MIKE KRAUSE
Executive Director

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, Executive Director, Tennessee Higher Education Commission

SUBJECT: Veteran Reconnect Grant Request for Proposals: Prior Learning Assessment

DATE: July 13, 2018

The Tennessee Higher Education Commission (THEC) is pleased to announce the final grant option for the fourth 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 development of prior learning assessment processes and policies, expansion of veteran centers, and professional development for faculty and staff on the specific needs of students with military experience.

This fourth round of Veterans Reconnect grants, consisting of three separate RFPs, will provide funding options to support institutional efforts to further faculty engagement in serving student veterans. As nontraditional students, veteran students primarily engage with their institution via faculty interactions in and out of the classroom.[1] As a key component of the veteran student collegiate experience, THEC seeks a multifaceted approach to engage faculty. This includes the continued support of prior learning assessment and the creation of guided academic pathways that move veteran students from transitioning from military service to civilian employment.

Veteran Reconnect Round 4 will fund efforts to improve processes and policies through the first two RFPs released previously, emphasizing the evaluation of military training for academic credit for the benefit of student veterans. In addition to these initiatives, the third RFP grant initiative will also support the creation of new guided academic pathways:

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[1] Wyatt, L. G. (2011). Nontraditional student engagement: Increasing adult student success and retention. *Journal of Continuing Higher Education, 59*(1), 10-20.

Military Pathway Pilot Project: For any public or private, non-profit institution principally domiciled in Tennessee, the Military Pathway Pilot Project will fund efforts that will: (1) collaborate with internal and external partners to develop a guided academic pathway for student veterans transitioning from military occupations to civilian employment; (2) implement strategies for prior learning assessment practices to serve student veterans towards the completion of an identified credential; and (3) expand communication strategies to ensure this information is available to veterans before they enroll.

Institutions may apply and receive funding from the Process or Sustainability Initiatives and may apply and receive funding form the Military Pathway Pilot Project.

THEC will provide grants up to $50,000 per institution for the Military Pathway Pilot Project for a period of 18 months for up to 3 to 4 institutions. Successful grantees will create an expedited guided academic pathway based on an existing academic program(s) to connect one or more military occupation specialties to civilian careers.

Please be aware of a few important dates:

- THEC will host an informational webinar for the Military Pathway Pilot Project. At least one representative from each institution applying for the grant should plan to attend the appropriate webinar in order to qualify for the maximum points on the scoring rubric (as described on page 11 of the RFP). Recordings of the webinars will also be available.
    - Military Pathway Pilot Project: **Friday, July 20, 2018 at 10:00am (CDT)**
      Webinar Link:
      https://tngov.webex.com/tngov/onstage/g.php?MTID=eb27ec50cb84715fb045acf77979913d1
- Letters of Intent are due on **Friday, July 27, 2018 at 4:30pm (CDT)**
- Full proposals are due on **Friday, August 10, 2018 by 4:30pm (CDT)**. Please see the RFP for key dates regarding the application, review process, and the format for proposals.

THEC looks forward to receiving your submissions.

2018-2019

Veteran Reconnect Grants

Military Pathway Pilot Project

TENNESSEE HIGHER EDUCATION COMMISSION
REQUEST FOR PROPOSALS
and
GUIDELINES FOR SUBMISSION

NOTICE OF INTENT DUE
July 27, 2018
FINAL PROPOSALS DUE
Aug 10, 2018

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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.[2,3] Credentialing requirements may be the most significant hurdle veterans must overcome because of potentially time-consuming, costly actions required to demonstrate competency.[4] Developing academic programs expediting education, or training pathways, while removing barriers to military veterans transition to the civilian workforce, could generate dividends through student veterans' persistence to graduation and resultant employment in the civilian workforce.[4,5]

B. Veteran Reconnect

The Tennessee Higher Education Commission (THEC) is issuing a competitive Request for Proposals (RFP) to fund initiatives that will: (1) collaborate with internal and external partners to develop an academic pathway for student veterans transitioning from military occupations to civilian employment; (2) implement strategies for prior learning assessment practices to serve student veterans towards the completion of an identified credential; and (3) expand communication strategies to ensure this information is available to veterans before they enroll.

