

# Job Corps Evidence Building Portfolio Project

## Demonstration Pilot Survey

The project will field a survey to all of the demonstration pilot grantees to gather information about program implementation, service offerings, and staffing. The survey will be targeted at program directors. The survey will be fielded to all 30 pilot demonstration sites in winter 2021/2022.

Please note the following as you review:

- This survey was pretested with three sites.
- Brackets [] are used to indicate where pilot-specific language will be populated during survey admission.
- There are a limited number of skips in the survey. Some questions are populated from information provided in prior questions. Where indicated, only a subset of pilots will be asked certain questions.
- The survey will be fielded online via Qualtrics. Comprehensive programming language will be added prior to pretesting.

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## Welcome and Introductions

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### **JOB CORPS EVIDENCE BUILDING PORTFOLIO (JCEB) PROJECT PROGRAM SURVEY**

#### **INTRODUCTION**

Job Corps Evidence Building Portfolio (JCEB) Project, funded by the U.S. Department of Labor (DOL), is examining the effectiveness of programs that deliver career and technical training through partnerships with local colleges and universities. The purpose of this evaluation is to support Job Corps' long-term continuous improvement process by examining alternative models to traditional Job Corps for providing education and training to the Job Corps-eligible population. MDRC, in partnership with Abt Associates, is conducting the evaluation on behalf of DOL.

You are being asked to complete this survey because you work at one of the pilot programs identified by DOL. Your participation in this survey is important. This survey will ask you to provide information about your program's organization characteristics, staffing, funding and budget; the impact of COVID-19; recruitment, intake, and admissions; education services and academics supports; career and technical training practices; personal and career counseling services; employment counseling services; support services; post-separation services; student life, and any technical support from DOL your program receives. The survey should take up to 2 hours to complete.

Your responses will only be used for research purposes; this is not an audit or compliance review. There is a small risk that your information would be lost or misused, even though we take great care to protect it. Our study team is trained to follow strict rules to protect your privacy. There are no direct benefits to you or your program for completing this survey. The information learned from this survey will be used to help improve programs for Job Corps eligible youth. There are no known risks of participating in this survey, except that you may feel uncomfortable answering some questions in the survey. You can skip any questions you do not want to answer.

If you have any questions about the survey, please do not hesitate to contact MDRC. You can reach MDRC by emailing [JobCorpsStudy@mdrc.org](mailto:JobCorpsStudy@mdrc.org) or calling (855) 907-6701.

THE PAPERWORK REDUCTION ACT OF 1995 (Pub. L. 104-13)

Public reporting burden for this collection of information is estimated to average 90 minutes per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB control number for this collection is XXXXXXXX and it expires xx/xx/xxxx.

I have read the introduction and understand that the information I provide will be kept private to the extent permitted by law and used only for research purposes. My responses will be combined with the responses of other staff and no individual names will be reported.

- I agree with the above statement and will complete the survey
- I do not agree with the above statement and will not complete the survey [End survey]

**Programming Notes:**

- Add chapters on the side of the page for easier navigation between sections.

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This survey has 13 sections:

1. Operating Organization Characteristics
2. Staffing
3. Funding and Budget
4. The Impact of COVID-19
5. Recruitment, Intake and Admissions
6. Education Services and Academic Supports
7. Career and Technical Training Practices
8. Personal and Career Counseling Services
9. Employment Counseling Services
10. Support Services
11. Post-separation Services
12. Student Life
13. Technical support from DOL

You may only submit one survey for your program. You may exit the survey and complete it at a later date. **We expect that completing this survey may require input from several staff on your team. Each staff that contributes will use the same link.**

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## Module A: Operating Organization Characteristics

1. [Job Scholars/ Idaho Job Corps satellites only] What department at [college name] is your program housed in?
  - a. //OPEN ENDED 500 CHARACTERS//

2. [Job Scholars only] Does your Job Scholars program operate in more than one location (such as satellite campuses)?
  - a. Yes
  - b. No
  
