

2007 Veterans Employability Research Survey

Final Report

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Executive Summary

Introduction

The goal of the Department of Veterans Affairs' Vocational Rehabilitation and Employment (VR&E) Program is to enable veterans to live independently, achieve the highest quality of life possible and, given advances in medical science and technology, to secure gainful employment. In 2004, an independent task force assessed the VR&E program and concluded that approximately one-third of veterans enrolled in the program did not persist and complete the program. Instead, they had their program of rehabilitation interrupted or they completely discontinued; indeed about 20 to 25 percent of new applicants were, in fact, veterans who had previously discontinued the program. Further, in 2003, 12 percent of the veterans in the program had to interrupt their rehabilitation plans, primarily due to health problems, family and financial issues, and problems arising from their disabilities.¹

Method

The 2007 Veterans Employability Research Survey (VERS), presented in this report, responds to a research request by the Department of Veterans Affairs to determine the factors that impact veterans' employability resulting from participation in the VR&E Program. The VA is interested in understanding the differences between veterans discontinuing or interrupting their VR&E Program and those who have successfully completed the program. The resulting analysis is intended to be used to modernize the National Survey of Veterans (NSV) and develop a program of timely interventions for improving the success rate of the VR&E Program.

The study consists of a nationally representative survey of veterans who have applied to the VR&E Program, but who discontinued the program at various points as well as a comparison group of veterans who have completed the program. Sample data was obtained from VA records. Between July 3 and November 6, 2007, telephone interviews were completed with 5,031 applicants to the VR&E Program.

The target population for the Veterans Employability Research Survey was comprised of five cohort groups of veterans. The cohort groups and final numbers of completed interviews are:

Cohort 1: Veterans who applied to the VR&E Program and were found to be eligible, but had a current status of "did not show up for an initial appointment"	1,005 interviews
Cohort 2: Veterans who had to temporarily interrupt the evaluation and planning phase of the VR&E Program, and had a current status of "dropped out rather than returning to the program"	1,005 interviews
Cohort 3: Veterans who continued into the evaluation and planning phase of the VR&E Program, and had a current status of "dropped out before a plan was developed"	1,005 interviews

¹ VA Vocational Rehabilitation & Employment Task Force. (2004). Vocational Rehabilitation and Employment Program for the 21st Century Veteran. Washington, DC.

Cohort 4: Veterans who completed the evaluation and planning phase of the VR&E Program, began a plan of rehabilitation, and had a current status of “dropped out or were otherwise discontinued from the program”	1,007 interviews
Cohort 5: Veterans who had a current status of “successful completion” of the VR&E Program.	1,009 interviews
Total Survey Sample	5,031 interviews

The length of the survey varied by cohort and averaged approximately 26 minutes overall. The average length ranged from approximately 20 minutes for Cohort 1 to approximately 30 minutes for Cohort 4.

Study Constraints

The 2005 Literature Review was summarized in this report to provide context and comparative understanding for the quantitative findings. The reports and literature summarized are somewhat dated and do not reflect all of the changes to VR&E services over the past two years. In addition, the VERS sampling frame was limited to veterans who had a disposition of completed, interrupted/discontinued, or actively participating in the VR&E Program between January 2004 and November 2005. Therefore, veterans interviewed for this study may not have had as much contact with recent VR&E program improvements as more recent participants. The impact of these constraints is that the findings may seem somewhat out-of-date to readers who are aware of more recent VA studies, literature, and program changes. Thus, all findings and recommendations should be evaluated alongside recent VA program changes, research and VR&E program results reporting.

To provide a better understanding of how the VR&E program has progressed and improved services over the past two years, the VA may want to consider including a section focused on these issues in the next NSV. The addition of VR&E evaluation to the NSV could provide a sound comparative base for the information collected in the 2007 VERS. From this comparison a more robust measure of how VR&E changes have resulted in better outcomes for participants since 2004/2005 would be achieved.

Key Findings and Recommendations

The 2007 VERS findings focus on the VR&E Program design, application, testing and evaluation processes, counselor interaction, and risk management.

Findings for Program Design

A positive relationship exists between overall program satisfaction and the extent of VR&E program completion. As participants progress through the VR&E process, their overall satisfaction level increases. Most satisfied of all are those who successfully complete the program, but there is also continuous satisfaction level improvement as veterans progress through each phase of the process. Thus, the VA should increase the emphasis on the factors that create satisfaction and success as veterans move through the VR&E process and resolve the issues that cause dissatisfaction and failure among those that do not complete the program.

The VR&E program should clearly emphasize employment as the main objective of the overall program. VR&E program ability to prepare participants for suitable jobs was extremely important to successful program completers and to only half as many non-completers. By working with all VR&E participants and their families from the onset to adopt the goal of obtaining suitable employment, the program may be more successful.

Financial stability and the ability to maintain family life are critical to successful program completion. The VR&E program should take a more individualized approach when determining the support system elements required for each plan. Completers had a statistically significant higher income level than non-completers. The inability to understand veteran needs and provide financial support for self and family caused some participants to drop out of the VR&E program.

Veteran health status cannot be overlooked when determining short and long-term program goals. The health ratings of program participants should be considered and addressed with high priority when developing a VR&E plan. Completers had significantly higher overall health ratings than non-completers. In addition, those with low service-connected disability ratings have significantly lower odds of program completion than those with higher ratings.

Any risk management plan developed for VR&E should include the discrimination elimination steps as a major focus. Discrimination rates in age, gender, race and disability categories, although low (4 to 10.5 percent), are unacceptable. Concentrated efforts to address the underlying causes and implement plans to prevent future discrimination are mandatory. Every aspect of the VR&E program should be included in evaluation and mitigation processes to eliminate discrimination at every stage.

Findings for Application, Testing and Evaluation

VERS participant responses indicate that the following application, testing and evaluation recommendations would be beneficial to the VR&E program:

Effective communication of VR&E program qualifications, requirements and purpose is critical to success. There is a strong positive relationship between those who completely or mostly understood program requirements and purpose at the time of application and successful program completion. The incorporation of clear, concise and correct information at every communication point may improve VR&E success rates.

Current program application, paperwork and timing levels are acceptable to the majority of participants. Completers and non-completers differed little in their satisfaction with these program elements. Thus, any changes to program and process should maintain current application simplicity and timing levels.

Program participants' satisfaction with educational and vocational goals as a result of testing is important to success. Sixty-eight percent of program completers, but only 36 percent of non-completers, are very satisfied with education and vocational goals set as a result of the testing process. Care should be taken to ensure participant satisfaction with goals before finalizing VR&E plans.

Any type of testing or evaluation is a barrier to success for some participants. Test results should be discussed with participants to gauge how much weight should be given to them relative to

the client's needs and interests. Testing was part of the VR&E Program process for about 72 percent of the participants. Only 24 percent felt that test results completely matched their interests, but an additional 47 percent thought results mostly matched. Although these results are favorable overall, 16 percent of non-completers thought that the tests discouraged their completion. Of those, 29 percent thought tests prevented them from pursuing their interests, 16 percent thought the tests did not seem applicable, 15 percent thought they were too-time consuming, and 11 percent found them too difficult.

VR&E written plans should be developed as early in the process, for as many program participants, as possible. Veterans who completed the evaluation and planning phase and began a program of rehabilitation but subsequently interrupted or discontinued the program and those who successfully completed the VR&E program show similar rates (84 percent and 88 percent) of whether they discussed an individual plan of services or developed an individual written plan with their counselor. There is, however, a large and significant difference between these two groups in whether the plan was discussed or written: 58 percent of program completers developed a written plan, compared to only 46 percent of those who dropped out or otherwise discontinued the program after completing the evaluation and planning phase.

Findings for Counselor Effectiveness

Better understanding of veteran needs and motivation for VR&E program participants may increase successful outcomes. The top five most important reasons for applying for a VR&E program are:

1. further education;
2. get training for a new job;
3. get a job that accommodates disability;
4. get a better job; and
5. get a job.

These important reasons for participating in the VR&E program should be incorporated into counselor conversations, work sessions and planning processes. The ways in which these elements might be incorporated into program plans should be developed for communication by program counselors so that participants understand how their needs and goals will be met.

VR&E counselors should be more involved in research to identify education and training opportunities for participants. Forty-eight percent of participants reported that they were required to research schools for education/training programs on their own. Fifty-seven percent of completers versus 46 percent of non-completers said that counselors assisted with education/training program research.

Findings for Risk Management

The VR&E Risk Management Strategy recommendation has a two-pronged focus: (1) to provide a framework for monitoring results in a manner that will measure success and (2) to establish program standards that can be instituted across all program locations, will ensure consistency, and ensure the best use of resources.

VERS results suggest that the risk management plan should include elements that should:

- be incorporated at each phase of the VR&E Program;
- provide metrics and measures that apply to each level of the program;
- grant opportunities for continuous improvement;
- allow for consistent monitoring of operational, financial and environmental aspects of the program; and
- provide risk management for each program participant as well as the program as a whole.

In addition to the internal considerations recommended from VERS findings, it is also suggested that the Department of Veterans Affairs investigate Vocational and Rehabilitation Industry Risk Management Standards. In addition, any regulatory requirements for risk management plans applied to Vocational and Rehabilitation programs should be reviewed. These standards should be evaluated and incorporated as they apply to the VR&E program.

Some examples of metrics for measuring risk management success are:

- Rate of non-completion at each phase;
- Rate of successful employment placement;
- Percentage of program participants in education/training programs;
- Number of cases managed per counselor;
- Number of program graduates per year;
- Recurrent expenditures per veteran in-program per month;
- Availability of IT system;
- Increased use of specialized program elements;
- Number of written VR&E plan agreements; and
- Number of orientations held.

Conclusion

In order for the VR&E Program to fulfill its purpose, the delivery of services to veterans must be improved. The 2007 VERS findings suggest that the things VR&E is currently doing well with successful program completers are the items that may provide the best insights for improving the experience of those now interrupting or discontinuing programs. The ability to make holistic evaluations of each applicant that result in a customized, written and well-communicated program designed to address each veteran's needs, interests and abilities is at the crux of overall improvement. The enigma for the VA is how to accomplish a customized program quickly without huge increases in time and cost.

The need to support this shift in approach while minding budget and resource constraints may be handled through an innovative risk management strategy and plan. Risk management is simply the

practice of systematically selecting cost effective approaches for minimizing the effect of potential failure to the organization. A risk management plan incorporates a set of activities to recognize and assess potential events that might cause failure that are then managed through the development of activities designed to manage, mitigate, and reduce the probability of loss. By implementing a risk management plan around a more customized VR&E program with applicable and effective measures and controls, the VA should be able to introduce a new system that moves the organization firmly into the 21st Century.

Chapter One: Introduction

In March 2004, the Vocational Rehabilitation and Employment (VR&E) Task Force presented its report, “The Vocational Rehabilitation Employment Program for the 21st Century Veteran,” to the Secretary of Veterans Affairs. That report was an independent assessment of the VR&E Program, a program focused on giving veterans with service-connected disabilities the opportunities and services they need to obtain and maintain suitable employment. However, the Task Force found that the VR&E Program had not been as successful as Congress intended. Though the Task Force did not have specific statistical information, it found that many veterans do not achieve their rehabilitation goals. The Task Force recommended that now is the time to change the VR&E Program for a number of reasons, including: ongoing wars in Afghanistan and Iraq; the need for the program to match current cultural understanding of people with disabilities, by focusing on individuals’ abilities rather than disabilities; and the large amount of strain on the program from increasing caseloads and demand for training and independent living services.

As the United States continues to be at war, the number of veterans with disabilities requiring the services of the VR&E Program continues to increase. As this number increases, so will the number of veterans who fail to persist and attain VR&E Program goals, unless the VA devises intervention strategies. The Veterans Employability Research Survey will allow the VA to identify the risk factors for interruption/discontinuation so that an intervention plan can be implemented that will increase the number of program completers and, in turn, improve the quality of life for disabled veterans.

Description of VR&E Program

Purpose

The goal of the Department of Veterans Affairs’ Vocational Rehabilitation and Employment (VR&E) Program is to enable veterans to live independently, achieve the highest quality of life possible and, given advances in medical science and technology, to secure gainful employment. VR&E’s primary benefit program is vocational rehabilitation services for veterans who have a service-connected disability. To receive services, a veteran must be found both eligible and entitled. The outcome of these services lead to suitable employment that is consistent with their aptitudes and interests, or to achieving independence in their daily living. The application of the VR&E Program likely differs among Regions.²

The VR&E Program has been criticized in several studies and reports. Congress and the GAO specifically criticized the program for not complying with the intent of Title 38, U.S.C., Chapter 31. (The report notes several fundamental issues that prevented reform, and makes recommendations to address them.). It has been reported that the processing of claims has taken precedence over the provision of rehabilitative services. Similarly, the administration and oversight of service provision for the veteran under the VR&E Program have not been leadership priorities.

² Glazier, Raymond E. and Jeffrey W. Anderson. (2005). Veterans Employability Literature Review and Analysis Report, Report delivered to Department of Veterans Affairs Office of Policy under contract #101-J47306.

Program Process

Under Chapter 31, the VR&E Program provides a comprehensive program of vocational rehabilitation assessment and services for veterans who have incurred or aggravated a physical or mental disability while in the armed forces of the United States. Veterans who have the potential to become employed are assisted in making viable occupational choices, and, if necessary, are provided the skills needed to qualify for suitable employment. When the veteran reaches the point where he or she is "job ready," VR&E staff assist that person in the employment search process. For those persons whose disabling conditions preclude employment, VR&E may be able to provide independent living services designed to assist the individual to live in the community as independently as possible. Whether the rehabilitation plan calls for a vocational goal or independent living, the VR&E staff work very closely with the veteran and his/her family to ensure progress in the program and success in the goals.

Program Communication

In March 2004, the VR&E Task Force presented its report, "The Vocational Rehabilitation Employment Program for the 21st Century Veteran," to the Secretary of Veterans Affairs. That report was an independent assessment of the VR&E Program. The VR&E Task Force found that the program does not have the measurement systems to "design and implement interventions to reduce the number of veterans who drop out of the [vocational rehabilitation] program or have to interrupt their rehabilitation plans" and to "provide for long-term evaluation of program outcomes." On average, it takes 1,095 days for a veteran to complete the program without interruption. However, for a veteran who has for some reason interrupted the program, the average number of days increases to 1,625. The Task Force report found that approximately one-third of veterans enrolled in the program did not persist and complete the program. Instead, they had their program of rehabilitation interrupted, or they completely discontinued; indeed, about twenty to twenty-five percent of the new applicants were actually veterans who had previously discontinued the program. Further, in 2003, 12 percent of the veterans in the program had to interrupt their rehabilitation plans, primarily for health problems, family and financial issues, and problems arising from their disabilities.

Under Title 38 United States Code 527, the Secretary of Veterans Affairs has the authority to gather data for the purposes of planning and evaluating VA programs (Appendix A). The Veterans Employability Research Survey was conducted under this general authorization. The study was requested by the Secretary of Veterans Affairs and included involvement from Veterans Benefits Administration (VBA) and other agencies. The study assesses the factors related to successful completion of the VR&E program. The contract did not include an objective to assess and document all changes in the VR&E program over the life of the VERS. Therefore, this report can not accurately report such changes in VR&E program.

Specification of VR&E Cohorts

The target population for the Veterans Employability Research Survey comprised five cohort groups of veterans. The current status of the veteran was defined in terms of the sampling frame at the time the sample was drawn. The cohort groups are:

1. Veterans who applied to the VR&E Program, were found to be eligible, but had a current status of "did not show up for an initial appointment";

2. Veterans who had to temporarily interrupt the evaluation and planning phase of the VR&E Program, and had a current status of “dropped out rather than returning to the program”;
3. Veterans who continued into the evaluation and planning phase of the VR&E Program, and had a current status of “dropped out before a plan was developed”;
4. Veterans who completed the evaluation and planning phase of the VR&E Program, began a plan of rehabilitation, and had a current status of “dropped out or were otherwise discontinued from the program”; and
5. A comparison group of veterans who had a current status of “successful completion” of the VR&E Program.

The sampling frame was limited to veterans who had a disposition of completed, interrupted/discontinued, or actively participating in the VR&E Program between January 2004 and November 2005.

Overview of Report

This report presents findings from the 2007 Veterans Employability Research Survey (VERS). The report begins with an overview of literature and programs related to veteran rehabilitation and employment, followed by the objectives and methodology associated with the Veterans Employability Research Survey. Results from the analyses are presented next, preceded by a discussion comparing and contrasting findings from the current survey to other data reports. The report concludes with recommendations related to the VR&E program.

Chapter Two: Review of the Literature

Criteria for Literature Sources

Sources used for this chapter are based on comprehensive computer literature searches, briefings from and with Veterans Benefits Administration (VBA) survey staff and Vocational Rehabilitation and Employment (VR&E) experts, a field visit to the Department of Veterans Affairs Boston Regional Office, analyses of data provided by the VBA, discussions with civilian vocational rehabilitation experts, and examination of unpublished papers made available to the Abt Associates research team by national authorities in the field of vocational rehabilitation. These sources provide a cross-section of descriptive information on Federal, State, private, and not-for-profit rehabilitation and employment of disabled veterans in the U.S.

Survey Data on Customer Satisfaction

The 2001 Veterans Administration National Survey of Veterans found that more than half (55 percent) of all veterans were employed. The Survey also found that over 30 percent of the estimated 8.7 million veterans who reported they had a disability or a disability rating said they were receiving disability compensation.³ One-fifth of those receiving service-connected disability compensation reported that they had received VA Vocational Rehabilitation services at some point. Of this population, nearly 70 percent had the opinion that these services were extremely or very important in meeting their educational goals or helping them get a job.⁴

Of respondents in active receipt of Chapter 31 services and benefits, 82 percent reported some degree of satisfaction with the Evaluation process, 86 percent found the Planning process satisfactory (either “very satisfied” or “somewhat satisfied”), nearly 90 percent reported some level of satisfaction with the actual Rehabilitation phase overall, and 55 percent were satisfied with the Job Ready phase. A total of 75 percent of active case respondents expressed satisfaction with the VR&E Program as a whole. At each phase of the process, those who had interrupted or withdrawn at the VA’s request, not surprisingly, were less satisfied.

In addition to the Survey of Veterans periodic studies, VBA also conducts routine direct-mail surveys of customer satisfaction with the VR&E program. A different questionnaire is sent to random samples of those actively receiving Chapter 31 services and benefits in each of the three major phases of the program: Evaluation and Planning, Rehabilitation and Employment, and Job Ready status. The survey is not addressed to participants whose program progress has been interrupted or who have withdrawn. However, the time lag between drawing samples and mailing the survey makes it possible to capture important satisfaction measures from those who have recently interrupted or withdrawn, either voluntarily or at the VA’s request.

³ These are self-reported data; veterans’ views of whether their compensation is for “service-connected” disabilities do not always correspond with the VA’s official records.

⁴ Source: <http://www.va.gov/vetdata/SurveyResults/final.html>, accessed November 13, 2004.

VR&E Task Force Report and Other Appropriate Studies

In March 2004, the Vocational Rehabilitation and Employment Task Force presented its report “The Vocational and Rehabilitation Employment Program for the 21st Century Veteran” to the Secretary of Veterans Affairs. The report is an independent assessment of the VR&E Program, a program focused on giving veterans with service-connected disabilities the opportunities and services they need to obtain and maintain suitable employment. The Task Force found that the VR&E program had not been as successful as Congress intended. Although the Task Force did not have specific statistical proof, it found that many veterans do not achieve their rehabilitation goals. The Task Force recommended that the VR&E services should change immediately for a number of reasons, including:

- ongoing wars in Afghanistan and Iraq;
- the need for the program to match current cultural understanding of people with disabilities by focusing on an individuals abilities rather than disabilities; and
- a huge strain caused by increasing caseloads.

The Task Force found the VR&E Program to be under stress because of current demands and expectations. One reason for the stressful situation is the fact that the VR&E goal of successful transition and rehabilitation of veterans with disabilities has become a secondary focus as the VBA has worked to improve processing efficiencies. Through process improvement, more claims have been addressed faster, but the capacity to manage growing VR&E caseloads has been limited. To address these concerns, the literature review in the remainder of this chapter examines other programs that address the needs of disabled veterans to discover best practices and recommendations for improving service.

The Survey of Income and Program Participation data show clearly that “...employment of men with disabilities has fallen from 1990 to 1996 and the employment rate of women with disabilities has remained flat across a variety of disability conceptualizations” (Wittenburg & Magg 2003). Policy makers, policy analysts, and disability advocates alike have puzzled over the apparent decline in employment of people with disabilities and the swelling of the Social Security Disability Insurance (SSDI) rolls during the 1990’s economic boom. This slump in the employment rate for persons with disabilities in the general population occurred despite an expanding economy and the 1990 passage of the Americans with Disabilities Act (ADA).⁵ This phenomenon is observed across different data sources, reducing the possibility of measurement error.

Theories advanced to account for this pattern (Stapleton & Burkhauser 2003) include:

- Demographic shifts in the makeup of both the general population and the segment with disabilities;
- Changes in the labor market and the nature of work itself;
- Increases in health care costs and shifts in the financing of health care;
- Greater social acceptance of work disability as a concomitant of lesser chronic conditions;

⁵ Title I employment provisions of the ADA were not fully in effect until July 26, 1992.

- Increased employer awareness of and leerness about ADA accommodations for disabled workers;
- Loosening of the application of SSDI eligibility criteria and standards;
- Movement of newly disenfranchised welfare recipients onto the Social Security rolls; and
- Increases in the replacement value of SSDI benefits relative to prior earnings.

Other Social Services and Benefit Program Literature

For a better understanding of how the VR&E Service compares with other programs currently serving disabled veterans and how those programs operate, this section analyzes how organizations mitigate interruptions and discontinuations of program participants and examines the design of strategies for intervention.

Mitigation of Interruptions and Discontinuations

Data from the 2002 Survey of Veterans' Satisfaction with the VA VR&E program show that interruptions occur more often at the Evaluation and Planning phase (14 percent) than in Rehabilitation (7 percent). The proportion of interruptions at the VA's request also declines in later phases. Actual withdrawals are also more common in the Evaluation and Planning phase (11 percent) than in Rehabilitation (2 percent), but the proportion more than doubles again in the Job Ready phase (5 percent). Voluntary withdrawals are more common in all three phases than withdrawals at the VA's request (Britt 2003).

Over the last decade, 10 to 14 percent of the VR&E caseload has consisted of program participants in interrupted status. These figures do not include veterans voluntarily withdrawn or discontinued by the VA, or those receiving Chapter 36 education and career counseling. For the 12 percent of veterans in the program who had to interrupt their rehabilitation plans in FY 2003, the most common reasons cited were health problems, family issues and financial difficulties, and problems arising from their disabilities (VR&E Task Force 2004). Each year 20 to 25 percent of the program applications are from previously enrolled veterans who had to drop out (*Ibid*). Of master records from 2002, 13 percent were interrupted or discontinued cases (Dean, Oct. 2003). This research also found that veterans in the 1992 cohort who withdrew or dropped out were much more likely to have a reported mental illness than those initially screened out (not eligible or not entitled) or in active treatment (*Ibid*).

Inconsistencies in data collection and reporting throughout the program make it difficult to determine the success rate of veterans who have interrupted their VR&E programs. Interrupted status is a temporary break in the VR&E training program during which a specific re-entrance date is scheduled or there exists a clear indication that the participant will re-enter training within 12 months. Interruption may be initiated by the program participant or through the VR&E program. The fact that interruption is a status that can be entered only after the determination of eligibility for VR&E services means that some interruptions may occur between the point when eligibility is determined and the start of the actual evaluation and planning stage. In addition, for VR&E initiated interruptions, the participant receives a 30-day notice of proposed interruption, then another 30-day notification of actual interruption, allowing time for appeals. During this notification process, a veteran may voluntarily opt out of the program but be carried as a pending interruption. At the time of the VR&E Task Force study, the way VA Regional Offices counted 'interrupted cases' as part of their total caseload was inconsistent and difficult to define.

Thus, no comparison is available between the success rates of re-enrolled veterans and those who complete their programs without interruption.

The most common reasons that survey respondents gave for voluntarily interrupting their program during the Evaluation and Planning phase were family problems (31 percent) and medical problems (28 percent); for actual program withdrawals in this phase, the most common reasons cited were medical problems (27 percent) and disability (22 percent). In the Rehabilitation phase, the two most common reasons given for interruption were also medical problems (41 percent) and family responsibilities/difficulties (40 percent); for program withdrawal, the major reasons cited again were medical problems (41 percent) and disability (33 percent) (Britt 2003).

However, in the Job Ready phase the predominant reason for voluntary program interruption, given by 51 percent of survey respondents, was “found a job on my own,” also the leading reason cited for interruption at the VA’s request (30 percent). For voluntary actual program withdrawals at this phase, “found a job on my own” was even more frequently given as a reason, by 62 percent of respondents; it was also the leading reason given by those who withdrew at the VA’s request (29 percent). In fact, taking a job was also a prominent reason given for program withdrawals at both the Evaluation and Planning phase (19 percent of voluntary withdrawals, 10 percent of VA requested withdrawals) and the Rehabilitation phase (29 percent of voluntary withdrawals, 14 percent of VA requested withdrawals) (*Ibid*).

VR&E participants that found their own jobs before completing the Job Ready phase could be considered successful cases because rehabilitation and ‘employability’ are the main program goals for most participants. However, it is impossible to ascertain from the data available whether the jobs veterans found on their own were commensurate with the goals of the VR&E program. Until a follow-up and evaluation process for employment level and long-term success with VR&E program participants that find their own employment is developed and tracked, these individuals are likely to be considered discontinued participants.

Design of Intervention Strategies and Programs

For comparison, this section examines relevant data and studies on interruptions and discontinuations in other human service programs. These programs include the VA’s Compensated Work Therapy program (a special component of the Veterans Health Administration), the state/federal civilian Vocational Rehabilitation (VR) program, postsecondary education and training programs, and selected medical treatment regimens.

The VR&E program integrates a variety of benefits and services provided by social service and rehabilitation organizations at the federal, state and local levels of government, as well as services provided by the private sector and not-for-profit organizations. Reciprocal relationships exist among many programs serving veterans. For example, the VR&E program may provide one aspect of a veteran’s employment-related education while another agency supports the same veteran with medical rehabilitation services. Measurement of the interaction between participant satisfaction, benefit, and relative value attributed to the various plans and programs is not currently available. Consequently, the comparison of programs in this section should be considered as a separate analysis of each program without consideration for how other programs may affect the results. To the extent possible to allow for comparison, the definitions of success and effectiveness reported by each program are provided.

VA's Compensated Work Therapy Program

First authorized by law as a vocational rehabilitation program in 1962, Compensated Work Therapy (CWT) is an integral part of the rehabilitation programs within the Department of Veterans Affairs (VA) medical programs. Currently 113 such programs are in operation. CWT is designed to provide the support, encouragement, job placement activities, and counseling services necessary for participants to successfully obtain and maintain competitive employment.

Its effectiveness, on an ongoing basis, is monitored by the VA's clinical services review component, the Northeast Program Evaluation Center (NEPEC), which describes CWT as "...a therapeutic work-for-pay program in which private businesses or federal agencies contract with VA for work to be performed by veterans."⁶ Further, "CWT placements enable participants to practice negotiating the demands of a real world work environment, while they concurrently receive treatment designed to support them in achieving their vocational goals."⁷ In FY 2003, 40 percent of participants were discharged to employment, and the income of their program was more than \$40 million. This represents more than twice the cost of operating the program.

"In 1997 (PL 102-94) a residential component was authorized, the Compensated Work Therapy/Transitional Residence Program (CWT/TR), its purpose being to assist veterans participating in CWT in developing the requisite skills to transition successfully into residential life in community living arrangements. Veterans contribute a percentage of the monies earned in CWT to provide for food and other normal living expenses and they live in homes in the community. Both the CWT and CWT/TR programs are open to all veterans in need of such services; service-connected disability is not a prerequisite for participation. In fact, these programs serve veterans from a diverse population base, often with co-morbid issues requiring treatment attention: homelessness, those with PTSD, Severely Mentally Ill (SMI), substance use disorders, and other individuals exhibiting severe occupational deficits."⁸

Pointing out the dramatic need for program expansion, English (2003) noted, "...only 30,000 of the 678,000 veterans served in the VA mental health programs received any form of work-based rehabilitation in 2001." During FY 2003, 13,751 veterans participated in CWT, along with 605 in CWT/TR. NEPEC found that substantial percentages of veterans who entered CWT with a psychiatric or medical problem were rated as demonstrating at least some clinical improvement (alcohol abuse, 66 percent, drug abuse, 64 percent; mental health problems other than substance abuse, 53 percent; and medical problems, 39 percent). The overall rate of employment placement was 40 percent, with another 4 percent discharged to other gainful activities (e.g. volunteer work, education).

These improvement trends were seen as an important part of the treatment process. As with many clinical approaches, there was a moderate level of treatment adherence. Approximately 50 percent of veterans in CWT and CWT/TR achieve a "mutually agreed upon planned discharge." Another 16 percent were asked to leave for failure to comply with program rules, and 25 percent left voluntarily prior to completion of the program. The economic implications for social and health care cost of non-compliance are presumably substantial. One of the challenges facing the program is to refine outcomes evaluation to help determine the factors that encourage participants to complete the program.

⁶ Source: www.nepec.org/pr/ctr/ctrdescr/pdf, accessed November 8, 2004.

⁷ Source: Veterans Industries homepage at www.va.gov accessed November 12, 2004.

⁸ Source: www.nepec.org/PR/CTR/ctrDescr.pdf, accessed November 8, 2004.

These programs have been recognized for their cost-effectiveness and therapeutic value by the Department of Veterans Affairs and are undergoing significant growth, including planned implementation of a supported employment model over the upcoming year to focus on veterans with psychosis.

State/Federal Vocational Rehabilitation Program

The Rehabilitation Services Administration of the U.S. Department of Education funds Vocational Rehabilitation (VR) State Grants, matched by the States, to help individuals with disabilities become gainfully employed. Funds are distributed on the basis of a formula that takes into account State population and per capita income. The State/Federal VR program provides a wide range of services – vocational evaluation, counseling and guidance, work adjustment, diagnosis and treatment of physical and mental impairments, education and vocational training, job placement, and post-employment services.

States must give priority to individuals with the most significant disabilities, if unable to serve all those eligible (the Order of Selection). Services are provided according to an Individualized Plan for Employment. “In 2002, the VR program helped over 222,000 individuals with disabilities achieve employment outcomes, with over 90 percent entering the competitive labor market or becoming self-employed. Approximately 89 percent of the individuals who achieved employment have significant disabilities.”⁹

Federal and State-Level Programs

Title I of the Americans with Disabilities Act of 1990

Title I of the Americans with Disabilities Act of 1990 (Public Law 101-336) prohibits discrimination in employment for all persons with disabilities, including veterans. Tax incentives such as the Small Business Disabled Tax Credit and the Architectural-Transportation Tax Deduction (available to businesses of all sizes) encourage employers to hire persons with disabilities, including veterans.

Veterans Preference in Federal Employment

Veterans Preference gives special consideration to eligible veterans looking for federal employment. Veterans who are disabled or who served on active duty in the United States Armed Forces during certain specified time periods or military campaigns are entitled to preference over non-veterans both in hiring into the federal civil service and in retention during reductions in force. There are two classes of preference for honorably discharged veterans: The Five-Point Preference and the Ten-Point Preference.

The Veterans Five-Point Preference applies to, but is not limited to, veterans with disabilities, whereas the Ten-Point Preference is specific to disabled veterans and certain of their relatives. According to the Federal Jobs Website, “When an agency advertises job vacancies through the Office of Personnel Management or locally through direct hire authority, the agency must select from the top-rated eligible applicants. The official may not pass over a Veterans Preference eligible, however, and appoint a non-preference eligible candidate lower on the list unless the reasons for passing over the veteran are sufficient.

⁹ RSA homepage at www.ed.gov, accessed 2004.

Five-Point Preference - “Five-point preference is given to those honorably separated veterans (this means an honorable or general discharge) who served on active duty (not active duty for training) in the Armed Forces.”

“Medal holders and Gulf War veterans who originally enlisted after September 7, 1980 or entered on active duty on or after October 14, 1982, without having previously completed 24 months of continuous active duty, must have served continuously for 24 months or the full period called or ordered to active duty.”

“Effective on October 1, 1980, military retirees at or above the rank of major or equivalent, are not entitled to preference unless they qualify as a disabled veteran.”

Ten-Point Preference - “Ten-point preference is given to:

- Those honorably separated veterans who 1) qualify as disabled veterans because they have served on active duty in the Armed Forces at any time and have a present service-connected disability or are receiving compensation, disability retirement benefits, or pension from the military or the Department of Veterans Affairs; or 2) are Purple Heart recipients;
- The spouse of a veteran unable to work because of a service-connected disability;
- The unmarried widow of certain deceased veterans; and
- The mother of a veteran who died in service or who is permanently and totally disabled.”

Veterans Employment & Training Services (VETS)

This Department of Labor (DoL) program helps support a network of local employment service professionals whose mission is to assist disabled veterans to locate, secure, and retain employment (<http://www.dol.gov/vets/welcome.html>). This service reportedly has 1,400 local area staff, comprised of Disabled Veteran Outreach Personnel (DVOPs) and Local Veteran Employment Representatives (LVERs). Public agencies and private non-profit organizations receive DoL funding through Veterans Workforce Investment Program under Section 168 of the Workforce Investment Act of 1998.

Veterans Readjustment/Recruitment Appointment (VRA)

“The VRA is a special authority by which agencies may, if they wish, appoint an eligible veteran without competition.”¹⁰ According to the US Department of Labor, “The candidate does not have to be on a list of eligible veterans, but must meet the basic qualification requirements for the position. The VRA is a convenient method of appointment for both the agency and the veteran. However, use of the authority is entirely discretionary and no one is entitled to a VRA appointment.”

VRA appointees initially are hired for a 2-year period. Successful completion of the 2-year VRA appointment leads to a permanent civil service appointment.¹¹

¹⁰ Source: <http://federaljobs.net/veterans.htm>

¹¹ Source: <http://www.dol.gov/odep/puts/ek98/recruitd.htm>

30 Percent or More Disabled Veteran Program

“Federal employers may give a noncompetitive temporary appointment of more than 60 days (see 5 CFR 316.302(b)(4)) or a term appointment (see 5 CFR 316.402(b)(4)) to a veteran that is: retired from active military service with a disability rating of 30 percent or more, or rated by the Department of Veterans Affairs (VA) within the preceding year as having compensable service-connected disability of 30 percent or more. There is no grade-level limitation for this authority, but the appointee must meet all qualification requirements, including any written test requirement. Reasonable accommodation must be provided for any written test. The agency may convert the employee, without a break in service, to a career or career-conditional appointment at any time during the employee’s temporary or by term appointment.”¹²

Vietnam Era Veterans’ Readjustment Assistance Act (VEVRAA)

“Under this law, employers with federal contracts or subcontracts of \$10,000 or more are required to provide equal employment opportunity, take affirmative action, and comply with mandatory job listing requirements to employ and advance protected veterans. This means that federal contractors must take positive steps in all employment practices to enable protected veterans to be considered for employment opportunities, including hiring, promoting, and training. Protected veterans include Vietnam era and qualified ‘special’ disabled veterans. A qualified ‘special’ disabled veteran is: (1) a veteran who is entitled to compensation (or who but for the receipt of military retirement pay would be entitled to compensation) under the laws administered by the US Department of Veterans Affairs for a disability rating of 30 percent or more; or rated at 10 percent or 20 percent if it has been determined that the individual has serious employment disability; or (2) a veteran who was discharged or released from active duty because of a service-connected disability.”¹³

Disabled Veterans Enrolled in VA Training Programs, 5 CFR 315.604

“Disabled veterans who are eligible for training under the Department of Veterans Affairs’ (VA) vocational rehabilitation program may enroll for training or work experience at an agency under the terms of an agreement between the agency and VA. The veteran is not a Federal employee for most purposes while enrolled in the program, but is a beneficiary of the VA. The training is tailored to individual needs and goals so there is no set length. If the training is intended to prepare the individual for eventual appointment in the agency rather than just work experience, the agency must ensure that the training will enable the veteran to meet qualification requirements for the position.”

“Upon successful completion, the VA and the host agency give the veteran a Certificate of Training showing the occupational series and the grade level of the position for which he or she has been trained. The Certificate of Training allows any agency to appoint the veteran noncompetitively under a status quo appointment, which may be converted to career or career-conditional at any time.”¹⁴

Service-Disabled Veteran-Owned Small Business Program

“The Veterans Benefit Act of 2003 (15 U.S.C. 657f) created the procurement program for small business concerns owned and controlled by service-disabled veterans (commonly referred to as the “Service-Disabled Veteran-Owned Small Business (SDVOSB) Procurement Program”). The purpose of the Service-Disabled Veteran-Owned Small Business Program is to provide Federal contracting

¹² Source: http://federaljobs.net/disabled_veterans_.htm

¹³ Source: <http://www.dol.gov/odep/pubs/ek98/recruitd.htm>

¹⁴ *Ibid.*

assistance to service-disabled veteran-owned small business concerns. Employment options for veterans include self-employment through the creation of their own small businesses, encouraged by technical assistance from the VA's Center for Veterans Enterprise (www.vetbiz.gov) and its federally chartered partner, the National Veterans Business Development Corporation.¹⁵

Non-Profit Programs

Veterans Service Organizations (VSOs)

Most of the national veterans organizations offer employment-related services for either all veterans or specifically veterans with disabilities, depending on the locality. VSOs include the American Legion, Veterans of Foreign Wars, Disabled Veterans, AMVETS, Paralyzed Veterans Association, Blinded Veterans Association, Military Order of the Purple Heart, Vietnam Veterans of America, the Non-Commissioned Officers Association, and Jewish War Veterans.

Private Sector Programs

RTI researchers performed a longitudinal study of the characteristics and outcomes of consumers in the Civilian Sector VR system, which is jointly funded by the States and the federal Rehabilitation Services Administration (RSA) of the Department of Education. They followed a nationally representative sample of these civilian VR consumers over a three-year period (cohorts starting in the years 1995 through 1997). The researchers found that 78 percent of VR consumers who left the program with an employment outcome entered competitive employment (Schmidt-Davis, Kay, & Hayward 2000; Hayward & Schmidt-Davis 2003).¹⁶ Persons with physical disabilities accounted for over 40 percent of this group. These consumers typically had completed high school (or better) and were earning mean hourly wages of \$7.76.

The high earners overall were those with higher self-esteem scores at entry to VR and were less likely to believe that chance or other people determined their experiences or outcomes. Individuals who received postsecondary educational services through VR (as do most Chapter 31 veterans) were almost twice as likely to earn high wages (*Ibid*).

In the RTI/RSA longitudinal study, 12 percent of applicants deemed eligible for civilian VR services dropped out prior to receiving services. Consumers with orthopedic disabilities were less likely to drop out; persons receiving some form of cash benefits at entry were more likely to do so; dropouts were more limited in gross motor and personal care function; and they were more likely to be in the 50-59 age range (Hayward & Schmidt-Davis 2003).

Analyses of the RSA 911¹⁷ data on all the state/federal VR agency closures for Year 2000 (N=624,250) were conducted for this report. We found that 62 percent of the cases were interruptions or discontinuations, summing the RSA status closure codes in the following table (Exhibit 2.1), and the Rehabilitation Rate was 38 percent.

¹⁵ *Ibid*.

¹⁶ The others with employment outcomes were in sheltered workshops or supported employment.

¹⁷ The US Department of Education's Rehabilitation Services Administration requires State VR programs to help fund and report aggregate outcome data on service recipients to the centralized federal 911 data system, using closure status codes that are uniform across the States. The analyses of Year 2000 911 data reported here were conducted by Dr. David Vandergoot of the Center for Essential Management Services, Inc. (Jericho, NY) at the express request of the authors of this report.

Exhibit 2.1. Status Closures, All Civilian VR Cases/Veterans Only – RSA Year 2000

Type of Closure	All RSA Cases		Veterans Only	
	Frequency	Percent	Frequency	Percent
Closed from application status	111,784	18	4,150	17
Closed from extended evaluation	7,218	1	279	1
Closed not rehabilitated after program plan	141,603	23	6,119	24
Closed not rehabilitated before program plan	122,459	20	5,336	21
Closed from pre-service listing	4,968	1	335	1
Closed rehabilitated	236,218	38	8,757	35
Total	624,250	100%	24,976	100%

Note: Actual totals may not equal 100% due to the rounding of multiple unseen decimal numbers.

Source: Vandergoot, David, Center for Essential Management Services, Inc.; personal communication; October 1, 2004.

The specific reasons for civilian VR interruptions and discontinuations in this year, for all RSA unsuccessful closures vis-à-vis veterans-only unsuccessful closures were as follows (Exhibit 2.2):

Exhibit 2.2. VR Closure Reasons, Unsuccessful Cases, All VR Cases/Veterans Only – RSA Year 2000

Reason for Closure	All RSA Cases		Veterans Only	
	Frequency	Percent	Frequency	Percent
Unable to locate	88,706	23	4,083	26
Disability too severe	11,662	3	597	4
Refused service	113,554	30	4,442	28
Death	4,316	1	269	2
Client Institutionalized	6,918	2	313	2
Transferred to another agency	7,029	2	230	1
Failure to cooperate	75,128	20	2,886	18
No disabling condition	10,392	3	298	2
Problem with transportation	999	<1	39	<1
All other reasons	61,742	16	2,793	18
Total	380,446	100%	15,950	100%

Note: Actual totals may not equal 100% due to the rounding of multiple unseen decimal numbers.

Source: Vandergoot, David, Center for Essential Management Services, Inc.; personal communication; October 1, 2004.

In this year, 38 percent of closed cases in the State/Federal VR system (N=236,218) were reported as “closed rehabilitated”, a status that includes successful job placements (6 months of employment), achievement of independent living goals, and successful completion of education and training programs. All of these RSA numbers include nearly 25,000 veterans who were served by the civilian

VR system in 2000.^{18 19} We note that, for veterans in the civilian VR caseload of 2000, the successful outcome rate was slightly lower (3 percent, lower) than the overall civilian rate, but this is not a statistically significant difference. The closure status percentage and reasons for unsuccessful closures of veterans served by the RSA closely parallel those for the entire civilian VR caseload. Note that the figures for the entire civilian VR caseload include 24,976 veterans; we did not analyze the RSA data for non-veterans separately. Comparable VR&E administrative data on reasons for case closures in FY 2000 were not available at this writing.

In the four-quarter period July 1, 2003, through June 30, 2004, an unduplicated count of over 59,000 disabled veterans received staff-assisted services from either Disabled Veteran Outcome Program (DVOP) or Local Veteran Employment Representative (LVER) staff funded by the U.S. Department of Labor. Although over 29,000 (53 percent) of these veterans entered employment, only 77 percent of those placed in jobs through VETS were employed six months later. Thus, the six-month VETS job placement rate, comparable to RSA's "successful rehabilitation rate," is about 40 percent.²⁰

Postsecondary Education Intervention Strategies and Programs

Five percent of 1999 high school enrollees dropped out of grades 10-12 in 2000, and the high school dropout rate remained steady through the 1990's following improvements in the preceding two decades (Kaufman, Alt, & Chapman 2001). Students from families in the lowest 20 percent income bracket were six times as likely as their higher-income peers to dropout, and males were a third more likely than females to drop out. The dropout status rate for Asian/Pacific Islanders was 4 percent compared with 28 percent for Hispanics, 13 percent for African-Americans, and 7 percent for Caucasians. The high school dropout rate was the highest (44 percent) for Hispanics born outside of the 50 states and D.C.; this includes those born in Puerto Rico, as well as abroad (*Ibid*, based on October 2000 Current Population Survey data). Attrition rates of 60 to 70 percent have been reported for adult basic education (ABE) students and nearly that level for the adults who now constitute half of all higher education enrollments (Kerka 1995). Among community colleges, a 50 percent dropout rate for first-year to second-year students is not uncommon (Grubb 1997). Canadian researchers found the dropout rate was higher for native-born students than immigrants (Malicky & Norman 1994). The reasons for discontinuation or persistence were multifaceted and included psychological, social, work-related, and educational factors. A study comparing non-traditional-age university students with those of traditional age found student attrition to be age-sensitive for those of non-traditional age, employing the Tinto model (Cleveland-Innes 1994).

Figures on college interruptions and discontinuations in general are not easily obtained, perhaps because these institutions prefer not to disclose the data. David Dean found that, in a November 2002 snapshot of data on Chapter 31 participants, nearly 87 percent were enrolled in undergraduate college programs and

¹⁸ Note that systematic differences have been observed between the VR&E Chapter 31 veterans and veterans applying for civilian sector VR services. The VR&E applicant cohort was younger and more likely to have a high school diploma or post-secondary education than the veterans applying to the public sector VR program (Dean, Dec. 2003).

¹⁹ It is difficult to compare the civilian system's FY 2000 Rehabilitation Rate with the VR&E Rehabilitation Rate of 60 percent for veterans with service-connected disabilities who were served in FY 2000 because of the RSA use of longer time period in the definition of successful job placement.

²⁰ Computed from data for Program Year 2004 supplied by Pamela Langley, Interim Chief, Division of Employment and Training Programs, U.S. Department of Labor, Veteran's Employment and Training Service (personal communication, 16 November 2004).

two-thirds of those students attended full-time (Table 6B in Dean, March 2003). Thus the paucity of outcome data for undergraduate colleges is particularly disappointing. Though information is available on numbers of degrees awarded, national publications are generally silent on college dropouts. Nor are completion rates available for postgraduate education, in which Dean found 4 percent of Chapter 31 participants were enrolled (*Ibid*). Yet there is abundant anecdotal information on the surprisingly large numbers of Ph.D. candidates who never complete their dissertations and receive their degrees.

The life circumstances of adult learners are more complex and varied than those of younger college students. “In any program, adults are largely voluntary participants, but the student role is just one of many roles and responsibilities competing for their time and attention. In fact, personal reasons such as family problems, lack of child care, and job demands are often cited as the cause of withdrawal. At the same time, adults usually have pragmatic, focused reasons for participating and will leave whenever they feel their goals have been met or they feel the program will not satisfy their goal. The phenomenon of stopping out – one or more cycles of attending, withdrawing, and returning – is typical of adults who must place the student role on the back burner, temporarily. Counting them as dropouts would be misleading (Kerka 1995, p.1).” Kerka also notes that in many situations non-completion is the most successful outcome. This calls to mind the many Chapter 31 veterans who withdrew to take a job.

Health Care Regimens

Non-compliance with treatment regimens is a common problem in health care settings, according to findings in studies of treatment for hypertension, life-threatening asthma, diabetes, and even HIV/AIDS. This holds true even when the patient’s very survival is at risk, although physicians and pharmacists frequently rely on data that overestimate compliance (Van Wijk BL, Klungel OH, Heerding ER, & de Boer A. 2004).

A nationwide pharmaceutical company study found that 43 percent of all patients receiving “AIDS cocktail” antiretroviral therapy admitted to non-adherence with the regimen in the previous week (AIDS Alert, 1988). Once again, lifestyle interference factors were cited, and higher-income patients were less likely to comply with the protocol. One study found that the 37 percent non-compliance with antiretroviral therapy regimens was significantly associated with black race and depression; factors associated positively with compliance included better adaptive coping skills and lesser depression. Interestingly, age, education, employment, religious support, and perceived quality of life did not correlate with compliance.

Medical researchers have found that even minor interferences with the patient’s lifestyle can be as important as adverse reactions in non-compliance (Hansson 2002). In cardiovascular disease prevention programs, certain strategies have demonstrated effectiveness in improving compliance: behavioral skill training, self-monitoring, telephone/mail contact, self-efficacy enhancement, and external cognitive aids (Burke LE, Dunbar-Jacob JM, & Hill MN 1997). From VR&E Satisfaction Survey data, we know that veterans with disabilities who responded cited family issues and medical/disability problems as the major reasons for voluntary interruption of their program participation in the Evaluation and Planning phase and in the actual Rehabilitation phase. In the Job Ready phase, the majority of those who withdrew voluntarily did so to take a job they found on their own; this was also the leading reason given by those who said they withdrew at the VA’s request at this phase.

The program most comparable to VR&E is the Civilian VR program. The case closure status of veterans served in the civilian VR program and the reasons for unsuccessful closure mirror those of the general civilian VR caseload in every respect. Similarly, the six-month employment success rate

of the Department of Labor's Veterans Employment and Training Services Program (40 percent) is in the same ballpark as the employment success rate of the civilian VR Program (38 percent).

VR&E Program Processes and Policies in Comparison to the Review of the Literature

Applications for Chapter 31 benefits and services (including the 25 percent that were re-applications by those denied, interrupted, or discontinued) were in excess of 65,000 in 2003, a 73 percent increase over the preceding decade. Numbers of disabled veterans active in the Chapter 31 program in that same year exceeded 58,000, a 67 percent increase over the previous decade. Successful rehabilitations per annum number about 10,000, three-quarters of whom are veterans employed at least 60 days and the remaining one-quarter of whom are those achieving independent living goals.

Each veteran seeking Chapter 31 services is moved through a fairly standard sequence to receive services that typically average nearly three years from application through employment readiness, a process that the Task Force characterizes as "one size fits all" (VR&E Task Force 2004, p. 43). Applicants for Chapter 31 services and benefits include active duty personnel awaiting discharge with service-connected disabilities; the threshold for basic eligibility for active duty applicants is 20 percent disability rating vis-à-vis 10 percent for veterans. The length of the VR&E process increases the likelihood that other life events will interfere with the veteran's rehabilitation process.

David Dean found that demographic and socioeconomic attributes of applicants for VR&E services closely mirrored those of veterans applying to the public sector VR system in most respects, although nearly three times as many VR&E applicants had second disabilities and fewer had sensory disabilities as their primary disabling condition (Dean, Oct. 2003). Musculoskeletal conditions were the most prevalent disability with 38 percent in both cohorts. Substance abuse, not ruled a compensable service-connected disability, was the primary condition accounting for one-fourth of the veterans applying to the public-sector VR program (*Ibid*).

VR&E is the only line of business within VBA that requires face-to-face interaction with participants and has an office in every VA Regional Office. VR&E has 138 locations and has the largest span of program supervision and control of any VBA line of business. VR&E also contracts services of professional counselors and other specialists to perform evaluation, case management and employment placement services, as needed.

The VR&E workforce consists of about 900 staff members, two-thirds of whom are professional staff: counseling psychologists, vocational rehabilitation counselors, and vocational rehabilitation specialists (VR&E Task Force 2004). The VR&E Workload is geographically uneven, with almost one fourth of the caseload concentrated in only five of the VBA's Regional Offices.²¹ Yet geographical coverage of the nation is highly important in providing services that require face-to-face interaction.

Recommendations from the Literature Review

The bodies of literature examined for this study have a number of implications for the reduction of VR&E program withdrawals and discontinuations. Since higher education is such a large component

²¹ Source: <http://www.dol.gov/odep/pubs/ek98/recruitd.htm>

of the services provided under Chapter 31, recommendations are offered from both Vocational Rehabilitation and Education literature.

Exhibit 2.3 summarizes the comparative results of the major Vocational Rehabilitation programs that serve veterans in the U.S. In terms of outcomes, the VR&E program is average compared with other veteran – focused vocational and rehabilitation programs.

Exhibit 2.3. Comparative Results of Major Veteran Vocational Rehabilitation Programs²²

Program	Program Scope	Mission	Placement Rate	Success Rate 6 Months From Completion
VR&E (VBA)	138 field offices, 900 Staff Members	To enable veterans to live independently, to achieve the highest quality of life possible and, given advances in medical science and technology, to secure gainful employment.	42	31
CWT (VHA)	113 Programs, 13,751 participants	Provide the support, encouragement, job placement activities, and counseling services necessary for participants to successfully obtain and maintain employment.	44	22
State/ Federal Vocational Rehabilitation Program	222,000 participants	Provides vocational evaluation, counseling and guidance, work adjustment, diagnosis and treatment of physical and mental impairments, educational and vocational training, job placement and post-employment services.	90	Unknown
VETS (DoL)	1,400 local level staff, 59,000 veterans served	Supports a network of local employment service specialists whose mission is to assist disabled veterans to locate, secure and retain employment.	53	40
Civilian Sector VR System (RSA)	24,976 veterans served	Provides vocational and rehabilitation services from the civilian sector for veterans and civilians.	78	38

²² Information provided in this table was calculated using completion and success statistics provided by the various programs. It is not known whether consistent definitions for “total participants” or “successful completions” were consistent. However, when data was provided to allow cross-validation, total participants was the number of eligible participants that completed the program in FY 2003 and successful completions was the number of employment and independent living outcomes achieved within the year.

Throughout the Vocational Rehabilitation and Education literature there is an emphasis on early intervention, building on prior job experience and existing skills, minimal lifestyle interference, individualized programs, and frequent counselor contact. The recommendations for VR&E based on research findings and specific best practices include:

- Offer basic skills improvement services to those with low skills at entry (Schmidt-Davis, Kay, & Hayward 2000);
- Emphasize early intervention, rapid return to work, preferably at the old job or at a new job with the same employer, or at a new job with a different employer in the same industry (Vandergoot undated; Berkowitz *et al.* 2002);
- Identify viable jobs and amenable employers in stable or growth industries within the veteran's home area local economy, or in an area to which he/she has ties or connections (*Ibid*);
- Consider the whole person and her/her constellation of needs in the rehabilitation process – medical treatment, housing, income support, transportation, help with family issues, etc. (*Ibid*);
- Integrate and involve all concerned parties in the rehabilitation process – medical staff, family members, pastoral advisors – with employment as the recognized and agreed-upon desired outcome (Bose *et al.* 1998);
- Track and document progress in a well-designed case management system in which VR case workers are well-trained, so that ‘the paperwork’ is helpful and not burdensome (Vandergoot undated, Berkowitz *et al.* 2002);
- Implement a system-wide Continuous Quality Improvement (CQI) program that provides for constructive feedback from front-line workers to inform ongoing system redesign and reintegration (*Ibid*);
- Institute Career Exploration programs through which participants get a taste of different vocations (Hope & Rice 1995);
- Set up Job Retention Units that provide post-placement follow-up services at regular intervals to both program participants and employers (*Ibid*);
- Investigate Workplace Training Models – apprenticeships, other on-the-job training, and cooperative programs (*Ibid*);
- Focus on placement with large companies, which offer more opportunity for career advancement and job retention (*Ibid*);
- Attend to subgroup diversity (ethnic, linguistic, racial, gender, other minorities) (Kerka 1995);
- Provide an individualized education/training program tailored to interests, skills, and goals (*Ibid*);
- Measure success and improvement early, display competence (e.g., Extended Evaluation status and part-time trial of training/education programs) (*Ibid*);
- Offer a variety of education/training alternatives to increase the likelihood of success with one of them (*Ibid*);

- Initiate individual pre-enrollment counseling pertinent to the particular postsecondary institution or training program (*Ibid*);
- Recognize and acknowledge ‘return-to-job/school’ anxiety for the many who have prior academic problems and therefore negative associations with the learning process (*Ibid*); and
- Encourage frequent contact with staff and faculty, including the use of e-mail (*Ibid*).

Assessment of Literature Sources

The VR&E Task Force’s 2004 report *The Vocational Rehabilitation and Employment Program for the 21st Century Veteran* provided the foundation source for this analysis, by putting forth a statement of the problem that the Veterans Employability Research Survey was intended to address. The Task Force report synthesized much of the data available in-house at the VA and identified the shortcomings of that information, as well as setting forth goals for improvement, process alterations to facilitate change, and needed policy revisions.

An early visit by project staff to the Boston VA Regional Office was also immensely useful. The VR&E staff granted a firsthand briefing – the “view from the trenches” by front-line VR&E counseling staff with active caseloads. In many respects their observations reinforced points made in the VR&E Task Force report.

The previous body of work performed under contract to VR&E / VBA by University of Richmond economist Dr. David H. Dean (several reports under the general rubric *Outcome-Based Assessment of the VR&E Chapter 31 Program*) was carefully examined. These analyses were comprehensive and facilitated certain comparisons with VR outcomes in the state/federal civilian Vocational Rehabilitation system. Using RSA data available to Abt, it was found that the VR&E program enjoys a success rate superior to the Department of Labor’s VETS program and the overall civilian VR system’s performance, as well as the civilian system’s experience with enrolled veterans. Many of the veterans in the civilian VR system present with substance-abuse issues that DVA does not consider service-connected disabilities; they are therefore a population difficult to serve with vocational rehabilitation. This observation, contributed by Dr. Anthony Campinell, Associate Director for Psychosocial Rehabilitation, Mental Health SHG, VHA CO, also provided valuable insight to the section describing the Compensated Work Therapy program.

Although the survey did not target veterans who dropped out of the program (voluntarily or involuntarily), findings from the VBA’s 2002 Survey of Veterans Satisfaction with the VA Vocational Rehabilitation and Employment Program were quite useful in suggesting topics that needed further exploration in the Veterans Employability Research Survey. As in other arenas, consumer satisfaction is a necessary but not sufficient condition for program cooperation and, minimally, continuation to completion.

RSA data on reasons for discontinuation from the civilian VR program were useful in that they paralleled VR&E findings in most respects as to the reasons for withdrawal. Health care studies reporting poor compliance with therapies, even life-saving drug regimens, documented the magnitude of the interruption/discontinuation phenomenon, but did not find any conclusive demographic or other predictors. Thus, they were of limited usefulness.

Findings from the Higher Education literature were sparse and not very elucidating; this was particularly disappointing in view of the fact that more than 85 percent of VR&E Chapter 31 participants were enrolled in undergraduate college programs. It would have been very useful to compare degree program completion rates for veteran and non-veteran college students, and to see what correlates with degree program completion.

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Chapter Three: Purpose, Objectives, and Methodology

Purpose

The goal of the Department of Veterans Affairs' Vocational Rehabilitation and Employment (VR&E) Program is to enable veterans to live independently, to achieve the highest quality of life possible and, given advances in medical science and technology, to secure gainful employment. The VR&E Program does not have data and management information to analyze either the factors that drive demand for services or the population of veterans that are applying for those services. Under the Title 38 United States Code 527, the Secretary of Veterans Affairs has the authority to gather data for the purposes of planning and evaluating VA programs. The Veterans Employability Research Survey (VERS) was conducted under this general authorization.

Objectives and Research Questions

The Department of Veterans Affairs has initiated this project to determine the factors, primary and secondary, that have an impact on veterans' employability resulting from veterans discontinuing the VR&E Program or having that program interrupted, and to compare this VR&E Program population with veterans who successfully complete the program and with the general veteran population. The resulting analysis of the data, then, may be used to modernize the National Survey of Veterans, conducted periodically by the VA, and to develop a program of timely interventions to improve the success rate of employment resulting from the VR&E Program.

The survey addresses the following research questions:

1. What effect does veterans' satisfaction with the VR&E Program have on persistence and attainment of program completion?
2. What role does communication play in the ability of veterans to persist in the program?
3. What are the internal (VR&E program) and external (e.g., familial, financial) barriers to persistence and attainment?
4. How does disability level affect persistence?
5. How likely are participants to find employment that matches their abilities, training, and interests?
6. How do characteristics and reasons of veterans who discontinue the program differ by the phase of the program (cohort) they were in?
7. How do characteristics of veterans who discontinue the program differ from those who complete the program?

Research Methodology

Study Design

The study consists of a nationally representative survey of veterans who have applied to the VR&E Program, but who discontinued the program at various points as well as a comparison group of veterans

who have completed the program. Sample data was obtained from VA records. Between July 3 and November 6, 2007, telephone interviews were completed with 5,031 applicants to the VR&E Program.

Sample Specification of VR&E Cohorts

Sampling Frame

The VR&E Program consists of five phases: Application, Evaluation, Planning, Rehabilitation and Training, and finally, Successful Completion of the program. The target population for the Veterans Employability Research Survey comprised five cohort groups of veterans. Cohort group membership was based on the phase in which the veteran ended the program and was defined when the sampling frame database was created by the VA. The cohort groups are:

1. Veterans who applied to the VR&E Program and were found to be eligible, but had a current status of “did not show up for an initial appointment”;
2. Veterans who had to temporarily interrupt the evaluation and planning phase of the VR&E Program, and had a current status of “dropped out rather than returning to the program”;
3. Veterans who continued into the evaluation and planning phase of the VR&E Program, and had a current status of “dropped out before a plan was developed”;
4. Veterans who completed the evaluation and planning phase of the VR&E Program, began a plan of rehabilitation, and had a current status of “dropped out or were otherwise discontinued from the program”; and
5. Veterans who had a current status of “successful completion” of the VR&E Program.

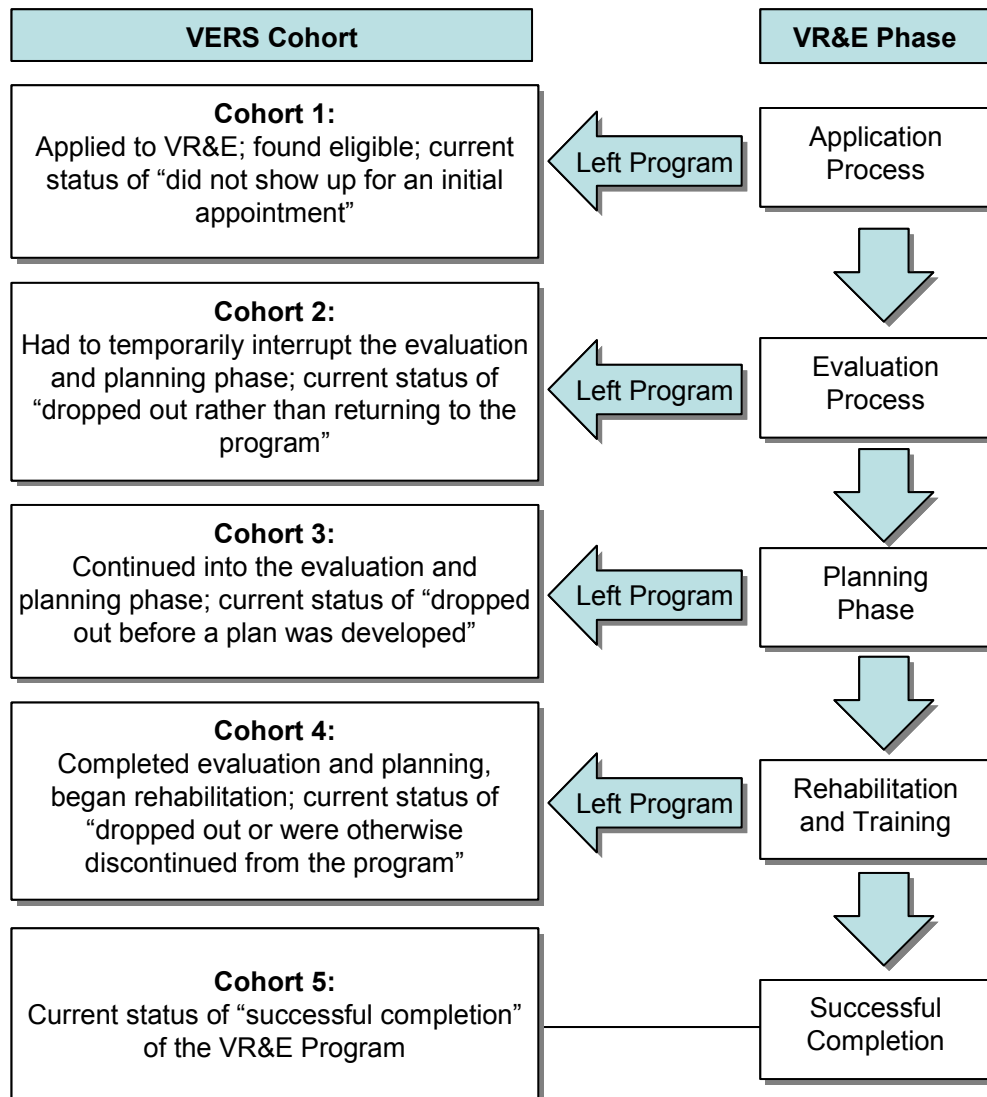
Exhibit 3.1 illustrates the survey cohorts and the corresponding phases of VR&E program.

The sampling frame of 82,981 individuals was limited to veterans who had a disposition of completed, interrupted/discontinued, or actively participating in the VR&E Program between January 2004 and November 2005, as specified by the VA. The three eligible dispositions were identified by the Veterans Administration and Abt Associates. The 23-month time period ending in November 2005 was selected by the Veterans Administration and Abt Associates to allow sufficient time for veterans to complete or terminate their participation in the VR&E Program before the conduct of the survey in 2007. The VA identified 82,981 veterans who met these criteria and this group of veterans was used to define the initial target population for the survey. After Abt Associates checked the data file for duplicate data records and eliminated deceased veterans and veterans not residing in the 50 states or the District of Columbia, the sampling frame consisted of 80,875 veterans. The sampling frame population size of each cohort group is shown below.

Cohort 1	30,151
Cohort 2	10,794
Cohort 3	12,427
Cohort 4	5,498
Cohort 5	22,005

	80,875

Exhibit 3.1. Flowchart Illustrating the Survey Sample Cohorts and their Corresponding Phases of the VR&E Program



Sample Plan

The sample plan called for the selection of a random sample from each of the five cohort groups in order to achieve approximately 1,000 completed interviews with each cohort.

