MIKE KRAUSE
Executive Director

THEC

BILL HASLAM
Governor

STATE OF TENNESSEE
HIGHER EDUCATION COMMISSION
PARKWAY TOWERS, SUITE 1900
NASHVILLE, TENNESSEE 37243-0830
(615) 741-3605

TO: Chancellors, Presidents, and Directors of Tennessee Institutions of Higher Education

FROM: Mike Krause

SUBJECT: Veteran Reconnect Grant Request for Proposals

DATE: May 19, 2017

The Tennessee Higher Education Commission (THEC) is pleased to announce the third round of Request for Proposals (RFP) for Veteran Reconnect Grants. This initiative is a component of the Drive to 55, Governor Haslam's goal of equipping 55 percent of working age Tennesseans with a degree or certificate by 2025.

Since the first round of awards in 2015, Veteran Reconnect Grants have funded campus services for student veterans and provided veteran-specific resources, such as the expansion of veteran centers and professional development for faculty and staff on the specific needs of students with military experience.

This round will fund institutional efforts to improve the assessment of prior learning for the benefit of student veterans. There are an estimated 83,000 veterans in Tennessee with some college credits, but no degree.[1] For these veterans attempting to transition to higher education, the ability to obtain credit for their military experience can be a driver of institutional choice, and a reason to return to college.

The Tennessee Higher Education Commission intends to fund initiatives that will: (1) embed new evaluation processes for translating military training to academic credit; (2) create or amend policies that clarify and support the alignment of academic credit to military training; and, (3) improve communication strategies to ensure this information is available to veterans before they enroll.

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[1] American Community Survey (2010-2014) 5 yr. estimates. Public Use Microdata.

THEC will provide grants of up to $80,000 per institution for a period of 18 months, August 1, 2017- January 31, 2019. THEC will also provide technical assistance and training to grantees. Successful grantees will demonstrate need for improving services available to student veterans, and provide plans to meet that need.

Please be aware of a few important dates:

- THEC will host an informational webinar on **Friday, May 26, 2017 at 1:30pm (CDT).** At least one representative from each institution applying for the grant should plan to attend this webinar in order to qualify for maximum points on the scoring rubric (as described on page 4 of the RFP). A recording of the webinar will also be available.

    o Webinar link:
      https://tngov.webex.com/tngov/onstage/g.php?MTID=eb5dc79085cd8a1917d139e0e43bc8169

- Letters of Intent are due on **Friday, June 2, 2017 at 4:30pm (CDT)**

- Full proposals are due on **Friday, June 16, 2017 by 4:30 pm (CDT)**. Please see the RFP for key dates regarding the application and review process, and the format for proposals.

THEC looks forward to receiving your submissions.

2017-2018

Veteran Reconnect Grants

TENNESSEE HIGHER EDUCATION COMMISSION
REQUEST FOR PROPOSALS
and
GUIDELINES FOR SUBMISSION

NOTICE OF INTENT DUE
June 2, 2017
FINAL PROPOSALS DUE
June 16, 2017

Table of Contents

Request for Proposals

Appendices

I. *General Information*

A. Purpose Statement

There are an estimated 83,000 veterans in Tennessee with some college credit, but no degree.[1] For these veterans attempting to transition to higher education, the ability to obtain credit for their military experience can be a driver of institutional choice, and a reason in and of itself to return to college.[2] However, most Tennessee institutions do not evaluate students' military credit **prior to enrollmen**t, so veterans and service members must decide upon a school and, many times, a program of study **before** they know how their military training will be applied to academic course work in their chosen program of study.[3]

B. Veteran Reconnect

The Tennessee Higher Education Commission (THEC) is issuing a competitive Request for Proposals (RFP) to fund initiatives that will: (1) embed new evaluation processes for translating military training to academic credit; (2) create or amend policies that clarify and support the alignment of academic credit to military training; and, (3) improve communication strategies to ensure this information is available to veterans before they enroll.

This grant builds on efforts initiated by the Tennessee General Assembly, which has demonstrated that veterans are a policy priority in Tennessee. Grant efforts will capitalize on the successes of previous collaborations between THEC and the Tennessee Board of Regents and University of Tennessee systems to support prior learning assessment. The grant will also build on the actions of postsecondary institutions that currently demonstrate their commitment to veterans by executing programs to support veterans' success.

For the purposes of this grant, applicants may use funding to create a consistent prior learning assessment evaluation process, improve efforts to communicate the availability of credit for military experience, and allow veterans and service members to view accurate

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[1] American Community Survey (2010-2014) 5 yr. estimates. Public Use Microdata.

[2] Steele J.L,, Salcedo, N., & Coley, J. (2010) Military veterans' experiences using the Post- 9/11 GI Bill and pursuing postsecondary education. Rand Corporation.
http://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND_MG1083.pdf
See also: Rust, D. Z., & Ikard, W. L. (2016). Prior Learning Assessment Portfolio Completion: Improved Outcomes at a Public Institution. Journal Of Continuing Higher Education, 64(2), 94.
doi:10.1080/07377363.2016.1177871

[3] THEC (2016) Institutional Practices for Awarding Academic Credit for Military Experience. Limited distribution.
See: https://tinyurl.com/THEC-pla-survey

estimates of the amount of credit they will receive for their military experience **prior to enrolling** at an institution.