This grant builds on efforts initiated by the Tennessee General Assembly, demonstrating 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, Locally Governed Institutions, and the University of Tennessee system 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.

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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

[3] 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

[4] Snyder, C.R., Wick, K.H., Skillman, S, M., Frogner, B.K.(2016). Pathways for military veterans to enter healthcare careers. Center for Health Workforce Studies, University of Washington.

[5] Klein-Collins, B. (2012). CAEL prior learning assessment (PLA) research highlights, 2012. CAEL Linking Learning and Work. www.cael.org

For the purposes of this grant, applicants may use funding to implement prior learning assessment strategies to build a quality expedited pathway based on a current, existing academic program by awarding academic credit for military experience; communicate the availability of the transition pathway to prospective and current student veterans; expand and create support services for veteran students; and engage with internal and external networks to connect the pathway to civilian careers. In the development of this pathway, the intent is to focus efforts on developing a guided academic pathway for veterans that incorporates prior military learning credit to allow veterans to expedite earning a postsecondary credential. At the same time, the intent is not to exclude non-military affiliated students from attending the same program of study or participating in support services and networking with the workforce. Figure 1 presents a visual representation of a simple example of a proposed Military Pathway Pilot Project:

Fig. 1: Example Military Pathway Pilot Project - Guided Academic Pathway

PLA Credits earned from Military Occupational Specialty:	**Complete degree and Graduate:**	**Network with local police force:**
Army Military Police 31B; 15 credits applied toward Criminal Justice degree	General Education: 41 credit hours Area of Emphasis: 4 Graduate: Criminal Justice AS degree	Internship, police academy, or potential direct hire

C. Grant Award Amounts and Eligibility

The 2018-19 Veteran Reconnect program will provide grants of up to $50,000 per institution. Grants will be awarded for a grant period beginning November 2018 and ending April 2020. Examples of uses of funds include: stipends for existing faculty and staff; costs for hosting meetings on campus; coordination with local, state, or federal licensing and accrediting bodies; and building partnerships with employers. Successful grantees will develop proposals to connect one or more military occupational specialties to a current, existing academic program(s) of study at the college or university; demonstrate approaches to develop an expedited, guided academic pathway using earned credit for military training and experience; communicate the expedited guided academic pathway to current and prospective students; and identify strategies to build employer networks to tie the pathway to civilian careers. These pathways may also include apprenticeships, internships, private sector certifications, existing articulation agreements between community colleges and universities for follow on bachelor degrees, or other credentialing in place to enhance the

educational prospects for veterans in Tennessee. An eligible institution of higher education includes any public or private, non-profit institution principally domiciled in Tennessee.

NOTE: Successful grantees will create a new expedited, guided academic pathway based upon a current, existing program(s) of study at the institution (example Fig 1). Funding cannot be used to create a new program of study.

II. Grant Criteria

Grantees will complete the following as part of the grant:

1. Grantees will create an expedited, guided academic pathway based on an existing academic program(s) of study using prior learning assessment of military training and experience.
2. Grantees will implement prior learning assessment strategies for the purpose of evaluating military credit to better serve student veterans towards the completion of a specified credential.
3. Grantees will develop and implement an internal engagement plan to involve faculty members, administrators, and staff in the prior learning assessment process.
4. Grantees will develop strategies for communicating the availability of the guided academic pathway and for implementing those strategies within the grant period.
5. As necessary, grantees will identify and coordinate with the appropriate state licensure boards, accrediting bodies, and workforce networks to connect the academic pathway to civilian careers.

