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Survey Questionnaire Technology-Based Learning (TBL) in Job Corps

Introduction:

Your assistance is requested to complete a survey about your Job Corps Center's use of technology-based learning (TBL) -- with a special focus on math and reading remediation. TBL encompasses many different types of technology, including computer-based learning systems, whether interactive, online or specific to Centers, as well as use of videos and audio for teaching and skill practice.

All Job Corps Center Directors are being asked to complete this survey. Your responses, compiled with those from other Centers, will provide critical information to help in understanding the size and scope of current TBL use in Job Corps for remediation, promising practices, connectivity levels, and potential challenges. This will be of interest to the Job Corps system, due to the demand for higher skills in many jobs in the economy and the hope that basic skills acquisition can be substantially accelerated or improved using technology with those students who may need such help.

The survey is being conducted by the Employment and Training Administration (ETA) under OMB Control # 1205-0346. ETA's Evaluation unit, with input and support from the Job Corps National Office, is directing the survey. Two research firms, Abt Associates and its partner, MEF Associates, are administering it under contract with ETA. Please note that neither your identity nor that of your Center will be revealed and that the survey is **not** part of a Job Corps audit or a compliance review. If you have any questions or comments regarding any aspect of this survey, please contact Evaluation unit staffer, Sande Schifferes at Schifferes.charlotte@dol.gov or 202/693-3655

The survey should take about 45 minutes and the completed questionnaire should be submitted in two weeks (10 business days) by (INSERT DATE). Please consult your staff as needed. There are no right or wrong answers but please know that information about your Center's experience with, and candid opinions about, TBL will be very much appreciated.

Thank you for your responses to this important survey!

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SECTION XX: CENTER CHARACTERISTICS AND USE OF TECHNOLOGY

1. Over the twelve-month period from **X** to **Y**, how many residential and nonresidential students were enrolled in your center?

___ Residential students
___ Non-Residential students
___ Total

2. Of the total students enrolled in your center over this twelve-month period, how many require math and/or reading remediation (that is, reading or math skills below the ninth-grade level)?

___ Total

In this survey, technology-based learning (TBL) is defined to include any teaching and learning approaches that use electronic technology, such as on-line or Center-specific educational software programs (including those with simulations, game-like elements, and embedded assessment or digital tutors), live or recorded video or audio, and electronic methods of communicating with instructors or peers.

3. Use of TBL:

- a) Does your Job Corps center currently use TBL to teach remedial math and/or reading (i.e., to students below the 9th grade level)?

___ Yes **[Continue to Question 3b]**
___ No **[Skip to VERSION B, Question B4]**

- b) If yes, please check the other areas for which your center uses TBL:

- High school level academics/GED, HS diploma, or equivalent
 Services to students with IEPs
 English as a Second Language (ESL)
 Employment readiness/workplace basics (Dress, communication, behaviors)
 Occupational exploration
 Job search/resume preparation
 Career and technical training
 Other _____

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VERSION A: Centers that currently use TBL for remediation

VERSION A

[For respondent answering "Yes" to Question 3a (i.e., Center does use TBL for students who require math and reading remediation).]

SECTION XX: HARDWARE USED WITH TECHNOLOGY-BASED LEARNING

- 4) We'd like to find out what types of hardware are used in your Center. Please check the appropriate boxes below regarding the hardware used generally and that used specifically for math and/or reading remediation.

Used with any learning areas	Used for remediation	Type of Equipment
		Laptop or desktop
		Smartphone
		Tablet or touchscreen laptop
		SMART Boards
		Telephone or videoconference equipment
		Audio player
		Television or video (e.g., DVD)
		Other _____
		None

- 5) How do students typically access TBL hardware and other equipment used for math and/or reading remediation? Check all that apply.