C. Technical Assistance

THEC will provide technical assistance to grantees in the form of centralized training, individualized consultation, and other coordinated efforts to share best practices. THEC will utilize outside experts to deliver training on enhancing methods for evaluating military experience for academic credit, as well as methods of communicating the availability of academic credit for military experience to veterans. THEC will also provide customizable marketing materials and internal communications guidance to institutions to assist in providing their student veterans with information about opportunities for credit from military experience.

D. Grant Award Amounts and Eligibility

The 2017-18 Veteran Reconnect program will provide grants of up to $80,000 per institution in addition to technical assistance provided by THEC. Grants will be awarded for a grant period beginning August 2017 and ending January 2019. Examples of use of funds include: support for marketing, outreach, stipends for existing faculty and staff, hiring new staff in accordance with guidelines (see appendix D), cost for hosting meetings on campus, and travel for up to two meetings hosted by THEC. Successful grantees will use proposals to connect identified need (informed by a self-evaluation included in Appendix G) and grant criteria to funding opportunities. An eligible institution of higher education includes any public or private, non-profit institution principally domiciled in Tennessee. Veteran Reconnect Grant recipients from either of the first two rounds **are eligible** to submit proposals for this grant.

II.   *Grant Criteria*

Grantees will complete the following as part of the grant:

1. Grantees will develop and implement strategies for improving prior learning assessment practices for the purpose of better serving student veterans, throughout the grant period. These strategies will be based on identified needs.
2. Grantees will identify faculty, staff, and administrators to be trained in assessing the prior learning and military experience of student veterans for academic credit.
3. Grantees will participate in THEC-hosted training on evaluating military experience for the purpose of awarding academic credit and communicating credit for prior learning to students.

4. Grantees will develop strategies for communicating the availability of articulated academic credit for military experience and implementing those strategies within the grant period.
5. Grantees will plan and host internal meetings with campus stakeholders to discuss prior learning assessment for student veterans.

III. *Application Requirements*

A. Proposal Components

Applicants should submit the following items as part of the application:

- Cover Sheet (Appendix F)
  Applicants must complete the cover page and include all required signatures. Applicants must designate a project manager and a primary contact (these can be the same individual) to report to THEC.
  Applicants should identify the contact(s) by listing first and last name, title and contact information on the cover page.
- Project Abstract
  Applicants should include a project abstract no longer than half a page. This will be used to describe funded proposals in publications and on THEC's website.
- Proposal (all components as defined on pp. 5-7)
- Budget (Appendix C)
- Prior Learning Assessment for student veterans self-evaluation (Appendix G)

B. Letter of Intent

A letter of intent to submit proposals for this grant is due by **4:30 PM (CDT) on June 2, 2017**. The format of the letter of intent is included in Appendix E of this document.

The *Notice of Intent to Submit* must include the following information:

- Higher Education Institution
- Project Manager / Point of Contact

C. Proposal Submission and Timeline

Final proposals, including all components described in this RFP, must be received by email to **kevin.p.bradley@tn.gov** no later than **4:30 PM (CDT) on June 16, 2017, 4:30 PM (CDT).***

Date	Activity
5.19.2017	Release of Request for Proposals
5.26.2017	Webinar for potential applicants Note: at least one representative from the applying institution should plan to attend this webinar in order to receive full points on the grant scoring rubric. Registration is available at https://tngov.webex.com/tngov/onstage/g.php?MTID=eb5dc79085cd8a1917d139e0e43bc8169
6.2.2017	*Notice of Intent to Submit* Due
6.16.2017	Proposals Due
7.5.2017	Award Announcement
July 2017	Contract Processing
8.1.2017	Projects Commence

IV.   *Proposal Format and scoring*

A total of 94 points are available. The points are connected with each section. Potential grantees also receive 6 points for attending a webinar scheduled for May 26 (Registration is available by following [this link](#))

Section 1: Introduction - 6 points

Under the subheading "introduction", describe the student veteran population on your campus and the veteran population within your campus' region. Describe your institution's current efforts to serve those veterans. If relevant data is available to describe the student veteran population at your institution, include that data here. Limit your response in this section to 250 words.

Section 2: Identifying Need -18 points

Complete the attached self-evaluation of current efforts that affect the prior learning assessment of student veterans on your campus included as Appendix G. Paste the final narrative of this evaluation in to this section of your proposal and append the rest of the evaluation to your proposal. Limit your response in this section to 900 words.

Section 3: Addressing Identified Need - 50 points (awarded across six questions)

This section makes up the main body of the proposal. Answer each question using narrative format unless otherwise designated. In your proposal, use the bolded prompts included below as subheadings.   Limit your narrative response to a total of 2000 words across all the questions in this section (tables and lists not included in word count).

