

**APPENDIX J. CAREER NAVIGATOR FOLLOW-UP SURVEY**

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# Connecting Adults to Success: Evaluation of Career Navigator Training

## Career Navigator Follow-Up Survey

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850–0973. The time required to complete this information collection is estimated to average 20 minutes. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202. If you have comments or concerns regarding the content or the status of your individual submission of this form, write directly to: U.S. Department of Education, Institute of Education Sciences, 550 12th Street, SW, Washington, DC 20202.



# Connecting Adults to Success: Evaluation of Career Navigator Training

## Career Navigator Follow-Up Survey

Welcome to the Connecting Adults to Success: Evaluation of Career Navigator Training Career Navigator Follow-Up Survey.

To begin the survey, click the “Next” button below.

NEXT

Connecting Adults to Success: Evaluation of Career Navigator Training is sponsored by the United States Department of Education and is being conducted by Mathematica.

This survey has been optimized for desktop computers, and works best in current versions of Internet Explorer, Chrome, and Firefox.

## INSTRUCTIONS SCREEN

Before you get started, here are a few helpful tips:

- To answer a question, click the box to choose your response or type your answer.
- To continue to the next webpage, click the **"Next"** button.
- To go back to the previous webpage, click the **"Back"** button. Please note that this command is only available in certain sections.
- For security purposes, you will be timed out if you are idle for longer than 30 minutes.

Please click the "Next" button below to begin or close this webpage to exit.

ALL

[ADULT EDUCATION PROVIDER SITE]

The U.S. Department of Education (ED) is interested in understanding how career navigators who guide adult education learners are trained for their role and whether the training is effective. The adult education provider you work with, [ADULT EDUCATION PROVIDER SITE], is participating in an ED-sponsored study called *Connecting Adults to Success: Evaluation of Career Navigator Training*.

- **Career navigators** may also be referred to as career coaches, career advisors, career consultants, career counselors, college navigators, transition coordinators, or case managers, among others.
- **Learners** may also be referred to as students, clients, or customers.

**Today, you are being asked to take a short survey about your experience as a career navigator, including how you work with adult education learners.** The survey will take about 20 minutes to complete.

**Participation in the survey is completely voluntary and you may choose to skip any question you prefer not to answer.** There are no consequences if you decide not to answer. If you are unsure of how to answer a question, please give the best answer you can rather than leaving it blank.

Mathematica is conducting this study for ED in partnership with Manhattan Strategy Group and Social Policy Research. The study is authorized under section 242 of Title II of the Workforce Innovation and Opportunity Act of 2014 and Section 173 of the Education Sciences Reform Act of 2002 (ESRA). ESRA Title I, Part E, Section 183 requires the researchers conducting this study to follow specific confidentiality and data protection rules. All your responses will be kept private and used only for research purposes. Your responses will be combined with the responses of other respondents and no individual names will be reported. While there are no direct benefits to participants, your participation will help us learn about career navigators and how career navigation training relates to student outcomes.

**If you have any questions about the study, please email Mathematica's survey director, Lisbeth Goble, at [adulthoodstudy@mathematica-mpr.com](mailto:adulthoodstudy@mathematica-mpr.com).**

- By clicking this box, you are confirming that you understand that the information you provide will be kept private and used only for research purposes. You further understand that your answers will be combined with the responses of other navigators so that no individuals will be identified.**

**HARD CHECK IF MISSING: Before moving forward, please review the information on screen and check the box to confirm that you understand that the information you provide will be kept private and only used for research purposes.**

## KEY DEFINITIONS

Throughout the survey these terms will be underlined. You can hover over these terms to see their definition.

*Career navigators:* Career navigators are typically staff whose role is to advise adult learners in career and college planning. These staff assist learners with selecting and applying for appropriate course work to progress on a career path, developing work and education plans, and transitioning to next steps. Career navigators provide counseling to learners and develop partnerships with education, workforce, and other service systems to help facilitate learner transitions.

*Career-related services:* These are services that help the learner advance in a job, further their career, or obtain a new job. Services can include exploring career options and mapping out career pathways, providing job search assistance, or providing workforce preparation, such as resume preparation and mock interviews.

*Learners:* These refer to adult learners in ABE, ASE, ESL, IELCE, or other adult basic education classes that are eligible to receive Career Navigation services.

