

Connecting Transitioning Veterans with Career Services and Opportunities through American Job Centers

NAWRS 2017 Conference
Pittsburgh, PA

August 2,
2017

Yvette Lamb, Senior Fellow



No longer the case

“In the 1950s and even the 1960s, a young man who had just finished high school, or even one who had dropped out, could follow his father into the factory and be reasonably sure that he could earn enough to support a family.”

Burt & Nightingale, 2010,
Repairing the U.S. Social Safety Net



Background

- **The Transition Assistance Program**
 - Designed to help prepare separating Service Members to transition to civilian employment
 - Jointly administered by DOD, DOL, and the VA
- **The U.S. Department of Labor (DOL) contracted is evaluating:**
 - The impact of the Transition Assistance Program (TAP) on employment-related outcomes.
 - The impact of changes to TAP curriculum and services from 2012 to 2015.
 - The impact of behavioral economics to help connect separating soldiers to post separation employment

Overview: From Legacy TAP to Transition GPS

Separation Timeline (approximately 90 days)

	Pre-separation counseling	Core Curriculum			Career-Specific Tracks	Cap-stone
		DOD	DOL	VA		
Prior to January 2013 (Legacy TAP)	Information on VA benefits and transition planning	- Financial planning workshop - Certification of job skills	- Two day, non-mandatory workshop	- Non-mandatory briefing on benefits available from VA	None	None
Post 2013 (Transition GPS)	- Needs assessment - Required Individual Transition Plan (ITP)	- Added required 12 month budget - Military Occupational Classification (MOC) Crosswalk	- Mandatory three-day workshop; revised curriculum	- Mandatory briefing - Revised (more interactive) curriculum	-Voluntary tracks (higher education, entrepreneur, or technical training) -Two-day training	Verification of career readiness standards

Evaluation Research Questions

- **Did participants in Transition-GPS attain better employment-related outcomes compared to those who participated in the original (Legacy) TAP?**
- **Did participants in either program attain better employment outcomes than non-participants?**
- **What characteristics are associated with better employment outcomes?**
- **Are there specific subgroups for whom employment-related outcomes differed following separation?**