1.   Answer the following question using narrative format: **What proposed service improvements will you pursue through this grant? How will your proposed service improvements address the needs identified in Section 2 of this proposal? (10 points)**

2.   Answer the following question using narrative format: **For this initiative to be successful on your campus, who needs to be engaged?** What key stakeholders have the ability to institute a program to meet identified need? Provide two bulleted lists. In the first, identify key staff and administrators on your campus for the awarding of credit for prior learning. Then, identify faculty at your institution that may play a role in addressing identified need, particularly by evaluating military experience for the purpose of awarding academic credit. If lists extend more than two page of full text, append the list to the end of your proposal. **(8 points)**

3. Answer the following question using narrative format: What is your plan for communicating with key stakeholders (identified in question 2), and the campus community? **What will you do to ensure that the campus community is aware and supportive of efforts to improve services available for student veterans as part of this grant?** Identify opportunities (events, meetings, forums, planned discussions) occurring between August 2017 and May 2018 to engage staff, administrators, and faculty in discussions on evaluating military experiences for the purpose of awarding academic credit. **(8 points)**

4. Answer the following question using narrative format: Explain how your institution's participation as a grantee will potentially contribute to the larger statewide effort to benefit veterans and service members. **What does your institution bring to this initiative?** What proposed actions at your institution will make this initiative successful statewide? **(8 points)**

5. Answer the following question using narrative format: **What will your institution do within the first few months (August 2017- December 2017) in order to successfully implement this program?** What will your institution do to make this implementation successful? Who will do it? Summarize your narrative by placing key activities and milestones within a table, formatted as below, adding as many rows as necessary to summarize proposed activities. **(8 points)**

Date	Activity	Person or Person(s) involved

6. Answer each of the following:
   a) In narrative format, describe potential strategies to market to veterans and service members who do not currently attend your institution. **How will veterans and service members know about the availability of credit for military experience?**
   b) In narrative format, describe potential strategies to market to veterans and service members who currently attend your institution. **How will current student veterans know about improvements to services?** These strategies need only be *potential* outreach opportunities. Grantees will finalize outreach plans as a deliverable within the grant period. **(8 points)**

Section 4: Budget and Budget Narrative – 20 points

Budget Narrative: In narrative format, describe how you plan to use funds awarded as part of this grant to address needs as identified in section 2 "Identified Need". Answer the question: exactly what costs are required for your institution to meet an identified need? For each item, describe the connection between identified needs and requested funding. There is no word limit for this section.

> **Hiring Plan**: If your proposal includes the hiring of new staff or contracted personnel, include a subsection of the budget narrative titled Hiring Plan. Review Appendix D for hiring criteria. Describe how, where, and when any job descriptions will be posted. Include within your listing of stakeholders (from section 3, question 6) any stakeholders on your campus that approve hiring decisions. A plan must be in place to hire this individual before September 15, 2017. Include information on your institution's commitment to making a hiring decision before this deadline. If approvals are necessary for the hiring process, provide either a plan for gaining those approvals or letters of support that contain those approvals.

Budget: Complete the budget template provided in Appendix C and all appropriate expanded line-item details. Be sure to use both the budget summary and budget line item detail sheets provided. Attach the budget to your proposal in the order described on p. 4, directly after the budget narrative.

V.   *Legal Information*

A. Proposal Review and Award Process

All projects will be scored against a standard rubric (Appendix B) and awarded on a competitive basis. A review committee will be assembled to evaluate all proposals and make recommendations to the Executive Director of THEC.

Project proposals will be distributed to the review committee upon closure of the proposal submission time period on June 16, 2017. The projects will be assigned funding based on the ranking until all funds are assigned. The committee will also recommend any required conditions for funding. The committee's recommendation will be presented to the THEC Executive Director for approval.

B. Title VI Compliance

THEC operates all programs and activities free from discrimination on the basis of sex, color, race, religion, national origin, age, marital status, pregnancy, or disability.

C. Funding

This RFP is subject to the appropriation and availability of State funds. In the event that the funds are not appropriated or are otherwise unavailable, THEC reserves the right to terminate this RFP upon written notice to the applicants.

THEC reserves the right to fund a proposal in full or in part, to request additional information to assist in the review process, to reject any of the proposals responding to the RFP and to re-issue the RFP and accept new proposals if THEC determines that doing so is in the best interest of the state of Tennessee.

All costs incurred in preparation of a proposal shall be borne by the applicant. Proposal preparation costs are not recoverable from grant funds.

THEC reserves the right to withhold funding if at any point the program is not adhering to the requirements of the state-funded program, applicable laws and regulations, stated results and outcomes, or the goals and objectives declared in this RFP. THEC staff reserve the right to attend any training or project activity to ensure the fidelity of this program.

Appendix A: Proposed Program Schedule

Target Date	Activity
August 2017	Training: Methods of evaluating Academic Credit for Military Experience
September 15, 2017	Personnel Hiring Complete
September 2017	Grantees submit finalized list of campus stakeholders, and finalized project timeline for THEC approval
Fall 2017	Training: Enhancing Methods for Evaluating Academic Credit for Military Experience
November 2017	Grantees submit project update, with finalized plan for communicating with potential student veterans, and begin executing plan
Spring 2018	Training: Methods of communicating the availability of Prior Learning Assessment to student veterans

This program schedule provides an overview of planned program activities. THEC reserves the right to modify this program schedule, and will notify grantees of necessary modifications.