3. If Yes, how many locations?
  - a. //ENTER NUMBER-MUST BE GREATER THAN 2//
  
4. What type of academic schedule does your program operate on?
  - a. Semester
  - b. Quarter
  
5. [Job Scholars/ Idaho Job Corps satellites only] Has your college participated in any of these initiatives? (Select all that apply)
  - a. Trade Adjustment Assistance Community College and Career Training (TAACCCT)
  - b. TechHire Partnership Grant
  - c. Strengthening Working Families Initiative
  - d. Health Profession Opportunity Grants (HPOG)
  - e. Community Based Job Training Grants
  - f. Workforce Innovation in Regional Economic Development (WIRED)
  - g. High-Growth Job Training Initiative
  - h. Strengthening Community Colleges Training Grants
  - i. Young Adult Reentry Partnership
  - j. Other (please specify) // OPEN ENDED //
  
6. [Job Scholars/ Idaho Job Corps satellites only] Prior to [grant date], what types of experience did [college name] have with Job Corps? (Select all that apply) //CANNOT SELECT "A" IF ANY OTHER CHOICE SELECTED//
  - a. No prior relationship with Job Corps.
  - b. Job Corps referred students to [college name]
  - c. [College name] referred students to Job Corps
  - d. [College name] provided instructors to Job Corps
  - e. Job Corps students attended classes at [college name] while enrolled in Job Corps
  - f. Job Corps and [college name] were both partners of local efforts (e.g., local American Job Center, local employer and industry partnerships)
  - g. Other //OPEN ENDED 500 CHARACTERS//
  
7. [Job Scholars/ Idaho Job Corps satellites only] We want to learn more about your experience working with students similar those who are eligible for Job Corps prior to [grant date]. Job Corps eligible students are young people ages 16-24, who meet low-income criteria, and have

barriers to completing their education and job training, such as not having a high school credential, having current or prior foster care involvement, or experiencing homelessness.

Prior to [grant date], what types of experience did [college name] have working with youth similar to those eligible for Job Corps?

- a. College operated specific programs for the Job Corps-eligible population.
  - i. Program name //OPEN ENDED 500 CHARACTERS//
- b. College partnered with other programs in the community serving the population, such as partnering to connect students with support services or college navigation supports.
  - i. Program name //OPEN ENDED 500 CHARACTERS//
- c. College did not provide any programs specifically for the Job Corps-eligible population.

8. [Job Scholars/ Idaho Job Corps satellites only] Does your college have any of the following programs? For these programs, we would like to know if the program has operated in the past 5 years and if it is currently operating. [Select all that apply]

	Select if you offered the program in the past 5 years	Select if the program is currently offered
TRiO Student Support Services		
Services for students with disabilities		
Programs that promote enrollment and success of historically underserved groups		
Dual enrollment programs with K12 schools		
Promise Programs (placed-based scholarship programs)		
Cohort/first-year programs for new students		
First-generation student services, special events, or clubs		
Bridge programs for new students		

9. [Job Scholars only] Does your Job Scholars program coordinate with Job Corps centers? (Select all that apply) //CANNOT SELECT "A" IF ANOTHER CHOICE IS SELECTED//

- a. We do not partner with Job Corps
- b. Partner on recruitment (e.g., Job Corps refers to Job Scholars, Job Scholars refers to Job Corps, partner on recruitment efforts/events)
- c. Job Scholars and Job Corps share staff, faculty
- d. Job Scholars and Job Corps meet to share information about services and practices

- e. Job Scholars and Job Corps host joint activities/events for students
- f. Other coordination with Job Corps centers //OPEN ENDED 500 CHARACTERS//

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## Module B: Staffing

10. Please provide your best estimates of the following as of today.

- Column A: Indicate the number of FTE's supporting pilot implementation in each of the following key positions. **If you do not have staff for the role, either because of a current vacancy or you do not have a dedicated staff person for the role, enter 0. If you have additional key program roles not listed below, add them in the blank rows.**
- Column B: Indicate the number of unique staff members (full-time and part-time) [Note for Centennial - only complete for Centennial location]

Staff Position	Column A	Column B
	# of FTEs	# unique staff members
Project Director		
Project Manager		
Administrative/Grants management position		
Personal and career counselors		
Employment counselors		
Recruitment and Outreach		
Life skills instructor		
Other (please specify)		
Other (please specify)		
Other (please specify)		

11. Over the last year, how many of these positions were vacant for any period of time)?

- a. //Enter number//

12. How many of these positions are vacant currently?

- a. //Enter number//

13. For each staff member, please provide their caseload size. [[Use # of unique staff members for Personal and Career Counselors and Employment Counselor positions (Q10) to populate the table below]

