
**RESULTS OF ANALYZING THREE
INTEGRATION OPTIONS**

In this chapter we present the analysis results for our three options.

**OPTION 1: NEAREST SCHOOL
Send Student to Nearest School Offering Like Course,
Regardless of Component of School or Student**

The first option examines the impact of sending AC and RC students to the nearest school that offers the maintenance course they need (MOS reclassification, NCOES, ASI, or other maintenance-related courses). We use the schools and their course offerings as reflected by the fiscal year 1996 ATRRS data. In this option, an RTS-M can offer an AC version of any RC course it offered in fiscal year 1996, and an AC school can offer an RC version of any AC course it offered.¹ We do not commingle students: AC students are in AC-configured courses and RC students are in RC-configured courses. Here, all we seek to do is minimize travel costs.

¹In all options, we require a minimum of five students for a school to conduct a course. If the annual demand for a specific course is less than five students, then our minimum course size equals the annual demand. That is, courses with very low annual demands (less than ten) will be taught at a single school.

Sending Students to Nearest School Results in Significant Flows Across Components

One fairly straightforward result is that sending students to the nearest school results in significant flows across the two components. This is illustrated in Figure 3.1.

The chart on the left shows that 912 RC students (or about 13 percent of the 6,814 RC student records we processed) would go to an AC proponent school instead of an RTS-M. Also, 2,610 AC students (or about 75 percent of the 3,468 AC records we processed) would go to an RTS-M that is closer to their home location instead of to the AC proponent school.

The chart on the right shows the number of RC-configured courses at AC schools and the number of AC-configured courses offered at RTS-Ms. Note that the more than 120 AC courses at RTS-Ms do not represent 120 *different* courses; multiple RTS-Ms may be offering the same AC-configured course. With 17 RTS-Ms, there are on average only about 7 “new” AC-configured courses at each RTS-M. Almost one of every three students at an RT-M would be from the AC, while

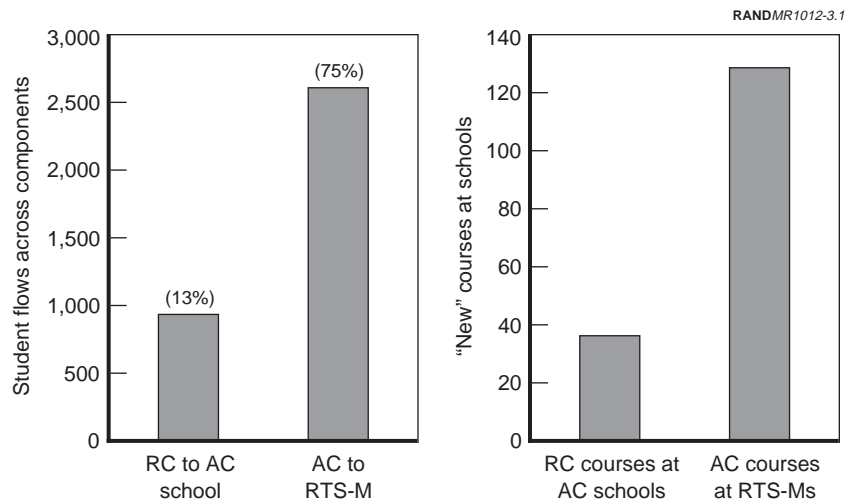


Figure 3.1—Flows for Sending Students in Option 1

slightly more than half the students at AC schools in the courses we are considering would be from the RC.

Table 3.1 shows the student flows by individual schools (10 AC schools on the top and 17 RTS-Ms on the bottom) for option 1, illustrating how the optimization model distributes students.²

The first two columns indicate the number of AC and RC students who went to the respective schools during fiscal year 1996 (the baseline case). In this case, as discussed above, there were 3,468 AC students in AC schools and 6,814 RC students in RC schools. The next two columns show the distribution of those AC and RC students when we allow a student to go to the nearest school offering the needed course regardless of the component of the school. The gray arrows show the AC student flows to AC and RC schools, while the black arrows show the RC student flows to RC and AC schools. We can see the breakdown of the 13 percent of RC students sent to AC schools and the 75 percent of AC students that end up in RTS-Ms. The last column shows the difference in the number of students at each school in our first option when compared to the baseline.

The table shows that several AC schools have their student loads significantly reduced or trade significant numbers of AC students for RC students. For example, there is a major impact at Fort Jackson USATC (most of the students in the 63B and 63S MOS reclassification courses and the 63B/S ASI course migrate to RTS-Ms); at Fort Leonard Wood USATC (the 66 AC students in the one 62B reclassification course migrate to RTS-Ms); at Fort Lee (most of the 231 students in the 92A course migrate to RTS-Ms); and at the NCO Academies (almost 1,400 AC NCOES students go to nearby RTS-Ms for training).³

²The detailed results, showing the specific courses taught at each school and the number of students across all the options, are provided in Appendix B.

³The parameters in the model can be set so that specific courses, e.g., NCOES, are fully excluded from the integration of AC and RC students. If the AC NCOES remain at the AC schools, the impact of integrating the MOS reclassification, ASI, and other courses is cut approximately in half. It might also be possible to preserve NCO leadership education at the proponent NCO Academies while migrating technical NCO education to nearby RTS-Ms. In this case, the impact of integration may be maintained.