Appendix B: Scoring Rubric

Evaluation Criteria	Notes and score
Webinar Attendance Applicants who attend a required webinar before submitting a letter of intent will be awarded 6 points. The webinar will occur May 26. THEC will track attendance. To register, visit: https://tngov.webex.com/tngov/onstage/g.php?MTID=eb5dc79085cd8a1917d139e0e43bc8169	THEC will provide this information to proposal reviewers. Maximum Score: 6 Proposal Score: _____

Section 1: Introduction	
Does this section provide context for the institution's efforts to serve student veterans and service members?	
Does this section provide relevant institutional data to introduce the context of the proposal?	
Scoring range:	
6- Introduction provides a description of the institution's efforts to serve veterans and service members, using sufficient context and relevant data.	
3- Introduction includes an explanation of context, but lacks sufficient detail or relevant information.	
0- Introduction is unclear or does not provide necessary information to describe the current context.	Maximum Score: 6
	Proposal Score: _____

Section 2: Identifying Need	
Is the prior learning assessment self-evaluation complete?	
Does the narrative constitute a reflective account of current practices?	
Does the evaluation show evidence of thoughtful reflection on current practices in evaluating credit for prior learning and military experience?	
Does the narrative provide an overall interpretation of what areas may need improvement?	
Do the areas of need identified within the narrative have potential to be addressed through grant funding?	
Scoring Range	
18- Evaluation is complete, narrative shows evidence of thoughtful reflection, narrative is likely to be a complete account of current practices and demonstrates need for funding.	
9- Evaluation is completed, and constitutes an account of current practices, but does not provide evidence of need for grant funding or reflective consideration of current practices.	
0- Evaluation is incomplete, lacking detail, or insufficient to describe current practices.	Maximum Score: 18

Proposal Score: _____ |

Section 3: Addressing Identified Need - Scorers award points on a per-question basis for each of the six questions listed in this section.	
Addressing Identified Need: Question 1 Does this section of the proposal make clear connections between the need identified in section 2, and proposed services to address that identified need? Does this section of the proposal contain descriptions of opportunities to improve services to student veterans based on identified need? Is it realistic to expect that the proposed improvements will meet identified needs? Scoring range 10- Answer makes logical connections between identified needs and proposed improvements, and includes a compelling case that the grantee will be successful in addressing identified needs. 5- Answer does not provide evidence that proposed improvements are connected to identified need 0–Answer does not address questions posed	Maximum Score: 10 Proposal Score: _____

Addressing Identified Need: Question 2	
Does this section of the proposal contain a list, or lists, of faculty, staff, and administrators who need to be engaged in the initiative? Is there evidence that the lists are likely to be comprehensive: comprised of key people with the ability to institute a program to meet identified need? <u>Scoring Range</u> 8- Contains evidence that list of key stakeholders includes people with the ability to institute a program to meet identified need. 4- Answer lacks detail, or list of key stakeholders appears incomplete. 0 –Answer does not address question posed	Maximum Score: 8 Proposal Score: _____

Addressing Identified Need: Question 3

Will this plan result in a campus community that is informed and ready to actively participate in this initiative?

Is the timeline likely to result in a successful implementation of the project?

Based on this plan, will everyone at the institution who needs to know about this initiative have opportunity to know about it?

<u>Scoring range</u>

8- Plan is realistic and provides sufficient detail. There is a compelling argument that the institution will be able to successfully communicate the initiative to the campus community. The plan compliments listing of key stakeholders from question 2.

 4- There is an incomplete argument that the institution will be able to successfully communicate the initiative to the campus community. Communication plan does not compliment listing of key stakeholders.

0 –Answer does not address questions posed

Maximum Score: 8

Proposal Score: _____

Addressing Identified Need: Question 4

Does the answer contain an argument that the institution's participation as a grantee will contribute to a statewide effort to support academic credit for military experience?

Does this answer contain convincing evidence that the institution's actions will benefit veterans and service members?

Will this institution's participation benefit the statewide effort to enhance the availability of credit for military service for student veterans?

Scoring range

8- Answer provides convincing evidence that the institution's participation will benefit the statewide effort

4- Answer lacks detail, or does not fully address the question by providing evidence

0- Answer does not address questions posed

Maximum Score: 8

Proposal Score: _____

Addressing Identified Need: Question 5

Is the plan for implementation likely to lead to a successful start for this program?

Is the plan for implementation realistic?

Are key activities summarized in a table? Are there clearly delineated responsibilities within the timeline?

Scoring Range

8- Plan is realistic and provides sufficient detail. There is a compelling argument that the institution will be able to successfully implement this initiative, with considerable action within the first few months.

4- It is unclear how the institution will proceed in implementing this initiative if awarded grant funds.

0 –Answer does not address questions posed

Maximum Score: 8

Proposal Score: _____

Addressing Identified Needs: Question 6

Does the answer fully describe strategies to communicate improved services to both current student veterans and potential students?

Is there evidence that the strategies listed are likely to be successful?

Are strategies logically connected to identified needs (as in the provided PLA self-evaluation)?

<u>Scoring range</u>

8- Strategies are well- thought out, innovative, and make sense for serving both currently attending and prospective student veterans

4- Proposed strategies are unlikely to fully serve both current student veterans and prospective students.