III. Application Requirements

A. Proposal Components

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

- **Cover Sheet** (Appendix E)
  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. 5-8)

- **Letter of Support from Licensing Board and/or Accrediting Agency** Applicants should coordinate with any licensing boards or accrediting agencies if there are any anticipated changes to a program of study that could be affected by this project. A letter of support for the planned project from these agencies should be included.
- **Budget** (Appendix C)

NOTE: The narrative portion of the proposal should be limited to 15 pages. This does not include the cover page, project abstract, budget template, and appended lists. Use no smaller than 11 point font and 1.5 spacing.

B. Letter of Intent

A Letter of Intent to submit proposals for this grant is due through e-mail by **4:30 PM (CDT) on July 27, 2018**. The format of the Letter of Intent is included in Appendix D of this document.

The *Letter of Intent* to submit must include the following information:

- Name of Higher Education Institution
- Project Manager / Point of Contact
- Contact information

C. Proposal Submission and Timeline

Final proposals, including all components described in this RFP, must be received by email to **ken.hanson@tn.gov** no later than **4:30 PM (CDT) on August 10, 2018.**

Date	Activity
7.13.2018	Release of Request for Proposals
7.20.2018	Webinar for interested 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=eb27ec50cb84715fb045acf77979913d1
7.27.2018	Letter of Intent to submit Due
8.10.2018	Proposals Due
8.31.2018	Award Announcement
September - October 2018	Contract Processing
11.1.2018	Projects Commence

IV. Proposal Format and scoring

Each section may be awarded up to four points, and each section is weighted for a total of 100 available percentage points. The question weights are connected with each section. Potential grantees also receive four points (**two percent** of the overall score) for attending a webinar scheduled for July 20 (Registration is available by following this link https://tngov.webex.com/tngov/onstage/g.php?MTID=eb27ec50cb84715fb045acf77979913d1).

Section 1: Introduction – 4 Percent of Overall Score

Under the subheading "introduction", describe the student veteran population on your campus and the veteran population within your campus' region. Include county census data regarding veterans within your area and the total number of student veterans using GI Bill benefits at your institution per year. Include the number of student veterans who attended, as well as the number that graduated, from the academic program(s) of study used as a base for the expedited, guided academic pathway over the last five years. Limit your response in this section to 250 words.

Section 2: Description of Academic Pathway – 6 Percent of Overall Score

Answer each question using a narrative format unless otherwise designated. Limit your narrative response to a total of 500 words across all the questions in this section.

a) Name or list the existing academic or training program(s) that will be used to create an expedited, guided academic pathway for veteran students. Name or list the Military Occupation Specialty(s) that will be associated with the selected pathway. Name or list the proposed career field(s) associated with the pathway.
b) Provide a brief description of the proposed connection between the Military Occupation Specialty, the guided academic pathway, and potential career fields. Explain the connection for this pathway from recruitment at your institution to education and training received as part of the pathway to career opportunities after the veteran earns their credential.

Section 3: Academic Pathway Plan – 68 Percent of Overall Score (awarded across 8 questions)

Answer each question using narrative format unless otherwise designated. Limit your narrative response to a total of 10 pages across all the questions in this section (tables and lists not included in page count). Parenthetically list the question numbers in your proposal submission for clarity.

3.1 **Connection to One or More Military Occupational Specialties:** Using information from the American Council on Education Military Guide, example joint services transcripts, and other prior learning assessment resources (A few examples are listed in Appendix F), describe initial anticipated connections between one or more military occupation specialties and the proposed guided academic pathway. These connections can be a cursory connection and may be modified during implementation if selected for the project. **(8 percent)**

3.2 **Prior Learning Assessment (PLA) Practices:** Describe internal strategies to develop the guided academic pathway by awarding academic credit for military training and experience. If credit for prior learning is not currently available in this academic area at your institution, how will you implement PLA processes to develop this pathway? If credit for prior learning is currently available in this academic area at your institution, how will you utilize or expand upon current PLA processes to develop this pathway further? **(8 percent)**

3.3 **Coordination with Licensure and Accrediting Bodies** For this initiative to be successful on your campus, what actions will be taken to coordinate with licensure and accrediting bodies? What collaboration, and with whom, is necessary to follow federal, state or local licensure and accrediting requirements? **(6 percent)**