The sampling frame was first divided into the five cohorts. The veterans in each cohort were then stratified as follows:

Cohorts 1 - 2:

Assign Census Region (Northeast, Midwest, South, and West) based on ZIP Code of residence. Create three service-connected disability rating categories using the SC_COMBINED_DEGREE variable: 1 = 000 - 049, 2 = 050 - 100, 3 = MR or NR. Form 12 strata by sorting the veterans into Census Region by SC_COMBINED_DEGREE (4 x 3) cells.

Cohorts 3 - 5:

Assign Census Region (Northeast, Midwest, South, and West) based on ZIP Code of residence. Create three service-connected disability rating categories using the SC_COMBINED_DEGREE variable: 1 = 000 - 049, 2 = 050 - 100, 3 = MR or NR. Create three serious handicap categories using the SERIOUS_EMPL_HANDICAP variable: 1 = Y, 2 = N, 3 = X. Form 36 strata by sorting the veterans into Census Region by SC_COMBINED_DEGREE by SERIOUS_EMPL_HANDICAP (4 x 3 x 3) cells.

For stratum h in a cohort let N_h equal the population size in that stratum of the cohort, and let N equal the population size for the entire cohort. Calculate the sample size for each stratum: $n_h = n(N_h/N)$, where n is the total sample size for the cohort. Round the sample size to the nearest whole number. The SAS PROC Survey Select program was then used to select a simple random sample without replacement from each stratum.

After the sample was drawn for each cohort, the sample for each cohort was next divided into random subsamples called replicates of size 100 sample veterans. The sample was released for dialing by the interviewers on a replicate-by-replicate basis. The sample size in the released replicates totaled 23,047 veterans, distributed by cohort as follows:

Cohort 1	5,998
Cohort 2	4,101
Cohort 3	4,100
Cohort 4	4,994
Cohort 5	3,854

	23,047

Impact Measures

Questionnaire Development and Testing

Questionnaire design and development began with qualitative research on topics related to the VR&E program. Development involved four phases: focus groups, cognitive testing, final questionnaire development, and, finally, computer-assisted telephone interview (CATI) programming.

Focus Groups of Veterans and VR&E Staff

The first phase of questionnaire design involved conducting focus groups with veterans and VR&E staff in three Regional Offices around the country. The goal of the focus groups was to inform questionnaire design. Abt staff conducted twelve focus groups from March – April 2006 in three Regional Offices: St. Petersburg, Florida; Philadelphia, Pennsylvania; and St. Louis, Missouri. Focus groups were conducted separately with both veterans and VR&E staff. Veteran participants varied by cohort and demographic characteristics. Focus group discussion topics included: phases of the VR&E program, relationships between veterans and VR&E counselors, reasons for not completing the program, and suggestions for improving the VR&E program.

Cognitive Testing Summary

To test the draft questionnaires, cognitive interviews were conducted in Abt's Cognitive Testing Laboratory (CTL), which is located in the Washington, DC metro area. Cognitive pretesting is a best

practice for instrument development for Federal survey design. This qualitative method aims to identify survey questions that cause response difficulties. CTL conducted 30 cognitive interviews with veterans varying by cohort, disability status, and military branch. The cognitive testing protocol included scripted and generic probes, as well as “think alouds.” Interviews were conducted in-person (locally) and by phone (nationally). The cognitive interviews provided a first chance to see how veterans like those who were surveyed reacted to the actual interview.

Two rounds of interviews were conducted. The first round consisted of 15 interviews. Based on the findings from that round, the questionnaire was revised. A second round of 15 interviews was conducted, with a focus on the revisions—to see that whatever problems had been identified were no longer present. Minor revisions were made after the second round.

Final Questionnaire

The questionnaire, like the survey design, is largely structured around the stages of the VR&E program (See Appendix B). The instrument utilizes input from the focus groups and cognitive interviews and is designed to provide detailed information about veterans’ experiences and reactions to each component of the program. The questionnaire consists of two broad parts: (1) a set of questions based on cohort (i.e. what stage of the VR&E program was completed) and (2) a set of variables — about personal experiences and background characteristics— that apply to all cohorts. The particular cohort determines which stages of the program are asked about and which questionnaire items the veterans receive. The questionnaire then asks questions about general feelings about the program and reasons for leaving (except for the comparison group), as well as background information, including health status, biographical information and aspects of military service.

The questionnaire was divided into sections as follows:

- Introduction
- Current Status in VR&E Program
- Application Process
- Evaluation Process
- Planning Phase
- Rehabilitation and Training
- Job Preparation and Placement
- Overall Experience
- Reasons for Discontinuing Program
- Military/Employment Background and Status
- Health Status
- Self-Efficacy
- Demographic

CATI Programming

The Veteran's Employability Research Survey used a computer-assisted telephone interview (CATI) system to accurately and reliably collect data. The survey instrument made full use of Abt's Bellview Fusion CATI system's ability to check whether a response was within a legitimate range, follow skip patterns, pre-fill information in questions as applicable, and employ picklists for response categories.

The CATI system tracked each call attempt and allowed interviewers to note any special circumstances associated with each case. The call record promoted effective use of interviewer labor by ensuring that information from one call attempt was used for subsequent call attempts. The status of each case was tracked by a disposition code that was updated after every attempt.

The CATI system was extensively tested before the start of data collection. The first testing stage was a rigorous comparison of functioning with system specifications. Every response to a given question was tested against a hard-copy questionnaire for proper functioning of skip patterns. Every effort was made to test each possible questionnaire path. CATI screens were compared with the specifications to ensure functionality of range checks, inter-item consistency checks, help screens, error messages, and automated probes. Additional testing included a review of the data to see that they were accurately stored within the CATI program. Sampling, scheduling, receipt control, and interview management procedures were closely monitored throughout the data collection period.

Data Collection

Data Collection Plan

The VERS data collection plan consisted of obtaining 5,000 interviews total, or 1,000 interviews per cohort. The VA provided Abt with names, addresses, and phone numbers of applicants to the VR&E program. An advance letter from the VA explaining the general purpose of the survey and how the data will be used, along with a letter from Abt Associates, was mailed to the sampled veterans. Telephone interviewers called these sampled veterans to conduct the survey over the telephone. Two screener questions (confirmation of name and date of birth) were asked to ensure that the interviewer was speaking with the sampled veteran.

The length of the survey varied by cohort and averaged approximately 26 minutes overall. The average length ranged from approximately 20 minutes for Cohort 1 to approximately 30 minutes for Cohort 4.

Interviewer Training

Veterans Employability Research Survey interviewers attended a project-specific training, which gave a thorough description of the project and its purpose, as well as an explanation of the special needs of veterans and the disabled. During project training, interviewers: received an overview of the project, including its purpose and importance, and an understanding of the survey methodology and tools; reviewed the unique situation and needs of veteran and disabled respondents; honed their skills for establishing and maintaining rapport; and learned the survey instrument and practiced its administration. Interviewers then completed mock interviews in order to gain hands-on experience in interview administration.

Project training materials included: an interviewer manual highlighting all survey procedures; an instruction guide for trainers; PowerPoint slideshows to supplement the written materials; scripted mock interviews; and Question-By-Question Specifications. In addition, all interviewers were

required to complete two VA modules on data privacy and data security, and to sign a Confidentiality and Non-Disclosure agreement. Scripted answers to questions that veterans most frequently ask enabled interviewers to immediately respond to and deflect questions that are often the prelude to an outright refusal.

Telephone data collection for the Veterans Employability Research Survey was subject to strict quality control procedures. Supervisory staff monitored three percent of all telephone interviewing work to ensure that introductory material was properly read, the item wording and sequence of the questionnaire were followed, veterans' questions were properly answered, responses were properly probed, and interviewers' recording of responses in the CATI system was accurate. Based on individual monitoring sessions, interviewers were given active coaching and feedback on their performance. In addition, supervisors provided daily on-the-floor feedback on voice quality and professionalism.

Advance Letters

The sample of veterans was sent pre-notification letters supplied by the VA (See Appendix C). These letters, appearing on VA letterhead and signed by a VA official, explained the general purpose of the survey and how the data will be used. These letters also included a link to the VA Web site to confirm legitimacy of the study. Accompanying the VA letter was a letter from Abt Associates that explained the procedures to be used in contacting eligible veterans. The letter mentioned the amount of time needed to complete an interview, stated that the survey was voluntary, assured confidentiality, and provided a toll-free telephone number to call for additional information or to complete the interview. If any veterans contacted for the telephone interview indicated that they did not receive the initial mailing and would like to be sent one, a packet was mailed to them.

Refusal Conversion

In the event of nonresponse, specially trained interviewers handled refusal conversion. Abt Associates' refusal conversion specialists (selected on the basis of high completion rates and low refusal rates, as well as high monitoring scores) were trained to interpret case histories as presented in an electronic record of calls, and to prepare case-specific strategies for refusal conversion based on this information. When necessary, refusal converters also conferred with a telephone supervisor to determine the best strategy. Telephone center supervisors also reviewed and approved all requests by interviewers to finalize a refusal case.

In addition to these efforts, some of the refusal cases were forwarded to the VA for additional refusal conversion efforts. The VA corresponded with these cases by explaining the purpose and the validity of the study.

Approximately 800 refusal cases were dialed again for refusal conversion. Cases that were coded as "hostile refusal" or "take off list refusal" were not included in refusal conversion efforts. The result was 113 completes (or 14 percent of eligible refusal cases) and 123 cases that refused a second time. The remaining cases were not finalized by the time data collection ended.

Locating Efforts

Multiple locating efforts were used to increase the level of contact with sampled veterans. A description of the methods for conducting the locating efforts and the amount of information about the intended respondent required to conduct the effort is provided below, by resource.

Prior to the start of data collection:

1. National Change of Address (NCOA) Service. All cases that received an advance mailing were first sent to the NCOA service to identify the most current telephone and address information.
2. Commercial Telematching Service. Using current commercial telematching software purchased from an outside vendor, in-house batch searches for current telephone and address information were performed. The searches were conducted for all cases before they were loaded into the CATI system. Trained and certified interviewers/locators used veteran name, last known address, and last known telephone number; they submitted no information to any outside party.

After the start of data collection:

1. Request for Information from Answering Party. Answering parties who indicated that the sampled veteran was not at the dialed telephone number were asked whether they could provide a current telephone number for the veteran. No sample information was given to these answering parties other than the veteran's name.
2. Directory Assistance. In cases where the veteran was not known at the sample telephone number or the number was disconnected or otherwise not working, interviewers dialed Directory Assistance in an attempt to obtain an updated contact number. The veteran's name and last known address were given to Directory Assistance operators.
3. Internet Search Services. In cases where Directory Assistance did not have a listing for the sampled veteran, trained and certified in-house supervisory staff performed Internet searches for current veteran telephone and address information, using two Internet search services. These searches used veteran name, last known address, last known telephone number, and, if applicable, social security number; no information was submitted to any outside party.

Telephone interviewers and locating staff worked as a team throughout the study to pursue leads, perform searches and look-ups, and develop strategies for hard-to-locate veterans. Interviewers made the first attempts to dial veterans' telephone numbers. When the number proved not to belong to the sampled veteran, the interviewer attempted to obtain updated information from the party answering the telephone. If this was not possible, or in cases where the telephone number was disconnected or otherwise non-working, the interviewer attempted to obtain an updated telephone number from Directory Assistance. Sampled cases for which these efforts did not produce updated information were then worked by trained locating specialists, allowing telephone interviewers to focus on the task of interviewing other veterans. Once the locating team obtained new information for a case, it was transferred back to the telephone interviewing staff. Each locating attempt and any resulting information were documented to allow each team member to view the complete history of the locating effort.

Despite these efforts, locating veterans proved difficult. The 5,133 numbers that went through directory assistance resulted in 3,352 cases (or 65 percent) with no listing found. Additional locating efforts were conducted on 386 of these cases using the Internet search services as described above. These sources also proved unproductive, yielding only 23 completes. Of the 386 cases, 182, or 47 percent, resulted in either no new number or numbers that proved to be wrong, disconnected or non-working. These locating efforts were eventually discontinued.

Pretest

From July 3 – July 30, 2007, a pretest was conducted using approved draft questionnaires for the five cohorts. The goal of the pretest was to identify potential problems in the study questionnaires or the data collection process. Interviewing was closely monitored for this purpose. Interviewer debriefing sessions were also held to assess veterans’ reactions to various aspects of the survey, and to enhance job aids for interviewers as they responded to frequently asked questions.

Tabulated frequencies for each survey question, along with all verbatim responses, were provided to the VA at the conclusion of the pretest. In addition, Abt Associates provided an annotated briefing to the VA regarding the pretest results. The briefing detailed, overall and by cohort, locating rates, overall response rates, item nonresponse rates, and potential concerns regarding veterans’ comprehension of survey content. The briefing included a summary of recommendations for enhancement of the questionnaire and data collection process prior to beginning national survey data collection. Minor revisions were made to the questionnaire based on pretest results. The 162 completed interviews obtained from the pretest were included in the final dataset.

Final Outcome of Sampled Cases

Abt Associates’ survey staff reviewed the call outcome codes used for the CATI survey and developed rules to assign a final disposition code to each of the 23,047 cases in the released replicates. The final disposition code was based on the final call attempt outcome and the outcomes from any prior attempts. A total of seven final disposition categories were created. Exhibit 3.2 shows the distribution of the sample by final disposition. A total of 5,031 interviews were completed, and only 183 veterans that were identified as eligible for the survey failed to complete the interview. The four ineligible categories contain a total of 1,550 veterans. The largest final disposition category consists of 16,283 veterans who had an unknown eligibility status. Veterans who were never contacted are the largest group contributing to this category. The primary reason for not contacting veterans was that the address and/or home telephone number information in the VA database was out-of-date.

Exhibit 3.2. Sample Distribution of Final Disposition Codes

Final Disposition	Number	Percent
1. Eligible for survey, interview completed	5,031	21.8
2. Eligible for survey, interview not completed	183	0.8
3. Ineligible for survey because of independent living disqualification	24	0.1
4. Ineligible for survey because of screener birth date or no recall of VA program	344	1.5
5. Ineligible for survey because reported never participating in the VA program	1,138	4.9
6. Ineligible because deceased	44	0.2
7. Unknown eligibility status because of insufficient information to determine status	16,283	70.7
	23,047	100.00

Source: 2007 Veterans Employability Research Survey (VERS)

Response Rates

Following the AAPOR guidelines (http://www.aapor.org/uploads/standarddefs_4.pdf) for the calculation of response rate, we used the seven final disposition categories to classify each of the 23,047 sample veterans as:

- Eligible-completed (EC) = final disposition 1,
- Eligible-not completed (ENC) = final disposition 2,
- Ineligible (I) = final dispositions 3, 4, 5 and 6, or
- Unknown eligibility (U) = final disposition 7.

The response rate was calculated as:

$$\frac{EC}{EC + ENC + U \left(\frac{EC + ENC}{EC + ENC + I} \right)}$$

The response rate calculation assumes that the eligibility rate observed in the sample applies to the sample cases with an unknown eligibility status.

The response rates were calculated on an unweighted basis and also on a weighted basis using the base sampling weights (calculation of base sampling weights is discussed below in section 9). The response rates for the entire sample and for each cohort are shown in Exhibit 3.3. The AAPOR response rate guidelines recommend reporting the weighted response rate, and we concentrate our comments on those rates (the weighted and unweighted response rates are, however, very close).

Exhibit 3.3. Response Rates for the Entire Sample and By Cohort*

	Unweighted Number of Completed Interviews	Unweighted Response Rate	Weighted Response Rate
Entire sample	5,031	28.3	29.3
Cohort 1 (Veterans who applied to the VR&E Program, were found to be eligible, but had a current status of “did not show up for an initial appointment”)	1,005	30.4	30.4
Cohort 2 (Veterans who had to temporarily interrupt the evaluation and planning phase of the VR&E Program, and had a current status of “dropped out rather than returning to the program”)	1,005	32.7	32.7
Cohort 3 (Veterans who continued into the evaluation and planning phase of the VR&E Program, and had a current status of “dropped out before a plan was developed”)	1,005	29.5	29.4
Cohort 4 (Veterans who completed the evaluation and planning phase of the VR&E Program, began a plan of rehabilitation, and had a current status of “dropped out or were otherwise discontinued from the program”)	1,007	21.6	21.6
Cohort 5 (Comparison group of veterans who had a current status of “successful completion” of the VR&E Program)	1,009	27.9	28.0

*Note: Response rates were calculated separately for each cohort and for the entire sample (i.e., all cohorts combined).
Source: 2007 Veterans Employability Research Survey (VERS)

The overall response rate for the study was 29 percent and the cohort response rates ranged from 22 percent in Cohort 4 to 33 percent in Cohort 2. There is no pattern in the response rate across the cohorts, other than response rates above 30 percent in the first two cohorts and a considerably lower response rate in Cohort 4. The low overall response rate and cohort response rates were primarily due to noncontacts rather than refusals to participate in the survey. In the nonresponse bias analysis (see below) it was also found that response rates were lower among younger age groups. The weighting methodology incorporated both cohort and age group in an effort to reduce nonresponse bias in the weighted estimates obtained from the survey.

Response Bias Testing

Assessing nonresponse bias is a difficult task because the survey outcome measures are not available for the nonrespondent sample veterans. The OMB guidelines (http://www.whitehouse.gov/omb/inforeg/pmc_survey_guidance_2006.pdf) for nonresponse bias assessment propose some methods for assessing the potential for nonresponse bias. One recommendation is to examine response rate differentials. In other words, does the response rate vary across key domains of the sample? This type of analysis is possible when the sampling frame database contains domain identifiers that are by definition available for the respondents and nonrespondents. This study falls into this category in that the sampling frame database contains several key domain variables. For the domain variables shown in Exhibit 3.4 we calculated the weighted response rate. There are only small differences in the response rate for the domain variables; the only noticeable exception is age group, where the response rate is 23 percent for age 18-29 years and 23 percent for age 30-39 years versus 37 percent for age 50-64 years and 40 percent for age 65 years and older. The description of the weighting and estimation procedures below discusses how age group was included in the calculation of the weights.

Weighting and Estimation Procedures

Each of the 5,031 completed interviews was assigned a weight for use in the analysis of the survey data. The first step in the weighting process involved assigning a base sampling weight to each of the 23,047 veterans. The base sampling weight equals the population count of veterans in the sampling frame for a stratum divided by the sample size of veterans selected from that stratum and released to the CATI survey.

In the next step in the weighting process, the sampling frame was used to create population control totals for the following variables:

- Cohort
- Collapsed stratum
- Gender
- Age group
- Sc_Combined_Degree
- Census Region
- Handicap category

The collapsed stratum variable is based on the original stratum variable used to select the sample, but small strata with fewer than 10 completed interviews were combined with an adjacent stratum.

Exhibit 3.4. Key Domain Weighted Response Rates

Domain	Weighted Response Rate
Gender:	
Female	30.0
Male	29.8
Age:	
18-29	22.9
30-39	23.0
40-49	30.0
50-64	36.8
65+	40.0
Census Region:	
Northeast	28.5
South	29.1
Midwest	30.5
West	29.3
Serious Employment Handicap:	
Yes	28.4
No	28.1
X (not determined)	31.8
DISRATE* Category:	
SC_COMBINED_DEGREE = 000 - 049	28.1
SC_COMBINED_DEGREE = 050 - 100	31.5
SC_COMBINED_DEGREE = MR or NR	26.4

*Note: This variable is based on the sample frame variable, SC_COMBINED_DEGREE, and measures disability using a rating of 0-100. "MR" stands for "for memorandum (memo) rating," which indicates a preliminary rating was given while still in service. "NR" indicates "no rating" has been given.

Source: 2007 Veterans Employability Research Survey (VERS)

Using the base sampling weight as the input weight, raking (Deming 1943) was used to adjust weights of the 23,047 sample veterans so that the weighted sample was in close agreement with the population control totals for the categories of each of the above seven variables. Raking adjusts a set of data so that its marginal totals match specified control totals on a specified set of variables. The term "raking" suggests an analogy with the process of smoothing the soil in a garden plot by alternately working it back and forth with a rake in two perpendicular directions.

In a simple 2-variable example the marginal totals in various categories for the two variables are known from the entire population, but the joint distribution of the two variables is known only from a sample. In the cross-classification of the sample, arranged in rows and columns, one might begin with the rows, taking each row in turn and multiplying each entry in the row by the ratio of the population total to the weighted sample total for that category, so that the row totals of the adjusted data agree with the population totals for that variable. The weighted column totals of the adjusted data, however, may not yet agree with the population totals for the column variable. Thus the next step, taking each column in turn, multiplies each entry in the column by the ratio of the population total to the current total for that category. Now the weighted column totals of the adjusted data agree with the population totals for that variable, but the new weighted row totals may no longer match the

corresponding population totals. The process continues, alternating between the rows and the columns, and agreement on both rows and columns is usually achieved after a few iterations. The result is a tabulation for the population that reflects the relation of the two variables in the sample.

The above sketch of the raking procedure focuses on the counts in the cells and on the margins of a two-variable cross-classification of the sample. In the applications that survey statisticians often encounter, involving data from complex surveys, it is more common to work with the survey weights of the n individual respondents. Thus, the basic raking algorithm is described in terms of those individual weights, $w_i, i = 1, 2, \dots, n$. In a cross-classification that has J rows and K columns, denote the sum of the w_i in cell (j, k) by w_{jk} . To indicate further summation, replace a subscript by a + sign. Thus, the initial row totals and column totals of the sample weights are w_{j+} and w_{+k} , respectively. Analogously, denote the corresponding population control totals by T_{j+} and T_{+k} .

The iterative raking algorithm produces modified weights, whose sums are denoted by a suitably subscripted m with a parenthesized superscript for the number of the step. Thus, in the two-variable cross-classification $m_{jk}^{(1)}$ denotes the sum of the modified weights in cell (j, k) at the end of Step 1. If one begins by matching the control totals for the rows, T_{j+} , the initial steps of the algorithm are

$$\begin{aligned} m_{jk}^{(0)} &= w_{jk} && (j = 1, \dots, J; k = 1, \dots, K) \\ m_{jk}^{(1)} &= m_{jk}^{(0)} (T_{j+} / m_{j+}^{(0)}) && (\text{for each } k \text{ within each } j) \\ m_{jk}^{(2)} &= m_{jk}^{(1)} (T_{+k} / m_{+k}^{(1)}) && (\text{for each } j \text{ within each } k) \end{aligned}$$

The adjustment factors, $T_{j+} / m_{j+}^{(0)}$ and $T_{+k} / m_{+k}^{(1)}$, are actually applied to the individual weights, which could be denoted by $m_i^{(2)}$ for example. In the iterative process an iteration rakes both rows and columns. Thus, for iteration s ($s = 0, 1, \dots$) one may write

$$\begin{aligned} m_{jk}^{(2s+1)} &= m_{jk}^{(2s)} (T_{j+} / m_{j+}^{(2s)}) \\ m_{jk}^{(2s+2)} &= m_{jk}^{(2s+1)} (T_{+k} / m_{+k}^{(2s+1)}) \end{aligned}$$

This process continues, alternating between the rows and the columns, and close agreement on both rows and columns is usually achieved after a small number of iterations.

The raking for this study was carried out using a SAS program (<http://www.abtassociates.com/attachments/sasbalancingweighted.pdf>). After the raking program converged, a ratio adjustment was made to the weights of the completed interviews so that their weights added to 60,578. We obtained this estimate of the size of the eligible population by using the sample of eligible and ineligible veterans to estimate the number of eligible sample veterans among the sample veterans with an unknown eligibility status. The adjusted raked weight should be used in all analyses of the survey interview data. It is important to use the weights when analyzing the survey data because: 1) the weights account for the different sampling rates by cohort based on the complex sample design involving stratification, and 2) the weights account for differential nonresponse on the variables

included in the raking. The application of standard statistical analysis methods for estimation and hypothesis testing to unweighted data may therefore yield misleading results. If data are not weighted, severely biased estimates may result.

Statistical software such as SUDAAN (Research Triangle Institute 2001) can be used to calculate standard errors for the stratified sample design used for this study. The basic code needed for SUDAAN is shown below.

```
PROC CROSSTAB data=vavers filetype=sas design=strwr;  
    nest stratum_collapsed;  
    weight raked_wt_adjusted;
```

Data File Production

Once data collection was complete, data files with the collected and edited data were produced. Abt Associates has established procedures for cleaning and producing data files to ensure that files meet the highest quality standards, and these procedures were used for the Veterans Employability Research Survey. A lead programmer was responsible for cleaning data at the end of the data collection period. The programmer followed detailed cleaning specifications provided by project staff. The cleaning process included checking that values were within specified ranges and skip patterns were followed. After all edits were made, a frequency report was reviewed for completeness. All open-end responses were reviewed to determine whether they could be back-coded to one of the pre-existing response categories. If a particular response could not be back-coded, and appeared frequently among the open-end responses, then a new response category was created for coding purposes. Coding for the “Occupation” variable was based on the U.S. Department of Labor’s Standard Occupational Classification (SOC) System (See Appendix D). Coding for the “Race” variable was based on U.S. Census guidelines.

Final analytic files, with edited and weighted data, were delivered to the VA in SAS format.

Data Analysis Overview

Descriptive Results

Analysis of the survey data begins with basic descriptive analyses to obtain an overall unweighted profile of participants in the VR&E program, as well as how participants in general view the VR&E program. These analyses are conducted both for the full sample and by study cohort, in order to identify key similarities and differences among the cohort groups. The initial descriptive analyses do not include tests of significance. Results of this overview are used, however, to highlight issues of interest for the subsequent analyses.

Hypotheses and Bivariate and Multivariate Tests

Initial hypotheses were structured to respond to topics related to the research questions guiding the study. Hypotheses include:

1. Greater satisfaction with the VR&E program is positively associated with persistence in the program.
2. Lack of communication about the program is negatively associated with persistence in the program.

- 3a. Internal (VR&E program) barriers are negatively associated with persistence and aspirations.
- 3b. External (e.g., familial, financial) barriers are negatively associated with persistence and aspirations.
- 3c. VR&E program barriers are not greater than external barriers to persistence.
- 4a. Greater levels of disability are associated with greater barriers to initial program participation.
- 4b. Greater levels of disability are associated with longer VR&E program persistence.
5. Persistence in the program is positively associated with finding a job commensurate with the veteran's abilities, training, and interests.

Despite the substantive variation and differences in particular survey items pertaining to each of the research questions, the process for addressing each question follows a similar protocol. The protocol is based on a sequence of analytic procedures designed to evaluate the initial hypotheses above, and each step informs a more defined path for the analyses that follow. For every statistical test, the sampling weights are used, and calculated standard errors reflect the stratified sample design used in the study. All tests of statistical significance are conducted using the conventional 0.05 alpha level. Any analysis that involves a sizable number of statistical tests must face the possibility that some results declared "significant" have arisen simply by chance. To aid in dealing with multiple testing, the report includes descriptive levels of significance (p-values). Results from each stage of the analysis are incorporated into the discussion of findings in Chapter 4.

Following the descriptive analysis described above, cross-tabulations are constructed between responses to survey items and cohort status, program completion or attainment status, demographic groups, and other survey responses as appropriate. Using these cross-tabulations, chi-squared tests are used to test hypotheses of homogeneity between groups on individual survey items. Chi-squared tests are non-directional tests of association, with results indicating only whether there is a significant relationship between the two categorical variables present in the cross-tabulation. Selected cross-tabulations are presented to address each research question.

T-tests are used to analyze whether there are significant differences in means between program completers and non-completers on the continuous measures in the data, including: age, income, years of service, number of dependents, number of counselors in the program, and number of times applying to the program. Tests of correlation are used to assess the strength of association between specific survey responses and cohort status, program completion, and demographic characteristics.

Based on the previous analyses, logistic regression models are constructed to estimate odds ratios for program completion versus non-completion. Models are first constructed to address each of the research questions individually. A final model is then built to isolate the most critical factors overall in program completion.

Since progress through the VR&E program is sequential by cohort, starting with those in Cohort 1, who applied for services but did not keep an initial appointment, and continuing to those in Cohort 5, who successfully completed the program, cohort status serves as a proxy measure for persistence for addressing the research questions and initial hypotheses related to that concept. Similarly, program completion or attainment status is defined by cohort, since Cohorts 1-4 include only those who did not complete the program and Cohort 5 includes only those who did complete the program.

Causal Inferences

Comparisons between cohort groups presented in the analysis should not be interpreted as effects of program services. As described in Chapter 6, we recommend a controlled study for learning about the effectiveness of these services. All frequencies and cross-tabulations presented on veteran cohorts and demographics are descriptive. The results of chi-squared tests using the cross-tabulations do not allow inferences to be drawn regarding whether status on one variable (e.g., cohort status) is caused by the status on the other (e.g., a particular survey response). Differences in means or associations between survey responses and cohort status or demographic groups cannot be attributed to either the veteran groups or program services. Estimated odds ratios represent average differences in the probability of program completion, and cannot be interpreted as the causal impact on program completion of the independent variables included in the statistical models.

References

Deming WE. (1943). *Statistical Adjustment of Data*. New York: Wiley.

Research Triangle Institute (2001). *SUDAAN User's Manual, Release 8.0*. Research Triangle Park, NC: Research Triangle Institute.

Chapter Four: Analysis and Findings

This chapter presents findings from the 2007 Veterans Employability Research Survey (VERS). It begins by reviewing the data analytic procedures. Further sections then explore the findings on each of the key research questions guiding the study: the effect of veterans' satisfaction with the VR&E program on program persistence and completion; the role of communication in veterans' ability to persist in the VR&E program; internal and external barriers to program persistence and completion; the effect of disability level on program persistence; the likelihood of VR&E program participants' finding employment that matches their abilities, training, and interests; and finally reasons for discontinuation and characteristics of veterans by program phase.

The key findings include the following:

- Greater overall satisfaction with the VR&E program was associated with a higher rate of program completion. Greater program satisfaction was also associated with later stages of program persistence, but varied little among those who discontinued during the early phases of the program.
- More positive reports concerning communications with veterans' primary counselor while in the VR&E program were associated with persistence into later stages of the program and higher rates of program completion.
- Both internal and external barriers were negatively associated with program persistence and completion. It is difficult to determine whether internal or external barriers had a greater role in explaining differences by program persistence and completion, although external barriers seemed to play a larger role in the differences by age group and race/ethnicity.
- Greater disability levels were associated with higher rates of program completion: the odds of completion were higher for participants with higher service-connected disability ratings and higher among those with a serious employment handicap.
- Although VR&E program completion was clearly associated with greater odds of veterans' finding employment matching their abilities, training, and interests, there was little difference in employment outcomes between those who discontinued at earlier or later phases of the program. Program completion was a much more important factor than program persistence in positive employment outcomes.
- VR&E program completion differed by demographic characteristics: on average, women completed the program at a higher rate than men; participants aged 30-64 completed at a higher rate than those aged 65 and over and those aged 18-29; White participants completed at a higher rate than Hispanic or Latino and African-American participants.
- Differences in attitudes toward the VR&E program and in employment outcomes by program persistence and/or completion were more numerous and more substantial (in magnitude) than were differences by demographic groups (age or race/ethnicity).
- Generally, differences in attitudes and outcomes were greater between VR&E program completers and non-completers than among those who discontinued the program at phases short of full completion. There was particularly little variation between participants who discontinued during the first three program phases: from those who applied but did not attend

an initial appointment, up to those who continued into an evaluation and planning phase but dropped out before a plan was developed.

Analytic Procedures

Responses to survey items were cross-tabulated with age group (18-29, 30-39, 40-49, 50-64, and 65+), race/ethnicity (Hispanic, White Non-Hispanic, Black Non-Hispanic, and Other Races Non-Hispanic), cohort status, and program completion (when relevant). A full set of these cross-tabulations, in the order of survey items, can be found in Attachment A. All percentages presented in this chapter are included in the tables presented in Attachment A, and parenthetical references to specific survey items are provided within the text as reference points to the appropriate table.

Chi-square tests were conducted on cross-tabulations identified as key items relevant to each of the research issues. The results of those tests were used to determine whether there was a statistically significant association between a given survey item and age, race, persistence, and/or completion. Where chi-square test results are presented in exhibits throughout this chapter (see, for example, Exhibit 4.1), statistically significant findings are highlighted for emphasis. Because chi-square tests are non-directional measures of association, it was then necessary to review the relevant cross-table (see Attachment A) to examine the nature of the relationship between the survey responses and the different groups by age, race, cohort, and program completion. The discussion of findings throughout the text focuses primarily on elucidating the significant differences detected through the chi-square test by describing specifically how the groups in question were different. Logistic regression models are presented for some research issues. These models allow for further examination of the odds of program completion (or in one case, the odds of positive employment outcomes) for participants based on their specific survey responses and/or demographic characteristics. Additional exhibits presenting other statistical tests or descriptive information are provided as appropriate to the research issues.

Findings are presented in sub-sections by research issue. Each of these sections is further broken down into sub-sections describing general (overall sample) findings, differences associated with program persistence and completion, differences associated with age, and finally differences associated with race/ethnicity. To limit interruptions in the flow of text, supporting exhibits relevant to the findings discussed are presented at the end of each of these sub-sections.

A description of the sample demographic profile is presented in Appendix E. For other additional data related to the 2007 Veterans Employability Research Survey, refer to Appendix F. For readers interested in the sample sizes for the chi-square tests presented in exhibits throughout this chapter, refer to Appendix G.

Because cohort status is used to describe program progression throughout the analyses, it is useful to review how cohorts were defined. The five cohort groups are:

1. Veterans who applied to the VR&E Program, were found to be eligible, but had a current status of “did not show up for an initial appointment”;
2. Veterans who had to temporarily interrupt the evaluation and planning phase of the VR&E Program, and had a current status of “dropped out rather than returning to the program”;

3. Veterans who continued into the evaluation and planning phase of the VR&E Program, and had a current status of “dropped out before a plan was developed”;
4. Veterans who completed the evaluation and planning phase of the VR&E Program, began a plan of rehabilitation, and had a current status of “dropped out or were otherwise discontinued from the program”; and
5. Veterans who had a current status of “successful completion” of the VR&E Program.

All percentages or averages presented have been calculated using the sampling weights. Additionally, all percentages, averages, and test statistics presented have been calculated after dropping blanks or non-responses (resulting from the skip patterns in the survey), as well as responses of “refused” or “don’t know” to the survey items. Including these categories in calculations would have biased the estimates of the legitimate response categories which are the focus of the analysis. The low frequency of those categories would have particularly biased the chi-square statistics, if not making the test invalid for many cross-tabulations because of small estimated cell counts.

Effect of Veterans' Satisfaction with the VR&E Program on Program Persistence and Completion

This section responds to the research question: “What effect does veteran satisfaction with the VR&E program have on persistence and attainment of program completion?” The initial study hypothesis was that greater satisfaction with the VR&E program would be associated with longer program persistence and higher rates of completion. Findings from the 2007 Veterans Employability Research Survey support this conclusion:

- Greater overall satisfaction with the VR&E program was associated with a higher rate of program completion. Greater program satisfaction was also associated with later stages of program persistence, but varied little among those who discontinued during the early phases of the program.
- Reported feelings of being discriminated against while participating in the VR&E program were low overall, but did represent the primary differences in program satisfaction by age and race/ethnicity.
- Veterans' satisfaction with their primary counselor in the VR&E program, as well as satisfaction with the educational and vocational goals selected with a counselor, were associated with longer program persistence and higher rates of completion.

The following sections present general findings on veterans' satisfaction with the VR&E program from the overall sample, and then specific findings on satisfaction by program persistence and completion, age group, and race/ethnicity. Accompanying exhibits are presented at the end of the section. Exhibit 4.1 summarizes chi-square tests of association between survey items on satisfaction with the VR&E program and age, race/ethnicity, cohort status, and program completion. Exhibit 4.2 presents logistic regression models summarizing the relationship between VR&E program completion and overall program satisfaction.

General Findings on Satisfaction with the VR&E Program

Overall satisfaction with the VR&E program varied widely: 32 percent reported being “very satisfied”, 29 percent “somewhat satisfied”, 20 percent “somewhat dissatisfied”, and 19 percent of participants were “very dissatisfied” with the program (S7Q01). Feelings of being discriminated against while in the program were low overall²³: 4 percent felt discrimination because of gender, 5 percent because of race, 11 percent because of age, 4 percent because of ethnicity, 6 percent due to a mental health condition, and 11 percent due to a physical disability (S7Q03). Eight percent of women felt discriminated against due to gender during the program, compared to only 3 percent of men ($\chi^2=23.73$, 1 df, $p<0.0001$) (S7Q03_1).

Participants were generally satisfied with the educational and vocational goals selected along with a counselor; 55 percent reported being “very satisfied” and 28 percent “somewhat satisfied” (S4Q02). Participants were also mostly satisfied with the number of occupational choices offered during the development of their plan: 40 percent were “very satisfied”, and an additional 31 percent were “somewhat satisfied” (S4Q04).

²³ Only 5 respondents reported discontinuing the VR&E program because of feeling discriminated against (S8Q01_27R).

Satisfaction by Program Persistence and Completion

On average, overall satisfaction with the VR&E program differs little between cohorts 1-3. Satisfaction rises in cohort 4, and then rises further among participants in cohort 5. Over half of those completing the VR&E program (54 percent) reported being “very satisfied” with the overall program; only 20 percent of non-completers reported feeling “very satisfied”. Conversely, 26 percent of the program non-completers reported being “very dissatisfied” overall; only 6 percent of completers were “very dissatisfied” with their overall experience in the VR&E program (S7Q01).

The importance participants attached to the VR&E program in helping them prepare to get a suitable job was higher with greater program persistence (cohort). Similar to the trend in overall satisfaction above, this trend was particularly evident in the extreme ends of the rating scale: 35 percent of completers rated the VR&E program as “extremely important” in helping them prepare for a suitable job, against 17 percent of non-completers. Only 10 percent of completers said the VR&E program was “not at all important”, compared to 34 percent of non-completers who felt that the program was “not at all important” in helping them become prepared for a suitable job (S7Q02).

Overall, reported feelings of discrimination while in the VR&E program tended to drop substantially between program completers and non-completers²⁴. Reported feelings of discrimination because of age dropped noticeably between cohort 3 (15 percent) and cohort 4 (9 percent, S7Q03_3). Overall, VR&E program completers express a lower rate (7 percent opposed to 12 percent) of feeling discriminated against because of age than program non-completers (S7Q03_3). Reported feelings of being discriminated against because of a physical disability also dropped between cohorts 3 and 4, and again between cohorts 4 and 5. Program completers had less than half the rate of non-completers (6 percent to 13 percent) of feeling discriminated against while in the VR&E program because of a physical disability (S7Q03_6). The reported rate of feeling discrimination against because of a mental health condition dropped from cohort 4 to cohort 5, and was lower overall for program completers (3 percent) than non-completers (8 percent, S7Q03_5). Although feelings of discrimination because of race differed significantly by cohort, there was no clear pattern in the association (S7Q03_2). There was only a 1 percentage point difference (3 and 4 percent) between VR&E program completers and non-completers in reported feelings of discrimination because of ethnicity (S7Q03_4).

On average, veterans’ overall satisfaction with their primary counselor in the VR&E program was higher for those in cohort 4 than in cohorts 1-3, and was higher still for those in cohort 5. Sixty-three percent of VR&E program completers reported being “very satisfied” with their primary counselor, compared to only 40 percent of non-completers.

The percentage of VR&E program participants who were “very satisfied” with the educational and vocational goals selected with a counselor jumped from cohort 3 to cohort 4 and again in cohort 5, and the percentage of those “very unsatisfied” with their goals dropped at the same levels of program persistence. Program completers were much more satisfied overall with the educational and vocational goals selected: 68 percent of completers were “very satisfied” and only 3 percent “very dissatisfied”, compared to 36 percent of non-completers “very satisfied” and 14 percent “very dissatisfied” (S4Q02). Similar trends were evident in participants’ satisfaction with the number of

²⁴ Although potential discrimination in the program is an important issue for additional investigation, reported feelings of discrimination were not included as variables in logistic regression models like those shown in Exhibit 4.2. Given the distribution of responses, with small numbers reporting discrimination, the role of these variables as predictors in such models would be unstable.

occupational choices they were offered while in the VR&E program. By cohort, the percentage of those “very satisfied” with their number of choices jumped from cohort 3 to cohort 4 and again up to cohort 5, and the percentage “very unsatisfied” dropped from cohort 3 to 4 to 5 (S4Q04).

Exhibit 4.2 presents logistic regression models summarizing the relationship between VR&E program completion and overall program satisfaction. Using “very dissatisfied” with the program as the reference group, the models indicate large and statistically significant higher odds of program completion for participants expressing higher levels of satisfaction. As shown in models 2 through 4, these results change little when the model includes age or race as covariates in the model. Referring to model 4, the fitted odds of program completion for participants who were “very satisfied” with the VR&E program overall were 10.6 times higher, for those “somewhat satisfied” 4.2 times higher, and even those “somewhat dissatisfied” 1.7 times higher, than the fitted odds of program completion for participants who were “very dissatisfied” with the VR&E program.

Satisfaction by Age Group

The major differences by age in measures of satisfaction with the VR&E program concerned reported feelings of discrimination. Reported rates of feeling discriminated against because of both race and physical disability tended to be higher among older age groups (S7Q03_2, S7Q03_6). Feeling discriminated against while in the VR&E program because of age jumped sharply in the 50-64 age group (18 percent) and then jumped again among those aged 65 and above (32 percent, S7Q03_3). The reported rate of feeling discriminated against because of a mental health condition was higher (8 percent) in the 50-64 age group than other age groups (S7Q03_5).

On average, participants in the 30-39 age group attached slightly more, and those over age 64 slightly less importance to the VR&E program in helping them prepare to get a suitable job in comparison to other age groups (S7Q02).

Satisfaction by Race/Ethnicity

Hispanic and White participants reported a slightly higher rate of being “very satisfied” with the VR&E program overall, and slightly lower rates of being “somewhat satisfied” or “very dissatisfied”, compared to African-American and other races (S7Q01).

African-Americans and other races felt discrimination because of gender at slightly higher rates than other groups (S7Q03_1), and because of race at higher rates as well (other races, 9 percent and African-Americans, 10 percent, S7Q03_2). African-Americans reported feeling discriminated against because of ethnicity at a higher rate (9 percent) than all other groups (S7Q03_4). Other races reported a higher rate of feeling discriminated against because of age (16 percent) than all other groups (S7Q03_3).

White participants and other races reported a slightly higher rate of being “very satisfied” with the educational or vocational goals selected with a counselor while in the VR&E program; White participants reported being “very unsatisfied” with their goals at a lower rate than other groups (S4Q02). White participants also reported being “very satisfied” with the number of occupational choices they were offered while in the VR&E program than other groups (S4Q04).

Exhibit 4.1. Chi-square Tests of Association Related to Veterans' Satisfaction With the VR&E Program

Survey Item	By Variable			
	Age Group	Race/Ethnicity	Cohort	Completion
<S7Q01> Overall, how satisfied or dissatisfied are you with the VR&E program?	12.0 (12) 0.444	35.7 (9) <0.001	677.1 (12) <0.001	604.6 (3) <0.001
<S7Q02> How important or unimportant was the VR&E program in helping prepare you to get a suitable job?	41.6 (16) 0.001	14.3 (12) 0.283	381.0 (12) <0.001	299.5 (4) <0.001
<S7Q03_1> Have you ever felt as though you were discriminated against in the VR&E program because of your gender?	6.8 (4) 0.148	11.7 (3) 0.009	1.3 (4) 0.864	0.1 (1) 0.720
<S7Q03_2> Have you ever felt as though you were discriminated against in the VR&E program because of your race?	27.0 (4) <0.001	54.1 (3) <0.001	12.4 (4) 0.015	0.6 (1) 0.453
<S7Q03_3> Have you ever felt as though you were discriminated against in the VR&E program because of your age?	165.6 (4) <0.001	12.0 (3) 0.007	50.1 (4) <0.001	29.3 (1) <0.001
<S7Q03_4> Have you ever felt as though you were discriminated against in the VR&E program because of your ethnicity?	6.2 (4) 0.182	77.8 (3) <0.001	8.9 (4) 0.065	4.6 (1) 0.032
<S7Q03_5> Have you ever felt as though you were discriminated against in the VR&E program because of a mental health condition?	14.5 (4) 0.006	3.7 (3) 0.295	52.9 (4) <0.001	47.1 (1) <0.001
<S7Q03_6> Have you ever felt as though you were discriminated against in the VR&E program because of a physical disability?	28.0 (4) <0.001	6.2 (3) 0.104	70.5 (4) <0.001	55.5 (1) <0.001
<S7Q18> Overall, how satisfied or dissatisfied are you with the responsiveness of your primary counselor, the person you spent the most time with?	19.3 (12) 0.082	15.3 (9) 0.083	219.7 (9) <0.001	204.4 (3) <0.001
<S4Q02> At the time you and your counselor determined your educational or vocational goals, how satisfied or dissatisfied were you with the goals you and your counselor selected?	13.5 (12) 0.332	28.9 (9) 0.001	277.0 (9) <0.001	257.0 (3) <0.001
<S4Q04> How satisfied or dissatisfied were you with the number of occupational choices that were offered to you during the development of your plan?	20.5 (12) 0.059	17.8 (9) 0.038	125.6 (9) <0.001	116.3 (3) <0.001

Note: Table cells present chi-square test statistic, (degrees of freedom), and p-value. Statistically significant findings (p<0.05) are shaded for emphasis.

Source: 2007 Veterans Employability Research Survey (VERS)

Exhibit 4.2. Logistic Regression Models for Completion of the VR&E Program (Versus Program Non-completion), in Relation to Overall Program Satisfaction and Demographic Covariates

	Models				
	Null n= 4796	#1 n= 4796	#2 n= 4796	#3 n= 4733	#4 n= 4733
Intercept	-0.28	-2.07***	-3.23***	-1.93***	-3.09***
Program Satisfaction:					
Very Satisfied		2.39*** (10.88)	2.41*** (11.08)	2.35*** (10.45)	2.36*** (10.63)
Somewhat Satisfied		1.45*** (4.26)	1.46*** (4.30)	1.41*** (4.11)	1.43*** (4.16)
Somewhat Dissatisfied		0.54** (1.71)	0.55** (1.74)	0.52** (1.68)	0.53** (1.70)
Very Dissatisfied		-- (1.00)	-- (1.00)	-- (1.00)	-- (1.00)
18-29			0.72 (2.06)		0.72 (2.05)
30-39			1.24*** (3.47)		1.25*** (3.47)
40-49			1.30*** (3.46)		1.33*** (3.78)
50-64			1.13** (3.10)		1.16** (3.18)
65+			-- (1.00)		-- (1.00)
Hispanic or Latino				-0.37* (0.69)	-0.35* (0.70)
Other Races, Non-Hispanic				-0.09 (0.92)	-0.10 (0.90)
Black, Non-Hispanic				-0.36*** (0.70)	-0.40*** (0.67)
White, Non-Hispanic				-- (1.00)	-- (1.00)
-2 log-likelihood	6162.63	5421.92	5368.39	5328.68	5272.86

Notes: Estimated coefficients and (adjusted odds ratios) are presented in table cells.

Odds ratios are relative to the reference category of the variable, which has an odds ratio of 1.00.

Key: *p<0.05, **p<0.01, ***p<0.001

Source: 2007 Veterans Employability Research Survey (VERS)

Role of Communication in Veterans' Ability to Persist in the VR&E Program

This section responds to the research question: “What role does communication play in the ability of the veteran to persist in the program?” The initial study hypothesis was that lack of communication about the program would be associated with lower persistence. Findings from the 2007 Veterans Employability Research Survey support this conclusion:

- More positive reports concerning communication with veterans' primary counselor while in the VR&E program were associated with persistence into later stages of the program and higher rates of program completion.
- Greater initial understanding of the purpose of and requirements for the VR&E program was associated with higher rates of program completion, but varied little among those who discontinued the program at earlier phases.
- There was little variation among age groups in factors related to the role of communication in the VR&E program.
- There were significant differences by race/ethnicity in feelings towards interactions and communication with veterans' primary counselor.

The following sections present general findings on the role of communication from the overall sample, and then specific findings on communication by program persistence and completion, age group, and race/ethnicity. Accompanying exhibits are presented at the end of the section. Exhibit 4.3 summarizes chi-square tests of association between survey items related to the role of communication and age, race/ethnicity, cohort status, and program completion. Veterans' reasons for applying to the VR&E program are shown in Exhibit 4.4. Exhibits 4.5 and 4.6 present logistic regression models for VR&E program completion in relation to understanding the program requirements at the time of application and understanding the purpose of the program at the time of application.

General Findings on the Role of Communication

Sixty-two percent of VR&E program participants reported that it was “very easy” to verify the documents necessary to determine program eligibility, and another 29 percent claimed it was “somewhat easy” (S2Q02). Forty-seven percent of program participants reported that they completely understood the eligibility requirements for the program when they applied, with another 34 percent saying that they “mostly” understood (S2Q09). Seventy percent of program participants attended an orientation meeting. Forty-six percent found the meeting “very helpful”, and another 38 percent found it “somewhat helpful” (S2Q15).

Only 17 percent of VR&E program participants reported receiving help from a counselor in preparing for the tests conducted as part of their evaluation (S3Q03). Eighty-three percent reported that their counselor explained the test results in an understandable way (S3Q04). Most program participants felt sure that their primary counselor gave them good information and advice (S3Q09A, S3Q09B).

After being determined eligible to receive VR&E program services, 21 percent were determined not entitled to receive services by the VA (S3Q11). Of those not entitled to services, 83 percent reported that the VA explained why they were not entitled to receive services (S3Q12).

Seventy-nine percent of VR&E program participants had a primary counselor who was VA staff, as opposed to someone under contract (S7Q08). Only 54 percent of program participants had a primary counselor who was a veteran (S7Q09). Twenty-three percent of VR&E program participants had concerns they wished to discuss with their counselor but did not (S7Q10), with over half (51 percent) of those reporting that they did not because their counselor was not encouraging or willing to listen. Sixteen percent said their counselor was not available, and 10 percent said they did not discuss their concerns because they were not comfortable with their counselor (S7Q11).

Most VR&E program participants felt that their counselor's communications with them were respectful, with 75 percent reporting that they were "always" respectful (S7Q12). Generally, ratings of interactions between the veteran and their primary counselor while in the VR&E program were strongly positive (S7Q13A-E).

When asked whether a toll-free help line staffed with counselors would have been beneficial while they were in the VR&E program, 72 percent of participants responded positively (S8Q08).

Veterans' reasons for initially applying to the program are also relevant to the role of communication in the VR&E program. Reasons given for applying to the program are presented in Exhibit 4.4. Thirty-three percent of veterans applied to the program to further their education, and another 19 percent applied to get training for a new job. Twenty-six percent applied to either get a job or get a better job, and 17 percent of participants applied to the VR&E program to get a job that accommodated their disability.

Role of Communication by Program Persistence and Completion

Although statistically significant, there is very little variation among cohorts or between program completers and non-completers on the difficulty of determining the documents needed to establish eligibility (S2Q02). Fifty-five percent of program completers "completely" understood the eligibility requirements for the VR&E program when they applied, compared to 43 percent of non-completers (S2Q09). The percentage of program participants reporting "completely" understanding the purpose of the VR&E program jumped between cohort 3 (42 percent) and cohort 4 (54 percent). Fifty-seven percent of program completers reported "completely" understanding the purpose of the program when they applied, compared to 41 percent of non-completers (S2Q10).

The percentage of VR&E program participants who rated the orientation meeting "very helpful" jumped between cohort 3 (38 percent) and cohort 4 (53 percent), and the percentage of participants who felt that the orientation was "not at all" helpful declined with cohort (S2Q15).

The percentage of respondents who said that the results of the aptitude test were explained by the counselor in an understandable way was slightly lower among those in cohorts 2 and 3 than those in cohorts 4 and 5 (S3Q04).

VR&E program completers felt more strongly overall that their primary counselor gave them good information than non-completers (S3Q09A). On whether their primary counselor gave good advice, satisfaction increased between cohort 3 and cohort 4, and then again between cohort 4 and cohort 5 (S3Q09B). A similar trend was evident in how participants rated how well their counselor understood their feelings and concerns, with those responding that their counselor "completely" understood increased sharply from cohort 3 to 4 and again to cohort 5 (S3Q10).

The number of counselors while in the program was higher with greater levels of program persistence, but this result was expected simply from longer duration in the program (S7Q04). Among participants who had multiple counselors while in the VR&E program, completers thought that their counselors communicated with each other about their progress at a higher rate than non-completers, 63 percent compared to 49 percent (S7Q05).

Participants' reporting having concerns that they wanted to discuss with their counselor but did not dropped among program completers; 17 percent of completers and 29 percent of non-completers had concerns that they did not discuss with their counselor (S7Q10). Similarly, reporting that the primary counselor's communications were respectful was higher among completers; 81 percent of program completers felt that the communications were "always" respectful, as opposed to 70 percent of non-completers (S7Q12).

On every measure, VR&E program completers expressed more positive interactions with their primary counselor than non-completers. In examining the differences by cohort, the major disparities were in the "strongly agree" and "strongly disagree" categories; the more moderate responses tended to be more even across cohort groups. Specifically, there was little difference among cohorts 1, 2, and 3, but the rate of "strongly agreeing" (stating a more positive relationship with the primary counselor) tended to spike upward in cohort 4, and then spike upward again in cohort 5. Similarly, the rate of "strongly disagreeing" tended to drop sharply at the same transitions (S7Q13A-E). While having little bearing on VR&E program persistence across the earlier stages of the program, there does seem to be an association between having positive interactions with the primary counselor and transitioning into cohort 4 and cohort 5. This same trend is evident when looking at satisfaction with the time spent by the primary counselor during meetings (S7Q16).

Exhibit 4.5 and 4.6 present logistic regression models for VR&E program completion in relation to understanding the program requirements at the time of application or understanding the purpose of the program at the time of application. In both sets of models, there are large, positive, and statistically significant differences in odds of program completion for those participants who "completely" or "mostly" understood the program requirements or purpose of the program at the time of application, compared to those who understood "not at all." Although the estimated odds are higher, there is not a statistically significant difference between those who understood "only a little" and those who understood "not at all". The estimated coefficients and associated odds ratios vary only slightly, and the statistical significance of the estimates does not change, when including age and race as covariates in the model. Further comparison between the sets of models reveals that the level of understanding of the purpose of the program has a greater influence on the fitted odds of program completion than the level of understanding the program requirements. The fitted odds of completion for participants who "completely" understood the purpose of the VR&E program are six times higher than the fitted odds of those who understood "not at all." By contrast, the fitted odds of completion for those who "completely" understood the program requirement are four times higher than the fitted odds of those who understood "not at all."

Role of Communication by Age Group

Although there was a significant association between age groups and the ease of verifying documents needed to determine VR&E program eligibility, the pattern was not consistent. Participants over age 64 reported at a slightly higher rate that it was "very easy" to determine the documents needed for establishing eligibility than other groups, but also reported a slightly higher rate for "very difficult" (S2Q02). There was also very little variation, and no consistent pattern, between age and understanding the purpose of the VR&E program at the time of application (S2Q10).

Participants aged 30-49 reported that the VR&E program orientation meeting was “very helpful” at a slightly higher rate than other age groups; those age 65 and over felt it was “not at all helpful” at a slightly higher rate (S2Q15).

VR&E program participants age 50 and above reported a slightly higher than average rate of receiving help from a counselor in preparing for the aptitude tests; those in the 18-29 age group reported a slightly lower rate of receiving help (S3Q03). The 18-29 age group also reported a higher rate of having only one counselor while in the VR&E program and a lower rate of having three or more counselors (S7Q04).

Younger age groups agreed more strongly than older age groups that a toll-free help line staffed with counselors would have been beneficial to them while they were in the VR&E program (S8Q08).

Role of Communication by Race/Ethnicity

Although there was a significant association between race and understanding the purpose of the VR&E program at the time of application, the pattern was not consistent in the variation between groups overall (S2Q10).

White participants reported a slightly higher rate of their counselor’s explaining the results of the aptitude test in an understandable way (S3Q04). White participants also felt surer than other groups, on average, that their counselor gave them good information during the process of determining their educational and vocational goals. Fifty percent of White participants felt “very sure”, compared to 42 percent of African-American participants (S3Q09A). White participants felt that their counselor “completely” understood their feelings and concerns at 42 percent, African-American participants at only 34 percent. On the other end of the rating scale, 17 percent of African-American participants felt that their counselor did not understand their concerns at all, compared to 12 percent of White participants (S3Q10). White participants reported a slightly lower rate of having concerns that they wanted to discuss with their counselor but did not, compared to other groups (S7Q10). Hispanic and White participants agreed that their counselor’s communications with them were respectful at a slightly higher rate than other groups, and White participants responded that their communications were “never” respectful at a lower rate than other groups (S7Q12).

Although statistically significant, there was no consistent pattern or remarkable differences by race on whether the primary counselor gave good information and advice (S7Q13A). African-American participants “strongly agreed” that their primary counselor was knowledgeable regarding the VA’s rehabilitation program at a lower rate than other groups (S7Q13B). Hispanic and White participants “strongly agreed” at a higher rate than other groups, that when their counselor made a decision regarding their program, the reason was clearly explained (S7Q13D). White participants “strongly agreed” that their counselor provided assistance according to their individual needs at a higher rate than other groups, and African-Americans “strongly disagreed” at a higher rate than other groups (S7Q13C). A similar trend was present in feelings about whether the primary counselor showed a caring and compassionate attitude (S7Q13E).

African-American and Hispanic participants agreed at a higher rate than other groups that a toll-free help line staffed with counselors would have been beneficial to them while they were in the VR&E program (S8Q08).

Exhibit 4.3. Chi-square Tests of Association Related to the Role of Communication in the VR&E Program

Survey Item	By Variable			
	Age Group	Race/Ethnicity	Cohort	Completion
<S2Q02> How easy or difficult was it to find out which documents were needed to determine your eligibility?	29.3 (12) 0.004	11.5 (9) 0.242	33.6 (12) 0.001	22.3 (3) <0.001
<S2Q09> When you submitted your application, how completely did you understand the eligibility requirements for the program?	14.4 (12) 0.275	14.6 (9) 0.102	161.1 (12) <0.001	90.9 (3) <0.001
<S2Q10> When you submitted your application, how completely did you understand the purpose of the VR&E program?	33.1 (12) 0.001	18.1 (9) 0.034	225.5 (12) <0.001	147.8 (3) <0.001
<S2Q15> Would you say that the orientation meeting was very helpful, somewhat helpful, not very helpful, or not at all helpful?	27.2 (12) 0.007	13.2 (9) 0.152	185.6 (12) <0.001	138.5 (3) <0.001
<S3Q03> Did you receive help from your counselor in preparing for the tests such as a test guide or practice test?	11.4 (4) 0.022	6.6 (3) 0.086	2.7 (3) 0.443	1.4 (1) 0.240
<S3Q04> Did the counselor explain the test results in a way you could understand them?	6.2 (8) 0.630	14.5 (6) 0.025	57.0 (6) <0.001	47.0 (2) <0.001
<S3Q09A> At the time you and your counselor determined your educational or vocational goals, how sure or unsure were you that your counselor gave you good information?	11.5 (12) 0.491	21.0 (9) 0.013	158.7 (9) <0.001	135.0 (3) <0.001
<S3Q09B> At the time you and your counselor determined your educational or vocational goals, how sure or unsure were you that your counselor gave you good advice?	7.0 (12) 0.860	15.2 (9) 0.085	217.1 (9) <0.001	186.6 (3) <0.001
<S3Q10> During the overall evaluation phase, how well did your counselor understand your feelings and concerns?	13.4 (12) 0.340	24.3 (9) 0.004	190.6 (9) <0.001	183.6 (3) <0.001
<S3Q12> Did the VA explain why you were NOT entitled to VR&E services?	4.4 (4) 0.358	3.6 (3) 0.310	0.4 (1) 0.547	N/A
<S7Q04 - Categorized> How many counselors have you had while in the VR&E program?	78.7 (16) <0.001	11.5 (12) 0.491	663.8 (12) <0.001	357.1 (4) <0.001
<S7Q05> Did the counselors communicate with each other about your progress?	9.0 (4) 0.062	0.8 (3) 0.858	25.0 (3) <0.001	21.5 (1) <0.001
<S7Q10> Did you have concerns that you wanted to discuss with your primary counselor but did not?	4.7 (4) 0.316	50.5 (3) <0.001	64.9 (3) <0.001	62.3 (1) <0.001
<S7Q12> Overall, were your primary counselor's communications with you respectful?	12.2 (12) 0.433	32.2 (9) <0.001	78.4 (9) <0.001	74.5 (3) <0.001
<S7Q13A> My primary counselor gave me good information and advice.	14.4 (12) 0.277	17.0 (9) 0.049	146.3 (9) <0.001	131.1 (3) <0.001

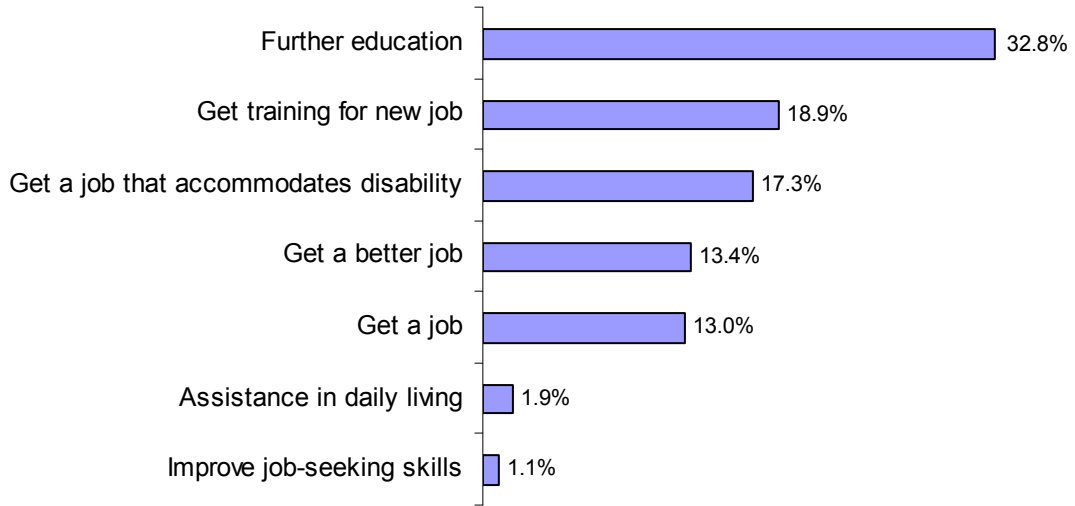
Exhibit 4.3. Chi-square Tests of Association Related to the Role of Communication in the VR&E Program

Survey Item	By Variable			
	Age Group	Race/Ethnicity	Cohort	Completion
<S7Q13B> My primary counselor was knowledgeable regarding VA's rehabilitation program.	13.5 (12) 0.336	27.0 (9) 0.001	89.8 (9) <0.001	78.6 (3) <0.001
<S7Q13C> My primary counselor has provided assistance according to my individual needs.	14.2 (12) 0.288	21.8 (9) 0.010	296.9 (9) <0.001	260.7 (3) <0.001
<S7Q13D> When my primary counselor made a decision regarding my program, the reason was clearly explained.	8.8 (12) 0.722	24.0 (9) 0.004	151.8 (9) <0.001	141.4 (3) <0.001
<S7Q13E> My primary counselor showed a caring and compassionate attitude towards me.	13.5 (12) 0.333	32.2 (9) <0.001	172.0 (9) <0.001	155.8 (3) <0.001
<S7Q16> How satisfied or dissatisfied were you with the amount of time your counselor spent with you during the in-person meetings?	9.7 (12) 0.642	15.5 (9) 0.079	158.0 (9) <0.001	149.3 (3) <0.001
<S8Q08> Would a toll-free help line staffed with trained counselors to answer questions or address immediate concerns have been helpful to you during your experience with the VR&E program?	7.6 (4) 0.109	28.7 (3) <0.001	5.0 (3) 0.169	N/A

Note: Table cells present chi-square test statistic, (degrees of freedom), and p-value. Statistically significant findings ($p < 0.05$) are shaded for emphasis.

Source: 2007 Veterans Employability Research Survey (VERS)

Exhibit 4.4. Most Important Reason for Applying to the VR&E Program (S2Q08)



Notes: Fewer than 1% reported: to improve income (0.9%) and get career counseling (0.8%).
Actual total may not equal 100% because of rounding.
Source: 2007 Veterans Employability Research Survey (VERS)

Exhibit 4.5. Logistic Regression Models for Completion of the VR&E Program (Versus Program Non-completion) in Relation to Understanding the Program Requirements at the Time of Application and Demographic Covariates

	Models				
	Null n= 4956	#1 n= 4956	#2 n= 4956	#3 n= 4891	#4 n= 4891
Intercept	-0.31	-1.85***	-3.02***	-1.67***	-2.83***
Understood Requirements:					
Completely		1.38*** (3.96)	1.39*** (4.01)	1.32*** (3.76)	1.33*** (3.80)
Mostly		1.12*** (3.08)	1.13*** (3.09)	1.05*** (2.87)	1.06*** (2.87)
Only a little		0.51 (1.66)	0.51 (1.66)	0.46 (1.59)	0.47 (1.60)
Not at all		-- (1.00)	-- (1.00)	-- (1.00)	-- (1.00)
18-29			0.69 (1.99)		0.67 (1.95)
30-39			1.30*** (3.67)		1.30*** (3.66)
40-49			1.31*** (3.69)		1.33*** (3.78)
50-64			1.16*** (3.18)		1.17*** (3.21)
65+			-- (1.00)		-- (1.00)
Hispanic/Latino				-0.31* (0.74)	-0.29* (0.75)
Other Races, Non-Hispanic				-0.10 (0.90)	-0.12 (0.88)
Black, Non-Hispanic				-0.44*** (0.64)	-0.48*** (0.62)
White, Non-Hispanic				-- (1.00)	-- (1.00)
-2 log-likelihood	6271.47	6149.10	6085.08	6031.57	5964.43

Notes: Estimated coefficients and (adjusted odds ratios) are presented in table cells.

