



REPLY TO  
ATTENTION OF

**DEPARTMENT OF THE ARMY**  
UNITED STATES ARMY COMBINED ARMS SUPPORT COMMAND  
2221 ADAMS AVENUE  
FORT LEE, VIRGINIA 23801-2102

CASCOM Policy No. 14-03

19 NOV 2014

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MEMORANDUM FOR SEE DISTRIBUTION

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1. References.

- a. TRADOC Regulation (TR) 350-18, The Army School System (TASS), 21 July 2010
- b. Army Regulation (AR) 5-22, The Army Force Modernization Proponent System, 6 February 2009
- c. Army Regulation 350-1, Army Training and Leader Development, 18 December 2009
- d. TRADOC Regulation 10-5-5, United States Army Combined Arms Support Center and Sustainment Center of Excellence, 10 Sep 10
- e. TRADOC Pamphlet (TP) 525-8-2, The Army Learning Concept 2015, 6 June 2011
- f. TRADOC Regulation 350-70, Army Learning Policy and Systems, 6 December 2011
- g. TRADOC Pamphlet 350-70-1, Training Development in Support of the Operational Domain, 12 February 2012
- h. TRADOC Pamphlet 350-70-16, Army Training and Education Proponents, 6 December 2011
- i. CASCOM Collective Training Development SOP, 1 June 2012

2. Purpose. To create an effective and efficient integration of training development (TD) functions within the Combined Arms Support Command (CASCOM) by delineating responsibilities. The policy specifies how CASCOM G-3/5/7 partners with schools, proponents and the Force Modernization process to prioritize work, develop training products and keep leadership informed.

3. Applicability. This policy applies to the CASCOM G-3/5/7, Ordnance, Quartermaster and Transportation Schools, Army Logistics University (ALU) and other institutions where CASCOM proponent courses are conducted. This policy does not apply to the Soldier Support Institute, nor to other courses that fall outside of CASCOM G-3/5/7

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Training Development Directorate's (TDD) scope, such as those conducted at Fort Sill or Fort Gordon.

#### 4. Responsibility.

a. CASCOM G-3/5/7 is the lead agent for the application of training development, providing staff management of the training development process in support of all schools and proponents within the U.S. Army Sustainment Center of Excellence (SCoE). It holistically integrates programs, processes, initiatives and priorities for the Force Modernization proponent, Commander, CASCOM and SCoE.

b. CASCOM G-3/5/7 Training Development Director develops supplemental TR 350-70 guidance to the CASCOM training development community on needs analysis metrics, point of need analysis, learning methods and training technology integration. It also coordinates training development within and among the Active, Guard and Reserve Components to ensure Active Component-Reserve Component (AC-RC) equivalency in accordance with TR 350-18. Assists Capabilities Development Integration (CDI) with Doctrine, Organization, Training, Materiel, Leadership and Education, Personnel and Facility (DOTMLPF) assessments of identified gaps and assists with risk assessments for validation of proposed training solutions.

(1) The Individual TD divisions support Ordnance, Quartermaster, and Transportation Corps and conduct training development tasks in accordance with TR 350-70 and associated pamphlets with the support of subject matter experts from the proponent and school including ALU. The TDD does not provide TD support for multifunctional logistics courses or the courses executed by the College of Professional and Continuing Education within ALU.

(2) The Chief, Training Technology Division is the command's Chief Learning Innovation Officer (CLIO). The CLIO directs, tracks, and manages actions to initiate and sustain CASCOM's learning system adaptation. The CLIO will establish methods to facilitate initiation of command-wide pilot programs, coordinate their learning effectiveness, return-on-investment and create an underlying support structure committed to continuous adaptation of CASCOM's learning system. As CLIO, the director involves the schools (including ALU) in developing and executing any command-wide programs.

(3) Training Technology Division (TTD) conducts in house development and manages contracted development of courseware using delivery methods within the scope of the TRADOC Capability Manager (TCM)-The Army Distributed Learning Program (TADLP). This includes courseware and training products for delivery via web-based, computer-based and/or mobile technologies. TTD will coordinate pilots of new learning delivery methods, create in-house learning technology solutions, coordinate for the contracting of development in support of assigned schools and research the feasibility of suggested technology applications.

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(4) The Chief Learning Innovations Officer, with input from the schools, will prioritize workload for TTD.

c. CASCOM G-3/5/7 Training and Doctrine Integration Directorate

(1) Systems Integration Division (SID). SID acts as the bridge between Capabilities Development and Training Development.

(a) SID represents training development on the proponent's capability development integrated product team. They update and refine training development input throughout the Joint Capabilities Integration & Development System (JCIDS) process.