*Education and training-related services:* These are services that help the learner further their education or occupational or work training. This could include providing formal referrals to other education or training providers, providing referrals to academic support, helping learners identify and access financial supports for education, or facilitating the postsecondary admissions or registrations process.

*Personal skill development for learners:* These are services that help the learner build the necessary personal skills to help them succeed in furthering their education or building their career. Services can include coaching learners on goal-setting, helping learners develop their own planning skills, and coaching learners on executive functioning skills that help learners focus their attention, remember instructions, and juggle multiple tasks successfully..

*Other supportive services:* This could include assisting learners in identifying and registering for other services such as healthcare, childcare, legal, federal programs such as the Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance for Needy Families (TANF), transportation services, or providing digital or technology support.

**A. INITIAL SCREENING**

ALL
[ADULT EDUCATION PROVIDER SITE]

- A1. Do you currently provide career navigation services to adult learners at [ADULT EDUCATION PROVIDER SITE]?**
- Yes..... 1
  - No, but I provide career navigation services to learners at another adult education site..... 2
  - No, but I provide career navigation services but not in an adult education site..... 3
  - No, I am no longer in a career navigator role ..... 4
  - MISSING..... M

IF A1 = 3 OR 4
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**A2. What is your current job?**

<input type="text"/>	CURRENT ROLE (STRING 100)
MISSING.....	M

IF A1 NE 1
[ADULT EDUCATION PROVIDER SITE]

- A3. When did you stop providing career navigation services to adult learners at [ADULT EDUCATION PROVIDER SITE]?**
- Less than one month ago..... 1
  - One to three months ago..... 2
  - Four to six months ago..... 3
  - More than six months ago..... 4
  - MISSING..... M

**B. MEETINGS WITH LEARNERS**

ALL
FILL: IF A1 = 1 OR 2 [ARE] ELSE IF A1 = 3 OR 4 [WERE]

**[IF A1 = 1 or 2] The first set of questions are about your meetings with adult learners.**

**[IF A1 = 3 OR 4]: Because you are no longer providing career navigation services to adult learners at an adult education site, please answer these questions based on when you were meeting with adult learners to provide career navigation services.**

**B1. [Are/were] all learners at the site assigned to a career navigator?**

- Yes..... 1
- No..... 2
  
- MISSING..... M

ALL
FILL: IF A1 = 1 OR 2 [ARE] ELSE IF A1 = 3 OR 4 [WERE]
FILL: IF A1 = 1, 3, 4 [ADULT EDUCATION PROVIDER] ELSE [YOUR CURRENT SITE]
FILL: IF A1 = 1 OR 2 [AM] ELSE IF A1 = 3 OR 4 [WAS]
FILL: IF A1 = 1 OR 2 [IS] ELSE IF A1 = 3 OR 4 [WAS]

**B2. [Are/Were] you the only career navigator working at [ADULT EDUCATION PROVIDER/your current site] or [is/was] there more than one career navigator?**

- I [am/was] the only person working as a career navigator..... 1
- There [is/was] more than one person working as a career navigator..... 2
  
- MISSING..... M

ALL
FILL: IF A1 = 1 OR 2 [SERVE] ELSE IF A1 = 3 OR 4 [SERVED]
FILL: IF A1 = 1 OR 2 [HAVE] ELSE IF A1 = 3 OR 4 [HAD]
FILL: IF A1 = 1 OR 2 [DO NOT HAVE] ELSE IF A1 = 3 OR 4 [DID NOT HAVE]

**B3. Which of the following best describes the learners you [serve/served]?**

- I [have/had] a caseload of learners assigned to me..... 1
- I [do not have/did not have] a caseload of learners assigned to me..... 2
  
- MISSING..... M

IF B2 = 2 AND B3 = 1
FILL: IF A1 = 1 OR 2 [ARE] ELSE IF A1 = 3 OR 4 [WERE]
FILL: IF A1 = 1 OR 2 [PARTICIPATE] ELSE IF A1 = 3 OR 4 [PARTICIPATED]

**B4. How [are/were] learners assigned to you?**

- Learners [are/were] assigned to me because they [participate/participated] in specific courses or programs (for example, they [are/were] ESL/ELL or in an IET program)..... 1
  - Learners [are/were] assigned to me because they [are/were] at a specific point in their enrollment..... 2
  - Learners [are/were] assigned to me randomly (e.g. based on last name)..... 3
  - Learners [are/were] assigned to me for another reason..... 4
- SPECIFY: \_\_\_\_\_

