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PARTICIPATION IN THE TRANSITION ASSISTANCE PROGRAM AND JOB PLACEMENT OUTCOMES OF U.S. VETERANS

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BY

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ABSTRACT

Studies have found that veterans have higher levels of unemployment than civilians. In an effort to counter this, the Department of Defense, Department of Labor and Department of Veterans Affairs created the Transition Assistance Program (TAP). This study analyzed 1,477 individuals from the Current Population Survey who identified themselves as veterans who either attended or did not attend a Transition Assistance Program workshop. The study intended to determine if there was a difference between the employment outcome of veterans who attended the workshops and those who did not. Chi-Square was utilized in order to determine if there was a relationship between TAP attendance and employment success. The study found significance in regard to which demographic groups attended TAP workshops; however, there did not seem to be a relationship between TAP attendance and employment success. Additionally, questions assessing participants' opinions regarding ways TAP was helpful and ways that TAP could be improved were explored with some significant findings.

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STATEMENT OF THE PROBLEM

The problem of the transition from military service to civilian employment has been well documented. The Transition Assistance Program (TAP) is a workshop administered by the Department of Defense, Department of Labor and the Department of Veterans Affairs that is offered to military personnel and their spouses upon separation from active duty in order to aid in this transition. The main purpose of the program is to help the soldier prepare for civilian life, including locating employment. The services include resume writing and reviews, mock interviews and strategies to locate jobs such as internet searches, networking and other skills. The intention of this study is to determine if veterans who attend TAP workshops have a more positive employment situation following separation from the military than those who do not attend. Given the importance of these skills, Hypothesis 1 was formulated. Hypothesis 1: Individuals who attend the TAP workshops have a more positive employment situation after leaving the military than those who choose not to attend. Additionally, veterans who did not attend a TAP workshop provided various reasons as to why they decided not to go. Some did not attend because they already had a job lined up after separation from the military, while others did not attend for other reasons such as a lack of availability at their military installation or they found out about the workshop too late to attend. The fact that some veterans actively chose not to attend TAP and some veterans were prevented from attending TAP led to a second hypothesis. Hypothesis 2: Veterans who chose not to attend a TAP workshop because they already had a job waiting for them after separation had a more positive employment situation than those who did not attend for other reasons.

JUSTIFICATION FOR AND SIGNIFICANCE OF THE STUDY

There are many reasons that individuals cite for joining the military. The leading reasons are: out of a sense of patriotism, to learn a transferable skill and to earn educational benefits (Segal & Segal, 2004). However, following military service, many soldiers have difficulty finding employment (Savych, Klerman & Loughran, 2008; Foster & Vince, 2009; Cohany, 1990; Galovski & Lyons, 2004). Although the goal of obtaining transferable skills is a leading reason that individuals join the military, not everyone is successful in their goal. Ball (1987) determined that soldiers' transferability of skills obtained while serving is significantly lower than individuals who receive similar training from non-military vocational schools and other educational sources. Additionally, and also disappointingly, De Lorenzo (2005) found that even when individuals received targeted training in relevant fields, they at times either did not receive all of the training necessary to use their skills outside of the military or they were not trained well enough to be proficient in their field. This lack of skills appeared to be detrimental to the employment outcome of soldiers after separation.

Even with the best training, and even though the Vietnam Era Veterans' Readjustment Assistance Act of 1974 (VEVRAA), the Uniformed Services Employment and Reemployment Rights Act (USERRA) and in some cases, the Americans with Disabilities Act (ADA) protect veterans from discrimination, some employers are still wary of hiring veterans for varying reasons (Bordieri & Drehmer, 1984). This includes such contemporary issues as the real or perceived concern of post-traumatic stress disorder (Teitelbaum & Thomas, 2009; Williamson & Mulhall,

2009). The combination of incomplete or inadequate training and reluctance to hire veterans results in high levels of unemployment once veterans separate from the military. These are issues that need to be addressed.

Unemployment rates among veterans are chronically higher than among non-veterans (Savych, Klerman & Loughran, 2008; Employment Situation of Veterans, 2009). As of 2009, the unemployment rate of the youngest male veterans, those aged 18-25, was 21.6%. This is compared to 19.1% for their non-veteran counterparts (Employment Situation of Veterans, 2009). This is a difference of 2.5%. Statistical significance is debated regarding the unemployment rate of veterans as a whole compared to non-veterans of the same age cohort. Savych, Klerman & Loughran (2008) determined that since the rate of unemployment among veterans is chronically higher than that of non-veterans year-over-year, it is difficult to deny that there is a significance or trend to the higher unemployment rate. This is in contrast to the Employment Situation of Veterans (2007; 2009) which finds every other year (when data are collected), that the differences are not statistically significant. However, there are subgroups of veterans where unemployment rates have shown to be significantly higher than non-veterans groups, such as among female veterans (Foster & Vince, 2009; Walker, 2010), disabled veterans (Cohany, 1990; Madaus, Miller & Vance, 2009) and those with mental disorders such as post-traumatic stress disorder (Zatzick et al., 1997a; Zatzick et al., 1997b; Galovski & Lyons, 2004).

Unemployment rates also differ among veterans by age group (Employment Situation of Veterans, 2009). In 2009, in addition to an unemployment rate of 21.6% for male veterans aged 18-25, those veterans aged 26-34 had an unemployment rate of

11.2%, those aged 35-44 had an unemployment rate of 7.3%, male veterans aged 45-54 had an unemployment rate of 8.5%, those aged 55-64 had an unemployment rate of 7.2% and veterans aged 65 and over had an unemployment rate of 6.6% (Employment Situation of Veterans, 2009). This range in unemployment by age provides insight to the idea that each group has its own challenges and own needs. Understanding the relationship of participation in the program and the overall employment success of veterans of varying demographics may contribute to improving the TAP program for certain populations, making it more useful during and following transition to the civilian world. (Depending on the findings of this study, it may be determined that it would be beneficial to consider expanding services.)

In the civilian sector, research has been completed on transitional and training programs in other areas. These programs include "Welfare-to-Work" as well as other government training programs which have reported the effects as minimal (Greenberg et al., 2001; Greenberg et al., 2005) and even counterintuitive, suggesting that these programs can be detrimental to some participants (Wolpert, 1990). In the Greenberg et al. studies (2001; 2005), they found that participants in the "Welfare-to-Work" program initially attained sufficient skills to gain employment. However, those skills faded after a few years, and the long-term effects of the training deteriorated if the skills were not focused on "human-capital." Wolpert (1990) was interested in a program that was similar to TAP. This program, the Career Transition Program (CTP), sought to prepare Air Force retirees for job and life satisfaction after retirement. However, he found that those who participated in the program reported being less-satisfied after retirement than those who did not take part. He found that those who

attended CTP took longer to find a job after separation, had a lower average income, and their career expectations were less likely to be met than those who did not attend. These findings highlight the importance of evaluating the effectiveness of TAP to determine if it is succeeding where other similar programs have failed. If the determination is made that a deficiency exists, efforts can be made to improve the program for the benefit of future attendees.

After researching the Transition Assistance Program, it was determined that the effectiveness of TAP has not been thoroughly studied, so effectiveness of the program has not yet been established. Since its inception in 1991 via the passage of the National Defense Authorization Act for Fiscal Year 1991, the U.S. government has only attempted to study the effectiveness of the program twice, once in 1992 (U.S. Department of Labor/Veterans' Employment and Training, 2005) and in 1995 (Human Resources Research Organization/U.S. Army Research Institute for the Behavioral and Social Sciences, 1995). The Department of Labor/Veterans' Employment and Training study concluded that there is not a statistical difference between the employability of those who participated in TAP workshops and those who did not. However, they did find that participants found jobs 3-7 weeks sooner than those who did not participate. In the second study, The Human Resources Research Organization/U.S. Army Research Institute for the Behavioral and Social Sciences determined that participants stated that they felt more prepared for their job searches and were likelier to have higher earnings, but because this was a self-report study and the information could not be verified, these data are not fully reliable. In addition, Bascetta (2002) concedes that the data collected were not useful for the purpose of determining the effectiveness of

TAP. Unfortunately, data collected for the study were used only for monitoring purposes, not evaluation. This is especially true of the employment aspect of the workshop.

