

Army Regulation 621–5

Education

Army Continuing Education System

**Headquarters
Department of the Army
Washington, DC
28 October 2019**

UNCLASSIFIED

SUMMARY of CHANGE

AR 621-5
Army Continuing Education System

This major revision, dated 28 October 2019—

- o Updates responsibilities (chap 1, sec II).
- o Updates educational institution eligibility criteria and stipulations (paras 3-17 and 4-2).
- o Adds duties for counselors to provide Soldiers specific information (paras 3-19 and 3-20).
- o Incorporates guidance from Army Directive 2018-09 (hereby superseded) to update the tuition assistance eligibility requirements (para 4-2).
- o Clarifies policies and penalties on tuition assistance requirements regarding usage, cost, procedures, timelines, and programs (paras 4-2 through 4-6).
- o Changes references from specific examples of U.S. Army Medical Department programs to U.S. Army Recruiting Command-approved Army Medical Department programs (para 4-2).
- o Changes requirement for Soldiers to provide official degree plan upon completion of 6 semester hours in their current school and/or degree plan (para 4-5).
- o Specifies that minimum successful class grade to avoid recoupment is as defined by the current DODI 1322.25 (para 4-7).
- o Incorporates Army Directive 2018-08 (hereby superseded) to update the Army Credentialing Assistance program authorities (para 4-8).
- o Implements policies and penalties for the use of Credentialing Assistance to pursue self-directed credentials, established by Army Directive 2015-12 (paras 4-9, 4-14*b*, 4-15*d*, and 4-16).
- o Requires Army Continuing Education System personnel who counsel Soldiers, and have a compensation arrangement with an educational institution, to obtain a legal opinion indicating that no conflict of interest exists (para 5-8*a*).
- o Eliminates references to obsolete programs and systems (throughout).

Education

Army Continuing Education System

By Order of the Secretary of the Army:

JAMES C. MCCONVILLE
General, United States Army
Chief of Staff

Official:


KATHLEEN S. MILLER
Administrative Assistant
to the Secretary of the Army

History. This publication is a major revision.

Summary. This regulation implements education policy in DODD 1322.08E, DODI 1322.25, and DODI 1322.19.

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. It also applies to Army Civilians, other U.S. Federal employees, mil-

itary retirees, U.S. contractors whose contracts include such services and programs, some local nationals whose employment considerations include such services and programs, and adult Family members.

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 Commanding General, U.S. Army Human Resources Command and Headquarters, Army Continuing Education System may also approve exceptions and waivers to this regulation. 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 are 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 guidance.

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 G).

Supplementation. Supplementation of this regulation and establishment of command and local forms are prohibited without prior approval from the Deputy Chief of Staff, G-1 (DAPE-ZX), 300 Army Pentagon, Washington, DC 22331-0300, through the Commanding General, U.S. Army Human Resources Command (AHRC-ZA), Fort Knox, KY 40122-5401.

Suggested improvements. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to the Commanding General, U.S. Army Human Resources Command (AHRC-ZA), Fort Knox, KY 40122-5401.

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 11 July 2006; AD 2018-08, dated 6 June 2018; and AD 2018-09, dated 6 June 2018.

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Chapter 1 Introduction

Section I

General

1–1. Purpose

This regulation implements Department of Defense Directive (DODD) 1322.08E, Department of Defense Instruction (DODI) 1322.25, DODI 1322.19, and the DOD Financial Management Regulation: Volume 4, Chapter 3. It establishes vision, mission, strategic goals, policies, and responsibilities for Army Continuing Education System (ACES). It also delegates authority for managing ACES programs and services.

1–2. References and forms

See appendix A.

1–3. Explanation of abbreviations and terms

See the glossary.

1–4. Responsibilities

Responsibilities are listed in section II of chapter 1.

1–5. Records management (recordkeeping) requirements

The records management requirement for all record numbers, associated forms, and reports required by this regulation are addressed in the Army Records Retention Schedule–Army (RRS–A). Detailed information for all related record numbers, forms, and reports are located in ARIMS/RRS–A at <https://www.arims.army.mil>. If any record numbers, forms, and reports are not current, addressed, and/or published correctly in ARIMS/RRS–A, see DA Pam 25–403 for guidance.

1–6. Statutory authority

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

- a.* Title 10, United States Code, 1142 (10 USC 1142), 10 USC 2005, 10 USC 2007, and 10 USC 4302.
- 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.* Provide guidance to and oversight of the Deputy Chief of Staff (DCS), G–1 in developing, implementing, executing, and evaluating voluntary education policies, programs, plans, budget, and activities.
- b.* Ensure the Army complies with Federal statutes and directives.

1–8. Chief Information Officer/G–6

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

1–9. Chief of Public Affairs

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

CNGB, will—

- a. Develop National Guard Bureau (NGB)-unique policies, procedures, and priorities consistent with this regulation to clear the path for delivering ACES programs and services to Army National Guard (ARNG) Soldiers. Also, the CNGB will coordinate all draft education policies with Headquarters, Department of the Army (HQDA) before implementation.
- b. Support the program objective memorandum (POM) build by Headquarters, Army Continuing Education System (HQ ACES).
- c. Provide fiscal and personnel resources for ACES programs and services.
- d. Manage and deliver ACES programs to the ARNG.
- e. Provide policy and guidance implementing ACES programs and services to the State ARNG education services officer (ESO).
- f. Maintain eligibility and usage data of State-funded tuition assistance (TA) programs.
- g. Maintain and report ARNG data to HQ ACES as required.
- h. Develop and maintain a personnel information-management system that can provide data electronically to GoArmyEd.
- i. Support ARNG data required for the Joint Services Transcript (JST).
- j. Administer active duty service obligation (ADSO) or reserve duty service obligation (RDSO) incurred when ARNG officers accept TA or credentialing assistance (CA).
- k. Maintain command and control of Department of Army (DA) education services specialists (ESS) covered under Title 5, United States Code, and education program specialists assigned to the ARNG.
- l. Assist non-high school graduates by facilitating administration of General Education Development (GED) tests.
- m. Manage ARNG education incentives and entitlements programs: Montgomery GI Bill (MGIB), Reserve Education Assistance Program (REAP), Veterans Educational Assistance Program (VEAP), MGIB Kicker, Post 9–11 Transfer of Education Benefits (TEB), Select Reserve Incentive Programs (SRIP), and Student Loan Repayment Program (SLRP).
- n. Provide a representative for the HQ ACES TA Exception to Policy (ETP) Board.
- o. 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 GoArmyEd account within 14 days of separation from ARNG.
 - (3) College transcripts used for personnel actions are from educational institutions (EI) 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 record briefs (SRBs) are sent when requested by the JST Operation Center.

1–11. Deputy Chief of Staff, G–1

DCS, G–1 will—

- a. Develop policy for direction, control, and operations of ACES.
- b. Establish policies consistent with Federal statutes, DODD 1322.08E, DODI 1322.19, DODI 1322.25, and DOD Financial Management Regulation, Volume 4, Chapter 5.
- c. Provide fiscal and personnel resources for ACES programs and services.
- d. Select and manage enterprise automation contracts as the source of ACES automation procurement centrally.
- e. Through the Commanding General, U.S. Army Human Resources Command (HRC), will—
 - (1) Oversee ACES through The Adjutant General (TAG).
 - (2) Ensure information-management requirements, for identifying and tracking all ACES participants, are supported in the personnel information-management system database.
 - (3) Ensure access to the personnel information-management system is provided to ACES, to support data entry of APT scores.
 - (4) Ensure information-management requirements for identifying and tracking GoArmyEd participants, in the Army's personnel database, are supported.
 - (5) Ensure the Enlisted Personnel Management Directorate and the Officer Personnel Management Directorate support retention-management requirements of GoArmyEd participants.
 - (6) Ensure the Retirements and Separations Branch monitors the GoArmyEd service remaining requirement (SRR) on all separation actions.
 - (7) Ensure the Retirements and Separations Branch administers ADSO incurred when officers accept TA or CA, using GoArmyEd.

- (8) Support data requirements for the JST.
- (9) Ensure that the Chief, Army Continuing Education System, in The Adjutant General Directorate will—
 - (a) Recommend, coordinate, and implement voluntary education policies for the DCS, G–1.
 - (b) Manage and determine the need to add, continue, modify, or cancel ACES programs and services Armywide, in consultation and collaboration with Headquarters, Installation Management Command ACES (HQ IMCOM ACES), NGB, and U.S. Army Reserve Command (USARC).
 - (c) Defend and distribute fiscal resources through the planning, programming, budgeting, and execution system for ACES programs.
 - (d) Provide policy for the APT program and oversight of APT operations.
 - (e) Manage Army JST program.
 - (f) Manage and serve as the functional proponent of GoArmyEd and provide GoArmyEd information, training, and technical assistance as needed.
 - (g) Manage and schedule the DOD-funded Defense Activity for Non-Traditional Education Support (DANTES) Military Evaluation Program evaluation of Army military training and experience, in coordination with Army training schools.
 - (h) Market ACES programs to senior leadership, to ensure visibility and viability of programs Armywide.
 - (i) Manage Regular Army and U.S. Army Reserve (USAR) education incentives and entitlements programs: Post 9–11 GI Bill (38 USC Chapter 33), Post 9–11 TEB, MGIB, VEAP, Army College Fund (ACF), and the SLRP.
 - (j) Serve as the functional chief representative for the Education Services Civilian Career Program (CP) 31, and justify and manage Army Civilian Training and Education Development System (ACTEDS) funded training and professional development for CP 31.
 - (k) Ensure that responsibilities listed elsewhere in this regulation, including those in paragraph 3–25e, are carried out.

1–12. Deputy Chief of Staff, G–2

DCS, G–2 is the Army staff proponent for mission-required language training guidance for individual military training and education, as outlined in AR 350–1. The DCS, G–2 will fund mission-required training.

1–13. Deputy Chief of Staff, G–3/5/7

DCS, G–3/5/7 will—

- a. Coordinate staff actions for non-commissioned officer (NCO) leader skill and self-development training, and oversee ACES military occupational specialty (MOS) training course evaluations that impact voluntary education.
- b. Fund multiuse learning facility (MLF), Army learning center (ALC), and APT operations.
- c. Fund Distributed Learning System (DLS) classrooms.
- d. Provide CP 31 ACTEDS funding.

1–14. Chief, Army Reserve

CAR will—

- a. Develop USAR-unique policies, procedures, and priorities consistent with this regulation to facilitate delivery of ACES programs and services to USAR Soldiers and coordinate all draft education policies with HQDA before implementation.
- b. Support HQ ACES' 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. Maintain and report USAR data to HQ ACES as required.
- g. Develop and maintain a personnel information management system capable of providing data electronically to GoArmyEd.
- h. Ensure that the officer personnel management office administers ADSO/RDSO incurred when USAR officers accept TA or CA.
- i. Manage USAR Education Entitlement and Incentive programs: Montgomery GI Bill-Selected Reserve (MGIB–SR), REAP, and SLRP.
- j. Support USAR data requirements for the JST.
- k. Provide a representative for the HQ ACES TA Exception to Policy Board.
- l. 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 GoArmyEd account within 14 days of separation from USAR.
- (3) College transcripts used for personnel actions are from EIs 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) SRBs are sent when requested by the JST Operation Center.