MISSING..... M

IF B3 = 1 OR 2
FILL: IF A1 = 1 OR 2 [DO] ELSE IF A1 = 3 OR 4 [DID]
FILL: IF A1 = 1 OR 2 [WORK] ELSE IF A1 = 3 OR 4 [WORKED]
FILL: IF A1 = 1 OR 2 [REACH] ELSE IF A1 = 3 OR 4 [REACHED]

**B5. When you meet with a learner, who typically initiates the meeting?**

*Select all that apply*

- I typically initiate learner meetings
- Learners typically initiate learner meetings

MISSING..... M

ALL
FILL: IF B1A = 1 [IN YOUR CASELOAD] FILL: IF A1 = 1 OR 2 [FALL] ELSE IF A1 = 3 OR 4 [FELL]

**B6. Please indicate the proportion of learners [in your caseload] you [engage/engage] with that [fall/fell] into the following categories.**

**The percentages should total to 100 percent. Your best guess is fine.**

PROGRAMMER: DISPLAY SUM USING OUT OF BOX SOLUTION IN CONFIRMIT.

- Not at all engaged** – for example, the learner does not participate beyond an orientation or classroom introduction..... |\_|\_|%
- Lightly engaged** – for example, the learner meets with the career navigator once throughout their enrollment..... |\_|\_|%
- Somewhat engaged** – for example, the learner meets with the career navigator a couple of times throughout their enrollment..... |\_|\_|%
- Moderately engaged** – for example, the learner meets regularly with the career navigator throughout their enrollment..... |\_|\_|%
- Heavily engaged** – for example, the learner meets regularly with the career navigator throughout their enrollment and uses the tools and resources career navigators make available..... |\_|\_|%
- SUM..... |\_|\_|\_|%
  
- MISSING..... M

ALL
FILL: IF A1 = 1 OR 2 [DO] ELSE IF A1 = 3 OR 4 [DID]

**B7. How often [do/did] you meet with a typical learner one-on-one?**

PROGRAMMER: DISPLAY OPTION 4 OUTSIDE OF THE DROPDOWN AND DISABLE NUMERIC AND DROPDOWN IF SELECTED

NUMBER OF TIMES (RANGE (1-100))	PER WEEK, MONTH, YEAR
<input type="text"/>	<input type="text"/>

DROPDOWN OPTIONS

- Week..... 1
- Month..... 2
- Year..... 3
- I only meet with a typical learner one-on-one..... 4
- MISSING..... M

ALL
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FILL: IF A1 = 1 OR 2 [IS/MEET] ELSE IF A1 = 3 OR 4 [WAS/MET]

**B8. How long [is/was] a typical meeting with a learner when you [meet/met] one-on-one?**

HOURS (RANGE 0-10)	MINUTES (RANGE 0-59)
<input type="text"/>	<input type="text"/>

MISSING..... M

ALL  
 FILL: IF A1 = 1 OR 2 [WORK/RECEIVE] ELSE IF A1 = 3 OR 4 [WORKED/RECEIVED]

**B9. Thinking about your role as a career navigator with learners in adult education programs, about what proportion of learners you [work/worked] with [receive/received] the following education and training-related services from you?**

75% or more	Between 50% and 74%	Between 25% and 49%	Between 1% and 24%	No learners	No learners, but I refer learners to partner organizations
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a. Provide formal referrals to other education or training providers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
b. Help identify or access financial supports for education	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
c. Facilitate the postsecondary admissions, registration, or enrollment process	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
d. Track learner progress on education-related activities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
e. Support development of study skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

MISSING..... M

ALL
FILL: IF A1 = 1 OR 2 [ARE] ELSE IF A1 = 3 OR 4 [WERE]

**B9a. How confident [are/were] you in your ability to provide *education and training-related services* like those described in the prior question?**

- Highly confident.....1
- Generally confident.....2
- Moderately confident.....3
- Somewhat confident.....4
- Not confident.....5
  
- MISSING..... M

ALL
FILL: IF A1 = 1 OR 2 [WORK/RECEIVE] ELSE IF A1 = 3 OR 4 [WORKED/RECEIVED]