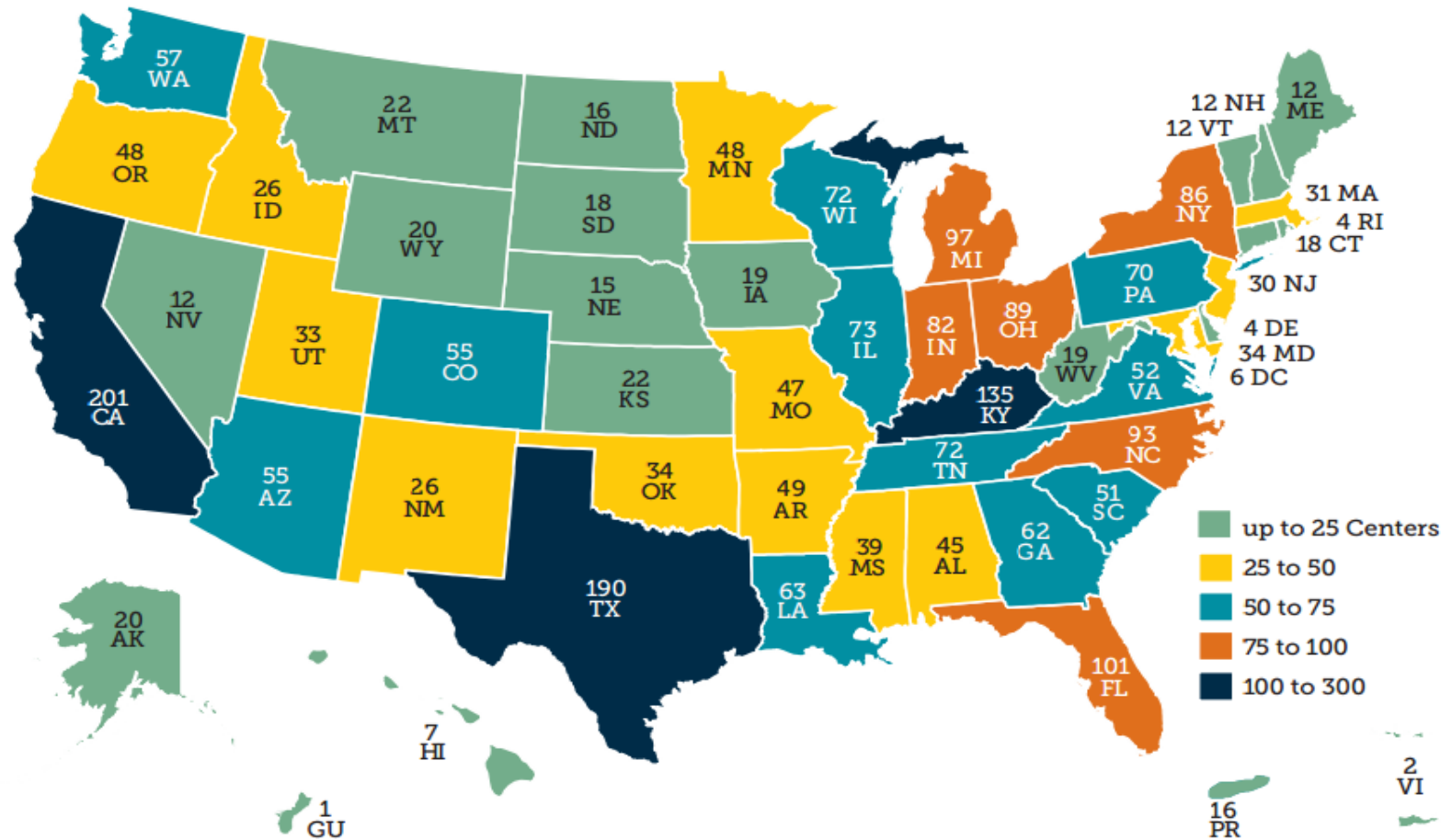


Adapting the TAP Curriculum



American Job Centers

One-on-One Service in Your Local Community



American Job Centers (AJC)

One-on-One Service in Your Local Community

- **Veterans** receive **priority of service** for all Department of Labor employment and job-training programs at AJCs
- **Post-9/11 Era Veterans** are eligible to receive **Gold Card services** (6 months) to include:
 - *Job readiness assessments, including interviews and testing*
 - *Development of an Individual Development Plan (IDP)*
 - *Career guidance through group or individual counseling that helps Veterans in making training and career decisions*
 - *Labor market, occupational, and skills transferability information that informs educational, training, and occupational decisions*
 - *Referral to job banks, job portals, and job openings*
 - *Referral to employers and registered apprenticeship sponsors*
 - *Referral to training opportunities*
 - *Monthly follow-up by an assigned case manager for up to six months*

❖ *DOL serves approximately 14 million jobseekers annually, including nearly 1 million Veterans.*

The Gold Card Initiative

THE UNITED STATES DEPARTMENT OF LABOR

GOLD CARD

SERVICES FOR POST 9/11 ERA VETERANS

The One Stop Career Centers are ready to provide you intensive services for up to a six month period through an exciting array of career and supportive services to include:

- Case management
- Skills assessment and interest surveys
- Career guidance
- Job search assistance



HOW TO ACCESS GOLD CARD SERVICES?

- Information about Gold Card Services can be found at www.dol.gov/vets/goldcard.html.
- Locate your nearest One Stop Career Center by going to America's Service Locator www.servicelocator.org or by calling Toll-Free 1-877-US2-JOBS (1-877-872-5627) TTY: 1-877-889-5627.
- Once a One-Stop Career Center has been located, go there and present this Card.
- Information about other services and benefits can be found at www.ebenefits.va.gov and www.nrd.gov.

