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Training and Education

BUDGETING AND RESOURCING

FOR THE COMMANDER:

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History. This is a new U.S. Army Training and Doctrine Command (TRADOC) publication.

Summary. This pamphlet describes the budgeting and resourcing procedures and guidance supporting Army training and education. In addition, this pamphlet provides fundamental purposes, descriptions, and procedures of Army systems and processes which enable training and educational course resourcing requirements to be developed, identified, processed, and validated. The Army Program of Individual Training (ARPRINT) results from these systems and processes which are uniquely linked at key intervals to culminate in the projected student load requirements established for courses and new courses by fiscal year (FY) when published. The ARPRINT is the Army's training mission which is entered into the Program Objective Memorandum (POM) for funding. The ARPRINT resource requirements for training and education were integrated and synchronized with Army systems such as: Structure Manning Decision Review (SMDR); Total Army Centralized Individual Training Solicitation (TACITS); Army Training Requirements and Resources System (ATRRS); Training Requirements Analysis System (TRAS); Training Requirements Arbitration Panel (TRAP); Training Ammunition Management System (TAMS); and Training Resource Management Information System (TRMIS). Integration and synchronization of these system occur at different levels, but each system addresses one or more pieces necessary to build the mission. The SMDR integrates annual force requirements or student load by course in relation to school location and training capacity which refines the overall mission. TRAS integrates

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external systems of TACITS, TRAP, TRMIS, and TADSS with the training development and implementation process. In addition, TRAS enables accurate data insertion into ATRRS to maintain the integrity and currency of course and student data. For specific policy guidance in the management of the TRAS, see TRADOC Regulation (TR) 350-70. Training and education information systems include ATRRS and the Combined Arms Command (CAC) approved automated development system. ATRRS is the Army's home of record for all Army courses and houses course data by school, proponent, and fiscal year. The CAC approved automated development system is the primary training development tool for training and education managers and developers.

Applicability. This pamphlet applies to TRADOC activities and The Army School System (TASS) training battalions responsible for managing, developing, and implementing learning products. It also applies to non-TRADOC agencies and organizations possessing memoranda of understanding or agreement and contracts for developing learning products for TRADOC and TASS agencies and organizations.

Proponent and exception authority. Army Regulation (AR) 350-1 assigns the Commanding General (CG), TRADOC, the responsibility for Army learning (training and education) guidance and procedures contained herein. The proponent of this pamphlet, Headquarters (HQ) TRADOC, DCS G-3/5/7, Training Operations Management Activity (TOMA), is the authority to approve exceptions or waivers to this pamphlet consistent with controlling law and regulations, unless otherwise designated. Exceptions to policy are granted on an individual basis. The commander or senior leader of the requesting activity must endorse all waiver requests before forwarding them through higher headquarters to the policy proponent. Requests must include requestor contact information; type of request (initial, extension, modification, appeal, or cancellation); specific regulation line items requested for waiver; unit, institution, or center/school affected; proposed alternative; justification; impact; expected benefits; anticipated effective dates; and duration requested. The proponent continually seeks innovation and process improvement. Significant process improvements and global exceptions will be considered for addendum to policy prior to the next revision.

Suggested improvements. Submit changes for improving this publication on Department of the Army (DA) Form 2028 (Recommended Changes to Publications and Blank Forms) through channels to HQ TRADOC, DCS G-3/5/7, TOMA, ATTN: ATTG-TRI-MP, 950 Jefferson Avenue, Fort Eustis, Virginia 23604-5700. Suggested improvements may also be submitted using DA Form 1045 (Army Ideas for Excellence Program Proposal).

Distribution. This TP is available only on the TRADOC Web site <http://www.tradoc.army.mil/tpubs/>

Summary of Change

TRADOC Pamphlet 350-70-9
Budgeting and Resourcing

This TRADOC pamphlet, dated 12 October 2012-

- o Updates procedures and standards to comply with U.S. Army Training and Doctrine Command regulation 350-70.
- o Provides an overview of resourcing Army Learning Products and Doctrine Publications Development (chap 2).
- o Introduces Resource Models and Commodities (chap 3).
- o Provides information concerning Resource Commodity Areas (chap 3, sec II).
- o Provides clarity of the Training Requirements Analysis System process (chap 4, sec I).
- o Provides additional information on Structure Manning Decision Review (chap 4, sec V).
- o Eliminates procedural redundancies.
- o Applies administrative restructuring.
- o Identifies and standardizes training and education, Army learning development, budgeting, and resourcing guidance.

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Chapter 1 Introduction

1-1. Purpose

This pamphlet provides detailed guidance for budgeting and resourcing Army learning products. It includes the integration and synchronization of resource requirements generation into Army systems and processes. Training Requirements Analysis System (TRAS) is the Army's requirements and resourcing management system providing for timely documentation of Army learning product resource requirements for inclusion into resource acquisition systems. The TRAS ensures students, instructors/facilitators, facilities, ammunition, equipment, and funds converge at the right place and time to implement approved training strategies.

1-2. References

Required and related publications are prescribed and referenced forms are listed in appendix A.

1-3. Explanation of abbreviations and terms

Abbreviations and special terms used in this pamphlet are explained in the glossary.

1-4. Scope

This pamphlet contains guidance for budgeting and resourcing Army learning products in the institutional domain. Some chapters in this pamphlet are supported by guidance provided in other chapters. Readers must refer to each of these to accomplish their purpose. The procedural checklists, product templates, product samples, and information papers found in the appendixes will assist the user in accomplishing work products.

1-5. Army learning product development overview

The Army's peacetime mission is to prepare for war. The analysis, design, development, implementation, and evaluation (ADDIE) process is a vital mission component that provides mission-focused and task-based training and education. The ADDIE process produces effective and efficient instruction that promotes transfer of learning from the instructional setting to the job. The ADDIE process is a systematic approach to making decisions regarding Army training and education (See U.S. Army Training and Doctrine Command (TRADOC) regulation (TR) 350-70.) This process is used to determine the need, audience, subject, tasks, learning objectives, outcomes, setting, delivery method, and resources required to produce and implement relevant, effective, efficient, and current instruction.

1-6. Training Requirements Analysis System (TRAS) overview

The TRAS is a long and short range planning and management process for timely documentation of individual courses and supporting resource requirements. TRAS is applied to peacetime and mobilization learning products for inclusion in resource acquisition systems.

a. TRAS products result from the design phase of the ADDIE process. Their submission and validation are separate and distinct from the ADDIE process. TRAS documents are requirements documents; their submission and validation result in recognition of resource requirements only. It is not an agreement by TRADOC to provide resources. Proponents must acquire resources using appropriate systems including, but not limited to: the planning, programming, budgeting,

and execution system (PPBES); the command plan; military construction, Army (MCA); and the Training Resource Arbitration Panel (TRAP). Proper use of TRAS ensures students, instructors/facilitators, facilities, ammunition, equipment, and funds converge at the right place and time to implement approved training and educational strategies.

b. Changes to training and education programs are generated by changes in doctrine, organization, training, materiel, leadership and education, personnel, and facilities (DOTMLPF) that affect long range individual training and education strategies, and/or efforts to improve efficiency and effectiveness.

c. Through planning, a manager will develop a realistic estimate of the resources required to implement individual training and education, establish milestones, and allocate available resources to the project. Initial learning product development planning begins with a training and education requirement resulting from a needs analysis or a new/updated training strategy. The proponent's training and education development plan is the process by which all relevant training and education requirements and resources are identified internally.

d. Automation support. Developers must take advantage of the Combined Arms Center (CAC) approved automated development system that supports the ADDIE process and maintenance of proponent learning product development plans. Army Training Support Center (ATSC) has web site to provide current information: <https://tdc.army.mil>. Each learning product proponent has a point of contact (POC) in their organization to assist with obtaining and using the program.

(1) The CAC approved automated development system provides uniformity of information, format, and procedures. The system enables information standardization across TRADOC proponent schools and participating installations.

(2) The CAC approved automated development system is designed to reduce the time required to process and staff TRAS documents (individual training plans (ITP), programs of instruction (POI) and course administrative data (CAD)). A combination of computer hardware, software, and communication enhancements reduces response time from the proponent school to Training Operations Management Activity (TOMA), TRADOC staffing elements, and vice versa.

Chapter 2

Resourcing Army Learning Products and Doctrine Publications Development

2-1. Army learning product and doctrine development workload management

Training/education and doctrine development workload management involves current and future planning of workload to meet new or updated training and doctrine development requirements. It includes prioritizing proponent training strategy decisions and applying estimated time values (ETV) to determine proponent workload capabilities, programming workload requirements, and planning to ensure the identification of resources needed to manage and implement learning product and doctrine development. The resourcing for individual, collective, and self-development learning product development requirements is accomplished through PPBES which

is the Army's primary resource management system. TRADOC proponent schools participate in this resource process to assure the resourcing of critical training and doctrine development products and requirements.

2-2. The Department of the Army (DA) approved workload database

The DA approved workload database is the model used to manage doctrine and Army learning product requirements. Training/education and doctrine development use the DA approved workload database model to capture and prioritize product development requirements to keep consistent with the Army's priorities. Prioritization is based on the annual commanding general TRADOC guidance and most relevant, critical, and labor-intensive learning product and doctrine development milestones. The model calculates the work effort in accordance with (IAW) established, certified labor rates per type of product over each year of the execution, budget, and product program objective memorandum (POM) cycle. The DA approved workload database also is used to update training management plans, the Army doctrine literature master plans, and the proponent's plan; and to manage the learning product and doctrine development workload when used in conjunction with the descriptions of work (DOW) or ETV for doctrine. The DOW provide a general description of the primary learning products produced by the Army and workload data/information pertinent to determining development costs for those products. The DOW:

- a. Identify learning products and doctrine development workload categories (learning products).
- b. Provide a general description of each product.
- c. Provide ETV for each product.
- d. Identify new, review, and revision actions.
- e. Identify when a product is considered to be complete.

2-3. DA approved workload database benefits

The DA approved workload database generates the workload requirements for Headquarters, Department of the Army (HQDA), G-3 and resulting workload requirements are costed using the DA accepted personnel cost factors in the Institutional Training Resource Model (ITRM). ITRM is the pricing mechanism that leverages training and resource management processes at all staff levels. In addition, the DA approved workload database gives HQDA, headquarters (HQ) TRADOC, CAC, and the proponent school a common platform.

2-4. DA approved workload database processes

- a. TRADOC proponent schools:
 - (1) Establish their plans to develop doctrine, training, and education.
 - (2) Prioritize learning products for development.
 - (3) Identify cutoffs where workload exceeds available resources.

(4) Assign manpower against the learning products and other critical requirements.

(5) Identify their workload requirements for the year of execution, the budget year, and also the POM years, and then update their budget year requirements (base line of activity) each year.

b. HQ TRADOC/CAC uses DA approved workload database to:

(1) Identify and prioritize the total command learning products and doctrine development workloads by fiscal year (FY).

(2) Develop the POM input for the development management decision package (MDEP) requirements.

(3) Identify to HQDA what TRADOC can and cannot accomplish with current resources.

(4) Justify requirements for additional training and doctrine development funding.

(5) Support resource decisions and distribution.

c. HQDA G-3 uses the DA approved workload database data to:

(1) Review and validate learning product and doctrine development requirements and requirements for additional funding.

(2) Forward the requirements through the appropriate MDEP channels for approval, budgeting, and allocation.

2-5. DA approved workload database access

The DA approved workload database is a web-based model accessible via Army Knowledge Online or the .mil domain.

2-6. Doctrine Development Process

For more information on the Army doctrine development and management of Army doctrine using the above resourcing mode, see TR 25-36.

Chapter 3

Resource Models and Commodities

Section I

Resource Model Interfaces

3-1. Course Level Training Model (CLTM) description

a. The CLTM supports the POI methodology used in the ITRM: the POI identifies the training resources and requirements for training and educating individual Soldiers in the Army. ITRM provides the Army a systematic process for forecasting and justifying funding

requirements for institutional training and education. CLTM uses information generated from tasks in the POI as the metric that links individual readiness requirements to levels of funding. The model is designed to correlate a Soldier's overall readiness to participation in and completion of institutional training tasks.

b. POI course data is imported from the CAC approved automated development system in web-based CLTM in a one-way exchange of data. Only TRADOC validated POI data is imported from the CAC approved automated development system into CLTM. Currently only equipment data is fed into ITRM for costing, but CLTM also imports ammunition, facilities, and training aids from the CAC approved automated development system.

c. A CLTM course equipment file is generated by an ITRM pre-process routine and that file is fed into ITRM to produce the direct operating tempo (OPTEMPO)/equipment cost. Direct OPTEMPO costs are based on pricing the POI requirements of equipment to meet the training and education standard. This data is calculated against workload and cost factors to contribute to annual cost at a given institutional training and education readiness level.

d. Revision/submission. CLTM data will be automatically imported into the web-based CLTM when POI are validated by the TRADOC DCS G-3/5/7 or TOMA . Once TRADOC POI are imported into web-based CLTM and that data is confirmed by the CLTM Administrator and the schools, data will be extracted by TRADOC DCS G-8 (Resource Management) and entered into ITRM for costing.

3-2. CLTM benefits

The web-based CLTM gives HQDA, HQ TRADOC and the schoolhouse a common platform to view POI data. In addition to the equipment information that is imported to ITRM for pricing, the CLTM also creates a report for the schoolhouse that displays the following from the imported POI information:

- a. Course number.
- b. Delivery method.
- c. Course name.
- d. Status date.
- e. Training location.
- f. Management category.
- g. Optimum class size.
- h. Course length.
- i. Class size.
- j. Total academic hours.

k. Instructor/facilitator contact hours.

l. Equipment report, facilities report, ammunition report and training aids and devices report rolled up by lesson number, by course and by installation.

3-3. Web-based CLTM

a. The web-based CLTM homepage can be accessed with the following uniform resource locator: <https://cltm.tradocapps.army.mil/login.aspx>.

b. Access is controlled in the form of user identifications (ID) and passwords. Installation users will be granted access for their installation only. Multiple installation access can be permitted as required. The web-based CLTM site is available to all CLTM managers, CAC approved automated development system administrators, and selected key personnel. Access permissions are based on two user roles:

(1) School user. Personnel can make changes (import/delete) to courses at your school. This access level provides the ability to view and run reports for all courses in CLTM, however, the user cannot make changes (add/delete) to courses outside the user's school.

(2) Viewer user. Personnel can view and run reports for all courses in CLTM, but cannot make changes (import/delete) to any course.

c. School responsibilities. TRADOC schools are responsible for keeping their TRADOC validated POI data current in the CAC approved automated development system and ensuring it has been imported into web-based CLTM. Accurate and current web-based CLTM data results in accurate and current ITRM direct OPTEMPO requirements. Web-based CLTM has made an impact in the schoolhouse by allowing the schools to view their POI information in an organized and easy to understand fashion; thereby, allowing them to make corrections to their POI in the CAC approved automated development system. The result has been a dramatic improvement in the accuracy of POI information in the CAC approved automated development system. Web access allows all TRADOC schools to keep all TRADOC validated POI information current and HQ to view required resources in real time.

3-4. Institutional Training Resource Model (ITRM) description

ITRM is a HQDA, G-3 sponsored model used to calculate and cost institutional training and education requirements and associated resource requirements. It identifies OPTEMPO funding and life-cycle data of equipment required to teach the course as documented in the POI. Additionally, this model assists with integrating the training and education development manpower requirements with PPBES. ITRM is:

a. A resource-packaging tool.

b. A force-to-course model that determines learning product requirements by using the same Active Army (AA) and U.S. Army Reserve (USAR)/Army National Guard (ARNG) force structure used in the TRADOC review of manpower (TRM) process, where it is used to calculate institutional learning product workload and costs.

c. ITRM is responsive to changes in the force structure and HQDA policy in developing workload requirements. ITRM allows the training and education directorate(s) to focus on the “why” versus the “what”.

d. Costs are calculated using direct and indirect OPTEMPO. "Direct OPTEMPO" plus "indirect OPTEMPO" equals "the total cost".

e. ITRM uses an allocation process, which allows requirements identified in one area to be allocated to the benefiting areas.

3-5. ITRM component costs

a. Component costs. ITRM calculates the requirements for training and education dollars from the POI, table of distribution and allowances (TDA) documents, and known fixed commodities, such as maintenance contracts.

b. Cost factors. The factors that comprise the total cost of training and education are:

(1) Requirement-based areas: civilian payroll, direct OPTEMPO, and special items of interest; for example, service contracts, automation, one-time procurements, and military training specific allotment (MTSA).

(2) Indirect OPTEMPO is based on how an installation obligates its funding. It shows what it costs historically for general schoolhouse operations.

3-6. Input interfaces to ITRM

The proponent participates in the ITRM process on a daily basis. The following four interfaces feed ITRM to generate the cost requirements for institutional learning products:

a. CLTM. This model identifies the resources to meet training and education standards. It rates lessons in the POI by readiness categories.

b. Web PC. This program reflects schoolhouse indirect costs that assist ITRM by allowing resource managers to view and adjust financial accounting data so that indirect OPTEMPO rates project future requirements, not historical errors (such as accounting errors and double-counting).

c. DA approved workload database. This workload management tool allows managers to prioritize, schedule, and manage development of learning products and projects. It generates the workload requirement for review and approval by the Army command (ACOM) and HQDA.

d. Special items of interest allow instructors/facilitators and resource managers to identify fixed items that can be reviewed and approved through the chain of command.

3-7. Information interfaces from ITRM

ITRM provides information from feeder data and cost processing with two interface models. This information provides the ability to conduct online analysis or provide printed cost reports.

a. Analytical Workspace Model . This program displays programming information by year to enable yearly comparisons, decision support, decrement analyses, and cost factor analyses. It also enables budget formulation and the alignment of courses by the MDEP and Army Management Structure among the Army's training/education, manpower, and costing systems.

b. Training Resource Management Information System (TRMIS). This program allows the cost and workload results from ITRM, TRM, and the flying hour program to be available at the lowest level of detail for cost and workload analyses. For example, course level is the lowest level of detail for ITRM.

Section II

Resource Commodity Areas

3-8. Areas of resource commodities

Resource commodity areas include equipment, facilities, dollars, training devices, ammunition, ranges, and manpower.

3-9. Ammunition

a. Training Ammunition Managers (TAM) act as the single POC to receive training ammunition authorizations from HQ TRADOC. TAM sub-authorize to the supported TRADOC activities using the Total Ammunition Management Information System (TAMIS) and to request authorization changes as needed. The TRAS provides planning data for determining training ammunition requirements for all institutional training in TRADOC. Under TRAS, the ammunition resource requirements are supported by ITP, CAD, or POI.

b. The ITP describes long range plans for individual training programs. Typically submitted three-to-five years prior to course implementation and identifies the estimated ammunition resources required in a Training Ammunition Summary format. Figure 3-1 shows an example of a Training Ammunition Summary. This information will provide TAM with long range ammunition requirements.

Course: assigned by TOMA	Version:	Delivery Group:	Phase:
Course Name: Example Only			
Management Category: Resident		Preparation Date: 04 Feb 2003	
Status: Commandant Approved		Optimum Class Size: 20	

Ammunition Summary — Lesson						
Live Ammunition:						
DODIC: XXXX 5.56MM BALL (M855) FOR M16A2 RIFLE						
<u>Lesson/ Version</u>	<u>Step</u>	<u>Per Student</u>	<u>Student Total</u>	<u>Instructor Total</u>	<u>Support</u>	<u>Total</u>
3319777 / 1	TLO (1)	98	1,960	44	600	2,604
Lesson Total:			1,960	44	600	2,604
DODIC Total:			1,960	44	600	2,604
DODIC: AAXX 9MM (M882) FOR 9MM BERETTA						
<u>Lesson/ Version</u>	<u>Step</u>	<u>Per Student</u>	<u>Student Total</u>	<u>Instructor Total</u>	<u>Support</u>	<u>Total</u>
3319875 / 1	TLO (1)	150	3,000	0	600	3,600
Lesson Total:			3,000	0	600	3,600:
DODIC Total:			3,000	0	600	3,600:
DODIC: GXXX GRENADE HAND SMOKE, WHITE, TA M83						
<u>Lesson/ Version</u>	<u>Step</u>	<u>Per Student</u>	<u>Student Total</u>	<u>Instructor Total</u>	<u>Support</u>	<u>Total</u>
3319888 / 1	TLO (1)	0	0	2	4	6
Lesson Total:			0	2	4	6
DODIC Total:			0	2	4	6

Acronym Key:
DODIC: Department of Defense identification code
MM: millimeter
TLO: terminal learning objective
TA: target acquisition

Figure 3-1. Sample Training Ammunition Summary

(1) POI are submitted not less than one year prior to course implementation date. The POI determines short range requirements and provides a list of all ammunition resources necessary to support the resident training program. This information is pivotal to determining

accurate current year requirements. Only TRADOC validated POI can be used to compute training ammunition requirements.

(2) CAD are submitted 3 years prior to training implementation date. A CAD can be, but is not required to be, used to provide an estimate of ammunition requirements. This estimate should be submitted with the CAD in an ammunition summary format of a POI.

c. TAM must coordinate closely with course developers and schedulers to identify valid and current student input figures; modify the scheduled student fill by historical "no show" rates; and develop attrition factors to determine actual training ammunition forecasts.