Table 3.1
Specific AC and RC Student Flows in Option 1

	Baseline		Nearest school		Difference
	AC	RC	AC	RC	
AC schools					
Aberdeen	666	0	309	481	124
Fort Jackson USATC	497	0	25	25	(347)
Fort Knox	301	0	183	117	(1)
Fort L. Wood USATC	66	0	0	37	(29)
Fort Lee	231	0	28	10	(193)
Fort Sill	14	0	14	31	31
Aberdeen NCO Academy	1,201	0	287	58	(856)
Fort Knox NCO Academy	60	0	12	23	(25)
Fort L. Wood NCO Academy	45	0	0	3	(42)
Fort Lee NCO Academy	387	0	0	127	(260)
Total	3,468	0	858	912	(1,698)
			(25%)	(13%)	
RC schools (RTS-Ms)					
Fort Devens	0	68	8	22	(38)
Jefferson City	0	355	166	469	280
Fort Hood	0	402	239	373	210
Fort Indiantown Gap	0	242	74	309	141
Fort McCoy	0	252	291	206	245
Salina	0	573	134	412	(27)
Camp Dodge	0	963	109	480	(374)
Fort Dix	0	493	74	493	74
Fort Bragg	0	388	245	395	252
Camp Shelby	0	398	138	361	101
Camp Robert	0	578	233	566	221
Camp Ripley	0	381	85	333	37
Fort Custer	0	268	24	290	46
Gowen Field	0	408	182	314	88
Blanding	0	235	71	234	70
Fort Stewart	0	712	349	555	192
Waiwa	0	98	188	90	180
Total	0	6,814	2,610	5,902	1,698
			(75%)	(87%)	

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Some of the RTS-Ms also get more students (e.g., Jefferson City, Fort Hood, Fort Bragg, and Camp Robert), while others have a decrease in

student load (e.g., Fort Devens and Camp Dodge) or stay about the same in terms of number of students.

Table 3.2 shows, for a selected subset of courses, the number of students in the course in fiscal year 1996. The last two shaded columns show the number of schools where the course was offered in fiscal year 1996 (the baseline case), and the number of schools offering the course when we send students to the nearest school (option 1).⁴ The table shows that there is not much of a change from the baseline in terms of the number of schools offering the RC courses; however, the AC courses, formerly offered only at AC schools, are now offered at several RTS-Ms. In some cases (e.g., the AC 63B reclassification and BNCOC courses), a large number of RTS-Ms offer the course. In other cases (e.g., the AC 63B/S ASI and 62B reclassification and BNCOC courses), only a few RTS-Ms offer the course. Of course, if there are a limited number of students taking the course, then there will be fewer offerings of the course.

Table 3.2
Number of Schools Offering Selected Courses: Option 1

Course ID	Component	Course Level	MOS	FY96 Students	Baseline	Nearest School
091-52D10	RC	MOSQ	52D	231	12	12
052-62B10	RC	MOSQ	62B	201	12	12
052-62B30	RC	BNCOC	62B	65	9	8
091-63B10	RC	MOSQ	63B	723	17	17
091-63B30	RC	BNCOC	63B	298	15	15
091-63 B/S/W10H8	RC	ASI	63B/S/W	141	11	12
551-92A10	AC	MOSQ	92A	231	1	8
612-62B10	AC	MOSQ	62B	66	1	4
612-62B30	AC	BNCOC	62B	45	1	4
610-63B10	AC	MOSQ	63B	159	1	10
610-63B30	AC	BNCOC	63B	331	1	14
610-ASIH8 (63B/S)	AC	ASI	63B/S	286	1	3

⁴The detailed results showing the schools and student loads for all the courses across all the options are provided in Appendix C.

RTS-Ms Assume Larger Workloads Given Longer AC Course Lengths

Student movement is one measure of the shift in training workload resulting from cross-component student flows. Since AC-configured courses are much longer than RC-configured courses, the decrease in training *workload* at AC schools, and the corresponding increase at RTS-Ms, is fairly substantial.⁵ In our discussions with personnel at AC schools, we were told that reduced training budgets have cut down the number of instructors at AC schools. Currently, AC instructors spend a greater amount of their time in the classroom than they did before the personnel reductions.

Figure 3.2 shows that option 1 would decrease the training workload at AC schools by approximately 125,000 student days.⁶ This could reduce the amount of platform time currently required of AC instructors. Of course, AC instructors may also be temporarily assigned to RTS-Ms to help with the increase in workload related to the training of AC students.

However, the increase in RC workload from the AC training is within the capacities of the RTS-Ms, according to what we were told when visiting several of the RTS-Ms. Some RTS-Ms may need more instructors than indicated by their Tables of Distribution and Allowances (TDAs), while other RTS-Ms may require fewer instructors. Overall, the increased workload from training AC students results in more fully utilized RTS-M instructors.

We have not examined in detail the manpower implications of the shift in training workload, other than to note the potential reduction in average classroom time for AC instructors and the ability of the ex-

⁵The AC does not have separate courses for MOS reclassification. AC students who require reclassification training attend the same course as students receiving initial MOS training. These AC initial entry training courses, taken by both AC and non-prior-service RC students, include common skills and soldierization tasks not covered in basic training. RC reclassification courses are primarily geared to prior-service gains into the RC. These RC-configured courses do not contain common skills or soldierization portions. As a result, RC MOS reclassification courses provide instruction in the new MOS in a shorter time than the AC configured courses do.

⁶Note that Figure 3.2 shows only the workload at AC schools for the types of courses we are considering. There is a far greater workload at the schools for IET and AIT training and for non-maintenance-related courses.