Eligible Veterans will receive priority of service in all Department of Labor funded employment and training programs



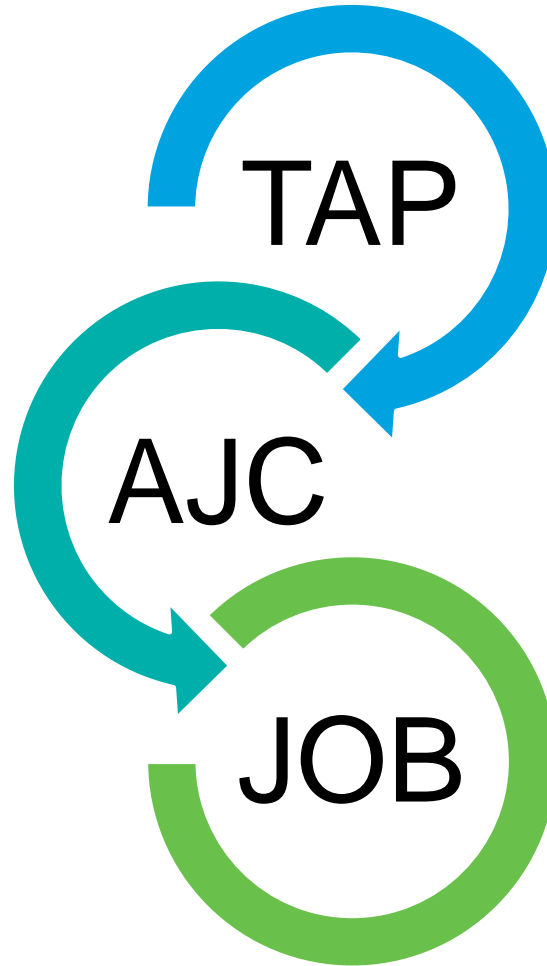
November, 2011

American Job Centers

*Connecting Workers and Employers
in the Local Job Market*



Creating the “CONNECTION”





Background on RCT Study



Behavioral Economics Approaches

- How people respond to incentives and what
- motivates positive behavior in the real world
- Evidence from behavioral economics can improve program efficiency, service delivery, and utilization
- Three approaches:
 - Nudges are subtle interventions designed to encourage positive behavior
 - Examples of non-monetary nudges: Pre-commitment to complete a task, Reminders, Group / social pressure
 - Incentives can effectively encourage positive behavior
 - Financial incentives to complete tasks
 - Fixed, small sums can be effective
 - Mentors can encourage positive behavior by providing real-world advice and encouragement
 - “Peers” are particularly effective mentors because they have common experience (e.g., Veterans for transitioning Service Members)



