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**\*Army Regulation 621–5**

Effective 19 March 2026

**Education**  
**Army Continuing Education System**

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By Order of the Secretary of the Army:

**RANDY A. GEORGE**  
*General, United States Army*  
*Chief of Staff*

Official:

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**History.** This publication is a major revision. The portions affected by this major revision are listed in the summary of change.

**Authorities.** This regulation implements DoDD 1322.08E, DoDI 1322.25, DoDI 1322.19, and DoDI 1322.33.

**Applicability.** This regulation applies to the Regular Army, the Army National Guard/Army National Guard of the United States, and the U.S. Army Reserve, unless otherwise stated.

**Proponent and exception authority.** The proponent of this regulation is the Deputy Chief of Staff, G–1. The proponent has the authority to approve exceptions or waivers to this regulation that are consistent with controlling law and regulations. The proponent may delegate this approval authority, in writing, to a division chief within the proponent agency or its direct reporting unit or field operating agency, in the grade of colonel or the civilian equivalent. Activities may request a waiver to this regulation by providing justification that includes a full analysis of the expected benefits and must include formal review by the activity's senior legal officer. All waiver requests will be endorsed by the commander or senior leader of the requesting activity and forwarded through their higher headquarters to the policy proponent. Refer to AR 25–30 for specific requirements.

**Army internal control process.** This regulation contains internal control provisions in accordance with AR 11–2 and identifies key internal controls that must be evaluated (see appendix H).

**Suggested improvements.** Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to Army Continuing Education Division, 199 6th Avenue, Building 1109B, Fort Knox, KY 40121 or email to [usarmy.knox.tradoc.mbx.armyu-access@army.mil](mailto:usarmy.knox.tradoc.mbx.armyu-access@army.mil).

**Distribution.** This regulation is available in electronic media only and is intended for the Regular Army, the Army National Guard/Army National Guard of the United States, and the U.S. Army Reserve.

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\*This regulation supersedes AR 621–5, dated 28 October 2019 and rescinds AD 2015–12, dated 11 March 2015.

# *Summary of Change*

AR 621–5  
Army Continuing Education System

This major revision, dated 19 March 2026—

- Updates Deputy Chief of Staff, G–1 responsibilities for the Army Continuing Education System (para 1–11).
- Updates Commanding General, U.S. Army Transformation and Training Command responsibilities for the Army Continuing Education System (para 1–16).
- Adds Military Training Evaluation Program (para 3–25).
- Adds lifetime semester hour cap for special programs (not applicable for high school completion special program) (para 4–3*d*).
- Adds limitation of one postsecondary academic certificate per lifetime (para 4–3*d*).
- Adds prohibition for authorizing tuition assistance funds for Soldiers who do not have an Evaluated Degree Plan after registering for two classes in their current school or degree plan (para 4–5*b*).
- Adds language for credentialing assistance and tuition assistance suspension if two or more recoupment actions occur in the same fiscal year (paras 4–5*e* and 4–17*e*(8)).
- Adds requirement for use of approved Army decision support tool prior to first use of tuition assistance and credentialing assistance (paras 4–6 and 4–16).
- Adds requirement for Soldiers to have supervisor or commander’s designee approval for tuition assistance and credentialing assistance (paras 4–6 and 4–16).
- Changes the requirement for Soldiers to sign a statement of understanding to requiring completion of Virtual Benefits Training in ArmyIgnitED prior to utilizing tuition assistance (para 4–6*b*).
- Changes the deadline to request tuition assistance to 7 days prior to the term start date (para 4–6*k*).
- Adds requirement for Soldier’s supervisor or commander’s designee to receive system generated notice of tuition assistance and credentialing assistance recoupment (paras 4–7 and 4–17).
- Changes the deadline to submit a DA Form 7793 (Request for Recoupment Waiver) to 30 days after the grade of “W” is posted and does not allow a waiver for any grade other than a “W” (para 4–8*b* and 4–17*e*(5)).
- Removes officer (excluding warrant officer) eligibility for credentialing assistance (para 4–13*a*(1)).

- Adds requirement that Soldiers who receive credentialing assistance for training must sit for the exam to obtain the credential/license/certification or face recoupment for training. (para 4–16a).
- Adds authority for Institutionally Delivered Credentialing (para 4–19).
- Incorporates Army Directive 2015–12, Implementation Guidance for Credentialing Program and Career Skills Program (throughout).
- Establishes policies and procedures to implement and monitor credentialing programs in compliance with DoDI 1322.33, and law (throughout).
- Changes system from GoArmyEd to ArmyIgnitED (throughout).
- Changes the GoArmyEd decision support tool to the Army decision support tool (throughout).

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## **Chapter 1 Introduction**

### **Section I**

#### **General**

##### **1–1. Purpose**

This regulation implements DoDD 1322.08E, DoDI 1322.25, DoDI 1322.19, DoDI 1322.33 and DoD 70000–14–R, Volume 4. It establishes the purpose, policies, and responsibilities for Army Continuing Education System (ACES). It also delegates authority for managing ACES programs and services.

##### **1–2. References, forms, and explanation of abbreviations**

See appendix A. The abbreviations, brevity codes, and acronyms (ABCAs) used in this electronic publication are defined when you hover over them. All ABCAs are listed in the ABCA directory located at <https://armypubs.army.mil/>.

##### **1–3. Associated publications**

This section contains no entries.

##### **1–4. Responsibilities**

See section II of this chapter.

##### **1–5. Records management (recordkeeping) requirements**

All record numbers, forms, and reports required by this publication must be managed in accordance with the National Archives and Records Administration (NARA) General Records Schedules (GRS) or the applicable Records Retention Schedule-Army (RRS-A). Retention schedules are located on the Records Management Division SharePoint Site at <https://armyetaas.sharepoint-mil.us/sites/HQDA-CIO-ISES-RMR/SitePages/Records-Management-Division.aspx>. Refer to DA PAM 25-403 for detailed records management procedures.

##### **1–6. Statutory authority**

Statutory authority for this regulation is derived from the following legislation:

- a. Section 1142, Title 10, United States Code (10 USC 1142), 10 USC 2005, 10 USC 2007, and 10 USC 7402.
- b. 31 USC 1501, 31 USC 1502, and 31 USC 1552.
- c. 37 USC 303a(e).

### **Section II**

#### **Responsibilities**

##### **1–7. Assistant Secretary of the Army (Manpower and Reserve Affairs)**

ASA (M&RA) will—

- a. Develop and oversee policies and programs related to ACES.
- b. Ensure the Army complies with Federal statutes and directives.

##### **1–8. Chief Information Officer/G–6**

The CIO/G–6 will oversee the automation system authorized for use by ACES.

##### **1–9. Chief of Public Affairs**

The CPA will—

- a. Publicize ACES programs and services.
- b. Help determine appropriate focus and emphasis for publicity and promotion of ACES programs and services.

## **1–10. Chief, National Guard Bureau**

The CNGB will—

- a. Assist the ASA (M&RA) on developing National Guard Bureau policies, procedures, and priorities consistent with this regulation. Plan and supervise the execution of those policies to include staffing policies through the Army Continuing Education Division (ACED) to clear the path for delivering ACES programs and services to Army National Guard (ARNG) Soldiers.
- b. Coordinate all draft education policies with Headquarters, Department of the Army (HQDA) before implementation.
- c. Support the program objective memorandum (POM) build by ACED.
- d. Provide fiscal and personnel resources for ACES programs and services.
- e. Manage and deliver ACES programs to the ARNG.
- f. Provide policy and guidance implementing ACES programs and services to the state ARNG education services officer (ESO).
- g. Maintain eligibility and usage data of state-funded tuition assistance (TA) programs.
- h. Maintain and report ARNG data to ACED as required.
- i. Develop and maintain a personnel information management system that can provide data electronically to ArmyIgnitED.
- j. Support ARNG data required for the Joint Services Transcript (JST).
- k. Administer active duty service obligation (ADSO) or reserve duty service obligation (RDSO) incurred when ARNG officers accept TA.
- l. Maintain command and control of Department of Army (DA) education services specialists (ESSs), supervisory education services specialists, and education program specialists (EPSs) covered under 5 USC, and EPS assigned to the ARNG.
- m. Ensure staff assistance visits (SAVs) are conducted in each state/territory to review the administration of Army continuing education programs and ensure compliance with statutory, regulatory, and policy requirements.
- n. Assist non-high school graduates by facilitating administration of General Education Development (GED) tests.
- o. Manage ARNG education incentives and entitlements programs: Montgomery GI Bill (MGIB), Veterans Educational Assistance Program, MGIB Kicker, and Post 9 –11 Transfer of Education Benefits.
- p. Provide a representative for ACES ad hoc work groups.
- q. Establish procedures to ensure—
  - (1) Information is made available to state Army education offices about Soldiers' unit transfer, retirement, separation, and expiration term of service (ETS) dates.
  - (2) Education offices review and deactivate a Soldier's ArmyIgnitED account within 14 days of separation from ARNG.
  - (3) College transcripts used for personnel actions are from academic institutions (AIs) accredited by regional or national accrediting agencies recognized by the U.S. Department of Education (ED).
  - (4) A Soldier's civilian education level is updated in appropriate personnel systems no later than 30 days after receiving college transcripts.
  - (5) Army Personnel Test (APT) scores are entered into appropriate personnel systems for APTs administered and scored at an Army education office or authorized test site.
  - (6) Soldier Talent Profiles (STPs) are sent when requested by the JST Operation Center.
- r. Designate point of contact (POC) for ACES installation status report (ISR) reporting requirements.
- s. Process and provide recommendations to ACED for Historical Tuition Assistance Requests (HTARs).

## **1–11. Deputy Chief of Staff, G–1**

The DCS, G–1 will—

- a. Provide advice and assistance to the ASA (M&RA) in the development of policy and programs related to ACES.
- b. Plan and supervise the execution of ACES policy consistent with the following Federal statutes, DoDD 1322.08E, DoDI 1322.19, DoDI 1322.25, DoDI 1322.33, and DoD 70000–14–R, Volume 4.
- c. Provide fiscal and personnel resources for ACES programs and services.
- d. Designate a POC in the office of the DCS, G–1 for ACES matters.
- e. Through the Commanding General (CG), U.S. Army Human Resources Command (HRC)—

- (1) Serve as POC between HQDA and Army field elements for all matters concerning ACES.
- (2) Oversee ACES through ACED.
- (3) Ensure the Chief, ACED provides program guidance to implement policy governing Institutionally Delivered Credentials Program and coordinate with higher HQ, DoD, and federal agencies for Institutionally Delivered Credentialing (IDC).
- (4) Manage and determine the need to add, continue, modify, or cancel ACES programs and services in consultation and collaboration with the CG, Installation Management Command (IMCOM), CNGB, and the CG, U.S. Army Reserve Command (USARC).
- (5) Ensure information management requirements for identifying and tracking all the Regular Army (RA) and the Reserve Component (RC), which includes the ARNG and the U.S. Army Reserve (USAR), participants are supported in the personnel information management system database.
- (6) Defend and distribute fiscal resources through the planning, programming, budgeting, and execution system for ACES programs.
- (7) Plan and supervise the execution of policy for the APT program and provide oversight of APT operations.
- (8) Ensure access to the personnel information management system is provided to ACES, to support data entry of APT scores.
- (9) Serve as the functional proponent of Soldier voluntary education within ArmyIgnitED and provide ArmyIgnitED information, training, and technical assistance as needed. Provide Army voluntary education requirements to the Program Management Office.
- (10) Ensure information management requirements for identifying and tracking ArmyIgnitED participants, in the Army's personnel database, are supported.
- (11) Ensure the Talent Alignment and Development Directorate supports retention-management requirements of ArmyIgnitED participants.
- (12) Ensure the Retirements and Separations Branch administers RA Soldier ADSO incurred when officers accept TA using ArmyIgnitED.
- (13) Manage Army JST program.
- (14) Approve HTARs and recoupment waivers.
- (15) Manage and schedule the DoD-funded Defense Activity for Non-Traditional Education Support (DANTES) Military Training Evaluation Program (MTEP) evaluation of Army military training and experience, in coordination with Army training schools.
- (16) Promote ArmyIgnitED programs to senior leadership, to ensure visibility and viability of programs Armywide.
- (17) Collaborate with Army Civilian Career Management Activity to justify funded training, professional development, and Enterprise Civilian Talent Acquisition Programs for Career Program (CP) 31.

#### **1–12. Deputy Chief of Staff, G–2**

The DCS, G–2 will—

- a. Serve as the Army foreign language proponent and deputy senior language authority pursuant to AR 11–6.
- b. With the assistance of DCS, G–3/5/7, determine the required languages for mission-required language training as prescribed in AR 350–1.

#### **1–13. Deputy Chief of Staff, G–3/5/7**

The DCS, G–3/5/7 will—

- a. Coordinate staff actions for noncommissioned officer (NCO) leader skill and self-development training and oversee ACES military occupational specialty (MOS) training course evaluations that impact voluntary education.
- b. Fund multi-use learning facilities (MLFs), and APT operations.
- c. Fund Distributed Learning (DL) System classrooms.
- d. Serve as the Army's senior language authority pursuant to AR 11–6 and AR 350–1.

#### **1–14. Chief, Army Reserve**

The CAR will—

- a. Develop USAR policies, procedures, and priorities consistent with this regulation and staffed through ACED to facilitate delivery of ACES programs and services to USAR Soldiers and coordinate all draft education policies with HQDA before implementation.
- b. Support ACED POM build.
- c. Provide fiscal and personnel resources for ACES programs and services.
- d. Manage and deliver ACES programs and services to the USAR.
- e. Provide policy and guidance implementing ACES programs and services to USAR ESSs.
- f. Ensure SAVs are conducted at each site within all regions to review the administration of Army continuing education programs and ensure compliance with statutory, regulatory, and policy requirements.
- g. Maintain and report USAR data to ACED as required.
- h. Develop and maintain a personnel information management system capable of providing data electronically to ArmyIgnitED.
- i. Ensure that the officer personnel management office administers ADSO/RDSO incurred when USAR officers accept TA.
- j. Manage USAR Education Entitlement and Incentive programs: MGIB Selected Reserve (SR) and Student Loan Repayment Program (LRP).
- k. Support USAR data requirements for the JST.
- l. Provide a representative for ACES ad hoc work groups.
- m. Establish procedures to ensure—
  - (1) Information is made available to regional Army education offices about Soldiers' unit transfer, retirement, separation, and ETS dates.
  - (2) Education offices review and deactivate a Soldier's ArmyIgnitED account within 14 days of separation from USAR.
  - (3) College transcripts used for personnel actions are from AIs accredited by regional or national accrediting agencies recognized by the ED.
  - (4) A Soldier's civilian education level is updated in appropriate personnel systems no later than 30 days after receipt of college transcripts.
  - (5) APT scores are entered into appropriate personnel systems for APTs administered and scored at an Army education office or authorized test site.
  - (6) STPs are sent when requested by the JST Operation Center.
- n. Manage and deliver Basic Skills Education Program (BSEP) for USAR.
- o. Designate POC for ACES ISR reporting requirements.
- p. Process and provide recommendations to ACED for HTARs.

### **1–15. Commanding General, U.S. Army Materiel Command**

The CG, AMC will through the CG, IMCOM—

- a. Direct, monitor, and review the delivery of all ACES programs and services within the IMCOM directorates.
- b. Execute ACES policy and budget within the guidelines provided by the Director of ACED and in funding guidance provided by Army Budget Office, G–1.
- c. Provide procedural guidance consistent with this regulation and ACES policy to subordinate elements.
- d. Support ACED POM build.
- e. Allocate and cross-level ACES resources to installations.
- f. Ensure ACES funds and other resources are used to deliver the maximum levels of ACES programs and services to authorized individuals consistent with this regulation.
- g. Provide IMCOM data to ACED as required.
- h. Provide ACES program analysis by region to ACED as required.
- i. Provide guidance to directorates and installation or garrison commanders (GCs) on Army continuing education issues.
- j. Ensure that SAVs are conducted to directorates and installations to assist in Army continuing education program implementation and to review trends in participation and associated costs.
- k. Integrate ACES programs into installation or local unit training schedules.
- l. Designate POC for ACES ISR reporting requirements.
- m. Ensure MLFs are managed to meet mission needs.

n. Provide technical assistance through training with non-Army Civilian Training and Education Development System (ACTEDS) funds to IMCOM directors of education, installations, or communities to assist with program implementation and quality assurance to ensure adequate support for Army continuing education programs.

o. Direct installations to conduct continual needs assessments and program evaluations, at a minimum, every 3 years per established schedule.

p. Facilitate collaboration and coordination between ESO and the Community and Family Support Center, the Chief, Library Services and installation librarians on policies and procedures to complement continuing education programs and services.

q. Support Soldier training course (STC) instruction and mission-required language training as provided in AR 350–1.

r. Ensure all Soldiers have equitable access to continuing education opportunities.

s. Ensure Army education centers are located in permanent buildings meeting requirements for DL classrooms and connected to the local area and campus area networks to provide access to resources for both DL training and education.

t. Ensure that Army education center facilities conform to technical specifications as outlined in the Uniformed Facilities Criteria.

u. Assist MTEP evaluation teams in the conduct of MOS and training curriculum evaluations.

v. Provide a representative for ACES ad hoc work groups.

w. Establish local procedures to ensure—

(1) Soldiers in-process and out-process at the Army education center in accordance with AR 600–8–101 requirements for personnel processing.

(2) ARNG and USAR Soldiers out-process at the Army education center within 30 days of separation from active duty.

(3) Information is made available to Army education offices about Soldiers' permanent change of station (PCS), unit transfer, retirement, separation, and ETS dates.

(4) College transcripts used for personnel actions are from AIs accredited by regional or national accrediting agencies recognized by the ED.

(5) Commanders establish a working relationship with installation ESOs to ensure Soldier participation in ACES programs and services.

(6) A Soldier's civilian education level is updated in appropriate personnel systems not later than 7 days after receipt of college transcripts.

(7) APT scores are entered into appropriate personnel systems for APTs administered and scored at the Army education center or authorized test site.

(8) STPs are sent when requested by the JST Operation Center.

x. Manage and deliver BSEP for IMCOM.

y. Process and provide recommendations to ACED for HTARs.

## **1–16. Commanding General, U.S. Army Transformation and Training Command**

The CG, T2COM will—

a. Maintain NCO professional development models (PDMs).

b. Provide GI Bill benefits briefings to basic combat training (BCT) and one station unit training Soldiers, under 38 USC Chapter 30 and 38 USC Chapter 33.

c. Help ACED coordinate and schedule Military Evaluation Program evaluation of service school training curricula.

d. Provide data required for the JST as requested.

e. Submit eligible courses and occupations for academic review as part of MTEP and provide identified dates for course and occupations ACE review as identified.

f. Through the CG, U.S. Army Recruiting Command (USAREC)—

(1) Coordinate all education-related advertising, promotion, and information materials with ACED for policy review before publication and release.

(2) Provide an updated list of Army Medical Department (AMEDD) in-service accessions programs to ACED for purposes of authorizing TA for pre-requisite coursework that Soldiers may require to meet program eligibility requirements no later than 1 August each year.

(3) Provide a list of required AMEDD pre-requisite classes based on review of an individual Soldier's education transcript to serve as basis for TA authorization upon request.

- (4) Train USAREC ESSs on ACES programs, services, policies, and education incentives and entitlements.
- (5) Train Army recruiters and military recruiting guidance counselors on education incentives and entitlements and continuing education programs and services.
  - g. Through the CG, U.S. Army Cadet Command, provide the current list of Reserve Officer Training Corps (ROTC) scholarship cadets to ACED no later than 1 October and 15 February of each year.
  - h. Through the CG, U.S. Army Combined Arms Center—
    - (1) Executes management and resourcing of IDC (para 4–19).
    - (2) Executes management and resourcing of United Services Military Apprenticeship Program (USMAP) and serve as primary interface with branch proponent schools (para 4–20).

## **Chapter 2**

### **Army Continuing Education System Administration**

#### **2–1. Army Continuing Education System support of the Army training mission**

- a. Civilian education and training mutually support and enhance the Army's readiness and are key pillars of Army leader development.
- b. ACES programs and services are designed to expand Soldier competencies.
- c. Education and training proponents must work closely at all levels to ensure the proper planning and delivery of ACES education programs and services to support the training mission.

#### **2–2. Army Continuing Education System funding**

- a. ACES funds will not be used for the following:
  - (1) STC or mandatory mission-required proponent training.
  - (2) Troop school training.
  - (3) Mission-required language training.
  - (4) Mission-related language training.
  - (5) MLF services.
  - (6) APT.
  - (7) Army Career Skills Program.
- b. Component education chiefs, ESOs, and ESSs will pursue the use of mission and other funds in support of programs and services not funded by ACES.
- c. IMCOM, ARNG, and USAR education chiefs, in conjunction with their respective ESOs and ESSs, are responsible for developing a Visibility Army Continuing Education (VACE) obligation plan for their components and submitting it to the ACED finance chief. The ACED finance chief will provide information on local review cycles and suspense dates for requirement submissions. Policy on the ISR program is prescribed in AR 210–14. The installation, state, or regional ISR and service-based costing points of contact can provide detailed information on data collection cycles.

#### **2–3. Educational needs assessment**

- a. *General.* The educational needs assessment is a continuous and systematic analysis of the Army's requirements for educational programs at the installation level and Armywide. Assessment results provide data integral to the Army's planning and budgeting process.
- b. *Purpose.* Assessment efforts are intended to determine whether new education programs or services are needed on an installation.
- c. *ArmyIgnitED.* ESO will determine when a new needs assessment is required; at least every 3 years a needs assessment will be performed. ArmyIgnitED users receive a voluntary educational needs assessment questionnaire upon logging in to the portal. Responses to the questionnaire are posted to the ArmyIgnitED System in real time and can be viewed immediately.
- d. *Supplemental needs assessment.* To supplement the ArmyIgnitED educational needs assessment, ESOs, and ESSs can conduct additional needs assessments to evaluate outreach efforts to non-ArmyIgnitED users and assess the impact of changes in the character or demographic profile of installation personnel, units, or mission.
- e. *Resource.* A writing guide for a supplemental needs assessment is in appendix C of this regulation.

#### **2–4. Support of Military Training Evaluation Program on-site courses and military occupational specialty evaluation visits**

- a. If requested by ACED, the ESO or ESS will assist in the coordination of the logistics, scheduling, and conducting of an on-installation MTEP course and MOS evaluation visit.
- b. The ESO or ESS will collaborate with the proponent school in coordinating the on-installation course evaluation to ensure an effective review and to maximize the award of MTEP-recommended college credit.
- c. ACED will send the servicing ESO or ESS, through Headquarters (HQ) IMCOM ACES, procedures for preparing for the on-site MTEP evaluation before the visit.

### **Chapter 3**

## **Army Continuing Education System Programs and Services**

### **Section I**

#### **General**

#### **3–1. Support of Soldier self-development**

- a. ACES programs and services support the self-development training domain of the Army Leader Development Model by providing Soldiers opportunities for traditional and technology-based education and credentialing, and support for accomplishment of personal and professional career goals.
- b. Self-development bridges learning gaps between the operational and institutional domains and sets conditions for continuous learning and growth. The effectiveness of this process results directly from the total integration of the three pillars of development: military training and education, training in units, and self-development. ACES programs assist Soldiers in achieving the lifelong synthesis of the knowledge, skills, and experiences required for success.
- c. Army leaders require a solid educational foundation and continual learning opportunities to enable them to manage and lead in an era of change. As articulated in AR 350–1, leaders develop through a combination of military training, education, and experiences supported by institutional training and education, operational assignments and self-development.
- d. ACES will—
  - (1) Establish a working relationship with commanders to ensure Soldier participation in ACES programs and services.
  - (2) Provide opportunities for Army leaders to develop or sharpen skills in visionary and critical thinking, innovation, adaptability, creativity, and decision making.
  - (3) Provide opportunities for Soldiers to gain the skills required to leverage information systems.
  - (4) Maintain a working knowledge of the most current training doctrine and regulations governing Soldier leader and self-development programs contained in AR 350–1, AR 600–100, DA Pam 600–3, DA Pam 600–25, and FM 7–0.
  - (5) Provide the Soldier development programs and services outlined in section II of this chapter.

#### **3–2. Education objectives for Soldier development**

To uphold the tenets of lifelong learning:

- a. Enlisted Soldiers—As indicated in DA Pam 600–25, the Army’s goal is for every Soldier to become an “adaptive learner” who is continuously learning and growing in their tactical, technical, and educational competencies and skills. Civilian education and military professionalism are not mutually exclusive, they are mutually supporting. Many self-development activities recommended in a Soldier’s PDM come from programs and services offered through the ACES. Each Career Management Field (CMF) provides self-development recommendations through the PDM for civilian education and credentialing, highlighting the importance of these programs for leader development and promotion potential.
- b. Warrant officers—
  - (1) Should complete an associate degree or equivalent from an accredited AI before eligibility for promotion to CW3, in accordance with DA Pam 600–3.
  - (2) Should complete a bachelor’s degree from an accredited AI before eligibility for promotion to CW4, in accordance with DA Pam 600–3.
- c. Commissioned officers—

- (1) Must be awarded a bachelor's degree from an accredited AI before eligibility for promotion to captain.
- (2) Should pursue graduate study in an academic discipline supporting their professional or personal education goals.