Staff member	Number of students on caseload
Populate from Q10	

14. Are [Job Corps-specific/Job Scholars-specific] staff required to complete any of these trainings (either for the college or specific to the pilot)? //CANNOT SELECT "G" IF OTHER CHOICES ARE SELECTED//

- a. Case management
- b. Diversity, equity, inclusion or anti-bias
- c. Trauma-informed care
- d. Motivational interviewing
- e. Working with youth
- f. Other //OPEN ENDED 500 CHARACTERS//
- g. No trainings are required

15. Approximately how frequently do [Job Scholars/Job Corps] staff participate in the following meetings [CHECK ONE BOX PER ROW]

Meetings	Weekly	Monthly	At least once per semester/ quarter	No set schedule	We do not have this type of meeting
[Job Scholars/Job Corps]Program Staff Meeting					
Meetings of [Job Scholars/Job Corps] staff to discuss student progress					
Internal department staff meetings					
Inter-departmental meetings					

16. What skills or knowledge have you found have been particularly useful for your staff to have? //OPEN ENDED TEXT FIELD 2000 characters//

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## Module C. Funding and Budget

17. Are your [Job Scholars/Job Corps] students co-enrolled in any other support program at your college?

- a. Yes
  - i. //Text field to enter name//
- b. No

18. Other than your Job Corps Grant, what funding sources support your [Job Scholars/Job Corps] program, if any (mark all that apply)?

- a. Other DOL grant
- b. Other college contribution
- c. Federal programs outside DOL
- d. State contribution
- e. Local contribution
- f. Other grants //Text//

19. What other funding do students access to support their tuition and expenses while your program?

- a. Pell grants
- b. Other //Text//

20. What do you use your Job Corps grant sources to support? (Select all that apply)

- a. Staffing
- b. Tuition
- c. Meals
- d. Student housing
- e. Books and supplies for students
- f. Transportation assistance
- g. Technology (computers, Wi-Fi)
- h. Payment of fees related to High School Equivalency exams
- i. Payment of fees related to certifications and credentials
- j. Incentives to participants
- k. Other (please specify)



21. How many [Job Scholars/Job Corps] students do you currently expect to enroll during your grant period?
- //Enter number//
22. Is funding sufficient to meet participant needs?
- Yes
  - No
23. If 22= no. What need of participants are you not able to meet?
- //OPEN ENDED TEXT FIELD 2000 characters//

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## Module D: Impact of COVID-19

We would like to know how COVID-19 affected your Job Scholars site's operations between March 2020 and July 2021.

24. Did your Job Scholars site suspend in-person operations due to COVID-19?
- Yes
  - No
25. [Q24= yes] How many months did your Job Scholars site suspend in-person operations?
- //ENTER NUMBER//
26. To what extent did your program have challenges hiring staff during the first year of your grant?
- To a great extent
  - Somewhat
  - Very little
  - Not at all
27. Did you experience any of the following from eligible students who applied to your program during the first year? [Check all that apply]
- Eligible applicants decided to enter the workforce instead
  - Eligible applicants were not interested in remote learning
  - Eligible applicants' desired programs were not available or nonoperational
  - Fewer referrals (e.g., workforce partners, community organizations, high schools)
  - Other //TEXT//
28. To what extent did your program loosen eligibility requirements during the first year?
- To a great extent
  - Somewhat
  - Very little

- d. Not at all
- e. Other: //OPEN ENDED 500 CHARACTERS//

29. To what extent did COVID-19 affect your ability to meet your enrollment goals during the first year?

- a. To a great extent
- b. Somewhat
- c. Very little
- d. Not at all

30. How did COVID-19 affect training tracks during the first year? [CHECK ALL THAT APPLY]

- a. Some training track(s) was/were unavailable for some or all of this period
- b. Training track(s) accepted a more limited number of students
- c. Length of training track(s) was shortened
- d. Length of training track(s) was lengthened
- e. Training track(s) offered remote instruction only
- f. Training track(s) offered hybrid instruction
- g. Other: //OPEN ENDED 500 CHARACTERS//
- h. COVID-19 had no effect on training in the first year.