Odds ratios are relative to the reference category of the variable, which has an odds ratio of 1.00.

Key: *p<0.05, **p<0.01, ***p<0.001

Source: 2007 Veterans Employability Research Survey (VERS)

Exhibit 4.6. Logistic Regression Models for Completion of the VR&E Program (Versus Program Non-completion) in Relation to Understanding the Purpose of the Program at the Time of Application and Demographic Covariates

Observations	Models				
	Null n= 4977	#1 n= 4977	#2 n= 4977	#3 n= 4911	#4 n= 4911
Intercept	-0.31	-2.23***	-3.18***	-2.07***	-3.00***
Understood Purpose:					
Completely		1.84*** (6.33)	1.83*** (6.25)	1.80*** (6.04)	1.78*** (5.93)
Mostly		1.43*** (4.19)	1.42*** (4.16)	1.41*** (4.08)	1.39*** (4.03)
Only a little		0.73 (2.07)	0.71 (2.03)	0.68 (1.98)	0.66 (1.94)
Not at all		-- (1.00)	-- (1.00)	-- (1.00)	-- (1.00)
18-29			0.48 (1.62)		0.45 (1.56)
30-39			1.06** (2.89)		1.05** (2.86)
40-49			1.10** (3.01)		1.12** (3.06)
50-64			0.96** (2.60)		0.96** (2.61)
65+			-- (1.00)		-- (1.00)
Hispanic/Latino				-0.36* (0.70)	-0.34* (0.71)
Other Races, Non-Hispanic				-0.11 (0.90)	-0.13 (0.88)
Black, Non-Hispanic				-0.42*** (0.66)	-0.46*** (0.63)
White, Non-Hispanic				-- (1.00)	-- (1.00)
-2 log-likelihood	6298.89	6114.79	6060.15	5996.31	5938.45

Notes: Estimated coefficients and (adjusted odds ratios) are presented in table cells.

Odds ratios are relative to the reference category of the variable, which has an odds ratio of 1.00.

Key: *p<0.05, **p<0.01, ***p<0.001

Source: 2007 Veterans Employability Research Survey (VERS)

Internal and External Barriers to Program Persistence and Completion

This section responds to the research question: “What are the internal (VR&E program) and external (e.g., familial, financial) barriers to persistence and attainment?” The initial study hypothesis was that internal and external barriers would be negatively associated with program persistence, and that internal program barriers were not greater than external barriers to persistence. Findings from the 2007 Veterans Employability Research Survey are mixed:

- Both internal and external barriers were negatively associated with program persistence and completion.
- It is difficult to determine whether internal and external barriers had a greater role in explaining overall differences by program persistence and completion, although external barriers seemed to play a larger role in the differences by age group and race/ethnicity.
- External barriers to completion, particularly experiencing medical problems, financial difficulties, or having family responsibilities, were cited much more than internal program barriers as a reason for discontinuation during the final phase of the program (attending an educational or vocational training program).
- Overall, participants responded that the process of applying, setting up initial appointments, and entering into the evaluation phase was reasonable.

The following sections present general findings on barriers to program persistence from the overall sample and then specific findings by program persistence and completion, age group, and race/ethnicity. Accompanying exhibits are presented at the end of the section. Exhibit 4.7 summarizes the results of chi-square tests of association between survey items related to internal barriers to program completion and age, race/ethnicity, cohort status, and program completion. Exhibit 4.8 provides a similar summary of chi-square tests on survey items related to external barriers to program completion. Exhibits 4.9 and 4.10 present the results of testing for differences in average income between cohort groups. Exhibit 4.11 shows responses to difficulties that participants in cohorts 4 and 5 experienced that hindered completion of an education or training program.

General Findings on Barriers to Program Persistence

Forty percent of VR&E program participants found the paperwork necessary to complete the application to be “very reasonable”, and another 46 percent found it “somewhat reasonable” (S2Q11). There were similar rates of satisfaction with the time it took to set up an initial appointment (41 percent were “very satisfied” and 36 percent “somewhat satisfied”, S2Q12) and satisfaction with the time between scheduling the first appointment and the date of the first appointment (44 percent were “very satisfied” and 36 percent “somewhat satisfied”, S2Q13). Overall, participants felt that the length of time from when they applied until their evaluation was completed was reasonable: 46 percent thought it was “very reasonable” and another 39 percent thought it was “somewhat reasonable” (S3Q16).

Seventy-two percent of participants reported having to take tests during the evaluation process (S3Q01). Twenty-seven percent of program participants who took tests stated that the results of the aptitude tests “completely” matched their skills and abilities, and another 48 percent thought the results “mostly” matched (S3Q05). Only 13 percent of participants reported that something about the

tests discouraged their participation in the VR&E program (S3Q07). The major aspects of the tests that discouraged participation were: the results prevented the participant from pursuing other interests (29 percent), the tests did not seem applicable (16 percent), the tests were too time-consuming (15 percent), and the tests were too difficult (11 percent, S3Q08).

Among the 60 percent of program participants asked by VR&E staff to do research to assist with the development of their plan (S4Q06), 87 percent felt that the amount of research they were asked to do was “about right” (S4Q07). Forty-eight percent of participants were required by the VR&E program to research schools for education or training programs on their own (S5Q06).

Participants in cohorts 4 and 5 started an educational or vocational training program. Seventy-five percent of VR&E participants felt that their primary counselor took quality into account when recommending an educational or vocational training program (S5Q08). Only 18 percent of participants reported that their counselor advised them not to work while attending an education or training program (S5Q11). Ninety-four percent of VR&E program participants who attended an educational or vocational training program received monthly financial assistance from the VR&E program (S5Q12). Difficulties experienced that hindered completion of an education or training program are presented in Exhibit 4.11. External barriers, particularly physical or medical problems, financial difficulties, and family responsibilities, were a much greater problem for participants during this phase than internal program barriers.

Most participants felt that the location of the office where they met their counselor was convenient, although 33% reported feeling that the location of the counselor’s office was not convenient (S7Q14). Participants also generally felt that their counselor scheduled appointments at convenient times (S7Q15).

Forty-two percent of participants were employed at the time they applied to the VR&E program (S2Q03). Satisfaction with that job ranged widely: 27 percent were “very satisfied”, 31 percent “somewhat satisfied”, 19 percent “somewhat dissatisfied”, and 22 percent were “very dissatisfied” (S2Q06). The main reasons cited for dissatisfaction with the job were that it did not accommodate their disability (23 percent) and that their salary or hourly wage was too low (22 percent, S2Q07).

Barriers by Program Persistence and Completion

Program completers reported a higher rate (46 percent) of feeling that the paperwork necessary to complete the VR&E application process was “very reasonable” than non-completers (37 percent, S2Q11). Satisfaction with the time it took to be scheduled for an initial appointment jumped between cohort 3 (34 percent “very satisfied”) and cohort 4 (45 percent “very satisfied”, S2Q12). There was a similar trend in satisfaction with the time between scheduling an appointment and the date of the initial appointment: 38 percent of cohort 3 was “very satisfied”, compared to 48 percent of cohort 4. The rate of being “very dissatisfied” with the time it took declined with program persistence (S2Q13).

Participants at higher levels of program persistence felt that the results of the aptitude tests during the evaluation process more completely reflected their particular skills, abilities, and interests (S3Q05, S3Q06). Although only a small number of participants overall felt that the tests discouraged their participation in the VR&E program, there was a significant difference between program completers (10 percent) and non-completers (16 percent, S3Q07).

The percentage of VR&E participants’ feeling that the time from when they applied until their evaluation process was completed was “very reasonable” jumped from cohort 3 (25 percent) to cohort

4 (42 percent), and the percentage who thought it was “very unreasonable” dropped at the same point, between cohort 3 (14 percent) and cohort 4 (6 percent, S3Q16).

Among those asked by VR&E staff to do research to assist with their plan development, 17 percent of program non-completers felt they were asked to do “too much” research, compared to only 5 percent of program completers (S4Q07). Participants in cohort 5 reported a slightly higher rate than those in cohort 4 (49 percent and 44 percent) of being required to research schools on their own (S5Q06). Fifty-seven percent of program completers said that a VA counselor helped them with this research, compared to 46 percent of non-completers (S5Q07).

Program completers expressed slightly higher rates than non-completers of feeling that the location of their primary counselor’s office was convenient, and that their counselor scheduled appointments at convenient times (S7Q14, S7Q15).

Although there was a statistically significant association overall, the differences between cohorts in employment at the time of application were slight (S2Q03). Participants in cohort 1, however, reported a higher rate (38 percent) of being “very satisfied” with their job at the time of application than other cohort groups (S2Q06).

There were no clear differences in marital status by cohort or program completion (S12Q06). The same lack of pattern was evident in the number of dependent children (S12Q07). Program completers reported a higher rate (61 percent) of having more than one income earner in their family than non-completers (51 percent, S12Q11).

Participants in cohort 4 and cohort 5 started an education or training program; those in cohort 5 successfully completed the program, and those in cohort 4 discontinued their program. Only 31 percent of participants in cohort 5 reported having difficulties that hindered completion of their education or training program, compared to 65 percent of those in cohort 4 (S5Q14). Among the major difficulties experienced, cohort 5 reported lower rates of experiencing physical or medical problems (37 percent against 46 percent, S5Q15_1) and feeling that the program or classes were too difficult (10 percent and 15 percent, S5Q15_4). Cohort 5 reported a higher rate, however, of having problems with the school or teacher (9 percent compared to 4 percent, S5Q15_10). Participants in cohort 5 reported a slightly higher rate of working part-time while in their training program than those in cohort 4; rates of full-time employment were equivalent between the two groups (S5Q10). Satisfaction with the monthly financial assistance provided by the VR&E program during the training program was higher in cohort 5 than cohort 4 (S5Q13).

As shown in Exhibits 4.9 and 4.10, participants in cohort 5 (program completers) had significantly higher average family or individual income than participants in any other cohort. It is also evident that there was not a trend of higher income among those able to persist further in the program short of completion; those in cohort 1 had the second-highest income level. Although there was a clear income gap between VR&E program completers and non-completers, it cannot be determined whether the observed difference in income was a result of the program, or whether it was a factor in program persistence.

Barriers to Program Persistence by Age Group

On average, younger age groups felt that the amount of research they were asked by VR&E staff to do to assist with their plan development was “too much” at a higher rate than older age groups (S4Q07).

Only 19 percent of participants over age 64 were employed at the time of application to the program, much lower than the 42 percent of participants overall (S2Q03). Overall satisfaction with the job participants had at the time of application was higher with age (S2Q06).

Those in the 18-29 age group reported a lower rate of being married and living with a spouse than other groups; those age 65 and above reported a higher rate. The 18-29 age group also reported lower rates of divorce and never having been married than other groups (S12Q06). Participants aged 30-49 reported having more dependent children than other age groups, on average (S12Q07). The 40-49 age group reported a slightly higher rate of having multiple income earners in the family; the 18-29 age group reported a slightly lower rate (S12Q11).

Participants in cohort 4 and cohort 5 started an educational or vocational training program. The 18-29 and over 64 age groups reported a slightly lower rate than middle-age groups of experiencing difficulties that hindered completion of their education or training program (S5Q14). The rate of participants reporting having difficulties with physical or medical problems increased with age (S5Q15_1). Reported rates of experiencing financial difficulties in completing the educational or training program decreased with age (S5Q15_2). Participants aged 50-64 reported a slightly higher rate of the program or classes being too difficult (S5Q15_4). The 40-49 age group reported a slightly higher rate of experiencing difficulties with balancing work and school (S5Q15_6).

Program participants aged 18-29 and those over 64 both reported lower rates of full-time employment during their training program; the 18-29 age group reported higher rates of part-time employment than other groups (S5Q10). Younger age groups were advised by a counselor not to work while attending an education or training program at a higher rate than older age groups (S5Q11). Overall variations in satisfaction with the monthly financial assistance provided by the VR&E program during education or training were small, although those aged 18-29 reported a slightly higher rate of being “very dissatisfied” with the financial assistance than other groups (S5Q13).

Barriers to Program Persistence by Race/Ethnicity

There was not a consistent pattern in differences by race in feelings of how reasonable the paperwork was to complete the application process (S2Q11).

African-Americans and other races felt that the results of the aptitude tests matched “not at all” with their particular skills and abilities at a slightly higher rate than other groups (S3Q05). African-Americans also reported a slightly lower rate of the tests “completely” matching their personal interests, and slightly higher rate of them “not at all” matching their interests than other groups (S3Q06).

Although there were slight variations, the differences among groups in feelings toward the amount of research they were asked to do to assist in plan development were extremely small, compared to the 87 percent overall who felt that the amount was “about right” (S4Q07).

White participants reported a slightly higher rate (92 percent) of having worked for pay before enrolling in the military than other groups, although all groups reported a rate over 87 percent (S9Q10).

Hispanic and White participants reported a higher rate of being married and living with their spouse than other groups (S12Q06). White and other races reported a higher rate of not having any dependent children to support than other groups (S12Q07). African-Americans reported a slightly lower rate of having multiple income earners in the family than other groups (S12Q11).

Among those in cohorts 4 and 5 who started an education or training program, the reported rate of experiencing financial difficulties that hindered completion was higher for African-Americans, and lower for other races, than other groups (S5Q15_2). Participants who are White or of other races reported a higher rate of experiencing problems with the school or teacher during their education or training program than other groups (S5Q15_10).

Exhibit 4.7. Chi-square Tests of Association Related to Internal (VR&E Program) Barriers to Persistence

Survey Item	By Variable:			
	Age Group	Race/Ethnicity	Cohort	Completion
<S2Q11> How reasonable or unreasonable was the amount of paperwork required from you to complete the application process?	15.1 (12) 0.235	28.0 (9) 0.001	48.4 (12) <0.001	34.6 (3) <0.001
<S2Q12> From the time you turned in your application until you were contacted for an appointment, how satisfied or dissatisfied were you with the time it took for someone to contact you about an appointment?	12.1 (12) 0.438	15.7 (9) 0.074	109.9 (12) <0.001	66.9 (3) <0.001
<S2Q13> How satisfied or dissatisfied were you with the length of time between scheduling your initial appointment and the date of your initial appointment?	29.9 (12) 0.003	31.9 (9) <0.001	144.0 (12) <0.001	101.2 (3) <0.001
<S3Q05> How completely did the results of the aptitude tests match your particular skills and abilities?	17.9 (12) 0.119	22.5 (9) 0.008	30.6 (9) <0.001	28.0 (3) <0.001
<S3Q06> How well did the test results match your personal interests?	18.7 (12) 0.097	24.9 (9) 0.003	44.0 (9) <0.001	35.2 (3) <0.001
<S3Q07> Did anything about the tests discourage your participation in the VR&E Program?	0.7 (4) 0.956	3.3 (3) 0.343	26.3 (3) <0.001	17.8 (1) <0.001
<S3Q16> How about the length of time from the time you applied until the evaluation process was completed?	6.8 (12) 0.868	6.8 (9) 0.661	51.5 (9) <0.001	40.9 (3) <0.001
<S4Q06> Were you asked by VR&E staff to do any research to assist with plan development?	3.2 (4) 0.525	1.4 (3) 0.718	14.3 (3) 0.003	1.6 (1) 0.211
<S4Q07> Was the amount of research you were asked to do too much, too little, or about right?	16.3 (8) 0.039	12.3 (6) 0.056	49.8 (6) <0.001	47.8 (2) <0.001
<S5Q06> Were you required by the VR&E program to research schools or training programs on your own?	3.3 (4) 0.505	1.4 (3) 0.702	4.33 (1) 0.0374	5.2 (1) 0.022
<S5Q07> Did your VA counselor help you with the research?	7.8 (4) 0.099	3.9 (3) 0.269	8.6 (1) 0.003	12.9 (1) <0.001
<S5Q08> Did your counselor take the quality of the school into account when recommending a program to you?	4.9 (4) 0.298	3.5 (3) 0.316	6.0 (1) 0.015	11.3 (1) 0.001
<S7Q14> How convenient or inconvenient was the location of the office where you met with your counselor?	22.0 (12) 0.038	12.8 (9) 0.173	29.3 (9) 0.001	17.1 (3) 0.001
<S7Q15> Did your counselor schedule appointments at times that were convenient for you?	19.2 (12) 0.084	6.8 (9) 0.658	75.0 (9) <0.001	72.8 (3) <0.001
<S5Q12> Did you receive monthly financial assistance from the VR&E Program during your training program?	9.0 (4) 0.060	1.7 (3) 0.625	4.6 (1) 0.033	14.9 (1) <0.001
<S5Q13> How satisfied or dissatisfied were you with the monthly financial assistance provided by VR&E during your training program?	28.9 (12) 0.004	15.0 (9) 0.090	20.6 (3) <0.001	19.7 (3) <0.001

Exhibit 4.7. Chi-square Tests of Association Related to Internal (VR&E Program) Barriers to Persistence

Survey Item	By Variable:			
	Age Group	Race/Ethnicity	Cohort	Completion
<S5Q14> Did you have any difficulties during your training or education program that hindered your completion?	11.3 (4) 0.024	1.5 (3) 0.692	221.7 (1) <0.001	193.4 (1) <0.001
<S5Q15_4R> What specifically did you have difficulties with? - PROGRAM/CLASSES TOO DIFFICULT	14.74 (4) 0.005	3.93 (3) 0.269	5.74 (1) 0.017	5.51 (1) 0.019
<S5Q15_5R> What specifically did you have difficulties with? - CLASS SCHEDULE WAS TOO DIFFICULT TO MAINTAIN	5.6 (4) 0.234	3.1 (3) 0.380	1.7 (1) 0.199	1.6 (1) 0.206
<S5Q15_8R> What specifically did you have difficulties with? - PROBLEMS WITH COUNSELOR/VR&E PROGRAM	1.9 (4) 0.764	0.7 (3) 0.868	0.7 (1) 0.421	0.4 (1) 0.532
<S5Q15_10R> What specifically did you have difficulties with? - PROBLEMS WITH THE SCHOOL/TEACHER	6.3 (4) 0.182	14.5 (3) 0.002	5.0 (1) 0.025	5.0 (1) 0.025

Note: Table cells present chi-square test statistic, (degrees of freedom), and p-value. Statistically significant findings ($p < 0.05$) are shaded for emphasis.

Source: 2007 Veterans Employability Research Survey (VERS)

Exhibit 4.8. Chi-square Tests of Association Related to External Barriers to VR&E Program Persistence

Survey Item	By Variable			
	Age Group	Race/Ethnicity	Cohort	Completion
<S2Q03> Were you employed at the time of application?	99.48 (4) <0.001	3.65 (3) 0.302	17.0 (4) 0.002	0.17 (1) 0.683
<S2Q06> How satisfied or dissatisfied were you with that job?	34.6 (12) 0.001	9.3 (9) 0.407	27.4 (12) 0.007	14.4 (3) 0.002
<S5Q10> During the majority of your training or education program, what was your employment status?	32.0 (12) 0.001	6.8 (9) 0.655	19.6 (3) <0.001	15.3 (3) 0.002
<S5Q11> Did your VR&E counselor advise you not to work during your training or education program in order to focus full-time on your training?	15.4 (4) 0.004	1.2 (3) 0.758	4.4 (1) 0.037	2.5 (1) 0.112
<S9Q10> Before enrolling in the military, did you ever work for pay?	3.0 (4) 0.565	18.9 (3) <0.001	2.1 (4) 0.712	1.2 (1) 0.269
<S12Q06> What is your marital status?	279.0 (20) <0.001	68.5 (15) <0.001	31.0 (20) 0.055	11.9 (5) 0.036
<S12Q07 - Categorized> During 2006, how many children depended on you for at least half of their support?	747.8 (16) <0.001	106.1 (12) <0.001	35.9 (16) 0.003	8.8 (4) 0.066
<S12Q11> Is there more than one income earner in your family?	16.8 (4) 0.002	18.2 (3) <0.001	29.1 (4) <0.001	26.1 (1) <0.001
<S5Q14> Did you have any difficulties during your training or education program that hindered your completion?	11.3 (4) 0.024	1.5 (3) 0.692	221.7 (1) <0.001	193.4 (1) <0.001
<S5Q15_1R> What specifically did you have difficulties with? - PHYSICAL/MEDICAL PROBLEMS	11.8 (4) 0.019	3.1 (3) 0.385	6.0 (1) 0.014	5.7 (1) 0.017
<S5Q15_2R> What specifically did you have difficulties with? - FINANCIAL DIFFICULTIES	9.9 (4) 0.043	11.1 (3) 0.011	0.1 (1) 0.792	0.1 (1) 0.709
<S5Q15_3R> What specifically did you have difficulties with? - FAMILY RESPONSIBILITIES	8.1 (4) 0.090	6.9 (3) 0.074	1.2 (1) 0.282	1.4 (1) 0.233
<S5Q15_6R> What specifically did you have difficulties with? - DIFFICULTIES WITH WORK/SCHOOL BALANCE	11.5 (4) 0.021	5.2 (3) 0.158	2.8 (1) 0.094	2.1 (1) 0.145

Note: Table cells present chi-square test statistic, (degrees of freedom), and p-value. Statistically significant findings ($p < 0.05$) are shaded for emphasis.

Source: 2007 Veterans Employability Research Survey (VERS)

Exhibit 4.9. Differences in Average Annual Family Income by Cohort

Panel 1: Mean Family Incomes

Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
\$57,188	\$56,261	\$51,297	\$49,550	\$65,428

Panel 2: Comparisons by Cohort

Comparison	Difference in means	t for difference	p-value
Cohort 5 v Cohort 4	\$15,878	8.28	<0.001
Cohort 5 v Cohort 3	\$14,131	5.98	<0.001
Cohort 5 v Cohort 2	\$9,167	4.31	<0.001
Cohort 5 v Cohort 1	\$8,240	3.70	<0.001
Cohort 4 v Cohort 3	-\$1,746	-0.81	0.418
Cohort 4 v Cohort 2	-\$6,711	-3.54	<0.001
Cohort 4 v Cohort 1	-\$7,638	-3.81	<0.001
Cohort 3 v Cohort 2	-\$4,965	-2.12	0.034
Cohort 3 v Cohort 1	-\$5,891	-2.42	0.016
Cohort 2 v Cohort 1	-\$927	-0.42	0.675

Notes: To compensate for multiple testing, the usual significance levels should be divided by the number of pairwise comparisons (the Bonferroni correction); for example, for simultaneous significance at the .05 level, an individual comparison above must have a p-value < 0.005.

Statistically significant findings (p<0.005) are shaded for emphasis.

Source: 2007 Veterans Employability Research Survey (VERS)

Exhibit 4.10. Differences in Average Annual Individual Income by Cohort

Panel 1: Mean Individual Incomes

<u>Cohort 1</u>	<u>Cohort 2</u>	<u>Cohort 3</u>	<u>Cohort 4</u>	<u>Cohort 5</u>
\$38,996	\$37,048	\$31,504	\$33,162	\$43,182

Panel 2: Comparisons by Cohort

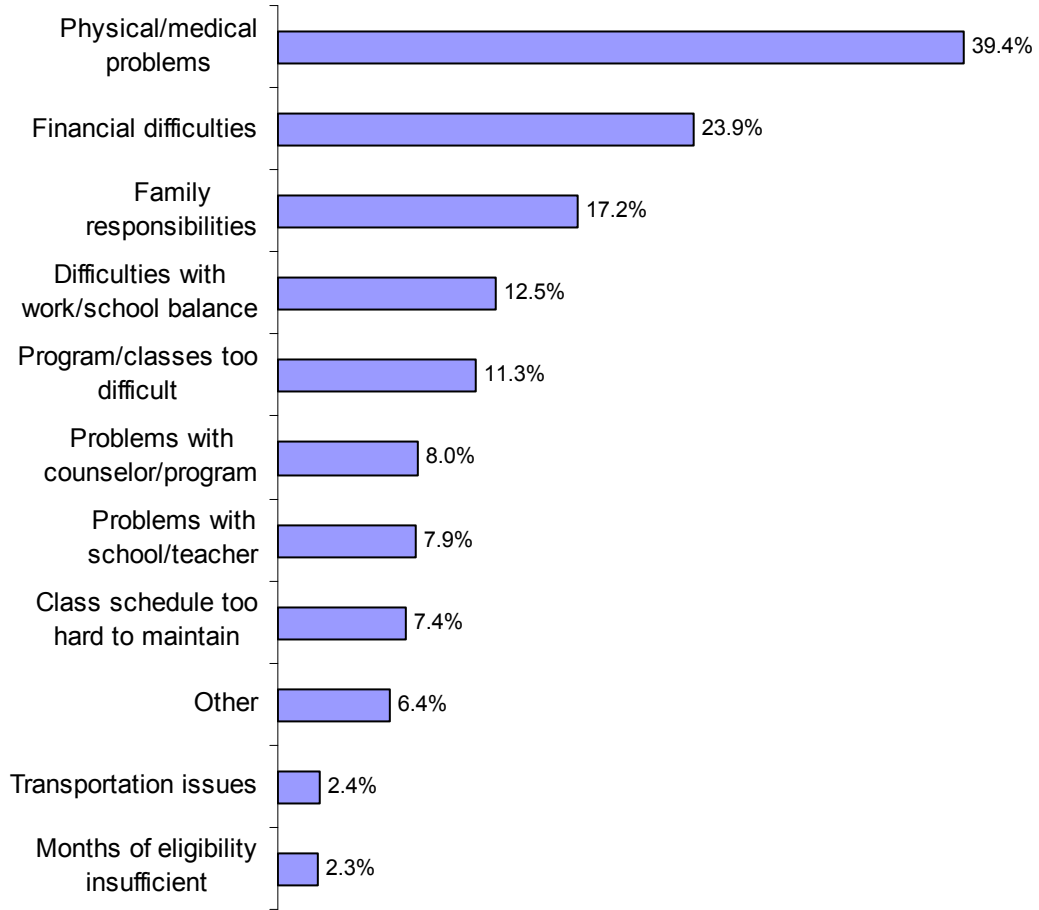
Comparison	Difference in means	t for difference	p-value
Cohort 5 v Cohort 4	\$10,019	6.46	<0.001
Cohort 5 v Cohort 3	\$11,677	7.56	<0.001
Cohort 5 v Cohort 2	\$6,134	3.55	<0.001
Cohort 5 v Cohort 1	\$4,186	2.39	0.017
Cohort 4 v Cohort 3	\$1,658	1.27	0.203
Cohort 4 v Cohort 2	-\$3,885	-2.57	0.010
Cohort 4 v Cohort 1	-\$5,833	-3.78	<0.001
Cohort 3 v Cohort 2	-\$5,543	-3.68	<0.001
Cohort 3 v Cohort 1	-\$7,491	-4.88	<0.001
Cohort 2 v Cohort 1	-\$1,948	-1.13	0.257

Notes: To compensate for multiple testing, the usual significance levels should be divided by the number of pairwise comparisons (the Bonferroni correction); for example, for simultaneous significance at the .05 level, an individual comparison above must have a p-value < 0.005.

Statistically significant findings (p<0.005) are shaded for emphasis.

Source: 2007 Veterans Employability Research Survey (VERS)

Exhibit 4.11. Difficulties That Hindered Veterans' Completion of an Education or Training Program (S5Q15 – Asked Only of Cohorts 4 and 5)



Notes: Fewer than 2% reported: moved (1.0%), lack of computer skills (0.8%), and recalled to active duty (0.7%). Respondents could give multiple responses to this survey item; percentages do not add to 100%. Source: 2007 Veterans Employability Research Survey (VERS)

Effect of Disability Level on Program Persistence

This section responds to the research question: “How does disability level affect persistence?” The initial study hypotheses were that greater disability levels would be associated with greater barriers to initial program participation, but that greater disability would also be associated with further persistence in the VR&E program. Findings from the 2007 Veterans Employability Research Survey support these conclusions:

- Greater disability levels were associated with higher rates of program completion: the odds of completion were higher for participants with higher service-connected disability ratings and higher among those with a serious employment handicap.
- VR&E program participants rated their health somewhat low on average. Poorer health was associated with lower odds of program completion, although it seemed to have little relation to discontinuing the program at an earlier or later phase.
- Reported health was poorer among older age groups; these groups also reported higher rates of discontinuing the program for medical reasons or because their disability was not accommodated.

The following sections present general findings on disability level from the overall sample, and then specific findings on disability level by program persistence and completion, age group, and race/ethnicity. Accompanying exhibits are presented at the end of the section. Exhibit 4.12 summarizes chi-square tests of association between survey items related to the role of disability and age, race/ethnicity, cohort status, and program completion. Exhibit 4.13 presents logistic regression models for VR&E program completion in relation to service-connected disability rating. Exhibit 4.14 presents a similar series of models, replacing service-connected disability rating with having a serious employment handicap as the primary predictor. Exhibit 4.15 shows the same sequence of models using self-reported overall health as the main predictor.

General Findings on Disability Levels

VR&E program participants reported their overall health as somewhat low on average: 5 percent rated their health “excellent”, 16 percent “very good”, 31 percent “good”, 34 percent “fair”, and 15 percent “poor” (S10Q01). Seventy-four percent reported experiencing limitations in their work or daily activities due to physical health (S10Q02), compared to only 31 percent who experienced limitations due to emotional or mental health problems (S10Q04). Sixty-one percent of participants “strongly agreed” that their plan was designed to minimize aggravation of their disability, and another 25 percent “somewhat agreed” (S4Q03B).

Effect of Disability by Program Persistence and Completion

VR&E program completers tended to rate their overall health better; cohort 5 was higher in positive health ratings and lower in negative ratings than other cohorts (S10Q01). Reported rates of experiencing limitations in work or daily activities because of physical disability and emotional or mental health problems both dropped among VR&E program completers (S10Q02, S10Q04). Though there was little variation between cohorts 1-4, program completers reported a much lower frequency of limitations because of emotional or mental health problems than non-completers (S10Q05). Program completers also reported a lower incidence of pain interfering with their normal work than non-completers (S10Q06).

The rate of “strong agreement” that the plan was designed to minimize aggravation of disability jumped from cohort 3 (46 percent) to cohort 4 (54 percent), and then again to cohort 5 (70 percent, S4Q03B).

Cohort 5 experienced a lower rate of physical or medical problems than cohort 4 (37 percent against 46 percent, S5Q15_1R). Reported rates of discontinuing the VR&E program for medical reasons were higher with longer program persistence, with a noticeable split between cohort 3 (17 percent) and cohort 4 (30 percent, S8Q01_8R).

Exhibit 4.13 presents logistic regression models for VR&E program completion in relation to service-connected disability rating, which has been categorized into low (0-40) and high (50-100) ratings. Participants classified with a low service-connected disability rating had slightly lower but statistically significant odds of program completion than those with high service-connected disability ratings. Specifically, participants with a high service-connected disability rating had fitted odds of program completion 1.1 times higher than the fitted odds of completion for those with a low service-connected disability rating. This result remained after including age and race as covariates in the model.

Exhibit 4.14 presents a similar series of models, replacing service-connected disability rating as the primary predictor with the presence of a serious employment handicap. Results are similar: participants classified as having a serious employment handicap had statistically significant higher odds of program completion than those without a serious employment handicap. Once again, these overall results were not altered by the inclusion of demographic covariates. Using model 4, the fitted odds of program completion for VR&E program participants with a serious employment handicap were 1.75 times higher than the fitted odds of completion for those without a serious employment handicap.

Finally, Exhibit 4.15 shows the same sequence of models using self-reported overall health as the main predictor. Using the “poor” rating as the reference group, those who rated their health successively higher on the scale showed increasingly higher odds of program completion relative to those who rated their health as poor. These results were also robust to the inclusion of age and race as covariates in the model. Using model 4, the fitted odds of program completion for participants who self-reported their overall health as “excellent” were 3.7 times the fitted odds of completion for those who rated their health as “poor.” Even comparing the closest group on the rating scale, participants who rated their health only as “fair” had fitted odds of program completion 1.75 times higher than the fitted odds of completion for those who reported their health as “poor.”

Effect of Disability by Age Group

Reported overall health declined on average with age, particularly evident in the lower rates of “very good” and “good” ratings and the higher rate of “poor” health ratings (S10Q01). Reported rates of experiencing limitations in work or daily activities because of physical disability and emotional or mental health problems were both slightly higher for VR&E program participants over age 49 (S10Q02, S10Q04). The frequency of experiencing limitations in work or daily activities tended to be higher among older age groups (S10Q03, S10Q05).

The rate of experiencing difficulties hindering completion of a training or education program due to physical or medical problems tended to be higher with age (S5Q15_1R). Participants reporting that their reason for not completing the VR&E program was that their disability was not accommodated was also higher with age, particularly above age 39 (S8Q01_4R). Finally, those citing medical

reasons for leaving the VR&E program increased by age, from 7 percent in the 18-29 age group to 37 percent in the 65 and above age group (S8Q01_8R).

Effect of Disability by Race/Ethnicity

White participants rated their overall health slightly higher on average than other groups (S10Q01). Although there was a significant association overall, the differences by race in experiencing limitations due to physical health were very small (S10Q02). Among those who experienced limitations, Hispanic participants reported a slightly lower rate of being limited “all the time”; other races reported a slightly higher rate (S10Q03). A slightly higher percentage of Hispanic and other race participants experienced limitations in their work or regular activities due to emotional or mental health problems (S10Q04). Hispanic participants reported a slightly higher rate of pain interfering with their normal work, and White participants reported a slightly lower rate (S10Q06).

White participants “strongly agreed” that their plan was designed to minimize aggravation of their disability at a higher rate than other groups (S4Q03B).

Hispanic participants reported a slightly higher rate of discontinuing the VR&E program because their disability was not accommodated than other groups (S8Q01_4R).

Exhibit 4.12. Chi-square Tests of Association Related to Disability Levels and VR&E Program Persistence

Survey Item	By Variable			
	Age Group	Race/Ethnicity	Cohort	Completion
<S10Q01> In general, would you say your health is excellent, very good, good, fair, or poor?	138.8 (16) <0.001	35.7 (12) <0.001	139.7 (16) <0.001	104.1 (4) <0.001
<S10Q02> During the past year, were you limited in the kind of work or other regular daily activities you do as a result of your physical health?	14.3 (4) 0.006	8.0 (3) 0.046	55.0 (4) <0.001	44.4 (1) <0.001
<S10Q03> Were you limited all of the time, most of the time, some of the time, or a little of the time?	142.3 (12) <0.001	35.7 (9) <0.001	96.3 (12) <0.001	73.3 (3) <0.001
<S10Q04> During the past year, were you limited in the kind of work or other regular daily activities you do as a result of any emotional problems or mental health problems?	49.9 (4) <0.001	15.0 (3) 0.002	105.0 (4) <0.001	92.8 (1) <0.001
<S10Q05> Were you limited all of the time, most of the time, some of the time, or a little of the time?	49.9 (12) <0.001	9.4 (9) 0.403	21.2 (12) 0.048	9.6 (3) 0.022
<S10Q06> During the past year, how much did pain interfere with your normal work, including both work outside the home and housework?	27.7 (12) 0.006	40.6 (9) <0.001	89.0 (12) <0.001	67.6 (3) <0.001
<S4Q03B> The plan was designed to minimize aggravation of your disability.	21.0 (12) 0.051	20.3 (9) 0.016	143.9 (9) <0.001	137.1 (3) <0.001
<S5Q15_1R> What specifically did you have difficulties with? - PHYSICAL/MEDICAL PROBLEMS	11.8 (4) 0.019	3.1 (3) 0.385	6.0 (1) 0.014	5.7 (1) 0.017
<S8Q01_4R> Why didn't you complete the VR&E program? - DISABILITY NOT ACCOMMODATED	16.3 (4) 0.003	11.1 (3) 0.011	3.5 (3) 0.325	N/A
<S8Q01_8R> Why didn't you complete the VR&E program? - PERSONAL REASONS, MEDICAL	56.3 (4) <0.001	1.5 (3) 0.674	72.6 (3) <0.001	N/A

Note: Table cells present chi-square test statistic, (degrees of freedom), and p-value. Statistically significant findings ($p < 0.05$) are shaded for emphasis.

Source: 2007 Veterans Employability Research Survey (VERS)

Exhibit 4.13. Logistic Regression Models for Completion of the VR&E Program (Versus Program Non-completion) in Relation to Service-connected Disability Rating (Categorized as High and Low) and Demographic Covariates

Observations	Models				
	Null n= 4707	#1 n= 4707	#2 n= 4707	#3 n= 4643	#4 n= 4643
Intercept	-0.29	-0.61***	-1.63***	-0.47***	-1.50***
SC Combined Degree:					
0 – 40 (Low)		-0.10*** (0.91)	-0.09*** (0.91)	-0.09*** (0.91)	-0.09*** (0.91)
50 – 100 (High)		-- (1.00)	-- (1.00)	-- (1.00)	-- (1.00)
18-29			0.55 (1.74)		0.54 (1.72)
30-39			1.17*** (3.23)		1.18*** (3.26)
40-49			1.20*** (3.30)		1.23*** (3.43)
50-64			0.96** (2.60)		0.98** (2.66)
65+			-- (1.00)		-- (1.00)
Hispanic/Latino				-0.30* (0.74)	-0.28 (0.75)
Other Races, Non-Hispanic				-0.17 (0.84)	-0.17 (0.84)
Black, Non-Hispanic				-0.49*** (0.61)	-0.53*** (0.59)
White, Non-Hispanic				-- (1.00)	-- (1.00)
-2 log-likelihood	6029.90	6027.44	5964.03	5901.63	5834.16

Notes: Estimated coefficients and (adjusted odds ratios) are presented in table cells.

Odds ratios are relative to the reference category of the variable, which has an odds ratio of 1.00.

Key: *p<0.05, **p<0.01, ***p<0.001

Source: 2007 Veterans Employability Research Survey (VERS)

Exhibit 4.14. Logistic Regression Models for Completion of the VR&E Program (Versus Program Non-completion) in Relation to Having a Serious Employment Handicap and Demographic Covariates

Observations	Models				
	Null n= 3998	#1 n= 3998	#2 n= 3998	#3 n= 3943	#4 n= 3943
Intercept	-0.12	-0.51***	-1.36***	-0.35***	-1.20***
Serious Employment Handicap:					
Yes		0.52*** (1.69)	0.58*** (1.79)	0.51*** (1.66)	0.56*** (1.75)
No		-- (1.00)	-- (1.00)	-- (1.00)	-- (1.00)
18-29			0.54 (1.72)		0.51 (1.66)
30-39			0.99** (2.69)		0.98** (2.67)
40-49			0.99** (2.70)		1.01** (2.74)
50-64			0.68* (1.98)		0.70* (2.01)
65+			-- (1.00)		-- (1.00)
Hispanic/Latino				-0.40** (0.67)	-0.38** (0.68)
Other Races, Non-Hispanic				-0.25 (0.78)	-0.24 (0.79)
Black, Non-Hispanic				-0.44*** (0.64)	-0.47*** (0.62)
White, Non-Hispanic				-- (1.00)	-- (1.00)
-2 log-likelihood	5472.27	5405.85	5364.95	5292.87	5251.09

Notes: Estimated coefficients and (adjusted odds ratios) are presented in table cells.

Odds ratios are relative to the reference category of the variable, which has an odds ratio of 1.00.

Key: *p<0.05, **p<0.01, ***p<0.001

Source: 2007 Veterans Employability Research Survey (VERS)

Exhibit 4.15. Logistic Regression Models for Completion of the VR&E Program (Versus Program Non-completion) in Relation to Self-reported Overall Health and Demographic Covariates

	Models				
	Null n= 5014	#1 n= 5014	#2 n= 5014	#3 n= 4951	#4 n= 4951
Observations					
Intercept	-0.32	-1.50***	-2.37***	-1.37***	-2.26***
Overall Health:					
Excellent		1.31*** (3.69)	1.34*** (3.82)	1.27*** (3.58)	1.31*** (3.70)
Very Good		1.10*** (3.01)	1.13*** (3.11)	1.09*** (2.97)	1.12*** (3.06)
Good		1.02*** (2.77)	1.02*** (2.78)	1.00*** (2.73)	1.01*** (2.75)
Fair		0.56*** (1.75)	0.55*** (1.74)	0.57*** (1.76)	0.56*** (1.75)
Poor		-- (1.00)	-- (1.00)	-- (1.00)	-- (1.00)
18-29			0.30 (1.35)		0.30 (1.35)
30-39			0.95** (2.58)		0.96** (2.61)
40-49			0.99** (2.69)		1.03** (2.80)
50-64			0.92** (2.52)		0.94** (2.57)
65+			-- (1.00)		-- (1.00)
Hispanic/Latino				-0.28 (0.76)	-0.25 (0.78)
Other Races, Non-Hispanic				-0.09 (0.92)	-0.11 (0.90)
Black, Non-Hispanic				-0.43*** (0.65)	-0.47*** (0.62)
White, Non-Hispanic				-- (1.00)	-- (1.00)
-2 log-likelihood	6327.75	6177.23	6118.94	6064.02	6001.72

Notes: Estimated coefficients and (adjusted odds ratios) are presented in table cells.

Odds ratios are relative to the reference category of the variable, which has an odds ratio of 1.00.

Key: *p<0.05, **p<0.01, ***p<0.001

Source: 2007 Veterans Employability Research Survey (VERS)

Likelihood of VR&E Program Participants' Finding Employment That Matches Abilities, Training, and Interests

This section responds to the research question: “How likely will participants find employment that matches their abilities, training, and interests?” The initial study hypothesis was that further program persistence would be associated with greater odds of finding a job commensurate with veterans’ abilities, training, and interests. Findings from the 2007 Veterans Employability Research Survey are mixed:

- Although VR&E program completion was clearly associated with greater odds of veterans’ finding employment matching their abilities, training, and interests, there was little difference in employment outcomes between those who discontinued at earlier or later phases of the program. Program completion was a much more important factor than program persistence in positive employment outcomes.
- Developing an individual written plan with a VR&E counselor, as opposed to simply discussing a plan, was a key difference between participants in cohort 4 (who started, but discontinued an education or training program) and those in cohort 5, who completed the program.
- Although satisfaction with current employment seemed high overall, there were significant differences in reported job satisfaction according to program persistence and completion, age group, and race/ethnicity.

The following sections present general findings on employment outcomes from the overall sample, and then specific findings on employment outcomes by program persistence and completion, age group, and race/ethnicity. Accompanying exhibits are presented at the end of the section. Exhibit 4.16 summarizes chi-square tests of association between survey items related to finding employment matching abilities, training, and interests and age, race/ethnicity, cohort status, and program completion. Exhibit 4.17 presents logistic regression models for positive employment outcomes in relation to program persistence. Methods used by veterans to look for work after leaving the VR&E program are shown in Exhibit 4.18.

General Findings on Employment Outcomes

Thirty-four percent of respondents had the same job when interviewed that they had when they applied to the VR&E program (S2Q04). Job satisfaction was high in the overall sample: 75 percent of participants reported that their current job accommodated their disability (S6Q14), 81 percent felt that their current job suited their skills and abilities (S6Q15), and 70 percent felt that their job matched their interests (S6Q16). Only 58 percent overall felt that their job was in line with their military or civilian experience (S6Q15A).

Most participants agreed that the plan developed with a counselor was appropriate to achieve their educational and vocational goals: 55 percent “strongly” agreed, and another 30 percent “somewhat” agreed (S4Q03).

Exhibit 4.18 presents information from the overall sample on the methods used by veterans to look for jobs after leaving the VR&E program. Respondents make substantial use of a variety of resources. Respondents seem to rely more heavily on routine methods of job searching (internet searches, personal contacts, or help wanted ads) than on more specific services aimed at helping veterans (VA hospitals, state rehabilitation agencies, or DVOP).

Employment Outcomes by Program Persistence and Completion

The rate of participants holding the same job they had at the time of application to the VR&E program dropped substantially in cohort 4 (29 percent), and again in cohort 5 (14 percent, S2Q04).

Cohort 4 and cohort 5 showed similar rates (84 percent and 88 percent) of whether they discussed an individual plan of services or developed an individual written plan with their primary counselor. There was a large and significant difference, however, between cohorts 4 and 5 in whether their plan was discussed or written: 58 percent of participants in cohort 5 (program completers) developed a written plan, compared to only 46 percent of those in cohort 4, suggesting that the development of an individual written plan may be an important factor in completing the rehabilitation to employability phase of the program (S4Q01).

The rate of being “very satisfied” with the educational or vocational goals determined with a counselor jumped between cohort 3 and cohort 4, and jumped again up to cohort 5. Similarly, the rates of being “somewhat dissatisfied” or “very dissatisfied” with the goals dropped at the same transition points (S4Q02).

The rate of “strongly” agreeing that the plan developed with a counselor was appropriate to achieve the participants’ educational and vocational goals jumped up from cohort 3 to 4 to 5, and the rate of “strong” disagreement dropped between cohort 3 and cohort 4 (S4Q03). Overall trends are similar, in the responses to whether the plan adequately reflected the participants’ interests (S4Q03C), whether the plan reflected the participants’ abilities (S4Q03D), and whether participants felt that their plan adequately reflected the job market (S4Q03E): the rate of “strongly” agreeing increases from cohort 3 to cohort 4, and again in cohort 5. The rate of “strongly disagreeing” similarly dropped at the same transition points.

There was a distinct rise between cohort 4 (26 percent) and cohort 5 (54 percent) in the percentage of participants currently employed and not looking for work, and a similar drop in the percentage of those not working and not looking for a job, from 35 percent in cohort 4 to 9 percent in cohort 5 (S6Q01).

Cohorts 1 and 5 reported a higher rate of working full-time and lower rates of part-time or self-employment than other cohort groups, which could partly explain the income trends shown previously in Exhibits 4.9 and 4.10 (S6Q02).

VR&E program completers had higher overall satisfaction with their current job than non-completers: 88 percent of completers said their current job accommodated their disability against 66 percent of non-completers (S6Q14); 82 percent of completers said that their job matched their interests, against 62 percent of non-completers (S6Q16).

Exhibit 4.17 presents logistic regression models for “positive” employment outcomes in relation to program persistence (using cohort status as a proxy). Positive employment outcomes were defined as a positive response to whether the veteran’s current job accommodated their disability (S6Q14), whether the job suited their skills and abilities (S6Q15), and whether the job suited their interests (S6Q16). Cohort status was then used as a predictor in the model to calculate adjusted odds ratios relative to cohort 5 (program completion, used as the reference group).

The models indicated that the fitted odds of positive employment outcomes (across all three outcome measures) were significantly higher for program completers (cohort 5) than the fitted odds of positive employment outcomes for those who discontinued the program at any phase. The estimated coefficients and associated odds-ratios also differed little among cohorts 1-4, indicating that program persistence was less important in positive employment outcomes than full program completion.

Employment Outcomes by Age Group

Participants in the 50-64 age group reported a slightly higher rate (38 percent) of having the same job they had at the time of application to the VR&E program; those in the 18-29 age group report a slightly lower rate (27 percent, S2Q04).

Participants over age 64 reported a lower percentage of developing an individualized written plan with their counselor (19 percent) and a higher percentage of having not discussed or written a plan (48 percent) than other age groups (S4Q01).

Younger age groups more strongly agreed that their plan adequately reflected the job market than older age groups (S4Q03E).

Among age groups, the percentage of those employed and not looking for work dropped in the 50-64 age range, and dropped again among those over age 64. These groups also had higher rates of not working and not looking for work than the younger age groups (S6Q01). Participants aged 65 and above had a lower rate of full-time employment, and higher rate of part-time employment, than other age groups (S6Q02). Although significant overall, there was little variation between age groups in satisfaction with their current job (S6Q04). More surprisingly, there was also little variation by age in reported rates of whether their current job accommodated their disability (S6Q14).

Employment Outcomes by Race/Ethnicity

White and other races reported a higher rate of being “very satisfied” with the educational or vocational goals selected with a counselor than other groups (S4Q02). White participants also reported a higher rate of “strongly agreeing”, and lower rates of disagreement, that their plan was appropriate to achieve their goals (S4Q03). White participants “strongly agreed” that their plan adequately reflected their abilities at a higher rate than other groups (S4Q03D). Both White participants and other races more strongly agreed, on average, that their plan adequately reflected their interests (S4Q03C).

White participants reported a higher rate of being employed and not looking for a new job, whereas African-Americans reported a higher rate of not currently working but looking for work (S6Q01). Among those currently employed, African-Americans reported a slightly higher rate of full-time employment and slightly lower rate of self-employment than other groups (S6Q02). African-Americans reported a lower rate of being “very satisfied” with their current job, and higher rate of being “somewhat dissatisfied”, than other groups. (S6Q04). African-Americans also reported a slightly lower rate of their current job accommodating their disability than other groups (S6Q14). White participants reported at a slightly higher rate than other groups, and African-Americans at a slightly lower rate, that their current job suited their skills, abilities, and interests (S6Q15, S6Q16).

Exhibit 4.16. Chi-square Tests of Association Related to Finding Employment After the VR&E Program

Survey Item	By Variable:			
	Age Group	Race/Ethnicity	Cohort	Completion
<S2Q04> Do you have the same job that you had at the time of application?	12.3 (4) 0.015	5.5 (3) 0.138	178.3 (4) <0.001	164.0 (1) <0.001
<S4Q01> Did you discuss an individual vocational plan of services or develop an individual written plan with your counselor?	19.8 (4) 0.001	2.6 (3) 0.451	818.1 (3) <0.001	543.9 (1) <0.001
<S4Q02> At the time you and your counselor determined your educational or vocational goals, how satisfied or dissatisfied were you with the goals you and your counselor selected?	13.5 (12) 0.332	28.9 (9) 0.001	277.0 (9) <0.001	257.0 (3) <0.001
<S4Q03> At the time you and your counselor determined your educational or vocational goals, the plan was appropriate to achieve your vocational goals.	11.0 (12) 0.528	25.1 (9) 0.003	255.1 (9) <0.001	237.5 (3) <0.001
<S4Q03C> The plan adequately reflects your interests.	13.5 (12) 0.335	25.2 (9) 0.003	228.8 (9) <0.001	219.2 (3) <0.001
<S4Q03D> The plan adequately reflects your abilities.	17.1 (12) 0.145	36.6 (9) <0.001	194.0 (9) <0.001	187.5 (3) <0.001
<S4Q03E> The plan reflects current conditions and characteristics of the job market.	27.4 (12) 0.007	14.3 (9) 0.113	69.6 (9) <0.001	57.4 (3) <0.001
<S6Q01> What is your current employment status?	360.9 (12) <0.001	105.4 (9) <0.001	411.6 (12) <0.001	336.7 (3) <0.001
<S6Q02> Are you currently working full time, part time, or are you self-employed?	53.7 (8) <0.001	23.2 (6) 0.001	49.8 (8) <0.001	8.9 (2) 0.012
<S6Q04> How satisfied or dissatisfied are you with your current job?	24.9 (12) 0.015	50.4 (9) <0.001	154.9 (12) <0.001	134.3 (3) <0.001
<S6Q14> Does your current job accommodate your disability?	9.6 (4) 0.048	30.1 (3) <0.001	196.6 (4) <0.001	170.8 (1) <0.001
<S6Q15> Does this job suit your skills and abilities?	3.3 (4) 0.514	19.3 (3) <0.001	49.0 (4) <0.001	40.8 (1) <0.001
<S6Q15A> Is your job in line with your military or civilian experience?	7.9 (4) 0.097	1.9 (3) 0.597	10.6 (4) 0.031	1.6 (1) 0.205
<S6Q16> Does this job match your interests?	5.7 (4) 0.226	30.4 (3) <0.001	114.7 (4) <0.001	106.7 (1) <0.001

Note: Table cells present chi-square test statistic, (degrees of freedom), and p-value. Statistically significant findings ($p < 0.05$) are shaded for emphasis.

Source: 2007 Veterans Employability Research Survey (VERS)

Exhibit 4.17. Logistic Regression Models for Positive Employment Outcomes in Relation to Cohort Status (Program Persistence)

	Models					
	Null	S6Q14-Yes ^a	Null	S6Q15-Yes ^b	Null	S6Q16-Yes ^c
Intercept	0.47	1.96***	0.62	1.86***	0.37	1.48***
Cohort:						
Cohort 1		-1.20*** (0.30)		-0.69*** (0.50)		-1.03*** (0.36)
Cohort 2		-1.30*** (0.27)		-0.60*** (0.55)		-0.91*** (0.40)
Cohort 3		-1.53*** (0.22)		-0.68*** (0.51)		-0.89*** (0.41)
Cohort 4		-1.32*** (0.27)		-0.84*** (0.43)		-1.01*** (0.36)
Cohort 5		-- (1.00)		-- (1.00)		-- (1.00)
-2 log-likelihood	3364.29	3158.35	2952.55	2902.12	3656.34	3524.64

Notes: Estimated coefficients and (adjusted odds ratios) are presented in table cells.

Odds ratios are relative to the reference category of the variable, which has an odds ratio of 1.00.

^a <S6Q14> Does your current job accommodate your disability?

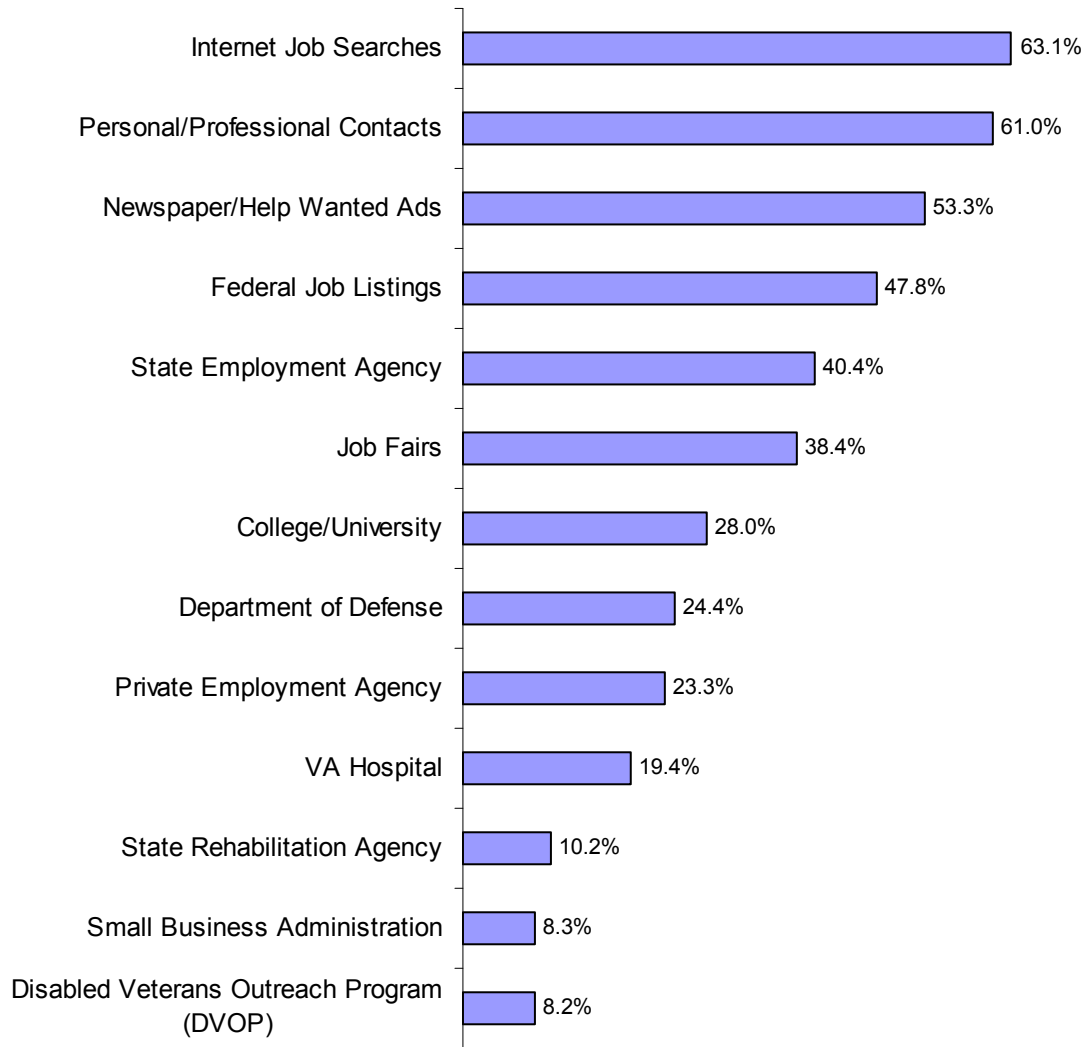
^b <S6Q15> Does this job suit your skills and abilities?

^c <S6Q16> Does this job match your interests?

Key: *p<0.05, **p<0.01, ***p<0.001

Source: 2007 Veterans Employability Research Survey (VERS)

Exhibit 4.18. Sources of Employment Information Veterans Used to Look for a Job since the VR&E Program (S6Q08)



Note: Respondents could give multiple responses to this survey item; percentages do not add to 100%.
Source: 2007 Veterans Employability Research Survey (VERS)

Reasons for Discontinuation and Characteristics of Veterans by Program Phase

This section responds to the research questions: “How do characteristics and reasons of veterans who discontinue the program differ by phase of the program (cohort) they were in? How do characteristics of veterans who discontinue the program differ from those who complete the program?” Findings from the 2007 Veterans Employability Research Survey include:

- VR&E program completion differed by demographic characteristics: on average, women completed the program at a higher rate than men; participants aged 30-64 completed at a higher rate than those aged 65 and over and those aged 18-29; White participants completed at a higher rate than Hispanic or Latino and African-American participants.
- Stronger agreement with statements on self-efficacy was associated with higher rates of program completion, and was also associated with younger age groups.
- The most frequent reasons given for discontinuing the VR&E program were: medical reasons, dissatisfaction with the program or counselor, financial reasons, and personal reasons (non-medical). Reported reasons external to the VR&E program (medical, financial, personal) were higher among those in later stages of program persistence.

The following sections present differences in demographic characteristics by program phase, summarize differences in self-efficacy characteristics, and discuss reasons for discontinuing the VR&E program. Accompanying exhibits are provided at the end of the section. Exhibit 4.19 provides information on how demographic subgroups break down by cohort and program completion. Exhibit 4.20 summarizes chi-square tests of association between survey items related to demographics, self-efficacy, and reasons for discontinuation and age, race/ethnicity, cohort status, and program completion. Exhibit 4.21 presents logistic regression models for program completion related to demographic characteristics. Veterans’ reasons for discontinuing the VR&E program, and what the VR&E program could have done to help veterans stay in the program, are presented in Exhibits 4.22 and 4.23.

Demographic Characteristics

As shown in Exhibit 4.19, there was some variation in how demographic groups were distributed across program phases. The 18-29 and over 64 age groups had similar distributions and were different from the middle age groups, particularly by being more concentrated in cohort 1 and less concentrated in cohort 5. African-Americans were somewhat more concentrated in cohort 1 and less in cohort 5 than other groups. Males were distributed more than females throughout cohorts 1-4, while the distribution of females was clearly more concentrated in cohort 5. The first three rows of Exhibit 4.20 indicate that there were significant associations between cohort and program completion by gender, age, and race. The logistic regression models in Exhibit 4.21 allow the differences between these groups to be more clearly quantified. The fitted odds of a female VR&E program participant completing the VR&E program were 1.67 times the fitted odds of completion for males. There was not a statistically significant difference in program completion between participants over age 64 and those aged 18-29. Those in the middle age groups, however, had much higher fitted odds of completing the program than participants 65 and above: even those in 50-64 age group had 2.5 times the fitted odds of completion of those 65 or over.

There was no statistically significant difference between White participants and participants classified as other races. The fitted odds of White participants completing the VR&E program were 1.39 times the fitted odds of completion for Hispanic or Latino participants, and 1.59 times the fitted odds of completion for African-American participants.

The prior analyses and findings presented throughout this chapter, as well as the reasons for program discontinuation presented below, do not point to any simple and direct explanations for the observed differences in program persistence associated with different demographic groups; overall differences are likely to be due to the accumulation of variations in attitudes toward the program (as reported throughout this chapter), as well as to many additional unobserved factors.

Self-Efficacy Characteristics

Fifty-six percent of program completers “strongly agreed” that it was easy for them to stick to their aims and accomplish goals, against 43 percent of non-completers. (S11Q01). Similarly, 71 percent of VR&E program completers “strongly agreed”, and only 1 percent “strongly disagreed”, that they were usually able to find several solutions to problems, compared with 58 percent and 4 percent of non-completers responding to the same item (S11Q02). Strength of agreement with the self-efficacy items was lower among older age groups than younger.

General Reasons for Discontinuation

Seventy-one percent of participants reported ending the program for personal reasons, and 29 percent said the VA requested they end the program (S1Q02C). Among participants asked to end the program by the VA, there was nearly an even split between those asked to end temporarily (53 percent) and permanently (47 percent, S1Q02D). Twenty-four percent of participants in cohorts 2 or 3 dropped out before the VA determined that they were not entitled to services (S3Q11A).

Exhibit 4.22 presents overall responses to why veterans discontinued the VR&E program. The most frequent reasons given for discontinuing the VR&E program were: medical reasons, dissatisfaction with the program or counselor, financial reasons, and personal reasons (non-medical). Exhibit 4.23 presents responses to what the VR&E program could have done to help veterans remain in the program. Other than “provide more financial assistance,” most of these responses focused on aspects internal to the VR&E program: providing better communication and being more accommodating or helpful were among the top responses. Additional factors related to program discontinuation are presented in the earlier section on internal and external barriers to program completion; of particular interest should be the difficulties experienced in completing an educational or vocational training program as reported in Exhibit 4.11.

Reasons for Discontinuation by Program Phase

The reported rate of discontinuing because of medical reasons was higher with longer program progression, with a substantial jump from cohort 3 (17 percent) to cohort 4 (30 percent, S8Q01_8). Reported rates of discontinuing the program because of financial difficulties were also higher with further program progression: from 8 percent in cohort 1 to 19 percent in cohort 4 (S8Q01_6). The reported rate of discontinuing because of personal (non-medical) reasons jumped from cohort 3 (11 percent) to cohort 4 (20 percent).

The reported rates of discontinuing because of dissatisfaction with the program or counselor were higher in cohorts 2 and 3 than in cohorts 1 and 4 (S8Q01_5).

Discontinuing the program because of finding a job declined by program progression, from 16 percent of those in cohort 1 to 8 percent of those in cohort 4 (S8Q01_7).

Reasons for Discontinuation by Age

Those over age 64 reported being asked to end the program by the VA at a higher rate (39 percent) and those age 18-29 at a lower rate (20 percent) (S1Q02C). The percentage of those asked to permanently end the program by the VA was higher with age, from 37 percent of 18-29 year olds to 64 percent of those aged 65 and above (S1Q02D). Those over age 49 reported higher rates of having no plans to complete the program (S1Q04).

The reported rate of discontinuing because of disability not being accommodated rose slightly after age 39 (S8Q01_4). The rate of discontinuing because of medical reasons was higher with age, with the 18-29 age group reporting a much lower rate than all other groups (S8Q01_8).

Those in the 40-49 age group reported nearly double the rate of discontinuation because of finding a job (20 percent) than all other age groups (S8Q01_7).

Reported rates of discontinuing the VR&E program because of financial difficulties were slightly higher for the 30-39 age group (17 percent), and slightly lower for those over age 50. (S8Q01_6).

Reasons for Discontinuation by Race/Ethnicity

African-American participants were asked to end the program permanently at a slightly lower rate than other groups (36 percent, S1Q02D). African-American participants also reported higher rates of planning to complete the program now, and White participants reported a higher rate of having no plans to complete, than other groups (S1Q04).

Hispanic participants reported a slightly lower rate of discontinuing because of disability not being accommodated than other groups (S8Q01_4).

White participants reported a higher rate of discontinuing because of finding a job than other groups (S8Q01_7).

Exhibit 4.19. Cohorts and Program Completion in the VR&E Program by Demographic Groups

		Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Non-Complete
Age	18-29	36.9	17.3	17.6	4.9	23.3	76.7
	30-39	27.1	15.0	14.6	7.7	35.7	64.3
	40-49	26.1	14.5	17.1	6.5	35.9	64.1
	50-64	28.5	14.4	19.1	6.1	32.0	68.0
	65+	39.7	21.5	18.0	5.3	15.6	84.4
Race/Ethnicity	Hispanic	26.2	18.4	20.2	6.8	28.4	71.6
	Other Races	27.0	17.5	16.2	7.3	32.0	68.0
	Black	33.0	15.6	18.3	7.1	26.0	74.0
	White	27.6	14.1	16.7	5.9	35.7	64.3
Gender	Male	29.4	15.4	18.1	6.5	30.6	69.4
	Female	25.1	13.3	13.5	5.7	42.5	57.5

Notes: Table cells present row percentages (e.g., 36.9 percent of 18-29 year-olds were in cohort 1, 17.3 percent were in cohort 2, etc.)

Due to rounding, row totals may not equal precisely 100%.