**B10. Thinking about your role as a career navigator with learners in adult education programs, about what proportion of learners you [work/worked] with [receive/received] the following career-related services from you?**

	75% or more	Between 50% and 74%	Between 25% and 49%	Between 1% and 24%	No learners	No learners, but I refer learners to partner organizations
a. Explore career options and map out career pathways	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
b. Administer career assessments	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
c. Help develop individualized career plans	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
d. Identify work-based learning opportunities (e.g., internships, pre-apprenticeships)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
e. Provide job search assistance (e.g., help learners use digital tools like computers, the Internet, job search tools, and sites)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
f. Provide workforce preparation (e.g., help learners prepare for and apply for jobs such as resume preparation and mock interviews)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
g. Assist with job placement	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
h. Provide support for advancing in current employment (e.g., obtain needed certifications and skills for higher-paying positions)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
i. Track learner progress in career-related activities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
j. Provide referrals to employment service providers, such as American Job Centers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	

MISSING.....M

ALL
FILL: IF A1 = 1 OR 2 [ARE] ELSE IF A1 = 3 OR 4 [WERE]

**B10a. How confident [are/were] you in your ability to provide *career-related services* like those described in the prior question?**

- Highly confident..... 1
- Generally confident..... 2
- Moderately confident..... 3
- Somewhat confident..... 4
- Not confident..... 5

MISSING..... M

ALL
FILL: IF A1 = 1 OR 2 [WORK/RECEIVE] ELSE IF A1 = 3 OR 4 [WORKED/RECEIVED]

**B11. Thinking about your role as a career navigator with learners in adult education programs, about what proportion of learners you [work/worked] with [receive/received] the following *personal skill development services* from you?**

	75% or more	Between 50% and 74%	Between 25% and 49%	Between 1% and 24%	No learners	No learners, but I refer learners to partner organizations
a. Coach learners to develop their own planning skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
b. Coach learners on goal setting, pursuit, and monitoring	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
c. Coach learners on executive functioning skills (e.g., self-regulation skills that help learners focus their attention, remember instructions, and juggle multiple tasks successfully)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
d. Support developing employability skills (e.g., professional communication training, working in teams, problem solving)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
e. Track learner progress on personal skill development	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
f. Coach learners on digital literacy skills, such as understanding how to locate reliable sources of information and how to create and communicate information using digital tools and platforms	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

MISSING..... M

ALL  
 FILL: IF A1 = 1 OR 2 [ARE] ELSE IF A1 = 3 OR 4 [WERE]

**B11a. How confident [are/were] you in your ability to provide *personal skill development services* like those described in the prior question?**

- Highly confident..... 1
- Generally confident..... 2
- Moderately confident..... 3
- Somewhat confident..... 4
- Not confident..... 5
  
- MISSING..... M

ALL  
 FILL: IF A1 = 1 OR 2 [WORK/RECEIVE] ELSE IF A1 = 3 OR 4 [WORKED/RECEIVED]

**B12. Thinking about your role as a career navigator with learners in adult education programs, about what proportion of learners you [work/worked] with [receive/received] the following *other supportive services* from you?**

	75% or more	Between 50% and 74%	Between 25% and 49%	Between 1% and 24%	No learners	No learners, but I refer learners to partner organizations
a. Assist learners in navigating other services; for example, healthcare, childcare, legal, federal (e.g., Temporary Assistance for Needy Families (TANF)), disability, or transportation services	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
b. Support learners with obtaining access to Wi-Fi, laptops, tablets, or other tools	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
c. Other services (Please specify)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

MISSING..... M

**SOFT CHECK: IF "OTHER SERVICES" IS "1" OR "2" OR "3" OR "4" OR "6" AND SPECIFY TEXT IS BLANK: Please provide additional details about what these other services are. To skip providing this information, you can click "Next."**

ALL

FILL: IF A1 = 1 OR 2 [ARE] ELSE IF A1 = 3 OR 4 [WERE]

**B12a. How confident [are/were] you in your ability to provide *other supportive services* like those described in the prior question?**

- Highly confident.....1
- Generally confident.....2
- Moderately confident.....3
- Somewhat confident.....4
- Not confident.....5
  
- MISSING..... M

**C. ACTIVITIES WITH LEARNERS**

ALL
FILL: IF A1 = 1 OR 2 [USE] ELSE IF A1 = 3 OR 4 [USED]

The next set of questions are about strategies you [use/used] during your typical meetings with learners.