31. How did COVID-19 affect any support services (e.g., transportation assistance, housing assistance) recipients receive during the first year? [CHECK ALL THAT APPLY]

- a. No support services offered for some or all of this period
- b. Support services only offered remotely during this period
- c. Support services only offered to a limited number of students
- d. No effect
- e. Other: //OPEN ENDED 500 CHARACTERS//

32. How did COVID-19 affect how students connected with their personal and career counselors during the first year?

- a. Only virtual meetings offered.
- b. Virtual and in-person meetings offered.
- c. Only in-person meetings offered
- d. No meetings offered
- e. No effect

33. During the first year, were any peer supports (e.g., peer mentorship, peer tutoring, peer support groups) offered?

- a. Yes, in person
- b. Yes, remotely
- c. Not offered

34. How did COVID- 19 affect how students connected with their employment counselors during the first year?
- a. Yes, only virtual meetings offered.
  - b. Yes, virtual and in-person meetings offered.
  - c. Only on-person meetings offered
  - d. No meetings offered
  - e. No effect

35. Were any of these other services not offered or suspended during the first year? (Check all that apply)
- a. Enrollment services
  - b. In-person secondary education classes
  - c. Residential services
  - d. On-the-job training
  - e. Apprenticeships
  - f. Placement services
  - g. Other: //OPEN ENDED 500 CHARACTERS//

36. During the first year, how were students integrated into campus student life?

	Available in-person	Available virtually	Not offered
Participation in student clubs			
Participation in campus athletics			
Access to campus fitness facilities			
Job Scholars-only social opportunities			
Designated lounge/gathering place for Job Scholars students on campus			

37. During this period, did your program or college receive any COVID-19 specific funding?

- a. Yes
- b. No

38. [If Q37= yes] From what funding sources did you receive COVID-19 specific funding?

- a. College contribution
- b. Federal programs outside DOL
- c. State contribution
- d. Local contribution
- e. Other grants //Text//

Now for the remainder of the survey, please describe the Job Scholars program that is in place now.

## Module E. Recruitment, Intake and Admissions

39. We'd like to understand how many students you have served in the [Job Scholars/Job Corps] program. Please enter numbers for the following://MUST BE GREATER THAN 0/

	Number
Students enrolled to date since grant inception	
Students currently enrolled in training	
Students who left program without completing training.	
Students currently in their follow up period	

40. Please indicate to what extent your [Job Scholars/Job Corps] program now incorporates the following recruitment practices: //ONE BOX PER ROW//

Recruitment Strategy	To a Great Extent	Somewhat	Very Little	Not at all
Referral partnerships with the workforce system				
Media outreach campaign (radio, print, TV ads)				
Referrals from community or faith-based organizations				
Referrals from high schools / school districts				
Distribution of fliers, posters				
Social media outreach				

Word of mouth/ referrals from current/former participants				
Tabling at community events, career fairs				
Other (please specify): //Text//				

41. What are currently your top 3 referral or recruitment sources for eligible applicants? //Text//

42. To what extent does your program face the following challenges related to recruitment?

[CHECK ALL THAT APPLY] //ONE BOX PER ROW//

	To a great extent	Somewhat	Very little	Not at all
Interested applicants are not eligible				
Applicants start but do not complete application process				
Insufficient resources to devote to outreach and recruitment				
Applicants not able to participate due to conflict between work and school hours				
Negative perceptions of or lack of interest in occupations by potential participants				
Limited referrals from workforce partners				
Limited referrals from community organizations				
Limited referrals from high schools				
Other (please specify)				

43. What are common reasons why applicants are deemed ineligible?

- a. Already enrolled in college

- b. Does not meet Job Corps eligibility requirements.
- c. Does not meet your [Job Scholars/ Job Corps] program's eligibility criteria (e.g., no HSD or GED)
- d. Other [text field]

44. To what extent is it currently a challenge to meet your enrollment goals?

- a. To a great extent
- b. Somewhat
- c. Very little
- d. Not at all

45. Do you currently require applicants to complete any of the following? [CHECK ALL THAT APPLY] //ONE BOX PER ROW//

Screening Tool	Used for all Students	Case by case basis	Never Used
Career interest survey			
Basic skills test (TABE, CASAS)			
Interview			
Personal statement			
FAFSA			
Drug testing			
Trial period			
Other (specify)			

46. Do you have any of the following eligibility requirements?

- a. Must have high school diploma or equivalent
  - i. YES/NO
- b. Minimum score on basic skills test
  - i. YES/NO
  - ii. Math Test name and minimum score //TEXT//
  - iii. Reading test name and minimum score //TEXT//
- c. Other eligibility requirements [text]