TAP consists of a mix of both mandatory and voluntary workshops. The employment component of TAP is voluntary, and per the Current Population Survey, August 2007: Veterans Supplement, the attendance rate at the employment workshops was below 50%; therefore, there is room for improvement. If it is found that there is a significant positive statistical difference between the employment success of those who attended TAP workshops and those who did not, it may provide support to make employment workshops mandatory upon separation. It is important to increase our knowledge regarding the value of this program in order to understand the impact that the workshops may have on the employment outcome and success of soldiers once they separate from the military.

Additionally, assessing the relationship between attending TAP and employment outcomes may be useful in the civilian sector as well. If the employment workshop appears to have a positive impact on one's employment success, it may be advisable to incorporate similar workshops in other areas where workers are making a transition from one sector of the labor market to another. Such programs have been suggested as possible additions to both schools (Lekes et al., 2007) and prisons (Henderson, 2010) and could be relevant anywhere else where a major life-transition occurs that encompasses the goal of gaining employment. Finally, since there is so little current information and there has been limited research completed on the effectiveness of

TAP, the findings from this study may be the starting-point for new research in this area.

PROCEDURES

The data were taken from the Current Population Survey (CPS) and Veterans Supplement. The data were collected via telephone or in-person interviews in August, 2007 from all residents aged 16 and older of approximately 57,000 households from all 50 states (N=152,331). Each state was divided into Primary Sampling Units (PSUs) from which participants were selected. The sample was geographically balanced using the 2000 Census as a guide of population distribution. Demographic information such as age, sex, race, marital status, educational attainment and veteran status were collected. Once a participant was identified as a veteran (n=10,766), he or she was asked the additional questions from the Veterans Supplement questionnaire. The Veterans Supplement was a self-report instrument.

From the respondents of the Veterans Supplement (n=10,766), the veterans who separated from 1991, when TAP was introduced, until the survey date (August, 2007) who answered question PES12 "While still on active duty, did you attend any of the Transition Assistance Program workshops, known as TAP or A-CAP or D-TAP?" were isolated to obtain the relevant sample (n=1,477). The additional variables of age, sex, race, level of education and disability status were considered as possible demographic indicators that may impact the success of one's employment outcome. Once the target data were isolated, the sample was analyzed to determine if the attendance at a TAP workshop had a relationship with the employment outcome of individuals in these unique populations.

In order to measure the success of one's employment outcome, select questions from the Current Population Survey (CPS) that focus on an individual's employment situation and relevant questions from the Veterans Supplement were chosen to create a measure of positive or negative employment outcome (See Appendix A for full list of questions used). The main variable used to indicate one's "Employment Success" was "Full Time/Part Time work Status?" This question was useful because it had many options. When participants were asked this question, their options included not only the full-time/part-time option, but they also were able to choose if they were working their usual schedule and if they were working their current schedule for economic reasons or not. Given this level of detail, it was possible to create a new variable that combined responses into three categories that were called "Positive," "Somewhat Positive" and "Negative." A "Positive" employment outcome was defined as: Having a job and working the number of hours desired or more. A "Somewhat Positive" outcome was defined as: Having a job, but working fewer hours than desired. Finally, a "Negative" outcome was defined as: Unemployed.

The "employment success" of individuals who attended the Transition Assistance Program workshop was compared to those individuals who did not attend to see if there is a significant difference between the two groups. Finally, the employment success among individuals who did not attend a TAP workshop because they already had a job lined up was compared to employment success for those who did not attend for other reasons.

ANALYSIS

Upon completion of the data entry, descriptive statistics were completed on the 1,477 participants in the data set. See Table 1 for condensed demographic information and Appendix B for expanded information. Each demographic variable was measured against the variable "Attend TAP" to see if there was a significant trend of attendance in any particular group. For Hypothesis 1, which theorized that veterans who attended a Transition Assistance workshop would have a more positive employment outcome than those who did not attend, a Pearson Chi-Square was used to find a relationship. The Chi-Square was the best testing option due to the categorical nature of the variables being measured. Additionally, "Attend TAP" was measured against the newly created "Employment Success" variable to check for significance (See Appendix C).

As for Hypothesis 2 which sought to determine if individuals who did not attend a TAP workshop because they already had a job waiting for them after separation had a more positive employment situation after separation than those who did not attend for other reasons, a Pearson Chi-Square was utilized in this case as well. Again, the Chi-Square was chosen because the variables being analyzed were categorical. To test Hypothesis 2, "Why not attend TAP" was measured against the "Employment Success" variable to see if there is a difference between the two groups. In addition, "Why not attend TAP" was measured against the demographic variables to determine if there are any particular groups who did not attend because they already had a job lined up (See Table 2).

Additionally, participants were asked about what aspects of the Transition Assistance Program were helpful to them and what they would improve. Each of these items was originally a series of "yes" or "no" questions that can be located in Tables 4 and 5. Once the items were compiled, they were consolidated into two questions for ease in analysis. After consolidation, they were examined using Pearson Chi-Square with "Useful in finding a job" as a baseline measure to determine how much TAP helped in each aspect.

Finally, two assumptions were used when analyzing these data. The first assumption was that the questions were answered honestly. In order to have meaningful results, respondents would be expected to provide true and honest replies. The second assumption was that individuals in the labor force want to work. This assumption was important because when constructing the "Employment Success" variable, working full-time when one usually worked a part-time schedule was considered a "Positive" outcome. This was also why those who usually work a full-time schedule or part-time schedule and are now not working were considered a "Negative" outcome.

RESULTS

Demographics

Table 1

Demographic comparison of who is going to TAP

Variables Tested	Sample Size (N)	x^2	df	p-value
Attend TAP/Race	1477	5.298	2	.071
Attend TAP/Age	1477	26.383	4	.000**
Attend TAP/Sex	1477	1.783	1	.182

Attend TAP/Education	1477	28.026	5	.000**
Attend TAP/When separated	1477	177.268	16	.000**
Attend TAP/How long served	1468	182.024	7	.000**
Attend TAP/Disabled	1472	61.412	2	.000**
Attend TAP/Served in combat	1477	22.872	2	.000**
Attend TAP/Branch Served	1476	75.299	6	.000**
Attend TAP/Occ. Type job 1	1304	21.924	8	.005**

Note. *p < .05 **p < .01

Table 1 provides a brief summary of the comparison of who goes to TAP with who does not go to TAP based on demographic factors. For more detailed information, see Appendix B. There were 1,477 participants in the relevant sample. The sample is 82.9% White, 11.1% Black and 6.0% were classified as Mixed Race/Other. The sample ranged in age from 17 to 77 years old. Men made up 84.7% of the sample while women made up 15.3%. The level of educational attainment was reported as 25.9% of respondents with a High School Diploma or less, 29.4% had some college education, 14.3% with an Associates Degree, 20.2% had earned a Bachelors Degree, 8.1% had a Masters Degree and 2.1% had a Doctoral or Professional Degree. Finally, 22.5% of the sample reported that they were disabled and 77.5% stated that they were not. All other demographic information can be located in Appendix B.

As noted in Table 1 above, demographic factors were associated with attendance at TAP. An example of this is evidenced by the age variable. When the Chi-Square was calculated for attendance at TAP by age group, the result was $p < .000$, indicating an extremely significant result. Upon analysis, it was determined that individuals in their 30's and those over 60 attend TAP much less often than the average of 42.9% (attendance was 38.9% and 19.4% respectively for the two age groups).