- Housed in a Job Corps classroom
- Housed in a Job Corps computer lab
- Housed in a Job Corps dormitory common space
- Loaned to JC students for individual and accessed as needed
- Generally owned by individual students and accessed as needed
- Other _____ (specify)
- None

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VERSION A: Centers that currently use TBL for remediation

6) Which of the following types of TBL tools for communication and information sharing does your center have that supports the delivery of math and/or reading remediation? *Select all that apply.*

- Online collaboration tool (e.g., Google Drive; SharePoint)
- Learning Management System (LMS) for online classroom engagement and management (e.g., Blackboard)
- Online discussion boards or message boards
- Webinars (live/recorded)
- Videoconference technology
- Online messaging
- Other _____
- None

7) Who provides technology support to student and staff using TBL for math and/or reading remediation? Check all that apply.

- Job Corps IT Help Desk staff
- Other Job Corps IT staff
- Individual instructors
- Other Job Corps staff
- External contractor
- Other, please identify _____

SECTION XX: INSTRUCTIONAL SETTINGS AND APPROACHES

	Level of TBL use					Don't Know
	No use 1	Limited use 2	Moderate use 3	Significant use 4	Exclusive use 5	
Classroom-based group instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent self-study/self-paced learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One-on-one tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Small group tutoring or study sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8) In using TBL for math and reading remediation, please indicate the extent to which your center uses the following approaches.

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- 9) Regarding software programs and online academic programs, please check the boxes for all programs in the list below that are currently in use or were previously used for math and reading remediation in your center.

	Currently in use	Previously used
Lexia	<input type="radio"/>	<input type="radio"/>
IXL	<input type="radio"/>	<input type="radio"/>
KeyTrain	<input type="radio"/>	<input type="radio"/>
Instruction Targeted for TABE Success (ITTS)	<input type="radio"/>	<input type="radio"/>
Read 180	<input type="radio"/>	<input type="radio"/>
Math 180	<input type="radio"/>	<input type="radio"/>
Penn Foster	<input type="radio"/>	<input type="radio"/>
Acellus	<input type="radio"/>	<input type="radio"/>
Math Lab	<input type="radio"/>	<input type="radio"/>
Applied Learning Systems (AES)	<input type="radio"/>	<input type="radio"/>
LaunchPad	<input type="radio"/>	<input type="radio"/>
Voyager	<input type="radio"/>	<input type="radio"/>
MathXL	<input type="radio"/>	<input type="radio"/>
Odyssey	<input type="radio"/>	<input type="radio"/>
Khan Academy	<input type="radio"/>	<input type="radio"/>
Dreambox	<input type="radio"/>	<input type="radio"/>
Istration	<input type="radio"/>	<input type="radio"/>
ST Math	<input type="radio"/>	<input type="radio"/>
Revolution K12	<input type="radio"/>	<input type="radio"/>
Compass Learning	<input type="radio"/>	<input type="radio"/>
Brightstorm	<input type="radio"/>	<input type="radio"/>
Achieve 3000	<input type="radio"/>	<input type="radio"/>

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TenMarks	<input type="radio"/>	<input type="radio"/>
Successmaker	<input type="radio"/>	<input type="radio"/>
Accelerated Reader	<input type="radio"/>	<input type="radio"/>
Other _____	<input type="radio"/>	<input type="radio"/>
None	<input type="radio"/>	<input type="radio"/>

SECTION XX: DECISION MAKING ABOUT TBL

10) Are there currently any plans at your Center to expand use of TBL hardware and software.

a) Generally? __Yes __ No

b) For math or reading remediation specifically?

- Yes
- No
- Don't know.

11) Please indicate who are the primary decision-makers regarding the selection of TBL tools and strategies to support math and reading skill remediation at your center? *Select one.*

- Staff and Management within your Job Corps Center
- Job Corps National Office
- Corporate office staff (contractor)
- Other _____

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VERSION A: Centers that currently use TBL for remediation

- 12) From the list below, please select the three most important factors that your center considers when selecting the hardware used to support math and reading skill development for students requiring remediation at this Job Corps center.

[Only asked if responded to question 4 with an answer other than "none".]