47. Do enrollees in your program currently participate in any activities within cohorts, meaning that a group of students start the activity as a group? [CHECK ALL THAT APPLY] //ONE BOX PER ROW//

Cohorts	Used for all enrollees	Used for some enrollees	Never Used
Orientation sessions			
First Year Experience Class			
Study skills class			
HSD or GED classes			
Career readiness class			
Life Skills Training			
Other [text field]			

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## Module F. Education Services and Academic Supports

48. What types of supports do you currently provide to students enrolled in [Job Scholars/Job Corps] to help students who do not have a high school credential? (Select all that apply)
- a. Classes towards a high school diploma or equivalent (GED/HiSET/TASC) offered through [grantee]
    - i. YES/NO High school diploma
    - ii. YES/NO Equivalency
  - b. If yes, what format are these classes?
    - i. Scheduled group classes
    - ii. Drop-in classes or study halls
    - iii. Self-paced online classes
    - iv. Other [text]
  - c. One-on-one tutoring support for independent study towards high school equivalency exams
  - d. Referral to online resources to prepare for or obtain high school credential
  - e. Referrals to programs outside [grantee] to work towards high school credential
  - f. Partnerships with local school districts/schools to provide classes / credentials
  - g. Students are not eligible for our program if they do not have a high school credential
49. Please select what types of academic supports you offer [Job Scholars/Job Corps] students and how you provide that support now. [select all that apply]

	Offered as referral to community partner	Offered in person on-campus	Offered online	Not Offered
One-on-one tutoring				
Short-term math or English booster courses for students needing more academic preparation				
Developmental education courses				
Study skills classes/training				
Study hall				
Supports for English Language Learners				
Preparation for standardized achievement tests				
Academic improvement plan				
Other [specify: text]				

50. For the supports offered above, select if participation is mandatory or voluntary (populated with options selected in Q49)

	Voluntary	Mandatory for all students	Mandatory for some students
<i>Populated from items selected in Q49</i>			

51. For the supports offered, select if the support is for [Job Scholars/Job Corps] or broader college population

	Available only to [Job Scholars/Job Corps]	Available to students not in [Job Scholars/Job Corps]
<i>Populated from items selected in Q49</i>		



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## Module G. Career and Technical Training Practices

52. How many training tracks do you now offer to [Job Scholars/Job Corps] students?
- Number of credit-bearing training tracks:
  - Number of non-credit bearing training tracks:
53. In which industries do you offer training tracks to [Job Scholars/Job Corps] students? [CHECK ALL THAT APPLY]
- Manufacturing
  - Automotive and Machine Repair
  - Construction
  - Homeland Security
  - Hospitality
  - Finance and Business
  - Transportation
  - Renewable Resources and Energy
  - Healthcare and social assistance
  - Information technology
  - Professional, scientific and technical services
  - Other //Text//
54. What is the shortest training track you offer?
- Populate with answers from Q53
55. How many weeks is the [INSERT NAME] track?
- Number of weeks // NUMBERS 1-52//
56. What is the longest training track you offer?
- Populate with answers from Q53
57. How many weeks is [INSERT NAME] track?
- Number of weeks //NUMBERS 1-52//
58. How did you identify training tracks to include in [Job Scholars/Job Corps]? Select all that apply.
- During our planning period, selected all qualified tracks (those that can be completed in 12 months) from existing courses at college.
  - During our planning period, selected some qualified tracks (those that can be completed in 12 months) from existing courses at college.
    - If selected, text box to input how courses were selected

- c. Developed new training tracks for [Job Corps/ Job Scholars] students after the start of the program
  - a. If c selected, text box: Please provide a brief explanation of new training track and why they were developed.
- d. Other [text box]

59. This question asks about the classes [Job Scholars/Job Corps] students take. Pick the answer that best fits each statement at your college now. //ONE BOX PER ROW//

	All training tracks	Some training tracks	Does not apply to any training tracks	Don't know
Participants can take classes for their training that are only for [Job Scholars/Job Corps]				
[Job Scholars/Job Corps] students have priority registration for classes				
[Job Scholars/Job Corps] students take classes with non-[Job Scholars/Job Corps] students				
[Job Scholars/Job Corps] students can switch training tracks after they have started				
Training tracks are Pell-eligible				

60. The mode you offer training may have changed due to the COVID-19 pandemic. We'd like to learn the extent to which students are attending training classes in-person only, on-line, or hybrid. For each semester/quarter, select the box that best applies to your college.

