



**Final Report**

***Technical  
Appendices***

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

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## Appendix A: Additional Exhibits

### A.1 Additional Exhibits for Chapter 3

This section provides detail for exhibits that appear in the text and additional exhibits to complement the information presented in chapter 3. For analyses that do not restrict the sample, the total number of respondents is 49: the number of SWA representatives that either partially or fully completed the state survey. For analyses that restrict attention to the 21 states that report institutional buy-in to TBL or to the 27 states that do not report institutional buy-in to TBL, the total number of respondents is 21 and 27, respectively.

**Exhibit A.3.1: Details for Exhibit 3.1: Priority for the use of TBL in the state workforce system**

Priority for the use of TBL	High priority (%) <sup>a</sup>	Medium priority (%) <sup>a</sup>	Low priority (%) <sup>a</sup>	Not a priority at all (%) <sup>a</sup>	Substantive Response (n) <sup>a</sup>	Unknown (n)	Incomplete Survey (n)	Total (n)
State responses	9	51	24	16	45	3	1	49

Notes: <sup>a</sup> The percent of states is calculated as a proportion of respondents who provided substantive responses  
Source: TBL state survey

**Exhibit A.3.2: Details for Exhibit 3.2: Reasons for states' priority level for TBL, if it was not a high priority**

Reasons for priority level	Other initiatives were higher priorities (%) <sup>a</sup>	TBL is already widely used with the SWIA (%) <sup>a</sup>	TBL is a local-level strategic issue (%) <sup>a</sup>	TBL is not appropriate for the SWIA (%) <sup>a</sup>	TBL was not discussed or considered (%) <sup>a</sup>	Other (%) <sup>a</sup>	Substantive Response (n) <sup>a</sup>	Unknown (n)	Logical skip: High Priority (n)	Logical skip: Priority Unknown (n)	Incomplete Survey (n)	Total (n)
State responses	38	20	38	3	18	10	40	1	4	3	1	49

Notes: Only states that responded that TBL is "Medium," "Low," or "Not a priority" were asked this question. Percentages do not sum to 100 since respondents could select more than one response.

<sup>a</sup> The percent of states is calculated as a proportion of respondents who provided substantive responses  
Source: TBL state survey

**Exhibit A.3.3: Details for Exhibit 3.3: States' institutional commitment to TBL**

	% of States <sup>a</sup>	Substantive Response (n) <sup>a</sup>			
		Unknown (n)	Incomplete Survey (n)	Total (n)	
<b>Institutional commitment to TBL</b>					
<b>States with institutional buy-in to TBL</b>					
States with policies, funding or legislation for TBL initiatives	44	48	N/A	1	<b>49</b>
<b>Types of institutional buy-in to TBL</b>					
Policies specific to TBL within the state workforce system	32	44	4	1	<b>49</b>
Funding for TBL workforce investment initiatives	19	47	1	1	<b>49</b>
Legislation specific to TBL within the state workforce system	2	47	1	1	<b>49</b>

Notes: Institutional buy-in to TBL represents a combination of states' responses regarding policies, funding, or legislation for TBL initiatives and thus respondents did not have the option of selecting "Unknown". States that responded "unknown" or "no" to having policies, funding and legislation for TBL initiatives were considered to not have institutional buy-in to TBL.

<sup>a</sup> The percent of states is calculated as a proportion of respondents who provided substantive responses

Source: TBL state survey

**Exhibit A.3.3a: Correlation between types of institutional commitments for TBL initiatives**

Types of institutional commitments	Funding for TBL initiatives Pearson coefficient (p-value)	Legislation specific to TBL Pearson coefficient (p-value)
Funding for TBL initiatives	---	0.43 (0.002)
Policies specific to TBL	0.49 (<0.001)	0.64 (<0.001)

Notes: n=48.

See Exhibit A.3.3 for additional detail.

Source: TBL state survey

**Exhibit A.3.4: Details for Exhibit 3.4: Direct Funding for TBL**

	% of States <sup>a</sup>	Substantive Response (n) <sup>a</sup>	Unknown (n)	Logical Skip: TBL Not Funded (n)	Logical Skip: Unknown funding (n)	Incomplete Survey (n)	Total (n)
<b>Direct funding for TBL</b>							
<b>Funding for TBL initiatives</b>							
State workforce agency funded TBL workforce initiatives	19	47	1	N/A	N/A	1	49
<b>Groups eligible to receive direct funding</b>							
Training service providers	57	7	2	38	1	1	49
Local workforce investment boards	43	7	2	38	1	1	49
Local American Jobs Centers	29	7	2	38	1	1	49
Businesses	29	7	2	38	1	1	49
AJC participants	29	7	2	38	1	1	49
<b>Source of direct funding</b>							
<b>Federal</b>							
Federal workforce funds (e.g., WIA or Wagner-Peyser funds)	71	7	2	38	1	1	49
Recovery Act (ARRA) funds, TAACCCT grant, Pathways out of Poverty grant, H-1B Technical Skills Training grant	33	6	3	38	1	1	49
Postsecondary education grants, loans, or scholarships	0	7	2	38	1	1	49
Other federal funds	29	7	2	38	1	1	49
<b>State</b>							
State tax deductions or credits	0	6	3	38	1	1	49
Other state funds	43	7	2	38	1	1	49
<b>Other funding sources</b>							
Grants from private organizations	17	6	3	38	1	1	49
Employer-sponsored funding (e.g., tuition reimbursement)	14	7	2	38	1	1	49
Loans from private lenders (e.g., banks)	0	5	4	38	1	1	49
Reduced tuition or fees	0	6	3	38	1	1	49
Other	40	5	4	38	1	1	49

Notes: <sup>a</sup> The percent of states is calculated as a proportion of respondents who provided substantive responses  
Source: TBL state survey



**Exhibit A.3.5: Details for Exhibit 3.5: SWA used or encouraged use of TBL**

SWA used or encouraged use of TBL	% of States <sup>a</sup>	Substantive Response (n) <sup>a</sup>	Unknown (n)	Incomplete Survey (n)	Total (n)
<b>All States</b>					
SWA used or encouraged use of TBL	73	45	3	1	<b>49</b>
<b>States reporting institutional buy-in</b>					
SWA used or encouraged use of TBL	80	20	1	0	<b>21</b>
<b>States not reporting institutional buy-in</b>					
SWA used or encouraged use of TBL	68	25	2	0	<b>27</b>

Notes: <sup>a</sup> The percent of states is calculated as a proportion of respondents who provided substantive responses  
 Source: TBL state survey

**Exhibit A.3.6: Details for Exhibit 3.6: SWAs' objectives advanced by use or encouraged use of TBL**

Statewide objectives for which the SWA used or encouraged use of TBL (if state used or encouraged use)	% of States <sup>a</sup>	Substantive Response (n) <sup>a</sup>	Unknown (n)	Logical Skip: TBL Not Used/Encouraged (n)	Logical Skip: Unknown if TBL Used/Encouraged (n)	Incomplete Survey (n)	Total (n)
<b>All States</b>							
Increasing the accessibility of WIA services for the eligible population (e.g., rural populations)	81	31	2	12	3	1	<b>49</b>
Increasing individual options and personal flexibility in accessing WIA services (e.g., employed workers seeking services after hours)	80	30	3	12	3	1	<b>49</b>
Improving cost efficiency in the WIA delivery system (e.g., limiting facilities costs)	79	29	4	12	3	1	<b>49</b>
Attracting priority target groups (e.g., younger populations, disabled populations)	70	30	3	12	3	1	<b>49</b>
Promoting greater coordination of services across agencies (e.g., cross-program sharing of development costs for online courses)	68	31	2	12	3	1	<b>49</b>