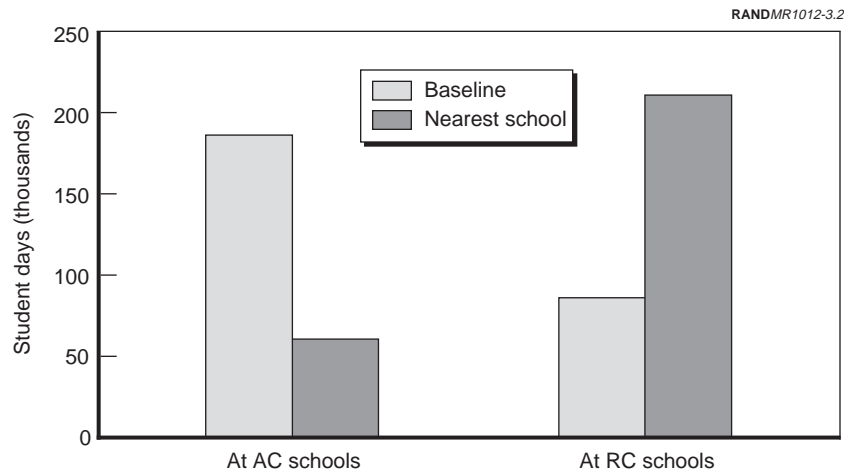


Figure 3.2—Effect on Training Workload at AC Schools and RC Schools in Option 1

isting RTS-Ms to assume the increased workload. There may actually be some savings in instructor levels from further integrating AC and RC training. (A “back-of-the-envelope” analysis suggests overall instructor requirements might be reduced by as much as 10 percent.) To assess such questions in depth, a separate analysis of the personnel issues would be needed. The real questions include how, where, and when to use different types of instructors—AC, AGR, part-time RC, or civilian—for different courses at the various schools. Temporarily assigning an AC instructor to an RTS-M, or an RC instructor to an AC school, may be a cost-effective way to utilize instructor personnel to meet different training demands.

Sending Students to Nearest Schools Reduces Travel Cost and AC Student Time Away from Home

The left side of Figure 3.3 shows the impact on travel cost of sending a student to the nearest school offering the course, regardless of the component of the student or the school. As the figure shows, travel costs are reduced by approximately one million dollars (or 24 percent) under this option. As mentioned previously, the travel costs

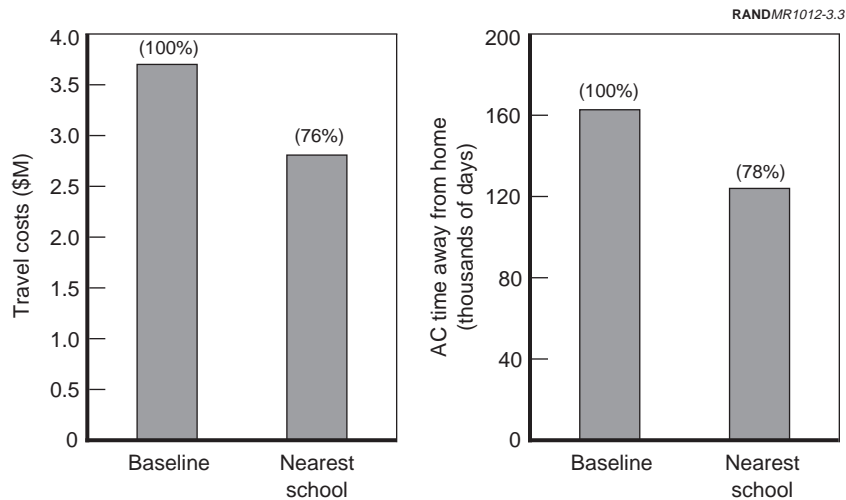


Figure 3.3—Impact on Travel Cost and AC Time Away from Home in Option 1

are computed by calculating the round-trip distance from the student's home or unit location to the school. The resulting total distance for all students is costed at 30 cents per mile. The baseline reflects the travel resulting from the actual assignment of students to schools in fiscal year 1996. The "nearest school" bar is for our optimal assignment of students to schools without component distinctions.

The vast majority of the savings in travel cost, as shown in Table 3.3, is associated with sending the AC students to RTS-Ms that are closer than the proponent AC school.

There is another cost, and morale, benefit for the AC students. Many AC soldiers will have the opportunity to take a course at a school that is either at their unit location or within an easy commute. For example, AC soldiers at Fort Hood, Fort Bragg, and Fort Stewart may actually be trained at the RTS-M collocated on the base rather than being sent temporary duty (TDY) to the AC proponent school. By allowing students to go to the nearest Army school regardless of

Table 3.3
Breakdown of Travel Costs for Baseline and
Nearest School Options

Cost of Sending . . .	Baseline	Nearest School
AC students to AC schools	2,099,182	426,469
AC students to RTS-Ms		983,232
RC students to RTS-Ms	1,569,044	1,011,229
RC students to AC schools		365,870

component, the total time away from home for the AC students is reduced by approximately 35,000 days, or 22 percent from the baseline (as shown on the right side of Figure 3.3). This should provide an increase in soldier morale and unit readiness, since soldiers would now stay with their families and their units while receiving the necessary training.

There is also a reduction in per-diem costs resulting from an AC student staying “at home” versus going TDY to an AC proponent school. The exact amount of such savings is based on how many of the students would have been assigned to barracks at the AC school (in which case per-diem cost per day might be as low as \$10) or put on the local economy (in which case the cost per day could be as much as \$100). Per-diem savings are more likely at the upper end, assuming some number of students are placed in local hotels versus in base barracks and that any reduction in the number of students would result in fewer staying “off base.”