3.4 **Networking with Employers:** For this initiative to be successful on your campus, what actions will be taken to coordinate with employers to build potential career options and/or work-based learning for students that are associated with the chosen guided academic pathway? Proposals may build upon existing employer relationships and/or create new employer relationships clearly associated with the pathway project. Include letters of support from employers demonstrating their support of the proposed guided academic pathway, how it would benefit the employer, and how a successful graduate of this program would be more desirable to the employer. Letters of support will only be considered if they are associated with the selected Military Pathway Pilot Project. Letters of support from employers willing to work with this project should be appended to your proposal submission. **(10 percent)**

3.5 **Implementation Plan:** What will your institution do within the first few months (November 2018 to February 2018) in order to successfully develop the academic pathway? Who will be the primary person assigned to the

action? What will your institution do to make this implementation successful? Identify any potential areas that could keep this guided academic pathway from being successful, and describe how you plan to address these issues. In addition to answering this section (3.5) in a narrative format, 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. If student support processes are part of your proposal, include summary descriptions here, as well as include further details in the following table. **(12 percent)**

Date	Activity	Person or Person(s) involved

3.6 **Communication to Current and Prospective Students:** Answer each of the following: **(10 percent)**

a) Describe potential strategies to communicate the availability of the academic pathway 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 and this program?

b) Describe potential strategies to communicate the availability of the academic pathway to veterans and service members currently attending your institution. How will current student veterans know about this expedited academic pathway? These strategies need only be *proposed* outreach opportunities. Grantees will finalize outreach plans as a deliverable within the grant period to find the most effective means of communicating this program.

3.7 **Identify Stakeholders:** For this initiative to be successful on your campus, who needs to be engaged? What key stakeholders will be involved to institute an expedited academic pathway, communicate the pathway, and develop support systems for the pathway? After assessing current staff and personnel capacity, will expanding the responsibilities of current personnel aid in this effort? Provide a bulleted list of key faculty, administrators, and staff on your campus for the implementation of this project. If appropriate, please include a brief statement regarding how expanding current staff

responsibilities will support the efforts of the proposal. If a list extends past one page of full text, append the list to the end of your proposal. These appended pages will not count toward the overall page count. **(6 percent)**

3.8 **Serving Student Veterans:** Utilizing Department of Defense Common Occupational Specialties data, THEC Academic Supply and Occupational Demand data, and/or VETS Campus data (Appendix F), demonstrate how the chosen guided academic pathway will serve student veterans at your institution. How can this process be expanded to improve the PLA process for other adult learners? **(8 percent)**

Section 4: Budget and Budget Narrative – 20 Percent of Overall Score

Budget Narrative: In narrative format, describe how you plan to use funds awarded as part of this grant to address the development and management of this project. Identify outreach and communication items that would be purchased, stipends/salary for expanding duties of personnel to develop the program, and any other need associated with establishing this program. For each item, describe the connection between the identified needs and the requested funding. There is no word limit for this section.

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. 3, 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 August 10th, 2018. The projects will be assigned funding based on ranking. 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
November 1, 2018	Contracts implemented
December 2018	Grantees submit project update, with finalized plan for communicating with potential student veterans, and begin executing plan

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

	Exemplary (4 pts)	Adequate (2 pts)	Inadequate (0 pts)	Score	Weight	Comments
Webinar Attendance	Attended webinar.	-	Did not attend webinar.		2%	
Section 1: Introduction	Provides brief context of the institution's efforts to serve veterans and service members, using data and information from the specified sources. The number of veterans attending the current, existing academic program(s) of study is included.	Includes a brief explanation of context, but is incomplete; or does not include data from the specified data sources; or is missing data.	Does not include data from the specified sources or a brief explanation of context.		4%	
Section 2: Description of Academic Pathway	A complete narrative that provides clear evidence of thoughtful reflection on an expedited, guided academic pathway, drawing realistic and practical connections to Military Occupation Specialty(s) and potential career fields. Proposed pathway has potential to be addressed through grant funding.	A somewhat complete narrative that constitutes an account of a possible expedited, guided academic pathway; connections from Military Occupational Specialty to program of study and/or networked career field are available	An incomplete description lacking detail and thoughtful connections to Military Occupation Specialty(s) or potential career fields.		6%	
Section 3.1: Connection to One or More Military Occupation Specialties	Makes logical connections between the proposed guided academic pathway and Military Occupation Specialty(s) and references the American Council on Education Military Guide or other PLA guides. Includes a compelling case that the grantee will be successful in addressing identified needs.	Provides a connection between the proposed guided academic pathway and Military Occupation Specialty(s) and references PLA resources.	Does not address questions posed.		8%	