Statewide objectives for which the SWA used or encouraged use of TBL (if state used or encouraged use)	% of States <sup>a</sup>	Substantive Response (n) <sup>a</sup>	Unknown (n)	Logical Skip: TBL Not Used/Encouraged (n)	Logical Skip: Unknown if TBL Used/Encouraged (n)	Incomplete Survey (n)	Total (n)
<b>States reporting institutional buy-in</b>							
Increasing the accessibility of WIA services for the eligible population (e.g., rural populations)	93	15	1	4	1	0	21
Increasing individual options and personal flexibility in accessing WIA services (e.g., employed workers seeking services after hours)	87	15	1	4	1	0	21
Improving cost efficiency in the WIA delivery system (e.g., limiting facilities costs)	87	15	1	4	1	0	21
Attracting priority target groups (e.g., younger populations, disabled populations)	64	14	2	4	1	0	21
Promoting greater coordination of services across agencies (e.g., cross-program sharing of development costs for online courses)	67	15	1	4	1	0	21
<b>States not reporting institutional buy-in</b>							
Increasing the accessibility of WIA services for the eligible population (e.g., rural populations)	69	16	1	8	2	0	27
Increasing individual options and personal flexibility in accessing WIA services (e.g., employed workers seeking services after hours)	73	15	2	8	2	0	27
Improving cost efficiency in the WIA delivery system (e.g., limiting facilities costs)	71	14	3	8	2	0	27
Attracting priority target groups (e.g., younger populations, disabled populations)	75	16	1	8	2	0	27
Promoting greater coordination of services across agencies (e.g., cross-program sharing of development costs for online courses)	69	16	1	8	2	0	27

Notes: <sup>a</sup> The percent of states is calculated as a proportion of respondents who provided substantive responses  
Source: TBL state survey

**Exhibit A.3.7: Details for Exhibit 3.7: Use of resources to guide TBL**

<b>Resources used to guide TBL</b>	<b>% of States<sup>a</sup></b>	<b>Substantive Response (n)<sup>a</sup></b>	<b>Unknown (n)</b>	<b>Incomplete Survey (n)</b>	<b>Total (n)</b>
<b>All States</b>					
Digital content tools to support TBL	31	39	9	1	<b>49</b>
A digital library to support TBL	20	40	8	1	<b>49</b>
An advisor on educational technology	15	40	8	1	<b>49</b>
A group (e.g., commission, committee or taskforce of experts) focused on educational technology	13	40	8	1	<b>49</b>
<b>States reporting institutional buy-in</b>					
Digital content tools to support TBL	31	16	5	0	<b>21</b>
A digital library to support TBL	31	16	5	0	<b>21</b>
An advisor on educational technology	33	15	6	0	<b>21</b>
A group (e.g., commission, committee or taskforce of experts) focused on educational technology	19	16	5	0	<b>21</b>
<b>States not reporting institutional buy-in</b>					
Digital content tools to support TBL	30	23	4	0	<b>27</b>
A digital library to support TBL	13	24	3	0	<b>27</b>
An advisor on educational technology	4	24	3	0	<b>27</b>
A group (e.g., commission, committee or taskforce of experts) focused on educational technology	8	24	3	0	<b>27</b>

Notes: <sup>a</sup> The percent of states is calculated as a proportion of respondents who provided substantive responses

Source: TBL state survey

**Exhibit A.3.8: Details for Exhibit 3.8: Availability of information on mode of delivery for ETPL programs**

<b>Availability of delivery mode</b>	<b>% of States<sup>a</sup></b>	<b>Substantive Response (n)<sup>a</sup></b>	<b>Unknown (n)</b>	<b>Logical Skip: Information Not Available (n)</b>	<b>Incomplete Survey (n)</b>	<b>Total (n)</b>
Information on mode of delivery for ETPL programs was available	65	40	7	N/A	2	49
<b>If information is available, how is it recorded?</b>						
It is part of the ETPL application	69	26	7	14	2	49
It is recorded as part of the ETPL data (e.g., database, spreadsheet)	62	26	7	14	2	49
It is recorded in other data	35	26	7	14	2	49

Notes: Percentages in the bottom of the table do not sum to 100 since respondents could select multiple responses.

Notes: <sup>a</sup> The percent of states is calculated as a proportion of respondents who provided substantive responses

Source: TBL state survey

**Exhibit A.3.9: Details for Exhibit 3.9: Prevalence of TBL for approved training programs in the median state**

<b>Prevalence of TBL for approved training programs</b>	<b>% of States<sup>a</sup></b>	<b>Substantive Response (n)<sup>a</sup></b>	<b>Unknown (n)</b>	<b>Incomplete Survey (n)</b>	<b>Total (n)</b>
<b>All States</b>					
State had approved TBL programs	76	29	14	6	49
<b>States with any approved TBL programs</b>					
Distance or blended programs	9	19	3	0	22
In-person programs	91	19	3	0	22
<b>States without approved TBL programs</b>					
In-person programs	100	7	0	0	7

Notes: Whether or not states had any approved TBL programs was calculated from a combination of responses to several items.

<sup>a</sup> The percent of states is calculated as a proportion of respondents who provided substantive responses

Source: TBL state survey

## A.2 Additional Exhibits for Chapter 4

This section provides detail for exhibits that appear in the text and additional exhibits to complement the information presented in chapter 4. For analyses that do not restrict the sample, the total number of respondents is 443: the number of LWIA representatives that either partially or fully completed the local survey. For analyses that restrict attention to the LWIAs with less than 5 percent of AJ participants engaged in TBL, the total sample size is 52. For the corresponding analyses that restrict the sample to the highest quintile of TBL participation (those LWIAs with at least 90 percent of AJC participants engaged in TBL), the total sample size is 47.

**Exhibit A.4.1: Details for Exhibit 4.1: Distribution of reported TBL participation across LWIAs**

Percentage of LWIA participants who took part in any TBL in program year 2011	TBL participation <5% (n)	5% ≤ TBL participation <90 % (n)	90% ≤ TBL participation (n)	Substantive Response (n)	Unknown (n)	Incomplete Survey (n)	Total (n)
Reported TBL participation	52	154	47	253	169	21	443

Source: TBL local survey

**Exhibit A.4.2: Details for Exhibit 4.4: Prevalence of virtual AJCs across LWIAs**

Virtual AJCs	% of LWIAs <sup>a</sup>	Substantive Response (n) <sup>a</sup>	Unknown (n)	Incomplete Survey (n)	Total (n)
Reported any on-line only AJCs	19	405	26	12	443

Notes: <sup>a</sup> The percent of LWIAs is calculated as a proportion of respondents who provided substantive responses  
 Source: TBL local survey

**Exhibit A.4.3: Details for Exhibit 4.5: Delivery modes employed by AJCs**

Delivery mode	In-person (%) <sup>a</sup>	Blended (%) <sup>a</sup>	Distance (%) <sup>a</sup>	Substantive Response (n) <sup>a</sup>	Unknown (n)	Logical Skip: No such sites (n)	Logical Skip: Number of sites unknown (n)	Incomplete Survey (n)	Total (n)
<b>All LWIAs</b>									
Comprehensive AJCs	62	79	33	431	1	0	0	11	<b>443</b>
Satellite or affiliated sites	62	70	29	300	3	114	15	11	<b>443</b>
<b>LWIAs with ≥90% TBL participation</b>									
Comprehensive AJCs	64	85	43	47	0	0	0	0	<b>47</b>
Satellite or affiliated sites	56	78	33	36	0	10	1	0	<b>47</b>
<b>LWIAs with &lt;5% TBL participation</b>									
Comprehensive AJCs	75	64*	29	52	0	0	0	0	<b>52</b>
Satellite or affiliated sites	73	50*	23	30	1	18	3	0	<b>52</b>

Notes: Percentages do not sum to 100 since respondents could select multiple responses.

\* Indicates that the difference between subgroup and remainder of sample is statistically significant at the 10 percent level.

<sup>a</sup> The percent of LWIAs is calculated as a proportion of respondents who provided substantive responses

Source: TBL local survey

**Appendix A.4.4: Details for Exhibit 4.4: Prevalence of promotion of TBL to AJC participants**

Was TBL Promoted?	% of LWIAs <sup>a</sup>	Substantive Response (n) <sup>a</sup>	Unknown (n)	Incomplete Survey (n)	Total (n)
<b>All LWIAs</b>					
Promoted TBL to AJC participants	72	425	5	13	<b>443</b>
<b>LWIAs with ≥90% TBL participation</b>					
Promoted TBL to AJC participants	87*	46	1	0	<b>47</b>
<b>LWIAs with &lt;5% TBL participation</b>					
Promoted TBL to AJC participants	46*	52	0	0	<b>52</b>

Notes: \* Indicates that the difference between subgroup and remainder of sample is statistically significant at the 10 percent level.