0 –Answer does not address questions posed

Maximum Score: 8

Proposal Score: _____

Section 4: Budget and Budget Narrative Is the budget realistic? Does the proposed spending support the goals of the grant? Are all expenditures logically connected to meeting identified needs? Is the budget reasonable given the scope of the work? Does the budget narrative contain a plan for hiring personal in accordance with instructions listed? **<u>Scoring Range</u>** 20- Budget Narrative is completed in the required format and makes a convincing case for the connection between requested funds and proposed activities 10- Budget Narrative is formatted in accordance with instructions, but does not fully describe the connection between requested funds and proposed activities 0- Budget Narrative is not formatted correctly, or does not provide sufficient detail to describe the connection between funds and proposed activities	
	Maximum Score: 20 Proposal Score: _____

Score Summary Sheet

Institution: _____

Reviewer Signature:_____

Date: _____

	Maximum Score	Proposal Score
Webinar Attendance	6	
Section 1: Introduction	6	
Section 2: Identifying Need	18	
Section 3: Addressing Identified Need	(score per question)	-
Addressing Identified Need: Question 1	10	
Addressing Identified Need: Question 2	8	
Addressing Identified Need: Question 3	8	
Addressing Identified Need: Question 4	8	
Addressing Identified Need: Question 5	8	
Addressing Identified Needs: Question 6	8	
Section 4: Budget and Budget Narrative	20	
Total Score	100	

Comments:

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_____
_____
_____
_____

Appendix C: Budget

	GRANT BUDGET			
Veteran Reconnect Grant Rd. 3				
The grant budget line-item amounts below shall be applicable only to expenses incurred during the following				
Applicable Period: BEGIN: August 1, 2017 END : January 31, 2019				
POLICY 03 Object Line-item Reference	**EXPENSE OBJECT LINE-ITEM CATEGORY** [1]	**GRANT CONTRACT**	**GRANTEE PARTICIPATION**	**TOTAL PROJECT**
1, 2	Salaries, Benefits & Taxes	$0.00	$0.00	$0.00
4, 15	Professional Fee, Grant & Award [2]	$0.00	$0.00	$0.00
5, 6, 7, 8, 9, 10	Supplies, Telephone, Postage & Shipping, Occupancy, Equipment Rental & Maintenance, Printing & Publications	$0.00	$0.00	$0.00
11. 12	Travel, Conferences & Meetings	$0.00	$0.00	$0.00
13	Interest [2]	$0.00	$0.00	$0.00
14	Insurance	$0.00	$0.00	$0.00
16	Specific Assistance To Individuals	$0.00	$0.00	$0.00
17	Depreciation [2]	$0.00	$0.00	$0.00
18	Other Non-Personnel [2]	$0.00	$0.00	$0.00
20	Capital Purchase [2]	$0.00	$0.00	$0.00
22	Indirect Cost	$0.00	$0.00	$0.00
24	In-Kind Expense	$0.00	$0.00	$0.00
25	**GRAND TOTAL**	$0.00	$0.00	$0.00

[1] Each expense object line-item shall be defined by the Department of Finance and Administration Policy 03, *Uniform Reporting Requirements and Cost Allocation Plans for Subrecipients of Federal and State Grant Monies, Appendix A*. (posted on the Internet at: www.state.tn.us/finance/act/documents/policy3.pdf).

[2] Applicable detail follows this page if line-item is funded.

Appendix C – Budget (cont.)

GRANT BUDGET LINE-ITEM DETAIL (Add Lines as Needed):

SALARIES, BENEFITS & TAXES	AMOUNT
Specific, Descriptive, Detail (Repeat Row As Necessary)	Amount
	Amount
TOTAL	Amount

PROFESSIONAL FEE, GRANT & AWARD[2]	AMOUNT
Specific, Descriptive, Detail (Repeat Row As Necessary)	Amount
	Amount
TOTAL	Amount

SUPPLIES, TELEPHONE, POSTAGE & SHIPPING, OCCUPANCY, EQUIPMENT RENTAL & MAINTENANCE, PRINTING & PUBLICATIONS	AMOUNT
Specific, Descriptive, Detail (Repeat Row As Necessary)	Amount
	Amount
TOTAL	Amount

OTHER NON-PERSONNEL[2]	AMOUNT
Specific, Descriptive, Detail (Repeat Row As Necessary)	Amount
	Amount
TOTAL	Amount

CAPITAL PURCHASE[2]	AMOUNT
Specific, Descriptive, Detail (Repeat Row As Necessary)	Amount
	Amount
TOTAL	Amount

GRANT BUDGET LINE-ITEM DETAIL

Line 1   Salaries And Wages

On this line, enter compensation, fees, salaries, and wages paid to grant program staff.

Line 2   Employee Benefits & Payroll Taxes

Enter (a) the organization's contributions to pension plans and programs such as health, life, and disability insurance; and (b) the organization's portion of payroll taxes such as social security and Medicare taxes and unemployment and workers' compensation insurance.

Line 3   Total Personnel Expenses

Add lines 1 and 2.

