoting the use of TBL in your state's workforce investment system in PY2011.

I. State Policy, Guidance, and Support for TBL (continued)

Q3

During PY2011, did your State Workforce Agency use TBL or encourage TBL usage as a means to promote or complement existing statewide objectives?

- Yes, we used TBL or encouraged TBL usage to promote or complement existing statewide objectives during PY2011
- No, we did not use TBL nor encouraged TBL usage to promote or complement existing statewide objectives during PY2011
- Unknown

Q3A

Please indicate if your State Workforce Agency used TBL or encouraged TBL use as a means to promote or complement the following statewide objectives: (Select one for each row.)

	Yes	No	Unknown
Increasing the accessibility of WIA services for the eligible population (e.g., rural populations.)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Attracting priority target groups (e.g., younger populations, disabled populations.)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Making use of emerging or different instructional approaches (e.g., use of virtual classrooms or simulations.)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Increasing individual options and personal flexibility in accessing WIA services (e.g., employed workers seeking services after hours.)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Improving cost efficiency in the WIA delivery system (e.g., limiting facilities costs.)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Promoting greater coordination of services across agencies (e.g., cross-program sharing of development costs for on-line courses.)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Other(s):(list below)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

Other statewide objective(s):

I. State Policy, Guidance, and Support for TBL (continued)

Q4

Does your State Workforce Agency have in place any of the following to guide your state's workforce investment system's specific use of TBL? (Select one for each row.)

	Yes	No	Unknown
Legislation specific to TBL within the state workforce investment system	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Policies specific to TBL within the state workforce investment system	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Other(s): (list below)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

Other item(s) your State Workforce Agency has in place to guide your state's workforce investment system's use of TBL:

Q4A

Please cite and describe the legislation or policy which you consider the most instrumental in shaping your state's workforce development system use of TBL.

Citation	<hr/> <hr/>
Description	<hr/> <hr/>

I. State Policy, Guidance, and Support for TBL (continued)

Q5

Does your State Workforce Agency rely on any of the following resources to guide the use of TBL within your state's workforce investment system? (Select one for each row.)

	Yes	No	Unknown
An advisor on educational technology	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
A group (e.g., commission, committee or taskforce of experts) focused on educational technology	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
A digital library to support TBL	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Digital content tools to support TBL	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Other(s): (list below)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

Other resource(s) used to guide the use of TBL within your state's workforce development system:

Q5A [each asked if the answer to the corresponding question above == "yes"]

Please describe how your State Workforce Agency uses an advisor on educational technology:

Please describe how your State Workforce Agency uses a group (e.g., commission, committee or taskforce of experts) focused on educational technology:

Please describe how your State Workforce Agency uses a digital library to support TBL:

Please describe how your State Workforce Agency uses digital content tools to support TBL:

Please describe how your State Workforce Agency uses the other resources used to guide TBL:

Q5B

Of those resources chosen above, which do you consider the most instrumental? (Please select one.)

An advisor on educational technology	<input type="radio"/>
A group (e.g., commission, committee or experts body) focused on educational technology	<input type="radio"/>
A digital library to support technology-based learning	<input type="radio"/>
Digital content tools to support technology-based learning	<input type="radio"/>
Other(s) (listed above)	<input type="radio"/>

I. State Policy, Guidance, and Support for TBL (continued)

Q6

Does your State Workforce Agency fund TBL workforce investment initiatives (e.g., incentives or grants for developing TBL programs, funds earmarked for TBL initiatives)?

- Yes
- No
- Unknown

Q6A

Which of the following groups is eligible to receive the direct funding?

	Yes	No	Unknown
Local Workforce Investment Boards	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Local American Job Center Delivery System (e.g., comprehensive American Job Centers, or satellite or affiliated sites)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Training Services Providers	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Employers	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Workforce System Participants	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Other(s): (list below)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

Other group(s) eligible to receive the direct funding:

Q6B

What is the source of these funds?

	Yes	No	Unknown
Federal workforce funds (e.g., Workforce Investment Act or Wagner-Peyser funds)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Recovery Act (ARRA) funds, Trade Adjustment Assistance grant, Pathways out of Poverty grant, H-1B Technical Skills training grant	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Postsecondary education grants, loans or scholarships	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Other Federal funds:(list below)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Other State funds:(list below)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
State tax deductions or credits	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Employer-sponsored funding (e.g., tuition reimbursement):(list below)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Grants from private organizations	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Loans from private lenders (e.g., banks)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Reduced tuition or fees	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Other(s):(list below)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

Other Federal funds:

Employer-sponsored funding:

Other State funds:

Other source(s) of funds:

Q7

There are Federal guidelines regarding the types of training programs that are eligible for WIA funding. Did your state have any additional restrictions or requirements related to the use of TBL (e.g., restriction on using funds for online courses) above and beyond the WIA specifications? (select one)

- Yes
- No
- Unknown

Q7A

Please describe the funding restrictions specific to TBL programs or providers in your state.

II. TBL and Your State's Eligible Training Provider List

This section asks about your State's Eligible Training Provider List (ETPL) and its inclusion of online or distance learning resources during PY2011.

Online or distance learning (e.g., by videoconference) is a common category of TBL.

Training programs may provide the following training services (defined under WIA section 134):

- occupational skills training;
- on-the-job training, programs that combine workplace training with related instruction;
- training services operated by the private sector;
- skill upgrading and retraining;
- entrepreneurial training;
- job readiness training; or
- customized training.

Please consult with staff responsible for the ETPL or others as appropriate.

II. TBL and Your State's Eligible Training Provider List (continued)

Q9

Eligible Training Providers

How many total *providers* are represented on your state ETPL and are eligible to receive WIA funding?

___ Number of providers on the state ETPL and eligible to receive WIA funding

Unknown

Is information on the type of provider (e.g., Public post-secondary institution, State or local education agency) available for programs on your state ETPL? (Select all that apply)

___ Yes, it is part of the ETPL application

___ Yes, it is recorded as part of the ETPL data (e.g., database, spreadsheet)

___ Yes, it is recorded in other data (specify): _____

No – this information is not available

Unknown

Eligible Training Programs

How many total *programs* are represented on your state ETPL and are eligible to receive WIA funding?

___ Number of programs on the state ETPL and eligible to receive WIA funding

Unknown

Is the information on the delivery structure (e.g., online/distance, classroom) available for programs on your state ETPL? (Select all that apply)

___ Yes, it is part of the ETPL application

___ Yes, it is recorded as part of the ETPL data (e.g., database, spreadsheet)

___ Yes, it is recorded in other data (specify): _____

No – this information is not available

Unknown

How many programs on your state ETPL are eligible to receive WIA funding and have online offerings? If *any* aspect of the program is online (e.g., program is offered online and in-person), include that program as having online offerings.

___ Number of programs on the state ETPL which are eligible to receive WIA funding *and* have online offerings

Unknown

Q10

In the left half of the table, please estimate the number of eligible training programs that have been approved for each of the following broad provider types (as of July 1, 2011). Some providers may be

associated with multiple programs. **If applicable, indicate the delivery structure of the eligible training programs**(check all that apply on the right half of the table). *Eligible training providers* are defined in accordance with WIA, Section 122.

- *In-person programs* indicate programs that rely on face-to-face instruction (i.e., traditional programs). No course or session is held online or by distance.
- *Distance programs* indicate programs that are delivered online or through electronic linkages only (e.g., videoconferencing).
- *Blended programs* offer courses or sessions both in-person and through distance.