1–15. Commanding General, U.S. Army Installation Management Command

CG, U.S. Army IMCOM will—

- 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 Chief, HQ ACES and in funding guidance provided by Army Budget Office, G–1.
- c.* Provide procedural guidance consistent with this regulation and HQ ACES policy to subordinate elements.
- d.* Support HQ ACES' 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 HQ ACES as required.
- h.* Provide ACES program analysis by region to HQ ACES as required.
- i.* Provide guidance to directorates and installation or garrison commanders on Army continuing education issues.
- j.* Ensure that staff assistance visits 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 and/or local unit training schedules.
- l.* Designate point of contact (POC) for ACES Installation Status Report (ISR) reporting requirements.
- m.* Establish policy for and manage the MLF or ALC.
- n.* Provide technical assistance through training with non-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 Army Regulation (AR) 350–1.
 - r.* Ensure all Soldiers have equitable access to continuing education opportunities.
 - s.* Ensure DLS classrooms are available to ACES for Soldier education on a regular schedule when Soldiers can attend and when not in use for training as prescribed by U.S. Army Training and Doctrine Command (TRADOC) Policy Memorandum, dated 19 June 2001.
 - t.* Ensure Army education centers are located in permanent buildings meeting requirements for distributed learning (DL) classrooms and connected to the local area and campus area networks to provide access to resources for both DL training and education.
 - u.* Ensure that Army education center facilities conform to technical specifications as outlined in the U.S. Army Corps of Engineers Technical Instruction 800–01.
 - v.* Assist Military Evaluation Program evaluation teams in the conduct of MOS and training curriculum evaluations.
 - w.* Provide a representative for the HQ ACES TA Exception to Policy Board.
 - x.* Establish procedures to ensure—
 - (1) Soldiers in-process and out-process at the Army education center within 30 days of arrival and 30 days before permanent change of station (PCS) or unit transfer under 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' PCS, unit transfer, retirement, separation, and ETS dates.
 - (4) College transcripts used for personnel actions are from EIs 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) SRBs are sent when requested by the JST Operation Center.

1-16. The Commanding General, U.S. Army Training and Doctrine Command

CG, TRADOC will—

- a. Maintain NCO professional development models.
- b. Provide GI Bill benefits briefings to basic combat training and one station unit training Soldiers, under 38 USC Chapter 30 and 38 USC Chapter 33.
- c. Help HQ ACES coordinate and schedule Military Evaluation Program evaluation of service school training curricula.
- d. Provide DLS classrooms and equipment (hardware and software) for DL education programs managed by ACES.
- e. Provide data required for the JST as requested.

1-17. The Commanding General, U.S. Army Cadet Command

CG, USACC will—

- a. Coordinate all education related advertising, promotion, and information materials with HQ ACES for policy review before publication and release.
- b. Provide the current list of Reserve Officer Training Corps (ROTC) scholarship cadets to HQ ACES no later than 1 October and 15 February of each year.
- c. Provide the current list of approved ROTC institutions to HQ ACES quarterly to facilitate onboarding of ROTC institutions into GoArmyEd for scholarship invoicing purposes.

1-18. The Commanding General, U.S. Army Recruiting Command

CG, USAREC will—

- a. Coordinate all education related advertising, promotion, and information materials with HQ ACES for policy review before publication and release.
- b. Provide the results of research and analysis, accession data, and trends reports regarding the impact of education on recruiting and retention to HQ ACES on an annual basis and as requested.
- c. Provide an updated list of Army Medical Department (AMEDD) in-service accessions programs to HQ ACES 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.
- d. 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.
- e. Train USAREC ESSs on ACES programs, services, policies, and education incentives and entitlements.
- f. Train Army recruiters and military recruiting guidance counselors on education incentives and entitlements and continuing education programs and services.

Chapter 2

Army Continuing Education System Administration

2-1. Army Continuing Education System vision and mission

- a. *Vision.* That every Soldier participates in the voluntary education program and every eligible Soldier uses TA for degree completion.
- b. *Mission.* ACES provides lifelong learning, readiness, and resilience through flexible and quality education programs, services, and systems in support of the total Army.

2-2. Army Continuing Education System strategic goals

- a. *Strategic goal 1.* Provide lifelong learning opportunities to enhance job performance, skill qualifications, and career growth for the Army, and to support Soldiers as they transition to the civilian workforce.
- b. *Strategic goal 2.* Promote the development of critical thinking and decision-making skills through a variety of post-secondary programs that enable Soldiers to be better leaders and adapt to new challenges.

c. Strategic goal 3. Ensure every TA-eligible Soldier understands the programs and services available through ACES to maximize participation in those programs and services.

d. Strategic goal 4. Integrate emerging technologies and decision-support tools to revolutionize education, training, and business practices.

2–3. Army Continuing Education System strategic planning process

The ACES strategic plan addresses, in detail, how to continually provide quality programs and services and maintain the effectiveness of all ACES operations. As part of its strategic planning process, ACES will—

- a.* Formulate guidance for ACES vision, mission, and strategic goals.
- b.* Perform analyses of the internal and external organizational environments.
- c.* Identify long-term strategic organizational objectives.
- d.* Identify short-term functional performance objectives.
- e.* Identify an implementation strategy and strategic control system.
- f.* Monitor performance, provide feedback, and make necessary changes.

2–4. Army Continuing Education System process improvement

a. HQ ACES follows the Army management precept of continuous process improvement referenced in AR 5–1, to ensure the delivery of quality education programs and services.

b. Per AR 5–1, continuous process improvement is a strategic approach for developing a culture of continuous improvement aimed at process simplification, the reduction of unnecessary process variation, the elimination of process waste, and improved effectiveness.

c. HQ ACES relies on committed leadership, empowered employees and internal process reviews for effective and efficient change.

2–5. 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 education 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.

2–6. Army Continuing Education System funding prohibitions

a. ACES funds will not be used for the following:

- (1) STC or mandatory mission required proponenty training.
- (2) Troop school training.
- (3) Mission-required language training.
- (4) Mission-related language training.
- (5) MLF and ALC services.
- (6) APT.
- (7) Army Career Skills Program.
- (8) Courses, programs, and services not contained in this regulation.

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 obligation plan for their components and submitting it to the HQ ACES finance chief. The HQ ACES finance chief will provide information on local review cycles and suspenses for requirement submissions. Guidance on the ISR program and service-based costing (SBC) is provided in AR 210–14. The installation, State, or regional ISR and SBC points of contact can provide detailed information on data collection cycles.

2–7. 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. GoArmyEd educational needs assessment. Every 9 months or at another specified point, GoArmyEd users receive a voluntary educational needs assessment questionnaire upon log in to the portal. Responses to the questionnaire are posted to the GoArmyEd Data Warehouse in real time and can be viewed immediately. ESOs and ESSs will review the GoArmyEd educational needs assessment results for their installations at least quarterly.

d. Supplemental needs assessment. To supplement the GoArmyEd educational needs assessment, ESOs and ESSs can conduct additional needs assessments to evaluate outreach efforts to non-GoArmyEd 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.

2–8. Army Continuing Education System support of the Defense Activity for Non-Traditional Education Support Military Evaluation Program’s on-site course and military occupational specialty evaluation visits

a. If requested by HQ ACES, the ESO or ESS will assist in the coordination of the logistics, scheduling, and conducting of an on-installation Military Evaluation Program 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 Military Evaluation Program-recommended college credit.

c. HQ ACES will send the servicing ESO or ESS, through HQ IMCOM ACES, procedures for preparing for the on-site Military Evaluation Program 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 domain of the Army leader development tenets by providing Soldiers opportunities for traditional and technology-based education, and support for personal and professional career goals.

b. Per AR 350–1, the intent of the structured self-development program is to bridge the gap between operational and institutional domains, and set conditions for continuous learning and self-improvement. 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: 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—

(1) Should master the academic skills needed to perform the duties of their primary military occupational specialty and to meet prerequisites for the Noncommissioned Officer Professional Development System (NCOPDS), as described in DA Pam 600–25.

(2) Should establish a lifelong learning plan to support professional and/or personal goals by the 18th month of service.

(3) Should begin postsecondary studies during the first 5 years of enlistment.

(4) Should earn an associate degree from an accredited EI or complete an education goal between the 5th and 15th year of service.

(5) Should complete a bachelor's degree from an accredited EI, by the 20th year of service.

b. Warrant officers—

(1) Should complete an associate degree or equivalent from an accredited EI before eligibility for promotion to CW3, in accordance with DA Pam 600–3.

(2) Should complete a bachelor's degree from an accredited EI 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 EI before eligibility for promotion to captain, in accordance with DA Pam 600–3.

(2) Should pursue graduate study in an academic discipline supporting their professional and/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 Regular Army (RA) and the Reserve Component (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 dictate 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 to address these differences but cannot exceed the parameters of the voluntary education program established by HQ 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 in appendix B, 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 headquarters 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 in appendix B, table B–2.

h. USAR geographic areas of support:

(1) USAR Soldiers receive education support from 11 regional support command (RSC) education offices that provide service to units within their assigned geographic regions or from 4 Functional Command education offices that provide service worldwide.

(2) The geographic areas of support for USAR Soldiers are in appendix B, table B–3.

3–4. Deploying Army Continuing Education System 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/or monitor daily contract requirements.

d. Interim. Deployed Soldiers request educational support from their servicing Army education center as outlined in table B-1. Active duty 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 active duty Army education center with responsibility for the installation where they mobilized. In individual cases not covered under this regulation, HQ IMCOM ACES 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, self-paced instruction, and ALC training materials directly supporting the mission. 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 Defense Activity for Non-Traditional Education Support (DANTES) services may be provided, once approved by the respective headquarters. All ACES personnel selected to deploy must be qualified to be a 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 and ALC operations, 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.

3-6. Functional Academic Skills Training

FAST consists of four programs that help Soldiers achieve career and personal goals. FAST supports the 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/or 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 also the number of hours spent in the program:

a. Basic Skills Education Program.

(1) *Eligibility.* Soldiers who score less than 10.2 (grade-level equivalent) on any of the Test of Adult Basic Education (TABE) subtests or alternate ACES-approved tests.

(2) *Lists.* ESOs and ESSs can request a list of Soldiers eligible for the Basic Skills Education Program (BSEP), from the Military Personnel Division (MPD) on the installation or the GoArmyEd data repository.

(3) *Tests.* Eligible Soldiers take a diagnostic test and pursue all prescribed academic subjects. Post-instruction TABE testing measures Soldier skill improvement and determines program completion.

(4) *Hours.* BSEP is available to Soldiers during duty hours. Hours of instruction and post-testing procedures are determined locally.

b. General technical improvement.

(1) *Eligibility.* Soldiers with a general technical (GT) score of less than 110 (or less than what is required to meet a specific military goal) and TABE reading and mathematics scores below 10.2.

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

(3) *Tests.* Soldiers participating in GT improvement may study lessons addressing the Armed Forces Classification Test (AFCT) subtests comprising the GT: word knowledge, paragraph comprehension, and arithmetic reasoning. Supplemental materials on test taking and study skills, such as commercial practice Armed Services Vocational Aptitude Battery (ASVAB) tests may be available in Army education centers or offices and may be used to prepare Soldiers to take the AFCT.