### **3–3. Army Continuing Education System support of the Regular Army and Reserve Component**

- a. The Army is a partnership between two distinct but equally important components: the RA and the RC, which includes the ARNG and the USAR. Both components require access to ACES programs and services to shape leaders fully capable of responding to a wide range of military operations.
- b. The programs and services outlined in this regulation are available to RA and RC Soldiers in accordance with local installation, state or regional policies, and availability.
- c. RA and the RC education leaders must work collaboratively to ensure proper planning and delivery of education programs and services to support Soldiers in the RC since they are dispersed by state or region.
- d. The provision of education services will not be restricted to Soldiers within a specific component or geographic area of support, when economy or efficiency dictates and upon agreement of the ACES personnel involved.
- e. ACES policies are established for all components. Where unique situations exist, the RC can establish separate policies that should be vetted and approved by ACED to address these differences but cannot exceed the parameters of the voluntary education program established by ACES.
- f. Active duty geographic areas of support:
  - (1) Each installation is responsible for providing education services to active duty Soldiers either assigned to or supported by that installation.
  - (2) Installations are also responsible for providing specified educational support to members of other Services assigned for duty at the installation, Army Civilians, other U.S. Federal employees, U.S. contractors, local nationals, and adult Family members as determined by their respective rules, regulations, and intra-service or inter-service support agreements.
  - (3) Installations outside the continental United States (OCONUS) are responsible for providing education support in those geographic areas as assigned.
  - (4) The geographic areas of support for RA Soldiers are listed in table B–1.
- g. ARNG geographic areas of support:
  - (1) ARNG Soldiers receive education support from education personnel, both military and Army Civilian, assigned to the G–1 HQ in their respective states.
  - (2) Due to manpower constraints, some ARNG Soldiers may receive support from ARNG education offices in other states.
  - (3) The geographic areas of support for ARNG Soldiers are listed in table B–2.
- h. USAR geographic areas of support:
  - (1) USAR Soldiers receive education support from 14 Mission Support Command (MSC)/Readiness Division (RD) Education Offices that provide service to units within their assigned geographic regions or from 1 Functional Command education office that provide service worldwide.
  - (2) The geographic areas of support for USAR Soldiers are listed in table B–3.

### **3–4. Deploying Army Continuing Education System for Soldiers programs and services outside the continental United States**

- a. *General.* ACES programs and services are planned and developed to provide necessary educational support when a continuing military presence is established in a foreign country.
- b. *Coordination.* In accordance with DoDI 1322.19, the commander of the unified combatant command, or military representative responsible for a contingency area, contacts the DoD Joint Service Voluntary Education Contingency Operation (JSVECO) for educational support. The JSVECO coordinates with ACES to establish and maintain a register of qualified and deployable personnel to manage education centers in-theater. ACES should make every effort to ensure that JSVECO's deployment plan includes the deployment of ACES programs and services.
- c. *Responsibility.* The JSVECO is responsible for the deployment, funding, and oversight of education programs and services in contingency areas. The ACES region chiefs assigned to the commander of the unified combatant command responsible for the theater of operations will establish and maintain education programs and services. The ACES region chiefs will determine education programs and services to

be offered in-theater and will process all personnel selected for deployment, including contract employees. In the event no ACES personnel are available to deploy as ESOs, the responsible military official will designate a military education officer to manage and monitor daily contract requirements.

*d. Interim.* Deployed Soldiers request educational support from their servicing Army education center as outlined in table B-1. RA Soldiers deployed to areas without established Army education centers must request educational support from the installation where they were stationed before deploying. Mobilized RC Soldiers without established education centers must request educational support from the RA education center with responsibility for the installation where they mobilized. In individual cases not covered under this regulation, HQ IMCOM ACES Chief will designate the servicing Army education center. Once support is established in-theater, the installation ESO will be advised that support is now in place. The installation ESO will then ensure the transition from continental United States (CONUS) installation support of deployed Soldiers to their in-theater Army education center.

*e. Education programs and services.* The theater commander determines when ACES will be able to enter the theater to provide programs and services. The availability of education programs and services is contingent on the infrastructure in the area of responsibility and the current military policy on civilian and nonessential personnel's presence in a contingency area.

(1) In the event of armed conflict, the presence of ACES staff in-theater is restricted. Education programs and services are limited to postsecondary, independent study, and self-paced instruction. If available, a computer loaded with basic skills software, designed to support deployed Soldiers, will become part of a unit's deployment supplies and equipment. If test security, policies, and regulations can be maintained by the military, limited APT and DANTES services may be provided, once approved by the respective HQ. All ACES personnel selected to deploy must be qualified to be a test control officer (TCO) or alternate test control officer (ATCO).

(2) When there is no armed conflict, the IMCOM-Europe ACES chief will provide the full range of education programs and services to include MLF, counseling, and testing opportunities. Programs will be provided based on a needs assessment.

## **Section II**

### **Army Continuing Education System Soldier Development Programs**

#### **3-5. Overview**

*a.* Soldier development programs provide on-duty and off-duty academic instruction in job-related skills to assist Soldiers to increase military competencies and leadership attributes.

*b.* Soldier development programs include the following:

- (1) Functional Academic Skills Training (FAST).
- (2) High School Completion Program (HSCP).
- (3) English-as-a-Second Language (ESL).
- (4) Mission-required Language.
- (5) Mission-related Language.

#### **3-6. Functional Academic Skills Training**

FAST consists of four programs that help Soldiers achieve career and personal goals. FAST supports the Noncommissioned Officer Professional Development System (NCOPDS) and the Army's goal to retain quality personnel. Once a particular need or goal is identified and documented, a Soldier enrolls in and completes a course of academic instruction to improve reading, mathematics, writing, speaking, and computer skills. Army-prescribed and distributed commercial basic skills software is used to deliver FAST programs at Army education centers or offices where classroom-based FAST programs are not available. A Soldier's objective for taking FAST determines which of the following programs the Soldier enrolls in, and the number of hours spent in the program:

*a. Basic Skills Education Program.*

(1) *Eligibility.* Soldiers with a general technical (GT) score of less than 110, a GT score less than what is required to meet a specific military goal, or a Soldier desiring to improve their academic skills.

(2) *Lists.* ESOs and ESSs can request a list of Soldiers eligible for BSEP from the Military Personnel Division (MPD) on the installation.

(3) *Tests.* Army Education Centers and Offices may use Test of Adult Basic Education (TABE) Level M scale for a Soldier's pre and post assessment of a FAST program or course.

(4) *Hours.* BSEP is available to Soldiers during duty hours. The overall duration of the course is decided locally, but it must include a minimum of 40 hours of instruction and post-testing processes.

*b. General technical improvement.*

(1) *Eligibility.* Soldiers with a GT score of less than 110, a GT score less than what is required meet a specific military goal, or a Soldier desiring to improve their academic skills.

(2) *Lists.* ESOs and ESSs can request a list of Soldiers eligible for GT improvement from the MPD on the installation or the ArmyIgnitED data repository.

(3) *Tests.* Army Education Centers and Offices may use TABE Level M scale for a Soldier's pre and post assessment of a FAST program or course. (<https://tabetest.com/>).

(4) *Hours.* GT improvement is available to Soldiers during duty hours. The overall duration is decided locally, but it must include a minimum of 40 hours of instruction and post-testing processes.

*c. General Education Development Test Preparation Course.*

(1) *Eligibility.* Any Soldier without a high school diploma (HSD).

(2) *Test.* Soldiers should utilize community resources and state-funded college programs that offer GED testing and preparation. The BSEP course can be used as an alternative if community or state-funded program is not available.

(3) *Hours.* GED test preparation may be available to Soldiers during on-duty or off-duty hours. Hours of instruction are locally determined.

*d. Reading skill development.*

(1) *Eligibility.* NCOs attending advanced military schooling or needing to improve reading skills who scored below Reading level D, National Reporting System (NRS) Level 5 on the TABE.

(2) *Studies.* Soldiers study reading lessons prescribed by the program's diagnostic test. Post-instruction TABE reading scores measure Soldier reading improvement and determine course completion.

(3) *Hours.* Reading skill development may be available to Soldiers during on or off-duty hours. Hours of instruction are determined locally.

(4) *Completion.* A Soldier who achieves a score within Reading Level D, NRS Level 5, on the TABE prior to Senior Leader Course or a score within Reading Level A, NRS Level 6 on the TABE prior to Sergeants Major Course.

### **3-7. Enrollment in Functional Academic Skills Training**

Commanders should enroll in FAST Soldiers who:

a. Speak a language other than English as their primary language and need instruction in comprehension, speaking, and writing skills.

b. Need to improve Armed Services Vocational Aptitude Battery (ASVAB) and Armed Forces Classification Test (AFCT) composite scores for a military goal.

c. Need additional study in basic subjects such as reading and mathematics to ensure those Soldiers function at the 12th grade level.

d. Need additional study in topics such as reading and basic mathematics to ensure those Soldiers are prepared for GED testing, high school completion, college, and advanced professional development courses.

### **3-8. Referral for the Functional Academic Skills Training Program**

Commanders and education counselors may refer Soldiers to participate in the FAST Program. Soldiers may also refer themselves. Education counselors will evaluate referred Soldiers, to determine if they meet eligibility requirements. Soldiers may enroll in a FAST Program to support preparation for college.

### **3-9. Testing for Functional Academic Skills Training**

a. The TABE is used to assess basic Soldier skill levels (<https://tabetest.com/>).

b. Army Education Centers and Offices may use the TABE Level M for a Soldier's pre and post assessment of a FAST program or course.

c. Testing of Soldiers with a GT of 100 or below is recommended within 30 days of reporting to a first duty station.

d. Soldiers who are referred for evaluation to participate in FAST, and who were not previously tested, will be tested.

e. Soldiers identified by their units to attend NCOPDS courses will be tested on the reading portion of TABE before attendance.

f. Soldiers who score below Reading Level D, NRS Level 5 on the TABE or below Math Level D, NRS Level 5 on the TABE will not retake the TABE until at least one of the following conditions have been met:

(1) The ESO, ESS, or guidance counselor reviews the Soldier's reason for the retake and recommends retesting.

(2) The Soldier is enrolled in, or completes, a FAST program/course.

### **3–10. Completing Functional Academic Skills Training**

Completing a FAST component course, such as BSEP Math or Reading Skill Development, can be considered a course completion; however, course completion criteria is determined locally and may vary from installation to installation.

### **3–11. High School Completion Program**

a. The HSCP is an off-duty program that provides Soldiers the opportunity to earn an HSD or equivalency diploma.

b. Soldiers can receive information about the availability of HSCP classes, on-installation or in the community, from their local Army education centers or offices.

c. Soldiers with the correct data in their personnel system and an ArmyIgnitED account are authorized to use TA to pay for up to 100 percent tuition of classes leading to an HSD, or the equivalency diploma, subject to the following:

(1) ACES will pay TA only to AIs accredited by an institutional accrediting body recognized by the ED, or by a secondary commission of an institutional accrediting body recognized by the Council for Higher Education Accreditation.

(2) ACES will not pay fees as outlined in chapter 4 of this regulation.

### **3–12. Non-residential English-as-a-second language program**

a. *Offerings.* Non-residential ESL programs are offered, either on or off-duty, at a permanent duty station.

(1) Army commands, Army service component commands, and direct reporting units are the service program managers.

(2) Only Defense Language Institute English Language Center approved course materials identified by ACES are used in the non-resident ESL program.

b. *Eligibility.* Permanent duty station Soldiers whose native language is other than English, and who are identified by their commanders as having difficulty speaking, understanding, or composing a written response in English, may be referred or can self-refer to the Army education center for evaluation.

c. *Testing.* Soldiers referred for evaluation are tested on the English Comprehension Level Test (ECLT). The test may be ordered by email at [dlitest@lackland.af.mil](mailto:dlitest@lackland.af.mil).

d. *Program enrollment.* Per AR 601–210, enlisted Soldiers scoring below 75 on the ECLT will be enrolled in ESL. Those scoring above 75 will be administered the TABE test and enrolled in the GT improvement component of the BSEP program if their scores fall below 10.2 for reading and 10.2 for language.

e. *Successful program completion.* A successful program completion for ESL is defined as a post-instruction score of 75 or above.

f. *Resource.* Soldiers may find information about the residential ESL training program provided by the Defense Language Institute English Center at <https://www.dlielc.edu/>.

### **3–13. Mission-related language training (Headstart2)**

a. *General.* Headstart2 is a digital videodisk or online program sponsored by the Defense Language Institute Foreign Language Center that provides host-nation cultural familiarization, orientation, and language instruction.

b. *Eligibility.* Soldiers assigned to an overseas location are eligible for this training.

c. *Enrollment.* Soldiers usually enroll in Headstart2 within 30 days of an overseas assignment. Soldiers anticipating an overseas assignment may download the Headstart2 program at <https://hs2.dliflc.edu/>.

d. *Funding.* Soldiers may use TA to fund host-nation language classes and DoD-approved strategic language classes as described in chapter 4.

### **3–14. Mission-required language training**

*a. General.* Mission-required foreign language training is an on-duty program providing Army personnel with foreign language skills or refresher training necessary to perform their duties in language-required positions. Using Defense Language Institute Foreign Language Center approved materials, non-resident language training may be conducted at Army education centers, in units, or in established language training facilities, as prescribed by AR 350–20 and AR 11–6.

(1) Visibility Army Tuition Assistance (VATA) funds are not used to fund mission-required language training.

(2) Soldiers assigned overseas may use TA to fund off-duty mission-required and host-nation academic language classes as prescribed in chapter 4.

*b. Eligibility.* Commanders identify Soldiers to be trained.

*c. Enrollment.* ESOs and ESSs will coordinate with commanders to determine the language training requirements of Soldiers in mission-required foreign language positions and to help Soldiers request TA for eligible classes.

### **3–15. ArmyIgnitED and other tools**

*a. General.* ArmyIgnitED is the Army's enterprise voluntary education portal that allows eligible Soldiers to request Army TA and credentialing assistance (CA) for classroom and online learning courses. TA and CA policy and procedures are discussed elsewhere in this regulation (see chapter 4). Soldiers can submit education questions and request Army Education Counselor support by logging into ArmyIgnitED. All Soldiers must establish an ArmyIgnitED account to access information on voluntary education programs and services.

*b. Army decision support tool.* The approved Army decision support tool will be publicized through ACES. Army decision support tool as directed by the Army is a tool designed to improve servicemembers' access to information about civilian careers, their knowledge, skill, and ability gaps, as well as to inform them about available education and professional development opportunities.

*c. Resource.* Additional information about ArmyIgnitED is available at <https://www.armyignited.army.mil/>.

### **3–16. Postsecondary programs**

*a.* Postsecondary programs include academic, vocational, technical, and occupational classes of study leading to an academic certificate, diploma, or degree.

*b.* Postsecondary academic programs include certificates or diplomas, and associate's, bachelor's, and master's degree programs.

*c.* Soldiers may complete postsecondary academic programs at an AI, on or off the Army installation, or online.

*d.* AIs providing academic postsecondary programs, classes, and student services on an installation or who are receiving Army TA will meet the criteria specified in DoDI 1322.25 and DoDI 1322.19.

*e.* The ESO or ESS must ensure installation AIs adhere to the installation access policies and guidelines outlined in Executive Order 13607, DoDI 1322.25, DoDI 1322.19, this regulation, and relevant ACES policies.

*f.* ACES will not enter into a memorandum of understanding (MOU) with AIs that—

(1) Have not signed the DoD MOU.

(2) Discriminate based on race, color, age, religion, disability, sex, or national origin.

(3) Bar any Armed Forces recruiting personnel from their premises.

(4) Are included in the General Services Administration (GSA) Parties Excluded List.

(5) Do not agree to provide Soldier completion and grade records to the servicing installation ESO or ESS, or ACES, when Army TA funds are used to pay for the class or program.

*g.* Procedures for acquiring on-installation postsecondary programs—

(1) CONUS.

(a) The ESO or ESS must conduct a search for postsecondary programs on a regional or national basis. At the discretion of the ESO or ESS, the search may first concentrate on AIs with a home campus within a 100-mile radius of the installation before considering institutions beyond that range.

(b) The geographic location of an AI will not be a factor in the search, although the impact of geographic proximity on an institution's ability to provide cost savings to the Army may affect selection.

(c) Before selection, the ESO or ESS will query AIs about their ability and interest in providing an educational program and verify compliance with the institutional criteria specified in paragraph 3–16d. Guidance on conducting an education search is outlined in appendix D.

(d) An MOU between the AI and the installation will be executed for each AI selected to provide programs.

(e) The ESO or ESS will review each MOU at least annually and update as needed.

(f) The request for programs as outlined in the education search will be based on information gained from a current needs assessment.

(2) OCONUS.

(a) The Office of the Secretary of Defense, under DoDI 1322.19, governs the acquisition of postsecondary education programs and services in overseas areas.

(b) ACES will procure secondary and postsecondary programs for OCONUS locations by contract, as prescribed by the Army Federal Acquisition Regulation, and DoDI 1322.19. Programs and instruction exclusively delivered by DL are exempt.

(c) Separate contracts must be awarded for general education requirements and for vocational and technical programs, with no duplication of face-to-face postsecondary programs offered by two or more contracted providers.

(d) The Europe and Pacific Air Force Tri-Services Postsecondary Education Programs contracts serve as the installation MOU for all OCONUS installations.

(e) Local commands in Europe will coordinate with the IMCOM-Europe ACES chief as the office for the contracting officer's representative (COR). The theater commander for the European Command delegated authority to CG, U.S. Army Europe and Africa, who tasked the Director, IMCOM-Europe (IMCOM-E) to serve as the program executive for the European Command Tri-Services Postsecondary Education Programs contracts in Europe.

(f) Local commands in U.S. Army Central, U.S. Army Pacific, and U.S. Army Europe and Africa will coordinate with the DANTEs European Office as the office for the COR for academic programs and education services within their contingency area of responsibilities.

(g) Each respective component's servicing director of contracting will coordinate the proper level of contractual packaging for installation educational services.

(h) Non-DoD-contracted AIs, to include DoD MOU schools, are not authorized to conduct any activity on OCONUS installations.

(i) Education counselors may provide information on DL programs from non-contracted AIs during counseling sessions, but marketing of non-contracted programs on OCONUS installations is strictly prohibited.

### **3–17. Defense Activity for Non-Traditional Education Support**

a. In accordance with DoDI 1322.25, DANTEs' mission is to support the off-duty voluntary education programs of the DoD and to conduct special projects and developmental activities in support of education-related DoD functions.

b. DANTEs helps Soldiers achieve professional and personal academic goals, through targeted programs and partnerships across the education community.

c. DANTEs provides information on or assistance with college preparatory testing, college admissions, Federal, and state financial assistance, scholarships, grants, DoD MOU postsecondary AIs, earning college credit, and academic decision making.

d. A list of all DANTEs programs and resources, including the DANTEs Examination Program handbook, are available at <https://www.dantes.mil/>.

## **Section III**

### **Education Services**

#### **3–18. Counseling**

a. The educational and vocational counseling process is central to delivering meaningful adult continuing education programs and services. Army counseling services help Soldiers establish and attain professional or personal educational goals, and support Soldier self and leadership development.

b. Education Counselors are responsible for helping Soldiers establish realistic short-range or long-range educational goals, make plans to attain those goals, and access the appropriate ACES programs and services to support the goals. Education objectives for Soldier development are discussed elsewhere (see para 3–2).

c. All Soldiers must be counseled to establish educational, or vocational, lifelong learning goals and to develop a plan to attain the goals, before participating in any ACES programs and services.

d. Counseling can be delivered face-to-face (individually or in-group), virtually, electronically, by telephone or through ArmyIgnitED. Education Counselors must make maximum use of group counseling to provide informational briefings concerning ACES programs and services, when possible.

e. Education counselors will utilize ArmyIgnitED as a counseling tool to provide personalized guidance to Soldiers, document counseling sessions, complete Soldier in-processing and out-processing, catalog the use of ACES programs and services and provide reports regarding ACES participants to units.

(1) All education services provided to Soldiers will be documented in the ArmyIgnitED portal by adding a counseling note in the Soldier's account following each interaction. The ArmyIgnitED account serves as a record of the Soldier's counseling and educational progress.

(2) Education counselors will provide guidance on TA and ArmyIgnitED policies and procedures as well as where to find Soldier training within the portal and assist with resolving ArmyIgnitED issues.

(3) ESOs and ESSs will determine which ACES personnel at their education centers or offices will need access to the ArmyIgnitED portal. They will request an ArmyIgnitED account through their component's education chief who will have the ability to approve accounts. ESOs will then determine the level of access required by each employee and establish their accounts.

(4) ESOs will deactivate the ArmyIgnitED account of all personnel separating from ACES.

f. Each RA Soldier will receive counseling within 30 days of arrival at a new duty station. RC Soldiers will receive counseling as needed or by request. During a PCS counseling session, Education counselors will, at minimum—

(1) Establish or reaffirm the Soldier's short- or long-term education goal and the plan to achieve it.

(2) Inform the Soldier of programs and services available to support the education goal and plan.

(3) Advise the Soldier about various programs awarding college credit for non-traditional or extra-institutional learning. Education counselors will emphasize the value of these credits in degree planning. The programs include:

(a) *The Defense Activity for Non-Traditional Education Support Military Training Evaluation Program*. This organization assesses and recommends college credit for military training, occupations, and coursework. Credit recommendations resulting from these evaluations are documented on the JST.

(b) *American Council on Education*. American Council on Education (ACE) publishes credit recommendations annually in the ACE National Guide for non-military prior learning.

(c) *Credit by Examination Program*. The credit by examination (CBE) Program publishes credit recommendations annually in the ACE Guide to Educational CBE.

(4) Determine whether the Soldier enlisted with an incentive or option for the LRP and provide LRP program information. Education counselors should instruct Soldiers to contact the Education Incentives Branch (EIB) of their respective components, if the EIB has not contacted them by their eighth month of service regarding the loan repayment timeline.

g. Soldiers should receive follow-up counseling after an academic or career goal has been established, and the Soldier and education counselor agree on the appropriate programs and services needed to attain the goal. Soldiers can request and receive follow-on counseling at any time. Annual counseling is recommended to ensure continued success with achieving the goal.

h. Education counselors are critical to the success of the ACES program. Effective counseling with periodic follow-up is essential to deriving maximum benefit from ACES limited resources and ensuring Soldiers are making informed decisions to maximize the benefits from all programs and services.

i. Education counselors will—

(1) Adhere to and enforce DoD and HQDA policies and procedures to ensure proper stewardship of ACES resources.

(2) Help Soldiers develop and refine appropriate academic or career goals with the plans to attain them.

(3) Review Soldiers' previous academic history, ASVAB, AFCT, GT, skilled technical score, TABE, Scholastic Assessment Test (SAT), American College Testing (ACT), placement tests, and other useful predictors to determine the likely successful completion of the class for which TA is requested.

(4) Counsel all Soldiers, either face-to-face or through electronic medium, before TA or CA is initially approved to ensure that Soldiers understand their educational goals and their responsibilities regarding TA and CA use.

(5) Inform Soldiers of the Army Credentialing Opportunities On-Line (COOL) website and about the opportunity that exists for Soldiers to receive CA counseling and earn vocational credentials using CA. See paragraph 3–23 for additional information about Army COOL and paragraph 4–10 for information about the Army CA program.

(6) Provide follow-on counseling when Soldiers request school or degree plan changes in ArmyIgnitED.

(7) Encourage Soldiers using TA or CA to meet with an Army education counselor at least once per year to review the academic progress towards fulfilling their education and career goals.

(8) Discuss the ACES programs and services that support academic or career goals.

(9) Discuss comparative cost effectiveness of similar programs when assisting the Soldier in reviewing their Army decision support tool and choosing an educational goal and degree program.

(10) Provide guidance on TA, CA, and ArmyIgnitED policies and procedures, as outlined in chapter 4 of this regulation.

(11) Review provisions of the current TA user agreement and Soldier training.

(12) Explain the concepts of institutional and programmatic accreditation and potential impact on Soldier's academic and career goals.

(13) Inform Soldiers about the IDC. See paragraph 4–19 for additional information.

(14) Inform Soldiers about the USMAP. See paragraph 4–20 for additional information.

(15) Help Soldiers resolve TA, CA, or ArmyIgnitED issues.

(16) Explain the reasons for TA or CA recoupment and review the recoupment process.

(17) Help Soldiers resolve and understand issues preventing TA or CA usage.

(18) Provide information on alternative education funding options, such as those offered through Federal financial aid or various GI Bill benefits covered under 10 USC Chapter 1606, 10 USC Chapter 1607, 38 USC Chapter 30, and 38 USC Chapter 33.

(19) Inform Soldiers of Army e-Learning opportunities as an alternative to TA-funded classes for personal and professional development, as appropriate.

(20) Facilitate the use of an Army decision support tool for Soldiers initially requesting TA or when changing home schools or degree plans and promote the use of the decision support tool to assist non-TA eligible Soldiers in academic or career decision making.