Source: 2007 Veterans Employability Research Survey (VERS)

Exhibit 4.20. Chi-square Tests of Association Related to Veterans' Characteristics and Reasons for Discontinuing

Survey Item	By Variable:			
	Age Group	Race/Ethnicity	Cohort	Completion
Gender (Not a survey item)	---	---	27.4 (4) <0.001	24.7 (1) <0.001
Age Group (Not a survey item)	---	---	71.3 (16) <0.001	40.4 (4) <0.001
Race/Ethnicity (created from S12Q01/S12Q02)	---	---	41.7 (12) <0.001	28.9 (3) <0.001
<S11Q01> It is easy for me to stick to my aims and accomplish my goals.	98.6 (12) <0.001	4.0 (9) 0.909	143.9 (12) <0.001	113.3 (3) <0.001
<S11Q02> When I am confronted with a problem, I can usually find several solutions.	71.0 (12) <0.001	9.9 (9) 0.361	79.1 (12) <0.001	69.7 (3) <0.001
<S1Q02C> Did the VA request that you end the program or did you end it for personal reasons?	15.8 (4) 0.003	12.2 (3) 0.007	68.5 (4) <0.001	N/A
<S1Q02D> Did (the VA request that) you end the program temporarily or permanently?	33.4 (4) <0.001	48.4 (3) <0.001	29.0 (4) <0.001	N/A
<S1Q04> Do you plan to complete your rehabilitation program now or at some later date?	92.2 (8) <0.001	91.4 (6) <0.001	9.3 (8) 0.321	N/A
<S3Q11A> Did the VA determine that you were not entitled to VR&E services or did you drop out of the program before the determination could be made?	1.8 (4) 0.771	0.14 (3) 0.986	0.03 (1) 0.853	N/A
<S8Q01_8R> Why didn't you complete the VR&E program? - PERSONAL REASONS, MEDICAL	56.3 (4) <0.001	1.5 (3) 0.674	72.6 (3) <0.001	N/A
<S8Q01_5R> Why didn't you complete the VR&E program? - DISSATISFIED WITH PROGRAM/COUNSELOR	0.9 (4) 0.922	1.3 (3) 0.728	35.7 (3) <0.001	N/A
<S8Q01_7R> Why didn't you complete the VR&E program? - FOUND A JOB	32.8 (4) <0.001	18.0 (3) <0.001	18.5 (3) <0.001	N/A
<S8Q01_6R> Why didn't you complete the VR&E program? - FINANCIAL REASONS	48.0 (4) <0.001	4.8 (3) 0.184	39.3 (3) <0.001	N/A
<S8Q01_9R> Why didn't you complete the VR&E program? - PERSONAL REASONS, NOT MEDICAL	23.8 (4) <0.001	1.2 (3) 0.760	39.3 (3) <0.001	N/A
<S8Q01_4R> Why didn't you complete the VR&E program? - DISABILITY NOT ACCOMMODATED	16.3 (4) 0.003	11.1 (3) 0.011	3.5 (3) 0.321	N/A

Note: Table cells present chi-square test statistic, (degrees of freedom), and p-value. Statistically significant findings (p<0.05) are shaded for emphasis.

Source: 2007 Veterans Employability Research Survey (VERS)

Exhibit 4.21. Logistic Regression Models for Completion of the VR&E Program (Versus Program Non-completion) in Relation to Demographic Characteristics

Observations	Models			
	Null n= 5031	#1 n= 5031	#2 n= 5031	#3 n= 4963
Intercept	-0.32	-0.30***	-1.69***	-0.59***
Male		-0.52*** (0.60)		
Female		-- (1.00)		
18-29			0.50 (1.64)	
30-39			1.10** (3.00)	
40-49			1.11** (3.02)	
50-64			0.93* (2.54)	
65+			-- (1.00)	
Hispanic/Latino				-0.34* (0.72)
Other Races, Non-Hispanic				-0.16 (0.85)
Black, Non-Hispanic				-0.46*** (0.63)
White, Non-Hispanic				-- (1.00)
-2 log-likelihood	6346.3	6304.3	6288.9	6217.3

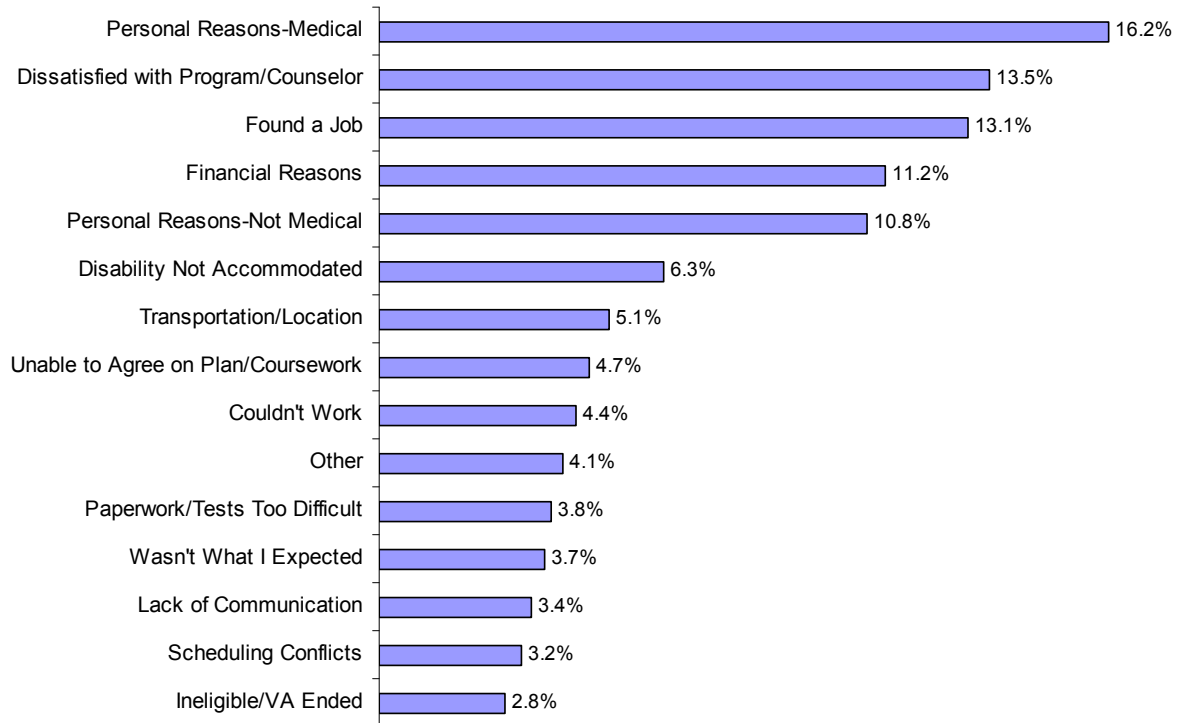
Notes: Estimated coefficients and (adjusted odds ratios) are presented in table cells.

Odds ratios are relative to the reference category of the variable, which has an odds ratio of 1.00.

Key: *p<0.05, **p<0.01, ***p<0.001

Source: 2007 Veterans Employability Research Survey (VERS)

Exhibit 4.22. Veterans' Reasons for Not Completing the VR&E Program (S8Q01)

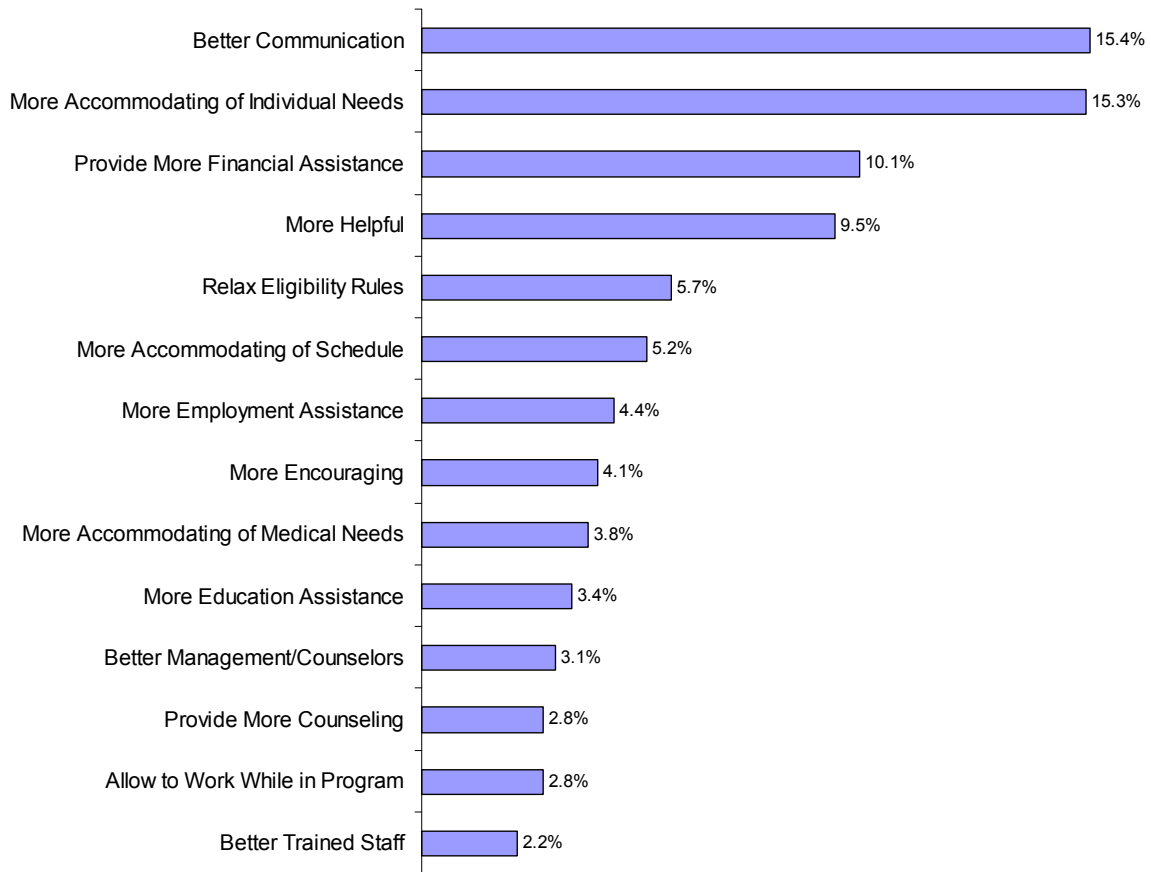


Notes: Fewer than 2% reported: Moved (1.8%), changed mind (1.8%), felt discouraged (1.8%), using GI Bill (1.6%), couldn't attend school (1.3%), took too long (1.2%), work/school balance too difficult (0.8%), missed appointment or deadline (0.7%), problems with school (0.6%), deployed or re-enlisted (0.5%), felt overqualified (0.4%), felt discriminated against (0.2%).

Respondents could give multiple responses to this survey item; percentages do not add to 100%.

Source: 2007 Veterans Employability Research Survey (VERS)

Exhibit 4.23. Veterans' Responses to What the VR&E Program Could Have Done to Help Them Stay in the Program (S8Q03)



Notes: Fewer than 2 percent reported: faster processing (1.9%), more convenient locations (1.7%), allow more time to complete (1.6%), allow part-time attendance (1.3%), provide tutoring (1.1%), provide transportation (1.0%), allow to keep GI bill while in program (0.9%), not rely so heavily on test results (0.7%), allow attendance from home (online) (0.6%), simplify process (0.6%), make transfer easier (0.5%), provide childcare (0.5%), provide computer (0.1%).

Respondents could give multiple responses to this survey item; percentages do not add to 100%.

Source: 2007 Veterans Employability Research Survey (VERS)

Chapter Five: Comparison and Contrast of VERS Findings With Other Data Reports

Chapter Five provides an overview and comparative analysis of four important VR&E studies: 2004 VR&E Task Force Report, 2005 VR&E Literature Review, 2002 VR&E Satisfaction Survey, and 2007 Veterans Employability Research Survey (VERS). Despite the fact that each of these studies provides a view of the VR&E program from a different vantage point, many of the findings and recommendations are similar. The analysis in this chapter compares findings from each study in regard to program design, evaluation and testing, and risk management strategies.

Exhibit 5.1 presents the studies used in this report and dates associated with data collection and reporting. The exhibit shows that there are significant time spans between some reports and data used for comparative purposes. These gaps may have caused information concerning VR&E improvements or program changes made since 2005 to be outside of the scope or too recent to be mentioned in this report. Thus, it is important to note that both the literature review and previous study data need to be considered in light of recent internal VA VR&E program improvements. As new evaluations and assessments of the VR&E program are conducted, the information in this report will serve as a baseline for comparison against post-improvement data.

VR&E Task Force Report

The Task Force on Vocational Rehabilitation and Employment (VR&E) was formed to respond to the Secretary of Veterans Affairs' charge to give the program an "...unvarnished, top-to-bottom independent examination, evaluation and analysis." Thus, the VR&E Task Force was charged to conduct an independent review of the Vocational Rehabilitation and Employment Program within the Veterans Benefits Administration (VBA). From this review the Task Force was asked to make recommendations to the Secretary of Veterans Affairs on improving the Department's ability to provide comprehensive services and assistance to veterans with service-connected disabilities and employment handicaps in becoming employable, and in obtaining and maintaining suitable employment.

In March 2004, the VR&E Task Force presented its report, "The Vocational and Rehabilitation Employment Program for the 21st Century Veteran," to the Secretary of Veterans Affairs. The Task Force found that the VR&E program had not been as successful as Congress intended.

The Task Force accomplished its mission by conducting a series of public fact-finding sessions, field visits, and analyses of previous studies and reports on the VR&E Program. Task Force members were organized into three subcommittees to conduct fact-finding research:

- The Internal Assessment Subcommittee – reviewed the organizational structure, leadership and management, policy development, internal processes, workforce issues, measures, and information systems for the purpose of proposing sound business principles for managerial and data systems.
- The Service Integration Subcommittee – assessed the independent living program and other services and proposed reforms across the Department of Veterans Affairs and other partner agencies as needed to serve those veterans most in need of service.
- The Employment Subcommittee – evaluated internal (VA) and external (non-VA) employment services in order to propose state-of-the-art practices that would focus the VR&E Service on job placement as the measure of success.

Exhibit 5.1. Dates for VERS Comparative Data Sources

Name of Study	When Data Collected	When Reported	Explanation of Difference
Employment Situation of Veterans http://www.bls.gov/news.release/vet.toc.htm	August 2003	July 2004	These Bureau of Labor Statistics findings are always based on the most recent Current Population Survey (CPS), which has taken place years before. The 2003 CPS findings were released in July of 2004 and that report, the most recent one at the time, was accessed on December 16, 2004.
VA Program Statistics for Calendar Year 2002, Tables 5, 12 http://www.va.gov/vetdata/ProgramStatics/index.htm	2002	2004	These most current available VA data reports were accessed by the authors on November 13, 2004.
<i>Ibid.</i> , Table 13	Sept. 2003	2004	This table is based on VA Administrative Report RCS 2-0223 compensation data for September 30, 2003.
National Survey of Veterans – 2001	2001	2004	These were the most recent data available to the authors from www.va.gov when accessed on November 13, 2004.
Dean, David H., (March 2003). Outcome-Based Assessment of the VR&E Chapter 31 Program; Deliverable #3: Cost of Services Provision Report Under Delivery Order: 101-Y27247.	2002	2003	These were the most recent data available to Dr. Dean for his analyses.
Dean, David H., (Oct. 2003). Outcome-Based Assessment of the VR&E Chapter 31 Program; Deliverable #5: Comparison Group Report Under Delivery Order: 101-Y27247	2002	2003	These were the most recent data available to Dr. Dean for his analyses.
Dean, David H. (Dec. 2003). Outcome-Based Assessment of the VR&E Chapter 31 Program; Deliverable #6: Earnings Cross-Match Report Under Delivery Order: 101-Y27247	2002	2003	These were the most recent data available to Dr. Dean for his analyses.
Britt, Ronda. (June 2003). VR&E Interrupted and Withdrawn Statuses: Findings from the 2002 Survey of Veterans Satisfaction with the VA Vocational Rehabilitation and Employment Program. Program. PowerPoint presentation of the Surveys and Research Staff, Office of Performance Analysis and Integrity, Veterans Benefits Administration	2002	2003	These survey findings were presented by VA representatives in a PowerPoint briefing to the Literature Review authors in 2004 as the most current then available.
Britt, Ronda. (October 2004). Comparing Veterans' VR&E Service Experiences by Current Program Statuses: Differences between Voluntary and Involuntary Departures. PowerPoint presentation of the Surveys and Research Staff, Office of Performance Analysis and Integrity, Veterans Benefits Administration	2003	2004	These survey findings were presented by VA representatives in a PowerPoint briefing to the Literature Review authors in 2004 as the most current then available.
VA Vocational Rehabilitation & Employment Task Force. (March 2004). Vocational Rehabilitation and Employment Program for the 21st Century Veteran	1992-2003	2004	

The Task Force held three public fact-finding meetings in Washington, DC to gain the input of Congressional Committee staffs, the General Accounting Office, Veterans Service Organizations, Veterans Benefits Administration, and partnership organizations such as the Veterans Health Administration (VHA) and the Department of Labor (DOL). The Task Force also received public comments from a variety of professional organizations and private-sector national firms prominent in the fields of disability, rehabilitation, and employment of persons with disabilities.

In addition, a total of 17 field visits were conducted. The field visits used a standard discussion guide and agenda to provide as much consistency as possible. These field visits included 12 VA Regional Offices, where interviews with VR&E staff were conducted as well as focus groups with Veterans Service Organization representatives, VR&E contractors, and Chapter 31 participants. In addition, visits were made to the Veterans Benefits Academy, the DOL National Veterans Training Institute, the Tampa VA Medical Center, the Walter Reed Army Medical Center, the U.S. Navy Medical Research Center, and the Department of Defense Computer/Electronic Accommodations Program (CAP). Task Force members also conducted interviews with current and former VR&E Central Office staff and two expert panels composed of VA Regional Office Directors and VR&E Service Officers.

VR&E staff members were also given the opportunity to confidentially submit comments and suggestions to the Task Force. Dozens of e-mail responses providing 100 pages of insightful commentary based on the experiences of vocational rehabilitation counselors and other staff were documented.²⁵

Findings on Program Design

The Task Force found that the VR&E program, organization and people, work processes, and internal capacity were under stress. VR&E Service demands were overburdening the organization's ability to effectively deliver services. The Task Force cited several reasons for this condition, including:

- The VR&E Service is not a priority for the VBA in returning veterans with service-connected disabilities to the workforce;
- VR&E Service has limited capacity to manage the growing workload; and
- VBA measures undercount workload commitments.

As a result, the Task Force recommended that the VR&E Service be re-designed for the 21st Century Employment Environment. The following broad program design recommendations were made:

- Streamline eligibility and entitlement for those veterans in most critical need by giving automatic entitlement to:
 - Service members who have been medically discharged or are pending medical discharge;
 - Veterans with a combined service-connected disability rating of 50 percent or greater; and
 - Veterans receiving compensation for the loss, or loss of the use, of a limb.

²⁵ The Vocational and Rehabilitation and Employment Program for the 21st Century Veteran, 2004, pp. 28-29

- Replace the current 3-track VR&E process with a 5-track employment-driven service delivery process;
 - Current service delivery process (3 tracks):
 - Rehabilitation and employment services;
 - Job ready services; and
 - Independent living services.
 - Recommended service delivery process (5 tracks):
 - Re-employment in job held prior to military service;
 - Rapid access to employment for veterans with skills who want immediate employment;
 - Self-employment;
 - Traditional vocational rehabilitation services, including education and training; and
 - Independent living services with the possibility of employment.
- Expand counseling benefits to provide VR&E services to pre-discharge service members and post-discharge veterans.

Current 2007 VERS findings support most of the Task Force’s overall program design recommendations. VR&E program completion statistics indicate that approximately one-third of participants completed their VR&E programs. Of those that did not complete their program, only 29 percent ended their programs at the VA’s request whereas 71 percent ended for personal reasons. Of those that ended their program for personal reasons, most discontinued because of personal medical reasons. Thus, the Task Force was correct in concluding that the current program is not providing results at the level intended for many disabled veterans.

The 2007 VERS findings also support the Task Force’s design recommendation aimed at streamlining and better informing disabled veterans about the VR&E process. When asked, “What could the VR&E program have done to help you stay in the program?” Fifteen percent suggested better communication with the veteran or to make sure the veteran is informed, 15 percent responded that the program could be more accommodating of individual needs, 10 percent felt more financial assistance would be helpful, 9 percent thought the program could have been more helpful in general, 6 percent believed the program eligibility rules should have been relaxed, and 5 percent requested more accommodation for the veteran’s schedule. Given these suggestions for program retention, the Task Force’s recommendation to expand the design to be more individualized is supported.

An area of contrast between the Task Force’s design recommendation and VERS findings is that when asked to provide the most important reason for applying to the VR&E program, 33 percent said, “To further my education” rather than a job-related goal. This suggests that there may be some need to continue the educational exploratory aspect of the current program to allow disabled veterans time for broader development before seeking a job.

The fact that 61 percent of disabled veterans rate satisfaction with their most recent experience with the VR&E program “somewhat or very satisfied” should not be construed to be a measure of program effectiveness. This is evidenced by the fact that only 35 percent of completers and 17 percent of non-completers rate the program as extremely important in helping prepare for a suitable job. This suggests that the program, in total, is a positive experience for a great number of disabled veterans but

when it comes to achieving job preparation, it falls short. Thus, reforms should retain the strengths of the current program that satisfy so many veterans, as much as possible, while building in areas of weakness.

Findings on Testing and Evaluation

The Task Force included findings related to testing and evaluation in their general program recommendation with the emphasis on employment services for all veterans. The 2004 Task Force report concluded that the service delivery system used by VR&E was not designed to readily provide employment services to veterans with the most serious service-connected disabilities. They found that the process provided traditional vocational rehabilitation with the emphasis on training. As such, the 3-track approach was a “one size fits all” process that put all veterans through many sequential evaluative steps before employment and independent living services were considered.

In the Task Force’s recommended 5-track process, employment is the driver for all evaluation and testing. VR&E has since adopted the 5-track process. The 5-track system is intended to address the whole person and provide an array of assistance to help the disabled veteran from one end of the spectrum to the other. This new process essentially drives testing and evaluation into the employment procurement process. The five tracks are:

Track 1 – Re-employment – for veterans with service-connected disabilities who have served on active military service or in the National Guard or Reserves and who are now returning to companies where they worked prior to active duty. The components critical to successful re-employment and job retention include:

- Assess ability to perform essential job tasks;
- Determine need for accommodations;
- Provide accommodations including assistive training;
- Develop reassignment options if needed; and
- Maintain stable employment.

Track 2 – Rapid Access to Employment – for disabled veterans who have expressed a desire to seek employment soon after separation or who, in consultation with their VR counselor, conclude that they already have the necessary skill set to qualify for competitive employment in an appropriate occupation. The components of this track are:

- Rapid assessment services;
- Employment readiness preparation;
- Self-directed job search or VR&E job development;
- Linkage to employment services;
- Provision of job accommodation services;
- Employment; and
- Post-employment follow-up and evaluation.

Track 3 – Self-Employment – critical components to ensure quality services to disabled veterans who have both the interest and aptitude to pursue self-employment. This track includes:

- Network with Small Business Administration and Small Business Development Centers;
- Network with other entities;
- Business start-up; and
- Maintain stable employment.

Track 4 – Employment Through Long-term Services – this track is used when employment is more of a long-term goal. The major components include:

- Traditional vocational assessment services;
- Testing and evaluation;
- Career guidance/job preference/market analysis;
- Medical and psychological services;
- Career development and skills acquisition;
- Training and education;
- Employment; and
- Post-employment follow-up and evaluation.

Track 5 – Independent Living Services – for veterans needing assistance to live and function within the family and community. The components are:

- Re-evaluation of a vocational goal;
- Needs assessment services;
- Develop Independent Living plan;
 - Needs assessment;
 - Testing and evaluation;
 - Core service development;
 - Independent living skills training;
 - Medical and psychological services;
 - Peer support program;
 - Linkage to community services; and
 - Employment services when appropriate.

As the previous descriptions detail, testing and evaluation is applied in each track, when and if appropriate to the employment needs of the veteran. This new approach is based on the hypothesis that not all veterans need additional rehabilitation and training to gain employment. It also takes into account the finding that many veterans are primarily interested in going to work as quickly as possible rather than engaging in additional vocational training. It will be important for the VA to track the new measures over time to gauge success and continuously improve.

The 2007 VERS findings in the area of evaluation and training indicate that most veterans found the testing and evaluation phase to be timely and effective. Seventy-two percent of veterans were asked to take tests as part of their VR&E evaluation. Of those, three-fourths thought that the test results “mostly or completely” matched their personal interests. On how well counselors understood veterans’ needs and goals, most said that they were somewhat or very sure that their counselor gave them good advice when determining educational and vocational goals.

Risk Management Similarities and Differences

The five-track employment process was the core of the Task Force’s recommendation for improving the VR&E system. It depended upon a number of integrated programs and cross-agency service provision. This idea was proposed to reduce the burden of assisting disabled veterans by increasing the communication and disabled-veteran-focused programs of the VA (VBA and VHA), Department of Defense, Department of Labor, and State Vocational Rehabilitation Agencies. It was proposed that this level of program integration would spread the cost in both time and resources across all agencies offering services to disabled veterans. Thus, the weight of providing service to disabled veterans would be diminished for any one agency.

On the other hand, the integration assumed in the Task Force’s recommendation requires a great deal of inter-agency collaboration that had not previously existed. The full integration of agencies and collaboration continues to be a work-in-progress. The Task Force acknowledged the gap in organization and structural underpinnings but was so convinced that the integrated 5-track approach would be the best solution that the recommendation assumed the new approach would be feasible.

The second level of risk management suggested in the Task Force’s recommendation is associated with changes linked to serving each disabled veteran according to employment interest/needs. The streamlining of services to move each veteran regardless of disability level into an employment track allows for a more expedient use of counseling, employment advocacy, rehabilitation and training services, assisted-living services, and ongoing testing and evaluation.

VR&E Literature Review Report

The VR&E Literature Review Report was based on comprehensive computer literature searches, briefings from and discussions with Veterans Benefits Administration (VBA) survey staff and Veterans Rehabilitation and Employment (VR&E) experts, a field visit to the Department of Veterans Affairs Boston Regional Office, analyses of data provided by the VBA, discussions with civilian vocational rehabilitation substantive experts, and examination of unpublished papers made available by national authorities in the field of vocational rehabilitation. From the sources available through the comprehensive secondary research conducted in this study, the following key findings and program design recommendations emerged.

It was found that federal, state and private programs assist disabled veterans in securing employment. The characteristics of the populations served by the U.S. Department of Education-administered Rehabilitation Services Administration (funded by Vocational and Rehabilitation State Grants)

closely mirrored the population served by the Department of Veterans Affairs.²⁶ The U.S. Department of Labor's Veterans Employment and Training Services (VETS) Program assists disabled veterans in locating, securing and retaining employment. Finally, Veterans Preference was found to also provide special consideration to eligible veterans seeking federal employment.

The reasons that veterans discontinued participation in programs varied according to where they were in the Vocational Rehabilitation Process. Hence, relevant studies on Compensated Work Therapy (CWT) were examined in comparison with the VR&E program. Similarly, the VR&E program was compared with studies of characteristics and outcomes of consumers in the Civilian Sector VR system. Finally, interruptions and discontinuances in Postsecondary education were used for comparison against VR&E experiences in these areas.

Findings on Program Design

The comprehensive program comparisons, based on the literature review, among various programs serving disabled veterans led to the following program recommendations:

Short-Term/Immediate Recommendations

- Offer basic skills improvement services to those with low skills at entry.
- Emphasize early intervention and rapid return to work, preferably at the former job or at a different job with the old employer or at a new job with a different employer in the same industry.
- Use programs and interventions that consider the “whole person” and the entire constellation of needs in the rehabilitation process. A holistic approach includes medical treatment, housing, income support, transportation, help with family issues, etc.
- Integrate and involve all concerned parties in the rehabilitation process, including medical staff, family members and pastoral advisors, with employment as the recognized and agreed-upon desired outcome.
- Pay attention to sub-group differences (ethnic, linguistic, racial, gender, etc).
- Ensure individualized education/training programs tailored to the interests, skills and goals of the veteran.
- Provide opportunity for early success and display of competence.
- Offer varied educational opportunities to increase the likelihood of success with at least one of them.
- Assist with personal and family issues including financial planning and social problems.
- Recognize return-to-school anxiety for those who have prior academic problems and negative associations with the learning process.
- Provide flexible scheduling that does not conflict with current lifestyle (e.g., evening/ weekend classes).
- Encourage frequent contact with faculty using all available means, including e-mail.

²⁶ Dean, David H. (October 2003). Outcome –Based Assessment of the VR&E Chapter 31 Program; Deliverable #5: Comparison Group Report Under Delivery Order: 101-Y27247. [Report prepared for VR&E Service Veterans Benefit Administration] Richmond, VA: Author.

Medium-Term Recommendations

- Track and document progress in a well-designed case management system in which VR case workers are well-trained, so that paperwork is helpful and not burdensome.
- Implement a system-wide Continuous Quality Improvement (CQI) program that provides for constructive feedback from front-line workers to inform ongoing system redesign and integration.

Long-Term Recommendations

- Increase job development efforts by staff members to identify viable jobs and amenable employers in stable or growth industries within the veteran's home area or in another area to which the veteran has a connection.
- Institute career exploration programs that allow veterans to "test" various vocations.
- Set up job retention units to provide post-placement follow-up services at regular intervals to both veterans and employers.
- Investigate the use of Workplace Training Models: apprenticeships, other on-the-job training and cooperative programs.
- Focus on placement with large companies, which offer more opportunity for career advancement and job retention.

The 2007 VERS findings, in general, support the design recommendations of the VR&E Literature Review. The incorporation of best practices from other Vocational and Rehabilitation programs may give the VR&E program more information on how to increase the success of programs in place and which changes might produce the greatest rewards. Obviously, individualized treatment is a main area where the findings of the Task Force, VERS and the VR&E Literature Review agree.

Testing and Evaluation

The VR&E Literature Review Study contains little specific discussion of testing and evaluation processes and procedures. However, it is apparent in the recommendations made above that the need for individualized programs, ongoing quality assurance, and tracking of success would most likely require a testing and evaluation system.

The most critical discussion of current testing and evaluation procedures is found in the discussion of reasons for disabled veteran discontinuance or interruption of VR&E Program services. VERS findings support these conclusions. It will be interesting to continue to monitor these success rates in future evaluation and assessment studies to gauge improvements in dissatisfaction levels among non-completers with testing and evaluation.

Risk Management Similarities and Differences

Risk management appears in the VR&E Literature Review throughout discussions of best practices from external Vocational and Rehabilitation programs. The ability to quickly evaluate and continuously improve the process was underscored as a means to assure ongoing effectiveness. There did not appear to be consistent measurable evidence in the industry that would build a case for how any of the design improvements would reduce risk for the VR&E program. A great deal of anecdotal evidence suggests, however, that several of the outside models have successful case studies when providing a more individualized and monitored approach.

VR&E National Assessments and Evaluations

Though not a customer satisfaction study, the purpose of the National Survey of Veterans (NSV) is a national level assessment and evaluation of VA program success (for both benefits and services), as well as the effectiveness of outreach and communications mechanisms. Thus, the 2001 NSV was designed to obtain current information relevant to the planning and budgeting of VA programs and services and to provide data on current characteristics of the veteran population, both users and non-users of the VA programs. Data were collected on socio-demographic and economic characteristics, military background, health status, VA and non-VA benefit usage, anticipated burial plans, and veterans information sources regarding VA benefits.

The 2001 NSV found that more than half (55 percent) of all veterans were employed.²⁷ The Survey also found that over 30 percent of the estimated 8.7 million veterans who reported they had a disability or a disability rating said they were receiving disability compensation.²⁸ One-fifth of those receiving service-connected disability compensation reported that they had received VA Vocational Rehabilitation services at some point. Of this population, nearly 70 percent had the opinion that these services were extremely or very important in meeting their educational goals or helping them get a job.²⁹

Although the survey did not target veterans who dropped out of the program (voluntarily or involuntarily), findings from the VBA's 2002 Survey of Veterans Satisfaction with the VA Vocational Rehabilitation and Employment Program were quite useful in suggesting topics that needed further exploration in the Veterans Employability Research Survey. As in other arenas, consumer satisfaction is a necessary, but not sufficient, condition for program cooperation and, minimally, continuation to completion.

Veterans responding to the section of questions concerning disabilities also were asked whether they had ever used VA vocational rehabilitation services. If they reported that they had not used VA vocational rehabilitation services, veterans were then asked the main reason why they had not. Veterans who reported that they had used VA vocational rehabilitation services were asked how important these services were in meeting their education goals or obtaining employment.

About 1 in 5 veterans who reported receiving service-connected disability compensation also reported that they received vocational rehabilitation services from VA at some point. Among veterans who said they had not received VA vocational rehabilitation services from VA, the most common reason was not requiring any financial assistance from VA (30 percent). About 1 out of 8 veterans said that they had not received these services from VA because they never considered applying (13 percent), and more than 1 in 10 said they did not because they didn't think their disability was severe enough (11 percent). Veterans from earlier periods of service were more likely to report that they had never considered applying than were veterans serving in the later periods of service. Overall, 2002 VR&E Survey results indicate that about 69 percent of veterans who received VA vocational rehabilitation services said that these services were extremely or very important in meeting their educational goals or helping them get a job.

²⁷ The NSV data was collected in 1998 and completed/published before the current Gulf War, prior to the VR&E study of 2004, and before the major increases in disabled veterans subsequent to the current war.

²⁸ Note that these are self-reported data; veterans' views of whether or not their compensation is for "service-connected" disabilities does not always correspond with the VA's official records.

²⁹ Source: <http://www.va.gov/vetdata/SurveyResults/final.html>, accessed November 13, 2004.

Findings on Program Design

VERS program design findings closely parallel those provided in 2002. High satisfaction ratings with the VR&E program as a whole remained high among respondents who withdrew voluntarily and those who had completed their programs. It will be important to monitor these results to gauge effectiveness of program changes over time.

Currently, the VR&E program measures outcome results when participants successfully obtain employment and then again in six months. This short-term success rate is one important measure, but the VA may want to consider additional milestones over the course of 2 to 5 years from initial employment to understand long-term program benefits. Recent Veteran's Employment History Study information indicates that veterans stay in lower income levels for eight years following separation or retirement, suggesting that periodic monitoring is warranted. Measurement of successful placement to include job satisfaction, advancement, salary/wage improvement and growth potential at six months, one year, two years and five years post-placement would provide a much more robust understanding of overall program effectiveness, long term.³⁰

Findings on Evaluation and Testing

Data from the 2002 Survey of Veterans Satisfaction with the VA VR&E program show that interruptions occur more often at the Evaluation and Planning phase (14 percent) than in Rehabilitation (7 percent). The proportion of interruptions at the VA's request also declines in later phases. Actual withdrawals are also more common in the Evaluation and Planning phase (11 percent) than in Rehabilitation (2 percent), but the proportion more than doubles again in the Job Ready phase (5 percent). Voluntary withdrawals are more common in all three phases than withdrawals at the VA's request.

Of respondents currently in active receipt of Chapter 31 services and benefits, 82 percent reported some degree of satisfaction with the Evaluation process, 86 percent found the Planning process satisfactory (either "very satisfied" or "somewhat satisfied"), nearly 90 percent reported some level of satisfaction with the actual Rehabilitation phase overall, and 55 percent were satisfied with the Job Ready phase. A total of 75 percent of active case respondents expressed overall satisfaction with the VR&E Program as a whole. At each phase of the process, those who had interrupted or withdrawn at the VA's request, not surprisingly, were less satisfied.

Just as the 2002 study, VERS findings support the high levels of overall satisfaction with the VR&E program. Thus, the program design in total is having a positive impact for a great number of veterans. Apparent program satisfaction levels suggest that the VA should be careful to retain the strengths of the current program while building in areas of weakness.

Risk Management Differences and Similarities

Risk management is addressed by both the 2002 VR&E Satisfaction and VERS studies through the measurement of interruptions and discontinuances at each stage of the VR&E process and the levels of satisfaction among those who continued and those that did not complete the program. Overall,

³⁰ 2007 Veterans Employment History Survey, VA.

there is little change since 2002 in the percentage of veterans voluntarily leaving the VR&E program at each phase.

Other measures to assist in the management of risk throughout the process may lead to a greater understanding of how well the program is addressing disabled veteran needs. The first level of information may be the inclusion of a cost per client measure. This measure should reflect payroll, processing costs, testing costs, evaluation costs, inter-agency fees, placement costs, education/training costs, etc. linked to satisfaction ratings with each aspect of the process.

Chapter Six: Recommendations for Risk Management Strategies

This chapter summarizes recommendations from the 2007 VERS for VR&E Program Design and for Research, Testing and Evaluation, and provides an outline for a Risk Management Strategy.

Study Constraints

The 2005 Literature Review was summarized in this report to provide context and comparative understanding for the quantitative findings. The reports and literature summarized are somewhat dated and do not reflect all of the changes to VR&E services over the past two years. In addition, the VERS sampling frame was limited to veterans who had a disposition of completed, interrupted/discontinued, or actively participating in the VR&E Program between January 2004 and November 2005. Therefore, veterans interviewed for this study may not have had as much contact with recent VR&E program improvements as more recent participants. The impact of these constraints is that the findings may seem somewhat out-of-date to readers who are aware of more recent VA studies, literature, and program changes. Thus, all findings and recommendations should be evaluated alongside recent VA program changes, research and VR&E program results reporting.

To provide a better understanding of how the VR&E program has progressed and improved services over the past two years, the VA may want to consider including a section focused on these issues in the next NSV. The addition of VR&E evaluation to the NSV could provide a sound comparative base for the information collected in the 2007 VERS. From this comparison a more robust measure of how VR&E changes have resulted in better outcomes for participants since 2004/2005 would be achieved.

Recommendations for Program Design

The 2007 VERS found a positive relationship between overall program satisfaction and the extent of VR&E program completion. This means that, as participants progress through the VR&E process, their overall satisfaction level increases. For example, 54 percent of program completers report being very satisfied with the program, while only 20 percent of non-completers rate satisfaction at the same level. It follows that increasing focus on the elements that create satisfaction and success among those that complete the program, and resolving the factors that cause lower satisfaction and failure among those that do not complete the VR&E program, should raise the number of program successes. Thus, the program recommendations provided are based on emphasizing success factors and resolving barriers to success.

- The VR&E Program should clearly emphasize employment as the main objective of the overall program. The ability of the VR&E program to help prepare participants for a suitable job was extremely important to 35 percent of program completers and only 17 percent of non-completers. Although this shift in emphasis involves both the VA and the DOL, the VR&E program is an excellent vehicle for delivering measurable results for this strategy. By working with all VR&E participants and their families from the onset to adopt the goal of obtaining suitable employment, the program will lead to greater success.

- Communication of VR&E program requirements and purpose is critical to success. There is a strong positive relationship between those who completely or mostly understood program requirements and purpose at the time of application and successful program completion. The incorporation of clear, concise and correct information at every communication point may increase VR&E success rates.
- The most important reasons veterans report for applying to VR&E are to further education (33 percent), get training for a new job (19 percent), get a job that accommodates disability (17 percent), get a better job (13 percent), and get a job (13 percent). These reasons should be incorporated into counselor conversations and program planning processes. The ways in which these elements might be incorporated into program plans should be developed for communication by program counselors so that participants understand how a plan is individualized to meet personal goals and objectives. The more attention the VR&E program is able to pay to participant needs and capabilities, the greater the likelihood that participants will agree with a step-by-step plan to move them toward satisfactory employment.
- Financial stability and the ability to maintain family life are important to program completion. The VR&E program should take an individualized approach when determining the support system elements for each plan. Completers had a statistically significant higher income level than non-completers. The need to provide financial support for self and family caused some participants to find a job and drop out of the VR&E program.
- The health ratings of program participants should be considered and addressed with high priority when developing a VR&E plan. Completers had significantly higher overall health ratings than non-completers. In addition those with low service-connected disability ratings have significantly lower odds of program completion than those with higher ratings.

Recommendations for Research, Testing and Evaluation

VERS participant responses indicate that the following research, testing and evaluation recommendations would be beneficial to the VR&E program:

- Program participants' satisfaction with employment goals set by counselors as a result of testing is important to success. That satisfaction increases with level of program completion. Sixty-eight percent of program completers, but only 36 percent of non-completers, are very satisfied with these goals. Care should be taken to ensure participant satisfaction with employment goals before moving forward with plans.
- Any type of testing or evaluation is a barrier to success for some participants. Test results should be discussed with participants to gauge how much weight should be given to them relative to the client's interests. Testing was part of the VR&E Program process for about 72 percent of the participants. Only 24 percent felt that test results completely matched their interests, but an additional 47 percent thought results mostly matched. Although these results are favorable overall, 16 percent of non-completers thought that the tests discouraged their completion. Of those, 29 percent thought tests prevented them from pursuing their interests, 16 percent thought the tests didn't seem applicable, 15 percent thought they were too-time consuming, and 11 percent found them too difficult.
- VR&E written plans should be developed as early in the process, for as many program participants, as possible. Veterans who completed the evaluation and planning phase, began

a program of rehabilitation but subsequently interrupted or discontinued and those that successfully completed of the VR&E program show similar rates (84 percent and 88 percent) of whether they discussed an individual plan of services or developed an individual written plan with their counselor. There is, however, a large and significant difference between these two groups in whether the plan was discussed or written: 58 percent of program completers developed a written plan, compared to only 46 percent of those who dropped out or otherwise discontinued the program after completing the evaluation and planning phase.

- Fifty-eight percent of completers, but only 23 percent of non-completers, had written VR&E plans. Twelve percent of completers had no plan (either discussed or written) as compared with 47 percent of non-completers. It appears that discussed or written plans have a much greater impact and long-term utility for successful program participants.
- VR&E counselors should be more involved in research to identify education and training opportunities for participants. Forty-eight percent of participants reported that they were required to research schools for education/training programs on their own. Fifty-seven percent of completers versus 46 percent of non-completers said that counselors assisted with education/training program research.
- Discrimination rates in age, gender, race and disability categories, although low (4 to 10.5 percent), are unacceptable. Concentrated efforts to address the underlying causes and implement plans to prevent future discrimination are mandatory. Every aspect of the VR&E program should be included in evaluation and mitigation processes to eliminate discrimination at every stage. Any risk management plan developed for VR&E should include the discrimination elimination plan as a major focus.

VR&E Risk Management Strategy to Increase the Number of Veterans Who Complete the Program

The VR&E Risk Management Strategy recommendation has a two-pronged focus: (1) to provide a framework for monitoring results in a manner that will measure success and (2) to establish program standards that can be instituted across all program locations, will ensure consistency, and ensure the best use of resources.

VERS results suggest that the risk management plan should include elements that should:

- Be incorporated at each phase of the VR&E Program;
- Provide metrics and measures that apply to each level of the program;
- Grant opportunities for continuous improvement;
- Allow for consistent monitoring of operational, financial and environmental aspects of the program; and
- Provide risk management for each program participant as well as the program as a whole.

In addition to the internal considerations recommended from VERS findings, it is also suggested that the Department of Veterans Affairs investigate Vocational and Rehabilitation Industry Risk Management Standards. Furthermore, any regulatory requirements for risk management plans

applied to Vocational and Rehabilitation programs should be reviewed. These standards should be evaluated and incorporated as they apply to the VR&E program.

As a first step, the VA should conduct a comprehensive risk assessment to serve as the basis for the risk management plan. The risk assessment process outlined is adapted from the risk management process development plan used by the Department of Transportation.³¹

The first step of the risk assessment is to conduct a scoping and screening analysis. The purpose of this analysis is to define the physical and analytical boundaries of the assessment, including consequences of concern and areas of focus. The set of items for consideration should include elements that are related to individual program participants and families, processes, program design, facilities, staff, operations, financial considerations, partner organizations, communication, testing and evaluation, job search and ongoing measurement.

Next, an event identification analysis should be conducted to delineate an event or sequence of events that could cause failures and lead to consequences of concern. This analysis should include brainstorming with program participants and families, administrators, counselors, testing/evaluation personnel, employers, and others involved in ongoing processes. These sessions should yield a comprehensive list of events or consequences that would constitute a program failure.

Third, a frequency analysis should be conducted using historical data or a process of estimation to determine how often the undesirable outcomes provided in the event identification may happen. It is important to be as realistic in this estimation as possible so that recommendations for preventing the outcomes can be prioritized.

From the frequency analysis, a second level of evaluation then takes place to estimate the severity of impacts associated with the undesirable events. Typically this analysis rates each potential event as “severe”, “moderate”, or “slight”.

Next, risk estimation is developed by combining the frequency estimate and the level of impact severity. Risk estimates provide a weighted list of priority actions that should be taken to eliminate the highest risks and mitigate as many events on the list as possible.

Finally, risk and control decision points can be determined. This stage defines, evaluates, and selects activities to change in the current program design and operation to reduce risk or produce comparable levels of success more efficiently. The action plan that results from this analysis should be communicated system-wide, along with required completion dates and persons responsible for implementing the changes.

At this point, the changes recommended to alleviate risk should be monitored over time to gauge whether the desired improvements in performance have been achieved. Metrics for measuring success are included in the action plan so that expectations for monitoring progress are set. Some examples of potential measures are:

- Rate of non-completion at each phase;

³¹ [Http://ops.dot.gov/pubs/risk/demo/aug.96.pdf](http://ops.dot.gov/pubs/risk/demo/aug.96.pdf) (accessed January, 2008).

- Rate of successful employment placement;
- Percentage of program participants in education/training programs;
- Number of cases managed per counselor;
- Number of program graduates per year;
- Recurrent expenditures per veteran in-program per month;
- Availability of IT system;
- Increased use of specialized program elements;
- Number of written VR&E plan agreements; and
- Number of orientations held.

The planning steps outlined in this chapter provide a starting place for developing a comprehensive VR&E risk management plan. Risk management for service-related programs, such as VR&E, are less tangible than those for industrial or manufacturing environments. Thus, the VA should consider forming a cross-functional team to develop a risk management strategy for the VR&E Program.

Appendix A: Authorizing Legislation

From the U.S. Code Online via GPO Access
[wais.access.gpo.gov]
[Laws in effect as of January 7, 2003]
[Document not affected by Public Laws enacted between
January 7, 2003 and February 12, 2003]
[CITE: 38USC527]

TITLE 38--VETERANS' BENEFITS

PART I--GENERAL PROVISIONS

CHAPTER 5--AUTHORITY AND DUTIES OF THE SECRETARY

SUBCHAPTER II--SPECIFIED FUNCTIONS

Sec. 527. Evaluation and data collection

(a) The Secretary, pursuant to general standards which the Secretary shall prescribe in regulations, shall measure and evaluate on a continuing basis the effect of all programs authorized under this title, in order to determine their effectiveness in achieving stated goals in general, and in achieving such goals in relation to their cost, their effect on related programs, and their structure and mechanisms for delivery of services. Such information as the Secretary may consider necessary for purposes of such evaluations shall be made available to the Secretary, upon request, by all departments, agencies, and instrumentalities of the executive branch.

(b) In carrying out this section, the Secretary shall collect, collate, and analyze on a continuing basis full statistical data regarding participation (including the duration thereof), provision of services, categories of beneficiaries, planning and construction of facilities, acquisition of real property, proposed excessing of land, accretion and attrition of personnel, and categorized expenditures attributable thereto, under all programs carried out under this title.

(c) The Secretary shall make available to the public, and on a regular basis provide to the appropriate committees of the Congress, copies of all completed evaluative research studies and summaries of evaluations of program impact and effectiveness carried out, and tabulations and analyses of all data collected, under this section.

(Added Pub. L. 102-83, Sec. 2(a), Aug. 6, 1991, 105 Stat. 391.)

Prior Provisions

Provisions similar to those in this section were contained in section 219 of this title prior to repeal by Pub. L. 102-83, Sec. 2(a).

APPENDIX B: QUESTIONNAIRE

Veterans Employability Survey

CATI Specifications

Office of Policy
Department of Veterans Affairs

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INTRODUCTION

<INTRO1>

Hello. My name is [INTERVIEWER NAME] and I am calling on behalf of the Department of Veterans Affairs from Abt Associates Inc. May I please speak with [NAME]?

- 1: CONTINUE
- 2: GATEKEEPER REFUSAL
- 3: REFUSAL
- 4: RESPONDENT NOT KNOWN
- 5: LANGUAGE BARRIER
- 6: HUDI
- 7: RESPONDENT NO LONGER LIVES IN HOUSEHOLD
- 8: NONWORKING NUMBER
- 9: RESPONDENT IS NOT AVAILABLE
- 23: NOT AVAILABLE DURING STUDY PERIOD
- 24: R DECEASED
- 25: NO SUCH PERSON/WRONG NUMBER
- 92: GENERAL CALLBACK
- 93: SPECIFIC CALLBACK
- 96: R WILL CALL US
- 97: FINAL OTHER

IF INTRO = 2, 3, 6, TERMINATE AND CODE AS A REFUSAL

IF INTRO = 4, SKIP TO TERM1

IF INTRO = 7 AND CONTACT1 NOT IN (1,2), SKIP TO CONTACT1

IF INTRO = 7 AND CONTACT1 IN (1,2), SKIP TO CONTACT5

ELSE IF INTRO = 7 AND CONTACT5 IN (1,2), TERMINATE AND
CODE AS USER32—UNABLE TO LOCATE

IF INTRO = 92, 93, 96, SET CALLBACK

IF INTRO = 5, TERMINATE AND CODE AS 1=SPANISH, 2=NON-SPANISH, 98-DON'T
KNOW WHICH LANGUAGE

IF INTRO = 23, TERMINATE AND CODE AS USER14

IF INTRO = 97, TERMINATE AND CODE AS USER97

IF INTRO = 8, CODE AS FINAL DISCONNECT AND SKIP TO DIRASST1

IF INTRO = 25, CODE AS WRONG NUMBER AND SKIP TO DIRASST1

IF INTRO = 9, SKIP TO CALLBACK

IF INTRO = 1, SKIP TO INTRO2

<TERM1>

Thank you for your time.

[CATI: CODE AS USER55—RESPONDENT NOT KNOWN AND SKIP TO DIRASST1]

<CALLBACK>

When is a good time to call [RESPONDENT'S NAME] back?

RECORD TIME: _____ [12 characters]

RECORD DAY: _____ [12 characters]

Thank you very much and have a good day.

<CONTACT1>

Is there another telephone number where I might reach [NAME]?

YES1

NO,2

[CATI: IF CONTACT1 = 1, SKIP TO CONTACT3]

<CONTACT2>

If you speak with [NAME], would you please tell [him/her] that I called and that [he/she] should call us, toll-free, at 1-877-286-6318 regarding this important VA study?

YES1

NO2

[CATI: SKIP TO TERM1A]

<CONTACT3>

What is that telephone number?

INTERVIEWER: RECORD ALL INFORMATION PROVIDED

_____ [250 CHARACTERS]

<TERM1A>

Thank you for your time.

[CATI: IF CONTACT1 = 1, CONTINUE TO CONTACT4. ELSE, GO TO DIRASST1.]

<CONTACT4>

INTERVIEWER: DIAL NEW NUMBER OBTAINED [CATI: INSERT NUMBER FROM CONTACT3]

SOMEONE ANSWERS..... 1 [RETURN TO INTRO1]

NO ANSWER 2 [TERMINATE]

PATH FOR INTRO=7 (2nd time), I.E., RESPONDENT NO LONGER LIVES IN 2ND HOUSEHOLD

<CONTACT5>

Is there another telephone number where I might reach [NAME]?

- YES1
- NO2
- REFUSED7
- DON'T KNOW8

[CATI: IF CONTACT5 = 1, SKIP TO CONTACT7, ELSE GO ON TO <CONTACT6>]

<CONTACT6>

If you speak with [NAME], would you please tell [him/her] that I called and that [he/she] should call us, toll-free, at 1-877-386-6318 regarding this important VA study?

- YES1
- NO2
- REFUSED7
- DON'T KNOW8

[CATI: SKIP TO TERM1B]

<CONTACT7>

What is that telephone number?

INTERVIEWER: RECORD ALL INFORMATION PROVIDED

_____ [250 CHARACTERS]

<TERM1B>

Thank you for your time.

[CATI: IF CONTACT5 = 1, CONTINUE TO CONTACT8. ELSE, GO TO DIRASST1.]

<CONTACT8>

INTERVIEWER: DIAL NEW NUMBER OBTAINED [CATI: INSERT NUMBER FROM CONTACT7]

- SOMEONE ANSWERS..... 1 [RETURN TO INTRO1]
- NO ANSWER2 [TERMINATE]

PATH FOR CONTACT1 or 5 = 2, I.E., DIRECTORY ASSISTANCE REQUIRED

<DIRASST1>

INTERVIEWER: DIAL DIRECTORY ASSISTANCE FOR THE CORRECT AREA CODE AND ASK FOR A LISTING FOR THE SAMPLED VETERAN

LISTING OBTAINED.....1
NO LISTING.....2 [TERMINATE]
NUMBER NONPUBLISHED, BUT ADDRESS CONFIRMED3 [TERMINATE]
NUMBER NONPUBLISHED AND ADDRESS NOT CONFIRMED4 [TERMINATE]

<DIRASST2>

INTERVIEWER: WHAT IS THE DIRECTORY LISTED TELEPHONE NUMBER?

_____ [250 CHARACTERS]

<DIRASST3>

INTERVIEWER: DIAL NEW NUMBER OBTAINED [CATI: INSERT NUMBER FROM DIRASST2]

SOMEONE ANSWERS..... 1 [RETURN TO INTRO1]
NO ANSWER 2 [TERMINATE]

<INTRO2>

Hello. My name is [INTERVIEWER NAME] and I am calling on behalf of the Department of Veterans Affairs from Abt Associates Inc. We are conducting a study regarding the Vocational Rehabilitation and Employment Program.

<INTRO2A>

[CATI: IF LTR NE 1, SKIP TO INFO]

You should have received a letter explaining the study within the past week or two. Did you receive the letter?

YES.....1
YES, BUT HAVE NOT READ IT2
NO,3
REFUSED.....7
DON'T KNOW8

[CATI: IF INTRO2A=1, SKIP TO CONSENT]

<INFO>

Let me tell you more information about the study. Your name was randomly selected from a group of veterans who applied for VA vocational rehabilitation and employment services. The Department of Veterans Affairs wants to learn why many veterans do not finish the program and what it can do to improve its program. In order to do this, we have been asked to talk both to veterans who left the program as well as those who stayed in. Your opinions will help the VA understand how it can better serve veterans who need rehabilitation and employment services. Your participation in this study is voluntary. If you choose not to participate, your VA benefits and services will not be affected in any way. May I continue with the interview?

YES1
NO2

IF INFO = 1, CONTINUE TO CONSENT
IF INFO = 2, TERMINATE AND CODE AS A REFUSAL

<CONSENT>

[IF INTRO2A = 1: We would like to conduct an interview with you to hear your views on the Department of Veterans Affairs' Vocational Rehabilitation and Employment Program. Your opinions about the program will help the VA improve the quality of the program veterans like you receive. Your participation in this study is voluntary.] Your cooperation is important to the success of this study. All answers will be kept strictly confidential and will be used only for this research. You may choose not to answer any question or end the interview at any time. On average, the interview takes about 20 minutes.

CONTINUE1

<SCREEN>

Before starting the interview, I would like to make sure I have the correct person. What is your date of birth?

ENTER MONTH/DAY/YEAR ____ / ____ / ____

[CATI: TWO-DIGIT NUMERIC FIELDS FOR MONTH/DAY AND FOUR-DIGIT NUMERIC FIELD FOR YEAR]

CATI: SCREENER DECISION POINT

RESPONDENT'S DOB FROM SAMPLE (\$\$VARNAME\$\$) = <MM/DD/YYYY>
RESPONDENT'S DOB FROM SCREEN = <MM/DD/YYYY>

IF YEAR VALUE IN \$\$VARNAME\$\$ AND SCREEN MATCH, GO TO S1Q01_INTA.

IF YEAR VALUE IN \$\$VARNAME\$\$ AND SCREEN DO NOT MATCH, GO TO TERM2.

<TERM2>

Our records have different information. I will check the information with my supervisor and we might call you later. Thank you for your time. Goodbye.

[CATI: TERMINATE AND CODE AS USER34—NO BIRTHDATE MATCH]

SECTION 1: CURRENT STATUS IN VR&E PROGRAM

<S1Q01_INT1>

I'm going to begin by asking you some questions about your experience with the VA Vocational Rehabilitation & Employment program, which I will refer to as the VR&E program. Do you remember your experiences with the VR&E program?

YES1
NO2
REFUSED7
DON'T KNOW8

[CATI: IF S1Q01_INT1 = 1, SKIP TO S1Q01]

<S1Q01_INTB>

The VR&E program is an employment-oriented program that helps veterans with service-connected disabilities prepare for, find, and keep employment. Eligible veterans are evaluated to determine if they need vocational rehabilitation services to help overcome barriers to employment. Does this help you remember your experience with the program?

YES1
NO2
REFUSED7
DON'T KNOW8

[CATI IF S1Q01_INTB = 2,7,8 CONTINUE TO TERM3. ELSE, SKIP TO S1Q01.]

<TERM3>

Those are all the questions I have for you today. Thank you for your time. Goodbye.

[CATI: TERMINATE AND CODE AS USER34—RESPONDENT DOESN'T RECALL VR&E]

<S1Q01>

How did you find out about the VA VR&E program? (CHECK ALL THAT APPLY)

IF RESPONDENT ANSWERS "THE VA" OR "THE MILITARY," PROBE "Could you please be more specific?"

PROBE "Any other way?"

- <S1Q01_1> PRE-DISCHARGE BRIEFINGS (TAP/DTAP/ACAP)
- <S1Q01_2> PRE-DISCHARGE PHYSICAL
- <S1Q01_3> VA PAMPHLET/BROCHURE
- <S1Q01_4> VA MEDICAL FACILITY
- <S1Q01_5> OTHER OR UNSPECIFIED VA FACILITY/REPRESENTATIVE
- <S1Q01_6> LETTER FROM VA AWARDDING SERVICE-CONNECTED DISABILITY
- <S1Q01_7> VETERANS SERVICE ORGANIZATION (EG. AMERICAN LEGION OR DAV)
- <S1Q01_8> STATE OR LOCAL VR&E OFFICES
- <S1Q01_9> STATE REHABILITATION AGENCIES
- <S1Q01_10> DEPARTMENT OF LABOR (DVOP, VETS)
- <S1Q01_11> COLLEGE OR UNIVERSITY
- <S1Q01_12> FRIENDS OR FAMILY
- <S1Q01_13> OTHER VETERANS/MILITARY
- <S1Q01_14> INTERNET
- <S1Q01_15> OTHER (SPECIFY)
- <S1Q01_16> OTHER WORD OF MOUTH
- <S1Q01_17> UNEMPLOYMENT SERVICES (UNSPECIFIED)

YES	1
NO	2
REFUSED	7
DON'T KNOW	8

<S1Q02>

The next questions are about your current status with regard to the VA VR&E program. Are you currently pursuing the VR&E program?

CURRENTLY PURSUING PROGRAM.....	1
NOT CURRENTLY PURSUING PROGRAM.....	2
REFUSED.....	7
DON'T KNOW.....	8

[CATI: IF S1Q02 = 1,7,8, SKIP TO S2Q01]

<S1Q02A>

Did you complete the VR&E program?

- YES, COMPLETED PROGRAM1
- NO, DID NOT COMPLETE PROGRAM.....2
- REFUSED7
- DON'T KNOW8

[CATI: IF S1Q02A =2,7,8, SKIP TO S1Q02C. ELSE IF S1Q02A = 1 AND COHORT = 5, SKIP TO S2Q01. ELSE IF S1Q02A = 1 AND COHORT = 1,2,3,4, CONTINUE.]

<S1Q02B>

I need to verify your status because our records indicate that you did **not** complete the Vocational Rehabilitation and Employment or VR&E program. I need to confirm, did you complete the VR&E program?

- YES, COMPLETED THE PROGRAM.....1
- NO, DID NOT COMPLETE THE PROGRAM2
- REFUSED7
- DON'T KNOW8

[CATI: IF S1Q02B = 1,7,8, SKIP TO S2Q01]

<S1Q02C>

Did the VA request that you end the program or did you end it for personal reasons?

NOTE: PERSONAL REASONS INCLUDE THE PROGRAM NOT ADDRESSING PERSONAL GOALS OR NEEDS.

- VA REQUESTED I END PROGRAM.....1
- ENDED FOR PERSONAL REASONS.....2
- REFUSED7
- DON'T KNOW8

[CATI: IF S1Q02C = 7,8, SKIP TO S1Q04]

<S1Q02D>

Did [IF S1Q02C=1: the VA request that] you end the program temporarily or permanently?

- TEMPORARILY ENDED PROGRAM1
- PERMANENTLY ENDED PROGRAM.....2
- REFUSED7
- DON'T KNOW8

[CATI: IF S1Q02C = 2, SKIP TO S1Q04]

<S1Q03>

Did the VA tell you the reasons why you were temporarily stopped or ended your services with the VR&E program?

- YES1
- NO2
- REFUSED7
- DON'T KNOW8

<S1Q04>

Do you plan to complete your rehabilitation program now or at some later date?

- Yes, now1
- Yes, at a later date2
- No.....3
- REFUSED7
- DON'T KNOW8

SECTION 2. APPLICATION PROCESS

<S2Q01>

Now, I have a few questions about the VR&E application process. How many times have you applied to the VR&E program?

ENTER NUMBER OF TIMES ____ [TWO DIGIT NUMERIC FIELD]

DID NOT APPLY0
REFUSED77
DON'T KNOW88

[CATI: IF S2Q01 = 0, SKIP TO S6Q01]

<S2Q02>

For the rest of the questions regarding your experience with the VR&E program, please answer thinking about your most recent application. To be eligible for VR&E programs, veterans need documents that show that they have a service-connected disability and qualifying service, that is, a discharge other than dishonorable. How easy or difficult was it to find out which documents were needed to determine your eligibility? Would you say that it was very easy, somewhat easy, somewhat difficult, or very difficult?

Very easy1
Somewhat easy.....2
Somewhat difficult.....3
Very difficult.....4
REFUSED7
DON'T KNOW8

<S2Q03>

Were you employed at the time of application?

YES 1
NO [SKIP TO S2Q08] 2
REFUSED7
DON'T KNOW8

<S2Q04>

Do you have the same job that you had at the time of application?

YES1
NO2
REFUSED7
DON'T KNOW8

[CATI: IF S2Q04 = 1,7,8, SKIP TO S2Q08]

<S2Q05>

What was your occupation at the time of application?

_____ [250 CHARACTERS]

MANAGEMENT OCCUPATIONS	1
BUSINESS AND FINANCIAL OCCUPATIONS	2
COMPUTER AND MATHEMATICAL OCCUPATIONS	3
ARCHITECTURE AND ENGINEERING	4
LIFE, PHYSICAL AND SOCIAL SCIENCE	5
COMMUNITY AND SOCIAL SERVICE	6
LEGAL OCCUPATIONS	7
EDUCATION, TRAINING AND LIBRARY	8
ARTS, DESIGN, ENTERTAINMENT, SPORTS AND MEDIA	9
HEALTHCARE PRACTITIONER AND TECHNICAL	10
HEALTH CARE SUPPORT	11
PROTECTIVE SERVICES	12
FOOD PREPARATION AND SERVING RELATED	13
BUILDING AND GROUNDS CLEANING AND MAINTENANCE	14
PERSONAL CARE AND SERVICES	15
SALES AND RELATED OCCUPATIONS	16
OFFICE AND ADMINISTRATIVE SUPPORT	17
FARMING, FISHING AND FORESTRY	18
CONSTRUCTION AND EXTRACTION	19
INSTALLATION, MAINTENANCE AND REPAIR	20
PRODUCTION	21
TRANSPORTATION AND MATERIAL MOVING	22
MILITARY	23
OTHER (SPECIFY)	95
REFUSED	97
DON'T KNOW	98

<S2Q06>

How satisfied or dissatisfied were you with that job?

Very satisfied.....	1
Somewhat satisfied.....	2
Somewhat dissatisfied.....	4
Very dissatisfied.....	5
REFUSED.....	7
DON'T KNOW.....	8

[CATI: IF S2Q06 = 1,2,7,8, SKIP TO S2Q08]

<S2Q07>

What was the main reason for your dissatisfaction?

SALARY/HOURLY WAGE TOO LOW.....	1
JOB DID NOT ACCOMMODATE DISABILITY.....	2
SCHEDULE WAS TOO DIFFICULT TO MAINTAIN.....	3
DISLIKED THAT PARTICULAR CAREER.....	4
FAMILY ISSUES.....	5
COMMUTE WAS DIFFICULT.....	6
BENEFITS NOT ADEQUATE.....	7
OTHER (SPECIFY).....	8
DISLIKE OF COWORKERS/MANAGERS.....	9
NO ROOM FOR ADVANCEMENT/NOT CHALLENGING ENOUGH.....	10
POOR WORK ENVIRONMENT/CONDITIONS/STRESS.....	11
REFUSED.....	97
DON'T KNOW.....	98

<S2Q08>

What is the most important reason you applied for the VR&E program?

TO GET A JOB.....	1
TO GET A BETTER JOB.....	2
TO FURTHER MY EDUCATION.....	3
TO GET TRAINING FOR A NEW JOB.....	4
TO GET A JOB THAT ACCOMMODATED MY DISABILITY.....	5
TO IMPROVE MY JOB-SEEKING SKILLS.....	6
TO GET CAREER COUNSELING.....	7
ASSISTANCE IN DAILY LIVING OR INDEPENDENT LIVING.....	8
TO IMPROVE MY INCOME.....	9
OTHER (SPECIFY).....	95
REFUSED.....	97
DON'T KNOW.....	98

<S2Q09>

When you submitted your application, how completely did you understand the eligibility requirements for the program? Would you say completely, mostly, only a little, or not at all?