(populate by type of schedule selected in Q4)

Semester scale	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	
Quarter scale	Fall 2020	Winter 2021	Spring 2021	Summer 2021	Fall 2021	Winter 2022
College offered online classes only						
College offered in-person classes only						
College offered mix of on-line only classes and						

in-person only classes						
College offered classes that met on-line for some sessions or students or in-person for some sessions or students (hybrid)						

61. Do any of these strategies apply to training tracks in your program? //ONE BOX PER ROW//

Practice	Not offered	Offered in some training tracks	Offered in all training tracks	Don't know
Stackable or latticed credentials (short-term certificates or credentials within longer-term pathways)				
Credit for prior work experience				
Industry-recognized credentials (credentials developed, offered or endorsed by industry groups)				
Self-paced or asynchronous learning				
Contextualized learning (instruction that embeds traditional academic content into technical classes)				
Competency-based (students advance based on demonstrating knowledge of skills)				
Pre-apprenticeships				
Block scheduling (classes are offered back-to-back at predictable meeting times.)				
Cohort approaches (a group of students start a training program together and take the same classes)				
Transfer and articulation agreements – students can receive credit for technical training coursework when transferring to another institution or to an academic degree program.				

62. We would like to learn more about how your college and [Job Scholars/Job Corps] program coordinate with local employers or industry associations and/or aims to be responsive to local employer demand. Select the box that best applies.

	Applies to [Job	Applies to college
--	-----------------	--------------------

	Scholars/Job Corps]	
Local demand occupation list used to develop programs		
Employers/industry participate in advisory/steering committee		
Partnerships with unions to provide instructors, support for curriculum or placement opportunities		
Partnerships with employers to provide internships/work-based learning/job shadowing/apprenticeship opportunities to students		
Commitments from local employers to hire program graduates		
Employers/industry provide input on curriculum development		
Retired or current employees from industry or employers provide instruction at college		
Employers provide use of facilities/equipment		
Solicit feedback from employers on extent program is meeting labor needs		
Solicit feedback from Workforce Investment Boards		
Solicit feedback from American Job Centers		
Other (Specify: text)		

63. Please describe up to three challenges you face in providing training opportunities to participants. //TEXT BOX UP TO 1000 CHARACTERS////NEW SCREEN//

## Module H: Personal and Career Counseling Services

64. How does your program use assessments to assist in service planning? [CHECK ALL THAT APPLY]

- a. Measure career aptitude and interest
- b. Assist in choosing a training program
- c. Identify barriers or social-emotional needs
- d. Identify academic support needs
- e. We do not use any assessments
- f. Other [text box]

65. For each type of personal/career counseling support available in your program, please indicate how often students are required to receive the service.

Service Type	Once	Weekly	Monthly	Every Semester	As needed	Not required	Not available
Strengths and barriers assessments							
Creation of individual development plans / personalized intervention strategies							
Reviewing academic progress and/or grades							
Coordinating delivery of support services to students							
Career Counseling/Advising on training program selection							

66. How often do students connect with their personal / career counselor?

Service Type	Weekly	Bi-weekly	Monthly	Once per semester	As needed /Ad hoc	Do not use this type of

				/quarter		contact
Scheduled in person one-on-one meetings						
Scheduled virtual or online one-on-one meetings						
Scheduled in person group meetings						
Scheduled virtual or online group meetings						
Text messages						
Emails						
Social media						
Other (describe)						

67. Does your program include any kind of peer supports now? [CHECK ALL THAT APPLY] //CANNOT SELECT "G" IF ANOTHER CHOICE IS SELECTED//

- a. Peer mentors
- b. Peer tutoring
- c. Peer mediation
- d. Peer support groups
- e. Student participation in orientation/onboarding for newer students
- f. Other support (please specify) //OPEN ENDED 500 CHARACTERS//
- g. No peer supports

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## Module I. Employment Counseling Services

68. We would like to learn more about the employment counseling services your college and [Job Scholars/Job Corps] program provide to students now. For each service listed below, please select who the primary provider is.