(21) Track academic progress in ArmyIgnitED, and counsel Soldiers on remediation options.

(22) Help Soldiers determine tests required to attend military schooling, receive proficiency pay, and advance their academic or career goals.

(23) Provide counseling to Soldiers before scheduling tests or providing test results.

(24) Help Soldiers gather information and complete academic requirements for admission to Army career advancement programs.

(25) Evaluate and document Soldiers earned, non-duplicated postsecondary credit for purposes of promotion, in accordance with AR 600–8–19. Education counselors will only count credits for classes listed individually (including transfer credits), by class name and number, on a valid transcript from an approved AI.

(26) Assist Soldiers in completing academic requirements for Army in-service accessions programs, such as ROTC, Green to Gold and AMEDD Inter-Service Physician's Assistant (PA) Program.

(27) Provide educational support, as needed, to Soldiers attending civilian education programs, per AR 621–1, regarding requirements for training of military personnel at civilian institutions.

(28) Help Soldiers select, apply for, and complete Army professional development correspondence courses and programs.

(29) Explain how to locate and use online resources and planning tools available to help Soldiers make informed education decisions.

(30) Inform Soldiers on how to file formal complaints against civilian postsecondary institutions, if necessary.

(31) Advise officers and warrant officers of the ADSOs and RDSOs incurred when using TA.

(32) Provide in-processing, out-processing, and educational group briefings.

(33) Provide interactive group counseling sessions.

(34) Provide out-processing counseling to Soldiers before PCS.

(35) Provide out-processing counseling to all separating Soldiers. This session ensures Soldiers understand their eligibility for educational entitlements and benefits. During the separation counseling session, Education counselors will—

(a) Ensure Soldiers understand their eligibility for education entitlements and benefits. During the separation counseling sessions, education counselors will provide individual, generalized counseling about veterans' education benefits. Documents for separation, such as copies of orders or DD 214s (Certificate of Release or Discharge from Active Duty) are not to be collected or uploaded into the ArmyIgnitED system. If a Pre-Chapter Separation Education Counseling Memo is required, there is one available on the Counselor Support Channel. No upload of this memo is required, and education counselors will only need to make a counseling note in ArmyIgnitED stating that the Soldier has been counseled and include the Separation Program Designator (SPD) code. Counselors will refer Soldiers who have questions about their specific benefits to the Veterans Administration at <https://benefits.va.gov/gibill/>, as counselors have no authority to make veterans' education benefits determinations.

(b) Discuss outstanding TA or CA issues, and initiate recoupment in ArmyIgnitED, if necessary.

(c) For Soldiers interested in continuing their education after separation, help them select a school or program, complete applications, schedule exams to earn college credit, and request financial aid.

(d) Separate Soldiers in ArmyIgnitED.

(e) Document the separation counseling session in ArmyIgnitED.

### **3–19. Soldier Life Cycle counseling**

a. Within 180 days of reporting to their first duty station, the unit commander refers Soldiers to their servicing education center or office for counseling. There, Soldiers complete a self-assessment to identify aptitudes, interests, strengths, and skills. The Army decision support tool is a useful tool to support this counseling.

b. The ESO, ESS, or education counselor will—

(1) Review a Soldier's assessment and discuss the Soldier's individual education and career goals.

(2) Help Soldiers develop an education roadmap to achieve their education and career goals.

(3) Advise Soldiers on education services, benefits, and entitlements.

### **3–20. Academic testing**

a. *General.* Testing is an integral part of a successful education program and serves as an important tool to help Soldiers achieve professional and personal academic goals. Academic testing also saves VATA funds.

b. *Defense Activity for Non-Traditional Education Support testing.* DANTES sponsors a wide range of examination programs to help Soldiers meet their educational goals. These examinations are administered on military installations by the DANTES TCO, or by installation-sponsored National Test Centers. They include:

(1) CBE: College Level Examination Program (CLEP) and DANTES Subject Standardized Test (DSST).

(2) College entrance exams: SAT, ACT, Graduate Management Admissions Test, Graduate Records Examination, and Law School Admission Test (LSAT).

(3) GED.

(4) Praxis I and Praxis II.

c. *Managing testing services.* ACES staff will manage educational testing services, if applicable, according to procedures and policies found in DoDI 1322.25. Army test sites that administer DANTES academic exams must adhere to the following:

(1) TCOs and ATCOs are required to take the web-based DANTES Academic TCO Training Course, and pass the examination for DANTES testing personnel, before appointments to their positions.

(2) Re-appointees with 1-year time elapsed since serving in a TCO or ATCO position are required to take the web-based DANTES Academic TCO Training Course or complete the DANTES refresher training course via video and pass the examination.

(3) TCOs must adhere to all provisions of the DANTES Examination Program Handbook; exceptions to testing procedures must be approved by DANTES through ACES.

d. *Test loss or compromise.* ACES personnel should notify ACED and DANTES simultaneously as soon as the test violation is suspected, following guidance in the DANTES Examination Program

Handbook, Part I, which covers test loss, test compromise, and investigating officer guidelines. The Chief, ACED will notify HQ IMCOM ACES Chief, ARNG ACES Chief, and USAR ACES Chief.

(1) If there is an indication of test theft, fraud, or collusion, ACES staff should notify the local Criminal Investigation Division (CID), ACED, and DANTES immediately. The Chief, ACED will notify HQ IMCOM ACES Chief, ARNG ACES Chief, and USAR ACES Chief.

(2) If the CID report is closed without findings, ACES personnel can request an investigation be conducted to determine fault, or recommend further actions required in accordance with AR 15–6.

e. *Current testing information.* Updated information for academic testing can be found at [www.dantes.mil](http://www.dantes.mil).

### **3–21. Army Personnel Testing**

a. APT provides standardized testing, including language proficiency testing, to determine if Soldiers are eligible to receive specialized training. APT supports the Army's personnel selection and classification process, and additional pay incentives.

b. ACES staff will manage the APT Program as directed by DCS, G–1's policy and guidance in AR 611–5. CG, IMCOM, ARNG, and USAR Component Chiefs will serve as the focal POC for all APT TCOs within their components. The HQ IMCOM, ARNG, and USAR ACES Chiefs will—

(1) Help Army education centers and offices comply with DCS, G–1 testing policy.

(2) Coordinate test usage reports, testing needs, and APT resource requirements.

(3) Ensure each ESO, ESS, and APT TCO coordinates with a personnel support battalion or personnel support detachment to obtain access to their component's personnel system.

(4) Coordinate APT account validations with ACED, including the tracking of personnel changes at each site.

(5) Ensure each APT testing site within the component submits the ACED required inventory annually. Failure to submit annual inventories may result in the closure of the site.

### **3–22. Multi-Use Learning Facilities**

a. MLFs are technology-based facilities, within or near an Army education center, that provide training, education, and support for Soldiers.

b. MLFs support unit training, individual distributed training, leader development, and self-development; they provide access to digital resources, computer labs, tutorial assistance, and training materials.

c. MLFs have multimedia computers with Internet access and provide space for individual learning.

d. MLFs provide Soldiers online access to the Central Army Registry, self-development classes, NCOPDS training courses, and college classes.

e. Commanders will determine the need for an installation MLF, based on identified education and training requirements.

## **Section IV**

### **Other Services**

### **3–23. Credentialing Opportunities On-Line**

*Credentialing Opportunities On-line.* Certification and licensure information obtained through Army COOL improves Soldier employment readiness. Army COOL provides Soldiers access to counseling and information on appropriate preparation materials and courses to clear a path to attaining civilian industry-recognized credentials associated with their MOSs. A credential shows that an individual meets the professional and technical standards of a specific job or career. Credentials may be required for a certain civilian job or can make it more likely that an individual is hired for a job. Civilian credentials help Soldiers turn military training into experience that civilian employers can easily recognize, easing the transition back to civilian life. All MOS-applicable credentialing examinations, along with an MOS analysis page, can be found on the COOL website at <https://www.cool.osd.mil/army/index.html>. Soldiers can find information about funding credentials through CA in paragraph 4–10.

### **3–24. Joint Services Transcript**

a. *Background.* The JST is a collaborative transcript program that allows Servicemembers and veterans to have one officially recognized military transcript. The JST is not an academic transcript; it officially

documents college-recommended credit generated from military training. Under contract with DANES, the MTEP reviews eligible military training and recommends college credit for the JST.

*b. General.* The JST is an electronic delivery system with the capability to transmit official military transcripts from a secure website to AIs or businesses per Soldier request. Soldiers can also view and print unofficial copies via the JST website at <https://jst.doded.mil/jst/>. JST receives personnel data, biographical data, periods of military service, completed military training, skills qualifications and MOS verification from the Army Training Requirements and Resources System. Most AIs accept the JST and may award the credit recommendations provided by the MTEP.

*c. Usage.* The JST—

(1) Provides a description of military schooling and work history in civilian language.

(2) Serves as a counseling tool for academic and career counselors in advising Soldiers and veterans.

(3) Saves Soldiers and veterans time and money by recommending academic credits, which means less tuition to pay, and less time spent in the classroom.

*d. Eligibility.* The JST is available to RA, RC, and veteran members of the Army, Navy, Marine Corps, and Coast Guard Service.

*e. Responsibilities.* ACED manages the Army JST program. The Chief, ACED will—

(1) Maintain an Army Transcript Operations Center that will address issues that are unique and specific to the Army.

(2) Maintain a liaison with T2COM and ACE to ensure monthly updates of MOS and military course descriptions with college credit recommendations.

(3) Through the Program Manager, Army JST Operations Center, ACED—

(a) Will ensure maintenance of the JST database and system; completeness and currency of data in the JST database; timely distribution of JST transcripts; and accuracy, completeness, security, and confidentiality of the JST transcript.

(b) Will research transcript discrepancies, update the JST database, and issue revised transcripts when necessary.

*f. Transcripts.* After a Soldier selects an AI in the ArmyIgnitED portal, Soldiers will then request delivery of an official transcript via the JST website.

*g. Discrepancies.* Soldiers can report JST discrepancies through the JST website by logging in, opening a case, and uploading any necessary documentation.

### **3–25. Military Training Evaluation Program**

*a. Purpose.* To ensure Soldiers receive maximum post-secondary education credit for their military training and experience, Army proponent school personnel will identify and provide requested dates for courses and occupations that meet the standard for ACE review in accordance with the guidance.

*b. General.* On an annual basis ACED MTEP Program Manager will coordinate with all Army proponent schools directing the submission of eligible courses and occupations for academic review as part of the MTEP. The results of these evaluations (learning outcomes, course descriptions, and recommendations for the type and amount of credit that may be awarded) are published in the ACE Military Guide. The Guide is the standard reference used by colleges and universities to grant college credit to servicemembers and veterans.

## **Chapter 4 Education Funding**

### **Section I**

#### **Army Tuition Assistance Program Policies and Procedures**

##### **4–1. Authority for tuition assistance**

The Army provides Federal TA to Soldiers of the RA and RC, as authorized by 10 USC 2007, subject to annual funding availability.

##### **4–2. General**

*a.* The Army provides TA for voluntary off-duty education programs in support of a Soldier's professional and personal self-development goals. The use of TA directly contributes to retaining quality

Soldiers, enhancing their career progression, improving Army readiness, and preparing Soldiers for meaningful employment in the transition from military service. The Army provides TA support for its own members but not for those of other Services. The source of funding for TA is management decision package VATA.

b. Eligible Soldiers may use TA to participate in HSCPs and to take approved classes from undergraduate or graduate education programs at accredited AIs that have met the requirements of DoDI 1322.25. Approved classes are those that are part of an identified program of study leading to a postsecondary academic certificate, diploma, or degree, and non-degree-oriented language classes, in accordance with the current HQDA Strategic Language List.

#### **4–3. Tuition Assistance Program eligibility**

##### *a. Eligible personnel.*

(1) Active duty Soldiers meeting qualifying standards, in accordance with current HQDA policy.

(2) In addition to meeting eligibility criteria in paragraph 4–3a(1), members of the ARNG and the USAR serving in the SR, and Soldiers in Active Guard and Reserve (AGR) status, pursuant to titles 10 or 32, must have a “satisfactory participant” designation.

(3) Soldiers must complete BCT to be eligible for TA. In accordance with DoDI 1322.25, RC Soldiers are exempt from the requirement to first complete BCT before being authorized to receive TA. There is no military education code for the completion of BCT in the source data feed, but all Soldiers who graduate from BCT will have a common access card (CAC) and the correct data submitted in IPPS–A to access their benefits in ArmyIgnitED. RC Soldiers who are not graduates of BCT must be issued a CAC by their units to access their benefits in ArmyIgnitED. There is no TA quality check in ArmyIgnitED for military training eligibility. The CAC will be the proof of eligibility for all Soldiers. Prior to applying for TA, the education level in ArmyIgnitED must reflect that an HSD or equivalency diploma was completed.

(4) Soldiers cannot use TA for a previously completed lateral degree, regardless of the funding method used.

##### *b. Eligible academic institutions.*

(1) Eligible AIs are AIs accredited by an accrediting organization recognized by the ED, approved for Veterans Administration funding, and certified to participate in Federal student aid programs through the ED, under Title IV of Public Law 89–329, also known as the Higher Education Act of 1965. TA will be provided only for classes offered by postsecondary AIs whose home campus is operating within the United States, to include the District of Columbia and U.S. territories. In addition, all AIs receiving TA must be signatory to the current DoD MOU. DoD maintains a current list of TA-eligible AIs on the DoD MOU website at [www.dodmou.com](http://www.dodmou.com).

(2) Accredited AIs contracted with a learning network or courseware vendor to provide classes, or training can receive TA when—

(a) The AI’s name appears on the ArmyIgnitED-generated TA authorization.

(b) Classes are part of a program appearing in the AI’s catalog.

(c) Classes and grades reflected on the transcript are those of the AI’s curriculum.

##### *c. Eligible degrees.*

(1) Except as noted under paragraph 4–3d, Soldiers may use TA to pursue no more than one degree at each of the following postsecondary levels—

(a) Associate’s.

(b) Baccalaureate.

(c) Master’s.

(d) *Postsecondary certificate.* Eligible Soldiers may be authorized TA for credit bearing, undergraduate, graduate, and vocational-technical classes leading to an academic certificate (post-graduate level certificates are not eligible for TA). Soldiers are authorized one per lifetime. These SHs do not count towards the undergraduate or graduate lifetime cap. Soldiers must upload an Evaluated Degree Plan (EDP) into ArmyIgnitED prior to requesting TA for an academic certificate and have it approved by an education counselor. Courses taken towards a postsecondary certificate goal will count towards the Soldier’s undergraduate GPA for undergraduate courses and graduate GPA for graduate courses (certificates are not permitted at the post-graduate level).

(2) The Soldier’s highest civilian education level attained must be current and correct in ArmyIgnitED before TA will be authorized. If it is incorrect in the authoritative personnel system, it is the Soldier’s responsibility to notify their S1 and have the issue remedied through that office. Prior to pursuing an

associate or bachelor's degree, the education level must reflect that an HSD or equivalency diploma was completed. Prior to pursuing a master's degree, the education level must reflect that a baccalaureate degree was completed.

*d. Special programs.*

(1) *Eligibility.* The Army may limit eligibility criteria for use of TA beyond those identified in this paragraph. Annual TA semester hour (SH) caps apply to all special programs. Soldiers should consult their servicing education center or office for current eligibility and SH authorizations and must obtain Army education counselor approval before requesting TA for special programs by providing an EDP explaining what classes are needed to complete this goal. All DA Form 7792–SG (Tuition Assistance Request) for the Special Programs Goal will route to the education center for approval. A lifetime SH cap for special programs (not applicable for HSCP) exists and classes taken towards this goal will not count towards the undergraduate or graduate SH caps. Soldiers will only be able to pursue one special program education goal during their career except for HSCP. Courses taken towards the Special Programs Goal will count towards the Soldier's undergraduate grade point average (GPA) for undergraduate courses and graduate GPA for graduate courses.

(2) *High School Completion Program.* TA is authorized for Soldiers for 100 percent tuition of classes leading to an HSD, or the equivalent, subject to the following—

(a) AI holds accreditation from an institutional accrediting body recognized by the ED or by a secondary commission of an institutional accrediting body recognized by the Council for Higher Education Accreditation.

(b) TA will only cover tuition, and any other authorized expenses outlined in the current DoDI 1322.25.

(3) *General Education Development.* DANTES will fund Soldiers for the GED test fee once per lifetime, on a reimbursable basis.

(4) *Professional education classes leading to an initial teacher certification and licensure for one state.* Eligible Soldiers may be authorized TA for professional education classes leading to initial teacher certification and licensure. TA is not authorized for content and subject area classes (for example, math, English, and social science).

(a) Soldiers who possess a bachelor's degree will not have SHs deducted from their undergraduate SH limit for undergraduate classes or graduate SH limit for graduate classes.

(b) Soldiers possessing a master's degree, or those who have reached the graduate SH limit, may be authorized additional TA for professional education classes leading to initial teacher certification and licensure.

(c) Soldiers must upload an official degree plan to ArmyIgnitED before requesting TA for this program.

(5) *Specialized Chaplain Certificate.* Army chaplains possessing a master's degree or higher, or who have reached their certificate or graduate SH limit, may be authorized additional TA to pursue an academic certificate. Classes must be at the undergraduate or graduate level (no post-graduate classes).

(a) The coursework and certificate program must be in marriage and Family therapy, counseling, pastoral counseling, or clinical pastoral education.

(b) Chaplains must have transcripts reviewed and provide written verification from the AI listing specific coursework required.

(c) Soldiers must upload written verification, as described in paragraph 4–3d(6)(b), to ArmyIgnitED before requesting TA for this program.

(6) *Prerequisite classes for Army in-service career advancement programs.* TA is authorized for undergraduate or graduate program prerequisite classes required for acceptance into an ACED-authorized, in-service Army career advancement program, such as a USAREC-approved AMEDD recruitment program or the United States Military Academy.

(a) Soldiers will not have SHs deducted from their undergraduate SH limit for undergraduate classes or graduate SH limit for graduate classes.

(b) Soldiers must request written documentation from school officials for the civilian education degrees, or commanders for the career advancement programs, specifying that additional coursework is necessary for the Soldier's program of study and not required for job performance.

(c) Soldiers must upload written verification, as described in the preceding paragraph, to ArmyIgnitED before requesting TA for this program.

(7) *College preparatory and remedial classes.* TA is authorized for college preparatory and remedial classes when a Soldier is working toward an undergraduate degree. Classes must be credit bearing.

(a) Soldiers must request written documentation from school officials specifying that additional coursework is necessary for the Soldier's program of study.

(b) Soldiers must upload written verification as described in paragraph 4-3d(6)(a) to ArmyIgnitED before requesting TA for this program.

(8) *Prerequisite classes for a graduate program.* TA is authorized for classes required for admission to a graduate degree program.

(a) Soldiers must request written documentation from school officials specifying that additional coursework is necessary for the Soldier's admission to the program.

(b) Soldiers must upload written verification as described in paragraph 4-3d(6)(a) to ArmyIgnitED before requesting TA for this program.

(9) *Foreign language classes.*

(a) TA may be authorized for host-nation language classes for Soldiers assigned overseas. Commanders may authorize up to the Army's published SH limit of TA for in host-nation language classes for Soldiers in-country who are on orders, regardless of a Soldier's education level, and these SHs count towards annual limits but not the lifetime cap.

(b) Soldiers assigned overseas who do not meet minimum initial TA eligibility requirements may be authorized to use TA for host-nation language classes.

(10) *Defense Department strategic foreign languages.* Use of TA for non-degree-oriented language classes is limited to those published by HQDA from the current DoD Strategic Language List.

(11) *Obligations.* Officers (CW2, 2LT, and above) using TA for any of the special programs contained in this paragraph remain subject to ADSO and RDSO, in accordance with AR 350-100 and AR 135-91. (See paragraph 4-8.)

#### **4-4. Tuition Assistance Program rates and rate restrictions**

a. The Army will annually publish an ALARACT message with funding limits for lifetime and annual TA and CA use, including Special Program and Postsecondary Certificate limits. If Soldiers use TA and CA in combination, the total fiscal year (FY) annual limit will not be exceeded.

b. TA will not be authorized for any class for which a Soldier receives reimbursement in whole or in part from any other Federal source, including veterans' education benefits and Service-funded programs (such as ROTC scholarship, education-related incentive or bonus, and advanced civil schooling) when the payment would constitute a duplication of benefits paid to that AI. Federal student aid loan, grant, and work-study programs are not considered duplicated benefits. AIs notify the Army if there is any duplication of benefits; determine the amount of credit to return; and credit the amount back to the Army. See paragraph 4-18 for the use of TA with veterans' education benefits (The MGIB-SR, Chapter 1606, is the exception to this and can be used in conjunction with TA for the same course, provided the student is attending half-time or more).

c. Soldiers in a dual military-civilian status cannot request TA and ACTEDS funds concurrently for the same class.

d. In computing credit equivalency, 1 quarter-hour credit is equivalent to two-thirds SH, and 45 clock-hour credits are equivalent to 1 SH.

e. Regarding flat-rate tuition, the TA unit cost (cost per SH) is determined by DoD MOU calculation.

f. TA will not be applied towards any fees charged by an AI.

#### **4-5. Tuition Assistance Program restrictions and prohibitions**

TA funds will not be authorized for—

a. Soldiers who have inaccuracies, errors, or omissions on a DA Form 7792-SG including term start and end dates, Soldiers who fail to request TA in the 7 days prior to the term start date window, Soldiers who are required to sign a DA Form 7792-SG but fail to do so by the class start date, and Soldiers who have DA Forms 7792-SG (Tuition Assistance Request) that are in a pending or deferred status.

b. Soldiers who have registered for two classes in their current degree program and do not have an approved EDP. The EDP is an official academic document provided by the AI that articulates all degree requirements for degree completion, identifies all courses required for graduation and includes an evaluation of all successfully completed prior coursework. Evaluated credit for military training and experience and other credit sources applied to the AI's degree requirements are also included.

c. Soldiers requesting TA for special programs under paragraph 4-3d, without an approved official memorandum or official degree plan.

d. Soldiers who do not have a cumulative GPA of 2.0 or higher after completing 15 SHs (or 22½ quarter hours or 240 clock hours) of TA-funded undergraduate program credit, or a GPA of 3.0 after completion of 6 SHs (or equivalent) of TA-funded graduate program credit. To regain eligibility for TA, Soldiers—

(1) Must use other funding (such as personal or financial aid) to enroll in additional college classes to raise the cumulative TA GPA to the required level.

(2) Must provide documentation to an education counselor to have an Other Funded TA Request submitted in ArmyIgnitED. Education counselors must upload official grade reports or other official documents from the AI's registrar office on behalf of the Soldier for these Other Funded courses. These official documents can be downloaded from electronic sources such as AI websites or portals. The quality check blocking DA Forms 7792–SG will lift once the GPA meets the minimum requirements of a 2.0 for an undergraduate degree and 3.0 for a graduate degree. There is no override in the system for a GPA blocker.

(3) Cannot use CBE (CLEP, DSST, or self-funded institutional challenge exams) or prior learning assessments to raise GPA to regain TA eligibility.

e. Soldiers who have incurred two recoupment actions between TA and CA in the same FY will be suspended from requesting TA and CA for 12 months from the date the second unsuccessful grade is entered or the end date of course or exam for the second recoupment, whichever occurs first. A TA recoupment results from an unsuccessful grade (any grade below a "C" for undergraduate classes and any grade below a "B" for graduate classes) or withdrawing from a course with Army cost. A CA recoupment results from failing a CA course or exam, withdrawing from a course or an exam with Army cost, or failing to attend a course or sit for an exam in the timeframe. Soldiers may appeal the 12-month suspension through ArmyIgnitED. Soldiers must submit their completed appeal through ArmyIgnitED within 60 days of receiving the notification of the 12-month suspension, including any supervisor/command inputs to the process. Soldiers will not be able to submit an appeal after 60 days. There are no exceptions to the 12-month suspension appeal process. The 12-month suspension appeal is not for the associated recoupments.

f. Soldiers whose current civilian education level (Civ-Ed Code) is incorrect in ArmyIgnitED.

g. Soldiers who do not have a current Virtual Benefits Training on file in ArmyIgnitED.

h. Soldiers to pursue more than one diploma or degree at a time.

(1) In the case of double major or major-minor programs, the degree plan must clearly show that the academic program will culminate in a single diploma or degree awarded after prescribed classes are complete.