(4) *Hours.* GT improvement is available to Soldiers during duty hours. Hours of instruction and post-testing procedures are determined locally.

c. General Education Development test preparation.

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

(2) *Test.* Soldiers with this objective should take the TABE.

(3) *Studies.* Soldiers study subjects in the curriculum as prescribed by the program diagnostic test. Post-TABE testing and scores from the GED practice tests will determine readiness for GED testing.

(4) *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 and/or needing to improve reading skills. The recommended levels as measured by the reading portion of the TABE level A are 10.0 before completing the Senior Leaders Course and 12.0 before completing the Sergeants Major Course.

(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.

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 ASVAB and 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 counselors may refer Soldiers to participate in the FAST Program. Soldiers may also refer themselves. 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.

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

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

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

e. Soldiers who score below 10.2 on the TABE will not retake the TABE, until at least one of the following conditions have been met:

- (1) ESOs, ESSs, or guidance counselors review program of study and recommend retesting.
- (2) The Soldier is enrolled in, or completes, a study program in any of the following formats:
 - (a) Classroom instruction.
 - (b) Army Education center or office use of self-development material, such as an online commercial basic skills enhancement program, documented by Army education management personnel.

3–10. Completing Functional Academic Skills Training

a. Functional Academic Skills Training course completion. 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.

b. Criteria. FAST Program completion occurs when one of the following criteria is met:

- (1) *Basic Skills Education Program.* A Soldier who achieves TABE grade-level equivalent scores of 10.2 or higher in reading, math computation, and applied math.
- (2) *General technical improvement.* A Soldier who achieves a GT of 110 or higher on the official test.
- (3) *General Equivalency Diploma preparation.* A Soldier who achieves TABE grade-level equivalent scores of 10.2 or higher in reading, arithmetic, and language and who completes the official GED successfully.
- (4) *Reading skill development.* A Soldier who meets the TABE score of 10.0 prior to Senior Leaders Course or 12.0 prior to Sergeants Major Course.

3–11. High School Completion Program

a. The HSCP is an off-duty program that provides Soldiers the opportunity to earn a high school diploma 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 are authorized to use TA to pay for up to 100 percent tuition of classes leading to a high school diploma (HSD), or the equivalency diploma, subject to the following:

- (1) ACES will pay TA only to EIs 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 (DLIELC)-approved course materials identified by HQ 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 dlitestesting@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 FAST 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 Language Center at www.dlielc.edu.

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

a. General. Headstart2 is a DVD or online program sponsored by the Defense Language Institute Foreign Language Center (DLIFLC) 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 <http://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 DLIFLC-approved materials, nonresident 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 may use TA to fund off-duty mission-required and host-nation academic language classes as described 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. GoArmyEd

a. General. GoArmyEd is the Army’s enterprise voluntary education portal that allows eligible Soldiers to request Army TA for classroom and online learning courses anytime and from anywhere. TA policy and procedures are discussed elsewhere in this regulation (see chap 4). Soldiers can view and manage their Army voluntary education records, research school and degree options, submit education questions, and request Army education counselor support by logging into GoArmyEd. All Soldiers should establish a GoArmyEd account to access information on voluntary education programs and services.

b. GoArmyEd decision-support tool. GoArmyEd offers a decision-support tool that helps Soldiers research and choose a long-term civilian career goal, a degree that prepares them to attain the goal, and an EI that offers the best program and the best value to pursue the degree. Soldiers do not have to be eligible for TA to use the decision-support tool but must establish a GoArmyEd account to access it.

c. Resource. Additional information about GoArmyEd is available at www.goarmyed.com/.

Section III

Other Soldier Development Programs

3–16. Leadership skill-enhancement courses

a. Leadership skill enhancement courses can help NCOs meet their leadership responsibilities as trainers, supervisors, and communicators. Courses assist in unit readiness, cross-training, stress management, and preparation for NCOPDS. These skill-enhancement courses do not replace any facet of NCOPDS; rather they expand interpersonal and communication skills’ learning opportunities, in the NCO leader development process and support structured self-development.

b. Based on the installation needs assessment, MOS density, and commander input, leadership skill-enhancement courses complement the recommended NCOPDS-related or career management field-related self-development courses listed on the NCO professional development models or referenced in regulatory guidance. Leadership skill-enhancement courses build on the leadership competencies highlighted in Army Doctrine Reference Publication (ADRP) 6–22, and may include instruction on communication skills, computer literacy, stress management, and counseling.

c. The ESO or ESS coordinates with commanders and trainers to determine courses and attendees.

d. The length of a course may vary according to desired outcomes. Any college credit available for successful completion of a leadership skill-enhancement course will be incidental to the education and learning outcomes and will be decided by the EI after the course is complete. ESOs and ESSs will encourage Soldier participation and help apply college credits to complete courses.

3–17. Postsecondary programs

a. Postsecondary programs include academic, vocational, technical, and occupational classes of study leading to a 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 EI, on or off the Army installation, or online.

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

e. Installation EIs must adhere to the installation access policies and guidelines outlined in DODIs 1322.25 and 1322.19, this regulation, and relevant HQ ACES policies.

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

- (1) Have not signed the DOD MOU.
- (2) Discriminate based on race, color, age, religion, handicap, sex, or national origin (FAR 52.222–26).
- (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, and/or HQ 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 EIs with a home campus within a 100-mile radius of the installation before considering institutions beyond that range.
 - b.* The geographic location of an EI 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 EIs about their ability and interest in providing an educational program and verify compliance with the institutional criteria specified in paragraph *d*, above. Guidance on conducting an education search is outlined in appendix D.
 - d.* An MOU between the EI and the installation will be executed for each EI 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 FAR, AFAR, 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 U.S. Army Europe, which tasked HQ 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. Central Command, U.S. Africa Command, and U.S. Pacific Command 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 EIs, 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 EIs during counseling sessions, but marketing of non-contracted programs on OCONUS installations is strictly prohibited.

3–18. 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 EIs, 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 www.dantes.doded.mil.

Section IV

Army Continuing Education System Services

3–19. 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. ACES 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 GoArmyEd. Counselors must make maximum use of group counseling to provide informational briefings concerning ACES programs and services, when possible.

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

(1) ACES counselors will document all education services provided to Soldiers, whether face-to-face or remotely, by entering customer tracking system notes in the Soldiers' GoArmyEd education records, following each interaction. The Soldier's GoArmyEd account serves as a record of the Soldier's counseling and educational progress. Counselors will not maintain a Soldier's educational record as a paper document.

(2) ESOs and ESSs will determine which ACES personnel at their education centers or offices will need access to the GoArmyEd portal. They will request a GoArmyEd login and password through their component's education chief, who will submit an email request to HQ ACES.

(3) ESOs and ESSs will deactivate the GoArmyEd account of all personnel separating from ACES no later than 3 working days before the last working day of the individual.

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, ACES 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. Counselors will emphasize the value of these credits in degree planning. The programs include:

(a) *The DANTES Military 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) *College Credit Recommendation Service.* The CREDIT program publishes credit recommendations annually in *The National Guide to Educational Credit for Training Programs.*

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

(4) Determine whether the Soldier enlisted with an incentive or option for the LRP and provide LRP program information. 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 ACES counselor agree on the appropriate programs and services needed to attain the goal. Soldiers can request and receive follow-on counseling at any time, but annual counseling is recommended to ensure continued success with achieving the goal.

h. ACES 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. ACES 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, SAT, 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 Online (COOL) website and about the opportunity that exists for Soldiers to earn vocational credentials using CA. See paragraph 3–24a for additional information about Army COOL and paragraph 4–8 for information about the Army CA program.
- (6) Provide follow-on counseling when Soldiers request school or degree plan changes in GoArmyEd.
- (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 choosing an educational goal and degree program. GoArmyEd decision-support tool searches and reports are useful for this discussion.
- (10) Provide guidance on TA, CA, and GoArmyEd policies and procedures, as outlined in chapter 4 of this regulation.
- (11) Review provisions of the current TA statement of understanding (SOU).
- (12) Explain the concepts of institutional and programmatic accreditation and potential impact on Soldier's academic and career goals.
- (13) Help Soldiers resolve TA, CA, or GoArmyEd issues.
- (14) Explain the reasons for TA or CA recoupment and review the recoupment process.
- (15) Help Soldiers resolve and understand issues preventing TA or CA usage.
- (16) 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.
- (17) Inform Soldiers of Army e-Learning opportunities as an alternative to TA-funded classes for personal and professional development, as appropriate.
- (18) Facilitate the use of the GoArmyEd decision-support tool for Soldiers initially requesting TA or when changing home schools or degree plans, and promote the use of the GoArmyEd decision-support tool or other web-based comparison tools, to assist non-TA eligible Soldiers in academic or career decision-making.
- (19) Track academic progress in GoArmyEd, and counsel Soldiers on remediation options.
- (20) Help Soldiers determine tests required to attend military schooling, receive proficiency pay, and advance their academic or career goals.
- (21) Provide counseling to Soldiers before scheduling tests or providing test results.
- (22) Help Soldiers gather information and complete academic requirements for admission to Army career advancement programs.
- (23) Evaluate and document Soldiers' earned, non-duplicated postsecondary credit for purposes of promotion, in accordance with AR 600–8–19. Army 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 EI.
- (24) 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 Program.
- (25) Provide educational support, as needed, to Soldiers attending civilian education programs, per AR 621–1 requirements for training of military personnel at civilian institutions.
- (26) Help Soldiers select, apply for, and complete Army professional development correspondence courses and programs.
- (27) Explain how to locate and use on-line resources and planning tools available to help Soldiers make informed education decisions.
- (28) Inform Soldiers on how to file formal complaints against civilian postsecondary institutions, if necessary.
- (29) Advise officers and warrant officers of the ADSOs and RDSOs incurred when using TA.
- (30) Provide in-processing, out-processing, and ACES educational group briefings.
- (31) Provide interactive group counseling sessions.
- (32) Provide out-processing counseling to Soldiers before PCS.
- (33) 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, ACES counselors will—
 - (a) Provide individual, generalized counseling about veterans' education benefits, print the appropriate GoArmyEd-generated veterans' education benefits document, and have the Soldier sign it. This verifies that the counseling was done.

Counselors will refer Soldiers who have questions about their specific benefits to the Veterans Administration (VA) at <http://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 GoArmyEd, 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 GoArmyEd.
- (e) Provide an electronic or paper copy of the GoArmyEd-generated student record to the Soldier, after the counseling session.
- (f) Document the separation counseling session in GoArmyEd, and upload the signed veterans' education benefits document to the Soldier's GoArmyEd eFile after the counseling session.

3–20. Soldier Life Cycle counseling

- a. In accordance with AR 600–81, 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 GoArmyEd decision-support tool is a useful tool to support this counseling.
- b. The ESO, ESS, or guidance counselor will—
 - (1) Review a Soldier's assessment and discuss the Soldier's individual education and/or career goals.
 - (2) Help Soldiers develop an education roadmap to achieve their education and/or career goals.
 - (3) Advise Soldiers on education services, benefits, and entitlements.