	Provided by [Job Scholars/Job Corps] Staff	Provided by other college staff	Provided by community partner	Not available
Support preparing and updating resumes				
Interview skills training/ mock interview practice				
Support writing cover letters				
Job search assistance				
Preparation for succeeding during first weeks on a job				
Assistance with assembling documents needed to obtain employment (e.g., experience writing cover letter, outdated resume, interpersonal skills)				
Assistance with developing a strategy to secure resources for placement (e.g., housing, transportation to work, funding for education)				

69. What method(s) do you use to help program participants find jobs? [CHECK ALL THAT APPLY]

- a. Relationships with community employment assistance (e.g., American Job Centers)
- b. Bridging work-based learning activities to full-time employment
- c. Relying on instructors to connect students to job opportunities
- d. Working with [college name] career services center
- e. Visiting different employers to gauge student "fit"
- f. Other //TEXT//

70. When do participants *first* begin to receive career readiness services?

- a. Upon Enrollment
- b. Upon starting training program
- c. Last semester/ last quarter of training program

d. After finishing training program

71. How often do students connect with their employment counselor?

Service Type	Weekly	Bi-weekly Monthly	Monthl y	Once per semester/ quarter	As needed/ Ad hoc	Do not use this type of contact
Scheduled in person one-on-one meetings						
Scheduled one-on-one virtual or online meetings						
Scheduled in person group meetings						
Scheduled virtual or online group meetings						
Text messages						
Emails						
Social media						
Other (describe)						

72. We'd like to learn about how counselors coordinate work with students within your programs.

Select the answer that best applies to your program

- a. Personal and Career Counselors meet routinely with Employment Counselors to discuss student progress and needed supports.
- b. Personal and Career Counselors meet as needed with Employment Counselors to discuss student progress and needed supports.
- c. Personal and Career Counselors and Employment Counselors do not coordinate their work with students.
- d. Other //TEXT//

73. Describe the top three challenges students face in obtaining and retaining jobs or educational or training placements after completing your program. //TEXT 1000 CHARACTERS//



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## Module J. Support Services

74. [Job Scholars/Idaho Job Corps satellite] Does your program now provide any support services to participants pre-separation?

Support Services	Offered on-site through college	Offered on-site through partner	Offered as referral off-site	Not offered
Mental health counseling				
Substance use disorder treatment and prevention				
Health supports (e.g., reproductive health education, primary care, dental care)				
Pregnancy and parenting supports (e.g., prenatal care supports, parenting education, nutritional counseling/benefits)				
Child care (e.g., day care referrals/supports, on-site day care)				
Housing assistance (assistance finding off-campus housing, connection to outside supports for securing/paying for housing)				
Transportation assistance (e.g., bus tickets, gas cards)				
Assistance with books, supplies, fees				
Legal services				
Food assistance				
Emergency financial assistance				

75. Of the services you offer either directly or through referral, select the top 3 services that are most utilized by students? [Select 3 from populated list from 74]

76. Please list up to three services that participants need that you have difficulty providing, either because the service is not available or participants are not able to utilize the service. //TEXT BOX UP TO 1000 CHARACTERS//

77. [Job Scholars only] Does your program provide on-campus housing Job Corps students?

- a. Yes, for all students
- b. Yes, for some students (Please describe eligibility) [text box]
- c. No (skip next question)

78. [If Q77 = a or b] How is housing paid for? (check all that apply)

- a. Covered by Job Scholars grant
- b. Covered by Pell Grant
- c. Covered by some other funding source [text box]
- d. Paid for by students

79. We would like to learn more about the life skills (soft skills, social development, and healthy and independent living) training your program offers. Does your program provide any life skills training students?

- a. Yes
- b. No

80. [If Q79=yes] What content does your program cover in these trainings? (Select all that apply)

- a. Workplace relationships and ethics
- b. Financial literacy
- c. Study Skills
- d. Communication Skills
- e. Multicultural Awareness
- f. Technology literacy
- g. Health and well-being
- h. Other

81. If yes, describe how your program provides this training (select all that apply)

	Offered	Participation is mandatory
Life skills classes on a set schedule		
One on one supports for life		

skills through meetings with staff		
Ad hoc life skills classes or workshops		

82. [If life skills classes or workshops are selected] What is the frequency?