(2) In the case of a combined level degree program (when a program consolidates a bachelor's and master's degree in an accelerated program), the AI must award the first degree upon completion of requisite coursework. This happens before the Soldier becomes eligible for additional TA toward coursework required for the second degree.

i. Classes leading to a postsecondary degree lower than or lateral to one the Soldier already possesses, except as noted for special programs as described in paragraph 4–3d.

j. Classes as part of professional degree programs, including doctorate level and post-baccalaureate entry-to-practice professional degrees. Professional degree programs include, but are not limited to Ph.D., Ed.D., M.D., D.O., O.D., D.D.S., Pharm.D, and J.D.

k. Soldiers flagged under provisions of AR 600–8–2 (flag must be removed in the personnel system and data correct in ArmyIgnitED prior to Soldier being eligible for TA).

l. Classes with a start date within 60 days or less before the Soldier's ETS or separation date.

m. Classes with an end date 14 days or less before the Soldier's ETS or separation date. Soldiers assigned to the Warrior Transition Battalion or undergoing the Medical Evaluation Board or Physical Evaluation Board will have their separation dates established based on official notification of medical separation.

n. ROTC scholarship cadets, whether receiving tuition and fees or room and board incentives. Restriction includes any period(s) of temporary scholarship status suspension, leave of absence, and while school is out of session.

o. Commissioned officers (CW2, 2LT, and above) attending school as part of programs (such as Fully Funded Schooling, Degree Completion, or Cooperative Degree Programs) under AR 621–1.

(1) This policy does not prevent Soldiers from using TA for off-duty voluntary education while attending Professional Military Education courses that grant academic credit; however, once a Soldier earns a degree, regardless of the source, TA is no longer authorized toward another same-level degree.

(2) Commissioned officers participating in the Training with Industry program are eligible for TA.

*p.* Classes (at any level) when the Soldier has not satisfied the prerequisite class requirements, unless the school has waived the requirement in writing. For example, a Soldier may not use TA for an upper-level economics class if the Soldier has not satisfied the lower-level prerequisite.

*q.* CBE or “institutional challenge exams.”

*r.* Classes for which the Soldier will receive reimbursement (in whole or in part) under another provision of law as described in paragraph 4–4c.

*s.* Classes or labs involving flight training unless required as part of a degree program.

*t.* AIs in the GSA “Excluded Parties List System,” AIs that fail to sign the DoD MOU, or AIs suspended in ArmyIgnitED.

*u.* Audited classes.

*v.* Additional classes when the Soldier has an unresolved, “incomplete” grade.

*w.* Additional classes when the Soldier has unresolved “W” or unsuccessful grades.

*x.* Classes available in Army e-Learning, unless the class is required on the official degree plan.

*y.* Additional classes when the Soldier’s educational record is missing a grade for coursework 60 days after the term end date.

*z.* Credit awarded based solely on an assessment of prior learning or experience, portfolio evaluation, or review of transcript(s).

*aa.* MOS or mission-required military training courses (for example, Emergency Medical Technician training for 68-series Soldiers, linguist refresher, and enhancement language training). Excludes special programs authorized in paragraph 4–3d.

*bb.* Certification classes provided directly by proprietary institutions.

*cc.* Payment of licensure or certification examinations.

*dd.* Classes yielding continuing education units or professional education units.

*ee.* Preparatory classes for college or graduate admissions testing such as the SAT, graduate record examination (GRE), or LSAT.

*ff.* Maintaining teacher certification and licensure, obtaining an endorsement and specialized certification (such as principal and administration, counseling, curriculum, reading specialist), obtaining a second master’s degree, meeting multi-state certification and licensure requirements, or for any teacher certification and licensure required examinations.

*gg.* Career Skills Programs.

*hh.* A non-degree granting private proprietary school or third-party entity that holds no national or regional accreditation recognized by the ED unless requirement of paragraph 4–3b(2) applies.

*ii.* Additional classes when a Soldier has an unresolved ArmyIgnitED account blocker.

*jj.* Courses at an AI other than the AI listed on the DA Form 7792–SG (for example, a Soldier cannot request TA at an AI for a study abroad course and complete the course at a foreign school).

#### **4–6. Tuition Assistance Program administrative procedures for Soldiers**

*a.* Before requesting TA for any class, the Soldier must establish an ArmyIgnitED account. Account registration and activation may require Soldiers to update their personnel record. Soldiers encountering problems with ArmyIgnitED should contact their local education centers or offices or create an ArmyIgnitED helpdesk case for assistance.

*b.* Soldiers must complete the Virtual Benefits Training after setting up an ArmyIgnitED account and then annually or when prompted by the system. Soldiers will acknowledge the review of this training in the ArmyIgnitED system.

*c.* First time TA users pursuing an academic degree or certificate must complete the following:

(1) Army decision support tool assessment and receive counseling by an education advisor about the results before an education goal or initial TA request can be approved. Soldiers must upload their Army decision support tool results into ArmyIgnitED.

(2) Standardized ArmyIgnitED training provided by the education center on their installation or their component HQ.

*d.* Soldiers must submit an Education Goal and have it approved by an education counselor prior to requesting TA.

*e.* Soldiers must sign an electronic user agreement acknowledging compliance with Army TA policies and procedures each time they create a DA Form 7792–SG.

*f.* Soldiers must request TA and withdraw from classes in the ArmyIgnitED portal and register and withdraw through the school’s system.

*g.* Prior to submitting a TA request, Soldiers must coordinate with their supervisor or commander's designated authority who will approve or disapprove the requests.

*h.* Soldiers, regardless of rank, must receive supervisor approval of TA requests as part of the ArmyIgnitED approval process. If the immediate supervisor is not available to approve a Soldier's TA request, a member of the Soldier's chain of command or another person appointed by the commander can approve the request. The Soldier must enter supervisor or commander representative contact information in their ArmyIgnitED account.

*i.* TA is authorized on a class-by-class basis for classes that support a Soldier's approved educational goal. Soldiers must initiate a DA Form 7792–SG for each class on their approved EDP.

*j.* TA and focus on Soldier's educational goal:

(1) Soldiers have the option of pursuing disciplines related to professional development or their personal lifelong learning goals.

(2) Soldiers must declare an educational goal in terms of an associate's degree, baccalaureate degree, master's degree, academic certificate, special program or Foreign Language.

(3) The Soldier's ArmyIgnitED record must include the Soldier's educational goal. Only the ESO, ESS, or education counselor may approve educational goal changes.

(4) After requesting TA for 2-classes of TA-funded coursework in the current degree program, Soldiers must have an approved EDP outlining requirements to meet their educational goal to continue using TA.

*k.* Soldiers may submit DA Forms 7792–SG within ArmyIgnitED up to 60 days before the term start date but must submit the requests no later than 7 days prior to the term start date.

*l.* TA requests not approved before the term start date may be considered for an HTAR. The only categories of valid HTAR cases are ArmyIgnitED system errors, education counselor errors, and AI errors that are not related to Soldier errors. Soldiers must initiate requests for an HTAR through their servicing Army education center or office. These requests will then be forwarded to the appropriate IMCOM, National Guard or Army RC ACES Chief who can concur and move the request to ACED Chief for approval, or non-concur with an explanation to the education center of why it was not approved. ACED Chief will be the final approval for HTARs and notify IMCOM, National Guard and Army RC ACES Chief of approval/disapproval.

*m.* In the event that the school cancels a TA-approved class less than 7 calendar days before, or any time after the term start date, the Soldier must seek assistance from their education center and request TA for a replacement class (if desired) no later than 5 business days from the school's notification of class cancellation.

*n.* Soldiers must request TA in the ArmyIgnitED portal prior to registering with their AI for classes. If they are unable to register with their AI due to being wait-listed, they should still request TA in the portal for the waitlisted course no later than 7 days from the term start date. If they do not get into the original course but are offered another course, Soldiers can seek assistance from an education counselor to have their original course information updated. Education counselors can update DA Forms 7792–SG in the system for this purpose, except for term start date.

*o.* Upon dropping or withdrawing from a class in ArmyIgnitED with cost to the Army, TA cannot be reinstated for that class in the same term in which it was dropped. In cases of a withdraw, Soldiers must ensure that the AI posts the grade of "W" into the ArmyIgnitED portal.

*p.* Under no circumstances will a Soldier personally reimburse an AI for previously approved TA funds.

#### **4–7. Tuition Assistance Program administrative procedures for supervisors/commanders**

*a. Supervisor/commander responsibilities.* The supervisor, a commander's representative, or the commander must approve or disapprove TA requests. In lieu of supervisor approval, commanders may appoint a unit representative to approve TA for Soldiers. Supervisor is defined as the person who signs the Soldier's performance report.

*b. Considerations in denying a Soldier's tuition assistance request.*

(1) Soldier will have a PCS during any portion of the course.

(2) Soldier is scheduled to attend or currently enrolled in training.

(3) Other reason or justification that may prevent the student from completing the course(s) for which they are requesting TA.

*c.* Supervisors must approve or disapprove TA requests no later than 5 day prior to the term start date or the TA request will be automatically disapproved and deleted.

*d.* Supervisors will receive a system generated notice of a TA recoupment.

#### **4–8. Tuition Assistance Program recoupment**

a. Soldiers agree to reimburse the Army upon signing the electronic user agreement in ArmyIgnitED for use of Army TA when—

(1) The Soldier withdraws because of official separation, confinement, or similar administrative action by commanders for disciplinary or fraudulent causes.

(2) The Soldier fails to report a degree earned outside of ArmyIgnitED or otherwise obtains (or attempts to obtain) TA under substantiated false pretenses. Such Soldiers will be subject to recoupment or adverse personnel action.

(3) The Soldier withdraws from, or does not complete, a class for personal reasons.

(4) The Soldier fails to achieve a successful grade for the class as defined by the current DoDI 1322.25. If eligible, Soldiers may repeat an unsuccessful class using TA funds upon initiation of TA recoupment. Regardless of funding source, the Soldier must request the repeated class through their education center or education support office, and in ArmyIgnitED. The highest grade earned for the repeated class is used to recalculate the TA GPA, and the unsuccessful grade(s) does not count.

(5) The Soldier receives a failing grade for non-attendance.

(6) The Soldier fails to make-up an “incomplete” grade within the time limits stipulated by the AI or 180 calendar days after the completion of the class, whichever occurs first.

(7) A commissioned officer (CW2/2LT and above) fails to fulfill the service obligation as noted in paragraph 4–8c.

b. TA recoupment is not required when—

(1) A Soldier withdraws from a TA-funded class within the timeline established by the AI, resulting in no cost to the government, or has resolved an incomplete class within established timelines, in accordance with paragraph 4–8a(6).

(2) A DA Form 7793 (Request for Recoupment Waiver) is submitted and approved.

(a) Soldiers requesting a recoupment waiver must submit a DA Form 7793 for each class on their approved degree plan when a grade of “W” is submitted by the AI. This form can be downloaded from the Army Publishing Directorate website (<https://armypubs.army.mil/>) or a copy can be obtained through their education center. These requests must be submitted in the ArmyIgnitED portal no later than 30 days from the date that the AI posts the “W” grade in ArmyIgnitED. The DA Form 7793 will be uploaded as a supporting document in the recoupment waiver request in ArmyIgnitED. As verification of the reasons for withdrawal, the first commander in the Soldier’s chain of command must endorse with digital signature such waiver requests and verify that the reasons for withdrawing were clearly beyond the Soldier’s control such as emergency leave, reassignment, natural or man-made disaster, illness, hospitalization, or unanticipated military missions. If a DA Form 7793 is not submitted within 30 days from the date that the AI posts the “W” grade in ArmyIgnitED, an automatic message will be sent to the Soldier with options for reimbursing the Army.

(b) The DA Form 7793 will include written justification verifying why the Soldier was unable to complete the class with the specific dates the Soldier was unable to attend class. The waiver request must validate that the reason the Soldier could not complete the class was unanticipated.

(c) Substantiating documentation, such as orders or medical reports, should not be uploaded into ArmyIgnitED.

(d) The approval authority will review the DA Form 7793 to ensure it is complete and that the reason for the request is valid.

(e) A waiver is not allowed for any grade other than a “W”. The approval authority will not approve a DA Form 7793 when a grade other than “W” for withdrawal has been posted to ArmyIgnitED or if the DA Form 7793 is received more than 30 days after the grade of “W” is posted in ArmyIgnitED.

(f) The approval authority will process DA Form 7793 requests by reviewing to ensure it is complete and that the reason for the request is valid. If the DA Form 7793 is incomplete or the reason is not valid, the request for recoupment waiver will be denied and returned to the Servicemember with an explanation.

(g) Approved withdrawals for military reasons will result in the return of SHs to the Soldier’s ArmyIgnitED account.

(3) Death of a Soldier occurs, Soldier is missing in action, or Soldier is on the Wounded Warrior list as verified by the HRC Casualty and Mortuary Affairs Operations Division.

c. TA service commitment.

(1) All active duty and AGR commissioned officers (covered under 10 USC or 32 USC) in ranks CW2, 2LT, and above, receiving TA incur a 2-year ADSO commencing on the end date of the last class for which TA was received.

(2) SR commissioned officers in ranks CW2, 2LT, and above incur a 4-year RDSO commencing on the ending date of the last class for which TA was received. Upon release from active duty, mobilized Select Reserve officers may serve an ADSO or RDSO period of service in an active drilling status within an Army RC.

(3) All officers who accept TA will electronically sign an Army TA user agreement in ArmyIgnitED affirming the ADSO or RDSO.

(4) ACED does not have the authority to waive an ADSO or RDSO. The Assistant Secretary of the Army (Manpower and Reserve Affairs), or designee, may waive an ADSO or RDSO, subject to the needs of the Army. Officers may not eliminate an ADSO or RDSO by applying other funds or reimbursing the school or Army without HQDA approval.

d. TA recoupment process.

(1) Supervisors will receive a system generated notification when a Soldier incurs a TA recoupment.

(2) All TA obligations must be resolved, and recoupment actions initiated before clearing. If an AD Soldier does not out-process according to standard operating procedures, the Army education center personnel should audit the Soldier's account and process any recoupment actions in ArmyIgnitED after the Soldier separates.

(3) ARNG and USAR ESOs and ESSs will coordinate with the DCS, G-1 representative to obtain a list of all Soldiers separating from the Army within 90 days, audit the Soldiers' ArmyIgnitED accounts, and proceed with recoupment actions in ArmyIgnitED as necessary.

(4) ACES personnel will verify a Soldier's SPD code on documentation before out-processing an AD officer in ArmyIgnitED or from the education center or office. The SPD code determines the disposition of the officer's ADSO and whether recoupment will be initiated in ArmyIgnitED. Officers requesting a waiver of an ADSO recoupment must provide a HRC memorandum authorizing the waiver. If the HRC memorandum is not provided, ACES personnel will notify ACED Finance division to initiate the ADSO recoupment.

e. Pursuant to 10 USC 2005(c) and 37 USC 373, Soldier voluntary education recoupments will be collected in accordance with DoD 7000.14-R, Volume 16. Per DoD 7000.14R, Volume 16, ACED, as the Army Voluntary Education entitlement office, will make the determination of the debt amount, less any institution refunds, as applicable.

## **Section II**

### **Army Credentialing Assistance Program Policy and Procedures**

#### **4-9. Authority for credentialing assistance**

The Army provides CA to Soldiers who are enlisted or warrant officers of the RA and RC, subject to funding availability.

#### **4-10. General**

a. An effective CA program directly contributes to improving total Army readiness, supporting Soldiers' professional development, retaining quality Soldiers, and preparing Soldiers for meaningful employment upon transition from military service. A CA program reinforces the professionalization and readiness of the Total Force.

b. Eligible Soldiers may use CA to pursue self-initiated, self-directed credentials either MOS or non – MOS related. A list of eligible credentials will be maintained on Army COOL.

#### **4-11. Credentialing Assistance Program rates**

a. The Army will annually publish an ALARACT message with funding limits for lifetime and annual TA and CA use, including Special Program and Postsecondary Certificate limits. If Soldiers use TA and CA in combination, the total FY annual limit will not be exceeded.

b. CA may be authorized for payment of credentialing expenses for classroom, hands-on, online or blended training (and associated materials), manuals, study guides, textbooks, exams, fees for exams, and related fees for continuing education requirements and recertification of credentials.

#### **4-12. Credentialing Assistance Program eligibility**

Soldiers must complete BCT to be eligible for CA. RC Soldiers are exempt from the requirement to first complete BCT before being authorized to receive CA. There is no military education code for the completion of BCT in the source data feed, but all Soldiers who graduate from BCT will have a CAC and the correct data submitted in IPPS-A to access their benefits in ArmyIgnitED. RC Soldiers who are not graduates of BCT must be issued a CAC by their units to access their benefits in ArmyIgnitED. There is no quality check stopping CA in ArmyIgnitED for military training eligibility. The CAC will be the proof of eligibility for all Soldiers. Prior to pursuing CA, the education level in ArmyIgnitED must reflect that an HSD or equivalency diploma was completed.

#### **4-13. Credentialing Assistance Program exclusions**

- a. The following Soldiers are ineligible for CA:
- (1) Commissioned officers (excluding warrant officers).
  - (2) Contracted ROTC scholarship cadets, including those receiving room and board benefits in lieu of tuition and fees. This restriction includes any period(s) of temporary suspension of scholarship benefits, leave of absence and while school is out of session.
  - (3) ROTC cadets contracted under the Green to Gold ROTC Program.
  - (4) Soldiers flagged under provisions of AR 600-8-2.
  - (5) Soldiers approved for voluntary separation or who have received notice of involuntary separation and do not have enough time remaining in-service to complete the credentialing course and exam 30 days prior to separating from the Army.
  - (6) Soldiers without sufficient time-in-service to complete the CA course or exam.
  - (7) Soldiers assigned to the Individual Ready Reserve or Inactive National Guard.
- b. CA is not authorized for:
- (1) Required credentials for military occupational specialties (MOS), as the funds for these credentials come from Army training institutions and CMF proponents.
  - (2) Preparatory classes for college and graduate admissions testing such as but not limited to the SAT, GRE, or LSAT.
  - (3) Career skills programs.
  - (4) Apprenticeships, Internships, or Externships.
  - (5) Professional credentials, to include renewals, which are a prerequisite for appointment in the Armed Forces.

#### **4-14. Credentialing Assistance Program limitations**

- a. Soldiers must obtain an ArmyIgnitED account and request CA for credentialing courses and exams through ArmyIgnitED.
- b. Soldiers may not use CA to repeat successfully completed preparatory portions of a credential, other than for those areas required for renewal of the credential.
- c. Soldiers with dual civilian and military status cannot use CA and ACTEDS funds concurrently for the same course.
- d. Soldiers may use CA to pursue credentials associated with doctoral level degrees but cannot use CA to fund doctoral classes.

#### **4-15. Credentialing Assistance Program Request Procedures and Timelines**

- a. Prior to being approved for CA, Soldiers are encouraged to meet with a Counselor, virtually or in person, for information regarding CA program policies and procedures.
- b. The Army Credentialing Assistance Program Office (ACAPO) and the Central Billing Office (CBO) have up to the day of the start date to process the CA request. All CA Funding requests are subject to the availability of funds and in certain circumstances (for example, Continuing Resolution, delay in funding authorizations), funding requests may be rejected.
- c. Once ACAPO approves the credentialing goal or it is auto approved, Soldiers must submit separate CA requests in ArmyIgnitED for credentialing course, exam, books, and materials (bundling is not authorized). CA requests must be submitted at least 45 days but not exceed 90 days prior to the start date of either the course or the exam. The end date of the requested course or exam must be within 1 calendar year (365 days) of the start date, or within 30 days of the Soldier's ETS date. Courses must start in the FY that the request was funded. Soldiers must submit custom quotes for each CA request submitted. Quotes

must match what is listed in the CA request or it will be rejected. Soldiers can add corrected custom quotes to “Student Documents” located within the ArmyIgnitED account or within the CA request. CA requests for exams or books and materials cannot be split payment. If a Soldier does not have enough funding remaining to pay for a requested exam or for books and materials in full, the CA request will be rejected.

(1) If required, Soldiers must request books and materials separately in conjunction with a request for a credentialing course or exam. Requests for only books or materials will be rejected unless there is a current credentialing course or exam in progress or pending payment.

(2) Soldiers are not authorized to prepay for a course or exam using personal funds while a CA request is pending approval. Reimbursements for Soldiers’ out-of-pocket expenses are not authorized.

(3) Soldiers may not attend a course or sit for an exam prior to receiving verification from the CBO that the course or exam has been CA funded. If this occurs, Soldiers will be liable for the cost of the course or exam.

(4) Soldiers may request to change the end date of an existing CA request if the requested end date does not exceed 1 calendar year (365 days) from the start date of the course, and they are able to complete the course 30 days prior to separating from the Army. Requests for extensions of the end date must be submitted via an ArmyIgnitED messaging within ArmyIgnitED to ACAPO using the “Credentialing Assistance (CA) Office” category. Soldiers must ensure the vendor can accommodate the extension. Soldiers will be responsible for any cost associated with the changes to the end date required by the vendor.

(5) Soldiers will not be allowed to submit a new CA request if there is a hold on their account for an overdue grade (Pass/Fail) on any CA request. Vendors upload the grade within 30 days of the end date. If the vendor does not receive the results of the course or exam (for example, Pearson Vue, CompTIA, or vendors who provide vouchers for those same exams), it is the Soldier’s responsibility to upload the course or exam results within the ArmyIgnitED CA request.

(6) Soldiers must request CA and withdraw from classes in the ArmyIgnitED portal and withdraw through the Vendor’s system.

(a) If the vendor cancels a CA funded course or exam, the Soldier must submit a message in the ArmyIgnitED system informing ACAPO of the cancellation not later than 7 days from the date the Soldier was notified by the vendor of the cancellation. The Soldier will attach a cancellation notice from the vendor.

(b) Soldiers should resolve any ArmyIgnitED-imposed account blockers prior to requesting CA. Holds imposed due to incorrect information reported to ArmyIgnitED by third-party systems (for example, an educational institution or Army personnel system) must be corrected in those systems. Should the placement of an erroneous blocker on any ArmyIgnitED account occur, the Soldier should send a message through the ArmyIgnitED system. The Soldier must attach documentation (for example, orders, DA Form 1059 (Service School Academic Evaluation Report) or JST) that verifies the correct personnel information to have the hold deferred. Personally identifiable information must be redacted from all documentation. ACAPO cannot defer or remove a Suspension of Favorable Personnel Actions (Flag) Hold for any reason.

#### **4–16. Credentialing assistance authorizations**

a. Soldiers are authorized to pursue credentials and exams found in COOL. Failure to submit grades (completion certificates) will create a hold on Soldier accounts preventing further requests from being submitted. Soldiers who receive CA for training must sit for the exam to obtain the credential/license/certification.

b. A Soldier may use both TA and CA in the same FY; however, the combined usage by any Soldier will not exceed the voluntary education cap, set annually by the Army. The Army reserves the right to limit the amount of CA funding that Soldiers can use for certain credentials.

c. Before receiving CA, the Soldier must establish an ArmyIgnitED account. Account registration and activation may require Soldiers to update their personnel record through their unit S1 administrative office.

d. Soldiers, regardless of rank, must receive approval for all CA requests as part of the ArmyIgnitED approval process. The supervisor’s contact information must be correct in the Soldier’s ArmyIgnitED account. If the immediate supervisor is not available to approve a Soldier’s CA request, a member of the Soldier’s chain of command or another person appointed by the commander can approve the request.

e. The supervisor, a commander's representative, or the commander must approve or disapprove CA requests. Supervisor is defined as the person who signs the Soldier's performance report. In lieu of supervisor approval, commanders may appoint a unit representative to approve CA for Soldiers.

(1) CA requests can be denied if supervisor/commander believes the Soldier is in any of the following circumstances, which most likely would impede successful completion of the requested course(s):

(a) Soldier will have a PCS during any portion of the course.

(b) Soldier is scheduled to attend or currently enrolled in training.

(c) Other reason or justification that may prevent the Soldier from completing the course(s) for which they are requesting CA.

(2) CA requests that are not signed by Soldier and supervisor approved within 5 days of submission, will be deleted within the ArmyIgnitED system.

f. Prior to using CA the first time Soldiers, regardless of rank, must access Army decision support tool and upload their Army decision support tool results into ArmyIgnitED for CA Counselors. This process will help Soldiers better understand CA benefits and procedures for requesting CA.

g. Soldiers must sign the electronic user agreement acknowledging compliance with Army CA policies and procedures each time they create a CA request.

h. Soldiers must declare a credentialing goal supporting their selected credential. Goals may be auto approved if requested for the first time. If multiple trainings will be required for the goal, Soldiers can select the "This credential requires multiple trainings before student is eligible to take exam" box when submitting the goal. CA requests may be submitted from the same goal until all credits are completed. If a duplicate goal needs to be requested, the Soldier must contact ACAPO via ArmyIgnitED messaging to request it.

i. Soldiers must contact the vendor prior to submitting their credentialing goal to obtain a custom quote. If required, Soldiers should also register for the course or exam without any out-of-pocket payment.

j. Soldiers are not authorized to prepay for a course or exam using personal funds while a CA request is pending approval. In cases where Soldiers prepay, reimbursement for Soldiers' out-of-pocket expenses is not authorized.

k. Soldiers must upload the custom quote within the CA request. CompTIA and Pearson Vue require a screenshot of the cost from the vendor website in lieu of the custom quote.

l. CA may be used in combination with other federal benefits such as the GI Bill, TA, local or command funded programs, Service-funded programs (for example, education-related incentive or bonus or advanced civil schooling) and military training programs that incorporate certification and licensing funding to cover any gaps between the benefits and the costs charged by the credentialing vendor. However, the combination of CA and the Federal benefits cannot generate an overpayment beyond the costs charged by the vendor.