Line 4   Professional Fees

Enter the organization's fees to outside professionals, consultants, part-time staff, stipends, and personal-service contractors. (*A detailed description is required in the Grant Budget Line-Item Detail if this line-item is funded.*)

Line 7   Postage And Shipping

Enter the organization's expenses for postage, messenger services, and overnight delivery.

Line 10   Printing And Publications

Enter the organization's expenses for producing printed materials, purchasing books and publications, and buying subscriptions to publications.

Line 11   Travel

Enter the organization's expenses for travel, including transportation, meals and lodging, and per diem payments for institution staff.

Line 12   Conferences And Meetings

Enter the organization's expenses for conducting or attending meetings, conferences, and conventions.

Line 15   Grants And Awards

Enter the organization's awards, grants, subsidies, and other pass-through expenditures to individuals and to other organizations, including travel and equipment allowances. (*A detailed description is required in the Grant Budget Line-Item Detail if this line-item is funded*.)

Line 18   Other Nonpersonnel Expenses

Enter the organization's allowable expenses for advertising, promotions, and, recruiting. Include the organization's and employees' membership dues in associations and professional organizations. Include testing fees for software licenses, testing, permits, registrations, etc. (*A detailed description is required in the Grant Budget Line-Item Detail if this line-item is funded*.)

Line 20   Reimbursable Capital Purchases

Enter the organization's purchases of fixed assets and other purchases with a minimum life expectancy of one year. (*A detailed description is required in the Grant Budget Line-Item Detail if this line-item is funded*.)

Appendix D Personnel Hiring Criteria

Where applicable, proposals include descriptions of plans to hire new staff or contracted personnel within the budget narrative section, in the subsection "hiring plan." These additional requirements must be met to confirm grant funding. **These criteria do not need to be met by the time of proposal submission. The grantee must meet the following requirements by September 15, 2017.**

Funding is available for newly hired staff members as part of this grant, under the following conditions:

- An existing employee –not the newly hired employee- acts as the project director throughout the grant period.
- A plan is submitted as part of this proposal (in the budget narrative section) to hire the employee before September 15, 2017 and fund the position for the entire grant period.
- A plan is in place for the employee to spend more than 60% of their time as an employee engaged in work towards meeting grant criteria by addressing identified needs.
- The employee's job description contains at least the following items:
    - Assists faculty in establishing or improving procedures to evaluate prior learning for military personnel.
    - Works with campus stakeholders to promote practices that award credit for prior learning for veterans and service members
    - Leads efforts to equate veterans' experience, training to appropriate academic credit.

Funding is available for stipends and partial salaries of existing faculty and staff members as part of this grant, under the following conditions:

- The employee takes on additional duties connected with this grant before September 15, 2017
- A plan is in place to document employee time spent in support of meeting grant criteria (include in budget narrative section of proposal).

Appendix E – Notice of Intent to Submit

Veteran Reconnect – Notice of Intent to Submit

Name of Higher Education Institution:

_____

Contact Person with name, title, phone, address, and email information:

_____
_____
_____
_____

Please return this information via email by 4:30 PM (CDT) on June 2, 2017

Kevin Bradley

615-741-2204

kevin.p.bradley@tn.gov

NAME OF INSTITUTION

(Minimum 18 point font)

Veteran Reconnect Grant Program

Project Director Name, Title

Mailing Address

Project Director's Telephone

Project Director's E-mail Address

Funding requested:

$_____

_____   _____
President/Director of Higher Education   **Project Director**
Institution

Appendix G: Prior Learning Assessment for Military Students: Self-Evaluation

Introduction

This is a self-evaluation to help you think through critical aspects of your institution's practices in awarding prior learning assessment (PLA) that involves the evaluation of credit for military experience, or otherwise benefits student veterans.

Terms:

PLA is a term used to describe learning gained outside a traditional academic environment. Put another way, it is learning and knowledge students acquire while living their lives, such as by working, participating in employer training programs, serving in the military, studying independently, volunteering or doing community service, and studying open source courseware.[4]

Credit for military experience is awarded using the American Council on Education (A.C.E.) College Credit Recommendation Service or through direct evaluation of the student's service school transcripts. This term is inclusive of courses or occupations that appear on Joint Services Transcript (JST), a transcript issued by the Department of Defense and reviewed by the A.C.E. that describes the military coursework and occupations that a service member has earned over the course of a military career and recommends academic credit.

Instructions for completing this evaluation

Note: this evaluation results in a description of current conditions at your institution. The results of the evaluation will not affect the score of your grant proposal. The grant proposal rubric is designed to award points based on an honest account of current conditions. It does not award points based on your institution's success in prior learning.

1. This evaluation should be completed by representatives with knowledge of prior learning assessment. Identify a subject matter expert or experts at your institution in the areas of prior learning assessment and credit for military service. Plan to submit only one response per institution.

2. Complete the assessment items on appendix G, pages 3, 4, and 5. These items describe your institution's process for awarding credit for military service.

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[4] Tennessee PLA Taskforce (2012) Recommended Standards in Prior Learning assessment Policy and Practice for Tennessee Public Colleges and Universities.

3. Complete tables on Appendix G, pages 6-9. These tables summarize your institution's practices as they relate to a standard, that when in place, give students greater opportunities to utilize prior learning assessed credits. Select a number corresponding to the column choices, indicating whether the statement describes your institution. Sum the numbers within the table and place the total in the provided space below the question items.