3-10. Manpower

Manpower requirements for several training functions are determined annually through the application of Manpower Staffing Standards System or other staffing models. These applications generally follow the programming of student learning requirements as part of the SMDR process. Manpower staffing models establish requirements only and do not produce authorizations or dollars; these resources are distributed at HQDA, TRADOC, and center of excellence (CoE) levels through separate processes. Staffing models are currently applied for the following training functions:

a. Instructors/facilitators. Manpower requirements for initial entry training (IET) student companies are determined based on SMDR programmed trainee loads and standardized company sizes. These applications include requirements for IET drill sergeants and platoon sergeants.

b. Structure. Manpower requirements for IET student companies are determined based on SMDR programmed trainee loads and standardized company sizes. These applications include requirements for IET drill sergeants and platoon sergeants.

c. Direct Support to the Training Event (DSTE). DSTE manpower requirements are computed based on programmed students and POI identified field training days. A commandant approved POI must be available for HQ TRADOC to validate, establish, or change DSTE requirements. All POI submissions with DSTE workload should include data specified in enclosure 3 of HQ TRADOC memorandum, ATRM-FMD, 1 Apr 10, subject: Direct Support to the Training Event (DSTE) Model Implementation Guidance.

(1) No standard organization exists for DSTE. Support personnel reside primarily within the training structure. The DSTE model does not establish additional structure, overhead, supervision, command, or control for personnel performing POI support.

(2) Currently there is no formula for estimating DSTE based on observance for new or revised courses. For new courses, use a similar existing course to estimate DSTE.

(3) When estimating DSTE, CoE must identify the POI used as the basis for such requests.

Chapter 4

Resourcing Institutional Individual Training and Education

Section I

General

4-1. TRAS

TRAS is a long and short range planning and management system supporting the identification and acquisition of resources required to implement peacetime and mobilization individual training and education. The TRAS:

a. Is a series of requirements documents (ITP, CAD and POI) used by the proponent to identify and articulate resource requirements by course. The TRAS document is submitted to HQ TRADOC, DCS G-3/5/7, TOMA for validation of those resources required to conduct training and education. These documents contain information which was analyzed, designed and developed by a proponent enabling HQ TRADOC, schools, and other activities to plan and support the implementation of individual training and education. The TRAS products are results of the ADDIE design process. Submission requirements for TRAS are specific and must be followed to ensure resources are identified and validated for learning implementation.

(1) The TRAS documents require coordination with HQ TRADOC for validation of resource requirements.

(2) The HQ TRADOC, Deputy Chief of Staff (DCS), G-3/5/7, TOMA, acts as the HQ TRADOC gatekeeper which processes, staffs, and maintains the approved TRAS documents.

(a) Staffing of school submissions includes conformance to policy and guidance, and validation of resource requirements.

(b) TOMA initiates coordination with the proponent school to resolve issues prior to or following HQ TRADOC staffing, unless documentation is withdrawn.

(3) CAC, Combined Arms Support Command (CASCOM), CoE, or deputy commanding general, initial military training (DCG, IMT) may require proponent schools to coordinate TRAS documents with them before submission to HQ TRADOC.

b. Integrates and synchronizes the ADDIE process with the PPBES by documenting the long range individual training and education strategies, identifying courses for implementation, and identifying individual training and education resource requirements.

c. Engages related acquisition systems for students and instructors/facilitators, ammunition, equipment and training devices, dollars, and facilities to support individual training and education programs.

d. Provides data input to the:

(1) Army Training Requirements and Resources System (ATRRS). ATRRS is the key system used as the basis to develop resource requirements for the conduct of individual training

and education. TRAS documents provide data inputs into the ATRRS. ATRRS is the system of record for managing individual training and education for Soldiers, Army civilians, and others attending Army quota managed courses. See AR 350-10 for more information on ATRRS.

(2) Structure Manning Decision Review (SMDR). The process by which the Army establishes training and education requirements for the first and second POM years and reconciles those requirements to an affordable, acceptable, and executable training and education program, which is published using the Army Program for Institutional Training (ARPRINT). The purpose of the SMDR is to reach a consensus within the Army for the institutional training and education program two years out and reconcile any major changes for the upcoming budget year. The Army G-1 and G-3 conduct the SMDR annually in the September/October timeframe.

(3) Training Resource Arbitration Panel (TRAP). The Army uses the TRAP process to adjust the execution and budget year institutional training and education requirements including personnel, equipment, facility, and dollar resources. See AR 350-10 for more information on TRAP.

(4) Total Army Centralized Individual Training Solicitation (TACITS). The solicitation of U.S. military, civilian, and foreign service personnel to attend TRADOC or other training and education commands. This solicitation includes all courses for which the training and education requirement is determined by solicitation (normally functional courses) that are attended by DA personnel regardless of the training and education provider; or all courses conducted by the Army that are attended by other than Army personnel.

(5) Army Program for Individual Training (ARPRINT). The ARPRINT mission and resourcing document for the training base as well as the Army in terms of recruitment and professional development education. The ARPRINT identifies, by FY, projected individual training and education requirements for established courses and for task-based instruction requiring new courses.

(6) ITRM. A model used for calculating and costing institutional training and education requirements.

(7) TRADOC review of manpower (TRM). TRM is a process used by HQ TRADOC to develop a command manpower program consistent with programmed workload, priorities and available manpower resources.

e. Consists of three related documents: ITP, CAD, and POI.

(1) The ITP is the proponent's long range planning document identifying requirements for consideration in appropriate resource acquisition systems. The ITP, as a document, is uploaded into the CAC approved automated development system. The ITP articulates the proponent's cradle-to-grave training and education strategy for Soldiers (including sister services and allied nations), Army civilians, defense contractors, and others. The ITP identifies and provides a description of related courses and learning strategies specific to a military occupational specialty (MOS), area of concentration (AOC), or separate functional area (FA). It includes contractor-conducted courses; Interservice Training Review Organization (ITRO) consolidated and collocated courses; courses awarding skill identifiers (SI), additional skill identifiers (ASI),

and/or skill qualification identifiers (SQI); and functional courses aligned with a certain MOS, AOC, or separate FA. The ITP covers leader development to include the Officer Education System (OES), the NCO Education System (NCOES), the Civilian Education System (CES), and initial military training (IMT). Proponent commanders/commandants use the ITP to: identify associated courses; establish the purpose, scope and training/educational path of each course with long range development and implementation milestones; and identify required MCA projects to implement the training strategy.

(2) The CAD is the proponent's initial estimate or projection of resource requirements such as equipment, ammunition, facility, and instructor/facilitator contact hours (ICH). The proponent prepares a CAD for each course, as required. The CAD can also serve as a change document for submission of administrative changes to a specific course or course phase. A CAD must accompany a Military Occupational Classification System proposal, for validation of estimated resources required to support impacted courses. The CAD is a report output of the CAC approved automated development system. The CAD data, when entered in the ATRRS, provides critical planning estimates enabling the recruiting, quota management, and personnel systems to function in order to ensure students and instructors/facilitators are on-station in sufficient time to meet training and education requirements. This:

(a) Facilitates the development of quantitative individual training and education requirements to be addressed at the SMDR.

(b) Provides the basis for annual solicitation of individual training and education requirements (student input) through the TACITS survey for new and revised courses or course phases for use during the SMDR.

(c) Enables the development of the ARPRINT.

(3) The POI is the proponent's refined resource requirements document. The POI provides a detailed description of the course or course phase content; duration of instruction; instruction methods and techniques; and a list of required resources to conduct peacetime and mobilization training and education based on a single course iteration using its optimum class size. The proponent prepares a separate POI for peacetime and mobilization use and must produce a POI for each course/phase identified in the ITP. The course design data input into the CAC approved automated development system generates the POI. The POI is a report output of the development phase of the ADDIE process. It is compiled and built from the lesson information entered into the CAC approved automated development system. The POI refines and details the resource estimates provided by the CAD.

4-2. TRAS product relationships

a. The TRAS provides a linkage between numerous Army systems, particularly the ADDIE process and various resourcing systems. See TR 350-70, chapter 4 for more information about TRAS related interfaces with systems and processes such as: the requirements determination and acquisition process; manpower and personnel integration (MANPRINT); and PPBES.

b. There is a positive relationship between long range individual training strategy, ITP, CAD, POI, and training and education design. These relationships are shown in figure 4-1.

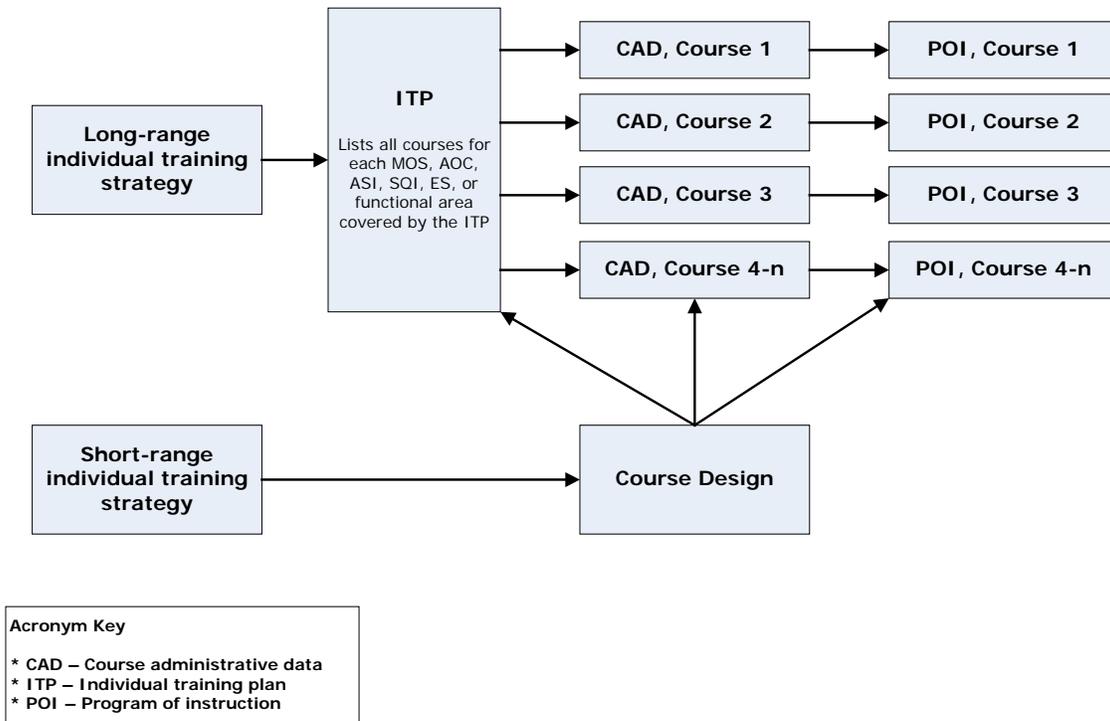


Figure 4-1. Product relationships

4-3. TRAS document submission requirements

a. ITP. Proponents must prepare and submit a commander/commandant-approved ITP electronically with a memorandum of transmittal (MOT) outlining the proposed cradle-to-grave training strategy for the affected MOS, AOC, or separate FA. If a validated ITP requires short range change, an ITP revision (update) will accompany a CAD or POI requesting a change to a course/phase. An overarching change to the training strategy requires a complete ITP submission. An example of an ITP MOT can be found in figure E-1.

b. CAD and POI proponent submission requirements:

(1) Prepare and submit for all Army courses conducted by service schools, training centers, NCO Academies (NCOA), Reserve Component Training Institutions (RCTI), cadet command, troop schools, and other training activities.

(a) Prepare and submit TRAS documents in support of ITRO consolidated courses conducted at TRADOC schools and other service school locations, as required. Proponents forward CAD to TOMA for review and approval following ITRO quick look group, detailed analysis group, or ITRO curriculum review boards.

(b) Obtain the other services' endorsement of changes to a CAD or POI (before the change takes place). If changes are significant, schoolhouses should request that the Army Interservice Office facilitate an ITRO curriculum review board to review changes and determine the impact on other services (IAW AR 351-9). If changes are relatively insignificant (and do not impact course length), changes can be sanctioned at the lowest possible level through an informal

curriculum review board. If other services disagree with changes, they may deconsolidate from portions of training and education or all of the instruction. Participating services are required to give the lead service (curriculum owner) one year's notice to deconsolidate.

(c) Contact HQ TRADOC, DCS G-3/5/7, Training Integration Directorate, Interservice Training Organization, ATTN: ATTG-TRI-GI for more information about consolidated course policies and procedures.

(2) Submit a MOT to TRADOC, TOMA via CAC approved automated development system outlining proposed change(s) and providing justification for the new or revised course. The supported ITP will include these changes.

(3) Submit concurrently to TRADOC, TOMA all phases of a specific course. One CAD or POI will support a single course or phase.

(4) At the same time proponents submit a CAD or POI revision, proponents must (if a revision is necessary) revise and provide draft prerequisite and scope in ATRRS for TOMA to approve. TOMA will compare data in ATRRS with the most current CAD and POI data. If the data is found to be the same, TOMA approves the draft prerequisite and scope data. For new courses, the TRADOC approval memorandum is the trigger for proponents to initiate entering prerequisite and scope data to ATRRS. This action must be completed within 30 days. The prerequisite data guidelines document is available on the Army Training Requirements and Resources System (ATRRS), "Portal Help" page at <https://atrrs.army.mil/>.

(5) When there is a different version of a course or course phase(s) for the AA and the USAR/ARNG, the supporting CAD or POI must be submitted simultaneously. One MOT can be used. The differences, course data and justification for two separate courses must be provided.

(6) When a change is documented by submission of a POI, a separate CAD is not required. The POI contains CAD data.

c. Table 4-1 shows a minimal timeline for TRAS document submission.

Table 4-1
TRAS document submission requirements

Document	Submission Requirements
1. ITP	3-5 years before the implementation FY for new or revised course/phase, in order to align the resource requirements with the PPBES budget formulation process.
2. CAD	1-3 years before the implementation FY for new or revised training and education, to allow for validation of changes during the SMDR and TRM.
3. POI	Not less than 1 year prior to the implementation for a new or revised course/phase to support input to the CLTM for budget preparation.

Note: The school must obtain USAR/ARNG concurrence prior to submitting TRAS documents to the HQ TRADOC, DCS G-3/5/7, TOMA for all The Army School System (TASS) battalion-taught course/phases.

d. Table 4-2 provides in- and out-of-cycle submission guidance for new courses. In-cycle or out-of-cycle submissions are dependent upon meeting the annual TACITS survey timeline.

**Table 4-2
In- and out-of-cycle submission guidance**

Document	Submission Requirements
1. In-cycle	Deadline for in-cycle submissions for new courses/phases is <u>2 January of each year</u> to obtain TRADOC approval, gain entry into ATRRS, and meet the TACITS survey milestone (generally 1 March).
2. Out-of-cycle	Submission of TRAS documents for new courses/phases that <u>do not meet time constraints</u> established for TACITS must be acted upon as an out-of-cycle solicitation. In addition to providing the normal TRAS submission packet: <ul style="list-style-type: none"> a. Schools must send a written request for out-of-cycle solicitation signed by the commandant, deputy commandant, or civilian equivalent. b. TOMA will contact HQDA G-1 requesting they initiate current procedures for requesting requirements from input agencies for the new course after approval by HQ TRADOC, DCS, G-3/5/7.

(1) Submission of the CAD and POI documents for new courses at the appropriate times to access the resource and student solicitation systems is called "in-cycle" submission.

(2) If the course data are not entered in ATRRS to support the SMDR, TRAP, or TACITS timelines, the required resources will not be available for course implementation. Late submission prevents the identification of student requirements (through TACITS), instructor/facilitator requirements (at the SMDR), and proper allocation of manpower.

Note: Guidance for TACITS can be found in AR 350-10.

e. Table 4-3 provides TRAS document normal and late submission guidance for same course or course phase changes.

Table 4-3
TRAS Document normal/late submission guidance

Submission	Guidance
1. Normal	Deadline for submission of TRAS documents for: <ul style="list-style-type: none"> a. New courses: 2 January b. Courses with growth: 1 May c. Revised courses (no growth): 1 June
2. Late	<ul style="list-style-type: none"> a. A new course or course change that is planned for implementation during the execution or budget year is considered a late submission because resource requirements (manpower, ammunition, equipment, and/or facilities) do not meet PPBES milestones. Resource requirements to implement this change must be met with on-hand assets until the resource system catches up or resources are provided via an unfunded requirement (UFR). b. Approval of change is not an agreement for HQ TRADOC to resource the requested change. Proponent options to implement new courses or course changes (in execution or budget years) are limited. The proponent could cancel lower priority courses (after obtaining HQ TRADOC approval) or attempt to obtain resources through the TRAP process.

f. TRADOC, TOMA cannot process multiple concurrent CAD/POI for the same course/phase due to information systems reliance upon fiscal year increments. Before submitting another CAD/POI for the same course/phase, the previous document must be completed and closed out by TOMA or withdrawn by the proponent.

g. Proponents are responsible for keeping TRAS documents current.

h. Changes require the development of new or revised TRAS documents. Events listed below cause changes in courses/phases.

(1) DOTMLPF changes.

(2) Updated training strategies.

(3) Results of a needs analysis.

(4) The need to eliminate student performance deficiencies.

(5) The need to improve the efficiency and effectiveness of instruction.

(6) Changes to the course scope and prerequisite data that expand or restrict the target audience.

i. The magnitude of course/phase change dictates which actions must be taken to revise and submit TRAS documents. There are three levels of TRAS document changes: major, minor, and administrative.

(1) Major change. Any change (increase or decrease) of resources is a major change. These changes identified during course design phase and require submission of a revised POI. Examples of major changes include an increase or decrease in ICH, optimum class size (OCS), course length in weeks (CLIW), ammunition, equipment, and/or facilities, and requires assistant DCS G-3/5/7 approval.

(2) Minor change. A minor change to ATRRS information, such as changes to the course/phase prerequisites (no change in target audience), does not affect resource requirements. These minor changes require submission of a revised CAD and are approved by TOMA. Proponent schools enter any changes to prerequisites and course scope into the ATRRS prerequisite data collection system.

(3) Administrative change. These changes do not affect resource requirements. It is an administrative revision to the lesson content that does not affect course administrative data or change resource requirements.

j. POI revision or creation of a new course will result in course growth and requires additional justification with proponent commander/commandant approval. Course growth could result from creation of a course or a number of changes, such as an increase in ICH, optimum class size, CLIW, course type code, or an increased number of potential students participating.

k. A proposed change to be implemented in the execution or budget year will be documented with a POI and submitted to TOMA.

l. Temporary deviations or adjustments for course validation purposes (pilot classes — maximum of three iterations or six months' duration) or resource constraints do not require revision of TRAS documents. However, full coordination with Director, TOMA, must be accomplished before any course version change is implemented that would normally require TRAS document submission for implementation.

4-4. Course version

a. Changes to courses often result in several versions of a course existing simultaneously. For example, an old version may be taught at the same time a newer revised version is being implemented. It is possible that a third version is being designed to incorporate additional changes. There may also be a version taught in the AA school and another version taught in the USAR/ARNG schools. To help manage this, the proponent will assign a course version number to all courses and include that number in the supporting ITP, CAD, and POI.

(1) The course version number will be assigned by the course proponent.

(2) The version number will be a four-digit field expressed as 01.0 through 99.9 (the field includes the decimal). Baseline version will always be a whole number (for example, 01.0, 02.0, and so forth).

b. Minor changes are locally managed, doctrinal, and administrative changes that do not affect resources. The version number for these revisions will change the decimal number only (for example, 01.0 baseline version will change with the first doctrinal change that does not affect resources and become 01.1). There may be no more than nine minor changes before a new baseline POI is required for submission.

c. Major changes are any change that simultaneously affect one or more resource items, or the tenth local change that does not affect resources. Major changes will always be a whole number. Two examples follow:

(1) Example #1: baseline version 01.0 has changed locally four times, making the current version 01.4. The next change affects course length, which is a resource item. This triggers an immediate whole number change to version 02.0, and submission for validation.

(2) Example #2: baseline version 01.0 has been locally changed nine times, making the current version 01.9. The next change, whether minor or major, will trigger an immediate whole number change to version 02.0, which must be submitted for validation.

d. A course that is taught via The Army Training System (TATS) POI in a USAR/ARNG school will have the same version number as the AA course. If the course taught to the USAR/ARNG school differs due to equipment, then the course number and title will have a separate version number that indicates the Reserve Component (RC) with an accompanying "RC" in parentheses.

4-5. TRAS document staffing requirements

a. Staffing with other training and education agencies, U.S. Army Reserve Command (USARC), and National Guard Bureau (NGB) requires extensive time and causes delays in submission and approval of the TRAS documents. Every effort must be made to minimize this staffing time without jeopardizing the course content or teaching location relationships.

b. The inclusion of USARC/NGB representative(s) on the development team will alleviate TRAS document staffing problems by having USARC/NGB issues resolved early in the process and USARC/NGB concurrences included in TRAS document submissions to TOMA.

c. Before submitting documents to TOMA, proponents must coordinate CAD and POI with all organizations that the proponent anticipates will conduct the instruction.

4-6. Course resourcing

a. TRAS has an important role in course resource management. TRAS helps to ensure that equipment, facilities, supplies, and personnel needed to conduct training and education are available. The Army accreditation standards assess institution implementation of TRAS. To accomplish this, it is critical that the proponent:

(1) Designs the courses and inputs resource requirements in the CAC approved automated development system.

(2) Compiles and builds the POI from the input data from the CAC approved automated development system.

(3) Implements courses/phases using identified resource requirements.

b. Proponents must acquire resources using appropriate resource acquisition systems and within parameters and timelines established. The result is the arrival of instructors/facilitators, students, ammunition, equipment, devices, course materials, dollars and facilities in time to conduct courses/phases as planned.

c. Table 4-4 indicates the resource requirements that should be identified in the TRAS document in order to support acquisition of resources required to conduct the courses/phases. Failure to identify requirements will result in failure to acquire necessary resources.