(b) SID develops the Systems Training Plan (STRAP) in support of new equipment acquired through the JCIDS process.

(c) SID reviews and validates new equipment training (NET) packages and technical manuals before forwarding to TD for use in development of Instructor/Key Personnel training and the conduct of a critical task and site selection board (CTSSB).

(d) SID is the lead for training requirements arising from the integration of new equipment through the JCIDS process and responsible to work with the acquisition workforce within JCIDS to ensure that training for new and existing systems is adequate.

(2) The Collective Training Development Division (CTDD) is CASCOM's agent for collective training of operational logistics units. It represents the CASCOM Commander in forums with TRADOC, FORSCOM, USARC and the ARNG. CTDD performs as the proponents' and command's designated action office on all matters relating to collective training of operational logistics units.

d. Commandants/Directors of Training establish priorities, oversee the execution of training, identify and validate training solutions and approve Training Resource Analysis System (TRAS) documents (including POI) and Critical Task Lists (CTL). Proponents approve and maintain task lists, assessing triggers to direct and chair a CTSSB with direct support from CASCOM G3/5/7 TDD, CDID, and Directorate of Lessons Learned and Quality Assurance (DL2QA). Commandants will establish and conduct Institutional Training Management Boards (ITMB) to review proposals for major changes in POI or delivery methods (See paragraph 6e, below.)

e. Functional Proponents: Maintain situational awareness on the overall strategy for career fields. They identify mastery requirements (career continua) to occur both within and outside of the institutional schoolhouse and, in concert with the training development team, determine point of need for training in support of the overall career development timelines and requirements IAW TP 525-8-2.

f. Schools, including ALU, are responsible for implementing the instruction created by training development and subject matter experts on behalf of the proponent. Because schools are the face of training development to the Soldier, they are uniquely situated to identify improvements to, as well as control quality in, delivery and content. They do this through the process outlined in paragraph 5, below.

g. Directorate of Lessons Learned and Quality Assurance (DL2QA) provides an independent and unbiased assessment of training development products in accordance with the annual Master Evaluation Plan. DL2QA assists TD in job analysis by developing and deploying surveys to ensure feedback from the operational force is considered in the development and maintenance of the Critical Task List. DL2QA assists schools in ensuring quality execution of training and execution matches the content in developed materials. DL2QA will help guide ALM implementation by developing assessments of learning effectiveness to ensure delivery methods result in desired outcomes in operational units. Progress on the MEP and course assessment trends is briefed quarterly to the proponents in coordination with TD.

5. Training Requirements Identification. There are two avenues through which the need for new courses or updating of current training products may enter CASCOM's mission architecture:

a. Formal Training Development Identification Process. Capability developers, within the framework of the JCIDS, conduct DOTMLPF analysis to identify methods of bridging identified capability gaps. DOTMLPF analysis can affect training in two primary ways: (1) Recommending new equipment through an Initial Capabilities Document (ICD), which will require a Systems Training Plan (STRAP) and (2) Recommending changes to existing doctrine or training through DOTMLPF Change Recommendations/DOTMLPF Integrated Change Recommendations (DCR/DICR). CASCOM's Capabilities Integration & Development Directorate (CDID) has the lead for writing concepts, performing analysis and experimentation, recommending solution sets, directing new capability development or finding solutions to existing gaps in capability. Training Developers review suggested solution sets validating the training solutions and assist in the risk analysis and prioritization of training related solutions. This process serves as the formal needs analysis process that drives the total task inventory, CTSSB, CTL identification and training development processes and priorities.

b. Directed Training Development Identification Process. There are two primary drivers to directed training development needs: Proponent initiated and those directed by strategy (Army, ALDS, DCG-IMT, TRADOC, etc). The link between these requirements and the formal gap analysis process often is not clear. These training requirements are difficult to prioritize and may require additional work to clarify the problem and ensure training solutions will adequately address the situation. The ITMB process (6.e, below) addresses this required analysis and results in Commandant approval of the proposed training solution.

6. Policy.

a. Training and Education Development requires close coordination between all involved parties. Within CASCOM, the relationship between schools and CASCOM staff elements varies depending on the type of training or education being developed. The following table illustrates those relationships.