4. Use table on Appendix G p. 10 to summarize the evaluation using the provided summary table. This evaluation results in reflection of current prior learning assessment (PLA) practices at your institution. The intent of this evaluation is to describe the current state of your efforts. **The results of your evaluation will not affect your proposal score.**

5. Because this is a self-evaluation, you will need to review your own results in relation to some provided standards. To help you review your results, we have provided some indicators of current activities in supporting prior learning assessment (Appendix G, p. 11). These indicators should provide some context to help you compare how practices at your institution might relate to practices across the State of Tennessee.

6. Answer the final narrative question (Appendix G, p.12) to summarize the need at your institution.

Describing Responsibility for Evaluating Credit for Military Experience:

Identify offices and departments responsible for various aspects of evaluating military experience and awarding credit. Place the name of the office most responsible for each item in the right hand column*	
Which office or department is the most common beginning point for a student seeking to have their military service evaluated for academic credit?	
Which office or department is responsible for the following:	
• Prompting students to provide joint services transcripts or records of military service	
• Conducting a preliminary evaluation and reasonable estimate of credits to be earned and disseminates this to adult students appropriately.	
• Determining the amount of credit to award based on military transcripts	
• Determining how credit derived from military service may be counted towards a degree program	
• Determining if credit for military experience is equivalent to specific academic credit offered at the institution	
• Counseling students on how to obtain academic credit for evaluated military service	

*Use the following conventions if possible: Registrar's office, Individual academic departments/deans, Academic affairs office/chief academic officer, Admissions office, Veterans/military service office, Centralized assessment center, Adult and continuing education department, Dedicated Veteran PLA advisor, VA Certifying Official, Dedicated PLA advisor

Narrative

Below, in no more than 300 words, Describe how various departments and offices interact with each other in order to provide students with academic credit for military service.

Describing current process of evaluating credit for military experience:

Use the below table, adding as many additional rows as necessary, to describe the typical process by which students at your institution access academic credit for their evaluated military service. (Example: step 1: The Admissions office informs the student of the availability of credit for military service when a student indicates interest in attending the school.

	Process Steps
Step 1	
Step 2	
Step 3	
Step 4	
Step 5	
Step 6	

Describing methods of informing students of the availability of credit for military experience:

What intentional methods do you use to inform military or veteran students about the availability of academic credit for evaluated military service? (select all that apply)	
☐	Academic advising
☐	Admissions counseling
☐	Providing information on a PLA specific website
☐	Faculty or department interactions
☐	Recruitment events
☐	New Student Orientation
☐	Transfer Orientation
☐	Veteran services coordinator advising sessions
☐	Listing Programs in Student handbook
☐	Providing information at Veteran specific orientation
☐	Listing programs in academic catalog
☐	Providing PLA themed brochure
☐	Providing Military-Student themed brochure
☐	Digital Marketing
☐	We do not actively promote PLA
☐	Other:-_____
☐	Other:-_____
☐	Other:-_____
☐	Other:-_____

Does not describe my institution	Somewhat describes my institution	Describe my institution	Standard 1: Faculty are supportive of awarding credit for prior learning
0	1	2	Faculty members are informed and willing to articulate to various audiences the value of prior learning assessment, particularly for student veterans.
0	1	2	Faculty members are available, willing and actively participate in assessing potential experiences that may be equivalent to credit in their academic discipline or subject matter expertise.
0	1	2	Faculty members are familiar with the steps, tools, and procedures in the process of awarding academic credit for military experience.
0	1	2	Faculty members understand how PLA in Tennessee fits into the greater goal of Drive to 55 and can articulate the significance, particularly for student veterans.
0	1	2	Faculty members are actively engaged in conversations at their institution and within their academic departments to represent the value and credibility of prior learning.
0	1	2	Faculty members have knowledge of practices of awarding PLA among other institutions and with faculty members across Tennessee.
0	1	2	Faculty members also have an understanding of the benefits of PLA for student veterans
0	1	2	Faculty members are aware of where answers to common PLA questions can be found and collaborate as necessary on PLA opportunities for student veterans.
			___**Total (add all selected numbers)**

			Standard 2: Policies and practices are currently in place that support and promote acceptance of credit for prior learning
Does not describe my institution	Somewhat describes my institution	Describe my institution	
0	1	2	Academic credit for military experience is only awarded after the student has consulted with an advisor or appropriate staff member about the possibility and advisability of seeking credit for PLA.
0	1	2	A list of the forms of PLA credit accepted by an institution/department is documented and available to student veterans, faculty and other stakeholders.
0	1	2	As PLA policies affecting student veterans differ between departments, the institution maintains documentation of the processes and rationale for the use or non-use of PLA credit.
0	1	2	Institution considers awarding all types of PLA credit to student veterans, including but not limited to the acceptance of portfolios, credit for military coursework, and credit for military experience.
0	1	2	Admissions counselors have procedures to introduce and educate potential student on opportunities for PLA credit and credit for military experience and training.
0	1	2	Academic departments have documented, clear, concise and comprehensive policies regarding the processes and acceptance of PLA within their division.
0	1	2	PLA policies are readily available for students via multiple mechanisms (for example: via the academic catalog and institution website).
			___Total (add all selected numbers)