ALL
FILL: IF A1 = 1 OR 2 [WORK/DO] ELSE IF A1 = 3 OR 4 [WORKED/DID]

**C1. In your initial meeting with each learner, for what proportion of learners you [work/worked] with do you [do/did] the following?**

	75% or more	Between 50% and 74%	Between 25% and 49%	Between 1% and 24%	No learners
a. Develop a career plan	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Discuss learner background	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Identify learner goals	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. Determine barriers and identify supports needed	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. Evaluate learner readiness for specific programs or services	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

ALL
FILL: IF A1 = 1 OR 2 [ARE] ELSE IF A1 = 3 OR 4 [WERE]

**C1a. How confident [are/were] you in your ability to conduct effective initial meetings with learners?**

- Highly confident..... 1
- Generally confident..... 2
- Moderately confident..... 3
- Somewhat confident..... 4
- Not confident..... 5
  
- MISSING..... M

IF B2 NE 4

FILL: IF A1 = 1 OR 2 [DO] ELSE IF A1 = 3 OR 4 [DID]

**C2. For learners you meet with more than once, what percent of learners [do/did] you refer back to their initial plan in subsequent meetings?**

- 75% or more..... 1
- Between 50% and 74%..... 2
- Between 25% and 49%..... 3
- Between 1% and 24%..... 4
- No learners..... 5
  
- MISSING..... M

**D. EXTERNAL RESOURCES**

ALL
[ADULT EDUCATION PROVIDER SITE]
FILL: IF A1 = 1 OR 2 [USE] ELSE IF A1 = 3 OR 4 [HAVE USED]

The next set of questions are about other resources you may [use/have used] when working with adult learners at [ADULT EDUCATION PROVIDER SITE].

ALL
[ADULT EDUCATION PROVIDER SITE]

**D1. As part of your role as a career navigator, about how often do you use the following to help provide services to learners at [ADULT EDUCATION PROVIDER SITE]?**

	Daily	A few times a week	A few times a month	Once a month or less	Not at all
a. Assessments used for placement or measuring gains (e.g., TABE, CASAS)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. College or work readiness assessment tools	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Career planning or exploration tools (e.g., occupation analysis or profile templates, career planning worksheets)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. Forms, templates, or tools to support job search and applications (e.g., sample resumes and cover letters, interviewing or job retention tips)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. Forms or templates to support college application and enrollment (e.g., educational planning templates)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. Forms or templates to support facilitating on-going interactions with learners (e.g., long-term planning guides, written plans to guide interactions)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
g. Forms or templates to support personal development (e.g., SMART goals setting template)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
h. Other (Please specify)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

..... M

SOFT CHECK: IF "OTHER" IS "1" OR "2" OR "3" OR "4" AND SPECIFY TEXT IS BLANK: <b>Please</b>
---

**provide additional details about what these other resources/forms/tools are. To skip providing this information, you can click "Next."**

ALL

FILL: IF A1 = 1 OR 2 [DO] ELSE IF A1 = 3 OR 4 [DID]

**D2. As part of your role as a career navigator, about how often [do/did] you use the following electronic resources?**

	Daily	A few times a week	A few times a month	Once a month or less	Not at all
a. Aptitude assessments (e.g., O*Net, Career OneStop Toolkit, Indigo Pathway)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Job search websites (e.g., Career Builder, Jobster, Monster, LinkedIn)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Labor market and job-specific resources (e.g., state-specific websites like MN ISEEK or MassHire Career Information system, Occupational Outlook Handbook, My Next Move)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

MISSING.....M

ALL

FILL: IF A1 = 1 OR 2 [ARE] ELSE IF A1 = 3 OR 4 [WERE]

**D3. How confident [are/were] you in your ability to use external resources, including electronic resources, when working with learners?**

- Highly confident..... 1
- Generally confident..... 2
- Moderately confident..... 3
- Somewhat confident..... 4
- Not confident..... 5

MISSING.....M

## E. SELF-ASSESSMENT OF ABILITY TO PROVIDE CAREER NAVIGATION

The next questions ask you to evaluate your confidence using a variety of career navigation services.