3–21. 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 (NTCs). They include:
 - (1) Credit-by-Exam (CBE): College Level Examination Program (CLEP) and DSST.
 - (2) College entrance exams: SAT, ACT, Graduate Management Admissions Test (GMAT), Graduate Records Examination (GRE), and Law School Admission Test (LSAT).
 - (3) GED.
 - (4) Praxis I and Praxis II.
- c. *The Exams Reimbursement Program.* DANTES may provide reimbursement for select tests. Soldiers should contact their servicing education centers or offices for current funding policies and procedures.
- d. *Managing testing services.* ACES staff will manage educational testing services, if applicable, according to procedures and policies found in the DANTES Examination Program Handbook (DEPH) and 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 DEPH; exceptions to testing procedures must be approved by DANTES through HQ ACES.
- e. *Test loss or compromise.* ACES personnel should notify HQ ACES and DANTES simultaneously as soon as the test violation is suspected, following guidance in the DEPH, Part I, which covers test loss, test compromise, and investigating officer guidelines. HQ ACES will notify HQ IMCOM ACES, NGB, and USARC.
 - (1) If there is an indication of test theft, fraud, or collusion, ACES staff should notify the local Criminal Investigative Division (CID), HQ ACES, and DANTES immediately. HQ ACES will notify HQ IMCOM ACES, NGB, and USARC.
 - (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.
- f. *Current testing information.* Updated information for academic testing can be found at www.dantes.doded.mil/examinations/index.html.

3–22. 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/or 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. HQ IMCOM ACES, NGB, and USARC will serve as the focal point of contact for all APT TCOs within their components. The component headquarters 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/or 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 HQ ACES, including the tracking of personnel changes at each site.
- (5) Ensure each APT testing site within the component submits the HQ ACES required inventory annually. Failure to submit annual inventories may result in closure of the site.

c. Updated information regarding APT can be found at www.hrc.army.mil/tagd/apt%20resources.

3–23. Multi-Use Learning Facilities and Army Learning Centers

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

b. MLF and ALC complexes are designed to meet unit and individual needs.

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

d. MLFs and ALCs have multimedia computers with Internet access, ready to support desktop video conferencing and provide space for individual or collaborative learning.

e. MLFs and ALCs provide Soldiers online access to the Army Correspondence Course Program, the Reimer Digital Library, self-development classes, NCOPDS training courses and college classes.

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

g. The ESO or ESS will coordinate with Army Morale, Welfare, and Recreation to ensure efficient use of library and media resources.

Section V

Other Services

3–24. Credentialing opportunities

a. *Credentialing Opportunities Online.* Certification and licensure information obtained through Army Credentialing Opportunities Online (COOL) improves Soldier employment readiness. Army COOL provides Soldiers 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 www.cool.army.mil. Soldiers can find information about funding credentials through CA in paragraph 4–8.

b. *Army e-Learning.* Army e-Learning is a helpful resource for the credentialing process. Army e-Learning offers free, computer-based certification courses in leadership, business, and information technology for systems. The content for the information technology courses ranges from fundamental desktop applications to detailed networking instruction. Army e-Learning courses are available at www.usarmy.skillport.com.

3–25. Joint Services Transcript

a. *Background.* The JST is a collaborative transcript program that allows Service members 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 DANTES, the Military Evaluation Program 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 secured website to EIs or businesses per Soldier request. Soldiers can also view and print unofficial copies via the JST website at <https://jst.doded.mil/smart/signin.do/>. 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 (ATRRS). Most EIs accept the JST and may award the credit recommendations provided by the Military Evaluation Program.

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 awarding 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. HQ ACES manages the Army JST program. The Chief, HQ ACES 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 TRADOC, Army University, 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, HQ ACES—

(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 a home college in the GoArmyEd portal, JST will automatically send an official transcript to the representative of the designated EI. Soldiers may also request delivery of an official transcript to an EI 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.

Chapter 4 Education Funding

Section I

Army Tuition Assistance Program Policies and Procedures

4–1. Authority

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 (MDEP) VATA.

b. Eligible Soldiers may use TA to participate in high school completion programs and to take approved classes from undergraduate or graduate education programs at accredited EIs 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 (1), members of the Army National Guard and the U.S. Army Reserve serving in the Selected Reserve, and Soldiers in Active Guard and Reserve (AGR) status, pursuant to titles 10 or 32, must have a “satisfactory participant” designation.

b. Eligible educational institutions—

(1) EIs accredited by an accrediting organization recognized by the ED, approved for VA 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 EIs whose home campus is operating within the United States, to include the District of Columbia and U.S. territories. In addition, all EIs receiving TA must be signatory to the current DOD MOU. DOD maintains a current list of TA-eligible EIs on the DOD MOU website at www.dodmou.com.

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

- (a) The EI's name appears on the GoArmyEd-generated TA authorization.
- (b) Classes are part of a program appearing in the EI's catalog.
- (c) Classes and grades reflected on the transcript are those of the EI'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.

(2) The Soldier's highest civilian education level attained must be current and correct in GoArmyEd before TA will be authorized.

d. Special programs—

(1) *Eligibility.* The Army may limit eligibility criteria for use of TA beyond those identified in this paragraph. Annual TA 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.

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

(a) EI 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) *Postsecondary certificate or diploma.* Eligible Soldiers may be authorized TA for credit-bearing, undergraduate, graduate, and vocational-technical classes leading to an academic certificate or diploma to update a competency or learn a new skill to enhance post-service employment opportunities.

(a) Soldiers must not have earned a certificate or diploma in the previous 5 years.

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

(5) *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 possessing a bachelor's degree, or those who have reached the undergraduate SH limit, will have all class credit applied to the current graduate SH limit regardless of class level.

(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 GoArmyEd before requesting TA for this program.

(6) *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, program of preparation for certification and licensure, or capstone certification in an area of specialization.

(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 EI listing specific coursework required.

(c) Soldiers must upload written verification, as described in (b) above, to GoArmyEd before requesting TA for this program.

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

(a) Soldiers who possess a bachelor's degree, or those who have reached the undergraduate SH limit, will have SHs deducted from their graduate SH limit (if available) regardless of class level.

(b) School officials for the civilian education degrees, or commanders for the career advancement programs, must provide written documentation 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 GoArmyEd before requesting TA for this program.

(8) *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) School officials must provide written documentation specifying that additional coursework is necessary for the Soldier's program of study.

(b) Soldiers must upload written verification as described in (a) above to GoArmyEd before requesting TA for this program.

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

(a) School officials must provide written documentation specifying that additional coursework is necessary for the Soldier's admission to the program.

(b) Soldiers must upload written verification as described in (a) above to GoArmyEd before requesting TA for this program.

(10) *Foreign language, history, and culture classes.*

(a) Host-nation language classes for Soldiers assigned overseas. Commanders may authorize TA for in host-nation language classes, regardless of a Soldier's education level.

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

(11) *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.

(12) *Obligations.* Officers (CW2, 2LT, and above) using TA for any of the above special programs remain subject to ADSO and RDSO, in accordance with AR 350-100 (active duty) and AR 135-91 (Reserve Component). (See para 4-6.)

4-4. Tuition Assistance program rates and rate restrictions

a. The Army will fund TA up to the established HQDA SH rate and ceiling. Refer to current HQDA policy message or Soldier SOU for current rates and SH caps.

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 EI. Federal student aid loan, grant, and work-study programs are not considered duplicated benefits. EIs have the responsibility to 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.

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 dividing the flat-rate tuition amount by the number of SHs for the TA request. If less than full-time SHs have been requested, the unit cost will be the EI's published part-time or per-SH rate.

4-5. Tuition Assistance program restrictions and prohibitions

TA funds will not be authorized for—

a. Soldiers who have accumulated 6 SHs of TA-funded college credit in their current degree program and do not have an approved official degree plan (see para 4-6).

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

c. Soldiers who do not have a cumulative grade point average (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 enroll in self-funded classes through GoArmyEd.

(3) Cannot use classes taken outside of GoArmyEd to calculate TA GPA.

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

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

e. Soldiers who do not have a current and signed SOU on file in GoArmyEd.

f. 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 EI 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.

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

h. 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.

i. Soldiers flagged under provisions of AR 600-8-2.

j. Classes with an end date that extends beyond 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.

k. 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.

l. 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.

m. 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.

n. CBE or "institutional challenge exams."

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

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

q. EIs in the GSA "Excluded Parties List System," EIs that fail to sign the DOD MOU, or EIs suspended in GoArmyEd.

r. Audited classes.

s. Additional classes when the Soldier has an unresolved, "incomplete" grade except when the ESO, ESS, or guidance counselor approves.

t. Additional classes when the Soldier has unresolved "W" or "F" grades except when the ESO, ESS, or guidance counselor approves.

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

v. Additional classes when the Soldier's educational record is missing a grade for coursework 45 days after the class end date except when the ESO, ESS, or guidance counselor approves.

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

x. MOS and/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.

y. Certification classes provided directly by proprietary institutions.

- z. Payment of licensure or certification examinations.
- aa. Classes yielding continuing education units or professional education units.
- bb. Preparatory classes for college or graduate admissions testing such as the SAT, GRE, or LSAT.
- cc. 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.
- dd. Career Skills Programs.
- ee. 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.
- ff. Additional classes when a Soldier has an unresolved GoArmyEd account hold.

4–6. Tuition Assistance program administrative procedures for Soldiers

- a. Before requesting TA for any class, the Soldier must establish a GoArmyEd account. Account registration and activation may require Soldiers to update their personnel record. Soldiers encountering problems with GoArmyEd should contact their local education centers or offices, or create a GoArmyEd helpdesk case for assistance.
- b. Soldiers must sign an electronic SOU acknowledging compliance with Army TA policies and procedures, before requesting TA for the first time and thereafter as required.
- c. Soldiers must request TA and withdraw from classes in the GoArmyEd portal. If required by the Soldier's home school, the Soldier must also register and withdraw through the school's system.
- d. TA is authorized on a class-by-class basis for classes that support a Soldier's approved educational goal. Soldiers must initiate a separate DA Form 7793 (Request for TA Recoupment Waiver - Withdrawal for Military (WM) Reasons) for each class on their approved official degree plan.
- e. 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 a postsecondary certificate, diploma, associate's, baccalaureate, or master's degree. The Army will authorize TA for classes required for the Soldier's educational goal regardless of delivery mode. Soldiers should meet with an Army education counselor to review and update their educational goals, as needed, to support lifelong learning.
 - (3) The Soldier's GoArmyEd record must include the Soldier's educational goal. Only the ESO, ESS, or guidance counselor may authorize educational goal changes.
 - (4) After completing 6 SH of TA-funded coursework in the current degree program—excluding special programs described in paragraph 4–3d—Soldiers must have an official degree plan outlining requirements to meet their educational goal to continue using TA.
- f. Soldiers may submit electronic TA requests within GoArmyEd up to 60 days before the class start date. TA requests must be complete, requested, and approved no later than 1159 Eastern Standard Time the day before the class start date. Soldiers will be solely responsible for all tuition costs for classes not approved before the class start date, except with an approved ETP.
- g. TA requests submitted 5 or more business days before class start date that are not approved before class start date may be considered for a TA ETP, in accordance with current ACES ETP guidance. Soldiers must initiate requests for ETP through their servicing Army education center or office.
- h. TA requests submitted less than 5 business days before the class start date that are not approved before class start date will not be considered for ETP TA payment for any reason.
- i. In the event that the school cancels a TA-approved class less than 5 business days before, or any time after the class start date, the Soldier must immediately open a GoArmyEd helpdesk case and request TA for a replacement class (if desired) not later than 5 business days from the school's notification of class cancellation. The Soldier should then drop the cancelled class in GoArmyEd.
- j. Upon dropping or withdrawing from a class in GoArmyEd with cost to the Army, TA cannot be reinstated for that class in the same term in which it was dropped.
- k. Under no circumstances will a Soldier personally reimburse an EI for previously approved TA funds.