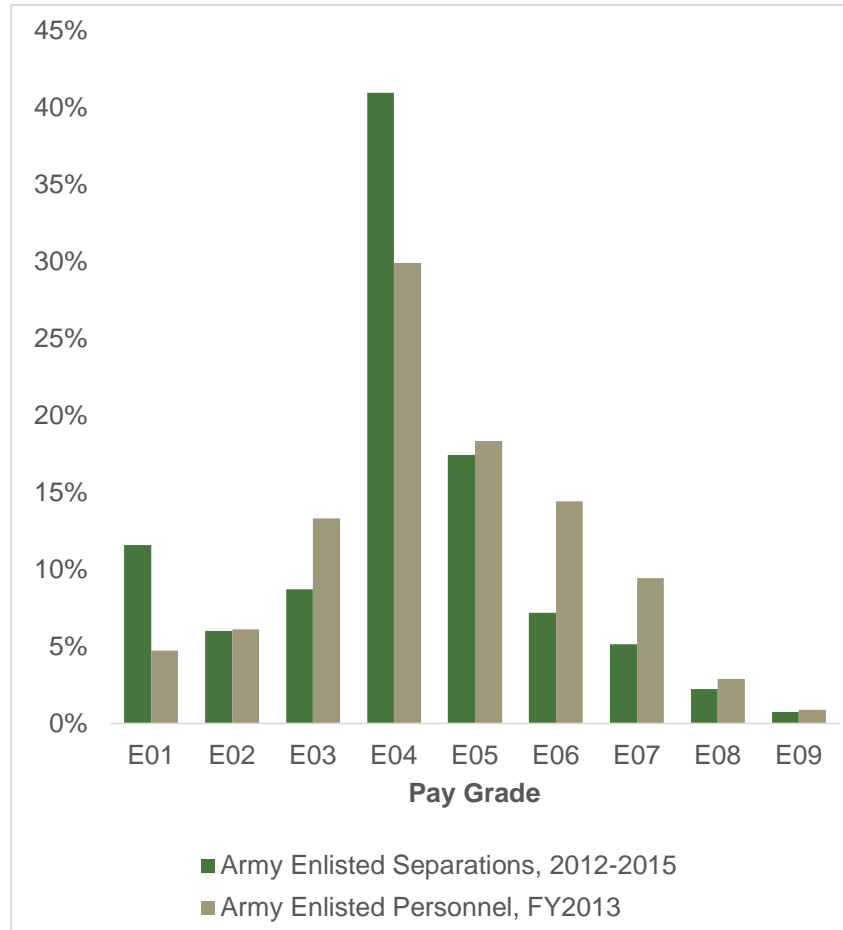


What we know so far

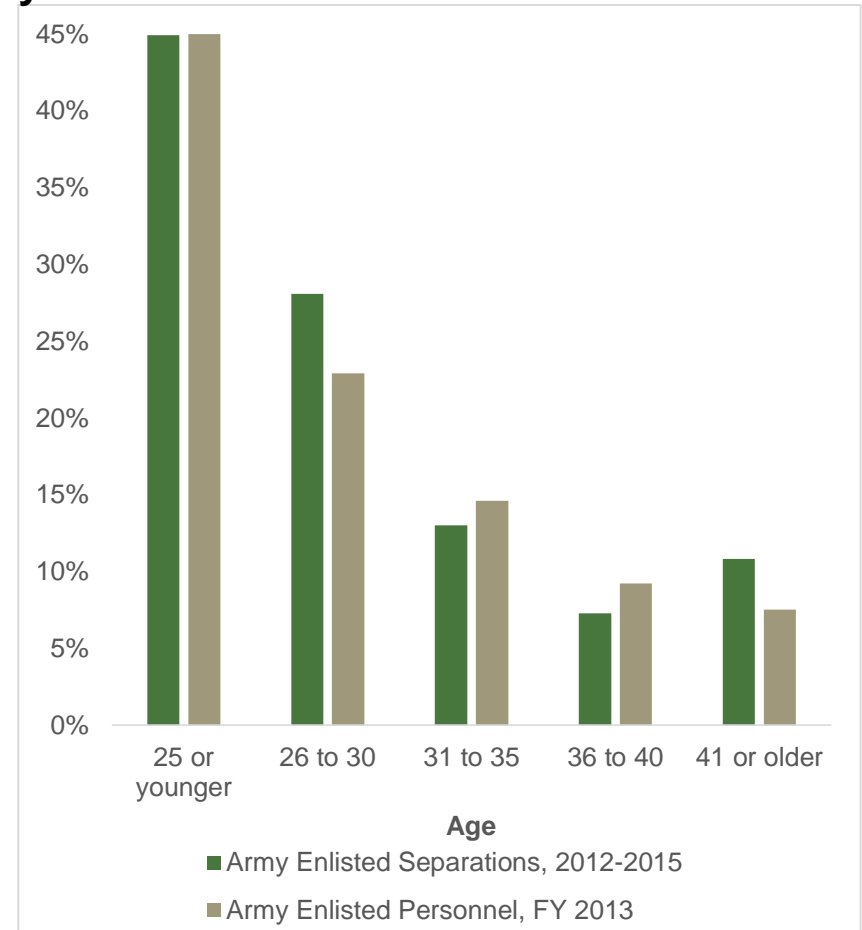


Who separated from the U.S. Army? (2012 to 2015)