OPTION 2: REASSIGN COURSES

Reassign Courses to Schools Based on Geographic Proximity and Critical Mass

In this option, we considered reassigning courses to schools based on the localized demand for specific courses. In this case, some schools will offer more courses than they did in fiscal year 1996, while other schools will have a reduced set of course offerings. Our basic assumption is that any RTS-M can offer any of the courses in our course list. That is, any RTS-M can offer any course taught by any other RTS-M.

This option considers two cases. In the first, the model maintains the constraint that a course is offered only if there is a minimum of five students taking the course. This case results in specific courses being offered at a large number of locations, many with fairly small class sizes. The case has the greatest impact on travel cost, since there is a high probability that AC and RC students will find the course they need at the school nearest to them. RTS-Ms become “multi-functional,” offering a wide range of maintenance courses (much as they are today, only more so).

In the second case, we group like courses together. The groupings include (1) construction equipment, (2) field artillery, (3) metalworking, (4) quartermaster, (5) tanks and Bradleys, (6) TOW and Dragon, (7) weapons, and (8) wheeled and track vehicles both at the organizational maintenance levels and (9) at higher maintenance levels. In each group, we consider the NCOES, MOS reclassification, additional skill indicator (ASI), and other courses appropriate to the group. We add a constraint to the model that requires a school to offer courses within a grouping only when there are 50 or more students who require such courses. This case results in more “specialized” RTS-Ms. That is, groups of “like” courses will be offered only at a few RTS-Ms, and RTS-Ms will offer a more limited range of courses. This case increases travel costs compared to the first case, since courses will be offered at fewer locations.

The findings shown below are presented for the two cases.

AC Schools and RTS-Ms Will Have Increased Course Offerings, Less So at Specialized RTS-Ms

Figure 3.4 shows the number of RC course offerings at AC schools and the AC course offerings at RTS-Ms for option 2. Both halves of the figure show the results from our first option, sending students to the nearest school, given the courses offered at schools in fiscal year 1996, and the results from the two cases for the second option of re-assigning courses to schools in an “optimal” manner.

As would be expected, “multifunctional” RTS-Ms result in a greater number of cross-component course offerings, while “specialized” RTS-Ms reduce the number of cross-component course offerings

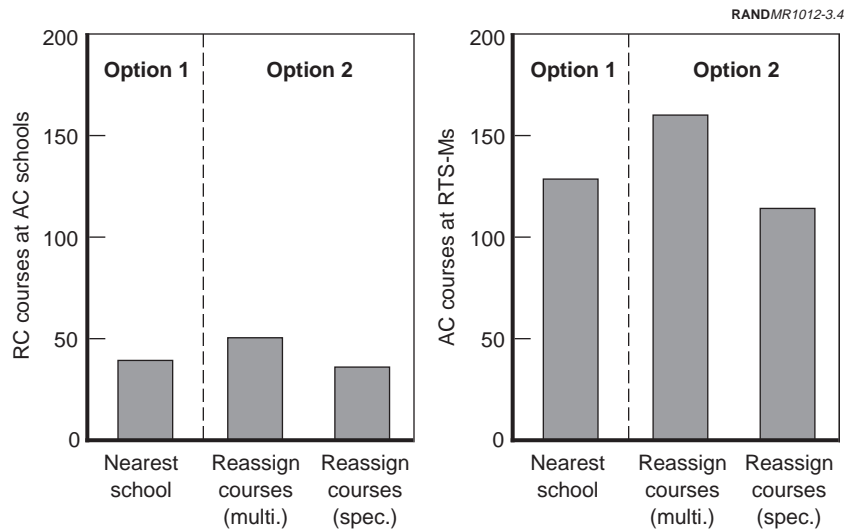


Figure 3.4—Number of RC Course Offerings at AC Schools and AC Offerings at RTS-Ms for Option 2 Compared to Option 1

compared to option 1. In general, there is not a large difference between the courses offered in options 1 and 2.

Table 3.4 shows the same breakdown by selected courses for option 2 that we showed in Table 3.2 for option 1. Again, the AC courses, originally offered at only the AC schools, are now offered at a number of RTS-Ms. We also see that the specialized RC case results in a smaller number of schools offering a given course compared to either the baseline or the multifunctional RC case.

Student Flows Across Similar Component Boundaries in Similar Numbers

Figure 3.5 shows student flows for the two cases where we reassign courses compared to the results from the first case. Fewer RC students go to AC schools when RTS-Ms are “multifunctional,” since there is a good chance the needed course will be offered at an RTS-M that is closer than an AC school. Overall, however, the student flows are very similar.