<sup>a</sup> The percent of LWIAs is calculated as a proportion of respondents who provided substantive responses

Source: TBL local survey

**Appendix A.4.5: Details for Exhibit 4.5: Means of promoting TBL**

<b>Means of Promoting TBL</b>	<b>% of LWIAs<sup>a</sup></b>	<b>Substantive Response (n)<sup>a</sup></b>	<b>Unknown (n)</b>	<b>Logical skip: No TBL Promotion (n)</b>	<b>Logical skip: Unknown TBL Promotion (n)</b>	<b>Incomplete Survey (n)</b>	<b>Total (n)</b>
Word of mouth	98	300	6	119	5	13	<b>443</b>
Training session about TBL	74	298	8	119	5	13	<b>443</b>
Printed or electronic handouts	72	296	10	119	5	13	<b>443</b>
Online promotional materials	63	294	12	119	5	13	<b>443</b>
Social media promotion	54	291	15	119	5	13	<b>443</b>
Traditional media advertising	38	295	11	119	5	13	<b>443</b>

Notes: Percentages do not sum to 100 since respondents could select multiple responses.

<sup>a</sup> The percent of LWIAs is calculated as a proportion of respondents who provided substantive responses

Source: TBL local survey

**Appendix A.4.6: Details for Exhibit 4.6: Reported source of equipment or technologies used by TBL participants**

Source of equipment or technology	% of LWIAs <sup>a</sup>	Substantive Response (n) <sup>a</sup>	Unknown (n)	Incomplete Survey (n)	Total (n)
<b>All LWIAs</b>					
AJCs	96	391	9	43	<b>443</b>
Public equipment (e.g., public library computer)	92	356	44	43	<b>443</b>
Equipment owned by the participant (e.g., personal computer)	85	355	45	43	<b>443</b>
Equipment owned by participants' employers	58	221	179	43	<b>443</b>
<b>LWIAs with ≥90% TBL participation</b>					
AJCs	100*	46	1	0	<b>47</b>
Public equipment (e.g., public library computer)	96	45	2	0	<b>47</b>
Equipment owned by the participant (e.g., personal computer)	93*	44	3	0	<b>47</b>
Equipment owned by participants' employers	77*	31	16	0	<b>47</b>
<b>LWIAs with &lt;5% TBL participation</b>					
AJCs	81*	52	0	0	<b>52</b>
Public equipment (e.g., public library computer)	72*	46	6	0	<b>52</b>
Equipment owned by the participant (e.g., personal computer)	57*	46	6	0	<b>52</b>
Equipment owned by participants' employers	33*	33	19	0	<b>52</b>

Notes: Percentages do not sum to 100 since respondents could select multiple responses.

\* Indicates that the difference between subgroup and remainder of sample is statistically significant at the 10 percent level.

<sup>a</sup> The percent of LWIAs is calculated as a proportion of respondents who provided substantive responses  
Source: TBL local survey



**Appendix A.4.7: Details for Exhibit 4.7: Equipment or technologies made available to AJC participants**

Equipment or technology	% of LWIAs <sup>a</sup>	Substantive Response (n) <sup>a</sup>	Unknown (n)	Incomplete Survey (n)	Total (n)
<b>All LWIAs</b>					
On-site computer or on-site laptop or computer lab	95	390	10	43	<b>443</b>
On-site Internet access	94	389	11	43	<b>443</b>
Video device (e.g., DVD player, television)	63	375	25	43	<b>443</b>
Audio device	54	365	35	43	<b>443</b>
Tele-conferencing or video-conferencing equipment	36	372	28	43	<b>443</b>
Virtual desktop or remote access	31	367	33	43	<b>443</b>
Loaned computer or loaned laptop	11	380	20	43	<b>443</b>
Mobile device	9	362	38	43	<b>443</b>
<b>LWIAs with ≥90% TBL participation</b>					
On-site computer or on-site laptop or computer lab	98	46	1	0	<b>47</b>
On-site Internet access	100*	46	1	0	<b>47</b>
Video device (e.g., DVD player, television)	85*	46	1	0	<b>47</b>
Audio device	79*	43	4	0	<b>47</b>
Tele-conferencing or video-conferencing equipment	46	46	1	0	<b>47</b>
Virtual desktop or remote access	51*	43	4	0	<b>47</b>
Loaned computer or loaned laptop	20*	46	1	0	<b>47</b>
Mobile device	16	43	4	0	<b>47</b>
<b>LWIAs with &lt;5% TBL participation</b>					
On-site computer or on-site laptop or computer lab	78*	51	1	0	<b>52</b>
On-site Internet access	80*	51	1	0	<b>52</b>
Video device (e.g., DVD player, television)	37*	51	1	0	<b>52</b>
Audio device	28*	50	2	0	<b>52</b>
Tele-conferencing or video-conferencing equipment	16*	51	1	0	<b>52</b>
Virtual desktop or remote access	10*	51	1	0	<b>52</b>
Loaned computer or loaned laptop	4*	52	0	0	<b>52</b>
Mobile device	2*	50	2	0	<b>52</b>

Notes: Percentages do not sum to 100 since respondents could select multiple responses.

\* Indicates that the difference between subgroup and remainder of sample is statistically significant at the 10 percent level.

<sup>a</sup> The percent of LWIAs is calculated as a proportion of respondents who provided substantive responses

Source: TBL local survey

## Appendix A.4.8: Details for Exhibit 4.8: Activities supporting the use of technology

Equipment or technology	% of LWIAs <sup>a</sup>	Substantive Response (n) <sup>a</sup>	Unknown (n)	Incomplete Survey (n)	Total (n)
<b>All LWIAs</b>					
<b>Assessment activities</b>					
Assessment or interview to assess technology readiness	65	372	28	43	443
Assessment or interview related to course hardware, software or equipment requirements	48	360	40	43	443
<b>Support activities</b>					
Technical assistance to support participants' use of TBL	66	337	63	43	443
Formal orientation to course technology or to learning management system	37	349	51	43	443
<b>LWIAs with ≥90% TBL participation</b>					
<b>Assessment activities</b>					
Assessment or interview to assess technology readiness	78	46	1	0	47
Assessment or interview related to course hardware, software or equipment requirements	53*	45	2	0	47
<b>Support activities</b>					
Technical assistance to support participants' use of TBL	82*	45	2	0	47
Formal orientation to course technology or to learning management system	47	45	2	0	47
<b>LWIAs with &lt;5% TBL participation</b>					
<b>Assessment activities</b>					
Assessment or interview to assess technology readiness	38*	50	2	0	52
Assessment or interview related to course hardware, software or equipment requirements	34*	50	2	0	52
<b>Support activities</b>					
Technical assistance to support participants' use of TBL	33*	46	6	0	52
Formal orientation to course technology or to learning management system	27*	49	3	0	52

Notes: Percentages do not sum to 100 since respondents could select multiple responses.

\* Indicates that the difference between subgroup and remainder of sample is statistically significant at the 10 percent level.

<sup>a</sup> The percent of LWIAs is calculated as a proportion of respondents who provided substantive responses

Source: TBL local survey

### **A.3 Additional Exhibits for Chapter 5**

This section provides detail for exhibits that appear in the text and additional exhibits to complement the information presented in chapter 5. For analyses that do not restrict the sample, the total number of respondents is 443: the number of LWIA representatives that either partially or fully completed the local survey. For analyses that restrict attention to the LWIAs with less than 5 percent of AJ participants engaged in TBL, the total sample size is 52. For the corresponding analyses that restrict the sample to the highest quintile of TBL participation (those LWIAs with at least 90 percent of AJC participants engaged in TBL), the total sample size is 47.

**Exhibit A.5.1: Details for Exhibit 5.9: Delivery mode for core services provided by AJCs**

<b>Core services provided by AJCs</b>	<b>In-person (%)<sup>a</sup></b>	<b>Blended (%)<sup>a</sup></b>	<b>Distance (%)<sup>a</sup></b>	<b>Substantive Response (n)<sup>a</sup></b>	<b>Unknown (n)</b>	<b>Logical Skip: Service not offered(n)</b>	<b>Logical Skip: unknown if service offered (n)</b>	<b>Incomplete Survey (n)</b>	<b>Total (n)</b>
<b>All LWIAs</b>									
<b>Information transfer</b>									
Provision of information on filing claims for unemployment insurance	42	67	33	396	4	14	10	19	<b>443</b>
Provision of labor market and career information	45	80	26	420	3	0	2	19	<b>443</b>
Provision of information on eligible training providers and available supportive services	49	72	24	417	5	0	2	19	<b>443</b>
Job search and placement (including follow-up services for those placed)	49	78	22	419	3	1	1	19	<b>443</b>
<b>Other core services</b>									
Outreach, intake, and orientation activities	67	51	14	421	1	1	1	19	<b>443</b>
Assistance in determining eligibility for WIA, welfare to work activities, or financial aid assistance for training	78	35	12	415	4	3	2	19	<b>443</b>
<b>LWIAs with ≥90% TBL participation</b>									
<b>Information transfer</b>									
Provision of information on filing claims for unemployment insurance	41	80*	43	44	0	2	1	0	<b>47</b>
Provision of labor market and career information	43	89	34	47	0	0	0	0	<b>47</b>
Provision of information on eligible training providers and available supportive services	45	83	34	47	0	0	0	0	<b>47</b>
Job search and placement (including follow-up services for those placed)	47	87	28	47	0	0	0	0	<b>47</b>
<b>Other core services</b>									
Outreach, intake, and orientation activities	64	66*	26	47	0	0	0	0	<b>47</b>
Assistance in determining eligibility for WIA, welfare to work activities, or financial aid assistance for training	77	49	23*	47	0	0	0	0	<b>47</b>