Completely	1
Mostly	2
Only a little	4
Not at all	5
REFUSED	7
DON'T KNOW	8

<S2Q10>

When you submitted your application, how completely did you understand the purpose of the VR&E program? Would you say completely, mostly, only a little, or not at all?

Completely	1
Mostly	2
Only a little	4
Not at all	5
REFUSED	7
DON'T KNOW	8

<S2Q11>

How reasonable or unreasonable was the amount of paperwork required from you to complete the application process? Would you say it was very reasonable, somewhat reasonable, somewhat unreasonable, or very unreasonable?

PROBE: By application process, I mean the time it took to file the application and submit all required paperwork.

Very reasonable	1
Somewhat reasonable	2
Somewhat unreasonable	4
Very unreasonable	5
DID NOT COMPLETE	6
REFUSED	7
DON'T KNOW	8

<S2Q12>

From the time you turned in your application until you were contacted for an appointment, how satisfied or dissatisfied were you with the time it took for someone to contact you about an appointment? Would you say very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

- VERY SATISFIED.....1
- SOMEWHAT SATISFIED2
- SOMEWHAT DISSATISFIED4
- VERY DISSATISFIED.....5

<S2Q13>

How satisfied or dissatisfied were you with the length of time between scheduling your initial appointment and the date of your initial appointment? Would you say very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

- VERY SATISFIED.....1
- SOMEWHAT SATISFIED2
- SOMEWHAT DISSATISFIED4
- VERY DISSATISFIED.....5

<S2Q14>

After you applied, did you attend an orientation meeting with VR&E staff?

INTERVIEWER: CODE YES IF GROUP OR INDIVIDUAL ORIENTATION. MEETINGS VIA TELEPHONE OR E-MAIL CORRESPONDANCE ACCOMPLISHING THE SAME PURPOSE SHOULD BE CODED AS YES.

- YES.....1
- NO2
- REFUSED.....7
- DON'T KNOW.....8

[CATI: IF S2Q14 = 2,7,8, SKIP TO S2Q16]

<S2Q15>

Would you say that the orientation meeting was very helpful, somewhat helpful, not very helpful, or not at all helpful?

- Very helpful1
- Somewhat helpful.....2
- Not very helpful.....3
- Not at all helpful4
- REFUSED.....7
- DON'T KNOW.....8

<S2Q16>

Did you or did the VA schedule an individual meeting with a VR&E counselor to begin the evaluation process?

- YES1
- NO2
- REFUSED7
- DON'T KNOW8

[CATI: IF COHORT = 1 AND S2Q16 = 2,7,8, SKIP TO S6Q01. ELSE IF COHORT = 2,3,4,5 AND S2Q16 = 2,7,8, SKIP TO S3Q01.]

<S2Q17>

Did you attend this meeting?

INTERVIEWER: MEETINGS VIA TELEPHONE OR E-MAIL CORRESPONDANCE ACCOMPLISHING THE SAME PURPOSE SHOULD BE CODED AS YES.

- YES1
- NO2
- REFUSED7
- DON'T KNOW8

[CATI: IF COHORT = 1 AND S2Q17 = 1,7,8, SKIP TO S6Q01. ELSE IF COHORT = 2,3,4,5 AND S2Q17 = 1,7,8, SKIP TO S3Q01.]

<S2Q18>

Why did you not attend this meeting?

_____ [250 CHARACTERS]

- CHANGED MY MIND.....1
- TOO FAR AWAY/TRANSPORTATION ISSUES2
- UNABLE DUE TO HEALTH3
- UNABLE DUE TO PERSONAL REASONS4
- GOT A JOB5
- HAD DATE WRONG OR FORGOT6
- SCHEDULE CONFLICTS7
- NO CONFIDENCE/DIDN'T FEEL IT WOULD HELP8
- APPOINTMENT HASN'T HAPPENED YET9
- POOR COMMUNICATION FROM VR&E10
- TOLD NOT ELIGIBLE11
- TOO LONG TO WAIT12
- REFUSED97
- DON'T KNOW98
- OTHER (SPECIFY).....95

[CATI: IF COHORT = 1, SKIP TO S6Q01. ALL OTHERS CONTINUE TO S3Q01.]

SECTION 3. EVALUATION PROCESS

<S3Q01>

These next questions are about the VR&E evaluation process. As part of your evaluation, did you take any tests?

IF NECESSARY: Tests may have included an aptitude assessment to determine your interests or skills, and a math test.

- YES1
- NO2
- REFUSED7
- DON'T KNOW8

[CATI: IF S3Q01 = 2,7,8, SKIP TO S3Q09A]

<S3Q02> QUESTION REMOVED

<S3Q03>

Did you receive help from your counselor in preparing for the tests such as a test guide or practice test?

- YES1
- NO2
- REFUSED7
- DON'T KNOW8

<S3Q04>

Did the counselor explain the test results in a way you could understand them?

- YES1
- NO2
- NO RESULTS YET [SKIP TO QUESTION S3Q09A].....3
- REFUSED7
- DON'T KNOW8

<S3Q05>

How completely did the results of the aptitude tests match your particular skills and abilities? Would you say completely, mostly, only a little, or not at all?

- COMPLETELY1
- MOSTLY2
- ONLY A LITTLE4
- NOT AT ALL.....5
- REFUSED7
- DON'T KNOW8

<S3Q06>

How well did the test results match your personal interests? Would you say completely, mostly, only a little, or not at all?

COMPLETELY	1
MOSTLY	2
ONLY A LITTLE	4
NOT AT ALL.....	5
REFUSED.....	7
DON'T KNOW.....	8

<S3Q07>

Did anything about the tests discourage your participation in the VR&E Program?

YES.....	1
NO.....	2
REFUSED.....	7
DON'T KNOW.....	8

[CATI: IF S3Q07 = 2,7,8, SKIP TO S3Q09A]

<S3Q08>

What about the tests discouraged your participation?

TOO TIME CONSUMING	1
TOO DIFFICULT	2
DIDN'T SEEM APPLICABLE	3
RESULTS PREVENTED YOU FROM PURSUING INTERESTS	4
OTHER (SPECIFY).....	5
NO PREPARATION.....	6
REFUSED.....	7
DON'T KNOW.....	8
TEST-TAKING ANXIETY/PROBLEMS FOCUSING	9
DIDN'T TAKE DISABILITY INTO ACCOUNT.....	10
TOO BROAD/GENERAL/BASIC.....	11
SCHEDULING CONFLICT.....	12
TOO REDUNDANT.....	13

<S3Q09A>

The following questions are about your experiences with your primary counselor. By primary counselor, I mean the one you spent the most time with. At the time you and your counselor determined your educational or vocational goals, how sure or unsure were you that your counselor gave you good information? Would you say that you were very sure, somewhat sure, somewhat unsure, or very unsure?

- VERY SURE1
- SOMEWHAT SURE2
- SOMEWHAT UNSURE4
- VERY UNSURE5
- REFUSED7
- DON'T KNOW8

<S3Q09B>

At the time you and your counselor determined your educational or vocational goals, how sure or unsure were you that your counselor gave you good advice? Would you say that you were very sure, somewhat sure, somewhat unsure, or very unsure?

- VERY SURE1
- SOMEWHAT SURE2
- SOMEWHAT UNSURE4
- VERY UNSURE5
- REFUSED7
- DON'T KNOW8

<S3Q10>

During the overall evaluation phase, how well did your counselor understand your feelings and concerns? Would you say completely, mostly, only a little, or not at all?

- COMPLETELY1
- MOSTLY2
- ONLY A LITTLE4
- NOT AT ALL5
- REFUSED7
- DON'T KNOW8

[CATI: IF COHORT = 4,5, SKIP TO S3Q16]

<S3Q11>

After determining you were eligible for services, did the VA determine that you were entitled to VR&E services?

- YES1
- NO2
- REFUSED7
- DON'T KNOW8

[CATI: IF S3Q11 = 1,7,8, SKIP TO S4Q01]

<S3Q11A>

Did the VA determine that you were not entitled to VR&E services or did you drop out of the program before the determination could be made?

- VA DETERMINED NOT ENTITLED.....1
- DROPPED OUT3
- REFUSED.....7
- DON'T KNOW.....8

[CATI: IF S3Q11A = 3,7,8, SKIP TO S6Q01]

<S3Q12>

Did the VA explain why you were NOT entitled to VR&E services?

- YES.....1
- NO.....2
- REFUSED.....7
- DON'T KNOW.....8

<S3Q13>

Did you research vocational rehabilitation alternatives?

- YES.....1
- NO.....2
- REFUSED.....7
- DON'T KNOW.....8

[CATI: IF S3Q13 = 2,7,8, SKIP TO S3Q16]

<S3Q14>

Did your VR&E counselor help you with this research?

- YES.....1
- NO.....2
- REFUSED.....7
- DON'T KNOW.....8

<S3Q15> QUESTION REMOVED

<S3Q16>

How about the length of time from the time you applied until the evaluation process was completed? Would you say it was very reasonable, somewhat reasonable, somewhat unreasonable, or very unreasonable?

Very reasonable	1
Somewhat reasonable	2
Somewhat unreasonable	4
Very unreasonable	5
DID NOT COMPLETE.....	6
REFUSED	7
DON'T KNOW	8

SECTION 4: PLANNING PHASE

<S4Q01>

Now, I would like to ask some questions about the planning phase of the VR&E program. Did you discuss an individual vocational plan of services or develop an individual written plan with your counselor?

IF NECESSARY: by individual plan, I mean a plan designed just for you.

IF VETERAN BOTH DISCUSSED AND RECEIVED WRITTEN PLAN, CODE "2) YES, WRITTEN."

YES, DISCUSSED	1
YES, WRITTEN	2
NO [SKIP TO S5Q01]	3
REFUSED	7
DON'T KNOW	8

<S4Q02>

At the time you and your counselor determined your educational or vocational goals, how satisfied or dissatisfied were you with the goals you and your counselor selected? Would you say that you were very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

VERY SATISFIED	1
SOMEWHAT SATISFIED	2
SOMEWHAT DISSATISFIED	4
VERY DISSATISFIED	5
REFUSED	7
DON'T KNOW	8

<S4Q03>

Please tell me whether you agree with the following statements regarding your plan of services or individual written plan.

At the time you and your counselor determined your educational or vocational goals, the plan was appropriate to achieve your vocational goals. Would you say that you strongly agree, somewhat agree, somewhat disagree or strongly disagree?

STRONGLY AGREE	1
SOMEWHAT AGREE	2
SOMEWHAT DISAGREE	4
STRONGLY DISAGREE	5
NOT APPLICABLE	6
REFUSED	7
DON'T KNOW	8

<S4Q03B>

The plan was designed to minimize aggravation of your disability. Would you say that you strongly agree, somewhat agree, somewhat disagree or strongly disagree?

STRONGLY AGREE.....	1
SOMEWHAT AGREE	2
SOMEWHAT DISAGREE	4
STRONGLY DISAGREE.....	5
NOT APPLICABLE.....	6
REFUSED.....	7
DON'T KNOW.....	8

<S4Q03C>

The plan adequately reflects your interests. (Would you say that you strongly agree, somewhat agree, somewhat disagree or strongly disagree?)

STRONGLY AGREE.....	1
SOMEWHAT AGREE	2
SOMEWHAT DISAGREE	4
STRONGLY DISAGREE.....	5
NOT APPLICABLE.....	6
REFUSED.....	7
DON'T KNOW.....	8

<S4Q03D>

The plan adequately reflects your abilities. (Would you say that you strongly agree, somewhat agree, somewhat disagree or strongly disagree?)

STRONGLY AGREE.....	1
SOMEWHAT AGREE	2
SOMEWHAT DISAGREE	4
STRONGLY DISAGREE.....	5
NOT APPLICABLE.....	6
REFUSED.....	7
DON'T KNOW.....	8

<S4Q03E>

The plan reflects current conditions and characteristics of the job market. (Would you say that you strongly agree, somewhat agree, somewhat disagree or strongly disagree?)

STRONGLY AGREE.....	1
SOMEWHAT AGREE	2
SOMEWHAT DISAGREE	4
STRONGLY DISAGREE.....	5
NOT APPLICABLE.....	6
REFUSED.....	7
DON'T KNOW.....	8

<S4Q04>

How satisfied or dissatisfied were you with the number of occupational choices that were offered to you during the development of your plan? Would you say very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

- VERY SATISFIED.....1
- SOMEWHAT SATISFIED2
- SOMEWHAT DISSATISFIED4
- VERY DISSATISFIED.....5
- REFUSED.....7
- DON'T KNOW.....8

[CATI: IF S4Q03C ≠ 4,5 AND S4Q03D ≠ 4,5, SKIP TO S4Q06]

<S4Q05>

[IF S4Q03C = 4,5 AND S4Q03D ≠ 4,5, USE "INTERESTS" FILL.

IF S4Q03C ≠ 4,5 AND S4Q03D = 4,5, USE "ABILITIES" FILL.

IF S4Q03C = 4,5 AND S4Q03D = 4,5, USE "INTERESTS AND ABILITIES" FILL.]

Earlier, you said that the plan did not adequately reflect your [interests/abilities/interests and abilities]. Did your counselor clearly explain the reasons for having offered the plan despite the fact that it did not appear to match your [interests/abilities/interests and abilities]?

- YES.....1
- NO.....2
- REFUSED.....7
- DON'T KNOW.....8

<S4Q06>

Were you asked by VR&E staff to do any research to assist with plan development, for example, looking up schools in your area or finding statistics on the local labor market?

- YES.....1
- NO.....2
- REFUSED7
- DON'T KNOW.....8

[CATI: IF S4Q06 = 2,7,8, SKIP TO S5Q01]

<S4Q07>

Was the amount of research you were asked to do too much, too little, or about right?

- TOO MUCH.....1
- TOO LITTLE.....2
- ABOUT RIGHT.....3
- NOT APPLICABLE.....6
- REFUSED.....7
- DON'T KNOW.....8

SECTION 5. REHABILITATION AND TRAINING

<S5Q01>

[CATI: IF COHORT = 2,3, SKIP TO S6Q01]

My next questions are about education and training that was paid for by the VR&E program. Did you start an education or training program?

YES1
NO2
REFUSED7
DON'T KNOW8

[CATI: IF S5Q01 = 2,7,8, SKIP TO S6Q01]

<S5Q02>

Did you complete the education or training program?

YES1
NO2
REFUSED7
DON'T KNOW8

<S5Q03A>

[CATI: FOR S5Q03A THROUGH S5Q03G, IF S5Q02 = 1, USE "DID YOU" FILLS. IF S5Q02 =2,7,8, USE "ARE YOU" FILLS.]

[Did you attend/Are you attending] business, technical or vocational school training?

YES1
NO2
REFUSED7
DON'T KNOW8

<S5Q03B>

[Did you take/ Are you taking] college or university coursework?

YES1
NO2
REFUSED7
DON'T KNOW8

[CATI: IF S5Q02 = 2,7,8, SKIP TO S5Q03D]

<S5Q03C>

Did you obtain a certificate or degree?

YES	1
NO	2
REFUSED	7
DON'T KNOW	8

<S5Q03D>

[Did you participate/Are you participating] in an apprenticeship or on-the-job training program?

YES	1
NO	2
REFUSED	7
DON'T KNOW	8

<S5Q03E>

[Did you get/ Are you getting] tutorial assistance, refresher courses, or academic skill enhancement?

YES	1
NO	2
REFUSED	7
DON'T KNOW	8

<S5Q03F>

[Did you attend/Are you attending] a teacher certification program?

YES	1
NO	2
REFUSED	7
DON'T KNOW	8

<S5Q03G>

[Did you do/Are you doing] something else?

YES	1
NO	2
REFUSED	7
DON'T KNOW	8

[CATI: IF S5Q03G = 2,7,8 AND S5Q02 = 1,7,8 SKIP TO S5Q06.
ELSE, IF S5Q03G = 2,7,8 AND S5Q02 = 2, SKIP TO S5Q05.]

<S5Q04>

What is that?

_____ [250 CHARACTERS]

- 1 = BUSINESS, TECHNICAL OR VOCATIONAL SCHOOL TRAINING
- 2 = COLLEGE OR UNIVERSITY COURSEWORK
- 3 = CERTIFICATE OR DEGREE
- 4 = APPRENTICESHIP OR ON-THE-JOB TRAINING
- 5 = TUTORIAL ASSISTANCE, REFRESHER COURSES, OR ACADEMIC SKILL ENHANCEMENT
- 6 = TEACHER CERTIFICATION PROGRAM
- 7 = WORKING
- 8 = TAKING CARE OF FAMILY
- 9 = ADDITIONAL TRAINING/STUDY
- 10 = UNABLE DUE TO HEALTH
- 11 = RETIREMENT
- 12 = JOB SEARCHING
- 95 = OTHER (SPECIFY)

[CATI: IF S5Q02 = 1,7,8 SKIP TO S5Q06]

<S5Q05>

Why didn't you complete your training or education program?

_____ [250 CHARACTERS]

- 1 = PHYSICAL/MEDICAL PROBLEMS
- 2 = FINANCIAL DIFFICULTIES
- 3 = FAMILY RESPONSIBILITIES
- 4 = PROGRAM/CLASSES TOO DIFFICULT
- 5 = CLASS SCHEDULE WAS TOO DIFFICULT TO MAINTAIN
- 6 = DIFFICULTIES WITH WORK/SCHOOL BALANCE
- 7 = MONTHS OF ELIGIBILITY WERE INSUFFICIENT
- 8 = PROBLEMS WITH COUNSELOR/PROGRAM
- 9 = GOT/HAD JOB
- 10 = PROBLEMS WITH SCHOOL
- 11 = MOVED
- 12 = STILL IN PROGRESS
- 13 = FELT DISCOURAGED/FELT NOT HELPING
- 14 = TOO DIFFICULT
- 15 = NEVER BEGAN PROGRAM/DIDN'T QUALIFY/VA ENDED
- 95 = OTHER (SPECIFY)

<S5Q06>

Were you required by the VR&E program to research schools or training programs on your own?

- YES1
- NO2
- REFUSED7
- DON'T KNOW8

[CATI: IF S5Q06 = 2,7,8, SKIP TO S5Q08]

<S5Q07>

Did your VR&E counselor help you with the research?

- YES1
- NO2
- REFUSED7
- DON'T KNOW8

<S5Q08>

Did your counselor take the quality of the school into account when recommending a program to you?

- YES1
- NO2
- NOT APPLICABLE.....6
- REFUSED7
- DON'T KNOW8

<S5Q09>

How would you rate the quality of the education or training you received? Would you say that it was excellent, very good, fair, or poor?

- Excellent.....1
- Very good.....2
- Fair4
- Poor.....5
- REFUSED7
- DON'T KNOW8

<S5Q10>

During the majority of your training or education program, what was your employment status? Were you working full time, part time, or not at all?

- Full time.....1
- Part time2
- Not at all3
- OFF AND ON.....4
- REFUSED7
- DON'T KNOW8

<S5Q11>

Did your VR&E counselor advise you not to work during your training or education program in order to focus full-time on your training?

- YES1
- NO2
- REFUSED7
- DON'T KNOW8

<S5Q12>

Did you receive monthly financial assistance from the VR&E Program during your training program?

- YES1
- NO2
- REFUSED7
- DON'T KNOW8

[CATI: IF S5Q12 = 2,7,8, SKIP TO S5Q14]

<S5Q13>

How satisfied or dissatisfied were you with the monthly financial assistance provided by VR&E during your training program? Would you say you were very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

- Very satisfied1
- Somewhat satisfied2
- Somewhat dissatisfied4
- Very dissatisfied5
- REFUSED7
- DON'T KNOW8

<S5Q14>

Did you have any difficulties during your training or education program that hindered your completion?

- YES1
- NO2
- REFUSED7
- DON'T KNOW8

[CATI: IF S5Q14 = 2,7,8, SKIP TO S6Q01]

<S5Q15>

What specifically did you have difficulties with? (CHECK ALL THAT APPLY)

- <S5Q15_1> PHYSICAL/MEDICAL PROBLEMS
- <S5Q15_2> FINANCIAL DIFFICULTIES
- <S5Q15_3> FAMILY RESPONSIBILITIES
- <S5Q15_4> PROGRAM/CLASSES TOO DIFFICULT
- <S5Q15_5> CLASS SCHEDULE WAS TOO DIFFICULT TO MAINTAIN
- <S5Q15_6> DIFFICULTIES WITH WORK/SCHOOL BALANCE
- <S5Q15_7> MONTHS OF ELIGIBILITY WERE INSUFFICIENT
- <S5Q15_8> PROBLEMS WITH COUNSELOR/VR&E PROGRAM
- <S5Q15_9> OTHER (SPECIFY)
- <S5Q15_10> PROBLEMS WITH THE SCHOOL/TEACHER
- <S5Q15_11> I MOVED
- <S5Q15_12> TRANSPORTATION ISSUES/SCHOOL TOO FAR
- <S5Q15_13> LACK OF COMPUTER/COMPUTER SKILLS
- <S5Q15_14> RECALLED TO ACTIVE DUTY

YES	1
NO	2
REFUSED	7
DON'T KNOW	8

SECTION 6. JOB PREPARATION AND PLACEMENT

<S6Q01>

Now, I have some questions about current employment. What is your current employment status? Are you currently employed and not looking for a different job, currently employed but looking for a different job, not working but looking for work, or not working and not looking for work?

INTERVIEWER: "LOOKING" FOR A JOB OR WORK MEANS ACTIVELY LOOKING

PROBE, IF NECESSARY: By employed, I mean working for pay on a regular basis.

Currently employed and not looking for a different job.....	1
Currently employed but looking for a different job.....	2
Not working but looking for work	3
Not working and not looking for work	4
REFUSED	7
DON'T KNOW	8

[CATI: IF S6Q01 = 3,7,8, SKIP TO S6Q07. IF S6Q01 = 4, SKIP TO S6Q06.]

<S6Q02>

Are you currently working full time, part time, or are you self-employed?

Full time.....	1
Part time.....	2
Self-employed	3
REFUSED	7
DON'T KNOW	8

<S6Q03>

What kind of work do you currently do?

_____ [250 CHARACTERS]

MANAGEMENT OCCUPATIONS	1
BUSINESS AND FINANCIAL OCCUPATIONS	2
COMPUTER AND MATHEMATICAL OCCUPATIONS	3
ARCHITECTURE AND ENGINEERING	4
LIFE, PHYSICAL AND SOCIAL SCIENCE	5
COMMUNITY AND SOCIAL SERVICE	6
LEGAL OCCUPATIONS	7
EDUCATION, TRAINING AND LIBRARY	8
ARTS, DESIGN, ENTERTAINMENT, SPORTS AND MEDIA	9
HEALTHCARE PRACTITIONER AND TECHNICAL	10
HEALTH CARE SUPPORT	11
PROTECTIVE SERVICES	12
FOOD PREPARATION AND SERVING RELATED	13
BUILDING AND GROUNDS CLEANING AND MAINTENANCE	14
PERSONAL CARE AND SERVICES	15
SALES AND RELATED OCCUPATIONS	16
OFFICE AND ADMINISTRATIVE SUPPORT	17
FARMING, FISHING AND FORESTRY	18
CONSTRUCTION AND EXTRACTION	19
INSTALLATION, MAINTENANCE AND REPAIR	20
PRODUCTION	21
TRANSPORTATION AND MATERIAL MOVING	22
MILITARY	23
OTHER (SPECIFY)	95
REFUSED	97
DON'T KNOW	98

<S6Q04>

How satisfied or dissatisfied are you with your current job? Would you say that you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

Very satisfied	1
Somewhat satisfied	2
Somewhat dissatisfied	4
Very dissatisfied	5
REFUSED	7
DON'T KNOW	8

[CATI: IF S6Q04 = 1,2,7,8, SKIP TO S6Q06]

<S6Q05>

What is the main reason for your dissatisfaction?

SALARY/HOURLY WAGE TOO LOW	1
JOB DOES NOT ACCOMMODATE DISABILITY	2
SCHEDULE IS TOO DIFFICULT TO MAINTAIN	3
DISLIKE THE PARTICULAR CAREER	4
FAMILY ISSUES	5
COMMUTE IS DIFFICULT	6
BENEFITS NOT ADEQUATE	7
DISLIKE OF COWORKERS/MANAGERS	8
NO ROOM FOR ADVANCEMENT/NOT CHALLENGING ENOUGH	9
POOR WORK ENVIRONMENT/CONDITIONS/STRESS.....	10
MARKET SLOW/UNPREDICTABLE/NOT ENOUGH WORK.....	11
NOT PROPERLY TRAINED.....	12
OTHER (SPECIFY).....	95
REFUSED	97
DON'T KNOW	98

<S6Q06>

[CATI: IF S6Q01 = 1,2,3,7,8, SKIP TO S6Q07]

I am going to read you a list of reasons why people may not be looking for work. Please tell me which is the main reason you are not looking for work.

You are retired	1
You are disabled	2
You stopped looking for work because you could not find work	3
You are <u>temporarily</u> laid off from work	4
You are taking care of your home and family.....	5
You are going to school, or	6
You are attending a training program.....	7
OTHER (SPECIFY).....	95
REFUSED	97
DON'T KNOW	98

<S6Q07>

[CATI: IF COHORT = 1,2,3,4, SKIP TO S6Q08]

Now, I would like to talk about any assistance with your job search that might have been provided by VA staff. Did you use any job preparation and placement services provided directly by VA staff?

YES	1
NO	2
REFUSED	7
DON'T KNOW	8

<S6Q08>

[CATI: IF COHORT = 1,2,3,4, USE FIRST FILL. IF COHORT = 5, USE SECOND FILL.]
[What/Other than your counselor, which other] sources of employment information have you used to look for a job since your last VR&E program? As I read each one, please tell me whether or not you have used it.

[CATI: SHOW “([What/Other than your counselor, which other] sources of employment information have you used to look for a job since your last VR&E program?)” ON EACH SCREEN IN CASE NEEDED BY INTERVIEWERS]

- S6Q08_1> Veterans Health Administration (VA Hospital)
- S6Q08_2> VET Center
- S6Q08_3> Disabled Veterans Outreach Program (DVOP)
- S6Q08_4> Department of Defense
- S6Q08_5> Small Business Administration
- S6Q08_6> State rehabilitation agency
- S6Q08_7> State employment agency
- S6Q08_8> Private employment agency
- S6Q08_9> Internet job searches
- S6Q08_10> Newspaper/help-wanted advertisements
- S6Q08_11> Job fairs
- S6Q08_12> College/university or school
- S6Q08_13> Personal/professional contacts
- S6Q08_14> Federal job listings

- YES1
- NO2
- REFUSED3
- DON'T KNOW4

[CATI: IF S6Q01 = 3,4,7,8, SKIP TO S7Q01]

<S6Q09> QUESTION REMOVED

<S6Q10> QUESTION REMOVED

<S6Q11> QUESTION REMOVED

<S6Q12>

[CATI: IF COHORT = 1,2,3,4, SKIP TO S6Q14]
Did you find your current job with the assistance of the VA VR&E program?

- YES1
- NO2
- REFUSED7
- DON'T KNOW8

<S6Q13> QUESTION REMOVED

<S6Q14>

[CATI: IF S6Q01 = 3,4,7,8, SKIP TO S7Q01.

IF COHORT = 5, USE FIRST FILL. OTHERWISE, USE SECOND FILL.]

[Does your current job/Now thinking again about your current job, does this job accommodate your disability?

- YES1
- NO2
- NOT APPLICABLE6
- REFUSED7
- DON'T KNOW8

<S6Q15>

Does this job suit your skills and abilities?

- YES1
- NO2
- REFUSED7
- DON'T KNOW8

<S6Q15A>

Is your job in line with your military or civilian experience?

- YES1
- NO2
- REFUSED7
- DON'T KNOW8

<S6Q16>

Does this job match your interests?

- YES1
- NO2
- REFUSED7
- DON'T KNOW8

<S6Q17>

[CATI: IF COHORT = 1,2,3,4, SKIP TO S7Q01]

How helpful or unhelpful was your employment specialist or counselor in helping you find your current job, if you needed help? Would you say very helpful, somewhat helpful, somewhat unhelpful, or not at all helpful?

- VERY HELPFUL1
- SOMEWHAT HELPFUL2
- SOMEWHAT UNHELPFUL4
- NOT AT ALL HELPFUL5
- DIDN'T NEED HELP6
- REFUSED7
- DON'T KNOW8

SECTION 7. OVERALL EXPERIENCE

<S7Q01>

Now I would like to ask you some questions about your satisfaction with the VR&E program. We are interested in your most recent experience with the program. Overall, how satisfied or dissatisfied are you with the VR&E program? Would you say you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

VERY SATISFIED.....	1
SOMEWHAT SATISFIED	2
SOMEWHAT DISSATISFIED	4
VERY DISSATISFIED.....	5
NOT APPLICABLE	6
REFUSED.....	7
DON'T KNOW.....	8

[CATI: IF COHORT = 1, SKIP TO S7Q03_1]

<S7Q02>

How important or unimportant was the VR&E program in helping to prepare you to get a suitable job? Would you say that it was extremely important, very important, moderately important, slightly important, or not at all important?

EXTREMELY IMPORTANT	1
VERY IMPORTANT	2
MODERATELY IMPORTANT	3
SLIGHTLY IMPORTANT.....	4
NOT AT ALL IMPORTANT	5
NOT APPLICABLE	6
REFUSED.....	7
DON'T KNOW.....	8

<S7Q03_1>

Have you ever felt as though you were discriminated against in the VR&E program because of your gender?

YES.....	1
NO.....	2
REFUSED.....	7
DON'T KNOW.....	8

<S7Q03_2>

Have you ever felt as though you were discriminated against in the VR&E program because of your race?

- YES1
- NO2
- REFUSED7
- DON'T KNOW8

<S7Q03_3>

Have you ever felt as though you were discriminated against in the VR&E program because of your age?

- YES1
- NO2
- REFUSED7
- DON'T KNOW8

<S7Q03_4>

(Have you ever felt as though you were discriminated against in the VR&E program because of) your ethnicity?

- YES1
- NO2
- REFUSED7
- DON'T KNOW8

<S7Q03_5>

(Have you ever felt as though you were discriminated against in the VR&E program because of) a mental health condition?

- YES1
- NO2
- REFUSED7
- DON'T KNOW8

<S7Q03_6>

(Have you ever felt as though you were discriminated against in the VR&E program because of) a physical disability?

- YES1
- NO2
- REFUSED7
- DON'T KNOW8

[CATI: IF COHORT = 1, SKIP TO S8Q01]

<S7Q04>

How many counselors have you had while in the VR&E program?

ENTER NUMBER OF COUNSELORS _____
[TWO DIGIT NUMERIC FIELD, RANGE 00-10, 77,88]

REFUSED77
DON'T KNOW88

[CATI: IF S7Q04 = 0, SKIP TO S8Q01. IF S7Q04 = 1, SKIP TO S7Q08]

<S7Q05>

Did the counselors communicate with each other about your progress?

YES1
NO2
REFUSED7
DON'T KNOW8

<S7Q06> QUESTION REMOVED

<S7Q07> QUESTION REMOVED

<S7Q08>

The following questions are about your experiences with your primary counselor. By primary counselor, I mean the one you spent the most time with. Is or was your primary counselor a VA staff counselor or a counselor under contract with the VA?

A VA STAFF COUNSELOR1
A COUNSELOR UNDER CONTRACT WITH THE VA2
REFUSED7
DON'T KNOW8

<S7Q09>

Is or was your primary counselor a Veteran?

YES1
NO2
REFUSED7
DON'T KNOW8

<S7Q10>

Did you have concerns that you wanted to discuss with your primary counselor but did not?

- YES1
- NO2
- REFUSED7
- DON'T KNOW8

[CATI: IF S7Q10 = 2,7,8, SKIP TO S7Q12]

<S7Q11>

Why did you not discuss these concerns with your primary counselor?

_____ [250 CHARACTERS]

- NOT COMFORTABLE WITH THE COUNSELOR/NO CONNECTION/
CONFIDENCE1
- DID NOT THINK IT WOULD HELP2
- NOT ENOUGH TIME3
- COUNSELOR NOT AVAILABLE/NOT RESPONSIVE4
- COUNSELOR NOT ENCOURAGING/NOT WILLING TO LISTEN5
- PERSONAL REASONS, HEALTH6
- ENDED PROGRAM/FOUND INELIGIBLE7
- TOO PERSONAL/NO PRIVACY8
- NEVER GOT THE OPPORTUNITY9
- DISCOURAGED BY PROGRAM10
- COUNSELOR DIDN'T SEEM KNOWLEDGEABLE11
- TOO MANY DIFFERENT COUNSELORS12
- OTHER (SPECIFY)95
- REFUSED97
- DON'T KNOW98

<S7Q12>

Overall, were your primary counselor's communications with you respectful? Would you say always, most of the time, sometimes, or never?

- ALWAYS1
- MOST OF THE TIME2
- SOMETIMES3
- NEVER4
- REFUSED7
- DON'T KNOW8

<S7Q13A>

For each of the following items regarding your primary counselor, please tell me whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with the following statements.

My primary counselor gave me good information and advice.

- STRONGLY AGREE.....1
- SOMEWHAT AGREE2
- SOMEWHAT DISAGREE4
- STRONGLY DISAGREE.....5
- NOT APPLICABLE.....6
- REFUSED.....7
- DON'T KNOW8

<S7Q13B>

My primary counselor was knowledgeable regarding VA's vocational rehabilitation program. Do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree?

- STRONGLY AGREE.....1
- SOMEWHAT AGREE2
- SOMEWHAT DISAGREE4
- STRONGLY DISAGREE.....5
- NOT APPLICABLE.....6
- REFUSED.....7
- DON'T KNOW8

<S7Q13C>

My primary counselor has provided assistance according to my individual needs. (Do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree?)

- STRONGLY AGREE.....1
- SOMEWHAT AGREE2
- SOMEWHAT DISAGREE4
- STRONGLY DISAGREE.....5
- NOT APPLICABLE.....6
- REFUSED.....7
- DON'T KNOW8

<S7Q13D>

When my primary counselor made a decision regarding my program, the reason was clearly explained. (Do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree?)

STRONGLY AGREE.....	1
SOMEWHAT AGREE	2
SOMEWHAT DISAGREE	4
STRONGLY DISAGREE.....	5
NOT APPLICABLE.....	6
REFUSED.....	7
DON'T KNOW.....	8

<S7Q13E>

My primary counselor showed a caring and compassionate attitude toward me. (Do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree?)

STRONGLY AGREE.....	1
SOMEWHAT AGREE	2
SOMEWHAT DISAGREE	4
STRONGLY DISAGREE.....	5
NOT APPLICABLE.....	6
REFUSED.....	7
DON'T KNOW.....	8

<S7Q14>

Now thinking about the location of your primary counselor, how convenient or inconvenient was the location of the office where you met with your counselor? Was it very convenient, somewhat convenient, somewhat inconvenient, or not at all convenient?

VERY CONVENIENT.....	1
SOMEWHAT CONVENIENT	2
SOMEWHAT INCONVENIENT.....	4
NOT AT ALL CONVENIENT.....	5
REFUSED.....	7
DON'T KNOW.....	8

<S7Q15>

Did your counselor schedule appointments at times that were convenient for you? Would you say always, most of the time, some of the time, or never?

ALWAYS.....	1
MOST OF THE TIME.....	2
SOME OF THE TIME	3
NEVER.....	4
REFUSED.....	7
DON'T KNOW.....	8

<S7Q16>

How satisfied or dissatisfied were you with the amount of time your counselor spent with you during in-person meetings? Would you say very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

VERY SATISFIED.....	1
SOMEWHAT SATISFIED	2
SOMEWHAT DISSATISFIED	4
VERY DISSATISFIED.....	5
REFUSED.....	7
DON'T KNOW	8

<S7Q17> QUESTION REMOVED

<S7Q18>

Overall, how satisfied or dissatisfied are you with the responsiveness of your primary counselor, the person you spent the most time with? Would you say very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

VERY SATISFIED.....	1
SOMEWHAT SATISFIED	2
SOMEWHAT DISSATISFIED	4
VERY DISSATISFIED.....	5
REFUSED.....	7
DON'T KNOW	8

SECTION 8. REASONS FOR DISCONTINUING PROGRAM

<S8Q01>

[CATI: IF COHORT = 5 OR IF (IF S1Q02A = 1,7,8 AND S1Q02B = 1,7,8) OR IF S1Q02C = 7,8, SKIP TO S9Q01. ELSE IF S1Q02C = 1, SKIP TO S8Q01A.]

The next few questions ask about reasons for not completing the VR&E program. Why didn't you complete the VR&E program? (CHECK ALL THAT APPLY)

- <S8Q01_1> COULD NOT ATTEND SCHOOL WHILE IN PROGRAM
- <S8Q01_2> COULD NOT WORK WHILE IN PROGRAM
- <S8Q01_3> PAPERWORK/TESTS DURING APPLICATION AND EVALUATION TOO CUMBERSOME OR DIFFICULT
- <S8Q01_4> DISABILITY NOT ACCOMMODATED
- <S8Q01_5> DISSATISFIED WITH PROGRAM/COUNSELOR
- <S8Q01_6> FINANCIAL REASONS
- <S8Q01_7> FOUND A JOB
- <S8Q01_8> PERSONAL REASONS, MEDICAL
- <S8Q01_9> PERSONAL REASONS, NOT MEDICAL
- <S8Q01_10> TRANSPORTATION/LOCATION
- <S8Q01_11> WASN'T WHAT I EXPECTED
- <S8Q01_12> OTHER (SPECIFY)
- <S8Q01_13> MOVED
- <S8Q01_14> INELIGIBLE (UNSPECIFIED)/VA ENDED
- <S8Q01_15> UNABLE TO AGREE ON A PLAN/COURSEWORK
- <S8Q01_16> FELT OVERQUALIFIED FOR PROGRAM
- <S8Q01_17> USING GI BILL
- <S8Q01_18> TIME CONSTRAINTS/SCHEDULING CONFLICT
- <S8Q01_19> LACK OF COMMUNICATION/INFORMATION FROM VR&E
- <S8Q01_20> NOT APPLICABLE
- <S8Q01_21> PROBLEMS WITH SCHOOL
- <S8Q01_22> FELT DISCOURAGED
- <S8Q01_23> FELT DIDN'T NEED PROGRAM/CHANGED MIND
- <S8Q01_24> DEPLOYED/RE-ENLISTED
- <S8Q01_25> TOOK TOO LONG
- <S8Q01_26> WORK/SCHOOL BALANCE TOO DIFFICULT TO MAINTAIN
- <S8Q01_27> DISCRIMINATED AGAINST
- <S8Q01_28> MISSED AN APPOINTMENT/DEADLINE

- YES 1
- NO 2
- REFUSED 7
- DON'T KNOW 8

[CATI: IF MORE THAN ONE IN S8Q01_1THROUGH S8Q01_12 = 1, SKIP TO S8Q02. ELSE SKIP TO S8Q03.]

<S8Q01A>

Why did VR&E request that you stop the program?

Why did VR&E request that you stop the program?

DISABILITY RATING NOT HIGH ENOUGH.....	1
DID NOT SUBMIT PAPERWORK ON TIME	2
MISSED APPOINTMENT(S).....	3
HAD A JOB/STILL ON ACTIVE DUTY	4
OTHER (SPECIFY).....	5
MEDICAL REASONS/DISABILITY TOO GREAT	6
REFUSED	7
DON'T KNOW.....	8
AGE (I.E., FELT TOO OLD FOR THE PROGRAM)	9
MOVED	10
INELIGIBLE (OTHER/UNSPECIFIED)	11
UNABLE TO AGREE ON A PLAN/COURSEWORK	12
OVERQUALIFIED FOR PROGRAM (E.G. TOO MUCH EDUCATION)	13
TIME CONSTRAINTS.....	14
USING GI BILL.....	15
NEVER HEARD FROM VA.....	16
TOLD NOT SUITED FOR PROGRAM (E.G. BAD TEST SCORES)	17
LACK OF FUNDS	18
SCHOOL PROBLEMS	19

<S8Q02>

Which of the reasons that you mentioned is the main reason that you did not complete the VR&E program?

_____ [250 CHARACTERS]

<S8Q03>

What could the VR&E program have done to help you stay in the program?

_____ [250 CHARACTERS]

BEEN MORE ACCOMMODATING OF MEDICAL NEEDS	1
PROVIDED MORE FINANCIAL ASSISTANCE	2
PROVIDED TRANSPORTATION	3
PROVIDED TUTORING/BASIC SKILLS TRAINING	4
PROVIDED MORE COUNSELING	5
ALLOW PART-TIME PROGRAM ATTENDANCE	6
BETTER COMMUNICATION WITH VETERAN/MAKE SURE VETERAN INFORMED	7
ALLOW VETERAN TO KEEP GI BILL WHILE IN THE PROGRAM	8
ALLOW VETERAN TO WORK WHILE IN THE PROGRAM	9
NOT RELY SO HEAVILY ON TEST RESULTS	10
MORE ACCOMMODATING OF VETERAN'S INDIVIDUAL NEEDS/MORE OPTIONS	11
BETTER TRAINED STAFF	12
BEEN MORE ENCOURAGING/RESPECTFUL/CARING	13
BEEN MORE ACCOMMODATING OF VETERAN'S SCHEDULE	14
BEEN MORE HELPFUL (OTHER/IN GENERAL)	15
ALLOWED ME IN THE PROGRAM/RELAX ELIGIBILITY RULES	16
MORE EMPLOYMENT ASSISTANCE (E.G. JOB TRAINING AND JOB SEARCHING)	17
FASTER PROCESSING	18
ALLOWED MORE TIME TO COMPLETE PROGRAM	19
NOT APPLICABLE	20
BETTER MANAGEMENT/COUNSELORS/CUSTOMER SERVICE	21
MORE CONVENIENT LOCATIONS	22
SIMPLIFY PROCESS/PAPERWORK	23
MORE EDUCATION ASSISTANCE	24
PROVIDED A COMPUTER	25
ALLOWED PROGRAM ATTENDANCE FROM HOME (E.G., ONLINE COURSES)	26
PROVIDED CHILDCARE	27
MAKE IT EASIER TO TRANSFER WHEN MOVE	28
NOTHING	94
OTHER (SPECIFY)	95
REFUSED	97
DON'T KNOW	98

<S8Q04> QUESTION REMOVED

<S8Q05> QUESTION REMOVED

<S8Q06> QUESTION REMOVED

<S8Q07> QUESTION REMOVED

<S8Q08>

Would a toll-free help line staffed with trained counselors to answer questions or address immediate concerns have been helpful to you during your experience with the VR&E program?

- YES1
- NO2
- REFUSED7
- DON'T KNOW8

SECTION 9. MILITARY/EMPLOYMENT BACKGROUND AND STATUS

<S9Q01>

Now I'd like to ask you some questions about your military background.
What is the branch of service that you were sworn into?

INTERVIEWER: IF VETERAN HAS SERVED IN MORE THAN ONE BRANCH OF SERVICE, THIS AND SUBSEQUENT QUESTIONS SHOULD BE ANSWERED THINKING ABOUT THEIR MOST RECENT SERVICE.

ARMY	1
NAVY	2
AIR FORCE.....	3
MARINES.....	4
COAST GUARD.....	5
ARMY RESERVES	6
NAVY RESERVES.....	7
AIR FORCE RESERVES	8
MARINE RESERVES.....	9
COAST GUARD RESERVES	10
AIR NATIONAL GUARD	11
OTHER (SPECIFY).....	95
REFUSED	97
DON'T KNOW	98

[CATI: IF S9Q01 = 1,3, SKIP TO S9Q02. ELSE IF S9Q01 = 2,4,5, SKIP TO S9Q03. ELSE SKIP TO S9Q05.]

<S9Q02>

Was that the regular branch, the Reserves, or the National Guard? (CHECK ALL THAT APPLY)

- <S9Q02_1> Regular branch
- <S9Q02_2> Reserves
- <S9Q02_3> National Guard

YES	1
NO	2
REFUSED	7
DON'T KNOW	8

[CATI: SKIP TO S9Q05]

<S9Q03>

Was that the regular branch or the Reserves?

- Regular branch.....1
- Reserves2
- BOTH3
- REFUSED7
- DON'T KNOW8

<S9Q04> QUESTION REMOVED

<S9Q05>

At your most recent discharge were you a commissioned officer, a warrant officer, or an enlisted person?

- Commissioned officer.....1
- Warrant officer.....2
- Enlisted person3
- NON-COMMISSIONED OFFICER.....4
- REFUSED7
- DON'T KNOW8

<S9Q06>

[CATI: IF S9Q01 = 1-11, FILL WITH ASSOCIATED REPSONSE FROM S9Q01. IF S9Q01 = 95, FILL WITH RESPONSE AT S9Q010. IF S9Q01 = 97,98, FILL "MILITARY."]

Are you currently serving in the [FILL]?

- YES1
- NO2
- REFUSED7
- DON'T KNOW8

[CATI: IF S9Q06 = 1,7,8, SKIP TO S9Q09]

<S9Q07>

What year was your last discharge?

7777=REFUSED

8888=DON'T KNOW

ENTER 4-DIGIT YEAR _____ [4-DIGIT NUMERIC, RANGE 1940-2007]

<S9Q08>

What was your length of service in years and months?

77=REFUSED

88=DON'T KNOW

<S9Q08_1> ENTER YEARS ____ [2-DIGIT NUMERIC]

(S9Q08_2> ENTER MONTHS ____ [2-DIGIT NUMERIC]

<S9Q09>

Did you serve on active duty during any of the following periods? (CHECK ALL THAT APPLY)

<S9Q09_1> Vietnam Era from August 5, 1964 to May 7, 1975

<S9Q09_2> Gulf War Era from August 2, 1990 to September 10, 2001 or.

<S9Q09_3> Operation Enduring Freedom/Operation Iraqi Freedom
from September 11, 2001 to the present

<S9Q09_4> NONE OF THE ABOVE

YES	1
NO	2
REFUSED	7
DON'T KNOW	8

<S9Q10>

The next questions are about your employment history and experience. Before enrolling in the military, did you ever work for pay?

YES	1
NO	2
REFUSED	7
DON'T KNOW	8

[CATI: IF S9Q10 = 2,7,8, SKIP TO S9Q15]

<S9Q11>

Were you employed full-time or part-time?

IF R SAYS "BOTH," PROBE: For the majority of the time, were you employed full-time or part-time? IF R INSISTS ON BOTH AFTER PROBING, CODE 1.

Full-time	1
Part-time	2
REFUSED	7
DON'T KNOW	8

[CATI: IF S9Q11 = 2,7,8, SKIP TO S9Q15]

<S9Q12>

How many years were you employed full-time before joining the military?

- LESS THAN ONE YEAR = 00
- REFUSED = 77
- DON'T KNOW = 88

ENTER YEARS _____ [2-DIGIT NUMERIC, RANGE 00-20, 77, 88]

[CATI: IF S9Q12 = 0, SKIP TO S9Q15]

<S9Q13>

Overall, how satisfied or dissatisfied were you with the full-time work you did prior to joining the military? Would you say very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

- Very satisfied.....1
- Somewhat satisfied2
- Somewhat dissatisfied4
- Very dissatisfied5
- REFUSED7
- DON'T KNOW8

[CATI: IF S9Q13 = 1,2,7,8, SKIP TO S9Q15]

<S9Q14>

What was the main reason for your dissatisfaction?

- SALARY/HOURLY WAGE TOO LOW 1
- JOB DID NOT ACCOMMODATE DISABILITY 2
- SCHEDULE IS TOO DIFFICULT TO MAINTAIN 3
- DISLIKE THAT PARTICULAR CAREER.....4
- FAMILY ISSUES 5
- COMMUTE WAS DIFFICULT6
- BENEFITS NOT ADEQUATE 7
- DISLIKE OF COWORKERS/MANAGERS.....8
- NO ROOM FOR ADVANCEMENT//NOT CHALLENGING ENOUGH9
- POOR WORK ENVIRONMENT/CONDITIONS/STRESS.....10
- MARKET SLOW/UNPREDICTABLE/NOT ENOUGH WORK.....11
- NO JOB SECURITY/LAYOFFS12
- YOUNG/INEXPERIENCED/UNSURE OF FUTURE.....13
- LACK OF TRAINING/EDUCATION14
- DISCRIMINATION15
- OTHER (SPECIFY).....95
- REFUSED97
- DON'T KNOW98

<S9Q15>

Have you worked at a civilian job for pay since leaving the military?

- YES1
- NO2
- REFUSED7
- DON'T KNOW8

[CATI: IF S9Q15 = 2,7,8, SKIP TO S10Q01]

<S9Q16>

Does your most recent civilian job generally match the occupation you were trained for while you were in the military?

- YES1
- NO2
- REFUSED7
- DON'T KNOW8

SECTION 10. HEALTH STATUS

<S10Q01>

Now I'm going to ask some general questions about your health and well-being. In general, would you say your health is excellent, very good, good, fair, or poor?

Excellent.....	1
Very good.....	2
Good.....	3
Fair.....	4
Poor.....	5
REFUSED.....	7
DON'T KNOW.....	8

<S10Q02>

During the past year, were you limited in the kind of work or other regular daily activities you do as a result of your physical health?

YES.....	1
NO.....	2
REFUSED.....	7
DON'T KNOW.....	8

[CATI: IF S10Q02 = 2,7,8, SKIP TO S10Q04]

<S10Q03>

Were you limited all of the time, most of the time, some of the time, or a little of the time?

All of the time.....	1
Most of the time.....	2
Some of the time.....	3
A little of the time.....	4
REFUSED.....	7
DON'T KNOW.....	8

<S10Q04>

During the past year, were you limited in the kind of work or other regular daily activities you do as a result of any emotional problems or mental health problems?

YES.....	1
NO.....	2
REFUSED.....	7
DON'T KNOW.....	8

[CATI: IF S10Q02 = 2,7,8, SKIP TO S10Q06]

<S10Q05>

Were you limited all of the time, most of the time, some of the time, or a little of the time?

All of the time	2
Most of the time.....	3
Some of the time.....	4
A little of the time.....	5
REFUSED.....	7
DON'T KNOW.....	8

<S10Q06>

During the past year, how much did pain interfere with your normal work, including both work outside the home and housework? Did it interfere not at all, a little bit, quite a bit, or extremely?

Not at all	1
A little bit	2
Quite a bit.....	4
Extremely	5
REFUSED.....	7
DON'T KNOW.....	8

SECTION 11. SELF-EFFICACY

<S11Q01>

Now I am going to read some statements about you. Please tell me if you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with each statement.

It is easy for me to stick to my aims and accomplish my goals.

STRONGLY AGREE	1
SOMEWHAT AGREE	2
SOMEWHAT DISAGREE	4
STRONGLY DISAGREE	5
REFUSED	7
DON'T KNOW	8

<S11Q02>

When I am confronted with a problem, I can usually find several solutions.

STRONGLY AGREE	1
SOMEWHAT AGREE	2
SOMEWHAT DISAGREE	4
STRONGLY DISAGREE	5
REFUSED	7
DON'T KNOW	8

SECTION 12: DEMOGRAPHICS

<S12Q01>

I would now like to ask you some questions about yourself. First, I have a few questions about your background.

Are you Spanish, Hispanic, or Latino?

YES	1
NO	2
REFUSED	7
DON'T KNOW	8

<S12Q02>

I'm now going to read a list of racial categories. Please select one or more to describe your race. (CHECK ALL THAT APPLY)

INTERVIEWER: IF THE RESPONDENT ANSWERS "HISPANIC" OR OTHER ETHNICITY, TRY TO OBTAIN THE RESPONDENT'S RACE.

<S12Q02_1> White.....	1
<S12Q02_2> Black or African American	2
<S12Q02_3> American Indian or Alaska Native.....	3
<S12Q02_4> Asian.....	4
<S12Q02_5> Native Hawaiian.....	5
<S12Q02_6> Other Pacific Islander	6
<S12Q02_7> HISPANIC/MEXICAN	7
<S12Q02_8> OTHER (SPECIFY)	8
YES	01
NO	02
REFUSED	77
DON'T KNOW	88

<S12Q03>

At the time you first applied for VR&E benefits, what was the highest grade or year of school you had completed?

GED	1
HIGH SCHOOL GRADUATE	2
TRADE/TECHNICAL/VOCATIONAL- AFTER HIGH SCHOOL	3
SOME COLLEGE BUT NO DEGREE	4
ASSOCIATES DEGREE IN COLLEGE	5
BACHELOR'S DEGREE	6
MASTER'S DEGREE/	7
PROFESSIONAL SCHOOL DEGREE [MD, DDS, DVM, LLB, JD]	8
DOCTORAL DEGREE [PHD, EDD]	9
LESS THAN HIGH SCHOOL	10
DON'T KNOW	97
REFUSED	98

<S12Q04>

Have you pursued other education or training programs since then?

YES	1
NO	2
DON'T KNOW	8
REFUSED	9

[CATI: IF S12Q04 = 2,7,8, SKIP TO S12Q06]

<S12Q05>

What is the highest grade or year of school you have ever completed?

[CATI: S12Q05 MUST BE GREATER THAN OR EQUAL TO S12Q03]

GED	1
HIGH SCHOOL GRADUATE	2
TRADE/TECHNICAL/VOCATIONAL- AFTER HIGH SCHOOL	3
SOME COLLEGE BUT NO DEGREE	4
ASSOCIATES DEGREE IN COLLEGE	5
BACHELOR'S DEGREE	6
MASTER'S DEGREE/	7
PROFESSIONAL SCHOOL DEGREE [MD, DDS, DVM, LLB, JD]	8
DOCTORAL DEGREE [PHD, EDD]	9
LESS THAN HIGH SCHOOL	10
DON'T KNOW	97
REFUSED	98

<S12Q06>

What is your marital status? Are you:

- Married, living with your spouse..... 1
- Married, not living with your spouse..... 2
- Widowed 3
- Divorced 4
- Legally separated..... 5
- Never been married 6
- DON'T KNOW 7
- REFUSED 8

<S12Q07>

During 2006, how many children depended on you for at least half of their support?

DON'T KNOW = 97
REFUSED = 98

ENTER NUMBER OF CHILDREN _____
[2-DIGIT NUMERIC, RANGE 00-10, 97, 98]

<S12Q08>

[CATI: IF S12Q06 NE 1 AND S12Q07 = 00, SKIP TO S12Q12. ELSE IF S12Q06 = 1, FILL "AND YOUR SPOUSE." IF S12Q07 > 0, ALSO FILL "AND YOUR DEPENDENT CHILDREN."]

I am going to read a list of income sources. Please tell me which sources are included in your total family income for 2006. For 2006, including yourself [and your spouse/and your dependent children], did you receive money from:
(CHECK ALL THAT APPLY)

- <S12Q08A> Wages, salaries, or other employment income
(PROBE IF NECESSARY "Include commissions, bonuses, or tips")
- <S12Q08B> Your own business
- <S12Q08C> Social Security
- <S12Q08D> VA service-connected disability compensation
- <S12Q08E> Any retirement or pension plan, including U.S. Civil Service Retirement, VA, or U.S. Military Retirement
- <S12Q08F> Unemployment insurance
- <S12Q08G> Interest and dividends
- <S12Q08H> Worker's Compensation or Black Lung benefit
- <S12Q08I> Public assistance, such as welfare, AFDC, or SSI payments
- <S12Q08J> Any other source

- YES 1
- NO 2
- REFUSED 7
- DON'T KNOW 8

<S12Q09>

Including any VA payments you receive, and from all sources combined, what was your total family income for 2006, before taxes and deductions?

INTERVIEWER: PLEASE ENTER WHOLE NUMBERS ONLY—NO DECIMALS.

ENTER AMOUNT \$ _____ [7-DIGIT NUMERIC]
REFUSED 9999997
DON'T KNOW 9999997

[CATI: IF AMOUNT PROVIDED AT S12Q09, I.E., S12Q09 ≠ 9999997, 9999997, SKIP TO S12Q11]

<S12Q10>

Please tell me which group best describes an estimate of your total combined family income in 2006 before taxes and deductions. Would you say:

\$10,000 or less..... 1
\$10,001 to \$20,000 2
\$20,001 to \$30,000 3
\$30,001 to \$40,000 4
\$40,001 to \$50,000 or 5
Over \$50,000 6
REFUSED 7
DON'T KNOW 8

<S12Q11>

Is there more than one income earner in your family?

YES 1
NO 2
DON'T KNOW 7
REFUSED 8

[CATI: IF S12Q11 = 2,7,8, SKIP TO S12Q15]

<S12Q12>

[CATI: SHOW ONLY THE RESPONSE CATEGORIES SELECTED BY RESPONDENT AT S12Q08A-S12Q08J, PLUS S12Q12K]

I am going to read a list of income sources. Please tell me which sources are included in your individual income for 2006. For 2006, for yourself only, did you receive money from: (CHECK ALL THAT APPLY)

- <S12Q12A> Wages, salaries, or other employment income
(PROBE IF NECESSARY "Include commissions, bonuses, or tips")
- <S12Q12B> Your own business
- <S12Q12C> Social Security
- <S12Q12D> VA service-connected disability compensation
- <S12Q12E> Any retirement or pension plan, including U.S. Civil Service Retirement or U.S. Military Retirement
- <S12Q12F> Unemployment insurance
- <S12Q12G> Interest and dividends
- <S12Q12H> Worker's Compensation or Black Lung benefit
- <S12Q12I> Public assistance, such as welfare, AFDC, or SSI payments
- <S12Q12J> Any other source
- <S12Q12K> None of the above

- YES 1
- NO 2
- REFUSED 7
- DON'T KNOW 8

<S12Q13>

Including any VA payments you receive, and from all sources combined, what was your individual income for 2006, before taxes and deductions?

INTERVIEWER: PLEASE ENTER WHOLE NUMBERS ONLY—NO DECIMALS.

[CATI: AMOUNT MUST BE LESS THAN OR EQUAL TO S12Q09]

ENTER AMOUNT \$ _____ [7-DIGIT NUMERIC]
 REFUSED 9999997
 DON'T KNOW 9999997

[CATI: IF AMOUNT PROVIDED AT S12Q13, I.E., S12Q13 ≠ 9999997, 9999997, SKIP TO S12Q15]

<S12Q14>

Please tell me which group best describes an estimate of your total INDIVIDUAL income in 2006 before taxes and deductions. Would you say:

- \$10,000 or less..... 1
- \$10,001 to \$20,000 2
- \$20,001 to \$30,000 3
- \$30,001 to \$40,000 4
- \$40,001 to \$50,000, or..... 5
- Over \$50,000 6
- REFUSED97
- DON'T KNOW98

<S12Q15>

Do you have health care coverage under any of the following sources? (CHECK ALL THAT APPLY)

- <S12Q15_1> Tri-care
- <S12Q15_2> Medicare
- <S12Q15_3> Medicaid
- <S12Q15_4> Private health insurance (such as Blue Cross or Aetna)
- <S12Q15_5> VA
- <S12Q15_6> Some other health care coverage (SPECIFY)
- <S12Q15_7> None of the above
- <S12Q15_8> EMPLOYER - UNSPECIFIED
- <S12Q15_9> DENTAL INSURANCE

- YES 1
- NO 2
- REFUSED 7
- DON'T KNOW 8

<CLOSE>

That is my final question. Thank you very much for the time and effort you have spent helping us to understand VR&E's impact of service of its veteran customers. Your answers will greatly assist the VA in providing quality programs for all veterans. Thanks on behalf of the VA, and all of your fellow veterans. Goodbye.

APPENDIX C: ADVANCE LETTERS

[VA LETTERHEAD]

[Date]

OMB Control Number: 2900-0694

[Name]

[Address Line 1]

[Address Line 2]

[City, State ZIP]

Dear [Name]:

I am writing this letter to ask you for your help in an important Department of Veterans Affairs' (VA) study to improve our programs that are designed to assist veterans with service-connected disabilities to prepare for and obtain employment. In particular, VA wants to learn why veterans with service-connected disabilities do or do not complete VA's Vocational Rehabilitation and Employment (VR&E) Program. You have been randomly selected as an eligible veteran to participate in this study.

VA has hired an independent research company, Abt Associates, Inc., to interview you by phone. In the next few weeks, a professional interviewer will contact you to explain the purpose of the study, and to invite you to participate. All of the answers you give will be kept strictly confidential and no individual person or household will be identified in any report resulting from this study. The information you provide is protected under the Privacy Act and section 5701 of Title 38 of the U.S. Code. Additional information on the purpose of the study and copies of the Privacy Act and relevant sections of the U.S. Code may be found on our Website at www.va.gov/vetdata/, click on Surveys. Your answers will not affect your VA benefits in any way. On average, interviews will take about 20 minutes to complete.

Your participation in this study is voluntary. VA urges you to participate because only you can tell us about your unique experience as a veteran. Your answers, along with those of other veterans, will help us make improvements to the program so that we can better serve veterans like you.

Please accept my personal thanks for your service to our country and for your participation in this important project.

Respectfully yours,



Ron Thomas
Deputy Assistant Secretary for Policy
VA Office of Policy, Planning, and Preparedness



Abt Associates Inc.

[Date]

[Name]

[Address Line 1]

[Address Line 2]

[City, State ZIP]

Dear [Name]:

The Department of Veterans Affairs (VA) is requesting your help in an important research study about veterans and employment. The information from this study will help to improve VA programs designed to enable veterans to live independently and to secure employment.

Although VA programs to help veterans gain employment exist, a large number of veterans do not complete these programs for reasons such as health problems, family and financial issues, and problems arising from their disabilities. Since there is very limited information about the reasons why veterans do not complete these programs, your participation in this national study is very important. We are asking you to complete a questionnaire, requiring 20 minutes or less of your time.

Your participation in this study is completely voluntary. You may refuse to participate or end the interview at any time without penalty or loss of benefits to which you may otherwise be entitled. All information you provide will be kept confidential and protected under the Privacy Act and section 5701 of Title 38 of the U.S. Code. No individual person or household will be identified in any reports resulting from the study.

We hope that you will take a few minutes to help with this important research when an interviewer from Abt Associates calls, and thank you in advance for your time. You may call Abt Associates' toll-free telephone number (1-877-286-6318) to participate immediately if you want.

We appreciate your taking the time to talk to us. Thank you for your assistance.

Sincerely,

A handwritten signature in blue ink that reads "Larry Osborn". The signature is written in a cursive, flowing style.