Table 3.4
Number of Schools Offering Specific Courses: Option 2

Course ID	Component	Course Level	MOS	FY96 Stud.	Base-line	Reassign Courses (Multi.)	Reassign Courses (Spec.)
091-52D10	RC	MOSQ	52D	231	12	13	7
052-62B10	RC	MOSQ	62B	201	12	11	4
052-62B30	RC	BNCOC	62B	65	9	8	3
091-63B10	RC	MOSQ	63B	723	17	17	11
091-63B30	RC	BNCOC	63B	298	15	15	9
091-63-B/S/W10H8	RC	ASI	63B/S/W	141	11	12	4
551-92A10	AC	MOSQ	92A	231	1	8	5
612-62B10	AC	MOSQ	62B	66	1	7	4
612-62B30	AC	BNCOC	62B	45	1	7	3
610-63B10	AC	MOSQ	63B	159	1	9	6
610-63B30	AC	BNCOC	63B	331	1	13	13
610-ASIH8 (63B/S)	AC	ASI	63B/S	286	1	8	6

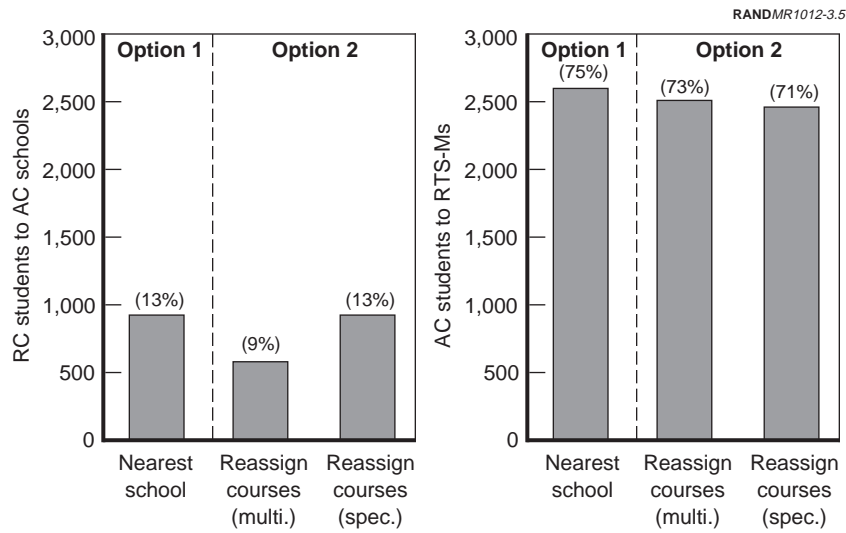


Figure 3.5—Student Flows of RC Students to AC Schools and AC Students to RTS-Ms for Option 2 Compared to Option 1

Table 3.5 shows the counterpart to Table 3.1 for option 1, in this case for the specialized case of option 2. As was true in option 1, the AC schools, especially the NCO Academies, trade a large number of AC students for a smaller number of RC students. In the specialized case, the AC schools with small student loads—Fort Leonard Wood USATC and the NCO Academy, Fort Sill, and Fort Knox NCO Academy—have all their AC maintenance students reassigned to RTS-Ms. Also, as with option 1, some RTS-Ms have more students while others have fewer or stay about the same.

Travel Costs Decrease in All Options

Figure 3.6 shows the impact on travel costs. There is a separate bar for the baseline calculated from the actual assignment of students to schools in fiscal year 1996 and bars for the first option (sending students to the nearest school based on the fiscal year 1996 course assignments) and the two cases of option 2. In all options, travel costs are reduced compared to the baseline, with the greatest reduction, as expected, when we allow RTS-Ms to teach multifunctional courses. Table 3.6 shows that over \$1,000,000 is saved in AC student travel and almost \$500,000 is saved in RC student travel for the multifunctional case. The specialized case shows different results. The more than \$1,000,000 savings in AC student travel is offset by a \$500,000 increase in RC student travel. The net effect for the specialized case is a decrease in total travel costs of approximately \$500,000.

AC Student Time Away from Home Also Decreases in All Options

Finally, Figure 3.7 shows the impact on AC students' time away from home. Again, there is a bar for the baseline where the AC student goes to the AC school for training and education and separate bars for the two options that allow students to take courses regardless of the component of the student or of the school. In all the options, the time away from home is reduced. This has the impact of improving morale or quality of life while reducing per-diem costs.

Table 3.5
Specific AC and RC Student Flows in Option 2 (Specialized Case)

	Baseline		Reassign courses (specialized)		Difference
	AC	RC	AC	RC	
AC schools					
Aberdeen	666	0	242	403	(21)
Fort Jackson USATC	497	0	136	195	(160)
Fort Knox	301	0	183	0	(118)
Fort L. Wood USATC	66	0	0	52	(14)
Fort Lee	231	0	100	0	(131)
Fort Sill	14	0	0	33	19
Aberdeen NCO Academy	1,201	0	184	76	(941)
Fort Knox NCO Academy	60	0	0	23	(37)
Fort L. Wood NCO Academy	45	0	0	0	(45)
Fort Lee NCO Academy	387	0	164	136	(87)
Total	3,468	0	1,009	918	(1,541)
			(29%)	(13%)	
RC schools (RTS-Ms)					
Fort Devens	0	68	13	0	(55)
Jefferson City	0	355	213	234	92
Fort Hood	0	402	292	258	148
Fort Indiantown Gap	0	242	86	429	273
Fort McCoy	0	252	96	161	5
Salina	0	573	144	415	(14)
Camp Dodge	0	963	165	441	(357)
Fort Dix	0	493	41	598	146
Fort Bragg	0	388	210	334	156
Camp Shelby	0	398	188	278	68
Camp Robert	0	578	197	463	82
Camp Ripley	0	381	189	389	197
Fort Custer	0	268	107	313	152
Gowen Field	0	408	120	657	369
Blanding	0	235	206	312	283
Fort Stewart	0	712	129	567	(16)
Waiwa	0	98	63	47	12
Total	0	6,814	2,459	5,896	1,541
			(71%)	(87%)	