	Exemplary (4 pts)	Adequate (2 pts)	Inadequate (0 pts)	Score	Weight	Comments
Section 3.2: Prior Learning Assessment (PLA) Practices	Provides thoughtful and realistic internal strategies to award academic credit for military experience and training, whether or not PLA processes are already implemented at the institution.	Provides a plan to implement PLA practices or utilize current PLA practices in this academic arena to develop the academic pathway.	Does not address questions posed.		8%	
Section 3.3: Coordination with Licensure and Accrediting Bodies	Contains realistic and thorough steps to coordinate with licensure and/or accrediting bodies as necessary and describes required actions for successful implementation of the guided academic pathway.	Contains a plan to coordinate with licensure and/or accrediting bodies as necessary for implementation of the guided academic pathway; if coordination of program with licensure and accrediting bodies are not required, it is sufficiently addressed in narrative.	Does not address questions posed.		6%	
Section 3.4: Networking with Employers	Contains realistic and thorough steps to coordinate and network with employers that are clearly associated with the guided academic pathway; depicts how the pathway will be successful in connecting veterans to the civilian workforce.	Lacks detail and appears incomplete; does not consider how coordination may be necessary; contains steps to coordinate with employers; depicts how pathway will connect veteran students with civilian workforce.	Does not address questions posed.		10%	

	Exemplary (4 pts)	Adequate (2 pts)	Inadequate (0 pts)	Score	Weight	Comments
Section 3.5: Implementation Plan	Plan is realistic and provides sufficient detail to propose a compelling argument that the institution will be able to successfully implement this guided academic pathway with sufficient action within the first few months; key activities are summarized in a table with clearly delineated responsibilities.	Plan provides sufficient detail to propose favorable implementation of this guided academic pathway within the first few months; key activities are summarized in a table with assigned responsibilities.	Does not address questions posed.		12%	
Section 3.6: Communication to Current and Prospective Students	Proposed strategies are well-thought out, innovative, and make sense for serving both currently attending and prospective student veterans. Strategies are logically connected to the academic pathway and potential career fields; responses fully describe strategies to communicate improved services to current and prospective veterans.	Proposed strategies can serve both currently attending and prospective student veterans; responses describe strategies to communicate services to student veterans.	Does not address questions posed.		10%	
Section 3.7: Identify Stakeholders	Contains clear evidence that list of key stakeholders are comprehensive and includes personnel that will be involved to implement the guided academic pathway.	Contains evidence that the list of key stakeholders will/may be involved to implement the guided academic pathway.	Does not address questions posed.		6%	

	Exemplary (4 pts)	Adequate (2 pts)	Inadequate (0 pts)	Score	Weight	Comments
Section 3.8: Serving Student Veterans	Provides convincing evidence and detail to support that the proposed guided academic pathway will serve student veterans and considers how it may also support the PLA process for other adult learners.	Provides evidence to support that the proposed guided academic pathway and potentially considers how it may also support the PLA process for other adult learners.	Does not address questions posed.		8%	
Section 4: Budget and Budget Narrative	Budget and narrative are completed in the required format and are realistic and reasonable given the scope of work; budget supports the goals of the grant and makes a convincing case for the successful development of a guided academic pathway that connects military experience to civilian career fields.	Budget and narrative are formatted in accordance with instructions, but partially describe the connection between requested funds and proposed activities or are not realistic and reasonable given the scope of work.	Budget and narrative are not formatted correctly or do not provide sufficient detail to describe the connection between funds and proposed activities		20%	