TNG / EDU Level	Category	Develops Training	TDC Input	POI Approval	POI Execution
AIT	Technical (Branch)	TD	TD	Commandant	Proponent School
	Mandatory	TRADOC	TD	Commandant	Proponent School
ALC / SLC	Technical (Branch)	TD	TD	Commandant	ALU (NCOA)
	Mandatory	TRADOC	TD	Commandant	ALU (NCOA)
	Proponent CMDT Directed	TD/NCOA	TD	Commandant	ALU (NCOA)
WOBC/WOAC	Technical (Branch)	TD	TD	Commandant	ALU (TLC)
	TRADOC Common Core	TRADOC DCG IMT	TD	Commandant	ALU (TLC)
	CASCOM Directed/Non-Technical	Group	TD	Commandant	ALU (TLC)
BOLC (LTs)	Technical (Branch)	TD	TD	Commandant	ALU (LLC)
	TRADOC Common Core/Mandatory	TRADOC DCG IMT	TD	Commandant	ALU (LLC)
CCC/LOG-C3 (CPTs)	TRADOC Common Core	CAC: School of Advanced Leadership & Tactics (SALT)	ALU	President	ALU (LLC)
	Technical & Multi-functional	ALU	ALU	President	ALU (LLC)

Table 1 Training Development Relationships

(1) Requests for training development products will flow from the schools, including ALU, to the Chief of the individual training development division, as indicated by the subject matter proponenty.

(2) Requests for development of training technology support will flow from the schools, including ALU, to the Chief, Training Technology Division who will coordinate development with the individual training development divisions, as indicated by the subject matter proponenty.

b. ALU is the CASCOM lead for BOLC common core. They will coordinate and synchronize technical common core subjects in close coordination with individual CASCOM G-3/5/7 TD divisions and consolidate input to the common core.

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c. The Commandants and CG, under a memorandum of agreement between ALU Logistics Leadership College and the Quartermaster, Ordnance and Transportation Schools, the logistics and common core portions of the Logistics Captains' Career Course (LOG-C3) will be combined into a single POI. This single POI will share a common goal of preparing logistics captains to effectively command company sized units and perform as staff officers in a battalion or higher level unit.

(1) LOG-C3 will be administered by the Captains Career Training Department (CCTD), ALU. CCTD will perform all TD functions required to support the curriculum for Quartermaster, Ordnance and Transportation.

(2) CCTD will be responsible for POI management and submission to TRADOC for approval. This POI will be approved by each proponent of this agreement, or their designated representative prior to submission to TRADOC.

(3) CASCOM G-3/5/7 individual training development divisions will support ALU in the administration and conduct of CTSSB, as needed.

d. Establishing the Continuously Adaptive Learning Model

(1) CASCOM training will be developed to make full use of the continuous adaptive learning model as described in TP 525-8-2. This model creates a continuously accessible, learner-centric environment that provides learning at the point of need in the learner's career. Career continua will drive how the learning environment is shaped to attain introductory, intermediate certifications and mastery of skills.

(2) Learning Innovation Steering Committee (LISC). A learning innovation steering committee comprised of the CASCOM G-3/5/7, Director, Training Development, the Directors of Training (DOT), ALU representation, the Chief, TT and the G6 will meet quarterly to direct, track and manage actions to initiate and sustain learning system adaptation. SME from TT, TD and G6 will provide the committee information on the maturity and expected effectiveness of desired technology applications within the institution. The committee will meet semi-annually to review the CLIO's programs and initiatives. The LISC will provide guidance on the use of technology within the institution to maximize the return on investment.

(3) The CASCOM CG, as Logistics Force Modernization Proponent, has established the Logistics Leader Development Board (LLDB). The LLDB, which is co-chaired by the DA G4, AMC Dep CG, and CASCOM CG, drives TD by developing logistics learning outcomes for enlisted, officer and civilian cohorts. Proponents will ensure that LLDB outcomes, approved by the CASCOM CG, are addressed within their training strategies.

(4) All courseware, regardless of delivery method, will be reflected in the required training strategy and TRAS documents; including Individual Training Plans (ITP),

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Course Administrative Documents (CAD) and POI, in order to account for resourcing requirements associated with courseware development, maintenance and support.

e. Change management. The Institutional Training Management Board (ITMB) is CASCOM's change management process for training and education materials. Changes to course materials may be major or routine. Changes in delivery of instruction that do not affect resources or content are coordinated with the course manager but do not have to be submitted through the ITMB.

(1) A major change is one that impacts resources (equipment, instructor contact hours, facilities, direct support to training events (DSTE), funding, etc.) or changes the tasks taught in a course. Schools and ALU will use the ITMB to review requests for major changes that do not result from the JCIDS process or are not imposed by higher headquarters. Such changes may result from observed deficiencies, lessons learned or changes in the operating environment. An ITMB is a panel consisting of key decision makers and SMEs, i.e., the Deputy to the Proponent Commandant, the DOT, the Proponent's Deputy Chief of Staff, USAR, a CASCOM TDD Representative. Other members may include ALU representation (always if the affected course is executed by ALU), the Explosive Ordnance Disposal (EOD) Directorate Representative (for EOD actions only), representatives of sister services (USMC, USAF, etc., when the affected course is an ITRO consolidated courses) brigade staff officers, and representatives from CASCOM DL2QA, G8 or the Director of Safety. Proposals presented to a Commandant's ITMB will include:

- Courses, lessons, tasks and skills impacted by the change
- Increases/decreases to resources (instructors, support, contract labor, equipment, ammo, fuel, Training Aids, Devices, Simulators and Simulations (TADSS) and supplies)
- Increase/decrease to Instructor Contact Hours, course length or change to bill payer
- Shifts in academic hours among lessons, and/or changes in instructional methods
- Coordinated timeline for implementing the change

The ITMB will be conducted quarterly, or as needed, to accommodate analysis of change. The goal of the ITMB is to improve system-wide visibility of major changes and codify a process for Commandant's or President's approval.

(2) Routine changes are comprised of corrections, additional safety information, updating of references, doctrinal fixes, software changes, etc., which do not impact resources or tasks taught. Instructors and SMEs frequently identify the need for routine changes during implementation. Routine changes to course materials will be internally vetted and consolidated before being passed to training development for action.

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(3) All commandant approved changes, whether routine or directed by the ITMB will be passed to the Director, CASCOM G-3/5/7 TDD for execution by the individual training development divisions. Requests changes will be routed to TDD by a school designated individual, such as a Course Manager or the Commandant, NCOA, according to the school's internal standard operating procedures (SOP). Routine changes should be aggregated for submission monthly. If no changes are identified in a month, a negative report is submitted for audit purposes. A template for this purpose is attached at enclosure two.

f. Quarterly Training Development Brief (QTDB). The G-3/5/7 will convene a QTDB to facilitate the staff management of the TD workforce and balance the competing demands of multiple programs, processes and priorities. The QTDB will be an update for the proponent commandant, or ALU president, on the progress of training development work being executed on the proponent's behalf. G-3/5/7 individual TD divisions, Collective, SID and Doctrine representatives will provide a progress report on the previous quarter's planned TD work, and brief the planned work for the upcoming quarter. DL2QA representative(s) will provide a review of their previous quarter's findings or trends from survey results. School commandants will approve the planned workload and/or provide priority of work, guidance and direction. DL2QA and ALU representation is expected to enhance communication.

7. The staff proponent for this policy is G-3/5/7, Training Development Directorate at 804-765-2695/1471.

Encl  
Typical Training Development  
Battle Rhythm  
Change Communication Template

  
STEPHEN R. LYONS  
Major General, U.S. Army  
Commanding

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Enclosure 1: Typical Training Development Battle Rhythm

1 <sup>st</sup> Quarter	OCT	<ul style="list-style-type: none"> <li>• SMDR</li> <li>• DOT/G-3/5/7-TD Synch</li> </ul>
	NOV	<ul style="list-style-type: none"> <li>• TCCW</li> </ul>
	DEC	<ul style="list-style-type: none"> <li>• Proponent QTB</li> <li>• Army Learning Coordination Council (ALCC) Working Group (O6)</li> <li>• CASCOM QTDB</li> </ul>
2 <sup>nd</sup> Quarter	JAN	<ul style="list-style-type: none"> <li>• Learning Innovation Steering Committee</li> </ul>
	FEB	<ul style="list-style-type: none"> <li>• ALCC Principles (GO)/C-DOT</li> </ul>
	MAR	<ul style="list-style-type: none"> <li>• Proponent QTB</li> <li>• CASCOM QTDB</li> </ul>
3 <sup>rd</sup> Quarter	APR	<ul style="list-style-type: none"> <li>• DOT/G-3/5/7 TD Synch</li> <li>• TCCW</li> </ul>
	MAY	<ul style="list-style-type: none"> <li>• Army Learning Summit</li> </ul>
	JUN	<ul style="list-style-type: none"> <li>• Proponent QTB's</li> <li>• ALCC Working Group (O6)</li> <li>• CASCOM QTDB</li> </ul>
4 <sup>th</sup> Quarter	JUL	<ul style="list-style-type: none"> <li>• Learning Innovation Steering Committee</li> </ul>
	AUG	<ul style="list-style-type: none"> <li>• ALCC Principles (GO)/C-DOT</li> <li>• SMDR Preparation</li> </ul>
	SEP	<ul style="list-style-type: none"> <li>• Proponent QTB</li> <li>• CASCOM QTDB</li> </ul>

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Enclosure 2 – Change Communication Template

(School making submission)

Date

Submitted by: (Name and contact information of action officer)

Course (Number & Name)	Lessons Requiring Change	Specific Change Required	Known Impact (if any)		Reason for Change
			On Equipment	On Resources	