Does not describe my institution	Somewhat describes my institution	Describe my institution	Standard 3: Faculty and staff have resources and knowledge supporting efforts to evaluate prior learning, especially for student veterans
0	1	2	Institution offers professional development and orientation opportunities that empower new faculty and staff to understand academic credit for military experience.
0	1	2	Institution provides an online guide for advisors and faculty members that include institutional and departmental information, procedures and policies regarding PLA that may be accessed by student veterans.
0	1	2	Institution provides a step-by-step checklist for faculty and staff, that provides information on how a student veteran might receive credit for military experience of other forms of prior learning assessment.
0	1	2	Changes to institutional policies affecting prior learning assessment are communicated to academic departments.
0	1	2	Institution has central repository of all academic departmental PLA policies.
0	1	2	Institution has a dedicated PLA coordinator/advisor that acts as an expert in evaluating credit for prior learning.
___**Total (add all selected numbers)**			

Does not describe my institution	Somewhat describes my institution	Describe my institution	**Standard 4: The awarding of Prior Learning Assessment is a transparent and measurable process designed to benefit student veterans.**
0	1	2	Resources (checklists, job aids, other documents) are in place to ensure that student veterans with the same experiences receive consistent awards of academic credit.
0	1	2	Institution documents previous awards of credit for military experience by course name, number and program applied.
0	1	2	Polices affecting academic credit for military experience are readily available for students via more than one mechanism (for example: via the academic catalog and institution website and advising sessions).
0	1	2	The institution's website describing prior learning assessment is updated to match current policies affecting student veterans.
0	1	2	Marketing materials describing credit for prior learning are available to student veterans.
0	1	2	Student veterans are informed about PLA and the opportunities to fit it into their degree program *before enrolling* at the institution.
0	1	2	Student veterans are informed about PLA and the opportunities to fit it into their degree program *upon enrolling* at the institution.
0	1	2	Institution sets a goal for the percent of adult students who receive credit for prior learning
0	1	2	Institution actively tracks GPA, persistence towards degree, or completion rates for students who have received prior learning assessment credits
0	1	2	Institution actively tracks credit awarded based on PLA by academic unit
			___**Total (add all selected numbers)**

Summarizing Results

Input the sum listed in the bottom of the corresponding tables on the previous four pages. Divide in order to determine a percentage score.

This evaluation results in a summary of current conditions at your institution. The totals listed in the table below will not affect points awarded in evaluation of this grant. The percent in the final column serves as an indicator of how closely the current practices at your institution match each standard.

Because this is a self-evaluation, you will need to review your own results in relation to some provided standards. The table below provides a quick summary of the totals from the tables above. Lower percentages may indicate that there is potential to make improvements around the provided standard. Higher percentages may indicate less need for changes to current processes.

In evaluating your overall grant proposal, a higher or lower percent in the table will not mean either more or less points. Scorers of the grant proposal have been instructed to award points based only on the existence of an honest interpretation of the current state of your PLA efforts.

Standard	Totals from tables above				Percentage (Report as xx %)
Standard 1: Faculty are supportive of the awarding of academic credit for prior learning		÷	16	=	
Standard 2: Policies and practices are currently in place that support and promote acceptance of credit for prior learning for student veterans.		÷	14	=	
Standard 3: Faculty and staff have resources and knowledge supporting efforts to evaluate prior learning, especially for student veterans		÷	12	=	
Standard 4: The awarding of Prior Learning Assessment is a transparent and measurable process, designed to benefit student veterans.		÷	20	=	

Providing context for your self-evaluation

Your score on Standard one (Appendix G, p.6) may be indicative of need to communicate the benefits of prior learning assessment in order to gain champions. Veteran Reconnect grantees will identify the stakeholders most likely to influence the awarding of credit for military service. Grantees will work to promote prior learning assessment internally to those stakeholders.

Your score on standard two (Appendix G,p.7) may be indicative of the need to review policies in order to ensure your campus is promoting prior learning assessment in a consistent manner. Veteran Reconnect Grantees will take part in training and consultation with the goal of informing current practices that may affect their ability to award academic credit for military experience.

Your score on standard three (Appendix G,p.8) may be indicative of need to provide resources, information, or assigning personnel to the task of evaluating credit for prior learning. Veteran Reconnect grantees will address opportunities to increase knowledge of prior learning assessment practices within the institution by producing those resources and empowering personnel to act.

Your derived score on standard four (Appendix G,p.9) may be an indicator of need to improve external communication around the availability of prior learning assessment for student veterans. Veteran Reconnect grantees will be asked to create pre-articulated course equivalencies based on evaluations from the American Council on Education's recommendations, and work to communicate the availability of these equivalencies to students before they enroll on campus.

Narrative

In no more than 900 words, reflect upon your responses to the standards in this evaluation. Are there areas of strength you identified? What actions are you implementing to sustain the areas of strength? Are there areas of need you identified? Provide an overall interpretation of what areas may need of improvement. *Once completed, this narrative will appear in the body of your proposal.*