Another significant group difference was noted in attendance by education level. When the Chi-Square was calculated on this variable ($p < .000$), an interesting trend immerged. It was determined that those individuals who were least likely to attend a TAP workshop were the least educated (High School Diploma or less) and most educated (Doctorate/Professional Degree). Their rates of attendance were 33.4% and 25.8% respectively. However, all other groups attended at much higher rates including individuals with a Masters Degree who had the highest rate of attendance (52.1%).

The third significant trend that was discovered using Chi-Square was the rate of attendance by Year Separated ($p < .000$). This variable is important because there are many factors that can affect individuals and groups as they make major life transitions, such as the changing of their career. These factors can be as broad and wide-reaching as recessions, or as targeted as more successful outreach by TAP representatives. Regardless, with a p-value of .000, there is a very significant result and a definite trend to be investigated. For ease of evaluation, below is a graph that indicates the percentage of veterans who attended TAP workshops each year.

Figure 1. Attendance at a TAP workshop by year separated—Percent attended.

The data indicate that there was a steady increase in attendance during the first decade from inception until the year 2000 when it reached 62.1%. After 2000, attendance started to decline and has fluctuated ever since. Attendance has been as high as 63.1% (2004) and as low as 49.3% (2002), a 13.8% difference.

A veteran's length of service also proved to be significant when tested with a Chi-Square ($p < .000$). It was determined that for the most part, the longer one served in the military, the more likely he or she was to go to a TAP workshop. Almost 6% of veterans with less than 6 months of service attended a TAP workshop, while 64.0% of veterans with 20 years or more attended. With the exception of the 10-14 years of service cohort, the relationship between these two variables was almost linear.

Two more very significant findings within the demographic information section were the high attendance of disabled veterans and the low attendance of veterans who had not been in combat zones ($p < .000$). When these two variables and their individual attendance at a TAP workshop were analyzed, it was determined that (61.6% of disabled veterans attended TAP, while only 38.4% of non-disabled veterans attended). As for veterans who had served in a war zone, their rate of attendance was closer to the norm (50.5% attended versus 49.5% who did not) while veterans who did not serve in a war zone attended with far less frequency (37.4% attended and 62.6% did not attend.)

A surprising finding that was highly significant ($p < .000$) was the discrepancy between who attends TAP workshops based on their Branch of Service. See Figure 2.

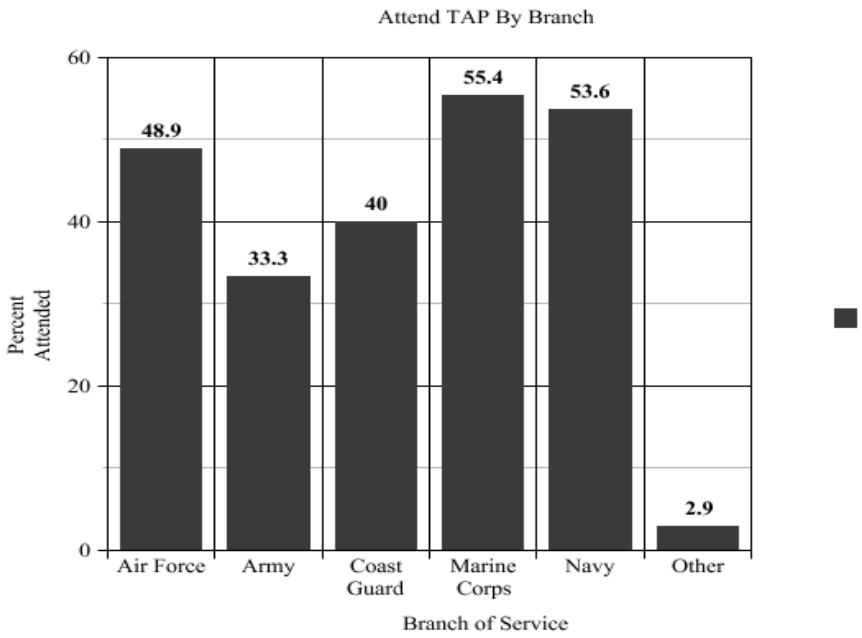

Figure 2. Attend TAP by branch

Although most branches are attending TAP at or above the expected rate of attendance (42.9%), the Army and "Other" are not attending as expected. Also, to ensure that the "Other" group was not skewing the results, they were removed and the Chi-Square test was conducted again. The results remained $p < .000$, so this is a very significant result with or without the "Other" group involved. The Army makes up the largest portion of the sample (42.6%) which explains why their lack of attendance has such an impact on the level of significance and statistical outcomes.

Finally, there appeared to be a strong relationship between one's occupation and their attendance at a TAP workshop. When a Chi-Square was calculated on this variable ($p = .005$), it was determined that individuals who held jobs in Sales, Construction, Production and Transportation had attendance rates that were far below the average (37.1%, 28.7%, 35.1% and 36.0% respectively). This is in contrast to

veterans who held jobs in Professional fields (50.0%) and Installation (49.5%) who had the highest rates of attendance.

Hypothesis 1

Hypothesis 1: Individuals who attend the TAP workshops have a more positive employment situation after leaving the military than those who choose not to attend.

Several multi-layer Pearson Chi-Squares were completed to test Hypothesis 1 and the results can be located in Appendix C. The "Attend TAP" variable was compared with the newly created outcome variable "Employment Success" (see the Procedures section for more information) to determine if veterans who attended a TAP workshop were experiencing a positive employment outcome after separation from the military. First, "Attend TAP" was compared to "Employment Success" to determine if there was any overall significance before any demographic factors were taken into account. The result of that test was not significant (N=1305, χ^2=.335, df=2, p=.846). Next, each demographic variable was then layered upon this Chi-Square to see if there was any significance based upon any of those factors.When each demographic variable was compared with the "Employment Success" variable using the Chi-Square, none of them was significant. (Full results can be found in Appendix C.) This indicates that the attendance at a TAP workshop was not beneficial to any subset that was measured in their employment success and had no impact on their employment outcome.

Hypothesis 2

Hypothesis 2: Veterans who chose not to attend a TAP workshop because they already had a job waiting for them after separation had a more positive employment situation than those who did not attend for other reasons.

First, the target demographics were compared to "Why not attend TAP" to determine if there was a significant relationship between each subgroup and a tendency to choose not to attend a TAP workshop. When the Chi-Square was calculated on these variables, there were two significant results. See Table 2 below for full results.

Table 2

Demographics of who is not going to TAP

Variables Tested	Sample Size (N)	x^2	df	p-value
Why not attend TAP/Race	820	.898	2	.638
Why not attend TAP/Age	820	7.220	6	.301
Why not attend TAP/Sex	820	7.603	1	.006**
Why not attend TAP/Education	820	11.705	6	.069
Why not attend TAP/When separated	820	17.452	16	.357
Why not attend TAP/How long served	814	17.504	7	.014*
Why not attend TAP/Disabled	817	.115	1	.734
Why not attend TAP/Served in combat	816	.869	1	.351
Why not attend TAP/Branch served	819	7.189	5	.207
Why not attend TAP/Occ. Type job 1	719	7.345	8	.500

Note. *p < .05 **p < .01

The two significant results were "Sex" (p = .006) and "How long Served" (p = .014). In regard to attendance based on sex, men are more likely than women to report that their reason for not going to TAP is that they already have a job lined up after separation from the military. Men stated this as their reason for not attending 37.4% of the time compared to only 24.1% of women who stated the same. With regard to

length of service, 25.9% of respondents with 2-3 years of service stated that they already had a job, compared to 45.8% of veterans with 20 or more years with the same response. The relationship is actually curvilinear with the 2-3 year cohort as the low point, so that may warrant further study.

