APPENDIX A

DISCUSSION GUIDES FOR NAVIGATORS, ADMINISTRATORS, AND PARTNERS

DISCUSSION GUIDES FOR NAVIGATORS, ADMINISTRATORS, AND PARTNERS

In this appendix, we provide a checklist of topics we will cover during site visit semi-structured discussions with program and partner administrators and staff. Not all topics are applicable to all states or respondents. Mathematica likely will not cover all topics with a single respondent. For example, the administrative structure and staffing for the navigator program will be the focus of discussions with the TAA state administrator; program implementation will be the focus of discussion with Navigators. We will tailor the discussion guide for particular states and respondents, and we will build on information we obtain from state clarifying calls and TAA administrative data.

Prior to the discussions, Mathematica will present the following language to each respondent: Public reporting burden for this data collection instrument, is estimated to average 90 minutes per response. The burden estimate includes the time for reviewing instructions, searching existing data sources, gathering, and maintaining the data needed, and completing and submitting discussion. This collection of information is voluntary. You are not required to respond to this collection of information unless it displays a valid OMB control number. Please send comments regarding the burden estimate or any other aspect of this collection of information to the Chief Evaluation Office, U.S. Department of Labor, 200 Constitution Ave NW, Room S-4307, Washington, DC 20210 and reference OMB control number 1290 – 0043.

1. Respondent background

   a. Name, title, and organization/affiliation
   b. Role(s) in the TAA program currently
   c. Length of involvement with TAA and TAA Navigators
   d. Previous work/roles in other workforce programs, state government, etc.
   e. Training/educational background

2. Economic context/participant characteristics

   a. High-level trends in which industries/communities have been affected by recent trade-related layoffs
   b. Demographics of trade-affected workers and barriers to access to employment and training services
   c. Trends in layoffs, petition filing and participant characteristics

3. Background on TAA Navigator model

   a. Reasons for developing the TAA Navigator positions
      1. How learned about different navigator models
      2. Data reviewed/analyzed
      3. Equity considerations
   b. History and evolution of navigator positions
      1. When developed and implemented
      2. How and why changed over time

c. Reason for implementing your state's specific model
    1. How and why chosen
    2. Goals of navigators
    3. Models and components considered but not adopted

4. Partnerships

a. Main partner organizations that are involved with navigator program
b. Coordination activities of navigators

5. Navigator Role/Responsibilities

a. Types of navigator activities and services provided
    1. Outreach and education
        i. Investigation of potential petition filing opportunities
        ii. Outreach to employers
        iii. Outreach to potentially-eligible workers
        iv. Petition filing
    2. Case management services
        i. Typical caseload for navigators
        ii. Role assisting participants with enrolling in training
        iii. Role assisting TAA participants with finding employment
        iv. Average length of time participants receive services
        v. Frequency of service receipt or meetings with navigators
        vi. Follow up services and maintaining contact with participants
    3. Outreach to employers for work-based-learning opportunities and placement services
        i. Outreach for OJT and apprenticeship
        ii. Outreach for TAA participant placements
    4. Providing assistance to case managers (if applicable)
        i. Helping to connect them with partners who are not responding
        ii. Helping them to reach non-responsive partners
        iii. Monitoring key data/reports (such as missing performance data on credentials) and ensuring that case managers follow up
        iv. Training/supervising case managers
    5. Cross-program coordination and systems feedback
        i. Coordination with partner programs
            a. Coordination with Rapid Response
            b. Coordination with WIOA Dislocated Worker program
                i. Extent of co-enrollment with WIOA Dislocated Worker program
                ii. Typical division of tasks/roles for TAA Navigator and WIOA case manager
            a. Coordination with AJC business services teams
            b. Other coordination with AJC partners

ii. Navigator characteristics/ activities that support collaboration
iii. Sharing of participant information and other data across partners
iv. Changes in partnerships since Navigators positions were rolled out
v. Challenges working with partners
vi. Program improvement activities

6. Other Navigator activities
    i. Where and how services are delivered and activities are conducted
        1. Use of technology, automation or artificial intelligence
    ii. If/how activities and services were tailored for different populations
    iii. Success, challenges, and promising strategies related to navigator activities
    iv. Changes made to model or implementation over time and whether successful

6. Administrative structure and staffing for state TAA program and navigators

a. Role of case managers (if used), differences/similarities to Navigators
b. Location, and numbers of Navigators and TAA case managers (e.g., whether they serve only TAA or other participants)
c. Location (AJCs or centralized), number, and high-level roles of other TAA staff
d. Overall structure of oversight and staffing for TAA navigators
e. Primary navigator supervisor/oversight roles and responsibilities
f. Navigator hiring process, including required experience, skills, and abilities
g. Navigator training and professional development, including connections to the community served
h. Navigator turnover

7. Data Collection and Participant/Program Outcomes

a. How TAA leadership measures navigator success
b. What additional data on Navigators are collected, such as:
    1. Numbers of petitions filed by Navigators
    2. Program access issues and how Navigators assisted with addressing them
c. Findings regarding TAA participant outcomes, equity, and program access -- since Navigators have been in place.
d. Successes, challenges, and lessons learned related to data collection and measurement

8. Successes and Challenges/Barriers

a. Successes and challenges in starting up and using Navigators
b. Challenges affecting whether program participants are able to achieve positive outcomes; logistical challenges to program participation
c. Solutions tried to mitigate challenges
d. Program improvements made to better serve target populations
e. Perceptions about effectiveness of the Navigator(s)
    1. Component of navigator model with biggest perceived impact

2. Key program elements for successful navigator model

9. Plans for the Future

a. Interest in expanding/enhancing/continuing the state’s navigator roles/positions
b. Factors for determining whether and when expansion/enhancement will occur
c. Alternative approaches to meeting program goals without navigator positions
d. Facilitators and barriers to expanding/enhancing/continuing navigator positions

NOTE TO INTERVIEWER: Some states may also refer to TAA Navigators as Petition Coordinators. In some states this is one of the roles of the Navigator, but in other states the only portion of the Navigator model that has been operationalized is the Petition Coordinator function.