**Table 4-4
Training and education course resourcing**

TRAS document	Resource acquisition system
1. ITP	a. PPBES. b. Facilities, equipment, ammunition.
2. CAD	a. SMDR. b. Instructors/facilitators, budget load, structure load. c. POM. d. Equipment, TADSS, and ammunition.
3. POI	a. SMDR/TRAP. b. Instructors/facilitators, budget load, and structure load. c. UFR. d. Equipment, TADSS, and ammunition.

Note 1: See chapter 4, section V for more information about the SMDR.

Note 2: If the decision is made to pursue action to obtain the resources, the proponent school is required to submit the appropriate UFR as part of the POM submission. The UFR submitted must be prioritized by the proponent.

d. Proponents must document the instructor-to-student ratio (ISR).

(1) The proponent is responsible for establishing the ISR for each learning step/activity in a lesson. This is recorded in the CAC approved automated development system and published in the POI. It is necessary to be accurate because the ISR is one factor used to calculate instructor/facilitator requirements.

(2) The HQ TRADOC, DCS G-3/5/7, ATTG-TRI-MP (TOMA, Programs Division) will document validated ISR in ATRRS at the master course level for TASS battalion-taught courses.

(3) The USARC and NGB will:

(a) Document ISR at the individual TASS battalions.

(b) Validate school proposed ISR during the staffing process for courses taught by TASS battalions. USARC/NGB representatives at the proponent location should actively participate in course design and coordinate with the USARC and NGB as appropriate.

e. Please refer to the current HQ TRADOC Resource Increase Policy (growth policy) for guidance on increasing resources for all courses.

4-7. Managing course growth

The objective is zero course growth. It is recognized that this has a direct impact on a course's quality, efficiency, effectiveness, and the relevance of the content it provides.

a. Course growth is defined as any action that results in increased resources or an increase in the trainees, transients, holdees, and students (TTHS) account. It includes addition of new courses or revisions to existing courses that change ICH, optimum class size, increased course length, changes to the training strategy that affects DSTE or target audience, and programming more students to attend instruction. TRADOC can control all these variables except programming the number of students to attend instruction.

b. Commanders/commandants must manage course revisions and new courses within the prescribed baseline and the priority established by TRADOC in command training guidance. TOMA (ATTG-TRI-MP) provides the baseline to proponents after publication of the ARPRINT. Center/school commanders/commandants must submit CAD/POI showing how course revisions impact design and resources, including, at a minimum, all resource areas identified in chapter 3.

c. Commanders/commandants must manage the design of their courses (new or revised) to the aggregate instructor/facilitator, support personnel, and budget load requirements for all courses conducted at the school/center within this baseline.

d. TOMA will analyze, staff, and make recommendations to the assistant DCS, G-3/5/7 through the lines of operation for approval of CAD/POI based upon justification provided for increased resources.

e. Resource tradeoffs.

(1) Schools/centers submitting CAD/POI for courses with increases must identify and justify growth. Schools must recommend specific course tradeoffs in the MOT and provide supporting TRAS. An example of a CAD/POI MOT can be found in figure E-2.

(a) Resource savings generated by course eliminations or revisions may be used within the same FY to pay for subsequent course growth.

(b) After the course change is approved, tradeoffs will be documented to ATRRS accordingly.

(2) When resource increases are required for which tradeoffs are not available within the school's baseline, the center/school should include a memorandum signed by the commandant or assistant commandant with the CAD/POI which:

(a) Identifies the school commandant's priority for the reallocation of resources compared to other increases requested.

(b) Provides justification for the growth, such as transformation, DA-directed change, recruiting initiative, etc.

(c) Identifies the direct impact to the field commander if the Soldier does not receive this instruction.

(d) Explains whether distributed learning (DL) can support some of, or the entire, requirement.

(3) CAD/POI for all courses with growth will be returned without action unless accompanied by a specific bill payer or an appropriate, signed exception-to-policy memorandum.

(4) Schools will coordinate with CoE and TOMA will coordinate CAD/POI for all courses with the appropriate command (for example, CAC and/or DCG, IMT) as required.

f. School course growth approved by the HQ TRADOC, DCG will be documented in ATRRS by the school's TOMA training strategy and plans analyst. Resource requirements will compete with all other TRADOC school courses for additional resources during the SMDR. The HQ TRADOC, DCS, G-8 will distribute resources received during the SMDR for courses across TRADOC based the priority established in the annual command training guidance and the intent of SMDR decisions.

4-8. Course implementation and course deletion

a. To help minimize turmoil in the student management arena, proponents must coordinate with director, TOMA before changing course implementation dates, changing variable CAD, or adding or deleting courses. See table 4-5 for the required actions.

Table 4-5
Course implementation timeframes

Submission	Reason
1. 36 months	Permits adequate planning for an orderly adjustment of resource and management mechanisms, identify these changes in normal CAD submissions (course deletions may be submitted by memorandum).
2. 14 months	A minimum lead time of 14 months is required for courses attended by other services or foreign students. This allows sufficient time for publication of assignment instructions and will prevent last-minute changes to Soldiers' orders.
3. 12 months	If it is not possible to submit CAD prior to 36 months, CAD/POI for changes (with justification) will be submitted to Director, TOMA a minimum of 12 months before implementation of requested changes for courses/phases.

b. Course length changes resulting in a change in the status of the Soldier attending instruction (temporary duty (TDY) to permanent change of station (PCS), or PCS to TDY) requires HQDA approval. A course less than 20 weeks long is attended in a TDY status. A course 20 weeks long or longer is attended in a PCS status.

4-9. Accounting for distributed learning (DL)

DL is the delivery of standardized individual, collective, and self-development learning products to Soldiers and units at the right place and right time through the application of multiple means and technologies. DL may involve both synchronous and asynchronous student-instructor/facilitator interactions. It may also involve self-paced instruction without benefit of access to an instructor/facilitator.

a. Implementation of DL for DA-directed, quota-managed, and self-development courses are a high priority within the Army. Consequently, quota managed DL courses/phases must be incorporated into the TRAS documents.

b. In order to be designated DL, a course/phase must be designed to be presented to a remote student using one or more delivery techniques appropriate for DL, such as simulation, Internet- or web-based learning products, or video teletraining (VTT).

(1) ATRRS handles DL as a course phase or as a standalone course.

(2) Using lessons that apply DL technology internally to a resident course/phase/module does not mean that the phase/module should be designated as DL. For example, administering lessons in a computer lab during a resident course does not make the course DL. This is a delivery technique, just as group-paced instruction or field trips are.

(3) A completed supplemental information sheet must accompany submission of a DL course/phase. ATRRS requires additional information to implement quota-managed DL courses.

In addition to a CAD/POI, a DL course/phase requires development and submission of supplementary information that provides answers to address to whom, how, when, and where it will be provided. See figure E-3 for the DL supplementary information requirements that provide information needed to document the course/phase in ATRRS.

(4) A DL course/phase will have a "(DL)" placed at the end of the course number. This number will be used in all TRAS documents.

c. Program funds are made available for the development of DL courses through ATSC, CAC. ATSC provides the TRADOC capabilities manager for the Army Distributed Learning Program. Before these funds will be released:

(1) The proponent must obtain approval for the course by submitting the CAD/POI with supporting current supplemental information for the entire course (DL and resident portions) to TOMA. Supplemental information submitted with the CAD/POI is critical to ensure the course/phase is documented correctly in ATRRS and to manage the implementation of the DL course/phase. The academic hours are a normal part of the CAD/POI submission. The "maximum time to complete" shall be computed for each self-paced module/lesson within a DL phase and the total expected time for the phase will be reported in the CAD of the POI or is a standalone CAD. If the DL phase also includes group-paced VTT, the time for the self-paced will be added to that of the VTT for one total time scheduling. If the self-paced module/lesson is a prerequisite for the VTT, the "maximum time to complete" for the self-paced portion must be reported separately.

(2) The TOMA TRAS analyst will enter the revised course in ATRRS as a proposed course until the proponent informs TOMA that the courseware is ready for implementation.

(3) Web-based DL will be administered through the Army Learning Management System (ALMS).

d. Maximum time to complete. This is the maximum time allowed for a student to complete a phase of self-paced instruction. It is defined as 130 percent of the computed academic time for the self-paced instruction, plus, in the case of max phase time, any non-self-paced instruction in the phase. The 30 percent add-on time allows for scheduling difficulties beyond the control of the students or instructor/facilitator.

e. For reporting purposes in ATRRS, figure 4-2 shows how time is recorded and which fields are used.

Maximum time to complete	=	Maximum days allowed
Training time	=	Average training hours

Figure 4-2. Recording time in Army Training Requirements and Resources System (ATRRS)

f. Currently, synchronous DL is a less common form of instruction. It involves geographically dispersed students accessing the same Web-site at the same time as an instructor. The instructor facilitates the class while the students participate via a conference Web site. Students ask questions or provide comments through the phone line or through a chat window. Synchronous DL is most popular in academic programs, such as continuing education programs or college distance learning programs. It is gaining greater use as part of Army Learning.

g. Asynchronous DL is more common because it creates an on-demand student learning experience. Unlike synchronous DL, students do not need to schedule their time around the instructor/facilitator's predetermined agenda.

Section II

Individual Training Plan (ITP)

4-10. ITP description

a. The ITP is the proponent's long-range planning document. It is the plan for implementing the cradle-to-grave, individual, long-range training strategy that lays out how the center or school will develop agile, competent, self-disciplined, confident leaders and master performers. This plan helps ensure the proponent provides the required cradle-to-grave training and education to the students.

b. The ITP:

(1) Prescribes the course requirements (resident and non-resident) for an MOS, AOC, separate FA, or education system, to include the civilian education system.

(2) Includes the associated SIs, ASIs, and/or SQIs identified with the respective career management field, MOS, or AOC.

(3) Identifies the long-range resource requirements to be included in appropriate resourcing acquisition systems. It specifically provides an estimate of the dollar, ammunition, facilities, and equipment/device requirements that are not currently available to the installation (for example, not on the TDA, not included in the command operating budget, not included in the Training Ammunition Management System (TAMS), or new construction not approved). This includes the identification of MCA projects required to implement the training strategy.

(4) Identifies the courses (including DL phases) to be produced or revised, and the courses to be deleted.

(5) Establishes:

(a) Purpose and scope of each course.

(b) Training and education path.

(c) Long-range development and implementation milestones required to implement the training strategy.

(6) Reflects changes to the training and education program brought about by changes in DOTMLPF domains.

(7) Identifies training and education programs that directly support an MOS, AOC, or education system(s), to include:

(a) Contractor-developed or -conducted course/phase versions.

(b) ITRO-consolidated and -collocated course versions.

(c) Courses which award ASIs, SIs, or SQIs; and functional courses that are aligned with an MOS, branch, AOC, or FA/medical functional area.

(d) Professional development and leadership courses.

c. An ITP is prepared for each:

(1) Enlisted MOS. For a capper MOS (an MOS beginning above skill level (SL) 1 and fed by lower SL MOS(s) with a different number; for example, capper MOS 15K at SL 4 which is made up of Soldiers from MOSs 15A, 15B, 15D, 15F, 15G, 15H, and 15N), a separate ITP may be prepared, or it may be included in the ITP of a feeder MOS. If the latter option is selected, the courses associated with the capper MOS will be referenced in the other feeder MOS ITP, as appropriate.

(2) Commissioned officer AOC, branch, or FA. Normally, the commissioned officer ITP addresses all AOCs in a branch or FA.

(3) Warrant Officer MOS. When used with a particular MOS (four characters), some SQIs create a five-character MOS code, which is essentially a separate MOS. If the proponent for this identifier is different from that of the four-character MOS, a separate ITP is required.

(4) Separate training and education program, to include civilian education system, that does not relate to a specific MOS, AOC, or FA.

(5) Separate enlisted, warrant officer, officer, civilian common task, and leader development courses. This includes the NCOES, Warrant Officer Education System (WOES),

OES, and CES. This ITP reflects the educational strategy that describes how the Army will develop agile, competent, self-disciplined, confident leaders in each education system.

(a) The NCOES within the ITP includes the common Soldier task training and education.

(b) The Army training and education systems work as an integrated whole to ensure Soldiers can perform to standard and that Army units can accomplish their missions. See figure 4-3 for a depiction of the Army's training and education system.

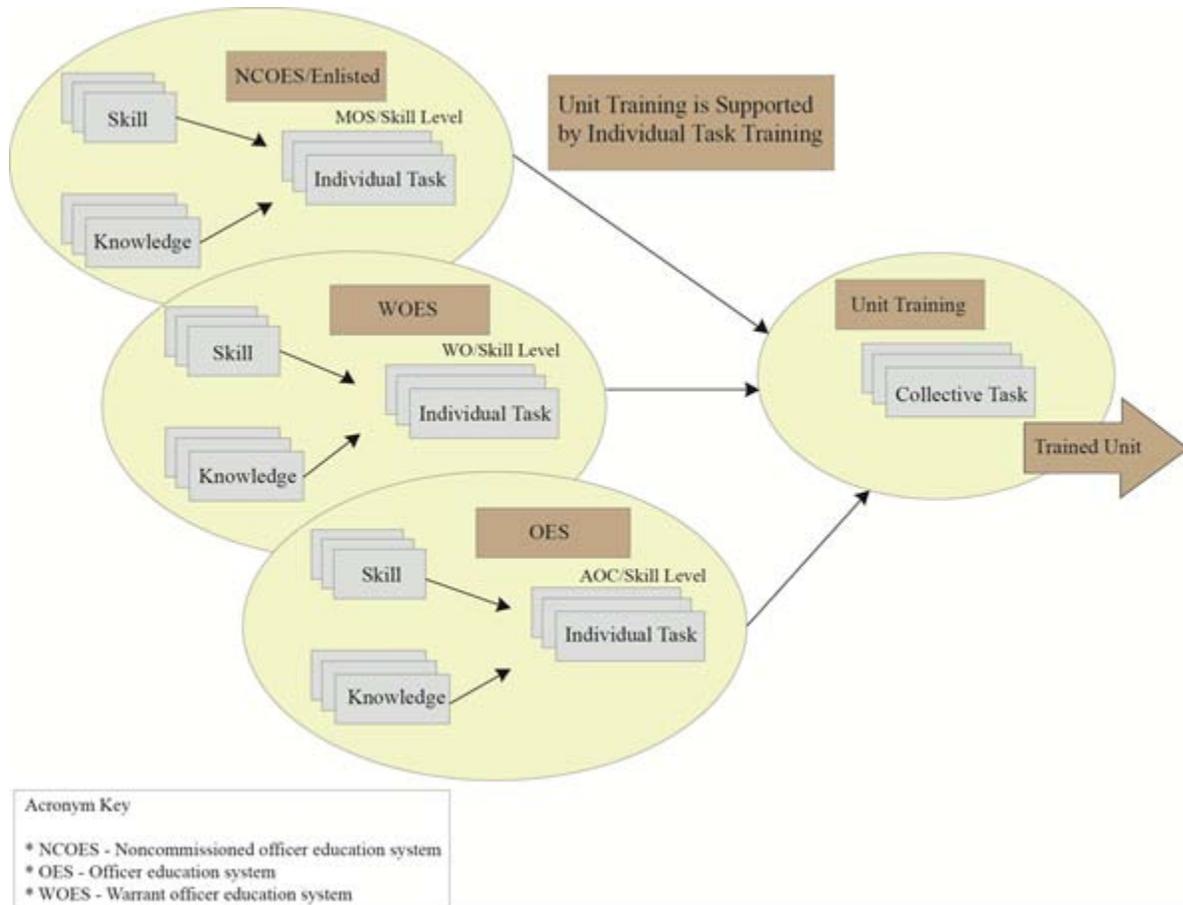


Figure 4-3. The Army training and education system

Note: If a course consists of phases or modules, which are developed by more than one proponent, each phase or module must be described fully by the responsible proponent in the appropriate ITP (normally the ITP that addresses the instruction provided for the predominant specialty attending that phase or module).

d. ITP approval authority. Proponent commanders/commandants develop and approve the ITP, but must coordinate with HQ TRADOC before resource requirements are validated.

e. Approval of the ITP constitutes authority to:

- (1) Initiate acquisition actions.
- (2) Produce the supporting learning products.
- (3) Produce the CAD for new or revised course versions.
- (4) Develop the new or revised course(s) and compile the supporting POI(s).

f. After approval, the ITP is provided to HQ TRADOC, ATTN: ATTG-TRI-MP and the appropriate major subordinate command (CAC; DCG, IMT; or CASCOM).

4-11. Revision and submission requirements

Changes to training strategies or courses usually generate a need for an ITP revision. A scheduled review may trigger the need for a revised ITP. If a review indicates no revision is needed, then no action is required.

a. Revision.

(1) Each training development proponent is responsible for maintaining up-to-date ITPs. They should resubmit a changed ITP when the requirement to modify their training and education results in a change in their program. ITP change submission should be consistent as indicated in paragraph 4-3.

(2) The proponent should coordinate ITP revisions that support the education system with the:

- (a) Center for Army Leadership for the horizontal and vertical alignment of the strategies.
- (b) Executive agents listed in table 4-6.

**Table 4-6
Executive agents (EAs)**

EA for the:	Is the:
1. NCOES	Institute for Noncommissioned Officer Professional Development <i>Note:</i> Includes common SL 1 (Soldier) tasks
2. WOES	Warrant Officer Career Center
3. OES	Center for Army Leadership
4. CES	Army Management Staff College

(c) CAC; DCG, IMT; and CASCOM, as appropriate.

b. Submission. Submit ITPs to TOMA after commandant approval via electronic means (for example, e-mail) via usarmy.jble.tradoc.mbx.eustis-tradoc-tras@mail.mil CAC approved automated development system.

4-12. ITP preparation

a. Each ITP is assigned a unique ITP code (identification number). This code consists of the two- or three-character commissioned officer AOC, branch, or FA; the four-character warrant officer MOS; or the three-character enlisted MOS.

b. An ITP is prepared in a specific format to ensure required information is documented. A sample is provided in figure E-4. The main sections of the ITP are:

(1) Cover page that specifically identifies the MOS, AOC, etc. that the ITP covers, and which ITP it supersedes.

(2) Table of contents that lists all primary paragraphs and attachments.

(3) The ITP narrative includes five paragraphs with subparagraphs that describe the sources of the individual training and educational needs and the training strategies to satisfy those needs by course, training/education program, for peacetime and mobilization, and for resident and non-resident courses.

(4) The ITP milestone schedule (IMS) provides information on the training and education program. See figure E-4 for specific guidance.

(5) A course revision milestone schedule (CRMS) will be prepared for each course discussed in the ITP. See figure E-4 for specific guidance.

Note: The milestone schedule for a course that is discussed in more than one ITP will be included in only one ITP (usually the ITP most closely related to the course subject matter).

(6) A resource estimate consists of a narrative and supporting summaries outlining resources needed to support the training strategy (outlining operations and maintenance, Army (OMA), ammunition, training aids, devices, simulators, and simulations (TADSS), training/education equipment, and MCA).

(a) The Training Ammunition Requirements Summary identifies the estimated requirements for all ammunition required for one year for each course.

(b) The Additional OMA Requirements Summary identifies the estimated OMA costs associated with the new or modified strategy.

(c) In the TADSS Requirements Summary, list requirements for additional training/education aids, devices and simulations not otherwise available on the installation, including requirements for leasing additional TADSS. Include TADSS items that are not listed in the TDA and do not have OPTEMPO values in the ITRM for both estimated training device/simulator cost and program/budget funds.

(d) List in the Training Equipment Summary requirements for additional equipment not otherwise available to the installation school, including requirements for leasing additional training and educational equipment items. Equipment consists of the major items used in a

course and includes TADSS that are listed in the TDA, or that are requirements to be added to the TDA. This estimate will be revised when the supporting CAD and POI are submitted. The same equipment data elements are used when submitting the supporting CAD and POI. Sources of information include the:

- Web Federal Logistics Information Service (WEBFLIS) inquiry. This is the primary reference for equipment line item number (LIN)/non-system nomenclature.
- Federal logistics record. This provides the address for requesting a copy of the compact disc containing equipment LIN/non-system nomenclature.

(7) In the Training MCA Project/OMA Minor Construction/Renovation Requirements Summary, list new construction requirements, including extensive maintenance and repair requirements and all OMA and other procurement, Army (OPA) tails to projects. The Army regulation governing Military Construction and Maintenance Repair is AR 420-1 facility engineers for validation by the installation planning board and incorporation into the installation's military construction priorities. For both military construction projects or OMA minor construction/renovation projects exceeding installation approval authority, list the Department of Defense (DD) Form 1391 project number construction/renovation summary (electronically assigned when a form is created) in the MCA Project/OMA Minor Construction/Renovation Summary with identification of the FY the facility is required. As a planning aid, use the following timelines in figure 4-4 in planning your facilities support solution. They are arranged from the least to the most time to execute and ease of getting funds.

OMA Minor Construction	Limited to \$750K (\$1.5M if solely for life/health safety)	1-2 years
OMA Maintenance and Repair/Renovation	Garrison limit \$5M approval. \$750K new work limit	1-2 years
Unspecified minor military construction, Army (UMMCA)	\$2M (\$3M if solely for life/health safety)	2 years (subject to an Army high priority)
MCA	unlimited	5 years minimum (subject to an Army high priority)

Figure 4-4. Facilities support solution planning timelines

(a) One other way to obtain facilities is by procuring relocatable buildings. For planning purposes, use one year to plan, program, construct and furnish relocatable buildings. Relocatable buildings have an extensive approval process, are to be used as interim/short term solutions, and are typically OPA funded.

(b) For construction projects for which contracts have not been awarded, enter estimated cost data. In the narrative, provide justification for the MCA/OMA minor construction or renovation projects listed in the summary. For example, list the courses requiring the facility, with rationale for why existing facilities cannot be used. Provide the same data elements as for facilities equipment required by a CAD/POI.

(c) Use the ITP checklist in appendix F that itemizes critical points in the application of the development process and production of the long-range individual training and education strategy and the ITP.