ALL

### E1. How confident are you in your ability to apply your knowledge and skills in the following areas when working with learners?

	Highly confident	Generally confident	Moderately confident	Somewhat confident	Not confident
a. Characteristics of the adult education population	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Policy and programmatic context of adult education programs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Understanding of characteristics of adult learners in the local area	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. Cultural competency—the ability to understand, communicate with, and effectively interact with people across cultures	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. Equity, including racial equity, digital equity, and differential access to resources	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. Trauma-informed care (for example, recognizing the presence of trauma symptoms and the role trauma may play in a learner's life)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
g. Prioritizing and tailoring services for learners with different needs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
h. Active listening (for example, listening attentively, paraphrasing and reflecting back, withholding judgement)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
i. Motivational interviewing (for example, directive and learner-centered approach to help learners change behavior)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
j. How to create and maintain strong relationships and referral partnerships inside and outside of the organization	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
k. Gathering and understanding information about available careers, labor markets, and in-demand industries	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
l. Gathering and understanding information about education and training programs or courses	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
m. Career explorations and mapping out career pathways	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
n. Coaching learners to develop their own planning skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

## F. CHALLENGES ENCOUNTERED IN CAREER NAVIGATOR ROLE

ALL

FILL: IF A1 = 1 OR 2 [FIRST WORK IN BRACKET] ELSE IF A1 = 3 OR 4 [SECOND WORD IN BRACKET]

**F1. What challenges [have you encountered in your role as a career navigator with adult learners?**

*Select all that apply*

- 1  Learners [are/were] not interested in career navigation
- 2  Learners' time for one-on-one meetings [is/was] limited
- 3  Learners' time for in-person meetings [is/was] limited
- 4  Learners [struggle/struggled] to engage in career navigation due to external barriers (homelessness, lack of reliable transit, lack of childcare, work demands)
- 5  Learners [do/did] not seek out follow-up meetings
- 6  I [work/worked] with too many learners to individualize services and follow-up over time
- 7  I have/did] not [received/receive] training or professional development relevant to my role
- 8  I [do/did] not have appropriate data to support learners in making and pursuing academic or career plans
- 9  I [do/did] not have adequate network/partners
- 10  There [is/was] not enough funding or other material resources to support career navigation
- 11  I [don't/didn't] know enough about learners' needs and priorities
- 12  I [don't/didn't] have support from organizational leadership
- 13  I [do/did] not have enough hours in my workday to accomplish all of the activities related to career navigation
- 14  Other challenge (please specify) \_\_\_\_\_
- 15  Other challenge (please specify) \_\_\_\_\_

IF F1 > 1
FILL: ONLY SHOW ANSWERS SELECTED IN F1
FILL: IF A1 = 1 OR 2 [FACE] ELSE IF A1 = 3 OR 4 [FACED]

**F1a.** IF F1=>3: Please write a “1” for the biggest challenge you [face/faced], a “2” for next biggest challenge, and a “3” for the third biggest challenge.

IF F1=2: Please write a “1” for the biggest challenge you [face/faced], and “2” for next biggest challenge.

	<i>Rank top three challenges. Use each number only once.</i>
1. Learners [are/were] not interested in career navigation	__
2. Learners' time for one-on-one meetings [is/was] limited	__
3. Learners' time for in-person meetings [is/was] limited	__
4. Learners [struggle/struggled] to engage in career navigation due to external barriers (homelessness, lack of reliable transit, lack of childcare, work demands)	__
5. Learners [do/did] not seek out follow-up meetings	__
6. I [work/worked] with too many learners to individualize services and follow-up over time	__
7. I [have/did] not have [received/receive] training or professional development relevant to my role	__
8. I [do/did] not have appropriate data to support learners in making and pursuing academic or career plans	__
9. I [do/did] not have adequate network/partners	__
10. There [is/was] not enough funding or other material resources to support career navigation	__
11. I [don't/didn't] know enough about learners' needs and priorities	__
12. I [don't/didn't] have support from organizational leadership	__
13. I [do/did] not have enough hours in my workday to accomplish all of the activities related to career navigation	__
14. Other (FILL FROM F1):	__
15. Other (FILL FROM F1):	__

**Thank you for completing the survey!**