

**Mission Need Statement
For
Total Army Distance Learning Program/Distributed Training Technology Project
(TADLP/DTTP)**

1. Defense Planning Guidance Element

1.1 The major sections of the Defense Planning Guidance to which this need responds are:

- Part I, Strategy, The U.S. Defense Strategy, The Defense Strategy Exploit the Revolution in Military Affairs. Specifically “leveraging the information revolution and harnessing new technologies to give U.S. forces greater military capabilities through advanced education (and) training...”
- Part I, Strategy, The U.S. Defense Strategy, and Characteristics of a Full Spectrum Force, Critical Enablers. Specifically “Quality people, superbly trained and led”
- Part I, Strategy, The U.S. Defense Strategy, and Characteristics of a Full Spectrum Force, Critical Enablers. Specifically “Reliable and sustainable global communications”
- Part II, GUIDANCE, Prepare: A Transformation Strategy, Joint Vision 2010, Framework. Specifically...JV 2010 operational capabilities...and the right mix of...training and education.

1.2 Each of the Services is developing some form of distance learning capability. The Army is in contact and continues to coordinate with each where there are common objectives. Coordination within the Army (Training and Doctrine Command (TRADOC), Army National Guard, and the US Army Reserve) is especially close. This coordination includes interoperability of architecture, classroom location, and the potential for shared use of resources.

1.3 The Principal Staff Assistant (PSA) for this mission area is the Under Secretary of Defense For Personnel and Readiness (USD (P&R)). Within the Department of the Army, the cognizant authority is the Director of Information Systems for Command, Control, Communications, and Computers (DISC4). Each of these authorities has prescribed distance learning as the appropriate approach for the future. The Deputy Chief of Staff for Operations and Plans (HQDA) serves as the Army Staff proponent for TADLP/DTTP.

2. Mission and Threat Analyses

2.1 Coordination with the Joint Staff (J-6) confirms that threat analysis is not applicable to the identified information delivery need.

2.2 Traditional Army instruction is conducted in residence, either classroom- or equipment-intensive, with the emphasis on student-to-instructor interface. The teacher controls the education process in this traditional approach with a specific group of students,

standardized training materials, and a defined space and time. This educational approach is focused on the instructor within the classroom, classroom resources, and the activities that occur within that environment.

- 2.3 All soldiers and Department of the Army civilians may be required to delay or suspend a considerable portion of their professional training for mission requirements. RC personnel must also consider responsibilities of their other reserve activities and of their civilian vocations. Compounding the problem is the significant reduction of funding for the limited number of quotas available for resident instruction and availability of RC personnel for extended periods of resident instruction at Military Occupational Specialty (MOS) producing/sustaining schools. For resident instruction, unless offered alternative means of acquiring military skills, the RC soldier will not be able to maintain MOS qualification (MOSQ) - a critical readiness measure.
- 2.4 Emerging technologies are providing the opportunity to change from dependence on synchronous, instructor-centered instruction in centralized, fixed classrooms to more asynchronous, student-centered learning delivered at the students' locations and schedules. The means for doing this is to distribute technology for instruction wherein the instructor and students are geographically separated and rely on electronic transmission, storage, delivery, and assessment. Distribution of training technology is dependent upon the establishment of an operational architecture, which includes an electronic network connecting local, automated classrooms that support web based delivery. All distributed training provided via electronic delivery, multi-media or army correspondence will meet the academic standards of the resident course option and considered as equivalent in every respect for all Army components. There will be no distinction or differentiation on course completion documents or diplomas.
- 2.5 This MNS combines the requirements of the Total Army Distance Learning Program (TADLP), the Distributed Training Technology Project (DTTP), and Reserve Education and Learning (REAL). The Executive Agent for TADLP is CG, TRADOC. The Chief, National Guard Bureau (CNGB), is the Executive Agent for DTTP. The Chief, Army Reserve is the Executive Agent for REAL. TADLP has The following objectives:

Improve readiness by providing greater access to military training and education. This includes MOS training, functional courses, officer and noncommissioned officer professional development and education, and distributed simulations and exercises. In addition, emerging training missions within the Reserve Components include training to support disaster relief operations, Homeland Defense, facilitating training for civilian first responders to weapons of mass destruction (WMD) incidents, counterdrug operations, and Partnership for Peace.

Use existing networks, insure interoperability and provide for the implementation of shared usage when feasible.

There are also component unique professional development requirements distributed through the National Guard Professional Education Center (PEC) and the Army Reserve Readiness and Training Center (ARRTC). Interoperability of these centers with the TADLP is required.

2.6 Current training system.

Training for soldiers and DA civilians is delivered through several methods:

- Resident training at TRADOC proponent schools.
- Regional training at Army National Guard (ARNG) Total Army School System (TASS) Training Battalions (formerly called State Military Academies).
- Regional training at United States Army Reserve (USAR) TASS Training Battalions (formerly called Training Divisions-Institutional Training).
- Resident training at ARNG and USAR Education Centers, e.g., PEC and ARRTC.
- Army correspondence courses.