Service Type	Weekly	Bi-weekly Monthly	Monthly	Once per semester /quarter	Some other schedule
Life skills classes					
Workshops					

83. Please indicate the kinds of technological supports your program provides to Job Corps students at no cost to them. //ONE BOX PER ROW//

	All students	Some Students	No students
Personal Laptops			
Wi-Fi Hotspots			
Other			
Other			

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## Module K. Post-separation Services

84. What services are available to students after they complete their training track? (select all that apply)

- a. Job Placement
- b. Apprenticeship placement
- c. Assistance with enrollment in postsecondary education
- d. Supports to maintain employment (counseling to navigate barriers to persisting in jobs, coaching on resolving workplace challenges)
- e. Referrals to support services (housing, transportation, childcare, counseling etc.)
- f. Supports for completing credentials / licensing
- g. Personal counseling
- h. Career advancement counseling
- i. Academic advising
- j. Alumni network
- k. Other //TEXT//

85. Are there eligibility requirements for receiving post-separation services?

- a. YES //TEXT to describe
- b. NO

86. What are the most common reasons why students leave the program before completing?

//TEXT 2000 CHARACTERS//

87. Does your program actively follow up with all students who leave the program without completing to try to get them to return?

- a. Yes
  - b. No
  - c. Case by case basis
    - a. If selected - Describe how you determine who to follow up with. //TEXT BOX //
- Other /TEXT//

88. What are the top 3 most common reasons participants leave the program without completing their training? //TEXT 500 CHARACTERS//

89. What methods does your program use to keep in touch with students who complete your program?

	Often	Sometimes	Rarely	Never
Phone calls				
Emails				
Text messages				

Social media				
Events for alumni				
Home/work/community visits				
Office hours				
Scheduled in person meetings				
Other				

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## Module L. Student Life

90. Does your program currently use any of the following strategies to promote attendance and persistence? Select all that apply //ONE BOX PER ROW//

	For all students	For some students	Not offered
Financial incentives for milestone completion			
Non-financial incentives for milestone completion (party, gifts)			
Leadership roles (peer mentors, class activity leader, program support)			
Attendance monitoring			
Family/parental engagement			
Meetings among staff to strategize how to address reasons for lack of engagement			
Meetings between staff and students to strategize how to address reasons for lack of engagement			

91. Do [Job Scholars/Job Corps] students have access to any of the following on your campus?  
//ONE BOX PER ROW//

	Available	Not offered
Participate in student clubs		
Participate in campus athletics		
Access to campus fitness facilities		
[Job Scholars/Job Corps]-only social opportunities		
Designated lounge/gathering place for [Job Scholars/Job Corps] on campus		

92. Does your program have a disciplinary policy separate from the college's disciplinary policy?

- a. YES
- b. NO

93. [Q92= No] Does your program follow the college's disciplinary policy?

- a. Yes
- b. No

94. [If Q92=Yes] How does your program's disciplinary policy differ from the college's disciplinary policy?

- a. //TEXT//
95. Have disciplinary issues with [Job Scholars/Job Corps] students been a challenge for your program (Select the answer that best applies).
- Discipline issues come up monthly in our [Job Scholars/Job Corps] program.
  - Discipline issues come up every semester/quarter in our [Job Scholars/Job Corps] program.
  - There are rarely discipline issues in our [Job Scholars/Job Corps] program.
  - Discipline issues have not been a problem in our [Job Scholars/Job Corps] program.
96. In the past year, how many students have been subject to the following disciplinary actions
- Expelled from school
  - Expelled from a class or training program
  - Suspended from college or training program
  - Expelled from on-campus housing
  - Other disciplinary action /Text//

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## Module M. Technical support from DOL

97. What kind of technical support has your program received from DOL? (Select all that apply)  
//CANNOT SELECT "A" IF ANY OTHER CHOICE IS SELECTED//
- No supports received from DOL
  - Support meeting performance goals
  - Support related to budget or administrative issues
  - Support related to data and reporting
  - Support for implementation (e.g., recruiting, selecting training tracks)
  - Other /Text//

98. How helpful have you found the webinars provided by DOL? //ONE BOX PER ROW//

	Not at all helpful	Somewhat helpful	Very helpful	Did not attend
Grantee Orientation Webinar				
Background check webinar				
Effective recruitment and outreach strategies webinar				
Net. America's Healthcare and IT Apprenticeship Intermediary webinar				
Other webinar (add name)				

Thank you for your time and assistance. If you have any questions about the survey, please do not hesitate to contact MDRC. You can reach MDRC by emailing [JobCorpsStudy@mdrc.org](mailto:JobCorpsStudy@mdrc.org) or calling (855) 907-6701.

When you are ready to finalize your answers, **please click the right arrow below to submit this survey.**

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Thank you for your time.