Appendix A: Additional Exhibits

<b>Core services provided by AJCs</b>	<b>In-person (%)<sup>a</sup></b>	<b>Blended (%)<sup>a</sup></b>	<b>Distance (%)<sup>a</sup></b>	<b>Substantive Response (n)<sup>a</sup></b>	<b>Unknown (n)</b>	<b>Logical Skip: Service not offered(n)</b>	<b>Logical Skip: unknown if service offered (n)</b>	<b>Incomplete Survey (n)</b>	<b>Total (n)</b>
<b>LWIAs with &lt;5% TBL participation</b>									
<b>Information transfer</b>									
Provision of information on filing claims for unemployment insurance	49	55*	36	47	1	4	0	0	<b>52</b>
Provision of labor market and career information	56	63*	25	52	0	0	0	0	<b>52</b>
Provision of information on eligible training providers and available supportive services	58	56*	25	52	0	0	0	0	<b>52</b>
Job search and placement (including follow-up services for those placed)	60	58*	23	52	0	0	0	0	<b>52</b>
<b>Other core services</b>									
Outreach, intake, and orientation activities	73	37*	12	52	0	0	0	0	<b>52</b>
Assistance in determining eligibility for WIA, welfare to work activities, or financial aid assistance for training	78	25*	12	51	1	0	0	0	<b>52</b>

Notes: Percentages do not sum to 100 since respondents could select multiple responses.

\* Indicates that the difference between subgroup and remainder of sample is statistically significant at the 10 percent level.

<sup>a</sup> The percent of LWIAs is calculated as a proportion of respondents who provided substantive responses

Source: TBL local survey

**Exhibit A.5.2: Details for Exhibit 5.10: Delivery mode for intensive services provided by local delivery systems**

<b>Intensive services provided by AJCs</b>	<b>In-person (%)<sup>a</sup></b>	<b>Blended (%)<sup>a</sup></b>	<b>Distance (%)<sup>a</sup></b>	<b>Substantive Response (n)<sup>a</sup></b>	<b>Unknown (n)</b>	<b>Logical Skip: Service not offered(n)</b>	<b>Logical Skip: unknown if service offered (n)</b>	<b>Incomplete Survey (n)</b>	<b>Total (n)</b>
<b>All LWIAs</b>									
<b>Foundational Skills</b>									
Computer software skills (e.g., Microsoft Office)	66	46	21	334	5	70	16	18	<b>443</b>
Computer skills (e.g., keyboarding, using a mouse)	69	43	16	374	3	39	9	18	<b>443</b>
Development of job application skills (e.g., resume writing or interviewing skills)	72	44	14	416	3	5	1	18	<b>443</b>
Development of soft skills (e.g., study skills, communication skills, punctuality, personal maintenance skills, or professional conduct)	77	37	12	405	0	17	3	18	<b>443</b>
<b>Comprehensive and specialized assessments of the skill levels and service needs</b>									
Diagnostic testing or use of other assessment tools	65	53	20	422	1	1	1	18	<b>443</b>
In-depth interviewing or assessment to identify employment barriers and appropriate employment growth	76	36	12	423	0	0	2	18	<b>443</b>
<b>Counseling and case management</b>									
Job search groups (or clubs) led by American Job Center Delivery System staff	85	22	5	347	1	60	17	18	<b>443</b>
Case management for participants seeking training services	86	19	5	422	1	1	1	18	<b>443</b>
Individual counseling and career planning	88	18	5	420	1	3	1	18	<b>443</b>
Development of individual employment plans	90	16	5	421	0	2	2	18	<b>443</b>
Group counseling	94	9	3	278	3	108	36	18	<b>443</b>

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	In-person (%) <sup>a</sup>	Blended (%) <sup>a</sup>	Distance (%) <sup>a</sup>	Substantive Response (n) <sup>a</sup>	Unknown (n)	Logical Skip: Service not offered(n)	Logical Skip: unknown if service offered (n)	Incomplete Survey (n)	Total (n)
<b>Intensive services provided by AJCs</b>									
<b>LWIAs with ≥90% TBL participation</b>									
<b>Foundational Skills</b>									
Computer software skills (e.g., Microsoft Office)	62	54	28	39	2	6	0	0	47
Computer skills (e.g., keyboarding, using a mouse)	58*	51	26	43	1	3	0	0	47
Development of job application skills (e.g., resume writing or interviewing skills)	67	56	20	45	1	1	0	0	47
Development of soft skills (e.g., study skills, communication skills, punctuality, personal maintenance skills, or professional conduct)	67	50	17	46	0	1	0	0	47
<b>Comprehensive and specialized assessments of the skill levels and service needs</b>									
Diagnostic testing or use of other assessment tools	55	64	32*	47	0	0	0	0	47
In-depth interviewing or assessment to identify employment barriers and appropriate employment growth	64*	49*	17	47	0	0	0	0	47
<b>Counseling and case management</b>									
Job search groups (or clubs) led by American Job Center Delivery System staff	80	30	14*	44	0	3	0	0	47
Case management for participants seeking training services	91	15	6	47	0	0	0	0	47
Individual counseling and career planning	89	19	4	47	0	0	0	0	47
Development of individual employment plans	83*	23	9	47	0	0	0	0	47
Group counseling	94	9	6	32	1	10	4	0	47

<b>Intensive services provided by AJCs</b>	<b>In-person (%)<sup>a</sup></b>	<b>Blended (%)<sup>a</sup></b>	<b>Distance (%)<sup>a</sup></b>	<b>Substantive Response (n)<sup>a</sup></b>	<b>Unknown (n)</b>	<b>Logical Skip: Service not offered(n)</b>	<b>Logical Skip: unknown if service offered (n)</b>	<b>Incomplete Survey (n)</b>	<b>Total (n)</b>
<b>LWIAs with &lt;5% TBL participation</b>									
<b>Foundational Skills</b>									
Computer software skills (e.g., Microsoft Office)	71	29*	7*	41	0	10	1	0	<b>52</b>
Computer skills (e.g., keyboarding, using a mouse)	74	26*	7*	43	0	9	0	0	<b>52</b>
Development of job application skills (e.g., resume writing or interviewing skills)	81	19*	6*	48	0	3	0	0	<b>52</b>
Development of soft skills (e.g., study skills, communication skills, punctuality, personal maintenance skills, or professional conduct)	82	20*	4*	45	0	7	0	0	<b>52</b>
<b>Comprehensive and specialized assessments of the skill levels and service needs</b>									
Diagnostic testing or use of other assessment tools	73*	35*	12*	52	0	0	0	0	<b>52</b>
In-depth interviewing or assessment to identify employment barriers and appropriate employment growth	87*	19*	4*	52	0	0	0	0	<b>52</b>
<b>Counseling and case management</b>									
Job search groups (or clubs) led by American Job Center Delivery System staff	86	19	3	36	0	15	1	0	<b>52</b>
Case management for participants seeking training services	85	17	0*	52	0	0	0	0	<b>52</b>
Individual counseling and career planning	92	12	2	52	0	0	0	0	<b>52</b>
Development of individual employment plans	96*	4*	0*	50	0	2	0	0	<b>52</b>
Group counseling	97	3	0	34	0	16	2	0	<b>52</b>

Notes: Percentages do not sum to 100 since respondents could select multiple responses.

\* Indicates that the difference between subgroup and remainder of sample is statistically significant at the 10 percent level.