(d) ITP submissions will be accompanied by an ITP MOT. An example of an ITP MOT is at figure E-1.

Section III

Course Administrative Data (CAD)

4-13. CAD description

a. The CAD is a requirements document that provides critical planning information about a course. Combined with the ARPRINT, the CAD information estimates the required resources to implement a course and provides personnel resource requirements as input to the POM. Equipment and ammunition requirements are submitted 36 months before implementation, IAW the appropriate programming and budget processes. New ammunition requirements are submitted to TOMA and briefed to the Standards in Training Ammunition council of colonels (CoC) before being entered into the POM. New equipment requirements are identified as an initial estimate of training equipment required for instruction and should match the estimates provided in the basis of issue plan (BOIP), as applicable. A CAD sample is provided at figure E-5 or in the CAC approved automated development system.

b. The CAD is:

- (1) Prepared for each resident and non-resident course/phase.
- (2) Used to prepare the course administrative data of the POI.
- (3) A valid requirements document for a maximum of two years unless course training start date is extended.
- (4) Superseded by a CAD extending course implementation date or a POI.

c. The CAD provides:

- (1) Critical planning information about a resident, non-resident, or DL course which enables the recruiting, quota management, and personnel systems to take the actions needed to have students and instructors/facilitators on-station in sufficient time to meet Army requirements.
- (2) New or revised IMT course descriptions and prerequisites to the U.S. Army Recruiting Command.
- (3) Course information needed for the ATRRS online catalog.
- (4) Administrative data for each course/phase.

d. The CAD may:

- (1) Provide initial identification of training equipment and ammunition requirements.
- (2) Be used to supersede a CAD when course implementation is slipped or extended.

Note: A course will have no more than three phases unless an exception is granted by TOMA. Submit waiver requests to HQ TRADOC (ATTG-TRI-MP).

e. The CAD establishes:

(1) Basis for solicitation of course/phase requirements (student input) through the TACITS for new and revised course versions for use during the SMDR and the development of the ARPRINT.

(2) Estimated course version data elements (optimum class size, ICH, etc.) used to determine instructor/facilitator requirements during the SMDR.

(3) Course/phase data in the ATRRS database.

4-14. CAD approval authority

a. The proponent is the approval authority for course content for all courses that do not have resource changes.

b. New courses and courses with growth require the resource validation of the HQ TRADOC, DCS or Assistant DCS G-3/5/7. Proponents must fully justify changes to resource increases IAW HQ TRADOC Resource Increase Policy.

c. TRADOC major subordinate commands may direct coordination with their staff during CAD development and before submission to TRADOC.

4-15. Revision and submission requirements

a. A CAD is revised when:

(1) There are changes projected in training strategies and course content.

(2) There are changes in CAD data fields and/or other course resource requirements, except for temporary deviations as indicated in section 1.

b. A CAD is submitted:

(1) At least 12 to 36 months before the beginning of the FY in which the new or revised course/phase will be implemented. Course changes planned for implementation in budget or execution years require submission of a POI.

(2) When minor changes are required, which will not affect enlistment contracts and which can be accommodated using existing resources, no CAD is required. Instead, the POI will contain the CAD when prepared or revised.

4-16. General CAD format in Combined Arms Center (CAC)-approved automated development system

a. The CAD is a product of the CAC approved automated development system. See figure E-5 regarding CAD format. The CAD elements include:

- (1) Course number.
- (2) Phase.
- (3) Title.
- (4) Management category.
- (5) Status.
- (6) Effective date (quarter: FY).
- (7) Version number.
- (8) Security clearance.
- (9) Design and development proponent.
- (10) Instructor-provided support.
- (11) POI course proponent.
- (12) Training and education evaluation proponent.
- (13) Class sizes: maximum, optimum, and minimum.
- (14) Course length: weeks, days, hours, and training days.
- (15) Calendar type.
- (16) Total academic hours.
- (17) Purpose.
- (18) Phase scope.
- (19) Phase prerequisites.
- (20) Special information.
- (21) Phase remarks.
- (22) Foreign disclosure.

- (23) Approval date.
- (24) Approval authority.
- (25) HQ TRADOC validation date.
- (26) TRAS log number.
- (27) DCS G-8 validation date.
- (28) TATS course.
- (29) Training and education location(s).
- (30) Specialty.
- (31) ICH table.
- (32) Academic hours — table.
- (33) ISR (worst case).
- (34) Refresher course.
- (35) Course type code.
- (36) ITRO code.
- (37) Contract code.
- (38) Summary status.
- (39) Course availability.
- (40) Budget and Office of the Secretary of Defense (OSD) type.
- (41) MDEP.
- (42) MTSA/Military Training Service Support (MTSS).
- (43) HQ TRADOC remarks.
- (44) DCS, G-8 remarks.
- (45) Projected ammunition summary.
- (46) Projected equipment summary.
- (47) Projected facility summary.

- b. Information to prepare the CAD should be available in sufficient detail midway through course design phase of ADDIE (when course length, overall course objectives, and entry levels have been determined).
- c. A separate CAD is required for:
 - (1) Different conditions and standards of the TLO in a TASS course.
 - (2) Each enlisted MOS, warrant officer MOS, commissioned officer AOC or CES course.
 - (3) All phases of a course where a DL phase is being developed.
- d. If information presented in the CAD is not consistent with the ITP or data in DA pamphlet (DA Pam) 611-21, proponents should identify the inconsistent information, provide rationale, and identify actions taken to eliminate the inconsistency. The proponent should then:
 - (1) Submit changes to DA Pam 611-21 to reflect changes in the MOS/AOC, etc., for which they are proponent.
 - (2) Revise ITP to reflect changes.
- e. The MOT will be prepared stating why the change is required and justifying course growth. An example of an MOT is figure E-2.
- f. CAD validation is an analysis of proposed course length, optimum class size, and estimated ICH and academic hours, instructor/facilitator requirements, and TTHS account changes as compared to the existing HQ TRADOC-approved POI. CAD validation is conducted by TOMA.
- g. Proponents will provide ITP revisions when changes to training strategy or new courses are added to the MOS.

Section IV

Program of Instruction (POI)

4-17. POI description

A POI is a proponent developed requirements document which provides a detailed description of the course/phase content, duration of instruction, and resources to conduct both peacetime and mobilization courses/phases. A sample POI is at figure E-6. The POI:

- a. Is prepared for each version of a course, including peacetime/mobilization training and education programs that are developed and conducted by TRADOC service schools, training centers, NCOAs, USAR/ARNG training institutions, Reserve Officers' Training Corps (ROTC) Cadet Command, and other training and education activities (including active duty for training (ADT)/inactive duty training (IDT) programs and all DL). In addition, a POI is prepared for ITRO consolidated courses conducted at TRADOC schools and collocated (Army unique) phases of courses conducted at other service locations.

- b. Is prepared for a directed, quota-managed DL course.
- c. Lists resources required to provide instruction for a specific version of a course, including DL phases of the course.
- d. Provides a detailed description of course content, duration of instruction, a list of TLOs, and methods of instruction and delivery techniques for a particular version of a course.

4-18. POI approval authority

- a. The center/school Commander/Commandant is the approving authority for the POI for the courses for which they are proponent. In addition, they can approve changes in a POI that have no resource impact. See [TP 350-70-16](#) for Army Training and Education Proponents.
- b. New courses and courses with resource impact require POI approval by the HQ TRADOC, DCS, G-3/5/7. Proponents must coordinate the POI with Forces Command, Office of the Chief, Army Reserve, NGB and other agencies implementing a course supported by the POI.
- c. TRADOC major subordinate commands may direct coordination with their staff during development of the POI and before submission to TRADOC.

4-19. Revision and submission requirements

- a. Revision. A POI is revised when:
 - (1) The resource requirements identified in a TRAP action does not match requirements identified in the TRADOC-validated POI.
 - (2) There are significant changes projected in training strategy and course content, except for temporary deviations, as indicated in paragraph 4-3.
 - (3) There are changes to resource requirements, such as changes to the ISR, new equipment, or new ammunition.
 - (4) The school commandant approves changes in course content without resource impact.
- b. Submission requirements. POI is submitted at least one year prior to implementation of a new or revised version of a course. All versions of a one station unit training POI (one station unit training, Split Train Phase 1, Split Train Phase 2, and MOS training) will be submitted at the same time to permit resource validation. In addition, similar courses should be submitted concurrently (advanced individual training and MOS training together) when possible.
 - (1) When the POI is received by HQ TRADOC, DCS, G-3/5/7 (ATTG-TRI-MP), it is staffed to TRADOC, G-8 for resource validation. If the proponent has a dispute with the TRADOC, G-8 validation, a request for reconsideration should be submitted to TOMA within 30 days of notification. The request for reconsideration must include justification for the disputed validation (for example, safety reasons, ICH discrepancies, etc.) and provide the level of detail needed to determine what specific content module is disputed.

(2) Resource requirements not previously recognized by a timely CAD submission may not be resourced for two to three years, due to the nature of the budget cycle.

(3) When minor changes are required that will not affect enlistment contracts, and which can be accommodated within existing resources, include the changes on the POI when the POI is prepared or revised. Proponents can make up to nine such version revisions without submission before minor changes trigger a major revision, which requires POI submission to TRADOC. See paragraph 4-4 for more information about course versioning.

(4) For courses conducted by other services and for which the Army provides instructor/facilitator or developer support, provide HQ TRADOC, DCS, G-3/5/7 (ATTG-TRI-MP) one copy of that service's POI equivalent document with a CAD to allow the course to be entered/updated in ATRRS.

(5) Proponents will coordinate the proposed POI with all training and education locations to ensure implementation is feasible for courses conducted at locations other than the proponent's. Proponents coordinate POI documents with those who conduct the training and education to enable them to acquire needed resources.

(6) Temporary changes to a course (pilot courses) do not require submission of a revised POI if:

(a) The pilot course has no more than three iterations or has a duration of 6 months or less.

(b) The change is fully coordinated and approved by the HQ TRADOC, DCS, G-3/5/7 (ATTG-TRI-MP). Schools and centers conducting the pilot course can satisfy resource and training and education requirements within available resources.

(c) Ammunition requirements for the pilot course do not exceed the ammunition requirements for the approved course version.

(d) Proponents will manage other changes to versions of a POI (including permanent modifications to the training and education program) as follows:

- Submission to TRADOC is not required if the POI changes have no effect on the course version's resource requirements, variable course data, and/or instructor/ facilitator train-up time (at other schools or ACOMs) or have no significant effect on course content. The proponent will keep a record of all changes on file by changing the fourth digit in the version number (for example, a minor change to version 01.4 becomes version 01.5 — the "." is considered a digit).

- Other changes require POI revision and submission. Some of the changes include changes to the CAD that affect resource requirements and/or changes significantly affecting course content. A significant change to course content is the addition and/or deletion of critical tasks and/or changes to the standards to which critical tasks are taught.

(7) All new and revised POIs will be developed and submitted as TATS POI.

Note: All courses will be designed as TATS courses. If a course cannot be designed and conducted as a TATS course, it will require an exception to policy to be requested from HQ TRADOC G-3/5/7, TOMA (ATTG-TRI-MP).

4-20. POI format/automation

a. General.

(1) POI will be formatted IAW the CAC approved automated development system and submitted to TOMA with an MOT. See figure E-6 regarding POI format.

(2) The MOT must be prepared and used to describe the proposed change(s) and provide rationale for growth with the submission to the TRADOC TRAS file transfer protocol site.

b. System requirements. All TRAS documents will be submitted to TOMA using the CAC approved automated development system. TOMA will coordinate new release implementation dates with proponents.

c. Format.

(1) POI cover page. Information should be consistent with POI, approval date, approval authority, supersession information, course version number, foreign disclosure statement, and phase, if applicable. The cover page consists of:

(a) Course number. For existing TRADOC courses, enter the ATRRS course number; otherwise enter the words "new course." ATTG-TRI-MP will provide a course number on the return endorsement.

(b) Approval date. Indicate the day, month, and year the commandant approved the POI's content.

(c) Approval authority. The proponent commandant approves course content and administrative changes. HQ TRADOC, DCS or Assistant DCS G-3/5/7 validates new courses or revisions which create increased resource levels.

(d) Supersession information. For existing courses, indicate the course number, title, date, and the version number of the superseded POI.

(2) POI Course Administrative Data. The CAD will be prepared as described in chapter 4-13. When the POI is submitted, the information on the CAD should contain revised data from the previously approved CAD, with the following exceptions:

(a) Recommended course number and title or changes to the purpose, which reflect changes to DA Pam 611-21 or notification of future change announcing that such changes will be published.

(b) Changes in the service-remaining requirement in the prerequisites to conform to the change in course length (see AR 350-100 for officer students and AR 614-200 for enlisted students).

(3) The CAC approved automated development system provides uniformity of information, format, and procedures. As data is entered into each field, checks are made for proper format and value to ensure certain functions are performed in proper sequence. In this manner, the CAC approved automated development system information is standardized across TRADOC proponent schools and participating installations.

(4) The CAC approved automated development system is designed to reduce the time it takes to process and staff the POI. A combination of computer hardware, software, and communication enhancements reduces response time from the proponent school to TOMA to TRADOC staff and vice versa.

(5) The CAC approved automated development system provides a mechanism for a developer to develop, edit, and manage POI and CAD data consistently using a relational database management system. When a lesson number or version is added or deleted in the course content module, the task summary, resource summaries, ADT/IDT course lesson sequence summaries, and the academic hours are revised on the CAD and course summary. Report generation and build from the CAC approved automated development system is faster and more accurate. The output format for POI reports is standardized between POI and is consistent between POI reports. Only the content of the POI will be different.

(6) It is critical that lesson data are entered into the CAC approved automated development system in order to build the POI. Furthermore, this data influences future funding to TRADOC and ultimately to subordinate schools. The ITRM is currently used by HQDA POM development and will be used by HQ TRADOC for internal distribution of training and education mission funds. Accurate POI data are essential to produce reasonable resource estimates.

(7) DSTE is primarily composed of support tasks/work hours necessary to complete POI field training events not resourced through the instructor/facilitator manpower staffing standard or other manpower staffing criteria. A commandant-approved POI must be available for HQ TRADOC to validate, establish, or change DSTE requirements. To assist in validation, all POI submissions with DSTE workload should include data specified in enclosure 3 of HQ TRADOC memorandum, ATRM-FMD, 1 Apr 10, subject: Direct Support to the Training Event (DSTE) Model Implementation Guidance. DSTE manpower requirements will be computed annually as part of the SMDR process using an HQDA approved manpower staffing model.

(8) The POI data elements include, but are not limited to:

- (a) Course number.
- (b) Phase.
- (c) Title.

- (d) Management category.
- (e) Status.
- (f) Effective date (quarter: FY).
- (g) Version number.
- (h) Errata sheet.
- (i) Security clearance.
- (j) Design and development proponent.
- (k) Instructor-provided support.
- (l) POI course proponent.
- (m) Training and education evaluation proponent.
- (n) Class sizes: maximum, optimum, and minimum.
- (o) Course length: weeks, days, hours, and training days.
- (p) Calendar type.
- (q) Total academic hours.
- (r) Purpose.
- (s) Phase scope.
- (t) Phase prerequisites.
- (u) Special information.
- (v) Phase remarks.
- (w) Foreign disclosure.
- (x) Approval date.
- (y) Approval authority.
- (z) HQ TRADOC validation date.
- (aa) TRAS log number.
- (bb) DCS G-8 validation date.

- (cc) TATS course.
- (dd) Training and education location(s).
- (ee) Specialty.
- (ff) ICH table.
- (gg) Academic hours — table.
- (hh) ISR (worst case).
- (ii) Refresher course.
- (jj) Course type code.
- (kk) ITRO code.
- (ll) Contract code.
- (mm) Summary status.
- (nn) Course availability.
- (oo) Budget and OSD type.
- (pp) MDEP.
- (qq) MTSA/MTSS.
- (rr) HQ TRADOC remarks.
- (ss) DCS, G-8 remarks.
- (tt) Lesson sequence.
- (uu) Training module.
- (vv) Mandatory training module.
- (ww) Examination module.
- (xx) Individual task summary — from lessons.
- (yy) Ammunition summary.
- (zz) Facilities summary.
- (aaa) Equipment summary.

(bbb) Training support equipment summary.

(ccc) Support personnel summary.

(ddd) TADSS summary.

(eee) DCS, G-8 HQ validation.

4-21. Special instructions

a. TASS battalion-taught POI. A TASS battalion-taught POI is:

(1) A requirements document provides a detailed description of a TATS course content, duration of instruction, and delivery methods and techniques.

(2) A course designed to train the same MOS/AOC/ASI/language identifier code/SQI/SI within the Army. When the course hours and media vary because of time constraints of the USAR/ARNG, a separate POI is required. The course ensures standardization by teaching all course critical tasks or learning objectives to task performance standard. It may be taught at different sites and may involve use of different media and approaches to teach the various phases/modules/lessons. For duty MOS qualification, the challenge is to redesign and develop single-year POI that maximize the proper mix of IDT, ADT, and DL. DL may be used in IDT and ADT. If used as self-paced instruction, this portion must be documented as a course phase, entered into ATRRS, and be at least a prerequisite for course graduation.

Note: TATS courses allow both AA and USAR/ARNG (TASS) students to attend a TATS course taught by an accredited TASS institution and receive equal credit. AA should not attend a course using IDT/ADT strategy.

(3) A POI developed as ADT/IDT. This is a variation from the proponent-trained POI. All POI variations are reflective of the proponent-trained course. The CAC approved automated development system will generate a different POI report of the course that is resourced based on ICH (AA school course), or on the most restrictive ISR (USAR/ARNG school course).

b. Institutional training year. For USAR/ARNG duty military occupational specialty qualification, an institutional training year is defined as up to 24 days of IDT and up to 28 days of ADT. The ADT may be split into two 14-day periods within a 13-month window to allow for multi-year funding. The combined IDT and ADT will include NCOES common core for a maximum of 52 days.

c. DL.

(1) A separate POI is required for each DL phase in the course.

(2) DL technology is often used in resident courses for blended learning, in which both the in-class and DL portions of a course are conducted. When the student is taught in resident, the course/phase will be documented as resident. When the student is not in class, the course/phase will be documented as DL.

d. ROTC.

(1) The ROTC Cadet Command will prepare a model POI for both the junior and senior ROTC program and a standard POI for both the ROTC basic and advanced camp. ROTC professors of military science and senior Army instructors/facilitators will obtain approval for deviations from the model POI by submitting master training schedules for approval by their ROTC region commander.

(2) POI for ROTC courses do not require TRADOC, G-8 validation.

e. Troop schools.

(1) POI proponents will develop, revise, and provide POI to ACOMs for the courses that are authorized to be taught by ACOM schools. Proponents will also provide standardized certification assessments and course prerequisites for these courses.

(2) POI for ACOM school courses, which are developed but not conducted by TRADOC schools, do not require mobilization information or Force Requirements Division validation.

(3) Proponents will prepare training support packages for exported courses, including courses exported during mobilization.

Note: The collective task summary will be used only for troop school POI.

Section V

Structure Manning Decision Review (SMDR)

4-22. SMDR process

The objective of the SMDR is to build the annual training and education mission within realistic resource projections. The process is designed to validate Army resource requirements and then reconcile those requirements to an affordable, acceptable, and executable training and education program. The SMDR:

a. Is co-chaired by the Army G-3/5/7 and G-1. Annual training and education requirements are driven by changes in accessions, structure, and end strength as mandated by DA, ACOM, other services and agencies, and state Adjutants General. The total training and education requirement is processed through the SMDR against TRADOC's capability to execute the training and education mission.

b. Is conducted annually, and validates proponent training and education requirements for the third POM year, records validated requirements for the second POM year (the primary focus of the SMDR), and fine-tunes requirements for the first POM year.

c. Covers institutional training and education taught by the USAR and ARNG, as well as Defense Language Institute, NCOA, and those non-TRADOC schools for which TRADOC has been identified as EA.

d. Identifies training and education programs that are constrained due to requirements' exceeding available resources and school capacities.

4-23. SMDR scheduling

The SMDR is held annually in the late September/early October timeframe to determine training and education requirements for the first 3 years of the POM. For example, an SMDR held in September/October 2012 determines training and education requirements for FY 15, 16, and 17. Army training and education requirements, as identified for each course for a given FY, are compared to the training and education capability of the applicable TASS school, training center, and institution. In preparation for the SMDR, the USAR/ARNG will have completed the Training Conference and Coordination Workshop to verify USAR/ARNG training and education requirements and to identify and resolve constraints.

a. SMDR preparation. The primary responsibility of TRADOC schools in the SMDR process is to submit course data in the form of CAD and POI. Additionally, they are responsible for determining their training and education capability based on equipment, ammunition, personnel, and facilities. This information provides SMDR participants with the school's training strategy, including its capacity and constraints.

b. The ATRRS summary sheet is the primary working document for the SMDR. It records the input agencies' training and education requirements and variable course data extracted from the CAD or POI. Approximately 30 days prior to the SMDR, the Army G-1 locks the ATRRS displays. During this time, input agencies will provide each school an ATRRS message with an information copy to HQ TRADOC (ATTG-TRI-MP) and Chief of the Training Requirements Office, Military Personnel Management Directorate, HQDA/ Director of Program Analysis and Evaluation- Manpower Personnel Training (DPAE-MPT), listing all changes to training and education requirements that occurred after ATRRS was locked. Input agencies are responsible for recording final changes in ATRRS no later than the following day. ATRRS will be completely locked 10 working days prior to the start of the SMDR, restricting access to schools and TRADOC course managers. The G-1 will notify TRADOC through a memorandum of instruction when summary sheet data will be available in ATRRS. TOMA provides the schools with this information.