	The number of approved eligible training programs associated with your state’s workforce investment system		Delivery structure of the eligible training programs			
	Total # of eligible programs	Unknown	# of in-person programs	# of distance programs	# of blended programs	Unknown
Public post-secondary educational institutions eligible to receive funds under Title IV of the Higher Education Act (e.g., public universities, public 4-year colleges, state community colleges)	-----	<input type="checkbox"/>	-----	-----	-----	<input type="checkbox"/>
Private, non-profit post-secondary educational institution eligible to receive funds under Title IV of the Higher Education Act (e.g., private universities, private 4-year colleges)	-----	<input type="checkbox"/>	-----	-----	-----	<input type="checkbox"/>
Private, for-profit or proprietary schools	-----	<input type="checkbox"/>	-----	-----	-----	<input type="checkbox"/>
State or local education agencies	-----	<input type="checkbox"/>	-----	-----	-----	<input type="checkbox"/>
Registered apprenticeship programs (i.e., programs under the National Apprenticeship Act; employers, employer associations and labor management organizations)	-----	<input type="checkbox"/>	-----	-----	-----	<input type="checkbox"/>
Other non-profit community-based or faith-based organizations	-----	<input type="checkbox"/>	-----	-----	-----	<input type="checkbox"/>
Other(s): (list below)	-----	<input type="checkbox"/>	-----	-----	-----	<input type="checkbox"/>

Other types of providers with programs enumerated above:

III. TBL Challenges or Barriers

This final section asks about the challenges or barriers that may potentially deter State Workforce Agencies from promoting the use of TBL in their states' workforce investment systems.

Q11

On a scale of 1 to 5, where 1 is "no barrier" and 5 is a "significant barrier", rate the following potential barriers to the promotion of TBL usage in your state's workforce investment system during PY2011. (Provide a rating for each potential barrier)

Instructional Effectiveness of TBL

	No barrier		Moderate barrier		Significant barrier		Unknown
	1	2	3	4	5		
Incompatibility of TBL programs with training or certification requirements (e.g. requirements for hands-on experience or in-class hours)	<input type="radio"/>	<input type="checkbox"/>					
Technological compatibility between TBL and other programs offered	<input type="radio"/>	<input type="checkbox"/>					
Limitations of online instruction	<input type="radio"/>	<input type="checkbox"/>					
Concerns about the integrity of tests or assessments submitted online	<input type="radio"/>	<input type="checkbox"/>					
Other issue(s) related to the instructional effectiveness of TBL courses:(describe below)	<input type="radio"/>	<input type="checkbox"/>					

Other issues related to the instructional effectiveness of TBL:

Required Resources/Costs for service providers in your state

	No barrier		Moderate barrier		Significant barrier		Unknown
	1	2	3	4	5		
Costs or difficulty of developing TBL courses	<input type="radio"/>	<input type="checkbox"/>					
Costs or difficulty of implementing the necessary technology for TBL courses	<input type="radio"/>	<input type="checkbox"/>					
Cost or difficulty assessing quality of TBL courses	<input type="radio"/>	<input type="checkbox"/>					
Shortage of approved providers with TBL programs in my state workforce investment system	<input type="radio"/>	<input type="checkbox"/>					
Other issue(s) related to required resources or costs:(describe below)	<input type="radio"/>	<input type="checkbox"/>					

Other issues related to required resources or costs:

Stakeholder acceptance of TBL

	No barrier		Moderate barrier		Significant barrier	
	1	2	3	4	5	Unknown
Acceptance of TBL within the public workforce investment system (e.g., American Job Centers, WIBs)	<input type="radio"/>	<input type="checkbox"/>				
Acceptance of TBL by state policymakers	<input type="radio"/>	<input type="checkbox"/>				
Acceptance of TBL by degree- or credential-granting programs	<input type="radio"/>	<input type="checkbox"/>				
Acceptance of TBL by employers	<input type="radio"/>	<input type="checkbox"/>				
Other issue(s) related to required acceptance of TBL:(describe below)	<input type="radio"/>	<input type="checkbox"/>				

Other issues related to stakeholder acceptance of TBL:

Q11a

Please briefly describe the major factors underlying the current level of TBL usage within your state.

Please confirm the names of the individuals or data source(s) consulted to complete this survey. If no individuals or data source(s) were consulted, the fields may be left blank.

Individual(s) (name, title, and organization):

Data source(s):

INTRODUCTORY EMAIL FOR THE DOL SURVEY OF TECHNOLOGY-BASED LEARNING FOR LOCAL WORKFORCE INVESTMENT BOARD EXECUTIVE DIRECTORS

The U.S. Department of Labor's Employment and Training Administration (ETA) invites Local Workforce Investment Board (LWIB) Executive Directors to complete an online survey about the current state of technology-based learning (TBL) within Local Workforce Investment Areas (LWIAs). This invitation provides background on the larger TBL data collection effort and information about completing the survey. Additional information is provided in the Training and Employment Notice (TEN) No. 21-12, entitled "Administration of *State and Local Technology-Based Learning (TBL) Surveys* to State Workforce Agency (SWA) Administrators and Local Workforce Investment Board (LWIB) Executive Directors, Respectively". LWIB Executive Directors are encouraged to **complete the survey by Friday, March 22, 2013**.

Background:

Within the last decade, the workforce investment system has seen an increase in the availability and use of technology-based learning (TBL). TBL, also known as distance learning and/or e-learning, is defined as any learning via electronic technology. TBL includes online education as well as learning facilitated by other electronic technologies like intranet sites, satellite broadcasts, audio and video conferencing, Internet bulletin boards and chat rooms, web casts, simulations, electronic gaming, podcasting, CD-ROMs, and a variety of mobile options (e.g., smart phone applications or "apps").

ETA launched a national strategy TBL agenda¹ in 2006. As part of this agenda, ETA is examining the development and implementation of TBL in the public workforce investment system. Additionally, ETA contracted with Abt Associates to develop and administer surveys to explore the current use of TBL in the public workforce investment system².

This survey is for LWIB Executive Directors and is designed to obtain information about the current status of TBL development and implementation in LWIAs. As part of the administration of this survey, Abt Associates staff may conduct site visits with a small number of respondents from LWIAs. The site visits will involve interviews and observations to gather information about the local design and implementation of TBL that can potentially benefit other practitioners in the planning and/or refinement of their own programs.

Upon receipt of the completed surveys, Abt Associates will analyze all responses and prepare a report with the findings. ETA will post the report on the ETA Research Publication Database Website and share it with the public workforce investment system via the ETA advisory system. A briefing discussing the survey administration and findings also is planned. The report will be useful to local and state leaders to assess their TBL usages and practices, and share models for replication or partnerships.

The final report will not refer to individual survey respondents or individual LWIBs. Additionally, the data provided for this collection will not affect LWIBs' relationships with ETA or future funding opportunities.

Completing the survey:

This survey requires answering 29 questions about the use of TBL in core, intensive, training and Title II services at the level of the LWIA. It should be completed by Friday, March 22, 2013.

LWIB Executive Directors will complete this data collection and should, as needed, draw upon their staff and data resources to obtain the requested information. The survey may require a small amount of fact finding on the part of the primary respondent and/or input from multiple respondents. In particular, Executive Directors may need to consult with American Job Center Director(s), local Eligible Training Provider Lists (ETPLs), data on Individual Training Accounts (ITAs), and a small number of training and Title II service providers.

The survey is estimated to require 60-90 minutes to complete, though completion time may vary from organization to organization, and may be completed over multiple sessions. To ensure secure access to and completion of the survey, each LWIB Executive Director is assigned a personalized link to the survey. The survey can be accessed through the following personalized link:

¹ Issued January 3, 2008, Training and Employment Guidance Letter (TEGL) No. 17-07, entitled "Using Technology-Based Learning in the Workforce Investment System".