- Cost of equipment/ Availability of funding for hardware
- Compatibility with existing center technology
- Installation, maintenance, technical support requirements
- Connectivity and reliability of connection (e.g., cable, wifi, cellular network)
- Compatibility with TABE Prep program standards and/or curricula
- Ease of instructor use
- Ease of student use
- Alignment with student skills and/or needs
- TBL tool features (e.g. demonstrated effectiveness in similar settings, monitoring tools)
- Job Corps National Office preferences
- Other partner preferences

- 13) From the list below, please select the three most important "*structural features*" that your center considers when selecting the TBL software and online academic instruction programs used to support math or reading skill development for students requiring remediation at this Job Corps center.

[Only asked if responded to question 9 with an answer other than "none".]

- Cost
- Compatibility with existing center technology
- Compatibility with TABE Prep program standards and/or curricula
- Ease of instructor use
- Ease of student use
- Features of the TBL program (e.g., monitoring tools, nature of the assessments)
- Research demonstrating the program's effectiveness
- Job Corps National Office preferences
- Other partner preferences

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VERSION A: Centers that currently use TBL for remediation

14) From the list below, please select the three most important “*content features*” that your center considers when selecting the TBL software and online academic instruction programs used to support math or reading skill development for students requiring remediation at this Job Corps center.

[Only asked if responded to question 9 with an answer other than “none”.]

- Ability to complete work at one’s own pace
- Ability to self-direct learning, allowing students to choose activities to complete
- Adaptive questions and exercises to personalize learning
- Assessments to determine skill acquisition or course completion
- Level of knowledge required for “mastery” of a skill
- Inclusion of a digital tutor or automated help function
- Rewards and digital certificates to recognize progress
- Other _____

SECTION XX: TBL IMPLEMENTATION

15) You indicated that your Job Corps center made use of technology to support math and reading skill development for students requiring remediation. Please indicate the extent to which technology is used for the areas below.

	No use of technology 1	Some use of technology 2	Exclusive use of technology 3
Initial assessment of reading and math skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-class content delivery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent practice (e.g., homework assignments)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study aids	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exams/quizzes/tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tracking learner progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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VERSION A: Centers that currently use TBL for remediation

16) Students' ability to use TBL:

a) Do you formally assess whether students requiring remediation are able to use TBL tools and platforms?

Yes

No **[Skip to Q. 17]**

b) (If yes to a.) How do you assess whether such students are able to successfully use TBL tools and platforms? (Check all that apply)

- TABE assessment
- Formal technological literacy assessment
- Instructor/staff recommendation
- Student preference/ self-selection
- Other_____

c) (If yes to a.) How precisely are these assessments able to place students? (Check one answer)

- Above or below the 9th grade level
- Into a range of grade levels
- Into a particular grade level
- Other_____

17) Monitoring students' engagement with TBL software and/or online academic instruction:

a) Does your Center generally monitor students' use of TBL?

Yes

No **[Skip to Q. 18]**

b) (If yes to a): How does your Job Corps Center monitor students' engagement with TBL software and/or other online academic instruction programs for math or reading remediation? *Select all that apply.*

- Monitor student time logged in
- Monitor student completion of units or sections
- Monitor student assignments completed in given time period
- Monitor instructor time logged in
- Student self-report
- Other

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SECTION XX: SUPPORTS FOR TECHNOLOGY-BASED LEARNING AND INSTRUCTION

18) What training and supports are available to instructors of students who require math and/or reading remediation to ensure that they can productively integrate technology into their instruction? Select all that apply.

- Assessment of instructor's technological literacy
- Training/professional development opportunities in technological readiness/literacy
- Ongoing mentoring or coaching
- Instructor/staff learning communities
- Technical support from Job Corps staff and/or assistance from an IT help desk
- Technical support from external organizations
- Access to newsletters, e-mails, or other communication that encourage use and provide user information
- Regular monitoring/updating of software and hardware
- Other technical assistance
- None

SECTION XX: SATISFACTION AND PERCEIVED EFFECTIVENESS

19) Thinking about your overall use of technology-based resources for math and reading remediation, do you think it is more, less, or as effective as other methods used in your center for math and reading remediation?