Larry Osborn, M.P.H.
Project Director

Appendix D: Standard Occupational Classification

11-0000 Management Occupations

11-1000 Top Executives

11-1010 Chief Executives

11-1011 Chief Executives

11-1020 General and Operations Managers

11-1021 General and Operations Managers

11-1030 Legislators

11-1031 Legislators

11-2000 Advertising, Marketing, Promotions, Public Relations, and Sales Managers

11-2010 Advertising and Promotions Managers

11-2011 Advertising and Promotions Managers

11-2020 Marketing and Sales Managers

11-2021 Marketing Managers

11-2022 Sales Managers

11-2030 Public Relations Managers

11-2031 Public Relations Managers

11-3000 Operations Specialties Managers

11-3010 Administrative Services Managers

11-3011 Administrative Services Managers

11-3020 Computer and Information Systems Managers

11-3021 Computer and Information Systems Managers

11-3030 Financial Managers

11-3031 Financial Managers

11-3040 Human Resources Managers

11-3041 Compensation and Benefits Managers

11-3042 Training and Development Managers

11-3049 Human Resources Managers, All Other

11-3050 Industrial Production Managers

11-3051 Industrial Production Managers

11-3060 Purchasing Managers

11-3061 Purchasing Managers

11-3070 Transportation, Storage, and Distribution Managers

11-3071 Transportation, Storage, and Distribution Managers

11-9000 Other Management Occupations

11-9010 Agricultural Managers

11-9011 Farm, Ranch, and Other Agricultural Managers

11-9012 Farmers and Ranchers

11-9020 Construction Managers

11-9021 Construction Managers

11-9030 Education Administrators

11-9031 Education Administrators, Preschool and Child Care Center/Program

11-9032 Education Administrators, Elementary and Secondary School

11-9033 Education Administrators, Postsecondary

11-9039 Education Administrators, All Other

11-9040 Engineering Managers

11-9041 Engineering Managers

11-9050 Food Service Managers

11-9051 Food Service Managers

11-9060 Funeral Directors

11-9061 Funeral Directors

11-9070 Gaming Managers

11-9071 Gaming Managers

- 11-9080 Lodging Managers
 - 11-9081 Lodging Managers
- 11-9110 Medical and Health Services Managers
 - 11-9111 Medical and Health Services Managers
- 11-9120 Natural Sciences Managers
 - 11-9121 Natural Sciences Managers
- 11-9130 Postmasters and Mail Superintendents
 - 11-9131 Postmasters and Mail Superintendents
- 11-9140 Property, Real Estate, and Community Association Managers
 - 11-9141 Property, Real Estate, and Community Association Managers
- 11-9150 Social and Community Service Managers
 - 11-9151 Social and Community Service Managers
- 11-9190 Miscellaneous Managers
 - 11-9199 Managers, All Other

13-0000 Business and Financial Operations Occupations

- 13-1000 Business Operations Specialists
 - 13-1010 Agents and Business Managers of Artists, Performers, and Athletes
 - 13-1011 Agents and Business Managers of Artists, Performers, and Athletes
 - 13-1020 Buyers and Purchasing Agents
 - 13-1021 Purchasing Agents and Buyers, Farm Products
 - 13-1022 Wholesale and Retail Buyers, Except Farm Products
 - 13-1023 Purchasing Agents, Except Wholesale, Retail, and Farm Products
 - 13-1030 Claims Adjusters, Appraisers, Examiners, and Investigators
 - 13-1031 Claims Adjusters, Examiners, and Investigators
 - 13-1032 Insurance Appraisers, Auto Damage
 - 13-1040 Compliance Officers, Except Agriculture, Construction, Health and Safety, and Transportation
 - 13-1041 Compliance Officers, Except Agriculture, Construction, Health and Safety, and Transportation
 - 13-1050 Cost Estimators
 - 13-1051 Cost Estimators
 - 13-1060 Emergency Management Specialists
 - 13-1061 Emergency Management Specialists
 - 13-1070 Human Resources, Training, and Labor Relations Specialists
 - 13-1071 Employment, Recruitment, and Placement Specialists
 - 13-1072 Compensation, Benefits, and Job Analysis Specialists
 - 13-1073 Training and Development Specialists
 - 13-1079 Human Resources, Training, and Labor Relations Specialists, All Other
 - 13-1080 Logisticians
 - 13-1081 Logisticians
 - 13-1110 Management Analysts
 - 13-1111 Management Analysts
 - 13-1120 Meeting and Convention Planners
 - 13-1121 Meeting and Convention Planners
 - 13-1190 Miscellaneous Business Operations Specialists
 - 13-1199 Business Operations Specialists, All Other
- 13-2000 Financial Specialists
 - 13-2010 Accountants and Auditors
 - 13-2011 Accountants and Auditors
 - 13-2020 Appraisers and Assessors of Real Estate
 - 13-2021 Appraisers and Assessors of Real Estate
 - 13-2030 Budget Analysts
 - 13-2031 Budget Analysts
 - 13-2040 Credit Analysts
 - 13-2041 Credit Analysts
 - 13-2050 Financial Analysts and Advisors
 - 13-2051 Financial Analysts
 - 13-2052 Personal Financial Advisors

- 13-2053 Insurance Underwriters
- 13-2060 Financial Examiners
 - 13-2061 Financial Examiners
- 13-2070 Loan Counselors and Officers
 - 13-2071 Loan Counselors
 - 13-2072 Loan Officers
- 13-2080 Tax Examiners, Collectors, Preparers, and Revenue Agents
 - 13-2081 Tax Examiners, Collectors, and Revenue Agents
 - 13-2082 Tax Preparers
- 13-2090 Miscellaneous Financial Specialists
 - 13-2099 Financial Specialists, All Other
- 15-0000 Computer and Mathematical Occupations**
 - 15-1000 Computer Specialists
 - 15-1010 Computer and Information Scientists, Research
 - 15-1011 Computer and Information Scientists, Research
 - 15-1020 Computer Programmers
 - 15-1021 Computer Programmers
 - 15-1030 Computer Software Engineers
 - 15-1031 Computer Software Engineers, Applications
 - 15-1032 Computer Software Engineers, Systems Software
 - 15-1040 Computer Support Specialists
 - 15-1041 Computer Support Specialists
 - 15-1050 Computer Systems Analysts
 - 15-1051 Computer Systems Analysts
 - 15-1060 Database Administrators
 - 15-1061 Database Administrators
 - 15-1070 Network and Computer Systems Administrators
 - 15-1071 Network and Computer Systems Administrators
 - 15-1080 Network Systems and Data Communications Analysts
 - 15-1081 Network Systems and Data Communications Analysts
 - 15-1090 Miscellaneous Computer Specialists
 - 15-1099 Computer Specialists, All Other
- 15-2000 Mathematical Science Occupations
 - 15-2010 Actuaries
 - 15-2011 Actuaries
 - 15-2020 Mathematicians
 - 15-2021 Mathematicians
 - 15-2030 Operations Research Analysts
 - 15-2031 Operations Research Analysts
 - 15-2040 Statisticians
 - 15-2041 Statisticians
 - 15-2090 Miscellaneous Mathematical Science Occupations
 - 15-2091 Mathematical Technicians
 - 15-2099 Mathematical Science Occupations, All Other
- 17-0000 Architecture and Engineering Occupations**
 - 17-1000 Architects, Surveyors, and Cartographers
 - 17-1010 Architects, Except Naval
 - 17-1011 Architects, Except Landscape and Naval
 - 17-1012 Landscape Architects
 - 17-1020 Surveyors, Cartographers, and Photogrammetrists
 - 17-1021 Cartographers and Photogrammetrists
 - 17-1022 Surveyors
 - 17-2000 Engineers
 - 17-2010 Aerospace Engineers
 - 17-2011 Aerospace Engineers
 - 17-2020 Agricultural Engineers

- 17-2021 Agricultural Engineers
- 17-2030 Biomedical Engineers
 - 17-2031 Biomedical Engineers
- 17-2040 Chemical Engineers
 - 17-2041 Chemical Engineers
- 17-2050 Civil Engineers
 - 17-2051 Civil Engineers
- 17-2060 Computer Hardware Engineers
 - 17-2061 Computer Hardware Engineers
- 17-2070 Electrical and Electronics Engineers
 - 17-2071 Electrical Engineers
 - 17-2072 Electronics Engineers, Except Computer
- 17-2080 Environmental Engineers
 - 17-2081 Environmental Engineers
- 17-2110 Industrial Engineers, Including Health and Safety
 - 17-2111 Health and Safety Engineers, Except Mining Safety Engineers and Inspectors
 - 17-2112 Industrial Engineers
- 17-2120 Marine Engineers and Naval Architects
 - 17-2121 Marine Engineers and Naval Architects
- 17-2130 Materials Engineers
 - 17-2131 Materials Engineers
- 17-2140 Mechanical Engineers
 - 17-2141 Mechanical Engineers
- 17-2150 Mining and Geological Engineers, Including Mining Safety Engineers
 - 17-2151 Mining and Geological Engineers, Including Mining Safety Engineers
- 17-2160 Nuclear Engineers
 - 17-2161 Nuclear Engineers
- 17-2170 Petroleum Engineers
 - 17-2171 Petroleum Engineers
- 17-2190 Miscellaneous Engineers
 - 17-2199 Engineers, All Other
- 17-3000 Drafters, Engineering, and Mapping Technicians
 - 17-3010 Drafters
 - 17-3011 Architectural and Civil Drafters
 - 17-3012 Electrical and Electronics Drafters
 - 17-3013 Mechanical Drafters
 - 17-3019 Drafters, All Other
 - 17-3020 Engineering Technicians, Except Drafters
 - 17-3021 Aerospace Engineering and Operations Technicians
 - 17-3022 Civil Engineering Technicians
 - 17-3023 Electrical and Electronic Engineering Technicians
 - 17-3024 Electro-Mechanical Technicians
 - 17-3025 Environmental Engineering Technicians
 - 17-3026 Industrial Engineering Technicians
 - 17-3027 Mechanical Engineering Technicians
 - 17-3029 Engineering Technicians, Except Drafters, All Other
 - 17-3030 Surveying and Mapping Technicians
 - 17-3031 Surveying and Mapping Technicians
- 19-0000 Life, Physical, and Social Science Occupations**
 - 19-1000 Life Scientists
 - 19-1010 Agricultural and Food Scientists
 - 19-1011 Animal Scientists
 - 19-1012 Food Scientists and Technologists
 - 19-1013 Soil and Plant Scientists
 - 19-1020 Biological Scientists
 - 19-1021 Biochemists and Biophysicists

- 19-1022 Microbiologists
- 19-1023 Zoologists and Wildlife Biologists
- 19-1029 Biological Scientists, All Other
- 19-1030 Conservation Scientists and Foresters
 - 19-1031 Conservation Scientists
 - 19-1032 Foresters
- 19-1040 Medical Scientists
 - 19-1041 Epidemiologists
 - 19-1042 Medical Scientists, Except Epidemiologists
- 19-1090 Miscellaneous Life Scientists
 - 19-1099 Life Scientists, All Other
- 19-2000 Physical Scientists
 - 19-2010 Astronomers and Physicists
 - 19-2011 Astronomers
 - 19-2012 Physicists
 - 19-2020 Atmospheric and Space Scientists
 - 19-2021 Atmospheric and Space Scientists
 - 19-2030 Chemists and Materials Scientists
 - 19-2031 Chemists
 - 19-2032 Materials Scientists
 - 19-2040 Environmental Scientists and Geoscientists
 - 19-2041 Environmental Scientists and Specialists, Including Health
 - 19-2042 Geoscientists, Except Hydrologists and Geographers
 - 19-2043 Hydrologists
 - 19-2090 Miscellaneous Physical Scientists
 - 19-2099 Physical Scientists, All Other
- 19-3000 Social Scientists and Related Workers
 - 19-3010 Economists
 - 19-3011 Economists
 - 19-3020 Market and Survey Researchers
 - 19-3021 Market Research Analysts
 - 19-3022 Survey Researchers
 - 19-3030 Psychologists
 - 19-3031 Clinical, Counseling, and School Psychologists
 - 19-3032 Industrial-Organizational Psychologists
 - 19-3039 Psychologists, All Other
 - 19-3040 Sociologists
 - 19-3041 Sociologists
 - 19-3050 Urban and Regional Planners
 - 19-3051 Urban and Regional Planners
 - 19-3090 Miscellaneous Social Scientists and Related Workers
 - 19-3091 Anthropologists and Archeologists
 - 19-3092 Geographers
 - 19-3093 Historians
 - 19-3094 Political Scientists
 - 19-3099 Social Scientists and Related Workers, All Other
- 19-4000 Life, Physical, and Social Science Technicians
 - 19-4010 Agricultural and Food Science Technicians
 - 19-4011 Agricultural and Food Science Technicians
 - 19-4020 Biological Technicians
 - 19-4021 Biological Technicians
 - 19-4030 Chemical Technicians
 - 19-4031 Chemical Technicians
 - 19-4040 Geological and Petroleum Technicians
 - 19-4041 Geological and Petroleum Technicians
 - 19-4050 Nuclear Technicians

- 19-4051 Nuclear Technicians
- 19-4060 Social Science Research Assistants
 - 19-4061 Social Science Research Assistants
- 19-4090 Miscellaneous Life, Physical, and Social Science Technicians
 - 19-4091 Environmental Science and Protection Technicians, Including Health
 - 19-4092 Forensic Science Technicians
 - 19-4093 Forest and Conservation Technicians
 - 19-4099 Life, Physical, and Social Science Technicians, All Other
- 21-0000 Community and Social Services Occupations**
 - 21-1000 Counselors, Social Workers, and Other Community and Social Service Specialists
 - 21-1010 Counselors
 - 21-1011 Substance Abuse and Behavioral Disorder Counselors
 - 21-1012 Educational, Vocational, and School Counselors
 - 21-1013 Marriage and Family Therapists
 - 21-1014 Mental Health Counselors
 - 21-1015 Rehabilitation Counselors
 - 21-1019 Counselors, All Other
 - 21-1020 Social Workers
 - 21-1021 Child, Family, and School Social Workers
 - 21-1022 Medical and Public Health Social Workers
 - 21-1023 Mental Health and Substance Abuse Social Workers
 - 21-1029 Social Workers, All Other
 - 21-1090 Miscellaneous Community and Social Service Specialists
 - 21-1091 Health Educators
 - 21-1092 Probation Officers and Correctional Treatment Specialists
 - 21-1093 Social and Human Service Assistants
 - 21-1099 Community and Social Service Specialists, All Other
 - 21-2000 Religious Workers
 - 21-2010 Clergy
 - 21-2011 Clergy
 - 21-2020 Directors, Religious Activities and Education
 - 21-2021 Directors, Religious Activities and Education
 - 21-2090 Miscellaneous Religious Workers
 - 21-2099 Religious Workers, All Other
- 23-0000 Legal Occupations**
 - 23-1000 Lawyers, Judges, and Related Workers
 - 23-1010 Lawyers
 - 23-1011 Lawyers
 - 23-1020 Judges, Magistrates, and Other Judicial Workers
 - 23-1021 Administrative Law Judges, Adjudicators, and Hearing Officers
 - 23-1022 Arbitrators, Mediators, and Conciliators
 - 23-1023 Judges, Magistrate Judges, and Magistrates
 - 23-2000 Legal Support Workers
 - 23-2010 Paralegals and Legal Assistants
 - 23-2011 Paralegals and Legal Assistants
 - 23-2090 Miscellaneous Legal Support Workers
 - 23-2091 Court Reporters
 - 23-2092 Law Clerks
 - 23-2093 Title Examiners, Abstractors, and Searchers
 - 23-2099 Legal Support Workers, All Other
- 25-0000 Education, Training, and Library Occupations**
 - 25-1000 Postsecondary Teachers
 - 25-1010 Business Teachers, Postsecondary
 - 25-1011 Business Teachers, Postsecondary
 - 25-1020 Math and Computer Teachers, Postsecondary
 - 25-1021 Computer Science Teachers, Postsecondary

- 25-1022 Mathematical Science Teachers, Postsecondary
- 25-1030 Engineering and Architecture Teachers, Postsecondary
 - 25-1031 Architecture Teachers, Postsecondary
 - 25-1032 Engineering Teachers, Postsecondary
- 25-1040 Life Sciences Teachers, Postsecondary
 - 25-1041 Agricultural Sciences Teachers, Postsecondary
 - 25-1042 Biological Science Teachers, Postsecondary
 - 25-1043 Forestry and Conservation Science Teachers, Postsecondary
- 25-1050 Physical Sciences Teachers, Postsecondary
 - 25-1051 Atmospheric, Earth, Marine, and Space Sciences Teachers, Postsecondary
 - 25-1052 Chemistry Teachers, Postsecondary
 - 25-1053 Environmental Science Teachers, Postsecondary
 - 25-1054 Physics Teachers, Postsecondary
- 25-1060 Social Sciences Teachers, Postsecondary
 - 25-1061 Anthropology and Archeology Teachers, Postsecondary
 - 25-1062 Area, Ethnic, and Cultural Studies Teachers, Postsecondary
 - 25-1063 Economics Teachers, Postsecondary
 - 25-1064 Geography Teachers, Postsecondary
 - 25-1065 Political Science Teachers, Postsecondary
 - 25-1066 Psychology Teachers, Postsecondary
 - 25-1067 Sociology Teachers, Postsecondary
 - 25-1069 Social Sciences Teachers, Postsecondary, All Other
- 25-1070 Health Teachers, Postsecondary
 - 25-1071 Health Specialties Teachers, Postsecondary
 - 25-1072 Nursing Instructors and Teachers, Postsecondary
- 25-1080 Education and Library Science Teachers, Postsecondary
 - 25-1081 Education Teachers, Postsecondary
 - 25-1082 Library Science Teachers, Postsecondary
- 25-1110 Law, Criminal Justice, and Social Work Teachers, Postsecondary
 - 25-1111 Criminal Justice and Law Enforcement Teachers, Postsecondary
 - 25-1112 Law Teachers, Postsecondary
 - 25-1113 Social Work Teachers, Postsecondary
- 25-1120 Arts, Communications, and Humanities Teachers, Postsecondary
 - 25-1121 Art, Drama, and Music Teachers, Postsecondary
 - 25-1122 Communications Teachers, Postsecondary
 - 25-1123 English Language and Literature Teachers, Postsecondary
 - 25-1124 Foreign Language and Literature Teachers, Postsecondary
 - 25-1125 History Teachers, Postsecondary
 - 25-1126 Philosophy and Religion Teachers, Postsecondary
- 25-1190 Miscellaneous Postsecondary Teachers
 - 25-1191 Graduate Teaching Assistants
 - 25-1192 Home Economics Teachers, Postsecondary
 - 25-1193 Recreation and Fitness Studies Teachers, Postsecondary
 - 25-1194 Vocational Education Teachers, Postsecondary
 - 25-1199 Postsecondary Teachers, All Other
- 25-2000 Primary, Secondary, and Special Education School Teachers
 - 25-2010 Preschool and Kindergarten Teachers
 - 25-2011 Preschool Teachers, Except Special Education
 - 25-2012 Kindergarten Teachers, Except Special Education
 - 25-2020 Elementary and Middle School Teachers
 - 25-2021 Elementary School Teachers, Except Special Education
 - 25-2022 Middle School Teachers, Except Special and Vocational Education
 - 25-2023 Vocational Education Teachers, Middle School
 - 25-2030 Secondary School Teachers
 - 25-2031 Secondary School Teachers, Except Special and Vocational Education
 - 25-2032 Vocational Education Teachers, Secondary School

- 25-2040 Special Education Teachers
 - 25-2041 Special Education Teachers, Preschool, Kindergarten, and Elementary School
 - 25-2042 Special Education Teachers, Middle School
 - 25-2043 Special Education Teachers, Secondary School
- 25-3000 Other Teachers and Instructors
 - 25-3010 Adult Literacy, Remedial Education, and GED Teachers and Instructors
 - 25-3011 Adult Literacy, Remedial Education, and GED Teachers and Instructors
 - 25-3020 Self-Enrichment Education Teachers
 - 25-3021 Self-Enrichment Education Teachers
 - 25-3090 Miscellaneous Teachers and Instructors
 - 25-3099 Teachers and Instructors, All Other
- 25-4000 Librarians, Curators, and Archivists
 - 25-4010 Archivists, Curators, and Museum Technicians
 - 25-4011 Archivists
 - 25-4012 Curators
 - 25-4013 Museum Technicians and Conservators
 - 25-4020 Librarians
 - 25-4021 Librarians
 - 25-4030 Library Technicians
 - 25-4031 Library Technicians
- 25-9000 Other Education, Training, and Library Occupations
 - 25-9010 Audio-Visual Collections Specialists
 - 25-9011 Audio-Visual Collections Specialists
 - 25-9020 Farm and Home Management Advisors
 - 25-9021 Farm and Home Management Advisors
 - 25-9030 Instructional Coordinators
 - 25-9031 Instructional Coordinators
 - 25-9040 Teacher Assistants
 - 25-9041 Teacher Assistants
 - 25-9090 Miscellaneous Education, Training, and Library Workers
 - 25-9099 Education, Training, and Library Workers, All Other
- 27-0000 Arts, Design, Entertainment, Sports, and Media Occupations**
 - 27-1000 Art and Design Workers
 - 27-1010 Artists and Related Workers
 - 27-1011 Art Directors
 - 27-1012 Craft Artists
 - 27-1013 Fine Artists, Including Painters, Sculptors, and Illustrators
 - 27-1014 Multi-Media Artists and Animators
 - 27-1019 Artists and Related Workers, All Other
 - 27-1020 Designers
 - 27-1021 Commercial and Industrial Designers
 - 27-1022 Fashion Designers
 - 27-1023 Floral Designers
 - 27-1024 Graphic Designers
 - 27-1025 Interior Designers
 - 27-1026 Merchandise Displayers and Window Trimmers
 - 27-1027 Set and Exhibit Designers
 - 27-1029 Designers, All Other
 - 27-2000 Entertainers and Performers, Sports and Related Workers
 - 27-2010 Actors, Producers, and Directors
 - 27-2011 Actors
 - 27-2012 Producers and Directors
 - 27-2020 Athletes, Coaches, Umpires, and Related Workers
 - 27-2021 Athletes and Sports Competitors
 - 27-2022 Coaches and Scouts
 - 27-2023 Umpires, Referees, and Other Sports Officials

- 27-2030 Dancers and Choreographers
 - 27-2031 Dancers
 - 27-2032 Choreographers
- 27-2040 Musicians, Singers, and Related Workers
 - 27-2041 Music Directors and Composers
 - 27-2042 Musicians and Singers
- 27-2090 Miscellaneous Entertainers and Performers, Sports and Related Workers
 - 27-2099 Entertainers and Performers, Sports and Related Workers, All Other
- 27-3000 Media and Communication Workers
 - 27-3010 Announcers
 - 27-3011 Radio and Television Announcers
 - 27-3012 Public Address System and Other Announcers
 - 27-3020 News Analysts, Reporters and Correspondents
 - 27-3021 Broadcast News Analysts
 - 27-3022 Reporters and Correspondents
 - 27-3030 Public Relations Specialists
 - 27-3031 Public Relations Specialists
 - 27-3040 Writers and Editors
 - 27-3041 Editors
 - 27-3042 Technical Writers
 - 27-3043 Writers and Authors
 - 27-3090 Miscellaneous Media and Communication Workers
 - 27-3091 Interpreters and Translators
 - 27-3099 Media and Communication Workers, All Other
- 27-4000 Media and Communication Equipment Workers
 - 27-4010 Broadcast and Sound Engineering Technicians and Radio Operators
 - 27-4011 Audio and Video Equipment Technicians
 - 27-4012 Broadcast Technicians
 - 27-4013 Radio Operators
 - 27-4014 Sound Engineering Technicians
 - 27-4020 Photographers
 - 27-4021 Photographers
 - 27-4030 Television, Video, and Motion Picture Camera Operators and Editors
 - 27-4031 Camera Operators, Television, Video, and Motion Picture
 - 27-4032 Film and Video Editors
 - 27-4090 Miscellaneous Media and Communication Equipment Workers
 - 27-4099 Media and Communication Equipment Workers, All Other
- 29-0000 Healthcare Practitioners and Technical Occupations**
 - 29-1000 Health Diagnosing and Treating Practitioners
 - 29-1010 Chiropractors
 - 29-1011 Chiropractors
 - 29-1020 Dentists
 - 29-1021 Dentists, General
 - 29-1022 Oral and Maxillofacial Surgeons
 - 29-1023 Orthodontists
 - 29-1024 Prosthodontists
 - 29-1029 Dentists, All Other Specialists
 - 29-1030 Dietitians and Nutritionists
 - 29-1031 Dietitians and Nutritionists
 - 29-1040 Optometrists
 - 29-1041 Optometrists
 - 29-1050 Pharmacists
 - 29-1051 Pharmacists
 - 29-1060 Physicians and Surgeons
 - 29-1061 Anesthesiologists
 - 29-1062 Family and General Practitioners

- 29-1063 Internists, General
- 29-1064 Obstetricians and Gynecologists
- 29-1065 Pediatricians, General
- 29-1066 Psychiatrists
- 29-1067 Surgeons
- 29-1069 Physicians and Surgeons, All Other
- 29-1070 Physician Assistants
 - 29-1071 Physician Assistants
- 29-1080 Podiatrists
 - 29-1081 Podiatrists
- 29-1110 Registered Nurses
 - 29-1111 Registered Nurses
- 29-1120 Therapists
 - 29-1121 Audiologists
 - 29-1122 Occupational Therapists
 - 29-1123 Physical Therapists
 - 29-1124 Radiation Therapists
 - 29-1125 Recreational Therapists
 - 29-1126 Respiratory Therapists
 - 29-1127 Speech-Language Pathologists
 - 29-1129 Therapists, All Other
- 29-1130 Veterinarians
 - 29-1131 Veterinarians
- 29-1190 Miscellaneous Health Diagnosing and Treating Practitioners
 - 29-1199 Health Diagnosing and Treating Practitioners, All Other
- 29-2000 Health Technologists and Technicians
 - 29-2010 Clinical Laboratory Technologists and Technicians
 - 29-2011 Medical and Clinical Laboratory Technologists
 - 29-2012 Medical and Clinical Laboratory Technicians
 - 29-2020 Dental Hygienists
 - 29-2021 Dental Hygienists
 - 29-2030 Diagnostic Related Technologists and Technicians
 - 29-2031 Cardiovascular Technologists and Technicians
 - 29-2032 Diagnostic Medical Sonographers
 - 29-2033 Nuclear Medicine Technologists
 - 29-2034 Radiologic Technologists and Technicians
 - 29-2040 Emergency Medical Technicians and Paramedics
 - 29-2041 Emergency Medical Technicians and Paramedics
 - 29-2050 Health Diagnosing and Treating Practitioner Support Technicians
 - 29-2051 Dietetic Technicians
 - 29-2052 Pharmacy Technicians
 - 29-2053 Psychiatric Technicians
 - 29-2054 Respiratory Therapy Technicians
 - 29-2055 Surgical Technologists
 - 29-2056 Veterinary Technologists and Technicians
 - 29-2060 Licensed Practical and Licensed Vocational Nurses
 - 29-2061 Licensed Practical and Licensed Vocational Nurses
 - 29-2070 Medical Records and Health Information Technicians
 - 29-2071 Medical Records and Health Information Technicians
 - 29-2080 Opticians, Dispensing
 - 29-2081 Opticians, Dispensing
 - 29-2090 Miscellaneous Health Technologists and Technicians
 - 29-2091 Orthotists and Prosthetists
 - 29-2099 Health Technologists and Technicians, All Other
- 29-9000 Other Healthcare Practitioners and Technical Occupations
 - 29-9010 Occupational Health and Safety Specialists and Technicians

- 29-9011 Occupational Health and Safety Specialists
- 29-9012 Occupational Health and Safety Technicians
- 29-9090 Miscellaneous Health Practitioners and Technical Workers
- 29-9091 Athletic Trainers
- 29-9099 Healthcare Practitioners and Technical Workers, All Other

31-0000 Healthcare Support Occupations

- 31-1000 Nursing, Psychiatric, and Home Health Aides
 - 31-1010 Nursing, Psychiatric, and Home Health Aides
 - 31-1011 Home Health Aides
 - 31-1012 Nursing Aides, Orderlies, and Attendants
 - 31-1013 Psychiatric Aides
- 31-2000 Occupational and Physical Therapist Assistants and Aides
 - 31-2010 Occupational Therapist Assistants and Aides
 - 31-2011 Occupational Therapist Assistants
 - 31-2012 Occupational Therapist Aides
 - 31-2020 Physical Therapist Assistants and Aides
 - 31-2021 Physical Therapist Assistants
 - 31-2022 Physical Therapist Aides
- 31-9000 Other Healthcare Support Occupations
 - 31-9010 Massage Therapists
 - 31-9011 Massage Therapists
 - 31-9090 Miscellaneous Healthcare Support Occupations
 - 31-9091 Dental Assistants
 - 31-9092 Medical Assistants
 - 31-9093 Medical Equipment Preparers
 - 31-9094 Medical Transcriptionists
 - 31-9095 Pharmacy Aides
 - 31-9096 Veterinary Assistants and Laboratory Animal Caretakers
 - 31-9099 Healthcare Support Workers, All Other

33-0000 Protective Service Occupations

- 33-1000 First-Line Supervisors/Managers, Protective Service Workers
 - 33-1010 First-Line Supervisors/Managers, Law Enforcement Workers
 - 33-1011 First-Line Supervisors/Managers of Correctional Officers
 - 33-1012 First-Line Supervisors/Managers of Police and Detectives
 - 33-1020 First-Line Supervisors/Managers, Fire Fighting and Prevention Workers
 - 33-1021 First-Line Supervisors/Managers of Fire Fighting and Prevention Workers
 - 33-1090 Miscellaneous First-Line Supervisors/Managers, Protective Service Workers
 - 33-1099 First-Line Supervisors/Managers, Protective Service Workers, All Other
- 33-2000 Fire Fighting and Prevention Workers
 - 33-2010 Fire Fighters
 - 33-2011 Fire Fighters
 - 33-2020 Fire Inspectors
 - 33-2021 Fire Inspectors and Investigators
 - 33-2022 Forest Fire Inspectors and Prevention Specialists
- 33-3000 Law Enforcement Workers
 - 33-3010 Bailiffs, Correctional Officers, and Jailers
 - 33-3011 Bailiffs
 - 33-3012 Correctional Officers and Jailers
 - 33-3020 Detectives and Criminal Investigators
 - 33-3021 Detectives and Criminal Investigators
 - 33-3030 Fish and Game Wardens
 - 33-3031 Fish and Game Wardens
 - 33-3040 Parking Enforcement Workers
 - 33-3041 Parking Enforcement Workers
 - 33-3050 Police Officers
 - 33-3051 Police and Sheriff's Patrol Officers

- 33-3052 Transit and Railroad Police
- 33-9000 Other Protective Service Workers
 - 33-9010 Animal Control Workers
 - 33-9011 Animal Control Workers
 - 33-9020 Private Detectives and Investigators
 - 33-9021 Private Detectives and Investigators
 - 33-9030 Security Guards and Gaming Surveillance Officers
 - 33-9031 Gaming Surveillance Officers and Gaming Investigators
 - 33-9032 Security Guards
 - 33-9090 Miscellaneous Protective Service Workers
 - 33-9091 Crossing Guards
 - 33-9092 Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers
 - 33-9099 Protective Service Workers, All Other
- 35-0000 Food Preparation and Serving Related Occupations**
 - 35-1000 Supervisors, Food Preparation and Serving Workers
 - 35-1010 First-Line Supervisors/Managers, Food Preparation and Serving Workers
 - 35-1011 Chefs and Head Cooks
 - 35-1012 First-Line Supervisors/Managers of Food Preparation and Serving Workers
 - 35-2000 Cooks and Food Preparation Workers
 - 35-2010 Cooks
 - 35-2011 Cooks, Fast Food
 - 35-2012 Cooks, Institution and Cafeteria
 - 35-2013 Cooks, Private Household
 - 35-2014 Cooks, Restaurant
 - 35-2015 Cooks, Short Order
 - 35-2019 Cooks, All Other
 - 35-2020 Food Preparation Workers
 - 35-2021 Food Preparation Workers
 - 35-3000 Food and Beverage Serving Workers
 - 35-3010 Bartenders
 - 35-3011 Bartenders
 - 35-3020 Fast Food and Counter Workers
 - 35-3021 Combined Food Preparation and Serving Workers, Including Fast Food
 - 35-3022 Counter Attendants, Cafeteria, Food Concession, and Coffee Shop
 - 35-3030 Waiters and Waitresses
 - 35-3031 Waiters and Waitresses
 - 35-3040 Food Servers, Nonrestaurant
 - 35-3041 Food Servers, Nonrestaurant
 - 35-9000 Other Food Preparation and Serving Related Workers
 - 35-9010 Dining Room and Cafeteria Attendants and Bartender Helpers
 - 35-9011 Dining Room and Cafeteria Attendants and Bartender Helpers
 - 35-9020 Dishwashers
 - 35-9021 Dishwashers
 - 35-9030 Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop
 - 35-9031 Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop
 - 35-9090 Miscellaneous Food Preparation and Serving Related Workers
 - 35-9099 Food Preparation and Serving Related Workers, All Other
- 37-0000 Building and Grounds Cleaning and Maintenance Occupations**
 - 37-1000 Supervisors, Building and Grounds Cleaning and Maintenance Workers
 - 37-1010 First-Line Supervisors/Managers, Building and Grounds Cleaning and Maintenance Workers
 - 37-1011 First-Line Supervisors/Managers of Housekeeping and Janitorial Workers
 - 37-1012 First-Line Supervisors/Managers of Landscaping, Lawn Service, and Groundskeeping Workers
 - 37-2000 Building Cleaning and Pest Control Workers
 - 37-2010 Building Cleaning Workers
 - 37-2011 Janitors and Cleaners, Except Maids and Housekeeping Cleaners
 - 37-2012 Maids and Housekeeping Cleaners

- 37-2019 Building Cleaning Workers, All Other
- 37-2020 Pest Control Workers
- 37-2021 Pest Control Workers
- 37-3000 Grounds Maintenance Workers
 - 37-3010 Grounds Maintenance Workers
 - 37-3011 Landscaping and Groundskeeping Workers
 - 37-3012 Pesticide Handlers, Sprayers, and Applicators, Vegetation
 - 37-3013 Tree Trimmers and Pruners
 - 37-3019 Grounds Maintenance Workers, All Other
- 39-0000 Personal Care and Service Occupations**
 - 39-1000 Supervisors, Personal Care and Service Workers
 - 39-1010 First-Line Supervisors/Managers of Gaming Workers
 - 39-1011 Gaming Supervisors
 - 39-1012 Slot Key Persons
 - 39-1020 First-Line Supervisors/Managers of Personal Service Workers
 - 39-1021 First-Line Supervisors/Managers of Personal Service Workers
 - 39-2000 Animal Care and Service Workers
 - 39-2010 Animal Trainers
 - 39-2011 Animal Trainers
 - 39-2020 Nonfarm Animal Caretakers
 - 39-2021 Nonfarm Animal Caretakers
 - 39-3000 Entertainment Attendants and Related Workers
 - 39-3010 Gaming Services Workers
 - 39-3011 Gaming Dealers
 - 39-3012 Gaming and Sports Book Writers and Runners
 - 39-3019 Gaming Service Workers, All Other
 - 39-3020 Motion Picture Projectionists
 - 39-3021 Motion Picture Projectionists
 - 39-3030 Ushers, Lobby Attendants, and Ticket Takers
 - 39-3031 Ushers, Lobby Attendants, and Ticket Takers
 - 39-3090 Miscellaneous Entertainment Attendants and Related Workers
 - 39-3091 Amusement and Recreation Attendants
 - 39-3092 Costume Attendants
 - 39-3093 Locker Room, Coatroom, and Dressing Room Attendants
 - 39-3099 Entertainment Attendants and Related Workers, All Other
 - 39-4000 Funeral Service Workers
 - 39-4010 Embalmers
 - 39-4011 Embalmers
 - 39-4020 Funeral Attendants
 - 39-4021 Funeral Attendants
 - 39-5000 Personal Appearance Workers
 - 39-5010 Barbers and Cosmetologists
 - 39-5011 Barbers
 - 39-5012 Hairdressers, Hairstylists, and Cosmetologists
 - 39-5090 Miscellaneous Personal Appearance Workers
 - 39-5091 Makeup Artists, Theatrical and Performance
 - 39-5092 Manicurists and Pedicurists
 - 39-5093 Shampooers
 - 39-5094 Skin Care Specialists
 - 39-6000 Transportation, Tourism, and Lodging Attendants
 - 39-6010 Baggage Porters, Bellhops, and Concierges
 - 39-6011 Baggage Porters and Bellhops
 - 39-6012 Concierges
 - 39-6020 Tour and Travel Guides
 - 39-6021 Tour Guides and Escorts
 - 39-6022 Travel Guides

- 39-6030 Transportation Attendants
 - 39-6031 Flight Attendants
 - 39-6032 Transportation Attendants, Except Flight Attendants and Baggage Porters
- 39-9000 Other Personal Care and Service Workers
 - 39-9010 Child Care Workers
 - 39-9011 Child Care Workers
 - 39-9020 Personal and Home Care Aides
 - 39-9021 Personal and Home Care Aides
 - 39-9030 Recreation and Fitness Workers
 - 39-9031 Fitness Trainers and Aerobics Instructors
 - 39-9032 Recreation Workers
 - 39-9040 Residential Advisors
 - 39-9041 Residential Advisors
 - 39-9090 Miscellaneous Personal Care and Service Workers
 - 39-9099 Personal Care and Service Workers, All Other
- 41-0000 Sales and Related Occupations**
 - 41-1000 Supervisors, Sales Workers
 - 41-1010 First-Line Supervisors/Managers, Sales Workers
 - 41-1011 First-Line Supervisors/Managers of Retail Sales Workers
 - 41-1012 First-Line Supervisors/Managers of Non-Retail Sales Workers
 - 41-2000 Retail Sales Workers
 - 41-2010 Cashiers
 - 41-2011 Cashiers
 - 41-2012 Gaming Change Persons and Booth Cashiers
 - 41-2020 Counter and Rental Clerks and Parts Salespersons
 - 41-2021 Counter and Rental Clerks
 - 41-2022 Parts Salespersons
 - 41-2030 Retail Salespersons
 - 41-2031 Retail Salespersons
 - 41-3000 Sales Representatives, Services
 - 41-3010 Advertising Sales Agents
 - 41-3011 Advertising Sales Agents
 - 41-3020 Insurance Sales Agents
 - 41-3021 Insurance Sales Agents
 - 41-3030 Securities, Commodities, and Financial Services Sales Agents
 - 41-3031 Securities, Commodities, and Financial Services Sales Agents
 - 41-3040 Travel Agents
 - 41-3041 Travel Agents
 - 41-3090 Miscellaneous Sales Representatives, Services
 - 41-3099 Sales Representatives, Services, All Other
 - 41-4000 Sales Representatives, Wholesale and Manufacturing
 - 41-4010 Sales Representatives, Wholesale and Manufacturing
 - 41-4011 Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products
 - 41-4012 Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products
 - 41-9000 Other Sales and Related Workers
 - 41-9010 Models, Demonstrators, and Product Promoters
 - 41-9011 Demonstrators and Product Promoters
 - 41-9012 Models
 - 41-9020 Real Estate Brokers and Sales Agents
 - 41-9021 Real Estate Brokers
 - 41-9022 Real Estate Sales Agents
 - 41-9030 Sales Engineers
 - 41-9031 Sales Engineers
 - 41-9040 Telemarketers
 - 41-9041 Telemarketers
 - 41-9090 Miscellaneous Sales and Related Workers

- 41-9091 Door-To-Door Sales Workers, News and Street Vendors, and Related Workers
- 41-9099 Sales and Related Workers, All Other
- 43-0000 Office and Administrative Support Occupations**
 - 43-1000 Supervisors, Office and Administrative Support Workers
 - 43-1010 First-Line Supervisors/Managers of Office and Administrative Support Workers
 - 43-1011 First-Line Supervisors/Managers of Office and Administrative Support Workers
 - 43-2000 Communications Equipment Operators
 - 43-2010 Switchboard Operators, Including Answering Service
 - 43-2011 Switchboard Operators, Including Answering Service
 - 43-2020 Telephone Operators
 - 43-2021 Telephone Operators
 - 43-2090 Miscellaneous Communications Equipment Operators
 - 43-2099 Communications Equipment Operators, All Other
 - 43-3000 Financial Clerks
 - 43-3010 Bill and Account Collectors
 - 43-3011 Bill and Account Collectors
 - 43-3020 Billing and Posting Clerks and Machine Operators
 - 43-3021 Billing and Posting Clerks and Machine Operators
 - 43-3030 Bookkeeping, Accounting, and Auditing Clerks
 - 43-3031 Bookkeeping, Accounting, and Auditing Clerks
 - 43-3040 Gaming Cage Workers
 - 43-3041 Gaming Cage Workers
 - 43-3050 Payroll and Timekeeping Clerks
 - 43-3051 Payroll and Timekeeping Clerks
 - 43-3060 Procurement Clerks
 - 43-3061 Procurement Clerks
 - 43-3070 Tellers
 - 43-3071 Tellers
 - 43-4000 Information and Record Clerks
 - 43-4010 Brokerage Clerks
 - 43-4011 Brokerage Clerks
 - 43-4020 Correspondence Clerks
 - 43-4021 Correspondence Clerks
 - 43-4030 Court, Municipal, and License Clerks
 - 43-4031 Court, Municipal, and License Clerks
 - 43-4040 Credit Authorizers, Checkers, and Clerks
 - 43-4041 Credit Authorizers, Checkers, and Clerks
 - 43-4050 Customer Service Representatives
 - 43-4051 Customer Service Representatives
 - 43-4060 Eligibility Interviewers, Government Programs
 - 43-4061 Eligibility Interviewers, Government Programs
 - 43-4070 File Clerks
 - 43-4071 File Clerks
 - 43-4080 Hotel, Motel, and Resort Desk Clerks
 - 43-4081 Hotel, Motel, and Resort Desk Clerks
 - 43-4110 Interviewers, Except Eligibility and Loan
 - 43-4111 Interviewers, Except Eligibility and Loan
 - 43-4120 Library Assistants, Clerical
 - 43-4121 Library Assistants, Clerical
 - 43-4130 Loan Interviewers and Clerks
 - 43-4131 Loan Interviewers and Clerks
 - 43-4140 New Accounts Clerks
 - 43-4141 New Accounts Clerks
 - 43-4150 Order Clerks
 - 43-4151 Order Clerks
 - 43-4160 Human Resources Assistants, Except Payroll and Timekeeping

- 43-4161 Human Resources Assistants, Except Payroll and Timekeeping
- 43-4170 Receptionists and Information Clerks
 - 43-4171 Receptionists and Information Clerks
- 43-4180 Reservation and Transportation Ticket Agents and Travel Clerks
 - 43-4181 Reservation and Transportation Ticket Agents and Travel Clerks
- 43-4190 Miscellaneous Information and Record Clerks
 - 43-4199 Information and Record Clerks, All Other
- 43-5000 Material Recording, Scheduling, Dispatching, and Distributing Workers
 - 43-5010 Cargo and Freight Agents
 - 43-5011 Cargo and Freight Agents
 - 43-5020 Couriers and Messengers
 - 43-5021 Couriers and Messengers
 - 43-5030 Dispatchers
 - 43-5031 Police, Fire, and Ambulance Dispatchers
 - 43-5032 Dispatchers, Except Police, Fire, and Ambulance
 - 43-5040 Meter Readers, Utilities
 - 43-5041 Meter Readers, Utilities
 - 43-5050 Postal Service Workers
 - 43-5051 Postal Service Clerks
 - 43-5052 Postal Service Mail Carriers
 - 43-5053 Postal Service Mail Sorters, Processors, and Processing Machine Operators
 - 43-5060 Production, Planning, and Expediting Clerks
 - 43-5061 Production, Planning, and Expediting Clerks
 - 43-5070 Shipping, Receiving, and Traffic Clerks
 - 43-5071 Shipping, Receiving, and Traffic Clerks
 - 43-5080 Stock Clerks and Order Fillers
 - 43-5081 Stock Clerks and Order Fillers
 - 43-5110 Weighers, Measurers, Checkers, and Samplers, Recordkeeping
 - 43-5111 Weighers, Measurers, Checkers, and Samplers, Recordkeeping
- 43-6000 Secretaries and Administrative Assistants
 - 43-6010 Secretaries and Administrative Assistants
 - 43-6011 Executive Secretaries and Administrative Assistants
 - 43-6012 Legal Secretaries
 - 43-6013 Medical Secretaries
 - 43-6014 Secretaries, Except Legal, Medical, and Executive
- 43-9000 Other Office and Administrative Support Workers
 - 43-9010 Computer Operators
 - 43-9011 Computer Operators
 - 43-9020 Data Entry and Information Processing Workers
 - 43-9021 Data Entry Keyers
 - 43-9022 Word Processors and Typists
 - 43-9030 Desktop Publishers
 - 43-9031 Desktop Publishers
 - 43-9040 Insurance Claims and Policy Processing Clerks
 - 43-9041 Insurance Claims and Policy Processing Clerks
 - 43-9050 Mail Clerks and Mail Machine Operators, Except Postal Service
 - 43-9051 Mail Clerks and Mail Machine Operators, Except Postal Service
 - 43-9060 Office Clerks, General
 - 43-9061 Office Clerks, General
 - 43-9070 Office Machine Operators, Except Computer
 - 43-9071 Office Machine Operators, Except Computer
 - 43-9080 Proofreaders and Copy Markers
 - 43-9081 Proofreaders and Copy Markers
 - 43-9110 Statistical Assistants
 - 43-9111 Statistical Assistants
 - 43-9190 Miscellaneous Office and Administrative Support Workers

- 43-9199 Office and Administrative Support Workers, All Other
- 45-0000 Farming, Fishing, and Forestry Occupations**
 - 45-1000 Supervisors, Farming, Fishing, and Forestry Workers
 - 45-1010 First-Line Supervisors/Managers of Farming, Fishing, and Forestry Workers
 - 45-1011 First-Line Supervisors/Managers of Farming, Fishing, and Forestry Workers
 - 45-1012 Farm Labor Contractors
 - 45-2000 Agricultural Workers
 - 45-2010 Agricultural Inspectors
 - 45-2011 Agricultural Inspectors
 - 45-2020 Animal Breeders
 - 45-2021 Animal Breeders
 - 45-2040 Graders and Sorters, Agricultural Products
 - 45-2041 Graders and Sorters, Agricultural Products
 - 45-2090 Miscellaneous Agricultural Workers
 - 45-2091 Agricultural Equipment Operators
 - 45-2092 Farmworkers and Laborers, Crop, Nursery, and Greenhouse
 - 45-2093 Farmworkers, Farm and Ranch Animals
 - 45-2099 Agricultural Workers, All Other
 - 45-3000 Fishing and Hunting Workers
 - 45-3010 Fishers and Related Fishing Workers
 - 45-3011 Fishers and Related Fishing Workers
 - 45-3020 Hunters and Trappers
 - 45-3021 Hunters and Trappers
 - 45-4000 Forest, Conservation, and Logging Workers
 - 45-4010 Forest and Conservation Workers
 - 45-4011 Forest and Conservation Workers
 - 45-4020 Logging Workers
 - 45-4021 Fallers
 - 45-4022 Logging Equipment Operators
 - 45-4023 Log Graders and Scalers
 - 45-4029 Logging Workers, All Other
- 47-0000 Construction and Extraction Occupations**
 - 47-1000 Supervisors, Construction and Extraction Workers
 - 47-1010 First-Line Supervisors/Managers of Construction Trades and Extraction Workers
 - 47-1011 First-Line Supervisors/Managers of Construction Trades and Extraction Workers
 - 47-2000 Construction Trades Workers
 - 47-2010 Boilermakers
 - 47-2011 Boilermakers
 - 47-2020 Brickmasons, Blockmasons, and Stonemasons
 - 47-2021 Brickmasons and Blockmasons
 - 47-2022 Stonemasons
 - 47-2030 Carpenters
 - 47-2031 Carpenters
 - 47-2040 Carpet, Floor, and Tile Installers and Finishers
 - 47-2041 Carpet Installers
 - 47-2042 Floor Layers, Except Carpet, Wood, and Hard Tiles
 - 47-2043 Floor Sanders and Finishers
 - 47-2044 Tile and Marble Setters
 - 47-2050 Cement Masons, Concrete Finishers, and Terrazzo Workers
 - 47-2051 Cement Masons and Concrete Finishers
 - 47-2053 Terrazzo Workers and Finishers
 - 47-2060 Construction Laborers
 - 47-2061 Construction Laborers
 - 47-2070 Construction Equipment Operators
 - 47-2071 Paving, Surfacing, and Tamping Equipment Operators
 - 47-2072 Pile-Driver Operators

- 47-2073 Operating Engineers and Other Construction Equipment Operators
- 47-2080 Drywall Installers, Ceiling Tile Installers, and Tapers
 - 47-2081 Drywall and Ceiling Tile Installers
 - 47-2082 Tapers
- 47-2110 Electricians
 - 47-2111 Electricians
- 47-2120 Glaziers
 - 47-2121 Glaziers
- 47-2130 Insulation Workers
 - 47-2131 Insulation Workers, Floor, Ceiling, and Wall
 - 47-2132 Insulation Workers, Mechanical
- 47-2140 Painters and Paperhangers
 - 47-2141 Painters, Construction and Maintenance
 - 47-2142 Paperhangers
- 47-2150 Pipelayers, Plumbers, Pipefitters, and Steamfitters
 - 47-2151 Pipelayers
 - 47-2152 Plumbers, Pipefitters, and Steamfitters
- 47-2160 Plasterers and Stucco Masons
 - 47-2161 Plasterers and Stucco Masons
- 47-2170 Reinforcing Iron and Rebar Workers
 - 47-2171 Reinforcing Iron and Rebar Workers
- 47-2180 Roofers
 - 47-2181 Roofers
- 47-2210 Sheet Metal Workers
 - 47-2211 Sheet Metal Workers
- 47-2220 Structural Iron and Steel Workers
 - 47-2221 Structural Iron and Steel Workers
- 47-3000 Helpers, Construction Trades
 - 47-3010 Helpers, Construction Trades
 - 47-3011 Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters
 - 47-3012 Helpers--Carpenters
 - 47-3013 Helpers--Electricians
 - 47-3014 Helpers--Painters, Paperhangers, Plasterers, and Stucco Masons
 - 47-3015 Helpers--Pipelayers, Plumbers, Pipefitters, and Steamfitters
 - 47-3016 Helpers--Roofers
 - 47-3019 Helpers, Construction Trades, All Other
- 47-4000 Other Construction and Related Workers
 - 47-4010 Construction and Building Inspectors
 - 47-4011 Construction and Building Inspectors
 - 47-4020 Elevator Installers and Repairers
 - 47-4021 Elevator Installers and Repairers
 - 47-4030 Fence Erectors
 - 47-4031 Fence Erectors
 - 47-4040 Hazardous Materials Removal Workers
 - 47-4041 Hazardous Materials Removal Workers
 - 47-4050 Highway Maintenance Workers
 - 47-4051 Highway Maintenance Workers
 - 47-4060 Rail-Track Laying and Maintenance Equipment Operators
 - 47-4061 Rail-Track Laying and Maintenance Equipment Operators
 - 47-4070 Septic Tank Servicers and Sewer Pipe Cleaners
 - 47-4071 Septic Tank Servicers and Sewer Pipe Cleaners
 - 47-4090 Miscellaneous Construction and Related Workers
 - 47-4091 Segmental Pavers
 - 47-4099 Construction and Related Workers, All Other
- 47-5000 Extraction Workers
 - 47-5010 Derrick, Rotary Drill, and Service Unit Operators, Oil, Gas, and Mining

- 47-5011 Derrick Operators, Oil and Gas
- 47-5012 Rotary Drill Operators, Oil and Gas
- 47-5013 Service Unit Operators, Oil, Gas, and Mining
- 47-5020 Earth Drillers, Except Oil and Gas
 - 47-5021 Earth Drillers, Except Oil and Gas
- 47-5030 Explosives Workers, Ordnance Handling Experts, and Blasters
 - 47-5031 Explosives Workers, Ordnance Handling Experts, and Blasters
- 47-5040 Mining Machine Operators
 - 47-5041 Continuous Mining Machine Operators
 - 47-5042 Mine Cutting and Channeling Machine Operators
 - 47-5049 Mining Machine Operators, All Other
- 47-5050 Rock Splitters, Quarry
 - 47-5051 Rock Splitters, Quarry
- 47-5060 Roof Bolters, Mining
 - 47-5061 Roof Bolters, Mining
- 47-5070 Roustabouts, Oil and Gas
 - 47-5071 Roustabouts, Oil and Gas
- 47-5080 Helpers--Extraction Workers
 - 47-5081 Helpers--Extraction Workers
- 47-5090 Miscellaneous Extraction Workers
 - 47-5099 Extraction Workers, All Other
- 49-0000 Installation, Maintenance, and Repair Occupations**
 - 49-1000 Supervisors of Installation, Maintenance, and Repair Workers
 - 49-1010 First-Line Supervisors/Managers of Mechanics, Installers, and Repairers
 - 49-1011 First-Line Supervisors/Managers of Mechanics, Installers, and Repairers
 - 49-2000 Electrical and Electronic Equipment Mechanics, Installers, and Repairers
 - 49-2010 Computer, Automated Teller, and Office Machine Repairers
 - 49-2011 Computer, Automated Teller, and Office Machine Repairers
 - 49-2020 Radio and Telecommunications Equipment Installers and Repairers
 - 49-2021 Radio Mechanics
 - 49-2022 Telecommunications Equipment Installers and Repairers, Except Line Installers
 - 49-2090 Miscellaneous Electrical and Electronic Equipment Mechanics, Installers, and Repairers
 - 49-2091 Avionics Technicians
 - 49-2092 Electric Motor, Power Tool, and Related Repairers
 - 49-2093 Electrical and Electronics Installers and Repairers, Transportation Equipment
 - 49-2094 Electrical and Electronics Repairers, Commercial and Industrial Equipment
 - 49-2095 Electrical and Electronics Repairers, Powerhouse, Substation, and Relay
 - 49-2096 Electronic Equipment Installers and Repairers, Motor Vehicles
 - 49-2097 Electronic Home Entertainment Equipment Installers and Repairers
 - 49-2098 Security and Fire Alarm Systems Installers
 - 49-3000 Vehicle and Mobile Equipment Mechanics, Installers, and Repairers
 - 49-3010 Aircraft Mechanics and Service Technicians
 - 49-3011 Aircraft Mechanics and Service Technicians
 - 49-3020 Automotive Technicians and Repairers
 - 49-3021 Automotive Body and Related Repairers
 - 49-3022 Automotive Glass Installers and Repairers
 - 49-3023 Automotive Service Technicians and Mechanics
 - 49-3030 Bus and Truck Mechanics and Diesel Engine Specialists
 - 49-3031 Bus and Truck Mechanics and Diesel Engine Specialists
 - 49-3040 Heavy Vehicle and Mobile Equipment Service Technicians and Mechanics
 - 49-3041 Farm Equipment Mechanics
 - 49-3042 Mobile Heavy Equipment Mechanics, Except Engines
 - 49-3043 Rail Car Repairers
 - 49-3050 Small Engine Mechanics
 - 49-3051 Motorboat Mechanics
 - 49-3052 Motorcycle Mechanics

- 49-3053 Outdoor Power Equipment and Other Small Engine Mechanics
- 49-3090 Miscellaneous Vehicle and Mobile Equipment Mechanics, Installers, and Repairers
 - 49-3091 Bicycle Repairers
 - 49-3092 Recreational Vehicle Service Technicians
 - 49-3093 Tire Repairers and Changers
- 49-9000 Other Installation, Maintenance, and Repair Occupations
 - 49-9010 Control and Valve Installers and Repairers
 - 49-9011 Mechanical Door Repairers
 - 49-9012 Control and Valve Installers and Repairers, Except Mechanical Door
 - 49-9020 Heating, Air Conditioning, and Refrigeration Mechanics and Installers
 - 49-9021 Heating, Air Conditioning, and Refrigeration Mechanics and Installers
 - 49-9030 Home Appliance Repairers
 - 49-9031 Home Appliance Repairers
 - 49-9040 Industrial Machinery Installation, Repair, and Maintenance Workers
 - 49-9041 Industrial Machinery Mechanics
 - 49-9042 Maintenance and Repair Workers, General
 - 49-9043 Maintenance Workers, Machinery
 - 49-9044 Millwrights
 - 49-9045 Refractory Materials Repairers, Except Brickmasons
 - 49-9050 Line Installers and Repairers
 - 49-9051 Electrical Power-Line Installers and Repairers
 - 49-9052 Telecommunications Line Installers and Repairers
 - 49-9060 Precision Instrument and Equipment Repairers
 - 49-9061 Camera and Photographic Equipment Repairers
 - 49-9062 Medical Equipment Repairers
 - 49-9063 Musical Instrument Repairers and Tuners
 - 49-9064 Watch Repairers
 - 49-9069 Precision Instrument and Equipment Repairers, All Other
 - 49-9090 Miscellaneous Installation, Maintenance, and Repair Workers
 - 49-9091 Coin, Vending, and Amusement Machine Servicers and Repairers
 - 49-9092 Commercial Divers
 - 49-9093 Fabric Menders, Except Garment
 - 49-9094 Locksmiths and Safe Repairers
 - 49-9095 Manufactured Building and Mobile Home Installers
 - 49-9096 Riggers
 - 49-9097 Signal and Track Switch Repairers
 - 49-9098 Helpers--Installation, Maintenance, and Repair Workers
 - 49-9099 Installation, Maintenance, and Repair Workers, All Other
- 51-0000 Production Occupations**
 - 51-1000 Supervisors, Production Workers
 - 51-1010 First-Line Supervisors/Managers of Production and Operating Workers
 - 51-1011 First-Line Supervisors/Managers of Production and Operating Workers
 - 51-2000 Assemblers and Fabricators
 - 51-2010 Aircraft Structure, Surfaces, Rigging, and Systems Assemblers
 - 51-2011 Aircraft Structure, Surfaces, Rigging, and Systems Assemblers
 - 51-2020 Electrical, Electronics, and Electromechanical Assemblers
 - 51-2021 Coil Winders, Tapers, and Finishers
 - 51-2022 Electrical and Electronic Equipment Assemblers
 - 51-2023 Electromechanical Equipment Assemblers
 - 51-2030 Engine and Other Machine Assemblers
 - 51-2031 Engine and Other Machine Assemblers
 - 51-2040 Structural Metal Fabricators and Fitters
 - 51-2041 Structural Metal Fabricators and Fitters
 - 51-2090 Miscellaneous Assemblers and Fabricators
 - 51-2091 Fiberglass Laminators and Fabricators
 - 51-2092 Team Assemblers

- 51-2093 Timing Device Assemblers, Adjusters, and Calibrators
- 51-2099 Assemblers and Fabricators, All Other
- 51-3000 Food Processing Workers
 - 51-3010 Bakers
 - 51-3011 Bakers
 - 51-3020 Butchers and Other Meat, Poultry, and Fish Processing Workers
 - 51-3021 Butchers and Meat Cutters
 - 51-3022 Meat, Poultry, and Fish Cutters and Trimmers
 - 51-3023 Slaughterers and Meat Packers
 - 51-3090 Miscellaneous Food Processing Workers
 - 51-3091 Food and Tobacco Roasting, Baking, and Drying Machine Operators and Tenders
 - 51-3092 Food Batchmakers
 - 51-3093 Food Cooking Machine Operators and Tenders
- 51-4000 Metal Workers and Plastic Workers
 - 51-4010 Computer Control Programmers and Operators
 - 51-4011 Computer-Controlled Machine Tool Operators, Metal and Plastic
 - 51-4012 Numerical Tool and Process Control Programmers
 - 51-4020 Forming Machine Setters, Operators, and Tenders, Metal and Plastic
 - 51-4021 Extruding and Drawing Machine Setters, Operators, and Tenders, Metal and Plastic
 - 51-4022 Forging Machine Setters, Operators, and Tenders, Metal and Plastic
 - 51-4023 Rolling Machine Setters, Operators, and Tenders, Metal and Plastic
 - 51-4030 Machine Tool Cutting Setters, Operators, and Tenders, Metal and Plastic
 - 51-4031 Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic
 - 51-4032 Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic
 - 51-4033 Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic
 - 51-4034 Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic
 - 51-4035 Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic
 - 51-4040 Machinists
 - 51-4041 Machinists
 - 51-4050 Metal Furnace and Kiln Operators and Tenders
 - 51-4051 Metal-Refining Furnace Operators and Tenders
 - 51-4052 Pourers and Casters, Metal
 - 51-4060 Model Makers and Patternmakers, Metal and Plastic
 - 51-4061 Model Makers, Metal and Plastic
 - 51-4062 Patternmakers, Metal and Plastic
 - 51-4070 Molders and Molding Machine Setters, Operators, and Tenders, Metal and Plastic
 - 51-4071 Foundry Mold and Coremakers
 - 51-4072 Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic
 - 51-4080 Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic
 - 51-4081 Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic
 - 51-4110 Tool and Die Makers
 - 51-4111 Tool and Die Makers
 - 51-4120 Welding, Soldering, and Brazing Workers
 - 51-4121 Welders, Cutters, Solderers, and Brazers
 - 51-4122 Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders
 - 51-4190 Miscellaneous Metalworkers and Plastic Workers
 - 51-4191 Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic
 - 51-4192 Lay-Out Workers, Metal and Plastic
 - 51-4193 Plating and Coating Machine Setters, Operators, and Tenders, Metal and Plastic
 - 51-4194 Tool Grinders, Filers, and Sharpeners
 - 51-4199 Metal Workers and Plastic Workers, All Other
- 51-5000 Printing Workers
 - 51-5010 Bookbinders and Bindery Workers
 - 51-5011 Bindery Workers
 - 51-5012 Bookbinders
 - 51-5020 Printers

- 51-5021 Job Printers
- 51-5022 Prepress Technicians and Workers
- 51-5023 Printing Machine Operators
- 51-6000 Textile, Apparel, and Furnishings Workers
 - 51-6010 Laundry and Dry-Cleaning Workers
 - 51-6011 Laundry and Dry-Cleaning Workers
 - 51-6020 Pressers, Textile, Garment, and Related Materials
 - 51-6021 Pressers, Textile, Garment, and Related Materials
 - 51-6030 Sewing Machine Operators
 - 51-6031 Sewing Machine Operators
 - 51-6040 Shoe and Leather Workers
 - 51-6041 Shoe and Leather Workers and Repairers
 - 51-6042 Shoe Machine Operators and Tenders
 - 51-6050 Tailors, Dressmakers, and Sewers
 - 51-6051 Sewers, Hand
 - 51-6052 Tailors, Dressmakers, and Custom Sewers
 - 51-6060 Textile Machine Setters, Operators, and Tenders
 - 51-6061 Textile Bleaching and Dyeing Machine Operators and Tenders
 - 51-6062 Textile Cutting Machine Setters, Operators, and Tenders
 - 51-6063 Textile Knitting and Weaving Machine Setters, Operators, and Tenders
 - 51-6064 Textile Winding, Twisting, and Drawing Out Machine Setters, Operators, and Tenders
 - 51-6090 Miscellaneous Textile, Apparel, and Furnishings Workers
 - 51-6091 Extruding and Forming Machine Setters, Operators, and Tenders, Synthetic and Glass Fibers
 - 51-6092 Fabric and Apparel Patternmakers
 - 51-6093 Upholsterers
 - 51-6099 Textile, Apparel, and Furnishings Workers, All Other
- 51-7000 Woodworkers
 - 51-7010 Cabinetmakers and Bench Carpenters
 - 51-7011 Cabinetmakers and Bench Carpenters
 - 51-7020 Furniture Finishers
 - 51-7021 Furniture Finishers
 - 51-7030 Model Makers and Patternmakers, Wood
 - 51-7031 Model Makers, Wood
 - 51-7032 Patternmakers, Wood
 - 51-7040 Woodworking Machine Setters, Operators, and Tenders
 - 51-7041 Sawing Machine Setters, Operators, and Tenders, Wood
 - 51-7042 Woodworking Machine Setters, Operators, and Tenders, Except Sawing
 - 51-7090 Miscellaneous Woodworkers
 - 51-7099 Woodworkers, All Other
- 51-8000 Plant and System Operators
 - 51-8010 Power Plant Operators, Distributors, and Dispatchers
 - 51-8011 Nuclear Power Reactor Operators
 - 51-8012 Power Distributors and Dispatchers
 - 51-8013 Power Plant Operators
 - 51-8020 Stationary Engineers and Boiler Operators
 - 51-8021 Stationary Engineers and Boiler Operators
 - 51-8030 Water and Liquid Waste Treatment Plant and System Operators
 - 51-8031 Water and Liquid Waste Treatment Plant and System Operators
 - 51-8090 Miscellaneous Plant and System Operators
 - 51-8091 Chemical Plant and System Operators
 - 51-8092 Gas Plant Operators
 - 51-8093 Petroleum Pump System Operators, Refinery Operators, and Gaugers
 - 51-8099 Plant and System Operators, All Other
- 51-9000 Other Production Occupations
 - 51-9010 Chemical Processing Machine Setters, Operators, and Tenders
 - 51-9011 Chemical Equipment Operators and Tenders

- 51-9012 Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders
- 51-9020 Crushing, Grinding, Polishing, Mixing, and Blending Workers
 - 51-9021 Crushing, Grinding, and Polishing Machine Setters, Operators, and Tenders
 - 51-9022 Grinding and Polishing Workers, Hand
 - 51-9023 Mixing and Blending Machine Setters, Operators, and Tenders
- 51-9030 Cutting Workers
 - 51-9031 Cutters and Trimmers, Hand
 - 51-9032 Cutting and Slicing Machine Setters, Operators, and Tenders
- 51-9040 Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders
 - 51-9041 Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders
- 51-9050 Furnace, Kiln, Oven, Drier, and Kettle Operators and Tenders
 - 51-9051 Furnace, Kiln, Oven, Drier, and Kettle Operators and Tenders
- 51-9060 Inspectors, Testers, Sorters, Samplers, and Weighers
 - 51-9061 Inspectors, Testers, Sorters, Samplers, and Weighers
- 51-9070 Jewelers and Precious Stone and Metal Workers
 - 51-9071 Jewelers and Precious Stone and Metal Workers
- 51-9080 Medical, Dental, and Ophthalmic Laboratory Technicians
 - 51-9081 Dental Laboratory Technicians
 - 51-9082 Medical Appliance Technicians
 - 51-9083 Ophthalmic Laboratory Technicians
- 51-9110 Packaging and Filling Machine Operators and Tenders
 - 51-9111 Packaging and Filling Machine Operators and Tenders
- 51-9120 Painting Workers
 - 51-9121 Coating, Painting, and Spraying Machine Setters, Operators, and Tenders
 - 51-9122 Painters, Transportation Equipment
 - 51-9123 Painting, Coating, and Decorating Workers
- 51-9130 Photographic Process Workers and Processing Machine Operators
 - 51-9131 Photographic Process Workers
 - 51-9132 Photographic Processing Machine Operators
- 51-9140 Semiconductor Processors
 - 51-9141 Semiconductor Processors
- 51-9190 Miscellaneous Production Workers
 - 51-9191 Cementing and Gluing Machine Operators and Tenders
 - 51-9192 Cleaning, Washing, and Metal Pickling Equipment Operators and Tenders
 - 51-9193 Cooling and Freezing Equipment Operators and Tenders
 - 51-9194 Etchers and Engravers
 - 51-9195 Molders, Shapers, and Casters, Except Metal and Plastic
 - 51-9196 Paper Goods Machine Setters, Operators, and Tenders
 - 51-9197 Tire Builders
 - 51-9198 Helpers--Production Workers
 - 51-9199 Production Workers, All Other
- 53-0000 Transportation and Material Moving Occupations**
 - 53-1000 Supervisors, Transportation and Material Moving Workers
 - 53-1010 Aircraft Cargo Handling Supervisors
 - 53-1011 Aircraft Cargo Handling Supervisors
 - 53-1020 First-Line Supervisors/Managers of Helpers, Laborers, and Material Movers, Hand
 - 53-1021 First-Line Supervisors/Managers of Helpers, Laborers, and Material Movers, Hand
 - 53-1030 First-Line Supervisors/Managers of Transportation and Material-Moving Machine and Vehicle Operators
 - 53-1031 First-Line Supervisors/Managers of Transportation and Material-Moving Machine and Vehicle Operators
 - 53-2000 Air Transportation Workers
 - 53-2010 Aircraft Pilots and Flight Engineers
 - 53-2011 Airline Pilots, Copilots, and Flight Engineers
 - 53-2012 Commercial Pilots
 - 53-2020 Air Traffic Controllers and Airfield Operations Specialists
 - 53-2021 Air Traffic Controllers
 - 53-2022 Airfield Operations Specialists

- 53-3000 Motor Vehicle Operators
 - 53-3010 Ambulance Drivers and Attendants, Except Emergency Medical Technicians
 - 53-3011 Ambulance Drivers and Attendants, Except Emergency Medical Technicians
 - 53-3020 Bus Drivers
 - 53-3021 Bus Drivers, Transit and Intercity
 - 53-3022 Bus Drivers, School
 - 53-3030 Driver/Sales Workers and Truck Drivers
 - 53-3031 Driver/Sales Workers
 - 53-3032 Truck Drivers, Heavy and Tractor-Trailer
 - 53-3033 Truck Drivers, Light or Delivery Services
 - 53-3040 Taxi Drivers and Chauffeurs
 - 53-3041 Taxi Drivers and Chauffeurs
 - 53-3090 Miscellaneous Motor Vehicle Operators
 - 53-3099 Motor Vehicle Operators, All Other
- 53-4000 Rail Transportation Workers
 - 53-4010 Locomotive Engineers and Operators
 - 53-4011 Locomotive Engineers
 - 53-4012 Locomotive Firers
 - 53-4013 Rail Yard Engineers, Dinkey Operators, and Hostlers
 - 53-4020 Railroad Brake, Signal, and Switch Operators
 - 53-4021 Railroad Brake, Signal, and Switch Operators
 - 53-4030 Railroad Conductors and Yardmasters
 - 53-4031 Railroad Conductors and Yardmasters
 - 53-4040 Subway and Streetcar Operators
 - 53-4041 Subway and Streetcar Operators
 - 53-4090 Miscellaneous Rail Transportation Workers
 - 53-4099 Rail Transportation Workers, All Other
- 53-5000 Water Transportation Workers
 - 53-5010 Sailors and Marine Oilers
 - 53-5011 Sailors and Marine Oilers
 - 53-5020 Ship and Boat Captains and Operators
 - 53-5021 Captains, Mates, and Pilots of Water Vessels
 - 53-5022 Motorboat Operators
 - 53-5030 Ship Engineers
 - 53-5031 Ship Engineers
- 53-6000 Other Transportation Workers
 - 53-6010 Bridge and Lock Tenders
 - 53-6011 Bridge and Lock Tenders
 - 53-6020 Parking Lot Attendants
 - 53-6021 Parking Lot Attendants
 - 53-6030 Service Station Attendants
 - 53-6031 Service Station Attendants
 - 53-6040 Traffic Technicians
 - 53-6041 Traffic Technicians
 - 53-6050 Transportation Inspectors
 - 53-6051 Transportation Inspectors
 - 53-6090 Miscellaneous Transportation Workers
 - 53-6099 Transportation Workers, All Other
- 53-7000 Material Moving Workers
 - 53-7010 Conveyor Operators and Tenders
 - 53-7011 Conveyor Operators and Tenders
 - 53-7020 Crane and Tower Operators
 - 53-7021 Crane and Tower Operators
 - 53-7030 Dredge, Excavating, and Loading Machine Operators
 - 53-7031 Dredge Operators
 - 53-7032 Excavating and Loading Machine and Dragline Operators

- 53-7033 Loading Machine Operators, Underground Mining
- 53-7040 Hoist and Winch Operators
 - 53-7041 Hoist and Winch Operators
- 53-7050 Industrial Truck and Tractor Operators
 - 53-7051 Industrial Truck and Tractor Operators
- 53-7060 Laborers and Material Movers, Hand
 - 53-7061 Cleaners of Vehicles and Equipment
 - 53-7062 Laborers and Freight, Stock, and Material Movers, Hand
 - 53-7063 Machine Feeders and Offbearers
 - 53-7064 Packers and Packagers, Hand
- 53-7070 Pumping Station Operators
 - 53-7071 Gas Compressor and Gas Pumping Station Operators
 - 53-7072 Pump Operators, Except Wellhead Pumpers
 - 53-7073 Wellhead Pumpers
- 53-7080 Refuse and Recyclable Material Collectors
 - 53-7081 Refuse and Recyclable Material Collectors
- 53-7110 Shuttle Car Operators
 - 53-7111 Shuttle Car Operators
- 53-7120 Tank Car, Truck, and Ship Loaders
 - 53-7121 Tank Car, Truck, and Ship Loaders
- 53-7190 Miscellaneous Material Moving Workers
 - 53-7199 Material Moving Workers, All Other
- 55-0000 Military Specific Occupations**
 - 55-1000 Military Officer Special and Tactical Operations Leaders/Managers
 - 55-1010 Military Officer Special and Tactical Operations Leaders/Managers
 - 55-1011 Air Crew Officers
 - 55-1012 Aircraft Launch and Recovery Officers
 - 55-1013 Armored Assault Vehicle Officers
 - 55-1014 Artillery and Missile Officers
 - 55-1015 Command and Control Center Officers
 - 55-1016 Infantry Officers
 - 55-1017 Special Forces Officers
 - 55-1019 Military Officer Special and Tactical Operations Leaders/Managers, All Other
 - 55-2000 First-Line Enlisted Military Supervisor/Managers
 - 55-2010 First-Line Enlisted Military Supervisors/Managers
 - 55-2011 First-Line Supervisors/Managers of Air Crew Members
 - 55-2012 First-Line Supervisors/Managers of Weapons Specialists/Crew Members
 - 55-2013 First-Line Supervisors/Managers of All Other Tactical Operations Specialists
 - 55-3000 Military Enlisted Tactical Operations and Air/Weapons Specialists and Crew Members
 - 55-3010 Military Enlisted Tactical Operations and Air/Weapons Specialists and Crew Members
 - 55-3011 Air Crew Members
 - 55-3012 Aircraft Launch and Recovery Specialists
 - 55-3013 Armored Assault Vehicle Crew Members
 - 55-3014 Artillery and Missile Crew Members
 - 55-3015 Command and Control Center Specialists
 - 55-3016 Infantry
 - 55-3017 Radar and Sonar Technicians
 - 55-3018 Special Forces
 - 55-3019 Military Enlisted Tactical Operations and Air/Weapons Specialists and Crew Members, All Other

Appendix E: VERS Sample Demographic Profile

This appendix provides demographic characteristics of the 2007 Veterans Employability Research Survey (VERS) sample. Unweighted percentages or averages are presented for the overall study sample, as well as by cohort status.