Score Summary Sheet

Section	Proposal Score	Overall Comments
1		
2		
3.1		
3.2		
3.3		
3.4		
3.5		
3.6		
3.7		
3.8		
4		

Institution: _____

Reviewer Name: _____

Reviewer Signature: _____ **Date:** _____

Appendix C: Budget

GRANT BUDGET				
Veteran Reconnect Grant Rd. 4				
The grant budget line-item amounts below shall be applicable only to expenses incurred during the following				
Applicable Period:	**BEGIN: October 1, 2018**		**END : March 31, 2020**	
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

Appendix C – BUDGET (cont.)

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 – Letter of Intent to Submit

Veteran Reconnect: Military Pathway Pilot Project – Letter of Intent to submit

Name of Higher Education Institution:

_____

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

_____
_____
_____
_____

<u>Please return this information via email by 4:30 PM (CDT) on July 27, 2018</u>

Ken Hanson

615-253-7449

Ken.Hanson@tn.gov

Appendix E: Cover Sheet

NAME OF INSTITUTION

(Minimum 18 point font)

Veteran Reconnect Grant Program

Military Pathway Pilot Project

Project Director Name, Title

Mailing Address

Project Director's Telephone

Project Director's E-mail Address

Funding requested:

$_____

_____ _____

President of Higher Education Institution **Project Director**

Appendix F: Data Resources

These resources are provided for convenience and should not be used exclusively. Please reference additional sources, as well as the ones listed below:

The American Council on Education's Military Guide: http://www.acenet.edu/news-room/Pages/Military-Guide-Online.aspx

THEC's Academic Supply and Occupational Demand in Tennessee, 2018: https://www.tn.gov/content/dam/tn/thec/bureau/research/other-research/supply-demand/Academic%20Supply%20and%20Occupational%20Demand%20-%20Final.pdf

Common Occupational Specialties Nationally[3]

All Active Duty Service Members, 2010

Rank	Military Occupational Specialty Code	Branch	Occupational Specialty	Service Members
1	11B	Army	Infantry	55844
2	3P0X	Air Force	Security Forces	21990
3	68W	Army	Health Care Specialist	21113
4	91B	Army	Wheeled Vehicle Mechanic	17896
5	88M	Army	Motor Transport Operator	17756
6	31B	Army	Military Police	14693
7	2A6	Air Force	Aerospace Propulsion	13586
8	2A5	Air Force	Aircraft Maintenance	13490
9	92Y	Army	Unit Supply Specialist	12745
10	0311	Marine Corps	Rifleman	12413
11	3D1	Air Force	Cyberspace Support	11729
12	42A	Army	Human Resources Specialist	11505
13	92A	Army	Automated Logistical Specialist	11385
14	19D	Army	Cavalry Scout	11233
15	92F	Army	Petroleum Supply Specialist	10672
16	92G	Army	Food Service Specialist	10288
17	13B	Army	Cannon Crewmember	10267
18	HM	Navy	Hospital Corpsman	9721
19	3D0	Air Force	Cyberspace Support	9476
20	12B	Army	Combat Engineer	9394
21	25U	Army	Signal Support Systems Specialist	9338
22	2A3	Air Force	Aerospace Maintenance	8988
23	MM	Navy	Machinist Mate	7542
24	74D	Army	Chemical Operations Specialist	7287
25	25B	Army	Information Systems Operator Analyst	7060

[3] Department of Defense (2015). Freedom of Information act request 15-F-0425. Enlisted Service Member Data. http://www.esd.whs.mil/FOIA/Reading-Room/Reading-Room-List/Statistical_Data/