- More effective
- Less effective
- The same

20) What sources of information do you use to determine the effectiveness of technology-based resources for math and reading remediation? Select all that apply.

- Formal assessments and testing
- Instructor feedback
- Student feedback
- Other _____

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21) Regarding different aspects of technology-based resources for math and reading remediation, please indicate how satisfied you are with each of the following?

	Unsatisfied 1	Somewhat unsatisfied 2	Satisfied 3	Somewhat satisfied 4	Highly satisfied 5
Student progress/learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ease of use by students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ease of use by instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integration with other aspects of Job Corps program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tech support from hardware and software providers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION XX: IMPLEMENTATION BARRIERS

This section seeks to understand the extent to which your center has experienced barriers in using technology for remediation and the nature of these barriers.

22) To what extent do the following instructor/staff readiness factors pose barriers to more extensive use of technology for remediation?

	No barrier 1	Minimal barrier 2	Significant barrier 3	Don't know
Instructor's technological literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to needed hardware	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to needed software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of training to use the TBL tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of continuous supports needed to use the TBL tool (e.g. IT staff to troubleshoot)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor's interest in using the TBL tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23) To what extent do the following student readiness factors pose barriers to more extensive use of technology for remediation?

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	No barrier 1	Minimal barrier 2	Significant barrier 3	Don't know
Technological literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to needed hardware	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to needed software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of training to use the TBL tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of continuous supports needed to use the TBL tool (e.g. IT staff to troubleshoot)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interest in using the TBL tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24) To what extent do the following technological factors pose barriers to more extensive use of technology for remediation?

	No barrier 1	Minimal barrier 2	Significant barrier 3	Don't know
Software or system requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to equipment/ hardware	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hardware/ software compatibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Licensing requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Security requirements (e.g., unable to disable firewalls or pop-up blockers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reliability of connectivity/ bandwidth within the Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsiveness or capacity of the Job Corps IT Department or Help Desk.				
Responsiveness or capacity of Job Corps Regional and/or National Office to provide support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25) To what extent do the following cost factors pose barriers to more extensive use of technology for remediation?

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	No barrier 1	Minimal barrier 2	Significant barrier 3	Don't know
Costs of licensing/ subscription for program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost for hardware purchase and/or maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Operating costs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Costs related to staff members devoted to TBL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Costs for staff development/ training for TBL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program development/ integration of TBL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26) To what extent do the following curriculum factors pose barriers to more extensive use of technology for remediation?

	No barrier 1	Minimal barrier 2	Significant barrier 3	Don't know
Compatibility with TABE requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alignment with existing curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alignment with existing schedule/ student time for TABE prep	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compatibility with TABE prep and existing career education curriculum (scheduling, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alignment with student learning goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alignment with student capacity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriate for student skills and characteristics				

SECTION XX: OPEN-ENDED QUESTIONS

27) Reflecting on your experiences, what are the key factors to consider *when adopting and implementing TBL* for students in need of math and reading remediation - or for all students?

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VERSION A: Centers that currently use TBL for remediation

28) In your opinion, what are the most critical factors *related to the effectiveness of TBL* for students in need of math and reading remediation – or for all students?

Thank you for your participation.

[END OF SURVEY - Version A]

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VERSION B: Centers that previously used TBL for remediation

VERSION B

[For respondent answering "No" to Question 3a (i.e., Center does not use TBL for students who require math and reading remediation).]

B4. Has your Job Corps center ever used TBL in the past to support reading and/or math skill development for students who required remediation in the past?

[If Yes, go to B5. If No, skip to C5.]