² In addition, State Workforce Agency Administrators are being surveyed about TBL usage at the state level.

<LINK>

Each web address is linked to a specific LWIA and can be shared with staff in that LWIA if they are assisting with the survey. However, an LWIA's link should *not* be shared outside of that LWIA.

ETA and Abt Associates appreciate LWIB Executive Directors' assistance in providing information that can improve services for the clients of the public workforce investment system. Any inquiries, comments or questions, and supporting information requested in the survey should be sent to the TBL Survey Solutions Desk at Abt Associates by email at TBL_DOL@AbtAssoc.com or by phone at 855/295-5528 (toll free).

For general information about ETA's TBL Initiative, please contact Michelle Ennis (Ennis.Michelle@DOL.gov), Division of Research and Evaluation, Office of Policy Development and Research, Employment and Training Administration, U.S. Department of Labor.

Sincerely,

/GlenSchneider/

Glen Schneider
Project Director
Abt Associates

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such a collection displays a valid OMB control number. The valid OMB control number for this information collection is 1205-0436. Participation in this information collection is voluntary; however this is the single point of data for each LWIA's adoption and use of TBL. The time required to complete this information collection is estimated to average 90 minutes per response, including the time to review instruction, search existing data resources, gather the data needed, and complete and review the information collection. Any comments concerning the accuracy of the time estimate or suggestions for improving this form should be submitted in writing to the U.S. Department of Labor, Office of Policy Development and Research, Room N-4511, Washington, D.C. 20210.

Local Technology-Based Learning (TBL) Survey

Notes: This survey is intended for Local Workforce Investment Board Executive Directors and those they designate to complete the survey. The online survey can be accessed at <http://survey.abtassociates.com/s/dol-tbl-survey-local/>

The TBL Survey is designed to be completed online. This review version of the survey contains the full set of questions for all respondents. The online survey that respondents complete may contain a subset of these questions if certain questions do not apply to their Local Workforce Investment Areas.

Go to Survey

Introduction

Technology-based learning (TBL), also known as distance learning and/or e-learning, is defined as any learning via electronic technology. This survey is designed to obtain information about the current status of TBL development and implementation in the public workforce investment system. To review the letter introducing this data collection effort, please click here [<Link to print the introductory email>](#). Additional information is provided in the Training and Employment Notice (TEN) No. 21-12, entitled "Administration of *State and Local Technology-Based Learning (TBL) Surveys* to State Workforce Agency (SWA) Administrators and Local Workforce Investment Board (LWIB) Executive Directors, Respectively" (http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=8828). The US Department of Labor's Employment and Training Administration and Abt Associates appreciate Local Workforce Investment Board Executive Directors' assistance in providing information that can improve services for the clients of the public workforce investment system. Please send any inquiries, comments or questions, and supporting information requested in the survey to TBL_DOL@AbtAssoc.com or call the Solutions Desk at 855/295-5528 (toll free).

For general information about ETA's TBL Initiative, please contact Michelle Ennis, Division of Research and Evaluation, Office of Policy Development and Research, Employment and Training Administration, U.S. Department of Labor at ennis.michelle@dol.gov.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such a collection displays a valid OMB control number. The valid OMB control number for this information collection is 1205-0436. Participation in this information collection is voluntary; however this is the single point of data for each LWIA's adoption and use of TBL. The time required to complete this information collection is estimated to average 90 minutes per response, including the time to review instruction, search existing data resources, gather the data needed, and complete and review the information collection. Any comments concerning the accuracy of the time estimate or suggestions for improving this form should be submitted in writing to the U.S. Department of Labor, Office of Policy Development and Research, Room N-4511, Washington, D.C. 20210.

Instructions

Local Workforce Investment Board Executive Directors have **one month** to complete the TBL Survey. **By Friday, March 22, 2013, please complete and submit this survey.** LWIB Executive directors will complete this survey and should, as needed, draw upon appropriate personnel (e.g., the local American Job Center Manager), staff, training or Title II providers, or any related data and resources (e.g., the local Eligible Training Providers List) to obtain the requested information. Survey completion requires detailed information about a small number of providers and may require contacting those providers.

The survey is estimated to take **60-90 minutes to complete**, but completion time may vary from agency to agency. To review the entire survey before beginning, please use the button below ("Review Responses") to access a printable version of the survey.

To ensure confidential access to and completion of the survey, each LWIB Executive Director was sent an email with a personalized link to the survey. The web address sent to each LWIB Executive Director is linked to their specific LWIA and can be shared with staff if they are assisting with the survey. However, the link should not be shared outside of that LWIA.

LWIB Executive Directors will respond to six sections in this survey:

Your Local Workforce Investment Area: General questions about the composition of service organizations within your Local Workforce Investment Area (LWIA) and the provision of services during the 2011 Program Year;

Title I Core and Intensive Services: Questions about the use of TBL to support WIA Title I core and intensive services directly provided by comprehensive American Job Centers or satellite or affiliated sites within your LWIA during PY2011. These questions will require information on enrollment in LWIA services;

Title I Training Services: Questions about the use of online or distance learning to support training services provided by eligible programs within your LWIA during PY2011. These questions may require consultation with staff responsible for the local Eligible Training Provider List, data about Individual Training Accounts (ITAs) used by your LWIA participants, and/or a small number of local training providers;

Title II Services: Questions about the use of online or distance learning to support Title II services provided by eligible providers within your LWIA during PY2011. These questions may require consultation with a small number of local Title II service providers;

Accessing TBL for Core, Intensive, Training, or Title II Services: Questions about how participants in your LWIA access TBL for core, intensive, training or Title II services during PY2011; and

TBL Challenges or Barriers: Questions about the adoption and use of TBL in your LWIA during PY2011.

To navigate through the survey, use the navigation buttons at the bottom of each page of the survey. **Do not use the browsers' navigation buttons.** If, while working on the survey, it is not possible to navigate to the next page, please make sure that all the required questions are answered. A required question that is not answered when the "Next" button is clicked will have a pink bar above it to indicate that the question must be answered to proceed to the next page.

The survey can be completed over multiple sessions. To complete the survey at a later time, please use the "Save and continue later" button at the bottom of each page. All responses will be saved and the web link that can be used to resume the survey will be displayed. To complete the survey, use either that link or the identical one provided in the original email.

Go to Survey

Instructions (Continued)

Abt Associates may require clarification or additional information regarding survey responses. **Please provide your contact information below:**

Name: _____
Title: _____
Organization: _____
E-mail: _____

If needed, survey respondents should consult with other staff (e.g., American Job Center manager) or data sources within the LWIA in order to complete all questions.

Please identify the individuals or data source(s) consulted to complete this survey. Respondents will have the opportunity to confirm or update this information at the end of the survey.:

Individual(s) (name, title, and organization):

Data source(s): _____

Please send any inquiries, comments or questions, and supporting information requested in the survey to the TBL Solutions Desk at Abt Associates by email at TBL_DOL@AbtAssoc.com or by phone at 855/295-5528 (toll free).

Terms Used in this Survey[Print this page](#)

Please review the following definitions of the terms that will be used throughout this survey. Some of the definitions will be repeated just prior to the questions in which they appear, with the key terms in italics. Click the button to the right to print these definitions for later reference.

