BRAC 2005
Education & Training Joint Cross-Service Group

Meeting Minutes of September 12, 2003

The Principal Deputy Under Secretary of Defense (P&R) chaired the fifth meeting of the Education and Training Joint Cross-Service Group. The agenda and list of attendees is attached.

The Chairman welcomed the E&T JCSG principals and turned the meeting over to Mr. Bob Howlett who made some brief administrative remarks regarding the read ahead for the ISG meeting of September 24, 2003. He further added there would be two Education and Training Capacity Analysis Reports. The second report would contain the Range Subgroup Capacity Analysis information due as a read ahead to the ISG on 3 October for a briefing to the ISG on October 10, 2003. Mr. Howlett then introduced subgroup chairmen, in turn, to brief their subgroups' Capacity Analysis.

RADM George Mayer, USN, Chairman of the Flight Training Subgroup, briefed his subgroup's Capacity Analysis (presentation attached). The group made the following points:

- Slide # 5 would be expanded to include, as a minimum, additional key measures, such as "environment."
- Agreed with the Subgroup recommendation that graduate level, fixed wing training should be included as part of their analysis. This will be briefed to the ISG as included in Flight Training.
- Agreed to highlight to the ISG that there are no known "surge requirements" for flight training and request that the Joint Staff provide "surge requirements" in time for the scenario development part of the BRAC process.
- After a lengthy discussion agreed that the issue of how the Air Force and Department of the Navy conduct their flight operations at their respective airfields (30 second rule, Navy and Marine Corps and 3 minute rule, Air Force) left unresolved would have a major impact on the results of capacity analysis and beddown of aircraft in scenario development. Therefore, the Chair directed the Navy and Air Force members to get their respective doctrine experts together to provide this group with a list of options for consideration to resolve this issue in time for ISG approval prior to BRAC scenario development.

CAPT Bruce Russell, USN, Chairman of the Professional Development Education Subgroup, briefed his subgroup's Capacity Analysis (presentation attached). The group made the following points:

- Slide # 6 – Change the third bullet to "Throughput is Service Policy Not Force Structure Driven." This recommendation followed a lengthy discussion on JPME and JPME2 individual service requirements. Additionally, it was pointed out that there was no service policy in place to address civilian graduate level educational requirements. All agreed that without such policy it would be difficult to conduct an accurate capacity analysis. The Chair directed this to be an issue for the ISG to address to the Services. Mr. Potochney, Director, OSD BRAC Office informed the group the ISG is interested in whether throughput is a Force Structure requirement or Service demand requirement.
- Slide # 7 – CAPT Russell pointed out to the group that leased facilities are also included.
- Slide # 9 – The ISG previously directed medical professional development education to be analyzed by the Medical JCSG. Other functional career areas' educational programs would be considered within the Education and Training JCSG and subsequently assigned to the appropriate Subgroup.
- Slide # 9 – After a lengthy discussion it was agreed that Service standards for advanced education institutions would be used to determine existing capacity. And that the Subgroup would also adapt accrediting standards by region as a second measure of capacity. The E&T JCSG would compare the two and pick one to recommend for use in the final analysis.

BGEN William Fraser, USAF, Chairman of the Specialized Skill Training Subgroup, briefed his subgroup's Capacity Analysis (presentation attached). The group made the following points:

- The Subgroup anticipated no "surge requirement" for specialized skill training – specialized skill training requirements are primarily driven by Service end-strengths and accessions. The group discussed the assumption that unanticipated increases in student throughput (primarily as a result of mobilization of Reserve personnel) were to be accommodated by multiple-shift operations and condensed course content. The group discussed several methods of defining surge requirements for Specialized Skill Training. The USMC representative described the recent Marine Corps experience in accelerating the training of recruits and reservists to accommodate the operational plans for Iraq. The Chair then asked if this historical experience defines surge. Mr. Potochney reminded the group that the July 16, 2003 memorandum from the ISG required the individual Service's to define surge requirements for Education and Training functions. This discussion indicated that Services' surge requirements have not been clearly defined. The Chair

asked the Subgroup Chairman to work with the Services to get a final determination on this issue.

- Slide # 6 – The group agreed to the following refinements regarding issues that impacted SST capacity analysis:
    - Added the analysis of Army Reserve Component schools that conduct specialized skill training to the SST subgroup.
    - Concurred that Marine Combat Training (unique Marine Corp program) should be recommended for evaluation by the DON BRAC.
    - Concurred that Career Enlisted Aviator training would be evaluated by the Flight Training Subgroup.
    - Concurred that SST would evaluate maintenance training for new and emerging weapon systems.
    - Concurred that SST would evaluate Special Operations Force schools that conduct specialized skill training.