Larger numbers of Separating Soldiers in the E1 and E4 ranks



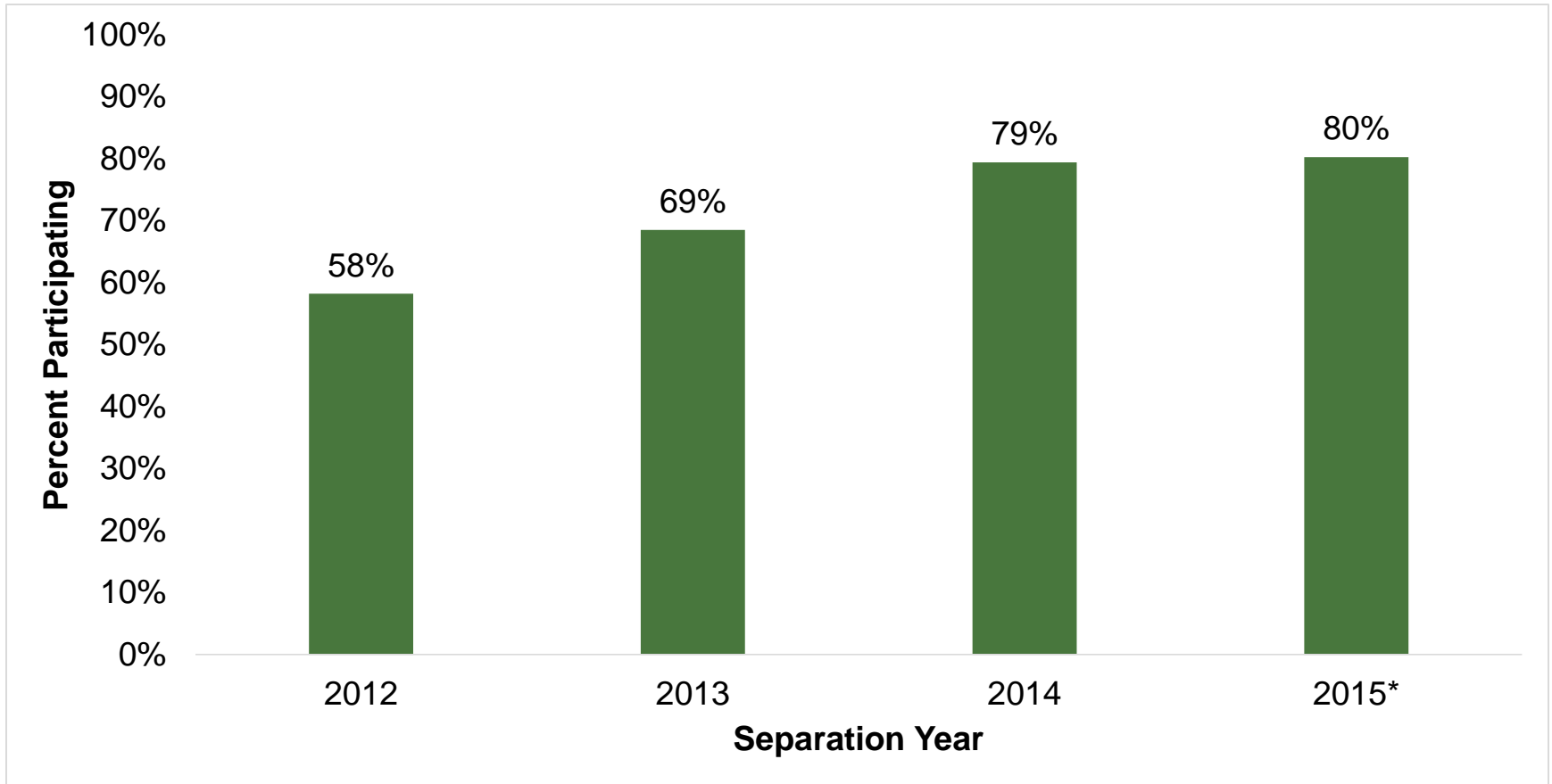
Almost two thirds were less than 30 years old



Sources: ICF calculations based on data from the Office of Economic and Manpower Analysis, United States Military Academy at West Point; 2013 Demographics: Profile of the Military Community. Notes: Army Enlisted Separations data include active duty U.S. Army enlisted soldiers separating between January, 2012, and July, 2015. N=293,641 for Army Enlisted Separations, 2012-2015; N=429,103 for Army Enlisted Personnel, FY2013.

Who received TAP?