#### **4-17. Credentialing Assistance Program recoupment**

a. Supervisors will receive a system generated notification when a Soldier incurs a CA recoupment.

b. Soldiers agree to reimburse the Army upon signing the electronic user agreement in ArmyIgnitED for use of Army CA when—

(1) The Soldier does not pass the approved CA funded credentialing course or exam.

(2) The Soldier withdraws from or does not complete a class for personal reasons.

(3) The Soldier fails to attend a course or sit for an exam in the timeframe requested.

(4) The Credentialing Goal has multiple training requests associated, and the Soldier fails to submit a request for each required training within 365 days of the last passed training.

(5) The Soldier uses CA funds for a course and fails to take the exam within 365 days of the training will have the cost of the course and associated book(s), material(s) and fees recouped.

c. If a Soldier is required to reimburse the Army for CA received, the Defense Finance and Accounting Service (DFAS) will deduct the funds from the Soldier's pay in accordance with current DFAS policies. The Soldier makes his or her recoupment acknowledgment in the ArmyIgnitED system by selecting a payment plan. When DFAS processes the recoupment, DFAS informs the Soldier of the debt on the Leave and Earnings Statement.

d. A Soldier may use CA funding to repeat an unsuccessful course or exam or use CA for a different course or exam once Soldier acknowledges and selects repayment plan in ArmyIgnitED.

e. Recoupment waiver.

(1) Soldiers requesting a waiver of recoupment must initiate a DA Form 7793 for training or exam on their approved education goal when a grade of “W” is submitted. This form can be downloaded from the Army Publishing Directorate website (<https://armypubs.army.mil/>) or a copy can be obtained through their education center. These requests must be submitted in the ArmyIgnitED portal no later than 30 days from the date that the “W” grade is posted in ArmyIgnitED. The DA Form 7793 will be uploaded as a supporting document in the recoupment waiver request in ArmyIgnitED. As verification of the reasons for withdrawal, the first commander in the Soldier’s chain of command must endorse with digital signature such waiver requests and verify that the reasons for withdrawing were clearly beyond the Soldier’s control such as emergency leave, reassignment, natural or man-made disaster, illness, hospitalization, or unanticipated military missions. If a DA Form 7793 is not submitted within 30 days from the date that the “W” grade is posted in ArmyIgnitED, an automatic message will be sent to the Soldier with options for reimbursing the Army.

(2) The DA Form 7793 will include written justification verifying why the Soldier was unable to complete the class with the specific dates the Soldier was unable to attend class. The waiver request must validate that the reason the Soldier could not complete the class was unanticipated.

(3) Substantiating documentation, such as orders or medical reports, should not be uploaded into ArmyIgnitED.

(4) The approval authority will review the DA Form 7793 to ensure it is complete and that the reason for the request is valid.

(5) A waiver is not allowed for any grade other than a “W”. The approval authority will not approve a DA Form 7793 when a grade other than “W” for withdrawal has been posted to ArmyIgnitED or if the DA Form 7793 is received more than 30 days after the grade of “W” is posted in ArmyIgnitED.

(6) The approval authority will process DA Form 7793 requests by reviewing to ensure it is complete and that the reason for the request is valid. If the DA Form 7793 is incomplete or the reason is not valid, the request for recoupment waiver will be denied and returned to the Servicemember with an explanation.

(7) Approved request for CA recoupment waivers may result in the return of unused funds to the Soldier’s ArmyIgnitED account.

(8) Soldiers who have incurred two recoupment actions between TA and CA in the same FY will be suspended from requesting TA and CA for 12 months from the date the second unsuccessful grade is entered or the end date of course or exam for the second recoupment, whichever occurs first. A TA recoupment results from an unsuccessful grade (any grade below a “C” for undergraduate classes and any grade below a “B” for graduate classes) or withdrawing from a course with Army cost. A CA recoupment results from failing a CA course or exam, withdrawing from a course or an exam with Army cost, or failing to attend a course or sit for an exam in the timeframe. Soldiers may appeal the 12-month suspension through ArmyIgnitED. Soldiers must submit their completed appeal through ArmyIgnitED within 60 days of receiving the notification of the 12-month suspension, including any supervisor/commander inputs to the process. Soldiers will not be able to submit an appeal after 60 days. There are no exceptions to the 12-month suspension appeal process. The 12-month suspension appeal is not for the associated recoupments.

*f.* Pursuant to 10 USC 2005(c) and 37 USC 373, Soldier voluntary education recoupments will be collected in accordance with DoD 7000.14–R, Volume 16. Per DoD 7000.14R, Volume 16, ACED, as the Army Voluntary Education entitlement office, will make the determination of the debt amount, less any institution refunds, as applicable.

#### **4–18. Credentialing Assistance Program vendors**

*a.* Soldiers may use CA vendors on or off the Army installation or online.

*b.* The ESO or ESS must ensure vendors providing programs, classes, and student services on an installation and/or who are receiving Army CA meet the criteria specified in the CA memorandum of agreement (MOA).

*c.* The ESO or ESS must ensure installation vendors adhere to the installation access policies and guidelines outlined in Executive Order 13607, DoDIs 1322.25 and 1322.19, this regulation, and relevant ACES policies.

*d.* ACES will not enter into an MOA with vendors that—

(1) Discriminate based on race, color, age, religion, disability, sex, or national origin.

(2) Are included in the GSA Parties Excluded List.

(3) Are not an approved CA vendor.

e. Procedures for acquiring vendors—

(1) CONUS.

(2) The ESO or ESS must conduct a search for CA approved vendors. At the discretion of the ESO or ESS, the search may first concentrate on vendors within a 100-mile radius of the installation before considering vendors beyond that range.

(3) The geographic location of a vendor will not be a factor in the search, although the impact of geographic proximity on a vendor's ability to provide cost savings to the Army may affect selection.

(4) Before selection, the ESO or ESS will query vendors about their ability and interest in providing CA opportunities and verify compliance with the vendor criteria specified in paragraph 4–18d. Guidance on conducting a vendor search is outlined in appendix D.

(5) An MOA between the vendor and the installation will be executed for each vendor selected to provide programs.

(6) The ESO or ESS will review each MOA at least annually and update as needed.

(7) The request for programs as outlined in the vendor search will be based on information gained from a current needs assessment.

#### **4–19. Authority for Institutionally Delivered Credentialing**

*a. Applicability.* IDC provisions apply to all MOS branch proponents and schools.

*b. Implementation.* The Army encourages Soldiers to voluntarily obtain industry-recognized credentials (in the form of technical certifications and licenses) related to their CMF, MOS, additional skill identifiers (ASI), special qualification identifier (SQI), and functional areas (FAs) to increase Soldiers' competence and improve the capabilities and readiness of our Army. In support of these efforts, the following institutions and organizations are responsible for the following listed actions:

(1) CG, CAC is responsible for management, resourcing, and reporting requirements of IDC. CG, CAC provides decentralized management of Soldiers' voluntary pursuit of IDC programs conducted for eligible Soldiers as part of a branch proponent's institutional training. This program applies when civilian professional credentials directly relate to a Soldier's duty MOS, ASI, SQI, or FA, and align to programs of instruction (POI) sponsored and facilitated by an Army Center of Excellence (CoE) institutional school.

Roles for IDC Program Manager include:

(a) Establish and conduct subordinate working groups, as required, to integrate and synchronize professional credentialing management and reporting functions.

(b) Coordinate with all CoEs to forecast credentialing programs and associated costs by CoE for the next FY.

(c) Receive, consolidate, and validate CoE projected funding requests to determine the authorized allocation of IDC funds for the upcoming FY to ensure regulation compliance. Submit the three to five-year POM projections to CAC G–8 annually and coordinate for fund distribution.

(d) Consolidate expenditure and outcomes in accordance with DoDI 1322.33 of IDC participants quarterly, semi-annually, and annually submit required reports through ACED to Assistant Secretary of the Army-Manpower and Reserve Affairs (ASA M&RA) and the Office of the Secretary of Defense.

(e) Identify, maintain, and distribute a consolidated POC list from each CoE that includes the credentialing, training, and G–8 representatives.

(f) Provide a community of practice management forum to facilitate integration, synchronization, and sharing of best practices.

(2) CoE training institutions serve as the Office of Coordinating Responsibility for centralized proponent program management, resourcing, and reporting requirements for proponent-driven, institutionally offered credentialing opportunities. The CoE Senior Training Official will make information about technical certifications and licenses and training available to Soldiers during every stage of institutional training, starting with initial entry training. The CoE Senior Training Official will approve and categorize credentials based on how well the credential improves Soldier readiness, Army career-related professional development, and MOS capability and capacity. The CoE Senior Training Official roles and program tasks include the following:

(a) Develop and execute CoE training institution level credentialing programs in accordance with this regulation.

(b) Identify relevant credentials that align with the Commandant's priorities, relate to an MOS, ASI, or FA, and further align to training and POI, are institutionally delivered, and recommended as part of professional development.

(c) Collaborate with credentialing agencies that meet Army COOL requirements to better document the knowledge, skills, and abilities that exist within a CMF, MOS, ASI, or FA in relation to civilian industry.

(d) Encourage credentialing as a professional development activity initiated while in attendance at professional military education across the career life cycle.

(e) Inform Soldiers about credentialing opportunities using COOL and encourage Soldiers to pursue MOS-related credentials through the Army career tracker and related PDMs.

(f) Ensure the maximum funding for credentialing examinations and licensing fees for each Soldier will not exceed the Army's published limit.

(g) CMF, MOS, ASI, and Functional Area (FA) proponents will participate in the annual update of Army COOL as directed by the Chief, ACED, HRC to review and align related professional credentials. This process is accomplished through use of the Online Feedback Form on Army COOL (<https://www.cool.osd.mil/army/index.html>).

(3) The following tasks apply to the Senior Training Official, or that official's designated credentialing representative, at those CoE training institutions that have established an IDC program.

(a) Provide a memorandum signed by the school commandant that provides prioritized credential projections, POI review information, MOA or MOU data, and credential alignment with applicable PDMs.

(b) Conduct gap analysis amongst credential requirements and POI standards to establish percent of POI coverage, determine potential issues including terminology, and ensure the credential requirements do not include course growth.

(c) Consolidate and centralize oversight of IDC MOAs, MOUs, or Contracts to prevent duplicative effort and facilitate sharing of opportunities and best practices across branch proponents.

(d) Initiate recoupment for Soldiers who fail a certification or licensing exam and ensure that they do not receive payments for subsequent attempts of an exam or preparatory course for the same certification or license unless recoupment for funding for the Soldiers' failed exam is complete. This does not exclude Soldiers from receiving funding for other approved certifications and licenses in accordance with DoDI 1322.33.

(e) Authorize funding for initiation within 90 days. Funding not initiated within 90 days will expire and authorized funding is forfeited.

*c. Army funding eligibility requirements.*

(1) Army appropriated funds may pay for the fees associated with coursework and examinations leading to professional credentials (in the form of licenses and certifications). Appropriated funds may also pay for the maintenance of licenses and certifications, once obtained, if the credential covers an 80% minimum of the Soldier's current MOS or ASI and the proponent has approved the credential for those assigned duties. New credentialing programs, to include any pilot programs, bulk purchases, MOUs, MOAs, or any other type of purchase made with appropriated funding, requires a school Staff Judge Advocate review.

(2) Army appropriated funds will not pay credentialing expenses in the following circumstances:

(a) For subsequent attempts to take a course and or examination previously paid for by appropriated funds that the Soldier failed.

(b) For a Soldier to obtain, or renew, a professional credential that is a prerequisite for appointment in the Armed Forces.

(3) The maximum funding for Army institutional training sponsored credentials for credentialing examinations and licensing fees for each Soldier will not exceed the Army's published limit.

(4) CoE training institutions may fund associated professional credentialing expenses if they meet all the criteria that follows:

(a) The credential aligns to at least one program of instruction of a CMF, MOS, ASI, or FA.

(b) The credential is sponsored and facilitated by an Army institutional school and funding is available.

(c) The credential is industry-recognized and is available on COOL reflecting "Proponent-funded" for the selected credential under the respective CMF, MOS, ASI, or FA.

(5) The CoE training institution DCS, G-8 funding tasks include the following:

(a) Annually during the second quarter of the FY, coordinate with CAC, IDC Program Manager for budget requests and funding distribution to support IDC technical credentialing resourcing.

(b) Report quarterly credentialing information using the CAC, IDC Teams Portal.

(c) Coordinate with CAC, IDC Program Manager for audit of former and currently funded professional credentials to ensure adherence with legal regulations.

(d) Itemize funding requests by credential exams, credential renewals, preparatory coursework, study materials, classroom instruction, processing fees, membership fees, and other items such as bulk purchase of credentials or materials.

(6) Eligibility to participate in the IDC Program requires that the Soldier meet the minimum service remaining requirement to attend the supporting Army school as set forth by the proponent. Soldiers utilizing this program will not incur any service obligations.

*d. Institutionally Delivered Credentialing reporting metrics.*

(1) CoE training institution personnel conducting an IDC program must report the following statistics to the CAC, IDC Program Manager on a quarterly and annual basis using the CAC, IDC prescribed reporting method. The CAC IDC Program Manager will provide ACED with consolidated CoE Training Institution statistics quarterly. Reporting agency must identify at what level (CoE, school, other) the report is coming from to avoid duplicate reporting. Minimum reporting items by CMF, MOS, ASI, SQI, and FA include:

- (a) Requests for credentialing opportunities.
- (b) Approvals and disapprovals of credentialing requests.
- (c) Attempts to renew a credential.
- (d) Name of credential.
- (e) Credentialing agency and or training provider granting the credential.
- (f) Cost of examination.
- (g) Cost of preparatory coursework, books, supplies, and materials.
- (h) Number of Soldiers enrolled for preparatory coursework.
- (i) Number of Soldiers completing preparatory coursework.
- (j) Number of certification and license examinations funded.
- (k) Number of certification and license examinations completed.
- (l) Number of training failures.
- (m) Number of exam failures.
- (n) Component of the Soldier.

(2) While not funded by CAC, mandatory credentials required to graduate from an Army course or hold an MOS remain a quarterly reporting requirement.

### **Section III**

#### **United Services Military Apprenticeship Program**

##### **4–20. Authority for the United Services Military Apprenticeship Program**

a. The Army provides Soldiers with apprenticeships through USMAP that are related to Soldiers duty MOS.

b. The Army provides enlisted Soldiers the opportunity to enroll in apprenticeships to facilitate professional and personal self-development goals through documented work experience and related instructions. Soldiers may enroll through the USMAP website at <https://usmap.osd.mil/>.

c. CG, CAC is responsible for management, resourcing, and reporting requirements of USMAP.

d. Roles for USMAP Program Manager include:

(1) Coordinate, publish, issue, and sustain program guidance; serve as the primary interface with external higher HQ and CoEs and branch proponent schools.

(2) Establish and conduct subordinate working groups, as required, to integrate and synchronize apprenticeship management and reporting functions.

(3) Coordinate with all CoEs and branch proponent schools to update apprenticeship requirements.

e. Commanders of CoEs and branch proponent schools will coordinate with the CAC USMAP Program Manager to update and verify apprenticeships with the USMAP.

##### **4–21. General**

a. An apprenticeship is an industry-driven, high-quality career pathway where individuals can obtain paid work experience, classroom instruction, and a portable credential. On the job training and military training both can apply towards apprenticeships.

b. The U.S. Department of Labor (DOL) provides a nationally recognized Certificate of Completion of Apprenticeship upon the completion of the program. The DOL is the Federal agency responsible for the

administration of the National Apprenticeship Systems. USMAP participation can help enhance a Soldier's military career and contribute to obtaining post service civilian employment.

#### **4–22. United Services Military Apprenticeship Program Eligibility**

a. Eligible personnel include—

(1) Active duty enlisted Servicemembers, including Active Guard Reserve (AGR) Soldiers in the ARNG and USAR.

(2) Members of the Reserve or Guard must be currently on Active Duty Orders for a minimum of 12 months to participate in USMAP. Reservists will be allowed to enroll in time-based trades only and are ineligible for competency-based trades.

(3) Personnel with a minimum of 1 year remaining on Service obligation.

b. Soldiers may register for only one trade or occupation at a time.

c. Soldiers must work in their MOS/Trade full-time under supervision in the requested trade (not a collateral or extra duty).

#### **4–23. United Services Military Apprenticeship Program Apprenticeships Process**

a. Apprenticeships have two types of reporting, time-based and competency-based.

(1) Time-based Work Process Schedules: The time-based apprenticeships require logging 2,000 to 6,000 hours to complete by capturing day-to-day work for those of any enlisted pay grade. The apprenticeship is broken down into skill areas with a set number of hours for each skill area.

(2) Competency-based Work Processes Schedule: The competency-based apprenticeships are for all trades and designed for more experienced servicemembers E–5 and above. Frocked E–5 and Reservists are not eligible for this type of apprenticeship. A competency-based trade apprenticeship is completed over the course of a minimum of 12 months by demonstrating a mastery of competencies (skills/tasks) broken down by job functions.

b. Available Army trades and detailed apprenticeship program standards and qualifications can be found on the USMAP website and on Army COOL.

### **Section IV**

#### **Other Financial Assistance**

#### **4–24. General**

Several other potential sources of outside funding can help Soldiers and their eligible Family members pursue postsecondary education, such as veterans' education benefits, Federal financial aid, and institutional and community-based grants and scholarships. Soldiers should consult their servicing education centers or offices for availability and eligibility requirements.

#### **4–25. Use of veterans' education benefits**

a. *Title 38, United States Code, Chapter 30.*

(1) The provisions of 38 USC Chapter 30, informally known as the MGIB, permit the VA to issue payment to an individual serving on active duty, for all or any portion of the difference between the TA amount paid by the Army and the total cost of tuition and related charges. This provision is called TA top-up. If tuition expenses exceed the amount that TA pays, an active duty or AGR Soldier (officer or enlisted) eligible for 38 USC Chapter 30 benefits can elect to receive MGIB benefits for all or part of the remaining tuition and related charges, up to the VA-authorized cap.

(2) In cases involving Reserve or National Guard members, not serving on active duty, with previously earned 38 USC Chapter 30 MGIB benefits and TA paid by the RC, those members may receive 38 USC Chapter 30 benefits in excess of the cost of tuition and fees. State-funded TA does not affect benefit payments under 38 USC Chapter 30.

(3) The amount of top-up paid is deducted from the individual's remaining MGIB entitlement.

(4) Soldiers eligible for MGIB benefits, under 38 USC Chapter 30 and 10 USC Chapter 1606, must obtain an HSD, equivalency certificate, or complete 12 SH (or equivalent) leading to a college degree, before applying for MGIB benefits.

b. *Title 38, United States Code, Chapter 33.*

(1) The provisions of 38 USC Chapter 33, generally known as the Post 9–11 GI Bill, permit the VA to issue payment to a Soldier's AI for all or any portion of the difference between the TA amount paid by the Army up to the VA-authorized cap.

(2) This benefit will pay net unpaid charges including books, supplies, and a housing stipend to the Soldier directly, if eligible.

c. *Title 10, United States Code, Chapter 1606.* Soldiers may be eligible to use 10 USC Chapter 1606 with TA for different classes during the same term and Chapter 1606 can be used in conjunction with TA for the same course, provided the student is attending half-time or more.

#### **4–26. Financial assistance for a Soldier's Family members**

a. Appropriated funds are not authorized to cover tuition costs for Family members enrolling in education programs.

b. Scholarships may be available from installation sources and military-affiliated organizations.

c. Military OneSource (<https://www.militaryonesource.mil>) provides links to scholarship resources applicable to Soldiers and their Family members.

d. The Spouse Education Assistance Program is a need-based education grant available from Army Emergency Relief in OCONUS locations. Information about the Spouse Education Assistance Program, and other programs offered from Army Emergency Relief, Armywide, is available at <https://www.aerhq.org/>.

e. The Military Spouse Career Advancement Account (MyCAA) program prepares military spouses for the workforce by offering financial assistance from the DoD. Eligibility is limited to spouses of active duty military and Reserve/National Guard personnel on Federal Title 10 active duty orders. Eligible spouses can pursue education, training, licenses, certificates, and degrees leading to employment in portable career fields. The program requires spouses to finish their program of study within 3 years from the start date of the first class. Funding is limited to associate's degrees, certifications, and licensure programs. More information is available at <https://mycaa.militaryonesource.mil/mycaa/>.

## **Chapter 5**

### **Army Continuing Education System Management**

#### **Section I**

#### **Program Management**

##### **5–1. Performance measurement**

a. *General.* ACES is committed to promoting education programs and services that help Soldiers achieve their education goals while maintaining mission readiness. ACES will use performance measurement tools to gather and analyze program data on an ongoing basis. Performance measurement should be outcomes-based and supported by output data.

b. *Overview.* Performance measurement is a valuable process. It is—

(1) Designed to determine and maintain the operational effectiveness and efficiency of all ACES educational programs and services. ACES will use data derived from benchmarking performance against external and internal criteria to initiate and sustain performance improvement over time.

(2) Implemented using a comprehensive program evaluation plan, which results in thorough program reviews. The program evaluation plan will cover program administration, support of student services, instructional resources, physical resources, financial resources, and other critical areas.

c. *Army Continuing Education System performance measurement.* To determine the success rate of ACES programs and services, ACES performance measurement focuses on strategic Army education outcomes such as—

(1) Successful class- and degree completion rates.

(2) AI retention, persistence, and transfer-out rates.

d. *Education center and office performance measurement.* ESOs and ESSs will conduct program evaluations on an ongoing basis, through an active partnership between the education center or office and supporting AIs (for postsecondary programs) or contractors (for Soldier development programs). Army education professionals will ensure a common understanding with installation AI education professionals of what constitutes a successful education program.

(1) ESOs and ESSs will develop and use performance measurement tools to gauge the effectiveness or efficiency of installation programs and services. Tools include—

- (a) Key performance indicators.
- (b) Management dashboards.
- (c) Standardized AI program evaluations.
- (d) Lean Six Sigma management approaches.

(2) ESOs and ESSs will share performance measurement data with AI education and contract professionals when useful and appropriate.

(3) Appendix E contains an example of an AI program evaluation that uses metrics and progress indices matrix. ESOs and ESSs should encourage installation AI education professionals to use this type of matrix.

*e. Curriculum assessment.* While assessment of the quality of an AI's curriculum is not under the purview of ACES, the ESO or ESS may consider providing this level of assessment when reviewing degree programs, especially when they support competencies supportive of a unit's unique needs on that installation. Curriculum assessment may—

- (1) Identify comprehensive and specific learning outcomes for programs of study offered.
- (2) Facilitate students achieving the identified educational learning outcomes and provide accountability for the program provided.
- (3) Assist participating students to understand the learning outcomes of classes up-front. Students can be given a post-instruction assessment instrument to determine whether identified outcomes were achieved.

*f. Processing and Management of Military Education Course and Civilian School Codes.* ACED is responsible for the creation and management of military course and civilian school education codes. This program enables the Soldier's qualified civilian and military education to accurately reflect on his or her records, mirroring educational accomplishments and supporting promotions and assignments. It is critical to Army readiness as accurate Soldier recordkeeping impacts numerous personnel processes including Promotion Boards, Senior Selection Boards, Command Boards, and assignments.

## **5-2. ArmyIgnitED Annual Reports**

*a.* The purpose of the ArmyIgnitED Annual Reports section is to provide participation data of the education programs and services.

*b.* ACED will use data from the Annual Reports to support the VACE and VATA POM build.

*c.* The IMCOM, ARNG, and USAR ACES Chiefs will provide training to their ESOs and ESSs on how to use the Annual Reports.

## **5-3. Third-Party Education Assessment**

*a. General.* Third-Party Education Assessment (TPEA) is a third-party review process to assess the quality, delivery, and coordination of the voluntary education programs provided to military personnel on the installation, in the community, and via DL. It assists in improving the quality of the delivery of these programs through recommendations to AIs, DoD installations, and the Military Services. ACED will ensure installation participation in periodic comprehensive TPEA reviews of the quality and effectiveness of each installation's postsecondary continuing education program as required by DoDI 1322.25.

*b. Purpose.* A TPEA assesses the quality of the installation postsecondary education program by examining the nature of the relationship between the installation and each AI operating on that installation. The relevance of each AI's offerings to its own mission and objectives and to those of the installation is evaluated.

## **5-4. Marketing, outreach, and strategic communication**

*a.* IMCOM, ARNG, and USAR ACES personnel should vigorously market education programs and services on a continual basis. The primary goal of marketing is to ensure that all Soldiers and their leaders are aware of the education opportunities available and understand the benefits that these opportunities provide.

*b.* A well-planned marketing, outreach, and strategic communication plan is an integral part of an effective education program. Its purpose is to increase military and civilian involvement, understanding, and support at all levels.

c. Personnel at each IMCOM, ARNG, and USAR education center or office will maintain a strategic marketing plan with appendices that address individual strategies and include support documentation. Appendix F contains a sample marketing plan model.

d. As a part of a strategic plan, Army education offices and centers can use the following to market programs and services—

- (1) Brochures.
- (2) Social media.
- (3) Radio or newspaper advertising.
- (4) Email distribution.
- (5) Installation signs, posters, or flyers.
- (6) On, or off, installation education fairs.
- (7) Virtual education fairs.
- (8) Graduation ceremonies.
- (9) ACES websites.
- (10) Education briefings.

e. Army Public Affairs Offices (PAO) can help promote and market ACES events.