- Yes
- No

B5. Does your Job Corps center use TBL for the following areas? *Select all that apply.*

- High school level academics/GED, HS diploma, or equivalent
- Services to students with IEPs
- English as a Second Language (ESL)
- Employment readiness/workplace basics (Dress, communication, behaviors)
- Occupational exploration
- Job search/resume preparation
- Career and technical training
- Other _____
-

SECTION XX: HARDWARE USED WITH TECHNOLOGY-BASED LEARNING

B6. We'd like to find out what types of hardware are used in your Center. Please check the appropriate boxes below regarding the hardware currently used generally with any learning area and previously used for math and/or reading remediation.

Used with <i>any</i> learning areas	Previously used for <i>remediation</i>	Type of Equipment
		Laptop or desktop
		Smartphone
		Tablet or touchscreen laptop
		SMART Boards
		Telephone or videoconference equipment
		Audio player
		Television or video (e.g., DVD)
		Other _____
		None

B7. How did students typically access TBL hardware and other equipment that were used for math and/or reading remediation? Check all that apply.

- Housed in a Job Corps classroom
- Housed in a Job Corps computer lab
- Housed in a Job Corps dormitory common space
- Loaned to JC students for individual and accessed as needed
- Generally owned by individual students and accessed as needed
- Other _____ (specify)
- None

VERSION B: Centers that previously used TBL for remediation

B8. Which of the following types of TBL tools for communication and information sharing did your center previously have that supported the delivery of math and/or reading remediation? *Select all that apply.*

- Online collaboration tool (e.g., Google Drive; SharePoint)
- Learning Management System (LMS) for online classroom engagement and management (e.g., Blackboard)
- Online discussion boards or message boards
- Webinars (live/recorded)
- Videoconference technology
- Online messaging
- Other _____
- None

B9. Who provided technology support to students and staff that used TBL for math and/or reading remediation? Check all that apply.

- Job Corps IT Help Desk staff
- Other Job Corps IT staff
- Individual instructors
- Other Job Corps staff
- External contractor
- Other, please identify _____

SECTION XX: INSTRUCTIONAL SETTINGS AND APPROACHES

B10. When previously using TBL for math and/or reading remediation, please indicate the extent to which your center used the following approaches.

	Level of TBL use					Don't Know
	No use 1	Limited use 2	Moderate use 3	Significant use 4	Exclusive use 5	
Classroom-based group instruction	○	○	○	○	○	○
Independent self-study/self-paced learning	○	○	○	○	○	○
One-on-one tutoring	○	○	○	○	○	○
Small group tutoring or study sessions	○	○	○	○	○	○

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VERSION B: Centers that previously used TBL for remediation

B11. Regarding software programs and online academic programs, please check the boxes for all programs in the list below that were previously in use or were previously used for math and reading remediation in your center.

	Previously used
Lexia	<input type="radio"/>
IXL	<input type="radio"/>
KeyTrain	<input type="radio"/>
Instruction Targeted for TABE Success (ITTS)	<input type="radio"/>
Read 180	<input type="radio"/>
Math 180	<input type="radio"/>
Penn Foster	<input type="radio"/>
Acellus	<input type="radio"/>
Math Lab	<input type="radio"/>
Applied Learning Systems (AES)	<input type="radio"/>
LaunchPad	<input type="radio"/>
Voyager	<input type="radio"/>
MathXL	<input type="radio"/>
Odyssey	<input type="radio"/>
Khan Academy	<input type="radio"/>
Dreambox	<input type="radio"/>
Istration	<input type="radio"/>
ST Math	<input type="radio"/>
Revolution K12	<input type="radio"/>
Compass Learning	<input type="radio"/>
Brightstorm	<input type="radio"/>

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Achieve 3000	<input type="radio"/>
TenMarks	<input type="radio"/>
Successmaker	<input type="radio"/>
Accelerated Reader	<input type="radio"/>
Other _____	<input type="radio"/>
None	<input type="radio"/>

SECTION XX: DECISION MAKING ABOUT TBL

B12. Do you currently have plans to implement TBL as an approach to support math or reading skills remediation? *Select one.*

a) Generally? __Yes __ No

b) For math or reading remediation specifically?