4–7. Tuition Assistance program funding recoupment

- a. Soldiers agree to reimburse the Army upon signing the electronic SOU in GoArmyEd 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 GoArmyEd, or otherwise obtains (or attempts to obtain) TA under substantiated false pretenses. Such Soldiers will be subject to recoupment and/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 in GoArmyEd. 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 nonattendance.

(6) The Soldier fails to make up an “incomplete” grade within the time limits stipulated by the EI or 120 calendar days after the completion of the class, whichever occurs first. ESOs and ESSs may extend the 120 days at their discretion, for extenuating circumstances. Soldiers cannot use CBE (CLEP, DSST, or self-funded institutional challenge exams) or prior learning assessments to remove a grade of “incomplete.”

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

b. TA recoupment is not required when—

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

(2) A Soldier withdraws from, fails, or cannot complete a class for reasons clearly beyond the individual’s control—such as emergency leave, reassignment, natural or man-made disaster, illness, hospitalization, or unanticipated military mission—and receives an approved (computer system generated) DA Form 7792–SG (Tuition Assistance Request).

(a) Soldiers should initiate military withdrawal requests through GoArmyEd within 60 days from the date of withdrawal. ESOs must process DA Form 7792–SG requests no later than 3 years from the end date of the relevant class.

(b) Soldiers must upload a signed DA Form 7792–SG describing the reason for military withdrawal to their GoArmyEd eFile. Soldiers may obtain the DA Form 7792–SG in GoArmyEd. As verification of the reasons for withdrawal or class non-completion, the first commander in the Soldier’s chain of command must endorse such waiver requests.

(c) The DA Form 7792–SG 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.

(d) Substantiating documentation, such as orders or medical reports with personally identifiable information redacted, must be attached to the DA Form 7792–SG.

(e) The ESO or ESS will review the DA Form 7792–SG to ensure it is complete and that the reason for the request is valid. The ESO or ESS will refer the Soldier to the appropriate unit commander for additional information, if the DA Form 7792–SG is incomplete or does not provide adequate substantiating documentation.

(f) The ESO is the approval authority for all DA Form 7792–SGs. The ESO can disapprove a DA Form 7792–SG even if a Soldier’s commander recommends approval.

(g) GoArmyEd will apply a system-generated hold to a Soldier’s GoArmyEd account upon approval of a second withdrawal for military reasons. ESOs, ESSs, or guidance counselors may retain, defer, or remove the hold after a counseling session with the Soldier.

(h) Approved withdrawals for military reasons will result in the return of SHs to the Soldier’s GoArmyEd account, and exclusion of the class grade in the GoArmyEd grade point average calculation.

(3) Death of a Soldier occurs or Soldier is on the Wounded Warrior list as verified by the Human Resources Command Casualty and Mortuary Affairs Operations Division.

c. Tuition assistance 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) Selected Reserve 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. Mobilized Selected Reserve officers not retained on active duty may serve an ADSO or RDSO period of service in an active drilling status within an Army Reserve Component. Duty status of a Selected Reserve officer on the class start date will determine whether ADSO or RDSO is applied.

(3) All officers who accept TA will electronically sign an Army tuition assistance SOU in GoArmyEd affirming the ADSO or RDSO.

(4) HQ ACES 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. Tuition assistance recoupment process.

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

(2) ARNG and USAR ESOs and ESSs will coordinate with their DCS, G-1 representative to obtain a list of all Soldiers separating from the Army in the near future, audit the Soldiers' accounts, and proceed with recoupment actions (automated or manual) as necessary.

(3) ACES personnel will ensure receipt of documentation, such as official orders or DD Form 214 (Certificate of Release or Discharge from Active Duty), reflecting HQDA approval of separation before out-processing an active duty officer in GoArmyEd and/or from the education center or office. The separation program designator code determines the disposition of the officer's ADSO and whether recoupment will be initiated in GoArmyEd. Officers requesting waiver of ADSO recoupment must provide a Commanding General, HRC memorandum authorizing the waiver. If the HRC memorandum is not provided, ACES personnel will initiate the ADSO recoupment in GoArmyEd.

Section II

Army Credentialing Assistance Program Policy and Procedures

4-8. Authority

The Army provides CA to Soldiers of the RA and RC, subject to funding availability.

4-9. 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 that directly relate to an earned academic degree, certificate, or a civilian vocational career field. Academic or vocational credentials do not need to be directly related to a Soldier's MOS, additional skill identifier, or assigned duties. A list of eligible credentials will be maintained on Army COOL.

4-10. Credentialing Assistance Program rates

a. CA is subject to the same funding ceiling as TA. Soldiers may use both CA and TA; however, the combined use cannot exceed the TA fiscal year limit.

b. CA is authorized for payment of credentialing expenses for classroom, hands-on, online or blended training (and associated materials), manuals, study guides, text books, exams, tests, fees for exams and tests, mandatory pre-tests, and related fees for continuing education requirements and recertification of credentials.

4-11. Credentialing Assistance Program eligibility

Soldier eligibility criteria for the use of CA is aligned with current TA and HQDA policies.

4-12. Credentialing Assistance Program exclusions

a. The following Soldiers are ineligible for CA:

(1) Contracted ROTC scholarship cadets (receiving either tuition and fees, or room-and-board incentive) or Green-to-Gold ROTC program cadets. This restriction includes any period(s) of temporary suspension of scholarship benefits, leave of absence, and while school is out of session.

(2) Soldiers who are flagged, under provisions of AR 600-8-2.

(3) Soldiers who have been approved for voluntary separation or who have received notice of involuntary separation and do not have enough time remaining in service to complete the credential before separating from the Army.

(4) Soldiers assigned to the Individual Ready Reserve or the Inactive National Guard.

(5) Soldiers attending schooling under provisions of AR 621-1.

b. CA is not authorized for:

(1) MOS-required credentials funded by Army training schools.

(2) Preparatory classes for college and graduate admissions testing such as the SAT, GRE, or LSAT.

(3) Career skills programs.

4–13. Credentialing Assistance Program administrative procedures for Soldiers

a. Soldiers must obtain an account at <https://www.GoArmyEd.com> and request CA for credentialing classes and exams through a helpdesk case at that website.

b. Before being approved for CA, the Soldier must meet with an Army education counselor, either virtually or in person, to establish a credentialing pathway plan. The credentialing pathway plan will include the list of approved supporting credentials, along with the required education, training, work experience, professional experience, and examinations.

c. When requesting CA, the Soldier must sign an electronic SOU acknowledging compliance with Army CA policies and procedures.

d. CA request timelines:

(1) Soldiers must submit separate CA requests for each credentialing class or exam, at least 30 business days before the class or exam start date. All CA requests must be complete, requested, and approved no later than 2359 Eastern Standard Time the day before the class or exam start date.

(2) CA requests submitted less than 30 business days before the class or exam start date, that are not approved before class or exam start date, will not be considered for after-the-fact CA funding, for any reason.

(3) If the training provider or credentialing agency cancels a CA-approved class or exam on or after the start date, then no later than 10 business days from the date of cancellation notification the Soldier must:

(a) Open a helpdesk case at <https://www.GoArmyEd.com/>.

(b) Attach the cancellation notice.

(c) Request CA for an appropriate replacement class or exam (if desired).

4–14. Credentialing Assistance Program restrictions and prohibitions

a. Soldiers must resolve any GoArmyEd-imposed account holds before requesting CA. Holds imposed due to incorrect information reported to GoArmyEd by third party systems (for example, an educational institution and Army personnel records) must be corrected in those systems and reported correctly to GoArmyEd before such hold(s) can be lifted.

b. Soldiers must successfully complete a credentialing class and achieve a passing score on an exam to continue the use of CA. Failing a class or exam, or dropping a class or exam with Army cost, will result in CA funds being recouped. Soldiers may resume CA usage once they have reimbursed the Army the entire amount of CA received.

c. Soldiers may not use CA for coursework outside of an approved CA pathway plan, even if the Soldier completed another credential before starting the current pathway.

d. Soldiers may only use CA to fund classes and/or exams required within a specified CA pathway plan.

e. Soldiers may only request a plan change up to two times per pathway. Requests for change may only be made if the Soldier completed no more than 5 percent of the total training required in the specified pathway plan.

f. Under no circumstances will a Soldier personally reimburse a training provider or credentialing agency for approved CA funds, to avoid recoupment or military service obligation.

4–15. Credentialing Assistance Program service commitment

a. Commissioned officers (CW2, 2LT, and above) may use CA only if the officer agrees to serve a military service obligation, in accordance with current TA requirements. Upon request and approval of CA for credentialing classes and materiel, active duty, AGR, and mobilized commissioned officers (under Title 10 or Title 32 authority), incur an ADSO of 2 years. Reserve Component officers (USAR/ARNG) incur an RDSO of 4 years. The CA military service obligation commences on the ending date of each class for which CA was approved.

b. The officer's duty status on the class start date will determine whether an ADSO or RDSO is applied.

c. Mobilized selected reserve officers not retained on active duty may serve an ADSO or RDSO period of service in an active drilling status within a component of the selective reserve.

d. Once imposed, the ADSO or RDSO will run concurrently with any previously imposed ADSO or RDSO, unless the Soldier is involuntarily separated by the Army. If approved for voluntary separation, the Soldier will be required to reimburse the Army the amount of CA representing the unserved portion of the ADSO or RDSO.

e. For USAR and ARNG officers, the service requirement and any recoupment actions with the RDSO is administered by the component's officer personnel management office.

f. Officers using CA for testing or recertification of a credential will not incur a service obligation. Testing or recertification funding cap for officers in their last year of service is \$2,000, provided they have not completed a second credential pathway.

4–16. Credentialing Assistance Program recoupment

a. Soldiers must successfully complete a credentialing class and achieve a passing score on an exam to continue the use of CA. Failing a class or exam, or dropping a class or exam with Army cost, will result in CA funds being recouped. Soldiers may resume CA usage once they have reimbursed the Army the entire amount of CA received.

b. The Chief, HQ ACES, may grant a waiver when a Soldier withdraws from, fails, or cannot complete a class or exam for reasons clearly beyond the individual's control. Examples of valid waiver reasons include emergency leave, reassignment, illness, hospitalization, unanticipated military mission, or interruption of the Soldier's education due to natural or manmade disaster.

(1) Soldiers should initiate a request to waive CA funding recoupment on a DA Form 7792–SG, available at <https://www.GoArmyEd.com>, within 60 days from the date of withdrawal or failure; however, Soldiers may submit waiver requests for up to 3 years from the end date of the relevant class or exam.