#### **5–5. Release of information**

a. AR 25–55 and AR 25–22 govern release of information contained in Army records, including information requested under the Freedom of Information Act.

b. ACES personnel should be alert for misinformation about Army education appearing in print, electronic media, and speeches. When misinformation is detected, personnel should inform their local PAO and ACES through their respective component HQ.

c. All media queries regarding ACES will be directed to the local PAO. Upon PAO request, ACES personnel may discuss information with the media that is not classified or is otherwise releasable.

d. Release of Army studies or analyses outside DoD, before final approval and official review, is unauthorized. Release of any interim, draft, or final document may require sponsor approval through the contracting officer or contracting authority.

e. All requests for education data to support research studies and other formal reports will be vetted through ACED. The majority of these requests must originate from Office of Sponsored Program-approved agencies.

#### **5–6. Copyright restrictions**

a. Written, virtual, or audio information prepared by Soldiers or Army Civilians as part of their official duties may not be copyrighted (see 17 USC 105). Such information becomes part of the public domain.

b. ACES personnel will not use copyrighted items in marketing without prior written consent of the copyright owner. (See AR 27–60).

c. The Chief, ACED must approve any use of the ACED logo for any purpose.

## **Section II**

### **Personnel Management**

#### **5–7. Army Continuing Education System position descriptions**

a. The ACED, IMCOM, ARNG, and USAR personnel who manage or deliver ACES programs and services are required to be Government employees in the general schedule (GS) Education Services Series GS–1740, or CP 31, depending on the position. The following positions may be exempted from this requirement—

- (1) ACED finance chief and finance division personnel.
- (2) ARNG incentives program managers.
- (3) Contract support staff.

b. The Education Services Series, GS–1740, includes professional positions whose duties are to administer, supervise, promote, conduct, or evaluate programs and activities designed to provide individualized career-related or self-development education plans. The work requires knowledge of education theories, principles, procedures, and practices of secondary, adult, or continuing education and must meet the Office of Personnel Management's individual occupational requirements. Army Guidance Counselors

require skill in counseling students or enrollees to establish educational and occupational objectives and must complete a counseling practicum, in accordance with OPMs standards.

c. Additional information about the Education Services Series, GS–1740, including individual occupational requirements, can be viewed at [www.opm.gov/](http://www.opm.gov/).

#### **5–8. Army Continuing Education System personnel interactions with Academic Institutions**

a. To preclude the potential for real or perceived bias in the Soldier’s decision making process, an ACES employee whose official job or position description includes counseling and advising Soldiers will not have a formal or informal compensation arrangement or agreement with an AI, unless the employee obtains an opinion from legal counsel indicating that no conflict of interest exists.

b. The employee must escalate an ArmyIgnitED Message, with attached legal opinion, to ACED for review within 60 days of the beginning date of the formal or informal compensation arrangement or agreement with the AI for existing arrangements and before establishing a new arrangement.

c. This requirement applies to all military, Army Civilian, and contract ACES employees, regardless of whether the subject AI is represented in ArmyIgnitED or not.

#### **5–9. Professional development of Army Continuing Education System staff**

a. Professional development of ACES personnel is a priority. Supervisors, in coordination with civilians, will develop individual development plans to support professional development for all civilians. The professional development of ACES staff in the GS–1740 series, including ACES Fellows, is based on guidance provided in AR 690–950 and the Master Fellow Training Program for FC 31.

b. The Chief, ACED; CG, IMCOM; CNGB; and CG, USARC will request training funds to ensure adequate training and development of ACES personnel.

c. The Chief, ACED, will defend the allocation of funds necessary to provide competitive professional development opportunities.

d. ACES personnel should practice activities that improve job competencies and promote career enhancement opportunities. Examples of self-development activities include reading professional or self-help books, providing or receiving mentoring, and completing academic classes.

e. ACES personnel are encouraged to join professional and national education associations and participate in their conferences.

f. AR 690–950 provides policy on DA intern requirements, resources, and allocations; types of interns; manpower forecasting; and intern intake, training, progression, and placement.

g. The FC 31 Fellow Program provides a means of accessing and providing initial occupational, developmental, and leadership training to future GS–1740 civilians.

h. The FC 31 Master Fellow Training Program ensures the planned development of ACES Fellows through a combination of progressive and sequential work assignments, formal training, mentorship, and self-development.

#### **5–10. Installation staffing for the Army Continuing Education System**

a. AR 71–32 and AR 570–4 provide guidance for installation ACES staffing.

b. AR 380–67 provides security requirements for installation ACES personnel.

## Appendix A

### References

#### Section I

##### Required Publications

Unless otherwise stated, Department of the Army publications are available on the Army Publishing Directorate website at <https://armypubs.army.mil/>. DoD issuances are available on the Washington Headquarters Services website at <https://www.esd.whs.mil/>. The USC is available at <https://uscode.house.gov/>.

##### **AR 135–91**

Service Obligations, Methods of Fulfillment, Participation Requirements, and Enforcement Provisions (Cited in para 4–3*d*(12).)

##### **AR 350–1**

Army Training and Leader Development (Cited in para 1–12*b*.)

##### **AR 350–100**

Officer Active Duty Service Obligations (Cited in para 4–3*d*(12).)

##### **AR 600–8–19**

Enlisted Promotions and Demotions (Cited in para 3–18*i*(25).)

##### **AR 600–81**

Transition Assistance Program (Cited in para 3–19*a*.)

##### **DA Pam 600–3**

Officer Talent Management (Cited in para 3–1*d*(4).)

##### **DA Pam 600–25**

U.S. Army Noncommissioned Officer Professional Development Guide (Cited in para 3–1*d*(4).)

##### **DoDD 1322.08E**

Voluntary Education Programs for Military Personnel (Cited in title page.)

##### **DoDI 1322.19**

Voluntary Education Programs in Overseas Areas (Cited in title page.)

##### **DoDI 1322.25**

Voluntary Education Programs (Cited in title page.)

##### **DoDI 1322.33**

DoD Credentialing Programs (Cited in title page.)

##### **10 USC 1142**

Preseparation Counseling; Transmittal of Certain Records to Department of Veterans Affairs (Cited in para 1–6*a*.)

##### **10 USC 2005**

Advanced Education Assistance: Active Duty Agreement; Reimbursement Requirements (Cited in para 1–6*a*.)

##### **10 USC 2007**

Payment of Tuition for Off-Duty Training or Education (Cited in para 1–6*a*.)

##### **10 USC 7402**

Enlisted Members of Army: Schools (Cited in para 1–6*a*.)

##### **31 USC 1501**

Documentary evidence requirement for Government obligations (Cited in para 1–6*b*.)

##### **31 USC 1502**

Balances available (Cited in para 1–6*b*.)

##### **31 USC 1552**

Procedure for appropriation accounts available for definite periods (Cited in para 1–6*b*.)

**37 USC 303a**

Special Pay: General Provisions (Cited in para 1–6c.)

**Section II**

**Prescribed Forms**

Unless otherwise indicated, Department of the Army forms are available on the Army Publishing Directorate website at <https://armypubs.army.mil/>.

**DA Form 7792–SG**

Tuition Assistance Request (Available at <https://www.armyignited.army.mil/>.) (Prescribed in para 4–3d(1).)

**DA Form 7793**

Request for Recoupment Waiver (Prescribed in para 4–8b(2).)

## Appendix B

### Geographic Areas of Education Support

#### B-1. Active duty Soldiers

Geographic areas of education support for active duty Soldiers are shown in table B-1.

<b>State, country, or territory</b>	<b>County, parish, or area</b>	<b>Army Education Center location</b>	<b>IMCOM directorate (ID), or other</b>
Afghanistan	All areas	NATO installations	Contingency (DANTES)
Africa	All of Africa except Egypt	Navy installation, Djibouti	Contingency (DANTES)
Alabama	Bullock, Chambers, Coosa, Elmore, Lee, Macon, Montgomery, Russell, Tallapoosa	Fort Benning, GA	ID-Training
Alabama	Autauga, Baldwin, Barbour, Bibb, Butler, Chilton, Choctaw, Clarke, Coffee, Conecuh, Covington, Crenshaw, Dale, Dallas, Escambia, Geneva, Greene, Hale, Henry, Houston, Lowndes, Marengo, Mobile, Monroe, Perry, Pickens, Pike, Sumpter, Tuscaloosa, Washington, Wilcox	Fort Rucker, AL	ID-Training
Alabama	Blount, Calhoun, Cherokee, Clay, Cleburne, Colbert, Cullman, DeKalb, Etowah, Fayette, Franklin, Jackson, Jefferson, Lamar, Lauderdale, Lawrence, Limestone, Madison, Marion, Marshall, Morgan, Randolph, St. Clair, Shelby, Talladega, Walker, Winston	Redstone Arsenal, AL	ID-Sustainment
Alaska	All Alaska	Joint Base Elmendorf Richardson, AK Fort Wainwright, AK	ID-Pacific
American Samoa	All American Samoa	Schofield Barracks, Fort Shafter/Tripler Education Complex, HI	ID-Pacific
Argentina	All Argentina	USSOUTHCOM	USSOUTHCOM
Arizona	All Arizona	Fort Huachuca, AZ	ID-Training
Arkansas	All counties	Fort Sill, OK	ID-Training
Australia	All Australia	Camp Zama, Japan	ID-Pacific
Austria	All Austria	Europe Region Office, Sembach, Germany/U.S. Army Garrison Rheinland Pfalz	ID-Europe
Bahrain	All areas	Navy installation, Manama	Contingency (DANTES)
Belgium	U.S. Army Garrison Benelux - SHAPE/Brussels	SHAPE (Casteau) and Brussels, Belgium/U.S. Army Garrison Benelux	ID-Europe
Belize	All Belize	Joint Task Force-Bravo J1, Education Center, Soto Cano Air Base, Honduras	ID-Sustainment
Bolivia	All Bolivia	USSOUTHCOM	USSOUTHCOM

**Table B-1  
Geographic areas of education support for active duty Soldiers—Continued**

State, country, or territory	County, parish, or area	Army Education Center location	IMCOM directorate (ID), or other
Bosnia	All areas	Tuzla Main, Sarajevo/ Europe Region Office, Sembach, Germany/U.S. Army Garrison Rheinland Pfalz	ID-Europe
Brazil	All Brazil	USSOUTHCOM	USSOUTHCOM
Bulgaria	All Bulgaria	Europe Region Office, Sembach, Germany/U.S. Army Garrison Ansbach, Germany	ID-Europe
California	Calaveras, Fresno, Imperial, Inyo, Kern, Kings, Los Angeles, Madera, Mariposa, Merced, Mono, Orange, Riverside, San Benito, San Bernardino, San Diego, San Luis Obispo, San Mateo, Santa Barbara, Santa Clara, Santa Cruz, Stanislaus, Tulare, Tuolumne, Ventura	Fort Irwin, CA	ID-Readiness
California	Alpine, Amador, Butte, Colusa, Del Norte, El Dorado, Glenn, Humboldt, Lake, Lassen, Marin, Mendocino, Modoc, Napa, Nevada, Placer, Plumas, Sacramento, San Francisco, San Joaquin, Shasta, Sierra, Siskiyou, Solano, Sonoma, Sutter, Tehama, Trinity, Yolo, Yuma	Joint Base Lewis-McChord, WA	ID-Readiness
California	Alameda, Contra Costa, Monterey	Presidio of Monterey, CA	ID-Training
Cambodia	All Cambodia	Camp Zama, Japan	ID-Pacific
Canada	All Canada	Fort Drum, NY	ID-Readiness
Central America	All Central America	USSOUTHCOM	USSOUTHCOM
Chile	All Chile	USSOUTHCOM	USSOUTHCOM
China	All China	Camp Zama, Japan	ID-Pacific
Colombia	USMILGRP	USSOUTHCOM	USSOUTHCOM
Colorado	All counties	Fort Carson, CO	ID-Readiness
Connecticut	All counties	U.S. Military Academy, West Point, NY	ID-Training
Costa Rica	All Costa Rica	Joint Task Force-Bravo J1, Education Center, Soto Cano Air Base, Honduras	ID-Sustainment
Cuba	All Cuba	USSOUTHCOM	USSOUTHCOM
Cyprus	All Cyprus	Europe Region Office, Sembach, Germany/U.S. Army Garrison Rheinland Pfalz	ID-Europe
Delaware	All counties	Aberdeen Proving Ground, MD	ID-Sustainment
Diego Garcia	All Diego Garcia	Camp Zama, Japan	ID-Pacific
District of Columbia	Fort McNair and units supported by Military District of Washington (MDW)	Consolidated geographic area of support for MDW: Ft. Myer, VA, Ft. Belvoir, VA, Ft. Meade, MD, and Pentagon, VA	ID-Sustainment

**Table B-1**  
**Geographic areas of education support for active duty Soldiers—Continued**

State, country, or territory	County, parish, or area	Army Education Center location	IMCOM directorate (ID), or other
District of Columbia	Walter Reed National Military Medical Center	Walter Reed National Military Medical Center, D.C.	ID-Sustainment
Dominican Republic	USMAAG	USSOUTHCOM	USSOUTHCOM
East Timor	East Timor	Camp Zama, Japan	ID-Pacific
Eastern Caribbean	USMLO	USSOUTHCOM	USSOUTHCOM
Ecuador	All Ecuador	USSOUTHCOM	USSOUTHCOM
Egypt	El Arish (includes sites in Cairo)	North Camp	Contingency (DANTES)
Egypt	Sharm el Sheikh and El Gorah	South Camp	Contingency (DANTES)
El Salvador	All of El Salvador	Joint Task Force-Bravo J1, Education Center, Soto Cano Air Base, Honduras	ID-Sustainment
Florida	All counties except Okaloosa, Walton, Escambia, Santa Rosa, Bay County	Fort Stewart, GA	ID-Readiness
Florida	Okaloosa, Walton, Escambia, Santa Rosa, Bay County	Eglin AFB, FL	ID-Training
Georgia	Baker, Ben Hill, Berrien, Bibb, Bleckley, Brooks, Calhoun, Chattahoochee, Clay, Clinch, Colquitt, Cook, Crawford, Crisp, Decatur, Dodge, Dooly, Dougherty, Early, Echols, Grady, Harris, Houston, Irwin, Jones, Lamar, Lanier, Lee, Lowndes, Macon, Marion, Meriwether, Miller, Mitchell, Monroe, Muscogee, Peach, Pike, Pulaski, Quitman, Randolph, Schley, Seminole, Stewart, Sumter, Talbot, Taylor, Terrell, Thomas, Tift, Troup, Turner, Twiggs, Upson, Webster, Wilcox, Worth	Fort Benning, GA	ID-Training
Georgia	Baldwin, Banks, Barrow, Bartow, Burke, Butts, Carroll, Catoosa, Chattooga, Cherokee, Clarke, Clayton, Cobb, Columbia, Coweta, Dade, Dawson, DeKalb, Douglas, Elbert, Emanuel, Fannin, Fayette, Floyd, Forsyth, Franklin, Fulton, Gilmer, Glascock, Gordon, Greene, Gwinnet, Habersham, Hall, Hancock, Haralson, Hart, Heard, Henry, Jackson, Jasper, Jefferson, Jenkins, Johnson, Laurens, Lincoln, Lumpkin, Madison, McDuffie, Morgan, Murray, Newton, Oconee, Oglethorpe, Paulding, Pickens, Polk, Putnam, Rabun, Richmond, Rockdale, Screven, Spaulding, Stephens, Taliaferro, Towns, Union, Warren, Washington, Wilkes, Wilkinson	Fort Gordon, GA	ID-Training

**Table B-1**  
**Geographic areas of education support for active duty Soldiers—Continued**

State, country, or territory	County, parish, or area	Army Education Center location	IMCOM directorate (ID), or other
Georgia	Appling, Atkinson, Bacon, Brantley, Bryan, Bulloch, Camden, Candler, Charlton, Chatham, Coffee, Effingham, Evans, Glynn, Jeff Davis, Liberty, Long, McIntosh, Montgomery, Pierce, Tattnall, Telfair, Toombs, Treutlen, Ware, Wayne, Wheeler	Fort Stewart/Hunter Army Airfield, GA	ID-Readiness
Germany	U.S. Army Garrison Bavaria	Vilseck-Rose, Hohenfels, Grafenwoehr-Tower, Garmisch	ID-Europe
Germany	U.S. Army Garrison Wiesbaden	Wiesbaden, Giessen, Darmstadt, Mainz, Clay Kaserne	ID-Europe
Germany	U.S. Army Garrison Rheinland-Pfalz Kaiserslautern	Rhein Ordnance Barracks, Landstuhl, Kleber Kaserne, Baumholder, Landstuhl Regional Medical Center	ID-Europe
Germany	U.S. Army Garrison Stuttgart	Panzer	ID-Europe
Germany	U.S. Army Garrison Ansbach	Ansbach/Katterbach, Illesheim,	ID-Europe
Greece	All Greece	NATO Site Larissa, Greece Europe Region office, Sembach, Germany/U.S. Army Garrison Rheinland Pfalz	ID-Europe
Guam	All Guam	Schofield Barracks & Fort Shafter/ Tripler Education Complex, HI	ID-Pacific
Guatemala	All Guatemala	Joint Task Force-Bravo J1, Education Center, Soto Cano Air Base, Honduras	ID-Sustainment
Guyana	All Guyana	USSOUTHCOM	USSOUTHCOM
Haiti	All areas	USSOUTHCOM	USSOUTHCOM
Hawaii	All of Hawaii including Kwajalein, Midway, and Wake Islands	Schofield Barracks & Fort Shafter/ Tripler Education Complex, HI	ID-Pacific
Honduras	All areas	Joint Task Force-Bravo J1, Education Center, Soto Cano Air Base, Honduras	ID-Sustainment
Hungary	All Hungary	Europe Region Office, Sembach, Germany/U.S. Army Garrison Rheinland Pfalz	ID-Europe
Idaho	All counties	Fort Carson, CO	ID-Readiness
Illinois	All counties	Rock Island Arsenal, IL	ID-Sustainment
Indiana	All counties	Detroit Arsenal	ID-Sustainment
Indonesia	All Indonesia	Camp Zama, Japan	ID-Pacific

**Table B-1**  
**Geographic areas of education support for active duty Soldiers—Continued**

State, country, or territory	County, parish, or area	Army Education Center location	IMCOM directorate (ID), or other
Iowa	All counties	Rock Island Arsenal, IL	D-Sustainment
Iraq	All Iraq		Contingency (DANTES)
Israel	All Israel		Contingency (DANTES)
Italy	All Italy	U.S. Army Garrison Italy (Vicenza & Livorno)	ID-Europe
Jamaica	USMLO	USSOUTHCOM	USSOUTHCOM
Japan	All of Japan except Okinawa	Camp Zama, Japan	ID-Pacific
Jordan	All Jordan		Contingency (DANTES)
Kansas	Atchison, Brown, Doniphan, Douglas, Franklin, Jackson, Jefferson, Johnson, Leavenworth, Marshall, Miami, Nemaha, Osage, Wyandotte	Fort Leavenworth, KS	ID-Training
Kansas	Allen, Anderson, Barber, Barton, Bourbon, Butler, Chase, Chautauqua, Cherokee, Cheyenne, Clark, Clay, Cloud, Coffey, Comanche, Cowley, Crawford, Decatur, Dickinson, Edwards, Elk, Ellis, Ellsworth, Finney, Ford, Geary, Gove, Graham, Grant, Gray, Greeley, Greenwood, Hamilton, Harper, Harvey, Haskell, Hodgeman, Jewell, Kearny, Kingman, Kiowa, Labette, Lane, Lincoln, Linn, Logan, Lyon, Marion, McPherson, Meade, Mitchell, Montgomery, Morris, Morton, Neosho, Ness, Norton, Osborne, Ottawa, Pawnee, Phillips, Pottawatomie, Pratt, Rawlins, Reno, Republic, Rice, Riley, Rooks, Rush, Russell, Saline, Scott, Sedgwick, Seward, Shawnee, Sheridan, Sherman, Smith, Stafford, Stanton, Stevens, Sumner, Thomas, Trego, Wabaunsee, Wallace, Washington, Wichita, Wilson, Woodson	Fort Riley, KS	ID-Readiness
Kentucky	Counties west of Allen, Breckenridge, Edmonson, Grayson, and Warren	Fort Campbell, KY	ID-Readiness
Kentucky	All counties east of Butler, Hancock, Logan, Ohio, and Simpson	Fort Knox, KY	ID-Training
Korea	Area I North of Seoul-2ID, Tongduchon, and Uijongbu	Camp Stanley (until CY 2018), Camp Red Cloud (until CY 2018), Camp Casey	ID-Pacific
Korea	Area II Yongsan-Seoul	Yongsan (until CY 2017), K-16	ID-Pacific
Korea	Area III Pyongtaek and Suwon	Camp Humphreys	ID-Pacific
Korea	Area IV Waegwan, Kunsan, Pohang, Busan, Daegu, Waegwan	Camp Henry, Camp Carroll, Camp Walker	ID-Pacific
Kosovo	All areas	Europe Region Office, Sembach, Germany/U.S. Army Garrison Rheinland Pfalz	ID-Europe

**Table B-1  
Geographic areas of education support for active duty Soldiers—Continued**

State, country, or territory	County, parish, or area	Army Education Center location	IMCOM directorate (ID), or other
Kuwait	All sites	Camp Arifjan, Camp Buehring, Camp Patriot	Contingency (DANTES)
Louisiana	All parishes	Fort Polk, LA	ID-Readiness
Luxembourg	All of Luxembourg	Europe Region Office, Sembach, Germany/U.S. Army Garrison Rheinland Pfalz	ID-Europe
Macedonia	All areas	Camp Bondsteel, Europe Region Office, Sembach, Germany/U.S. Army Garrison Rheinland Pfalz	ID-Europe
Maine	All counties	Fort Drum, NY	ID-Readiness
Maryland	Baltimore, Cecil, Harford, Kent	Aberdeen Proving Ground, MD	ID-Sustainment
Maryland	Anne Arundel, Calvert, Caroline, Charles, Clarke, Dorchester, Howard, Montgomery, Prince Georges, Queen Anne, St. Mary's, Somerset, Sussex, Wicomico, and Worcester	Consolidated geographic area of support for MDW. Fort Myer, VA, Fort Belvoir, VA, Fort Meade, MD, and Pentagon, VA	ID-Sustainment
Maryland	Allegheny, Carroll, Frederick, Garrett, Washington	Fort Detrick, MD	ID-Sustainment
Maryland	Walter Reed National Military Medical Ctr	Fort Detrick, MD	ID-Sustainment
Massachusetts	All counties	U. S. Military Academy, West Point, NY	ID-Training
Mexico	All Mexico	Joint Task Force-Bravo J1, Education Center, Soto Cano Air Base, Honduras	ID-Sustainment
Michigan	All counties	Detroit Arsenal/Selfridge, MI	ID-Sustainment
Minnesota	All counties	Rock Island Arsenal, IL	ID-Sustainment
Mississippi	Adams, Amite, Claiborne, Clarke, Copiah, Covington, Forrest, Franklin, George, Greene, Hancock, Harrison, Hinds, Jackson, Jasper, Jefferson, Jefferson Davis, Jones, Kemper, Lamar, Lauderdale, Lawrence, Leake, Lincoln, Madison, Marion, Natchez, Neshoba, Newton, Pearl River, Perry, Pike, Rankin, Scott, Sharkey, Simpson, Smith, Stone, Walthall, Warren, Wayne, Wilkinson, Yazoo	Fort Rucker, AL	ID-Training
Mississippi	Alcorn, Attala, Benton, Bolivar, Calhoun, Carroll, Chicksaw, Choctaw, Clay, Coahoma, DeSoto, Grenada, Holmes, Humphreys, Itawamba, Lafayette, Lee, Leflore, Lowndes, Marshall, Monroe, Montgomery, Noxubee, Oktibbeha, Panola, Pontotoc, Prentiss, Quitman, Sunflower, Tallahatchie, Tate, Tippah, Tishomingo, Tunica, Union, Webster, Winston, Yalobusha	Redstone Arsenal, AL	ID-Sustainment