<sup>a</sup> The percent of LWIAs is calculated as a proportion of respondents who provided substantive responses

Source: TBL local survey



## Appendix A.5.3: Details for Exhibit 5.11: Scheduling modes for core or intensive services

Scheduling modes	% of LWIAs <sup>a</sup>	Substantive Response (n) <sup>a</sup>	Unknown (n)	Incomplete Survey (n)	Total (n)
<b>All LWIAs</b>					
<b>Asynchronous:</b> Services occurred individually, at the participants' own pace (i.e., there were no scheduled class sessions)	79	415	9	19	<b>443</b>
<b>Combined:</b> Services occurred both during scheduled sessions and individually, at the participants' own pace	93	417	7	19	<b>443</b>
<b>Synchronous:</b> Services occurred at a scheduled time and location (in either a physical or virtual classroom)	89	420	4	19	<b>443</b>
<b>LWIAs with ≥90% TBL participation</b>					
<b>Asynchronous:</b> Services occurred individually, at the participants' own pace (i.e., there were no scheduled class sessions)	85	46	1	0	<b>47</b>
<b>Combined:</b> Services occurred both during scheduled sessions and individually, at the participants' own pace	100*	46	1	0	<b>47</b>
<b>Synchronous:</b> Services occurred at a scheduled time and location (in either a physical or virtual classroom)	85	46	1	0	<b>47</b>
<b>LWIAs with &lt;5% TBL participation</b>					
<b>Asynchronous:</b> Services occurred individually, at the participants' own pace (i.e., there were no scheduled class sessions)	70*	50	2	0	<b>52</b>
<b>Combined:</b> Services occurred both during scheduled sessions and individually, at the participants' own pace	82*	51	1	0	<b>52</b>
<b>Synchronous:</b> Services occurred at a scheduled time and location (in either a physical or virtual classroom)	92	52	0	0	<b>52</b>

Notes: Percentages do not sum to 100 since respondents could select multiple responses.

\* Indicates that the difference between subgroup and remainder of sample is statistically significant at the 10 percent level.

<sup>a</sup> The percent of LWIAs is calculated as a proportion of respondents who provided substantive responses

Source: TBL local survey

**Exhibit A.5.4: Details for Exhibit 5.12: Media used to access core or intensive services**

<b>Media</b>	<b>% of LWIAs<sup>a</sup></b>	<b>Substantive Response (n)<sup>a</sup></b>	<b>Unknown (n)</b>	<b>Incomplete Survey (n)</b>	<b>Total (n)</b>
<b>All LWIAs</b>					
Computer (laptop or desktop )	97	423	1	19	<b>443</b>
Telephone (audio only)	74	417	7	19	<b>443</b>
Video player (e.g., VCR, DVD player)	53	398	26	19	<b>443</b>
Smartphone (e.g., Android phone, iPhone) or Tablet computer (e.g., iPad, Amazon Kindle Fire)	50	395	29	19	<b>443</b>
Video-conference equipment	43	400	24	19	<b>443</b>
Television	34	404	20	19	<b>443</b>
Audio player (e.g., CD player, iPod)	22	389	35	19	<b>443</b>
Radio	12	389	35	19	<b>443</b>
<b>LWIAs with ≥90% TBL participation</b>					
Computer (laptop or desktop )	100	47	0	0	<b>47</b>
Telephone (audio only)	70	47	0	0	<b>47</b>
Video player (e.g., VCR, DVD player)	62	45	2	0	<b>47</b>
Smartphone (e.g., Android phone, iPhone) or Tablet computer (e.g., iPad, Amazon Kindle Fire)	62*	45	2	0	<b>47</b>
Video-conference equipment	53*	47	0	0	<b>47</b>
Television	38	45	2	0	<b>47</b>
Audio player (e.g., CD player, iPod)	30	44	3	0	<b>47</b>
Radio	14	42	5	0	<b>47</b>
<b>LWIAs with &lt;5% TBL participation</b>					
Computer (laptop or desktop )	90*	52	0	0	<b>52</b>
Telephone (audio only)	63	51	1	0	<b>52</b>
Video player (e.g., VCR, DVD player)	35*	49	3	0	<b>52</b>
Smartphone (e.g., Android phone, iPhone) or Tablet computer (e.g., iPad, Amazon Kindle Fire)	31*	48	4	0	<b>52</b>
Video-conference equipment	16*	49	3	0	<b>52</b>
Television	28	50	2	0	<b>52</b>
Audio player (e.g., CD player, iPod)	16	50	2	0	<b>52</b>
Radio	6	50	2	0	<b>52</b>

Notes: Percentages do not sum to 100 since respondents could select multiple responses.

\* Indicates that the difference between subgroup and remainder of sample is statistically significant at the 10 percent level.

<sup>a</sup> The percent of LWIAs is calculated as a proportion of respondents who provided substantive responses

Source: TBL local survey

**Exhibit A.5.5: Details for Exhibit 5.13: Communication modes used to provide core or intensive services**

<b>Communication Mode</b>	<b>% of LWIAs<sup>a</sup></b>	<b>Substantive Response (n)<sup>a</sup></b>	<b>Unknown (n)</b>	<b>Incomplete Survey (n)</b>	<b>Total (n)</b>
<b>All LWIAs</b>					
Phone call (person-to-person)	94	421	3	19	<b>443</b>
E-mail	93	415	9	19	<b>443</b>
Electronic documents (e.g., CD-ROM, online documents, e-books )	72	408	16	19	<b>443</b>
Social networking sites	63	408	16	19	<b>443</b>
Video files (e.g., non-interactive television broadcast DVD, YouTube, webcast)	55	406	18	19	<b>443</b>
Webinar (i.e., live online conference or seminar)	43	403	21	19	<b>443</b>
Conference call (voice only)	42	392	32	19	<b>443</b>
Text messaging (by phone)	39	400	24	19	<b>443</b>
Video-conference	28	392	32	19	<b>443</b>
Online messaging (i.e., instant messaging or IM)	21	398	26	19	<b>443</b>
Audio files (e.g., non-interactive radio broadcast compact disc, mp3 file, podcast)	20	393	31	19	<b>443</b>
Online discussion board or message board	18	382	42	19	<b>443</b>
Live online discussion (e.g., chat room)	14	392	32	19	<b>443</b>
Digital or electronic games or simulations	13	389	35	19	<b>443</b>
Virtual classrooms (e.g., Second Life)	10	394	30	19	<b>443</b>
Online collaborative workspaces (e.g., wikis, course blogs)	7	382	42	19	<b>443</b>
Interactive television broadcast (e.g., call-in television program)	6	399	25	19	<b>443</b>
Interactive radio broadcast (e.g., call-in radio program)	5	400	24	19	<b>443</b>
<b>LWIAs with ≥90% TBL participation</b>					
Phone call (person-to-person)	100*	46	1	0	<b>47</b>
E-mail	96	47	0	0	<b>47</b>
Electronic documents (e.g., CD-ROM, online documents, e-books )	83*	47	0	0	<b>47</b>
Social networking sites	63	46	1	0	<b>47</b>
Video files (e.g., non-interactive television broadcast DVD, YouTube, webcast)	74*	47	0	0	<b>47</b>
Webinar (i.e., live online conference or seminar)	62*	45	2	0	<b>47</b>
Conference call (voice only)	56*	43	4	0	<b>47</b>
Text messaging (by phone)	41	46	1	0	<b>47</b>
Video-conference	44*	45	2	0	<b>47</b>

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<b>Communication Mode</b>	<b>% of LWIAs<sup>a</sup></b>	<b>Substantive Response (n)<sup>a</sup></b>	<b>Unknown (n)</b>	<b>Incomplete Survey (n)</b>	<b>Total (n)</b>
Online messaging (i.e., instant messaging or IM)	25	44	3	0	47
Audio files (e.g., non-interactive radio broadcast compact disc, mp3 file, podcast)	29	45	2	0	47
Online discussion board or message board	17	42	5	0	47
Live online discussion (e.g., chat room)	20	44	3	0	47
Digital or electronic games or simulations	15	46	1	0	47
Virtual classrooms (e.g., Second Life)	16	43	4	0	47
Online collaborative workspaces (e.g., wikis, course blogs)	7	43	4	0	47
Interactive television broadcast (e.g., call-in television program)	5	44	3	0	47
Interactive radio broadcast (e.g., call-in radio program)	9*	45	2	0	47
<b>LWIAs with &lt;5% TBL participation</b>					
Phone call (person-to-person)	83*	52	0	0	52
E-mail	81*	52	0	0	52
Electronic documents (e.g., CD-ROM, online documents, e-books )	43*	51	1	0	52
Social networking sites	39*	51	1	0	52
Video files (e.g., non-interactive television broadcast DVD, YouTube, webcast)	27*	51	1	0	52
Webinar (i.e., live online conference or seminar)	12*	50	2	0	52
Conference call (voice only)	12*	50	2	0	52
Text messaging (by phone)	16*	51	1	0	52
Video-conference	4*	50	2	0	52
Online messaging (i.e., instant messaging or IM)	4*	50	2	0	52
Audio files (e.g., non-interactive radio broadcast compact disc, mp3 file, podcast)	12*	51	1	0	52
Online discussion board or message board	8*	50	2	0	52
Live online discussion (e.g., chat room)	2*	51	1	0	52
Digital or electronic games or simulations	6	49	3	0	52
Virtual classrooms (e.g., Second Life)	2*	50	2	0	52
Online collaborative workspaces (e.g., wikis, course blogs)	0*	50	2	0	52
Interactive television broadcast (e.g., call-in television program)	2	50	2	0	52
Interactive radio broadcast (e.g., call-in radio program)	0*	51	1	0	52

Notes: Percentages do not sum to 100 since respondents could select multiple responses.