Note: The ATRRS summary sheet is generated only for SMDR preparation.

c. After notification that summary sheets are available, proponents will:

(1) Confirm that the following data elements listed on the summary sheets match those contained in the TRADOC-validated CAD/POI. Administrative changes will not be made during the SMDR. Schools will notify TOMA analysts as soon as possible of any errors in the following data elements:

- (a) ICH.
- (b) Maximum, optimum, or minimum class size.
- (c) CLIW.

(d) Total number of non-Army instructors/facilitators provided for this course.

(e) Non-ICH. Use of this field is limited to courses for which standard ICH-based instructor/facilitator equations have been deemed inadequate to determine instructor/facilitator requirements. A value appearing in the non-ICH field may override the ICH-based instructor/facilitator calculation, or may be additive to it, depending on the specific course. Training programs requiring non-ICH instructor/facilitator adjustment are typically highly unique in nature (for example, flight training) and may require positional rather than variable instructor/facilitator staffing. The vast majority of TRADOC courses within ATRRS require no such non-ICH adjustment.

(f) Training/education hours and individual school requirement. Proponent schools must verify the training/education hours and the individual school requirement for courses taught at TASS USAR/ARNG training institutions.

(g) Ensure the installation G-8 (or directorate of resource management) reviews unit identification codes, Army management structure codes (AMSCO), and MDEP data on ATRRS.

(2) Based on the SMDR summary sheets, coordinate, identify, and resolve proponent and functionally aligned TASS battalion training and education capability discrepancies prior to the SMDR.

(3) Considering the number of available training and education weeks in a year, re-compute annual training capacity if there have been training and education strategy changes that affected course length, class size, training equipment, or facilities.

(4) Determine if it is within the school's capability to accept the training and education load. Attempt to resolve any inconsistency or constraint with the appropriate components before the SMDR. Is the capacity of one course related to capacities of other courses? For example, if courses x, y, and z have a maximum capacity of 120, as long as the training and education requirement for the three courses does not exceed 120, the school can train the requirement.

(5) Develop information papers describing course constraints when training and education requirements identified in the ATRRS summary sheet exceed school capability. HQDA uses these information papers to determine if the annual training requirements should be reduced or if there is a critical need to pursue actions and find resources to resolve the constraint.

(a) At a minimum, the information papers will contain the issue, a detailed discussion of costs, analysis of courses of action to teach the requirement, and a recommendation. In addition, the proponent should address its attempt to resolve these constraints. Each paper will address only one course; be short, concise, and self-explanatory; and be signed by the director of training and education or colonel-level equivalent. Data fax copies or e-mail a signed copy of the information papers to TRADOC (ATTG-TRI-MP) no later than two weeks before the start of the SMDR for TRADOC staff coordination.

(b) The information paper will show the resource bills, instructors/facilitators, and DSTE that HQDA needs to provide the school so it can meet the requirement identified in the summary sheet. Installation resource bills must be coordinated with directors of public works and logistics

for coordination with the U.S. Army Installation Management Command. It will also include equipment and facilities that are required.

- Facility constraints. For a facility constraint, the information paper must identify the project number for the MCA project. Work-arounds will be identified while waiting for project funding. If the work-around includes a relocatable building, state how long the relocatable is required. Projects that fail approval at the installation level cannot be used to constrain training and education. During constraint identification, consider total (AA and USAR/ARNG) billeting requirements.

- Equipment constraints. Schools will not constrain training and education unless there is a shortage of major items equipment, the shortage is a "show-stopper," and the shortage is not currently projected on an approved BOIP or equipment TDA. TRADOC (ATTG-TRI-MP), NGB, and USARC will review school-recorded shortages and approve those that will be identified at the SMDR. Requests for additional equipment to resolve equipment constraints must be identified by the proponent and approved by TRADOC (ATTG-TRI-MP) before being addressed at the SMDR. Coordination with Army Material Command is required for equipment for which they maintain.

(c) Proponent schools will notify TOMA (ATTG-TRI-MP) for each constrained course identified during the initial review. It is recommended that schools, training centers, and institutions use the approved ARPRINT for the previous year's SMDR to determine course constraints for HQDA published draft summary sheets; this is because the DA G-1/G-3 will refer to the requirement TRADOC accepted the previous year before accepting a new constraint.

(6) HQ TRADOC representatives will support only school issues that have been submitted before the SMDR, so a HQ TRADOC position can be establish.

4-24. Conducting the SMDR

a. SMDR conduct. The SMDR will be conducted virtually using TRADOC's Classroom XXI or digital training facilities (DTF). The TRADOC SMDR will be broadcast from a DTF facility in the Washington, D.C. area to TRADOC schools' local Classroom XXI/DTF. There will be a DTF available at Fort Eustis during the two-week period of the SMDR for the HQ staff, the U.S. Army Transportation School, and the Aviation School.

b. School participation via Classroom XXI/DTF in the SMDR is required. Due to facility size constraints, there is insufficient space for school representatives to attend. Schools are required to schedule a Classroom XXI/DTF at their respective locations during their scheduled time period. The school scheduled to start each day should book the room for a minimum of two hours beyond the scheduled time period. The follow-on schools should anticipate early starts and possible late finishes.

c. The TRADOC training and education program is developed based on identified requirements, past performance, and each school's projected ability to execute the program given appropriate resources. Prior-year show rates are a major factor in considering requirements.

d. The SMDR process emphasizes maximum utilization of training and education capacities within the school system. The training base capacity will be used for constrained courses. Proponents need to be ready to recommend how constraints can be overcome and where. For example, within the TASS, the training and education requirements should be accommodated. This excludes courses which, by policy, must be trained by the AA such as IMT, officer accession, etc.

(1) Input agencies (Human Resources Command (HRC), NGB, USAR, etc.) will be asked to voluntarily reduce their program requirements.

(2) If the AA schools within the TASS are unable to accommodate the projected load, they must recommend alternate solutions. If voluntary cuts are not accommodated by the input agencies and the course is not critical, reductions in the training and education program (by input agencies) will be levied by HQDA (Chief of the Training Requirements Office, Military Personnel Management Directorate with the concurrence of G-37, Training and Lead Development Directorate (Department of the Army Management Office, Training Requirements)) based on HQDA priorities. The no-show rates for previous years will be a major factor in considering training and education requirement reductions when the total training and education program exceeds course capacity. Part of the analysis should include USAR/ARNG institutions for training any excessive AA load. Proponents will identify the course to be taught and the number of requirements they estimate a TASS battalion can train.

e. Requirements for critical courses that cannot be resolved during the SMDR or the action officer meeting will be referred to the CoC and/or the General Officer Steering Committee (GOSC) for resolution.

f. Aviation training and education requirements will be supported with the following information from all input agencies:

(1) The current and projected numbers of aviators on hand, both commissioned and warrant, including specific ASI data.

(2) The number of aircraft on hand or projected to be on hand (for example, new fielding plans), by component.

(3) Commissioned and warrant officer rates of separation that generate requirement increases.

(4) Justification for refresher courses versus in-unit training and education beyond what is required to position students for additional flight courses at Fort Rucker, AL.

g. Resources:

(1) MFAD (ATRM-FA) allocates manpower by the POI proponent unit identification code. There are exceptions, but exceptions must be coordinated with TOMA and G-8, MFAD. The G-8 Budget Directorate (ATRM-BD) allocates dollars by course location regardless of the POI proponent.

(2) The final TRADOC training and education program will not exceed the baseline as measured in training and education man-years and budget loads for the SMDR program. Therefore, it may be necessary to limit input in selected courses and/or recommend certain courses for elimination or reduction in length. Training and education loads may be reviewed on two fronts so the bill payer targets may be adjusted. Input agencies must adjust inputs to remain below the baseline; or, if inputs have not grown, the training and education ACOM must pay the bill through course deletions and/or course length reductions. A recommendation will be made at the SMDR with final approval at the CoC and GOSC.

4-25. Post SMDR

a. As schools complete each SMDR period, TOMA and the senior school representative will compare notes to determine the unresolved issues. TOMA will task the school to take appropriate action to resolve the issues.

b. Within five working days of the completed SMDR, proponents will respond to TOMA (ATTG-TRI-MP) addressing all unresolved SMDR issues. Prepared using an "information paper" format, responses will identify solutions or actions initiated to resolve each issue. Each information paper will address a separate course (issue) and will provide sufficient detail to be a standalone document. At a minimum, the information paper will contain the issue, recommendation, and a detailed discussion. These papers will be addressed during the action officer and CoC meetings to resolve SMDR issues. They may also be reviewed by the GOSC, if required. The information papers are used to scope the magnitude of the problem and facilitate the DA G-3 decision process.

c. Decisions to leave the training and education requirement as stated in the SMDR require proponents to input the issue as an unresourced requirement with the appropriate priority in the POM to obtain required resources. The information paper does not do this. In addition, proponents need to track these issues through the resourcing process to ensure that resource decisions are made to train the ARPRINT. If problems arise, proponents should notify TOMA of the issue.

d. Proponents are required to develop class schedules for all courses and enter them into ATRRS no later than 60 days after publication of the ARPRINT and receipt of scheduling guidance for TRADOC (ATTG-TRI-MO).

4-26. Quality control (QC) criteria

a. To ensure the quality of the TRAS products and the management of the system, each individual involved must continuously apply the procedures as appropriate listed in this chapter.

b. All individuals involved in the development of the long range individual training strategy and the ITP are responsible for, and exercise quality assurance and QC over, the process and products produced.

c. Training strategy represented in the CAD concept is cost-effective and consistent with established training and education policies and guidance.

d. All individuals involved in the development of a course and compiling the POI are responsible for, and exercise quality assurance and QC over, the process and POI published. Use the POI format shown in figure E-6 that itemizes critical points in the application of the development process and compilation of the POI.

e. Proponent schools should develop QC standards by product or product element to assist individuals in performing their QC responsibilities.

Appendix A

References

ARs, DA Pams, field manuals, and DA forms are available at www.apd.army.mil. TRADOC publications and forms are available at <http://www.tradoc.army.mil/tpubs/>.

Section I

Required publications

AR 350-10

Management of Army Individual Training Requirements

AR 350-100

Officer Active Duty Service Obligations

AR 614-200

Enlisted Assignments and Utilization Management

ATRRS User's Guide

(<https://www.atrrs.army.mil/selfdevctr/userguide.pdf>.)

ATSC Web Links

(www.atsc.army.mil/tsm.asp)

DA Pam 415-28

Guide to Army Real Property Category Codes DA Pam 611-21

Military Occupational Classification and Structure

DFAS-IN Manual 37-100

Financial Management, The Army Management Structure (Available at <http://asafm.army.mil/>)

TR 37-2

Temporary Duty Travel Policies and Procedures

TR 350-70

Army Learning Policy and Systems WEBFLIS search

(Available at www.DLis.DLa.mil/webflis/.)

TP 350-70-16

Army Training and Education Proponents

Section II

Related Publications

A related publication is a source of additional information. The user does not have to read a related reference to understand this publication.

AR 5-13

Total Army Munitions Requirements Process and Prioritization System

AR 25-52
Authorized Abbreviations, Brevity Codes, and Acronyms

AR 71-32
Force Development and Documentation-Consolidated Policies

AR 350-1
Army Training and Leader Development

AR 420-1
Army Facilities Management

AR 570-4
Manpower Management

CLTM
<https://hqtradocapps.army.mil/Cltm/login.aspx>

DA Form 4610-R
Equipment Changes in Modified Table of Organization and Equipment (MTOE)/TDA

Force Management System (FMS) Web (Available at [https://fmsweb.army.mil/.](https://fmsweb.army.mil/))

Section 508 of the Rehabilitation Act (29 United States Code 794d), as amended by the Workforce Investment Act of 1998 (Public Law 105-220)
(Available at [http://www.section508.gov/.](http://www.section508.gov/))

TR 350-8
Ammunition

TR 25-36
The TRADOC Doctrinal Literature Program

Section III **Prescribed Forms**

DA Form 1045
Army Ideas for Excellence Program Proposal

DA Form 2028
Recommended Changes to Publications and Blank Forms

Department of Defense (DD) Form 1391
FY__ Military Construction Project Data

Section IV **Referenced Forms**

This section contains no entries.

Appendix B General Information

B-1. Introduction

This appendix provides general guidance.

B-2. Proponent coordination

a. The POI proponent must coordinate the development of TRAS documents with the following who will conduct the course:

- (1) Schools.
- (2) Centers.
- (3) Academies.
- (4) Organizations.
- (5) USARC.
- (6) NGB.

b. The proponent will coordinate course/event development with the:

- (1) Training departments.
- (2) Proponent office.
- (3) Directorate of Combat Developments (including the threat manager).
- (4) Resource Management Office.
- (5) Directorate of Plans, Training, Mobilization, and Security.
- (6) Directorate of Logistics.
- (7) Directorate of Resource Management.
- (8) Safety Office.
- (9) Security Office.
- (10) Office of Foreign Disclosure.
- (11) Environmental Office.
- (12) Directorate of Installation Support.

(13) Other organizations or installations having responsibility for learning product content and support of the peacetime or mobilization training and education program.

B-3. Class size

a. Class size is the number of students in a class.

b. Maximum class size is the largest number of students in a class that can be taught, for a short period of time, without unacceptable degradation in the effectiveness of instruction due to manpower, facility, equipment, or other limitations. The organization conducting the course sets the maximum class size, which is normally greater than the optimum class size. Compelling justification is required to make optimum and maximum the same, such as equipment size constraints.

c. The availability of manpower is not considered when determining the optimum class size for programming purposes. Optimum class size is the largest number of students in a class that can be trained indefinitely with no degradation in the effectiveness of instruction. The available or projected equipment and facilities are the constraining factors in determining the optimum class size, with equipment being the primary constraint. The optimum class size is considered when developing ICH, scheduling classes and determining total resource requirements. For example, optimum class size is the basis for determining a course's equipment and ammunition requirements. Optimum class size changes are normally based on the most effective, efficient, and reasonable approach to developing student proficiency as constrained by projected availability of equipment and facilities. Change in optimum class size (smaller) normally cause course growth and require justification from the school.

d. Minimum class size is the smallest number of students in a class that can be economically taught. The organization conducting the course sets the minimum class size, which is normally less than the optimum class size.

B-4. Instructor/facilitator contact hours (ICHs)

a. ICH is based on the course academic time. An ICH represents one instructor work hour during which an instructor/facilitator is in contact with a student or students and is conducting, facilitating, or performing instructor duties using acceptable methods of instruction IAW TR 350-70.

b. Manpower Staffing Standards System formulas compensate for other types of instructor work hours, to include the instructor-provided support in the:

- (1) Analysis, design, or development of learning products.
- (2) Preparation for instruction.
- (3) Conduct of pre-entry assessment.
- (4) Conduct of remedial instruction and assessments.

- (5) Grading assessments.
- (6) Student counseling.
- (7) Evaluating student written assignments.

c. The following types of positions are not recognized when determining ICH ("structure" positions are normally determined using average student load, not ICH):

- (1) Drill sergeants.
- (2) Company cadre.
- (3) Other personnel necessary to present instruction.

d. ICH are not used to determine resource requirements from mobilization POI or CAD, but are data elements.

e. The ICH for one POI file or lesson is calculated by multiplying the number of academic hours times the number of student groups by the number of instructors/facilitators required per group. The number of student groups is computed by dividing the optimum class size by the optimum number of students to be trained in a group.

f. The one-time ICH is the number of ICHs required to conduct the course/phase for one iteration at the optimum class size.

g. When estimating the peacetime ICH for a CAD, the following applies:

(1) The estimated ICH for a revised version of an existing course is determined using the following formula shown in figure B-1.

$$\frac{A}{B} \times C = \text{New estimated ICH}$$

Where

A = Existing POI ICH
B = Existing POI academic hours
C = Revised CAD academic hours

Acronym Key

* CAD - Course administrative data
 * ICH - Instructor contact hours
 * POI - Program of instruction

Figure B-1. Estimated ICH formula for a revised course

(2) The preceding formula may be used for a new or revised course version by substituting data from the POI of a similarly structured course version in place of the "existing" ICH and academic hours.

(3) Estimated ICH will be validated by TOMA .

h. DL ICH. Use the matrix in figure B-2 to calculate DL ICH when producing POI. The matrix provides multiple entry points for determining how much the CAC approved automated development system calculation will be reduced. This allows schools and centers to reflect the instructional course design when determining the DL ICH.

(a)

DL ICH Instructor-Student Interaction Factor Matrix							
Instructor-Student Interaction							
				Very Low	Low	Moderate	High
Cognitive		Sample Tasks Verbs	Method of Instruction	Student interacts with computer-generated lesson and information. Instructor-student interaction is limited to answering questions and remedial requirements > 1:175	Primary student interaction is with computer-generated material. The nature of the material is sufficiently difficult or technical that a greater number of questions and remedial requirements is anticipated. > 1:100 < 1:175	Instructional design incorporates increased instructor-student interaction through a blended compact disc/Internet-based lesson and a VTT or Internet-based requirement. > 1:50 < 1:100	Instructional design uses instructor-student interaction as a primary learning vehicle, either through VTT or structures asynchronous learning along a university model. < 1:50
		Write, List, Label, Name, State, Define, Bookmark, Search	Brainstorming, Guest Speaker, Lecture, Panel, Discussion, Seminar, Tutorial				
		Explain, Summarize, Paraphrase, Recognize, Comment, Annotate	Role Playing, Study, Assignment	.25			
		Use, Compute, Solve, Demonstrate, Apply, Construct, Linking, Validate	Demonstration, Gaming, Role Playing, Conference, Student Panel, Assessment		.50		
		Analyze, Categorize, Compare, Contrast, Separate, Moderate, Collaborate	(Low,if application: Moderate, if analytical)			.75	
		Create, Design, Hypothesize, Invent, Develop, Produce, Publish	Practical exercise (PE)-non-hardware, Research/Study				1.0
		Judge, Recommend, Critique, Justify	Case Study, Assessment, Review				

Figure B-2. DL ICH instructor-to-student interaction factor matrix

		DL ICH Instructor-Student Interaction Factor Matrix				
		Instructor-Student Interaction				
			Very Low	Low	Moderate	High
Psychomotor	Begin, Assemble, Attempt, Copy, Follow, Repeat	Brainstorming, Lecture, Demonstration				
	Acquire, Complete, Conduct, Make, Perform, Use	Demonstration	.25			
	Exceed, Master, Refine	PE-hardware, Assessment		.50		
	Adapt, Alter, Change, Rearrange, Revise	Gaming, PE-hardware			.75	
	Arrange, Combine, Compose, Construct, Create	PE-hardware, Assessment Review				1.0

For additional guidance see learning domains such as Bloom (1956), Krathwohl (1973), Harrow (1972) and Churches (2007)

Figure B-2. DL ICH instructor-to-student interaction factor matrix, continued

(1) Determine the expected level of interaction between the instructor/facilitator and students based on the course's instructional design.

(2) Determine the types of tasks the student will be expected to perform at a level of intellectual behavior. Is the task a:

- (a) Cognitive task in which the student will be expected to think about or analyze a topic?
- (b) Psychomotor task in which the student will be required to manipulate objects?

(3) Locate the intersection of instructor-student interaction and the level of intellectual behavior.

(4) Extract this value and multiply it by the ICH determined by the CAC approved automated development system.

Note: The sample tasks and instructional methods in the figure are provided to indicate the types of tasks and instruction that might be used to reach a level of intellectual behavior. The columns provide examples, not complete lists, of the tools available.

B-5. Instructor-to-student ratio (ISR)

a. RCTI are not resourced using ICH. RCTI are resourced based on ISR. When developing a POI to be taught in RCTI, proponents are required to record the most restrictive ISR on the CAD or POI CAD. The ISR figure should be validated during staffing with NGB and USARC.

b. The most restrictive ISR (for at least ten academic hours) is obtained by reviewing ISR for each module of the instruction and recording the lowest ISR in the course. For example, the phase of a course has the following ISR: 1:20, 1:16, 1:8, and 1:10. The most restrictive ISR recorded on the CAD of the POI is 1:8.

B-6. Course lengths

a. Academic hour (60 minutes). The amount of instruction the average student can complete in 50 minutes—plus an allowance of an average of 10 minutes for administrative/break time per each 50-minute segment IAW TR 350-70 includes time for:

- (1) Academic instruction.
- (2) Common military training instruction.
- (3) Other mandatory instruction and examinations.

b. Administrative time includes:

- (1) In-processing.
- (2) Open time.
- (3) Out-processing.
- (4) Guard detail.
- (5) Commandant's time.
- (6) Awareness training and education.
- (7) Unit commander's orientation.
- (8) Remedial instruction.
- (9) Reassessment.
- (10) Army physical readiness test (may include Pre- and Post-).
- (11) Payday activities.

c. Physical readiness training (PRT) time is provided as information and indicates the aggregate PRT conducted during the length of the course. PRT is not associated with course time, but should be included in the POI separately (not counted against academic or administrative time).

d. Academic time/hours is the total length of time actually required to present instruction and includes conducting instruction, assessment, and an after-action review. Identify academic time for each method of instruction for each lesson. When using self-paced instruction, use the teaching time necessary if taught in residence.

e. The academic week consists of the number of academic hours that must be taught during any given training week. The minimum AA peacetime five-day academic week is 36 hours; mobilization and DL are 54 hours. The minimum AA peacetime six-day academic week is 44 hours.

(1) Proponent schools/centers may establish training weeks with more than 36 academic hours or 44 academic hours, five-day training week and six-day training week, respectively. Training weeks of less than 36 or 44 hours must be approved by HQ TRADOC, DCS, G-3/5/7, TOMA.

Note: HQ TRADOC, DCS, G-3/5/7 may direct that the academic week include more than 36 academic hours for specific courses.