- **Technology-based learning (TBL):** Also known as distance learning and/or e-learning, is defined as any learning via electronic technology. TBL is defined broadly to include online education as well as learning facilitated by other electronic technologies like intranet sites, satellite broadcasts, audio and video conferencing, Internet bulletin boards and chat rooms, web casts, simulations, electronic gaming, podcasting, CD-ROMs, and a variety of mobile options (e.g., smart phone applications or "apps").
- **LWIA:** Local Workforce Investment Area
- **American Job Center:** a combination of what were previously referred to as "One-Stop Career Centers" and online workforce development services, as specified in TEGL No. 36-1
- **Direct provision (of services):** Services that are provided on-site at or offered through electronic linkages to comprehensive American Job Centers and all satellite or affiliated sites. This does not include services or courses provided by referral (e.g., referrals to eligible providers).
 - **"In-person services"** indicates that participants can access the services only by physically visiting a Comprehensive American Job Center or satellite or affiliated site (e.g., in-person, one-on-one intake or counseling, a "traditional" class).
 - **"Electronic technology services"** indicates that participants can access the services only through electronic technology (e.g., online, in a computer lab, videoconferencing).
 - **"Blended services"** indicates that participants can access the services both in-person and through electronic technology.
- **Core services:** Services defined as core services under WIA, Section 134. Core services include:
 - determinations of whether individuals are eligible to receive assistance under WIA;
 - outreach, intake and orientation to the information and other services available through the American Job Center delivery system;
 - initial assessment; job search and placement assistance;
 - provision of employment statistics information;
 - provision of performance information and program cost information on eligible providers of training services;
 - provision of information on how the local area is performing on local performance measures;
 - provision of accurate information relating to the availability of supportive services;
 - provision of information regarding filing claims for unemployment compensation;
 - assistance in establishing eligibility for welfare-to-work activities and programs of financial aid assistance for training and education programs; and
 - followup services for participants who are placed in unsubsidized employment.
- **Intensive services:** Services defined as intensive services under WIA, Section 134. Intensive services include:
 - comprehensive and specialized assessments;
 - development of individual employment plans;
 - group counseling;
 - individual counseling and career planning;
 - case management for participants seeking training services; and
 - short-term prevocational services.
- **Training services:** Services defined as training services under WIA, Section 134. Training services include occupational skills training; on-the-job training; programs that combine workplace training with related instruction; training services operated by the private sector; skill upgrading and retraining; entrepreneurial training; job readiness training; or customized training.
 - **"In-person programs"** indicates programs that rely on face-to-face instruction (i.e., traditional programs). No course or session is held online or by distance.
 - **"Distance programs"** indicates programs that are delivered online or through electronic linkages only (e.g., videoconferencing).
 - **"Blended programs"** offer courses or sessions both in-person and through distance.
- **Eligible training providers:** Providers of training services defined in accordance with WIA, Section 122.
- **Local Eligible Training Provider List:** Eligible training providers from whom LWIA participants received WIA-Funded (e.g., Individual Training Accounts or ITAs) training services.

[Go to Survey](#)

- **Title II services:** Services defined as adult education and literacy services, including workplace literacy services; family literacy services; and English literacy programs under WIA, Section 231.
- **Eligible providers of Title II services:** Providers defined in accordance with WIA, Section 204.
- **Participant:** An individual who is determined eligible to participate in core, intensive, training or Title II services and receives them in either a physical location (i.e., on-site) or remotely through electronic linkages. Participants may include, but are not limited to, incumbent workers, underemployed and unemployed individuals, and dislocated workers.
- **PY2011:** Program Year 2011, which encompasses July 1, 2011 – June 30, 2012. Please consider any services occurring at any time during PY2011, even if they were completed beyond PY2011.

Please remember that the purpose of this survey is to gain a better understanding of the current use of technology-based learning (TBL) in WIA-funded workforce development services.

I. Your Local Workforce Investment Area

This section asks general questions about the composition of service organizations within your *Local Workforce Investment Area* (LWIA) and the provision of services during the *2011 Program Year* (PY2011 is July 1, 2011 – June 30, 2012). For this section, please consider all services provided to participants through WIA or other employment and training programs.

Q1

Please indicate the composition of organizations in and associated with your LWIA through June 30, 2012. Please consider all comprehensive American Job Center Centers and all satellite or affiliated sites within your LWIA.

- *American Job Centers* are a combination of what were previously referred to as “One-Stop Career Centers” and online workforce development services, as specified in [TEGL No. 36-11](#).

Later, the survey will ask about eligible providers for training or Title II Services.

__ Number of in-person Comprehensive American Job Centers
 Unknown

__ Number of online-only American Job Centers (e.g., Virtual OneStop)
 Unknown

__ Number of in-person satellite or affiliated sites
 Unknown

Q1A

Indicate how services were provided within your LWIA during PY2011. (Select all that apply for each row)

- *Participant*: An individual who is determined eligible to participate in core, intensive, training or Title II services and receives them in either a physical location (i.e., on-site) or remotely through electronic linkages. Participants may include, but are not limited to, incumbent workers, underemployed and unemployed individuals, and dislocated workers.
- *“In-person services”* indicates that participants can access the services only by physically visiting a Comprehensive American Job Center or satellite or affiliated site (e.g., in-person, one-on-one intake or counseling, a “traditional” class).
- *“Electronic technology services”* indicates that participants can access the services only through electronic technology (e.g., online, in a computer lab, videoconferencing).
- *“Blended services”* indicates that participants can access the services both in-person and through electronic technology.

	In-person services	Electronic technology services	Blended services	Unknown
Comprehensive American Job Centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online-only American Job Centers (e.g., Virtual One-Stop)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Satellite or affiliated sites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I. Your Local Workforce Investment Area (continued)

Q2

Did your Local Workforce Investment Board, comprehensive American Job Center(s) or satellite or affiliated site(s) promote the use of technology-based learning (TBL) to LWIA participants during PY2011? (Select one)

Technology-based learning (TBL): Also known as distance learning and/or e-learning, is defined as any learning via electronic technology. TBL is defined broadly to include online education as well as learning facilitated by other electronic technologies like intranet sites, satellite broadcasts, audio and video conferencing, Internet bulletin boards and chat rooms, web casts, simulations, electronic gaming, podcasting, CD-ROMs, and a variety of mobile options (e.g., smart phone applications or "apps").

- Yes
- No
- Unknown

Q2A

Which of the following strategies were used to promote the use of TBL to LWIA participants during PY2011? (Select one for each row)

	Yes	No	Unknown
Traditional media advertising (e.g., billboards, or print, radio, or television ads)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Printed or electronic handouts (e.g., brochures, stickers, CD ROMs, DVDs)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Online promotional materials (e.g., dedicated webpage, online advertising)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Social media promotion (e.g., email groups, social networking sites)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Training session (e.g., class, workshop, webinar) about TBL	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Word of mouth (e.g., case manager recommendations)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Other(s) (list below)			
Other strategies used to promote the use of TBL:			

Please send sample copies of materials by email to TBL_DOL@abtassoc.com or by fax to 617/386-7673.

I. Your Local Workforce Investment Area (continued)

Q3

Did your Local Workforce Investment Board, comprehensive American Job Center(s) or satellite or affiliated site(s) promote the provision of TBL among the following service providers during PY2011?

(Select one for each row)

	Yes	No	Unknown
Training Services Providers	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Title II Services Providers	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Other(s) (list below)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

Other providers encouraged to use TBL:

Q3A

Which of the following strategies were used to promote the provision of TBL among service providers during PY2011? (Select one for each row)

	Yes	No	Unknown
Funds or incentives specific to TBL programs	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Policies or rules specific to TBL programs (e.g., requirements for being placed on the ETPL)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Training session (e.g., class, workshop, webinar) about TBL	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Advertising (print, media or online) about TBL	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Print, media or online publications about TBL	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Other(s) (list below)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

Other strategies used to promote the provision of TBL:

Please send sample copies of materials by email to TBL_DOL@abtassoc.com or by fax to 617/386-7673.