- Yes
- No
- Don't know.

B13. Please indicate who are the primary decision-makers regarding the selection of TBL tools and strategies to support math and reading skill remediation at your center? *Select one.*

- Staff and Management within your Job Corps Center
- Job Corps National Office
- Corporate office staff (contractor)
- Other _____

VERSION B: Centers that previously used TBL for remediation

B14. What supports would be most useful for future implementation of TBL to support students' development of reading and/or math skills among students who require remediation? Choose three.

- Financial resources
- Guidance on which curricula to use
- Increased training for technological capacity among staff
- Increased training for technological capacity among students
- Sharing best practices with other JC centers
- Additional support staff members/time (e.g., IT staff)
- Improved internet connectivity
- Increased access to hardware or software
- Improved feedback/monitoring systems for TBL tools
- Other
- None (no interest in TBL)

SECTION XX: TBL IMPLEMENTATION

B15. Thinking about when your center previously made use of technology to support math and reading skill development for students requiring remediation, please indicate the extent to which technology was used for the areas below.

	No use of technology 1	Some use of technology 2	Exclusive use of technology 3
Initial assessment of reading and math skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-class content delivery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent practice (e.g., homework assignments)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study aids	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exams/quizzes/tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tracking learner progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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VERSION B: Centers that previously used TBL for remediation

B16. Students' ability to use TBL:

a) Did you formally assess whether students requiring remediation were able to use TBL tools and platforms?

Yes

No **[Skip to Q. B14]**

b) (If yes to a.) How did you assess whether such students were able to successfully use TBL tools and platforms? (Check all that apply)

- TABE assessment
- Formal technological literacy assessment
- Instructor/staff recommendation
- Student preference/ self-selection
- Other _____

c) (If yes to a.) How precisely were these assessments able to place students? (Check one answer)

- Above or below the 9th grade level
- Into a range of grade levels
- Into a particular grade level
- Other _____

SECTION XXX: SATISFACTION AND PERCEIVED EFFECTIVENESS

B17. Thinking about your past use of technology-based resources for math and reading remediation in the past, do you think it was more effective, less effective or as effective as other methods currently being used for remediation?

- More effective
- Less effective
- The same
- Don't know/not sure.

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VERSION B: Centers that previously used TBL for remediation

B18. What sources of information were used to determine the effectiveness of technology-based resources for math and reading remediation? Select all that apply.

- Formal assessments and testing
- Instructor feedback
- Student feedback
- Other _____

B19. Regarding past use of technology-based resources for math and reading remediation, please indicate how satisfied you were with each of the following:

	Unsatisfied 1	Somewhat unsatisfied 2	Satisfied 3	Somewhat satisfied 4	Highly satisfied 5
Student progress/learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ease of use by students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ease of use by instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integration with other aspects of Job Corps program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology support from hardware and software providers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

VERSION B: Centers that previously used TBL for remediation**SECTION XX: IMPLEMENTATION BARRIERS**

This section seeks to understand the extent to which your center experienced barriers in using technology for remediation and the nature of these barriers.

B20. To what extent did the following instructor/staff readiness factors pose barriers to more extensive use of technology for remediation?

	No barrier 1	Minimal barrier 2	Significant barrier 3	Don't know
Instructor's technological literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to needed hardware	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to needed software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of training to use the TBL tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of continuous supports needed to use the TBL tool (e.g. IT staff to troubleshoot)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor's interest in using the TBL tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B21. To what extent did the following student readiness factors pose barriers to more extensive use of technology for remediation?

	No barrier 1	Minimal barrier 2	Significant barrier 3	Don't know
Technological literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to needed hardware	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to needed software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of training to use the TBL tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of continuous supports needed to use the TBL tool (e.g. IT staff to troubleshoot)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interest in using the TBL tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Not for Distribution.