The next set of tests that were completed looked at Hypothesis 2. First, "Did not attend TAP" was tested against "Employment Success" using a Chi-Square. This was done to determine if attendance in general was significant. This test was not significant (p = .474). Then the test was run again, but it was layered with the demographic measures to determine if there is significance for any of the subsamples. The results can be found in Appendix D.

There were two results that were significant in this set of analyses. These results were the 40-49 Year Old cohort (p = .035), and veterans who separated from the military in 2001 (p = .012). See Table 3 below for details.

Table 3

Significant Results from Table 8

	Positive % (n)	Somewhat Positive % (n)	Negative % (n)	χ^2	p
Why Not Attend TAP/Age				6.726	.035*
40-49 Years					
Already Had A Job	42.6 (58)	7.7 (1)	50.0 (9)		
Other	57.4 (78)	92.3 (12)	50.0 (9)		
Why Not Attend TAP/ When Separated				8.924	.012*
2001					
Already Had A Job	35.0 (7)	0.0 (0)	100.0 (4)		
Other	65.0 (13)	100.0 (4)	0.0 (0)		

Note. *p < .05

Although these two tests were statistically significant, they must be interpreted with caution due to the number of participants in each category. For the 40-49 Year Old cohort, the category that caused this test to be significant was the "Somewhat Positive" measure. This is because there was only one individual who fit into that category. The other categories of veterans in that cohort who did not attend because they had a job lined up were: "Positive" with 42.6% and "Negative" with 50%. As for veterans who separated in the year 2001, the results were very extreme. As noted in Table 3, 100.0% of the individuals who had a "Negative" employment outcome had not attended a TAP workshop because they already had a job lined up after separation; however, 100.0% of those who had a "Somewhat Positive" employment outcome did not attend because of other reasons. Finally, those who did not attend because they already had a job only reported a "Positive" employment outcome 35% of the time. Due to these extreme results and small sample sizes, these results cannot be deemed reliable. Furthermore, the results should receive some skepticism due to the large number of tests that were completed. The extensive testing increased the possibility that a significant result would occur by chance alone.

In addition to the research hypotheses that were posed above, questions were raised to monitor the usefulness of TAP for attendees and to solicit opinions for possible improvements to the program. Table 4 contains the Chi-Square results of questions that were asked of veterans who attended TAP workshops and their opinions on how it was beneficial.

Table 4

How attendees felt that TAP was helpful

Variables Tested	Useful in finding a job: Yes % (n)	Useful in finding a job: No % (n)	x^2	df	p-value
Help-Job Search			42.096	1	.000**
Yes	29.1 (118)	5.4 (10)			
No	70.9 (287)	94.6 (175)			
Help-Interviewing			21.253	1	.000**
Yes	20.2 (82)	5.4 (10)			
No	79.8 (323)	94.6 (175)			
Help-Resume-Writing			22.141	1	.000**
Yes	31.9 (129)	13.5 (25)			
No	68.1 (276)	86.5 (160)			
Help-Veterans Benefits			3.281	1	.070
Yes	42.5 (172)	34.6 (64)			
No	57.5 (233)	65.4 (121)			
Help-Unemployment			.018	1	.893
Yes	5.7 (23)	5.4 (10)			
No	94.3 (382)	94.6 (175)			
Help-Medical Records			.412	1	.521
Yes	9.6 (39)	11.4 (21)			
No	90.4 (366)	88.6 (164)			
Help-Civilian Mindset			.058	1	.809
Yes	8.1 (33)	7.6 (14)			
No	91.9 (372)	92.9 (171)			
Help-Something Useful			68.160	1	.000**
Yes	96.3 (390)	73.5 (136)			
No	3.7 (15)	26.5 (49)			

Note. *p < .05 **p < .01

When attendees were asked about whether any aspect of the TAP workshops helped them find a job, there were some significant results which are reported in Table 4. Table 4 indicates the results of Chi-Square analyses that were calculated between veterans who had attended a TAP workshop and felt that it was helpful to them in finding a job and those who did not feel that way. This variable was then compared with the variables in Table 4 that were the measures used to indicate success of different aspects of the program. Attendees who reported that TAP was useful in

finding a job had interesting responses when asked about how TAP had assisted in their job attainment. Of the variables tested, four had significant results. These were: job search ($p < .000$), interviewing skills ($p < .000$), resume-writing ($p < .000$) skills and "Nothing Useful" ($p < .000$). See Appendix E for expanded significant findings. For the first three (job search, interviewing skills and resume-writing), participants overwhelmingly felt that TAP had not been a factor in their employment outcome. When asked, 462 (78.3%) stated that TAP did not help with their "Job Search", 498 (84.4%) stated that it did not help with their "Interviewing Skills" and 436 (73.9%) stated that it did not help with their "Resume-Writing". However, when asked if the veteran felt that "Nothing was Useful", only 10.8% of respondents agreed with that statement. Additionally, 236 (40.0%) of participants reported that they found TAP helpful in obtaining information about "Veterans Benefits". These final two findings indicate that participants felt that there is at least some value to TAP.

Finally, attendees were asked how TAP could be improved. Table 5 consists of the same variable "Useful in finding job" as was used before, but was crossed with the "Improved" items and checked for significance.

Table 5

How Attendees Thought that TAP Could Be Improved

Variables Tested	Useful in finding a job Yes % (n)	No % (n)	x^2	df	p-value
Improved-Mandatory			.882	1	.348
Yes	7.7 (31)	5.6 (10)			
No	92.3 (371)	94.4 (170)			
Improved-Lengthen			.118	1	.732
Yes	7.5 (30)	6.7 (12)			
No	92.5 (372)	93.3 (168)			
Improved-Offer earlier			.485	1	.486
Yes	6.7 (27)	8.3 (15)			
No	93.3 (375)	91.7 (165)			

Improved-Syllabus			2.086	1	.149
Yes	1.5 (6)	3.3 (6)			
No	98.5 (396)	96.7 (174)			
Improved-Limit attendance			2.443	1	.118
Yes	1.7 (7)	3.9 (7)			
No	98.3 (395)	96.1 (173)			
Improved-Update manual			.495	1	.482
Yes	4.2 (17)	5.6 (10)			
No	95.8 (385)	94.4 (170)			
Improved-Interviews			4.172	1	.041*
Yes	5.0 (20)	9.4 (17)			
No	95.0 (382)	90.6 (163)			
Improved-Instructors			16.096	1	.000**
Yes	5.5 (22)	15.6 (28)			
No	94.5 (380)	84.4 (152)			
Improved-Employers/HR			4.606	1	.032*
Yes	9.5 (38)	15.6 (28)			
No	90.5 (364)	84.4 (152)			
Improved-Past attendees			.903	1	.342
Yes	5.2 (21)	7.2 (13)			
No	94.8 (381)	92.8 (167)			
Improved-TAP website			.095	1	.758
Yes	5.5 (22)	6.1 (11)			
No	94.5 (380)	93.9 (169)			
Improved-Command Support			.000	1	.990
Yes	2.2 (9)	2.2 (4)			
No	97.8 (393)	97.8 (176)			
Improved-Add spouses			.315	1	.575
Yes	4.0 (16)	5.0 (9)			
No	96.0 (386)	95.0 (171)			
Improved-No Suggestions			1.197	1	.274
Yes	38.1 (153)	33.3 (60)			
No	61.9 (249)	66.7 (120)			

Note. *p < .05 **p < .01

Of all of the suggestions that were posed, only three were significantly differently endorsed by veterans who felt that TAP was useful in finding a job and those who felt that it was not. The significant findings were: “Improved-Interviews” ($p = .041$), “Improved-Instructors” ($p < .000$) and “Improved-Employers/HR” ($p = .032$). Although these are significant findings, the percentages are small. For example, for those who attended a TAP workshop and would like better trained instructors, the percentage of individuals who felt that TAP was useful in finding a job and agreed

with that statement was 5.5% whereas, individuals who did not feel that TAP was useful and felt that instructors required better training was only 15.6% of that group. Both groups did, however agree on the improvement that would provide the greatest enhancement to the program. The most popular improvement overall would be to include employers or HR representatives. See Table 5 for full results.