I. Your Local Workforce Investment Area (continued)

Q4

Are any organizations in your Local Workforce Investment Area currently participating in a Workforce Innovation Fund Grant? (Select one)

- Yes
- No
- Unknown

Q4A

What is the name of the grantee organization?

The previous questions asked about the composition of organizations within your LWIA. The remaining sections of the survey will discuss core, intensive, training and Title II services provided directly by comprehensive American Job Centers or satellite or affiliated sites and through eligible providers within your LWIA during PY2011. The survey will first ask about core and intensive services directly provided by comprehensive American Job Centers or satellite or affiliated sites within your LWIA.

Please consult with others (e.g., with the local American Job Center manager(s)) as necessary to complete this questionnaire. If the information requested cannot be ascertained, please indicate that the answer is "UNKNOWN".

II. Title I Core and Intensive Services

This section asks about the use of **Technology-Based Learning to support WIA Title I core and intensive services** directly provided by comprehensive American Job Centers or satellite or affiliated sites within your LWIA during PY2011. Core and intensive services are defined in WIA, Section 134.

Again, if the appropriate information to answer a question cannot be ascertained, please indicate that the answer is "UNKNOWN".

Q5

For each of the core services below, please indicate whether comprehensive American Job Centers or satellite or affiliated sites within your LWIA directly provided the services during PY2011. (Select one for each row in the left table then select all that apply in the right table)

- *Direct provision (of services):* Services that are provided on-site at or offered through electronic linkages to comprehensive American Job Centers and all satellite or affiliated sites. This does not include services or courses provided by referral (e.g., referrals to eligible providers).
- *In-person services* indicates that participants can access the services only by physically visiting a Comprehensive American Job Center or satellite or affiliated site (e.g., in-person, one-on-one intake or counseling, a "traditional" class).
- *Electronic technology services* indicates that participants can access the services only through electronic technology (e.g., online, in a computer lab, videoconferencing).
- *Blended services* indicates that participants can access the services both in-person and through electronic technology.

	Did comprehensive American Job Centers or satellite or affiliated sites within your LWIA directly provide the core services (described in WIA Title I, Section 134)?			For each of the core services directly provided during PY2011, how were the services provided?			
	Yes	No	Unknown	In-person services	Electronic technology services	Blended services	Unknown
Outreach, intake, and orientation activities	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job search and placement (including follow-up services for those placed)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provision of labor market and career information	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provision of information on eligible training providers and available supportive services	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provision of information on filing claims for unemployment insurance	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistance in determining eligibility for WIA, welfare to work activities, or financial aid assistance for training	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other(s) (list below)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other core services provided:

Q6

[Go to Survey](#)

For each of the *intensive services* below, please indicate whether comprehensive American Job Centers or satellite or affiliated sites within your LWIA directly provided services during PY2011. (Select one for each row in the left table then select all that apply in the right table)

	Did comprehensive American Job Centers or satellite or affiliated sites within your LWIA directly provided the intensive services (described in WIA Title I, Section 134)?			For each of the intensive services directly provided during PY2011, how were the services provided?			
	Yes	No	Unknown	In-person services	Electronic technology services	Blended services	Unknown
Comprehensive and specialized assessments of the skill levels and service needs: diagnostic testing or use of other assessment tools	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprehensive and specialized assessments of the skill levels and service needs: in-depth interviewing or assessment to identify employment barriers and appropriate employment growth	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of individual employment plans (i.e., to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve the employment goals)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group counseling	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job search groups (or clubs) lead by American Job Center Delivery System staff	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual counseling and career planning	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Case management for participants seeking training services	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Short term prevocational services: development of soft skills, including study skills, communication skills, punctuality, personal maintenance skills, or professional conduct	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Short term prevocational services: development of job application skills, including resume writing or interviewing skills	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Short term prevocational services: computer skills (e.g., keyboarding, using a mouse)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Short term prevocational services: computer software (e.g., Microsoft Office)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WorkKeys training (e.g., WIN career readiness)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other(s) (list below)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other intensive services provided:

II. Title I Core and Intensive Services (continued)

The next set of questions asks about the technology used to access any of the core or intensive services (listed above) directly provided by comprehensive American Job Centers or satellite or affiliated sites within your LWIA during PY2011.

Q7

Which of the following media could participants use to access any (at least one) of the core or intensive services directly provided by comprehensive American Job Centers or satellite or affiliated sites within your LWIA during PY2011? (Select one for each row)

	Yes	No	Unknown
Computer (laptop or desktop)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Smartphone (e.g., Android phone, iPhone) or Tablet computer (e.g. iPad, Amazon Kindle Fire)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Telephone (audio only)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Radio	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Audio player (e.g. CD player, iPod)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Video-conference equipment	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Television	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Video Player (e.g., VCR, DVD player)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Other(s) (list below)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

Other media used for core or intensive services:

Q7A

Which of the following scheduling or delivery options best describes any of the core or intensive services directly provided by comprehensive American Job Centers or satellite or affiliated sites within your LWIA during PY2011? (Select one for each row)

	Yes	No	Unknown
Services occurred at a scheduled time and location (in either a physical or virtual classroom)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Services occurred individually, at the participants' own pace (i.e., there were no scheduled class sessions)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Services occurred during both scheduled sessions and individually, at the participants' own pace	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

Q7B

Which of the following delivery or communication modes were used to facilitate the implementation of any of the core or intensive services directly provided by comprehensive American Job Centers or satellite or affiliated sites within your LWIA during PY2011? (Select one for each row)

	Yes	No	Unknown
Electronic documents (e.g., CD-ROM, online documents, e-books)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Audio files (e.g., non-interactive radio broadcast compact disc, mp3 file, podcast)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Video files (e.g., non-interactive television broadcast DVD, YouTube, webcast)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Digital or electronic games or simulations	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Webinar (i.e., live online conference or seminar)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Live online discussion (e.g., chat room)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

	Yes	No	Unknown
Online messaging (i.e., instant messaging or IM)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Virtual classrooms (e.g., Second Life)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Email	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Online discussion board or message board	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Online collaborative workspaces (e.g., wikis, course blogs)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Social networking sites	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Interactive radio broadcast (e.g., call-in radio program)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Text messaging (by phone)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Phone call (person-to-person)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Conference call (voice only)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Video-conference	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Interactive television broadcast (e.g., call-in television program)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Other(s) (list below)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

Other content delivery or communication modes used for core or intensive services:

Q7C

Describe briefly any core or intensive services directly provided by comprehensive American Job Centers or satellite or affiliated sites within your LWIA during PY2011 which used any cutting-edge technologies or innovative TBL (e.g., online discussion groups for job clubs, podcasts on best practices for resumes, electronic simulations or avatars to practice interviewing):

No services with cutting-edge technologies or innovative TBL during PY2011

Unknown

II. Title I Core and Intensive Services (continued)**Q8**

How many participants took part in any core or intensive services provided directly by comprehensive American Job Centers, all satellite or affiliated sites, or eligible providers in your LWIA during PY2011? If there is uncertainty about the exact number, please provide a best guess estimate.

- *Participant* is defined as a person who is determined eligible to participate in and receives these services. Participants may include, but are not limited to, incumbent workers, underemployed and unemployed individuals, and dislocated workers.

___ Number of participants

Unknown

Q8A

What percentage of the participants above took part in any TBL while they were receiving core or intensive services provided directly by comprehensive American Job Centers, all satellite or affiliated sites, or eligible providers in your LWIA during PY2011? If there is uncertainty about the exact number, please provide a best guess estimate.

___ Percentage of participants who took part in any TBL

Unknown

Q9**The Prior Program Year (PY2010)**

Considering all participants during the prior program year, how many participants took part in any core or intensive services provided directly by comprehensive American Job Centers, all satellite or affiliated sites, or eligible providers in your LWIA during PY2010 (PY2010 is July 1, 2010 through June 30, 2011.)? If there is uncertainty about the exact number, please provide a best guess estimate.