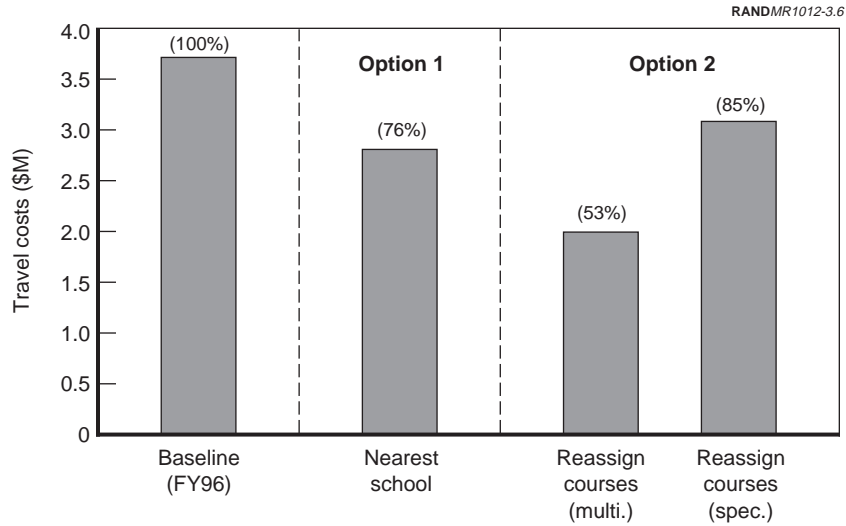


Figure 3.6—Impact of Travel Costs for Option 2 Compared to Option 1

**Table 3.6
Breakdown of Travel Cost Savings for Option 2**

Cost of Sending ...	Baseline	Reassign Courses (Multifunctional)	Reassign Courses (Specialized)
AC students to AC schools	2,099,182	290,580	301,852
AC students to RTS-Ms		592,727	731,739
RC students to RTS-Ms	1,569,044	923,137	1,588,997
RC students to AC schools		146,059	476,935

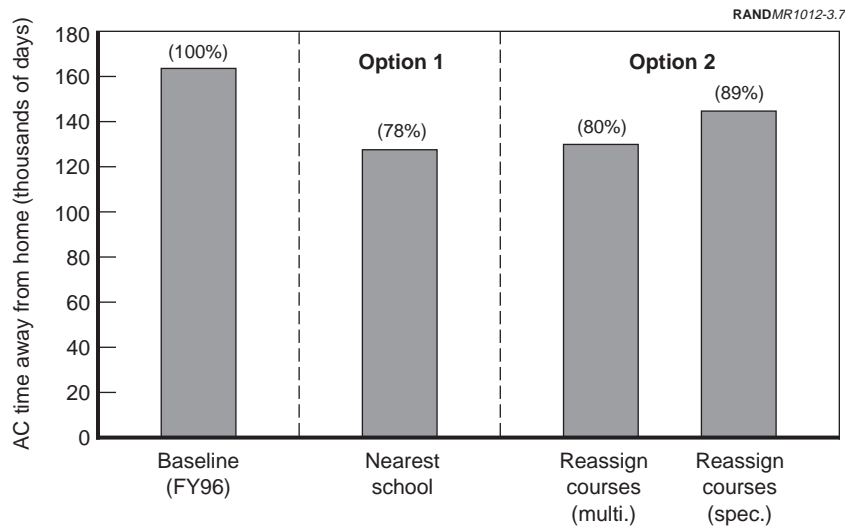


Figure 3.7—AC Student Time Away from Home for Option 2 Compared to Option 1

OPTION 3: CONSOLIDATE SCHOOLS

Reduce Number of Training Sites for Maintenance Courses

The last option we examined investigates the potential for reducing the number of training sites for maintenance courses. Depending on the specific case examined (multifunctional or specialized RTS-Ms), the model indicates that maintenance courses could be offered at from 2 to 6 fewer RTS-Ms than the 17 currently used.⁷ Although these RTS-Ms could potentially be closed, we believe that a greater benefit would arise from changing the training mission of these “excess” schools.

⁷Since the Army is moving away from multifunctional schools and since it is unlikely to make reductions on the scale that the model suggests, we have focused the analysis on the specialized case.

We add to the model’s objective function a fixed cost of \$370,000 to open an RTS-M. Therefore, the model balances savings in travel and course costs with the fixed costs of an RTS-M.

Results Mirror Those for Previous Options

The results from this option mirror the results from the previous two options. A significant number of students and courses cross component boundaries, with a resulting decrease in travel costs plus AC student time away from home and per-diem costs. Figure 3.8 shows the student flows for all three options, using the “specialized” case for option 3. As can be seen, the 10 percent–70 percent numbers are about the same as in the other two options.

Table 3.7 shows the specific student flows for the specialized case in option 3. In this case, the model suggests that two RTS-Ms could be closed or have their mission changed.