DISCUSSION

This study was completed primarily to determine if there was a difference between the employment success of veterans who attended a Transition Assistance workshop and those who did not. This comparison was done to determine if TAP is an effective and useful program. In order to ensure that all populations had been considered, thus increasing the possibility that any subgroup that may benefit from TAP would be discovered, all demographic indicators that were available with reasonable sample sizes were used and cross-calculated to check for significance.

Due to the scarcity of similar literature with demographic data, it is extremely difficult to make comparisons between populations that attend TAP workshops and other training programs. In the absence of viable data and for the sake of discussion, these results will be compared against the average attendance (42.9%). Although there did not seem to be a statistically significant relationship between TAP attendance and one's racial background, those who identified as "Black" attended TAP much more often than the average (51.2%). This finding is not surprising given the fact that minorities tend to have less favorable employment situations than Whites (Pearson, Dovidio & Gaertner, 2009; Jackson, 2008; Brief et al., 2000). With this reality, some minority groups may be more likely to see the value in receiving any potential benefits

that would aid in their job attainment than others who do not experience the additional dimension of possible racism as an added employment difficulty.

Demographics

The first significant finding in the demographic category was the age of attendees. As mentioned in the results section, the two age groups that were significantly less likely to attend were the veterans who were in their 30's and ages 60 and over. Although the low attendance rate of the older population could be explained by the fact that these individuals were likely planning to retire, so they may not have seen the value in TAP, the low attendance rate of those in their 30's is puzzling. The 30-something cohort is still relatively in the earlier part of their career, so attending a program that is intended to aid in their job search would be desirable. However, this may be due to higher expectations because veterans in their 30's may have many years of experience in a trade, so they may not feel that they will need any help to locate a job. Additionally, due to the fact that these veterans are still relatively young, they may feel as if they will not face ageism that their older cohorts may fear, thus removing one of the possible motivating factors for older veterans to attend TAP workshops.

The percent difference between the attendance of men and women was not significant, but women were inclined to attend TAP workshops more often than men (46.9% versus 42.1% respectively). This was not surprising as research has shown that women are known to attend training more often than men in certain contexts (Veum, 1995). Also, like other minorities, women may be more likely to see the value in a program that would afford them an added benefit in finding a job that they would not

have otherwise. Unfortunately, even with this benefit, research continues to show that women veterans continue to be at a disadvantage in the job market (Foster & Vince, 2009; Walker, 2010).

The trend of attendance by veterans based upon their educational attainment was a significant result, but the outcome was only somewhat consistent with the literature. Several studies have found that individuals who have invested in their education are more likely to participate in training (Carp, Peterson & Roelfs, 1974; Blundell, Deardin & Meghir, 1996; Groot, 1997; Organization for Economic Co-operation and Development, 1999; O'Keefe, Crase & Dollery, 2006). The anticipated result was that attendance would increase proportionately with one's education. The rationale behind this theory was that an individual with a higher level of education would be more likely to see the value in a program designed to provide the skills to improve their chances of attaining more favorable employment. As was expected, the veterans with a "High School Diploma or less" had a very low attendance rate (33.4%) and also as expected, the attendance rate increased for those with higher levels of education (with the exception of veterans with an Associates degree whose attendance rate was about 5% below those with "Some College" but still above those with a High School Diploma or less) up through individuals who held Masters degrees; however, the finding that was unanticipated was the very low attendance of veterans with Doctoral or Professional degrees. Veterans who identified that they held one of these degrees only attended TAP at a rate of 25.8%, the lowest of all sub-groups. The only reason that may explain this finding is that these individuals did not feel that they needed the assistance that this program was designed to provide due to their high level of

education. They may have felt that they would easily be able to locate and secure a job after separation without any help, so TAP would not be able to provide any additional support. Otherwise, the strong correlation between attendance and education up until this educational cohort cannot be explained.

The year that a veteran separated from active duty was also a significant finding when it was compared to TAP attendance. See Figure 1—Attendance at a TAP workshop by Year Separated—Percent Attended on page 12. This graph indicates the percentage of veterans who attended TAP each year that it was offered from inception until the year of the survey, 2007. As the graph illustrates, TAP attendance increased dramatically from inception through the year 2000, from 10% in 1991 to 62.1% in the year 2000. This dramatic growth could be attributed to aggressive promotion within the services; however, after 2000, attendance fluctuates and the upward trend ceases. There are reasons why attendance patterns could change including recessions and accelerations. For example, one would expect that an individual would be more likely to take advantage of assistance if he or she were leaving the military and making a job transition during a recession than if the economy were in good shape. This appears to be partially supported by these data if one looks at the TAP attendance rate for the year 2001. Per Filardo (2004), the United States was officially in a recession during this period of time and during this year, TAP attendance was high. However, in 2002 when the recession had ended, attendance had decreased to 49.3%. Although there may be other causes as well, this can be seen as a strong indicator and motivator of attendance at a TAP workshop.

The length of time a veteran served in the military was found to be a significant factor in attendance at a TAP workshop. This may be due to several factors. One possibility is that the individuals who served a full career of 20 years or more felt that they were "out of touch" with the civilian job market. Given that they had spent two decades or more in the structured military with certain expectations, the transition to the civilian workforce may have seemed intimidating, thus, the most senior veterans would be encouraged to attend. Another possibility is that, the youngest veterans were expected to attend because in many cases, the military was their first job (Segal & Segal, 2004), so moving from the military to the civilian job market may require some assistance to aid in initial job seeking skills that they may not have had prior to entering military service. Finally, veterans who had served one or two enlistments may have been expected to seek a TAP workshop to learn how to market the skills that they learned while serving. At this point in their career, they would have had several years of experience in their field, so they may need help learning how to confidently "sell themselves" to potential employers, especially if they do not have the standard licensure that others with similar skills already possess when applying for the same or similar positions. However, the reality of the situation is that although veterans with the longest terms of service have the highest rates of attendance (64.1%) and the "15-19 Years" group is also very high, above 50% attendance (51.1%), the "10-14 Years" cohort and the other cohorts with three years in the military or less are below 40%. The "Less than 6 Months" group is only attending at a rate of 5.8%. It is possible that the groups that have served for three years or less may feel that they have not served long enough to have gained skills in the military that could be transferred to the

civilian job market, therefore, attending a TAP workshop may not seem to be useful to them; however, the low attendance rates of the "10-14 Years" group is a mystery.

Veterans who identified as disabled attended TAP at much higher rates than those who did not identify as disabled (61.6% and 37.4% respectively). As with the minorities and women, disabled veterans may have attended TAP because they felt that they needed any additional benefit that was available to them to aid in their future job search. Another incentive for disabled veterans to attend a TAP workshop is that disabled veterans receive additional information that is catered to their individual needs and the additional information is not only for employment purposes (Preseparation Guide—Transition Assistance Program, 2007). The additional information provided helps the veteran become familiar with all of the benefits that are available to him or her as a disabled veteran. This is valuable information and it appears that almost two out of every three disabled veterans understands this value.

As for veterans who have served in a combat zone, this was also a significant finding, but not as expected. The expectation was that veterans who had served in combat would be more likely to attend a TAP workshop to gain the confidence to reenter the workforce, especially if he or she was experiencing any negative effects from his or her service (such as PTSD symptoms) to prepare for the civilian workforce. Although the combat veterans' attendance rate was higher than the average (49.8%), it was still only roughly a 50/50 chance that one would attend. However, this is compared to veterans who did not serve in combat who were only attending at a rate of 37.4%, several percentage points below the average. This indicates that although combat veterans are attending TAP more than the average, they are not doing so

statistically above the average; however, those who did not serve in combat are not attending TAP. At only 37.4%, their rate of attendance is over 5% below the average, thus leaving it 12.4% below those who served in combat, and that is a significant discovery.