**Table B-1  
Geographic areas of education support for active duty Soldiers—Continued**

State, country, or territory	County, parish, or area	Army Education Center location	IMCOM directorate (ID), or other
Missouri	Andrew, Atchison, Buchanan, Caldwell, Carroll, Cass, Chariton, Clay, Clinton, Cooper, Davies, DeKalb, Gentry, Grundy, Harrison, Holt, Howard, Jackson, Johnson, Lafayette, Linn, Livingston, Mercer, Nodaway, Pettis, Platte, Putnam, Ray, Saline, Sullivan, Worth	Fort Leavenworth, KS	ID-Training
Missouri	Adair, Audrain, Barry, Barton, Bates, Benton, Bollinger, Boone, Butler, Callaway, Camden, Cape Girardeau, Carter, Cass, Cedar, Christian, Clark, Cole, Crawford, Dade, Dallas, Dent, Douglas, Dunklin, Gasconade, Greene, Henry, Hickory, Howard, Howell, Iron, Jasper, Knox, Lawrence, Leclède, Lewis, Lincoln, Macon, Madison, Maries, Marion, McDonald, Miller, Mississippi, Moniteau, Monroe, Montgomery, Morgan, Newton, New Madrid, Oregon, Osage, Ozark, Pemiscot, Perry, Phelps, Pike, Polk, Pulaski, Ralls, Randolph, Reynolds, Ripley, Schuyler, Scotland, Scott, Shannon, Shelby, St. Clair, St. Francois, Ste. Genevieve, Stoddard, Stone, Taney, Texas, Vernon, Washington, Wayne, Webster, Wright	Fort Leonard Wood, MO	ID-Training
Missouri	Franklin, Jefferson, St. Charles, St. Louis, St. Louis metropolitan area, Warren	Rock Island Arsenal, IL	ID-Sustainment
Montana	All counties	Fort Carson, CO	ID-Readiness
Nebraska	All counties	Fort Riley, KS	ID-Readiness
Netherlands	All Netherlands	Schinnen, The Netherlands/U.S. Army Garrison Benelux	ID-Europe
Nevada	All counties	Fort Irwin, CA	ID-Readiness
New Hampshire	All counties	Fort Drum, NY	ID-Readiness
New Jersey	Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Jersey, Long Beach Island, Ocean, Salem	Fort Dix, NJ	ID-Readiness
New Jersey	Bergen, Essex, Hudson, Hunterdon, Mercer, Middlesex, Monmouth, Morris, Passaic, Somerset, Sussex, Union, Warren	U.S. Military Academy, West Point, NY	ID-Training
New Mexico	All counties	Fort Bliss, TX	ID-Readiness
New York	All counties except those served by Fort Hamilton and West Point	Fort Drum, NY	ID-Readiness
New York	All New York City plus counties or boroughs of Bronx, Kings, Queens, Nassau, Richmond, Suffolk	Fort Hamilton, NY	ID-Training
New York	Delaware, Dutchess, Columbia, Green, Orange, Putnam, Rockland, Sullivan, Ulster, Westchester	U. S. Military Academy, West Point, NY	ID-Training

**Table B-1  
Geographic areas of education support for active duty Soldiers—Continued**

State, country, or territory	County, parish, or area	Army Education Center location	IMCOM directorate (ID), or other
New Zealand	All New Zealand	Camp Zama	ID-Pacific
Nicaragua	All Nicaragua	Joint Task Force-Bravo J1, Education Center, Soto Cano Air Base, Honduras	ID-Sustainment
North Carolina	All counties	Fort Bragg, NC	ID-Readiness
North Dakota	All counties	Fort Riley, KS	ID-Readiness
Norway	All Norway	Europe Region Office, Sembach, Germany/U.S. Army Garrison Rheinland Pfalz	ID-Europe
Ohio	All counties except Belmont, Harrison, Jefferson, Monroe	Fort Knox, KY	ID-Training
Ohio	Belmont, Harrison, Jefferson, Monroe	Carlisle Barracks, PA	ID-Training
Okinawa	All Okinawa	Okinawa-Torii Station	ID-Pacific
Oklahoma	All counties	Fort Sill, OK	ID-Training
Oregon	Baker, Grant, Harney, Malheur, Morrow, Umatilla, Union, Wallowa	Dugway Proving Ground, UT	ID-Sustainment
Oregon	Benton, Clackamas, Clatsop, Columbia, Coos, Crook, Curry, Deschutes, Douglas, Gilliam, Hood River, Jackson, Jefferson, Josephine, Klamath, Lake, Lane, Lincoln, Linn, Marion, Multnomah, Polk, Sherman, Tillamook, Wasco, Washington, Wheeler, Yamhill	Joint Base Lewis-McChord, WA	ID-Readiness
Pakistan	All Pakistan		Contingency (DANTES)
Panama	All Panama	Joint Task Force-Bravo J1, Education Center, Soto Cano Air Base, Honduras	ID-Sustainment
Paraguay	All Paraguay	USSOUTHCOM	USSOUTHCOM
Pennsylvania	All counties	Carlisle Barracks, PA	ID-Training
Peru	All Peru	USSOUTHCOM	USSOUTHCOM
Philippines	All the Philippines	Camp Zama, Japan	ID-Pacific
Poland	All Poland	Europe Region Office Sembach, Germany/U.S. Army Garrison Rheinland Pfalz	ID-Europe
Portugal	All Portugal	Europe Region Office, Sembach, Germany/U.S. Army Garrison Rheinland Pfalz	ID-Europe
Puerto Rico	All areas	Fort Buchanan, PR	Atlantic
Qatar	All Qatar	Camp As-Sayliyah (CAS)	Contingency (DANTES)
Rhode Island	All counties	U. S. Military Academy, West Point, NY	ID-Readiness
Romania	All Romania	U.S. Army Garrison Ansbach, Germany	ID-Europe

**Table B-1  
Geographic areas of education support for active duty Soldiers—Continued**

State, country, or territory	County, parish, or area	Army Education Center location	IMCOM directorate (ID), or other
Russia	All areas	Europe Region Office Sembach, Germany/U.S. Army Garrison Rheinland Pfalz	ID-Europe
Saipan	All Saipan, Rota, Tinian, and Commonwealth of the Northern Mariana Islands	Schofield Barracks & Fort Shafter/Tripler Education Complex, HI	ID-Pacific
Saudi Arabia	All areas	Riyadh	Contingency (DANTES)
Serbia	All Serbia	Europe Region Office, Sembach, Germany/U.S. Army Garrison Rheinland Pfalz	ID-Europe
Singapore	All Singapore	Camp Zama, Japan	ID-Pacific
South America	All South America	Fort Buchanan, PR	ID-Readiness
South Carolina	All counties except Beaufort and Jasper	Fort Jackson, SC	ID-Training
South Carolina	Beaufort and Jasper	Fort Stewart, GA	ID-Readiness
South Dakota	All counties	Fort Riley, KS	ID-Readiness
Spain	All areas	Europe Region Office Sembach, Germany/USAG Rheinland Pfalz	ID-Europe
Sri Lanka	All Sri Lanka	Schofield Barracks & Fort Shafter/Tripler Education Complex, HI	ID-Pacific
Suriname	All Suriname	USSOUTHCOM	USSOUTHCOM
Taipan	All Taipan	Schofield Barracks & Fort Shafter/Tripler Education Complex, HI	ID-Pacific
Taiwan	All Taiwan	Schofield Barracks & Fort Shafter/ Tripler Education Complex, HI	ID-Pacific
Tennessee	All counties	Fort Campbell, KY	ID-Readiness
Texas	Counties of Brewster, Culberson, El Paso, Hudspeth, Jeff Davis, Loving, Pecos, Presideo, Reeves, Terrell, Ward, and Winkler	Fort Bliss, TX	ID-Readiness
Texas	All counties east of Pecos, Ward, and Winkler. All counties north of Austin, Bastrop, Blanco, Caldwell, Edwards, Fayette, Gillespie, Harris, Hays, Kerr, Val Verde, Waller	Fort Hood, TX	ID-Readiness
Texas	Chambers, Jasper, Hardin, Liberty, Jefferson, Orange, Newton, Tyler, Polk	Fort Polk, LA	ID-Readiness
Texas	San Antonio Military Medical Center and counties not served by Fort Hood and Fort Bliss	Fort Sam Houston, TX	ID-Sustainment
Thailand	All Thailand	Camp Zama, Japan	ID-Pacific

**Table B-1**  
**Geographic areas of education support for active duty Soldiers—Continued**

State, country, or territory	County, parish, or area	Army Education Center location	IMCOM directorate (ID), or other
Trinidad and Tobago	USMLO	Fort Buchanan, PR	ID-Readiness
Turkey	All areas	Europe Region Office, Sembach, Germany/U.S. Army Garrison Rheinland Pfalz	ID-Europe
United Kingdom	All areas	Europe Region Office, Sembach, Germany/U.S. Army Garrison Rheinland Pfalz	ID-Europe
Uruguay	USODC	Fort Buchanan, PR	ID-Readiness
Utah	All counties	Fort Carson, CO	ID-Readiness
Uzbekistan	All areas	Kashi-Khanabad (K2)	Contingency (DANTES)
Venezuela	USMILGRP	Fort Buchanan, PR	ID-Readiness
Vermont	All counties	Fort Drum, NY	ID-Readiness
Vietnam	All Vietnam	Camp Zama, Japan	ID-Pacific
Virgin Islands	USMLO	Fort Buchanan, PR	ID-Readiness
Virginia	Counties of Accomack, Arlington, Clarke, Clifton Forge, Covington, Culpeper, Essex, Fairfax, Fauquier, Frederick, Fredericksburg, Greene, King George, Harrisonburg, Lancaster, Loudon (east to Dulles Airport), Madison, Manassas, Matthews, Middlesex, Northampton, Northumberland, Orange, Page, Prince William, Rapahannock, Rockingham, Shenandoah, Spotsylvania, Stafford, Warren Westmoreland, and the independent city of Alexandria	Consolidated geographic area of support for MDW: Fort Myer, VA, Fort Belvoir, VA, Fort Meade, MD, and Pentagon, VA	ID-Sustainment
Virginia	Counties of Gloucester, Isle of Wight, James City, Matthews, Southampton, Sussex, Surry, New Kent, Greenville, York	Fort Eustis, VA	ID-Training

**Table B-1**  
**Geographic areas of education support for active duty Soldiers—Continued**

State, country, or territory	County, parish, or area	Army Education Center location	IMCOM directorate (ID), or other
Virginia	Albermarle, Alleghany, Amelia, Amherst, Appomattox, Augusta, Bath, Bedford, Bland, Botetourt, Bristol, Buchanan, Buckingham, Brunswick, Buena Vista, Campbell, Caroline, Carroll, Charles City, Charlotte, Charlottesville, Chesterfield, Colonial Heights, Craig, Cumberland, Danville, Dickenson, Dinwiddie, Emporia, Floyd, Fluvanna, Franklin, Galax, Giles, Goochland, Grayson, Halifax, Hanover, Henrico, Henry, Highland, Hopewell, King, and Queen, King William, Lee, Lexington, Louisa, Lunenburg, Lynchburg, Martinsville, Mecklenburg, Montgomery, Nelson, Norton, Nottoway, Northumberland, Patrick, Petersburg, Pittsylvania, Powhatan, Prince Edward, Prince George, Pulaski, Radford, Richmond, Rockbridge, Roanoke, Russell, Scott, Smyth, South Boston, Staunton, Tazewell, Washington, Waynesboro, Wise, Wythe	Fort Lee, VA	ID-Training
Washington	All counties	Joint Base Lewis-McChord, WA	ID-Readiness
Washington, D.C.	Fort McNair and units supported by Military District of Washington (MDW), Walter Reed National Military Medical Center	Consolidated geographic area of support for MDW: Fort Myer, VA, Fort Belvoir, VA, Fort Meade, MD, Pentagon, VA, and Walter Reed National Military Medical Center, D.C.	ID-Sustainment
West Virginia	All counties except Hancock	Fort Detrick, MD	ID-Sustainment
West Virginia	Hancock	Carlisle Barracks, PA	ID-Training
Wisconsin	All counties	USAG Detroit Arsenal Education Center, MI	ID-Readiness
Wyoming	All counties	Fort Carson, CO	ID-Readiness
Yemen	All of Yemen	Europe Region Office, Sembach, Germany	Contingency (DANTES)

**B-2. Army National Guard Soldiers**

Geographic areas of education support for ARNG Soldiers are shown in table B-2.

**Table B-2**  
**Geographic areas of education support for Army National Guard Soldiers**

State, district, or territory	ARNG Education Office address	City	Postal code
Alaska	P.O. Box 5800	Anchorage	99505
Alabama	1720 Cong. Wm. Dickinson Drive	Montgomery	36109
Arkansas	Camp Robinson-Bldg. 6401	North Little Rock	72199

**Table B-2**  
**Geographic areas of education support for Army National Guard Soldiers —Continued**

Arizona	5636 E. McDowell Rd., Bldg. M-5710	Phoenix	85008
California	9800 Goethe Road (Box 26)	Sacramento	95826
Colorado	6848 S. Revere Parkway	Centennial	80112
Connecticut	360 Broad Street	Hartford	06105
District of Columbia	2001 E. Capitol Street	Washington	20003
Delaware	Armed Forces Reserve Center, 250 Airport Road	New Castle	19720
Florida	310 Charlotte St	St Augustine	32084
Georgia	1000 Halsey Ave SE, Bldg. 447, Clay NG Center	Marietta	30060
Guam	430 Army Drive, Bldg. 300, Room 113	Barrigada	96913
Hawaii	91-1227 Enterprise Ave	Kapolei	96707
Iowa	7105 NW 70th Ave	Johnston	50131
Idaho	4150 W Cessna St., Bldg. 218	Boise	83705
Illinois	1301 N Macarthur Blvd	Springfield	62702
Indiana	9308 E. 59th Street JFHQ-IN-J1ARP-ES #103	Lawrence	46216
Kansas	2800 SW Topeka Blvd	Topeka	66611
Kentucky	100 Minuteman Parkway Bldg. 124	Frankfort	40601
Louisiana	6400 Saint Claude Ave	New Orleans	70117
Massachusetts	2 Randolph Road	Hanscom AFB	01731
Maryland	219 29th Division Street	Baltimore	21201
Maine	33 State House Station	Augusta	04333
Michigan	3411 N Martin Luther King Jr Blvd RRB/ESO	Lansing	48906
Minnesota	600 Cedar Street	Saint Paul	55101
Missouri	2302 Militia Drive	Jefferson City	65101

**Table B-2  
Geographic areas of education support for Army National Guard Soldiers —Continued**

Mississippi	JFH-MS-G1-OS-ED, 1410 Riverside Drive	Jackson	39202
Montana	1956 Mt Main Street, P.O. Box 4789	Fort Harrison	59636
North Carolina	1636 Gold Star Drive	Raleigh	27607
North Dakota	4200 E Divide Ave	Bismarck	58506
Nebraska	2433 NW 24th Street	Lincoln	68524
New Hampshire	1 Minuteman Way	Concord	03301
New Jersey	3650 Saylor's Pond Rd	Fort Dix	08640
New Mexico	10 Bataan Blvd	Santa Fe	87508
Nevada	2460 Fairview Drive	Carson City	89701
New York	3 Buffington Street Bldg. 25 # 334	Watervliet	12189
Ohio	2825 West Dublin Granville Road	Columbus	43235
Oklahoma	3501 Military Circle	Oklahoma City	73111
Oregon	1776 Militia Way SE	Salem	97301
Pennsylvania	Bldg. 9-54, Ft. Indiantown Gap	Annville	17003
Puerto Rico	# 100 General Esteve's Street, Stop 3 1/2 Puerta de Tierra	San Juan	00901
Rhode Island	645 New London Ave Command Readiness Center	Cranston	02920
South Carolina	1225 Bluff Road	Columbia	29201
South Dakota	2823 W. Main Street	Rapid City	57702
Tennessee	3041 Sidco Drive Houston Barracks, Room 316	Nashville	37204
Texas	Bldg. 15, Camp Mabry, 2200 W. 35th Street	Austin	78703
Utah	12953 South Minuteman Drive	Draper	84020
Virginia	Building 316, Fort Pickett	Blackstone	23824
Virgin Islands	Rural Route 1 Box 9201	Kingshill	00850
Vermont	789 Vermont National Guard Rd Education Services	Colchester	05446

**Table B-2**  
**Geographic areas of education support for Army National Guard Soldiers —Continued**

Washington	Building #15, 41 <sup>st</sup> Division Drive	Tacoma	98430
Wisconsin	2400 Wright Street	Madison	53708
West Virginia	1703 Coonskin Drive	Charleston	25311
Wyoming	5410 Bishop Blvd	Cheyenne	82009

**B-3. Army Reserve Soldiers**

Geographic areas of education support for USAR Soldiers are shown in table B-3.

**Table B-3**  
**Geographic areas of education support for U.S. Army Reserve Soldiers**

State, country, or territory	USAR command	USAR Education Office location
FL, PR	1st MSC	Fort Buchanan, PR
AR, LA, TX	63rd RD East	Grand Prairie, TX
AZ, CA, NM, NV, OK	63rd RD West	Los Alamitos, CA
USAREUR	7th MSC	Kaiserslautern, GE
AL, GA, KY, MS, TN, SC	81st RD	Birmingham, AL
IL, IN, MI, MN, OH, WI	88th RD East	Fort Snelling, MN
MEDCOM, IMA, NAAD, worldwide, UAU	88th RD– Ft. McCoy, WI	Sparta, WI
CO, MT, ND, SD, UT, WY	88th RD North	Salt Lake City, UT
IA, KS, MO, NE	88th RD South	Wichita, KS
ID, OR, WA	88th RD West	Joint Base Lewis-McChord, WA
CT, MA, ME, NH, RI, VT, MIRC USAR	99th RD East	Fort Devens, MA
DC, MD, VA	99th RD North	Ft. Belvoir, VA
DE, NJ, NY, PA, WV	99th RD West	Coraopolis, PA
Alaska, Pacific, and Asia	9th MSC Fort Shafter Flats	Honolulu, HI
NC, USACAPOC worldwide	HQ, USACAPOC	Fort Bragg, NC

## Appendix C

### Writing a Supplemental Needs Assessment

#### C–1. The community: Its mission

a. Provide a brief description of the military community and its mission served by your Army education center or office (including geographic location, installations included as part of the community, deployment schedules).

b. Include items such as the following to describe your military community's population (population distribution is in AR 5–18).

- (1) Army Regular Component (enlisted, warrant officers, officers, total).
- (2) Regular Component from other services.
- (3) RC.
- (4) Adult Family members.
- (5) Civilians.
- (6) Retirees.
- (7) Contractors.
- (8) Others (specify).

c. Number and types of units, including tenant units.

d. List of high-density MOS served; MOS density charts.

#### C–2. Army Continuing Education System programs and services

a. *Introduction.* Provide a brief description of the mission of your Army education center or office and how the programs and services offered meet the needs of your community's population. Include data such as the following:

- (1) Location of Army education centers, offices, and MLFs.
- (2) ACES staff count and contractor staff count: ESOs, ESSs, education counselors, education technicians, administration and reception staff, test examiners, MLF staff, and others (specify).
- (3) ACES programs offered: BSEP, NCO leader development course, STC or unit training course, postsecondary programs, Headstart2 language classes, and so forth.

b. *Education needs.* Outline education needs by analyzing how each of the following factors impacts the ACES programs offered on-installation(s):

- (1) *Education level of Soldiers.*
  - (a) Number of Soldiers with GT scores of less than 110.
  - (b) Breakout of enlisted population by education level or credential (GED, HSD, certificate or diploma, associate degree, baccalaureate degree, master's degree, professional degree or doctoral degree).
  - (c) Breakout of officer population by education level or credential (GED, HSD, certificate or diploma, associate degree, baccalaureate degree, master's degree, professional degree or doctoral degree).

(2) *Historical enrollment trends.* Provide a 3-year summary of enrollments ACES programs offered on-installation(s). For postsecondary programs, this data should be provided by AI and by vocational or technical, certificate or diploma, undergraduate and graduate programs offered. Separately analyze interest and enrollment in DL programs through the use of <https://www.dantes.mil> and <https://www.armyignited.army.mil/>. Provide a review of DANTES tests administered and pass rates. Analyze and explain any significant trends and changes.

(3) *Educational interests survey.* Analyze the data collected from an educational interests survey (a sample survey is provided in paragraph C–3). The entire military community—current and potential students—should be surveyed, to include Soldiers, Family members, and Civilians.

(4) *Command support.* Summarize the degree of support the local command provides for education activities. What is the command's overall perception of the role education serves to enhance the Army's mission?

(5) *Counselor and educational institution's representative input.* Summarize relevant input about ACES programs from other constituency groups.

(6) *Marketing analysis of local and national labor trends.* Provide an overview of current and future workforce needs, both locally and nationally. Analyze and explain any significant trends or changes.

c. *Available resources at the installation.* Describe the educational resources available to participants in ACES programs to include such items as the following:

- (1) Classrooms.
- (2) Instructional equipment (computers, electronic media players, monitors).
- (3) On-installation library resources (hours of operation, total volume count, number of staff, services provided).
- (4) MLF resources (hours of operation, number of staff, services provided).
- (5) Availability of Internet access (describe Internet access points and technical support or assistance options available to Soldiers at your installation).

*d. Description of school programs.* Provide a brief description of the AIs providing programs in which participants in ACES programs most frequent. Include their strengths, weaknesses, and accreditation levels. For each AI list postsecondary program offered—

- (1) On-installation.
- (2) Off-installation in nearby vicinity.
- (3) Via DL.

*e. Review and conclusions.* Provide an analysis of strengths, weaknesses, and challenges of the ACES program. Provide recommendations regarding future direction ACES programs should take, including a list of any new or additional programs this needs assessment has identified. Discuss whether these needs can be met by bringing a new provider to the installation. A formal process should be established and followed when soliciting new programs to the installation to ensure fairness and transparency.

### **C-3. Educational interests survey**

*a. Demographic data.* Request information about the people responding:

- (1) Are the respondents military (Army, Air Force, Navy, Marine Corps, or Coast Guard) or civilian (veteran, adult Family member, Army Civilian, government contractor, other)? If respondents are military, determine their pay grade and whether they are RA, a member of the RC, or retired. If the respondents are civilians, are they employed full-time, part-time, or not presently employed?
- (2) Ask the respondents their highest level of education completed (some high school, GED, alternative credential like home schooling, high school graduate, some college work, associate degree, bachelor's degree, master's degree, professional degree or doctoral degree).
- (3) Determine how much longer the respondents expect to remain at your location (1 year or less, 2 years, 3 years, 4 years, or more than 4 years).
- (4) Ask the respondents their age (under 20, 20–29, 30–39, 40–49, 50–54, or 55 and older).

*b. Army Continuing Education System programs.* In this section, ask a few questions about the respondent's current participation in ACES programs and their educational and professional goals.

- (1) Determine whether the respondent has participated in an ACES program.
- (2) Ask which Army voluntary education programs they have participated in during the last 12 months (for example, HSCP or GED Test, FAST, in-classroom college course, online college course, NCO Leader Development Course, STC, unit training classes, ESL program, counseling, testing, or other).
- (3) What is their primary reason for participating in ACES programs? Some examples: to achieve my academic goals, to prepare for retirement to acquire a civilian job, to do my job better, to increase my GT score to change MOS, to develop basic skills needed for college study, to get a certificate or degree, to obtain a credential, to improve my chances of promotion, to provide something to do in my free time, or other.
- (4) Determine why respondents have not participated in an ACES program within the past 12 months. Some examples: no interest, costs too much, not enough time because of military commitments, lack of childcare, lack of transportation, desired program is not available, already have the degree or certificate desired, or other.
- (5) Determine whether the respondent is interested in taking college classes or pursuing a credential.
- (6) Ask which college or vocational program most interests the respondent (academic certificate or diploma, associate degree, bachelor's degree, master's degree, credential, or other).
- (7) Find out which fields of study interest the respondent (for example, accounting and finance, history, medical).
- (8) Ask which class lengths work best (for example, 5 to 8 weeks, 9 to 12 weeks, 13 to 16 weeks).
- (9) Ask about delivery formats (such as early morning classes, online classes, lunchtime classes, evening classes, weekend classes, or other).
- (10) Determine availability of Internet access (personal computer at home, computer lab in the Army education center or office, computer at work, computer in the installation library, or other).

*c. Army Continuing Education System services.* In this section, ask questions about the ACES services that helped the respondents meet their educational and professional goals.

(1) Ask the respondents which ACES services they used within the past 12 months (counseling, Army TA, Army decision support tool, or other interest inventories, testing services, MLF, or other).

(2) Determine how many respondents have had their military training and experience evaluated for college credit by an AI.

(3) Ask how the Army education center or office can best provide information about programs and services (chain of command, Army official website, installation newspaper, Army radio, television spot, posted flyers, bulletin boards, email messages, or other).

*d. Feedback.* Ask for additional comments or suggestions from respondents regarding ACES programs and services.

## Appendix D

### Education and Vendor Search

#### D-1. Purpose

An education and vendor search provides the means for ESOs and ESSs to seek out AIs and vendors interested in competing with other institutions and vendors, to establish a postsecondary or credentialing program on an installation to serve the educational needs of the Army and the local community. The following presents a model for conducting an education and vendor search.

#### D-2. Letter from the education services officer, or specialist, to the academic institution or vendor

The first page is a cover letter from the ESO or ESS to the potential AI or vendor. The cover letter will accompany a complete packet sent to an AI or vendor regarding the programs needed at the Army education center or office.

#### D-3. Education or credentialing programs required

This page will list the education or credentialing programs needed on the installation. A needs assessment will identify program requirements. Programs should be listed by academic level and by which field of study is needed at each level for education programs. (For example, associate degree programs - Business Management and Computer Information Systems, or bachelor's degree programs - Criminal Justice Administration and Computer Science, and so forth.)