\* Indicates that the difference between subgroup and remainder of sample is statistically significant at the 10 percent level.

<sup>a</sup> The percent of LWIAs is calculated as a proportion of respondents who provided substantive responses

Source: TBL local survey

## A.4 Additional Exhibits for Chapter 6

**Exhibit A.6.1a: Availability of Information on Type of Provider for ETPL Programs**

Availability of information on type of provider	% of LWIAs <sup>a</sup>	Substantive Response (n) <sup>a</sup>	Unknown (n)	Incomplete Survey (n)	Total (n)
It is part of the ETPL application	76	397	17	29	443
It is recorded as part of the ETPL data (e.g., database, spreadsheet)	47	393	17	33	443
It is recorded in other data	10	387	17	39	443
This information is not available	9	387	17	39	443

Notes: Percentages do not sum to 100 since respondents could select multiple responses.

<sup>a</sup> Percent of LWIAs is calculated as a proportion of respondents who provided a substantive response.

Source: TBL local survey.

The remaining exhibits describe the characteristics of high-volume training programs, treating each training program as a separate observation. Each respondent to the local survey was asked about the characteristics of the five training programs serving the largest number of participants. The total in each of the following tables is 2,215, which represents five training programs for each of the 443 local survey respondents who provided partial or complete survey responses. One respondent indicated that the ETPL for that particular LWIA only included three training providers and the responses for the fourth and fifth high volume training programs are coded as logical skips.

**Exhibit A.6.1: Details for Exhibit 6.14: Delivery mode of high-volume training programs**

Delivery Mode	In-Person (%) <sup>a</sup>	Blended (%) <sup>a</sup>	Distance (%) <sup>a</sup>	Substantive Response (n) <sup>a</sup>	Unknown (n)	Logical Skip (n)	No Data provided (n)	Incomplete Survey (n)	Total (n)
High volume training programs	75	24	1	2,014	0	2	10	189	2,215

Notes: <sup>a</sup> Percent of high volume training programs is calculated as a proportion of programs for which a respondent provided a substantive response.

Source: TBL local survey.

**Exhibit A.6.2 Details for Exhibit 6.15: Delivery mode of high-volume training programs, by provider type**

<b>Provider type</b>	<b>Provider Type (%)<sup>a</sup></b>	<b>In-person (%)<sup>b</sup></b>	<b>Blended (%)<sup>b</sup></b>	<b>Distance (%)<sup>b</sup></b>	<b>Programs (n)<sup>c</sup></b>	<b>Unknown Provider Type (n)</b>	<b>Logical skip (n)</b>	<b>No Data provided (n)</b>	<b>Incomplete Survey (n)</b>	<b>Total (n)</b>
Public post-secondary education institutions eligible to receive funds under Title IV of the Higher Education Act (e.g., public universities, public 4-year colleges, state community colleges)	54	70	30	1	1,019					
Private, non-profit post-secondary educational institutions eligible to receive funds under Title IV of the Higher Education Act (e.g., private universities, private 4-year colleges)	4	76	23	1	78					
Private, for-profit or proprietary schools	29	87	12	1	536					
State or local education agencies	8	80	20	0	144					
Registered apprenticeship programs (i.e., programs under the National Apprenticeship Act, employers, employer associations and labor management organizations)	1	89	11	0	19					
Other non-profit community-based or faith-based organizations	2	83	17	0	35					
Other(s)	2	80	17	2	46					
<b>Total</b>	<b>100</b>				<b>1,877</b>	<b>139</b>	<b>2</b>	<b>10</b>	<b>187</b>	<b>2,215</b>

Notes: <sup>a</sup> Provider type percent is calculated out of the total number of training programs.

<sup>b</sup> Proportions for each delivery mode are calculated out of the number of training programs of a particular provider type.

<sup>c</sup> The number of programs in each category is based on responses that provided both the provider type and the delivery mode. One survey that provided information on provider type and did not provide information on delivery mode was categorized as incomplete.

Source: TBL local survey.

**Exhibit A.6.3 Details for Exhibit 6.16: Delivery mode of high-volume training programs, by industry sector**

<b>Industry Sector</b>	<b>Industry Sector (%)<sup>a</sup></b>	<b>In-person (%)<sup>b</sup></b>	<b>Blended (%)<sup>b</sup></b>	<b>Distance (%)<sup>b</sup></b>	<b>Programs (n)<sup>c</sup></b>	<b>Unknown Industry (n)</b>	<b>Logical skip (n)</b>	<b>No Data provided (n)</b>	<b>Incomplete Survey (n)</b>	<b>Total (n)</b>
Advanced manufacturing	7	79	21	0	135					
Aerospace	1	92	8	0	12					
Automotive	<1	71	29	0	7					
Biotechnology	<1	38	50	13	8					
Construction	5	88	12	0	90					
Education	2	41	59	0	29					
Energy	2	82	18	0	34					
Financial services	2	59	41	0	29					
Geospatial technology	0	100	0	0	1					
Health care	46	79	20	1	850					
Homeland security	1	73	18	9	11					
Hospitality	1	79	16	5	19					
Information technology	9	50	47	3	170					
Retail	<1	75	25	0	8					
Transportation	15	95	5	0	277					
Other(s)	10	65	35	0	185					
<b>Total</b>	<b>100</b>				<b>1,865</b>	<b>149</b>	<b>2</b>	<b>10</b>	<b>189</b>	<b>2,215</b>

Notes: <sup>a</sup> Industry sector percent is calculated out of the total number of training programs.

<sup>b</sup> Proportions for each delivery mode are calculated out of the number of training programs in a particular industry sector.

<sup>c</sup> The number of programs in each category is based on responses that provided both the industry sector and the delivery mode.

Source: TBL local survey.

**Exhibit A.6.4 Details for Exhibit 6.17: Delivery mode of high-volume training programs, by credential received upon successful completion**

Degree, credential, or certificate received for program completion	% of Programs <sup>a</sup>				Number of Programs (n) <sup>c</sup>	Substantive Response (n) <sup>c</sup>					Total (n)
	In-person (%) <sup>b</sup>	Blended (%) <sup>b</sup>	Distance (%) <sup>b</sup>			Unknown (n)	Logical skip (n)	No Data provided (n)	Incomplete Survey (n)		
Occupational skills license (e.g., Registered Nurse, Commercial Driver's License)	49	82	18	<1	955	1,935	127	2	10	141	2,215
Occupational skills certificate or credential (e.g., Microsoft Certified Systems Engineer, OSHA Construction Safety certification)	40	73	26	1	778	1,935	127	2	10	141	2,215
Associate's Degree (A.A. or A.S.)	22	53	47	1	430	1,935	127	2	10	141	2,215
Bachelor's or professional degree (e.g., B.A., B.S., C.P.A.)	6	50	50	1	111	1,935	127	2	10	141	2,215
None	<1	71	26	3	31	1,935	127	2	10	141	2,215
Other	6	79	21	0	111	1,935	127	2	10	141	2,215

Notes: The percent of programs column does not sum to 100 since respondents could select multiple responses.

<sup>a</sup> Percent of programs is calculated out of the number of substantive responses.

<sup>b</sup> Proportions for each delivery mode are calculated out of the number of training programs offering a particular credential.

<sup>c</sup> The number of programs in each category is based on responses selected the particular credential type and provided the delivery mode. These responses are included in the substantive response figures and therefore do not contribute towards the total number of high volume training programs.

Source: TBL local survey.

