Supporting Diverse Customers to Employment Success Project:  
A Process for Navigator Orientation and Continuing Training To Success

| Purpose: | Increase the Capacity of Navigators to Effectively Support Diverse Customers |

| Outcomes: |

1. Participating Navigators will:
   1.1 Become familiar with Navigator job functions and related skills  
   1.2 Identify past experience, current job duties, education, and training related to Navigator job functions  
   1.3 Review results of an analysis of individual experience, current job duties, education, and training related to Navigator job functions and related skills  
   1.4 Learn about additional training topics related to career planning and job placement  
   1.5 Develop a customized Navigator Training Plan  
   1.6 Have the opportunity to identify one individual training or information need  
   1.7 Receive identified resources, training and technical assistance  
   1.8 Evaluate training effectiveness and make suggestions for refinement

2. Develop replicable training refined through participant comments on in-class evaluations and follow-up.

There are Seven Steps to Navigator Orientation Training to Success:

Step One: Assess Individual Experience and Education Related to Assisting Customers with Diverse Abilities

Each Navigator is invited to complete the questionnaire, “One-Stop Career Center Map to Your Skills, Gifts, Knowledge and Experience Serving Customers with Disabilities”, to determine experience, job duties, as well as previous training/education related to Navigator job functions and related skills. The questionnaire was created in 2003 from federally suggested Navigator functions and best practice research. The questionnaire was refined through field-testing with One-Stop Career Center staff project contact persons. See Navigator Questionnaire.
There are Seven Steps to Navigator Orientation and Continuing Training to Success continued:

**Step Two: Analyze Training Needs**

Training need areas are identified for each Navigator from an analysis of individual questionnaire results. This information is entered into a database from which a report for each model site is generated. See Database Template Part 1, Database Template Part 2, Database Template Part 3.

**Step Three: Develop a Customized Navigator Training Plan**

Project staff members facilitate Navigators to develop an initial Training Plan using this process:

1. Review project outcomes and overview
2. Learn about resources that this project can offer the Navigators
3. Discuss ways to make project training accessible and support staff participation
4. Review Navigator skill analysis findings and identified group resources as well as training topic needs
5. Review additional training topics related to career planning and job development
6. Prioritize top three training topics by each participant voting for his/her perceived highest priority from #4 and 5.
7. Develop a Training Plan for top three training topics identified in #6:
   - Anticipated Outcomes
   - Training Delivery
   - Resources
8. Invite each Navigator to identify an individual topic about which they would like to receive information
9. Review what will happen next, including the content of “Introduction to Serving Customers with Diverse Abilities” that each Navigator receives as a first training

See Training Plan Template
Step Four: Gather Disability Information and Service Resources

Develop a continually updated Resource Guide for each model site. Solicit information from resources such as:

- Community providers
- Business Leadership Network
- Transition (School to Work)
- DVR counselors
- Internet employment resources
- Disability Law Resource Project (DBTAC)
- Independent Living Centers

Develop information related to topics useful to and desired by Navigators, such as advocacy, career development, funding mechanisms (i.e. waivers), employer information, job accommodations, law, people first language, local and other providers, transition (school to work), social security and website resources. Gather additional resources suggested by Navigators. Also, include any training handouts in the Resource Guide.

Step Five: Design and Deliver Navigator Training and Technical Assistance

Each Navigator reviews the initial “Introduction to Serving Customers with Diverse Abilities” training content. When designing and delivering the customized training, project staff will consider Navigator preferences to make training accessible. This customized training directly relates to the three top training topics identified in the Training Plan. Training participants can also identify additional training and information needs in the Training Evaluation.

A three-person Mentor Team, that includes a community member with disabilities, a model One-Stop Center contact person, and the Navigator, will receive coaching on effective training techniques and assist with training.

Job tools will also be developed related to Navigator and other functions.
Step Six: Training Evaluation

Training participants complete a Training Evaluation that includes:
1. What they like best about the training
2. What they recommend changing about the training
3. Identifying two examples of information learned and when they plan to apply it
4. Rating their understanding of the training outcomes
5. Additional training needed related to the topic presented
6. Overall rating of the training using a five-point scale

Participants who give their names will be contacted at a later point to ask their assessment of the training and application after a time interval occurs.

Step Seven: Mystery Shopper Results

Teams of Mystery Shoppers, who are customers with disabilities seeking jobs, will visit model sites periodically and report back on the quality of One-Stop Career Center services received. These results will be reviewed to pinpoint areas where further training is needed.

Navigators, Mystery Shoppers and One-Stop Career Center staff members can familiarize themselves with a sampling of Mystery Shopper Checklist content with the Mystery Shopper Self-Study training available on-line.