The interesting finding within veterans' attendance by branch is in regard to who is not going to TAP. In Graph 2—Attend TAP By Branch on page 14, there are two groups that have attendance rates far below the average. These groups are the Army with an attendance rate of 33.3% and those who identify as "Other" who make up 2.9%. It is unknown why the Army veterans attend at such low rates. One possibility would be a culture within the Army that does not value the program. This is actually in direct contrast to the Marine Corps which has the highest rate of attendance (55.4%). Per Williamson & Mulhall (2009), the Marines have chosen to make TAP mandatory for their separating veterans. This is one factor that would explain why their attendance rates are the highest among all of the branches. However, this is just one example of how military culture can differ greatly based upon the branch with which one serves. Finally, the veterans who identify as "Other" cannot be classified, so it is unknown to which branch they most closely match. They may or may not have access to services. If they do not have access to TAP workshops, this would explain why their attendance rate is only 2.9%.

Finally, attendance by one's occupation was also significant. The group that had the highest attendance was the "Professional" group (50.0%). The interesting thing about this finding is that for the most part, it appeared that the "white-collar" professions had attended TAP, and the "blue-collar" professions had not. To put this

into perspective, as mentioned above, the group with the highest attendance was the "Professional" group. The next highest three were: "Installation" (49.5%), "Office/Administration" (45.8%) and "Management/Business" (44.9%). Note that, three out of four of those occupations are "white-collar". As for the bottom four, they were: "Construction" (28.7%), "Production" (35.1%), "Transportation" (36.0%), and "Sales" (37.1%). Note that three out of four of these are "blue-collar occupations". This may or may not be coincidental, but it could be part of a profile of a particular personality that includes the propensity to participate in programs that would benefit them in ways such as TAP and would be worthy of further study.

Hypothesis 1

When "Attend TAP" and the employment outcome variable "Employment Success" were compared with each other to determine if there was any general significance with attending TAP and obtaining the type of job that the veteran was seeking, it was surprising to discover how insignificant the relationship was. One would imagine that the program would have some impact on an individual's ability to gain the type of employment that he or she was seeking since the purpose of the program is to help veterans find satisfactory employment. However, since this was the general measure of significance, this measure was then layered with the demographic variables to check for significance to determine if any subgroups received a benefit from the TAP workshops. When the Chi-Squares were calculated, none of the tests was significant.

It is important to remember when analyzing these results that the "Employment Success" variable is subjective and was created to measure if a participant was

satisfied working the hours that he or she was working. Because satisfaction can fluctuate, the veteran's answer may change often based upon his or her feelings that day or week which could affect the outcome variable. Also, if the veteran intended to work full time, but had a part time job, for the sake of this analysis, their situation was categorized in the "Somewhat Positive" group. However, the individual may have dropped their standards over time and now advises that he or she is satisfied holding part time employment thus moving him or herself into a "Positive" situation even if he or she was working part time unwillingly. It is possible that the individual would not answer the question truthfully because it had been so long since he or she had the work hours desired and was just happy to have any job at all, and would have answered the questionnaire accordingly. Because of this, these data are sensitive to changing opinions.

Finally, when analyzing each demographic individually, and in the absence of any significant results when comparing one's employment outcome with their attendance at a TAP workshop, it may be seen as a positive outcome that there were no split results. For example, what would have happened if TAP had been significant for men but not women? In that situation, there would be some aspect of TAP that was not correctly geared to all participants. In this regard, TAP can be fully revamped and there would be no losses to any individual groups in the process.

Hypothesis 2

When analyzing Hypothesis 2, the demographics of who is not going to TAP because they already had a job was first tested via Chi-Square. When each demographic variable was calculated, there were two results that were statistically

significant. The first significant finding was that veterans are not attending TAP because they already had a job based on Sex. Men are much more likely than women to state that they already had a job waiting for them after separation (37.4% versus 24.1%). There are two theories as to why this is occurring. It is already well known that women veterans have a more difficult time than men finding employment (Foster & Vince, 2009; Walker, 2010). Therefore, this may begin before separation even occurs. There may also be other reasons that restrict women from being able to look for employment such as family obligations along with their current career that may make it difficult to go on interviews, thus limiting employment options for women before they separate from active duty.

The other significant finding was veterans who did not attend TAP because they already had a job lined up based on their length of service. Veterans who had served between two and four years were least likely to answer that they had not attended a TAP workshop because they already had a job (25.9% for the 2-3 Year group and 30.3% for the 3-4 Year group). The most likely to answer this affirmatively were the veterans who had 20 years of service or more followed by the "15-19 Years" group (46.2% and 43.2%, respectively). The most senior veterans are the most active; they are attending TAP with the greatest frequency and also choosing not to attend because they already have a job. They are the ones who have taken the greatest initiative to seek employment prior to separation.

Other findings

It is encouraging that The Current Population Survey-Veterans Supplement tracks veterans' opinions on TAP. This indicates that the government is taking the

investment that is being made both financially and in human capital into account and is beginning to understand the value behind having an effective program. With that being said, it is disappointing that of the four significant findings in Table 4 which focused on how TAP was useful all but one was significant because of the lack of effectiveness, not because of any positive benefit. The one positive spot in that table was that veterans did tend to find something useful overall. This is a start, but there is definitely a long way to go before the Transition Assistance Program can be considered useful for the participants on any scale.

As for improvements to TAP, the rates with which groups would like change to the program are very low, thus not very convincing. For example, of the three types of changes that participants stated that they would like to see made, the highest affirmative request was a tie for 15.6% which was for Improved Instructors and including Employers/HR in TAP workshops (see Appendix E for more details). An affirmative response rate of only 15.6% is not nearly convincing enough to prompt any action to be taken. Due to the low affirmative response rate, these findings may lead policymakers to believe that changes are not warranted which, as has been determined through this study, is not the case.

LIMITATIONS

There were several limitations to the current study that prevented it from answering all questions that would be useful or of interest. The first limitation is that the questions are retrospective. By asking the participants what they remember about their participation in TAP, including whether they even attended, leaves the possibility that the data may be flawed. Another limitation is that there is a lot of missing data.

Some questions had such low response rates that they could not be used for the purpose of meaningful analysis. An example of this is that a measure to determine if there is a difference between the earnings of TAP attendees versus those who chose not to attend TAP following separation could not be done because no one had answered the question asking about their income. Finally, some questions of interest could not be answered because this was a pre-collected data set. For example, it is unknown if there is a substantial difference between the length of time following separation before finding their first job between TAP attendees and those who chose not to attend TAP. Also, it is unknown if veterans experience multiple periods of unemployment that are not reported because at the time of the survey, they were employed. These questions are definitely worthy of further study.

RECOMMENDATIONS

Despite these limitations, there are important suggestions based upon these findings. First, due to the fact that TAP does not appear to be effective, the different aspects of the program should be studied separately. By deconstructing the different areas of specialization to determine which parts of the program are deficient, changes in key areas can be made and may make TAP more useful and increase the success rate of attendees.

The second recommendation is to consult employers when creating TAP workshops. Employers are ultimately the ones who make the hiring decisions; therefore, employers are the most relevant source of information when it is in regard to providing insight on how to locate employment. It would also be beneficial to create strong bonds with employers in the community who can help with job placement. By

having employers on hand to help veterans actually locate jobs, not just tell them how to find them on their own, this would provide an added benefit for veterans who may obtain the skills to locate employment, but may not be able to successfully utilize those skills.