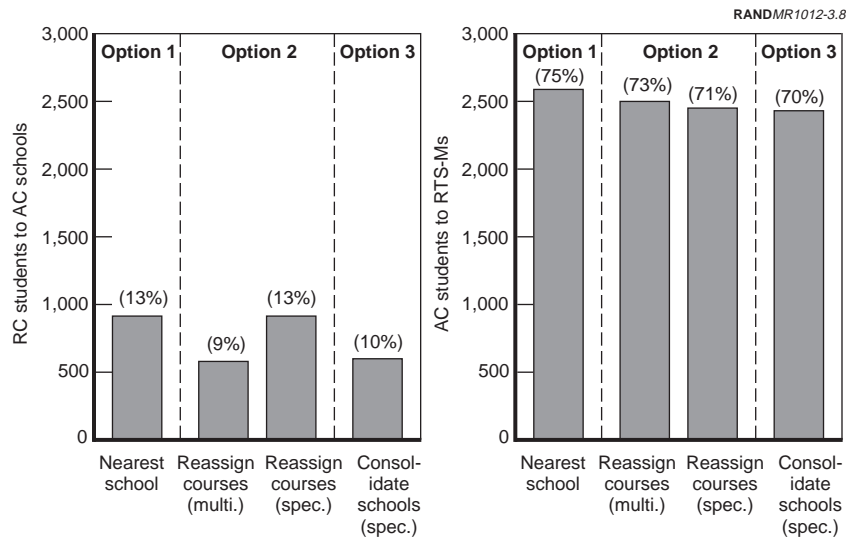


Figure 3.8—Student Flows of RC Students to AC Schools and AC Students to RTS-Ms for Option 3 Compared to Options 1 and 2

Table 3.7
Specific AC and RC Student Flows in Option 3 (Specialized Case)

	Baseline		Consolidate schools (specialized)		Difference
	AC	RC	AC	RC	
AC schools					
Aberdeen	666	0	238	385	(43)
Fort Jackson USATC	497	0	157	50	(290)
Fort Knox	301	0	175	0	(126)
Fort L. Wood USATC	66	0	0	51	(15)
Fort Lee	231	0	100	0	(131)
Fort Sill	14	0	0	33	19
Aberdeen NCO Academy	1,201	0	193	36	(972)
Fort Knox NCO Academy	60	0	0	23	(37)
Fort L. Wood NCO Academy	45	0	0	0	(45)
Fort Lee NCO Academy	387	0	180	136	(71)
Total	3,468	0	1,043	714	(1,711)
			(30%)	(10%)	
RC schools (RTS-Ms)					
Fort Devens	0	68	13	0	(68)
Jefferson City	0	355	221	381	247
Fort Hood	0	402	290	195	83
Fort Indiantown Gap	0	242	149	464	371
Fort McCoy	0	252	0	0	(252)
Salina	0	573	159	345	(69)
Camp Dodge	0	963	170	297	(496)
Fort Dix	0	493	30	659	196
Fort Bragg	0	388	161	507	280
Camp Shelby	0	398	198	301	101
Camp Robert	0	578	202	451	75
Camp Ripley	0	381	156	499	274
Fort Custer	0	268	167	313	212
Gowen Field	0	408	133	698	423
Blanding	0	235	191	377	333
Fort Stewart	0	712	136	557	(19)
Waiwa	0	98	62	56	20
Total	0	6,814	2,425	6,100	1,711
			(70%)	(90%)	

Figures 3.9 and 3.10 show the impacts on travel cost and time away from home, respectively, for the specialized case of option 3. Again, the figures are comparable across all the options. The breakout of travel cost savings for option 3 are similar to those of option 2—the more than \$1,000,000 savings in AC student travel is offset by a \$500,000 increase in RC student travel.

Finally, Table 3.8 shows for selected courses the number of schools offering courses in the specialized case of option 3.

Number of RTS-Ms Can Be Reduced

The model allocates the fiscal year 1996 training inputs into fewer than the 17 RTS-Ms currently conducting RC maintenance courses: As shown above in Table 3.5, two RTS-Ms in the specialized case are “excess” for the maintenance training demand. We do not, however, suggest that these “excess” training facilities be closed. Since they have very capable facilities, training equipment, and personnel, redirecting their training mission to other nonmaintenance areas,