Gender

Female: 15.86 %, Male: 84.14 %

	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
Female:	14.83	15.02	13.13	15.00	21.31
Male:	85.17	84.98	86.87	85.00	78.69

Age

18-29: 10.87%, 30-39: 19.98%, 40-49: 34.59%, 50-64: 32.00%, 65+: 2.56%

	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
18-29:	14.13	12.74	11.14	8.44	7.93
30-39:	18.51	19.50	16.42	23.54	21.90
40-49:	31.44	33.13	33.93	34.86	39.54
50-64:	32.44	31.04	35.92	31.08	29.53
65+:	3.48	3.58	2.59	2.09	1.09

Race/Ethnicity

Spanish, Hispanic, or Latino: 8.67%

Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
7.36	10.05	9.75	8.84	7.33

White: 65.10%

Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
63.68	64.18	63.68	63.65	70.27

Black or African American: 26.08%

Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
28.56	26.37	25.87	28.10	21.51

American Indian or Alaska Native: 7.22%

Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
6.87	7.66	6.87	7.65	7.04

Asian: 1.85%

Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
1.19	2.59	1.99	1.79	1.68

Native Hawaiian: 0.32%

Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
0.20	0.30	0.40	0.60	0.10

Other Pacific Islander: 1.09%

Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
0.90	1.49	1.19	1.19	0.69

Hispanic/Mexican: 5.13%

Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
3.58	5.37	6.67	5.86	4.16

Other: 0.42%

Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
0.60	0.20	0.30	0.60	0.40

Income

Annual Family Income

Overall Mean: \$56,264

Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
\$57,350	\$56,160	\$51,434	\$49,618	\$65,791

Annual Individual Income

Overall Mean: \$37,027

Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
\$39,075	\$37,020	\$31,727	\$33,244	\$42,982

Military Background

Branch of Service

Army: 48.74%, Navy: 20.93%, Air Force: 16.52%, Marines: 12.46%, Coast Guard: 0.95%,
Army Reserves: 0.12%, Air Force Reserves: 0.02%, Coast Guard Reserves: 0.04%,
Air National Guard: 0.16%, Other: 0.04%, Refused: 0.02%

	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
Army	51.04	50.25	48.46	49.45	44.50
Navy	18.01	19.60	21.59	20.75	24.68
Air Force	16.92	15.22	15.52	16.88	18.04
Marines	12.84	13.13	13.83	11.52	11.00
Coast Guard	0.90	1.19	0.40	0.89	1.39
Army Reserves	0.00	0.20	0.10	0.00	0.30
Air Force Reserves	0.00	0.10	0.00	0.00	0.00
Coast Guard Reserves	0.00	0.10	0.00	0.00	0.10
Air National Guard	0.30	0.10	0.00	0.40	0.00
Other	0.00	0.10	0.00	0.10	0.00
Refused	0.00	0.00	0.10	0.00	0.00

Rank At Most Recent Discharge

Commissioned Officer: 4.49%, Warrant Officer: 1.61%, Enlisted Person: 84.06%,
Non-Commissioned Officer: 9.48%, Refused: 0.02%, Don't Know: 0.34%

	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
Commissioned Officer	6.27	4.48	3.98	2.98	4.76
Warrant Officer	1.79	1.59	1.79	1.19	1.68
Enlisted Person	81.39	83.68	83.38	86.10	85.73
Non-Commissioned Officer	10.35	9.65	10.15	9.63	7.63
Refused	0.00	0.00	0.00	0.00	0.10
Don't Know	0.20	0.60	0.70	0.10	0.10

Currently Serving in the Military

Yes: 2.42%, No: 97.52%, Don't Know: 0.06%

	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
Yes	3.88	2.79	2.79	1.39	1.29
No	96.12	96.92	97.21	98.61	98.71
Don't Know	0.00	0.30	0.00	0.00	0.00

Year of Last Discharge

1940-49: 0.16%, 1950-59: 0.39%, 1960-69: 5.18%, 1970-79: 11.41%, 1980-89: 9.62%,
1990-99: 29.62%, 2000-Present: 43.36%, Refused: 0.04%, Don't Know: 0.22%

	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
1940-49	0.41	0.10	0.20	0.00	0.10
1950-59	0.62	0.72	0.51	0.10	0.00
1960-69	6.52	6.78	5.53	4.93	2.21
1970-79	13.98	11.19	13.61	10.57	7.83
1980-89	8.80	9.03	11.67	12.08	6.53
1990-99	21.64	20.23	24.16	37.56	43.98
2000-Present	47.72	51.85	43.81	34.54	39.16
Refused	0.10	0.00	0.00	0.00	0.10
Don't Know	0.21	0.10	0.51	0.20	0.10

Length of Service

Overall Mean: 11.93 years

Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
11.75 years	12.26 years	11.91 years	10.97 years	12.77 years

Education

Highest Grade or Year of School Completed at Time of Application

GED: 3.96%, High School: 32.44%, Trade/Technical/Vocational after High School: 2.09%,
Some College No Degree: 31.80%, Associate's Degree: 13.66%, Bachelor's Degree: 10.44%,
Master's Degree: 3.24%, Professional School Degree: 0.18%, Doctoral Degree: 0.20%,
Less than High School: 1.79%, Refused: 0.10%, Don't Know: 0.12%

	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
GED	3.38	4.18	4.28	4.47	3.47
High School	27.56	29.35	28.86	38.73	37.66
Trade/Technical/Vocational	2.29	1.59	3.18	2.09	1.29
Some College	34.03	32.14	33.53	31.78	27.55
Associate's Degree	13.03	14.63	12.64	12.91	15.06
Bachelor's Degree	12.24	11.94	11.04	6.36	10.60
Master's Degree	4.18	4.28	3.58	1.19	2.97
Professional School Degree	0.20	0.10	0.10	0.20	0.30
Doctoral Degree	0.40	0.30	0.30	0.00	0.00
Less than High School	2.49	1.39	2.19	1.99	0.89
Refused	0.00	0.00	0.10	0.30	0.10
Don't Know	0.20	0.10	0.20	0.00	0.10

Highest Grade or Year of School Completed at Time of Application

Includes only respondents replying that they had received additional education or training since applying for VR&E benefits.

GED: 1.26%, High School: 5.59%, Trade/Technical/Vocational: 5.82%, Some College: 33.83%, Associate's Degree: 20.32%, Bachelor's Degree: 22.98%, Master's Degree: 8.11%, Professional School Degree: 0.91%, Doctoral Degree: 0.57%, Less than High School: 0.42%, Don't Know: 0.19%

	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
GED	1.33	1.63	2.56	0.85	0.30
High School	7.40	7.96	8.76	3.63	1.63
Trade/Technical/Vocational	7.59	6.53	7.26	5.34	3.26
Some College	38.33	40.61	37.39	49.57	12.00
Associate's Degree	19.73	18.98	19.02	22.22	21.33
Bachelor's Degree	15.56	17.14	17.31	16.03	41.78
Master's Degree	6.83	5.51	5.98	1.50	17.04
Professional School Degree	0.95	0.61	1.07	0.43	1.33
Doctoral Degree	0.95	0.41	0.43	0.21	0.74
Less than High School	1.14	0.41	0.21	0.21	0.15
Don't Know	0.19	0.20	0.00	0.00	0.44

Work Experience

Current Employment Status

Currently employed and not looking for a different job: 32.74%,
 Currently employed but looking for a different job: 27.81%,
 Not working but looking for work: 13.75%,
 Not working and not looking for work: 25.16%,
 Refused: 0.22%,
 Don't Know: 0.32%

	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
Currently employed, not looking	27.86	27.86	25.67	26.12	56.10
Currently employed, looking	31.24	28.36	27.76	24.33	27.35
Not working, looking	16.12	14.43	14.33	14.70	9.22
Not working, not looking	24.38	28.86	31.44	34.36	6.84
Refused	0.30	0.10	0.40	0.10	0.20
Don't Know	0.10	0.40	0.40	0.40	0.30

Full-time, Part-Time, and Self-Employment

Includes only respondents who replied that they are currently employed.

Full-time: 80.72%, Part-time: 11.47%, Self-employed: 7.72%, Don't Know: 0.10%

	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
Full-time	85.83	77.70	73.13	75.98	86.82
Part-time	8.09	15.40	16.04	12.80	7.48
Self-employed	6.07	6.90	10.45	11.02	5.70
Don't Know	0.00	0.00	0.37	0.20	0.00

Years of Full-time Employment Before Joining Military

Overall Mean: 3.62 years

Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
3.69 years	3.53 years	3.60 years	3.66 years	3.58 years

Family Characteristics

Marital Status

Married and living with spouse: 64.84%, Married and not living with spouse: 3.08%, Widowed: 1.03%, Divorced: 17.71%, Legally separated: 1.51%, Never married: 11.17%, Refused: 0.46%, Don't Know: 0.20%

	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
Married living with spouse	62.99	67.46	62.39	61.77	69.57
Married not living with spouse	2.99	3.08	3.28	3.67	2.38
Widowed	1.00	0.80	1.00	1.89	0.50
Divorced	18.51	15.12	19.70	19.27	15.96
Legally separated	1.39	1.69	1.59	1.79	1.09
Never been married	12.54	11.34	11.34	10.82	9.81
Refused	0.50	0.40	0.40	0.40	0.50
Don't Know	0.10	0.10	0.30	0.30	0.20

Multiple Income Earners in the Family

Yes: 52.46%, No: 46.21%, Refused: 1.26%, Don't Know: 0.07%

	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
Yes	50.25	52.22	48.39	49.45	61.50
No	48.76	46.59	50.00	48.95	37.21
Refused	0.99	1.08	1.61	1.35	1.29
Don't Know	0.00	0.12	0.00	0.25	0.00

Number of Dependent Children

Overall Mean: 1.22

	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
	1.27	1.17	1.14	1.31	1.21

Appendix F: Supplemental Data

The following tables contain weighted and unweighted percentages for 2007 Veterans Employability Research Survey (VERS) items. In a few cases where continuous data is reported, basic descriptive statistics such as mean, mode, and standard deviation are presented. Items are listed in the order of the questionnaire. For each item, the number of veterans who responded to the item is included. Answer categories are read aloud unless presented in “All caps” font. Totals may not always add to 100% due to rounding and/or when the answer categories are “Mark all that apply.”

S1Q01. How did you find out about the VA VR&E program? (MARK ALL THAT APPLY) (n = 5,031)

Response	Unweighted Percent	Weighted Percent
PRE-DISCHARGE BRIEFINGS (TAP/DTAP/ACAP)	27.0	26.5
PRE-DISCHARGE PHYSICAL	0.6	0.6
VA PAMPHLET/BROCHURE	9.7	9.4
VA MEDICAL FACILITY	12.8	13.4
OTHER OR UNSPECIFIED VA FACILITY/REPRESENTATIV	12.6	12.9
LETTER FROM VA AWARDING SERVICE-CONNECTED DISABILITY	7.8	8.0
VETERANS SERVICE ORGANIZATION (EG, AMERICAN LEGION OF DAV)	6.7	6.9
STATE OR LOCAL VR&E OFFICES	4.8	4.7
STATE REHABILITATION AGENCIES	1.3	1.3
DEPARTMENT OF LABOR (DVOP, VETS)	1.8	1.9
COLLEGE OR UNIVERSITY	2.2	2.1
FRIENDS OR FAMILY	7.5	7.6
OTHER VETERANS/MILITARY	16.5	16.2
INTERNET	7.4	7.4
OTHER WORD OF MOUTH	0.5	0.5
UNEMPLOYMENT SERVICES (UNSPECIFIED)	0.4	0.5
OTHER (SPECIFY)	3.1	3.2

S1Q02. The next questions are about your current status with regard to the VA VR&E program. Are you currently pursuing the VR&E program? (n = 5,031)

Response	Unweighted Percent	Weighted Percent
CURRENTLY PURSUING PROGRAM	8.9	8.5
NOT CURRENTLY PURSUING PROGRAM	90.9	91.3
DON'T KNOW	0.2	0.2
Total	100.0	100.0

S1Q02A. Did you complete the VR&E program? (n = 4,575)

Response	Unweighted Percent	Weighted Percent
YES, COMPLETED PROGRAM	24.6	33.7
NO, DID NOT COMPLETE PROGRAM	74.3	65.2
REFUSED	0.1	0.1
DON'T KNOW	1.0	1.0
Total	100.0	100.0

S1Q02B. I need to verify your status because our records indicate that you did not complete the Vocational Rehabilitation and Employment or VR&E program. I need to confirm, did you complete the VR&E program? (n = 294)

Response	Unweighted Percent	Weighted Percent
YES, COMPLETED PROGRAM	56.8	52.4
NO, DID NOT COMPLETE PROGRAM	35.7	40.2
DON'T KNOW	7.5	7.5
Total	100.0	100.0

S1Q02C. Did the VA request that you end the program or did you end it for personal reasons? (n = 3,556)

Response	Unweighted Percent	Weighted Percent
VA REQUESTED I END PROGRAM	25.5	26.5
ENDED FOR PERSONAL REASONS	66.5	64.5
REFUSED	0.2	0.3
DON'T KNOW	7.9	8.8
Total	100.0	100.0

S1Q02D. Did [the VA request that] you end the program temporarily or permanently? (n = 3,265)

Response	Unweighted Percent	Weighted Percent
TEMPORARILY ENDED PROGRAM	45.9	45.7
PERMANENTLY ENDED PROGRAM	41.7	41.2
REFUSED	0.0	0.1
DON'T KNOW	12.4	13.1
Total	100.0	100.0

S1Q03. Did the VA tell you the reasons why you were temporarily stopped or ended your services with the VR&E program? (n = 905)

Response	Unweighted Percent	Weighted Percent
YES	84.3	83.6
NO	13.4	14.2
DON'T KNOW	2.3	2.2
Total	100.0	100.0

S1Q04. Do you plan to complete your rehabilitation program now or at some later date? (n = 3,556)

Response	Unweighted Percent	Weighted Percent
Yes, now	7.3	7.4
Yes, at a later date	52.8	52.3
No	32.2	32.4
REFUSED	0.2	0.3
DON'T KNOW	7.5	7.7
Total	100.0	100.0

S2Q01. Now, I have a few questions about the VR&E application process. How many times have you applied to the VR&E program? (n = 5,031)

Response	Unweighted Percent	Weighted Percent
0	0.8	0.8
1	72.3	72.3
2	20.9	20.5
3	3.6	3.6
4	1.0	1.1
5	0.3	0.4
6	0.1	0.1
10	0.1	0.1
11	0.0	0.0
12	0.1	0.1
13	0.0	0.0
20	0.0	0.0
DON'T KNOW	0.9	0.9
Total	100.0	100.0

S2Q02. For the rest of the questions regarding your experience with the VR&E program, please answer thinking about your most recent application. To be eligible for VR&E programs, veterans need documents that show that they have a service-connected disability and qualifying service, that is, a discharge other than dishonorable. How easy or difficult was it to find out which documents were needed to determine your eligibility? Would you say that it was very easy, somewhat easy, somewhat difficult, or very difficult? (n = 4,991)

Response	Unweighted Percent	Weighted Percent
Very easy	61.6	61.2
Somewhat easy	27.7	28.0
Somewhat difficult	6.6	6.6
Very difficult	3.1	3.1
REFUSED	0.0	0.1
DON'T KNOW	1.0	1.1
Total	100.0	100.0

S2Q03. Were you employed at the time of application? (n = 4,991)

Response	Unweighted Percent	Weighted Percent
YES	41.4	41.2
NO	57.6	58.0
DON'T KNOW	0.9	0.9
Total	100.0	100.0

S2Q04. Do you have the same job that you had at the time of application? (n = 2,115)

Response	Unweighted Percent	Weighted Percent
YES	35.0	33.6
NO	64.5	66.1
DON'T KNOW	0.5	0.4
Total	100.0	100.0

S2Q05. What was your occupation at the time of application? (FIRST CHOICE) (n = 1,365)

Response	Unweighted Percent	Weighted Percent
MANAGEMENT OCCUPATIONS	4.9	4.9
BUSINESS/FINANCIAL OCCUPATIONS	1.5	1.5
COMPUTER AND MATHEMATICAL OCCUPATIONS	2.7	2.9
ARCHITECTURE AND ENGINEERING	1.2	1.2
LIFE, PHYSICAL AND SOCIAL SCIENCE	0.1	0.1
COMMUNITY AND SOCIAL SERVICES	2.4	3.4
LEGAL OCCUPATIONS	0.3	0.2
EDUCATION, TRAINING, AND LIBRARY	2.2	2.4
ARTS, DESIGN, ENTERTAINMENT, SPORTS AND MEDIA	1.1	1.0
HEALTHCARE PRACTITIONER AND TECHNICAL	4.3	4.1
HEALTH CARE SUPPORT	1.0	0.9
PROTECTIVE SERVICES	8.1	7.4
FOOD PREPARATION AND SERVICING RELATED	3.7	3.6
BUILDING AND GROUNDS CLEANING/MAINTENANCE	2.3	2.4
PERSONAL CARE AND SERVICES	1.5	1.9
SALES AND RELATED OCCUPATIONS	7.6	6.6
OFFICE AND ADMINISTRATIVE SUPPORT	7.8	8.0
FARMING, FISHING, AND FORESTRY	0.7	0.5
CONSTRUCTION AND EXTRACTION	5.9	5.6
INSTALLATION, MAINTENANCE, AND REPAIR	9.0	8.7
PRODUCTION	7.1	6.8
TRANSPORTATION AND MATERIAL MOVING	8.1	8.5
MILITARY	8.9	9.7
OTHER (SPECIFY)	6.6	6.7
REFUSED	0.1	0.1
DON'T KNOW	1.1	1.0
Total	100.0	100.0

S2Q06. How satisfied or dissatisfied were you with that job? (n = 1,365)

Response	Unweighted Percent	Weighted Percent
Very satisfied	26.5	27.2
Somewhat satisfied	32.1	31.2
Somewhat dissatisfied	19.3	19.1
Very dissatisfied	21.4	21.7
REFUSED	0.1	0.0
DON'T KNOW	0.7	0.7
Total	100.0	100.0

S2Q07. What was the main reason for your dissatisfaction? (n = 555)

Response	Unweighted Percent	Weighted Percent
SALARY/HOURLY WAGE TOO LOW	21.6	22.3
JOB DID NOT ACCOMMODATE DISABILITY	23.1	22.6
SCHEDULE TOO DIFFICULT TO MAINTAIN	4.3	3.4
DISLIKED THAT PARTICULAR CAREER	20.0	19.7
FAMILY ISSUES	0.2	0.2
COMMUTE WAS DIFFICULT	0.7	0.8
BENEFITS NOT ADEQUATE	1.8	1.6
DISLIKE OF COWORKERS/MANAGERS	7.0	6.7
NO ROOM FOR ADVANCEMENT/NOT CHALLENGING ENOUGH	6.3	6.9
POOR WORK ENVIRONMENT/ CONDITIONS/ STRESS	3.8	3.7
OTHER, (SPECIFY)	10.5	11.5
REFUSED	0.2	0.1
DON'T KNOW	0.5	0.5
Total	100.0	100.0

S2Q08. What is the most important reason you applied for the VR&E program? (n = 4,991)

Response	Unweighted Percent	Weighted Percent
TO GET A JOB	12.1	12.2
TO GET A BETTER JOB	13.1	12.6
TO FURTHER MY EDUCATION	31.4	30.8
TO GET TRAINING FOR A NEW JOB	17.2	17.8
TO GET A JOB THAT ACCOMMODATED MY DISABILLITY	16.5	16.2
TO IMPROVE MY JOB-SEEKING SKILLS	0.9	1.0
TO GET CAREER COUNSELING	0.7	0.7
ASSISTANCE IN DAILY LIVING OR INDEPENDENT LIVING	1.6	1.8
TO IMPROVE MY INCOME	0.8	0.8
OTHER (SPECIFY)	5.4	5.8
DON'T KNOW	0.2	0.3
Total	100.0	100.0

S2Q09. When you submitted your application, how completely did you understand the eligibility requirements for the program? Would you say completely, mostly, only a little, or not at all? (n = 4,991)

Response	Unweighted Percent	Weighted Percent
Completely	47.1	46.3
Mostly	34.1	34.1
Only a little	14.7	15.1
Not at all	3.5	3.7
REFUSED	0.0	0.1
DON'T KNOW	0.7	0.6
Total	100.0	100.0

S2Q10. When you submitted your application, how completely did you understand the purpose of the VR&E program? Would you say completely, mostly, only a little, or not at all? (n = 4,991)

Response	Unweighted Percent	Weighted Percent
Completely	45.6	45.9
Mostly	36.2	35.5
Only a little	15.3	15.8
Not at all	2.6	2.5
DON'T KNOW	0.3	0.3
Total	100.0	100.0

S2Q11. How reasonable or unreasonable was the amount of paperwork required from you to complete the application process? Would you say it was very reasonable, somewhat reasonable, somewhat unreasonable, or very unreasonable? (n = 4,991)

Response	Unweighted Percent	Weighted Percent
Very reasonable	38.7	38.8
Somewhat reasonable	45.0	44.7
Somewhat unreasonable	10.3	10.2
Very unreasonable	3.8	3.8
DID NOT COMPLETE	0.8	1.0
REFUSED	0.0	0.0
DON'T KNOW	1.4	1.5
Total	100.0	100.0

S2Q12. From the time you turned in your application until you were contacted for an appointment, how satisfied or dissatisfied were you with the time it took for someone to contact you about an appointment? Would you say very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied? (n = 4,991)

Response	Unweighted Percent	Weighted Percent
Very satisfied	39.2	39.2
Somewhat satisfied	35.2	34.4
Somewhat dissatisfied	12.9	13.2
Very dissatisfied	9.1	9.4
REFUSED	0.0	0.1
DON'T KNOW	3.5	3.9
Total	100.0	100.0

S2Q13. How satisfied or dissatisfied were you with the length of time between scheduling your initial appointment and the date of your initial appointment? Would you say very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied? (n = 4,991)

Response	Unweighted Percent	Weighted Percent
Very satisfied	41.2	41.2
Somewhat satisfied	35.4	34.3
Somewhat dissatisfied	11.3	11.4
Very dissatisfied	7.3	7.6
REFUSED	0.1	0.1
DON'T KNOW	4.9	5.3
Total	100.0	100.0

S2Q14. After you applied, did you attend an orientation meeting with VR&E staff? (n = 4,991)

Response	Unweighted Percent	Weighted Percent
YES	71.4	67.5
NO	24.7	28.7
DON'T KNOW	3.9	3.9
Total	100.0	100.0

S2Q15. Would you say that the orientation meeting was very helpful, somewhat helpful, not very helpful, or not at all helpful? (n = 3,564)

Response	Unweighted Percent	Weighted Percent
Very helpful	45.6	46.0
Somewhat helpful	37.7	37.4
Not very helpful	8.9	9.1
Not at all helpful	7.1	6.8
REFUSED	0.0	0.0
DON'T KNOW	0.7	0.8
Total	100.0	100.0

S2Q16. Did you or did the VA schedule an individual meeting with a VR&E counselor to begin the evaluation process? (n = 4,991)

Response	Unweighted Percent	Weighted Percent
YES	81.3	78.8
NO	15.1	17.4
DON'T KNOW	3.6	3.8
Total	100.0	100.0

S2Q17. Did you attend this meeting? (n = 4,055)

Response	Unweighted Percent	Weighted Percent
YES	93.1	91.1
NO	6.7	8.7
DON'T KNOW	0.3	0.3
Total	100.0	100.0

S2Q18. Why did you not attend this meeting? (FIRST CHOICE) (n = 272)

Response	Unweighted Percent	Weighted Percent
CHANGED MY MIND	5.2	5.3
TOO FAR AWAY/ TRANSPORTATION ISSUES	15.1	15.6
UNABLE DUE TO HEALTH	9.6	10.4
UNABLE DUE TO PERSONAL REASONS	9.6	9.7
GOT A JOB	18.4	18.3
HAD DATE WRONG OR FORGOT	1.5	1.3
SCHEDULE CONFLICTS	12.5	12.5
NO CONFIDENCE/ DIDN'T FEEL IT WOULD HELP	3.7	3.4
APPOINTMENT HASN'T HAPPENED YET	3.7	2.9
POOR COMMUNICATION FROM VR&E	3.7	3.3
TOLD NOT ELIGIBLE	2.6	3.0
TOO LONG TO WAIT	2.2	2.3
OTHER (SPECIFY)	11.4	10.9
DON'T KNOW	1.1	0.9
Total	100.0	100.0

S3Q01. These next questions are about the VR&E evaluation process. As part of your evaluation, did you take any tests? (n = 4,003)

Response	Unweighted Percent	Weighted Percent
YES	68.8	68.0
NO	25.8	26.9
DON'T KNOW	5.4	5.1
Total	100.0	100.0

S3Q03. Did you receive help from your counselor in preparing for the tests such as a test guide or practice test? (n = 2,754)

Response	Unweighted Percent	Weighted Percent
YES	15.7	15.5
NO	77.3	77.5
DON'T KNOW	7.0	7.0
Total	100.0	100.0

S3Q04. Did the counselor explain the test results in a way you could understand them? (n = 2,754)

Response	Unweighted Percent	Weighted Percent
YES	78.9	79.7
NO	13.8	13.3
NO RESULTS YET	3.6	3.3
DON'T KNOW	3.8	3.7
Total	100.0	100.0

S3Q05. How completely did the results of the aptitude tests match your particular skills and abilities? Would you say completely, mostly, only a little, or not at all? (n = 2,654)

Response	Unweighted Percent	Weighted Percent
Completely	24.8	25.6
Mostly	45.4	45.3
Only a little	17.1	16.1
Not at all	7.3	7.0
REFUSED	0.0	0.0
DON'T KNOW	5.4	6.0
Total	100.0	100.0

S3Q06. How well did the test results match your personal interests? Would you say completely, mostly, only a little, or not at all? (n = 2,654)

Response	Unweighted Percent	Weighted Percent
Completely	21.2	22.3
Mostly	44.5	44.1
Only a little	20.4	19.0
Not at all	9.1	9.3
REFUSED	0.0	0.0
DON'T KNOW	4.8	5.3
Total	100.0	100.0

S3Q07. Did anything about the tests discourage your participation in the VR&E Program? (n = 2,654)

Response	Unweighted Percent	Weighted Percent
YES	13.2	12.8
NO	85.7	86.2
DON'T KNOW	1.1	1.0
Total	100.0	100.0

S3Q08. What about the tests discouraged your participation? (n = 351)

Response	Unweighted Percent	Weighted Percent
TOO TIME CONSUMING	16.0	14.9
TOO DIFFICULT	11.1	10.7
DIDN'T SEEM APPLICABLE	15.1	16.0
RESULTS PREVENTED YOU FROM PURSUING INTERESTS	30.8	29.4
NO PREPARATION	3.7	3.3
TEST-TAKING ANXIETY/ PROBLEMS FOCUSING	1.7	1.7
DIDN'T TAKE DISABILITY INTO ACCOUNT	0.9	0.6
TOO BROAD/ GENERAL/ BASIC	2.6	3.6
SCHEDULING CONFLICT	1.1	2.4
TOO REDUNDANT	1.7	2.0
OTHER (SPECIFY)	13.4	13.2
DON'T KNOW	2.0	2.1
Total	100.0	100.0

S3Q09A. At the time you and your counselor determined your educational or vocational goals, how sure or unsure were you that your counselor gave you good information? Would you say that you were very sure, somewhat sure, somewhat unsure, or very unsure? (n = 4,003)

Response	Unweighted Percent	Weighted Percent
Very sure	42.5	45.6
Somewhat sure	25.1	24.0
Somewhat unsure	14.8	14.2
Very unsure	12.7	11.9
REFUSED	0.2	0.3
DON'T KNOW	4.6	4.0
Total	100.0	100.0

S3Q09B. At the time you and your counselor determined your educational or vocational goals, how sure or unsure were you that your counselor gave you good advice? Would you say that you were very sure, somewhat sure, somewhat unsure, or very unsure? (n = 4,003)

Response	Unweighted Percent	Weighted Percent
Very sure	40.4	44.1
Somewhat sure	25.7	24.5
Somewhat unsure	14.5	13.4
Very unsure	14.3	13.4
REFUSED	0.2	0.2
DON'T KNOW	4.9	4.4
Total	100.0	100.0

S3Q10. During the overall evaluation phase, how well did your counselor understand your feelings and concerns? Would you say completely, mostly, only a little, or not at all? (n = 4,003)

Response	Unweighted Percent	Weighted Percent
Completely	34.5	37.8
Mostly	29.4	29.7
Only a little	17.2	15.7
Not at all	14.7	13.2
REFUSED	0.2	0.2
DON'T KNOW	4.0	3.5
Total	100.0	100.0

S3Q11. After determining you were eligible for services, did the VA determine that you were entitled to VR&E services? (n = 1,991)

Response	Unweighted Percent	Weighted Percent
YES	71.0	71.4
NO	19.0	18.7
REFUSED	0.1	0.1
DON'T KNOW	9.9	9.8
Total	100.0	100.0

S3Q11A. Did the VA determine that you were not entitled to VR&E services or did you drop out of the program before the determination could be made? (n = 378)

Response	Unweighted Percent	Weighted Percent
VA DETERMINED NOT ENTITLED	70.9	70.7
DROPPED OUT	22.0	21.9
DON'T KNOW	7.1	7.4
Total	100.0	100.0

S3Q12. Did the VA explain why you were NOT entitled to VR&E services? (n = 268)

Response	Unweighted Percent	Weighted Percent
YES	82.5	81.7
NO	15.7	16.2
DON'T KNOW	1.9	2.1
Total	100.0	100.0

S3Q13. Did you research vocational rehabilitation alternatives? (n = 268)

Response	Unweighted Percent	Weighted Percent
YES	32.1	32.3
NO	67.5	67.3
REFUSED	0.4	0.4
Total	100.0	100.0

S3Q14. Did your VR&E counselor help you with this research? (n = 86)

Response	Unweighted Percent	Weighted Percent
YES	17.4	16.9
NO	81.4	81.8
REFUSED	1.2	1.2
Total	100.0	100.0

S3Q16. How about the length of time from the time you applied until the evaluation process was completed? Would you say it was very reasonable, somewhat reasonable, somewhat unreasonable, or very unreasonable? (n = 2,280)

Response	Unweighted Percent	Weighted Percent
Very reasonable	42.0	44.6
Somewhat reasonable	39.3	37.1
Somewhat unreasonable	9.7	9.6
Very unreasonable	5.7	5.3
DID NOT COMPLETE	0.8	0.6
REFUSED	0.1	0.1
DON'T KNOW	2.5	2.6
Total	100.0	100.0

S4Q01. Now, I would like to ask some questions about the planning phase of the VR&E program. Did you discuss an individual vocational plan of services or develop an individual written plan with your counselor? (n = 3,893)

Response	Unweighted Percent	Weighted Percent
YES, DISCUSSED	29.5	28.6
YES, WRITTEN	33.9	37.6
NO	31.5	29.1
REFUSED	0.0	0.0
DON'T KNOW	5.1	4.7
Total	100.0	100.0

S4Q02. At the time you and your counselor determined your educational or vocational goals, how satisfied or dissatisfied were you with the goals you and your counselor selected? Would you say that you were very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied? (n = 2,668)

Response	Unweighted Percent	Weighted Percent
Very satisfied	48.4	53.7
Somewhat satisfied	30.7	27.6
Somewhat dissatisfied	9.9	9.0
Very dissatisfied	8.5	7.6
REFUSED	0.1	0.1
DON'T KNOW	2.4	2.1
Total	100.0	100.0

S4Q03. Please tell me whether you agree with the following statements regarding your plan of services or individual written plan. At the time you and your counselor determined your educational or vocational goals, the plan was appropriate to achieve your vocational goals. Would you say that you strongly agree, somewhat agree, somewhat disagree or strongly disagree? (n = 2,668)

Response	Unweighted Percent	Weighted Percent
STRONGLY AGREE	48.1	53.8
SOMEWHAT AGREE	32.0	28.8
SOMEWHAT DISAGREE	8.9	7.7
STRONGLY DISAGREE	7.9	7.0
NOT APPLICABLE	1.7	1.5
REFUSED	0.0	0.0
DON'T KNOW	1.4	1.2
Total	100.0	100.0

S4Q03B. The plan was designed to minimize aggravation of your disability. (n = 2,668)

Response	Unweighted Percent	Weighted Percent
Strongly agree	53.9	58.3
Somewhat agree	25.4	23.6
Somewhat disagree	8.3	7.7
Strongly disagree	7.8	6.3
NOT APPLICABLE	2.4	2.4
REFUSED	0.0	0.0
DON'T KNOW	2.2	1.7
Total	100.0	100.0

S4Q03C. The plan adequately reflects your interests. (n = 2,668)

Response	Unweighted Percent	Weighted Percent
Strongly agree	56.0	61.8
Somewhat agree	24.8	21.7
Somewhat disagree	8.0	7.1
Strongly disagree	8.6	7.4
NOT APPLICABLE	1.4	1.1
DON'T KNOW	1.2	1.0
Total	100.0	100.0

S4Q03D. The plan adequately reflects your abilities. (n = 2,668)

Response	Unweighted Percent	Weighted Percent
Strongly agree	56.9	61.6
Somewhat agree	26.5	24.3
Somewhat disagree	6.9	5.7
Strongly disagree	6.5	5.6
NOT APPLICABLE	1.5	1.3
REFUSED	0.0	0.0
DON'T KNOW	1.7	1.6
Total	100.0	100.0

S4Q03E. The plan adequately reflects current conditions and characteristics of the job market. (n = 2,668)

Response	Unweighted Percent	Weighted Percent
Strongly agree	47.2	50.3
Somewhat agree	28.6	26.9
Somewhat disagree	9.5	9.4
Strongly disagree	8.3	8.0
NOT APPLICABLE	2.5	2.0
REFUSED	0.0	0.0
DON'T KNOW	3.8	3.4
Total	100.0	100.0

S4Q04. How satisfied or dissatisfied were you with the number of occupational choices that were offered to you during the development of your plan? Would you say very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied? (n = 2,668)

Response	Unweighted Percent	Weighted Percent
Very satisfied	34.3	37.4
Somewhat satisfied	29.6	29.6
Somewhat dissatisfied	16.3	14.7
Very dissatisfied	14.2	12.8
REFUSED	0.1	0.1
DON'T KNOW	5.5	5.4
Total	100.0	100.0

S4Q05. Earlier, you said that the plan did not adequately reflect your [interests/abilities/interests and abilities]. Did your counselor clearly explain the reasons for having offered the plan despite the fact that it did not appear to match your [interests/abilities/interests and abilities]? (n = 529)

Response	Unweighted Percent	Weighted Percent
YES	55.4	55.7
NO	38.8	37.7
DON'T KNOW	5.9	6.6
Total	100.0	100.0

S4Q06. Were you asked by VR&E staff to do any research to assist with plan development, for example, looking up schools in your area or finding statistics on the local labor market? (n = 2,668)

Response	Unweighted Percent	Weighted Percent
YES	58.0	58.1
NO	38.0	38.0
REFUSED	0.0	0.0
DON'T KNOW	3.9	3.9
Total	100.0	100.0

S4Q07. Was the amount of research you were asked to do too much, too little, or about right? (n = 1,548)

Response	Unweighted Percent	Weighted Percent
TOO MUCH	11.6	10.1
TOO LITTLE	3.0	3.1
ABOUT RIGHT	84.0	85.8
NOT APPLICABLE	0.9	0.8
DON'T KNOW	0.5	0.3
Total	100.0	100.0

S5Q01. My next questions are about education and training that was paid for by the VR&E program. Did you start an education or training program? (n = 2,978)

Response	Unweighted Percent	Weighted Percent
YES	61.3	66.0
NO	38.3	33.5
REFUSED	0.0	0.0
DON'T KNOW	0.4	0.4
Total	100.0	100.0

S5Q02. Did you complete the education or training program? (n = 1,825)

Response	Unweighted Percent	Weighted Percent
YES	53.0	75.1
NO	46.6	24.6
REFUSED	0.1	0.1
DON'T KNOW	0.3	0.2
Total	100.0	100.0

S5Q03A. [Did you attend/Are you attending] business, technical or vocational school training? (n = 1,825)

Response	Unweighted Percent	Weighted Percent
YES	40.5	50.1
NO	58.6	48.6
DON'T KNOW	0.9	1.4
Total	100.0	100.0

S5Q03B. [Did you take/Are you taking] college or university coursework? (n = 1,825)

Response	Unweighted Percent	Weighted Percent
YES	56.9	70.2
NO	42.9	29.7
DON'T KNOW	0.2	0.1
Total	100.0	100.0

S5Q03C. Did you obtain a certificate or degree? (n = 967)

Response	Unweighted Percent	Weighted Percent
YES	93.9	94.6
NO	6.1	5.4
Total	100.0	100.0

S5Q03D. [Did you participate/Are you participating] in an apprenticeship or on-the-job training program? (n = 1,825)

Response	Unweighted Percent	Weighted Percent
YES	17.7	24.7
NO	82.1	75.0
DON'T KNOW	0.2	0.3
Total	100.0	100.0

S5Q03E. [Did you get/ Are you getting] tutorial assistance, refresher courses, or academic skill enhancement? (n = 1,825)

Response	Unweighted Percent	Weighted Percent
YES	21.0	26.9
NO	77.5	71.2
REFUSED	0.1	0.0
DON'T KNOW	1.4	1.8
Total	100.0	100.0

S5Q03F. [Did you attend/Are you attending] a teacher certification program? (n = 1,825)

Response	Unweighted Percent	Weighted Percent
YES	6.2	8.3
NO	93.5	91.3
REFUSED	0.1	0.0
DON'T KNOW	0.2	0.4
Total	100.0	100.0

S5Q03G. [Did you do/Are you doing] something else? (n = 1,825)

Response	Unweighted Percent	Weighted Percent
YES	28.1	29.9
NO	71.5	69.3
REFUSED	0.1	0.1
DON'T KNOW	0.4	0.7
Total	100.0	100.0

S5Q04. What is that? (n = 513)

Response	Unweighted Percent	Weighted Percent
BUSINESS, TECHNICAL OR VOCATIONAL SCHOOL TRAINING	11.5	14.1
COLLEGE OR UNIVERSITY COURSEWORK	9.0	10.2
CERTIFICATE OR DEGREE	20.3	27.4
APPRENTICESHIP OR ON-THE-JOB TRAINING	5.3	5.7
TUTORIAL ASSISTANCE, REFRESHER COURSES, OR ACADEMIC SKILL ENHANCEMENT	2.0	2.1
TEACHER CERTIFICATION PROGRAM	0.6	0.7
WORKING	37.2	27.5
TAKING CARE OF FAMILY	1.0	0.3
ADDITIONAL TRAINING/ STUDY	1.4	1.2
UNABLE DUE TO HEALTH	1.8	0.5
RETIREMENT	1.0	0.3
JOB SEARCHING	1.0	0.8
OTHER (SPECIFY)	8.0	9.1
REFUSED	0.2	0.1
Total	100.0	100.0

S5Q05. Why didn't you complete your training or education program? (n = 851)

Response	Unweighted Percent	Weighted Percent
PHYSICAL/ MEDICAL PROBLEMS	28.4	24.8
FINANCIAL DIFFICULTIES	12.3	14.5
FAMILY RESPONSIBILITIES	11.3	8.9
PROGRAM/ CLASSES TOO DIFFICULT	4.4	4.0
CLASS SCHEDULE WAS TOO DIFFICULT TO MAINTAIN	1.8	1.3
DIFFICULTIES WITH WORK/ SCHOOL BALANCE	9.5	9.2
MONTHS OF ELIGIBILITY WERE INSUFFICIENT	2.6	3.5
PROBLEMS WITH COUNSELOR/ PROGRAM	6.4	6.6
GOT/ HAD JOB	5.3	7.2
PROBLEMS WITH SCHOOL	2.0	1.5
MOVED	1.7	1.6
STILL IN PROGRESS	2.6	4.1
FELT DISCOURAGED/ FELT NOT HELPING	2.8	3.9
TOO DIFFICULT	0.6	0.5
NEVER BEGAN PROGRAM/ DIDN'T QUALIFY/ VA ENDED	0.6	1.3
OTHER (SPECIFY)	7.6	7.1
REFUSED	0.2	0.1
Total	100.0	100.0

S5Q06. Were you required by the VR&E program to research schools or training programs on your own? (n = 1,825)

Response	Unweighted Percent	Weighted Percent
YES	44.4	45.9
NO	51.6	50.3
DON'T KNOW	4.1	3.9
Total	100.0	100.0

S5Q07. Did your VR&E counselor help you with the research? (n = 810)

Response	Unweighted Percent	Weighted Percent
YES	50.0	53.4
NO	48.2	44.2
REFUSED	0.3	0.2
DON'T KNOW	1.7	2.2
Total	100.0	100.0

S5Q08. Did your VR&E counselor take the quality of the school into account when recommending a program to you? (n = 1,825)

Response	Unweighted Percent	Weighted Percent
YES	61.3	63.4
NO	22.7	21.5
NOT APPLICABLE	6.8	6.6
REFUSED	0.1	0.1
DON'T KNOW	9.2	8.4
Total	100.0	100.0

S5Q09. How would you rate the quality of the education or training you received? Would you say that it was excellent, very good, fair, or poor? (n = 1,825)

Response	Unweighted Percent	Weighted Percent
Excellent	42.3	47.4
Very good	38.7	37.3
Fair	14.0	11.4
Poor	4.2	3.4
REFUSED	0.2	0.1
DON'T KNOW	0.6	0.4
Total	100.0	100.0

S5Q10. During the majority of your training or education program, what was your employment status? Were you working full time, part time, or not at all? (n = 1,825)

Response	Unweighted Percent	Weighted Percent
Full time	28.7	27.9
Part time	22.9	24.2
Not at all	44.6	43.5
OFF AND ON	3.6	4.3
REFUSED	0.1	0.1
DON'T KNOW	0.2	0.1
Total	100.0	100.0

S5Q11. Did your VR&E counselor advise you not to work during your training or education program in order to focus full-time on your training? (n = 1,825)

Response	Unweighted Percent	Weighted Percent
YES	18.4	16.7
NO	76.9	78.6
REFUSED	0.1	0.1
DON'T KNOW	4.6	4.6
Total	100.0	100.0

S5Q12. Did you receive monthly financial assistance from the VR&E Program during your training program? (n = 1,825)

Response	Unweighted Percent	Weighted Percent
YES	91.2	92.1
NO	7.7	6.7
REFUSED	0.1	0.1
DON'T KNOW	1.1	1.2
Total	100.0	100.0

S5Q13. How satisfied or dissatisfied were you with the monthly financial assistance provided by VR&E during your training program? Would you say you were very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied? (n = 1,664)

Response	Unweighted Percent	Weighted Percent
Very satisfied	39.3	41.8
Somewhat satisfied	37.1	37.4
Somewhat dissatisfied	14.4	13.1
Very dissatisfied	8.9	7.4
REFUSED	0.1	0.1
DON'T KNOW	0.2	0.3
Total	100.0	100.0

S5Q14. Did you have any difficulties during your training or education program that hindered your completion? (n = 1,825)

Response	Unweighted Percent	Weighted Percent
YES	47.0	36.0
NO	52.7	63.6
REFUSED	0.1	0.2
DON'T KNOW	0.2	0.2
Total	100.0	100.0

S5Q15. What specifically did you have difficulties with? (MARK ALL THAT APPLY) (n = 858)

Response	Unweighted Percent	Weighted Percent
PHYSICAL/MEDICAL PROBLEMS	41.4	39.4
FINANCIAL DIFFICULTIES	23.4	23.7
FAMILY RESPONSIBILITIES	19.2	17.3
PROGRAM/CLASSES TOO DIFFICULT	13.6	11.4
CLASS SCHEDULE WAS TOO DIFFICULT TO MAINTAIN	8.6	7.4
DIFFICULTIES WITH WORK/SCHOOL BALANCE	14.5	12.4
MONTHS OF ELIGIBILITY WERE INSUFFICIENT	2.2	2.3
PROBLEMS WITH COUNSELOR/VR&E PROGRAM	8.5	7.9
PROBLEMS WITH THE SCHOOL/ TEACHER	5.5	7.8
I MOVED	0.9	0.9
TRANSPORTATION ISSUES/SCHOOL TOO FAR	2.3	2.3
LACK OF COMPUTER/COMPUTER SKILLS	0.7	0.8
RECALLED TO ACTIVE DUTY	0.6	0.7
OTHER (SPECIFY)	4.9	6.4

S6Q01. Now, I have some questions about current employment. What is your current employment status? Are you currently employed and not looking for a different job, currently employed but looking for a different job, not working but looking for work, or not working and not looking for work? (n = 5,031)

Response	Unweighted Percent	Weighted Percent
Currently employed and not looking for a different job	32.7	35.6
Currently employed but looking for a different job	27.8	28.0
Not working but looking for work	13.8	13.3
Not working and not looking for work	25.2	22.5
REFUSED	0.2	0.3
DON'T KNOW	0.3	0.3
Total	100.0	100.0

S6Q02. Are you currently working full time, part time, or are you self-employed? (n = 3,044)

Response	Unweighted Percent	Weighted Percent
Full time	80.7	81.9
Part time	11.5	10.9
Self-employed	7.7	7.1
DON'T KNOW	0.1	0.1
Total	100.0	100.0

S6Q03. What kind of work do you currently do? (n = 3,044)

Response	Unweighted Percent	Weighted Percent
MANAGEMENT OCCUPATIONS	5.4	5.5
BUSINESS AND FINANCIAL OCCUPATIONS	4.7	5.2
COMPUTER AND MATHEMATICAL OCCUPATIONS	4.8	5.4
ARCHITECTURE AND ENGINEERING	2.7	3.1
LIFE, PHYSICAL AND SOCIAL SCIENCE	0.2	0.2
COMMUNITY AND SOCIAL SERVICE	3.1	3.5
LEGAL OCCUPATIONS	0.5	0.7
EDUCATION, TRAINING AND LIBRARY	5.8	7.0
ARTS, DESIGN, ENTERTAINMENT, SPORTS AND MEDIA	0.9	0.8
HEALTHCARE PRACTITIONER AND TECHNICAL	6.4	7.0
HEALTH CARE SUPPORT	0.5	0.5
PROTECTIVE SERVICES	9.3	8.9
FOOD PREPARATION AND SERVING RELATED	1.6	1.5
BUILDING AND GROUNDS CLEANING AND MAINTENANCE	1.9	1.7
PERSONAL CARE AND SERVICES	1.0	0.9
SALES AND RELATED OCCUPATIONS	6.7	5.9
OFFICE AND ADMINISTRATIVE SUPPORT	9.9	8.9
FARMING, FISHING AND FORESTRY	0.6	0.5
CONSTRUCTION AND EXTRACTION	3.7	3.4
INSTALLATION, MAINTENANCE AND REPAIR	10.2	9.6
PRODUCTION	4.9	4.6
TRANSPORTATION AND MATERIAL MOVING	6.3	6.2
MILITARY	1.5	1.6
OTHER – (SPECIFY)	7.5	7.5
REFUSED	0.2	0.1
Total	100.0	100.0

S6Q04. How satisfied or dissatisfied are you with your current job? Would you say that you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied? (n = 3,044)

Response	Unweighted Percent	Weighted Percent
Very satisfied	35.9	39.0
Somewhat satisfied	37.8	37.1
Somewhat dissatisfied	16.7	15.4
Very dissatisfied	9.4	8.3
REFUSED	0.0	0.0
DON'T KNOW	0.3	0.2
Total	100.0	100.0

S6Q05. What is the main reason for your dissatisfaction? (n = 794)

Response	Unweighted Percent	Weighted Percent
SALARY/ HOURLY WAGE TOO LOW	18.9	19.5
JOB DOES NOT ACCOMMODATE DISABILITY	21.4	19.2
SCHEDULE IS TOO DIFFICULT TO MAINTAIN	3.0	2.6
DISLIKE THE PARTICULAR CAREER	19.8	19.4
FAMILY ISSUES	1.0	1.3
COMMUTE IS DIFFICULT	1.4	1.5
BENEFITS NOT ADEQUATE	1.6	1.2
DISLIKE OF COWORKERS/ MANAGERS	7.7	8.0
NO ROOM FOR ADVANCEMENT/ NOT CHALLENGING ENOUGH	9.8	10.5
POOR WORK ENVIRONMENT/ CONDITIONS/STRESS	5.2	5.6
MARKET SLOW/ UNPREDICTABLE/ NOT ENOUGH WORK	2.3	2.4
NOT PROPERLY TRAINED	1.0	1.3
OTHER (SPECIFY)	6.4	7.1
REFUSED	0.4	0.3
DON'T KNOW	0.2	0.2
Total	100.0	100.0

S6Q06. I am going to read you a list of reasons why people may not be looking for work. Please tell me which is the main reason you are not looking for work. (n = 1,266)

Response	Unweighted Percent	Weighted Percent
You are retired	11.1	12.9
You are disabled	68.2	67.3
You stopped looking for work because you could not find work	1.4	1.4
You are temporarily laid off from work	0.4	0.4
You are taking care of your home and family	5.8	5.1
You are going to school	7.2	6.8
You are attending a training program	0.4	0.4
OTHER (SPECIFY)	5.3	5.5
REFUSED	0.2	0.3
Total	100.0	100.0

S6Q07. Now, I would like to talk about any assistance with your job search that might have been provided by VA staff. Did you use any job preparation and placement services provided directly by VA staff? (n = 1,009)

Response	Unweighted Percent	Weighted Percent
YES	23.3	22.5
NO	75.7	76.4
DON'T KNOW	1.0	1.1
Total	100.0	100.0

S6Q08. [What/Other than your counselor, which other] sources of employment information have you used to look for a job since your last VR&E program? As I read each one, please tell me whether or not you have used it. (MARK ALL THAT APPLY) (n = 5,031)

Response	Unweighted Percent	Weighted Percent
Veterans Health Administration (VA Hospital)	19.3	19.3
VET Center	15.3	15.4
Disabled Veterans Outreach Program (DVOP)	7.9	8.2
Department of Defense	24.2	24.2
Small Business Administration	8.7	8.2
State rehabilitation agency	10.1	10.1
State employment agency	39.7	40.2
Private employment agency	22.7	23.1
Internet job searches	62.3	62.8
Newspaper/help-wanted advertisements	53.0	53.1
Job fairs	37.5	38.3
College/university or school	26.2	27.9
Personal/professional contacts	58.6	60.7
Federal job listings	46.6	47.5

S6Q12. Did you find your current job with the assistance of the VA VR&E program? (n = 842)

Response	Unweighted Percent	Weighted Percent
YES	8.6	8.7
NO	91.3	91.2
DON'T KNOW	0.1	0.1
Total	100.0	100.0

S6Q14. [Does your current job/Now thinking again about your current job, does this job] accommodate your disability? (n = 3,044)

Response	Unweighted Percent	Weighted Percent
YES	69.7	73.0
NO	28.0	24.7
NOT APPLICABLE	1.2	1.2
REFUSED	0.1	0.0
DON'T KNOW	1.1	1.0
Total	100.0	100.0

S6Q15. Does this job suit your skills and abilities? (n = 3,044)

Response	Unweighted Percent	Weighted Percent
YES	77.9	79.8
NO	20.9	19.1
REFUSED	0.1	0.0
DON'T KNOW	1.2	1.1
Total	100.0	100.0

S6Q15A. Is your job in line with your military or civilian experience? (n = 3,044)

Response	Unweighted Percent	Weighted Percent
YES	57.0	57.5
NO	42.5	41.8
REFUSED	0.0	0.1
DON'T KNOW	0.5	0.6
Total	100.0	100.0

S6Q16. Does this job match your interests? (n = 3,044)

Response	Unweighted Percent	Weighted Percent
YES	66.8	69.4
NO	31.9	29.4
REFUSED	0.1	0.1
DON'T KNOW	1.2	1.1
Total	100.0	100.0

S6Q17. How helpful or unhelpful was your employment specialist or counselor in helping you find your current job, if you needed help? Would you say very helpful, somewhat helpful, somewhat unhelpful, or not at all helpful? (n = 842)

Response	Unweighted Percent	Weighted Percent
Very helpful	19.1	19.2
Somewhat helpful	15.2	14.6
Somewhat unhelpful	3.0	2.9
Not at all helpful	26.4	27.6
DIDN'T NEED HELP	35.4	34.8
REFUSED	0.2	0.2
DON'T KNOW	0.7	0.7
Total	100.0	100.0

S7Q01. Now I would like to ask you some questions about your satisfaction with the VR&E program. We are interested in your most recent experience with the program. Overall, how satisfied or dissatisfied are you with the VR&E program? Would you say you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied? (n = 5,031)

Response	Unweighted Percent	Weighted Percent
Very satisfied	27.6	30.1
Somewhat satisfied	28.6	27.7
Somewhat dissatisfied	20.1	19.0
Very dissatisfied	19.1	18.1
NOT APPLICABLE	3.9	4.5
REFUSED	0.2	0.2
DON'T KNOW	0.6	0.7
Total	100.0	100.0

S7Q02. How important or unimportant was the VR&E program in helping to prepare you to get a suitable job? Would you say that it was extremely important, very important, moderately important, slightly important, or not at all important? (n = 4,026)

Response	Unweighted Percent	Weighted Percent
Extremely important	21.0	23.3
Very important	25.7	26.4
Moderately important	14.1	14.3
Slightly important	6.7	6.8
Not at all important	22.2	20.3
NOT APPLICABLE	9.6	8.2
REFUSED	0.1	0.1
DON'T KNOW	0.8	0.6
Total	100.0	100.0

S7Q03. Have you ever felt as though you were discriminated against in the VR&E program because of your: (MARK ALL THAT APPLY) (n = 5,031)

Response	Unweighted Percent	Weighted Percent
Gender	3.6	3.7
Race	5.0	5.2
Age	10.4	10.4
Ethnicity	3.9	3.8
Mental health condition	6.8	6.3
Physical disability	10.9	10.5

S7Q04. How many counselors have you had while in the VR&E program? (n = 4,026)

Response	Unweighted Percent	Weighted Percent
0	4.3	3.7
1	50.0	49.3
2	29.0	29.1
3	9.8	10.6
4	3.7	3.9
5	1.5	1.6
6	0.6	0.7
7	0.2	0.2
8	0.0	0.0
10	0.1	0.2
DON'T KNOW	0.8	0.6
Total	100.0	100.0

S7Q05. Did the counselors communicate with each other about your progress? (n = 1,836)

Response	Unweighted Percent	Weighted Percent
YES	39.7	42.3
NO	32.6	31.1
DON'T KNOW	27.7	26.7
Total	100.0	100.0

S7Q08. The following questions are about your experiences with your primary counselor. By primary counselor, I mean the one you spent the most time with. Is or was your primary counselor a VA staff counselor or a counselor under contract with the VA? (n = 3,853)

Response	Unweighted Percent	Weighted Percent
A VA STAFF COUNSELOR	60.2	62.4
A COUNSELOR UNDER CONTRACT WITH THE VA	17.6	16.7
REFUSED	0.1	0.1
DON'T KNOW	22.1	20.9
Total	100.0	100.0

S7Q09. Is or was your primary counselor a Veteran? (n = 3,853)

Response	Unweighted Percent	Weighted Percent
YES	32.5	32.4
NO	26.9	27.6
REFUSED	0.0	0.0
DON'T KNOW	40.5	40.0
Total	100.0	100.0

S7Q10. Did you have concerns that you wanted to discuss with your primary counselor but did not?
(n = 3,853)

Response	Unweighted Percent	Weighted Percent
YES	24.9	23.2
NO	73.8	75.7
REFUSED	0.0	0.0
DON'T KNOW	1.3	1.2
Total	100.0	100.0

S7Q11. Why did you not discuss these concerns with your primary counselor? (FIRST CHOICE) (n = 959)

Response	Unweighted Percent	Weighted Percent
NOT COMFORTABLE WITH THE COUNSELOR/ NO CONNECTION/ CONFIDENCE	9.5	9.0
DID NOT THINK IT WOULD HELP	3.3	3.1
NOT ENOUGH TIME	8.7	8.4
COUNSELOR NOT AVAILABLE/ NOT RESPONSIVE	15.0	14.1
COUNSELOR NOT ENCOURAGING/NOT WILLING TO LISTEN	45.6	46.6
PERSONAL REASONS, HEALTH	1.7	1.8
ENDED PROGRAM/ FOUND INELIGIBLE	1.2	1.1
TOO PERSONAL/ NO PRIVACY	0.7	0.6
NEVER GOT THE OPPORTUNITY	1.8	1.9
DISCOURAGED BY PROGRAM	2.3	2.4
COUNSELOR DIDN'T SEEM KNOWLEDGEABLE	0.7	1.3
TOO MANY DIFFERENT COUNSELORS	0.6	0.6
OTHER (SPECIFY)	7.7	7.7
REFUSED	0.2	0.2
DON'T KNOW	1.0	1.1
Total	100.00	100.00

S7Q12. Overall, were your primary counselor's communications with you respectful? Would you say always, most of the time, sometimes, or never? (n = 3,853)

Response	Unweighted Percent	Weighted Percent
Always	72.3	74.6
Most of the time	14.6	13.5
Sometimes	9.4	8.8
Never	2.9	2.5
REFUSED	0.2	0.2
DON'T KNOW	0.6	0.5
Total	100.0	100.0

S7Q13A. For each of the following items regarding your primary counselor, please tell me whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with the following statements. My primary counselor gave me good information and advice. (n = 3,853)

Response	Unweighted Percent	Weighted Percent
Strongly agree	49.6	52.5
Somewhat agree	27.5	26.5
Somewhat disagree	10.0	9.3
Strongly disagree	11.0	10.1
NOT APPLICABLE	1.3	1.2
REFUSED	0.0	0.0
DON'T KNOW	0.6	0.5
Total	100.0	100.0

S7Q13B. My primary counselor was knowledgeable regarding VA's vocational rehabilitation program. (n = 3,853)

Response	Unweighted Percent	Weighted Percent
Strongly agree	60.7	63.0
Somewhat agree	24.6	23.4
Somewhat disagree	6.5	6.1
Strongly disagree	5.2	4.9
NOT APPLICABLE	1.4	1.2
REFUSED	0.1	0.0
DON'T KNOW	1.6	1.5
Total	100.0	100.0

S7Q13C. My primary counselor has provided assistance according to my individual needs. (n = 3,853)

Response	Unweighted Percent	Weighted Percent
Strongly agree	45.5	49.3
Somewhat agree	22.8	21.9
Somewhat disagree	11.8	10.5
Strongly disagree	17.3	15.9
NOT APPLICABLE	2.0	1.7
REFUSED	0.0	0.0
DON'T KNOW	0.7	0.6
Total	100.0	100.0

S7Q13D. When my primary counselor made a decision regarding my program, the reason was clearly explained. (n = 3,853)