2010 Common Occupational Specialties at Fort Campbell[4]

Rank	Military Occupational Specialty Code	Branch	Occupational Specialty	Service Members
1	11B	Army	Infantryman	5899
2	88M	Army	Motor Transport Operator	1940
3	91B	Army	Wheeled Vehicle Mechanic	1634
4	68W	Army	Health Care Specialist	1392
5	92A	Army	Automated Logistical Specialist	1115
6	92Y	Army	Unit Supply Specialist	1069
7	92F	Army	Petroleum Supply Specialist	1004
8	31B	Army	Military Police	932
9	92G	Army	Food Service Operations	886
10	13B	Army	Cannon Crewmember	857
11	15T	Army	UH-60 Helicopter Repairer	835
12	25U	Army	Signal Support Systems Specialist	814
13	42A	Army	Human Resources Specialist	801
14	13F	Army	Fire Support Specialist	657
15	19D	Army	Cavalry Scout	645
16	74D	Army	Chemical Operations Specialist	540
17	11C	Army	Indirect Fire Infantryman	535
18	12B	Army	Combat Engineer	527
19	15U	Army	CH-47 Helicopter Repairer	507
20	25B	Army	Information Technology Specialist	431
21	35F	Army	Intelligence Operations Specialist	428
22	15P	Army	Aviation Operations Specialist	372
23	15R	Army	AH-64 Attack Helicopter Repairer	325
24	13D	Army	Field Artillery Automated Tactical Data Systems Specialist	304
25	92W	Army	Water Treatment Specialist	274

[4] Department of Defense (2015). Freedom of Information act request 15-F-0425. Enlisted Service Member Data. http://www.esd.whs.mil/FOIA/Reading-Room/Reading-Room-List/Statistical_Data/

Tennessee Student Veterans by Academic Category

VETS Campuses, Fall 2016

Classification of Instructional Programs (CIP)	Number of Students
Liberal Arts and Sciences, General Studies and Humanities	921
Business Administration, Management and Operations	489
Criminal Justice and Corrections	371
Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing	314
Computer and Information Sciences, General	290
Health and Physical Education/Fitness	265
Engineering Technology, General	261
Social Work	185
Psychology, General	176
Biology, General	149
History	133
Accounting and Related Services	110
Allied Health Diagnostic, Intervention, and Treatment Professions	100
Business/Commerce, General	97
Teacher Education and Professional Development, Specific Levels and Methods	94
Political Science and Government	90
Computer Science	87
Multi/Interdisciplinary Studies, Other	84
Mechanical Engineering	84
Air Transportation	84
Communication and Media Studies	79
Agriculture, General	69
Management Information Systems and Services	63
Chemistry	59
Finance and Financial Management Services	58
English Language and Literature, General	57
Fine and Studio Arts	53
Sociology	52
Geological and Earth Sciences/Geosciences	51
Linguistic, Comparative, and Related Studies	50
Electrical, Electronics and Communications Engineering	44
Industrial Production Technologies/Technicians	43
Marketing	42
Civil Engineering	40

Mathematics	38
Engineering, General	37
Health/Medical Preparatory Programs	34
Physics	32
Health Services/Allied Heath/Health Sciences, General	32
Clinical/Medical Laboratory Science/Research and Allied Health	32
Business , Management, Marketing and Related Support Services, Other	32
Wildlife and Wildlands Science and Management	29
Education, General	26
Electrical Engineering Technologies/Technicians	25
Educational Administration and Supervision	24
Music	23
Teacher Education and Professional Development, Specific Subject Areas	22
Medicine	21
Public Health	20
Dietetics and Clinical Nutrition Services	20
Business Operations Support and Assistant Services	20
Construction Management	20
Pharmacy, Pharmaceutical Sciences and Administration	19
Business/Managerial Economics	19
Engineering-Related Fields	19
Mechatronics, Robotics, and Automation Engineering	18
Curriculum and Instruction	18
Computer Engineering Technology/Technicians	17
Health Professions and Related Clinical Sciences, Other	17
Nursing	17
Clinical, Counseling, and Applied Psychology	17
Arts, Entertainment, and Media Management	16
Plant Sciences	16
Basic Skills and Developmental/Remedial Education	15