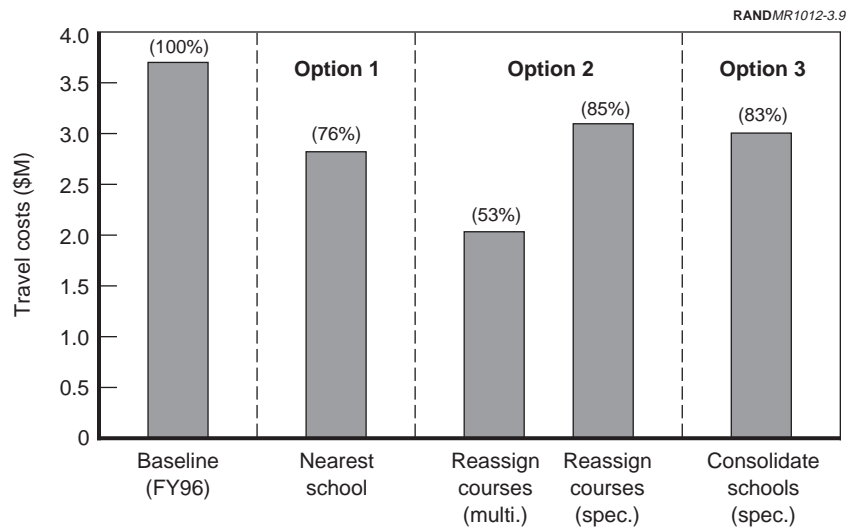


Figure 3.9—Impact of Travel Cost for Option 3 Compared to Options 1 and 2

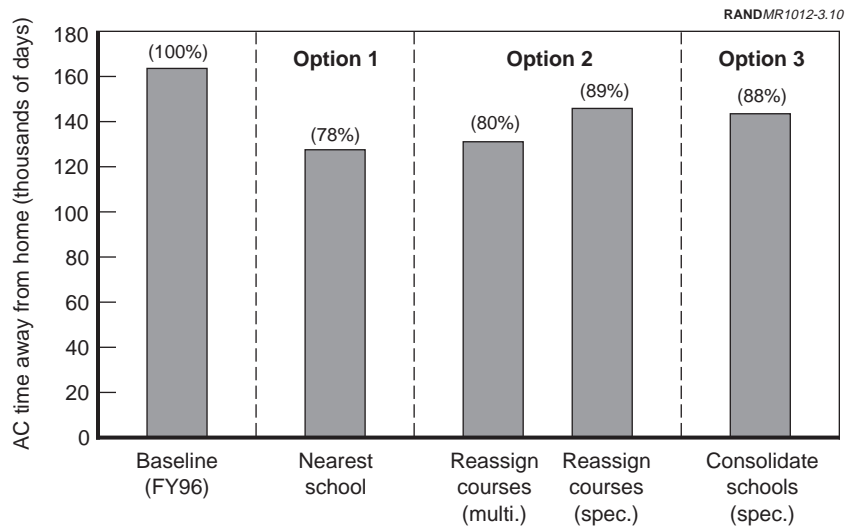


Figure 3.10—AC Student Time Away from Home for Option 3 Compared to Options 1 and 2

such as transportation or quartermaster courses, might be a more cost-effective use of those sites. Of course, using the RTS-Ms to provide training in areas such as transportation could lead to a reduction in the resources currently used for teaching those types of courses. That is, the facilities, instructors, and other resources currently used in training RC transportation courses could be excess to the system if existing RTS-Ms assume the RC transportation training mission.

Even with Fewer RTS-Ms, the System Is Still Robust

The analyses described here used the training inputs in fiscal year 1996 as reflected in ATRRS. However, the resulting number of students, especially RC students, may not represent the actual number of soldiers that required maintenance training in fiscal year 1996.⁸

⁸Our earlier research showed that the number of RC soldiers shown as not duty MOS qualified greatly exceeded the number of seats available in RC schools. Similarly, we

Table 3.8
Number of Schools Offering Selected Courses: Option 3

Course ID	Component	Course Level	MOS	FY96 Students	Baseline	Consolidate Schools (Spec.)
091-52D10	RC	MOSQ	52D	231	12	5
052-62B10	RC	MOSQ	62B	201	12	4
052-62B30	RC	BNCOC	62B	65	9	2
091-63B10	RC	MOSQ	63B	723	17	14
091-63B30	RC	BNCOC	63B	298	15	9
091-63-B/S/ W10H8	RC	ASI	63B/S/W	141	11	5
551-92A10	AC	MOSQ	92A	231	1	5
612-62B10	AC	MOSQ	62B	66	1	4
612-62B30	AC	BNCOC	62B	45	1	2
610-63B10	AC	MOSQ	63B	159	1	6
610-63B30	AC	BNCOC	63B	331	1	11
610-ASIH8 (63B/S)	AC	ASI	63B/S	286	1	6

Also, there may be future surges in the demand for maintenance-related training because of force structure changes or turbulence in the RC personnel system. Any changes to the structure and use of schools providing maintenance training must ensure that the resulting structure is robust enough to meet demands above those reflected by the actual training inputs in fiscal year 1996.

To examine how robust the system would be with up to six fewer RTS-Ms, we used Standard Installation/Division Personnel System (SIDPERS) data to estimate the number of RC soldiers who are shown as nonqualified and who, hence, required maintenance-related training in fiscal year 1996. We checked individual soldier records to see which soldiers were not duty MOS qualified (DMOSQ) or required NCOES training in fiscal year 1996. The result may be an overestimate of requirements (since some soldiers will either shortly

observed a "backlog" of NCOs who needed to complete the NCOES course required for current or impending grade; this number greatly exceeded available classroom seats. In general, the number of available seats was less than half the number of soldiers showing a need for reclassification training or NCOES. (See Winkler et al., 1996.)

leave the force or will transition to a new MOS), but if the school structure can accommodate an overestimate of requirements, then it should surely be able to handle the “true” demand.

To explore whether these schools could handle an expanded demand for training, we examined whether the reduced RTS-M structure could handle a demand that was approximately twice the load shown in ATRRS in fiscal year 1996. We found that the reduced RTS-M structure still had the capacity to accommodate the increased training load (assuming the remaining RTS-Ms had their full TDA complement of instructors). The total number of AC and RC instructors needed to meet the training workload indicated by the fiscal year 1996 inputs is sufficient for the increased demand, although there may be some redistribution of instructors among the schools, both by type (especially for the “specialized” RTS-Ms) and in number. For example, with training workload redistributed between the AC and RC schools, some AC instructors might be assigned temporarily to an RTS-M to help meet peak demands.

RTS-Ms Have the Capacity to Assume New Missions

To examine the potential for the “excess” RTS-M capacity to take on other training missions, we extracted from ATRRS the number of AC and RC soldiers who received training in transportation-related courses in fiscal year 1996. This was approximately 3,400 RC and 800 AC soldiers. The model suggests that the RTS-Ms have sufficient capacity to meet this demand for transportation courses in addition to the increased maintenance-related demand described above. Rather than mixing maintenance and transportation courses at RTS-Ms, we believe it would be more effective to have some number of the RTS-Ms concentrate on transportation courses (as RTS-Ts), while the remaining schools conduct the maintenance courses.