



# The Veterans Metrics Initiative

Wave 1 Program Common Components for the Education Domain,  
October 2017 Menu 1 B



## BACKGROUND

- Wave 1 participants nominated education programs they used since they discharged from the military or deactivated from Active Duty. 25% reported using a program in the education domain.
- Programs with verified URLs (n=258) and nominated by three or more Veterans were coded in Summer 2017 using the common components analysis technique.
  - Of the programs coded, 19 programs were in the education domain.
  - Information presented below reflects the proportion of programs with each component.

## CONTENT COMPONENTS

Content components assess what a program teaches or what information it provides.

- School-related information - 44%
- Translating military education - 39%
- Career planning and exploration - 33%
- Job training and certification - 28%
- Accessing benefits - 17%
- Paying for education - 11%
- Entrance and certification exam preparation - 11%
- Transitioning to civilian school - 11%



## PROCESS COMPONENTS

Process components assess how a program conveys information or teaches skills.

- Reading online: 0-39% of content
- Mentors or coaches: 0-28% of content
- Direct instruction: 0-22% of content
- Interactive online tool: 0-17% of content
- Networking group: 0-6% of content

## BARRIER REDUCTION COMPONENTS

Barrier reduction components assess whether the program provides tangible supports or reduces barriers to accessing the program.

### Components for increasing access:

- Transportation to the program - 16%
- Reduced or covered fees - 11%
- Lodging provided - 5%
- Addressed stigma of program use - 5%

### Tangible support components:

- Scholarship for education - 26%
- Licensing assistance - 26%
- Cash (non-tuition support) - 11%



## SUSTAINABILITY COMPONENTS

Sustainability components assess how a program keeps participants engaged once formal programming has ended.

- Participant awards - 11%
- Referrals - 6%
- Merchandising - 6%
- Helpline - 26%