Another suggestion would be to target TAP to different populations to make it more useful. Although TAP is currently modeled differently for each branch, it may be beneficial to have different versions for veterans who are in different age cohorts or different stages of their careers and focus on the major issues that these groups encounter. This way, veterans can get the most relevant information out of the time spent in the workshops.

An additional suggestion would be to create support groups for veterans to allow them to network with one another as part of TAP. If a veteran finds him or herself in need of advice from someone who has been through the transition and who understands what to expect from the process, it may be beneficial to have some guidance. If there were a resource available that a veteran could access for this purpose, it may make this transition and following employment search more successful.

A final recommendation would come into play once changes are made to the TAP program to make it more effective. Once it is proven to have a positive impact on veterans and their employment outcome after separation, it would be beneficial to follow up with veterans often to track their progress and allow them to continue receiving services if they are still unable to secure employment after separation. Additionally, any veteran should have the option to return to TAP workshops to

receive additional training even after they have been separated for lengthy periods of time if their employment situation warrants it.

Veterans deserve a smooth transition to the civilian workforce and although TAP was created to provide this, it has thus failed in its goal. These changes need to be made because it is both socially and fiscally irresponsible to continue to offer a program that is ineffective.

APPENDIX A

Questions for Analysis of Veteran Occupational Outcome Measures

Demographic Measures Questions

Age: Person's age as of the end of survey week.

Sex: Sex

Education: Highest level of school completed or degree received.

Race: Race

Disability: Has the department of Veterans Affairs or the Department of Defense determined that you have a service-connected disability; that is, a health condition or impairment caused or made worse by military service?

Other Questions of Interest

SERVICE

1. In what year were you last separated from active duty in the Armed Forces?
2. Altogether, how long did you serve on active duty in the Armed Forces?
3. From which branch of the Armed Forces were you last released from active duty?
4. Did you ever serve in a combat or war zone?

TAP

5. While still on active duty, did you attend any of the Transition Assistance Program workshops, known as TAP or A-CAP or D-TAP?

6. Was information provided during this workshop useful to you in finding a job or obtaining job-related training after you left the service?
7. Did you find the transition program useful in providing information on topics OTHER THAN employment and job-training, topics such as VA educational, medical or housing benefits?
8. Thinking back, what advice or information provided during the transition workshop proved to be most useful to you after leaving military service?
9. How might the transition workshop be improved to make it more useful to veterans?
10. Why did you choose NOT to attend one of these transition workshops?

WORK SITUATION

11. Full/Part-time work status?
12. Major occupation recode-Job 1

APPENDIX B

Table 6

Demographic Information

Variables Tested	Attended TAP Yes % (n)	No % (n)	χ^2	p
Race			5.298	.071
White	41.7 (511)	58.3 (713)		
Black	51.2 (84)	48.8 (80)		
Mixed/Other	42.7 (38)	57.3 (51)		
Age			26.383	.000**
Under 30 Years	49.1 (139)	50.9 (144)		
30-39 Years	38.9 (223)	61.1 (350)		
40-49 Years	47.0 (162)	53.0 (183)		
50-59 Years	45.9 (96)	54.1 (113)		
60+ Years	19.4 (13)	80.6 (54)		
Sex			1.783	.182
Male	42.1 (527)	57.9 (724)		
Female	46.9 (106)	53.1 (120)		
Disabled			61.412	.000**
Yes	61.6 (205)	38.4 (128)		
No	37.4 (426)	62.6 (713)		
Served In Combat			22.872	.000**
Yes	49.8 (317)	50.2 (319)		
No	37.4 (311)	62.6 (521)		
Branch Served			75.299	.000**
Air Force	48.9 (152)	51.1 (159)		
Army	33.3 (205)	66.7 (410)		
Coast Guard	40.0 (14)	60.0 (21)		
Marines	55.4 (97)	44.6 (78)		
Navy	53.6 (164)	46.4 (142)		
Other	2.9 (1)	97.1 (33)		
Education			28.026	.000**
HS Diploma or less	33.4 (128)	66.6 (255)		
Some College	46.8 (203)	53.2 (231)		
Associates	41.7 (88)	58.3 (123)		
Bachelors	48.2 (144)	51.8 (155)		
Masters	52.1 (62)	47.9 (57)		
Doctorate/Professional	25.8 (8)	74.2 (23)		
How Long Served			182.024	.000**
Less than 6 Months	5.8 (4)	94.2 (65)		
6 Months-2 Years	18.7 (23)	81.3 (100)		
2-3 Years	21.9 (49)	78.1 (175)		

3-4 Years	47.7 (177)	52.3 (194)		
5-9 Years	54.0 (127)	46.0 (108)		
10-14 Years	35.6 (36)	64.4 (65)		
15-19 Years	51.1 (24)	48.9 (23)		
20+ Years	64.1 (191)	35.9 (107)		
When Separated			177.268	.000**
1991	10.0 (12)	90.0 (108)		
1992	16.7 (23)	83.3 (115)		
1993	18.1 (15)	81.9 (68)		
1994	31.5 (28)	68.5 (61)		
1995	45.7 (43)	54.3 (51)		
1996	48.7 (37)	51.3 (39)		
1997	47.7 (41)	52.3 (45)		
1998	44.4 (44)	55.6 (55)		
1999	61.0 (36)	39.0 (23)		
2000	62.1 (41)	37.9 (25)		
2001	56.8 (42)	43.2 (32)		
2002	49.3 (37)	50.7 (38)		
2003	57.1 (48)	42.9 (36)		
2004	63.1 (53)	36.9 (31)		
2005	50.5 (47)	49.5 (46)		
2006	56.8 (54)	43.2 (41)		
2007	51.6 (32)	48.4 (30)		
Occupation Type			21.924	.005**
Management/Business	44.9 (89)	55.1 (109)		
Professional	50.0 (146)	50.0 (146)		
Service	44.8 (81)	55.2 (100)		
Sales	37.1 (39)	62.9 (66)		
Office/Administration	45.8 (60)	54.2 (71)		
Construction	28.7 (25)	71.3 (62)		
Installation	49.5 (49)	50.5 (50)		
Production	35.1 (34)	64.9 (63)		
Transportation	36.0 (41)	64.0 (73)		

Note. *p< .05 **p< .01

APPENDIX C

Table 7

Employment success of veterans who attend TAP

Variables Tested	Sample Size (N)	x^2	df	p-value
Attend TAP/Employment Success	1305	.335	2	.846
Attend TAP/Employment Success/ Race	(1081) White	.816	2	.665
	(147) Black	.776	2	.679
	(77) Mixed Race/Other	1.865	2	.394
Attend TAP/Employment Success/ Age	(253) Under 30 Years	2.017	2	.365
	(527) 30-39 Years	2.316	2	.314
	(315) 40-49 Years	.548	2	.760
	(182) 50-59 Years	1.618	2	.445
	(28) 60+ Years	.730	2	.694
Attend TAP/Employment Success/Sex	(1127) Male	.496	2	.780
	(178) Female	.242	2	.886
Attend TAP/Employment Success/ Education	(343) HS Diploma or less	.278	2	.870
	(376) Some college	3.425	2	.180
	(190) Associates	2.213	2	.331
	(268) Bachelors	3.736	2	.154
	(103) Masters	4.139	2	.126
	(25) Doctoral	1.077	2	.584
Attend TAP/Employment Success/ When Separated	(108) 1991	1.677	2	.432
	(119) 1992	.390	2	.823
	(74) 1993	3.361	2	.186
	(80) 1994	1.820	2	.403
	(81) 1995	3.808	2	.149
	(68) 1996	.901	2	.637
	(76) 1997	.405	2	.817
	(92) 1998	4.978	2	.083
	(54) 1999	.268	2	.604
	(57) 2000	.426	2	.808
	(66) 2001	.806	2	.668
	(65) 2002	.139	2	.933
	(74) 2003	5.884	2	.053
	(69) 2004	2.567	2	.277
	(84) 2005	1.241	2	.538
	(85) 2006	2.279	2	.320
	(53) 2007	1.196	2	.550