#### D-4. Military community

This page will provide a description of the military community and summary of demographics from current needs assessment survey (for example, military, Family member, and civilian population; Soldier education level; unit make-up; military community mission, and so forth).

#### D-5. Facilities, equipment, and supporting services

This page will provide information regarding facilities, equipment, and support services that are made available to the AI or vendor (such as classrooms, office areas, on-installation library, MLF computer labs, and so forth).

#### D-6. Criteria for selecting academic institutions and vendors

This page will list the DoDI 1322.25 and DoDI 1322.19 requirements that must be met by an AI, or the DoDI 1322.33 requirements that must be met by a vendor, to be considered for selection to provide educational or credentialing programs through the Army education center or office. Additionally, AIs must:

- a. Include credits from classes taken off-campus in establishing academic residency to meet degree requirements.
- b. Provide financial aid programs that correspond to those available to students on the main campus.

#### D-7. Criteria for institutional proposals

This page will contain a list of criteria that the AI should include in their proposal. The page will contain a statement that the criteria for selecting AIs and the criteria for AI proposal are mandated by DoDD 1322.08E. AI proposals will include the following:

- a. Requirements for completion of undergraduate and graduate programs, such as admissions tests, theses, comprehensive examinations, class requirements, and other degree or diploma requirements.
- b. Class size criteria (minimum per class or average number of students in classes).
- c. Evidence that the applicable accrediting body has approved the proposed extension of service before the program begins.
- d. Agreement to have new programs evaluated by the appropriate accrediting body, during the first year of operation on the installation, and at appropriate times thereafter.
- e. Evidence that the appropriate post-secondary planning, advisory, or governing agency in the state where the installation is located has been notified of the extension of educational services.
- f. Extent of transfer of applicable credit from other programs or AIs, and from non-traditional, DL, and extra-institutional learning sources.

- g.* Minimum and typical length of time needed for completing the program on a part-time basis.

**D–8. Criteria for Vendor proposals**

This page will contain a list of criteria that the vendors should include in their proposal. The page will contain a statement that the criteria for selecting vendors and the criteria for vendor proposal are mandated by DoDD 1322.08E. Vendor proposals will include the following:

- a.* Requirements for completion of programs.
- b.* Class size criteria (minimum per class or average number of students in classes).
- c.* Minimum and typical length of time needed for completing the program.

**D–9. Special program needs**

This page will include programs and procedures needed to support the unique nature of military service and duty requirements. These include:

- a.* Evening, weekend, or lunchtime classes.
- b.* Short seminars.
- c.* Independent study.
- d.* Flexible scheduling to meet the operational requirement of the installation.
- e.* Scheduling classes on a rotating basis to ensure an opportunity for program completion.
- f.* Providing in-state tuition rates for military students and their Family members for AIs.

## Appendix E

### Evaluating the Academic Institution

#### E-1. Army Continuing Education System focus

Measuring learning progress is a focus for the ACES.

#### E-2. How progress toward meeting goals is measured

Table E-1 shows how progress is measured.

<b>Goal</b>	<b>Metric</b>	<b>Progress indices</b>
1. Program effectiveness	1. Academic performance data. 2. Comparative retention data.	1. Quantitative indicators that substantiate program goals. 2. Favorable retention rates. 3. Percentage of minimum GPA of 2.0 for undergraduate and 3.0 for graduate classes.
2. Cost effectiveness	1. Continuation rate of AIs. 2. Percentage of AIs with tuition above TA per SH cap. 3. Average cost of attendance relative to regional or state average.	1. Annual review and analysis indicating average cost for each academic level with yearly trends going back 4 years. 2. Annual comparative review of attendance cost of installation AIs versus local or state AIs.
3. Participation or access	1. Program participation measures. 2. Utilization rate of marketing tools.	1. Current ISR metric standards for program enrollment and completion rates. Complete review and analysis indicating rates for each measurement area and yearly trends over a period of 4 years. 2. Full dissemination of information to 100 percent of the target audience. Evidence of use of five out of seven of the following marketing tools: - Comprehensive web page. - Print media (education services brochure, college schedules, program fliers, newsletter). - Electronic media (online newsletter, marquees, email blasts). - Education fair or open house event. - Group briefings (newcomers, in- or out-processing, separation and retirement briefs). - Command Briefings (training briefs, community meetings). - Other.
4. Academic support	1. Percentage of degree programs offered that reflect local and national labor trends. 2. Number of individual and group counseling sessions provided to current students. 3. Continuation rate of academic faculty.	1. Degree programs offered reflect labor market needs and installation educational needs. 2. Increased class completion rates. 3. Increased degree completion rates. 4. Increased school or program retention rates.
5. Student satisfaction	Satisfaction levels as reported by students and Army advisors or counselors on satisfaction surveys.	1. Satisfaction levels of at least 70 percent. 2. Increased school or program enrollment and retention rates. 3. Decreased school or program dropout rates.

## Appendix F

### Army Continuing Education System Marketing Plan Model

#### F–1. Purpose

The purpose of an ACES marketing plan is to increase military and civilian (both internal and external audiences) involvement, understanding, and support of ACES programs and services at all levels. An effective marketing plan acts as a blueprint to guide activities and provides a basis for setting priorities, allocating resources, monitoring progress and assessing results. The sections of a marketing plan are provided in this appendix.

#### F–2. Executive summary

Provide an overview of the other sections of the marketing plan. Include a summary of the marketing goals and a strategic plan for accomplishing the goals. See table F–1 for an example of an executive summary.

**Table F–1**  
**Executive summary**

<b>Example</b>	<p>a. Research indicates that money for college is a primary reason that young men and women enlist and remain on active duty in the U.S. Army. ACES ensures that Soldiers have opportunities to attain professional and personal self-development goals. Educational opportunities are offered through Army education centers and offices worldwide. Along with instructors from academic institutions, more than 100 ACES personnel have deployed around the world to bring education to our Soldiers.</p> <p>b. The goal of this plan is to increase Soldier awareness of educational opportunities by using the ACES Strategic Goals. A variety of marketing methods will be used to incorporate the ACES Strategic Goals into increasing Soldier awareness of Army educational benefits. They include: An education briefing being included in the installation's newcomers' welcome, holding summer and fall college fairs, and developing brochures focusing on available scholarships, testing facilities, distributed learning, and maximizing the use of military education entitlements. Each strategy will be addressed.</p>
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#### F–3. Purpose and scope statement

Include an overview of what the marketing plan should accomplish and who the plan should target. See table F–2 for an example of a purpose and scope statement.

**Table F–2**  
**Purpose and scope**

<b>Example</b>	ACES has the ability to touch every Soldier regardless of where he or she are assigned. Deployed worldwide, ACES provides the opportunity and the means by which Soldiers can develop and sharpen skills in visionary thinking, innovation, adaptability, creativity, and decision making. With ACES as a major player, the Army is making the transition to a knowledge- and capabilities-based force, organized around information and information technologies. Each ACES program will be highlighted and its benefits communicated to the military at each installation.
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#### F–4. Objectives and goals

Expound on the goals and objectives listed in the executive summary. Goals should be specific and measurable.

#### F–5. References

Cite any references, such as regulations or policy memorandums, used in the plan.

#### F–6. Organizations involved

List the names of the organizations involved in the execution of the plan.

#### F–7. Marketing strategies

- a. Discuss how different marketing strategies will support the goals set forth in the plan.

- b. Each marketing strategy should be listed in the plan annex with the following information:
- (1) *Authority*. Identify authority for the action.
  - (2) *References*. Cite any references that may be used to execute your strategy.
  - (3) *Audience*. Identify the primary and secondary audience and justify appeal to these audiences. Different audiences require different messages, for example, educational briefing for Soldiers and a briefing for commanders.
  - (4) *Objectives and goals*. Detail the objectives and goals that this strategy will accomplish and how it supports the overall marketing plan. The objectives and goals should be measurable to successfully determine their impact.
  - (5) *Delivery*. Explain how strategy will be delivered, such as press releases, social media postings. See table F–3 for a marketing strategy example.

**Table F–3**  
**Marketing strategy**

<b>Example</b>	The education office holds an annual college graduation ceremony. To maximize attendance and awareness of education successes, ESO invites a locally known, prior-service Soldier to be the guest speaker. Various methods are used to publicize the event: invitations to graduates and key installation leadership, news releases and post newspaper interview of speaker before the event.
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**F–8. Timeline**

Develop a timeline to dictate when various activities, strategies, or expenditures will be assessed, initiated, completed, and re-assessed. The timeline should be flexible to accommodate new challenges and opportunities.

**F–9. Budget**

Maximize the overall plan’s budget by clearly defining goals, strategies, and actions. The budget should allow for some flexibility to accommodate new challenges and opportunities.

**F–10. Controls**

Monitor the plan and adjust as necessary. Identify metrics during plan implementation to determine goal achievement. Develop control milestones to track the plan’s progress and to determine goal and task completion. Discuss actions to take if controls reveal that plan is not working.

## Appendix G

### Developing an Academic Articulation Agreement with an Academic Institution

#### G–1. Purpose

To provide binding guidance to T2COM Centers of Excellence Commanders, Army School Commandants, ESOs, and proponents regarding the establishment of an academic articulation agreement with civilian AIs.

#### G–2. Agreements

##### a. Types of Agreements.

(1) Academic Articulation Agreements (AAAs) are non-contractual covenants between an AI and a GC to facilitate Soldiers in finding AIs willing to extend college credit for a Soldier's completion of military-coursework or experiential knowledge gained through service. These AAAs are related to, but separate from, any MOU entered into under DoDI 1322.25.

(2) MOUs entered under DoDI 1322.25 provide baseline requirements for an AI to participate in the Army's TA and CA programs.

(3) Installation MOUs are separate agreements entered into by a GC and an AI concerning the parameters of an AI operating on a given installation. They may contain provisions related to the furnishing of office space; whether classes are conducted on-post; screening of faculty and staff from the AI; and other issues of importance to the parties.

b. As the Army's subject matter expert on voluntary education, ACES, through installation ESOs, provides GCs necessary expertise in evaluating the needs of the garrison's Soldier-student population, identifying AIs available to meet those needs, and advising upon the need for one, or more, AAAs based upon the relevant population. GCs, School Commandants or Directors of Training (DoT) must consult with the local ESO or ESS prior to beginning the planning to establish an articulation agreement with any AI. AAAs will receive a formal legal review from the Office of the Staff Judge Advocate (OSJA) prior to signature.

c. Collaborative partnerships with AIs will be reduced to writing in a AAA. The AAA describes the unique degree programs and requirements that have been established based on an installation needs assessment, or which military courses or experiential knowledge the AI is willing to extend credit to Soldiers for. Prior to entering into an AAA with an installation, the AI must have a current MOU with the DoD, pursuant to DoDI 1322.25. Existence of a valid MOU may be verified at <https://vpt.dodmou.com/home/institutionlist>.

d. GCs at each Army installation will consult with their servicing ESO to determine if existing AAAs meet the needs of the installation's population. At installations with a Center of Excellence (CoE), the school Commandant(s) will also be consulted and provide a recommendation to the GC.

(1) If the Director of Training (DoT), and School Commandant (if any) agree that pre-existing garrison postsecondary partnership already exist that satisfies the needs of the installation's population, a memorandum will be signed by all relevant parties stating as such and will be submitted to the ESO. The memorandum will include the name of the AI, title and level of degree(s), MOS(s), or CMF affiliated with the degree program, average throughput of Soldiers annually, and length of time the program has been in existence. If there is a disagreement between the DoT and School Commandant, the issue will be presented to the GC for adjudication.

(2) If no pre-existing garrison postsecondary partnership exists that satisfy the proponent need, a solicitation is required. Proponents will submit a memorandum to the ESO signed by the DoT that existing programs do not meet the proponent's needs. Proponent memorandum will include the title and level of degree, mode of delivery (for example, on-installation, distance learning, blended), MOS(s) or CMF affiliated with the degree program, and estimated throughput of Soldiers annually. The ESO will solicit, screen, and recommend proposals received from AIs that best meet the proponent's needs. Proponents will, in collaboration with the ESO, develop an AAA with the educational institution and proponent as signatories. If required, ESO will also prepare an installation MOU with the selected AI and GC as signatories. ESOs will receive a legal review from their servicing OSJA to ensure solicitations comply with statutory and regulatory requirements.

#### G–3. Restrictions

AAAs will not contain the following provisions:

- a. Provisions purporting to prevent the government from entering AAAs with other AIs or institutions.
- b. Provisions purporting to prevent the government from providing other AIs access to the installation.
- c. Provisions purporting to set a proposed dollar amount for classes offered to members of the military or their dependents.
- d. Provisions that affirmatively endorse or provide preferential treatment to one AI to the exclusion of other qualifying AIs.
- e. Provisions that conflict with any provision of the DoD MOU.

**G-4. Articulation Agreements**

- a. AAAs may contain provisions that provide for the Army notifying Soldiers of the existence of the AAA and benefits associated with receiving course credit from the AI for completing Army training; however, installations will remain mindful of the prohibition against endorsement of non-federal entities.
- b. Installations will use the example in figure G-1 as a template for their AAA. AAAs should not be conflated or co-mingled with other installation MOUs with an AI that may be entered into.

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ARTICULATION OF UNDERSTANDING

Between

The United States Army Center of Excellence or school, Location  
and  
COLLEGE OR UNIVERSITY

**1. Purpose of Articulation of Understanding.** This Articulation of Understanding (AOU) establishes the terms for the awarding of course credit from COLLEGE or UNIVERSITY (OPIED Number from ArmyIgnited), (hereinafter "ABBREVIATED "COLLEGE OR UNIVERSITY NAME") to Soldiers attending official military courses at the United States Army (INSERT COE) Center of Excellence (hereinafter "COE"). The applicable COE courses and associated credit are outlined in Annex A.

**2. Background.** "The United States Army Center of Excellence or School in MONTH/YEAR released a "request for programs" (RFP). These RFP went to all schools on the ArmyIgnited website to propose their associate and bachelor's degree programs toward (SUBJECT OF DEGREE) for selection by a board based on developed criteria. (ABBREVIATED COLLEGE OR UNIVERSITY NAME) was selected to be one of the programs best suited for Soldiers.

**3. References.**

- a. AR 621-1 dated [DD/MM/YYYY]
- b. Programs of Instruction (POI)
- c. COLLEGE or UNIVERSITY Catalog

**4. The Program.**

d. Registration. Soldier participation is voluntary. Soldiers who wish to benefit from the agreement will have two weeks from the start of the applicable course to register with and pay any associated fees to ABBREVIATED COLLEGE OR UNIVERSITY NAME.

e. Funding. ABBREVIATED COLLEGE OR UNIVERSITY NAME will ensure participating Soldiers are aware of all fees and charges before they register. Soldiers who participate are personally responsible for paying all costs associated with their participation. This agreement does not establish any additional programs wherein the Army or COE will fund a Soldier's participation. Soldiers who participate are responsible for determining their eligibility for Tuition Assistance or other official educational benefits.

f. Course Credit and Degree Plans. This program is designed to assist participating Soldiers with obtaining a degree from ABBREVIATED COLLEGE OR UNIVERSITY NAME by obtaining academic credit from their military education and experience. This program includes the following degree programs: (INSERT SPECIFIC DEGREE PROGRAMS). To obtain a degree, participating Soldiers must complete all additional general education courses, elective courses, and core courses required for the degree. Annex A identifies the available degree programs and the amount of credit that can be

Figure G-1. Academic articulation agreement template

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earned toward it from each COE course.

g. Program Commitment. ABBREVIATED COLLEGE OR UNIVERSITY NAME commits to providing eligible Soldiers the credit as outlined in Annex A. Once a Soldier enrolls, the number and type of credit outlined in Annex A at the time of enrollment will not change to the determine of the Soldier. Once the Soldier pays all associated costs, the appropriate credit will be added to the Soldier's official ABBREVIATED COLLEGE OR UNIVERSITY NAME transcript. The COE commits to advertising this agreement at appropriate Education Center and other locations on the installation as well as on appropriate websites as permitted by Army regulations and policy.

h. Academic Plan ID. (from ArmyIgnitED)

**5. Effective Date and Termination.** This agreement will be effective from the date of signature by the CG or Garrison Commander, COE and representative of ABBREVIATED COLLEGE OR UNIVERSITY NAME and will have a duration of three years with the understanding that there may be course changes or program additions or deletions during the three-year period. Upon expiration, the agreement will be subject to renewal. Additions and changes to this agreement may be made at any time with the written agreement of both ABBREVIATED COLLEGE OR UNIVERSITY NAME and the COE. Either party may terminate this agreement upon 60 days written notice to the other party made to the institutional contact address, via U.S. Certified mail. Termination must be in writing and signed by the approving officials or their designated personnel.

The parties have executed this Agreement by signing below.

[FIRST LAST NAME]

CG or GC  
Major General,  
USA Commander, COE

[FIRST LAST NAME]

COLLEGE/UNIV REP  
TITLE  
UNIV/COLLEGE NAME

[DD/MM/YYYY]

DATE:

[DD/MM/YYYY]

DATE:

**Figure G-1. Academic articulation agreement template—Continued**

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Annex A (CourseList)

COLLEGE OR UNIVERSITY COURSE CREDITS AND DEGREE PLAN FOR DEGREE TITLE (DEGREE CODE)				
AAS	GENERAL EDUCATION (GENED) REQUIREMENTS	CREDITS	TOTAL GENED CREDITS	ACCUMULATIVE CREDITS NEEDED FOR DEGREE
<b>DEGREE TITLE</b>	<b>REQUIREMENT 18-19 GEN ED CREDITS</b>			
COMPOSITION	ENGLISH 101	3		
ENGLISH COMPOSITION	ENGLISH 102	3		
MATHEMATICS	COLLEGE MATHEMATICS 142 or HIGHER	3		
TECHNOLOGY LITERACY	COMPUTER INFORMATION SYSTEMS 116 or 120	3		
LIBERAL ARTS	TWO CLASSES FROM LIBERAL ARTS	6	18	60

**Figure G-1. Academic articulation agreement template—Continued**

## Appendix H

### Internal Control Evaluation

#### H-1. Function

The function covered by this evaluation is the administration of the ACES Program.

#### H-2. Purpose

The purpose of this internal control evaluation is to assist assessable unit managers (AUMs) and internal control administrators (ICA) in evaluating the key internal controls listed. It is not intended to cover all controls.

#### H-3. Instructions

Answers must be based on the actual testing of key internal controls by utilizing one of four test methods which are Inquiry, Observations, Examination, or Re-performance. Inquiry regarding a control's effectiveness does not, by itself, provide sufficient evidence of whether a control is operating effectively and generally is corroborated through other types of control tests (observation or inspection). Answers that indicate deficiencies must be explained and corrective action identified in supporting documentation. These internal controls must be evaluated at least once every 5 years. Certification that the evaluation has been conducted must be accomplished on a DA Form 11-2 (Internal Control Evaluation Certification).

#### H-4. Key control questions

- a. Are explicit statements of internal control responsibility included in performance plans for AUMs and ICAs?
- b. Are AUMs and ICAs trained on Government Accountability Office standards for internal control, and do they understand their internal control responsibilities?
- c. Has an internal control evaluation plan been established and maintained?
- d. Are internal control evaluations conducted, in accordance with AR 11-2, and is prompt action taken to correct identified internal control weaknesses?
- e. Has required documentation on each completed internal control evaluation been retained for purposes of audit or inspection?
- f. Is the senior responsible official advised of potential materiel weaknesses detected through internal control evaluations?
- g. Do all ACES personnel have a personalized, validated evaluation report support form, in the electronic Defense Performance Management and Appraisal Program, delineating their roles and responsibilities?
- h. Does each program offered support a measured, documented Army or installation need?
- i. Do programs meet AR 621-5 objectives?
- j. Is there a marketing or outreach plan containing defined lines of effort, implementation timelines, and evaluation and control measures?
- k. Do all Soldiers, upon completion of two classes of TA-funded classwork, have an approved official degree plan, or a credentialing pathway plan in ArmyIgnitED, before receiving additional TA or CA funds?
- l. Has each ArmyIgnitED TA request been reviewed and validated before payment of TA funds?
- m. Has an education counselor or ESS approved the enrollment for all FAST classes taken?
- n. Has an education counselor, ESS, or TCO approved all personnel and academic tests taken?
- o. Do all ACES personnel have access to current policy guidance and business rules?
- p. Do education counselors or ESSs provide mandatory veterans' benefits counseling, in accordance with 10 USC 1142, and document the sessions in ArmyIgnitED?
- q. Have all ACES personnel serving as COR received the required COR training?
- r. Do all performance work statements for contracted education service or support definitively describe the required tasks, standards, and deliverables?
- s. Are contract proposals evaluated under a multifactor system, where price is only one factor?

#### H-5. Supersession

This evaluation replaces the management control evaluation checklist published in AR 621-5, dated 28 October 2019.

**H-6. Comments**

Help to make this a better tool for evaluating internal controls. Submit comments to DCS, G-1 at [usarmy.knox.tradoc.mbx.armyu-access@army.mil](mailto:usarmy.knox.tradoc.mbx.armyu-access@army.mil).

## **Glossary of Terms**

### **Active duty**

Full-time duty in military service of the United States.

### **Active Guard Reserve**

National Guard and Reserve members who are on voluntary active duty providing full-time support to National Guard, Reserve, and Active Component organizations for the purpose of organizing, administering, recruiting, instructing, or training the Reserve Components.

### **Army education center or office**

Active duty, ARNG, and USAR locations where ACES programs and services are provided.

### **ArmyIgnitED**

The Army's enterprise voluntary education portal that allows eligible Soldiers, Cadets and Army Civilians to request financial assistance for classroom and online learning courses anytime and from anywhere.

### **Basic Skills Education Program**

A component of the FAST program that provides on-duty academic instruction to support Soldier learning, self-development and career progression. BSEP instruction assists in the development of reading and math skills.

### **Certificate**

Diploma or degree granted by postsecondary academic institutions for successful completion of an academic program of study. Examples include technical or academic programs usually requiring less than 2 years of full-time study.

### **Credential**

A certification or licensure that shows an individual meets the professional and technical standards of a specific job or career.

### **Defense Activity for Non-Traditional Education Support**

A DoD agency whose mission is to manage a portfolio of education programs that help Servicemembers achieve their education and career goals.

### **Distributed learning**

Learning content and systems, mediated with technology, that are accessed through a network or experienced via portable media.

### **Education services officer**

ESOs plan, develop and market installation voluntary education services, manage Army education centers or offices, and advise commanders on the status and needs of the installation's voluntary education program.

### **Education services specialist**

ESSs manage specific voluntary education programs (such as FAST, counseling, or testing), coordinate designated ACES projects, and manage Army education centers or offices in the ESO's absence.

### **Evaluated degree plan**

A formal statement of requirements that a student must complete to graduate from an educational institution program.

### **Functional Academic Skills Training**

A compilation of four programs that help Soldiers achieve career and personal goals.

### **Green to Gold**

A program that offers eligible enlisted Soldiers the opportunity to earn a commission as an Army officer.

### **Initial Entry Training**

A program of physical and mental training required for an individual to become a Soldier that consists of basic combat training and advanced individual training. Basic combat training may be combined with advanced individual training, known as one station unit training (OSUT).

**Management decision package**

A fiscal code used to group Army program resources.

**Mission-required language training**

An on-duty program providing Army personnel with foreign language skills or refresher training necessary to perform duties in language-required positions.

**Multi-use Learning Facility**

A technology-based facility typically managed by ACES personnel providing necessary training, education, and support materials for Soldiers to develop or sustain job-related and leadership skills.

**National Guard Bureau**

A joint activity of the Department of Defense which is the channel of communications on all matters pertaining to the National Guard, the Army National Guard of the United States, and the Air National Guard of the United States between (1) the Department of the Army and Department of the Air Force, and (2) the several States.

**Needs assessment**

A continuous and systematic analysis of the Army's requirements for educational programs at the installation level and Armywide. Assessment results provide data integral to the Army's planning and budgeting process.

**Off-duty**

A time when Soldiers are not scheduled to perform official duties.

**On-duty**

A time when Soldiers normally perform official duties.

**Reserve Component**

The Army National Guard of the United States, Army Reserve, Navy Reserve, Marine Corps Reserve, Air National Guard of the United States, Air Force Reserve, and Coast Guard Reserve.

**Reserve Officer Training Corps Scholarship Program**

A 2-year, 3-year, or 4-year scholarship program that enables an individual to complete a degree and become commissioned as a second lieutenant in the U.S. Army.

**Selected Reserve**

Those units and individuals within the Ready Reserve designated by their respective Services and approved by the Joint Chiefs of Staff as so essential to initial wartime missions that they have priority over all other reserves.

**Self-development**

Planned, goal-oriented learning that reinforces and expands the depth and breadth of an individual's knowledge base, self-awareness, and situational awareness.

**Test of Adult Basic Education**

A three-part standardized academic diagnostic exam that tests reading, math, and English skills.

**Total Army**

The totality of the Regular Army, the Army Reserve, Veterans, Family members, and the Army Civilian Corps.

**U.S. Army Reserve Command**

A Major Subordinate Command of Forces Command comprised of all forces of the Army Reserve in the continental United States other than forces assigned to the unified combatant command for special operations forces.

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