  In general, the Education and Training JCSG was designated to evaluate everything (defense agencies schools, civilian institution, et cetera) except graduate level medical training and some aspects of intelligence training. The Chair of Education and Training agreed to meet with the Chair of the Intelligence JCSG to discuss which group would be responsible for certain types of intelligence training.

The Chairman summarized meeting proceedings and invited comments from principal members of the group and OSD BRAC. Mr. Potochney reminded the group of the ISG tasking to answer three fundamental questions:

- What are your common definitions for the functions that fall within this group's responsibility?
- What are the common metrics that will measure throughput capacity?
- What is your methodology for determining surge requirements?

The group was concerned as to how the certified answers to the questions related to their collective education and training functions would result in a list of installations that could then be allocated to the correct Education and Training Subgroup for analysis. Mr. Potochney described the data call and data collection process.

The meeting concluded with the Chair thanking the Chairman of the Subgroups and their respective members for their efforts in putting the report and brief together for this review prior to submission to the ISG.

Approved: Charles S. Abell
Charles S. Abell
Principal Deputy Under Secretary of Defense (Personnel & Readiness)
Chairman, Education & Training Joint Cross-Service Group

Attachments:

1. List of Attendees
2. Agenda
3. Briefing slides "Flight Training Subgroup Capacity Analysis"
4. Briefing slides "Professional Development Education Subgroup Capacity Analysis"
5. Briefing Slides "Specialized Skill Training Subgroup Capacity Analysis"

Education and Training JCSG Meeting
September 12, 2003

Attendees

Members:

- Hon Charles S. Abell, Principal Deputy Under Secretary of Defense (P&R), Chair
- Hon Michael Dominguez, Assistant Secretary of the Air Force, Manpower and Reserve Affairs
- VADM Gerry Hoewing, Chief, Naval Personnel, N1
- BGen George Flynn, Director, Training and Education Command, USMC
- CAPT Bruce Russell, Division Chief, Joint Doctrine, J-7

Alternates:

- Ms. Susan Foster, USA, G-3 Training, Army

Others:

- Mr. Paul Mayberry, DUSD(Readiness)
- Mr. Dan Gardner, Director, Readiness & Training
- Mr. Bob Howlett, ODUSD(Readiness)
- Maj Gen Peter Sutton, AF/DPL
- COL Nancy Weaver, USAF, AF/DPL
- RADM George Mayer, USN, CNATRA
- CAPT Gene Summerlin, USN, Navy BRAC
- BGEN William Fraser III, USAF, AETC/DO
- COL James Briggs, USAF, AETC/DOO
- CAPT Cathy Osman, USN, J7/JDETD/JETB
- CAPT Marc Mueller, USA, J7/JDETD/JETB
- Ms. Roxanna Zamora, SAF/IEBJ
- Mr. James Gunlick, Director, Training Army G-3
- Mr. Bob Harrison, DAMO-TR
- Mr. Tom Macia, DAMO-TRS
- Ms. Pat Walker, DASD(RA) M&F
- Mr. Stephan Jameson, OASD(RA) M&F
- Mr. John McCloud, OPNAV(NOOT)
- CAPT Mike Gnozzio, USN, OPNAV(NOOT)
- Col Sam Retherford, Senior Military Assistant, PDUSD(P&R)
- Peter Potochney, Director, OSD BRAC
- Brian Buzzell OSD BRAC Contract Support
- Ken Van Hove, DOD/IG

DRAFT Agenda and Key Issues
for

Education and Training Joint Cross Service Group Meeting

12 September, 3E752

Capacity Analysis Report & Briefings to E&T JCSG

Initial report and briefing to ISG will cover three of the four E&T JCSG subgroups. Each E&T JCSG subgroup focused Capacity Analysis effort on existing physical plant capacity measures and throughput of their assigned functional area. Each subgroup reviewed a distinct functional area (a.k.a. category of military training) within education and training.

Agenda:

Time:	Item:		Presenter:
0930	**Introduction:**		
	Welcoming remarks		Mr. Abell, Chair
	Overview		Mr. Howlett
	Capacity Analysis Briefings:		
0940	Flight Training Subgroup		RADM Mayer
	Organization		
	Approach		
	Issues Impacting Analysis		
1000	Professional Development Education Subgroup		CAPT Russell
	Organization		
	Approach		
	Issues Impacting Analysis		
1020	Specialized Skill Training Subgroup		BGen Fraser
	Organization		
	Approach		
	Issues Impacting Analysis		
1040	**E&T JCSG Discussion/Decisions (attached):**		Mr. Abell
	Issues to be forwarded to ISG		
	Issues resolved by E&T JCSG		
1115	**E&T JCSG report and briefing to ISG**		Mr. Abell
1130	**Conclusion:**		Mr. Abell

Key Issues Impacting Capacity Analysis:

For ISG direction/guidance:

- Assignment the following BRAC analysis responsibilities [not within the purview of E&T JCSG subgroups]
    1. Army Reserve Component schools (to Army BRAC)
    2. BRAC analysis responsibilities for several "cross-cutting" E&T activities, like Defense Agency schools, have not been specifically assigned to JCSGs
        i. Defense Agency schools and Service civilian schools may require specification of responsibilities for BRAC analysis (i.e., Defense Acquisition University, civilian personnel training programs, etc.).
        ii. Functional area overlap of education & training analyses may affect consistency of education and training analyses (e.g., medical, intelligence, and other functional areas)
- Whether or not to relocate like aircraft to the minimal number of sites and use a common core curriculum

For E&T JCSG resolution or (if necessary) recommendation to ISG:

- Services do not use standardized launch separation for Flight Training.
- Specification of Service curriculum requirements for future platforms, particularly UAVs, so Flight Training Subgroup can consider optimum UAV basing.
- Co-location of operational squadrons with graduate level Flight Training squadrons
- DoD-wide building design standards for space allocation comparisons among PDE facilities/institutions.

For E&T JCSG approval of the following tentatively agreed upon subgroup realignments:

- Defense Agency Schools that conduct specialized skill training for military personnel to SST subgroup. Other Defense Agency Schools to appropriate group/subgroup (i.e., medical, intelligence, civilian, PDE).
- Special Operations Forces' specialized skill training to SST subgroup
- Marine Combat Training program to Service BRAC (unique to Marine Corps, like Army OSUT)
- Career Enlisted Aviator training from SST to FT
- Maintenance training for new and emerging weapon systems (e.g., JSF, V-22, H-60) from FT to SST
- PDE subgroup coverage educational programs for military attorneys and chaplains and SST subgroup coverage of enlisted training for legal assistants and chaplain assistants (IAW Program Element funding)

Training & Education JCSG Capacity Analysis

Flight Training Subgroup

RADM George Mayer

12 September 2003

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Overview

- Organization
- Functions
- Capacity Analysis Methodology
- Issues

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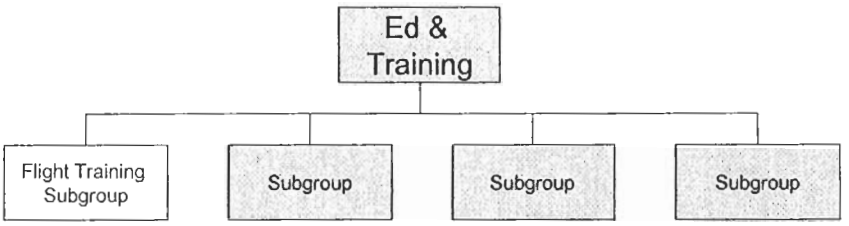
Organization



Personnel required / assigned full time

Service Reps	Civilian	Contractor
8 /0	0 / 0	2 / 0

***7 Service representatives are participating part-time; includes 1 contractor**

Functions to be Analyzed

- Flight Training Subgroup Function

  To analyze installations and processes in the Flight Training category including all DoD undergraduate and graduate– level flying training programs, which support and facilitate the training of officer and enlisted aircrew members from entry into training to the point where they are assigned to an operational unit.

  - Includes a review of training for new/emerging weapons systems, such as JSF, V-22, H-60, UAVs
  - JSF Initial Training Site Selection is included
  - Initial Flight screening not considered

Capacity Analysis Methodology

- Capacity will be determined through a data call to measure runway, airspace facilities, and ability to support fixed and rotary wing operations based on current infrastructure.
  - Key measures:
    - Airspace will be calculated in square nm.
    - Runway capacity will be calculated using the FAA Airport Capacity and Delay Manual and other factors.

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Capacity Analysis Methodology

- Function: Flight Training
- Attributes / Metrics (partial list)
  - Funded Undergrad / Grad Flight Training Throughput
    - Flight Training production (historical / projected)
    - Average Daily Student Load (historical / projected)
    - Attrition (historical / projected)
  - Flight Training
    - Airspace flight hour requirements / dimensions
    - Sortie / flight hour requirements

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Issues Impacting Analysis

- Service policy differences between VFR / IFR launches must be resolved.
- Curriculum requirements for new and emerging platforms, particularly UAVs must be defined by the Services.