VERSION B: Centers that previously used TBL for remediation

B22. To what extent did the following technological factors pose barriers to more extensive use of technology for remediation?

	No barrier 1	Minimal barrier 2	Significant barrier 3	Don't know
Software or system requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to equipment/ hardware	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hardware/ software compatibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Licensing requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Security requirements (e.g., unable to disable firewalls or pop-up blockers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reliability of connectivity/ bandwidth within the Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsiveness or capacity of Job Corps IT department or Help Desk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsiveness or capacity of the Job Corps Regional and/or National office to provide support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Not for Distribution.

VERSION B: Centers that previously used TBL for remediation

B23. To what extent did the following cost factors pose barriers to more extensive use of technology for remediation?

	No barrier 1	Minimal barrier 2	Significant barrier 3	Don't know
Costs of licensing/ subscription for program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost for hardware purchase and/or maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Operating costs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Costs related to staff members devoted to TBL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Costs for staff development/ training for TBL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program development/ integration of TBL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B24. To what extent did the following curriculum factors pose barriers to more extensive use of technology for remediation?

	No barrier 1	Minimal barrier 2	Significant barrier 3	Don't know
Compatibility with TABE requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alignment with existing curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alignment with existing schedule/ student time for TABE prep	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compatibility with TABE prep and existing career education curriculum (scheduling, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alignment with student learning goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alignment with student capacity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriate for student skills and characteristics				

SECTION XX: CURRENT APPROACH TO MATH AND READING REMEDIATION

The next questions ask about your current approach to providing remedial math and reading without the use of technology.

B25. In what setting and with which methods does your center teach remedial math and reading without the use of technology? *Select all that apply.*

- Individualized instruction provided by a tutor or teacher
- Individualized, self-guided instruction
- Small group instruction (less than 8 students at one time)
- Classroom-style instruction (8 or more students at one time)
- Other supplementary activities outside the classroom
- Other _____

B26. How does your center assess student progress on math and reading remediation? *Select all that apply.*

- Standardized math and/or reading tests (e.g., TABE)
- Instructor-developed tests
- Informal instructor feedback
- Student's self-assessment of their progress
- Other _____

SECTION XX: OPEN-ENDED QUESTIONS

B27. Reflecting on your experiences, what are the key factors to consider *when adopting and implementing TBL* for students in need of math and reading remediation – or for all students?

B28. In your opinion, what are the most critical factors *related to the effectiveness of TBL* for students in need of math and reading remediation – or for all students?

Thank you for your participation.

[END OF SURVEY - Version B]

VERSION C

[For respondent answering “No” to Question B4 (i.e., Center has never used TBL for students who require math and reading remediation).]

C5. Does your Job Corps center use TBL for the following areas? *Select all that apply.*

- High school level academics/GED, HS diploma, or equivalent
- Services to students with IEPs
- English as a Second Language (ESL)
- Employment readiness/workplace basics (Dress, communication, behaviors)
- Occupational exploration
- Job search/resume preparation
- Career and technical training
- Other _____

SECTION XX: DECISION MAKING ABOUT TBL

C6. Are there currently any plans at your Center to expand use of TBL hardware and software.

a) Generally? __Yes __ No

b) For math or reading remediation specifically?

- Yes
- No
- Don't know.

C7. Please indicate who are the primary decision-makers regarding the selection of TBL tools and strategies to support math and reading skill remediation at your center? *Select one.*

- Staff and Management within your Job Corps Center
- Job Corps National Office
- Corporate office staff (contractor)
- Other _____

SECTION XXX: SATISFACTION AND PERCEIVED EFFECTIVENESS

C8. Thinking about your general use of technology-based learning resources, do you think it is more effective, less effective or as effective as other learning methods currently being used?

- More effective
- Less effective
- The same
- Don't know/not sure.

C9. What sources of information do you use to determine the effectiveness of technology-based learning resources? Select all that apply.