(2) Soldiers must upload a signed DA Form 7792–SG, describing the reason for withdrawal or failure, to their eFile at <https://www.GoArmyEd.com/>. As verification of the reasons for withdrawal, failure, or non-completion, the first commander in the Soldier's chain of command exercising UCMJ authority must endorse such waiver requests.

(3) The DA Form 7792–SG will include written justification verifying why the Soldier was unable to complete the class or exam with the specific dates the Soldier was unable to attend the class or exam. The DA Form 7792–SG must validate that the reason the Soldier could not complete the class was unanticipated.

(4) Substantiating documentation, such as orders or medical reports with personally identifiable information redacted, must be attached to the DA Form 7792–SG.

(5) HQ ACES will review the DA Form 7792–SG to ensure it is complete and that the reason for the request is valid. HQ ACES will refer the Soldier to the appropriate unit commander for additional information if the DA Form 7792–SG is incomplete or does not provide adequate substantiating documentation.

(6) HQ ACES is the approval authority for all DA Form 7792–SGs where military withdrawal is the reason for the requests, and can disapprove a DA Form 7792–SG, even if a Soldier's commander recommends approval.

(7) A system-generated hold is applied to a Soldier's account at <https://www.GoArmyEd.com> when a second DA Form 7792–SG is approved. ESOs, ESSs, or guidance counselors may retain, defer, or remove the hold after a counseling session with the Soldier.

Section III

Other Financial Assistance

4–17. 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.

4–18. 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 Montgomery GI Bill (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 Reserve Component, 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 EI 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.

d. *Section 555, National Defense Authorization Act of 2016, Public Law 114–92.*

(1) The National Defense Authorization Act for Fiscal Year 2016 ended the REAP on 25 November 2015. Some individuals remain eligible for REAP benefits until 25 November 2019, while others are no longer eligible for REAP benefits. Soldiers should contact their servicing education center or consult the VA website at www.benefits.va.gov/gibill/ for eligibility requirements.

(2) If eligible, Soldiers may use benefits under 10 USC Chapter 1607 with TA during the same term.

4–19. 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. Spouses must 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 www.mycareerskill.org/.

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. HQ 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, HQ ACES performance measurement focuses on strategic Army education outcomes such as—

(1) Successful class- and degree-completion rates.

(2) Retention and promotion rates of Soldiers who used ACES programs and services.

(3) EI 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 EIs (for postsecondary programs) or contractors (for Soldier development programs). Army and installation EI education professionals must have a common understanding 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 EI program evaluations.
- (d) Lean Six Sigma management approaches.

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

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

e. Curriculum assessment. While assessment of the quality of an EI'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.

5–2. GoArmyEd electronic 1821 report

a. The purpose of the GoArmyEd electronic 1821 report is to provide participation data of the education programs and services in a specific geographic area of support. The report includes participation rates and associated VACE, VATA, and visibility operational readiness (VOPR) costs.

b. HQ ACES will use data from the electronic 1821 report to support the VACE and VATA POM build.

c. Quarterly reports cover the following periods—1 October through 31 December; 1 January through 31 March; 1 April through 30 June, and 1 July through 30 September. The cutoff date for collecting data for any reporting period is the last day of the reporting period.

d. The component HQ will provide training to their ESOs and ESSs on how to use the electronic 1821 report.

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 EIs, DOD installations, and the Military Services. HQ ACES 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 the current 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 EI operating on that installation. The relevance of each EI's offerings to its own mission and objectives and to those of the installation is evaluated.

5–4. Marketing, outreach, and strategic communication

a. 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. 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 HQ 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, as specified in AR 5–14.
- e. All requests for education data to support research studies and other formal reports will be vetted through HQ ACES. 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 (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. Non-ACES personnel and EIs must obtain approval from the Chief, HQ ACES before using the ACES or GoArmyEd logos for any purpose.

Section II

Personnel Management

5–7. Army Continuing Education System position descriptions

- a. The HQ ACES, 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 Career Program 31 (CP 31), depending on the position. The following positions may be exempted from this requirement—
 - (1) HQ ACES finance chief.
 - (2) HQ ACES education incentives program managers.
 - (3) ARNG incentives program managers.
 - (4) 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 (OPM’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 OPM’s standards.
- c. Additional information about the Education Services Series, GS–1740, including individual occupational requirements, can be viewed at www.opm.gov/.

5–8. Army Continuing Education System personnel interactions with educational 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 EI, unless the employee obtains an opinion from legal counsel indicating that no conflict of interest exists.
- b. The employee must escalate a GoArmyEd Helpdesk case, with attached legal opinion, to HQ ACES for review within 60 days of the beginning date of the formal or informal compensation arrangement or agreement with the EI 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 EI is represented in GoArmyEd 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 careerists, will develop individual development plans to support professional development for all careerists. The professional development of ACES staff in the GS–1740 series, including ACES interns, is based on guidance provided in AR 690–950 and the ACTEDS plan for CP 31.

b. HQ ACES, with support from HQ IMCOM ACES, NGB, and USARC, will request training funds to ensure adequate training and development of ACES personnel.

c. The Chief, HQ ACES, 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. HQ ACES manages the CP 31 Intern Program and works closely with the DA Intern Office on policy, funding, and allocations and with the North Central Civilian Personnel Operations Center for recruitment issues.

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

h. The CP 31 Intern Program provides a means of accessing and providing initial occupational, developmental, and leadership training to future GS–1740 careerists.

i. The CP 31 master intern plan ensures the planned development of ACES Interns 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

AFAR

Army Federal Acquisition Regulation (Cited in para 3–17g(2)(b).) (AFAR material is available at <http://far-site.hill.af.mil/vmafara.htm>)

AR 5–1

Management of Army Business Operations (Cited in para 2–4a.)

AR 5–14

Management of Contracted Advisory and Assistance Services (Cited in para 5–5d.)

AR 135–91

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

AR 350–1

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

AR 350–100

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

AR 600–8–19

Enlisted Promotions and Reductions (Cited in para 3–19i(23).)

AR 600–81

Soldier for Life-Transition Assistance Program (Cited in para 3–20a.)

DA Pam 600–3

Commissioned Officer Professional Development and Career Management (Cited in para 3–1d(4).)

DA Pam 600–25

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

DANTES Program

DANTES Examination Program Handbook (Cited in para 3–18.) (Available at www.dantes.doded.mil/.)

DODD 1322.08E

Voluntary Education Programs for Military Personnel (Cited in title page.) (Available at <https://www.esd.whs.mil/dd/>.)

DODI 1322.19

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

DODI 1322.25

Voluntary Education Programs (Cited in summary of change.)

FAR

Federal Acquisition Regulation (Cited in para 3–17f(2).)

10 USC 1142

Preseparation Counseling Requirement; Transmittal of Medical Records to Department of Veterans Affairs (Cited in para 1–6a.) (USC material is available at <http://uscode.house.gov/>.)

10 USC 2005

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

10 USC 2007

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

10 USC 4302

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

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(e)

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

Section II**Related Publications**

A related publication is a source of additional information. The user does not have to read it to understand this publication. Unless otherwise indicated, Army publications forms are available on the Army Publishing Directorate (APD) website (<https://armypubs.army.mil>). The U.S. Code is available at <https://govinfo.gov/>.

ACE Guide to Educational Credit by Examination

American Council on Education (Available at <https://www.acenet.edu/news-room/pages/college-credit-recommendation-service-credit.aspx>)

ACE Military Guide

American Council on Education (Available at <https://www.acenet.edu/news-room/pages/military-guide-online.aspx>)

ADRP 6–22

Army Leadership

AR 5–18

Army Stationing and Installation Plan

AR 11–2

Managers' Internal Control Program

AR 11–6

Army Foreign Language Program

AR 15–6

Procedures for Administrative Investigations and Boards of Officers

AR 25–1

Army Information Technology

AR 25–22

The Army Privacy Program

AR 25–30

Army Publishing Program

AR 25–55

The Department of Army Freedom of Information Act Program

AR 27–60

Intellectual Property

AR 71–32

Force Development and Documentation Consolidated Policies

AR 135–100

Appointment of Commissioned and Warrant Officers of the Army

AR 135–178

Enlisted Administrative Separations

AR 140–111

U.S. Army Reserve Reenlistment Program

AR 210–14
Installation Status Report Program

AR 350–20
Management of Defense Foreign Language Training

AR 351–3
Professional Education and Training Programs of the Army Medical Department

AR 360–1
The Army Public Affairs Program

AR 380–67
Personnel Security Program

AR 570–4
Manpower Management

AR 600–8–2
Suspension of Favorable Personnel Actions (Flag)

AR 600–8–24
Officer Transfers and Discharges

AR 600–8–101
Personnel Readiness Processing

AR 600–8–104
Army Military Human Resource Records Management

AR 600–100
Army Profession and Leadership Policy

AR 601–210
Regular Army and Reserve Components Enlistment Program

AR 601–280
Army Retention Program

AR 611–5
Personnel and Classification Testing

AR 611–60
Assignment of Army Personnel to the Defense Attaché System

AR 621–1
Training of Military Personnel at Civilian Institutions

AR 621–108
Military Personnel Requirements for Civilian Education

AR 635–200
Active Duty Enlisted Separations

AR 690–950
Career Program Management

DA Pam 25–403
Guide to Recordkeeping in the Army

DA Pam 600–8
Military Human Resources Management Administrative Procedures

DODD 5160.41E
Defense Language, Regional Expertise, and Culture (LREC) Program

DODI 1322.29
Job Training, Employment Skills Training, Apprenticeship, and Internships (JTEST–AI) for Eligible Service Members

National Guide to Educational Credit for Training Programs

American Council on Education (Available at <http://www2.acenet.edu/credit/?fuseaction=browse.main/>.)

NGR 600–200

Enlisted Personnel Management (Available at <http://www.ngbpdcc.ngb.army.mil/publications.htm/>.)

PL 114–92, Section 555

National Defense Authorization Act of Fiscal Year 2016 (Available at <https://www.govinfo.gov/>.)

TRADOC Pamphlet 350–70–121

Army Distributed Learning (DL) Guide (Available at <http://adminpubs.tradoc.army.mil/pamphlets/tp350-70-12.pdf/>.)

5 USC

Government Organization and Employees

10 USC Chapter 1606

Educational assistance for members of the Selected Reserve

10 USC Chapter 1607

Educational assistance for Reserve Component members supporting contingency operations and certain other operations

10 USC 2015

Program to assist members in obtaining professional credentials

10 USC 12205

Commissioned officers: appointment; educational requirement

17 USC 105

Subject matter of copyright: United States Government works

32 USC

National Guard

38 USC Chapter 30

All-Volunteer Force Educational Assistance Program

38 USC Chapter 33

Post 9/11 Educational Assistance

38 USC 3672

Approval of courses

38 USC 3696

Limitation on certain advertising, sales, and enrollment practices

Section III

Prescribed Forms

Unless otherwise indicated, DA forms are available on the APD website (<https://armypubs.army.mil/>).

DA Form 7792–SG

Tuition Assistance Request (Prescribed in para 4–7*b*(2).) (Available through <https://www.GoArmyEd.com/>.)

DA Form 7793

Request for TA Recoupment Waiver - Withdrawal for Military (WM) Reasons (Prescribed in para 4–6*d*.)