**Exhibit A.6.4a: Mode of Delivery for high volume training programs, By Level of TBL participation**

Level of TBL participation	In-Person (%) <sup>a</sup>	Blended (%) <sup>a</sup>	Distance (%) <sup>a</sup>	Substantive Response (n) <sup>a</sup>	Unknown (n)	Logical skip (n)	No Data provided (n)	Incomplete Survey (n)	Total (n)
LWIAs with ≥ 90% TBL participation	71	28	1	235	0	0	0	0	235
LWIAs with <5% TBL participation	90	10	<1	254	0	0	6	0	260

Notes: <sup>a</sup> Percent of high volume training programs is calculated as a proportion of programs for which a respondent provided a substantive response.

Source: TBL local survey.



## A.5 Additional Exhibits for Chapter 7

The exhibits in this section describe the characteristics of high-volume Title II providers, treating each provider as a separate observation. Each respondent to the local survey was asked about the characteristics of the five Title II providers serving the largest number of participants. For the 239 LWIAs that refer participants to fewer than five Title II providers, the responses for the remaining Title II providers are coded as a logical skip. The total in each of the following tables is 2,215, which represents five training programs for each of the 443 local survey respondents who provided partial or complete survey responses.

**Exhibit A.7.1: Details for Exhibit 7.18: Delivery mode of high-volume Title II providers**

<b>Delivery Mode</b>	<b>In-Person (%)<sup>a</sup></b>	<b>Blended (%)<sup>a</sup></b>	<b>Distance (%)<sup>a</sup></b>	<b>Substantive Response (n)<sup>a</sup></b>	<b>Unknown (n)</b>	<b>Logical Skip (n)</b>	<b>Incomplete Survey (n)</b>	<b>Total (n)</b>
High volume Title II providers	69	31	1	1,079	207	715	214	<b>2,215</b>

Notes: <sup>a</sup> Percent of high volume Title II providers is calculated as a proportion of providers for which a respondent provided a substantive response.

Source: TBL local survey.

**Exhibit A.7.2 Details for Exhibit 7.19: Delivery mode of high-volume Title II providers, by provider type**

<b>Provider type</b>	<b>Provider Type (%)<sup>a</sup></b>	<b>In-person (%)<sup>b</sup></b>	<b>Blended (%)<sup>b</sup></b>	<b>Distance (%)<sup>b</sup></b>	<b>Programs (n)<sup>c</sup></b>	<b>Unknown Delivery Mode (n)</b>	<b>Unknown Provider Type (n)</b>	<b>Logical skip (n)</b>	<b>Incomplete Survey (n)</b>	<b>Total (n)</b>
Local education agency	63	65	35	1	671	20				
Community-based organization	9	80	20	0	99	6				
Volunteer literacy organization	2	100	0	0	20	2				
Institution of higher education	13	74	26	0	140	1				
Public or private non-profit agency	6	64	34	2	64	1				
Library	1	83	17	0	6	2				
Public housing authority	0	100	0	0	2	0				
Other non-profit institution that has the ability to provide literacy services	1	83	17	0	12	0				
A consortium of any of the above	2	63	38	0	16	0				
Other	4	76	21	3	38	13				
<b>Total</b>	<b>100</b>				<b>1,068</b>	<b>45</b>	<b>173</b>	<b>715</b>	<b>214</b>	<b>2,215</b>

Notes: <sup>a</sup> Provider type percent is calculated out of the total number of Title II service providers.

<sup>b</sup> Proportions for each delivery mode are calculated out of the number of Title II providers of a particular provider type.

<sup>c</sup> The number of providers in each category is based on responses that provided both the provider type and the delivery mode. The 162 responses for which both provider type and delivery mode are unknown are included in the unknown provider type category.

Source: TBL local survey.

**Exhibit A.7.3 Details for Exhibit 7.20: Delivery mode of high-volume WIA Title II providers, by purpose of referrals**

<b>Primary purpose</b>	<b>% of Providers<sup>a</sup></b>				<b>Number of Programs (n)<sup>c</sup></b>	<b>Substantive Response (n)<sup>c</sup></b>					<b>Total (n)</b>
	<b>In-person (%)<sup>b</sup></b>	<b>Blended (%)<sup>b</sup></b>	<b>Distance (%)<sup>b</sup></b>			<b>Unknown Delivery Mode (n)</b>	<b>Unknown Purpose (n)</b>	<b>Logical skip (n)</b>	<b>Incomplete Survey (n)</b>		
Adult Basic Education (ABE)	69	67	32	1	740	1,077	170	39	715	214	<b>2,215</b>
General Educational Development (GED) classes or programs	60	64	35	0	648	1,079	166	41	715	214	<b>2,215</b>
English as a Second Language (ESL) classes or programs	28	65	35	0	299	1,076	166	44	715	214	<b>2,215</b>
Other	12	62	36	2	125	1,073	200	13	715	214	<b>2,215</b>

Notes: The percent of providers column does not sum to 100 since respondents could select multiple responses.

<sup>a</sup> Percent of providers is calculated out of the number of substantive responses.

<sup>b</sup> Proportions for each delivery mode are calculated out of the number of providers to which referrals were made for the specified purpose.

<sup>c</sup> The number of provider in each category is based on responses that selected the particular purpose and provided the delivery mode. These responses are included in the substantive response figures and therefore do not contribute towards the total number of high volume Title II providers.

Source: TBL local survey.

## A.6 Additional Exhibits for Chapter 8

This section presents additional detail for exhibits in chapter 8. For analyses of data from the state survey, the total sample size is 49, the number of SWA representatives who partially completed or fully completed the survey. For analyses of data from the local survey, the total sample size is 443, the number of LWIA representatives who provided data for the local survey.

**Exhibit A.8.1: Details for Exhibit 8.21: Reported factors affecting state implementation of TBL**

	No Barrier (%) <sup>a</sup>		Moderate Barrier (%) <sup>a</sup>		Significant Barrier (%) <sup>a</sup>		Substantive Response (n) <sup>a</sup>			Total (n)
							Unknown (n)	Incomplete Survey (n)		
<b>Stakeholder acceptance of TBL</b>										
Acceptance of TBL by state policymakers	25	31	44	0	0	32	15	2	<b>49</b>	
Acceptance of TBL by degree- or credential-granting programs	23	32	35	10	0	31	16	2	<b>49</b>	
Acceptance of TBL by employers	15	19	59	7	0	27	20	2	<b>49</b>	
Acceptance of TBL within the public workforce investment system (e.g., American Job Centers, WIBs)	17	26	49	6	3	35	12	2	<b>49</b>	
<b>Technological limitations of TBL</b>										
Technological compatibility between TBL and other programs offered	19	13	44	22	3	32	15	2	<b>49</b>	
Incompatibility of TBL programs with training or certification requirements (e.g., requirements for hands-on experience or in-class hours)	11	11	49	20	9	35	12	2	<b>49</b>	
<b>Instructional effectiveness of TBL</b>										
Limitations of online instruction	3	19	43	22	14	37	10	2	<b>49</b>	
Concerns about the integrity of tests or assessments submitted online	9	24	32	18	18	34	13	2	<b>49</b>	
<b>Costs or resources for TBL</b>										
Costs or difficulty assessing quality of TBL courses	4	12	56	20	8	25	22	2	<b>49</b>	
Costs or difficulty of implementing the necessary technology for TBL courses	7	11	37	33	11	27	20	2	<b>49</b>	
Shortage of approved providers with TBL programs in my state workforce investment system	14	18	36	18	14	28	19	2	<b>49</b>	
Costs or difficulty of developing TBL courses	4	25	33	21	17	24	23	2	<b>49</b>	

Notes: <sup>a</sup> The percent of states is calculated as a proportion of respondents who provided substantive responses  
Source: TBL state survey