___ Number of participants during PY2010

Unknown

Q9A

Continuing to think about the prior program year, what percentage of the participants above took part in any TBL while they were receiving core or intensive services provided directly by comprehensive American Job Centers, all satellite or affiliated sites, or eligible providers in your LWIA during PY2010 (PY2010 is July 1, 2010 through June 30, 2011)? If there is uncertainty about the exact number, please provide a best guess estimate.

___ Percentage of participants who took part in any TBL during PY2010

Unknown

III. Title I Training Services

This section asks about the use of online or distance learning to support training services that were provided by eligible programs and for which your LWIA participants received WIA funds during PY2011.

Training services are defined under WIA section 134 to include

- occupational skills training;
- on-the-job training, programs that combine workplace training with related instruction;
- training services operated by the private sector;
- skill upgrading and retraining;
- entrepreneurial training;
- job readiness training; or
- customized training.

Online or distance learning (e.g., by videoconference) is a common category of TBL.

Consult with staff responsible for referrals, the eligible provider list, or others as appropriate.

Q10

How many of your LWIA participants received WIA-funded (e.g., Individual Training Accounts or ITAs) training services during PY2011? If there is uncertainty about the exact number, please provide a best guess estimate.

___ Number of participants who received WIA-funded training services

Unknown

Q11

How many total providers are represented on your local Eligible Training Provider List (ETPL) and are eligible to receive WIA funding during PY2011?

Your local ETPL is defined as the list of eligible training providers to which your LWIA participants received WIA-funded training services.

Eligible training providers are defined in accordance with WIA, Section 122. Consider only organizations who develop and deliver programs to your LWIA participants. Do not consider organizations that only provide access to TBL or programs developed by others (e.g., a public library computer lab).

___ Number of training providers that are on your local ETPL and are eligible to receive WIA funding

Unknown

Q11A

Is information on the type of provider (e.g., Public post-secondary institution, State or local education agency) available for programs on your local ETPL? (Select all that apply)

Yes, it is part of the ETPL application

Yes, it recorded as part of the ETPL data (e.g., database, spreadsheet)

Yes, it is recorded in other data (specify): _____

No, this information is not currently available but may be available through contacting the program provider

Unknown

Q12

How many total programs are represented on your local Eligible Training Provider List (ETPL) and are eligible to receive WIA funding?

___ Number of training programs that are on your local ETPL and are eligible to receive WIA funding

Unknown

Q12A

Is information on the delivery structure (e.g., online/distance, classroom) available for programs on your local ETPL? (Select all that apply)

Yes, it is part of the ETPL application

Yes, it recorded as part of the ETPL data (e.g., database, spreadsheet)

Yes, it is recorded in other data (specify): _____

No, this information is not currently available but may be available through contacting the program provider

Unknown

III. Title I Training Services (continued)

The next set of questions are asked about each of the 5 training programs which served the greatest number of your LWIA participants using WIA funding (e.g., ITAs) during PY2011. To answer these questions, other resources may need to be consulted. These resources may include American Job Center operators or case managers, databases, or a limited number of training providers.

It may be the case a single provider (e.g., a community college) offers more than one of the top 5 programs. Please focus on the top 5 programs, regardless of provider.

Q13

Please consider the training program that served the greatest number of your LWIA participants using WIA funding (e.g., ITAs) during PY2011.

Provider name: _____

Provider type (Eligible training providers are defined in accordance with WIA, Section 122): (Select one)

Program or course name:

What industry sector does this program provide occupational training in support of? (Select one)

- Automotive
- Aerospace
- Automotive
- Biotechnology
- Construction
- Education
- Energy
- Financial Services
- Geospatial Technology
- Health Care
- Homeland Security
- Hospitality
- Information technology
- Retail
- Transportation
- Other(s), specify: _____
- Unknown

How is this program delivered to participants? (Select one)

- In-person: program relies on face-to-face instruction only (i.e., a traditional, classroom-based program); no course or session is held online or by distance
- Distance: program is delivered online or through electronic linkages (e.g., videoconferencing) only
- Blended: program offers courses or sessions both in-person and through distance
- Other(s), specify: _____
- Unknown

Which of the following degrees, credentials, or certificates may participants receive upon completion of the training program? (Select all that apply)

- Occupational skills license (e.g., Registered Nurse (RN), Commercial Driver's License (CDL))
- Occupational skills certificate or credential (e.g., Microsoft Certified Systems Engineer (MCSE), OSHA Construction Safety certification)
- Associate's Degree (A.A. or A.S.)
- Bachelor's or professional degree (e.g., B.A., B.S., C.P.A.)
- Other(s), specify: _____
- None Unknown

III. Title I Training Services (continued)

Q14

Please consider the training program that served the second greatest number of your LWIA participants using WIA funding (e.g., ITAs) during PY2011.

Provider name: _____

Provider type (Eligible training providers are defined in accordance with WIA, Section 122): (Select one)

- Public post-secondary educational institutions eligible to receive funds under Title IV of the Higher Education Act (e.g., public universities, public 4-year colleges, state community colleges)
- Private, non-profit post-secondary educational institution eligible to receive funds under Title IV of the Higher Education Act (e.g., private universities, private 4-year colleges)
- Private, for-profit or proprietary schools
- State or local education agencies
- Registered apprenticeship programs (i.e., programs under the National Apprenticeship Act; employers, employer associations and labor management organizations)
- Other non-profit community-based or faith-based organizations
- Other(s): _____
- Unknown

Program or course name: _____

What industry sector does this program provide occupational training in support of? (Select one)

- Automotive
- Aerospace
- Automotive
- Biotechnology
- Construction
- Education
- Energy
- Financial Services
- Geospatial Technology
- Health Care
- Homeland Security
- Hospitality
- Information technology
- Retail
- Transportation
- Other(s), specify: _____
- Unknown

How is this program delivered to participants? (Select one)

- In-person: program relies on face-to-face instruction only (i.e., a traditional, classroom-based program); no course or session is held online or by distance
- Distance: program is delivered online or through electronic linkages (e.g., videoconferencing) only
- Blended: program offers courses or sessions both in-person and through distance
- Other(s), specify: _____
- Unknown

Which of the following degrees, credentials, or certificates may participants receive upon completion of the training program? (Select all that apply)

- Occupational skills license (e.g., Registered Nurse (RN), Commercial Driver's License (CDL))
- Occupational skills certificate or credential (e.g., Microsoft Certified Systems Engineer (MCSE), OSHA Construction Safety certification)
- Associate's Degree (A.A. or A.S.)
- Bachelor's or professional degree (e.g., B.A., B.S., C.P.A.)
- Other(s), specify: _____
- None
- Unknown

III. Title I Training Services (continued)

Q15

Please consider the training program that served the third greatest number of your LWIA participants using WIA funding (e.g., ITAs) during PY2011.