Response	Unweighted Percent	Weighted Percent
Strongly agree	54.6	57.7
Somewhat agree	20.5	19.5
Somewhat disagree	9.1	8.4
Strongly disagree	11.8	10.8
NOT APPLICABLE	3.0	2.8
REFUSED	0.1	0.1
DON'T KNOW	0.9	0.8
Total	100.0	100.0

S7Q13E. My primary counselor showed a caring and compassionate attitude toward me. (n = 3,853)

Response	Unweighted Percent	Weighted Percent
Strongly agree	53.8	57.1
Somewhat agree	21.8	20.8
Somewhat disagree	9.4	9.2
Strongly disagree	13.3	11.3
NOT APPLICABLE	1.0	0.8
REFUSED	0.1	0.1
DON'T KNOW	0.8	0.7
Total	100.0	100.0

S7Q14. Now thinking about the location of your primary counselor, how convenient or inconvenient was the location of the office where you met with your counselor? Was it very convenient, somewhat convenient, somewhat inconvenient, or not at all convenient? (n = 3,853)

Response	Unweighted Percent	Weighted Percent
Very convenient	35.0	36.0
Somewhat convenient	29.3	29.7
Somewhat inconvenient	19.1	18.4
Not at all convenient	15.7	14.9
REFUSED	0.1	0.1
DON'T KNOW	0.9	0.9
Total	100.0	100.0

S7Q15. Did your counselor schedule appointments at times that were convenient for you? Would you say always, most of the time, some of the time, or never? (n = 3,853)

Response	Unweighted Percent	Weighted Percent
Always	48.7	50.7
Most of the time	26.9	27.2
Some of the time	14.6	13.6
Never	7.8	6.7
REFUSED	0.2	0.2
DON'T KNOW	1.8	1.7
Total	100.0	100.0

S7Q16. How satisfied or dissatisfied were you with the amount of time your counselor spent with you during in-person meetings? Would you say very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied? (n = 3,853)

Response	Unweighted Percent	Weighted Percent
Very satisfied	50.4	53.7
Somewhat satisfied	28.2	27.0
Somewhat dissatisfied	11.3	10.1
Very dissatisfied	8.5	7.8
REFUSED	0.1	0.1
DON'T KNOW	1.5	1.4
Total	100.0	100.0

S7Q18. Overall, how satisfied or dissatisfied are you with the responsiveness of your primary counselor, the person you spent the most time with? Would you say very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied? (n = 3,853)

Response	Unweighted Percent	Weighted Percent
Very satisfied	46.6	50.1
Somewhat satisfied	27.2	26.0
Somewhat dissatisfied	11.7	11.0
Very dissatisfied	13.3	11.8
REFUSED	0.1	0.1
DON'T KNOW	1.2	1.0
Total	100.0	100.0

S8Q01. The next few questions ask about reasons for not completing the VR&E program. Why didn't you complete the VR&E program? (MARK ALL THAT APPLY) (n = 2,688)

Response	Unweighted Percent	Weighted Percent
COULD NOT ATTEND SCHOOL WHILE IN PROGRAM	1.2	1.3
COULD NOT WORK WHILE IN PROGRAM	4.3	4.3
PAPERWORK/TESTS DURING APPLICATION AND EVALUATION TOO CUMBERSOME OR DIFFICULT	3.6	3.8
DISABILITY NOT ACCOMMODATED	6.2	6.3
DISSATISFIED WITH PROGRAM/COUNSELOR	13.6	13.4
FINANCIAL REASONS	13.2	11.1
FOUND A JOB	11.8	13.0
PERSONAL REASONS, MEDICAL	18.6	16.0
PERSONAL REASONS, NOT MEDICAL	12.7	10.8
TRANSPORTATION/LOCATION	4.4	5.1
WASN'T WHAT I EXPECTED	3.2	3.7
MOVED	1.9	1.8
INELIGIBLE (UNSPECIFIED)/VA ENDED	2.3	2.8
UNABLE TO AGREE ON A PLAN/COURSEWORK	4.8	4.6
FELT OVERQUALIFIED FOR PROGRAM	0.3	0.4
USING GI BILL	1.5	1.6
TIME CONSTRAINTS/SCHEDULING CONFLICT	2.6	3.1
LACK OF COMMUNICATION/ INFORMATION FROM VR&E	2.6	3.4
NOT APPLICABLE	4.7	5.5
PROBLEMS WITH SCHOOL	0.8	0.6
FELT DISCOURAGED	1.6	1.8
FELT DIDN'T NEED PROGRAM/CHANGED MIND	1.5	1.8
DEPLOYED/RE-ENLISTED	0.5	0.5
TOOK TOO LONG	1.0	1.2
WORK/SCHOOL BALANCE TOO DIFFICULT TO MAINTAIN	1.2	0.8
DISCRIMINATED AGAINST	0.2	0.2
MISSED AN APPOINTMENT/ DEADLINE	0.5	0.7
OTHER (SPECIFY)	4.4	4.1

S8Q01A. Why did VR&E request that you stop the program? (n = 860)

Response	Unweighted Percent	Weighted Percent
DISABILITY RATING NOT HIGH ENOUGH	7.8	9.8
DID NOT SUBMIT PAPERWORK ON TIME	4.2	3.8
MISSED APPOINTMENT(S)	7.9	7.8
HAD A JOB/ STILL ON ACTIVE DUTY	16.4	16.9
MEDICAL REASONS/ DISABILITY TOO GREAT	17.3	16.3
AGE (I.E., FELT TOO OLD FOR THE PROGRAM)	1.6	1.7
MOVED	1.2	1.1
INELIGIBLE (OTHER/ UNSPECIFIED)	3.3	3.7
UNABLE TO AGREE ON A PLAN/ COURSEWORK	4.3	4.0
OVERQUALIFIED FOR PROGRAM (E.G. TOO MUCH EDUCATION)	4.4	5.1
TIME CONSTRAINTS	4.3	3.5
USING GI BILL	2.0	2.4
NEVER HEARD FROM VA	1.2	1.5
TOLD NOT SUITED FOR PROGRAM (E.G. BAD TEST SCORES)	5.8	6.1
LACK OF FUNDS	0.5	0.5
SCHOOL PROBLEMS	2.1	1.3
OTHER (SPECIFY)	10.9	9.8
REFUSED	0.7	0.6
DON'T KNOW	4.2	4.4
Total	100.0	100.0

S8Q02. Which of the reasons that you mentioned is the main reason that you did not complete the VR&E program? (n = 480)

Response	Unweighted Percent	Weighted Percent
COULD NOT ATTEND SCHOOL WHILE IN PROGRAM	0.2	0.2
COULD NOT WORK WHILE IN PROGRAM	3.3	3.6
PAPERWORK/TESTS DURING APPLICATION AND EVALUATION TOO CUMBERSOME OR DIFFICULT	2.3	2.4
DISABILITY NOT ACCOMMODATED	5.6	6.5
DISSATISFIED WITH PROGRAM/COUNSELOR	15.2	16.1
FINANCIAL REASONS	19.8	16.0
FOUND A JOB	6.5	7.4
PERSONAL REASONS, MEDICAL	15.2	13.4
PERSONAL REASONS, NOT MEDICAL	8.3	7.8
TRANSPORTATION/LOCATION	4.2	5.7
WASN'T WHAT I EXPECTED	3.5	3.9
MOVED	1.0	1.4
INELIGIBLE (UNSPECIFIED)/VA ENDED	0.6	0.7
UNABLE TO AGREE ON A PLAN/COURSEWORK	1.5	1.4
FELT OVERQUALIFIED FOR PROGRAM	0.2	0.2
USING GI BILL	0.4	0.6
TIME CONSTRAINTS/SCHEDULING CONFLICT	0.8	1.0
LACK OF COMMUNICATION/ INFORMATION FROM VR&E	0.4	0.5
PROBLEMS WITH SCHOOL	0.2	0.1
FELT DISCOURAGED	0.6	0.7
FELT DIDN'T NEED PROGRAM/CHANGED MIND	0.2	0.2
DEPLOYED/RE-ENLISTED	0.2	0.4
TOOK TOO LONG	1.5	1.9
WORK/SCHOOL BALANCE TOO DIFFICULT TO MAINTAIN	1.7	1.1
MISSED AN APPOINTMENT/ DEADLINE	0.2	0.2
OTHER (SPECIFY)	5.0	5.5
REFUSED	0.2	0.2
DON'T KNOW	1.0	1.3
Total	100.0	100.0

S8Q03. What could the VR&E program have done to help you stay in the program? (FIRST CHOICE)
(n = 3,548)

Response	Unweighted Percent	Weighted Percent
BEEN MORE ACCOMMODATING OF MEDICAL NEEDS	2.5	2.6
PROVIDED MORE FINANCIAL ASSISTANCE	6.5	5.3
PROVIDED TRANSPORTATION	0.8	0.9
PROVIDED TUTORING/ BASIC SKILLS TRAINING	0.8	0.7
PROVIDED MORE COUNSELING	1.5	1.4
ALLOW PART-TIME PROGRAM ATTENDANCE	0.8	0.7
BETTER COMMUNICATION WITH VETERAN/ MAKE SURE VETERAN INFORMED	9.7	10.8
ALLOW VETERAN TO KEEP GI BILL WHILE IN THE PROGRAM	0.7	0.8
ALLOW VETERAN TO WORK WHILE IN THE PROGRAM	1.6	1.6
NOT RELY SO HEAVILY ON TEST RESULTS	0.3	0.4
MORE ACCOMMODATING OF VETERAN'S INDIVIDUAL NEEDS/ MORE OPTIONS	8.2	7.8
BETTER TRAINED STAFF	1.2	1.2
BEEN MORE ENCOURAGING/ RESPECTFUL/ CARING	2.2	2.3
BEEN MORE ACCOMMODATING OF VETERAN'S SCHEDULE	3.6	3.8
BEEN MORE HELPFUL (OTHER/IN GENERAL)	5.2	5.1
ALLOWED ME IN THE PROGRAM/ RELAX ELIGIBILITY RULES	3.8	4.4
MORE EMPLOYMENT ASSISTANCE (E.G. JOB TRAINING AND JOB SEARCHING)	2.2	2.3
FASTER PROCESSING	1.2	1.4
ALLOWED MORE TIME TO COMPLETE PROGRAM	1.1	0.8
BETTER MANAGEMENT/ COUNSELORS/ CUSTOMER SERVICE	1.7	1.6
MORE CONVENIENT LOCATIONS	1.5	2.0
SIMPLIFY PROCESS/ PAPERWORK	0.7	1.0
MORE EDUCATION ASSISTANCE	1.8	1.7
PROVIDED A COMPUTER	0.1	0.1
ALLOWED PROGRAM ATTENDANCE FROM HOME (E.G., ONLINE COURSES)	0.5	0.4
PROVIDED CHILDCARE	0.4	0.3

Response	Unweighted Percent	Weighted Percent
MAKE IT EASIER TO TRANSFER WHEN MOVE	0.3	0.3
NOTHING	21.3	20.6
NOT APPLICABLE	1.9	2.2
OTHER (SPECIFY)	5.8	5.7
REFUSED	0.4	0.3
DON'T KNOW	9.8	9.7
Total	100.0	100.0

S8Q08. Would a toll-free help line staffed with trained counselors to answer questions or address immediate concerns have been helpful to you during your experience with the VR&E program? (n = 3,548)

Response	Unweighted Percent	Weighted Percent
YES	68.1	68.3
NO	27.2	26.7
REFUSED	0.2	0.2
DON'T KNOW	4.5	4.8
Total	100.0	100.0

S9Q01. Now I'd like to ask you some questions about your military background. What is the branch of service that you were sworn into? (n = 5,031)

Response	Unweighted Percent	Weighted Percent
ARMY	48.7	48.1
NAVY	20.9	21.0
AIR FORCE	16.5	16.9
MARINES	12.5	12.6
COAST GUARD	1.0	1.1
ARMY RESERVES	0.1	0.1
AIR FORCE RESERVES	0.0	0.0
COAST GUARD RESERVES	0.0	0.0
AIR NATIONAL GUARD	0.2	0.1
OTHER (SPECIFY)	0.0	0.0
REFUSED	0.0	0.0
Total	100.0	100.0

S9Q02. [IF ARMY OR AIR FORCE]: Was that the regular branch, the Reserves, or the National Guard? (MARK ALL THAT APPLY) (n = 3,263)

Response	Unweighted Percent	Weighted Percent
Regular branch	94.5	94.1
Reserves	8.4	8.6
National Guard	8.6	8.5

S9Q03. [IF NAVY, MARINES, OR COAST GUARD]: Was that the regular branch or the Reserves? (n = 1,714)

Response	Unweighted Percent	Weighted Percent
Regular branch	92.9	92.2
Reserves	2.6	2.6
BOTH	4.5	5.2
Total	100.0	100.0

S9Q05. At your most recent discharge were you a commissioned officer, a warrant officer, or an enlisted person? (n = 5,031)

Response	Unweighted Percent	Weighted Percent
Commissioned officer	4.5	5.2
Warrant officer	1.6	1.8
Enlisted person	84.1	83.2
NON-COMMISIONED OFFICER	9.5	9.5
REFUSED	0.0	0.0
DON'T KNOW	0.3	0.3
Total	100.0	100.0

S9Q06. Are you currently serving in the [MILITARY BRANCH]? (n = 5,031)

Response	Unweighted Percent	Weighted Percent
YES	2.4	2.4
NO	97.5	97.6
DON'T KNOW	0.1	0.0
Total	100.0	100.0

S9Q07. What year was your last discharge? (n = 4,906)

Response	Unweighted Percent	Weighted Percent
1942-1959	0.5	0.7
1960-1969	5.2	5.5
1970-1979	11.4	12.6
1980-1989	9.6	9.0
1990-1999	29.6	29.6
2000-2007	43.4	42.6
REFUSED	0.0	0.1
DON'T KNOW	0.2	0.2
Total	100.0	100.0

S9Q08. What was your length of service in years and months? (n = 4,689)

Unweighted: Mean = 11.9 years; Min = 0.0; Max = 41.8; Mode = 20.0; Std Dev = 8.6

Weighted: Mean = 12.2 years

S9Q09. Did you serve on active duty during any of the following periods? (MARK ALL THAT APPLY) (n = 5,031)

Response	Unweighted Percent	Weighted Percent
Vietnam Era from August 5, 1964 to May 7, 1975	27.0	29.4
Gulf War Era from August 2, 1990 to September 10, 2001 or	63.0	62.6
Operation Enduring Freedom/Operation Iraqi Freedom from September 11, 2001 to the present	34.6	33.5
NONE OF THE ABOVE	10.4	9.7

S9Q10. The next questions are about your employment history and experience. Before enrolling in the military, did you ever work for pay? (n = 5,031)

Response	Unweighted Percent	Weighted Percent
YES	90.2	90.2
NO	9.8	9.8
DON'T KNOW	0.1	0.1
Total	100.0	100.0

S9Q11. Were you employed full-time or part-time? (n = 4,537)

Response	Unweighted Percent	Weighted Percent
Full-time	61.9	61.0
Part-time	37.9	38.9
DON'T KNOW	0.2	0.1
Total	100.0	100.0

S9Q12. How many years were you employed full-time before joining the military? (n = 2,809)

Response	Unweighted Percent	Weighted Percent
0	8.5	8.6
1	18.3	19.0
2	20.3	21.0
3	14.3	13.3
4	9.7	9.7
5	7.4	7.6
6	5.2	5.1
7	3.2	3.0
8	2.6	2.3
9	1.2	1.0
10	3.9	3.9
11	0.6	0.6
12	0.7	0.6
13	0.4	0.5
14	0.3	0.3
15	0.9	0.9
16	0.1	0.0
17	0.0	0.0
18	0.1	0.2
19	0.0	0.0
20	0.6	0.7
REFUSED	0.1	0.1
DON'T KNOW	1.7	1.7
Total	100.0	100.0

S9Q13. Overall, how satisfied or dissatisfied were you with the full-time work you did prior to joining the military? Would you say very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied? (n = 2,520)

Response	Unweighted Percent	Weighted Percent
Very satisfied	24.1	23.4
Somewhat satisfied	39.5	39.8
Somewhat dissatisfied	17.5	17.5
Very dissatisfied	18.4	18.8
DON'T KNOW	0.6	0.6
Total	100.0	100.0

S9Q14. What was the main reason for your dissatisfaction? (n = 905)

Response	Unweighted Percent	Weighted Percent
SALARY/ HOURLY WAGE TOO LOW	28.3	28.6
JOB DID NOT ACCOMMODATE DISABILITY	0.3	0.2
SCHEDULE IS TOO DIFFICULT TO MAINTAIN	1.1	1.2
DISLIKE THAT PARTICULAR CAREER	45.4	44.2
FAMILY ISSUES	0.3	0.2
COMMUTE WAS DIFFICULT	0.3	0.3
BENEFITS NOT ADEQUATE	1.8	1.7
DISLIKE OF COWORKERS/ MANAGERS	0.6	0.5
NO ROOM FOR ADVANCEMENT/ NOT CHALLENGING ENOUGH	10.6	12.1
POOR WORK ENVIRONMENT/ CONDITIONS/ STRESS	1.7	1.5
MARKET SLOW/ UNPREDICTABLE/ NOT ENOUGH WORK	0.6	0.8
NO JOB SECURITY/ LAYOFFS	1.0	1.2
YOUNG/ INEXPERIENCED/ UNSURE OF FUTURE	1.6	1.3
LACK OF TRAINING/ EDUCATION	1.1	0.9
DISCRIMINATION	0.4	0.6
OTHER (SPECIFY)	4.1	4.1
REFUSED	0.1	0.1
DON'T KNOW	0.8	0.5
Total	100.0	100.0

S9Q15. Have you worked at a civilian job for pay since leaving the military? (n = 5,031)

Response	Unweighted Percent	Weighted Percent
YES	92.7	93.6
NO	7.2	6.4
DON'T KNOW	0.1	0.0
Total	100.0	100.0

S9Q16. Does your most recent civilian job generally match the occupation you were trained for while you were in the military? (n = 4,663)

Response	Unweighted Percent	Weighted Percent
YES	29.0	29.2
NO	70.6	70.4
REFUSED	0.0	0.0
DON'T KNOW	0.3	0.4
Total	100.0	100.0

S10Q01. Now I'm going to ask some general questions about your health and well-being. In general, would you say your health is excellent, very good, good, fair, or poor? (n = 5,031)

Response	Unweighted Percent	Weighted Percent
Excellent	4.2	4.6
Very good	15.4	16.0
Good	30.0	30.9
Fair	34.5	33.5
Poor	15.6	14.7
REFUSED	0.2	0.2
DON'T KNOW	0.2	0.2
Total	100.0	100.0

S10Q02. During the past year, were you limited in the kind of work or other regular daily activities you do as a result of your physical health? (n = 5,031)

Response	Unweighted Percent	Weighted Percent
YES	75.4	74.1
NO	24.4	25.7
REFUSED	0.1	0.1
DON'T KNOW	0.1	0.1
Total	100.0	100.0

S10Q03. Were you limited all of the time, most of the time, some of the time, or a little of the time? (n = 3,791)

Response	Unweighted Percent	Weighted Percent
All of the time	25.2	24.1
Most of the time	29.4	28.8
Some of the time	36.6	38.0
A little of the time	8.7	9.0
DON'T KNOW	0.1	0.1
Total	100.0	100.0

S10Q04. During the past year, were you limited in the kind of work or other regular daily activities you do as a result of any emotional problems or mental health problems? (n = 5,031)

Response	Unweighted Percent	Weighted Percent
YES	32.2	30.6
NO	66.7	68.3
REFUSED	0.5	0.4
DON'T KNOW	0.6	0.7
Total	100.0	100.0

S10Q05. Were you limited all of the time, most of the time, some of the time, or a little of the time?
(n = 1,662)

Response	Unweighted Percent	Weighted Percent
All of the time	19.8	19.4
Most of the time	31.1	30.3
Some of the time	39.6	40.2
A little of the time	9.4	10.0
DON'T KNOW	0.1	0.1
Total	100.0	100.0

S10Q06. During the past year, how much did pain interfere with your normal work, including both work outside the home and housework? Did it interfere not at all, a little bit, quite a bit, or extremely? (n = 5,031)

Response	Unweighted Percent	Weighted Percent
Not at all	7.4	7.7
A little bit	31.1	32.8
Quite a bit	38.6	37.8
Extremely	22.4	21.1
REFUSED	0.2	0.2
DON'T KNOW	0.3	0.3
Total	100.0	100.0

S11Q01. Now I am going to read some statements about you. Please tell me if you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with each statement. It is easy for me to stick to my aims and accomplish my goals. (n = 5,031)

Response	Unweighted Percent	Weighted Percent
Strongly agree	45.1	46.9
Somewhat agree	36.4	35.6
Somewhat disagree	9.9	9.7
Strongly disagree	7.9	7.1
REFUSED	0.2	0.1
DON'T KNOW	0.5	0.6
Total	100.0	100.0

S11Q02. When I am confronted with a problem, I can usually find several solutions. (n = 5,031)

Response	Unweighted Percent	Weighted Percent
Strongly agree	60.6	61.9
Somewhat agree	29.7	28.9
Somewhat disagree	5.5	5.3
Strongly disagree	3.7	3.4
REFUSED	0.2	0.2
DON'T KNOW	0.4	0.4
Total	100.0	100.0

S12Q01. Are you Spanish, Hispanic, or Latino? (n = 5,031)

Response	Unweighted Percent	Weighted Percent
YES	8.7	8.2
NO	90.7	91.2
REFUSED	0.5	0.6
DON'T KNOW	0.1	0.1
Total	100.0	100.0

S12Q02. Please select one or more to describe your race. (MARK ALL THAT APPLY) (n = 5,031)

Response	Unweighted Percent	Weighted Percent
White	65.1	66.4
Black or African American	26.1	25.1
American Indian or Alaska Native	7.2	7.2
Asian	1.9	1.7
Native Hawaiian	0.3	0.3
Other Pacific Islander	1.1	1.0
HISPANIC/MEXICAN	5.1	4.7
OTHER (SPECIFY)	0.4	0.5

S12Q03. At the time you first applied for VR&E benefits, what was the highest grade or year of school you had completed? (n = 5,031)

Response	Unweighted Percent	Weighted Percent
LESS THAN HIGH SCHOOL	1.8	1.8
GED	4.0	3.9
HIGH SCHOOL GRADUATE	32.4	31.7
TRADE/TECHNICAL/VOCATIONAL-AFTER HIGH SCHOOL	2.1	2.0
SOME COLLEGE BUT NO DEGREE	31.8	31.1
ASSOCIATES DEGREE IN COLLEGE	13.7	13.8
BACHELOR'S DEGREE	10.4	11.2
MASTER'S DEGREE	3.2	3.9
PROFESSIONAL SCHOOL DEGREE (MD, DDS, DVM, LLB, JD)	0.2	0.2
DOCTORAL DEGREE (PHD, EDD)	0.2	0.2
DON'T KNOW	0.1	0.1
REFUSED	0.1	0.2
Total	100.0	100.0

S12Q04. Have you pursued other education or training programs since then? (n = 5,031)

Response	Unweighted Percent	Weighted Percent
YES	52.2	54.8
NO	47.7	45.1
REFUSED	0.0	0.0
DON'T KNOW	0.1	0.1
Total	100.0	100.0

S12Q05. What is the highest grade or year of school you have ever completed? (n = 2,628)

Response	Unweighted Percent	Weighted Percent
LESS THAN HIGH SCHOOL	0.4	0.5
GED	1.3	1.1
HIGH SCHOOL GRADUATE	5.6	5.2
TRADE/TECHNICAL/VOCATIONAL-AFTER HIGH SCHOOL	5.8	5.6
SOME COLLEGE BUT NO DEGREE	33.8	29.0
ASSOCIATES DEGREE IN COLLEGE	20.3	20.0
BACHELOR'S DEGREE	23.0	26.1
MASTER'S DEGREE	8.1	10.6
PROFESSIONAL SCHOOL DEGREE (MD, DDS, DVM, LLB, JD)	0.9	1.0
DOCTORAL DEGREE (PHD, EDD)	0.6	0.6
DON'T KNOW	0.2	0.2
Total	100.0	100.0

S12Q06. What is your marital status? Are you: (n = 5,031)

Response	Unweighted Percent	Weighted Percent
Married, living with your spouse	64.8	65.7
Married, not living with your spouse	3.1	2.9
Widowed	1.0	0.9
Divorced	17.7	17.6
Legally separated	1.5	1.4
Never been married	11.2	10.8
REFUSED	0.5	0.4
DON'T KNOW	0.2	0.2
Total	100.0	100.0

S12Q07. During 2006, how many children depended on you for at least half of their support? (n = 5,031)

	Response	Unweighted Percent	Weighted Percent
0		40.0	40.8
1		22.0	22.4
2		22.1	22.1
3		9.9	9.3
4		4.0	3.6
5		1.2	1.1
6		0.3	0.3
7		0.2	0.2
8		0.0	0.0
10		0.0	0.0
	REFUSED	0.1	0.1
	DON'T KNOW	0.2	0.2
	Total	100.0	100.0

S12Q08. I am going to read a list of income sources. Please tell me which sources are included in your total family income for 2006. For 2006, including yourself [and your spouse/and your dependent children], did you receive money from: (MARK ALL THAT APPLY) (n = 4,112)

Response	Unweighted Percent	Weighted Percent
Wages, salaries, or other employment income	77.9	79.5
Your own business	9.9	9.6
Social Security	15.4	15.1
VA service-connected disability compensation	92.8	92.4
Any retirement or pension plan, including U.S. Civil Service Retirement, VA, or U.S. Military Retirement	44.1	45.3
Unemployment insurance	6.0	6.5
Interest and dividends	15.9	17.0
Worker's Compensation or Black Lung benefit	2.0	2.0
Public assistance, such as welfare, AFDC, or SSI payments	3.4	3.3
Any other source	5.8	5.4

S12Q09. Including any VA payments you receive, and from all sources combined, what was your total family income for 2006, before taxes and deductions? (n = 3,248)

Unweighted: Mean = \$56,264.0; Min = \$0; Max = \$850,000; Mode = \$60,000; Std Dev = \$38,935.9

Weighted: Mean = \$58,405.3

S12Q10. Please tell me which group best describes an estimate of your total combined family income in 2006 before taxes and deductions. Would you say: (n = 861)

Response	Unweighted Percent	Weighted Percent
\$10,000 or less	3.5	3.1
\$10,001 to \$20,000	7.2	7.1
\$20,001 to \$30,000	14.5	13.5
\$30,001 to \$40,000	10.6	11.0
\$40,001 to \$50,000	7.8	7.6
Over \$50,000	17.3	17.6
REFUSED	28.2	29.5
DON'T KNOW	10.9	10.6
Total	100.0	100.0

S12Q11. Is there more than one income earner in your family? (n = 4,112)

Response	Unweighted Percent	Weighted Percent
YES	54.5	53.6
NO	46.2	45.1
REFUSED	1.3	1.3
DON'T KNOW	0.1	0.0
Total	100.0	100.0

S12Q12. I am going to read a list of income sources. Please tell me which sources are included in your individual income for 2006. For 2006, for yourself only, did you receive money from: (MARK ALL THAT APPLY) (n = 3,076)

Response	Unweighted Percent	Weighted Percent
Wages, salaries, or other employment income	69.1	71.4
Your own business	8.8	8.6
Social Security	12.0	12.1
VA service-connected disability compensation	92.1	92.0
Any retirement or pension plan, including U.S. Civil Service Retirement, VA, or U.S. Military Retirement	40.1	41.6
Unemployment insurance	5.0	5.2
Interest and dividends	15.9	16.9
Worker's Compensation or Black Lung benefit	1.6	1.4
Public assistance, such as welfare, AFDC, or SSI payments	1.8	1.6
Any other source	3.1	3.0
None of the above	0.5	0.4
Total	100.0	100.0

S12Q13. Including any VA payments you receive, and from all sources combined, what was your individual income for 2006, before taxes and deductions? (n = 2,530)

Unweighted: Mean = \$37,026.8; Min = \$0; Max = \$280,000; Mode = \$30,000; Std Dev = \$25,328.5

Weighted: Mean = \$38,624.0

S12Q14. Please tell me which group best describes an estimate of your total INDIVIDUAL income in 2006 before taxes and deductions. Would you say: (n = 543)

Response	Unweighted Percent	Weighted Percent
\$10,000 or less	11.2	10.3
\$10,001 to \$20,000	14.2	11.6
\$20,001 to \$30,000	14.9	14.6
\$30,001 to \$40,000	9.2	10.1
\$40,001 to \$50,000	2.8	2.6
Over \$50,000	7.4	8.5
REFUSED	30.4	31.8
DON'T KNOW	9.9	10.5
Total	100.0	100.0

S12Q15. Do you have health care coverage under any of the following sources? (MARK ALL THAT APPLY) (n = 5,031)

Response	Unweighted Percent	Weighted Percent
Tri-care	39.9	41.1
Medicare	10.1	9.8
Medicaid	2.5	2.4
Private health insurance (such as Blue Cross or Aetna)	33.5	35.2
VA	70.7	70.2
Some other health care coverage (SPECIFY)	1.5	1.5
None of the above	2.5	2.5
EMPLOYER - UNSPECIFIED	0.3	0.3
DENTAL INSURANCE	0.5	0.5

Appendix G: Sample Sizes for Statistical Tests

This appendix presents tables of unweighted sample sizes used to calculate the weighted percentages and chi-square tests of significance as presented in Chapter 4, “Analysis and Findings.” Each exhibit in this appendix is split into a part “a” including the sample sizes by age group and race/ethnicity and a part “b” with the sample sizes by cohort and program completion. Sample sizes of 0 are not reported where entire cohorts were not asked a particular survey item and were dropped from analyses; sample sizes are also not reported by program completion for items that were not asked of cohort 5 (program completers).

Exhibit G.1.a. Unweighted Sample Sizes for Survey Items on Veterans' Satisfaction With the VR&E Program

Survey Item	Age Group					Race/Ethnicity			
	18-29	30-39	40-49	50-64	65+	Hispanic or Latino	Other Race	Black	White
<S7Q01> Overall, how satisfied or dissatisfied are you with the VR&E program?	516	965	1667	1528	120	429	456	1143	2705
<S7Q02> How important or unimportant was the VR&E program in helping prepare you to get a suitable job?	364	744	1280	1140	76	329	349	846	2032
<S7Q03_1> Have you ever felt as though you were discriminated against in the VR&E program because of your gender?	544	999	1725	1582	127	443	465	1178	2824
<S7Q03_2> Have you ever felt as though you were discriminated against in the VR&E program because of your race?	541	995	1725	1582	129	439	467	1172	2828
<S7Q03_3> Have you ever felt as though you were discriminated against in the VR&E program because of your age?	541	993	1720	1574	126	440	469	1175	2804
<S7Q03_4> Have you ever felt as though you were discriminated against in the VR&E program because of your ethnicity?	540	995	1717	1564	125	437	464	1170	2805
<S7Q03_5> Have you ever felt as though you were discriminated against in the VR&E program because of a mental health condition?	542	998	1725	1583	127	439	470	1183	2819
<S7Q03_6> Have you ever felt as though you were discriminated against in the VR&E program because of a physical disability?	543	997	1718	1584	127	439	468	1180	2817
<S7Q18> Overall, how satisfied or dissatisfied are you with the responsiveness of your primary counselor, the person you spent the most time with?	381	780	1349	1214	80	351	360	882	2164
<S4Q02> At the time you and your counselor determined your educational or vocational goals, how satisfied or dissatisfied were you with the goals you and your counselor selected?	256	568	933	795	49	238	236	595	1500
<S4Q04> How satisfied or dissatisfied were you with the number of occupational choices that were offered to you during the development of your plan?	243	561	907	763	45	231	227	580	1450

Note: Cells contain unweighted sample sizes used to calculate weighted percentages presented in the text and in tests of statistical significance. Sample sizes vary because of skip patterns in the survey and the dropping of "refused" and "don't know" responses in the analyses.

Source: 2007 Veterans Employability Research Survey (VERS)

Exhibit G.1.b. Unweighted Sample Sizes for Survey Items on Veterans' Satisfaction With the VR&E Program

Survey Item	Cohort					Completion	
	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Completed	Not Completed
<S7Q01> Overall, how satisfied or dissatisfied are you with the VR&E program?	876	945	978	991	1006	1006	3790
<S7Q02> How important or unimportant was the VR&E program in helping prepare you to get a suitable job?	--	827	868	926	983	983	2621
<S7Q03_1> Have you ever felt as though you were discriminated against in the VR&E program because of your gender?	981	996	994	1000	1006	1006	3971
<S7Q03_2> Have you ever felt as though you were discriminated against in the VR&E program because of your race?	980	994	995	1000	1003	1003	3969
<S7Q03_3> Have you ever felt as though you were discriminated against in the VR&E program because of your age?	981	991	990	991	1001	1001	3953
<S7Q03_4> Have you ever felt as though you were discriminated against in the VR&E program because of your ethnicity?	972	983	988	998	1000	1000	3941
<S7Q03_5> Have you ever felt as though you were discriminated against in the VR&E program because of a mental health condition?	984	994	993	998	1006	1006	3969
<S7Q03_6> Have you ever felt as though you were discriminated against in the VR&E program because of a physical disability?	980	992	990	1001	1006	1006	3963
<S7Q18> Overall, how satisfied or dissatisfied are you with the responsiveness of your primary counselor, the person you spent the most time with?	--	863	950	987	1004	1004	2800
<S4Q02> At the time you and your counselor determined your educational or vocational goals, how satisfied or dissatisfied were you with the goals you and your counselor selected?	--	367	499	847	888	888	1713
<S4Q04> How satisfied or dissatisfied were you with the number of occupational choices that were offered to you during the development of your plan?	--	356	485	817	861	861	1568

Note: Cells contain unweighted sample sizes used to calculate weighted percentages presented in the text and in tests of statistical significance. Sample sizes vary because of skip patterns in the survey and the dropping of "refused" and "don't know" responses in the analyses. Cells without reported values indicate that the entire cohort was not asked that survey item and was dropped from analyses; samples are not reported by completion for items not asked of cohort 5 (program completers).

Source: 2007 Veterans Employability Research Survey (VERS)

Exhibit G.2.a. Unweighted Sample Sizes for Survey Items on the Role of Communication in the VR&E Program

Survey Item	Age Group					Race/Ethnicity			
	18-29	30-39	40-49	50-64	65+	Hispanic or Latino	Other Race	Black	White
<S2Q02> How easy or difficult was it to find out which documents were needed to determine your eligibility?	532	991	1713	1577	124	441	461	1184	2787
<S2Q09> When you submitted your application, how completely did you understand the eligibility requirements for the program?	539	996	1720	1575	126	441	465	1181	2804
<S2Q10> When you submitted your application, how completely did you understand the purpose of the VR&E program?	541	1001	1725	1583	127	442	466	1185	2818
<S2Q15> Would you say that the orientation meeting was very helpful, somewhat helpful, not very helpful, or not at all helpful?	360	702	1258	1137	80	318	324	914	1938
<S3Q03> Did you receive help from your counselor in preparing for the tests such as a test guide or practice test?	250	537	920	810	43	240	245	595	1450
<S3Q04> Did the counselor explain the test results in a way you could understand them?	264	557	963	824	42	251	252	610	1506
<S3Q09A> At the time you and your counselor determined your educational or vocational goals, how sure or unsure were you that your counselor gave you good information?	377	779	1353	1217	86	348	363	887	2170
<S3Q09B> At the time you and your counselor determined your educational or vocational goals, how sure or unsure were you that your counselor gave you good advice?	377	777	1344	1215	85	348	355	880	2171
<S3Q10> During the overall evaluation phase, how well did your counselor understand your feelings and concerns?	386	785	1358	1221	85	351	366	887	2185
<S3Q12> Did the VA explain why you were NOT entitled to VR&E services?	18	48	91	92	14	25	31	72	132
<S7Q04 - Categorized> How many counselors have you had while in the VR&E program?	400	816	1415	1269	93	363	383	923	2270

Exhibit G.2.a. Unweighted Sample Sizes for Survey Items on the Role of Communication in the VR&E Program

Survey Item	Age Group					Race/Ethnicity			
	18-29	30-39	40-49	50-64	65+	Hispanic or Latino	Other Race	Black	White
<S7Q05> Did the counselors communicate with each other about your progress?	110	316	473	409	19	128	134	315	735
<S7Q10> Did you have concerns that you wanted to discuss with your primary counselor but did not?	384	777	1351	1211	80	347	361	885	2163
<S7Q12> Overall, were your primary counselor's communications with you respectful?	386	785	1354	1218	81	352	362	885	2179
<S7Q13A> My primary counselor gave me good information and advice.	381	775	1342	1204	79	347	357	873	2157
<S7Q13B> My primary counselor was knowledgeable regarding VA's rehabilitation program.	378	769	1331	1177	79	343	355	859	2131
<S7Q13C> My primary counselor has provided assistance according to my individual needs.	379	773	1327	1191	79	343	356	866	2138
<S7Q13D> When my primary counselor made a decision regarding my program, the reason was clearly explained.	375	755	1317	1174	78	337	352	862	2105
<S7Q13E> My primary counselor showed a caring and compassionate attitude towards me.	382	774	1340	1205	82	347	360	871	2159
<S7Q16> How satisfied or dissatisfied were you with the amount of time your counselor spent with you during the in-person meetings?	382	781	1344	1203	82	347	360	876	2161
<S8Q08> Would a toll-free help line staffed with trained counselors to answer questions or address immediate concerns have been helpful to you during your experience with the VR&E program?	410	695	1123	1059	93	328	330	846	1839

Note: Cells contain unweighted sample sizes used to calculate weighted percentages presented in the text and in tests of statistical significance. Sample sizes vary because of skip patterns in the survey and the dropping of "refused" and "don't know" responses in the analyses. Cells without reported values indicate that the entire cohort was not asked that survey item and was dropped from analyses; samples are not reported by completion for items not asked of cohort 5 (program completers).

Source: 2007 Veterans Employability Research Survey (VERS)

Exhibit G.2.b. Unweighted Sample Sizes for Survey Items on the Role of Communication in the VR&E Program

Survey Item	Cohort					Completion	
	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Completed	Not Completed
<S2Q02> How easy or difficult was it to find out which documents were needed to determine your eligibility?	963	981	994	995	1004	1004	3933
<S2Q09> When you submitted your application, how completely did you understand the eligibility requirements for the program?	979	986	992	996	1003	1003	3953
<S2Q10> When you submitted your application, how completely did you understand the purpose of the VR&E program?	984	991	994	1002	1006	1006	3971
<S2Q15> Would you say that the orientation meeting was very helpful, somewhat helpful, not very helpful, or not at all helpful?	361	792	797	795	792	792	2745
<S3Q03> Did you receive help from your counselor in preparing for the tests such as a test guide or practice test?	--	554	685	680	641	641	1919
<S3Q04> Did the counselor explain the test results in a way you could understand them?	--	568	709	706	667	667	1983
<S3Q09A> At the time you and your counselor determined your educational or vocational goals, how sure or unsure were you that your counselor gave you good information?	--	883	945	989	995	995	2817
<S3Q09B> At the time you and your counselor determined your educational or vocational goals, how sure or unsure were you that your counselor gave you good advice?	--	875	939	987	997	997	2801
<S3Q10> During the overall evaluation phase, how well did your counselor understand your feelings and concerns?	--	901	954	984	996	996	2839
<S3Q12> Did the VA explain why you were NOT entitled to VR&E services?	--	183	80	--	--	--	--
<S7Q04 - Categorized> How many counselors have you had while in the VR&E program?	--	996	995	995	1007	1007	2986
<S7Q05> Did the counselors communicate with each other about your progress?	--	170	248	429	480	480	847
<S7Q10> Did you have concerns that you wanted to discuss with your primary counselor but did not?	--	872	945	986	1000	1000	2803

Exhibit G.2.b. Unweighted Sample Sizes for Survey Items on the Role of Communication in the VR&E Program

Survey Item	Cohort					Completion	
	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Completed	Not Completed
<S7Q12> Overall, were your primary counselor's communications with you respectful?	--	873	952	993	1006	1006	2818
<S7Q13A> My primary counselor gave me good information and advice.	--	852	942	986	1001	1001	2780
<S7Q13B> My primary counselor was knowledgeable regarding VA's rehabilitation program.	--	839	916	980	999	999	2735
<S7Q13C> My primary counselor has provided assistance according to my individual needs.	--	831	933	985	1000	1000	2749
<S7Q13D> When my primary counselor made a decision regarding my program, the reason was clearly explained.	--	827	907	976	989	989	2710
<S7Q13E> My primary counselor showed a caring and compassionate attitude towards me.	--	855	946	984	998	998	2785
<S7Q16> How satisfied or dissatisfied were you with the amount of time your counselor spent with you during the in-person meetings?	--	859	943	990	1000	1000	2792
<S8Q08> Would a toll-free help line staffed with trained counselors to answer questions or address immediate concerns have been helpful to you during your experience with the VR&E program?	842	844	847	847	--	--	--

Note: Cells contain unweighted sample sizes used to calculate weighted percentages presented in the text and in tests of statistical significance. Sample sizes vary because of skip patterns in the survey and the dropping of "refused" and "don't know" responses in the analyses. Cells without reported values indicate that the entire cohort was not asked that survey item and was dropped from analyses; samples are not reported by completion for items not asked of cohort 5 (program completers).

Source: 2007 Veterans Employability Research Survey (VERS)

Exhibit G.3.a. Unweighted Sample Sizes for Survey Items on Internal (VR&E Program) Barriers to Persistence

Survey Item	Age Group					Race/Ethnicity			
	18-29	30-39	40-49	50-64	65+	Hispanic or Latino	Other Race	Black	White
<S2Q11> How reasonable or unreasonable was the amount of paperwork required from you to complete the application process?	519	983	1690	1563	123	433	454	1174	2753
<S2Q12> From the time you turned in your application until you were contacted for an appointment, how satisfied or dissatisfied were you with the time it took for someone to contact you about an appointment?	521	965	1669	1536	122	437	454	1161	2699
<S2Q13> How satisfied or dissatisfied were you with the length of time between scheduling your initial appointment and the date of your initial appointment?	505	955	1654	1513	118	428	446	1150	2662
<S3Q05> How completely did the results of the aptitude tests match your particular skills and abilities?	256	534	906	773	40	236	238	574	1433
<S3Q06> How well did the test results match your personal interests?	258	540	910	779	39	241	239	577	1441
<S3Q07> Did anything about the tests discourage your participation in the VR&E Program?	265	562	946	812	41	251	251	604	1490
<S3Q16> How about the length of time from the time you applied until the evaluation process was completed?	175	489	815	680	46	188	213	513	1262
<S4Q06> Were you asked by VR&E staff to do any research to assist with plan development?	255	557	926	776	48	229	234	594	1474
<S4Q07> Was the amount of research you were asked to do too much, too little, or about right?	152	345	566	441	23	142	147	355	870
<S5Q06> Were you required by the VR&E program to research schools or training programs on your own?	145	395	653	529	29	145	170	392	1017
<S5Q07> Did your VA counselor help you with the research?	67	197	302	215	13	72	88	179	446
<S5Q08> Did your counselor take the quality of the school into account when recommending a program to you?	130	351	564	463	25	129	145	345	889

Exhibit G.3.a. Unweighted Sample Sizes for Survey Items on Internal (VR&E Program) Barriers to Persistence

Survey Item	Age Group					Race/Ethnicity			
	18-29	30-39	40-49	50-64	65+	Hispanic or Latino	Other Race	Black	White
<S7Q14> How convenient or inconvenient was the location of the office where you met with your counselor?	383	783	1353	1217	81	350	361	886	2173
<S7Q15> Did your counselor schedule appointments at times that were convenient for you?	382	777	1341	1198	77	347	355	878	2148
<S5Q12> Did you receive monthly financial assistance from the VR&E Program during your training program?	146	410	675	543	30	143	173	405	1057
<S5Q13> How satisfied or dissatisfied were you with the monthly financial assistance provided by VR&E during your training program?	139	387	625	480	28	131	156	369	980
<S5Q14> Did you have any difficulties during your training or education program that hindered your completion?	149	414	679	548	30	145	175	406	1067
<S5Q15_4R> What specifically did you have difficulties with? - PROGRAM/CLASSES TOO DIFFICULT	59	217	311	257	9	71	89	176	505
<S5Q15_5R> What specifically did you have difficulties with? - CLASS SCHEDULE WAS TOO DIFFICULT TO MAINTAIN	59	217	311	257	9	71	89	176	505
<S5Q15_8R> What specifically did you have difficulties with? - PROBLEMS WITH COUNSELOR/VR&E PROGRAM	59	217	311	257	9	71	89	176	505
<S5Q15_10R> What specifically did you have difficulties with? - PROBLEMS WITH THE SCHOOL/TEACHER	59	217	311	257	9	71	89	176	505

Note: Cells contain unweighted sample sizes used to calculate weighted percentages presented in the text and in tests of statistical significance. Sample sizes vary because of skip patterns in the survey and the dropping of “refused” and “don’t know” responses in the analyses.

Source: 2007 Veterans Employability Research Survey (VERS)

Exhibit G.3.b. Unweighted Sample Sizes for Survey Items on Internal (VR&E Program) Barriers to Persistence

Survey Item	Cohort					Completion	
	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Completed	Not Completed
<S2Q11> How reasonable or unreasonable was the amount of paperwork required from you to complete the application process?	944	970	983	989	992	992	3886
<S2Q12> From the time you turned in your application until you were contacted for an appointment, how satisfied or dissatisfied were you with the time it took for someone to contact you about an appointment?	929	965	970	977	972	972	3841
<S2Q13> How satisfied or dissatisfied were you with the length of time between scheduling your initial appointment and the date of your initial appointment?	893	957	962	965	968	968	3777
<S3Q05> How completely did the results of the aptitude tests match your particular skills and abilities?	--	510	655	700	644	644	1865
<S3Q06> How well did the test results match your personal interests?	--	515	662	699	650	650	1876
<S3Q07> Did anything about the tests discourage your participation in the VR&E Program?	--	540	685	718	683	683	1943
<S3Q16> How about the length of time from the time you applied until the evaluation process was completed?	--	176	79	973	977	977	1228
<S4Q06> Were you asked by VR&E staff to do any research to assist with plan development?	--	371	496	831	864	864	1698
<S4Q07> Was the amount of research you were asked to do too much, too little, or about right?	--	216	326	473	512	512	1015
<S5Q06> Were you required by the VR&E program to research schools or training programs on your own?	--	--	--	818	890	890	861
<S5Q07> Did your VA counselor help you with the research?	--	--	--	352	426	426	368
<S5Q08> Did your counselor take the quality of the school into account when recommending a program to you?	--	--	--	706	794	794	739
<S7Q14> How convenient or inconvenient was the location of the office where you met with your counselor?	--	880	949	990	998	998	2819
<S7Q15> Did your counselor schedule appointments at times that were convenient for you?	--	848	939	987	1001	1001	2774

Exhibit G.3.b. Unweighted Sample Sizes for Survey Items on Internal (VR&E Program) Barriers to Persistence

Survey Item	Cohort					Completion	
	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Completed	Not Completed
<S5Q12> Did you receive monthly financial assistance from the VR&E Program during your training program?	--	--	--	849	913	913	891
<S5Q13> How satisfied or dissatisfied were you with the monthly financial assistance provided by VR&E during your training program?	--	--	--	775	858	858	801
<S5Q14> Did you have any difficulties during your training or education program that hindered your completion?	--	--	--	856	922	922	898
<S5Q15_4R> What specifically did you have difficulties with? - PROGRAM/CLASSES TOO DIFFICULT	--	--	--	558	274	274	579
<S5Q15_5R> What specifically did you have difficulties with? - CLASS SCHEDULE WAS TOO DIFFICULT TO MAINTAIN	--	--	--	558	274	274	579
<S5Q15_8R> What specifically did you have difficulties with? - PROBLEMS WITH COUNSELOR/VR&E PROGRAM	--	--	--	558	274	274	579
<S5Q15_10R> What specifically did you have difficulties with? - PROBLEMS WITH THE SCHOOL/TEACHER	--	--	--	558	274	274	579

Note: Cells contain unweighted sample sizes used to calculate weighted percentages presented in the text and in tests of statistical significance. Sample sizes vary because of skip patterns in the survey and the dropping of “refused” and “don’t know” responses in the analyses. Cells without reported values indicate that the entire cohort was not asked that survey item and was dropped from analyses; samples are not reported by completion for items not asked of cohort 5 (program completers).

Source: 2007 Veterans Employability Research Survey (VERS)

Exhibit G.4.a. Unweighted Sample Sizes for Survey Items on External Barriers to VR&E Program Persistence

Survey Item	Age Group					Race/Ethnicity			
	18-29	30-39	40-49	50-64	65+	Hispanic or Latino	Other Race	Black	White
<S2Q03> Were you employed at the time of application?	532	990	1715	1580	127	440	466	1182	2793
<S2Q06> How satisfied or dissatisfied were you with that job?	171	325	514	325	19	117	126	286	811
<S5Q10> During the majority of your training or education program, what was your employment status?	149	415	676	551	30	145	175	406	1068
<S5Q11> Did your VR&E counselor advise you not to work during your training or education program in order to focus full-time on your training?	137	391	648	536	28	138	168	394	1014
<S9Q10> Before enrolling in the military, did you ever work for pay?	546	1005	1740	1608	129	444	475	1191	2850
<S12Q06> What is your marital status?	544	997	1732	1598	127	443	474	1185	2841
<S12Q07 - Categorized> During 2006, how many children depended on you for at least half of their support?	547	1001	1737	1603	128	443	476	1189	2847
<S12Q11> Is there more than one income earner in your family?	346	831	1520	1248	112	367	369	994	2286
<S5Q14> Did you have any difficulties during your training or education program that hindered your completion?	149	414	679	548	30	145	175	406	1067
<S5Q15_1R> What specifically did you have difficulties with? - PHYSICAL/MEDICAL PROBLEMS	59	217	311	257	9	71	89	176	505
<S5Q15_2R> What specifically did you have difficulties with? - FINANCIAL DIFFICULTIES	59	217	311	257	9	71	89	176	505
<S5Q15_3R> What specifically did you have difficulties with? - FAMILY RESPONSIBILITIES	59	217	311	257	9	71	89	176	505
<S5Q15_6R> What specifically did you have difficulties with? - DIFFICULTIES WITH WORK/SCHOOL BALANCE	59	217	311	257	9	71	89	176	505

Note: Cells contain unweighted sample sizes used to calculate weighted percentages presented in the text and in tests of statistical significance. Sample sizes vary because of skip patterns in the survey and the dropping of “refused” and “don’t know” responses in the analyses.

Source: 2007 Veterans Employability Research Survey (VERS)

Exhibit G.4.b. Unweighted Sample Sizes for Survey Items on External Barriers to VR&E Program Persistence

Survey Item	Cohort					Completion	
	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Completed	Not Completed
<S2Q03> Were you employed at the time of application?	981	981	985	998	999	999	3945
<S2Q06> How satisfied or dissatisfied were you with that job?	242	220	214	286	392	392	962
<S5Q10> During the majority of your training or education program, what was your employment status?	--	--	--	856	923	923	898
<S5Q11> Did your VR&E counselor advise you not to work during your training or education program in order to focus full-time on your training?	--	--	--	819	879	879	861
<S9Q10> Before enrolling in the military, did you ever work for pay?	1005	1005	1005	1006	1007	1007	4021
<S12Q06> What is your marital status?	999	1000	998	999	1002	1002	3996
<S12Q07 - Categorized> During 2006, how many children depended on you for at least half of their support?	1002	1003	1002	1003	1006	1006	4010
<S12Q11> Is there more than one income earner in your family?	798	825	793	800	841	841	3216
<S5Q14> Did you have any difficulties during your training or education program that hindered your completion?	--	--	--	856	922	922	898
<S5Q15_1R> What specifically did you have difficulties with? - PHYSICAL/MEDICAL PROBLEMS	--	--	--	558	274	274	579
<S5Q15_2R> What specifically did you have difficulties with? - FINANCIAL DIFFICULTIES	--	--	--	558	274	274	579
<S5Q15_3R> What specifically did you have difficulties with? - FAMILY RESPONSIBILITIES	--	--	--	558	274	274	579
<S5Q15_6R> What specifically did you have difficulties with? - DIFFICULTIES WITH WORK/SCHOOL BALANCE	--	--	--	558	274	274	579

Note: Cells contain unweighted sample sizes used to calculate weighted percentages presented in the text and in tests of statistical significance. Sample sizes vary because of skip patterns in the survey and the dropping of “refused” and “don’t know” responses in the analyses. Cells without reported values indicate that the entire cohort was not asked that survey item and was dropped from analyses; samples are not reported by completion for items not asked of cohort 5 (program completers).

Source: 2007 Veterans Employability Research Survey (VERS)

Exhibit G.5.a. Unweighted Sample Sizes for Survey Items on Disability Levels and VR&E Program Persistence

Survey Item	Age Group					Race/Ethnicity			
	18-29	30-39	40-49	50-64	65+	Hispanic or Latino	Other Race	Black	White
<S10Q01> In general, would you say your health is excellent, very good, good, fair, or poor?	545	1003	1735	1603	128	445	473	1187	2846
<S10Q02> During the past year, were you limited in the kind of work or other regular daily activities you do as a result of your physical health?	546	1002	1737	1607	128	445	475	1190	2845
<S10Q03> Were you limited all of the time, most of the time, some of the time, or a little of the time?	391	755	1278	1263	101	352	369	863	2151
<S10Q04> During the past year, were you limited in the kind of work or other regular daily activities you do as a result of any emotional problems or mental health problems?	544	997	1718	1591	127	442	470	1185	2817
<S10Q05> Were you limited all of the time, most of the time, some of the time, or a little of the time?	170	324	472	627	27	166	173	386	876
<S10Q06> During the past year, how much did pain interfere with your normal work, including both work outside the home and housework?	546	1003	1734	1595	128	442	474	1186	2840
<S4Q03B> The plan was designed to minimize aggravation of your disability.	255	559	917	769	44	233	232	574	1474
<S5Q15_1R> What specifically did you have difficulties with? - PHYSICAL/MEDICAL PROBLEMS	59	217	311	257	9	71	89	176	505
<S8Q01_4R> Why didn't you complete the VR&E program? - DISABILITY NOT ACCOMMODATED	359	544	867	839	59	265	250	641	1479
<S8Q01_8R> Why didn't you complete the VR&E program? - PERSONAL REASONS, MEDICAL	359	544	867	839	59	265	250	641	1479

Note: Cells contain unweighted sample sizes used to calculate weighted percentages presented in the text and in tests of statistical significance. Sample sizes vary because of skip patterns in the survey and the dropping of "refused" and "don't know" responses in the analyses.

Source: 2007 Veterans Employability Research Survey (VERS)

Exhibit G.5.b. Unweighted Sample Sizes for Survey Items on Disability Levels and VR&E Program Persistence

Survey Item	Cohort					Completion	
	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Completed	Not Completed
<S10Q01> In general, would you say your health is excellent, very good, good, fair, or poor?	998	1001	1005	1003	1007	1007	4007
<S10Q02> During the past year, were you limited in the kind of work or other regular daily activities you do as a result of your physical health?	1004	1001	1004	1004	1007	1007	4013
<S10Q03> Were you limited all of the time, most of the time, some of the time, or a little of the time?	770	771	799	902	646	646	3142
<S10Q04> During the past year, were you limited in the kind of work or other regular daily activities you do as a result of any emotional problems or mental health problems?	993	994	995	996	999	999	3978
<S10Q05> Were you limited all of the time, most of the time, some of the time, or a little of the time?	352	339	379	371	179	179	1441
<S10Q06> During the past year, how much did pain interfere with your normal work, including both work outside the home and housework?	998	1003	1000	1002	1003	1003	4003
<S4Q03B> The plan was designed to minimize aggravation of your disability.	--	351	480	832	881	881	1663
<S5Q15_1R> What specifically did you have difficulties with? - PHYSICAL/MEDICAL PROBLEMS	--	--	--	558	274	274	579
<S8Q01_4R> Why didn't you complete the VR&E program? - DISABILITY NOT ACCOMMODATED	673	603	675	717	--	--	--
<S8Q01_8R> Why didn't you complete the VR&E program? - PERSONAL REASONS, MEDICAL	673	603	675	717	--	--	--

Note: Cells contain unweighted sample sizes used to calculate weighted percentages presented in the text and in tests of statistical significance. Sample sizes vary because of skip patterns in the survey and the dropping of "refused" and "don't know" responses in the analyses. Cells without reported values indicate that the entire cohort was not asked that survey item and was dropped from analyses; samples are not reported by completion for items not asked of cohort 5 (program completers).

Source: 2007 Veterans Employability Research Survey (VERS)

Exhibit G.6.a. Unweighted Sample Sizes for Survey Items on Finding Employment After the VR&E Program

Survey Item	Age Group					Race/Ethnicity			
	18-29	30-39	40-49	50-64	65+	Hispanic or Latino	Other Race	Black	White
<S2Q04> Do you have the same job that you had at the time of application?	235	487	831	528	24	190	189	473	1222
<S4Q01> Did you discuss an individual vocational plan of services or develop an individual written plan with your counselor?	364	748	1311	1184	85	336	363	864	2083
<S4Q02> At the time you and your counselor determined your educational or vocational goals, how satisfied or dissatisfied were you with the goals you and your counselor selected?	256	568	933	795	49	238	236	595	1500
<S4Q03> At the time you and your counselor determined your educational or vocational goals, the plan was appropriate to achieve your vocational goals.	257	567	930	782	48	235	236	588	1493
<S4Q03C> The plan adequately reflects your interests.	258	568	933	793	47	236	236	594	1501
<S4Q03D> The plan adequately reflects your abilities.	256	555	925	787	48	233	235	593	1489
<S4Q03E> The plan reflects current conditions and characteristics of the job market.	245	548	909	754	43	229	228	573	1439
<S6Q01> What is your current employment status?	545	999	1731	1601	128	442	471	1187	2836
<S6Q02> Are you currently working full time, part time, or are you self-employed?	361	700	1228	732	20	267	272	694	1762
<S6Q04> How satisfied or dissatisfied are you with your current job?	361	699	1225	730	20	268	270	695	1757
<S6Q14> Does your current job accommodate your disability?	354	692	1198	710	20	263	265	682	1719
<S6Q15> Does this job suit your skills and abilities?	353	691	1219	724	20	264	265	689	1744
<S6Q15A> Is your job in line with your military or civilian experience?	361	696	1225	727	20	268	270	694	1751
<S6Q16> Does this job match your interests?	357	695	1215	718	20	266	267	690	1738

Note: Cells contain unweighted sample sizes used to calculate weighted percentages presented in the text and in tests of statistical significance. Sample sizes vary because of skip patterns in the survey and the dropping of “refused” and “don’t know” responses in the analyses.

Source: 2007 Veterans Employability Research Survey (VERS)

Exhibit G.6.b. Unweighted Sample Sizes for Survey Items on Finding Employment After the VR&E Program

Survey Item	Cohort					Completion	
	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Completed	Not Completed
<S2Q04> Do you have the same job that you had at the time of application?	449	415	372	409	460	460	1645
<S4Q01> Did you discuss an individual vocational plan of services or develop an individual written plan with your counselor?	--	867	914	949	962	962	2730
<S4Q02> At the time you and your counselor determined your educational or vocational goals, how satisfied or dissatisfied were you with the goals you and your counselor selected?	--	367	499	847	888	888	1713
<S4Q03> At the time you and your counselor determined your educational or vocational goals, the plan was appropriate to achieve your vocational goals.	--	359	487	848	890	890	1694
<S4Q03C> The plan adequately reflects your interests.	--	358	496	851	894	894	1705
<S4Q03D> The plan adequately reflects your abilities.	--	357	489	847	888	888	1693
<S4Q03E> The plan reflects current conditions and characteristics of the job market.	--	337	463	821	878	878	1621
<S6Q01> What is your current employment status?	1001	1000	997	1002	1004	1004	4000
<S6Q02> Are you currently working full time, part time, or are you self-employed?	593	565	534	507	842	842	2199
<S6Q04> How satisfied or dissatisfied are you with your current job?	591	562	534	506	842	842	2193
<S6Q14> Does your current job accommodate your disability?	576	554	524	493	827	827	2147
<S6Q15> Does this job suit your skills and abilities?	586	555	528	502	836	836	2171
<S6Q15A> Is your job in line with your military or civilian experience?	589	563	536	507	834	834	2195
<S6Q16> Does this job match your interests?	584	559	529	499	834	834	2171

Note: Cells contain unweighted sample sizes used to calculate weighted percentages presented in the text and in tests of statistical significance. Sample sizes vary because of skip patterns in the survey and the dropping of "refused" and "don't know" responses in the analyses. Cells without reported values indicate that the entire cohort was not asked that survey item and was dropped from analyses; samples are not reported by completion for items not asked of cohort 5 (program completers).

Source: 2007 Veterans Employability Research Survey (VERS)

Exhibit G.7.a. Unweighted Sample Sizes for Survey Items on Veterans' Characteristics and Reasons for Discontinuing

Survey Item	Age Group					Race/Ethnicity			
	18-29	30-39	40-49	50-64	65+	Hispanic or Latino	Other Race	Black	White
<S11Q01> It is easy for me to stick to my aims and accomplish my goals.	547	1001	1731	1591	126	442	472	1184	2835
<S11Q02> When I am confronted with a problem, I can usually find several solutions.	547	1002	1735	1593	123	443	473	1188	2830
<S1Q02C> Did the VA request that you end the program or did you end it for personal reasons?	361	641	1099	1073	94	302	301	786	1840
<S1Q02D> Did (the VA request that) you end the program temporarily or permanently?	310	557	969	944	78	272	259	691	1601
<S1Q04> Do you plan to complete your rehabilitation program now or at some later date?	377	643	1108	1067	90	295	301	790	1859
<S3Q11A> Did the VA determine that you were not entitled to VR&E services or did you drop out of the program before the determination could be made?	25	65	122	120	19	32	39	96	179
<S8Q01_8R> Why didn't you complete the VR&E program? - PERSONAL REASONS, MEDICAL	359	544	867	839	59	265	250	641	1479
<S8Q01_5R> Why didn't you complete the VR&E program? - DISSATISFIED WITH PROGRAM/COUNSELOR	359	544	867	839	59	265	250	641	1479
<S8Q01_7R> Why didn't you complete the VR&E program? - FOUND A JOB	359	544	867	839	59	265	250	641	1479
<S8Q01_6R> Why didn't you complete the VR&E program? - FINANCIAL REASONS	359	544	867	839	59	265	250	641	1479
<S8Q01_9R> Why didn't you complete the VR&E program? - PERSONAL REASONS, NOT MEDICAL	359	544	867	839	59	265	250	641	1479
<S8Q01_4R> Why didn't you complete the VR&E program? - DISABILITY NOT ACCOMMODATED	359	544	867	839	59	265	250	641	1479

Note: Cells contain unweighted sample sizes used to calculate weighted percentages presented in the text and in tests of statistical significance. Sample sizes vary because of skip patterns in the survey and the dropping of "refused" and "don't know" responses in the analyses.

Source: 2007 Veterans Employability Research Survey (VERS)

Exhibit G.7.b. Unweighted Sample Sizes for Survey Items on Veterans' Characteristics and Reasons for Discontinuing

Survey Item	Cohort					Completion	
	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Completed	Not Completed
Gender (Not a survey item)	1005	1005	1005	1007	1009	1009	4022
Age Group (Not a survey item)	1005	1005	1005	1007	1009	1009	4022
Race/Ethnicity (created from S12Q01/S12Q02)	991	996	988	995	993	993	3970
<S11Q01> It is easy for me to stick to my aims and accomplish my goals.	996	100	997	996	1007	1007	3989
<S11Q02> When I am confronted with a problem, I can usually find several solutions.	1002	998	991	1001	1008	1008	3992
<S1Q02C> Did the VA request that you end the program or did you end it for personal reasons?	761	790	791	797	--	--	--
<S1Q02D> Did (the VA request that) you end the program temporarily or permanently?	656	680	686	720	--	--	--
<S1Q04> Do you plan to complete your rehabilitation program now or at some later date?	793	804	804	763	--	--	--
<S3Q11A> Did the VA determine that you were not entitled to VR&E services or did you drop out of the program before the determination could be made?	--	244	107	--	--	--	--
<S8Q01_8R> Why didn't you complete the VR&E program? - PERSONAL REASONS, MEDICAL	673	603	675	717	--	--	--
<S8Q01_5R> Why didn't you complete the VR&E program? - DISSATISFIED WITH PROGRAM/COUNSELOR	673	603	675	717	--	--	--
<S8Q01_7R> Why didn't you complete the VR&E program? - FOUND A JOB	673	603	675	717	--	--	--
<S8Q01_6R> Why didn't you complete the VR&E program? - FINANCIAL REASONS	673	603	675	717	--	--	--
<S8Q01_9R> Why didn't you complete the VR&E program? - PERSONAL REASONS, NOT MEDICAL	673	603	675	717	--	--	--
<S8Q01_4R> Why didn't you complete the VR&E program? - DISABILITY NOT ACCOMMODATED	673	603	675	717	--	--	--

Note: Cells contain unweighted sample sizes used to calculate weighted percentages presented in the text and in tests of statistical significance. Sample sizes vary because of skip patterns in the survey and the dropping of "refused" and "don't know" responses in the analyses. Cells without reported values indicate that the entire cohort was not asked that survey item and was dropped from analyses; samples are not reported by completion for items not asked of cohort 5 (program completers).

Source: 2007 Veterans Employability Research Survey (VERS)