**Exhibit A.8.2: Details for Exhibit 8.22: Reported factors affecting local implementation of TBL**

	No Barrier (%) <sup>a</sup>	Moderate Barrier (%) <sup>a</sup>	Significant Barrier (%) <sup>a</sup>	Substantive Response (n) <sup>a</sup>	Unknown (n)	Incomplete Survey (n)	Total (n)
<b>Technology Access or Readiness</b>							
Access to required Technology	14	15	38	18	15	384	15 44 <b>443</b>
Level of Technological Literacy	31	32	31	5	1	385	14 44 <b>443</b>
Access for Individuals with Special Needs	6	11	32	28	23	362	37 44 <b>443</b>
<b>Instructional Effectiveness of TBL</b>							
Preferences for in-person	14	15	33	18	20	357	42 44 <b>443</b>
Low levels of efforts	2	12	35	30	21	332	67 44 <b>443</b>
Course drop out	21	31	33	13	2	313	86 44 <b>443</b>
Integrity of Tests	16	28	27	16	13	321	78 44 <b>443</b>
<b>Costs or Resources for TBL</b>							
Developing Courses	6	10	26	23	35	316	83 44 <b>443</b>
Enrolling students	10	21	37	18	14	333	66 44 <b>443</b>
Implementing Technology	7	10	28	25	30	328	71 44 <b>443</b>
Meeting TBL standards	8	12	30	23	27	218	181 44 <b>443</b>
Assessing quality	5	15	35	21	24	306	93 44 <b>443</b>
Shortage of approved providers	10	17	26	21	26	310	89 44 <b>443</b>
<b>Technological Limitations of TBL</b>							
Technological Compatibility	11	26	39	13	11	268	131 44 <b>443</b>
Training Requirements	10	20	36	19	15	305	94 44 <b>443</b>
<b>Stakeholder Acceptance of TBL</b>							
The workforce investment system	19	29	35	9	8	347	52 44 <b>443</b>
State policymakers	12	35	35	12	6	282	117 44 <b>443</b>
Training programs	20	29	28	16	7	314	85 44 <b>443</b>
Employers	14	29	28	15	14	288	111 44 <b>443</b>

Notes: <sup>a</sup> The percent of LWIAs is calculated as a proportion of respondents who provided substantive responses

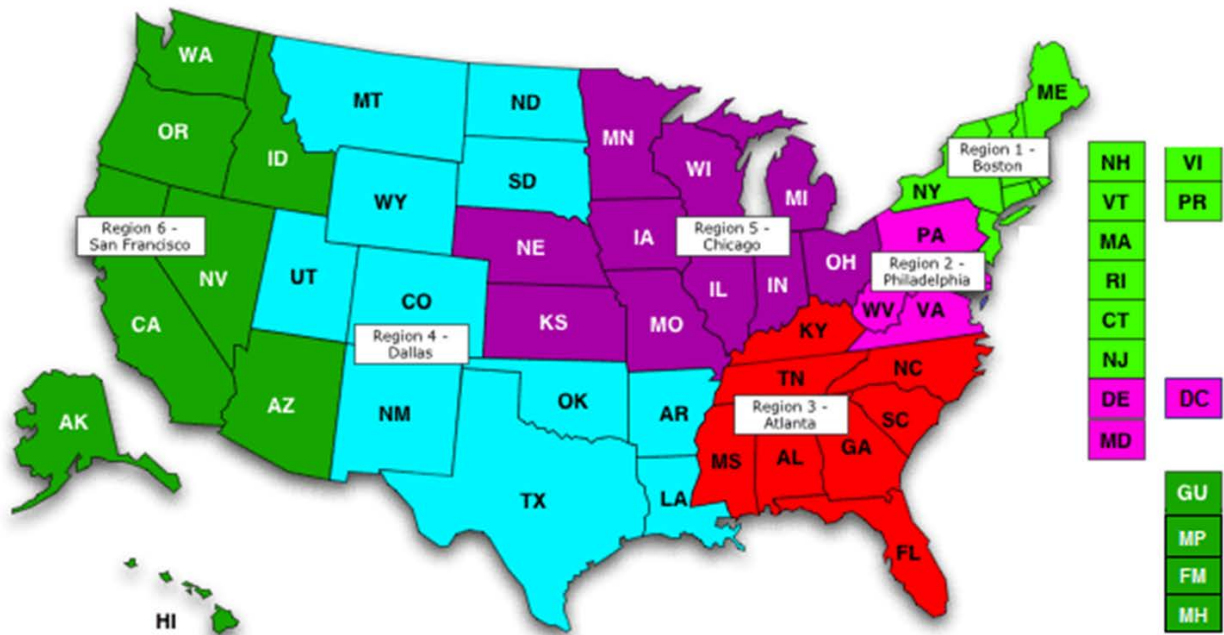
Source: TBL local survey

## Appendix B: Non-Response Analysis

A non-response analysis investigates the extent to which the characteristics of survey non-respondents differ systematically from those of respondents. To test the null-hypothesis that the response rate does not vary across categories of respondents, this analysis uses a chi-square test. If the analytic sample is representative of the larger population on these characteristics, the analysis of survey responses is more likely to be representative of the larger population as well. If, however, the analytic sample is not representative of the larger population, findings based on survey data should be interpreted with caution.

This non-response analysis draws on sampling frame data on state and local workforce system representatives. Unfortunately, the sampling frame data do not include measures known to be correlated with the prevalence of TBL in the workforce system, as these surveys are the first to systematically collect data on TBL from the universe of SWAs and LWIAs. Therefore, the non-response analysis considers the variation in response rates by geographical region for both state and local surveys and whether the response rate of state-wide LWIAs differs from that of the general population of LWIAs for the local survey. Exhibit B.1 presents the definitions of the regions used by ETA.

**Exhibit B.1: ETA regions**



Source: U.S. DOL, 2012c.

### B.1 State survey non-response

Exhibit B.2 presents the response rates by region for the state survey. Response rates for the state survey range from 75 percent in regions 3 and 6 (the Atlanta and San Francisco regions, respectively) to 100 percent in region 2 (the Philadelphia region). However, the variation in response rates across regions is not statistically significant.

**Exhibit B.2: State survey response by region**

Region	1	2	3	4	5	6	Total
<b>Number of units</b>							
Survey sample	10	6	8	11	10	12	57
Complete	9	6	6	9	8	9	47
<b>Response rates</b>							
Response rate	90%	100%	75%	82%	80%	75%	81%

Notes: Variation in response rates by region is not statistically significant at the 10 percent level.

### B.2 Local survey non-response

Exhibit B.3 presents response rates by region for the local survey. The overall variation in response rates across regions is statistically significant at the 10 percent level. Additional statistical tests (t-tests) comparing each region's response rate to that of the remaining LWIAs identified three regions where the response rate was significantly different from the rest of the sample: regions 3 and 4 (the Atlanta and Dallas regions) where the response rates were higher than that for the overall sample and region 6 (the San Francisco region) where the response rate is lower than that for the overall sample. It is not possible to infer the extent to which this variation affects the representativeness of the analytic sample to the population on characteristics related to our questions of interest: the extent to which TBL differs systematically by region in the population is unknown.

**Exhibit B.3: Local survey response by region**

Region	1	2	3	4	5	6	Total
<b>Number of units</b>							
Survey sample	93	58	108	84	144	93	580
Complete	58	44	86	69	91	51	399
<b>Response rates</b>							
Response rate	62%	76%	80%	82%	63%	55%	69%*

Notes: \* indicates that the variation in response rates by region is statistically significant at the 10 percent level.

State WIB Executive Directors in 16 states were invited to respond to the local survey, as they oversee LWIAs in the state. According to the CareerOneStop<sup>1</sup>, in Alaska, the District of Columbia, Delaware, Guam, Idaho, Mariana Islands, Marshall Islands, Micronesia, Montana, New Hampshire,

<sup>1</sup> www.careeronestop.org

North Dakota, South Dakota, Utah, Virginia and Wyoming, the state WIB oversees all state LWIAs because there are no local WIBs. In Alabama, the SWA oversees the LWIA for some state counties. Exhibit B.4 presents the local survey response rates by whether the respondent to the local survey was a local WIB Executive Director or a State WIB Executive Director. The response rate among LWIAs overseen by the state WIB is 63%. The response rate among all LWIAs – regardless of whether the respondent is from the state or local WIB - is 69%. A chi-squared test indicates that the variation in the response rate by LWIA respondent is not statistically significant.

Because state-wide LWIAs may cover a larger geographic area than other LWIAs, the benefits of and barriers to TBL adoption may be systematically different for these LWIAs. As these LWIAs were proportionally represented in the final sample, the experience of state-wide LWIAs is represented in the data proportional to their frequency in the population.

**Exhibit B.4: Local survey response by LWIA respondent**

	<b>Local WIB Executive Director</b>	<b>State WIB Executive Director</b>	<b>Total</b>
<b>Respondent</b>			
<b>Number of units</b>			
Survey sample	564	16	580
Complete	389	10	399
<b>Response rates</b>			
Response rate	69%	63%	69%

Notes: \* variation in response rates by region is not statistically significant at the 10 percent level.