(2) The minimum USAR/ARNG peacetime academic week is 48 hours, based upon an 8-hour training day, six days a week.

f. Administrative time consists of all non-academic time included in a course, and is represented as the total hours necessary to perform administrative activities. Scheduling course hours requires the identification of both administrative and academic time to determine the full duration a student must attend at the training site.

g. Administrative time must not exceed four hours per AA training week. Submit requests for additional administrative time to HQ TRADOC, DCS, G-3/5/7, TOMA. Requests must include why the administrative activity cannot be accomplished before or after normal training time. ICHs are not generated or supported by administrative time within a course.

h. A training week consists of the total number of training hours conducted during any given week. A normal training week is 40 hours. When directed to use a 6-day training week, the normal training week is 48 hours. Figure B-3 shows the formula for calculating peacetime CLIW.

$$\frac{\text{Total academic hours}}{\text{Course academic week in hours (normally 36)}} = \text{Peacetime CLIW}$$

Acronym Key

* CLIW - Course length in weeks

Figure B-3. Peacetime course length in weeks formula

(1) For example, a course version that has 324 academic hours and a 36-hour academic week would have a course version length of 9 weeks (324 divided by 36). If the course has a 44-hour academic week, the course length would be 7 weeks, 2 days (324 divided by 44).

(2) When a proponent believes the course version length generated by the formula above will result in insufficient time for necessary administrative activities (for example, in processing), the proponent may request a longer course version length. The request for exception must be fully justified, to include why administrative activities cannot be accomplished before or after normal duty hours or why a longer instruction week is not acceptable.

i. During mobilization, a normal week is 60 hours. Proponent commanders/commandants may establish a longer training week by exercising their option to increase the number of academic hours trained in a week. The training week must include academic and administrative time. Mobilization CLIW is determined by dividing a course version's total number of academic hours by the course version's academic week in hours (normally 56). Figure B-4 shows the formula is used in calculating the mobilization CLIW.

$$\frac{\text{Total academic hours}}{\text{Course academic week in hours (normally 56)}} = \text{Mobilization CLIW}$$

Acronym Key

* CLIW - Course length in weeks

Figure B-4. Mobilization course length in weeks formula

j. Training days are the actual training days within a training week (depending upon training on a five-, six-, or seven-day training calendar). For example, a 2-week course that trains on a 5-day calendar would have 10 training days.

k. In accordance with AR 350-1, HQDA approval is required for new courses or increased course length that generate increased MTSA funding.

1. The TRADOC chief of staff directs school commandants to control POI content in order to reduce TTHS and manage limited resources. The AA's TTHS account represents Soldiers who are not assigned using TDA or table of organization and equipment force structure positions. Recent findings reflect the TTHS account continues to grow, exceeding DA TTHS targets. TTHS increases beyond the target affects the Army's ability to man the force. TTHS growth is attributed to TRADOC course-length growth requiring Soldiers to remain in the training base for a longer period. School commandants must ensure procedures are in place to monitor course lengths and training and education requirements to ensure the number of trainees and students in training and education does not increase beyond the DA target.

(1) In addition to gaining HQ TRADOC, DCS, G-3/5/7 approval on new courses and courses requiring additional resources, HQ TRADOC, DCS, G-3/5/7 approval is also required for course-length increases that affect AA Soldiers and result in TTHS increases. If the time an AA Soldier or officer remains in training and education increases (in other than a TDY and return status), it is safe to assume TTHS will grow.

(2) The procedures that address how schools document requests for new courses and course growth beyond their baseline are the same used by schools to request course-length increases, even if trade-offs exist. Additionally, if the school is aware of TTHS reductions that could offset the increase from the longer course, that information should be included in the commanders' justification for the increase.

B-7. Academic hours

Duration academic hours are indicated by instruction for each POI file. When more than one type of lesson instruction is used, identify each type individually. For self-paced instruction, use the average time required to complete the class instruction. When less than an hour is required for a POI file, convert minutes to tenths of hours, as shown in figure B-5.

Minutes	Tenths
1-5	0.10
6-10	0.20
11-15	0.30
16-20	0.40
21-25	0.50
26-30	0.60
31-35	0.70
36-40	0.80
41-45	0.90
46-50	Full hour

Figure B-5. Converting minutes to tenths of hours

B-8. Schoolhouse information

a. Schoolhouse information is critical, affects all students attending Army schools, and is reported in the ATRRS on the schoolhouse introduction screen. This information details:

- (1) Availability of quarters.
- (2) Mess and transportation.
- (3) Uniform requirements.
- (4) Reporting guidance.
- (5) Sources from which additional information can be obtained.

b. The schoolhouse introduction screen in ATRRS requires costing data. These costing data are critical information for MTSA funding. MTSA funds are to be used for per diem and travel expenses incurred in conjunction with specific Army training and education. HQDA, G-3 is the proponent for these funds and establishes the policy for courses that are authorized funding. Guidance can be found in TR 37-2, paragraph 3-19.

c. MTSA funds are to be used to fund per diem and travel expenses incurred in conjunction with specific Army training and education. HQ TRADOC, DCS, G-3/5/7 is the proponent for these funds and establishes the policy for courses that are authorized funding. That policy follows:

(1) MTSA funds are available for TDY travel and per diem costs for AA Soldiers to attend mandatory and selected duty position-required training and education in conjunction with a PCS (TDY enroute), or in a TDY and return status, only for the courses listed below:

(a) NCOES. This includes Warrior Leader Course, Advanced Leaders Course, technical courses conducted at the proponent school and TASS battalion locations, and Senior Leaders Course.

(b) OES. This includes Basic Officer Leader Course-Branch, Warrant Officer Candidate School, Warrant Officer Basic Course, Warrant Officer Advanced Course, Warrant Officer Staff Course, Warrant Officer Senior Staff Course, Pre-Command Course (Fort Leavenworth and branches), Captain Career Course (for AA Soldiers), and Intermediate Level Education (for AA Soldiers).

(c) Advanced aircraft qualification courses.

(d) MOS reclassification/reenlistment, AOC, SI, specific pre-command course-related training and education, and ASI/SQI-producing courses in a TDY enroute mode.

(e) Battle staff noncommissioned officer (NCO) course, and drill sergeant school.

(2) In addition, ATRRS indicates which courses fall under the MTSA umbrella.

d. To reduce inaccuracies in the school information, proponents must provide all changes to schoolhouse data utilizing the following procedures:

(1) Copy and paste ATRRS data in a digitally deliverable format.

(2) Once changes are made, submit the digitally deliverable document to TRAS analyst via e-mail.

(3) TOMA will staff information with appropriate organizations and enter into ATRRS.

B-9. Mobilization

Mobilization training and education conducted, on order, by TRADOC schools and centers to expand the peacetime training base and provide trained filler personnel and combat-qualified theater replacements for AA and mobilized USAR/ARNG units. Training base expansion will be accomplished through augmentation of existing service schools, U.S. Army Training Centers, and reception battalions, as required. Training base expansion at partial mobilization (the primary planning contingency) is expected to involve mobilizing a large number of individual ready reserve (IRR) personnel to support one or more major regional contingency operations.

a. Branch proponents are responsible for:

(1) Developing comprehensive branch training strategies that define the mobilization courses, which fill and sustain the branch requirements of Army forces world-wide during both peacetime and mobilization.

(2) Developing plans to expand training and education operations, as necessary, to support continued mobilization of programmed peacetime training and education. Furthermore, proponents will implement additional mobilization courses (for example, IRR refresher training and education) using mobilization programs of instruction (MOBPOI) during partial mobilization, and transformation to all MOBPOIs during full mobilization.

b. Mobilization training strategy. Branch proponents will identify and develop courses required for filling and sustaining branch requirements during contingency situations. These course lists comprise the proponent's mobilization training and education strategy, and determine the training that individual schools and USATCs will conduct during each level of mobilization.

(1) Partial mobilization. Currently, expanding the mobilization training base occurs at this mobilization level, since partial mobilization must be declared before the involuntary mobilization of IRR can occur. As mentioned, mobilization training and education during partial mobilization is expected to consist almost entirely of refresher training and education for IRR personnel (who already hold a MOS or AOC). The MOS/AOC proponent under current HQDA deployment criteria must certify prior to deployment all IRR personnel as proficient in wartime critical tasks for their specialties. For most IRR, some refresher training and education is required for certification. Furthermore, all deploying IRR will be provided refresher Army warrior testing (AWT) on basic survival skills prior to deployment, regardless of the MOS/AOC proficiency level. Additionally, some IRR will require reclassification to a new MOS/AOC. IRR mobilization training and education will be conducted using specially designed courses (MOBPOI), while all programmed peacetime training and education continues using peacetime POI (see (3), below, for details on the mobilization course types).

(2) Full mobilization. All peacetime courses designated by the proponent for continuation during full mobilization will have a mobilization version (MOBPOI). Annex T (Training) to

TRADOC Mobilization and Operations Planning and Execution System provides detailed guidance on which courses terminate/continue during this mobilization level.

(3) Submission requirements. POI proponents will develop IRR refresher courses for all active enlisted and warrant officer MOS and officer AOC. Officer/warrant officer AOC/MOS refresher courses will include AWT. Proponents will develop a standalone AWT course without additional AOC/MOS refresher training and education for deployable officer/warrant officer IRRs. The infantry school is proponent for the AWT course for enlisted IRR, to be taught at seven designated mobilization U.S. Army Training Centers sites.

Appendix C
TRAS Document Distribution

C-1. General

Proponents use this appendix to distribute final TRADOC validated ITP, CAD, and POI. Transmission of TRAS documents will be accomplished via electronic means.

C-2. ITP distribution

- a. USARC.
- b. NGB.
- c. Training location(s).

C-3. CAD distribution

Training location(s).

C-4. POI distribution

- a. Supporting proponent(s).
 - b. Training location(s).
 - c. Army Corps of Engineers.
 - d. HRC.
 - e. USARC (for courses taught by USAR).
 - f. NGB (for courses taught by National Guard).
 - g. CAC schools and OES, WOES, and NCOES.
 - h. CASCOM schools.
-

Appendix D
Course Codes

Course Codes used are determined from the HQDA system of record. These codes are used to determine which manpower model or equation is appropriate for determining instructor/facilitator manpower requirements. The codes are taken from the verification tables of the ATRRS User's Guide, which can be viewed and downloaded at <https://www.atrrs.army.mil/selfdevctr/userguide.pdf>. Any revisions to the ATRRS verification tables also apply to this appendix. Course codes for officers apply to both commissioned and warrant officers.

Appendix E
Formats

This appendix provides standardized formats for TRAS documents that must be submitted to TOMA.

- a. All notes and information in brackets are intended for the developer, not the instructor/facilitator. All other "notes" are to be included in the documents and are directed to the instructor/facilitator.
- b. Table E-1 lists the formats shown in this appendix.

Table E-1
Section titles and paragraph headings in appendix E

Section	Paragraph	Learning product
I. General		
	E-1	ITP MOT format
	E-2	CAD/POI MOT format
	E-3	DL supplemental information format
II. TRAS document formats		
	E-4	ITP format
	E-5	CAD format
	E-6	POI format

Section I
General Formats

E-1. ITP memorandum of transmittal (MOT) request
Use the ITP MOT format shown in figure E-1.

Letterhead	
OFFICE SYMBOL	DATE
 MEMORANDUM FOR Commander, U.S. Army Training and Doctrine Command (TRADOC), ATTN: ATTG-TRI-MP, 950 Jefferson Avenue, Fort Eustis, VA 23604-5700	
 SUBJECT: Individual Training Plan (ITP) for (Enter code and title for the MOS, branch, or functional area, for example, MOS 11B, Infantryman)	
 1. Reference the ITP that is being superseded.	
2. State whether the enclosed ITP is an initial ITP or a revision of an existing ITP.	
3. For a revised ITP, summarize the difference between the old and new ITP.	
4. Identify the external organizations with which the enclosed ITP or update has been coordinated.	
5. State the names, offices, office symbols, and telephone numbers of the task proponent's primary and alternate POC for TRAS and for ITP content (subject matter experts) and resources.	
 Encl	 Signature Block
 CF: List addressees who are being provided copies of the enclosed ITP.	

Figure E-1. ITP MOT request format

E-2. CAD/POI MOT request format

Use the CAD/POI MOT format shown in figure E-2.

Letterhead	
OFFICE SYMBOL	DATE
MEMORANDUM FOR Commander, U.S. Army Training and Doctrine Command (TRADOC), ATTN: ATTG-TRI-MP, Fort Eustis, VA 23604-5700	
SUBJECT: Course Administrative Data (CAD) or Program of Instruction (POI) for Course Name, Course Number, Course Phase (Resident or Mobilization)	
1. Reference(s):	
a. (References that support this action; if needed)	
x. TRADOC Regulation 350-70, Army Learning Policy and Systems.	
x. TRADOC Pamphlet, 350-70-9, Budgeting and Resourcing.	
2. The reason for submission of this action is... (What caused the change?)	
3. Explanation of training strategy or changes to the currently existing training strategy (other additional information needed to support this submission, if needed).	
4. Does this submission impact other phases or courses (if applicable).	
5. Identification of ITP, CAD, and POI that this course supports (if applicable). Include dates for last TRADOC validated ITP, CAD, or POI.	
6. Course specific data is as follows:	
a. Requested training/education start date:	
b. This CAD/POI is effective for: (Example: First Quarter FY15 and out).	
c. This phase/course is/is not contract taught. (If yes, explain).	
d. This phase/course is/is not an Interservice Training Requirements Organization (ITRO) course. (If yes, explain).	
e. This course is/is not a refresher course (if yes, justify):	
f. This course is/is not a transition course (if yes, justify):	
g. Skill Code data: Which functional area, military occupation specialty code, branch, skill identifier, additional skill identifier, special qualification identifier will be awarded by the successful completion of this course (if applicable).	

Figure E-2. CAD/POI MOT request format

h. Specific Course data:		
(1) Length:	FROM (ATRRS Verified) ___ Weeks ___ Days	TO ___ Weeks ___ Days
(2) Class Sizes (Max/Opt/Min):	___/___/___	___/___/___
(3) Instructor Contact Hours (ICH):	___	___
(4) Academic Hours:	___	___
(5) Instructor: Student Ratio:	___:___	___:___ (Reserve only)
(6) Estimated Student input: (new courses only)		
(7) Class Frequency: (new courses only)		
7. Facility, equipment, training devices, and ammunition resource data.		
8. Required documentation and coordination:		
a. Justification for course growth and bill-payer information (if needed; growth requires commandant, assistant commandant, or equivalent signature).		
b. Supplemental information worksheet (if DL phase/course).		
c. USARC and NGB concurrences (required for RC-taught courses).		
d. Training/education location if different from proponent (if required).		
e. Out-of-cycle justification (if needed; requires commandant, assistant commandant, or equivalent signature).		
f. These documents do/do not require ITRO coordination.		
g. The course scope, prerequisites, and special information data has/has not been updated in ATRRS.		
h. A reclama is/is not included.		
Encl	Signature Block	

Figure E-2. CAD/POI MOT request format, continued

E-3. DL supplemental information

Use the DL supplemental information questionnaire shown in figure E-3.

DL Supplemental Information

School Information

1. Proponent school DL phase/course POC (name/e-mail/telephone #): _____

DL Phase/Course Administrative Data

2. Is the DL phase/course quota managed (Y/N): _____

3. Can the DL phase/course be used as self-development (Y/N): _____

4. Does the courseware have a pre-assessment (Y/N): _____

5. Does the courseware have a post-assessment (Y/N): _____

6. Asynchronous/synchronous hours: _____

7. Does courseware/software have to be distributed to the student? (If yes, explain) _____

8. How is this DL phase/course delivered: _____

9. Where does student receive the training/education: _____

10. Number of modules: _____

11. Number of lessons: _____

12. Maximum allowable time to complete the course: _____

13. Maximum allowable time between phases: _____

14. Does the courseware require changing of management systems (ILMS/ALMS): _____

15. ALMS system requirements (for example: plug-ins, Internet security settings, and so forth): _____

16. Date DL phase/course is ready for use: _____

17. Requested training/education start date: _____

18. Is the content HTML: _____

19. Starting file name for HTML content: _____

20. Courseware/software version #: _____

21. Storage Location of URL: _____

22. Book marking requirements: _____

23. Authoring tool: _____

24. Launches test and does not finish is considered a failure (Y/N): _____

Figure E-3. DL supplemental information

<p>25. Number of allowed test attempts: _____</p> <p>26. DL ICH instructor/student matrix factor: _____</p> <p>27. Justification for DL ICH: _____</p> <p style="text-align: center;">DL Phase/Course configuration data</p> <p>28. If this DL phase/course is a prerequisite for another phase/course, what phase/course must the student be enrolled into that triggers registered the student into this phase/course? _____</p> <p>29. Are there any section 508 of the Rehabilitation Act requirements for this course? (Go to for guidance): _____</p>
<p>Acronym Key:</p> <p>DL = distributed learning POC = point of contact Y/N = yes/no ILMS = integrated logistics management system ALMS = Army Learning Management System HTML = hypertext markup language URL = uniform resource locator ICH = instructor contact hours</p>

Figure E-3. DL supplemental information, continued

Section II
TRAS Document Formats

E-4. ITP format

Use the ITP format shown in figure E-4.

<p>[ITP cover page]</p> <p>INDIVIDUAL TRAINING PLAN (ITP)</p> <p>FOR MOS [MOS code]</p> <p>[MOS title]</p> <p>[<i>Note: Write the code and title for the specialty, MOS, branch, or functional area, such as MOS 25U, Signal Support Systems. Assign each ITP a unique code, which usually consists of the two- or three-character commissioned officer AOC, branch, or functional area; the four-character warrant officer MOS; or the three-character enlisted MOS.</i>]</p> <p>ITP PROPONENT:</p> <p>SUPPORTING TRAINING DEVELOPMENT PROPONENT: [if applicable]</p> <p>PREPARATION DATE: [yymmdd]</p> <p>APPROVAL AUTHORITY:</p> <p>SUPERSESSION INFORMATION: [if applicable]</p>																																																		
<p>TABLE OF CONTENTS</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">SECTION</th> <th style="text-align: left;">TITLE</th> <th style="text-align: right;">PAGE</th> </tr> </thead> <tbody> <tr> <td>I.</td> <td>ITP narrative.....</td> <td></td> </tr> <tr> <td></td> <td>- References.....</td> <td></td> </tr> <tr> <td></td> <td>- Training Requirement.....</td> <td></td> </tr> <tr> <td></td> <td>- Training Strategy.....</td> <td></td> </tr> <tr> <td></td> <td>- Training Deleted.....</td> <td></td> </tr> <tr> <td></td> <td>- Alternative(s), if Resources Are Not Provided.....</td> <td></td> </tr> <tr> <td>II.</td> <td>ITP Milestone Schedule (IMS).....</td> <td></td> </tr> <tr> <td>III.</td> <td>Course Revision Milestone Schedules (CRMS).....</td> <td></td> </tr> <tr> <td>IV.</td> <td>Resource Estimate.....</td> <td></td> </tr> <tr> <td></td> <td>- Resource Narrative.....</td> <td></td> </tr> <tr> <td></td> <td>- Additional OMA Requirements Summary.....</td> <td></td> </tr> <tr> <td></td> <td>- Training Ammunition Requirements Summary.....</td> <td></td> </tr> <tr> <td></td> <td>- Training Equipment/TADSS Summary.....</td> <td></td> </tr> <tr> <td></td> <td>- Training MCA Project/OMA Minor Construction Summary.....</td> <td></td> </tr> <tr> <td></td> <td>ITP Transmittal Memorandum.....</td> <td></td> </tr> </tbody> </table>			SECTION	TITLE	PAGE	I.	ITP narrative.....			- References.....			- Training Requirement.....			- Training Strategy.....			- Training Deleted.....			- Alternative(s), if Resources Are Not Provided.....		II.	ITP Milestone Schedule (IMS).....		III.	Course Revision Milestone Schedules (CRMS).....		IV.	Resource Estimate.....			- Resource Narrative.....			- Additional OMA Requirements Summary.....			- Training Ammunition Requirements Summary.....			- Training Equipment/TADSS Summary.....			- Training MCA Project/OMA Minor Construction Summary.....			ITP Transmittal Memorandum.....	
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Figure E-4. ITP format

SECTION I. ITP NARRATIVE, MOS [MOS code]

1. REFERENCES. [This should be a complete listing of references that directly impact on the design, development, and conduct of the included training and education. Identify only those documents that demonstrate the existence of training and education needs. The list can be provided as Enclosure 1 to the ITP. In general:

a. Include changes to:

(1) [Personnel regulations (Notification of Future Change (NOFC))]

(2) [System Training Plans (STRAP)]

(3) [Displaced Equipment Training Plans (DETP)]

(4) [System requirement documentation , (for example, capability development document (CDD)]

(5) [System MANPRINT Management Plan (SMMP)]

(6) Qualitative and Quantitative, Personnel Requirements Information (QQPRI)

(7) Basis of Issue Plan (BOIP)

(8) Army Modernization Information Memorandum (AMIM)

(9) Other publications and correspondence that generate or affect training/education needs. (for example, Cost and Training Effectiveness Analysis (CTEA), Inspector General Reports (IG) reports)

b. Do not include ADDIE or TRAS documents or regulations (for example, references listed in Chapter 1 of this pamphlet).

(1) [BOIP(s).]

(2) [Army modernization information memorandum.]

(3) [Cost and training effectiveness analysis.]

(4) [Changes to personnel regulations, STRAP, NETP, displaced equipment training plans (DETP), capability development document, System MANPRINT Management Plan (SMMP), systems coordination papers, similar requirements documents and other publications and correspondence that generate or affect training and education needs. In general, do not include training/educational or TRAS documents or regulations.]