Except for correspondence courses, each of these avenues is heavily reliant on the availability of certified instructors, traditional classrooms and formal lesson plans. Little attention is given to emerging technologies, which can alleviate the dependency of the students and instructors on mutual availability at a specific time in a specified location.

DL will allow greater numbers of RC students to remain at their respective units for the already limited time available for training of RC soldiers. e.g. 38 days/48 drills-2 weeks Annual Training.

2.7 Deficiencies in the current training system.

- TRADOC has determined that MOS training, for which it has primary responsibility, will be delivered increasingly by distance learning. The conversion of courseware from traditional configurations to distributed training is already under way. Training facilities, AC and RC, must be modified to receive and deliver this new courseware to/from any other DL site.
- Required reductions in the end strengths of the Active and Reserve Components will continue to lead to significant changes in force structure. The Total Army will rely on smaller, smarter, and more agile formations with greater reliance on RC mobilization than in the past. Force structure changes will increase training requirements as more soldiers require training in their new occupational specialties. Finally, emerging non-traditional mission areas will further expand requirements for training in unique, highly specialized and sensitive skills.
- Continued reliance on traditional classroom-based, resident instruction for soldiers and DA civilians would also require additional classrooms and billets as well as the funds to sustain them.
- Increasingly constrained funds for travel, facilities upgrades and new construction, coupled with already limited time available for soldiers to spend in training, will make the costs of traditional training methods prohibitive.

2.8 Impact of training system deficiencies on readiness.

Continued reliance on current training methods in an environment characterized by expanding requirements and diminishing resources will steadily drive MOS qualification

levels downward. Readiness of the Total Army will be at risk. This will be an unacceptable consequence, given the Army's dependence on timely deployment/mobilization of trained, ready units particularly from the RC..

3. **Nonmaterial Alternatives**

Potential nonmateriel solutions in doctrine and training have already been addressed by the Total Army Distance Learning Program (TADLP) with on-going changes to delivery technology and courseware. Planned changes include delivery of training through distributed technology. Further nonmateriel solutions are inadequate because they do not address deficiencies in the delivery of training. Changes in leadership, organization, and soldiers will not provide the local access to training, interoperability and standardization that is required to achieve efficient, effective and meaningful training .

The need is to deliver the right training to the soldier and DA civilian at the right time and the right place. The means to deliver this training are an electronic network and distributed classrooms, each is a material item not readily available from current Army infrastructure, other DOD components, other government agencies, or the private sector.

4. **Potential Materiel Alternatives**

4.1 Existing and proposed systems that might be used by the total Army include:

- The Total Army Distance Learning Program (TADLP).
- Distributed Training Technology Project (DTTP).
- Reserve Education and Learning (REAL).
- The Satellite Education Network (SEN).
- The Air National Guard Network (Warrior Net).
- Other publicly available networks and training delivery systems.

4.2 TADLP/DTTP has the objective of joining, partnering, or using existing networks wherever a compatible capability is available. Inter-service cooperation must continue among all military services.

4.3 The existing and programmed technical capabilities of TADLP/DTTP must provide local access to training for at least 95% of the Total Force to include members of the Individual Ready Reserve (IRR).

5. **Constraints.**

5.1 Constraints on the delivery of information and distance training are the availability of communications bandwidth and the availability of appropriate facilities for classrooms. The design must accommodate geographical areas with little available bandwidth and fit into many different facilities with the expectation that some physical modifications may be necessary. Such modifications must be kept to absolute minimum and have a direct bearing to academic progress and successful course completion.

- 5.2 Personnel will be required as site managers and instructors. The availability of military and civilian personnel is a constraint. Military personnel (AC or RC) may be made available for this duty.
- 5.3 Training constraints include the need for site managers to be trained in both the technology and in business operations; the need for subject matter experts to be trained to properly conduct distance learning as instructors; and the availability of training time, courseware, and training locations.
- 5.4 Information assurance requirements are constraints. The network and classrooms will require access to sensitive, but unclassified (SBU) information and satisfy C2 or higher security requirements.
- 5.5 Interoperability requirements, interfaces to existing training and personnel information systems, and Joint Technical Architecture-Army and Defense Information Infrastructure Common Operating Environment standards will constrain any technical solution.
- 5.6 Initially there will be large Training Development costs incurred by the TRADOC proponent schools and RC unique courseware developers in the conversion of existing courseware to DL formats. TRADOC schools are encouraged to maximize the training development expertise that resides in the RC (PEC, MIMIC, ARRTC, DivITS, etc.). Training and training support are major CORE competencies of the ARNG and USAR.

6.0 Joint Potential Designator

This is a Total Army program, therefore joint management is inappropriate for TADLP/DTTP. However, the Army is cooperating with components of the Air Force and the Navy and has every expectation of use by the active and reserve components of multiple services. Therefore, this is a Joint Interest program.