Section IV

Referenced Forms

Unless otherwise indicated, DA forms are available on the APD website (<https://armypubs.army.mil/>) and DD forms are available on the Executive Services Directorate website (<http://www.esd.whs.mil/directives/forms/>).

DA Form 11–2

Internal Control Evaluation Certification

DA Form 2028

Recommended Changes to Publications and Blank Forms

DD Form 214

Certificate of Release or Discharge from Active Duty (Available through normal supply channels.)

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.

State, country, or territory	County, parish, or area	Army Education Center location	IMCOM directorate (ID), or other
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 of Alaska	Joint Base Elmendorf Richardson, AK Fort Wainwright, AK	ID-Pacific
American Samoa	All of American Samoa	Schofield Barracks, Fort Shafter/Tripler Education Complex, HI	ID-Pacific
Argentina	All of Argentina	Southcom	Southcom
Arizona	All of Arizona	Fort Huachuca, AZ	ID-Training
Arkansas	All counties	Fort Sill, OK	ID-Training
Australia	All of Australia	Camp Zama, Japan	ID-Pacific
Austria	All of Austria	Europe Region Office, Sembach, Germany/U.S. Army Garrison Rheinland Pfalz	ID-Europe
Bahrain	All areas	Navy installation, Manama	Contingency (DANTES)

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
Belgium	U.S. Army Garrison Benelux - SHAPE/ Brussels	SHAPE (Casteau) and Brussels, Belgium/U.S. Army Garrison Benelux	ID-Europe
Belize	All of Belize	Joint Task Force-Bravo J1, Education Center, Soto Cano Air Base, Honduras	ID-Sustainment
Bolivia	All of Bolivia	Southcom	Southcom
Bosnia	All areas	Tuzla Main, Sarajevo/ Europe Region Office, Sembach, Germany/U.S. Army Garrison Rheinland Pfalz	ID-Europe
Brazil	All of Brazil	Southcom	Southcom
Bulgaria	All of 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 of Cambodia	Camp Zama, Japan	ID-Pacific
Canada	All of Canada	Fort Drum, NY	ID-Readiness
Central America	All of Central America	Southcom	Southcom
Chile	All of Chile	Southcom	Southcom
China	All of China	Camp Zama, Japan	ID-Pacific
Colombia	USMILGRP	Southcom	Southcom
Colorado	All counties	Fort Carson, CO	ID-Readiness
Connecticut	All counties	U.S. Military Academy, West Point, NY	ID-Training
Costa Rica	All of Costa Rica	Joint Task Force-Bravo J1, Education Center, Soto Cano Air Base, Honduras	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
Cuba	All of Cuba	Southcom	Southcom
Cyprus	All of 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 of 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
District of Columbia	Walter Reed National Military Medical Center	Walter Reed National Military Medical Center, DC	ID-Sustainment
Dominican Republic	USMAAG	Southcom	Southcom
East Timor	East Timor	Camp Zama, Japan	ID-Pacific
Eastern Caribbean	USMLO	Southcom	Southcom
Ecuador	All of Ecuador	Southcom	Southcom
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

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	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
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,	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 of Greece	NATO Site Larissa, Greece Europe Region office, Sembach, Germany/U.S. Army Garrison Rheinland Pfalz	ID-Europe
Guam	All of Guam	Schofield Barracks & Fort Shafter/ Tripler Education Complex, HI	ID-Pacific
Guatemala	All of Guatemala	Joint Task Force-Bravo J1, Education Center, Soto Cano Air Base, Honduras	ID-Sustainment
Guyana	All of Guyana	Southcom	Southcom

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
Haiti	All areas	Southcom	Southcom
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 of 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 of Indonesia	Camp Zama, Japan	ID-Pacific
Iowa	All counties	Rock Island Arsenal, IL	D-Sustainment
Iraq	All of Iraq		Contingency (DANTES)
Israel	All of Israel		Contingency (DANTES)
Italy	All of Italy	U.S. Army Garrison Italy (Vicenza & Livorno)	ID-Europe
Jamaica	USMLO	Southcom	Southcom
Japan	All of Japan except Okinawa	Camp Zama, Japan	ID-Pacific
Jordan	All of Jordan		Contingency (DANTES)
Kansas	Atchison, Brown, Doniphan, Douglas, Franklin, Jackson, Jefferson, Johnson, Leavenworth, Marshall, Miami, Nemaha, Osage, Wyandotte	Fort Leavenworth, KS	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
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
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

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
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 of 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, Kemptor, 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

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
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
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

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 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 of 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
New Zealand	All of New Zealand	Camp Zama	ID-Pacific
Nicaragua	All of 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 of Norway	Europe Region Office, Sembach, Germany/U.S. Army Garrison Rheiland 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 of 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 of Pakistan		Contingency (DANTES)

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
Panama	All of Panama	Joint Task Force-Bravo J1, Education Center, Soto Cano Air Base, Honduras	ID-Sustainment
Paraguay	All of Paraguay	Southcom	Southcom
Pennsylvania	All counties	Carlisle Barracks, PA	ID-Training
Peru	All of Peru	Southcom	Southcom
Philippines	All of the Philippines	Camp Zama, Japan	ID-Pacific
Poland	All of Poland	Europe Region Office Sembach, Germany/U.S. Army Garrison Rheinland Pfalz	ID-Europe
Portugal	All of Portugal	Europe Region Office, Sembach, Germany/U.S. Army Garrison Rheinland Pfalz	ID-Europe
Puerto Rico	All areas	Fort Buchanan, PR	Atlantic
Qatar	All of Qatar	Camp As-Sayliyah (CAS)	Contingency (DANTES)
Rhode Island	All counties	U. S. Military Academy, West Point, NY	ID-Readiness
Romania	All of Romania	U.S. Army Garrison Ansbach, Germany	ID-Europe
Russia	All areas	Europe Region Office Sembach, Germany/U.S. Army Garrison Rheinland Pfalz	ID-Europe
Saipan	All of 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 of Serbia	Europe Region Office, Sembach, Germany/U.S. Army Garrison Rheinland Pfalz	ID-Europe
Singapore	All of Singapore	Camp Zama, Japan	ID-Pacific
South America	All of 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

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
Sri Lanka	All of Sri Lanka	Schofield Barracks & Fort Shafter/Tripler Education Complex, HI	ID-Pacific
Suriname	All of Suriname	Southcom	Southcom
Taipan	All of Taipan	Schofield Barracks & Fort Shafter/Tripler Education Complex, HI	ID-Pacific
Taiwan	All of 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 of Thailand	Camp Zama, Japan	ID-Pacific
Trinidad and To-	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 of Vietnam	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
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, Greensville, York	Fort Eustis, VA	ID–Training
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, DC	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, DC	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
West Virginia	All counties except Hancock	Fort Detrick, MD	ID–Sustainment
West Virginia	Hancock	Carlisle Barracks, PA	ID–Training
Wisconsin	All counties	Fort McCoy, WI (88 th RSC, USAR)	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
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

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

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
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

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

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
Washington	Building #15, 41 st 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 RSC East	North Little Rock, AR
AZ, CA, NM, NV, OK	63rd RSC West	Los Alamitos, CA
USAREUR	7th CSC	Kaiserslautern, GE
AL, GA, KY, MS, TN, SC	81st RSC	Birmingham, AL
IL, IN, MI, MN, OH, WI	88th RSC East	Fort Snelling, MN
MEDCOM, IMA, NAAD, World Wide, UAU	88th RSC – Ft. McCoy, WI	Sparta, WI
CO, MT, ND, SD, UT, WY	88th RSC North	Salt Lake City, Utah

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

IA, KS, MO, NE	88th RSC South	Wichita, KS
ID, OR, WA	88th RSC West	Joint Base Lewis-McChord, WA
CT, MA, ME, NH, RI, VT, MIRC USAR	99th RSC East	Fort Devens, MA
DC, MD, VA	99th RSC North	Ft. Belvoir, VA
DE, NJ, NY, PA, WV	99th RSC 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) Active duty (enlisted, warrant officers, officers, total).
- (2) Active duty personnel from other services.
- (3) Reserve Component.
- (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, MLFs, and ALCs.

(2) ACES staff count and contractor staff count: ESOs, ESSs, guidance counselors, education technicians, administration and reception staff, test examiners, MLF staff, ALC 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 factor listed below 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 EI 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.doded.mil> and <https://www.GoArmyEd.com/>. 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 para 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 and ALC 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 EIs providing programs in which participants in ACES programs most frequent. Include their strengths, weaknesses, accreditation levels, and SOC DNS status. For each EI list postsecondary program offered—

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

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, HSC 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 works 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 class, 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, GoArmyEd decision-support tool or other interest inventories, testing services, MLF, ALC, or other).

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

(3) Determine how many respondents have a SOC DNS agreement.

(4) 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, TV 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 Search

D–1. Purpose

An education search provides the means for ESOs and ESSs to seek out EIs interested in competing with other institutions, to establish a postsecondary 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 search.

D–2. Letter from the education services officer, or specialist, to the educational institution

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

D–3. Education programs required

This page will list the education 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 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 EI (such as classrooms, office areas, on-installation library, MLF or ALC, computer labs, and so forth).

D–6. Criteria for selecting educational institutions

This page will list the DODI 1322.25 and DODI 1322.19 requirements that must be met by an EI to be considered for selection to provide educational programs through the Army education center or office. Additionally, EIs 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 EI should include in their proposal. The page will contain a statement that the criteria for selecting EIs and the criteria for EI proposal are mandated by DODD 1322.08E. EI 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 postsecondary 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 EIs, 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. 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.

Appendix E

Evaluating the Educational Institution

E-1. Army Continuing Education System's focus

Measuring learning progress is a focus for the Army Continuing Education System.

E-2. How progress toward meeting goals is measured

Table E-1 shows how progress is measured.

Table E-1
Program evaluation of educational institution with memorandum of understanding or contract operating on installation

Goal	Metric	Progress indices
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 EIs. 2. Percentage of EIs 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 EIs versus local or state EIs.
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 marketing tools shown below: <ul style="list-style-type: none"> - 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 listed below.

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.

Example	<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. HQ 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 educational 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.

Example	ACES has the ability to touch every Soldier regardless of where they 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/or 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	
Example	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.

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

Internal Control Evaluation

G–1. Function

The function covered by this evaluation is the administration of the ACES Program.

G–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.

G–3. Instructions

These internal controls must be evaluated at least once every 5 years. Answers must be based on the actual testing of key internal controls (for example, document analysis, direct observation, sampling, simulation, or other). Answers that indicate deficiencies must be explained and the corrective action identified in supporting documentation. Certification that the evaluation has been conducted must be accomplished on DA Form 11–2 (Internal Control Evaluation Certification).

G–4. Test 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 (GAO) 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 6 SHs of TA-funded classwork, have an approved official degree plan, or a credentialing pathway plan in GoArmyEd, before receiving additional TA or CA funds?
- l.* Has each GoArmyEd TA request been reviewed and validated before payment of TA funds?
- m.* Has a guidance counselor or ESS approved the enrollment for all FAST classes taken?
- n.* Has a guidance counselor, ESS, or test control officer approved all personnel and academic tests taken?
- o.* Do all ACES personnel have access to current policy guidance and business rules?
- p.* Do guidance counselors or ESSs provide mandatory veterans' benefits counseling, in accordance with 10 USC 1142, and document the sessions in GoArmyEd?
- 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?