Provider name: _____

Provider type (Eligible training providers are defined in accordance with WIA, Section 122): (Select one)

- Public post-secondary educational institutions eligible to receive funds under Title IV of the Higher Education Act (e.g., public universities, public 4-year colleges, state community colleges)
- Private, non-profit post-secondary educational institution eligible to receive funds under Title IV of the Higher Education Act (e.g., private universities, private 4-year colleges)
- Private, for-profit or proprietary schools
- State or local education agencies
- Registered apprenticeship programs (i.e., programs under the National Apprenticeship Act; employers, employer associations and labor management organizations)
- Other non-profit community-based or faith-based organizations
- Other(s): _____
- Unknown

Program or course name: _____

What industry sector does this program provide occupational training in support of? (Select one)

- Automotive
- Aerospace
- Automotive
- Biotechnology
- Construction
- Education
- Energy
- Financial Services
- Geospatial Technology
- Health Care
- Homeland Security
- Hospitality
- Information technology
- Retail
- Transportation
- Other(s), specify: _____
- Unknown

How is this program delivered to participants? (Select one)

- In-person: program relies on face-to-face instruction only (i.e., a traditional, classroom-based program); no course or session is held online or by distance
- Distance: program is delivered online or through electronic linkages (e.g., videoconferencing) only
- Blended: program offers courses or sessions both in-person and through distance
- Other(s), specify: _____
- Unknown

Which of the following degrees, credentials, or certificates may participants receive upon completion of the training program? (Select all that apply)

- Occupational skills license (e.g., Registered Nurse (RN), Commercial Driver's License (CDL))
- Occupational skills certificate or credential (e.g., Microsoft Certified Systems Engineer (MCSE), OSHA Construction Safety certification)
- Associate's Degree (A.A. or A.S.)
- Bachelor's or professional degree (e.g., B.A., B.S., C.P.A.)
- Other(s), specify: _____
- None
- Unknown

III. Title I Training Services (continued)

Q16

Please consider the training program that served the fourth greatest number of your LWIA participants using WIA funding (e.g., ITAs) during PY2011.

Provider name: _____

Provider type (Eligible training providers are defined in accordance with WIA, Section 122): (Select one)

- Public post-secondary educational institutions eligible to receive funds under Title IV of the Higher Education Act (e.g., public universities, public 4-year colleges, state community colleges)
- Private, non-profit post-secondary educational institution eligible to receive funds under Title IV of the Higher Education Act (e.g., private universities, private 4-year colleges)
- Private, for-profit or proprietary schools
- State or local education agencies
- Registered apprenticeship programs (i.e., programs under the National Apprenticeship Act; employers, employer associations and labor management organizations)
- Other non-profit community-based or faith-based organizations
- Other(s): _____
- Unknown

Program or course name: _____

What industry sector does this program provide occupational training in support of? (Select one)

- Automotive
- Aerospace
- Automotive
- Biotechnology
- Construction
- Education
- Energy
- Financial Services
- Geospatial Technology
- Health Care
- Homeland Security
- Hospitality
- Information technology
- Retail
- Transportation
- Other(s), specify: _____
- Unknown

How is this program delivered to participants? (Select one)

- In-person: program relies on face-to-face instruction only (i.e., a traditional, classroom-based program); no course or session is held online or by distance
- Distance: program is delivered online or through electronic linkages (e.g., videoconferencing) only
- Blended: program offers courses or sessions both in-person and through distance
- Other(s), specify: _____
- Unknown

Which of the following degrees, credentials, or certificates may participants receive upon completion of the training program? (Select all that apply)

- Occupational skills license (e.g., Registered Nurse (RN), Commercial Driver's License (CDL))
- Occupational skills certificate or credential (e.g., Microsoft Certified Systems Engineer (MCSE), OSHA Construction Safety certification)
- Associate's Degree (A.A. or A.S.)
- Bachelor's or professional degree (e.g., B.A., B.S., C.P.A.)
- Other(s), specify: _____
- None
- Unknown

III. Title I Training Services (continued)

Q17

Please consider the training program that served the fifth greatest number of your LWIA participants using WIA funding (e.g., ITAs) during PY2011.

Provider name: _____

Provider type (Eligible training providers are defined in accordance with WIA, Section 122): (Select one)

- Public post-secondary educational institutions eligible to receive funds under Title IV of the Higher Education Act (e.g., public universities, public 4-year colleges, state community colleges)
- Private, non-profit post-secondary educational institution eligible to receive funds under Title IV of the Higher Education Act (e.g., private universities, private 4-year colleges)
- Private, for-profit or proprietary schools
- State or local education agencies
- Registered apprenticeship programs (i.e., programs under the National Apprenticeship Act; employers, employer associations and labor management organizations)
- Other non-profit community-based or faith-based organizations
- Other(s): _____
- Unknown

Program or course name: _____

What industry sector does this program provide occupational training in support of? (Select one)

- Automotive
- Aerospace
- Automotive
- Biotechnology
- Construction
- Education
- Energy
- Financial Services
- Geospatial Technology
- Health Care
- Homeland Security
- Hospitality
- Information technology
- Retail
- Transportation
- Other(s), specify: _____
- Unknown

How is this program delivered to participants? (Select one)

- In-person: program relies on face-to-face instruction only (i.e., a traditional, classroom-based program); no course or session is held online or by distance
- Distance: program is delivered online or through electronic linkages (e.g., videoconferencing) only
- Blended: program offers courses or sessions both in-person and through distance
- Other(s), specify: _____
- Unknown

Which of the following degrees, credentials, or certificates may participants receive upon completion of the training program? (Select all that apply)

- Occupational skills license (e.g., Registered Nurse (RN), Commercial Driver's License (CDL))
- Occupational skills certificate or credential (e.g., Microsoft Certified Systems Engineer (MCSE), OSHA Construction Safety certification)
- Associate's Degree (A.A. or A.S.)
- Bachelor's or professional degree (e.g., B.A., B.S., C.P.A.)
- Other(s), specify: _____
- None
- Unknown

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Q18

There are Federal and sometimes state guidelines regarding the types of training programs that are eligible for WIA funding. **Does your LWIA have any *additional* restrictions or requirements related to the use of TBL for training?** (Select one)

- Yes
- No
- Unknown

Specify:

IV. Title II Services

This section asks about the use of online or distance learning to support Title II services provided by eligible providers within your LWIA during PY2011. Title II services are those defined under WIA, Section 231 as:

- adult education and literacy services, including workplace literacy services;
- family literacy services; and
- English literacy programs.

Online or distance learning is a common category of TBL.

Consult with staff responsible for referrals, the eligible provider list, or others as appropriate.

The next set of questions are asked about each of the Title II service provider(s) to which your LWIA participants most commonly received referrals during PY2011. To answer these questions, other resources may need to be consulted. These resources may include American Job Center operators or case managers, databases, or up to 5 Title II service providers.

Q19

How many total providers were your LWIA participants referred to for Title II services during PY2011?
 ___ number of providers

Q20

Please consider the Title II service provider to which the greatest number of your LWIA participants were referred during PY2011:

Provider name: _____

Provider type (Eligible training providers are defined in accordance with WIA, Section 231): (Select one)

- State or local education agency
- Community-based organization
- Volunteer literacy organization
- Institution of higher education
- Public or private non-profit agency
- Library
- Public housing authority
- Other non-profit institution that has the ability to provide literacy services
- Other, specify: _____
- Unknown

What was the primary purpose of the referrals? (Select all that apply)

- Adult Basic Education (ABE)
- English as a Second Language (ESL) classes or programs
- General Education Development (GED) classes or programs
- Other(s), specify: _____
- Unknown

How is this program delivered to participants? (Select one)

- In-person: program relies on face-to-face instruction only (i.e., a traditional, classroom-based program); no course or session is held online or by distance
- Distance: program is delivered online or through electronic linkages (e.g., videoconferencing) only
- Blended: program offers courses or sessions both in-person and through distance
- Other(s), specify: _____
- Unknown

V. Accessing TBL for Core, Intensive, Training, or Title II Services

This section asks about how participants access TBL for core, intensive, training or Title II services within your LWIA. Again TBL is defined as any learning via electronic technology. TBL is defined broadly to include online education as well as learning facilitated by other electronic technologies like intranet sites, satellite broadcasts, audio and video conferencing, Internet bulletin boards and chat rooms, web casts, simulations, electronic gaming, podcasting, CD-ROMs, and a variety of mobile options (e.g., smart phone applications or "apps").