Figure E-4. ITP format, continued

2. TRAINING REQUIREMENT

[Concisely describe why there is a training and education requirement (such as changes in materiel, organizations, doctrine, and so forth).]

3. TRAINING STRATEGY

This is the proponent's Long-range individual training strategy for the MOS, AOC, and so forth covered by the ITP. It articulates the proponent's training strategy for the total target audience (both AA and USAR/ARNG) during peacetime and mobilization. This paragraph will contain, as a minimum a subparagraph:

[Explain the training strategy for the target audience during peacetime and mobilization and base it upon the proponent's CATS. At a minimum, this paragraph will contain the following subparagraphs.]

- a. [That includes a subparagraph for each skill level or rank which describes the resident and non-resident training and education.]
- b. [That describes resident and non-resident training and education required for individual ready reserve (IRR) Soldiers.]
- c. [That describes which resident and non-resident ASI, SQI, and other skill-producing courses are associated with the ITP.]
- d. [That describes the resident and non-resident training and education to support transition or reclassification training/education.]
- e. [That describes the resident and non-resident training and education to accomplish MOS merger training/education.]
- f. [That describes the resident and non-resident functional courses associated with the ITP.]

(New equipment training and education strategies should be addressed as part of this paragraph.)

4. TRAINING/EDUCATION DELETED

[Identify current training/education that will be deleted during the period covered by the ITP. This includes all AA, USAR, and ARNG courses superseded by TATS courses. State if no training/education will be deleted.]

5. ALTERNATIVES, IF RESOURCES ARE NOT PROVIDED

[Describe alternatives to accomplish the training and education requirement in the event some or all of the additional resources needed to support the training and education concept are not provided. It should:

- a. Describe specifically the alternatives which would be selected and the type and extent of training/education degradation that would occur.
- b. Include a decrement list specifying the courses and training and education products, in priority order, that would be deleted, if necessary.
- c. Identify the impact on the unit.]

Figure E-4. ITP format, continued

SECTION II. ITP MILESTONE SCHEDULE(S) (IMS), MOS [MOS code]

ITP Milestone Schedule (IMS) {All dates will be in numerical format by calendar year and month (for example, 1509 for Sep 2015)}

ITP TITLE: (1)

Schedule

IMS PREPARATION DATE: (2)

(IMS)

[yy mm] [yy mm] [yy mm] [yy mm] [yy mm] [yy mm] [yy mm]

Submit ITP (3) _____

System/Equipment/Device Related Milestones:

System/Equipment/ Device Identification (4)	STRAP/NETP/ DETP Submission (5) Date (yy mm)	FUE Date (6) (yy mm)	Affected Courses (7) (Course Numbers)
1			
2			
3			
4			
5			
6			

Legend:

(1) ITP Title - Enter the ITP Title of the MOS or specialty code or a descriptive title for a functional ITP.

(2) IMS Preparation Date - Enter date IMS is prepared.

(3) Submit ITP - Indicate a date on which the proponent plans to review and submit an ITP in the first column. Enter when the ITP will be reviewed in subsequent columns. An ITP should only be updated if there are significant changes in strategy or resource information.

(4) System/Equipment/Device Identification - Enter the title of the system(s).

(5)STRAP/NETP/DETP Submission - Indicate the date of STRAP/NETP/DETP was or will be submitted to HQ TRADOC.

(6)FUE Date- Enter date when the first unit was equipped or will be equipped for the appropriate piece of equipment according to the equipment distribution plan.

(7)Affected Courses - List the courses included in the ITP that are or will be affected by the new system.

Add lines and adjust line spacing, if necessary to accommodate data entry. Use a supplemental sheet, if necessary.

[Note: Include the date the STRAP/NETP/DETP was submitted to HQ TRADOC.]

Figure E-4. ITP format, continued

SECTION III. COURSE REVISION MILESTONE SCHEDULE(S) (CRMS), MOS [MOS code]

[Prepare a CRMS for each course included in the ITP. If a course is in more than one ITP, its CRMS will be included in only one ITP (the ITP most closely related to the course subject matter).]

Course Revision Milestone Schedule (CRMS)

CRMS ID NUMBER (1) _____

Course Number (2) _____

Course Type Code (3) _____

Course Title (4) _____

ITRO Code (5) _____

CRMS Preparation Date (6) _____

Contract Code (7) _____

Events: (8)	1 [yymm]	2 [yymm]	3 [yymm]	4 [yymm]	5 [yymm]	6 [yymm]	7 [yymm]	8 [yymm]
1. Submit CAD (9)	_____	_____	_____	_____	_____	_____	_____	_____
2. Submit POI (10)	_____	_____	_____	_____	_____	_____	_____	_____
3. Course Implementation/ Revision Date (11)	_____	_____	_____	_____	_____	_____	_____	_____
ESTIMATED:								
4. Course Length (12)	_____	_____	_____	_____	_____	_____	_____	_____
5. Adjusted ICH (13)	_____	_____	_____	_____	_____	_____	_____	_____
6. Maximum Class Size (14)	_____	_____	_____	_____	_____	_____	_____	_____
7. Optimum Class Size (15)	_____	_____	_____	_____	_____	_____	_____	_____
8. Minimum Class Size (16)	_____	_____	_____	_____	_____	_____	_____	_____
9. Academic Hours (17)	_____	_____	_____	_____	_____	_____	_____	_____
10. Student Input (18)	_____	_____	_____	_____	_____	_____	_____	_____
11. Events Not Shown Above (19)	_____	_____	_____	_____	_____	_____	_____	_____

a.

b.

Figure E-4. ITP format, continued

Legend:

- (1)CRMS ID Number** - Enter the ID number in numerical order beginning with "01" for the courses supporting the ITP.
- (2)Course Number** - Enter the ATRRS course number (if it is a new course, type "TBD").
- (3)Course Type Code** - Enter the appropriate ATRRS course type code. These codes are used to determine which manpower model or equation is appropriate for determining instructor manpower requirements. These codes are an extract from the course type verification table of ATRRS. Any revisions to the ATRRS course type table also apply to this appendix. Course type codes for officers apply to both commissioned officers and warrant officers.
- (4)Course Title** - Enter the ATRRS course title. For a course without an ATRRS title, enter an appropriate title. If a course awards an MOS, AOC, FA or skill, the title will be that which it awards.
- (5)ITRO Code** - Enter the appropriate ITRO code.
- (6)CRMS Preparation Date** - Enter the date the CRMS was prepared.
- (7)Contract Code** - Enter appropriate contract code.
- (8)Events** - For each event, enter data for the first iteration of a new course or the current iteration of an existing course. Enter data for projected course revisions under the appropriate FY column.
- (9)Submit CAD** - Enter the planned submission date for the CAD described in Chapter IV, Course Administrative Data.
- (10)Submit POI** - Enter the planned POI submission dates.
- (11)Course Implementation/Revision Date** - Enter the actual implementation date for existing courses and planned implementation date for each new or revised course.
- (12)Estimated Course Length** - Enter the estimated or approved course length (weeks and days for resident schoolhouse training and course hours for TASS Battalion training).
- (13)Estimated Adjusted ICH** - Enter the ICH required to present one course iteration (one-time ICH).
- (14)Maximum Class Size - Self-explanatory.
- (15)Optimum Class Size - Self-explanatory.
- (16)Minimum Class Size - Self-explanatory.
- (17)Estimated Academic Hours** - Enter the estimated or approved academic hours.
- (18)Estimated Student Input** - For new or revised courses, enter the estimated student input.
- (19)Events Not Shown Above** - Enter data on other events, such as course deletions, as appropriate.

Figure E-4. ITP format, continued

- (1) Enter ATRRS Course number, including any phase designation - Do NOT list courses which do not require ammunition. A statement that courses not listed require no ammunition may be entered.
- (2) Include each type of ammunition required. See AR 5-13 and TR 350-8, chapter 2 for more specific guidance.
- (3) Enter nomenclature.
- (4) Enter per student amount.
- (5) Enter estimated number of students expected to be trained in any given FY.
- (6) Enter the estimated annual amount for training support. To accomplish this take the authorized other amount per class and multiply by the estimated number of class starts per year.
- (7) Enter total amount for each category. Multiply columns c and d, add column e for total.

4. TRAINING MCA PROJECT/OMA MINOR CONSTRUCTION SUMMARY

[Include new construction requirements, including extensive maintenance and repair requirements and all OMA tails to MCA projects. All construction requirements will be identified to the installation facilities engineers for coordination with the installation planning board. Once a valid DD Form 1391 (FY, Military Construction Project Data) processor project number has been assigned to your project, it is listed on the training and education MCA project/OMA minor construction requirements summary with identification of the FY the facility is required. For construction projects for which contracts have not been awarded, enter estimated cost data. In the narrative, provide justification for the MCA/OMA minor construction projects listed in the summary. For example, list the courses requiring the facility with a rationale for why existing facilities cannot be used.]

PROJECT NUMBER (1)	DESCRIPTION (2)	DATE REQUIRED (3)	COST (4)	INSTAL CDR PRIORITY # (5)	STATUS (6)
-----------------------	-----------------	-------------------	----------	------------------------------	------------

- (1) Enter the valid project number.
- (2) Enter description of project.
- (3) Enter the FY project is required for use.
- (4) Enter cost figure - For construction projects for which contracts have not been awarded, enter estimated cost data .
- (5) For construction projects for which contracts have not been awarded enter the installation commander's priority number.

Figure E-4. ITP format, continued

5. TRAINING EQUIPMENT/TADSS SUMMARY

[List requirements for additional equipment/TADSS not already available on the installation, including requirements for leasing additional items. Ensure major end items, test, measurement, and diagnostic equipment (TMDE), simulators, critical spare parts, and special tools are included. See DA Pamphlet 415-28 for more specific guidance.]

LIN/N/FSN	NOMENCLATURE	QTY REQ FOR		AVERAGE		EQUIP/STUDENT RATIO		CRITICAL STATUS
		PEACE	MOB	PEACE	MOB	PEACE	MOB	

[In the STATUS column, enter one of the following:

- a. NAI = No procurement action initiated.
- b. DA Form 4610-R (Equipment Changes in MTOE/TDA) = DA Form, prepared IAW AR 71-32, paragraph E-2 has been submitted to Commander, TRADOC, ATTN: (ATRM-FD), Fort Eustis, VA 23604-5700.
- c. TDA = Required table of distribution and allowances update has been submitted.
- d. O/O = Items on order.
- e. N/S = Item is a new system which has not been type classified. Coordination has been made with the Directorate of Combat Developments/TRADOC system manager at the installation which is proponent for the system, to ensure requirements are included in the BOIP. Once a system has been type classified, it should be added to the TDA (initiated by submitting DA Form 4610-R via electronic process in FMS Web (Equipment Changes in MTOE/TDA)).]
- f. Capability development document = Item is a TADSS. A TADSS capability development document has been submitted.

Acronym Key:
 INSTAL CDR = installation commander
 MANPRINT = manpower and personnel integration
 FUE = first unit equipped
 QTY = quantity
 QTY REQ = quantity required
 NETP = new equipment training plan
 TBD = to be determined
 FSN = fiscal station number
 MTOE = modified table of organization and equipment

Figure E-4. ITP format, continued

E-5. CAD format

Use the CAD format shown in figure E-5.

[page header information]	
Course ID:	Phase:
Course Title:	
Management Category:	Status:
Effective Date:	Quarter: Fiscal Year: [YYYY] Version: Sub-version
Cover Page	
Security Classification: [See chapter 3.]	
	Proponent
Design and Development:	
Instructor Provided Support:	
Army POI Course Proponent:	
Training Evaluation Proponent:	
Class Sizes-	Maximum Optimum: Minimum: :
Course Length-	Weeks: Days: Hours: Training Days:
Course Type Code:	Total Academic Hours:
Purpose:	
Phase Scope: [State if there is none.]	
Phase Prerequisites: [State if there are none.]	
Special Information: [For example, safety, environmental, and COE.]	
Phase Remarks: [State if there are none.]	
Foreign Disclosure:	
Course Administrative Data	
Approval Date:	
Approval Authority:	
HQ TRADOC Validation Date: [ddmmyy]	TRAS Log Number:
DCS G8 Validation Date:	
TATS Course: [yes/no]	

Figure E-5. CAD format

Location(s):

Specialty:

ICH		Proposed		Computed		HQ
TRADOC	DCS G8					
			Adjusted		Adjusted	

Unique:

Non-Fly:

Total:

Academic Hours	Proposed	Computed	Computed	HQ TRADOC	DCS G8
				Adjusted	Adjusted

Unique:

Shared:

Flight Hours: [State if there are none.]

Flight Block Hours:

CPT Hours:

Simulator Hours:

ACAD Instructor:

Simulator Operator:

Instructor Pilot:

CPT Instructor:

Hours Developed by Others: [State if there are none.]

Hours Conducted by Others: [State if there are none.]

Total:

Computed ICH:

Adjusted TOMA ICH:

Adjusted MFAD ICH:

ISR for RC-configured courses:

Academic Hours	Computed	Adjusted
----------------	----------	----------

Unique:

Shared:

Total:

Figure E-5. CAD format, continued

Estimated Flight Hours: [State if there are none.]
Manpower Estimate: [State if there is none.]
Hours Developed by Others: [State if there are none.]
Hours Conducted by Others: [State if there are none.]
Refresher Course: Course Type Code:
ITRO Code: [<i>Example:</i> Q Quota Course/Non-ITRO]
Contract Code:
Summary Status:
Course Availability:
Budget and OSD Type:
MDEP: MTSA/MTSS:
Training Start Date: [ddmmyy]
HQ TRADOC Remarks:
DCS G8 Remarks: [State if there are none.]
Projected Ammunition Summary:
Projected Facility Summary:
Projected Equipment Summary:

Figure E-5. CAD format, continued

E-6. POI format

Use the POI format shown in figure E-6.

[page header information]					
Course: [Number]	Version:	Delivery Group:	Phase:		
Course Title:					
Management Category:	Effective Date:	Quarter:	Fiscal Year: [YYYY]	Version:	Sub-Version
Program of Instruction Cover Page					
Security Classification: [See chapter 3.]					
Proponent					
Design and Development:					
Instructor-Provided Support:					
Army Course Proponent:					
Training Evaluation Proponent:					
Class Sizes-	Maximum:	Optimum:	Minimum:		
Course Length-	Weeks:	Days:	Hours:	Training Days:	
Calendar Type:	Total Computed Academic Hours:				
Purpose:					
Phase Scope:					
Phase Prerequisites: [State if there is none.]					
Special Information: [For example, safety, environmental, and COE.]					
Phase Remarks: [State if there are none.]					
Foreign Disclosure: [Enter the category number and restriction statement.]					
Fiscal Year:					
Fiscal Year Quarter:					
Status Change Date: [ddmmyyyy]					
Course Supersession Information:					
Phase Supersession Information:					

Figure E-6. POI format

Table of Contents	
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Course Administrative Data	
Fiscal Year:	Fiscal Year Quarter:
Status:	
Status Change Date: [ddmmyy]	
Approval Date:	
Approval Authority:	
HQ TRADOC Validation Date:	TRAS Log Number:
DCS G8 Validation Date:	
TATS Course: [yes/no]	
Training/education Location(s):	
Specialty:	
Supporting ITP:	
TATS Course: [yes/no]	
Purpose:	
Course Scope: [State if there is none.]	
Course Prerequisites: [State if there is none.]	
Computed ICH:	
Adjusted TOMA ICH:	
Adjusted MFAD ICH:	

Figure E-6. POI format, continued

ISR for RC-configured courses:

ICH	Proposed	Computed	HQ TRADOC Adjusted	DCS G8 Adjusted
-----	----------	----------	-----------------------	--------------------

Unique:
Non-Fly:
Total:

Flight Hours: [State if there are none.]
Flight Block Hours:
CPT Hours:
Simulator Hours:
ACAD Instructor:
Simulator Operator:
Instructor Pilot:
CPT Instructor:
Hours Developed by Others: [State if there are none.]
Hours Conducted by Others: [State if there are none.]
Total:

Validation Code:

Manpower Estimate: [State if there is none.]

Instructor: Student Ratio (Worst Case):

Refresher Course: [Yes/No]

Course Type Code:

Contract Status:

ACOM Validation Date: [ddmmyy]

Training Start Date: [ddmmyy]

Course Remarks: [State if there are none.]

Summary Status:

Course Availability:

Budget and OSD Type:

MDEP:

MTSA/MTSS: [Yes/No]

Figure E-6. POI format, continued

HQ TRADOC Remarks: [State if there are none.]			
DCS G8 Remarks: [State if there are none.]			
Course Summary			
Academic Time:			
Module:	[hours: minutes]		
Title:			
[List the module number, title, and time for each module in the course.]			

Total:	[total academic hours: minutes]		
Administrative Time:			
Other:	[hours: minutes]		

Total:	[total administrative hours: minutes]		
Grand Total:	[total academic and administrative hours: minutes]		
Academic Hours by Security Classification:			
[List the hours for each type of security classification of lessons in the course.]			

Total:	[hours: minutes]		
Training Module			
Module: [number]			
Title:			
Purpose: [Include a concise statement describing the reasons for grouping the attached lessons.]			
Remarks:			
Delivery Technique(s):	Hours		
[List the hours for each type of delivery technique.]			

Total Hours (Academic and Administrative):			
[Note: Include the following information for each lesson in this module.]			
Lesson Number/Version	Delivery Technique	Hours	Method of Instruction
Introduction:			
[List the hours and method of instruction for each learning step/activity.]			
Summary:			

Total:			

Figure E-6. POI format, continued

Security Classification:

Lesson Title:

Action Text:

Condition: [optional]

Standard: [optional]

Remarks:

[Note: Include the above information for each training module.]

Mandatory Training Module

Module: [number]

Title:

Purpose: [Include a concise statement describing the reasons for grouping the attached lessons.]

Remarks:

Delivery Technique(s): [List the hours for each type of delivery technique.]	Hours
Total Hours (Academic and Administrative):	

[Note: Include the following information for each lesson in this module.]

Lesson Number/Version	Delivery Technique	Hours	Method of Instruction
Introduction: [List the hours and method of instruction for each learning step/activity.]			
<u>Summary:</u>			
Total:			

Security Classification:

Lesson Title:

Action Text:

Condition: [optional]

Standard: [optional]

Remarks:

[Note: Include the above information for each mandatory training module.]

Figure E-6. POI format, continued

Examination Module			
Module: [number]			
Title:			
Purpose: [Include a concise statement describing the reasons for grouping the attached lessons.]			
Remarks:			
[Note: Include the following information for each lesson that lists "(TE) Test" as the method of instruction.]			
Lesson Number/Version	Delivery Technique	Hours	Method of Instruction
			(TE) Test
Total:			
Security Classification of Exam/Test:			
Lesson Title:			
Action Text:			
Condition: [optional]			
Standard: [optional]			
Remarks:			

[Note: Include the above information for each module containing an exam/test.]			
Individual Task Summary - Lessons			
[Include the following information for each individual task that is taught.]			
Task Number	Title	Lesson Number/Version	
[Note: There may be multiple lessons for the same individual task number.]			
[Note: Section 8, Collective Task Summary, is not required, but can be produced separately for insertion manually by the proponent.]			

Figure E-6. POI format, continued

Ammunition Summary - Lessons							
Live Ammunition:							
[Note: This section is for DODICs designated as "live." Include the following information for each type of live ammunition to be used. See AR 5-13 and TRADOC Regulation 350-8, chapter 2 for more specific guidance.]							
DODIC: [number and name/nomenclature.]							
Lesson Number/Version	Step	Per Student	Student Total	Instructor Total	Support	Total	
Lesson Total:							
DODIC Total:							
Remarks:							
Dummy/Inert Ammunition:							
[Note: This section is for DODICs designated as "dummy" or "inert." Include the following information for each type of dummy/inert ammunition to be used. See AR 5-13 and TRADOC Regulation 350-8, chapter 2 for more specific guidance.]							
DODIC: [number and name/nomenclature.]							
Lesson Number/Version	Step	Per Student	Student Total	Instructor Total	Support	Total	
Lesson Total:							
DODIC Total:							
Remarks:							
Facilities Summary - Lessons							
[Include the following information for each type of facility required for the course/phase. See DA Pamphlet 415-28.]							
Facility ID: [category code]			Unit of measure:				
Nomenclature:							
Lesson Number/Version	Step	Facility Quantity	Student Ratio	Setup Hours	Cleanup Hours	Instruction Hours	Facility Hours
Lesson Total:							
Facility Total:							
[Note 1: When a TLO or an enabling learning objective (ELO) is listed for a step, include the total instruction hours for all of its learning steps/activities. When a learning step/activity is listed for a step, list only the instruction hours for that particular step/activity.]							
[Note 2: For facility hours, include the total hours required to setup, prepare, instruct, cleanup, and vacate.]							
[Note 3: In the Facility ID include Acres (AC)/Firing Points(FP) example: 17801-400 where the 17801 = Facility ID and the 400 = acreage required.) See DA Pam 415-28 for detailed explanations.]							
Remarks:							

Figure E-6. POI format, continued

Equipment Summary - Lessons								
Expendable:								
[Note: Include the following information for each item of expendable equipment to be used.]								
N/FSN (LIN): [N/FSN number (LIN number) and name/nomenclature]								
Lesson Number/Version	Step	Student Ratio	Student Quantity	Instructor Quantity	Other Quantity	Total	OPTEMPO Miles Hours	
Lesson Total:			_____					
N/FSN Total:			_____					
LIN Total:			_____					
[Note: Base the quantities on the equipment: student ratio and the optimum class size of the course/phase.]								
Remarks:								
Non-Expendable:								
[Note: Include the following information for each item of non-expendable equipment to be used.]								
N/FSN (LIN): [N/FSN number (LIN number) and name/nomenclature]								
Lesson Number/Version	Step	Student Ratio	Student Quantity	Instructor Quantity	Other Quantity	Total	OPTEMPO Miles Hours	
Lesson Total:			_____					
N/FSN Total:			_____					
LIN Total:			_____					
[Note: Base the quantities on the equipment: student ratio and the optimum class size of the course/phase.]								
Remarks:								

Figure E-6. POI format, continued

Training Support Equipment - Lessons							
Expendable:							
[Note: Include the following information for each item of expendable training support equipment to be used.]							
N/FSN (LIN): [N/FSN number (LIN number) and name/nomenclature]							
Lesson Number/Version	Step	Student Ratio	Student Quantity	Instructor Quantity	Other Quantity	Total	OPTEMPO Miles Hours
Lesson Total: _____							
N/FSN Total: _____							
LIN Total: _____							
[Note: Base the quantities on the training support equipment: student ratio and the optimum class size of the course/phase.]							
Remarks:							
Non-Expendable:							
[Note: Include the following information for each item of non-expendable training support equipment to be used.]							
N/FSN (LIN): [N/FSN number (LIN number) and name/nomenclature]							
Lesson Number/Version	Step	Student Ratio	Student Quantity	Instructor Quantity	Other Quantity	Total	OPTEMPO Miles Hours
Lesson Total: _____							
N/FSN Total: _____							
LIN Total: _____							
[Note: Base the quantities on the training support equipment: student ratio and the optimum class size of the course/phase.]							
Remarks:							
Support Personnel Summary - Lessons							
[Note: Include the following information for each type of support personnel that is required.]							
Support Personnel type:							
Military personnel classification: [long name]							
School code and long name:							
[Note: Include the following information for each lesson using this type of support personnel.]							
Lesson Number/Version	Student Ratio	Ratio Quantity	Lesson Quantity	Total Students and Support Personnel		Total Man Hours	
Total: _____							
[Note: Base the ratio quantity on the support personnel: student ratio and the optimum class size of the course/phase. The lesson quantity is the number of required support personnel regardless of the ratio or optimum class size.]							