G–5. Supersession

This evaluation replaces the management control evaluation checklist published in AR 621–5, dated 11 July 2006.

G–6. Comments

Help to make this a better tool for evaluation internal controls. Submit comments to Deputy Chief of Staff, G–1 (DAPE–ZX), Washington, DC 22331–0300.

Glossary

Section I

Abbreviations

ACES

Army Continuing Education System

ACF

Army College Fund

ACT

American College Testing (former name)

ACTEDS

Army Civilian Training and Education Development System

ADSO

active duty service obligation

AFAR

Army Federal Acquisition Regulation

AFCT

Armed Forces Classification Test

AGR

Active Guard and Reserve

AIT

Advanced Individual Training

ALC

Army Learning Center

AMEDD

Army Medical Department

APT

Army Personnel Test

ARNG

Army National Guard

ASA (M&RA)

Assistant Secretary of the Army (Manpower and Reserve Affairs)

ASVAB

Armed Services Vocational Aptitude Battery

ATCO

alternate test control officer

ATRRS

Army Training Requirements and Resources System

AUM

assessable unit manager

BSEP

Basic Skills Education Program

CA

credentialing assistance

CAR

Chief, Army Reserve

CBE
credit by examination

CG
commanding general

CID
Criminal Investigation Division

CIO/G-6
Chief Information Officer, G-6

CLEP
College Level Examination Program

CNGB
Chief, National Guard Bureau

CONUS
continental United States

COOL
Credentialing Opportunities On-line

COR
contracting officer's representative

CP
career program

CPA
Chief of Public Affairs

CREDIT
College Credit Recommendation Service

D.D.S.
Doctor of Dental Surgery

D.O.
Doctor of Osteopathic Medicine

DA
Department of the Army

DANTES
Defense Activity for Non-Traditional Education Support

DCS, G-1
Deputy Chief of Staff, G-1

DCS, G-2
Deputy Chief of Staff, G-2

DCS, G-3/5/7
Deputy Chief of Staff, G-3/5/7

DEPH
DANTES Examination Program Handbook

DL
distributed learning

DLIELC
Defense Language Institute English Language Center

DLIFLC
Defense Language Institute Foreign Language Center

DLS
distributed learning system

DOD
Department of Defense

DODD
Department of Defense Directive

DODI
Department of Defense Instruction

DSST
DANTES Subject Standardized Test

DVD
digital videodisk

ECLT
English Comprehension Level Test

ED
Department of Education

Ed.D.
Doctor of Education

EI
educational institution

EIB
Education Incentives Branch

ESL
English-as-a-Second Language

ESO
education services officer

ESS
education services specialist

ETP
exception to policy

ETS
expiration term of service

FAR
Federal Acquisition Regulation

FAST
Functional Academic Skills Training

FM
field manual

GED
General Education Development

GPA
grade point average

GRE
Graduate Record Examination

GSA
General Services Administration

GT
general technical

HQ
headquarters

HQ ACES
Headquarters, Army Continuing Education System

HQDA
Headquarters, Department of the Army

HRC
U.S. Army Human Resources Command

HRC ACED
Army Human Resources Command, Army Continuing Education Division

HSCP
High School Completion Program

HSD
high school diploma

ICA
internal control administrator

ID
Installation Management Command Directorate

IET
initial entry training

IMCOM
Installation Management Command

IMT
initial military training

ISR
installation status report

J.D.
juris doctor

JST
Joint Services transcript

JSVECO
Joint Service Voluntary Education Contingency Operation

LRP
Loan Repayment Program

LSAT
Law School Aptitude Test

M.D.
medical doctor

MDEP
management decision package

MEDCOM
Army Medical Command

MGIB
Montgomery G. I. Bill

MLF
multi-use learning facility

MOS
military occupational specialty

MOU
memorandum of understanding

MPD
Military Personnel Division

NATO
North Atlantic Treaty Organization

NCO
noncommissioned officer

NCOPDS
Noncommissioned Officer Education System

NGB
National Guard Bureau

NTC
National Test Center

O.D.
doctor of optometry

OCONUS
outside continental United States

OPM
Office of Personnel Management

OSD
Office of the Secretary of Defense

PA
physician's assistant

PAO
public affairs office

PCS
permanent change of station

Ph.D.
doctor of philosophy

Pharm.D.
doctor of pharmacy

POC
point of contact

POM
program objective memorandum

RA
Regular Army

RC
Reserve Component

RDSO
reserve duty service obligation

REAP
Reserve Education Assistance Program

ROTC
Reserve Officer Training Corps

RSC
regional support command

SAT
Scholastic Assessment Test

SBC
service-based costing

SH
Semester hour

SLRP
Student Loan Repayment Program

SOU
statement of understanding

SR
selected reserve

SRBs
Soldier record briefs

SRIP
Select Reserve Incentive Programs

SRR
service remaining requirement

STC
Soldier Training Course

TA
tuition assistance

TABE
Test of Adult Basic Education

TAG
The Adjutant General

TCO
test control officer

TEB
transfer of education benefits

TPEA
Third Party Education Assessment

TRADOC
Training and Doctrine Command

UCMJ
Uniform Code of Military Justice

USACC
U.S. Army Cadet Command

USAR
U.S. Army Reserve

USARC

U.S. Army Reserve Command

USAREC

U.S. Army Recruiting Command

USC

United States Code

VA

Department of Veterans' Affairs

VACE

Visibility Army Continuing Education

VATA

Visibility Army Tuition Assistance

VEAP

Veterans Educational Assistance Program

VOPR

visibility operational readiness

Section II**Terms****Active duty**

Full-time duty in military service of the United States.

Active Guard Reserve

ARNG and USAR military personnel on Federal active duty (other than for training or mobilization) under 10 USC or 32 USC.

Army education center or office

Active duty, ARNG, and USAR locations where ACES programs and services are provided. Army education centers and offices are typically managed by Army Civilians who must be Education Services Series GS-1740 qualified.

Assessable unit manager

The military or civilian head of an assessable unit. Preferably at the general officer or senior executive service level but not lower than an O-6, GS-15, or equivalent. In exceptional cases where the grade structure does not support having an AUM at this level, the AUM is the senior military or HQDA civilian functional manager. The AUM ensures that the results of required internal control evaluations are certified.

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 educational 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. Credentials may be required for certain jobs, or can make it more likely that an individual is hired for a job.

Defense Activity for Non-Traditional Education Support

A DOD agency that helps Service members and veterans pursue their educational goals, through education programs and services.

Degree plan

A degree plan is a formal statement of requirements that a student must complete to graduate from an educational institution program.

Distributed learning course

Distributed learning is a way of learning remotely without being in regular face-to-face contact with an instructor in the classroom.

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.

Functional Academic Skills Training

A compilation of four programs that help Soldiers achieve career and personal goals. FAST supports the Non-Commissioned Officer Professional Development System (NCOPDS) and the Army's goal to retain quality personnel.

Goal

The object, aim, or desired result of a person's ambition or effort or the desired result of a program.

GoArmyEd

A virtual gateway to request Federal TA online, anytime for classroom and distributed learning college course. GoArmyEd also provides information about other ACES programs and services.

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. IET may be combined with AIT, known as one station unit training (OSUT).

Initial Military Training

An extensive Army training infrastructure designed to prepare Soldiers for the challenges of the full-spectrum military environment. IMT includes Basic Combat Training (BCT), Advanced Individual Training, One Station Unit Training (OSUT), and the Basic Officer Leaders Course (BOLC).

Internal control administrator

The individual designated by the senior responsible official to administer the Internal Control Program for a reporting organization. The AUMs designate ICAs below the reporting organizational level.

Internal control evaluation

A periodic, detailed assessment of key internal controls to determine whether the controls are operating as intended. This assessment must be based on the actual testing of key internal controls and must be supported by documentation (that is, the individuals who conducted the evaluation, the date of the evaluation, the methods used to test the controls, any deficiencies detected, and the corrective action taken).

Internal control evaluation plan

The written plan that describes how required internal control evaluations are conducted over a 5-year period. The ICEP need not be lengthy and any format may be used, so long as it covers the key internal controls HQDA functional proponents identified and communicates clearly to subordinate managers what areas are to be evaluated, who will conduct the evaluation, when, and how.

Internal controls

The rules, procedures, techniques, and devices employed by managers to ensure that what should occur in their daily operations does occur on a continuing basis. Internal controls include such things as the organizational structure itself (designating specific responsibilities and accountability); formally defined procedures (for example, required certifications and reconciliations); checks and balances (for example, separation of duties); recurring reports and management reviews, supervisory monitoring, physical devices (for example, locks and fences); and a broad array of measures used by managers to provide reasonable assurance that their subordinates are performing as intended and that programs and services are being delivered as expected.

Key internal controls

Those internal controls that must be implemented and sustained in daily operations to ensure organizational effectiveness and compliance with legal requirements. Key internal controls are identified by HQDA functional proponents in their governing Army regulations and establish the baseline requirement for internal control evaluations conducted by AUMs.

Licensure

A process by which a governmental agency (Federal, State, or local) grants time-limited permission to an individual to engage in a specific occupation. State or Federal laws and regulations define the standards that individuals must meet to become licensed.

Management decision package

A fiscal code used to group Army program resources.

Material weakness

A material weakness is a significant deficiency or combination of significant deficiencies that result in a reasonable possibility that a material misstatement will not be prevented or detected. The absence or ineffectiveness of internal controls constitutes an internal control weakness. For an internal control weakness to be considered a material weakness, two conditions must be met. It must involve a weakness in internal controls (such as internal controls are not in place, are not being used, or they are inadequate) and it must warrant the attention of the next higher level, either for awareness or action. The determination of materiality is reevaluated at each successive level of command.

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 or Army Learning Center

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. The facility may be located on military installations or co-located with remote units. MLF and ALC services are designed to meet unit and individual needs.

National Guard Bureau

Federal entity responsible for the administration of the Army National Guard.

Needs assessment

A continuous and systematic analysis of the Army's requirements for educational programs at the installation level and Army wide. Assessment results provide data integral to the Army's planning and budgeting process.

Objective

A specific result that a person or system aims to achieve within a specified period and with available resources.

Off-duty

A time when Soldiers are not scheduled to perform military duties.

On-duty

A time when Soldiers normally perform military duties.

Reserve Component

The Army National Guard, Army Reserve, Naval Reserve, Marine Corps Reserve, Air National Guard, Air Force Reserve, and Coast Guard Reserve. In each Reserve Component, there are three Reserves categories: Ready Reserve, Standby Reserve, and Retired Reserve.

Reserve Officer Training Corps Scholarship Program

A 2-year, 3-year, or 4-year scholarship program that enables an individual to compete a degree and become commissioned as a second lieutenant in the U.S. Army.

Selected Reserve

Members of the USAR who are in active drilling status.

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.

Tuition assistance statement of understanding

A document that summarizes the terms and conditions for using TA. Soldiers must electronically sign the SOU when activating a GoArmyEd account and quarterly thereafter.

U.S. Army Reserve Command

The Federal entity responsible for administering the U.S. Army Reserve.

Section III**Special Abbreviations and Terms**

This section contains no entries.

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PIN 006443-000