- Formal assessments and testing
- Instructor feedback
- Student feedback
- Other _____

C10. Regarding your general use of technology-based learning resources, please indicate how satisfied you were with each of the following:

	Unsatisfied 1	Somewhat unsatisfied 2	Satisfied 3	Somewhat satisfied 4	Highly satisfied 5
Student progress/learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ease of use by students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ease of use by instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integration with other aspects of Job Corps program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tech support from hardware and software providers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION XX: IMPLEMENTATION BARRIERS

C11. To what extent do the following student readiness factors pose barriers to the use of technology for remediation?

	No barrier 1	Minimal barrier 2	Significant barrier 3	Don't know
Technological literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to needed hardware	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to needed software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of training to use the TBL tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of continuous supports needed to use the TBL tool (e.g. IT staff to troubleshoot)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interest in using the TBL tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C12. To what extent do the following instructor/staff readiness factors create barriers to the use of technology for remediation?

	No barrier 1	Minimal barrier 2	Significant barrier 3	Don't know
Instructor's technological literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to needed hardware	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to needed software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of training to use the TBL tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of continuous supports needed to use the TBL tool (e.g. IT staff to troubleshoot)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor's interest in using the TBL tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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VERSION C: Centers that have never used TBL for remediation

C13. To what extent do the following technological factors pose barriers to the use of technology for remediation?

	No barrier 1	Minimal barrier 2	Significant barrier 3	Don't know
Software or system requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to equipment/ hardware	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hardware/ software compatibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Licensing requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Security requirements (e.g., unable to disable firewalls or pop-up blockers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reliability of connectivity/ bandwidth within the Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsiveness or capacity of the Job Corps IT Department or Help Desk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsiveness or capacity of the Job Corps Regional and/or National Office to provide support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Not for Distribution.

VERSION C: Centers that have never used TBL for remediation

C14. To what extent do the following cost factors pose barriers to the use of technology for remediation?

	No barrier 1	Minimal barrier 2	Significant barrier 3	Don't know
Costs of licensing/ subscription for program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost for hardware purchase and/or maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Operating costs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Costs related to staff members devoted to TBL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Costs for staff development/ training for TBL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program development/ integration of TBL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C15. To what extent do the following curriculum factors pose barriers to the use of technology for remediation?

	No barrier 1	Minimal barrier 2	Significant barrier 3	Don't know
Compatibility with TABE requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alignment with existing curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alignment with existing schedule/ student time for TABE prep	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compatibility with TABE prep and existing career education curriculum (scheduling, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alignment with student learning goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alignment with student capacity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriate for student skills and characteristics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

VERSION C: Centers that have never used TBL for remediation

C16. What supports would be most useful for future implementation of TBL to support students' development of reading and/or math skills among students who require remediation? Choose three.

- Financial resources
- Guidance on which curricula to use
- Increased training for technological capacity among staff
- Increased training for technological capacity among students
- Sharing best practices with other JC centers
- Additional support staff members/time (e.g., IT staff)
- Improved internet connectivity
- Increased access to hardware or software
- Improved feedback/monitoring systems for TBL tools
- Other
- None (no interest in TBL)

SECTION XX: CURRENT APPROACH TO MATH AND READING REMEDIATION

The next questions ask about your current approach to providing remedial math and reading without the use of technology.

C17. In what setting and with which methods does your center teach remedial math and reading without the use of technology? Select all that apply.

- Individualized instruction provided by a tutor or teacher
- Individualized, self-guided instruction
- Small group instruction (less than 8 students at one time)
- Classroom-style instruction (8 or more students at one time)
- Other supplementary activities outside the classroom
- Other _____

C18. How does your center assess student progress on math and reading remediation? Select all that apply.

- Standardized math and/or reading tests (e.g., TABE)
- Instructor-developed tests
- Informal instructor feedback
- Student's self-assessment of their progress
- Other _____

Thank you for your participation.

[END OF SURVEY - Version C]