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Education and Training JCSG Capacity Analysis

Professional Development Education Subgroup

Captain Bruce Russell, USN, Chair

12 September 2003

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Overview

- Organization
- Functions
- Capacity Analysis Methodology
- Issues Impacting Analysis

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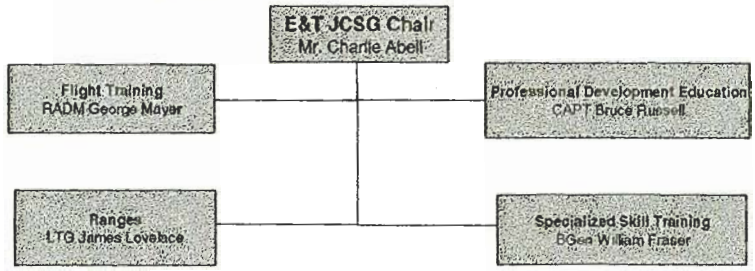
Organization



Personnel participating with PDE

Military	Civilian	Contractor
6	1	0

*** All Personnel participating part-time**

Organization

Professional Development Education

CAPT BRUCE RUSSELL, USN

CAPT OSMAN, USN	J7 SUPPORT
CDR ROBERSON, USN	OUSD(P&R)/MMP
COL SCHULTZ, USAF	AIR FORCE
MAJ KNARR, USMC	USMC
MR. KENNY	ARMY
LTCOL MURPHY	NAVY

ALL ARE ASSIGNED IN ADDITION TO PRIMARY OR OTHER DUTIES

Functions to be Analyzed

Professional Development Education

- Professional Military Education (PME)
- Joint PME
- Other Education Programs
- Federal Civil Service Civilian Leader Development

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APPROACH TO CAPACITY ANALYSIS

- TYPES OF PME and JPME
  - RESIDENT
  - NON-RESIDENT
  - BLENDED (HYBRID)
- PROGRAMS MUST MAINTAIN CIVILIAN AND JPME ACCREDITATIONS
- THROUGHPUT IS SERVICE DECISION

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ASSUMPTIONS

- Capacity for an installation
  - Total available infrastructure
  - Production/usage data required, may be limited by other factors
- Distance Education/Blended programs require resources separate from residence programs
- JPME programs advance jointness

Capacity Analysis Methodology

Function: Professional Development Education

Attributes & metrics

- Student Throughput
  - PDE course data
  - PDE graduates
  - PDE student load data
- Facilities/Utilization
  - PDE classrooms
  - PDE laboratories, libraries, auditoriums, etc.
  - PDE billeting & messing
  - PDE storage
- Support
  - IT support
    - Personnel
    - Bandwidth (war gaming, simulations)
  - BOS (administrative, transportation, security)

Issues Impacting Analysis

- Legislative: JPME II dictated by law
- Career specialties: assign specialized support functions (i.e. medical/legal/chaplain) to appropriate JCSGs
- Lack of DoD Capacity Standard
  - 3 COAs considered
    - Model after State Council for Higher Education (VA)
    - Use historical load data vs. current PDE space allocations
    - Adapt current military building design standards to a DoD standard (Recommended)

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Education and Training JCSG Capacity Analysis

Specialized Skill Training Subgroup

Brigadier General William Fraser III, Chair

12 September 2003

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Overview

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- Issues Impacting Analysis

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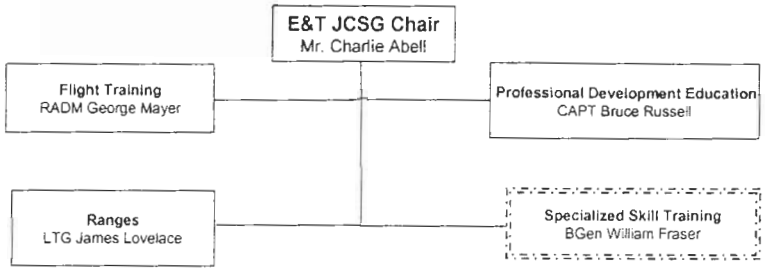
Organization



Personnel participating with SST

Military	Civilian	Contractor
4	2	1

*** All Personnel participating part-time**

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Functions to be Analyzed

- Specialized Skill Training
  - Initial Skill Training
  - Skill Progression Training
  - Functional Training

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Capacity Analysis Methodology

Function: Specialized Skill Training

- Attributes & metrics
  - Student Throughput
    - SST course data
    - SST course occupation codes
    - SST graduates
    - SST student load data
  - Facilities
    - SST classrooms
    - SST laboratories, libraries, auditoriums, etc.
    - SST ranges, performance facilities, etc.
    - SST billeting & messing
    - SST storage
  - Training Base Support
    - IT support
    - BOS (administrative, transportation, security)
    - Training simulators & devices

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Issues Impacting Analysis

- Assign the following BRAC analysis responsibilities
  - Army Reserve Component schools (from SST to Army BRAC)
  - Marine Combat Training (from SST to Marine Corp BRAC)
  - Career Enlisted Aviator training from SST to FT
  - Maintenance training for new and emerging weapon systems (e.g. JSF, V-22, H-60) from FT to SST
  - Special Operations Forces specialized skill training to SST
  - Defense Agency School courses that fall under the purview of other subgroups (i.e. medical/civilian/PDE) should be assigned appropriately
  - Defense Agency School courses that fall under the purview of SST should be assigned to SST

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