Figure E-6. POI format, continued

Remarks:							
TADSS Summary - Lessons							
Expendable:							
[Note: Include the following information for each type of expendable TADSS to be used.]							
N/FSN: [N/FSN number and name/nomenclature. If there is no N/FSN number, include the training aid ID, part number, or other ID of the TADSS.]							
	Lesson Number/Version	Step	Student Ratio	Student Quantity	Lesson Quantity	Support Quantity	Total Max
	Lesson Max:						
	TADSS Max:						
[Note: Base the student quantity on the TADSS:student ratio and the optimum class size of the course/phase. The lesson quantity is the number of required expendable TADSS regardless of the ratio or optimum class size.]							
Remarks:							
Non-Expendable:							
[Note: Include the following information for each type of non-expendable TADSS to be used.]							
N/FSN: [N/FSN number and name/nomenclature. If there is no N/FSN number, include the training aid ID, part number, or other ID of the TADSS.]							
	Lesson Number/Version	Step	Student Ratio	Student Quantity	Lesson Quantity	Support Quantity	Total Max
	Lesson Max:						
	TADSS Max:						
[Note: Base the student quantity on the TADSS:student ratio and the optimum class size of the course/phase. The lesson quantity is the number of required non-expendable TADSS regardless of the ratio or optimum class size.]							
Remarks:							

Figure E-6. POI format, continued

MFAD Headquarters Validation					
Module: [module number/version] Step	Method of Instruction	Lesson: [lesson number/version and title] Academic Hours	Instructor: Student Ratio	ICH	
Introduction [List the information for each learning step/activity.]					
Summary					
Lesson Subtotal: _____					
MFAD Subtotal: _____					
[Note 1: Include the above information for each lesson.]					
[Note 2: Calculate the ICH by multiplying the number of academic hours by the number of student groups by the number of instructors required per group. Calculate the number of student groups by dividing the optimum number of students to be trained in a group.]					
Introduction ICH	Method of DCS G8	Time of DCSG8 Instruction	DCS G8	Instructor Instruction	ICH
Student	Override	Override	Override	Override	Time of Instruction
{EXAMPLE}	Introduction Tutorial	0.1	0.2	0.1	0.0
Totals-	Academic Hours-	Lesson: DCSG8: Delta:	Lesson: DCSG8:	ICH- Lesson:	1:12
Headquarters Memorandum					
[Include headquarters memorandum here.]					
Memo of Transmittal					
[Include memo of transmittal here.]					
Distributed Learning Questionnaire					
[Include DL questionnaire here, if applicable.]					
[Note: Section 19, Lesson Sequence, is not required, but can be produced separately for insertion manually by the proponent.]					
Sequence	Lesson / Version	Module / Version	Lesson Title		

Figure E-6. POI format, continued

Appendix F
Checklists

The following checklists provide guidance and information for use during development of TRAS products.

F-1. ITP checklist

Table F-1 identifies critical points in the production of ITPs.

Table F-1
ITP checklist

Verify that each action meets the following requirements:	YES	NO
1. References:		
a. Are there any references included?		
b. If references are included, do these documents drive training requirements? <i>Note: Do not use learning products (for example, CAD, POI, FMs, TMs).</i>		
2. Training requirement:		
a. Does this paragraph include concise statements?		
b. Have you listed one or more of the five reasons for change?		
(1) Introduction of new systems.		
(2) Change of doctrine.		
(3) Change of training strategy.		
(4) Field performance discrepancies. (Reference in paragraph 1 or attached as an enclosure to ITP).		
(5) MOS/CMF/organizational restructure.		
3. Training concept:		
a. Have you made concise statements?		
b. Did you include a general strategy (flexible)?		
c. Have you created paragraphs by SL?		
(1) By resident (officers, MOS level), mobilization if applicable?		
(2) By non-resident (DL)?		
(a) Sustainment training? (Mobilization level if proficiency of tasks learned).		
(b) Cross-training?		
(c) Integration training? (Bring people up to required level; for example, 70% taught in school, the remainder in the unit).		

Table F-1
ITP checklist, continued

Verify that each action meets the following requirements:	YES	NO
d. Functional courses (if applicable)?		
e. Merger training (if applicable)?		
f. Reclassification training?		
g. Transition (net if applicable)?		
h. ASI training?		
4. Training deleted (if applicable)? <i>Note:</i> Narrative should include impacts on USAR/ARNG (for example, displaced equipment).		
5. Milestone schedule (major revision):		
a. Did you include training development dates for resident training?		
b. Was developer and instructor/facilitator resource information included?		
c. New systems?		
d. Have you concentrated on out years?		
6. Alternative if resources are not provided:		
a. Did you list training alternatives?		
b. Develop decrement list/priority list?		
c. Did you keep your alternatives within perspective (for example, "no gold plate"—should be real life)?		
d. Did you consider the relationship in priority of all courses contained in the ITP?		
7. Resource narrative:		
a. Did you focus on plus up; what is needed above current level of support?		
b. Did you consider all resources:		
(1) Money — (contract training, TDY, recurring unfunded requirements)?		
(2) Manpower — instructor/facilitator, developer, mobile training teams?		
(3) That is not available in current TDA?		
(4) Ammunition above what is forecasted?		
(5) Facilities?		
Acronym key: CMF = career management field FM = field manual TM = technical manual		

F-2. POI checklist

The checklist in table F-2 identifies critical points in the POI production process. Describe the course implementation plan by providing the following information.

**Table F-2
POI checklist**

POI checklist items	YES	NO
1. Is the information provided in a clear and concise manner?		
2. Has the document been staffed with a subject matter or technical expert to ensure the validity of its content?		
3. Has the document been staffed with an instructional systems specialist/subject matter expert (SME) to ensure the educational value of the way the information is presented?		
a. Is the material consistent with the design concept?		
b. Are appropriate TLOs and ELOs adequately covered?		
c. Is the sequencing effective?		
4. Has the document been staffed with environmental coordinator to ensure:		
a. Environmental considerations identified during task analysis are incorporated into the training materials?		
b. Environmental compliance requirements have been met?		
5. Has the document staffed with the safety manager to ensure safety considerations have been integrated into all training products?		
6. Is the document written at the appropriate reading level for the target audience?		
7. Has the document been validated on a portion of the target population?		
8. Has the document been approved for use?		
9. Is there appropriate audit trail documentation?		
10. Does the POI track with the job analysis, individual critical task analysis, and course design?		
11. Was the POI reviewed by:		
a. Training departments SMEs (includes USAR and NGB)?		
b. By Directorate of Training and Doctrine (DOTD) or equivalent?		
c. By the training brigade/battalion?		
d. By the anticipated training locations (if other than proponent location)?		
12. Is there a TRADOC approval for variations from the approved instructor contact hours authorizations?		

Glossary

Section I

Abbreviations

AA	Active Army
ACOM	Army command
ADDIE	analysis, design, development, implementation, and evaluation
ADT	active duty for training
ALMS	Army Learning Management System
AMSCO	Army management structure codes
AOC	area of concentration
AR	Army regulation
ARNG	Army National Guard
ARPRINT	Army Program for Individual Training
ASI	additional skill identifier
ATRRS	Army Training Requirements and Resources System
ATSC	Army Training Support Center
ATTN	attention
AWT	Army warrior training
BOIP	basis of issue plan
CAC	Combined Arms Center
CAD	course administrative data
CASCOM	Combined Arms Support Command
CATS	combined arms training strategy(ies)
CES	Civilian Education System
CLIW	course length in weeks
CLTM	Course Level Training Model
CoC	council of colonels
CoE	center of excellence
CRMS	course revision milestone schedule
DA Pam	DA pamphlet
DA	Department of the Army
DCG, IMT	Deputy Commanding General, Initial Military Training
DCS	Deputy Chief of Staff
DD	Department of Defense (forms)
DETP	displaced equipment training plan
DL	distributed learning
DODIC	Department of Defense identification code
DOTMLPF	doctrine, organization, training, materiel, leadership and education, personnel, and facilities
DOW	description of work
DSTE	Direct Support to the Training Event
DTF	digital training facility
EA	executive agent

ETV	estimated time value
FA	functional area
FMS	Force Management System
FUE	first unit equipped
FY	fiscal year
G-1	Personnel and Logistics
G-3/5/7	Operations, Plans, and Training
G-8	Resource Management
GOSC	General Officer Steering Committee
HQ	headquarters
HQDA	Headquarters, Department of the Army
HRC	Human Resources Command
IAW	in accordance with
ICH	instructor contact hours
ID	identification
IDT	inactive duty training
IET	initial entry training
IMS	ITP milestone schedule
IMT	initial military training
INSTAL CDR	installation commander
IRR	individual ready reserve
ISR	instructor-to-student ratio
ITP	individual training plan
ITRM	Institutional Training Resource Model
ITRO	Interservice Training Review Organization
LIN	line item number
MANPRINT	manpower and personnel integration
MCA	military construction, Army
MDEP	management decision package
MFAD	Manpower and Force Analysis Directorate
MOBPOI	mobilization program of instruction
MOS	military occupational specialty
MOT	memorandum of transmittal
MTOE	modified table of organization and equipment
MTSA	military training specific allotment
MTSS	Military Training Service Support
NCO	noncommissioned officer
NCOA	NCO Academy
NCOES	NCO Education System
NETP	new equipment training plan
NGB	National Guard Bureau
OES	Officer Education System
OMA	operations and maintenance, Army
OPA	other procurement, Army
OPTEMPO	operating tempo
OSD	Office of the Secretary of Defense

PCS	permanent change of station
PE	practical exercise
POC	point of contact
POI	program of instruction
POM	program objective memorandum
PPBES	planning, programming, budgeting, and execution system
PRT	physical readiness training
QC	quality control
QTY REQ	quantity required
QTY	quantity
RC	Reserve Component
RCTI	Reserve Component Training Institution
ROTC	Reserve Officers' Training Corps
SI	skill identifier
SL	skill level
SMDR	structure manning decision review
SQI	skill qualification identifier
STRAP	system training plan
TACITS	Total Army Centralized Individual Training Solicitation
TADSS	training aids, devices, simulators, and simulations
TAM	Training Ammunition Manager
TAMS	Training Ammunition Management System
TASS	Total Army School System
TATS	The Army Training System
TDA	table of distribution and allowances
TDY	temporary duty
TLO	terminal learning objective
TOMA	Training Operations Management Activity
TP	TRADOC pamphlet
TR	TRADOC regulation
TRADOC	U.S. Army Training and Doctrine Command
TRAP	Training Resource Arbitration Panel
TRAS	Training Requirements Analysis System
TRM	TRADOC review of manpower
TRMIS	Training Resource Management Information System
TTHS	trainees, transients, holdees, and students
UFR	unfunded requirement
USAR	U.S. Army Reserve
USARC	U.S. Army Reserve Command
VTT	video teletraining
WEBFLIS	Web Federal Logistics Information Service
WOES	Warrant Officer Education System

Section II

Terms

Analysis, Design, Development, Evaluation, and Implementation (ADDIE)

The process used for developing Army learning products.

Army Learning Management System (ALMS)

Is a Web-based information system that delivers training to Soldiers, manages training information, provides training collaboration, scheduling, and career planning capabilities in both resident and non-resident training environments.

Army management structure

Provides a management language based on congressional appropriations. It relates program dollars and manpower to a standard classification of activities and functions per DFAS-IN Manual 37-100-XX (where XX stands for the current FY, for example 11 or 12).

Army program for individual training (ARPRINT)

The mission and resourcing document for the training base as well as the Army in terms of recruitment and professional development education. The ARPRINT identifies, by FY, projected individual training and education requirements for established courses and for task-based instruction requiring new courses. Based on identified training and education requirements, subsequent actions are taken to provide resources to train the required number of Soldiers. The desired flow of Soldiers into the schools and training centers aids in development of class schedules to support the ARPRINT for each course. The class schedules are entered into ATRRS.

Army training requirements and resources system (ATRRS)

A DA centralized management database that supports the HRC by providing accurate information for individual training and education conducted for Army personnel. ATRRS is the key system used as the basis to develop resource requirements for the conduct of individual training and education. TRAS documents provide data inputs into the ATRRS. ATRRS is the system of record for managing individual training and education for Soldiers, Army civilians, and others attending Army quota managed courses and self-directed DL. See AR 350-10 for more information on ATRRS.

Combined arms training strategy (CATS)

There are two types of CATS: those that are TOE-based and unique to unit type (Unit CATS), and those that address a functional capability common to multiple units and echelons (Function CATS).

a. Unit CATS. Unit CATS are TOE-based and unique to a unit type. Unit CATS development considers organizational structure, higher headquarters specific unit task list, Mission Essential Task List, and current and emerging doctrine to organize the unit's collective tasks in an Army force generation -supporting strategy that provides a path for achieving task proficiency. Unit CATS consists of a menu of task selections that provides unit commanders a base strategy to prepare training plans. Unit CATS integrate functions required for readiness reporting as well as support the Army Force Generation phases. Unit CATS estimates resource

requirements to support event-driven training, and provides commanders with a method to train all tasks. Unit CATS provides commanders with tools to plan, prepare for, and evaluate unit training.

b. **Function CATS.** Function CATS supplements Unit CATS. It may support functions that are not unique to a specific unit type, or it may support training of warfighting functions or missions that support operational themes. Two examples of Function CATS are Sustainment and Protection. Function CATS contains most of the same data elements as Unit CATS.

Course administrative data (CAD)

A resident course document that provides critical planning information used to determine student input requirements for new and revised courses.

Course Level Training Model (CLTM)

Is an interface, on-line transactions model that enables Program of Instruction (POI)-based pricing. CLTM dovetails with the Army's training development processes and is systemically linked to the Army System Approach to Training (ASAT) model that provides the type and usage of ammunition, equipment, facilities, training aids and devices, and other relevant POI information.

Distributed Learning (DL)

A means to leverage proven training design principles and technology and deliver structured progressive and sequential training anytime, anyplace.

Individual training plan (ITP)

A document prepared for each enlisted MOS, warrant officer MOS, commissioned officer specialty code, or separate functional training program that describes the overall plan to satisfy training and educational requirements for an individual's entire career.

Individual training resource model (ITRM)

Used for calculating and costing institutional training and education requirements. Applying the ITRM links individual training and education requirements to training and education resource requirements by identifying OPTEMPO funding and life-cycle data of equipment required to teach the course as documented in the POI. Additionally, this model assists with integrating the training and education development manpower requirements with PPBES.

Long-range planning and management process

Initial training strategy or changes to an approved training strategy that will become effective in the first POM year or later.

Management decision package (MDEP)

Describes a particular organization, program, or function and records the resources associated with the intended output. An individual MDEP applies uniquely to one of the following six management areas for the AA, USAR, or ARNGX: mission of MTOE units; missions of TDA units and Army-wide standard functions; missions of standard installation organizations; acquisition, fielding, and sustainment of weapon and information systems; special visibility programs; and short-term projects.

Manpower and Personnel Integration (MANPRINT)

The Army's MANPRINT Program focuses on the integration of human considerations into the system acquisition process to enhance soldier-system design, reduce life cycle ownership costs, and optimize total system performance. MANPRINT accomplishes this by ensuring that the "human" is fully and continuously considered as part of the total system in the development and/or acquisition of all systems. Human performance is a key factor in "total system

performance," and enhancements to human performance will correlate directly to enhanced total system performance and help reduce life cycle ownership costs. See AR 602-2 for more information on MANPRINT.

Military training specific allotment (MTSA)

The MTSA was established with the discontinuation of the military training open allotment. MTSA funds travel and per diem for Soldiers taking HQDA directed military training courses, to include:

- a. TDY travel and per diem to and from schools, and per diem while attending training.
- b. TDY travel and per diem for individuals attending training in conjunction with permanent change of station who elect to perform the directed training TDY and return to the old duty station prior to traveling to the new duty station, or elect to travel to the new duty station before performing the required TDY training within 10 days (less medical).

Operating tempo (OPTEMPO)

The rate at which a single system is projected to be reasonably used for training in a single iteration of a designated course. Rates are expressed in miles, hours, or systems. Direct OPTEMPO costs are based on POI pricing which will include ammunition, equipment, facilities, and manpower. Indirect OPTEMPO includes travel, contracts, supplies, and equipment.

Program of instruction (POI)

A POI is a requirements document that covers a course/phase. It provides a general description of the course content, the duration of instruction, the methods of instruction, and the delivery techniques. It also lists resources required to conduct peacetime and mobilization training.

Proponent training and education development plan

The proponent's internal living document that includes all requirements (resourced and unresourced). If a new training/educational requirement is identified or an existing one is changed, the proponent training and education development plan must be adjusted. The proponent training and education development plan is a roll-up of the requirements outlined in the proponent training and education development project management plan. It is a long-range document covering multiple years and provides data to various resource, budget, and manpower reports such as the strategic management system, POM, and command operating budget.

Short range planning and management process

Initial training strategy or changes to an approved training strategy that will become effective in the execution or budget year.

Structure manning decision review (SMDR)

The process by which the Army establishes training and education requirements for the first and second POM years and reconciles those requirements to an affordable, acceptable, and executable training and education program, which is published using the ARPRINT. The purpose of the SMDR is to reach a consensus within the Army for the institutional training and education program two years out and reconcile any major changes for the upcoming budget year. The Army G-1 and G-3 conduct the SMDR annually in the September/October timeframe.

System MANPRINT Management Plan (SMMP) Terminal

A managerial tool to facilitate planning, organizing, and managing MANPRINT activities. See AR 602-2 for more information on SMMP.

Terminal learning objective (TLO)

The main objective of a lesson. It is the performance required of the student to demonstrate competency in the material being taught. A TLO describes exactly what the student must be capable of performing under the stated conditions to the prescribed standard on lesson completion. There is only one TLO per lesson regardless of delivery technique or instructional method, and it has only one verb. The TLO may cover one critical task, part of a critical task (for example, a skill or knowledge), or more than one critical task. The TLO may be identical to the critical task being taught, or there may be a disparity between them. Where there is a disparity, it is the TLO standard that the student must achieve to demonstrate competency for course completion.

The Army centralized individual training solicitations (TACITS)

The solicitation of U.S. military, civilian, and foreign service personnel to attend TRADOC or other training and education commands. This is accomplished via the TACITS survey subsystem of ATRRS. The HRC distributes the TACITS survey annually with the primary individual training and education solicitation surveys distributed in March each year. This solicitation includes all courses for which the training and education requirement is determined by solicitation (normally functional courses) that are attended by DA personnel regardless of the training and education provider; or all courses conducted by the Army that are attended by other than Army personnel.

Training ammunition management system (TAMS)

System to help achieve a fully trained and ready force by managing Army weapons training programs and training ammunition resources to execute them that involves requirements, authorization, distribution of assets, execution management, and programming.

Training Requirements Analysis System (TRAS)

TRAS integrates the training development process with programming, planning, budgeting, and execution system (PPBES) by documenting training strategies, courses, and related resource requirements. The TRAS integrates external resource acquisition systems for students, instructors, equipment and devices, ammunition, dollars, and facilities with the training development and implementation process. TRAS documents enable Army training institutions to plan and support the development and implementation of individual training courses.

Training resource arbitration panel (TRAP)

One process the Army uses to adjust the execution and budget year institutional training and education requirements including personnel, equipment, facility, and dollar resources. The TRAP is separated by AA/DoD school systems and Reserve Component schools.

Training Resource Management Information System (TRMIS)

Program that allows the cost and workload results from ITRM, training resource model, and the flying hour program to be available at the lowest level of detail for cost and workload analyses.

TRADOC review of manpower (TRM)

An annual process where TRADOC schools submit manpower requirements. TRADOC staff validates and recognizes these requirements, and available manpower is allocated to meet TRADOC priorities.

Section III

Special Abbreviations and Terms

This section contains no entries.

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