Q25

Did comprehensive American Job Centers or satellite or affiliated sites within your LWIA use any of the following intake or orientation activities to ensure participants' readiness to pursue any services employing TBL during PY2011? (Select one for each row)

	Yes	No	Unknown
Assessment or interview to assess technology "readiness"	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Assessment or interview related to course hardware, software or equipment requirements	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Formal orientation to course technology or to learning management system	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Other(s) (list below)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

Other intake or orientation processes for services employing TBL:

Q25A

Did comprehensive American Job Centers or satellite or affiliated sites within your LWIA provide any technical assistance during PY2011 to support participants' use of TBL? (Select one)

- Yes
- No
- Unknown

Q25B

Did comprehensive American Job Centers or satellite or affiliated sites within your LWIA make any of the following equipment or technologies available to participants pursuing services employing TBL during PY2011? Consider all equipment or technologies available to participants on-site or by loan from any local comprehensive American Job Center(s), and satellite or affiliated sites. (Select one for each row)

	Yes	No	Unknown
On-site computer or on-site laptop or computer lab	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Loaned computer or loaned laptop	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Virtual desktop or remote access	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
On-site Internet access	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Audio device	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Video device (e.g., DVD player, television)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Tele-conferencing or video-conferencing equipment	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Mobile device	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Other(s) (list below)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

Other equipment or technologies available through comprehensive American Job Centers or satellite or affiliated sites within your LWIA:

Q25C

[Go to Survey](#)

What other sources (if any) did participants use to access equipment or technologies for any services employing TBL within your LWIA during PY2011? (Select one for each row)

	Yes	No	Unknown
Equipment owned by the participant (e.g., personal computer)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Public equipment (e.g., public library computer)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Equipment owned by participants' employers	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Other(s) (list below)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

Other sources participants used to access equipment or technologies:

V. Accessing TBL for Core, Intensive, Training, or Title II Services (Continued)

Q26

Did comprehensive American Job Centers or satellite or affiliated sites within your LWIA use a learning management system (LMS) or learning content management system (LCMS) - for example, Blackboard Learn, Blackboard Angel, Moodle, or HT Track - during PY2011? (Select one)

- Yes
- No
- Unknown

Q27

Did comprehensive American Job Centers or satellite or affiliated sites within your LWIA make any accommodations for serving individuals with disabilities in any services employing TBL during PY2011? (Select one)

- Yes
- No
- Unknown

Describe:

Q27A

What percentage of the services employing TBL in your LWIA during PY2011 met Federal Section 508 guidelines? Section 508 regulations specify that Federal agencies' electronic and information technology is accessible to people with disabilities? (Select one)

- 0%
- 25%
- 50%
- 75%
- 100%
- Unknown

Q28

What percentage of the services employing TBL in your LWIA during PY2011 met the Sharable Content Object Reference Model (SCROM) guidelines? SCROM is a collection of standards and specifications for web-based e-learning which may be voluntarily adopted? (Select one)

- 0%
- 25%
- 50%
- 75%
- 100%
- Unknown

VI. TBL Challenges or Barriers

This final section asks about challenges with or barriers to adopting or using TBL in providing the core, intensive, training, and Title II services within your LWIA during PY2011.

Q29

On a scale of 1 to 5, where 1 is "no barrier" and 5 is "a significant barrier", rate the following potential barriers to TBL adoption or use in your LWIA. (Provide a rating for each potential barrier)

Technology Access/Readiness

	No barrier 1	2	Moderate barrier 3	4	Significant barrier 5	Unknown
Participants' access to the required technology	<input type="radio"/>	<input type="checkbox"/>				
Participants' level of technological literacy	<input type="radio"/>	<input type="checkbox"/>				
Access for individuals with disabilities or special needs	<input type="radio"/>	<input type="checkbox"/>				
Other issue(s) related to technology access/readiness(describe below)	<input type="radio"/>	<input type="checkbox"/>				

Other issue(s) related to technology access/readiness:

Participants' Interest/Engagement

	No barrier 1	2	Moderate barrier 3	4	Significant barrier 5	Unknown
Participants' preferences for in-person communication or teaching	<input type="radio"/>	<input type="checkbox"/>				
Participants' ability to sustain interest or engagement in a TBL course, resulting in lower level of effort	<input type="radio"/>	<input type="checkbox"/>				
Participants' ability to sustain interest or engagement in a TBL course, resulting in course drop out	<input type="radio"/>	<input type="checkbox"/>				
Other issue(s) related to participants' interest or engagement(describe below)	<input type="radio"/>	<input type="checkbox"/>				

Other issue(s) related to participants' interest or engagement:

Instructional Effectiveness of TBL

	No barrier 1	2	Moderate barrier 3	4	Significant barrier 5	Unknown
Incompatibility of TBL courses with training or certification requirements (e.g. requirements for hands-on experience or in-class hours)	<input type="radio"/>	<input type="checkbox"/>				
Technological compatibility between TBL and other courses or programs offered (e.g., courses offered on different operating platforms)	<input type="radio"/>	<input type="checkbox"/>				
Perceived limitations of online instruction	<input type="radio"/>	<input type="checkbox"/>				
Concerns about the integrity of tests or assessments submitted online	<input type="radio"/>	<input type="checkbox"/>				
Other issue(s) related to the instructional effectiveness of TBL courses(describe below)	<input type="radio"/>	<input type="checkbox"/>				

Other issue(s) related to the instructional effectiveness of TBL courses:

Go to Survey

Required Resources/Costs for Comprehensive American Job Centers, or satellite or affiliated sites

	No barrier		Moderate barrier		Significant barrier	Unknown
	1	2	3	4	5	
Costs or difficulty of developing TBL courses	<input type="radio"/>	<input type="checkbox"/>				
Costs or difficulty of enrolling students in TBL courses	<input type="radio"/>	<input type="checkbox"/>				
Costs or difficulty of implementing the necessary technology for TBL courses	<input type="radio"/>	<input type="checkbox"/>				
Costs or difficulty of meeting TBL standards (e.g. Section 508, SCROM)	<input type="radio"/>	<input type="checkbox"/>				
Cost or difficulty assessing quality of TBL courses	<input type="radio"/>	<input type="checkbox"/>				
Shortage of approved providers of TBL in my LWIA	<input type="radio"/>	<input type="checkbox"/>				
Other issue(s) related to required resources or costs(describe below)	<input type="radio"/>	<input type="checkbox"/>				

Other issue(s) related to required resources or costs for Comprehensive American Job Centers, or satellite or affiliated sites:

Stakeholder acceptance of TBL

	No barrier		Moderate barrier		Significant barrier	Unknown
	1	2	3	4	5	
Acceptance of TBL within the public workforce investment system (e.g., American Job Centers, WIBs)	<input type="radio"/>	<input type="checkbox"/>				
Acceptance of TBL by state policymakers	<input type="radio"/>	<input type="checkbox"/>				
Acceptance of TBL by degree- or credential-granting programs	<input type="radio"/>	<input type="checkbox"/>				
Acceptance of TBL by employers	<input type="radio"/>	<input type="checkbox"/>				
Other issue(s) related to stakeholder acceptance of TBL(describe below)	<input type="radio"/>	<input type="checkbox"/>				

Other issue(s) related to stakeholder acceptance:

Q29A

Please briefly describe the major factors underlying the current level of TBL usage within your LWIA.

Please confirm the names of the individuals or data source(s) consulted to complete this survey. If no individuals or data source(s) were consulted, the fields may be left blank.

Individual(s) (name, title, and organization):

Data source(s):