DOL Employment Workshop Participation by Separation Year

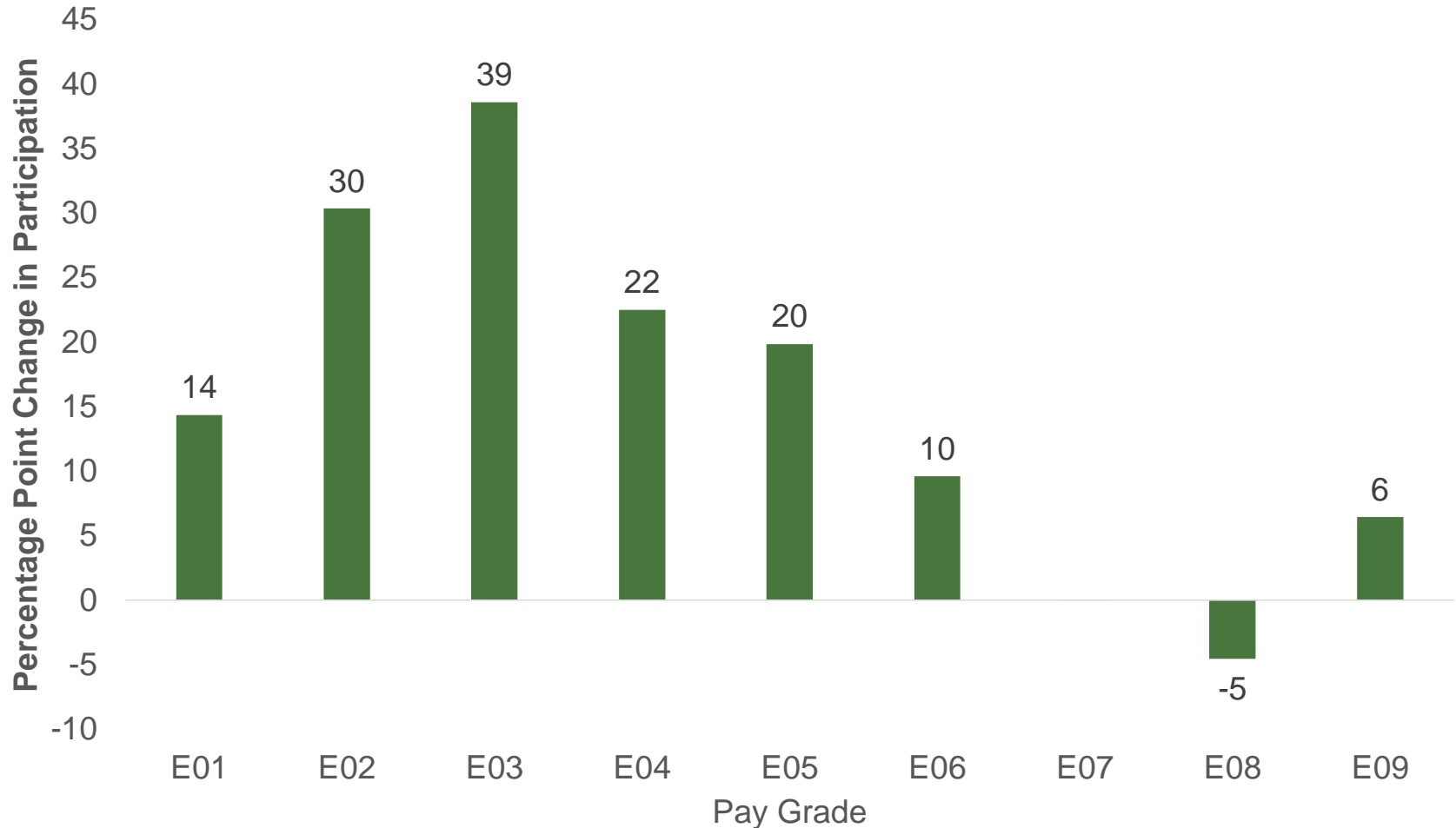


Source: ICF calculations based on data from the Office of Economic and Manpower Analysis, United States Military Academy at West Point.

Notes: *2015 includes Army enlisted separations from January 2015 to July 2015.

Who received TAP?

DOL Employment Workshop Participation changes by rank of separating Service Member from 2012 to 2015



Source: ICF calculations based on data from the Office of Economic and Manpower Analysis, United States Military Academy at West Point.

Notes: *2015 includes Army enlisted separations from January 2015 to July 2015.



Putting Federal Data to Use

ICF proprietary and confidential. Do not copy, distribute, or disclose.

Who's separating?

Demographic Characteristics of Separating Soldiers (2012-2015)

Characteristic	Transition GPS Workshop (n=140,599)
Gender	
Male	86.8%
Race	
White	63.4%
African American	18.9%
Hispanic	11.7%
Other	6%

Who's separating?