Attend TAP/Employment Success/ How long served	(58) Less than 6 Months	.817	2	.665
	(106) 6 Months-2 Years	.037	2	.982
	(201) 2-3 Years	1.470	2	.480
	(339) 3-4 Years	.043	2	.979
	(218) 5-9 Years	.835	2	.659
	(88) 10-14 Years	1.189	2	.552
	(23) 15-19 Years	.140	2	.933
	(244) 20+ Years	2.507	2	.286
Attend TAP/Employment Success/ Disabled	(272) Yes	.924	2	.630
	(1028) No	.309	2	.857
Attend TAP/Employment Success/ Served in combat	(557) Yes	1.401	2	.496
	(740) No	4.607	2	.100
Attend TAP/Employment Success/ Branch Served	(267) Air Force	.659	2	.719
	(531) Army	.125	2	.940
	(33) Coast Guard	1.442	2	.486
	(159) Marine Corps	.627	2	.731
	(284) Navy	.682	2	.711
	(31) Other	.423	2	.809
Attend TAP/Employment Success/ Occ. Type job 1	(198) Management	.392	2	.822
	(287) Professional	.327	2	.849
	(179) Service	.459	2	.459
	(104) Sales	1.086	2	.581
	(131) Office/Admin	.398	2	.820
	(86) Construction	3.513	2	.173
	(99) Installation	1.890	2	.389
	(97) Production	2.307	2	.315
	(114) Transportation	.802	2	.670

APPENDIX D

Table 8

Employment success of vets who did not attend TAP because they had a job or other reasons

Variables Tested	Sample Size (N)	x^2	df	p-value
Why not attend TAP/ Employment Success	720	1.492	2	.474
Why not attend TAP/ Employment Success/Race	(610) White	1.354	2	.508
	(67) Black	4.074	2	.130
	(43) Mixed Race/Other	2.043	2	.360
Why not attend TAP/ Employment Success/Age	(123) Under 30 Years	3.365	2	.186
	(313) 30-39 Years	.608	2	.738
	(167) 40-49 Years	6.726	2	.035*
	(95) 50-59 Years	2.270	2	.321
	(22) 60+ Years	1.643	2	.440
Why not attend TAP/ Employment Success/Sex	(624) Male	2.315	2	.314
	(96) Female	1.944	2	.378
Why not attend TAP/ Employment Success/Education	(216) HS Diploma or less	2.977	2	.226
	(191) Some college	2.213	2	.331
	(108) Associates	1.224	2	.542
	(137) Bachelors	4.299	2	.117
	(49) Masters	1.230	2	.541
	(19) Doctoral	3.529	2	.171
Why not attend TAP/ Employment Success/ When Separated	(96)1991	1.750	2	.417
	(101) 1992	4.771	2	.092
	(60) 1993	.937	2	.626
	(54) 1994	1.407	2	.495
	(41) 1995	.681	2	.409
	(34) 1996	2.925	2	.232
	(35) 1997	.194	2	.907
	(46) 1998	4.262	2	.119
	(19) 1999	1.451	2	.228
	(23) 2000	2.654	2	.265
	(28) 2001	8.924	2	.012*
	(30) 2002	1.167	2	.558
	(30) 2003	.356	2	.837
	(25) 2004	1.181	2	.554
	(39) 2005	2.427	2	.297
	(35) 2006	1.455	2	.483
	(24) 2007	2.471	2	.291
Why not attend TAP/ Employment Success/ How long served	(52) Less than 6 Months	2.817	2	.245
	(83) 6 Months-2 Years	1.424	2	.491
	(155) 2-3 Years	1.374	2	.503

	(177) 3-4 Years	2.510	2	.285
	(95) 5-9 Years	.062	2	.970
	(57) 10-14 Years	1.717	2	.424
	(21) 15-19 Years	.537	2	.765
	(75) 20+ Years	.383	2	.826
Why not attend TAP/ Employment Success/Disabled	(93) Yes	2.446	2	.294
	(624) No	1.269	2	.530
Why not attend TAP/ Employment Success/Served in combat	(267) Yes	.798	2	.671
	(449) No	1.176	2	.555
Why not attend TAP/ Employment Success/Branch Served	(132) Air Force	1.105	2	.575
	(341) Army	.372	2	.830
	(20) Coast Guard	.737	2	.692
	(69) Marine Corps	1.527	2	.466
	(129) Navy	1.721	2	.423
	(29) Other	2.815	2	.245
Why not attend TAP/ Employment Success/Occ. Type job 1	(109) Management	.858	2	.651
	(142) Professional	.597	2	.742
	(94) Service	1.651	2	.438
	(63) Sales	3.880	2	.144
	(69) Office/Admin	1.611	2	.447
	(60) Construction	.041	2	.980
	(48) Installation	2.272	2	.321
	(62) Production	3.304	2	.192
	(71) Transportation	3.395	2	.183

Note. *p < .05

APPENDIX E

Table 9

Significant Findings

Variables Tested	Already had a job % (n)	Other % (n)	χ^2	p
Why Not Attend TAP/Sex			7.603	.006**
Male	37.4 (263)	62.6 (441)		
Female	24.1 (28)	75.9 (88)		
Why Not Attend TAP/ How Long Served			17.504	.014*
Less Than 6 Months	40.3 (25)	59.7 (37)		
6 Months-2 Years	36.7 (36)	63.3 (62)		
2-3 Years	25.9 (44)	74.1 (126)		
3-4 Years	30.3 (57)	69.7 (131)		
5-9 Years	38.8 (40)	61.2 (63)		
10-14 Years	42.2 (27)	57.8 (37)		
15-19 Years	43.5 (10)	56.5 (13)		
20+ Years	46.2 (49)	53.8 (57)		

	Positive % (n)	Somewhat Positive % (n)	Negative % (n)	χ^2	p
Why Not Attend TAP/Age 40-49 Years				6.726	.035*
Already Had A Job	42.6 (58)	7.7 (1)	50.0 (9)		
Other	57.4 (78)	92.3 (12)	50.0 (9)		
Why Not Attend TAP/ When Separated 2001				8.924	.012*
Already Had A Job	35.0 (7)	0.0 (0)	100.0 (4)		
Other	65.0 (13)	100.0 (4)	0.0 (0)		

	TAP Helped find a job			
	Yes % (n)	No % (n)	χ^2	p
Useful In Finding A Job/ Help-Job Search			42.096	.000**
Yes	29.1 (118)	70.9 (287)		
No	5.4 (10)	94.6 (175)		
Useful In Finding A Job/ Help-Interviewing			21.253	.000**
Yes	89.1 (82)	10.9 (10)		

No	64.9 (323)	35.1 (175)		
Useful In Finding A Job/ Resume Writing				
Yes	83.8 (129)	16.2 (25)	22.141	.000**
No	63.3 (276)	36.7 (160)		
Useful In Finding A Job/ Nothing Useful			68.160	.000**
Yes	23.4 (15)	76.6 (49)		
No	74.1 (390)	25.9 (136)		
Useful In Finding A Job/ Improved-Interviews			4.172	.041*
Yes	54.1 (20)	45.9 (17)		
No	70.1 (382)	29.9 (163)		
Useful In Finding A Job/ Improved-Instructors			16.096	.000**
Yes	44.0 (22)	56.0 (28)		
No	71.4 (380)	28.6 (152)		
Useful In Finding A Job/ Improved-Employers/HR			4.606	.032*
Yes	57.6 (38)	42.4 (28)		
No	70.5 (364)	29.5 (152)		

Note. *p< .05 **p< .01

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