Demographic Characteristics of Separating Soldiers (2012-2015)

Characteristic	Transition GPS Workshop (n=140,599)
Age	
18-24	31.6%
25-34	48.1%
35-44	15.3%
>44	5.0%



Who's separating?

Demographic Characteristics of Separating Soldiers (2012-2015)

Characteristic	Transition GPS Workshop (n=140,599)
Family Characteristics	
Married	58%
Single	36%
Dependents	88%



Who's separating?

Demographic Characteristics of Separating Soldiers (2012-2015)

Characteristic	Transition GPS Workshop (n=140,599)
Deployment	
Deployed 1 year	31%
Deployed 2 or more years	39%
Not deployed	29%



Who's separating?

Demographic Characteristics of Separating Soldiers (2012-2015)

Post Military Goals	Transition GPS Workshop (n=140,599)
Have post-military employment	3.4%
Plan to go to school	41.1%
Plan to get a job	40.7%
Plan to start a business	3.6%
Plan to retire	0.5%
Other	10.7%



Who's separating?

Demographic Characteristics of Separating Soldier(2012-2015)

Educational Levels	Transition GPS Workshop (n=140,599)
High School Dropout	0.5%
General Education Diploma (GED)	8.3%
High School Diploma	78.6%
Some College	6.0%
Associates or College Degree	5.8%
Graduate Degree	0.3%





What we want to know



RCT Research Questions

- **Do nudging interventions increase the likelihood that junior- to mid-grade enlisted TAP participants connect with an AJC?**
- **To what extent does the inclusion of a monetary incentive strengthen the effect of nudging interventions on junior- to mid-grade enlisted TAP participants?**

Evaluation Design

- **Intervention will target AJC participation among separating Army enlisted Soldiers in the E1 to E6 pay grades.**

Treatment Group A

- Intervention Component #1, which comprises reminders about AJC services and locations prior to separation
- Intervention Component #2, which comprises an outreach communication about AJC services and locations shortly after separation

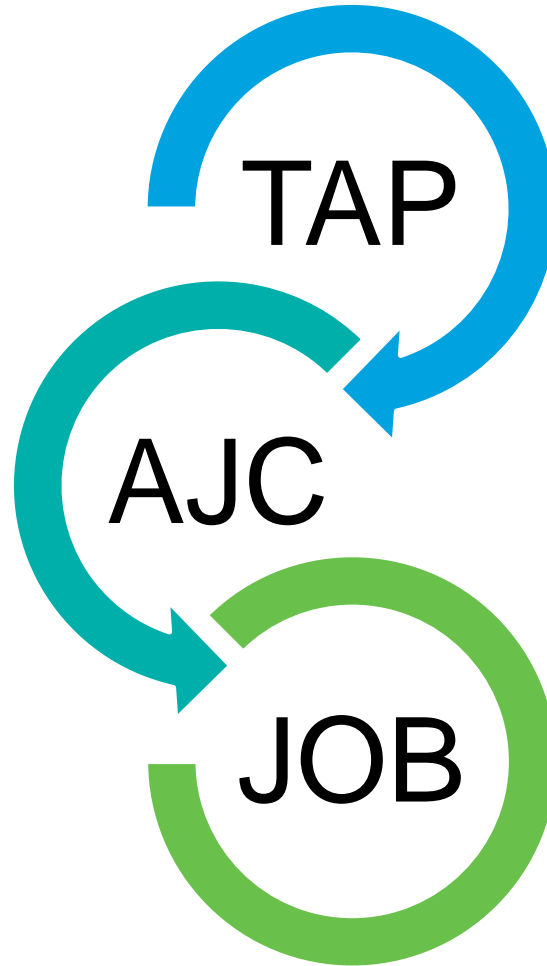
Treatment Group B

- Intervention Component #1, which comprises reminders about AJC services and locations prior to separation
- Intervention Component #2, which comprises an outreach communication about AJC services and locations shortly after separation
- Intervention Component #3 which comprises the promise of a cash incentive for connecting with the AJC following separation.

Control Group

- VETS “Business as usual”

Creating the “CONNECTION”





STAY
TUNED



